

## **Historical Sociology**

Universidad Carlos III de Madrid, Autumn 2021

Instructors: Dr. Kerice Doten-Snitker

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**Lecture:** Thursday, 14:30-16:00, Aula 17.0.2 (with Dr. Doten-Snitker)

**Discussion:** Thursday, 16:15-17:45, Aula 17.0.2 (with Kavyanjali Kaushik)

**Drop-in Working Hours:** Tuesday, 15:00-17:00, online (Blackboard link in Aula Global)

**Course website:** Aula Global

### **Course Overview**

#### **Course Description**

Historical sociology is not one specific method or one specific orientation towards the role of time and temporality in social phenomena. As we will cover in the first few weeks, historical sociology may involve long-term processes or specific transformations, comparisons of time periods or places, the social meaning of history, and more! Some historical sociology investigates the more distant past, while some may look at recent decades. In general, historical sociology finds value in uniting different historically-based explanations of social phenomena to get a fuller picture of specific important moments or developments as well as to understand what, if anything, is generalizable to other times and places. In this course, since the majority of students are in the Politics & History program, we will focus on historical political sociology, including the political use of history and memory, states and governance, and movements and organizations.

#### **Required Materials**

All readings or other materials will be available through the course website on Aula Global or else linked to where they are hosted freely on the internet.

### **Course Policies**

#### **Course Requirements**

Your grade will be allocated as follows:

1. Discussion preparation (20%): Readings should be completed before lecture. Each week there will be an online reading quiz, due at the end of Wednesday, to gauge your comprehension. I will drop your lowest two scores of the twelve quizzes.
2. Written Assignments (20%): There will be four brief essays, which you will post in the discussion board. The essays will combine your own analysis with reflection on your classmates' contributions.
3. First exam (25%): This exam will cover weeks 1-8. It will be conducted in week 9 during the magistral.

4. Final exam (35%): This written exam will cover the whole course, including the discussion session, through evaluating analytical and research design skills taught in this course. Ungraded activities during the practica/discussion section will prepare you for success.

All times and dates are local time in Getafe: GMT +1:00.

### **Course Communication**

A variety of situations might require me to change the course agenda or requirements. I will communicate via course website and/or email and in class with you to update you on upcoming assignments or agenda changes.

When you email me, please limit it to a short question or remark. Questions that require longer answers should be asked in person (virtually) during my drop-in hours or by making an appointment with me. I try to respond to emails within 24 hours, especially during the week, so please be patient if I do not respond right away.

There is a discussion thread in the forum on the course website where you can ask general questions about the course plan, requirements, materials, etc. Your classmates and I can see and respond to your questions there. If you have a question, perhaps someone else has already had the same question – check what your classmates have asked! Similarly, you can help each other by answering each other's questions if I have not yet had time to respond.

### **Classroom Behavior**

Please be respectful of others' questions, responses, and opinions. As our discussions are about discovering the material together on a deeper level, remember that it is important to contribute in a way that makes other students feel that their learning, participation, and input are valued.

We continue to live through the covid-19 pandemic. You are expected to follow university guidelines: <https://www.uc3m.es/covid19/home>.

Each student is expected to contribute to activities and discussions. If there are no volunteers to respond to a question or discussion prompt, I will call on individual students. I will also attempt to spread contribution opportunities so that no one student hoards the privilege of speaking to the group.

### **Technology and the Classroom**

Laptops, tablets, and other mobile devices are allowed in the classroom for class purposes and encouraged. Please do not use devices for other personal purposes during class.

Digital devices (like laptops and cell phones) are becoming increasingly important to success in university. In this course, you may need digital devices to access readings, complete and submit written assignments, take in-class polls, coordinate with other students regarding group projects, and complete and submit group projects.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. In addition, internet networks can be strained while we all work and study from home. These technology problems can be a significant source of stress for students. Given these challenges, I encourage students to contact me if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

### Access and Accommodations

Your experience in this class is important to me. If you have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), please share what accommodations would be helpful to you so that we can plan together for how you can be successful. Making a good plan will not require you to share your private health information with me.

If you are in quarantine or isolation due to Covid-19, please inform me of the situation using the university form. If you are under other travel restrictions, please contact me.

