

Sociology 678 — Sociology of Persecution — Spring 2012

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Office hours: Wed 14:00 – 15:30 p.m. (preferably by appointment)

Course description

Persecution is an ever-threatening question posed to humanity. This course explores the causes, processes and impacts of group persecution across different historical settings from a multiplicity of theoretical perspectives. We will pay close attention to the perpetrators' motivations, the machinery of persecution policies, the behaviors of state agents, and the range of attitudes and strategies displayed by potential victims.

Prerequisites

Students need to have had an introductory course in sociological theory (for instance Soc 475). The course will be taught at an "advanced undergraduate" level. It will also be appropriate for graduate students who plan to work on the subject.

Course requirements and grades

Each student may earn up to 100 points based on:

1. Attendance and quality of participation in class discussion: 15 points possible.

The class format is centered on lectures and on in-class discussions. Regular attendance and participation are required. Students must have completed the reading(s) listed for each session before the class in which we discuss them. You should not expect to do well in the course without regular attendance and thoughtful participation in class discussion. You will lose these points if you do not fulfill these requirements. Please communicate with me if you become ill or emergencies arise so that I will be aware of your circumstances.

Discussion is intended to help you get a handle on the readings. Some weeks you will divide into small discussion groups for part of a class.

Attendance is worth up to 7 points and thoughtful participation up to 8 points. Students can earn up to 7 points if they do not miss classes and up to 8 points if in each session they demonstrate a thoughtful reading of the texts by answering the questions which I raise in class.

Except in the case of students with special needs, no laptop or electronic device will be allowed in class.

2. Five short 2-3 page papers: 25 points possible.

For each paper, your assignment is to take one (and only one) required reading in the syllabus and write a short essay engaging the central argument(s) of the reading.

The paper is due at the beginning of the class in which we will discuss the reading. I will not accept papers handed in at the end of class. All the papers should be numbered (from one to five).

You may not submit more than one paper on the same day. If you submit two papers on the same day, you will lose half of the points earned for the second paper, which means that you should not wait until the last weeks of the semester to hand in your short papers.

NOTE: I request that you submit at least two papers before the mid-term exam.

Important requirement

In addition to the hard copy handed in at beginning of the class in which we will be discussing the reading, you will have to submit an electronic copy of your paper to the Turnitin web site: www.turnitin.com before class.

I will not grade papers that will not have been submitted to Turnitin.

Instructions for submitting the electronic copy

- (1) Go the Turnitin web site: www.turnitin.com.
- (2) Click on the New Users at the top of the homepage. The new user wizard will open and walk you through the profile creation process.
- (3) To create a profile, you must know the **class ID number** (4779865) and the **enrollment password** (**socper678-12**). Once you finish creating your profile, you will be logged in to Turnitin. The name **Sociology of Persecution – Spring 2012** will show up on your homepage.
- (4) Click this name to open your portfolio for this class.
- (5) To submit a paper, click the *submit* button. The paper submission page will open.
- (6) The submission title should be the title of the reading.
- (7) Then click the *browse* button and locate your paper on your computer.
- (8) After having selected your paper, click submit to upload your paper.

For further information, please follow this link for the student quickstart:

<http://www.turnitin.com/static/training.html#quickstarts>

This quickstart will help you get started with Turnitin and will walk you through the steps for submitting your first paper.

Directions for the short papers

These papers should not exceed 3 double-spaced typewritten pages and should have three parts:

1. The first part is a summary of the argument. This part should synthesize the main arguments. Which problem is being addressed? What are the author(s)'s major theses? Which terms and concepts are central to the argument? How does the argument get supported? This summary should be short and synthetic. Long summaries are not better summaries. I encourage you to limit your summary to one page.

I will assess the quality of your summary in light of two criteria: (1) did you get the main points? and (2) How *precise and accurate* is your summary? It is crucial that you identify and clearly define key concepts. It is also crucial that you summarize the main points *in your own words*. You should not rely on quotes. The purpose of this exercise is to assess whether you clearly understood the concepts and the arguments under review. That is why quotes are not appropriate. Furthermore, your summary needs to be *precise and accurate*. If you say “Valentino views the decision to engage in mass killing as strategic,” and do not specify what is properly strategic about this decision, your summary remains wanting. The same remark applies if you are making basic interpretive mistakes. A good summary is a prerequisite for a good grade since in the remaining of the paper, you will be expected to comment on the reading.

