



**UNIVERSITY OF OXFORD**

**Faculty of Modern History**

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**M.SC. AND M.PHIL.**

**IN**

**ECONOMIC AND SOCIAL HISTORY**

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**COURSE PROGRAMME 2003–2004**

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

# Oxford University Seminar in Economic and Social History

Michaelmas Term 2003

Tuesdays, 5.00, in Seminar Room 3 at All Souls College

Convenors: Robert Allen, Knick Harley,  
Jane Humphries, Avner Offer

- 1st Week     **Professor Price Fishback** (University of Arizona):  
14 October   *The political economy of the New Deal*
- 2nd Week     **Dr Regina Grafe** (Nuffield College):  
21 October   *Transport in the nineteenth century*
- 3rd Week     **Dr Catherine Schenk** (University of Glasgow):  
28 October   *The Empire strikes back: Hong Kong and the decline of sterling  
in the 1950s*
- 4th Week     **Dr David Ormrod** (University of Kent):  
4 November   *The state, institutions, and commercial growth: England and the  
Netherlands, 1650–1800*
- 5th Week     **Dr Jari Eloranta** (University of Warwick):  
11 November  *Responding to threats and opportunities: military spending be-  
haviour of the great powers, 1870–1913*
- 6th Week     **Professor Mary Morgan** (LSE):  
18 November  *Ricardo and model farming*
- 7th Week     **Dr John Landers** (All Souls College):  
25 November  *Destructive labour: gunpowder, population, and the costs of war  
in early-modern Europe*
- 8th Week     **Nicholas Dimsdale** (The Queen's College):  
2 December   *The staple industries and international competition in late Victo-  
rian Britain*

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### Principal Course Tutors

Prof. Robert Allen (Nuffield College)	(2)78589
Dr H. Knick Harley (St. Antony's College)	
Dr Jane Humphries (All Souls College)	(2)79346
Prof. Avner Offer (All Souls College)	(2)79348

# 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 7 October 2003 at 2.00 p.m. in the Wharton Room, All Souls College. Subsequent meetings will take place on Tuesdays at 2.00 p.m. in the Graduate Resources Room at the faculty. Sessions 3 and 4 will be taken in two groups. To meet course requirements, students will have to demonstrate an ability to compile a bibliographical database in their area of interest, using Endnote. The bibliography should be submitted by Friday, 5 December 2003.

*Avner Offer*

**Session 1:** COURSE INTRODUCTION; LIBRARY RESOURCES.  
7 October 2003, 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 Social Studies Libraries)

14 October 2003, 2 p.m. Graduate Resources Room, Modern History Faculty

- OLIS – the Oxford libraries electronic catalogue
  - OXLIP – The Oxford University information system
  - JSTOR, DTNET – Online journals
- INTERNET RESOURCES

**Session 3:** CREATING A BIBLIOGRAPHICAL DATABASE

Graduate Resources (Computer) Room, Modern History Faculty

- Group A: 21 October 2003, 2 p.m.
  - Group B: 28 October 2003, 2 p.m.
- Bibliographical conventions and structures. Bibliographic presentation. Principles of database organization. Application to bibliography. Introduction to Endnote software  
*Software:* Endnote.

*References for Session 3:*

Faculty of Modern History, *Conventions for the Presentation of Dissertations and Theses* (current edition)  
[www.history.ox.ac.uk/currentgrad/A5ThConv.pdf](http://www.history.ox.ac.uk/currentgrad/A5ThConv.pdf)

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

4 November 2003, 2 p.m. Lecture Room 2, Modern History Faculty

Judy Anderson, *Plagiarism, Copyright Violation and Other Thefts of Intellectual Property* (1998), Introduction, pp. 1-35. [accessible overview]

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, pp. 126–149 [also **online**]

R. Evans, *In Defence of History* (1997, new edn. 2000), ch. 4, esp. pt III.

R. F. Hamilton, *The Social Misconstruction of Reality: Validity and Verification in the Scholarly Community* (1996), chs. 5, 7–8.

Lawrence Lessig, *The Future of Ideas : The Fate of The Commons in a Connected World* (2001), chs. 1, 7.

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

**Session 5: PRESENTATION SKILLS.** 25 November 2003, 2 p.m.

<i>Text</i>	<i>Verbal</i>
— Typography	— Organization
— Layout	— Delivery
— Footnotes	— Visual aids
— Graphics	— Chairing

*References for session 5:*

(a) **Typography**

James Felici and Ted Nace, *Desktop Publishing Skills: A Primer for Typesetting with Computers and Laser Printers* (1987), chs. 5–7.