### Missing class

If you miss class, ask one of your classmates if you can borrow their notes. Lecture slides are posted on Aula Global before each lecture. If you have any questions after reviewing materials online or from classmates, I am happy to discuss these during drop-in working hours or an appointment.

### Late Assignments

All deadlines in this course are firm. If you cannot meet a deadline due to medical or family emergency or religious observance, please contact me as soon as possible so that we may work out an alternative schedule of due dates and times. Late work without explanation will be penalized 5% of a grade per 24-hour period, beginning immediately.

### Academic Honesty

Plagiarism is one of the most common forms of academic misconduct. Plagiarism - the act of putting your name to someone else's work - is a serious offense. It can be as simple as copying a sentence from a news source and forgetting quotation marks and a citation, or it can be as complicated as copying paragraphs from someone else (or even working so closely together that you write the same phrases and ideas). You must in no way misrepresent your work or be party to another student's failure to maintain academic integrity. The standard penalty for violations of academic integrity in this course will be a final grade of 0/"suspensio" for the course.

### Grievances

If you are unhappy with your grade on an assignment, you can come to my office hours with a one-page written explanation of why you feel your grade should be different, as well as the original assignment. Based on this petition, I will decide whether to re-grade your exam or presentation. However, be advised that your grade may move upwards or downwards should I decide to re-grade it!

### Course Outline and Readings

Readings/Materials	Assignments
<b>Week 1: NO CLASS</b> 9 Sept	
<b>Week 2: Introduction</b> 16 Sept	
Adams, Julia, Elisabeth S. Clemens, and Ann Shola Orloff. 2005. "Introduction: Social Theory, Modernity, and the Three Waves of Historical Sociology." Pp. 1–72 in <i>Remaking modernity:</i>	Weekly quiz due *Thursday* at 23:59

	<i>Politics, history, and sociology</i> . Durham: Duke University Press.	
<b>Week 3: Research design – evidence and logic 23 Sept</b>		
	<p>Mayrl, Damon, and Nicholas Hoover Wilson. 2020. “What Do Historical Sociologists Do All Day? Analytic Architectures in Historical Sociology.” <i>American Journal of Sociology</i> 125(5):1345–94.</p> <p>Ermakoff, Ivan. 2019. “Causality and History: Modes of Causal Investigation in Historical Social Sciences.” <i>Annual Review of Sociology</i> 45(1):581–606.</p>	Weekly quiz due Wednesday at 23:59
<b>Week 4: Research design – events and archives 30 Sept</b>		
	<p>García-Montoya, Laura, and James Mahoney. 2020. “Critical Event Analysis in Case Study Research.” <i>Sociological Methods &amp; Research OnlineFirst</i>:1–45.</p> <p>PICK TWO:</p> <p>Lara-Millán, Armando, Brian Sargent, and Sunmin Kim. 2020. “Theorizing with Archives: Contingency, Mistakes, and Plausible Alternatives.” <i>Qualitative Sociology</i> 43(3):345–65.</p> <p>Luft, Aliza. 2020. “How Do You Repair a Broken World? Conflict(Ing) Archives after the Holocaust.” <i>Qualitative Sociology</i> 43(3):317–43.</p> <p>Mayrl, Damon, and Nicholas Hoover Wilson. 2020. “The Archive as a Social World.” <i>Qualitative Sociology</i> 43(3):407–26.</p> <p>Skarpelis, A. K. M. 2020. “Life on File: Archival Epistemology and Theory.” <i>Qualitative Sociology</i> 43(3):385–405.</p>	Weekly quiz due Wednesday at 23:59
<b>Week 5: What happened after? 7 Oct</b>		
	<p>Fishman, Robert M., and Omar Lizardo. 2013. “How Macro-Historical Change Shapes Cultural Taste: Legacies of Democratization in Spain and Portugal.” <i>American Sociological Review</i> 78(2):213–39.</p> <p>McDonnell, E. M. 2016. “Conciliatory States: Elite Ethno-Demographics and the Puzzle of Public Goods Within Diverse African States.” <i>Comparative Political Studies</i> 49(11):1513–49.</p>	<p>Weekly quiz due Wednesday at 23:59</p> <p>Assignment 1 due 8 Oct</p>
<b>Week 6: State formation and capitalism 14 Oct</b>		
	Erikson, Emily. 2020. “State–Merchant Relations and Economic Thought: The Dutch Republic and	Weekly quiz due Wednesday at 23:59

