



UNIVERSITY OF OXFORD

Faculty of History

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M.SC. AND M.PHIL.

IN

ECONOMIC AND SOCIAL HISTORY

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COURSE PROGRAMME 2007–2008

*[www.history.ox.ac.uk/ecohist](http://www.history.ox.ac.uk/ecohist)*

Oxford University Seminar in  
Economic and Social History

Michaelmas Term 2007

Tuesdays, 5.00, in the Wharton Room, All Souls College

Convenor: Professor Avner Offer

- Week 1      **Jay Gershuny** (Oxford):  
9 October    *British longitudinal studies 1946–2007*
- Week 2      **Haggay Etkes** (Jerusalem):  
16 October   *Legalizing extortion: Containing Bedouin tribes in Ottoman  
Gaza, 1519–1582*
- Week 3      ~~**Adam Tooze** (Cambridge):~~ **CANCELLED**  
23 October   ~~*Was Hitler a weak dictator? A fiscal interpretation*~~
- Week 4      **Guillaume Daudin** (Paris):  
30 October   *Domestic trade and market size in late-eighteenth-century  
France*
- Week 5      **Deborah Oxley** (Oxford):  
6 November   *The market for convict labour in Tasmania 1840–1857*
- Week 6      **David Chambers** (Oxford):  
13 November   *Just how good an investor was Keynes?*
- Week 7      **Lizabeth Cohen** (Harvard):  
20 November   *Renewing the city in postwar America*
- Week 8      **Edmund (Valpy) Fitzgerald** (Oxford):  
27 November   *Kuznets south of the Rio Bravo: Income distribution in Latin  
America 1900–2000*

Up-to-date information is available at:  
*<http://www.history.ox.ac.uk/ecohist/seminars>*

## Table of Contents

I	Introduction to tools and sources in economic and social history.....	4
II	What Happened and Why? Methods and Themes in Economic and Social History .....	7
	Course programme .....	9
	Hilary Term lectures.....	18
	Economics for non-economists .....	21
III	Quantitative methods and computer applications for economic and social history:	
	1. First Course .....	26
	2. Second Course.....	27
	<i>Computing Facilities</i> .....	29
IV	Advanced papers.....	30
V	Guidance on M.Sc./M.Phil. Dissertations .....	33
VI	Timetable for Michaelmas Term 2007 .....	34

### Principal Course Tutors

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Prof. Avner Offer (All Souls)	(2)79348

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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 Graduate Computer Room and the two seminar rooms are on the left as you enter.*

## I Introduction to Tools and Sources in Economic and Social History

This is a short hands-on course, designed to acquaint students with basic tools, techniques, and resources, and to impart unwritten, tacit professional knowledge. The first meeting will take place in week nought, on Tuesday 2 October 2007 at 2.00 p.m. in the Wharton Room, All Souls College. Sessions 2–3 and 5 will take place on Tuesdays at 2.00 p.m. in the Graduate Computer Room, History Faculty, George Street (session 4 in the Colin Matthews Room at 3.00p.m.), while Session 6 will be held on Wednesday 21 November at 2.00 pm at the University Computer Centre, 13 Banbury Road.

To meet course requirements, students will have to demonstrate an ability to compile a bibliographical database in their area of interest, and to format it correctly. The bibliography should be submitted by Friday, 30 November 2007 (printed on paper) to me at All Souls College.

*Avner Offer*

### Session 1: COURSE INTRODUCTION; LIBRARY RESOURCES.

Tuesday 2 October 2007, 2 p.m.  
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.

*Standard reference works: see [www.history.ox.ac.uk/ecohist/bib.htm](http://www.history.ox.ac.uk/ecohist/bib.htm)*

- Official papers      — Biographical aids
- Statistical sources      — Archival guides

### Session 2: ONLINE RESOURCES

(with Margaret Robb, Director of the Social Studies Libraries)

Tuesday 9 October 2007, 2 p.m.  
Graduate Computer Room, History Faculty building, George Street

- OLIS— the Oxford libraries electronic catalogue
- OXLIP—The Oxford University information system
- JSTOR, OXFORD E-JOURNALS—Online journals
- INTERNET RESOURCES

### Session 3: CREATING A BIBLIOGRAPHICAL DATABASE

Tuesday, 16 October 2007, 2 p.m.

