



2009-10

M.Sc. and M.Phil. in Economic and Social History



Course Programme 2009-10

University of Oxford

Faculty of History

6/10/2009



Oxford University Seminar in Economic and Social History

Michaelmas Term 2009

Tuesdays, 5.00 pm in the Wharton Room, All Souls College
Convenors: Professor Jane Humphries and Dr Deborah Oxley

- Week 1
13 October **Avner Offer** (All Souls)
Will You Still Feed Me When I'm 64?
Contract Ambiguity and the Welfare State
- Week 2
20 October **Robert W. Fogel** (University of Chicago)
*Some Common Analytical Errors in Explanations for the Secular
Improvement in Health and Longevity*
- Week 3
27 October **Price Fishback** (University of Arizona)
*In Search of the Fiscal Multiplier:
A Study of the U.S. States During the New Deal*
- Week 4
3 November **Thijs Lambrecht** (University of Gent)
*Farm Servants and Pre-Marital Savings in 18th-century England and
the Netherlands*
- Week 5
10 November **Bob Allen** (Nuffield College)
Why Was the Industrial Revolution British?
The Utrecht Debate Reprised
- Week 6
17 November **Alysa Levene** (Oxford Brookes University)
*Charity Apprenticeship and the Building of Social Capital in Later
18th-century England*
- Week 7
24 November **Gillian Tett** (Financial Times)
Panning for Fool's Gold: An Anthropology of Banking
- Week 8
1 December **Alfonso Herranz** (Universitat de Barcelona)
*The Political Economy of Road Construction:
Evidence from Restoration Spain*

Up-to-date information is available at:

<http://www.history.ox.ac.uk/ecohist/seminars>

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Principal Course Tutors

Dr Brian A’Hearn	<i>Pembroke</i>	76444
Professor Robert Allen	<i>Nuffield</i>	78589
Dr Rui Esteves	<i>Brasenose</i>	71954/77585
Professor C. Knick Harley	<i>St Antony’s</i>	81290
Professor Jane Humphries	<i>All Souls</i>	79346
Dr Nikola Köpke	<i>All Souls</i>	nikola.koepke@history.ox.ac.uk
Professor Avner Offer	<i>All Souls</i>	79348
Dr Deborah Oxley	<i>All Souls</i>	79358

From outside, dial **01865 2** followed by the number

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The History Faculty is in the old Boys’ High School in George Street (opposite the Odeon cinema). The main entrance is at the back, and the door has a swipe system, so you will need your university card to enter. The Computer Room and seminar rooms are on the left as you enter and also require swipe access.

Tools and Sources in Economic and Social History

Michaelmas term 2009

[Dr Deborah Oxley](#), All Souls College and History Faculty, with guest lecturers (see below)

OBJECTIVES

This is a short hands-on course, designed to acquaint students with basic tools, techniques, and resources, and to impart unwritten, tacit professional knowledge.

COURSE ARRANGEMENTS

- The first meeting will take place at 2.00pm on **Tuesday of Week 0, 6 October 2009** in the Wharton Room, All Souls College.
- Most subsequent sessions will take place on Tuesdays at 2.00-3.30 p.m. in the Computer Room, History Faculty, George Street except for Session 2 in Week 2, which will be held in the Wharton Room, All Souls.
- Weeks 0 to 5 in Michaelmas term

COURSE REQUIREMENTS

To meet course requirements, students will have to demonstrate an ability to compile a bibliographical database in their area of interest, using Endnote or RefWorks. The bibliography should be submitted no later than noon on the last Friday of eighth week in Michaelmas term, i.e. **Friday 4 December 2009** (printed on paper) to Dr Nikola Köpke at All Souls College.

Session 0: COURSE INTRODUCTION AND LIBRARY RESOURCES

Week 0 (Tuesday 6 October 2009), 2.00 pm
Wharton Room, All Souls College

- M.Sc./M.Phil. course orientation, and introduction to tutors
 - The Bodleian Library and its offshoots
 - College and Departmental libraries
-

Session 1: ONLINE RESOURCES

Guest: Mark Janes, Social Sciences Subject Consultant

Week 1 (Tuesday 13 October 2009), 2.00 pm

Computer Room, History Faculty building, George Street

- OLIS: Oxford libraries online catalogue
- OXLIP+: Find databases, e-Journals
- SOLO – Search Oxford Libraries Online
- Internet resources, including ORA

- Herbert S. Klein and Charles Stockley, ‘Sources of Historical Data’, in Andrew Gelman and Jeronimo Cortina (eds.), *A Quantitative Tour of the Social Sciences* (2009), Ch.5, pp.52-58

Session 2: SCHOLARLY ETHICS AND INTELLECTUAL PROPERTY RIGHTS

Week 2 (Tuesday 20 October 2009), 2.00 pm

Wharton Room, All Souls College [**NB different location**]

- *Yochai Benkler, *The Wealth of Networks: How Social Production Transforms Markets and Freedom* (2006), chs. 2, 12.
<http://www.benkler.org/wonchapters.html>
- *Paul A. David, ‘The Evolution of Intellectual Property Institutions’, in International Economic Association and A. B Atkinson, *Economics in a Changing World* (1993), vol. 1. A. Aganbegyan, O. Bogomolov and M.Kaser (eds.), 1. System transformation : Eastern and Western assessments, ch. 9.
<http://www.history.ox.ac.uk/ecohist/readings/ip/david1.doc>
- John Willinksy, *The Access Principle* (2006), ch. 3, ‘Copyright’.
- *Hal Varian, ‘Copying and Copyright’, *Journal of Economic Perspectives*, 19, 2 (Spring 2005), 121-138.
- S. Vaidhyanathan, , *Copyrights and Copywrongs : The Rise of Intellectual Property and How It Threatens Creativity* (2001), chs. 1–3.
- *Jon Wiener, *Historians in Trouble : Plagiarism, Fraud, and Politics in the Ivory Tower* (2005), esp. introduction, conclusion [**alternatively** P. Hoffer, *Past Imperfect* (2004), conclusion; Ron Robin, *Scandals and Scoundrels* (2004), introduction, chs. 1–2.]

Session 3: WRITTEN PRESENTATION: STRUCTURE, STYLE, AND LAYOUT

Week 3 (Tuesday 27 October 2009), 2.00 pm
Computer Room, History Faculty building, George Street

(a) Typography and Graphics

- James Felici and Ted Nace, *Desktop Publishing Skills: A Primer for Typesetting with Computers and Laser Printers* (1987), chs. 5–7.
- Edward R. Tufte, *The Visual Display of Quantitative Information* (Cheshire, Conn, 1983).

(b) History of layout and typography

- S. H. Steinberg, *Five Hundred Years of Printing* (2nd edn., Harmondsworth, 1961) [**not** 1996 edn. edited by John Trevitt]
- James Moran, *Stanley Morison: His Typographical Achievement* (London, 1971).

(c) Style

- Faculty of History, *Conventions for the presentation of Dissertations and Theses* (current edition: available as a PDF file <http://www.history.ox.ac.uk/postgrad/thesesconventions.pdf>)
- Also note: http://www.admin.ox.ac.uk/examregs/25-54_1_Regulations_governing_the_content_and_length_of_theses.shtml
- J. Barzun and H. F. Graaf, *The Modern Researcher* (many edns.)
- E. Gowers et al. *The Complete Plain Words* (many edns.)
- Horace Hart, *Hart's Rules for Compositors and Readers at the University Press, Oxford* (Oxford, latest edn.)
- W. Strunk and E. B. White, *The Elements of Style* (3rd edn. 1979).

Session 4: PRESENTATION WITH POWERPOINT

Week 4 (Tuesday, 3 November 2009), 2.00 pm
Computer Room, History Faculty building, George Street

- Scores of titles on how-to-PowerPoint. Search library catalogue, or see websites such http://www.presentationhelper.co.uk/Essential_Presentation_skills.htm

For a more cerebral approach and critique, see:

- Richard E. Mayer, *Multimedia Learning* 2nd ed. (Cambridge University Press, 2009) or read the interview with Cliff Atkinson at: http://blogs.usask.ca/multimedia_learning_theory/archive/cliff_atkinson_richard_mayer_interview.pdf
- John Sweller, 'Implications for Cognitive Load Theory for Multimedia Learning', in R. Mayer (ed.), *Cambridge Handbook of Multimedia Learning* (2005)., or for a discussion of cognitive load theory see John Sweller, 'Visualisation and Instructional Design', <http://www.cmu.edu/teaching/trynew/sweller-visualinstructionaldesign.pdf>
- Edward Tufte, *Beautiful Evidence* (2006), ch.6. 'The Cognitive Style of PowerPoint: Pitching Out Corrupts Within'. Alternatively, see Tufte's piece 'PowerPoint Does Rocket Science – and Better Techniques for Technical Reports': http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0001yB

Session 5: CREATING A BIBLIOGRAPHICAL DATABASE

Guest: Dr Nikola Köpke, Departmental Lecturer in Economic and Social History

Week 5 (Tuesday 10 November 2009), 2.00 pm,
Computer Room, History Faculty, George Street

- Bibliographical conventions and structures
- Bibliographic presentation
- Principles of database organization
- Application to bibliography
- Introduction to Endnote software
- Downloading bibliographical references

Software: Endnote.

- Faculty of History, *Conventions for the Presentation of Dissertations and Theses* <http://www.history.ox.ac.uk/postgrad/thesesconventions.pdf>
- The former is based on Horace Hart, *Hart's Rules for Compositors and Readers at the University Press, Oxford*, 39th edn (Oxford, 1983), and *The Oxford Dictionary for Writers and Editors* (Oxford, 1981).
- R.M. Ritter, *New Hart's Rules: The Handbook of Style for Writers and Editors* (Oxford, 2005).