<p>England, 1580–1720.” <i>Socio-Economic Review</i> 00(0):1–21.</p> <p>Hung, Ho-fung. 2008. “Agricultural Revolution and Elite Reproduction in Qing China: The Transition to Capitalism Debate Revisited.” <i>American Sociological Review</i> 73(4):569–88.</p> <p>Lachmann, Richard. 1989. “Elite Conflict and State Formation in 16th- and 17th-Century England and France.” <i>American Sociological Review</i> 54(2):141–62.</p>	
<p><b>Week 7: Constructing ethnoracial identities 21 Oct</b></p>	
<p>Sánchez-Rivera, R. 2021. “The Making of ‘La Gran Familia Mexicana’: Eugenics, Gender, and Sexuality in Mexico.” <i>Journal of Historical Sociology</i> 34(1):161–85.</p> <p>Strings, Sabrina. 2019. <i>Fearing the Black Body</i>. New York: New York University Press. Selected chapters TBD.</p>	<p>Weekly quiz due Wednesday at 23:59</p> <p>Assignment 2 due 22 Oct</p>
<p><b>Week 8: Migration 28 Oct</b></p>	
<p>Cook Martín, David. 2008. “Rules, Red Tape, and Paperwork: The Archeology of State Control over Migrants.” <i>Journal of Historical Sociology</i> 21(1):82–119.</p> <p>Kihara, Tate. 2021. “Socioeconomic Selectivity of Japanese Migration to the Continental United States during the Age of Mass Migration.” <i>Journal of Ethnic and Migration Studies</i> 0(0):1–24.</p>	<p>Weekly quiz due Wednesday at 23:59</p>
<p><b>Week 9: First exam 4 Nov</b></p>	
<p>No assigned materials</p>	<p>First exam, during magistral</p>
<p><b>Week 10: Remembering the past? Part 1 11 Nov</b></p>	
<p>Astor, Avi. 2012. “Memory, Community, and Opposition to Mosques: The Case of Badalona.” <i>Theory and Society</i> 41(4):325–49.</p> <p>Jansen, Robert S. 2007. “Resurrection and Appropriation: Reputational Trajectories, Memory Work, and the Political Use of Historical Figures.” <i>American Journal of Sociology</i> 112(4):953–1007.</p>	<p>Weekly quiz due Wednesday at 23:59</p> <p>Assignment 3 due 12 Nov</p>
<p><b>Week 11: Remembering the past? Part 2 18 Nov</b></p>	
<p>Rydgren, Jens. 2007. “The Power of the Past: A Contribution to a Cognitive Sociology of Ethnic Conflict.” <i>Sociological Theory</i> 25(3):225–44.</p> <p>Soehl, Thomas, and Sakeef M. Karim. 2021. “How Legacies of Geopolitical Trauma Shape Popular</p>	<p>Weekly quiz due Wednesday at 23:59</p>

	Nationalism Today.” <i>American Sociological Review</i> .	
<b>Week 12: Nations</b> 25 Nov		
	Go, Julian, and Jake Watson. 2019. “Anticolonial Nationalism: From Imagined Communities to Colonial Conflict.” <i>European Journal of Sociology / Archives Européennes de Sociologie</i> 60(1):31–68. Kroneberg, Clemens, and Andreas Wimmer. 2012. “Struggling over the Boundaries of Belonging: A Formal Model of Nation Building, Ethnic Closure, and Populism.” <i>American Journal of Sociology</i> 118(1):176–230.	Weekly quiz due Wednesday at 23:59
<b>Week 13: Labor, class, party</b> 2 Dec		
	De Leon, Cedric, Manali Desai, and Cihan Tuğal. 2009. “Political Articulation: Parties and the Constitution of Cleavages in the United States, India, and Turkey.” <i>Sociological Theory</i> 27(3):193–219. Gould, Roger V. 1993. “Trade Cohesion, Class Unity, and Urban Insurrection: Artisanal Activism in the Paris Commune.” <i>American Journal of Sociology</i> 98(4):721–54.	Weekly quiz due Wednesday at 23:59 Assignment 4 due 4 Dec
<b>Week 14: Organizations and associations</b> 9 Dec		
	Braun, Robert. 2018. “Minorities and the Clandestine Collective Action Dilemma: The Secret Protection of Jews during the Holocaust.” <i>American Journal of Sociology</i> 124(2):263–308. Luft, Aliza. 2020. “Religion in Vichy France: How Meso-Level Actors Contribute to Authoritarian Legitimation.” <i>European Journal of Sociology / Archives Européennes de Sociologie</i> 61(1):67–101. Riley, Dylan. 2005. “Civic Associations and Authoritarian Regimes in Interwar Europe: Italy and Spain in Comparative Perspective.” <i>American Sociological Review</i> 70(2):288–310.	Weekly quiz due Wednesday at 23:59
<b>Week 15: Wrap Up</b> 16 Dec		
	No assigned materials	Course feedback and evaluation
<b>Final Exam:</b> 12 January		

