

Department of Sociology Course Outline

Sociology 743 Historical Methods in Sociology

January-April, 2021

Dr. Vic Satzewich

Meeting time: Wednesday, 11:30-2:30 via Zoom

Office Hours: By appointment

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Overview

While a course on historical methods in sociology could be organized around reading how other sociologists and historians have confronted methodological problems using historical sources, this course is different insofar as students will be expected to themselves confront the variety of conceptual and methodological problems associated with using historical data sources. I also want to expose students to the tradition of grand historical sociology via an examination of the work of Barrington Moore and John Goldthorpe's critique of Moore and others. The course is organized around three main modules. The first module will deal with the Census of Canada, how to extract data from historical censuses of Canada, and how to 'tell sociological stories' using the census. The second module will deal with archival research. This year, we are constrained in our ability to access archival records in person, and so our focus this year will be on accessing, and using, digital archives. In this module, we will focus on problems of interpretation when it comes to sociologically analyzing primary source data. In module 3, we will turn our attention to the tradition of grand historical sociology, and John Goldthorpe's critique. In so doing, we will read, and become familiar with, one of the 'classics' in the tradition of grand historical sociology: Barrington Moore Jr.'s *The Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*.

Course Textbooks

Barrington Moore, 1967. *The Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.

Evaluation (details will be provided in separate handouts)

Telling Stories with the Census Assignment 50 per cent: Due March 31

Census Presentation: 10 marks

Goldthorpe's Critique of Historical Sociology, 20 per cent: Due April 24

Choice of 1 of 3, 20 per cent: Due March 17

Reading the Royal Commission on Chinese Immigration; 3000 words. How do we apply sociological theories about racism to understand anti-Chinese sentiments 100 years ago?

Jesuit Relations and Presentism; 3000 words. Were the Jesuits Racists?

Old Bailey On-Line: 3000 words. Using the Old Bailey to Study Diversity in London.

Course Schedule

January 13

Introductions

January 20

11:30-12:40: Census Lecture: why the census matters 1 hour, Vic

1-2 pm, Introduction to Census Assignment, Census Background Accessing the data; Vivek Jadon

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.

January 27—Census assignment:

11:30-12:30, Census variables Vic

Readings: 2016 Census of Population, questions, long form (National Household Survey) <https://www12.statcan.gc.ca/nhs-enm/2016/ref/questionnaires/questions-eng.cfm>

2016 Census of Population, questions, short form, <https://www12.statcan.gc.ca/census-recensement/2016/ref/questionnaires/questions-eng.cfm>

1:00-2:00 Data extraction, Vivek

Readings:

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>

Jesse Donovan. 'The Feds must take seriously the threat to the Metis nation Posed by those who claim to be Metis based solely on mixed European and Indigenous Ancestry', *Policy Options*, <https://policyoptions.irpp.org/magazines/february-2018/white-settler-revisionism-threatens-metis-crown-reconciliation/>

February 3

11:30-12:30, Introduction to Archives and Archival Collections

Ann Laura Stoler, 2002. 'Colonial Archives and the Arts of Governance', *Archival Science* 2: 87-109. (ML)

James O'toole, 2002. 'Cortes's Notary: The Symbolic Power of Records', *Archival Science*, 2: 45-61. (ML)

1:00-2:20, Excel tutorial, Vivek Jadon

February 10—Working with Archival Relics

11:30-12:30, The Jesuit Relations and Problems of Interpretation: Presentism

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)

The Old Bailey On Line

February 17—Mid-term break

February 24

11:30-12:30. Reading, and Mining, Historical Documents—Government Inquiries.

Royal Commission on Chinese Immigration, Royal Commission Report, 1885,
<https://pier21.ca/research/immigration-history/royal-commission-on-chinese-immigration-1885>,
or
<http://chemistrycommunications.com/chop-suey.chemistrycommunications.com/pdfs/1885%20Report.pdf>

Report of the Royal Commission on Chinese and Japanese Immigration, 1902,
<http://publications.gc.ca/site/eng/9.824969/publication.html>

March 3—University Recommended Additional Day off

March 10

Census Presentations

March 17

Census Presentations

March 24

Census Presentations

March 31

11:30-12:30. Goldthorpe's Critique of Historical Sociology,

Readings: John Goldthorpe, 1991. 'The Uses of History in Sociology: Reflections on Some Recent Tendencies', *British Journal of Sociology*, 42(2): 211:230. (ML)

Nicos Mouzelis, 1994. 'In Defence of "Grand" Historical Sociology', *British Journal of Sociology*, 45(1): 31-36. (ML)

Nicky Hart, 1994. 'John Goldthorpe and the Relics of Sociology', *British Journal of Sociology*, 45(1): 21-30. (ML)

Joseph Bryant, 1994. 'Evidence and Explanation in History and Sociology: Critical Reflections on Goldthorpe's Critique of Historical Sociology', *British Journal of Sociology*, 45(1): 3-19. (ML)

John Goldthorpe, 1994. 'The Uses of History in Sociology: A Reply', *British Journal of Sociology*, 45 (1): 55-77. (ML)

1:00-2:30 Reading Barrington Moore, *The Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Chapter 1,2, 7,8,9

April 7

Barrington Moore and Goldthorpe's Critique.

April 14

Wrap up

Course Policies

Submission of Assignments

Assignments should be submitted in the dropbox on Avenue to Learn

Late Assignments

Late assignments will be subject to a penalty of 1 mark per day that they are late.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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 types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

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

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, 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.

Course Modification

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-

MARK	GRADE
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F