What Happened and Why: An Introduction to Themes and Approaches in Economic and Social History

Michaelmas term 2009 and Hilary term 2010

[Dr Deborah Oxley](#), All Souls College and History Faculty

For formal assessment criteria and submission deadlines see *Instructions to Candidates* for your degree at:

<http://www.history.ox.ac.uk/postgrad/noticeboard/index.htm#exams>

OBJECTIVES

The course is designed (in conjunction with the quantitative methods courses) to prepare graduates for research in economic and social history. It provides an opportunity to view the subject as a whole and to consider its origins, its methodological foundations, its relations with adjacent disciplines and its current trends, achievements, and problems. It presents some of the central methodological issues of the social sciences, and some of their recent advances. The course is structured loosely around the problem of rationality. The rational choice paradigm dominates economics, and has strongly influenced the other social sciences. It presents an intellectual challenge which historians need to acknowledge, even if they come to reject it. The problem of rationality is wider still, and embraces social, psychological, political and moral issues. This focus is meant to provide coherence and continuity: to raise a set of questions at the outset, for which answers will begin to emerge towards the end. It is not intended to endorse any of the particular approaches, but rather to highlight their respective strengths and limitations.

COURSE ARRANGEMENTS

This course provides a philosophical and methodological grounding for social and economic history. It will be taught over the Michaelmas Term, with four additional lectures and seminars in the Hilary term. During the Michaelmas term there will be two sessions a week (two every other week in Hilary term). The first consists of a lecture on a particular method (held on Thursdays). The second session is a seminar in which the method is applied to an historical problem (held on Fridays). The seminars are structured loosely around the theme 'From agrarian society to industrial capitalism', and provide a substantive historical course. Seminar introductions are assigned to students, taking account of their preferences.

- Lectures: Thursday 11.30-12.45 in the Large Lecture Room at Nuffield College. Arrive early and expect to leave late. (Note. The postgraduate seminar follows on from this across the courtyard). Coffee from 11.15.
- Seminars: Friday in the Hovenden Room at All Souls College.
 - Group A will meet at 10.00-11.45
 - Group B will meet at 2.00-3.45
- Weeks 1 to 8 in Michaelmas term
- Weeks 2, 4, 6 and 8 in Hilary term

COURSE REQUIREMENTS

Attendance at lectures and seminars is mandatory. Students will be required to introduce one session per term (sometimes jointly with another student). The introductions should be approximately fifteen to twenty minutes long, followed by seminar discussion. Preparation for this presentation should go beyond the reading lists below. Students will write two 4,000 word essays, and present at a workshop:

- At the end of the first term, students will submit a paper on one of the lecture or seminar themes (not the one introduced), or on another theme agreed in advance, of up to 4,000 words. The paper is due no later than noon on the last Friday of tenth week in Michaelmas term, i.e. **Friday 18 December 2009**.
- Students should begin to work on their dissertation topics during the Michaelmas term, and in assigning presentations, this research interest (as well as prior expertise) will be taken into account. During the Hilary term, they will be required to prepare a methodological introduction to the course dissertation, based on the coursework and their own research. The essay of up to 4,000 words should explain the historical problem addressed in the dissertation, it should describe the method chosen and justify this choice, and it should also provide some indication of the existing literature and of any findings already available. This methodological essay is due no later than noon on the first Monday of Trinity term, i.e. **Monday 26 April 2010** (to be handed in to the Examination Schools).
- The methodological essay will also be the subject of a twenty-minute presentation to a forum of students and course tutors at a Workshop in the third week of Trinity Term, i.e. **Thursday 13 - Friday 14 May 2010**. Full attendance and participation are requirements for the successful completion of the qualifying course. All students are required to submit an abstract of no more than 100 words no later than 5.00pm on the first Monday of Trinity term, i.e. **Monday 26 April 2010** for inclusion in the conference proceedings. Abstracts are to be emailed to deborah.oxley@all-souls.ox.ac.uk.

BIBLIOGRAPHY

Copies of the majority of course readings will be available on the ESH shelves in the lower reading room of [Nuffield College library](#). A set of readings will also be available in the [Social Science library](#), with at least one copy of every reading confined to the library. We also hope to have a good selection of the main readings behind the issue desk for temporary use. These copies cannot be borrowed. Students are requested to return items without fail after photocopying.

COURSE PROGRAMME

Note: You are unlikely to succeed in reading everything; use your interests to guide your selection; *readings marked with an asterisk (*) are especially recommended*. **A good deal of the journal literature can now be read on-line. See Oxford University's e-Journals (<http://sfx7.exlibrisgroup.com/oxford/az>).**

OVERVIEW

Michaelmas Term

Week 1:	<i>15 October</i>	Introduction: How Do We Know?
Week 2:	<i>22 October</i>	In Pursuit of Objectivity: Philosophy and Method in Social Science
Week 3:	<i>29 October</i>	Economics as a Social Science: The Chicago School
Week 4:	<i>05 November</i>	Collective Action and Social Dilemmas.
Week 5:	<i>12 November</i>	Anthropology.
Week 6:	<i>19 November</i>	Who Can You Trust? The Purpose of Institutions.
Week 7:	<i>26 November</i>	Cognitive Psychology.
Week 8:	<i>03 December</i>	Is Objectivity Possible? Problems in Historical Explanation

Hilary Term

Week 2:	<i>28 January</i>	Government and Rationality
Week 4:	<i>11 February</i>	Gender and the Family
Week 6:	<i>25 February</i>	Social Bonds and Social Stratification
Week 8:	<i>11 March</i>	Technological Change

Trinity Term

Week 3:	<i>13-14 May</i>	Eighteenth Annual Workshop
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MICHAELMAS TERM LECTURES: Eight lectures held weekly on Thursdays (starting on 15 October 2009) promptly at 11.30 a.m. at Nuffield College. Each is followed by a seminar on the Friday.

Session 1. INTRODUCTION: HOW DO WE KNOW?

1. Who killed Berardelli?
2. Approaches to the past: narrative, causal, axiomatic
3. Origins of economic and social history (Britain, Germany, France, USA).
4. Causation and explanation
5. Conventional and analytical narratives

Lecture readings

- G. Cappoccia and R. D. Kelemen, 'The Study of Critical Junctures: Theory, Narrative and Counterfactuals in Historical Institutionalism', *World Politics*, 59 (April 2007), pp. 341-69.
- Paul David, 'Path Dependence—A Foundational Concept for Historical Social Science', *Cliometrica* 1, 2 (2007).
<http://www.history.ox.ac.uk/ecohist/readings/david-pathdependent206.pdf>
- G.R. Elton, 'The Historian's Social Function', *Transactions of the Royal Historical Society*, 5th series 27 (1977), pp.197-211
- Paul M. Hohenberg, 'Towards a More Useful Economic History', *Journal of Economic History* 68 (2008), pp.339-54
- J. B. Kadane and D.A. Schum, *A Probabilistic Analysis of the Sacco and Vanzetti Evidence* (1996), chs.1–2, 4 [probabilistic approach to causation; a short introduction to Bayesian reasoning in Kadane & Schum, pp. 121–131, and Judea Pearl, *Causality: Models, Reasoning and Inference* (2000), pp. 2–8 combined. After reading these, you might wish to try A. P. Dawid, 'Baye's Theorem and the Weighting of Evidence by Juries' in *Baye's Theorem*, ed. Richard Swinburne (2002), pp. 71–90 *Proceedings of the British Academy*, vol. 113, or D. Dion, 'Evidence and inference in a comparative case study', *Comparative Politics*, 30.2 (1998), pp.127-45.] See <http://www.history.ox.ac.uk/ecohist/readings/probability.pdf>
- P. Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (1988), ch. 1, 'The European Legacy: Ranke, Bacon, Flaubert'.

- *M. Weber, 'Science as a Vocation', in *From Max Weber*, ed. H. Gerth and C. Wright Mills (1970), pp. 129–56. [is value-free science possible?]
- Sacco and Vanzetti website, <http://www.law.umkc.edu/faculty/projects/ftrials/SaccoV/SaccoV.htm>
- William H. Sewell Jr., *Logics of History: Social Theory and Social Transformation* (2005); also see discussion in *Social Science History* 32.4 (2008), pp.535-93

ASSIGNMENT 1

What effect did the transition to industrial capitalism have on manual work effort?

Read Thompson. Place it in relation to the three traditions in economic and social history (French, American, British). Compare with a more recent study (Voth). What explanatory strategy do they use? Compare on dimensions of argument, narrative power, objectivity, causal mechanism, and probative value of evidence.

Seminar readings

Gregory Clark, 'Factory Discipline', *Journal of Economic History*, 54, 1 (1994), 128-163.

Lynn Hunt, 'French history in the last twenty years: The rise and fall of the Annales paradigm', *Journal of Contemporary History*, 21 (1986), pp. 209-24.

Paul Pierson, 'Big, slow moving, and ... invisible: Macro social processes in the study of comparative politics', in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative historical analysis in the social sciences* (2003), pp. 177-207.

*E. P. Thompson, 'Time, Work-Discipline and Industrial Capitalism', *Past and Present* no.38 (Dec. 1967), 56–97. [reprinted, E.P. Thompson, *Customs in Common* (1991); also in M.W. Flinn and T.C. Smout (eds.), *Essays in Social History* (1974).]

*Hans-Joachim Voth, 'Time and Work in Eighteenth-Century London', *Journal of Economic History*, vol. 58(1), March 1998 [rigorous] **OR** Voth, *Time and Work in England, 1750–1839* (2000), pp. 16–106 [more accessible].