(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 Modern History, *Conventions for the Presentation of Dissertations and Theses* (current edition)

[www.history.ox.ac.uk/currentgrad/A5ThConv.pdf](http://www.history.ox.ac.uk/currentgrad/A5ThConv.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

### **Methods and Themes in Economic and Social History: An Introduction to Research**

#### 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, followed by a short discussion. 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 9.30, Group B at 11.15. Each session will last for approximately one hour and thirty minutes. Lectures will continue in the Hilary term, with one every fortnight on Thursday at 11.30 in Nuffield College, starting on 29 January 2004. Seminars will take place on the following day at 10.15 and 11.30.

## 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 Friday, 19 December 2003. 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. The essay 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 paper, of up to 4,000 words, should be submitted by the first day of the Trinity Term (Monday, 26 April 2004) to the student's supervisor. An abstract of about 100 words will also be required. 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 third weekend of Trinity Term (i.e. 14–15 May 2004).

## BIBLIOGRAPHY

Copies of the majority of course readings will be available in two places:

- on the ESH shelves in the lower reading room of Nuffield College library
- the service desk in the PPE reading room in the New Bodleian Library.

These copies cannot be borrowed. Students are requested to return items without fail after photocopying. Many readings are also available in the Economics and Politics Libraries.

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

## COURSE ASSESSMENT

Participation, presentations and written course work will all count towards 'satisfactory completion' of the qualifying test, for which the pass level will be a joint average of at least 60 per cent in both core courses. All submitted written work should be computer-printed. Performance on this particular core course counts for 10 percent of degree results for the M.Sc., and 7 percent for the M.Phil. This low weighting is not an indication of a low relative importance within the degree.

On the contrary – this course constitutes the genuine core of the degree. Rather, the low weighting is intended to allow students to range freely in identifying their research orientations and interests, without the constraining and narrowing pressure of examinations. It is necessary to pass the qualifying test in order to proceed to the examinations.

*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 good deal of the journal literature can now be read on-line. See Oxford University's TDNet (<http://tdnet.bodley.ox.ac.uk>).**

### 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. The pitfalls of narrative.

Andrew Abbot, 'Conception of Time and Events in Social Science Methods', ch. 5. in Abbott, *Time Matters: On Theory and Method* (2001). [stochastic vs. narrative concepts of explanation]

A.W. Coats, 'Disciplinary Self-Examination, Departments, and Research Traditions in Economic History: The Anglo-American Story', *Scandinavian Economic History Review* vol. 38, 1 (1990), 3–18

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

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.]

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. 129–156. [is value-free science possible?]

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.

J. H. Goldthorpe, 'Causation, Statistics and Sociology', in J.H. Goldthorpe, *On Sociology* (2000), ch. 7, pp. 137–160. [intentionality]

\*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.

\*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), chs. 2–4.

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. 265–272]

\***EITHER** *The Poor Law Report of 1834*, ed. S. and O. Checkland (reprint of 1834 edition, 1974), 'Introduction' and pp. 334–353, 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. 2–3.

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

Peter Lindert, 'Poor Relief before the Welfare State: Britain versus the Continent, 1780–1880', *European Review of Economic History*, vol. 2, 2 (1998), pp. 101–140.

### **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.

R. Cooter and P. Rappoport, 'Were the Ordinalists Wrong about Welfare Economics?', *Journal of Economic Literature*, vol. 22, 2 (1984), pp. 507–530.

\*D. M. Hausman, *The Inexact and Separate Science of Economics* (1992), chs.

1–3.

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).

D. N. McCloskey, *Knowledge and Persuasion in Economics* (1994), chs. 1–2, 5–8

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?’

S. N. Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850–1990* (1997), ch. 1 ‘Introduction and Overview’.

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.

Kevin H. O’Rourke and Jeffrey G Williamson, *Globalization and History : The Evolution of a Nineteenth-Century Atlantic Economy* (1999), ch. 12, ‘International Capital Flows: Causes and Consequences’.

#### **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.

\*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).

\*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.  
Leon Felkins, 'The Social Dilemmas'  
<http://www.magnolia.net/~leonf/sd/sd.html>

*Additional introductory readings on game theory:*

Ian MacLean, *Public Choice: An Introduction* (1989), ch. 7.  
H. Gintis, *Game Theory Evolving* (2000), ch. 1.

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).  
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. Is magic rational?
4. Reciprocity and social capital.
5. Do archaic societies maximize? and what?

\*Marvin Harris, 'History and Significance of the Emic–Etic Distinction', *Annual Review of Anthropology* vol. 5 (1976), 329–50

Robin Horton, 'African Thought and Western Science' in Bryan Wilson (ed.), *Rationality* (1970) [also in *Africa*, vol. 37 (1967), 87–155].

