

Sociology 3W03: Historical Methods in Sociology

Fall, 2016

Day and Time of Classes:

Lecture, Tuesday 2:30-4:20

Room: KTH B124

Tutorial: Tuesday 9:30-10:20

Room: KTH B124

Instructor: Dr. Vic Satzewich

Ext.: 20746

Office Hours: Tuesday, 12:00-2:00

Email Address:

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Course Description:

This course will be a lot of work. However, you might also have fun, and you might also learn something about doing historical sociology. **If you do not have time to attend the lecture slot (Tuesday 9:30-11:20), I would strongly encourage you to not take this course.** The best way to learn about historical methods in sociology is to get your hands dirty. By the end of this course, your hands will be filthy. The course will be made up of a combination of lectures, demonstrations, and active learning. You will be given opportunities to develop your historical-sociological research skills through completing a number of assignments. You will learn about different styles of historical sociology, controversies about ‘grand historical sociology’, and methodological issues and problems associated with using different kinds of historical documents for historical-sociological research. You will also learn about oral history interview techniques, how to extract historical and contemporary data from the Canadian census and how to identify and make use of archival data.

Learning Outcomes

By the end of this course, students will expand the depth and breadth of knowledge about research methods in historical-sociology. Students will also become aware of the limits of knowledge and develop their autonomy and professional capacity. Students will develop these skills via opportunities to: 1) present, describe and discuss research data and interpretations in written format, 2) compare, analyze and interpret different historical sociological research techniques; 3) and design and undertake a study that addresses a sociological research question.

Evaluation:

Students will be required to complete three assignments for this course. All students will be required to complete the Census Data Group Project and the Oral History Assignment. Students may work on the Census Data Group Project with other student. (i.e., in groups of two). Students will have a choice about which Archives Assignment they complete. Detailed descriptions of each of these assignments will be provided separately. Assignments are due **in class** on the dates indicated. Late assignments will

be penalized 1 mark per day that they are late. In order to be fair to all students, please do not ask me to waive late penalties because of special circumstances.

Census Data Group Project: 30% (Due October 18, 2015, in lecture)

Archives Assignment: 30% (Due December 6, 2015, in lecture)

Oral History Assignment: 30% (Due November 15, 2015)

Mid-Term Quiz 10% (November 29, 2015, in lecture)

Required Reading:

Various on-line and Avenue to Learn readings

Topic Outline:

Tuesday, September 6

Lecture: Introduction

Tuesday, September 6

No tutorial

Tuesday, September 13

Lecture: An Introduction to the Canadian Census

Readings:

Kris Inwood and Richard Reid, Introduction: The Use of Census Manuscript Data for Historical Research, *Histoire sociale/Social History*, (Avenue to Learn).

Michael Wayne, 1995. 'The Black Population of Canada West on the Eve of the American Civil War: A Reassessment Based on the Manuscript Census of 1861', *Social History/Histoire sociale*, Vol. 28, No. 56.

<https://pi.library.yorku.ca/ojs/index.php/hssh/article/view/16644>

Bruce Curtis, 1994. 'On the Local Construction of Statistical Knowledge: Making up the 1861 census of the Canadas', *Journal of Historical Sociology*, Vol. 7. Num. 4, pp. 416-434. (Avenue to Learn)

Tuesday, September 13.

No tutorial

Tuesday, September 20.

Lecture: The Current Census: Data Collection and Controversies

Monica Boyd, Gustav Goldman and Pamela White, 2000. 'Race in the Canadian Census', in Leo Driedger and Shiva Halli, eds. *Visible Minorities in Canada*, Montreal

and Toronto: McGill-Queens and Carleton University Press.
http://homes.chass.utoronto.ca/~boydmon/research_interests/Ethnicity.htm

Maryse Potvin, 2005. 'The role of statistics on ethnic origin and "race" in Canadian anti-discrimination policy', UNESCO.
www.er.uqam.ca/nobel/r24545/pdf/RISS/ISSJ_05701003.pdf

