



北京大学  
PEKING UNIVERSITY

科学技术与医学史系

DEPARTMENT OF HISTORY OF SCIENCE,  
TECHNOLOGY AND MEDICINE

## HISTORICAL METHODS

Academic Year: 2021-2022 | Second Term

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### IN-CLASS TEST 2

March 30, 2022 Test duration: 2 hours

STUDENT NAME: \_\_\_\_\_



## GENERALINSTRUCTIONS (一般说明)

Sign your name on all pages and write your answers in English.

在所有页面上签上你的名字，用英语写出你的答案。

The test is divided into three parts. (1) The first part has three open questions, designed to assess your critical ability. (2) The second part consists of five short questions, designed to test your general notional knowledge. (3) The third part is a quantitative exercise that lends itself to implementation through the computer (as discussed in class). 测试分为三个部分。(1) 第一部分有三个开放性问题，旨在评估你的批判能力。(2) 第二部分由五个短问题组成，旨在测试你的一般概念性知识。(3) 第三部分是一个定量练习，适合通过计算机实施（如课堂上讨论的）

MAXIMUM SCORE: 35 points

最高得分：35分

Grading: 95% of the maximum score (or higher), grade: A+; between 90% and less than 95%, grade: A; between 85% and less than 90%, grade: A-, between 80% and less than 85%, grade: B+, etc.

分级。最高分的95%（或更高），等级：A+；介于90%和小于95%之间，等级：A；介于85%和小于90%之间，等级：A-，介于80%和小于85%之间，等级：B+，等等。

Textbooks adopted in class are:

课堂上采用的教科书是：

(1) Zachary M. Schrag, *The Princeton Guide to Historical Research* (Princeton: Princeton University Press, 2021); (2) Charles H. Feinstein and Mark Thomas. *Making History Count: A Primer in Quantitative Methods for Historians* (New York: Cambridge University Press, 2002).



## PART 1 (up to 10 points)

### 第一部分 (最多10分)

In this section you will find three topics that have been discussed extensively in class. Choose one topic from the three suggested (each topic is worth 10 points) and develop it concisely in less than one page.

Suggested time for Part 1: less than 30 minutes. 在这一部分，你会发现三个在课堂上被广泛讨论的话题。从建议的三个题目中选择一个（每个问题占10分）、并在不到一页的时间内简洁地写下你的考虑。第一部分的建议时间：不到30分钟。

- 1) **There are instances where the line between primary and secondary resources can become somewhat blurred. Discuss this statement and, if possible, give an example.** 在有些情况下，主要资源和次要资源之间的界限可能变得有些模糊。讨论这一说法，如果可能的话，请举例说明。



2) **First-person accounts, so crucial in historical research, can take a variety of formats: discuss the topic by listing the various types of first-person accounts we have analyzed in class. In the case of oral history interviews, what types of strategies can we employ in an effort to ensure that the interviewee is providing us with accurate information?** 第一人称叙述在历史研究中至关重要，可以有多种形式。请通过列举我们在课堂上讨论过的一些第一人称叙述的类型来讨论这个话题。在口述历史访谈的背景下，我们可以使用什么类型的策略来确保受访者向我们提供准确的信息？



3) Define a *historical archive*. Also discuss the differences among an archivist, a librarian, a records manager, and a museum curator. 定义一个历史档案。同时讨论档案员、图书馆员、记录管理员和博物馆馆长之间的区别。



**PART 2 (up to 13 points)**

**第二部分 (最多13分)**

Below are some questions to answer very concisely (in a couple of sentences for open-ended questions). Points for each question are given in parentheses on a case-by-case basis. Suggested time for Part 2: about 40 minutes. 下面是一些要求你简洁回答的问题（对于开放式问题，请用几句话表达）。每个问题的分数都在括号里，逐一给出。第二部分的建议时间：大约40分钟。

**1) What is the difference between a *memoir* and an *autobiography*? (2 points)**

回忆录和自传的区别是什么？(2分)

**2) If you visit the Peking University Library website you will find two separate sections on the homepage, called “Catalogs” and “Databases”. Briefly define a *library catalogue* and a *library database*. (2 points)** 如果你看一下北京大学图书馆的网站，你会发现主页上有两个独立的部分，叫做“Catalogs”和“Databases”。请提供图书馆目录和图书馆数据库的简要定义。(2分)

**3) List some distinctive features of an *archival collection*. (2 points)**

列出档案收藏的一些明显特征。(2分)



4) **Critical reading of archival material involves: (correct answer: 1 point; no answer: 0 points; wrong answer: -2 points)** 对档案材料的批判性阅读涉及: (正确的答案: 1分; 没有回答: 0分; 错误答案: -2分)

