

## **Sociology 383: Sociological Methods: Historical Research Fall 2020**

*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 WEB ORIENTED

Class Format: Asynchronous Lectures, Synchronous discussions, and in-class activities.

### **Contacts**

*Dr. Renisa Mawani*

Professor

Department of Sociology

**Office Hours:** By appointment

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### **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 give a presentation on their final project:

- a) Primary source project from online archive or family history
- b) “My Life as an Archive during COVID-19”
- c) One of the Community Engaged Learning projects

#### **Course Format:**

This is a web-oriented course that includes **asynchronous lectures** and **synchronous seminars**. The Tuesday lectures will be asynchronous. Lectures will be uploaded to Canvas (see Modules) before the Tuesday class. Please note that all readings **MUST** be completed before listening to the lecture. The materials will not make sense unless you have completed the readings. Thursday classes will be synchronous. During class time, we will discuss readings, do in-class assignments, and do peer assessments.

**Course Readings:** All readings are available on Canvas through the UBC Library Course Reserve

#### **Course Evaluation:**

Class Participation	15%
Short essays (2 @ 10%)	20%
Project Outline / Proposal	15%
Presentation	15%
Final Project	35%

#### **Important Dates:**

Last day to withdraw without W Standing:	September 21 / 20
Last day to withdraw with W Standing:	October 30 / 20

#### **Class Participation:** 15%

Students are expected to participate in the synchronous classes on Thursdays. To be prepared to contribute to large and small-group discussions, students must complete the weekly readings and listen to the weekly lecture before the class. Participation will be evaluated on attendance and on oral and written

engagement in class. *Over the term, there will be 2 written assignments (see short essays below) and regular quizzes to check student knowledge of readings.*

**2 Short Essays: 20%**

Over the term (**October 15<sup>th</sup> and November 12<sup>th</sup>**), students will be given class time to write 2 short essays (750 words worth 10% each) based on the weekly readings.

**The Final Project comprises a significant portion of the course evaluation (65% total). Students must choose their project by October 1<sup>st</sup>/ 20**

There are 3 options for the final project (additional details to follow):

1. Primary Source Document Analysis – Find a text, photograph, map, illustration in an online archive and analyze it. Students who choose this option can also interview a family member (oral history).
2. “My Life as an Archive during COVID-19” – Social Media Project – We are living in an unprecedented historical moment. Our news feeds are filled with personal and impersonal news about the Covid-19. How is the pandemic affecting you? How might people look back at our social media “archives” 100 years in the future? What will they think?
3. Community Engaged Learning – An opportunity to work with a local community partner (BC Heritage Foundation, South Asian Studies Institute, University of the Fraser Valley, or Heritage Vancouver Society) to assist with a historically focused project (BC Magazine “buy Local/ Give Local Social Media Project; Punjabi Migration Project; Paldi Oral History; LGBTQ+ archives). For more information visit the [Centre for Community Engaged Learning at UBC](#)

**Project Outline/ Proposal: 15%**

Students must submit a 2-page outline/ proposal (double spaced, 1 inch margins & 12 point font) of their final project

The proposal must include:

- 1) 1-2 research questions;
- 2) A brief description of the archives consulted and a copy of the archival document (text, photograph, map, illustration, oral history, social media, or object), OR a summary of the community engaged learning project/ partners
- 3) An annotated bibliography of at least 3 relevant course readings.

A draft proposal must be shared with peers for assessment on **October 22<sup>nd</sup>/ 20**  
The final proposal is due on **October 29<sup>th</sup>/ 20 11:59pm PST**.

**Presentation: 15%**

Students will present a 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 discussion of their archive and primary document or Community Engaged Learning, research questions, and secondary sources used to analyze the archive/ primary document OR Community Engaged Learning Project.

**Final Project:** 35%

The final project will be an elaboration of the proposal and the in-class presentation. For option 1, 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 relevant 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.

For the Community Engaged Learning Project, students will think about the parameters of “the archive,” what it in/excludes and how it may be reimagined through community engagement. The final paper must also include a discussion of the project, why history matters to the present, and a reflection.

The final project is due **December 11<sup>th</sup>/ 20 at 11:59pm 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).

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit the [UBC calendar](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have

concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### 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.**

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**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).**

### 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>

**Copyright:**

All materials of this course (course handouts, prerecorded lectures, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner.

Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

**Weekly Reading Schedule:**

## Week 1: Introduction

Sept 8th Imagine Day – No Classes	Sept. 10th <ul style="list-style-type: none"> <li>• No class due to <a href="#">Scholar’s Strike</a></li> <li>• Please familiarize yourself with the strike.</li> </ul>
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## Week 2: Sociology and History I: What is history and why it matters

Sept 15 <sup>th</sup>  Required: <ul style="list-style-type: none"> <li>• C. Wright Mills, <i>The Sociological Imagination</i> – Chapter 8</li> <li>• Bhabra, “Historical Sociology and Postcolonial Critique”</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• Steinmetz, “The Relations between History and Sociology in the United States”</li> </ul>	Sept 17th <ul style="list-style-type: none"> <li>• Discussion – why does history matter?</li> </ul>
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## Week 3: Sociology and History II: How to read sociology historically and history sociologically

Sept 22 <sup>nd</sup>  Required: <ul style="list-style-type: none"> <li>• Foucault, <i>Discipline and Punish</i> – “The Body of the Condemned”</li> <li>• Patterson, “Slave Revolts”</li> <li>• James, <i>The Black Jacobins</i> – Preface &amp; Chapter 1</li> </ul>	Sept 24 <sup>th</sup> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>
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## Week 4: Colonial Archives I

<p>Sept 29<sup>th</sup></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Trouillot, <i>Silencing the Past</i> – Chapter 1</li> <li>• Burton, “Archive Fever, Archive Stories”</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Brown, “Mapping a Slave Revolt”</li> </ul>	<p>October 1<sup>st</sup></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>
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## Week 5: Colonial Archives II

<p>Oct 6<sup>th</sup></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Stoler, “Colonial Archives and the Arts of Governance”</li> <li>• Arondekar, <i>For the Record</i> – Introduction</li> </ul>	<p>Oct 8<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>
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## Week 6: Colonial Archives III

<p>Oct 13<sup>th</sup></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Simpson, <i>Mohawk Interruptus</i> – “Indigenous Interruptions” &amp; Appendix</li> <li>• Miles, <i>Ties that Bind</i> – Introduction and Appendix I</li> <li>• Mawani, “Law’s Archive”</li> </ul>	<p>Oct 15<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Discussion &amp; <b>in class essay</b></li> </ul>
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## Week 7: History and Memory I

<p>Oct 20<sup>th</sup></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Maracle, “Goodbye, Snauq”</li> <li>• Perry, “The Colonial Archive on Trial”</li> <li>• Morrison, <i>Beloved</i> – chapters 1, 2, &amp; 3</li> </ul>	<p>Oct 22<sup>nd</sup></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>
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Recommended:	
<ul style="list-style-type: none"> <li>• McCallum &amp; Perry, <i>Structures of Indifference</i></li> </ul>	

## Week 8: History and Memory II

Oct 22 <sup>nd</sup>	Oct 24 <sup>th</sup>
Required: <ul style="list-style-type: none"> <li>• Hartman, "Venus in Two Acts"</li> <li>• Bahadur, <i>Coolie Woman</i> – Preface, Chapters 1 &amp; 2</li> <li>• <b>Draft Proposal due</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class time for peer assessment (proposal)</b></li> </ul>

## Week 9: Archives of Freedom I

Oct 27 <sup>th</sup>	Oct 29 <sup>th</sup>
Required: <ul style="list-style-type: none"> <li>• Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself</i> – Chapter 1</li> <li>• Wong, "Storytelling and the Comparative Study of Atlantic Slavery and Freedom"</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• <b>Final Proposal Due</b></li> </ul>

## Week 10: Archives of Freedom II

Nov 10 <sup>th</sup>	Nov 12 <sup>th</sup>
Required: <ul style="list-style-type: none"> <li>• Farge, <i>The Allure of the Archives</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion &amp; <b>in class essay</b></li> </ul>

## Week 11: Archives of Freedom III

Nov 17 <sup>th</sup>	Nov 19 <sup>th</sup>
Required: <ul style="list-style-type: none"> <li>• Du Bois, <i>The Philadelphia Negro</i> – Chapters 1, 2, &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>

<ul style="list-style-type: none"> <li>Hartman, <i>Wayward Lives</i> - A Note on Method; A Cast of Characters; "The Anarchy of Colored Girls"</li> </ul>	
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## Week 12: Student Presentations

Nov 24 <sup>th</sup>	Nov 26 <sup>th</sup>
<ul style="list-style-type: none"> <li>Student presentations - No Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>Student presentations - No Assigned Readings</li> </ul>

## Week 13: Student Presentations and Conclusion

Dec 1 <sup>st</sup>	Dec 3 <sup>rd</sup>
<ul style="list-style-type: none"> <li>Student presentations - No Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>Course summary</li> <li>Small group discussions on final project</li> </ul>

**Final Project due on December 11<sup>th</sup> / 20 by 11:59pm PST**