Graduate Computer Room, History Faculty building, George Street

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

Software: Endnote.

References for Session 3:

- Faculty of History, *Conventions for the Presentation of Dissertations and Theses* (current edition)  
<http://www.history.ox.ac.uk/postgrad/thesesconventions.pdf>

### Session 4: SCHOLARLY ETHICS AND INTELLECTUAL PROPERTY RIGHTS

Tuesday, 23 October, 3 p.m. [note later time and different location]

Colin Matthews Room, History Faculty building, George Street.

\*Priority reading

- \*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 Willinsky, *The Access Principle* (2006), ch. 3, 'Copyright'.
- \*Hal Varian, 'Copying and Copyright', *Journal of Economic Perspectives*, 19, 2 (Spring 2005), 121–38.
- 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 5: PRESENTATION WITH POWERPOINT (Dr Deborah Oxley)

Tuesday, 30 October, 2 p.m.

Graduate Computer Room, History Faculty building, George Street

**Powerpoint** – scores of titles. Search library catalogue under 'Powerpoint'

### Session 6: WRITTEN PRESENTATION: STRUCTURE, STYLE, AND LAYOUT

Wednesday, 21 November at 2 p.m. at the University Computer Centre, Lecture Room A [note different location]

<i>Text</i>	<i>Structure</i>
— Typography	— Organization
— Layout	— Delivery
— Graphics	

References for session 6:

#### (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).

#### (d) Style

- Faculty of History, *Conventions for the Presentation of Dissertations and Theses* (current edition)  
<http://www.history.ox.ac.uk/postgrad/thesesconventions.pdf>
- 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).

## II

### What Happened and Why?

#### Methods and Themes in Economic and Social History

##### OBJECTIVES AND METHODS

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. The first consists of a lecture on a particular method. The second session is a seminar in which the method is applied to an historical problem. 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 will take place in the Large Lecture Room at Nuffield College on Thursdays, from 11.30 to 12.45. The seminars will take place on Friday mornings in two groups in the Hovenden Room at All Souls College. Group A will meet at 9.15, Group B at 11.15. Each session will last for approximately one hour and forty-five minutes. Lectures will continue in the Hilary term, with one every fortnight on Thursday at 11.30 in Nuffield College, starting on Wednesday of Week 2 (23 January 2008). Seminars will take place on the following day at 9.15 and 11.15.

##### COURSE REQUIREMENTS

Attendance at lectures and seminars is mandatory. Over the first eight-week period, students will be required to introduce one session (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. At the end of the first term, students will submit a paper on one of the lecture or seminar themes (not the ones introduced), or on another theme agreed in advance, of up to 4,000 words. The paper is due no later than 10.00 p.m. on Friday 14 December 2007. In the Hilary term seminars, students will submit two short reading reviews.

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, to be submitted on the first day of Trinity term, i.e. Monday 21 April, 2008. 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. The essay will also be the subject of a twenty-minute presentation to a forum of students and course tutors at a workshop in the fifth weekend of Trinity Term (i.e. 23–24 May 2008), for which also an abstract of about 100 words will be required.

#### **For formal assessment criteria and submission deadlines**

#### **see 'Instructions for Candidates' at:**

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

##### 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 Studies library, with at least one copy 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. Most of the journal items can be read online using <http://sfx7.exlibrisgroup.com/oxford/az>

A useful website containing course bibliography listings is available at <http://hicks.nuff.ox.ac.uk/library/TaughtCourse/EconSocHist/Introduction.asp>

*Avner Offer*

## 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. 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.

G. Cappoccia and R. D. Kelemen, 'The Study of Critical Junctures: Theory, Narrative and Counterfactuals in Historical Institutionalism', (Unpublished paper, University of Oxford 2006).

