



**Carleton  
University**

Department of  
Sociology and  
Anthropology

**Sociology 2160A  
War and Society**

**Fall 2025**

**Prerequisites: Second Year Standing**

**Course Delivery: In person, Fridays 8:35-11:25**

**Classroom:**

**Professor: Neil Gerlach**

**Department of Sociology and Anthropology**

**Office: Dunton 2123**

**Email: [neil.gerlach@carleton.ca](mailto:neil.gerlach@carleton.ca)**

**Office Hours: Mondays 10:30-11:30  
or by appointment**

## **Course Overview:**

Although war has been a part of human experience since before recorded history, it is an understudied phenomenon within the discipline of sociology. Our knowledge of war tends to be abstract – at the level of international relations, state-level politics, political economy, and military science. Sociology can address the gaps in our understanding of war by applying its own categories of analysis to this social process. What are the causes of war? How are people socialized into killing and dying? By what processes are citizens drawn into an acceptance of war? How do categories of identity such as gender, age, and race affect the conduct of war? What is the on-the-ground experience of war today in the early 21<sup>st</sup> century? What are the social bases for processes such as empire building, genocide, and terrorism today? In this course, we want to address these questions while developing a set of analytical tools for understanding the experience of war in the contemporary world.

## **Learning Objectives and Outcomes**

- Introduce students to central issues in the Sociology of War,
- Develop student knowledge of how social institutions produce the conditions for war,
- Develop student knowledge about the relationship between ideology and war,
- Examine how social relations produce individuals willing to fight in wars.
- Recognize social factors leading to violent behaviours in individuals,
- Recognize the existence of social and political factors that may lead to war and genocide,
- Critically analyze institutional discourses designed to promote support for war,
- Develop skills in critically analyzing public representations of war,
- Instruction and experience in research essay writing.

## **Inclusiveness Statement**

One of the pleasures of working in an academic environment is that we have the opportunity to share diverse and unique perspectives on social issues freely and openly. This means we each have a responsibility to ensure that everyone in the class feels comfortable contributing their knowledge and perspectives in a convivial atmosphere. As sociologists, we know that everyone's experience is a product of different personal life paths intersecting with historical processes, which means that different people have encountered processes and structures of race, ethnicity, religion, class, gender, sexuality, and ability in diverse ways. We also know that our thinking expands when we are exposed to contradictory ideas and do the work of reconciling them with what we know. Being inclusive involves recognizing these different experiences, constantly reflecting on our positions within social processes, and valuing, respecting, and learning from the experiences of our classmates.

Topics in this class include politically and socially dynamic issues including how people have been excluded, exploited, and subjected to violence. I encourage everyone to think and act with care and be open to the possibilities of rethinking how our experiences should influence

our actions towards ending the ways in which people are marginalized, brutalized, excluded, and/or exploited.

We must also acknowledge the unceded territory of the Algonquin Nation on which Carleton University operates, and Omàmiwininiwag stewardship of this land. We are grateful and honoured to have the opportunity to enjoy, work and learn within this territory.

### **Format and Method of Delivery**

This is a lecture-based, in-person course. Each week, in addition to lecture material, we will discuss the course readings, analyze current events, and discuss video material to gain an understanding of social processes involved in war. Office hours will be in person or by Zoom on request.

### **Required Readings**

The course readings are a set of articles and chapters available on the Brightspace site for this course. Please see the class schedule below. There is no cost for these materials.

### **Evaluation**

Attendance and Participation	15%
In-class News Story Reflection (September 26)	15%
Mid-Term Exam (October 17)	25%
War and Everyday Life Reflection (November 7)	15%
Final Exam (TBA)	30%

### **Citation Style**

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

### **Use of AI**

In this course any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

AI can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your own critical thinking, interpretation, and writing. Use of AI for spell-checking, grammar correction, or translation is permitted as an aid in writing assignments. What is not permitted is asking a generative AI to write a part or whole paper for you.

Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their work. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted and may be referred to the Associate Dean for investigation and penalties.

### **Late Policy**

No extensions will be granted without approval prior to the deadline. Since assignments are written in class, deferred assignments will be scheduled for 7:30 a.m. in Dunton 1111A on the Monday morning following the due date of the assignment. Papers handed in after that Monday will have a one grade point deduction per day (ex. an A- becomes a B+) and will not be accepted after five days.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

### **Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **A Note on Appeals**

If you wish to appeal a grade, you must do so within 7 days after the assignment/test is returned to you. To appeal a grade, please write me a note explaining that you wish to appeal the grade and outline specifically the grading errors that you wish to discuss. I will review the assignment/test and make a final evaluation that will be communicated to you in writing.

