

UNIVERSITY OF BRITISH COLUMBIA
Sociology 383: Historical Methods in Sociology
Term 2, January – April 2014

Professor: Becki Ross	Office: 3119 ANSO
Tues/Thurs, 4:00 – 5:20 pm	Office Hours: Thursdays, 5:30 - 7:00 pm
Office Phone: 604 822-4389	Class Location: Buch D 316
Email: becki.ross@ubc.ca	Note: Prof. Ross does not download students' work

This course offers students an opportunity to learn a variety of approaches to investigation in the field of historical sociology. We will examine the different kinds of questions historical sociologists and social historians ask about the past and the different kinds of methods they employ, and the primary sources they mine, to answer such questions. We will attend to the conceptual categories and theoretical frameworks used to organize, analyse, and narrate stories about the past in order to determine who and what were represented, and on whose terms. We will read historical scholarship that makes use of feminist, anti-racist/anti-colonial, and queer postmodern concepts, interpretive devices, and narrative strategies.

Specific themes and questions to be addressed include: historical sources and silences that pervade the 'colonial archive', the politics of memory, the limits and possibilities of case studies, uses of oral history/interviewing as a qualitative method, and critical discourse analysis. We will engage in the bedevilling debates about "truth," "evidence," knowledge, and facts/"facticity." Historiography - the practice and techniques of writing history - will be tackled as a thoroughly political enterprise. We will explore theoretical and empirical contributions of feminist, anti-racist, and queer historical researchers with an emphasis on the history of gender, sexuality, social class, and 'race'/ethnicity in twentieth-century North America. History-writing in the service of reconciliation and social justice features centrally.

The course is organized as follows: on Tuesdays, lecture material will be combined with small-group work, interactive exchanges, and video content. On Thursdays, the first half-hour will wrap-up lecture material; the last 50 minutes will be an oral seminar presentation led by students based on that week's two required readings. In addition, students will write a) a mid-term exam, b) a preparatory, 2-page Outline for analysis of a primary source (before 1980), and c) critical analysis of a primary source, grounded in relevant historical research.

Course Evaluation:

- 1) **Oral Seminar Presentation:** 15%
- 2) **Class Participation:** 10%
- 3) **Mid-Term Exam,** 30%, Thurs. February 13th, in class (first six weeks of material)
- 4) **Two-page Outline,** 5%, Due in class, Tuesday, March 11th
- 5) **Primary Source Analysis:** 40% Due: Monday, April 14th, before 4:30 in Sociology Essays Drop Box, ANSO

Required Course Readings: "*Sociology 383: Historical Methods, Term 2, 2014*" course reader @ UBC Bookstore. Alternatively, required & supplementary readings are available to be downloaded from the **Connect website** (www.connect.ubc.ca) or as PDF in: 383pdfadditionalreadings2014. NOTE: Required readings are marked **.

EARLY ALERT:

During the term, I will do my best to reach out and offer support. If I am concerned about your academic performance or wellbeing, I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit **earlyalert.ubc.ca**

POLICY ON LATE PAPERS: Our deadline for papers is firm and can be negotiated only in the case of unforeseen events (e.g., illness, funerals). Medical notes are required. Otherwise, we will deduct 5% off the grade for each day that it is late.

NOTE: Academic English Support (AES) is available to students who speak/write English as a second/additional language. See www.aes.ubc.ca

NOTE: It is my expectation that each student in the course will make every effort to read the required readings every week, and to participate in the Thursday discussions. For those who have time, I recommend the third, supplementary reading, each week.

NOTE: if classes or assignment due dates are scheduled during a religious or cultural holiday, please inform me and we will negotiate an alternative arrangement.

Plagiarism is a serious, punishable offence. Sources are cited following a consistent footnote and bibliography format as appropriate in the field. Care should be taken to ensure that materials from other sources are correctly attributed to their authors.

1. ORAL SEMINAR PRESENTATION: 15%

For a 50-minute period, students are required to take responsibility (with co-presenters) for “teaching” classmates the substantive issues raised by the authors of two required course readings assigned for one week (marked **1 and **2). Working together, prepare an oral seminar presentation:

- 1) discuss the primary data sources used by each researcher
- 2) identify of 2 strengths & 2 weaknesses of each researcher’s study
- 3) develop 2 directions for future research
- 4) formulate 3-4 questions for each article. Allow 20 minutes to pose questions to classmates, and to facilitate answers & dialogue.

