



# UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Special Topics in Deviance and Criminology (Genocide & Terrorism)			
Course Number	SOCI 421.5		
Pre/Co-Requisites	Sociology 325 and 313		
Instructor Name	Nestar Russell	Email	nestar.russell@ucalgary.ca
Instructor Email Policy	Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.		
Office Location	SS 930	Office Hours	Tuesday 10:45am-11:45am
Telephone No.	210-9433		
TA Name	N/A	TA Email	N/A
TA Office Location	N/A	TA Office Hours	N/A
Class Dates	Tuesday/Thursday		
Class Times	9:30am-10:45am		
Class Location	SH 284		

## Course Description

In this course students are initially exposed to a variety of theories that attempt to shed light on better understanding the perpetration of genocide. After investigating several examples of genocide, greater attention is then focused on the Nazi Holocaust. More specifically, this section of the course sets out by

exploring a populist explanation of the Holocaust: Daniel Goldhagen's book "Hitler's Willing Executioners." The remainder of the course compares and contrasts Goldhagen's ambitious theory with a variety of lesser well-known but more nuanced explanatory accounts of the Holocaust. These alternative theories are likely to have a variety of implications on better understanding the perpetration of other genocides and mass violence more generally.

### Course Objectives/Learning Outcomes

Students who successfully complete this course will:

1. Acquire a strong general understanding of the topic of genocide (exploring issues including, among others, definitional problems, legitimacy and factors that contribute to perpetration).
2. Obtain a basic historical overview of the Nazi Holocaust (and various theoretical frameworks which have attempted to better understand this act of genocide).
3. Gain a strong grasp of theories on seemingly incomprehensible acts of mass violence by scholars like Norbert Elias, Roy Baumeister, Stanley Milgram, and others.
4. Explore the relationship between the social construction of crime and acts of mass violence.
5. Develop a critical and self-reflexive lens in relation to the study of genocide and terrorism.

### Required Textbooks, Readings, Materials, Electronic Resources

Alvarez, A. (2010). *Genocidal crimes*. London: Routledge.

There is also a course pack for this course (available at the bookshop).

### Schedule of Lectures and Readings

- Lecture 1 – Tues. Jan. 14:** Course overview, Introduction, and Alvarez (2010) Chapter 1. **Essential Reading/s:** Chapter 1 of Alvarez (2010).
- Lecture 2— Thurs. Jan. 16:** Overview of Goldhagen's (1997) "Hitler's Willing Executioners" and overview of Alvarez (2010) Chapter 2. **Essential Reading/s:** Course pack—Goldhagen, D. J. (1996). *Hitler's Willing Executioners* (pp. 3-14; 211-222) and Alvarez (2010) Chapter 2.
- Lecture 3— Tues. Jan. 21:** Goldhagen and Genocide—video and overview of Alvarez (2010) Chapter 3. **Essential Reading/s:** Alvarez (2010) Chapter 3.
- Lecture 4— Thurs. Jan. 23:** Elias's Civilizing Process—part one. **Essential Reading/s:** Course pack—Weber, M. (1946). *Politics as a Vocation* (pp. 77-79).
- Lecture 5— Tues. Jan. 28:** Overview of Alvarez (2010) Chapters 4 and 5. **Essential Reading/s:** Alvarez (2010) Chapters 4 and 5.
- Lecture 6— Thurs. Jan. 30:** Elias's Civilizing Process—part two. **Essential Reading/s:** Course pack—Elias, N. (1978). *The Civilizing Process* (pp. 143-160).
- Lecture 7— Tues. Feb. 4:** Elias's Civilizing Process—part two (cont.). **Essential Reading/s:** Course pack—Linklater, A. & Mennell, S. (2010). Norbert Elias, the Civilizing Process: Sociogenetic and Psychogenetic Investigations—An Overview and Assessment. *History and Theory*, 49(3), 384-411.

*Supplementary (non-essential) reading:* Eisner, M. (2001). Modernization, Self-Control and Lethal Violence: The long-term dynamics of European homicide rates in theoretical perspective (pp. 618-638).