Session 2. IN PURSUIT OF OBJECTIVITY: PHILOSOPHY AND METHOD IN SOCIAL SCIENCE

1. Explanation in science: deduction and induction
2. Logical Positivism
3. Verification and falsification
4. Scientific Revolutions and Personal Knowledge
5. Scientific Research Programmes
6. Methodological Pluralism
7. Social Construction of Knowledge

- F. Chalmers, *What is this Thing Called Science?* (3rd edn. 1999) [basic outline; **OR** Deborah A. Redman, *Economics and the Philosophy of Science*, chs.1–4]
- Ian Hacking, *The Social Construction of What?* (1999), chs. 1, 3
- P. K. Feyerabend, *Against Method: Outline of an Anarchistic Theory of Knowledge* (rev. edn. 1988), ‘Analytical Index’, ‘Introduction’, chs. 1–3, 15.
- Herbert S. Klein and Charles Stockley, ‘Historical Background of Quantitative Social Science’, in Andrew Gelman and Jeronimo Cortina (eds.), *A Quantitative Tour of the Social Sciences* (2009), Ch.4 pp.35-51.
- Noretta Koertge, “‘New Age’ Philosophies of Science: Constructivism, Feminism and Postmodernism’, in Clark, Peter and Hawley, Katherine (eds.), *Philosophy of Science Today* (2003), pp. 83–99.
- *T. Kuhn, *The Structure of Scientific Revolutions* (2nd edn. 1970), esp. chs. 4–7.
- *I. Lakatos, ‘Falsification and the Methodology of Scientific Research Programmes’ in I.Lakatos and A. Musgrave (eds.), *Criticism and the Growth of Knowledge* (1970).
- P. Lipton, *Inference to the Best Explanation* (1991), ch. 4.
- Bryan Magee, ‘Logical Positivism and its Legacy: Dialogue with A. J. Ayer’, in his *Men of Ideas: Some Creators of Contemporary Philosophy* (1978)
- K. Popper, ‘Science: Conjectures and Refutations’, in his *Conjectures and Refutations: The Growth of Scientific Knowledge* (5th edn. 1989)

ASSIGNMENT 2

Interpreting the New Poor Law of 1834.

How and why has understanding changed?

Mark Blaug, 'The Myth of the Old Poor Law and the Making of the New', *Journal of Economic History*, vol. 23 (June 1963), 151–84

G. Boyer, 'An Economic Model of the English Poor Law, c. 1780–1834', *Explorations in Economic History*, vol. 22, 2 (April 1985), pp. 129–67. [expanded in G. Boyer, *An Economic History of the English Poor Law, 1750–1850* (1990), see esp. pp.265–72]

Gregory Clark and Marianne Page, *Welfare Reform, 1834* (University of California, Davis; Working Papers 08-7 October 2008)

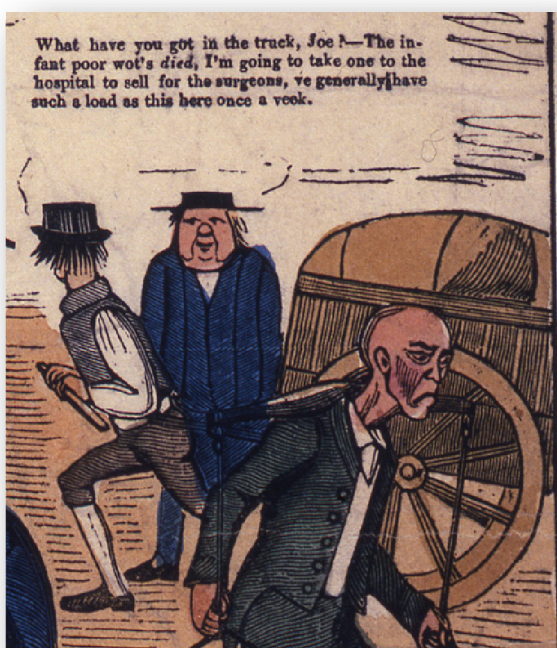
http://www.econ.ucdavis.edu/working_papers/08-7.pdf

Martin Daunton, *Progress and Poverty* (1995), ch. 17 [good textbook account of old poor law] **OR** A. Brundage, *The English Poor Laws, 1700-1930* (2002), chs. 3–4.

E. J. Hobsbawm and George Rudé, *Captain Swing* (1969), ch. 10.

*Peter Lindert, *Growing Public: Social Spending and Economic Growth since the Eighteenth Century* (2005), ch. 4, 'Interpreting the Puzzles of Early Poor Relief'.

***EITHER** *The Poor Law Report of 1834*, ed. S. and O. Checkland (reprint of 1834 edition, 1974), 'Introduction' and pp. 334–53, 375–7 ***OR** Sidney and Beatrice Webb, *English Local Government. English Poor Law History: Pt II. The Last Hundred Years*, vol. 1 (1929), ch. 1: 'The Royal Commission of 1832–1834' [classic work, explains theoretical underpinnings of the New Poor Law]



LEFT: What have you got in the truck, Joe? – The infant poor wot's *died*, I'm going to take one to the hospital to sell for the surgeons, ve generally have such a load as this here once a week.

Extract from a poster *Poor Law of 1834 in Britain (1837)*

National Archives, reproduced with permission under [CrownCopyright](#)

Session 3. ECONOMICS AS A SOCIAL SCIENCE: THE CHICAGO SCHOOL

1. Methodological individualism and rational choice
 2. Competition, equilibrium, the Invisible Hand
 3. Positive and normative economics
- Kenneth Arrow, 'Economic Theory and the Hypothesis of Rationality', John Eatwell and Murray Millgate (eds.), *The New Palgrave Dictionary of Economics* (1987) - especially for economists.
 - M. Blaug, *The Methodology of Economics, or How Economists Explain* (1980), chs. 1–2, 15.
 - *D. M. Hausman, *The Inexact and Separate Science of Economics* (1992), chs. 1–3. [Economists, have a look at V. C Walsh, *Rationality, Allocation, and Reproduction* (1996), Introduction and ch. 7.]
 - Milton Friedman, 'The Methodology of Positive Economics', in F. Hahn and M. Hollis (eds.), *Philosophy and Economic Theory* (1979); also in M. Martin and L.C. McIntyre (eds.), *Readings in the Philosophy of Social Science* (1994), 647–660; and in M. Friedman, *Essays in Positive Economics* (1953).
 - Philip Mirowski, 'Physics and the "Marginalist Revolution" in his *Against Mechanism: Protecting Economics from Science* (1987), ch. 1
 - *M. Reder, 'Chicago School', in J. Eatwell et al. (eds.), *The New Palgrave Dictionary of Economics* (1987); more extended version in idem., 'Chicago Economics: Permanence and Change', *Journal of Economic Literature*, vol. 20, 1 (March 1982), pp. 1–38.

N. Crafts, 'Forging Ahead and Falling behind: The Rise and Relative Decline of the First Industrial Nation', *Journal of Economic Perspectives*, 12 (1998), 193-210.

W. P. Kennedy, *Industrial Structure, Capital Markets, and the Origins of British Economic Decline* (Cambridge, 1987), chs.1, 3, 5–6

D. McCloskey and Lars Sandberg, 'From Damnation to Redemption: Judgments on the Late Victorian Entrepreneur', *Explorations in Economic History* vol. 9, 1 (Fall 1971), 89–108

*D. McCloskey, 'Did Victorian Britain Fail?' *Economic History Review* vol. 23, 3 (Dec. 1971), 446–59.

D. McCloskey and Stephen T. Ziliak, 'The Standard Error of Regressions', *Journal of Economic Literature*, 34 (1996), pp.97-114, or *The Cult of Statistical Significance: How the Standard Error Costs Us Jobs, Justice, and Lives* (2009)

ASSIGNMENT 3

Economic history, Chicago style: 'Did Victorian Britain fail?'

Session 4. COLLECTIVE ACTION AND SOCIAL DILEMMAS

1. Arrow's impossibility theorem
 2. Game theory: Prisoner's dilemma, Chicken.
 3. Competition, free-riding
 4. The tragedy of the commons
 5. The rise and fall of nations
- Robert Axelrod, *The Evolution of Co Operation* (1984), ch. 2.
 - Colin Camerer and Ernest Fehr, 'Measuring Social Norms and Preferences Using Experimental Games: A Guide for Social Scientists', in J.F. Henrich et.al., *Foundations of Human Sociality : Economic Experiments and Ethnographic Evidence from Fifteen Small-Scale Societies* (2004), ch. 3, 55-95.
 - *G. Hardin, 'The Tragedy of the Commons', *Science* vol. 162 (1968), 1243–8; also in Scott W. Menard and Elizabeth W. Moen (eds.), *Perspectives on Population* (1987). <http://dieoff.org/page95.htm>
 - *Shaun Hargreaves Heap, et al., *The Theory of Choice: A Critical Guide* (1992), chs. 7–9.
 - *M. Olson, *The Rise and Decline of Nations* (1982), esp. ch. 2.

2 Game Theory references

Leon Felkins, 'The Social Dilemmas': <http://perspicuity.net/sd/sd.html>
Ian MacLean, *Public Choice: An Introduction* (1989), ch. 7.

ASSIGNMENT 4

What is the relevance of the collective action approach to the history of industrial relations?

*John R. Bowman, *Capitalist Collective Action: Competition, Cooperation and Conflict in the Coal Industry* (1989), chs. 4–7.

Torben Iversen and David Soskice, 'Distribution and Redistribution: The Shadow of the Nineteenth Century', [Conference on Distribution](#), Yale 2005

W. Lewchuk, *American Technology and the British Vehicle Industry* (1987), chs.9–10.

Edward H. Lorenz, *Economic Decline in Britain: The Shipbuilding Industry, 1890–1970* (1991).

John G. Richardson, 'Mill Owners and Wobblies: The Event Structure of the Everett Massacre of 1916', *Social Science History* 33 (2009), pp.183-215

Kathleen Thelen, *How Institutions Evolve: The Political Economy of Skills in Germany, Britain, the United States and Japan* (2004), pp.20-23 and ch. 3 'The Evolution of skill formation in Britain', pp. 92-147.

*Sydney and Beatrice Webb, 'The Standard Rate', *Industrial Democracy* (new edn. 1902).

Session 5. ARCHAIC SOCIETIES: RECIPROCITY OR SELF-REGARD?

