SCOPE AND AIMS
This course focuses on the sociology of atrocities. We focus on the range of social actors and processes involved when atrocities occur, how we identify, name, and respond to atrocities (such as genocide or crimes against humanity), the behavior of bystanders and intervenors, cultural trauma and the effects of atrocities, and processes of commemoration. We investigate the collective and social dynamics to try and explain the role of individuals, groups, and institutional actors in committing atrocities, including the role of group identities, bureaucracies, collective decision-making, shared repertoires, legacies of hate, and peer networks. We study the role of institutional actors – in particular legal institutions, but also humanitarian bodies, journalists, and others – in identifying, naming and sometimes responding to these atrocities, along with sociological evidence about how they do so and the efficacy of any such response. We include sociological research on bystanders and on those who intervene to save or protect those at risk. Finally, we attend to the lasting effects of atrocities, including health, collective memory, cultural trauma, and commemoration. Throughout the course, we rely on a range of materials and cases, including social science research, legal materials, testimonies, official documents and media accounts.

PREREQUISITES
SOC201H1, SOC202H1, SOC204H1 plus two of SOC251H1, SOC252H1, SOC254H1. Students without these prerequisites will be removed at any time discovered and without notice. This is a program-only course, and the readings and writing assignments reflect this.

READINGS
Readings are available through Quercus.

YOUR COMMENTS
It always helps to get more feedback from students. So I have put together an online form for submitting feedback on the course during the term. It is at https://forms.gle/3zd5YAzeQfr22aoi6. Feel free to use it!

EVALUATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Date(s) Due</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Post</td>
<td>75-100 words</td>
<td>Weekly, First post due January 18, 2021</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Handing in Assignments**
Assignments must be submitted by 12:10pm on the due date specified above. Papers handed in on the due date after 12:10pm will be subject to a late penalty as outlined below.

All assignments must be handed in electronically via Quercus. The instructor and TA will not accept electronic copies of assignments via email.

**Discussion Posts (10%)**
Traditional forms of communication are changing. While you are encouraged to ask questions in class, we will rely on an online discussion board to help stimulate discussion and keep students engaged. The first post will be **17 January 2021**.

By midnight on the night before each lecture, students must submit one post on the Quercus discussion board. Your post should raise something you learned from the reading, a question raised by the reading, or a connection between the reading and a current event. Think of this as an interesting idea, maybe in the style of something you could see on Twitter.

Each discussion post is worth 1%. To get full points you submit comments on 10 weeks of material. Each post should be no more than 100 words. Be concise!

**Stretching and Connecting (15%)**
For “stretching and connecting,” each submission must compare and contrast two weeks of readings. The point is not to compare each article in those two weeks, but to reflect on the two weeks of readings and identify points of convergence and tension. Each submission is to be no more than 350 words, and is worth 7.5% each (two submissions, for a total of 15%).

**Procedures and Rules**

1. **Missed tests**
Students cannot make-up tests unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). If a student miss tests or submit assignments later for medical reasons, the student must contact me (not the TA) within 2 days of the missed test and declare their absence on the system (ACORN). For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me. Students who have then been approved to take make-up
tests will do so by making an appointment with the TA. A student who misses a test and the subsequent make-up test will not have a third chance to take the test.

2. Missed Assignments
• In order not to be considered late, assignments must be submitted by the due date on the syllabus via Quercus.
• You are expected to keep a back-up copy of your assignment in case it is lost.
• If a personal or family crisis prevents you from meeting an assignment (not a test) deadline, you must contact your college registrar and have your registrar email the instructor (NOT the TA) directly. It is a good idea anyway to advise your college registrar if a crisis is interfering with your studies.
• Late assignments will otherwise be penalized 5% on the assignment per day. The penalty will run from the day the assignment was due until the day it is submitted via Quercus. The penalty also accrues during weekends and holidays. Assignments that are more than 5 days late will not be accepted.

Grade appeals
Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:
• If it is a mathematical error simply alert the TA of the error.
• In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader’s comments.
  3. You have up to one month from the date of return of the item to inquire about the mark beyond the course instructor. In order to meet this deadline, you must inquire about the mark with your instructor no longer than 15 days after receiving your mark. If you are not satisfied with the instructor’s re-evaluation, you may appeal to the Associate Chair, if the term work is worth at least 20% of the course mark. If your work is remarked, you must accept the resulting mark.