**Your presentation should include Powerpoint slides & one video clip (no longer than 4 mins). Prepare a 1-page handout per reading (double sided), including questions you pose to classmates, photocopied & handed out to class members before your presentation. You will be evaluated on the quality of your presentation, grasp of the researcher's methods for gathering data, strengths and weaknesses, directions for future study, & questions to classmates. Evidence of collaboration among presenters is mandatory.

2. **CLASS PARTICIPATION**: 10%

I expect that every effort will be made to attend all classes and to participate in discussion. If more than 2 classes are missed, marks will be deducted. I recognize that not everyone is comfortable speaking in public. My objective, with your active involvement, is to foster a productive environment of mutual respect and integrity, which enables verbal exchange and debate. Students will be called upon to participate during the "lecture" component of the class, small group work, and weekly student-led oral presentation of required readings.

3. **MID-TERM EXAM, value: 30%**, Thursday, February 13th, in class, Buch D 316

The exam is made up of short-answer questions. Students are responsible for material from *required course readings*, lecture notes, hand-outs, news articles & video material covered in the first six weeks of the course, **week 1 to week 6, including readings from Week 6.**

4. **TWO-PAGE OUTLINE, for Analysis of Primary Source (see below): 5%** Due in Class, Week 9, Tuesday, March 11th

In this short, **preparatory assignment**, prepare a 2-page (double-spaced) outline for your analysis of your primary source (the final written assignment); include Bibliography

- 1) Briefly introduce your primary source; using first person, "I," state where you found this document, and why you chose it. Reflect on this primary source in relation to the central themes raised in week ONE by Philip Abrams, Linda Tuhawai Smith, and Henry Yu. Integrate quotes from these authors in relation to your primary source, and include the authors in your Bibliography.
 - 2) Reflect on how your primary source is relevant to current socio-political events or debates in the news & in popular culture.
 - 3) Literature review: provide bibliographic information for 3 relevant scholarly sources that you will use (see below) to provide historical context for your primary historical source.
 - 4) Attach a copy of your primary source (**no more than 2 pages**).
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5. ANALYSIS OF A PRIMARY SOURCE: Value: 40%, Due Date: Monday, April 14th, before 4:30 pm, in Sociology Essays Drop Box, ANSO Dept. main floor

[11 pages, double-spaced] Use a consistent referencing style (APA, MLA, Chicago). Attach a copy of the source/document.

Choose one primary historical source (**no more than 2 pages long**) on any historical event, individual, or social issue in Canada dated **before 1980**. I advise that you visit a local archive or library (UBC Special Collections, Vancouver Public Library, the Vancouver City Archive, United Church Archive, SFU archives, City of New Westminster Archive; etc.). NOTE: Many (though not all) archival records have been digitized, and are available online. Choose a primary source dated before 1980, e.g., advertisement, personal letter, record of an organization, newspaper or magazine clipping, organizational pamphlet, criminal record, case file, government document or brief, excerpt from a Royal Commission, the text of a law, testimony at public inquiry, etc. The object of this assignment is to analyse the strengths and weaknesses of particular data sources for historical research. Use an essay-style format (Introduction, substantive themes/analysis, conclusion). Address the following questions:

1. Reflect on why you chose the source that you did: what meaning does it have for you, personally and sociologically?
 2. Re-introduce and briefly summarize THREE secondary scholarly journal articles (published since 1995, min. 15 pages, different journals, different authors, original empirical research, not a review essay) that assist you to contextualize your primary source in time and space. Emphasize the substance of each author's findings.
 3. Who composed your primary source, and why? Why and where has it survived? What method/s did the author use to compile the information contained in the source?
 4. What are some of the underlying assumptions in the document? How representative are the views expressed? Was the document produced under institutional constraints that might affect it? Is the primary source part of what Ann Laura Stoler (2002) terms 'the colonial archive'?
 5. What other primary sources might you consult to provide further evidence, corroborate "facts," or supply different viewpoints?
 6. Where relevant, draw from course readings to support your analysis of your primary source.
 7. Propose oral history interviews with four individuals or groups alive today whose stories related to this primary source would enrich our knowledge beyond the limits of the document itself.
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COURSE OUTLINE: ** Designates REQUIRED READINGS