Rhoda Howard-Hassmann, 1999. "'Canadian" as and Ethnic Category; Implications for Multiculturalism and national Unity', Canadian Public Policy, vol. 25, no. 4, pp. 523-37.
<http://qed.econ.queensu.ca/pub/cpp/dec1999/Howard.pdf>

Tuesday, September 20
Tutorial: No tutorial

Tuesday, September 27
Lecture: Accessing the Census on-line; Introduction to Census Data Project. Location: TBA, Mills Library

Tuesday September 27.
Tutorial: Tutorial: Using Microsoft Excel

Tuesday, October 4,
Lecture: Introduction to Oral History

Readings: Paul Thompson, 'The Voice of the Past', *The Oral History Reader*, pp. 21-28 (Avenue to Learn)
Ronald Grele 'Movement without Aim: Methodological and Theoretical Problems in Oral History', *The Oral History Reader*, pp. 38-52, (Avenue to Learn)
Joan Sangster, 'Telling Our Stories: Feminist Debates and the Use of Oral History', *The Oral History Reader*, pp. 87-100. (Avenue to Learn)

Tuesday, October 4
Tutorial: Census Data Project

Mid-Term Break

Tuesday, October 18
Lecture: Oral History, ethics and other issues

Readings: *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*, 2nd edition, chapters 1, 2, 3, 4, 5, 10.
<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

McMaster Research Ethics Board, 'Letter of Information/Consent Form',
<http://reo.mcmaster.ca/educational-resources>

Tuesday, October 18
Tutorial: Census Data Project

Tuesday, October 25
Lecture: Practicing Oral History

Readings:

Charles Morrissey, 'Oral History Interviewing', *The Oral History Reader*, pp. 107-113
(Avenue to Learn)

Kathryn Anderson and Dana Jack, 'Learning to Listen: Interview Techniques and
Analyses', *The Oral History Reader*, pp. 157-171. (Avenue to Learn)

Katherine Borland, "'That's Not What I Said': Interpretive Conflict in Oral Narrative
Research', *The Oral History Reader*, pp. 320-332. (Avenue to Learn)

Kathleen Blee, 'Evidence, Empathy and Ethics: Lessons From Oral Histories of the
Klan', *The Oral History Reader*, pp. 333-343. (Avenue to Learn)

Census Data Project due

Tuesday, October 25
Tutorial: Oral History

Tuesday, November 1
Lecture: Introduction to Archival Research

James O'Toole, 2002. 'Cortes's Notary: The Symbolic Power of Records', *Archival
Science*, 2; 45-61, (Avenue to Learn)

Hyman Mariampolski and Dana Hughes, 'The Use of Personal Documents in Historical
Sociology', Avenue to Learn

K. D. Bailey, 'Document Study', Avenue to Learn

Tuesday, November 1
Tutorial: Oral History Assignment

Tuesday, November 8
Lecture: The McMaster Archives
Location TBA

Oral History Assignment Due

Tuesday, November 8

Tutorial: No tutorial

Tuesday, November 15

Lecture: Using and Interpreting Archival Documents: The Old Bailey

Readings:

Reading: 'The Proceedings of the Old Bailey: London's Criminal Court, 1674 to 1913':
About the Proceedings', 'Historical Background'

<http://www.oldbaileyonline.org/>

Tuesday, November 15

Tutorial: Archives tutorial

Tuesday, November 22

Lecture: Mid-Term Quiz

Tuesday, November 22

Tutorial: Archives assignment trouble shooting

Tuesday, November 29

Lecture: Using archives/interpreting archival documents

Readings:

The Jesuit Relations and the History of New France: Essay in Five Parts (read all five parts). http://epe.lac-bac.gc.ca/100/206/301/lac-bac/jesuit_relations-ef/jesuit-relations/index-e.html

Michael Banton, 'The Idiom of Race: The Problem of Presentism', (Avenue to Learn)

Tuesday, November 29

Tutorial: Archives assignment

Tuesday, December 6

Lecture: Careers, graduate studies and your future

Tuesday, Dec. 6

Tutorial: Archives assignment

Archives assignment due

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent

means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

(If applicable) In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or

departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.