**Assignments**

20% of your overall grade comes from your completion of four essays where you will apply course topics and readings to something you encounter outside the classroom. Each of the four essay assignments will be 5% of your grade.

Each essay should be 1-2 paragraphs or 150-300 words. You will post them directly into discussion threads set up in the course forum. Specific prompts for each essay are listed below. Additional discussion in class will add to the prompts.

### Overall Assignment Plan

Assignment	Topic	Due Dates
1	Finding yourself in history	8 Oct 23:59
2	Finding others in history	22 Oct 23:59
3	Designing a study in historical sociology	12 Nov 23:59
4	Data in historical sociology	3 Dec 23:59

#### Essay 1: Finding yourself in history (8 October)

- Prompt: How has history shaped you?
  - Choose an event or process that touches your life or the life of a family member or someone else close to you.
  - Describe the historical experience/subject with enough detail so that someone unfamiliar understands the basics of what you are writing about.
  - Describe the impact of the historical subject on you, your family, or someone close to you.
- Using at least one course reading/material, describe what is historical about this experience – what is time doing? Is it producing a cumulative effect? Is there some pre/post transition? Is there no change over time where you might expect some?

#### Essay 2: Finding others in history (22 October)

- Prompt: Does the impact of history connect you to your classmates?
  - Read through the essays your classmates posted for the first assignment. Do they complement what you wrote, perhaps through referencing similar events, processes, or places?
  - Explicitly mention at least two of your classmates' writing for Essay 1. Is there a connection, or a disconnection, between the subject of your first essay and your classmates' essays?
- Using at least two course readings/materials, describe what you and your classmates can contribute to a sociological understanding of your historical subject. Do you describe time/history the same way?

#### Essay 3: Designing a study in historical sociology (12 November)

- Prompt: How can you identify or evaluate the impact of history?
  - Go back to your second essay, and also review your classmates to see if anyone wrote about similar comparisons, categories, structures, or processes.
  - Identify a research question based on the historical subject you have been writing about.

- Using at least two course readings/materials, describe potential kinds of data you would use to answer your question.
  - You can name specific data sources, but you do not need to.
  - Be imaginative and creative, but it should ultimately be possible to collect this data.
  - Provide a rationale for why the data would be a good fit for your research question.

Essay 4: Data in historical sociology (3 December)

- Prompt: How does history impact people and society?
  - Identify a single interview question you can ask someone about the historical subject you have been writing about.
  - Decide on someone who you want to answer your question, and ask them.
  - Report what your question was, why you asked it, who you asked, and what they replied.
  - What does their response help you understand about the historical subject you have been writing about?
- Explicitly mention at least two of your classmates' writing for Essay 3. Do you anticipate that your mini-interview will have a similar question to someone else, or will elicit a similar response, or will be with a similar person? Why or why not?
- Using at least two course readings/materials, describe what you and your classmates can contribute to a sociological understanding of your historical subject. Do you expand the subjects or phenomena included? Do you expand the people included? Do you reinforce a particular theory or finding, but in a new context? Do you contradict prior work, in the same or a different setting?

Rubric

The same rubric will be used for all four essays:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Minimal attempt to answer the prompt; does not include any of the required components	Incomplete attempt to answer the prompt; does not include most of the required components	Answers the prompt satisfactorily, but only includes some of the required components	Answers the prompt satisfactorily and includes all required components	Answers the prompt thoroughly and includes all required components