

Sociology 383: Sociological Methods: Historical Research Fall 2019

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Information

SOCI 383 101 (3 credits): Sociological Methods: Historical Research
Class Meeting: Tuesday / Thursday - 2-3:30pm Swing 207
Class Format: Lectures, discussions, in-class activities.

Contacts

Dr. Renisa Mawani

Professor

Chair, Law and Society Program

Department of Sociology, ANSO 2315

Office Hours: Thursdays 10-11 and 1-2pm or by appointment

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Teaching Assistant

MA Candidate, Asian Studies

Course Prerequisites

One of SOCI 100, SOCI 101, SOCI 102 & SOCI 217.

Course Description

This course will introduce students to some of the key questions, concepts, approaches, and debates within the field of historical research methods in Sociology. Students will consider how and why the past matters in shaping the contemporary social world and the methodological approaches and forms of evidence that sociologists might draw on to make historical arguments.

Students will examine:

- How the past has been and continues to be represented
- Who and what is included/excluded from history
- How the silences, gaps, and absences that shape our understandings of the past might be addressed by asking different questions and by drawing on alternative archives, methods, and approaches.

Topics to be discussed include: the limits and possibilities of “the archive,” silences of the past, contests over history, the politics of memory, and the role of

digitization on the past, present, and future. Throughout the term, students will read the work of historical sociologists, historians, and others who draw on anticolonial, Indigenous, and diasporic approaches to challenge what we think of as history and its role in shaping present and future social worlds.

The course is organized into four parts. The *first* examines the relationship between sociology and history and asks why history matters to sociological inquiry and how to read sociology historically. The *second* invites students to think about historical knowledge, including “the archive,” and what counts as truth and evidence. Students will be encouraged to problematize ways of historical knowing, especially the facticity produced through archival documents and the challenges posed by oral histories and the digital turn. In the *third* section, students will be introduced to the work of Black, Indigenous, and scholars of colour who point to the erasures produced by colonization and who offer important methodologies to address them. In the *final* part of the course, and working together in small groups, students will present their primary research from archives including UBC Special Collections, the Indian Residential School History and Dialogue Centre, Vancouver City Archives, family archives, and other sources to be determined in consultation with Professor Mawani.

Course Readings: All readings are available on Canvas through the UBC Library Course Reserve: <https://courses.library.ubc.ca/c.fkc7TT>

Please be sure to download and/ or print copies of the weekly readings, as we will be discussing them in class.

Course Evaluation:

Class Participation	10%
Midterm Exam	35%
Outline/ Proposal	10%
Poster Presentation	15%
Final Project	30%

Important Dates:

Last day to withdraw without W Standing:	September 17 th / 19
Last day to withdraw with W Standing:	October 11 th / 19

Class Participation: 10%

Students are expected to attend all classes, to have read the weekly readings, and to be prepared to contribute to large and small-group discussions. Participation will be evaluated on attendance and on oral and written engagement in class.

Over the term, there will be 2 in-class peer reviewed written assignments. The assignments and peer assessments will count towards class participation.

Midterm Exam: 35%

The midterm exam will be held in class on **October 10th / 19**. The exam format includes short answers and one essay question and will cover the assigned readings, lectures, and discussions from **weeks 1-6**.

Outline/ Proposal: 10%

Students must submit a 2-page outline/ proposal (double spaced, 1 inch margins & 12 point font) of their final project: "What is an Archive?" The proposal must include: 1) 1-2 research questions; 2) a brief description of the archives and archival document (text, photograph, map, illustration, oral history, social media, or object) and; 3) an annotated bibliography of at least 3 course readings. The proposal is due in class on **October 29th / 19**. *Please bring 2 copies to class; 1 to submit and 1 for peer assessment. Peer assessments will take place on October 31st / 19.*

Poster Presentation: 15%

Students will present a poster summary of their final projects at the end of the term in one of the 3 designated classes (weeks 12-13). This will be an opportunity for students to develop the ideas in their proposal (after incorporating peer assessments), receive feedback from the professor and classmates, answer questions, and elaborate on their works-in-progress. Students are expected to include a description of their archive, primary document or object, research questions, and the secondary sources they will use to analyze their archive/ primary document.