Week 1, Jan 7/9th: Historical Sociology & Decolonizing Canada

**Phillip Abrams, "Introduction: Sociology as History," in P. Abrams, *Historical Sociology* (Ithaca, NY: Cornell University Press, 1982): 1-17. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

**Linda Tuhiwai Smith, "Imperialism, History, Writing and Theory," in L. Tuhiwai Smith, *Decolonizing Methodologies: research and Indigenous Peoples* (London: Zed Books, 1999): 19-40. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

**Henry Yu, "Writing the Past in the Present," *Amerasia Journal* 28:3 (2002): xliii-liii
<http://www.metapress.com/content/h12u114t215mw078/fulltext.pdf>

Video Clip: "Bowling for Columbine" (2003)

Week 2: Jan. 14/16th: Archival Research: the nature of "Evidence," "Facts," and "Truths"

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

<http://link.springer.com.ezproxy.library.ubc.ca/content/pdf/10.1007%2F02435632.pdf>

**Gloria Jean Frank, "'That's My Dinner on Display': A First Nations Reflection on Museum Culture," *BC Studies* 125/126 (Spring/Summer 2000): 163-178.

<http://web.ebscohost.com.ezproxy.library.ubc.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=5e44c21d-615c-496e-b0bb-e84749b343b3%40sessionmgr14&hid=11>

David Wishart, "The Selectivity of Historical Representation," *Journal of Historical Geography*, 23:2 (1997): 111-118.

http://ac.els-cdn.com.ezproxy.library.ubc.ca/S0305748896900444/1-s2.0-S0305748896900444-main.pdf?_tid=d549cbc0-0f4c-11e3-83de-00000aab0f01&acdnat=1377631022_c3467ab5ace3f76d9daab9d7eaf41b1d

Video Clip: "Manufacturing Consent" (1993)

Week 3: Jan. 21/23: Oral History: Debating the Dilemmas and Benefits, Part I

**Joan Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History," *Women's History Review* 3:1 (November 1994): 1-24.

<http://www.tandfonline.com/doi/pdf/10.1080/09612029400200046>

**Alexander Freund and Laura Quilici, "Exploring Myths in Women's Narratives: Italian and German Immigrant Women in Vancouver, 1947-1961," *BC Studies* 105/106 (Spring/Summer 1995): 159-182.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/986/1023>

Katherine Borland, “‘That’s Not What I Said’: Interpretive Conflict in Oral Narrative Research,” in Sherna Gluck and Daphne Patai, eds. *Women’s Words: The Feminist Practice of Oral History* (New York: Routledge, Chapman and Hall, 1991): 63-75. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

Video Clip: “We Were Children” (2012)

Week 4: Jan. 28/30th: Oral History: Practical Applications, Part II

**Elizabeth Kennedy, with Madeline Davis, “Constructing an Ethnohistory of the Buffalo Lesbian Community: Reflexivity, Dialogue, and Politics,” in E. Lewin and W. Leap (eds.) *Out in the Field: Reflections of Lesbian and Gay Anthropologists* (Urbana: University of Illinois Press, 1996): 171-199. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

**Nwando Achebe, “Getting to the Source: Nwando Achebe – Daughter, Wife, and Guest – A Researcher at the Crossroads,” *Journal of Women’s History* 14:3 (Fall 2002): 9-31. <http://web.ebscohost.com.ezproxy.library.ubc.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=bb0b72bd-e560-4563-8851-a594e49734d5%40sessionmgr15&hid=11>

Paul Ryan, “Researching Irish Gay Male Lives: ” *Qualitative Research* 6 (May 2006): 151-168. <http://qrj.sagepub.com.ezproxy.library.ubc.ca/content/6/2/151.full.pdf+html>

Hogan’s Alley, Vancouver, B.C., In-Class Research Assignment

Video clip: “Hogan’s Alley” (1994)

Week 5: Feb. 4/6th: Analysing Case Files

**Steven Maynard, “On the Case of the Case: The Emergence of the Homosexual as a Case History in Early-Twentieth Century Ontario,” in *On the Case: Explorations in Social History*, Franca Iacovetta and Wendy Mitchinson, ed. (Toronto: University of Toronto Press, 1998): 65-87. In 383pdfadditionalreadings2014, on www.connect.ubc.ca

**Margaret Hillyard Little, “Ontario Mothers’ Allowance Case Files as a Site of Contestation,” in *On the Case: Explorations in Social History*, Franca Iacovetta and Wendy Mitchinson, ed. (Toronto: University of Toronto Press, 1998): 227-241. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

Ian Mosby, “Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952,” *Histoire sociale/Social History*, no. 91 (May 2013): 145-172. http://muse.jhu.edu/journals/histoire_sociale_social_history/toc/his.46.91.html

Video Clip: “Heavenly Creatures” (1995)

Week 6: Feb. 11/13th: Debates within Feminist/Gender Historiography

**Evelyn Brooks-Higginbotham, “African-American Women's History and the Metalanguage of Race,” *Signs: Journal of Women in Culture and Society* 17:2 (1992): 251-274.