- the comparison of the material under review with other materials from a single *set of sources*, 将被审查的材料与来自单一来源的其他材料进行比较,
- the use of common sense, according to our present perspective, 使用常识、根据我们现在的观点,
- seeking information beyond what the creator of a source intended to convey, 寻找超出信息源创作者意图的信息的行为,
- an analysis devoid of any kind of judgment on the objective content of the material under examination. 对被审查材料的客观内容没有任何判断的分析。

5) **Decide whether each of the following entries can be considered a *monograph*: (for each entry, correct answer: 1 point; no answer: 0 points; wrong answer: -2 points)** 决定以下每个条目是否可被视为专著: (对于每个条目, 正确的答案: 1分; 没有回答: 0分; 错误答案: -2分)

(A) a comprehensive, one-volume, single-author reference work on global history  yes  no  
一部全面的、单卷的、单一作者的全球历史参考著作  是  不是

Motivation (动机): \_\_\_\_\_

(B) a specialized edited volume on Charles Darwin's *On the Origin of Species*  yes  no  
一本关于查尔斯·达尔文《物种起源》的专门编辑本  是  不是

Motivation (动机): \_\_\_\_\_

(C) a single-author textbook on computational history  yes  no  
一本关于计算史的独著教科书  是  不是

Motivation (动机): \_\_\_\_\_

(D) a scholarly text on Galileo Galilei, in two volumes, written by one author  yes  no  
一部关于伽利略-伽利莱的学术著作, 分两卷, 由一位作者撰写  是  不是

Motivation (动机): \_\_\_\_\_



- 6) When it comes to *causality* in historical analysis, there are various pitfalls that the historian can run into. What kind of methodological fallacy are we referring to when we talk about “*post hoc ergo propter hoc*” (a Latin expression meaning “after this, therefore because of this”)? Give a concise explanation, using as an example the case you studied of Nick Ut’s famous 1972 photograph entitled “The Terror of War.” (2 points) 当涉及到历史分析中的因果关系时，历史学家可能会遇到各种陷阱。当我们谈论 *post hoc ergo propter hoc*（一个拉丁语表达，意思是“在这之后，因此是因为这”）时，我们指的是哪种方法论的谬误？请以黄公崴1972年拍摄的著名照片《战争的恐怖》为例，作简要说明。（2分）



Nick Ut, “The Terror of War” (Trảng Bàng, South Vietnam, June 8, 1972)





**PART 3 (up to 12 points)**

**第三部分 (最多12分)**

In this part of the quiz you will find a quantitative exercise aimed at applying basic concepts of computational approaches in history. Suggested total time for Part 3: about 50 minutes.

在这部分测验中、你会发现一个定量练习、旨在将计算方法的基本概念应用于历史。第三部分的建议总时间：约50分钟。

**1) The following table shows a set of historical data (originally taken from *The London Gazette*) regarding the price of wheat in England from 1810 to 1821.<sup>1</sup> There are also two columns with imaginary data about the number of popular disturbances and the number of shipwrecks in England in the same period.**

下表显示了一组关于1810年至1821年英国小麦价格的历史数据（最初取自《伦敦公报》）。还有两栏是关于同一时期英国民众骚乱次数和沉船次数的假想数据。

Year	Number of popular disturbances	Price of wheat (shillings per ¼ ton)	Number of shipwrecks
1810	50	105	30
1811	20	95	32
1812	60	125	34
1813	40	105	17
1814	20	75	18
1815	30	65	18
1816	40	75	20
1817	50	95	21
1818	40	85	19
1819	60	75	19
1820	30	65	22
1821	20	55	21

<sup>1</sup> Charles H. Feinstein and Mark Thomas, *Making History Count: A Primer in Quantitative Methods for Historians* (New York: Cambridge University Press, 2002), pp.113–114.



- (A) Calculate *by hand* (i.e., with pencil and calculator) the correlation coefficient between the price of wheat and the number of popular disturbances. Once you have the correlation coefficient, can you draw any conclusions about the causation that might link the two variables? (3 points) 用手（即用铅笔和计算器）计算小麦价格和人口干扰数量之间的相关系数。一旦你有了相关系数，你能得出任何关于可能联系这两个变量的因果关系的结论吗？(3分)
- (B) After choosing an explanatory variable (please justify your choice), calculate *by hand* the slope and the intercept of the regression line relating the number of popular disturbances and the price of wheat. Can regression analysis shed more light on causation? (3 points) 在选择了一个解释变量后（请解释你的选择），用手计算与流行的干扰的数量和小麦价格相关的回归线的斜率和截距。回归分析能不能更清楚地说明因果关系？(3分)
- (C) Draw the scatter plot and regression line. (3 points) 绘制散点图和回归线。(3分)
- (D) Now *use your computer* to calculate the correlation coefficient between the price of wheat and the number of shipwrecks, and compare this value to the coefficient you found in point (A). What conclusions can you draw from your analysis? (3 points) 现在用你的电脑计算出小麦价格和沉船数量之间的相关系数，然后将这个数值与你在（A）点中发现的系数进行比较。你能从你的分析中得出什么结论？(3分)



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