1. Relevance of archaic societies.
 2. The emic-etic distinction.
 3. Social preferences, reciprocity and social capital.
 4. Do archaic societies maximize?
- Peter S. Bellwood, *First Farmer : The Origins of Agricultural Societies* (Malden, Mass., 2005), ch. 1.
 - *Ernst Fehr and Urs Fischbacher, 'Why Social Preferences Matter – The Impact of Non-selfish Motives on Competition, Cooperation and Incentives', *Economic Journal*, vol. 112, 478 (2002), pp. C1–33 OR Ernst Fehr and Urs Fischbacher, 'The economics of strong reciprocity' in H. Gintis et al., *Moral Sentiments and Material Interests: The Foundations of Cooperation in Economic Life* (2005), ch. 5, pp. 151-91.
 - H. Gintis et al., *Moral Sentiments and Material Interests: The Foundations of Cooperation in Economic Life* (2005), ch. 1.
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 - *Marvin Harris, 'History and Significance of the Emic–Etic Distinction', *Annual Review of Anthropology* vol. 5 (1976), 329–50
 - J. F. Henrich et al., *Foundations of Human Sociality : Economic Experiments and Ethnographic Evidence from Fifteen Small-Scale Societies* (2004), 'Overview and Synthesis', 8-54.
 - David I. Kertzer, 'Social Anthropology and Social Science History', *Social Science History* 33 (2009), pp.1-16
 - Rebecca Lemov, 'Towards a Data Base of Dreams: Assembling an Archive of Elusive Materials, c. 1947-61', *History Workshop Journal*, 67 (2009), pp. 44-68
 - *E. Malinowski, *Argonauts of the Western Pacific* (1922), chs. 2, 3, 22.
 - M. Mauss, *The Gift: The Form and Reason for Exchange in Archaic Societies* (1st publ. Paris, 1925; transl. W.D. Halls, 1990 [much better than 1954 translation]), Introduction, chs. 1–3, pp. 1–46.
 - M. Sahlins, *Stone Age Economics* (1972), chs.1, 4, 5.

ASSIGNMENT 5

Is there an historical transition from the gift economy to the market economy?

Yochai Benkler, *The Wealth of Networks: How Social Production Transforms Markets and Freedom* (2006), ch. 4.

<http://www.benkler.org/wonchapters.html>

G. Esping-Andersen, *The Three Worlds of Welfare Capitalism* (1990), ch. 2.

J. Henrich et.al., 'Costly punishment across human societies', *Science*, 312 (2006), pp. 1767-70.

A. Offer, 'Between the Gift and the Market: The Economy of Regard', *Economic History Review*, vol. 50 (1997), 450–76; **OR** Offer, *The Challenge of Affluence: Self-Control and Well-Being in the USA and Britain since 1950* (2006), ch. 5

*Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our Time* (1944), chs. 3–8, 12–14, 17.

Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community* (2000), ch. 1, pp. 15–28.

*E.P. Thompson, 'The Moral Economy of the English Crowd in the Eighteenth Century', *Past and Present* no. 50 (Feb. 1971); reprinted in his *Customs in Common* (1991).

Session 6. WHO CAN YOU TRUST? THE PURPOSE OF INSTITUTIONS

1. The Coase Theorem and Property Rights
2. Markets and Hierarchies
3. Principals and Agents
4. Rent Seeking and Public Choice

- Éric Brousseau and Jean-Michel Glachant (eds), *New Institutional Economics: A Guidebook* (2009), especially ch.4 Benito Arruñada, 'Human Nature and Institutional Analysis', pp. 67-80
- *T. Eggertsson, *Economic Behaviour and Institutions* (1990), chs. 5–6
- Granovetter, Mark, 'Economic Action and Social Structure: The Problem of Embeddedness', *American Journal of Sociology*, 91, 3 (Nov. 1985), 481-510.
- Y. Hayami and O.Keijiro, *The Economics of Contract Choice: An Agrarian Perspective* (1992), chs.1, 6, 8, 10; **or** Otsuka, Keijiro, Chuman, Hiruyoki and Hayami, Yujiro, 'Land and Labor Contracts in Agrarian Economies: Theories and Facts', *Journal of Economic Literature*, vol. 30 (1992), pp.1965–2018.

- Stewart Macaulay, ‘Non-Contractual Relations in Business: A Preliminary Study’, *American Sociological Review*, 28, 1 (1963), pp. 55–67.
- *J. W. Pratt and R. J. Zeckhauser (eds.), *Principals and Agents: The Structure of Business* (1985), chs.1–2
- O. Williamson, Sidney Winter and Ronald Coase, *The Nature of the Firm: Origins, Evolution and Development* (1991), esp. chs. 1–2, 7.

Robert C. Allen, ‘Community and Market in England: Open Fields and Enclosures Revisited’, in M Aoki and Y Hayami (eds.), *Communities and Markets in Economic Development* (2001), pp. 42–69.

*C. T. Bekar, and C. G. Reed, ‘Open Fields, Risk, and Land Divisibility’, *Explorations in Economic History*, 40 (2003), pp. 308–25.

G. Clark, ‘Commons Sense: Common Property Rights, Efficiency, and Institutional Change’, *Journal of Economic History*, vol. 58, 1 (1998).

‘Two Poems on the Enclosure of Commons by John Clare (1793-1864)’

<http://www.history.ox.ac.uk/ecohist/readings/clare-poems.pdf>

C. J. Dahlman, *The Open Field System and Beyond: A Property Rights Analysis of an Economic Institution* (1980), chs. 3, 4. [+5 on enclosure]

J. L. and B. Hammond, *The Village Labourer, 1760–1832: A Study of the Government of England Before the Reform Bill* (1911), e.g. ch. 3 [class-conflict]

*D. N. McCloskey, ‘The Open Fields of England: Rent, Risk and the Rate of Interest, 1300–1815’, in David Galenson (ed.), *Markets in History: Economic Studies of the Past* (1989), pp. 5–51

Gary Richardson, ‘The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture’, *Journal of Economic History*, 65, 2 (2005), 386-413.

*Henry E. Smith, ‘Semicommon Property Rights and Scattering in the Open Fields’, *Journal of Legal Studies*, 29, 1 (2000), 131-169.

Elaine Tan, ‘The Bull is Half the Herd: Property Rights and Enclosures in England, 1750–1850’, *Explorations in Economic History*, 39, 4 (2002), 470–89.

ASSIGNMENT 6

Transformation of common property resources: The example of the Open Fields

Session 7. COGNITIVE PSYCHOLOGY

1. Behaviour in Groups
 2. Cognitive biases in reasoning. Bounded rationalities
 3. Needs and satisfactions
 4. Motivation and incentive
 5. Historical applications
- [*]Camerer, Colin, George Loewenstein, and Drazen Prelec, 'Neuroeconomics: How Neuroscience can Inform Economics', *Journal of Economic Literature*, 48 (2005), pp. 9-64. [paradigm-breaking article – but requires big effort!]
 - *Gerd Gigerenzer, and Reinhard Selten, (eds.), *Bounded Rationality : The Adaptive Toolbox* (2001), esp. chs. 2–3. **or** Peter M. Todd and Geoffrey F. Miller 'From Pride and Prejudice to Persuasion: Satisficing in Mate Search' in *Simple Heuristics That Make Us Smart*, ed. G. Gigerenzer and P.M. Todd (1999), pp. 287–308.
 - Avner Offer, *The Challenge of Affluence: Self-Control and Well-Being in the United States and Britain since 1950* (2006), ch. 3.
 - *A.Tversky and D. Kahneman, 'Judgment Under Uncertainty: Heuristics and Biases', *Science*, vol. 185 (1974), pp. 1124–31; reprinted D. Kahneman, P.Slovic and A. Tversky (eds.), *Judgment under Uncertainty: Heuristics and Biases* (1982); also in P.K. Moser (ed.), *Rationality in Action: Contemporary Approaches* (1990), pp. 171–88.
 - D.Kahneman, 'New Challenges to the Rationality Assumption', in D.Kahneman and Amos Tversky (eds.), *Choices, Values, and Frames* (2000), pp. 758–74.

ASSIGNMENT 7

Atrocities and massacres:
Testing the limits of
rationality

*G.A Akerlof, 'Procrastination and Obedience', *American Economic Review*, vol. 81, 2 (1991), pp. 1–19.

*Browning, C. R., *Ordinary Men : Reserve Police Battalion 101 and the Final Solution in Poland* (1992), chs. 1, 5, 7, 8.

Daniel Chirot, and Clark R. McCauley, *Why Not Kill Them All? : The Logic and Prevention of Mass Political Murder* (2006), ch. 2.

Manus I. Midlarsky, *The Killing Trap : Genocide in the Twentieth Century* (Cambridge, 2005), ch. 5.

*S. Milgram, *Obedience to Authority: An Experimental View* (1974), chs 1–6.

James Waller, *Becoming Evil : How Ordinary People Commit Genocide and Mass Killing*, 2nd edn. (2007).

Philip Zimbardo, *The Lucifer Effect: How Good People Turn Evil* (2007), ch. 12.
See also <http://www.prisonexp.org/>

Session 8. IS OBJECTIVITY POSSIBLE? PROBLEMS IN HISTORICAL EXPLANATION

1. History as empirical narrative
 2. History as a mental process
 3. Macro-history and micro-history
 4. The heresy of postmodernism.
 5. Historical causation and judgement
- Catherine Belsey, *Poststructuralism: A Very Short Introduction* (2002) [the case for] OR Francois Cusset, *French Theory: How Foucault, Derrida, Deleuze & Co. Transformed the Intellectual Life of the United States* (2008)
 - *E. H. Carr, *What is History* (1964), chs. 1, 4–5 [classic macro approach]
 - *R. G. Collingwood, *An Autobiography* (1939), ch. 10, ‘History as the Self-Knowledge of Mind’ [or his *The Idea of History* (1946), Part V, ch. 5, ‘History as Re-Enactment of Past Experience’, pp. 282–302] [idealist approach]
 - Richard J. Evans, *In Defence of History* (1997), chs. 4, 8. [critical]
 - Keith Jenkins (ed.), *The Postmodern History Reader* (1997), esp. Lyotard and Baudrillard, pp. 36–46 [read more widely here if you are interested in ‘the linguistic turn’]
 - Neville Kirk, ‘History, Language, Ideas and Post-Modernism: A Materialist View’, *Social History*, vol. 19, 2 (1994), pp. 221–40 [also in Jenkins, above].
 - *P. M. Rosenau, *Post-Modernism and the Social Sciences: Insights, Inroads and Intrusions* (1992), esp. chs. 4–5.