<http://www.history.ox.ac.uk/ecohist/readings/critical-junctures.pdf>

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>

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.]

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>

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

Read Thompson (cited below). 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.

Gregory Clark, 'Factory Discipline', *Journal of Economic History*, 54, 1 (1994), 128–63.

Lynn Hunt, 'French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm', *Journal of Contemporary History*, 21 (1986), 209–224

\*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].

### b. 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.

A. 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.

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)

R. A. Singleton and B. C. Straits, *Approaches to Social Research* (3<sup>rd</sup> edn, 1999), ch. 4.

ASSIGNMENT: 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]

\***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]

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'.

### c. 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.

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.

ASSIGNMENT: Economic history, Chicago style: 'Did Victorian Britain Fail?'

N. Crafts, 'Forging Ahead and Falling behind: The Rise and Relative Decline of the First Industrial Nation', *Journal of Economic Perspectives*, 12, 2 (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. 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.

*Additional introductory reading on game theory:*

Leon Felkins, 'The Social Dilemmas': <http://perspicuity.net/sd/sd.html>

Ian MacLean, *Public Choice: An Introduction* (1989), ch. 7.

ASSIGNMENT: 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.

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

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

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).

#### e. Anthropology

1. Relevance of archaic societies.
2. The emic–etic distinction.
3. Social preferences, reciprocity and social capital.
4. Do archaic societies maximize? and what?

Graeme Barker, *The Agricultural Revolution in Prehistory: Why Did Foragers Become Farmers?* (2006), ch. 10 **OR** Peter S. Bellwood, *First Farmers: 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** the same authors, ‘The Economics of Strong Reciprocity’ in Gintis (below), ch. 5, 151–191.

H. Gintis et al., *Moral Sentiments and Material Interests: The Foundations of Cooperation in Economic Life* (2005), ch. 1.  
<http://mitpress.mit.edu/books/chapters/0262072521chap1.pdf>

\*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.

\*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* (1<sup>st</sup> 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: 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.

A. Offer, ‘Between the Gift and the Market: The Economy of Regard’, *Economic History Review*, vol. 50, 3 (Aug. 1997), 450–76; **OR** A. 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).

#### f. 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.

\*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.

ASSIGNMENT: Transformation of Common Property Resources: The example of the Open Fields

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>

- 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.

### g. Cognitive Psychology

1. Behaviour in Groups
2. Cognitive biases in reasoning. Bounded rationalities
3. Needs and satisfactions
4. Motivation and incentive
5. Historical applications.

[\*]Colin Camerer, 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.

TWO ASSIGNMENTS: (selected one)

#### 1. Is war rational?

\*B. Bueno de Mesquita and D. Lalman, *War and Reason: Domestic and International Imperatives* (1992), chs. 1–2.

Paul Collier and Anke Hoeffler, 'Greed and Grievance in Civil War', *Oxford Economic Papers* 56 (2004), 563–95.

\*N. Dixon, *The Psychology of Military Incompetence* (1976), chs. 12–24.

Joshua S. Goldstein, *War and Gender: How Gender Shapes the War and Vice Versa* (2001), esp. ch. 7.

A. Offer, 'Going to War in 1914: A Matter of Honor?' *Politics & Society*, vol. 23, 2 (June 1995), 213–241.

M. Van Creveld, *On Future War* (1991), ch. 6.

### 2. Atrocities and massacres

\*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.

\*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), ch. Xxx.

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

### h. 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].

\*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: Michel Foucault and John Braithwaite: two interpretations of crime: post-modernist and modernist?

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), 219–29. [or lite version, R. Baumeister, 'Violent Pride. Do people turn Violent because of Self-hate or Self-love?', *Scientific American Mind*, Aug–Sept. 2006, pp. 54–9.]

