



UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Topics in Deviance and Criminology (Genocide and 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 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. 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 to tests or exams. If you have a course-related question, please check the course outline first.		
Office Location	N/A	Office Hours	By appointment
Telephone No.	N/A		
Class Dates	Wednesday 13 January – Wednesday 14 April		
Class Times	Recorded lectures, PowerPoint slides, and documentary links will be posted on D2L on Wednesday and Friday evenings.		
Class Location	Online		

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.

Course Format

This course will be asynchronous. Twice a week—on Wednesday and Friday evenings—recorded video lectures will be posted on D2L. Accompanying these lectures will be PowerPoint lecture slides.

Learning Resources

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

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

Other readings may be assigned during the course.

Learning Technologies and Requirements

There is a D2L site for this course which contains relevant class resources and materials (see d2l.ucalgary.ca).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online remote courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Schedule of Lectures and Readings

- Lecture 1 —** **Wed. Jan. 13:** Course overview, Introduction, and Alvarez (2010) Chapter 1. **Essential Reading/s:** Chapter 1 of Alvarez (2010).
- Lecture 2—** **Fri. Jan. 15:** 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—** **Wed. Jan. 20:** Goldhagen and Genocide—video and overview of Alvarez (2010) Chapter 3. **Essential Reading/s:** Alvarez (2010) Chapter 3.
- Lecture 4—** **Fri. Jan. 22:** Elias’s Civilizing Process—part one. **Essential Reading/s:** Course pack—Weber, M. (1946). *Politics as a Vocation* (pp. 77-79).
- Lecture 5—** **Wed. Jan. 27:** Overview of Alvarez (2010) Chapters 4 and 5. **Essential Reading/s:** Alvarez (2010) Chapters 4 and 5.
- Lecture 6—** **Fri. Jan. 29:** Elias’s Civilizing Process—part two. **Essential Reading/s:** Course pack—Elias, N. (1978). *The Civilizing Process* (pp. 143-160).
- Lecture 7—** **Wed. Feb. 3:** 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—** **Fri. Feb. 5:** 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—** **Wed. Feb 10:** 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—** **Fri. Feb. 12:** Ritzer’s McDonaldization thesis. **Essential Reading/s:** Course pack—Ritzer, G. (1996). *The McDonaldization of Society* (pp. 9-33).

TERM BREAK 14-20 FEB.

Lecture 11— Wed. Feb. 24: Ritzer’s McDonaldization thesis (cont.). **Essential Reading/s:** none.

Lecture 12— Fri. Feb. 26: First Multiple Choice Test

Lecture 13— Wed. 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

Supplementary (non-essential) reading: Baumeister, R. F. (1997). Evil: inside human cruelty and violence (pp. 16-25; 33-59).

Lecture 14— Fri. 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— Wed. 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— Fri. 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— Wed. 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— Fri. 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— Wed. 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

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

Lecture 20— **Fri. 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— **Wed. March 31:** The Civilizing Process—part three. **Essential Reading/s:** Course pack Garland, D. (1990). Punishment and Modern Society (pp. 213-247).

Lecture 22— **Wed. April 7:** The Civilizing Process--part three (cont.). **Essential Reading/s:** Course pack—Bauman, Z. (1992). Modernity and the Holocaust (pp. vi-30).
Essays due today 5pm

Lecture 23— **Fri. April 9:** 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— **Wed. April 14: Second Multiple Choice Test**

Methods of Assessment and Grading Weights

	DUE DATE	PERCENTAGE	CONTENT
First Multiple-Choice Test	Friday, 26 February.	40%	In this test students must answer forty multiple-choice/true false questions. These questions will be based on lectures 1 to 10 (and all the essential readings associated with these lectures). Within a 24-hour window (12.00am to 11.59pm on Friday 26 February), students will have 120 minutes or two hours to complete this remote D2L quiz function test.
Second Multiple-Choice Test	Wednesday, 14 April	15%	In this test students must answer thirty multiple-choice/true false questions. These questions will be based on Lectures 13-23 (and all the essential readings associated with these lectures). Within a 24-hour window (12.00am to 11.59pm on Wednesday 14 April), students will have 90 minutes or one and a half hours to complete this remote D2L quiz function test.
Essay	5pm Wednesday, 7 April	45%	Length 2,000 words (maximum) not including the out-of-text reference section. APA referencing. Essay questions below. Provide the full essay question at the start of the essay.

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)?
- 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.

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.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor 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.

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 requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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 Conjoint Faculties Research Ethics Board. 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-policy.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.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of

lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

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>

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/. 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.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

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/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or 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.