Final Project: 30%

The final paper will be an elaboration of the proposal submitted on October 29th and the in-class presentation in weeks 12-13. Students must draw from at least one primary document (text, photograph, map, illustration, oral history, social media, or object) to think about the parameters of "the archive," what it in/excludes and how it may be reimagined. The primary document/ object should be analyzed through at least 3 course readings. The paper must include some reflection on the archive(s) and document(s) chosen, their relevance and significance, and how they might be read to make a sociological claim. Students must also consider the limits of the text/ object; what/who is missing, and other historical methods that might be used to supplement these absences (e.g. interviews, oral history, fictional accounts). The paper should be 5-6 pages double spaced (including bibliography), with 1-inch margins, and in 12- point font. The final paper is due **December 6th / 19 by 4pm PST**.

Academic Dishonesty:

Please review the UBC Calendar "Academic Regulations" for the University's policy on plagiarism and other forms of academic dishonesty. Also visit the [Faculty of Arts](#) for useful information on academic integrity (the link is attached here).

Grading:

UBC courses are graded on a percentage basis.

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Percent	90-100	85-89	80-84	76-79	72-75	68-71	64-67	60-63	55-59	50-54	00-49

According to UBC Guidelines:

An **A grade** is “Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.”

A **B grade** is “Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.”

A **“D to C” grade** is “Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.”

Please note: students must achieve the requisite number of points for a letter grade.

Late Assignments: If you miss a deadline due to illness or any other unforeseen reason, you must notify me as soon as possible *prior* to the due date.

Late penalty is 5% per day (including weekends).

Missed In-class Peer Assessments and Activities: Except under extraordinary circumstances, in-class activities cannot be made up.

Additional Policies and Support:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at:

<https://senate.ubc.ca/policies-resources-support-student-success>

Early Alert. I participate in the Early Alert Program, which helps me support students who are facing difficulties that are interfering with their academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Mental Health. UBC has contracted with Empower Me, which is a 24/7 phone service that provides immediate access to a trained mental health professional over the phone. The therapist will then provide help, assess your situation, and if you want, make an appointment with a local therapist for a follow up appointment. Each UBC student is entitled to up to seven counseling sessions through this program as part of their student fees. 1-848-741-6389.

Crisis Support. If you or a friend are in need of immediate help and don't know who to turn to, please call this 24/7 service. 1-800-784-2433.

Attendance and Tardiness. Attendance for the entire class period is required. Repeated absences in any of these areas will negatively impact your participation mark and ultimately, your final grade. You are requested to arrive on time. **If you miss class**, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours.

Electronic devices are useful but very distracting in a classroom setting. For this reason, **I do not allow** cell phones, cameras, laptops, or other electronics in the classroom. Students must come to class prepared with paper copies of the readings and with their printed notes.

Weekly Reading Schedule:

Week 1: Introduction

Sept 3rd Imagine Day – No Classes	Sept. 5th Course Introduction <ul style="list-style-type: none"> • No required readings
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Week 2: Sociology and History I: What is history and why it matters

Sept 10th <ul style="list-style-type: none"> • Class Visit to the Museum of Anthropology – meet in the lobby at 2pm sharp. Dr. Jennifer Kramer (Associate Professor, Anthropology & Curator) and Karen Duffek (Curator) will guide your visit. <i>Make sure to bring UBC ID</i> • C. Wright Mills, <i>The Sociological Imagination</i> – Chapter 8 	Sept 12th <ul style="list-style-type: none"> • Guest Lecture - Professor Rume Ahmed, Dept. of Asian Studies • Steinmetz, "The Relations between History and Sociology in the United States" • Bhambra, "Historical Sociology and Postcolonial Critique"
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Week 3: Sociology and History II: How to read sociology historically and history sociologically