- Lecture 8—** **Thurs. Feb. 6:** Milgram’s Obedience to Authority Experiments—part one (Obedience documentary). **Essential Reading/s:** Course pack—Russell (2018, Vol. 1: 1-11). Introduction. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 1).
- Lecture 9—** **Tues. Feb 11:** Milgram’s Obedience to Authority Experiments—part one (cont.) **Essential Reading/s:** Course pack—Russell (2018, Vol. 1: 111-137). Academia’s Response to Milgram’s Findings and Explanation. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 1).
- Lecture 10—** **Thurs. Feb. 13:** Ritzer’s McDonaldization thesis. **Essential Reading/s:** Course pack—Ritzer, G. (1996). The McDonaldization of Society (pp. 9-33).

**FALL BREAK 16-22 FEB.**

- Lecture 11—** **Tues. Feb. 25:** Ritzer’s McDonaldization thesis (cont.). **Essential Reading/s:** none.
- Lecture 12—** **Thurs. Feb. 27:** **First Short Answer Test**
- Lecture 13—** **Tues. March 3:** Baumeister’s thesis on ‘evil’ and techniques of neutralization. **Essential Reading/s:** Course pack—Russell, N. (2018, Vol. 2, 23-53). The Nazi Regime: Ideology, Ascendancy and Consensus. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2). For an Open Access (free) copy of this chapter, which should have been included in the Course book, go to: [https://link.springer.com/chapter/10.1007/978-3-319-97999-1\\_2](https://link.springer.com/chapter/10.1007/978-3-319-97999-1_2)
- Supplementary (non-essential) reading:* Baumeister, R. F. (1997). Evil: inside human cruelty and violence (pp. 16-25; 33-59).
- Lecture 14—** **Thurs. March. 5:** Obedience to Authority (part two): Russell and Gregory’s (2011) reinterpretation. **Essential Reading/s:** Course pack—Russell, N. & Gregory, R. J. (2011). Spinning an organizational “web of obligation”? Moral choice in Stanley Milgram’s “Obedience” experiments. *The American Review of Public Administration*, 41(5), 495-518.

- Lecture 15—** **Tues. March 10:** Quinney, Chambliss and Reiman—Power: The Social Construction of Crime. **Essential Reading/s:** Course pack—Muncie, J. (2009). The construction and deconstruction of crime (pp. 11-16).
- Lecture 16—** **Thurs. March 12:** Quinney, Chambliss and Reiman—Power: The Social Construction of Crime (cont.). (Documentary). **Essential Reading/s:** Course pack—Chambliss, W. J. (1975). Towards a political economy of crime (pp. 149-170).
- ~~**Lecture 17—** **Tues. March 17:** Obedience to Authority (part three): Bureaucracy and Technology. **Essential Reading/s:** Course pack—Russell, N. J. C. (2011). Milgram's Obedience to Authority Experiments. *British Journal of Social Psychology* (pp. 140-162).~~
- ~~**Lecture 18—** **Thurs. March 19:** Obedience to Authority (part three): Bureaucracy and Technology (cont.). **Essential Reading/s:** Course pack—Russell, N. (2018, Vol. 1: 155-190). A new theoretical path: the emergence of Milgram's bureaucratic machine. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 1).~~
- ~~**Lecture 19—** **Tues. March 24:** The Holocaust: Bureaucracy, Trial and Error, and Technology. **Essential Reading/s:** Course pack—Russell, N. (2018, Vol. 2, 129-154). Operation Barbarossa and the Holocaust by Bullets—Bottom-Up Forces. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2).~~
- Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 65-88). World War Two and Nazi Forays into the Killing of Civilians. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2). For an Open Access (free) copy of this chapter, go to:  
[https://link.springer.com/chapter/10.1007/978-3-319-97999-1\\_3](https://link.springer.com/chapter/10.1007/978-3-319-97999-1_3)
- Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 101-119). Operation Barbarossa and the Holocaust by Bullets—Top-Down Forces. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2). For an Open Access (free) copy of this chapter, go to:  
[https://link.springer.com/chapter/10.1007/978-3-319-97999-1\\_4](https://link.springer.com/chapter/10.1007/978-3-319-97999-1_4)
- ~~**Lecture 20—** **Thurs. March 26:** The Holocaust: Bureaucracy, Trial and Error, and Technology (cont.). Lecture and documentary. **Essential Reading/s:** Course pack—Russell, N. (2018, Vol. 2, 167-203). The Rise of Operation Reinhard. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2).~~
- Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 219-234). The Solution to the Jewish Question—Auschwitz-Birkenau. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2). For

an Open Access (free) copy of this chapter, go to:

<https://link.springer.com/chapter/10.1007/978-3-319-97999-1-7>

**Lecture 21** — **Tues. March 31:** The Civilizing Process — part three. **Essential Reading/s:** Course pack Garland, D. (1990). Punishment and Modern Society (pp. 213-247).