\*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?

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.

Alan Macfarlane, *The Origins of English Individualism* (1978), chs. 5, 8

Iain McLean and Jo Poulton, 'Good Blood, Bad Blood, and the Market: The Gift Relationship Revisited', *Journal of Public Policy* vol. 6 (1987), 431–45.

A. Offer, 'Between the Gift and the Market: The Economy of Regard', *Economic History Review*, vol. 50, 3 (Aug. 1997), 450–476.

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

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).

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

#### **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.

Margaret Brinig, 'Rings and Promises', *Journal of Law, Economics & Organization*, 6 (1990), pp. 203–215. [engagement diamond rings]

\*T. Eggertsson, *Economic Behaviour and Institutions* (1990), chs. 5–6

\*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.

D. C. Mueller, 'Public Choice in perspective,' in D. C. Mueller, ed., *Perspectives on Public Choice: A Handbook* (1997), pp. 1–17. **OR** D. Mueller, *Public Choice II* (1989), ch. 13, 'Rent Seeking.'

Douglass North, *Institutions, Institutional Change and Economic Performance* (1990), chs. 10–13.

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.

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

\*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

Leigh Shaw-Taylor, 'Parliamentary Enclosure and the Emergence of an English Agricultural Proletariat', *Journal of Economic History*, vol. 61, 3 (2001), pp. 640-662 [if you are interested in this issue, see also Clark and Clark, *ibid.*, 61, 4 (2001), pp. 1009–1046.]

Elaine Tan, 'The Bull is Half the Herd: Property Rights and Enclosures in England, 1750–1850', *Explorations in Economic History*, 39, 4 (2002), 470–489

### **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.

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

\*Gerd Gigerenzer, and Reinhard Selten, (eds.), *Bounded Rationality : The Adaptive Toolbox* (2001), esp. chs. 2-3.

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

\*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. 171–188.

D. Kahneman, 'New Challenges to the Rationality Assumption', in D. Kahneman

and Amos Tversky (eds.), *Choices, Values, and Frames* (2000), pp. 758–774.

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.

ASSIGNMENT: Is war rational?

N. Choucri and R. C. North, *Nations in Conflict: National Growth and International Violence* (1975), chs. 1, 16.

David Dessler, ‘Beyond Correlations: Toward a Causal Theory of War’, *International Studies Quarterly* 35 (1991), pp. 337-255.

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.

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

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.

## **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. 221–240 [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.

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

**The following four lectures are held fortnightly on Thursdays (starting on 29 January 2004) at 11.30 a.m. at Nuffield College  
Each is followed by a seminar on the next day (Friday)**

**Seminars will be led by Harold Carter**

### **i. Evolution and Society.**

1. Darwin's Theory of Natural Selection.
2. Co-evolution.
3. Sociobiology and Evolutionary Psychology.
4. Evolution in History.
5. The Evolution of Co-operation. Simulated societies.
6. Foresight or Fitness? The Notion of Spontaneous Order

\*R. Axelrod, *The Evolution of Co-operation* (1984), esp. chs. 1–2, 9 & App.

\*Jared Diamond, *Guns, Germs, and Steel* (1997), chs. 4–10.

F. A. Hayek, 'Between Instinct and Reason', in Hayek, *The Fatal Conceit: The Errors of Socialism*, The Collected Works of Friedrich August Hayek, vol. 1 (1986), pp. 11–28.

\*Kevin N. Laland and Gillian R. Brown, *Sense and Nonsense : Evolutionary Perspectives on Human Behaviour* (2002). [Read at least two chapters according to taste. Ideally, read it all]

Elinor Ostrom, 'Collective Action and the Evolution of Social Norms', *Journal of Economic Perspectives*, vol. 14, 3 (2000), pp. 137–158.

#### **j. Gender and the Family**

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

\*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

\*Joyce P. Jacobsen, *The Economics of Gender* (1994), chs. 3–5.

James Rule and L. Irvine, 'Feminist Analysis in Social Science', ch. 6 in James B. Rule (ed.), *Theory and Progress in Social Science* (1997), 144–169.

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. 249–270.

#### **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).

David B. Grusky (ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (1<sup>st</sup> edn. 1994), articles by Sorensen (basic concepts), p. 229ff. & Lieberman (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. 180–195.

## **I. Technological Change**

1. How important is technology? Growth accounting, social saving, new growth theory.
2. Is technology different from science?
3. Technological change as an evolutionary process.
4. How much does technological choice depend on the past?

S. N. Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850–1990* (1997), ch. 6, 'Technology'.

Paul A. David, 'Transport Innovation and Economic Growth: Professor Fogel on and off the Rails', *Economic History Review*, vol. 22, 3 (1969), pp. 506–25.