If you wish to appeal:
A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
B. Attach to your written explanation your original assignment, including all of the original comments.

Electronic communication and electronic learning technology
Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:
• Assignments will not be accepted via email. See above for how to submit them.
• All course communication should be conducted through Quercus or your utoronto account.
• All emails must include the course code (e.g., SOC330) in the subject line.
• All emails should be signed with the student’s full name and student number.
• Emails from students will generally be answered within 72 hours of receipt.
• Treat emails as you would any other professional communication.
• Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.

**Emails that do not follow these guidelines will not receive a response.**

**Classroom etiquette**
- Students are expected to attend class on time.
- Recording lectures is strictly forbidden without written permission from the instructor.

**Academic integrity**
Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters: (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

**Student resources**
**Accessibility.** If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible.

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.
Readings: This is a tentative reading list. Readings are subject to change during the semester.

INTRODUCTION
Week 1, 11 January 2021

PART I: ATROCITY COMMISSION
Week 2, 18 January 2021
KILLING AND PERPETRATORS: CLASSIC DEBATES

Week 3, 25 January 2021
INSTITUTIONS, AND OTHER MESO- AND MACRO-LEVEL EXPLANATIONS
Application week: Is the idea of the “desk killer” helpful for thinking about a broad array of contexts? Does the concept of the “desk killer” lose its meaning when we stretch it? Can we think of the role of a “desk mitigator”?


Optional:
Week 4, 1 February 2021

FORCE, DURESS, JUSTIFICATION, AND PERPETRATOR NARRATIVES

Application week: How might we think about perpetration, justification, and duress? Do perpetrators of atrocities seek to manage stigma, and how? What expectations of conduct do we have from people, and how do we defend these expectations of conduct?


Week 5, 8 February 2021

RESCUE AND RESISTANCE

Application week: How might we think about the act of saving people? Does it all come down to psychological attributes? What are the conditions under which we declare people as “saviors,” and when do we resist doing so?


15 February 2021

READING WEEK, NO CLASS

Week 6, 22 February 2021

RESPONDING TO ATROCITIES: LAW, CIVILIZATION AND JUSTICE

Writing Skills week: How do we represent atrocities and our responses?

2. Excerpts from opening statements for the prosecution at the Nuremberg Trials:


**Week 7, 1 March 2021**

**Naming a Crime: Genocide**

Application Week: What do we think of as genocide? What is the importance of the term? How might we think about the idea of cultural genocide, and is it the same as the “social death” that other approaches to genocide have used?


**Week 8, 8 March 2021**

**Responding to Atrocities: Atrocities, Codes and Taboos in War**

Application Week: Warfare is based on legal rules. How do we think about the role of lawyers in interpreting these rules? Does terrorism change these questions? Why or how?

4. For Application Discussion: Watch From 9/11 to Waterboarding – The Inside Story and skim the “Torture Memos” (to be provided).

**Week 9, 15 March 2021**

**The Legal Recognition of Sexual Violence Atrocities**

Writing Skills week: Public Op-Eds on Difficult Questions


**Week 10, 22 March 2021**

**REAL TIME JUSTICE IN RESPONDING TO ATROCITIES**

Writing Skills Week: Answering Difficult Questions

Application week: How might the International Criminal Court discuss its achievements? What sort of Prosecutor does it need? Is the International Criminal Court a “criminal court” or an international court? Does this matter?

2. Glasius, Marlies. 2009. “We ourselves, we are part of the functioning’: The ICC, victims, and civil society in the Central African Republic.” *African Affairs* 108 (430): 49-67.
5. *For Application Discussion*: Students will be assigned short blog posts from *The Next ICC Prosecutor, a Symposium*.

**Week 11, 29 March 2021**

**RESPONDING TO ATROCITIES THROUGH COLLECTIVE MEMORY**

Application week: How do events enter collective memory? Does their memory change over time?


**Week 12, 5 April 2021**

**Discussion and Topic to be Determined Collectively**

9 April 2021 Final Op Eds Due