ASSIGNMENT 8

Crime, Modernity and
beyond: Understanding
punishment

J. Braithwaite, 'Shame and Modernity', *British Journal of Criminology*, vol. 33 (Winter 1993), 1–17.

Brad Bushman and Roy F. Baumeister, 'Threatened Egotism, Narcissism, Self-Esteem, and Direct and Displaced Aggression: Does Self-Love or Self-Hate Lead to Violence?' *Journal of Personality and Social Psychology*, 75, 1 (1998), 219-229. [or light version, [R. Baumeister, 'Violent Pride: Do people turn violent because of self-hate or self-love?', *Scientific American Mind*, Aug-Sept. 2006, pp. 54-59.](#)]

*J. Braithwaite, *Crime, Shame and Reintegration* (1989), chs. 3–8.

M. Foucault, *The Foucault Reader*, ed. P. Rabinow (1984), pp. 170–238 [or M. Foucault, *Discipline and Punish: The Birth of the Prison* (1977), e.g. pt1/1, pt2/1–2, pt3/1]

Richard F. Hamilton, *The Social Misconstruction of Reality* (1996), ch.6, 'Michel Foucault: The Disciplinary Society' [critical]



CONVICTS EXERCISING AT PENTONVILLE PRISON.

Illustration from Henry Mayhew and John Binny,
The Criminal Prisons of London and Scenes of Prison Life (1862)

HILARY TERM LECTURES: Four lectures held fortnightly on Thursdays (starting on 28 January 2010) promptly at 11.30 a.m. at Nuffield College. Each is followed by a seminar on the Friday.

Session 9. GOVERNMENT AND RATIONALITY

1. Government: Paternalism or Self-Interest?
 2. Voting: Muddle or Rational Choice?
 3. Wagner's Law, or Why is the Public Sector so Large?
- T. Besley, *Principled Agents? The Political Economy of Good Government* (2006), ch. 1.
 - *J. M. Buchanan, and R. A. Musgrave, *Public Finance and Public Choice : Two Contrasting Visions of the State* (1999), chs. 1.2, 1.3, pp. 11-49.
 - D. P. Green and I. Shapiro, *Pathologies of Rational Choice Theory : A Critique of Applications in Political Science* (1994), chs. 1-4, 7.
 - P. H. Lindert, *Growing Public : Social Spending and Economic Growth since the Eighteenth Century* (2005), chs. 1, 2.
 - D. C. Mueller, *Public Choice III* (2003), chs. 14, 15, 28, 29.

Gregory Clark, 'The Political Foundations of Modern Economic Growth: England, 1540-1800', *Journal of Interdisciplinary History*, 26 (1996), pp. 563-88.

S. R. Epstein, *Freedom and Growth : The Rise of States and Markets in Europe, 1300-1750* (2000), chs. 1, 2, 8.

*D. C. North and, B. R. Weingast, 'Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England', *Journal of Economic History*, 49 (1989), pp. 803-32.

Nathan Sussman and Yishay Yafeh, 'Constitutions and Commitment: Evidence on the Relation between Institutions and the Cost of Capital', **Error! Hyperlink reference not valid.** (2004) www.cepr.org/pubs/dps/DP4404.asp

ASSIGNMENT 9

Did the Glorious Revolution
pave the way for economic
growth?

Session 10. GENDER AND THE FAMILY

1. The Family
 2. Households and markets
 3. Is the family rational?
- Maristella Botticini and Aloysius Siow, 'Why Dowries?' *American Economic Review*, 93 (2003), pp. 1385-1398.
 - *W. Chafe, *The Paradox of Change: American Women in the Twentieth Century* (1991)
 - Dora L. Costa, 'From Mill Town to Board Room: The Rise of Women's Paid Labor', *Journal of Economic Perspectives*, vol. 14, 4 (2000), pp. 101–122.
 - Tamara K. Hareven, 'The History of the Family and the Complexity of Social Change', *American Historical Review* vol. 96, 1, Feb. (1991), 95–124
 - H. Hartmann, 'The Family as the Locus of Gender, Class and Political Struggle: the Example of Housework', *Signs*, vol.6 (1981), 366–94
 - A. Offer, *The Challenge of Affluence: Self-Control and Well-Being in the USA and Britain since 1950* (2006), chs. 13-14.
 - *Joyce P. Jacobsen, *The Economics of Gender* (1994), chs. 3–5.
 - Joan Scott, 'Women's History', in P. Burke (ed.), *New Perspectives on Historical Writing* (1991), ch. 3.

ASSIGNMENT 10

How does a focus on gender and the family change our understanding of the Industrial Revolution?

M. Berg, 'What Difference Did Women's Work Make to the Industrial Revolution?', *History Workshop Journal*, 35.16 (1993), pp.22-44.

Frederick Engels, *The Condition of the Working Class in England in 1844* (first published in German in 1845), 'The Remaining Branches of Industry'

<http://www.marxists.org/archive/marx/works/1845/condition-working-class/ch08.htm>

S. Horrell and J. Humphries, 'Women's Labour Force Participation and the Transition to the Male Breadwinner Family, 1790-1865', *Economic History Review*, 48.1 (1995), pp. 89-117.

S. Horrell, D. Meredith and D. Oxley, 'Measuring Misery: Body Mass, Ageing and Gender Inequality in Victorian London', *Explorations in Economic History*, (2009)

J. Humphries, 'At What Cost Was Pre-eminence Purchased? Child Labour and the First Industrial Revolution', ch. 11 in P. Scholliers and L.D. Schwarz (eds.), *Experiencing Wages: Social and Cultural Aspects of Wage Forms in Europe Since 1500* (2004), pp. 251-68.

P. Sharpe, 'Continuity and Change: Women's History and Economic History in Britain', *Economic History Review* 48 (1995), pp. 353-69.

Jan de Vries, 'The Industrial Revolution and the Industrious Revolution', *Journal of Economic History*, 54.2 (1994), pp. 249-70, OR Jan de Vries, 'The Industrious Revolution and Economic Growth, 1650-1830', in P. David and M. Thomas (eds.), *The Economic Future in Historical Perspective* (2003), ch. 1.

Session 11. SOCIAL BONDS AND SOCIAL STRATIFICATION

1. Marxist interpretation of history
 2. Max Weber: the iron cage
 3. Durkheim: social cohesion
 4. Sociological approach to stratification
 5. Elites and power
- Emile Durkheim, 'Suicide' in *Readings from Emile Durkheim*, ed. Kenneth Thompson (1985) OR sample in editions of Durkheim, *Suicide*.
 - David B Grusky (ed.), *Social Stratification : Class, Race, and Gender in Sociological Perspective* (1st edn. 1994), articles by Sorensen (basic concepts), pp.229ff. & Lieberson (ascriptive stratification, i.e. discrimination), pp.649ff.
 - S. Kuznets, 'Economic Growth and Income Inequality', *American Economic Review*, 45 (1955), pp. 1-28.
 - Gordon Marshall, Stephen Roberts, and Adam Swift, *Against the Odds? Social Class and Social Justice in Industrial Societies* (1997), chs. 3-4.
 - Joel M. Podolny, *Status Signals : A Sociological Study of Market Competition* (2008), especially chs.1&9.
 - J. Roemer, 'Historical Materialism', ch. 8 in his *Free to Lose: An Introduction to Marxist Economic Philosophy* (1988)

- *Albert Weale, ‘Homo Economicus, Homo Sociologicus’, in Shaun Hargreaves Heap et al., *The Theory of Choice: A Critical Guide* (1992), pp. 62–72.
- Nancy L. Stokey, ‘Shirtsleeves to Shirtsleeves: The Economics of Social Mobility’ in Jacobs, Donald P., Kalai, Ehud, Kamien, Morton I., eds. *Frontiers of Research in Economic Theory* (1998).
- *Max Weber, ‘Class, Status and Party’, in *From Max Weber*, ed. H. Gerth and C. Wright Mills (1970), pp. 180–95

ASSIGNMENT 11

How can we understand the role of education in social stratification in nineteenth-century England?

B. Harris, *The Origins of the British Welfare State: Social welfare in England and Wales, 1800-1945* (2004), ch. 10, pp. 136-49.

S. Horrell, J. Humphries, and H-J. Voth, ‘Destined for Deprivation: Human Capital Formation and Intergenerational Poverty in Nineteenth-Century England’, *Explorations in Economic History*, 38 (2001), pp. 339-65.

M. Sanderson, 'Literacy and Social Mobility in the Industrial Revolution in England', *Past and Present*, 56 (1972), pp. 75-104. Also see the ensuing debate: Thomas W. Laqueur, 'Literacy and Social Mobility in the Industrial Revolution in England', *Past and Present*, 64 (1974), pp.96-107 AND reply in same issue: M. Sanderson, 'Literacy and Social Mobility in the Industrial Revolution in England: A Rejoinder', *Past and Present*, 64 (1974), pp. 108-12

J. Long, ‘Rural-Urban Migration and Socioeconomic Mobility in Victorian Britain’, *Journal of Economic History*, 65.1 (2005), pp. 1-35.

S.J. Nicholas and J.M. Nicholas, ‘Male Literacy, ‘Deskilling’, and the Industrial Revolution’, *Journal of Interdisciplinary History*, 23.1 (Summer 1992), pp. 1-18

R.S. Schofield, 'Dimensions of Illiteracy, 1750-1850', *Explorations in Economic History*, 10.4 (1973), pp. 437-54.

Session 12. TECHNOLOGICAL CHANGE

1. How important is technology? Growth accounting, social saving, new growth theory How is technology different from science?
 2. Where does technology come from?
 3. Technology as management and micro-time
 4. Is technological choice bound by the past?
- S. N. Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850–1990* (1997), ch. 6, ‘Technology’.
 - *Paul A. David, ‘Understanding the Economics of QWERTY: The Necessity of History’, in W.N. Parker (ed.), *Economic History and the Modern Economist* (1986).
 - David Hounshell, *From the American System to Mass Production, 1800–1932* (1984), chs. 6–7
 - Ray Kurzweil, *The Age of Spiritual Machines : How We Will Live Work and Think in the New Age of Intelligent Machines* (1999), ch. 1. See also http://en.wikipedia.org/wiki/Technological_singularity
 - J. Mokyr, *The Gifts of Athena* (2002), chs. 1, 6.
 - David C. Mowery and Nathan Rosenberg, *Paths of Innovation: Technological Change in 20th-Century America* (1998), ch. 1, ‘The Institutionalization of Innovation’.
 - N. Rosenberg, *Inside the Black Box: Technology and Economics* (1982), chs. 1, 10.
 - *B. Steil, D. G. Victor, R. R., Nelson (eds.), *Technological Innovation and Economic Performance* (2002), chs. 1 (Steil et al.), 2 (Mokyr).