<http://www.jstor.org/stable/i358914>

**Tina Loo, “Of Moose and Men: Hunting for Masculinities in British Columbia, 1880-1939,” *Western Historical Quarterly* 32 (Autumn 2001): 296-319.

<http://www.jstor.org.ezproxy.library.ubc.ca/stable/pdfplus/3650737.pdf?acceptTC=true>

C. Lesley Biggs with Stella Stephanson, “In Search of Goodrun Goodman: Reflections on Gender, ‘Doing History’ and Memory,” *Canadian Historical Review* 87:2 (June 2006): 293-316.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=7d1fc962-82ad-45d8-a108-4a97c2c39465%40sessionmgr111&hid=117>

Video Clip: “Masters of Sex” (2013)

Mid-Term Exam, In Class, value: 30%; Thursday, Feb. 13th

READING WEEK, FEB. 17th – Feb. 21st

Week 7: Feb. 25/27th: Feminist/Gender History Case Studies

**Jeff Sommers, “Men at the Margin: Masculinity and Space in Downtown Vancouver, 1950-1986.” *Urban Geography*, 19:4 (1998): 287-31. See 383pdfadditoinalreadings2014; www.connect.ubc.ca

**Patrick Dunae, “Sex, Charades, and Census Records: Locating Female Sex Trade Workers in a Victorian City,” *Histoire Sociale/Social History* 42:84 (November 2009): 267-297.

http://muse.jhu.edu.ezproxy.library.ubc.ca/journals/histoire_sociale_social_history/toc/his.42.84.html

Mary Louise Adams, “From Mixed-Sex Sport to Sport for Girls: The Feminization of Figure Skating,” *Sport in History*, 30:2 (June 2010): 218-241.

<http://www.tandfonline.com.ezproxy.library.ubc.ca/doi/pdf/10.1080/17460263.2010.481208>

Return of Mid-Term Exam

Week 8: March 4/6th: Debates Within The History of Sexuality

**Steven Maynard, "Queer Musings on Masculinity and History," *Labour/le travail* 42 (Fall 1998), 183-197.

<http://web.ebscohost.com.ezproxy.library.ubc.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=7cb22073-b00c-4aa4-a0d0-87252978dbf0%40sessionmgr10&hid=11>

**Afsaneh Najmabadi, "Are Gender and Sexuality Useful Categories of Historical Analysis?" *Journal of Women's History* 18:1 (2006), 11-21.

http://muse.jhu.edu.ezproxy.library.ubc.ca/journals/journal_of_womens_history/toc/jowh18.1.html

Jennifer Terry, "Theorizing Deviant Historiography," *differences* 3:2 (1991): 55-74. In 383pdfadditionalreadings2014, on www.connect.ubc.ca

Video: "Forbidden Love" (1992) Prostitution-Related Prisoners' Records, 1898-1907

Week 9: March 11/13th: The History of Sexuality: Troubling the "Normal" and the Natural"

**Becki Ross and Kim Greenwell, "Spectacular Striptease: Performing the Sexual and Racial Other in Postwar Vancouver, 1945-1975." *Journal of Women's History* 17:1 (Spring 2005): 137-164.

http://muse.jhu.edu.ezproxy.library.ubc.ca/journals/journal_of_womens_history/toc/jowh17.1.html

**Christabelle Sethna, "'Chastity Outmoded!': The *Ubysey*, Sex and the Single Girl, 1960-1970," in *Creating Postwar Canada: Community, Diversity, and Dissent, 1945-1975*, Magda Fahrni and Robert Rutherford (Eds.), Vancouver: UBC Press, 2008: 289-314. In 383pdfadditionalreadings2014; on [connect.ubc.ca](http://www.connect.ubc.ca)

Gary Kinsman, "National Security as Moral Regulation: Making the Normal and the Deviant in the Security Campaign Against Gay Men and Lesbians," in *Making Normal: social regulation in Canada*, ed. Deborah Brock, Toronto: Nelson Thompson (2003): 121-145. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

WALKING TOUR, Vancouver's West End, led by Jamie Lee Hamilton; Thurs, March 13th. Meet at Little Sister's Bookstore, 1238 Davie Street, 4:00 departure – 5:30 pm.