\*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.

J. Mokyr, *The Lever of Riches* (1990), chs. 1, 7, 11.

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.

J. Ziman (ed.), *Technology Innovation as an Evolutionary Process* (2000), chs. 5 (Mokyr), 6 (Nelson), 10 (David).

## **m. Weekend workshop: 14-15 May 2004**

Twenty-minute presentations of dissertation methodology and research strategy.



## **Economics for non-Economists**

Optional course, taught by Catherine Douglas, Dept of Economics

Hilary term, 2004

This course consists of nine classes. The first five classes cover microeconomics; the remaining four cover macroeconomics. The classes will be held in Hilary Term and will provisionally take place on Wednesday at 11 a.m. Each student is also expected to submit two essays (no more than 2000 words) over the course of the nine weeks: one related to microeconomics to be submitted by the end of week five, and another related to macroeconomics to be submitted by the end of week nine. The formal assessment for this course will take the form of a pass-fail examination. The exam paper will incorporate a mix of multiple choice and/or short answer questions and formal essays questions.

### **Readings**

The primary textbook for this course and around which the classes will be organised is: D. Begg, S. Fischer, and R. Dornbusch, *Economics*, 6th Edition, McGraw-Hill

This book should prove sufficient for this course, but for those wanting alternatives, these include:

- M. Parkin, M. Powell, and K. Matthews, *Economics*, 3rd Edition, Addison-Wesley. (This is an alternative to Begg et al which some students may find more accessible and less narrowly theoretical. The book has its own web-site.)
- R. Frank, *Microeconomics and behaviour*, 3rd Edition, McGraw-Hill. (This is a book for the 'not-technically-minded' and so could be used as a complement to Begg et al., for example.)
- J. Stiglitz, *Economics*, 2nd Edition, Norton. (This book is aimed at a similar audience to that of Frank, above, but attempts to take them to a higher level quite quickly. The book is likely to appeal to those who want to push their understanding of Economics well beyond that reached on this course. The book has its own web-site.)
- N. Mankiw, *Principles of microeconomics*, Dryden. (This does not reach the level of the Stiglitz book, but may provide interesting and helpful discussion for students who want a less technical treatment of particular areas.)

Additionally, there are several books, which are useful complements to the above theoretical texts. These are listed below and focus on real-world appli-

cations of economic theories:

- A. Griffiths, and S. Wall, *Applied Economics*, 7th Edition, Longman.
- B. Atkinson, F. Livesey, and R. Milward, *Applied Economics*, Macmillan.
- B. Atkinson, and R. Miller, *Business Economics*, Addison-Wesley.

You will also find it useful to read topical and relevant publications. Of particular note are: *The Economic Review*, *Economic Policy*, *Economics and Business*, *Oxford Review of Economic Policy*, the *Economist* and the *Financial Times*.

## CLASS PROGRAMME AND READINGS

### WEEKS 1–5: MICROECONOMICS

- 1: Demand, Supply and Equilibrium; plus Elasticity [BFD chs. 3, 5] Introduction to the concepts of microeconomics: the adjustment of prices to reconcile supply and demand; the factors that cause supply and demand curves to shift; the effect of the price of a good on the demand for that and other goods (elasticities).
- 2: Supply Analysis: Revenues and Costs [chs. 7, 8] Introduction to the theory of the firm: the assumption that firms maximise profits; the process by which firms choose the level of output (theory of supply); the difference between short-run and long-run output decisions
- 3: Market structure and firm behaviour [chs. 9, 10] The influences of market structure on firm behaviour: perfect competition and its effect on industry output; monopoly theory of the firm; the effect of market structure on industry output and price; restrictive practices in product markets
- 4: Imperfect information and its applications [ch. 12, plus Stiglitz, chs.18, 19] Avoiding a market of “Lemons”: the failing of prices to reconcile supply and demand; the need to signal the quality of a good; used cars and product market applications; graduates and labour market applications
- 5: Issues in welfare economics [BFD ch. 16] Efficiency vs. equity: the different types of equity; perfect competition and Pareto efficiency; market failure and inefficiency; externalities and property rights; the ‘market’ for pollution