<http://www.history.ox.ac.uk/ecohist/readings/baumeister-violence206.pdf>

\*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. pt 1/1, pt 2/1–2, pt 3/1]

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

## HILARY TERM LECTURES

Dr Deborah Oxley

**The following four lectures are held fortnightly on Thursdays (starting on Thursday 24 January 2008) at 11.30 a.m. at Nuffield College**  
**Each is followed by a seminar on the next day (Friday)**

### i. 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.

ASSIGNMENT: Did The Glorious Revolution Pave The Way for Economic Growth?

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', CEPR Discussion Paper 4404 (2004) <http://www.cepr.org/pubs/dps/DP4404.asp>

## j. Gender and the Family

1. The Family
2. Household and Market
3. Gender

Maristella Botticini and Aloysius Siow, 'Why Dowries?' *American Economic Review*, 93 (2003), pp. 1385–98.

\*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. 101–22.

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.

\*Jan de Vries, 'The Industrial Revolution and the Industrious Revolution', *Journal of Economic History*, vol. 54, 2 (1994), pp. 249–70, OR 'The Industrious Revolution and Economic Growth, 1650–1830', in P. David and M. Thomas (eds.), *The Economic Future in Historical Perspective* (2003), ch. 1.

## k. 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* (1<sup>st</sup> edn. 1994), articles by Sorensen (basic concepts), pp. 229ff. & Lieberson (ascriptive stratification, i.e. discrimination), pp. 649ff.

Gordon Marshall, Stephen Roberts, and Adam Swift, *Against the Odds? Social Class and Social Justice in Industrial Societies* (1997), chs. 3–4.

J. Roemer, 'Historical Materialism', ch. 8 in his *Free to Lose: An Introduction to Marxist Economic Philosophy* (1988)

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).

\*Albert Weale, 'Homo economicus, Homo sociologicus', in Shaun Hargreaves Heap et al., *The Theory of Choice: A Critical Guide* (1992), pp. 62–72.

\*Max Weber, 'Class, Status and Party', in *From Max Weber*, ed. H. Gerth and C. Wright Mills (1970), pp. 180–95.

## l. Technological Change

1. How important is technology? Growth accounting, social saving, new growth theory.
2. How is technology different from science?
3. Technological change as an evolutionary process.
4. Path dependence.

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](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).

## m. Weekend workshop: 23–24 May 2008

Twenty-minute student presentations of dissertation methodology and research strategy.

Hicks Lecture: Professor Jeffery Williamson (Harvard)

## Economics for non-Economists

OPTIONAL COURSE, Michaelmas 2007

Lise Arena <lise.arena@oriel.ox.ac.uk>

### OBJECTIVE

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, 9.00–11.00am  
in the Colin Matthews Seminar Room, History Faculty, 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 Wednesday 5 December and should be submitted by 17.00 on Friday 7 December. The purpose of the test is for self-monitoring. It has no effect on degree A pass result is compulsory for students funded by the ESRC.

### 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 –4<sup>th</sup> 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. This might confuse many of you when searching the library, but do not panic! All of them are generally pretty similar to each other and can be used interchangeably. Just to be consistent with the references, we list the latest edition held in the Bodleian.)

Another nice book is:

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

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

Both Michael Parkin *et al.* and Gregory Mankiw have also produced some texts on microeconomics and macroeconomics, and they are very good. Still, 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 standard reference, but I find the following books particularly useful:

- Blanchard, Olivier [2003]; *Macroeconomics –3<sup>rd</sup> Edition-* (Prentice Hall)
- 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 the course tutor 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, whereas the second will cover various topics in macroeconomics. These are some of the topics we will discuss:

## INTRODUCTION

### WEEK 0 (4 October)

#### *Basic concepts in economics*

Scarcity; households, firms and governments; economics approach; micro-economics 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 (11 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 (18 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 (25 October)

#### *Issues in non-cooperation*

Non-cooperative behaviour; duopoly, oligopoly and monopolistic competi-

tion; 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 (1 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 (8 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 (15 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 (22 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 (29 November)

#### *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.

## III

### **Quantitative Methods and Computer Applications for Economic and Social History**

**For formal assessment criteria and submission deadlines  
see 'Instructions for Candidates' at**

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

Students must do *either* the First *or* the Second Course, unless they have been exempted. An initial allocation has been made on the basis of your previous training.

