



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: 2022-2023

Instructor: 马大年 (Daniele Macuglia)

Teaching Assistant: 胡潇月 (Hu Xiaoyue)

QUIZ

March 30, 2022

Test duration: 2 hours

STUDENT NAME: _____



GENERAL INSTRUCTIONS:

- Sign your name on the first page and at the bottom of all other pages.
- Laptops, tablets, smartphones (etc.) are not allowed during the test (except for the very last question, which you will address only after you have finished all the other parts).
- You may not consult your notes, the textbooks or any other articles and book chapters we have read so far.
- A Chinese translation of the whole test is offered below. In case of ambiguity, please ask the instructor.

GRADING:

The test is divided into three parts, of which the last is quantitative. The points for each question/exercise are given in the following. Please note that blank answers are worth 0 points. If your answer is clearly off topic or wrong, it may be rated -1 point.

Keep your answers to open-ended questions reasonably short. If you need more sheets, ask the instructor for them or use the back of the last sheet. It is preferred that answers be in English (for ease of correction by the instructor), but you may write in Chinese, if you prefer.

MAXIMUM SCORE: 36 points.

The final grade depends on the percentage of the maximum score you get: 95% or more of the maximum score, grade: A+; between 90% and less than 95%, grade: A; between 80% and less than 90%, grade: A-, between 70% and less than 80%, grade: B+, etc.



PART 1 (up to 10 points)

第一部分 (最多10分)

Choose one topic from the three suggested below and develop some critical considerations in less than one page. 从下面建议的三个主题中选择一个，并在不到一页的时间内提出一些关键的考虑。

- 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 14 points)

第二部分 (最多14分)

In this part there are six questions that you are asked to answer succinctly.
在这一部分，有六个问题要求你简洁地回答。

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) Briefly define a *library catalogue* and a *library database*. (2 points)
请提供图书馆目录和图书馆数据库的简要定义。(2分)

3) What is meant when we talk about a *set of sources*? (2 points)
当我们谈及 *set of sources* 时，是什么意思? (2分)



4) 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): _____

5) What would you do to commit yourself to avoiding *confirmation bias*? (2 points)

你会怎么做来承诺自己避免确认性偏见? (2分)



- 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 section, you will find a quantitative exercise designed to apply basic statistical concepts. Deal with this last section after completing the previous ones. You will be asked to use Excel. 在本节中，你会发现一个旨在应用基本统计概念的定量练习。在完成前几部分后处理这最后一部分。你将被要求使用Excel。

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 1821.¹ 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

¹ 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)



北京大学
PEKING UNIVERSITY

科学技术与医学史系

DEPARTMENT OF HISTORY OF SCIENCE,
TECHNOLOGY AND MEDICINE



北京大学
PEKING UNIVERSITY

科学技术与医学史系

DEPARTMENT OF HISTORY OF SCIENCE,
TECHNOLOGY AND MEDICINE