

GENOCIDE, CRIME AND SOCIETY

THE UNIVERSITY OF MANITOBA • DEPARTMENT OF SOCIOLOGY

SOCIOLOGY SOC 3860 • WINTER TERM 2010 • SECTION A01 • 3 CREDIT HOURS

Meeting Location: 229 St. Paul's College
Meeting Times: Tuesdays and Thursdays, 10:00-11:15 am
Meeting Dates: January 4th to April 7th, 2011

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COURSE SUMMARY AND OBJECTIVES

When we face an act as horrific as genocide, we often ask "how could human beings do such a thing?". In this course we will seek an answer to that question. The sociological perspective shows us that people make moral choices in social contexts, using values, goals, and perceptions that seem to them to be objective but that change as society changes. Sociologists look for explanations not in the metaphysical realm of universal ethics or in the constants of human nature, but in the fluid but powerful social structures that human beings produce by being together. Although genocide can seem like the ultimate form of social breakdown, it is itself a highly organized, structured event, one that produces gains for some people at the expense of terrible suffering and annihilation for others. Understanding those patterns can help us to address genocide more effectively and work towards preventing it altogether.

In this course you will learn some of the history of genocides, including genocides against Indigenous peoples in the Americas, the Nazi genocides against Jews and other groups, Stalinist and Maoist genocides committed in the name of Communism, and genocides supported by the United States in the name of democracy. You will also learn some of the key theoretical debates in genocide studies, including the controversy over what the very word 'genocide' ought to mean, as well as how to best explain and prevent genocides. You will develop your critical thinking, reading, writing skills through class discussions, a book review, and a research essay. Most of all, you will discover what sociology can tell us about genocide –and what genocide tells us about our own lives in society.

REQUIRED READINGS

For this course I will expect you to make regular use of the following texts:

- Adam Jones, 2006. *Genocide: A Comprehensive Introduction*. Second Edition. London: Routledge.
- William L. Hewitt, ed., 2004. *Defining the Horrific: Readings on Genocide and Holocaust in the Twentieth Century*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Jake Muller, 2010. *Writing in the Social Sciences: A Guide for Term Papers and Book Reviews*. Toronto: Oxford University Press Canada.

You can buy all three of these books at the University bookstore; you can probably find the Jake Muller book at other major booksellers pretty easily.

Note: You *really* should get the second edition of the Adam Jones text, *not* the first edition. The second edition has a lot of new material that the first edition does not have.

FORMAT AND ASSESSMENT

Each week we will meet for two 75-minute classroom sessions. The classes will involve a mix of lectures, class discussion, and small group projects. There is no grade attached to attendance or participation. However, I have designed the classroom sessions to contribute to your ability to do well on the written assignments and the final exam. Most students will find that attending as many classes as possible and participating actively will increase your chances of a good grade on the written assignments and the exam.

1. BOOK REVIEW - 30% - DUE TUESDAY, MARCH 1ST

For this assignment you will write a 10-12 page critical book review. The book you review can be a any nonfiction work – case study, memoir, journalistic account, theoretical treatise, etc. – to the topic of genocide. **Your book review must make a focused argument about some aspect of the book and support this with analysis of specific points drawn from the book.** You may also support your argument with other material, such as the course readings. You should read Chapters 1-4 and Chapter 6 of *Writing in the Social Sciences* to help prepare for this assignment. I will discuss this assignment in detail in class, and will provide a list of suggested books (although you may also choose a book that is not on this list, as long as it relates to genocide).

2. RESEARCH ESSAY - 40% - DUE THURSDAY, APRIL 7TH

For the largest component of your grade, you will write a research essay, approximately 12-15 pages in length. This essay can critically examine one genocidal episode or compare and contrast two different genocides. You may wish to focus on one or of the following: the causes of genocide, the mechanics of genocide (how it happens), subjective experiences of genocide (for victims and/or for perpetrators), the consequences of genocide, rebuilding

after genocide, justice and reparations after genocide, preventing genocide, or another topic. **Your paper must make an argument and support that argument with sociological analysis.** You should read Chapter 1-5 of *Writing in the Social Sciences* to help prepare for this assignment. I will discuss this assignment in more detail in class.

3. FINAL EXAM – 30%

The final exam will ask essay-answer analytic questions about the cases and issues that we have examined for the course. The test will be more oriented to how well you have *understood* the material and *think critically* than to your ability to memorize facts.

LATE PENALTIES

Please be advised that a late penalty of 2% per day, including days on weekends and holidays, will be applied to any assignment submitted after its due date. Medical documentation will normally be required to waive this penalty. However, if you know before the due date that a paper will be late *for any reason*, you should *contact me immediately*. In some cases, entirely at my discretion, it may be possible to arrange an extension.

It is your responsibility to approach me as early as possible to make arrangements for an extension. No request for an extension will be considered if made after the relevant due date, except for documented medical reasons or very severe family emergencies. No extension will be given under any conditions if requested more than two weeks after the due date.

GRADING SCHEME

Generally speaking, the following letter/percentage/GPA/descriptive scale will be used.

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>	<u>Description</u>
A+	90-100%	4.5	Exceptional
A	80-89%	4.0	Excellent
B+	75-79%	3.5	Very Good
B	70-74%	3.0	Good
C+	65-69%	2.5	Satisfactory
C	60-64%	2.0	Adequate
D	50-59%	1.0	Marginal
F	49% or less	0	Failure

A more detailed description of my grading criteria will be given on the first day of class.