***No Seminar Presentation this Week**

Week 10: March 18/20th: Debates in History of Immigration and Racialization

**Timothy Stanley, "Why I Killed Canadian History: Towards an Anti-Racist History in Canada," *Histoire Sociale/Social History* 65 (May 2000): 79-103.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4598/3792>

**Shelly Dee Ikebuchi, "Marriage, Morals and Men: Re/defining Victoria's Chinese Rescue Home," *BC Studies*, 117 (2013): 65-84.

<http://web.ebscohost.com.ezproxy.library.ubc.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=09457eb8-13c4-48ec-ac14-7e7eb7d368b4%40sessionmgr14&hid=11>

Thomas Holt, "Marking: Race, Race-Making, and the Writing of History," *American Historical Review*, 100:1 (February 1995): 1-20.

<http://www.jstor.org.ezproxy.library.ubc.ca/stable/2167981>

Video Clip: "Under the Willow Tree: Chinese Canadian Women Pioneers" (1999)

Week 11: March 25/27th: Immigration/Racialization History: Case Studies

**Elizabeth Furniss, "Pioneers, Progress, and the Myth of the Frontier: The Landscape of Public History in Rural British Columbia," *BC Studies*, no. 115/116 (Fall/Winter 1997/98): 7-44.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1721/1767>

**Jennifer J. Nelson, "Panthers or Thieves": Racialized Knowledge and the Regulation of Africville," *Journal of Canadian Studies*, 45:1 (Winter 2011): 121-142.

<http://web.ebscohost.com.ezproxy.library.ubc.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=e3a5c2d6-ba46-4bf7-b0cb-f8ba54e53b63%40sessionmgr4&hid=24>

Franca Iacovetta and Valerie Korinek, "Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada," *Canadian Woman Studies Journal* 20:2 (Summer 2000), 12-22.

<http://pi.library.yorku.ca/ojs/index.php/cws/article/viewFile/7604/6735>

Video: "Remember Africville" (1991) & Dana Inkster, "Welcome to Africville" (1999)

Week 12: April 1/3rd: Discourse Analysis: Race, Gender, and Sexuality

**Mariana Valverde, "Introduction," and "Work of Allegories" (Introduction & Chap 1), in *The Age of Light, Soap and Water: Moral Reform in English Canada, 1885-1925*, Toronto: McClelland and Stewart, 2nd ed., 2008: 15-43. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

**Renisa Mawani, "Imperial Legacies (Post)Colonial Identities: Law, Space and the Making of Stanley Park, 1859-2001," *Law Text Culture* 7 (2003): 98-141.

<http://heinonline.org.ezproxy.library.ubc.ca/HOL/Print?collection=journals&handle=hein.journals/lwtexcu7&id=102>

Margot Francis, "The Strange Career of the Canadian Beaver: Anthropomorphic Discourses and Imperial History," *Journal of Historical Sociology* 17: 2/3 (June/September 2004): 209-239.

<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1467-6443.2004.00231.x/pdf>

***In Class Teach-In: Critical Discourse Analysis of Primary Historical Sources**

Week 13: April 8/10th: Discourse Analysis: Case Study - Researching the Dionne Quintuplets: Babies, the State, and Moral Regulation

**David Welch, "The Dionne Quintuplets: More than an Ontario Showpiece - Five Franco-Ontarian Children," *Journal of Canadian Studies* 29:4 (Winter 1994/1995): 36-64. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

**Kari Dehli, "Fictions of the Scientific Imagination: Researching the Dionne Quintuplets," *Journal of Canadian Studies* (Winter 1994/1995): 86-110. In 383pdfadditionalreading2014; on www.connect.ubc.ca

Katherine Arnup, "Raising the Dionne Quintuplets: Lessons for Modern Mothers," *Journal of Canadian Studies* (Winter 1994/1995): 65-83. In 383pdfadditionalreadings2014; on www.connect.ubc.ca

Video Clip: "The Dionne Quintuplets" (NFB, 1978)