ASSIGNMENT 12

What are the limits to growth?

Robert W. Fogel, *The Escape from Hunger and Premature Death, 1700-2100: Europe, America and the Third World* (2004), chs. 1 and 2, pp. 1-42.

Paolo Malanima, '[Energy Crisis and Growth 1650-1850: The European Deviation in a Comparative Perspective](#)', *Journal of Global*

History, 1 (2006), pp. 101-21.

Donella Meadows, Jorgen Randers and Dennis Meadows, [Limits to Growth: The 30-year Update](#) (2004). This is an update of an earlier study in 1972, which has recently undergone empirical testing: see Graham Turner, [A Comparison of the Limits to Growth with Thirty Years of Reality](#), Socio-Economics and the Environment in Discussion CSIRO Working paper series 2008-09 (June 2008).

Clark A. Miller, '[Climate Change and the Making of a Global Political Order](#)', in S. Jasanoff (ed.) *States of Knowledge: The Co-Production of Science and Social Order* (2004), ch. 3, pp. 46-66..

Amos Nur, '[Oil Future and War Now: A Grim Earth-Sciences Point of View](#)' (2004)

Stern Review on the Economics of Climate Change: [Executive Summary](#)

Vaclav Smil, *Global Catastrophes and Trends: The Next Fifty Years* (2008).

Sverker Sorlin and Paul Warde, '[The Problem of The Problem of Environmental History: A Re-reading of the Field](#)', *Environmental History* 12.1 (2007): 50 pars.

David Strahan, '[The Great Coal Hole](#)', *New Scientist* (19 January 2008), pp. 38-41.

Joseph Tainter, *The Collapse of Complex Societies* (1990), especially Chs.3&4

E.A. Wrigley, *Poverty, Progress, and Population* (2004), ch. 2, pp. 44-67.

EIGHTEENTH ANNUAL WORKSHOP 2010

Thursday 13 May – Friday 14 May

Twenty-minute presentations of dissertation methodology and research strategy.

The methodological essay will be the subject of a twenty-minute presentation to a forum of students and course tutors at the Eighteenth Annual Workshop in the third week of Trinity Term, i.e. **Thursday 13 - Friday 14 May 2010**. This takes place at Nuffield College (Thursday) and All Souls College (Friday). The Hicks lecture and Einstein Prize Award are also components of the Workshop. A small number of students will be elected to the organising committee for the workshop, and they will be required to design the programme, arrange for the chairing of sessions, and organise a conference dinner for the Thursday evening.

The Workshop and Hicks Lecture are important events, constituting a component of the qualifying course. Attendance is mandatory for the full duration, and absences of any length may jeopardize progress through the degree.

All students are required to submit an abstract of no more than 100 words no later than 5.00pm on the first Monday of Trinity term, i.e. **Monday 26 April, 2010** for inclusion in the conference proceedings. Abstracts are to be emailed to deborah.oxley@all-souls.ox.ac.uk.

Past workshops:

- [17th Annual Workshop Programme 2009](#)
- [16th Annual Workshop Programme 2008](#)
- [15th Annual Workshop Programme 2007](#)
- [14th Annual Workshop Programme 2006](#)

Elective: Economics for Economic Historians

Michaelmas term 2009

[Lise Arena](#), Oriel College and History Faculty and

[Sarah Cochrane](#), Worcester College and Economics Faculty

OBJECTIVES

Economics appears, probably more than any other social science, alien to anyone not familiar with its language and method. Still, it remains one of the most dynamic, versatile, and useful approaches to the study of social behaviour. The aim of this course is to introduce researchers to the principles and way of thinking of economics. Over nine sessions, we will explore the various elements in the economist's basic 'toolbox', placing a special emphasis on how these elements are applied to describe and understand the real world. Since it does not assume any prior knowledge in the field, the course is particularly suited for graduate students who have not previously studied economics and need to understand the main concepts and the jargon used in the discipline. Students with some knowledge of economics, however, might also find it useful for reviewing concepts or clarifying ideas.

COURSE ARRANGEMENTS AND EVALUATION

The course consists of nine (9) sessions of two hours each (with a ten-minute break), taking place:

- Thursdays, 9.00–11.10 in the Colin Matthews Seminar Room, History Faculty (Old Boys' School) George Street
- Weeks 0 to 8 in Michaelmas term

In every class students will receive a *problem set* that they have to hand in the day before the following class. Students are required to attempt all the questions in each problem set. Assessment for this course will take the form of a *take-away pass-fail test* in week 9 of Michaelmas term that will include both analytical and essay questions. The test will be handed out at 9.00 on 7 December and should be submitted to the course convenors by 17.00 on Friday 11 December. The purpose of the test is for self-monitoring. It has no effect on degree results.

BIBLIOGRAPHY

There is no single textbook for the course, but a full detailed reading list will be provided at the first class. The topics to be discussed in the sessions are covered by a large number of good textbooks on economics. Probably one of the most accessible and less narrowly theoretical is:

- Parkin, Michael, Melanie Powell, and Kent Matthews [2000]; *Economics –4th Edition-* (Addison Wesley)

(NOTE: This textbook, like most of the others mentioned below, has not only many updated editions, but also *alternative* editions –American, European, International – with various *alternative* co-authors. All of them are generally pretty similar to each other and can be used interchangeably.)

Another nice book is:

- Mankiw, N. Gregory [2003]; *Principles of Economics – 3rd Edition –* (Thomson/South-Western)

Other standard textbooks like Begg, D., S.Fischer and R. Dornbusch [2002]; *Economics – 7th Edition-* (McGraw-Hill) or Stiglitz, J. and C. Walsh [2002]; *Economics –3rd Edition-* (Norton) would also work fine.

Any student interested in a deeper knowledge of microeconomics should approach the standard reference at intermediate level:

- Varian, Hal [2003]; *Intermediate Microeconomics: A Modern Approach* (Norton)

For macroeconomics there is no such a standard reference, but I find the following books particularly useful:

- Mankiw, N. Gregory [2009]; *Macroeconomics* (Worth)
- Sachs, Jeffrey and Felipe Larrain [1993]; *Macroeconomics in the Global Economy* (Prentice Hall)

Other books not mentioned here might also work. Do not hesitate in contacting us if you have any doubt.

CLASS SCHEDULE

As mentioned above, the course will provide an overview of the basic concepts and ideas in economics. After an introductory class, the first half of the course will deal with microeconomics, and the second with various topics in macroeconomics. These are some of the topics we will discuss:

Introduction

Week 0 (8 October)

Basic concepts in economics

Scarcity; households, firms and governments; economics approach; microeconomics and macroeconomics.

Quantitative data and graphical analysis

Curves, slopes and elasticities; budget constraint; supply, demand and price mechanism; preferences and utility function.

Microeconomics

Part I: Choice, technology and price mechanism

Week 1 (15 October)

Individual choice and demand

Consumption possibilities; preferences and indifference curves; substitutes and complements; choice and utility maximisation; demand; income, substitution and price effects.

Firm behaviour and supply

Firms and market structure; technology; returns to scale; cost curves; profit maximisation and cost minimisation; supply; firm supply and industry supply; perfect competition.

Week 2 (22 October)

Supply and demand in action

Market mechanism; equilibrium in a market economy; general equilibrium.

Sellers and buyers with market power

Monopoly and profit maximisation; inefficiency of monopoly; deadweight loss; price discrimination; natural monopolies; rent-seeking; price regulation; monopsony.

Part II: Topics in social interaction

Week 3 (29 October)

Issues in non-cooperation

Non-cooperative behaviour; duopoly, oligopoly and monopolistic competition; game theory; Nash equilibrium; repeated and sequential games; games of coordination, competition and commitment.

Issues in exchange

Robinson Crusoe; Friday and the gains from trade; Edgeworth box diagram; Pareto efficiency; economic efficiency and equilibrium; welfare.

Week 4 (5 November)

Issues in market failure

Market failure and inefficiency; positive and negative externalities; correcting externalities; tragedy of the commons; public goods; the role of the State.

Issues in information

Imperfect information; risk and uncertainty; signalling; moral hazard and adverse selection; principal-agent problem.

Macroeconomics

Part I: Basic concepts and ideas

Week 5 (12 November)

The economy as a whole

Microeconomics vs. macroeconomics; GDP, unemployment and inflation; real and nominal variables; business cycles; aggregate supply and demand.

Approaches to macroeconomics

Macro-models; short, medium and long run; Consumption; Savings and Investment.

Part II: Output determination and Public Policy

Week 6 (19 November)

Macroeconomic policy (in the short run)

Aggregate demand and the Keynesian multiplier; IS-LM framework; macroeconomic policy in a closed economy

Macroeconomic policy in an open economy

Mundell-Fleming framework; macroeconomic policy

Part III: Labour Economics and the public sector

Week 7 (26 November)

Labour Market and Unemployment

Debates on unemployment; classical view on labour and unemployment; Keynesian view of full-employment

Current account and the public sector

Saving, investment and current account; fiscal budget; public deficit; public-private sector interaction; Ricardian equivalence; tax smoothing

Part IV: Monetary economics

Week 8 (3 December)

Money demand and supply

What is money?; money supply and demand; banks and financial markets; monetary policy; interest rate determination; expectations.

Exchange rate, prices and inflation

Exchange rate systems;; prices, wages and unemployment; the Phillips curve.

Quantitative methods and computer applications for economic and social history

Students must do *either* Quantitative methods 1 *or* Quantitative methods 2, unless they have been exempted. An initial allocation has been made on the basis of your previous training.

A quantitative methods course is assessed by an assignment to be completed over the Christmas Vacation: two typewritten copies of the completed assignment must be submitted to the Examinations School by noon on Monday of Second Week of Hilary Term, i.e. **Monday 25 January 2010**.