## WEEKS 6–9: MACROECONOMICS

- 6: Determination of national income and aggregate demand [chs. 21,22] Introduction to the concepts of macroeconomics: consumption, investment and aggregate demand; the multiplier; the paradox of thrift; the government and aggregate demand; automatic stabilisers
- 7: Economic policy in a closed economy [chs. 24,25] The IS-LM model: interest rates, the demand for money and investment demand; introducing the IS and LM curves; fiscal policy and crowding out; demand management and the policy mix
- 8: Economic policy in an open economy [chs. 29] The influences of exchange rate regimes on economic policy: the balance of payments; exchange rate regimes; monetary and fiscal policy under fixed and flexible exchange rate regimes
- 9: Unemployment and Inflation [chs. 27,28] The goals of economic policy: demand management and inflation; the Phillips curve; the breakdown of the Phillips curve and supply-side unemployment; the natural rate of unemployment; a postscript on economic growth

### III

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

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. First course

#### COURSE OBJECTIVES

This course has two principal objectives. The first is to provide a simple and very informal 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 a very elementary level, and will not include any statistical theory or mathematics. The second objective is to introduce the statistical package *SPSS for Windows* and to show how this can be used on a computer to perform all the relevant statistical calculations.

#### 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. Except for the final session, 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 **on Wednesdays at 9.30 a.m.** in the Computing Room in the Faculty of Modern History in Broad 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.

All students will be provided with a data set relating to 311 parishes in England and Wales in 1831. The data set was compiled by Prof. G. Boyer and used in chapters 4 and 5 of his book *An Economic History of the English Poor Law, 1750–1850*. All the course exercises will be done with series from this data set, and in the final stage of the course we will read and discuss the regression models estimated with these data in the two chapters.

## COURSE ASSESSMENT

The assessment for the course will be based on three components. Each will count for one-third of the assessment:

1. The exercises assigned each week must be handed in the following week.
2. At the end of the course there will be a simple take-away examination to test understanding of the various concepts and procedures covered during the course. This must be completed by **Friday of 1st week of the Hilary Term**.
3. *Either*
  - (a) a project on any subject (preferably one related to your proposed dissertation). The project should employ appropriate quantitative methods to investigate the specified problem;

*Or*

  - (b) a ‘guided’ project requiring independent work on a specific data set.

This project or essay must be submitted by **Friday of 8th week of the Hilary Term**.

It is necessary to pass this Qualifying Test in order to proceed to the main examination. The results count for 10 percent of the final M.Sc. degree mark, and 7 percent for the M.Phil. degree mark.

*Jane Humphries*

## BIBLIOGRAPHY

The following are a few suggestions from a large number of statistical textbooks.

H. M. Blalock, *Social Statistics*, Rev. 2nd ed. 1979 – a particularly clear introduction written primarily for sociology students.

Charles H. Feinstein and Mark Thomas, *Making History Count: A Primer in Quantitative Methods for Historians*, 2002.

R. C. Floud, *An Introduction to Quantitative Methods for Historians*, 2nd ed. 1979 – excellent as a first step but does not cover all the relevant topics.

K. H. Jarausch and K. A. Hardy, *Quantitative Methods for Historians*, 1991 – a very suitable text for beginners. Perhaps the best single book for this course.

M. J. Moroney, *Facts from Figures*, 2nd ed. 1965 – a cheap and widely available Pelican Original.

SPSS for Windows, *Base System User's Guide*, Release 6.0, 1993 (or later versions) – serves both as the manual for the use of SPSS for Windows and as a statistics text. Read selectively it will be very helpful.

- T. H. Wonnacott and R. J. Wonnacott, *Introductory Statistics*, 5th ed., 1990 – contains more theory than is needed for the course, but written at a very accessible level, with numerous helpful explanations and diagrams.
- K. A. Yeomans, *Statistics for the Social Scientist*, 2 vols, 1968 – more concerned with methods of calculation than is now appropriate given SPSS and computers, but the explanatory chapters are good.

## 2. Second course

### COURSE OBJECTIVES

The main aim of the course is to teach advanced econometric and statistical methods used by economic and social historians. This will be done through theoretically-oriented lectures, the close reading of professional literature that applies the theory, and hands-on experience using statistical packages to analyse data.

### COURSE ARRANGEMENTS

The course will be taught by Victoria Annable. There will be nine sessions in Michaelmas term beginning in week 1 and continuing to week 9. Each session will last two and a half hours. Each session will begin with a lecture by Prof. Allen on a theoretical topic followed by presentations and discussions of professional journal articles in which the theory is applied to historical and policy questions. Students will be required to do problem sets and statistical analyses of data supplied by the instructor.

The following topics will be covered: the linear regression model including estimation hypothesis testing and data explanation, principles of model specification and building, dichotomous dependent variables, instrumental variables, residuals and time series analysis, simultaneous equations, and simulation. The theory will be developed formally but matrix methods will not be used.