2. The second part of the paper presents the reading’s contribution: How does the author(s)’s argument expand, challenge, or refine previous readings or previous theories? To what extent does this argument contribute to the theoretical and empirical understanding of the issue under consideration?

3. The third part is a critique of the reading: This part should provide a critical evaluation of the reading. What are the strengths and the weaknesses of the argument? What is left ambiguous, underdeveloped or unaddressed in the present reading? Which type of investigation could overcome these limitations?

Both your analysis of the contribution of the reading and your critique of its strengths and weaknesses are your comments proper. I will grade your comments by taking into account their relevance and the extent to which they are precise and well-informed. If you say: “this reading is important” or “Valentino is wrong” but do not elaborate these two assertions in light of specific points or examples, your comments do not fulfill their goal.

Each paper will be worth up to 5 points: 2 points for the summary, 2 points for your comments (presentation of the reading’s contribution and critique), and 1 point for clarity.

3. A mid-term examination: 20 points possible.

This mid-term examination will be in the form of an in-class short answer and essay examination.

This exam will be held on **Wednesday, March 14.**

4. A final examination: 40 points possible

The actual content of the final exam will be announced in class before the exam.

Graduate students may choose between taking the final examination or writing a 20 page research paper. The term paper should be a research paper: I expect you to go beyond the readings studied in class. Graduate students who decide to write a research paper are requested to submit a one-page prospectus on **February 28**. This prospectus should indicate the topic and central theme of the paper with an accompanying bibliography. The paper is due on the last day of class (**May 9**). This deadline is imperative. No late paper will be accepted.

The final grade will be based on total number of points accumulated during the semester: 100-91 points is an A, 90-86 an AB, 85-81 a B, 80-76 a BC, 75-66 a C, 65-56 a D, below 55 a F.

Reading materials

The readings in each section are grouped under two categories: required and recommended. All participants should be prepared at class time to comment and critique the required readings.

Additional readings are recommended for delving deeper into a topic and preparing for preliminary examinations.

The following books are available at the **Rainbow Book Store Co-operative** (one block from State St, on West Gilman). You are not expected to buy all of them, but may wish to add some to your personal library.

These books are on reserve at the College Library.

Arendt, Hannah. 1994[1963]. *Eichmann in Jerusalem: a report on the banality of evil*. Revised and enlarged edition. New York, Penguin Books.

Hinton, Alex Laban. 2005. *Why did they kill? Cambodia in the shadow of genocide*. Berkeley : University of California Press.

Mamdani, Mahmood. 2001. *When Victims Become Killers. Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press.

Mann, Michael. 2005. *The Dark side of Democracy : explaining ethnic cleansing*. Cambridge: Cambridge University Press.

Milgram, Stanley. 1974. *Obedience to Authority*. New York: Harper.

Moore, Robert I. 2007. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe, 950-1250*. Second edition. Malden, MA : Blackwell.

Straus, Scott. 2006. *The Order of Genocide. Race, Power and War in Rwanda*. Ithaca: Cornell University Press.

Todorov, Tzvetan. 1996. *Facing the Extreme*. Translated by Arthur Denner and Abigail Pollak. New York: Holt.

Valentino, Benjamin A. 2004. *Final Solutions*. Ithaca: Cornell University Press.

Waite, Gary K. 2007. *Eradicating the Devil's Minions : Anabaptists and Witches in Reformation Europe, 1525-1600*. Toronto and Buffalo: University of Toronto Press.