SPECIAL NEEDS AND RELIGIOUS HOLIDAYS

Students with special learning needs who may require special accommodation with respect to the course assessment should meet with me at the beginning of the term so that we can arrange suitable accommodation.

The university recognizes the right of all students to observe recognized holidays of their faith that fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to a religious holiday, *please notify me* at the beginning of the term or at least three weeks in advance of the relevant date.

Although I hope that no one will want to drop out of this course, please be advised that the last day for voluntary withdrawal is **Friday, 18 March 2011**.

INSTRUCTIONAL OFFENCES

Academic dishonesty is a serious offense, with grave consequences. Students should acquaint themselves with the University's policy on 'Plagiarism and Cheating', found in the Undergraduate Calendar. Penalties for plagiarism and academic dishonesty are severe.

The common penalty in Arts for plagiarism in a written assignment, test or examination is "F" on the paper and "F" for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in the Faculty. 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.

AVOIDING PLAGIARISM

Plagiarism can be defined as passing off someone else's work as your own. Plagiarism involves taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and presenting them as your own. Simply changing the wording of the information you are using still constitutes plagiarism if you do not acknowledge your source.

To avoid plagiarizing, you must cite your sources diligently in each of the following cases:

- all direct quotations of other authors
- close paraphrases of statements by other authors
- important ideas or points taken from another author's work

To copy the exact words of another author is to quote them. All quotations must be indicated, either by quotation marks or by block indentation, and the source of the quotation must be indicated. However, note that you do not have to quote someone directly in order to cite them! ***Your papers should be littered with citations even if they do not contain a single direct quotation.***

GUIDELINES FOR WRITTEN WORK

1. All written work is to be typed in 12-point Times or Times Roman (or equivalent font). Please do not use sans serif fonts such as Helvetica or Arial; these fonts are for titles and headings only.
2. Your work should have one-inch margins and be double-spaced.
3. Each assignment should have a title page that includes your name, student number, my name, and the number of the course. Pages, excluding the title page, should be numbered, with the first page of text counting as "Page 1".
4. Use in-text citations with page numbers, e.g. (Weber 1978: 83) to cite your work. Each assignment must include a works cited list that lists your references alphabetically by author. Either ASA, APA, Chicago, or a similar style, is acceptable, as long as it is used consistently.
5. Please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not 'correct' their language to make it gender-inclusive. For tips on gender-inclusive language, see the course website.
6. The recommended lengths indicated for each assignment do not include the title page or the bibliography.
7. Please retain a clean hard copy of each assignment that you submit. I will not be responsible for misplaced assignments.

STUDENT SUPPORT SERVICES

The University of Manitoba provides support services to students that can help you to write your term paper, develop your study skills, or get through a stressful situation. Many of these services are described online at <http://www.umanitoba.ca/student>

- **Aboriginal Student Centre**, 45 Curry Place, (204) 474-8850
E-mail: asc@umanitoba.ca, <http://www.umanitoba.ca/student/asc>
- **Disability Services**, 155 University Centre
(204) 474-6213 / TTY: (204) 474-9790 / Fax: (204) 261-7732
E-mail: disability_services@umanitoba.ca
http://umanitoba.ca/student/resource/disability_services
- **Learning Assistance Centre**, 201 Tier Building, (204) 480-1481
<http://umanitoba.ca/u1/lac>
- **Student Counseling and Career Centre**, 474 University Centre, (204) 474-8592
<http://umanitoba.ca/student/counseling>

SCHEDULE OF CLASSES AND READINGS

Week	Dates	Topic	Reading from GACI	Reading from DTU
Week 1	Jan 4-6	Introduction	Preface	
Week 2	Jan 11-13	Origins of Genocide	Chapter 1	Harris; Powell (PDF article)
Week 3	Jan 18-20	State and Empire; War and Revolution	Chapter 2	Hochschild; Kotek & Rigoulot
Week 4	Jan 25-27	Genocides of Indigenous Peoples	Chapter 3	Churchill; Gump
Week 5	Feb 1-3	Ottoman Empire	Chapter 4	Adalian; Hovannisian
Week 6	Feb 8-10	Stalinism and Maoism	Chapter 5	Mace; Margolin
Week 7	Feb 15-17	The Jewish Holocaust	Chapter 6	Bialystock; Hancock
Week 8	Mar 1-3	Cambodia and Indonesia	Chapter 7	Cribb; Harman
Week 9	Mar 8-10	Rwanda	Chapter 9	Huband; Deng
Week 10	Mar 15-17	Social Science Perspectives Part 1	Chapter 10-11	Theriault
Week 11	Mar 22-24	Social Science Perspectives Part 2	Chapters 12-13	Zinn; Amnesty International
Week 12	Mar 29-31	Justice and Prevention	Chapters 15-16	Power
Week 13	Apr 5-7	Review		

"GACI" = *Genocide, A Comprehensive Introduction* by Adam Jones

"DTU" = *Defining the Unthinkable*, edited by William L. Hewitt. Readings from this text are identified by their author's surname.

The only course reading not found in either of these texts is the article "What Do Genocides Kill? A Relational Conception of Genocide". A free PDF file of this article will be available on the Angel website for the course.