### COURSE ASSESSMENT

The assessment for the course will be based on three components:

1. The assigned problem sets and data analysis exercises (20%).
2. A three-hour take-away examination to be written by **Friday of 1st week of the Hilary Term** (30%).
3. A project of the student's choice and design using statistical methods taught in this course. This project is due by **Friday of 8th week of the Hilary term**. (50%)

It is necessary to pass this Qualifying Test in order to proceed to the main examination. The results count for 10 percent of the final M.Sc. degree mark and 7

percent of the M.Phil degree mark.

#### BIBLIOGRAPHY

The primary text will be R. S. Pindyck and D. L. Rubinfeld, *Econometric Models and Economic Forecasts*, 4th edition, 1998.

Other useful texts include:

D.N. Gujarati, *Basic Econometrics*

J. Johnston and J. DiNardo, *Econometric Methods*

W.H. Greene, *Econometric Analysis*

E.R. Berndt, *The Practice of Econometrics*

*Victoria Annable*

#### **Computing Facilities**

Students may use the Graduate Resources Room in the basement of the Faculty of Modern History in Broad Street at any time the Faculty building is open (unless the room is being used for a class). There are 18 computers (PCs and AppleMac) connected to an A4/A3 printer, and scanning is also available. In order to gain access to the room, you must first register with the Faculty's IT Officer (tel. (2)77276, E-mail <itsupport@history.ox.ac.uk>).

## IV Advanced Papers

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

The terms in which the Advanced Papers will be available in 2003–2004 are as follows: **M** = Michaelmas Term, **H** = Hilary Term; **T** = Trinity Term

\*\* Indicates that the term is negotiable or has not been finalized

### PART I. ECONOMIC AND SOCIAL HISTORY

#### (a) Economic and Business History

America in international context, 1865-1941: globalization to crisis <i>Dr Knick Harley</i> .....	T
Child labour in the industrial revolution: causes, consequences, cures <i>Dr Jane Humphries</i> .....	T
Contemporary Russian polity, society, and economy in historical perspective <i>Dr Carol Leonard</i> .....	H
Economic growth in history <i>Professor Robert Allen</i> .....	M & H
Economy and society in colonial Africa, c.1880–1960 <i>Dr Jan-Georg Deutsch</i> .....	H & T
India and the world economy, 1700–1860 <i>Professor Sanjay Subrahmanyam</i> .....	H
Industrialization in Europe, North America, and East Asia since 1700 <i>Dr Oliver Grant</i> .....	**
Law, economy, and society in nineteenth- and twentieth-century Britain <i>Dr Joshua Getzler</i> .....	H
Macro-economic behaviour of the British economy since 1870 <i>Mr Nicholas Dimsdale</i> .....	**
Navies and economies: Britain and France, 1660–1815 <i>Mr Robin Briggs</i> .....	**
Social and economic history of the Ottoman Empire, sixteenth– twentieth centuries <i>Dr Eugene Rogan</i> .....	**

**(b) Social history**

Aspects of social change in south Asia, c. 1860 to the present  
*Professor Judith Brown* ..... **H**

Environment and Empire  
*Professor William Beinart*.....**H & T**

Polite society in eighteenth-century Britain  
*Ms Joanna Innes* ..... **H**

Social and cultural change in France, 1600–1720  
*Mr Robin Briggs* ..... \*\*

South Africa: Apartheid, African politics, and the transition since 1948  
*Professor William Beinart* .....**M**

The state and its subjects: governmentality and micropolitics in modern Europe  
*Dr Jane Caplan* ..... \*\*

Violence and historical memory in eastern Africa  
*Dr David Anderson* .....**H & T**

Witchcraft in early modern England, Scotland and New England, 1550–1750  
*Dr Felicity Heal, Dr Clive Holmes, and Dr Jenny Wormald* ..... **H**

Work, families, and old age  
*Professor Jane Lewis & Dr Louise Locock* ..... **H**

**(c) Historical Demography**

Problems in European historical demography, 1560–1914  
*Dr John Landers* .....**H & T**

## **PART II. HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY**

### **(a) History of Science and Technology**

Comparative reception of evolutionary biology and eugenics in Britain, France, and Germany, 1850–1918 <i>Professor Paul Weindling</i> .....	<b>H &amp; T</b>
Knowledge, science, and empire <i>Dr Shruti Kapila</i> .....	<b>H &amp; T</b>
Natural theology and the history of science <i>Professor John Brooke</i> .....	<b>H</b>
Science, technology, and society in the industrial age <i>Professor Robert Fox</i> .....	<b>H</b>
Sinews of empire? Technology and science under imperialism, c.1850–1950 <i>Dr Deep Kanta Lahiri Choudhury</i> .....	<b>H</b>