**Lecture 22** — **Thurs. April 2:** The Civilizing Process — part three (cont.). **Essential Reading/s:** Course pack — Bauman, Z. (1992). Modernity and the Holocaust (pp. vi-30).

**Lecture 23** — **Tues. April 7:** Humane killing. **Essential Reading/s:** Course pack — Russell, N. (2018, Vol. 2, 241-276). The Nazi's Pursuit for a "Humane" Method of Killing. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2).

*Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 277-299). Conclusion — The Milgram-Holocaust Linkage and Beyond. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2). For an Open Access (free) copy of this chapter, go to:

<https://link.springer.com/chapter/10.1007/978-3-319-97999-1-9>

**Lecture 24** — **Thurs. April 9: Second Short Answer Test**

**Lecture 25** — **Tues. April 14:** Course review and **hand in essays.**

7 April — Chapter Report due 9.30am. Submit via email: [nestar.russell@ucalgary.ca](mailto:nestar.russell@ucalgary.ca)

14 April — Essay due 10.45am. Submit via email: [nestar.russell@ucalgary.ca](mailto:nestar.russell@ucalgary.ca)

## Methods of Assessment and Grading Weights

	DUE DATE	PERCENTAGE	CONTENT
First Short Answer Test	9.30am Thursday, 27 February.	40%	Short answer questions will be based on lectures 1 to 10 (and all the essential readings associated with these lectures).
Chapter Report	9.30am Tuesday, 7 April	15%	Select three articles/chapters from your book of readings. For each selected article/chapter, provide (1.) a synopsis of the central argument, and (2.) make at least one theoretical connection to another area of the course (details below). Length: 900 words (maximum).

Essay	10.45am Tuesday, 14 April	45%	Length 3,000 words (maximum) including references. Essay questions below.
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#### Essay Questions:

- The perpetration of the Rwandan genocide and the Holocaust share nothing in common beyond being examples of genocide. Critically discuss.
- “Canada’s treatment of Indigenous populations has been and remains genocidal.” Critically evaluate this statement.
- Was the Holocaust due to antiquated anti-Semitic beliefs (Goldhagen, 1997) or was it a child of modernity (Bauman, 1989)?
- “The world was never the same after 9/11.” Critically evaluate this statement.
- Develop your own essay question (the only stipulations are that your essay must apply some of the ideas or theoretical frameworks explored in this course and that the area of interest is directly related to the topics of genocide or terrorism). Please feel free to come and discuss your ideas with me.

#### Instructions for the Chapter Report

Pick any three of the six below articles/chapters from the Bound and Copied “SOI 421” blue booklet:

1. Russell (2018). A New Theoretical Path: The Emergence of Milgram’s Bureaucratic Machine (page 194-211).
2. Russell (2018). Operation Barbarossa and the Holocaust by Bullets—Bottom-Up Forces (page 216-228).
3. Russell (2018). The Rise of Operation Reinhard (page 235-253).
4. Garland (1990). Punishment and Sensibilities (page 261-278)
5. Bauman (1992). Modernity and the Holocaust (page 279-304)
6. Russell (2018). The Nazi’s Pursuit for a “Humane” Method of Killing (page 308-319)

For each of the three selected articles/chapters, you must do the following:

(1). Provide a *synopsis of the article’s central argument*. Suggested length: around 150 to 200 words in length.

(2). Draw the *strongest theoretical connection* from the selected article to any other area of the course. This theoretical connection can be made to another article in the Bound and Copied “SOI 421” blue booklet\*\*, Alvarez’s (2010) textbook, any SOI421 lecture/class discussion, or any documentaries/video clips shown in class). Suggested length: around 100 to 150 words in length.

The total word count is 900 words maximum (300 words for each article/chapter selected)

\*\*You *cannot* make theoretical connections between the three articles chosen (e.g. if you select 4: Garland; 5: Bauman; 6. Russell; you cannot make a theoretical connection between, say, 4: Garland and 5: Bauman. Your theoretical connections must be *beyond the three articles selected*.

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

### Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then

book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

### Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is

acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It's available at:

[https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf)

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre,

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

### Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.