

Historical Sociology
APPROACHES, DEBATES, AND METHODS

111-2 (SPRING 2023)
Tuesdays 13:20 to 16:20

Instructor	Jeffrey Weng 翁哲瑞
Location	社 211
Office	社 315
Consultation	Drop-ins and appointments welcome
Contact	jeffweng@ntu.edu.tw Please allow 24 to 48 hours for me to respond
Course description	<p>C. Wright Mills famously remarked that all good sociology is historical sociology. In any sociological investigation, no matter how current or contemporary, we need to understand how things became the way they are. Race, for instance, is largely read in the United States through the lens of slavery and white supremacy. The historical understanding and interpretation of these historical facts form the foundation of the theories and concepts of race, racialization, minorities, ethnicity, and ultimately nationalism that so strongly impact the world today. History, in other words, is context, and everything in sociology is about context.</p> <p>But what makes historical sociology different from the discipline of history itself? Granted, there is considerable overlap. Generally, historical sociology emphasizes the social-theoretical implications of historical understanding more than history itself. Sociology is a broad field united by few things, one of which is a common theoretical canon. Ideally, sociology is a collection of larger conversations held through the medium of theory, to which widely disparate empirical studies contribute. A study of migrant workers in Taiwan might seem to have little to do with a study of assortative mating in marriages in the US, but both can contribute to larger conversations about race, class, and gender.</p> <p>This course, then, will offer two things. First, students will learn and engage with the essential theories and concepts of sociology from a historical perspective. Students' understanding of these works will be assessed through a midterm examination. Second, students will learn about the methods of historical sociology and have an opportunity to do a research project on their own, using primary sources.</p> <p>Please note that this syllabus is subject to updating over the course of the semester.</p>
Objectives	<p>By the end of the course, students will</p> <ul style="list-style-type: none">▪ be familiar with a selection of classic works of historical sociology▪ be introduced to some of the major theoretical, empirical, and methodological debates in the field; and▪ do an empirical research project of their own.
Course materials	All course materials will be available on NTU COOL.
Academic honesty	Students are expected to do assignments honestly and independently. If students are involved in academic dishonesty, penalties may include a failing grade for an assignment or for the course, as well as withdrawal from the course itself and referral to the university for disciplinary action.

Requirements and grading

TASK	%	DESCRIPTION
In-class participation and activities	30%	Please bring your computers to class. In many classes, students will discuss the readings, collaborate in groups on activities, and write short responses regarding the day's topic. There will also be times when I will ask you to put away your computers to focus on an activity, such as during discussions or quizzes on the assigned readings. I will not regularly take attendance, but if you are absent, I will not provide make-up opportunities for in-class grades. However, I will not count your two lowest in-class scores from your grade, which effectively means two absences from class are allowed without affecting your final grade
Midterm Exam	20%	There will be an in-class midterm examination based on the material covered in the first half of the semester.
Final project proposal	10%	Students will write a one- to two-page proposal explaining the topic of their final project, what their research question is, where they will access primary sources, and how these sources will help them answer their research question.
Final presentation	40%	After conducting primary research, students will have an opportunity to share the results of their research with their classmates in the last two weeks of class

Schedule

WEEK	DATE	TASK
1	Feb 21	Introduction
2	28	Peace Memorial Day (no class).

THEORY AND CONCEPTS

Historical Sociology

3	Mar 7	<p>Mills, C. Wright. (1959) 2000. <i>The Sociological Imagination</i>. New York: Oxford University Press, 143–157.</p> <p>Skopcol, Theda. 1984. "Sociology's Historical Imagination," in Skopcol, ed., <i>Vision and Method in Historical Sociology</i> (New York: Cambridge University Press), pp.1-6.</p> <p>Lachmann, Richard. 2013. <i>What Is Historical Sociology?</i> Cambridge: Polity Press, 1–13.</p>
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Schedule			
	WEEK	DATE	TASK
<i>Class</i>	4	14	<p>Marx, Karl, and Friedrich Engels. (1848) 1978. "Manifesto of the Communist Party." In <i>The Marx-Engels Reader</i>, edited by Robert C. Tucker, 2nd edition. New York: Norton, 473–483.</p> <p>Weber, Max. 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i>. Edited by Guenther Roth and Claus Wittich. Vol. 2. Berkeley: University of California Press, 926–928, 930–931, 932–933.</p>
<i>Gender</i>	5	Mar 21	<p>Beauvoir, Simone de. (1949) 2011. <i>The Second Sex</i>. Translated by Constance Borde and Sheila Malovany-Chevallier. New York: Vintage, 283–295.</p> <p>Foucault, Michel. 1978. <i>The History of Sexuality</i>. Translated by Robert Hurley. Vol. 1. New York: Vintage Books, 1–13.</p>
<i>Race</i>	6	28	<p>Du Bois, W. E. B. (1935) 1962. <i>Black Reconstruction in America</i>. New York: Russell & Russell, 3–16.</p> <p>Crossley, Pamela Kyle. 1990. <i>Orphan Warriors: Three Manchu Generations and the End of the Qing World</i>. Princeton: Princeton University Press, 1–10.</p> <p>Mullaney, Thomas S. 2010. <i>Coming to Terms with the Nation: Ethnic Classification in Modern China</i>. Berkeley: University of California Press, 1–5.</p>
	7	Apr 4	Children's Day / Qingming Festival (no class)
	8	11	Midterm
METHODS	9	18	<p>Scott, John. 1990. <i>A Matter of Record: Documentary Sources in Social Research</i>. Cambridge: Polity Press, 1–18.</p> <p>Ye, Wa, and Joseph Esherick. 1996. <i>Chinese Archives: An Introductory Guide</i>. Berkeley, CA: Institute of East Asian Studies, University of California, 4–18.</p>
<i>Primary Sources</i>			
<i>Micro-history</i>	10	25	<p>Research proposal due in class</p> <p>Goh, Daniel P. S. 2007. "States of Ethnography: Colonialism, Resistance, and Cultural Transcription in Malaya and the Philippines, 1890s–1930s." <i>Comparative Studies in Society and History</i> 49 (1): 109–42.</p>
	11	May 2	Research week (no class)

Schedule

	WEEK	DATE	TASK
<i>Secondary Sources</i>	12	9	Skocpol, Theda. 1979. <i>States and Social Revolutions: A Comparative Analysis of France, Russia, and China</i> . New York: Cambridge University Press, xi–xii, xiv–xv. Skocpol, Theda, ed. 1984. <i>Vision and Method in Historical Sociology</i> . New York: Cambridge University Press, 382–383. Lustick, Ian S. 1996. “History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias.” <i>American Political Science Review</i> 90 (3): 605–18. Du Bois, W. E. B. (1935) 1962. <i>Black Reconstruction in America</i> . New York: Russell & Russell, 711–729.
	13	May 16	Skocpol, Theda. 1976. “France, Russia, China: A Structural Analysis of Social Revolutions.” <i>Comparative Studies in Society and History</i> 18 (02): 175–210. Pomeranz, Kenneth. 2000. <i>The Great Divergence: Europe, China, and the Making of the Modern World Economy</i> . Princeton: Princeton University Press, 1–27.
	14	23	Presentations
	15	30	Presentations