### **(b) HISTORY OF MEDICINE**

Birth of the clinic, 1750–1850 <i>Professor Laurence Brockliss</i> .....	<b>H</b>
Disease, medicine, and colonial expansion <i>Dr Mark Harrison</i> .....	<b>H &amp; T</b>
Electrotherapy: a case-study in nineteenth- and twentieth-century science, technology, and medicine <i>Dr John Senior</i> .....	<b>H</b>
International health and welfare organizations in the twentieth century <i>Professor Paul Weindling</i> .....	<b>**</b>
Management, control, and eradication of tropical diseases since c.1850 <i>Dr Maureen Malowany</i> .....	<b>H</b>
Medicine and modern warfare <i>Dr Mark Harrison</i> .....	<b>H &amp; T</b>

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 2004–2005, and should note that *on present information* all of the papers listed above will again be available in that year except for:

- Natural theology and the history of science
- Science, technology, and industry in modern Europe
- Social and economic history of the Ottoman Empire
- Witchcraft in early modern England, Scotland and New England, 1550–1750

In addition, it is likely that the following additional papers will be available in 2004–5:

- The Challenge of affluence: economic growth and well-being in the United States and Britain since 1945 (*Avner Offer*)
- Economic history of Russia and the Soviet Union, 1900–1991 (*Christopher Davis*)
- Growth of a metropolis (*Ian Archer*)
- Health, medicine, and social conditions in early modern England (*Dr Margaret Pelling*)
- History of the welfare state: the industrial democracies in Europe, 1880–1980 (*Stein Ringen*)
- Order and disorder in Britain, c. 1680–1830 (*John Stevenson*)

## V

### Tests and Examinations

#### **The qualifying test**

The Qualifying Test for the M.Sc. and the M.Phil. is based on coursework and written papers as specified in the relevant sections of this booklet. Candidates who fail a qualifying course are permitted to take it once again, not later than one year after the initial attempt.

#### **The degree examination**

At least two of the four advanced papers in the M.Phil., and at least one of the two advanced papers in the M.Sc., must be taken as a three-hour unseen written examination. For the remaining papers you may choose to be assessed either by written examination or by two 5,000-word essays (for further details regarding the essays see below). In lieu of a paper selected from some other Master's course essays may only be submitted where this is permitted by the regulations for that examination.

If you are taking the M.Phil., you may if you wish choose to be examined by a written examination or essays on either one or two of the four advanced papers at the end of your first year. The marks on these papers will be carried forward to your final year.

#### **Essays in lieu of examinations**

The two 5,000-word essays submitted in lieu of one examination paper must be the work of the candidate alone. You may consult your supervisor about the subject of the essays, but you must not consult any other person, including your supervisor, in any way concerning the method of handling the themes chosen. The essays must clearly relate to the subject of the paper on which you are being assessed, and should each of them address a well-defined question.

The themes you choose must be specified and submitted for approval by the chairman of examiners on the official examination entry form not later than the Friday of third week of Trinity Term. If you wish to apply earlier than this, you may do so (in writing to the Chairman of Examiners, c/o Graduate Office Modern History Faculty, Broad Street). You will be informed within two weeks whether the topics submitted have been approved. Please note that this constraint means that it is not practicable to submit essays for advanced papers taken exclusively in the Trinity term.

Two typed copies of each of the finished essays must be delivered to the Clerk of the Examination Schools, High Street, Oxford, by noon on Monday of the third week of Trinity Full Term. The essays must be presented in proper

scholarly form, and each must be accompanied by a certificate signed by the candidate to the effect that the essay is the candidate's own work.

Candidates who have not delivered essays as prescribed by the due date on any of their subjects must sit the written examination in those subjects. A selection of the candidates who submit essays may be examined viva voce on the subjects on which they submit essays.

### **Dissertations**

The dissertation of not more than 15,000 words for the M.Sc. must be submitted not later than noon on the last Monday in September of the year in which the examination is to be taken.

The dissertation of not more than 30,000 words for the M.Phil. must be submitted not later than noon on Monday of the first week of the Trinity Full Term in which the examination is to be taken.

Dissertations must not exceed the permitted length. If they do, the examiners will reduce the marks awarded.

### **Assessment**

In arriving at the overall mark, assessment is as follows (M.Phil. in brackets): Quantitative Methods 10% (7%), Methods and Themes in Economic and Social History 10% (7%), advanced papers (each) 20% (14%), Dissertation 40% (30%).

A mark of 54% or lower on either the Dissertation or the combined Advanced Papers counts as a failure and cannot be compensated for by the other marks.

An average mark of 60% or higher is required for a Pass.

An average mark of 70% or higher is required for a Distinction.

A mark of 82% is usually the highest standard.