### **ATTENDANCE AND PARTICIPATION**

- Attendance.....10%
- Participation....5%

Students are expected to attend 10 of 13 classes. Participation includes active involvement in class discussions, group discussions, and conversations about the course readings.

### **IN-CLASS REFLECTION ON A CURRENT NEWS STORY**

- 15% of grade
- Date: September 26
- Duration: 1.5 hours
- Hand-written in class
- Students may use printed class notes

Students will be given a news or magazine article, in class, about a current event related to war and the military. Drawing upon themes discussed in class, students will analyze the issue reported in the article and comment on how social processes and institutions are involved in the development of the issue.

Students are expected to include the following elements: an introduction with thesis statement, an analytical discussion that draws on evidence from the news story and concepts from the course, and a conclusion that summarizes the argument.

Grading rubric:

- Thesis statement and introduction.....5
- Analysis, critical thought, use of course material.....15
- Writing clarity.....5

### **MID-TERM EXAM**

- 25% of grade
- In class, October 17
- Format: short answer

Short answer exam that covers material from the beginning of the course. More details will be given out in class.

### **WAR AND EVERYDAY LIFE ASSIGNMENT**

- 15% of grade
- In class, November 7
- Duration: 1 hour

- **Hand-written in class**
- **Students may use printed class notes**

This is a sociological concept mapping exercise. Students will be given a short vignette about life in a conflict zone and will be asked to link sociological ideas (displacement, identity, gender, institutions) to specific moments in the vignette.

### **Final Exam**

- **30% of grade**
- **Date: Scheduled by Exam Services in December exam period**
- **Duration: 2 hours**
- **Hand-written in class**
- **Students may use printed class notes**

Students will be given a fact situation and asked to analyze it using course material. Details will be given out in class.

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## **SOCI 2160 Class Schedule and Readings**

**September 5**                      **Introduction: How do we define war?**  
No readings

**September 12**                      **War in Human History**  
Kaspersen, Lars Bo. 2002. "The 'Warfare-Paradigm' in Historical Sociology: Warfare as a Driving Historical Force." *Distinktion: Scandinavian Journal of Social Theory* 3(2): 101-124.

Douglas Fry. 2007. "Do Nonwarring Societies Actually Exist?" In *Beyond War: The Human Potential for Peace*. Oxford: Oxford University Press, pp. 10-20.

Watch the video: <https://www.youtube.com/watch?v=ESOILmoxfTg>

**September 19**                      **Producing the Soldier**  
Randall Collins. 2009. "Micro and Macro Causes of Violence." *International Journal of Conflict and Violence* 3(1): 9-22.

Gwynne Dyer. 2004. "Anybody's Son Will Do." In *War: The New Edition*. Toronto: Random House Canada, pp. 30-62.

Watch the video: [https://www.youtube.com/watch?v=P\\_G2u1RrLOk](https://www.youtube.com/watch?v=P_G2u1RrLOk)

**September 26**

**\*In-class Reflection Assignment**

**State Armies**

Taber, Nancy. 2009. "The Profession of Arms: Ideological Codes and Dominant Narratives of Gender in the Canadian Military." *Atlantis* 34(1): 27-36.

P.W. Singer. 2001/02. "Corporate Warriors: The Rise of the Privatized Military Industry and Its Ramifications for International Security." *International Security* 26(3): 186-220.

Read the article: <https://www.cbc.ca/news/politics/sexual-misconduct-military-operation-honour-1.5144601>

Read the article: <https://www.militarytimes.com/off-duty/military-culture/2020/02/12/canadian-military-wants-to-attract-women-recruits-by-shortening-tightening-its-uniform-skirts/>

**October 3**

**Global Battle Space**

Martin Shaw. 2012. "Killing Spaces." In *War and Genocide*. Cambridge: Polity Press, pp. 128-144.

Martin Shaw. 2005. "The Global Surveillance Mode of Warfare." In *The New Western Way of War*. Cambridge: Polity Press, pp. 47-70.

Read the article: <https://preveny.com/en/what-is-social-media-warfare/>

**October 10**

**Civilians in War**

Hugo Slim. 2007. "Chapter 2: Killing, Injury, and Rape." In *Killing Civilians*. London: Hurst and Co., pp. 37-70.

Adam Roberts. 2009. "The Civilian in Modern War." In *Yearbook of International Humanitarian Law*. 12: 13-52.