#### **1. Quantitative Methods: First course** (Alexander Moradi)

##### 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 STATA 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 STATA. All sessions will be held on **Wednesdays at 9.30 a.m.** in the Graduate Computer Room in the History Faculty Building 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.
- Stata Corporation (2005). *Stata User's Guide: Release 9*. College Station, Tex.: Stata Press.
- Wonnacott, T. H. and R. J. Wonnacott (1990). *Introductory Statistics*. New York; Chichester: Wiley – contains more theory than is needed for the course, but written at a very accessible level, with numerous helpful explanations and diagrams.

## 2. Quantitative Methods: Second Course (Victoria Bateman)

### COURSE 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 STATA, 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 and truncation models.

(N.B.: In order to balance between 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 (9) sessions of two and a half hours each, taking place:

- **Mondays, 16.00–18.30**, Weeks 1 to 9 (Michaelmas term)  
IT Room, Social Sciences Building at Manor Road.

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;
- Submit a project using statistical methods taught (which will be due by **Friday Week 0, Hilary term**).

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)

As the programme has been set up this year, it 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 computers in the Graduate Computer Room on the ground floor of the Faculty of History in George Street, 8am till 8pm 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 upon request.

In order to gain access to the computing facilities, you must first register with the Faculty's IT Office: tel. (6)15031, E-mail <itsupport@history.ox.ac.uk>.

## IV Advanced Papers

Course synopses and bibliographies may be found at  
[http://www.history.ox.ac.uk/eco/hist/prospectus/advanced\\_papers.htm](http://www.history.ox.ac.uk/eco/hist/prospectus/advanced_papers.htm)

The terms in which the Advanced Papers will be available in 2007–2008 are as follows: **M** = Michaelmas Term, **H** = Hilary Term; **T** = Trinity Term

\* The term is negotiable or has not been finalized

\*\* Offered in partnership with another degree course, and subject to the partner's assessment procedures

### PART I. ECONOMIC AND SOCIAL HISTORY

#### (a) Economic and Business History

Adam Smith	
<i>Dr Christopher Brooke</i> .....	<b>H&amp;T</b>
America in international context, 1865–1941: globalization to crisis	
<i>Professor Knick Harley</i> .....	<b>H</b>
Child labour in the industrial revolution: causes, consequences, cures	
<i>Professor Jane Humphries</i> .....	<b>H</b>
**Economic growth in history	
<i>Professor Knick Harley and Dr Matthias Morys</i> .....	<b>M&amp;H</b>
Economic history of Europe between the wars	
<i>Dr Oliver Grant</i> .....	<b>H&amp;T</b>
**Economic history of Russia and the Soviet Union 1900–1991	
<i>Dr Christopher Davis</i> .....	<b>M &amp;/or T</b>
Issues in Russian social and economic history from a contemporary perspective	
<i>Dr Carol Leonard</i> .....	<b>M</b>
Law, economy, and society in nineteenth- and twentieth-century Britain	
<i>Dr Joshua Getzler</i> .....	<b>T</b>
**Lessons from financial history	
<i>Dr David Chambers</i> .....	<b>T</b>
Macro-economic behaviour of the British economy since 1870	
<i>Mr Nicholas Dimsdale</i> .....	<b>H&amp;T</b>
Navies and economies: Britain and France, 1660–1815	
<i>Mr Robin Briggs</i> .....	*