### **Resits**

For either the M.Sc. or the M.Phil., a candidate who fails the examination is permitted to retake it on one further occasion only, one year after the initial attempt.

A candidate who has reached a satisfactory standard on the dissertation but not the written papers is required to retake the written papers, but may re-submit the same dissertation.

A candidate who has reached a satisfactory standard on the written papers but not the dissertation must submit a revised dissertation, but is not required to retake the written papers.

A candidate for the M.Phil. whose work is judged by the examiners to be of sufficient merit to qualify for the M.Sc. but not for the M. Phil. will be given the option of either resitting the M. Phil. or of being awarded the M.Sc.

## VI

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

- (a) M.Sc. dissertations are limited to 15,000 words; M.Phil. dissertations to 30,000 words, in both cases including footnotes and appendices, but excluding the bibliography.
- (b) The presentation and footnotes should comply with the requirements specified in the Regulations of the General Board for the degrees of M.Litt. and D.Phil. and follow the *Conventions for the presentation of dissertations and theses* of the Faculty of Modern History. With their dissertation candidates must submit a short abstract which concisely summarizes its scope and principal arguments, in about 300 words.
- (c) 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.

- (d) The methodological introduction to the dissertation (see page 11) 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.
- (e) Mere summaries of the secondary literature will not count as satisfying the requirement of the dissertation.
- (f) In order to be acceptable, the dissertation must have an element of originality. This can be provided by making use of fresh historical evidence, or by applying a fresh 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.
- (g) 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.

## VII. Timetable for Michaelmas Term 2003

### Tuesday

- 9.30–12.00 Victoria Annable: Class – *Quantitative Methods 2* (Seminar Room D, Economics Building)
- 2.00–3.30 Avner Offer: Class – *Tools and Sources in Economic and Social History* (Graduate Resources Room, Modern History Faculty)
- 5.00–7.00 Staff–Graduate Seminar: *Economic and Social History* (Wharton Room, All Souls College)

### Wednesday

- 9.30–11.30 Jane Humphries: Class – *Quantitative Methods 1* (Graduate Resources Room, Modern History Faculty)

### Thursday

- 11.30–12.45 Avner Offer: Lecture – *Methods and Themes in Economic and Social History: Introduction to Research* (Nuffield College)
- 12.45–2.00 Natalia Mora-Sitja and Tommy Murphy – *Graduate student workshop* (Nuffield College)

### Friday

- 9.30–12.30 Avner Offer: Class – *Methods and Themes in Economic and Social History: Introduction to Research* (Hovenden Room, All Souls)

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

## VIII. Important Dates

### M.Sc.

*Monday of the fourth week of the Michaelmas Term:* Last date for approval of a paper in a relevant discipline or skill from Schedule II

*Friday of fifth week of Michaelmas Term:* Last date for registering choice of advanced papers (with Professor A. Offer, All Souls College)

*Friday of fourth week of Hilary Term:* Last date for entering names (and choice of papers) through your college for M.Sc. examinations

*Noon on the last Monday in September:* Last date for delivery of 15,000-word essay to the Clerk of the Examination Schools, High Street, Oxford

#### **For candidates who choose to be assessed by essays:**

*Friday of the fourth week of Hilary Term:* Last date for submission of chosen themes for two 5,000-word essays (on the examination entry form)

*Noon on Monday of the third week of Trinity Full Term:* Last date for delivery of 5,000-word essays to the Clerk of the Examination Schools, High Street, Oxford

### M.Phil.

*Monday of the fourth week of the first Michaelmas Term of the course:* Last date for approval of a paper in a relevant discipline or skill from Schedule II

*Friday of the fourth week of the first Hilary Term of the course:* Last date for entering names (and choice of papers) through your college for M.Phil. examinations to be taken in your *first* year (on the examination entry form)

*Monday of the fourth week of the second Michaelmas Term of the course:* Last date for approval of an Advanced Paper not selected from Schedule I but from some other M.Phil.

*Friday of the fourth week of the second Hilary Term of the course:* Last date for entering names (and choice of papers) through your college for M.Phil. examinations to be taken in your *second* year

*Noon on Monday of the first week of Trinity Full Term of the second year:* Last date for delivery of 30,000-word dissertations to the Clerk of the Examination Schools, High Street, Oxford

#### **For candidates who choose to be assessed by essays:**

*Friday of the fourth week of the first or second Hilary Term:* Last date for submission of chosen themes for two 5,000-word essays (on the examination entry form)

*Noon on Monday of the third week of Trinity Full Term of the second year:* Last date for delivery of 5,000-word essays to the Clerk of the Examination Schools, High Street, Oxford