All the other required readings are available on electronic reserve:

<https://www.library.wisc.edu/course-pages/viewer/show/7142>

Jan. 25: Introduction

Part I. Outlines

2. Which anthropology? (Feb. 1)

Girard, René. 1987. "Generative Scapegoating," in *Violent Origins: Ritual Killing and Cultural Formation*, edited by R. G. Hannerton-Kelly. Stanford: Stanford University Press. **pp. 73-95.**

Moore, Barrington. 2000. *Moral Purity and Persecution in History*. Princeton: Princeton University Press. **Preface, chapter 4 (pp. 59-78), Epilogue.**

Moore, Robert I. 2007. *The Formation of a Persecuting Society : Authority and Deviance in Western Europe, 950-1250*. Second edition. Malden, MA : Blackwell. **Chapters 1 ("Persecution") and 5 ("A Persecuting society").**

Recommended readings

Patchovsky, Alexander. 2003. "Heresy and Society:" On the Political Function of Heresy in the Medieval World, " pp. 23-41 in *Texts and the Repression of Medieval Heresy*, edited by Caterina Bruschi and Peter Biller. York.

Moore, Robert I. 2007. *The Formation of a Persecuting Society : Authority and Deviance in Western Europe, 950-1250*. Second edition. Malden, MA : Blackwell. Chapters 5 ("Purity and Danger").

3. Regimes of Persecution (Feb. 8)

Mann, Michael. 2005. *The Dark side of Democracy : explaining ethnic cleansing*. Cambridge: Cambridge University Press. **Chapter 1: pp. 1-20, 30-33; Chapter 2: pp. 34-40;**

Mann, Michael. 2005. *The Dark side of Democracy : explaining ethnic cleansing*. Cambridge: Cambridge University Press. **Chapter 4.**

Recommended readings

Naimark, Norman M. 2001. *Fires of Hatred : Ethnic Cleansing in Twentieth-century Europe*. Cambridge, Mass. : Harvard University Press.

Bauman, Zygmunt. 1989. *Modernity and the Holocaust*. Ithaca: Cornell University Press. Chapter 1: "Sociology after the Holocaust."

Kuper, Leo. 1981. *Genocide. Its Political Use in the Twentieth Century*. New Haven: Yale University Press. Chapter 6: "Genocidal Process: The German Genocide against Jews."

4. Threats and Fears (Feb. 15)

Trevor-Roper, H. R. 1968. "The European Witch-craze of the Sixteenth and Seventeenth Centuries," pp. 90-115, 128-147.

Waite, Gary K. 2007. *Eradicating the Devil's Minions : Anabaptists and Witches in Reformation Europe, 1525-1600*. Toronto and Buffalo: University of Toronto Press. **Chapter 1, chapter 4, Conclusion.**

Recommended readings

Behringer, Wolfgang. 2004. "Detecting the Ultimate conspiracy, or How Waldensians Became Witches, pp. 13-34 in *Conspiracies and Conspiracy Theory in Early Modern Europe from the Waldensians to the French Revolution*, edited by Barry Coward and Julian Swann. Aldershot.

Lehmann, Hartmut. 1988. "The Persecution of Witches as Restoration of Order: The Case of Germany, 1590s-1650s." *Central European History*, 21(2): 107-121.

Larner, Christina. 1981. *Enemies of God : the Witch-hunt in Scotland*. With a foreword by Norman Cohn. London : Chatto & Windus.

Larner, Christina. 1984. *Witchcraft and Religion. The Politics of Popular Belief*. New York: Basil Blackwell. Chapters 2-3.

5. Group Antagonisms (Feb. 22)

Nirenberg, David. 1996. *Communities of Violence : Persecution of Minorities in the Middle Ages*. Princeton, N.J. : Princeton University Press. **Introduction pp. 1-10, Chapter 1, chapter 4.**

Blumer, Herbert. 1958. "Race Prejudice as a Sense of Group Position," *The Pacific Sociological Review*, 1(1): 3-7.

Olzak, Susan. 1990. "The Political Context of Competition: Lynching and Urban Racial Violence, 1882-1914." *Social Forces* 69:395-421.

Recommended readings:

Bonacich, Edna. 1972. "A Theory of ethnic Antagonism: The Split Labor Market," *American Sociological Review*, 37: 547-559.

Bobo, Lawrence and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context," *American Sociological Review*, 61(1): 951-972.

Boswell, Terry E. 1986. "A Split Labor Market Analysis of Discrimination against Chinese Immigrants, 1850-1882," *American Sociological Review*, 51: 352-371

Tolnay, Stewart and E. M. Beck. 1995. *A Festival of Violence: An Analysis of Southern Lynchings, 1882-1930*. Urbana: University of Illinois Press. .

