

**UNIVERSITY OF MANITOBA**  
**Department of Sociology**  
**SOC 3860: Genocide, Crime and Society (A01)**  
**10:30-11:20pm Monday, Wednesday, Friday**  
**Fall 2014 (3 Credit Hours)**  
**TIER 308**

**Instructor:** Andrew Woolford  
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**Office Hours:** By Appointment  
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**Course Objectives:**

In the immediate aftermath of World War II the nations of the world promised to “never again” stand idly by as genocidal destruction was brought upon a group of people. Since this time genocides have proliferated. Moreover, although the term “genocide” is of recent vintage, the phenomenon has a long and inglorious history. This course examines the study of and debates around the notion of genocide. Beginning with definitions and theoretical explanations of genocide, the course moves through various case studies to foster understanding of the motivations, contexts, and processes that result in group destruction. It concludes with examination of the prospects for preventing, stopping, adjudicating, and healing from genocidal devastation. In all its moments, the phenomena of genocide will be examined in this course through a sociological and criminological lens, while drawing on other disciplines such as law, social psychology, anthropology, conflict resolution, and history in order to situate genocide within a broader multi-disciplinary framework. As well, in reviewing course materials, we will be attentive to arguments about genocide in Canada.

**Required Readings:**

- Jens Meierhenrich. 2014. *Genocide: A Reader*. Oxford University Press
- Theodore Fontaine. 2010. *Broken Circle: The Dark Legacy of Residential Schools*. Heritage.

(Both texts are available from the University bookstore)

**Assignments and Grades:**

Participation:	10%
Genocide Media/Activism Assignment	15%
Take-Home Exam 1	20%
Book Review Assignment	30%
Take-Home Exam 2	25%

**Class Participation (10%):**

Class participation is a key component of the course. Students are expected to be present for each class, be prepared in terms of having read all assigned readings, participate in weekly discussion groups, and be non-disruptive members of the class (e.g., avoid conversations with neighbours, cell phone calls, and non-class-related internet use). Participation scores are based upon all of

these factors, although an automatic 0% for participation will be assigned to students who regularly miss class (i.e., more than 4 unexcused absences). Students should also be aware of the University's policy on unexcused absences from the University Calendar's General Academic Regulations:

### *1. Attendance at Class and Debarment*

- *Regular attendance is expected of all students in all courses.*
- *An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations.*
- *A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.*

Also, please note the University policy on disruptions:

- *Disruptions due to excessive talking or early departures from the classroom are especially distracting to large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.*

### **Genocide Media/Activism Assignment (15%)**

Using a search engine such as Google or Google News, find a newspaper article or online petition that applies the term "genocide" to a current or previous world event. Write a 2 to 3 page (double-spaced, 12 pt. Times New Roman Font, 1-inch margins) summary/discussion of the event that addresses the following issues:

- 1) What specific acts or set of acts is referred to as genocide?
- 2) Who is making the charge that genocide has taken or is taking place?
- 3) Is mention made of anyone who counters this claim of genocide? If so, who, and on what basis do they contest the charge of genocide?
- 4) Based on what you have learned, and drawing from a specific definition of genocide, as well as concepts and ideas from your course materials, explain why or why not you feel this event deserves the label "genocide".
- 5) What action or response is suggested by the author of the article/petition or by those cited or quoted therein? Do you support this action? Why or why not?

References to non-assigned resources are not required for this assignment. References to course materials should be made using a recognized referencing system.

This assignment must be submitted through D2L by 11:59pm on **October 1, 2014**. Late exams will be penalized 3% per day with weekends counting as 2 days.

**Take-Home Exam 1 (20%):**

On October 15, 2015 a take-home exam of 4 questions will be distributed in class. Students are required to write short, critical and argumentative essays on 2 of the 4 questions. Take home exams must be submitted electronically using the D2L system by no later than **11:59pm on October 22, 2014**. Late exams will be penalized 3% per day with weekends counting as 2 days.

**Book Review (30%):**

A 6-8 page review essay on Theodore Fontaine's memoir, *Broken Circle: The Dark Legacy of Residential Schools*, is due on **November 28, 2014** (submitted through D2L by 11:59pm). A more detailed essay outline/essay handout will be distributed within the first 2 weeks of class. Late exams will be penalized 3% per day with weekends counting as 2 days.

**Take Home Exam 2 (25%):**

On December 3, 2013 a take-home exam of 4 questions will be distributed in class. Students are required to write short, critical and argumentative essays on 2 of the 4 questions. Take home exams must be submitted electronically using the D2L system by no later than **11:59 on December 12th, 2013**. Late exams will be penalized 10% per day with weekends counting as 2 days.

(Note: If possible, students must inform the instructor of an absence prior to the test or assignment due date, or prior to missed discussion groups. Students must provide a documented reason (e.g., Dr.'s note) for their absence/inability to meet the deadline within one week if a due date or discussion group is missed).

(Also Note: Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.)

**Academic Integrity:**

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("**Personation at Examinations**" (Section 5.2.9) and "**Plagiarism and cheating**" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at <http://www.umanitoba.ca/faculties/arts/student/index.html>. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Also keep in mind:

- *The Faculty of Arts also reserves the right to submit student work that is **suspected of being plagiarized** to Internet sites designed to detect plagiarism.*
- *The minimum penalty for plagiarism on a written assignment is F on the paper and may result in and F-DISC (discipline) in the course. This notation appears on the student's transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for a period of up to 1 year.*
- *The minimum penalty for academic dishonesty in a test or final examination is F for the test/examination, and an F-DISC (discipline) in the course plus a suspension from the*

*Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years*

**Grading:**

Cut-off points for converting percentage grades into letter grades:

A+: 100- 90%	A: 89-80%	B+: 79-75%	B: 74-70%
C+: 69-65%	C: 64-60%	D: 59 - 50%	F: below 50%

**Course Outline:**

September 5 to September 12: Section One: Introduction to Genocide Studies

Readings: *Genocide: A Reader*, pp. 3-55

September 15 to September 19: Section Two: Definitions and Concepts

Readings: *Genocide: A Reader*, pp. 56-75

September 22 to September 26: Section Three: New Definitions and Conceptual Revisions

Readings: *Genocide: A Reader*, pp. 75-104

September 29 to October 4: Section Four: Explaining Genocide Perpetration – Early Cases

Readings: *Genocide: A Reader*, pp. 105-134

October 6 to October 11: Section Five: Explaining Genocide Perpetration – Post World War II

Readings: *Genocide: A Reader*, pp. 135-170

October 15 to October 25: Section Six: Explaining Genocide Conditions – Early Cases

Readings: *Genocide: A Reader*, pp. 171-236

October 28 to October 31: Section Seven: Explaining Genocide Conditions – Post World War II

Readings: *Genocide: A Reader*, pp. 236-252

November 3 to November 7: Section Eight: Genocide's Aftermath

Readings: *Genocide: A Reader*, pp. 277-315

November 10 to November 17: Section Nine: Genocide and Justice

Readings: *Genocide: A Reader*, pp. 316-360

November 19 to November 26: Section Ten: Dealing with Genocide

Readings: *Genocide: A Reader*, pp. 365-376, 381-397, 398-421

November 28 to December 3: Section Eleven: Prevention and Reconciliation

Readings: *Genocide: A Reader*, pp. 427-465, 470-473, 477-486

Voluntary withdrawal deadline is November 12, 2014.