Read the article: <https://www.wikihow.com/Survive-a-War#:~:text=Avoid%20confrontations%20as%20much%20as,t%20start%20fights%20with%20people.>

Read the article: <https://blog.gunassociation.org/war-survival-tips/>

Watch the video: <https://www.youtube.com/watch?v=QSaxduOxogU>

**October 17                    \*Mid-Term Exam**

**October 24                    Reading Week**

**October 31                    Everyday Life in the Battlezone**

Arkady Babchenko. 2007. "The Summer of 1996." In *One Soldier's War*. New York: Grove Press, pp. 122-155.

Michael Stephenson. 2012. "Diamonds in the Mire." In *The Last Full Measure*. New York: Broadway Paperbacks, pp. 354-390.

Watch the video: <https://watchdocumentaries.com/restrepo/>

**November 7                    \*War and Everyday Life Assignment**

**The Technology of War**

P.W. Singer. 2009. "The Psychology of Warbots." In *Wired for War*. New York: Penguin Books, pp. 297-314.

James Farwell and Rafal Rohozinski. 2011. "Stuxnet and the Future of Cyber War." *Survival: Global Politics and Strategy* 53(1): 23-40.

**November 14                    Non-State Armed Groups**

Richard Schultz and Andrea Dew. 2006. "Tribes and Clans." In *Insurgents, Terrorists, and Militias*. New York: Columbia University Press, pp. 39-54.

Bard O'Neill. 2005. "Organization and Unity." In *Insurgency and Terrorism* (2<sup>nd</sup> ed.). Washington: Potomac Books, pp. 115-138.

Read the article: <https://www.newscientist.com/article/mg23531390-700-anatomy-of-terror-what-makes-normal-people-become-extremists/>

**November 21                    Understanding Genocide and Mass Slaughter**

Leo Kuper. 1981. "Warrant for Genocide: Ideological Aspects." In *Genocide*. New Haven: Yale University Press, pp. 84-100.

Helen Fein. 1990. "Defining Genocide as a Sociological Concept." *Current Sociology* 38(1): 8-31.



Watch the video: <https://www.youtube.com/watch?v=xOYLCy5PVgM>

Watch the video: <https://www.youtube.com/watch?v=xPO6BrFTsWM>

Watch the video: <https://www.youtube.com/watch?v=9CAOnJrxmKk>

## **November 28                      Future War**

Gwynne Dyer. 2008. "Scenario 1: The Year 2045," and "The Geopolitics of Climate Change." In, *Climate Wars*. Toronto: Random House, pp. 1-29.

Payne, Kenneth. 2021. "Introduction," in *I, Warbot: The Dawn of Artificially Intelligent Conflict*. Oxford: Oxford University Press, pp. 1-20.

Why Files: Artificial Intelligence Out of Control

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## **ACADEMIC ACCOMMODATIONS AND REGULATIONS**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

### **Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/pmc/>) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2025** and **November 15, 2025** for December examinations.

### **For Religious Obligations:**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **For Pregnancy:**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **For Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Plagiarism**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

### **What are the Penalties for Plagiarism?**

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process;

resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

### **What are the Procedures?**

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

### **Assistance for Students:**

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

### **Important Information:**

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to

activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

### **FALL TERM 2025 – Important Dates and Deadlines**

Date	Activity
August 27, 2025	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 31, 2025	Last day for receipt of applications from potential fall (November) graduates.
September 1, 2025	Statutory holiday. University closed.
September 2, 2025	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 3, 2025	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 9, 2025	Last day for registration and course changes (including auditing) in early fall courses.
September 16, 2025	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Date	Activity
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2025 and must register for the fall 2025 term.
September 19-21, 2025	Full summer and late summer term deferred final examinations will be held.
September 30, 2025	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2025	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 10, 2025	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 13, 2025	Statutory holiday. University closed.
October 15, 2025	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

Date	Activity
October 16, 2025	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 20, 2025	Deadline for course outlines to be made available to students registered in late fall courses.
October 20-24, 2025	Fall break, no classes.
October 25-26, November 1-2, 2025	Final examinations in early fall undergraduate courses will be held.
October 27, 2025	Late fall classes begin.
November 7, 2025	Last day to withdraw from late fall term courses with a full fee adjustment.
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
November 15, 2025	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students

Date	Activity
	with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 21, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 28, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2025	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the

Date	Activity
	Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 20, 2025	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 24, 2025 at noon through January 2, 2026 inclusive	University closed.