Sept 17th <ul style="list-style-type: none"> Foucault, <i>Discipline and Punish</i> – “The Body of the Condemned” 	Sept 19th <ul style="list-style-type: none"> Patterson, “Slave Revolts” James, <i>The Black Jacobins</i> – Preface & Chapter 1
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Week 4: Colonial Archives I

Sept 23rd <ul style="list-style-type: none"> Trouillot, <i>Silencing the Past</i> – Chapter 1 Burton, “Archive Fever, Archive Stories” 	Sept 26th <ul style="list-style-type: none"> Mawani, “Law’s Archive”
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Week 5: Colonial Archives II

Oct 1st <ul style="list-style-type: none"> Guest Lecture - Krisztina Laszlo (Archivist) UBC Library - Rare Books and Special Collections Stoler, “Colonial Archives and the Arts of Governance” 	Oct 3rd <ul style="list-style-type: none"> Arondekar, <i>For the Record</i> – Introduction
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Week 6: Colonial Archives III

Oct 8th <ul style="list-style-type: none"> Simpson, <i>Mohawk Interruptus</i> – “Indigenous Interruptions” & Appendix Miles, <i>Ties that Bind</i> – Introduction and Appendix I 	Oct 10th <ul style="list-style-type: none"> In Class MIDTERM EXAM
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Week 7: History and Memory I

Oct 15th <ul style="list-style-type: none"> Maracle, “Goodbye, Snauq” Perry, “The Colonial Archive on Trial” 	Oct 17th <ul style="list-style-type: none"> Morrison, <i>Beloved</i> – chapters 1, 2, & 3
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Week 8: History and Memory II

<p>Oct 22nd</p> <ul style="list-style-type: none"> Hartman, "Venus in Two Acts" Bahadur, <i>Coolie Woman</i> – Preface, Chapters 1 & 2 	<p>Oct 24th</p> <p>Class Visit to the Residential School History and Dialogue Centre – meet at the entrance at 2pm sharp. Our visit will be guided by Dr. Tricia Logan (Assistant Professor, iSchool)</p>
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Week 9: Archives of Freedom I

<p>Oct 29th</p> <ul style="list-style-type: none"> Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself</i> – Chapter 1 Wong, "Storytelling and the Comparative Study of Atlantic Slavery and Freedom" <p>Proposal due in class – bring 2 copies, 1 to submit; 1 for peer assessment</p>	<p>Oct 31st</p> <ul style="list-style-type: none"> Brown, "Mapping a Slave Revolt" <p>Class time for peer assessment</p>
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Week 10: Archives of Freedom II

<p>Nov 5th</p> <ul style="list-style-type: none"> Farge, <i>The Allure of the Archives</i> – Foreword & 1-46 	<p>Nov 7th</p> <ul style="list-style-type: none"> Farge, <i>The Allure of the Archives</i> – 47-124
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Week 11: Archives of Freedom III

<p>Nov 12th</p> <ul style="list-style-type: none"> Du Bois, <i>The Philadelphia Negro</i> – Chapters 1, 2, & 4 	<p>Nov 14th</p> <ul style="list-style-type: none"> Hartman, <i>Wayward Lives</i> - A Note on Method; A Cast of Characters; "The Anarchy of Colored Girls"
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Week 12: Student Poster Presentations

<p>Nov 19th</p> <ul style="list-style-type: none"> Student posters - No Assigned Readings 	<p>Nov 21st</p> <ul style="list-style-type: none"> Student posters - No Assigned Readings
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Week 13: Student Poster Presentations and Conclusion

Nov 26 th <ul style="list-style-type: none">• Student posters - No Assigned Readings	Nov 28 th <ul style="list-style-type: none">• Course summary• Small group discussions on final projects
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Final Project due on December 6th/ 19 by 4pm PST