QUANTITATIVE METHODS 1

Michaelmas term 2009

[Dr Nikola Köpke](#), All Souls College and History Faculty

OBJECTIVES

This course has two principal objectives. The first is to provide an introduction to elementary quantitative methods, covering some of the techniques most widely used in research in the historical and social sciences. The course will be taught at an elementary level, and will keep statistical theory or mathematics to a minimum. The second objective is to introduce the statistical software package SPSS and to show how the relevant statistical calculations can be performed with this software.

COURSE ARRANGEMENTS

There will be ten sessions in the Michaelmas Term, beginning in Week 0 and continuing to Week 9. Each session will last about two hours. Normally the first hour will consist of a lecture introducing one of the topics. Feinstein and Thomas (2002) will be used as the course textbook. The second hour will be devoted to a class and will normally take the form of statistical exercises on the computers, using SPSS. All sessions will be held

- **Wednesdays at 10.00 a.m.**, Weeks 0 to 9 (Michaelmas Term)
- Computing Room in the History Faculty Building (The Old Boys' School) in George Street.

The following topics will be covered: descriptive statistics, correlation, simple linear regression, confidence intervals, hypothesis testing, non-parametric tests, extension of the regression model, multiple regression and correlation, non-linear relationships.

BIBLIOGRAPHY

The primary text will be

- Feinstein, C. H. and M. Thomas (2002). *Making History Count: A Primer in Quantitative Methods for Historians*. Cambridge: Cambridge University Press.

Other useful texts include

- Blalock, H. M. (1979). *Social Statistics*. New York: McGraw-Hill – a particularly clear introduction written primarily for sociology students.
- Huff, D. (1991). *How to Lie with Statistics*. London: Penguin Books – readable and entertaining classic on common misuses and misinterpretations of statistics.
- Wonnacott, T. H. and R. J. Wonnacott (1990). *Introductory Statistics*. New York; Chichester: Wiley – contains more theory than is needed for the course, but it is written at a very accessible level, with numerous helpful explanations and diagrams.

QUANTITATIVE METHODS 2

Michaelmas term 2009

Deborah Oxley, All Souls College

[Luke Samy](#), Nuffield College and History Faculty

OBJECTIVES

The aim of this course is to expand students' knowledge of quantitative methods, giving a particular emphasis to applied econometric techniques. It attempts to provide useful analytical tools for those willing to carry out empirical work in their professional life, and to give those interested in an academic career the theoretical background needed to approach more advanced courses in econometrics.

To achieve this, the course is organised around theoretically-oriented lectures but with only limited mathematical formalisation and extensive reference to practical applications. The discussion of theoretical topics will be complemented with a close reading of professional literature, where students will be able to see how practitioners use these tools. Also, since the focus is on applied methods, computer applications form an integral part of the course and extensive use is made of SPSS, one of the most widespread statistical packages used to perform econometric analysis.

On completion of the course, the student should be able to understand the basic linear regression model, how it is used to test a variety of theories, which kind of problems arise when the assumptions behind the model are violated, and how the researcher can overcome such problems. More advanced topics will also be discussed such as

model specifications and misspecifications, the use of qualitative information, time series analysis, panel data models, the problem of endogeneity, and limited dependent variables.

(N.B.: In order to balance applied and theoretical econometrics, the material will be presented without resorting to matrix algebra and no advanced skills in mathematics or statistics are required to follow the course. Students must, however, be prepared to adapt to new statistical concepts and symbols commonly used in discussing econometric theory.)

COURSE ARRANGEMENTS

There will be nine sessions in the Michaelmas Term, beginning in Week 1 and continuing to Week 9. Each session will last about two-and-a-half hours. These will take place:

- **Mondays, 10.30-13.00**, Weeks 1 to 9 (Michaelmas term – Week 5 no class)
- Computing Room in the History Faculty Building (The Old Boys' School) in George Street

Each session consists of a lecture on a theoretical topic, discussion of professional journal articles, and hands-on work on the computer. As in other intensive courses, this will require a considerable effort and students are expected to perform a series of tasks:

- Hand in weekly problem sets;
- Do a series of data analysis exercises during the computing sessions;
- Prepare a presentation of a selected paper to be discussed in class

Only after these tasks are fulfilled successfully can the course teacher, as required by Examination Regulations, confirm a candidate's satisfactory participation in the course to the board of examiners.

BIBLIOGRAPHY

The course textbook will be:

- Wooldridge, Jeffrey [2006]; *Introductory Econometrics: A Modern Approach –Third Edition-* (Thomson/South-Western)

The programme will follow the structure of this book and many of the exercises will be taken from it, or make reference to it. Students are advised to make provisions to have access to a copy of it during Michaelmas term.

For some specific topics, additional readings will be suggested from textbooks such as Gujarati's *Basic Econometrics* [2003], Kennedy's *A Guide to Econometrics*

[2003], Pindyck & Rubinfeld's *Econometric Models and Economic Forecasts* [1998], or Thomas' *Modern Econometrics: An Introduction* [1996], as well as from professional articles. All these will be detailed in a full reading list to be distributed in the first class.

Computing Facilities

Students may use the Computing Room in the Faculty of History (The Old Boys' School) in George Street, 8 am till 8 pm seven days a week, unless the room is being used for a class. There are 19 computers connected to an A4 printer. An A3+ sized scanner is also available. Access to the building and the room is by swipe card. In order to gain access to the room, you must first register with the Faculty's IT Office (tel. (6)15031 or email to itsupport@history.ox.ac.uk).

As an example, almost the apotheosis, of what a computing head could do, I conclude with *Computatio Universalis*, a tract produced by an anonymous writer in 1697.¹⁵⁹ It was a sort of felicific calculus claiming to offer 'an universal standard whereby one may judge of the true value of everything in the world'. Allowing for an average expectation of life of sixty-four years, and deducting the time likely to be consumed by childhood, sleep, prayer and illness, its author calculated that there remained only thirty-two years of rational waking life. Assuming an annual income of £120 and making the necessary subtraction for unavoidable expenditure, he estimated that a total of £4940 remained to be freely spent. Dividing this sum by the thirty-two years, he concluded that a year of one's life was worth £154 7s 6d, one hour 4 1/4d and one minute one fourteenth of a farthing. With these figures in mind, it would at last be possible to make rational decisions about what any form of expenditure of time or money really involved.

Extract from the conclusion by Keith Thomas, 'Numeracy in Early Modern England', *Transactions of the Royal Historical Society 5th Series*, 37 (1987), pp.131-2

Advanced Papers

M.Sc. students undertake **two** advanced papers. At least one must be from [Schedule I](#).
 M.Phil. students undertake **four** taught papers. At least two must be from [Schedule I](#).
 (Students who receive a grant from the ESRC for a research training course **must** take one of the papers from Schedule II or a comparable course.)

Assessment: Schedule I papers are examined by a three-hour examination at the end of Trinity Term, or by two 5,000-word essays due Monday of Week 6 of Trinity Term. M.Sc. candidates must take at least one Advanced Paper by three-hour written examination, while M.Phil. candidates must take at least two. Schedule II papers are assessed according to the rules and practices of the department delivering the paper. Candidates who opt to take a paper with any other parent course must ensure that they are aware of the submission deadlines and all other regulations relating to that course.

Course synopses and bibliographies may be found at http://www.history.ox.ac.uk/ecohist/prospectus/advanced_papers.htm

Each Advanced Paper will normally be taught in weekly sessions over one term or in fortnightly sessions over two terms. The precise timing and other arrangements (other than examining) should be settled with the tutor responsible for the paper.

- * Indicates that the term is negotiable or has not been finalized
- ** Offered in partnership with another degree course, and subject to the partner's assessment procedures

Schedule I

PART I: ECONOMIC AND SOCIAL HISTORY

America in International Context, 1865-1941: Globalization to Crisis	Knick Harley	Hilary
Anthropometric History	Nikola Köpke	Hilary & Trinity
Aspects of Social Change in South Asia, c. 1860 to the Present**	Judith Brown	Hilary
Child Labour in the Industrial Revolution: Causes, Consequences, Cures	Jane Humphries	Hilary
Crime and Punishment in Britain, c. 1700-1900	Deborah Oxley	Hilary & Trinity
Death of a Dream? Social Democracy and the Political Economy of the English Working-Class, 1945-1985	Harold Carter	Hilary & Trinity
Economic Growth in History**	Bob Allen, Knick Harley, & Rui Esteves	Michaelmas & Hilary
Economic History of Europe Between the Wars	Oliver Grant	Hilary & Trinity

Economic History of Russia and the Soviet Union 1900–1991**	Christopher Davis	Hilary &/or Trinity
Environmental History of Southern Africa**	Chris Low & Simon Pooley	Hilary & Trinity
From Social Democracy to Market Liberalism, c.1968–2015	Avner Offer	Hilary & Trinity
Growth of a Metropolis. Science and Economy in London, 1530-1700	Ian Archer	Hilary
Issues in Russian Social and Economic History From a Contemporary Perspective	Carol Leonard	Hilary
Macro-Economic Behaviour of the British Economy Since 1870	Nicholas Dimsdale	Hilary & Trinity
Navies and Economies: Britain and France, 1660-1815	Robin Briggs	*
Social and Cultural Change in France, 1600-1720	Robin Briggs	*
South Africa: Apartheid, African politics, and the Transition since 1948 **	Karen Brown & Tony Lemon	*

New in 2009-2010 (subject to approval):

- Jocelyn Alexander, *Power and Punishment: Creating Social Order in Africa***
- George Bitsakakis, *History of Economic Thought*
- Peter Dewey, *Themes and Debates in Modern British Agrarian History*
- Pegram Harrison, *Indian Entrepreneurship: Past and Present*
- Gregg Huff, *The International Economy and Economic Development in Late Nineteenth- and Early Twentieth-Century Southeast Asia*
- David Pratten, Helene Neveu Kringelbach & William Beinart, *Africa on Film*

PART II: HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY

Advanced papers may also be selected from those offered for the M.Sc. and M.Phil in the History of Science, Medicine and Technology

http://www.history.ox.ac.uk/hsmt/courses_reading/advanced_papers/

Note. M.Phil. students will also do some of their Advanced Papers in 2010-2011, and should note that *on present information* all of the papers listed above will again be available in that year. In addition, it is possible that the following papers will also be available in 2010-2011:

- [Violence and historical memory in eastern Africa](#) (Jocelyn Alexander & David Anderson)
- [Economy and society in colonial Africa, c.1880–1960](#) (Jan-Georg Deutsch)

Schedule II

Choices under Schedule II have to be approved by the chairman of the Graduate Studies Committee of the Board of the Faculty of History. Candidates wishing to take a paper which is not part of one of the Master's courses in the History Faculty will also need the approval of the appropriate course convenor and the Graduate Studies Committee of the relevant faculty board or inter-faculty committee who need to be satisfied that each candidate has an adequate background in the subject.