Part II: Planners

6. Social engineering: Race and Class (Feb. 29)

Weitz, Eric D. 2003. *A Century of Genocide. Utopias of Race and Nation*. Princeton and Oxford: Princeton University Press. **Chapter 3.**

Mann, Michael. 2005. *The Dark side of Democracy : explaining ethnic cleansing*. Cambridge: Cambridge University Press. **Chapter 11: "Communist Cleansing: Stalin, Mao, Pol Pot."**

Recommended readings

Burleigh, Michael and Wolfgang Wippermann. 1991. *The Racial State : Germany 1933-1945*. New York : Cambridge University Press. Chapter 3 ("Barbarism Institutionalized").

Hagen, William W. 1996. "Before the "Final Solution": Toward a Comparative Analysis of Political Anti-Semitism in Interwar Germany and Poland," *The Journal of Modern History*, 68(2): 351-381.

7. Strategies (Mar. 7)

Valentino, Benjamin A. 2004. *Final Solutions*. Ithaca: Cornell University Press. **Introduction, Chapter 3: "The Strategic Logic of Mass Killing."**

Valentino, Benjamin A. 2004. *Final Solutions*. Ithaca: Cornell University Press. **Chapter 5: "Ethnic Mass Killings: Turkish Armenia, Nazi Germany, and Rwanda."**

Review for the Midterm Exam

Recommended readings

Arendt, Hannah. 2004. *The origins of totalitarianism*. New York : Schocken Books.

Hinton, Alex Laban. 2005. *Why did they kill? : Cambodia in the shadow of genocide*. Berkeley : University of California Press. Chapter 1: A Head for an Eye.

Mar. 14: Midterm Exam

9. Decisional contexts (Mar 21)

Friedländer, Saul. 1989. "From Anti-Semitism to Extermination," pp. 3-31 in *Unanswered Questions: Nazi Germany and the Genocide of the Jews*, edited by François Furet. New York: Schocken Books.

Midlarsky, Manus I. 2005. *The Killing Trap. Genocide in the Twentieth Century*. Cambridge: Cambridge University Press. **Chapter 5 ("A Theoretical Framework"), Chapter 7 ("Realpolitik and loss")**.

Recommended readings:

Browning, Christopher R. 1992. "Beyond 'Intentionalism' and 'functionalism': The Decision for the Final Solution Reconsidered," pp. 86-124 in *The Path to Genocide: Essays on Launching the Final Solution*. Cambridge: Cambridge University Press.

Krain, Matthew. 1997. "State-sponsored Mass Murder." *Journal of Conflict Resolution*, 41(3): 331-360.

Marrus, Michael R. 2000. *The Holocaust in History*. Toronto: Key Porter. Chapter 3.

Part III: The Machinery of Persecution

10. Identifying, classifying, demonizing (Mar 28)

Mamdani, Mahmood. 2001. *When Victims Become Killers. Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton university Press. **Chapter 3: "The Racialization of the Hutu/Tutsi Difference under Colonialism."**

Hinton, Alex Laban. 2005. *Why did they kill? : Cambodia in the shadow of genocide*. Berkeley : University of California Press. **Chapter 5: "Manufacturing difference"**

Recommended readings:

Given, James B. 1997. *Inquisition and medieval society : power, discipline, and resistance in Languedoc*. Ithaca, N.Y. : Cornell University Press. Chapter 2: The Technology of Documentation.

Hilberg, Raul. 1985. *The Destruction of the European Jews*. Revised and definitive edition. New York and London: Holmes and Meier.

Cohn, Norman. 2000. *Europe's Inner Demons : The Demonization of Christians in Medieval Christendom*. Revised edition. Chicago : University of Chicago Press. Chapters 3 & 4: The Demonization of Medieval Heretics, pp. 35-78.

11. State agents (Apr 11)

Arendt, Hannah. 1994[1963]. *Eichmann in Jerusalem: a report on the banality of evil*. Revised and enlarged edition. New York, Penguin Books. **Chapters 2-5, chapter 8.**

Todorov, Tzvetan. 1996. *Facing the Extreme*. Translated by Arthur Denner and Abigail Pollak. New York: Holt. **Pp. 121-140.**

Hinton, Alex Laban. 2005. *Why did they kill? Cambodia in the shadow of genocide*. Berkeley : University of California Press. **Chapter 6.**

Recommended readings:

Hilberg, Raul. 1992. *Perpetrators Victims Bystanders*. New York: Harper. Pp. 20-74 (chapters 2-6), pp. 269-282 (endnotes).