**(b) Social history**

Aspects of social change in south Asia, c. 1860 to the present <i>Professor Judith Brown</i> .....	<b>H</b>
Crime and punishment in Britain, c.1700–1900 <i>Dr Deborah Oxley</i> .....	<b>H&amp;T</b>
Economy and society in colonial Africa, c.1880–1960 <i>Dr Jan-Georg Deutsch</i> .....	<b>H &amp; T</b>
The growth of a metropolis. Science and economy in London, 1530–1700 <i>Dr Ian Archer</i> .....	<b>H</b>
**History of the welfare state: the industrial democracies in Europe, 1880–1980 <i>Professor Stein Ringen</i> .....	<b>M&amp;H</b>
Death of a dream? Social democracy and the political economy of the English working class, 1945–1985 <i>Dr Harold Carter</i> .....	<b>H&amp;T</b>
Peasant societies, economies, and polities: Western Europe, c.1750–c.1950 <i>Dr David Hopkin</i> .....	<b>H</b>
**Polite society in eighteenth-century Britain <i>Ms Joanna Innes</i> .....	<b>H</b>
Social and cultural change in France, 1600–1720 <i>Mr Robin Briggs</i> .....	*
**South Africa: Apartheid, African politics, and the transition since 1948 <i>Dr Tony Lemon</i> .....	*
**Violence and historical memory in eastern Africa <i>Professor David Anderson &amp; Dr Jocelyn Alexander</i> .....	<b>H</b>

**(b) Historical demography**

Anthropometric history <i>Dr Alexander Moradi</i> .....	<b>H</b>
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**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, which can be found here:

[http://www.history.ox.ac.uk/hsmt/courses\\_reading/advanced\\_papers/](http://www.history.ox.ac.uk/hsmt/courses_reading/advanced_papers/)

**Note**

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 should be settled with the tutor responsible for the paper. Details of the content of each paper are given in the main course booklet as well as on the course website.

M.Phil. students will also do some of their Advanced Papers in 2008–9, and should note that *on present information* all of the papers listed above will again be available in that year, except for

- Child labour in the industrial revolution (*Jane Humphries*)

In addition, it is possible that the following additional papers will be available in 2008–9:

- From social democracy to market liberalism c.1968–2015 (*Avner Offer*)
- Problems in European historical demography, 1560–1914 (*John Landers*)

## V

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

- (a) Candidates must submit to the Clerk of the Examination Schools, High Street, Oxford, by the specified date, two copies of their dissertations. 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.

- (b) The methodological introduction to the dissertation (see page 8) and its presentation in the 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.
- (c) 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 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.
- (d) 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.

## VI. Timetable for Michaelmas Term 2007

### Monday

4.00–6.30 Victoria Bateman – Class – *Quantitative Methods 2* (IT Room, Social Sciences Building, Manor Road, Weeks 1–9)

### Tuesday

2.00–3.30 Avner Offer and others: Class – *Tools and Sources in Economic and Social History* (various venues: see page 4 for details, Weeks 0–4 and Week 7)

5.00–7.00 *Staff–Graduate Seminar: Economic and Social History* (Whar-ton Room, All Souls College)

### Wednesday

9.30–11.30 Alexander Moradi: Class – *Quantitative Methods 1* (Graduate Computer Room, History Faculty, George Street, Weeks 0–9)

### Thursday

9.00–11.00 Lise Arena, Class – *Economics for non-Economists* (Colin Matthews Seminar Room, History Faculty, George Street, Weeks 0–8)

11.30–12.45 Avner Offer: Lecture – *What Happened and Why? Methods and Themes in Economic and Social History* (Nuffield College)

12.45–2.00 Sarah Cochrane, Leigh Gardner, Kiril Kossev, and William Hynes – *Graduate student workshop* (Nuffield College)

### Friday

9.15–12.45 Avner Offer, Deborah Oxley: Class – *Methods and Themes in Economic and Social History* (Hovenden Room, All Souls) (Group A at 9.15; Group B at 11.15)

*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/](http://www.history.ox.ac.uk/ecohist/).*