For M. Sc. candidates the choices of paper in a relevant discipline or skill (Schedule II) may be:

1. One of the papers from the **M. Phil. in Sociology** or the **M.Phil. in Comparative Social Policy**. For example,
 - Sociological Analysis
 - Criminology
 - Sociological Theory
 - Social Stratification
 - [Sociology of Economic Life](#)
 - Health and Health Care
 - Sociology of Education
 - Demography
2. One suitable paper from another Master's degree under the auspices of the Faculty of History. You can find a **Listing of Graduate Papers Recognized by the History Faculty**. This provides,
 - For example, you will find a list of papers offered in the M.Phil. in Modern European History, and the M.Stud. in Global and Imperial History.
3. One suitable paper in a related skill or discipline other than those specified in paragraphs 1–2 above, on the recommendation of the candidate's supervisor and endorsed by the Course Director.
 - An example of such a paper is [Gender and Society in India, c.1800 to the present](#) offered by [Polly O'Hanlon](#) in the Faculty of Oriental Studies, or there may be a paper that interests you in the [M. Phil. in Economics](#)

For M. Phil. candidates the choices of paper in a relevant discipline or skill (Schedule II) may be:

1. One of the papers from the **M. Phil. in Economics**. For example,
 - Economics of Public Policy
 - Applied Econometrics
 - International Economics
 - Labour Economics
 - Economics of Industry
2. One of the papers from the **M. Phil. in Sociology** or the **M.Phil. in Comparative Social Policy**. For example,
 - Sociological Analysis
 - Criminology
 - Sociological Theory
 - Social Stratification
 - [Sociology of Economic Life](#)
 - Health and Health Care
 - Sociology of Education
 - Demography
3. One of the papers from the **M.Phil. in Russian and East European Studies**
4. One suitable paper from another Master's degree under the auspices of the Faculty of History. You can find a **Listing of Graduate Papers Recognized by the History Faculty**. This provides,
 - For example, you will find a list of papers offered in the M.Phil. in Modern European History, and the M.Stud. in Global and Imperial History.
5. One suitable paper from another Master's degree on the recommendation of the candidate's supervisor and endorsed by the Course Director.

Guidance on M.Sc. and M. Phil. Dissertations

1. Candidates must submit to the Chair of Examiners for Economic and Social History, c/o the Examination Schools, 75-81 High Street, Oxford OX1 4BG, by the specified date, two copies of their dissertations (three for M.Phil.). These must be securely and firmly bound in either hard or soft covers.

One copy of an M.Phil. dissertation which is approved by the examiners must be deposited in the Bodleian Library. This finalized copy should incorporate any corrections or amendments which the examiners may have requested. It must be in a permanently fixed binding, drilled and sewn, in a stiff board case in library buckram, in a dark colour, and lettered on the spine with the candidate's name and initials, the degree, and the year of submission, as prescribed for D.Phil. theses. Further information is available at:

http://www.history.ox.ac.uk/postgrad/pg_sect_b3_new.htm#binding

2. *eTheses*: M.Phil. may choose to deposit an electronic copy of their approved thesis into the Oxford University Research Archive. Further information is available at:
http://www.history.ox.ac.uk/postgrad/pg_sect_b3_new.htm#etheses
3. The methodological introduction to the dissertation and its presentation at the beginning of Trinity Term are designed to provide an opportunity to explore the methodological aspects of the dissertation. Make use of this opportunity to discuss your approach with supervisor, course tutors, and colleagues.
4. All dissertations should have an historical dimension, i.e. they should follow a problem or issue as it unfolds dynamically through time, or should relate their problem clearly to some body of historical argument. Mere summaries of the secondary literature will not count as satisfying the requirement of the dissertation. The dissertation must have an element of originality. This can be provided by making use of fresh historical evidence, or by applying a new conceptual, analytical, or methodological approach to existing evidence, or a combination of these elements. For example, new archival evidence may be applied to an existing debate. The evidence may also be considered fresh even if it is readily available, but has not been applied so far to this particular problem. Alternatively, existing evidence may be applied to a novel hypothesis, or perhaps to a new way of formulating and testing an existing hypothesis, e.g. by the application of regression analysis, of game-theoretical, property-rights, collective action, or Marxist concepts. The application of a different disciplinary approach, e.g. linguistics or the History of Art, might be appropriate. These are all provided as examples and do not constitute a definitive list; originality is a quality that cannot be specified in advance.
5. Make sure to allocate sufficient time for research and writing. In making plans for the Easter and Summer vacations, give the completion of the dissertation and other academic assignments the first priority.
6. Please refer to the Faculty's guidance on *Conventions for the presentation of essays, dissertations, and theses*, and associated links on plagiarism, to be found under *Good practice in referencing and presentation* at:
http://www.history.ox.ac.uk/postgrad/pg_sect_guidance.htm#goodpractice

Timetable

Michaelmas term 2009

Monday

10.30-1.00 Luke Samy – Class – *Quantitative Methods 2* (Computer Room, History Faculty, George St) Weeks 1-9

Tuesday

2.00-3.30 Deborah Oxley and others – Class – *Tools and Sources in Economic and Social History* (Computer Room, History Faculty, George St, except Weeks 0 & 2 when it is held in the Wharton Room, All Souls College)

5.00-7.00 *The Tuesday Seminar: Staff-Student Seminar in Economic and Social History* (Wharton Room, All Souls College)

Wednesday

10.00-12.00 Nikola Köpke – Class – *Quantitative Methods 1* (Computer Room, History Faculty, George St) Weeks 0-9

Thursday

9.00-11.00 OPTIONAL: Lise Arena and Sarah Cochrane – Class – *Economics for Economic Historians* (Colin Matthews Seminar Room, History Faculty, George St) Weeks 0-8

11.15-1.00 Deborah Oxley – Lecture – *What Happened and Why: Methods and Themes in Economic and Social History* (Large Lecture Room, Nuffield College)

1.00-2.00 *The Thursday Seminar: Graduate Student Workshop* (Seminar Room, Nuffield College)

Friday

10.00-11.45 Deborah Oxley – Class – *What Happened and Why* (Hovenden Room, All Souls College) Group A

2.00-3.45 Deborah Oxley – Class – *What Happened and Why* (Hovenden Room, All Souls College) Group B

Note. The Advanced Paper *Economic growth in History* runs in Michaelmas and Hilary terms, Monday 2-4pm and Wednesday 2-4pm

Students are also advised to consult the History and Social Studies Faculties lecture lists, and the weekly University Gazette. Another source of information for announcements of regular and special lectures is the Oxford economic and social history website, at www.history.ox.ac.uk/ecohist/.

	M.Sc. and M.Phil. first year	M.Phil. second year
<i>Monday W4 Michaelmas</i>	Last date for seeking approval of an Advanced Paper in a relevant discipline or skill from Schedule II	Last date for seeking approval of an Advanced Paper in a relevant discipline or skill from Schedule II
<i>Friday W4 Michaelmas</i>	Last date for registering choice of Advanced Papers with Mrs Stephanie Jenkins , History Faculty	Last date for registering choice of Advanced Papers with Mrs Stephanie Jenkins , History Faculty
<i>Noon on Friday W8 Michaelmas</i>	Submit <i>Tools & Sources</i> Bibliographic Assignment to Dr Nikola Koepke at All Souls	
<i>W9 Michaelmas (optional)</i>	<i>Economics for Economic Historians</i> – take home exam released Monday due Friday	
<i>Noon on Friday W10 Michaelmas</i>	Submit <i>What Happened & Why</i> First Essay to Dr Deborah Oxley at All Souls	
<i>Noon on Monday W2 Hilary</i>	Submit <i>Quantitative Methods</i> Assignment to the Examinations School. Include this certificate	
<i>Friday W4 Hilary</i>	Examination Entry Form due. Your College is responsible for administering this. The form includes: <ul style="list-style-type: none"> • Advanced Papers to be examined • Chosen themes for two 5,000-word essays (where applicable) • Dissertation title If necessary you can request a replacement exam entry form NOTE. Send duplicate of form to History Faculty's Graduate Office	Examination Entry Form due. Your College is responsible for administering this. If necessary you can request a replacement exam entry form NOTE. Send duplicate of form to History Faculty's Graduate Office
<i>Noon on Monday W1 Trinity</i>	Submit <i>What Happened & Why</i> Second Essay ('Methodological Essay') to the Examinations School. Include this certificate Email copy of 100-word abstract to Dr Deborah Oxley	30,000-word M.Phil. dissertation due at the Examination Schools. Include this certificate Note. Change of title still acceptable. Use this form
<i>13-14 May</i>	18 th Annual Workshop	
<i>Monday W4 Trinity</i>	Submit 500-word dissertation abstract to the History Faculty's Graduate Office. Use this form This applies to both M.Sc. and M.Phil. candidates. Last day for changes to essay titles for Advanced Paper. Use this form	Last day for changes to essay titles for Advanced Paper. Use this form
<i>Noon on Monday W6 Trinity</i>	Last date for delivery of two 5,000-word essays to the Examination Schools. Include this certificate	Last date for delivery of two 5,000-word essays to the Examination Schools. Include this certificate
<i>W9 Trinity</i>	Examinations for the majority of Schedule I Advanced Papers. See Timetables	Examinations for the majority of Schedule I Advanced Papers. See Timetables
<i>Second Friday of September</i>	Last date for changes to M.Sc. dissertation title. Use this form	
<i>Noon on the last Monday of September</i>	15,000-word M.Sc. dissertation due at the Examination Schools. Include this certificate	