Mann, Michael. 2005. *The Dark side of Democracy : explaining ethnic cleansing*. Cambridge: Cambridge University Press. Pp. 20-30.

12. Obedience (Apr 18)

Browning, Christopher R. 1992. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York. **Preface, Chapters 1-2, Chapters 5-8, Chapter 18, Afterword.**

Milgram, Stanley. 1974. *Obedience to Authority*. New York: Harper. **Chapters 1, 4, 5-6, 9.**

Recommended readings:

Hinton, Alex Laban. 2005. *Why did they kill? Cambodia in the shadow of genocide*. Berkeley : University of California Press. **Conclusion.**

Bauman, Zygmunt. 1989. *Modernity and the Holocaust*. Ithaca: Cornell University Press. Chapter 6: "The Ethics of Obedience."

Semelin, Jacques. 2007. *Purify and Destroy. The Political Uses of Massacre and Genocide*. New York: Columbia University Press. Chapter 5.

13. Civilians (Apr 25)

Mamdani, Mahmood. 2001. *When Victims Become Killers. Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press. **Chapter 7: "The Civil War and Genocide."**

Straus, Scott. 2006. *The Order of Genocide. Race, Power and War in Rwanda*. Ithaca: Cornell University Press. **Chapters 4-6.**

Recommended readings:

Uvin, Peter. 1997. "Prejudice, Crisis, and Genocide in Rwanda," *African Studies Review* 40: 91-115

Uvin, Peter. 2001. "Reading the Rwandan Genocide," *International Studies Review*, 3: 75-99.

Staub, Ervin. 1985. "The Psychology of Perpetrators and Bystanders," *Political Psychology*, 6(1): 61-85.

Part IV. Targets

14. "Facing the Extreme" (May 2)

Bauman, Zygmunt. 1989. *Modernity and the Holocaust*. Ithaca: Cornell University Press. **Chapter 5** ("Soliciting the Cooperation of the Victims").

Todorov, Tzvetan. 1996. *Facing the Extreme*. Translated by Arthur Denner and Abigail Pollak. New York: Holt. **Pp. 197-228**.

Recommended readings:

Hilberg, Raul Stanislaw Staron, and Josef Kermisz (eds.). 1979. *The Warsaw diary of Adam Czerniakow : prelude to doom*; translated by Staron and the staff of Yad Vashem. New York : Stein and Day.

Arendt, Hannah. 1994[1963]. *Eichmann in Jerusalem: a report on the banality of evil*. Revised and enlarged edition. New York, Penguin Books. Chapters 1 ("The House of Justice"), pp. 124-126 in chapter 7.

15. Resistance (May 9)

Krall, Hanna. 1986. *Shielding the flame : an intimate conversation with Dr. Marek Edelman, the last surviving leader of the Warsaw Ghetto uprising*; translated by Joanna Stasinska and Lawrence Weschler. New York : Henry Holt.

Petersen, Roger D. 2001. *Resistance and Rebellion. Lessons from Eastern Europe*. Cambridge, New York : Cambridge University Press. **Chapter 1, chapter 4**.

Recapitulation and Review for the Final Examination.

For graduate students: last date to turn in the term papers. I will not accept late papers.

Recommended readings:

Edelman, Marek. 1990. *The Ghetto Fights. Warsaw 1941-43*. Chicago: Bookmarks.

Semelin, Jacques. 1993. *Unarmed against Hitler : Civilian Resistance in Europe, 1939-1943*; translated by Suzan Husserl-Kapit; foreword by Stanley Hoffmann. Westport, Conn.: Praeger.

Given, James B. 1997. *Inquisition and Medieval Society : power, discipline, and resistance in Languedoc*. Ithaca, N.Y. : Cornell University Press. Chapter 5 ("Forms of Collective Resistance")

May 19 (Saturday), 7:45 a.m.- 9:45 p.m. : Final Exam