



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

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QUIZ

March 30, 2022

Test duration: 2 hours

STUDENT NAME: _____

Chinese translations kindly revised in March 2024 by T.A. Zhou Yu (副本)



GENERAL INSTRUCTIONS:

- Sign your name on the first page and at the bottom of each page.
- Laptops, tablets, smartphones, etc. are not allowed during the test (except for the very last question, which you will answer only after you have completed all other parts).
- You are not allowed to consult your notes or the textbook.
- A Chinese translation of the entire test is provided below. If you have any questions, please ask the instructor.

GRADING:

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

Keep your answers to open-ended questions reasonably short. If you need extra sheets, ask the instructor or use the back of the final sheets. It is preferable that answers be in English (for easier correction by the teacher), but you may write in Chinese if you prefer.

MAXIMUM SCORE: 32 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 of the three topics 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) The distinction between primary and secondary sources is not always clear-cut, with certain instances demonstrating a potential overlap between the two categories. Discuss this statement and provide a few examples.** 主要来源与次要来源之间的区别并不总是明确的，某些情况显示出这两个类别之间可能存在重叠。讨论这一论断，并提供一些例子。



2) In an era of effortless online access to digital resources ranging from comprehensive archives to scholarly articles and entire volumes, what is the role of university libraries in today's landscape? Given the ease with which information can now be obtained, is there still a need for physical libraries? In advocating for libraries as intellectual spaces that foster community, does this not suggest that simply creating social spaces for study might suffice, thus challenging the traditional utility and conception of the physical library? 在一个轻松在线获取从全面档案到学术文章及完整书卷的数字资源的时代中，大学图书馆在今天的环境中扮演什么角色？考虑到现在获取信息的便利性，是否仍然需要物理图书馆？在倡导图书馆作为培育社区的智力空间时，这是否意味着仅仅创建用于学习的社交空间就足够了，从而挑战物理图书馆的传统效用和概念？



3) Understanding historical events requires an understanding of the context in which those events occurred, which is often very different from our current circumstances. Turning our attention to “history” as a field of study, consider the following statements: “Context affects history” and “history affects context.” What do you think of these assertions? 要理解历史事件，就需要了解这些事件发生的背景，而这些背景往往与我们当前的情况大相径庭。将我们的注意力转向作为一门学科的“历史”，考虑以下陈述：“背景影响历史”和“历史影响背景”。你对这些陈述有何看法？



PART 2 (up to 12 points)

第二部分 (最多12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*? (1 point)
回忆录和自传的区别是什么? (1分)

2) Briefly define a *library catalogue* and a *library database*. (1 point)
请提供图书馆目录和图书馆数据库的简要定义。(1分)

3) What do we mean when we talk about a *set of sources*? (1 point)
当我们谈及 *set of sources* 时，是什么意思? (1分)



5) Consider the task of mitigating *confirmation bias* in historical research. Evaluate the accuracy of these statements.¹ (Correct answer: 1 point; No answer: 0 points; wrong answer: -2 points).

考虑在历史研究中减轻确认偏误的任务。评估这些陈述的准确性。（正确答案：1分；无答案：0分；错误答案：-2分）。

(A) Confirmation bias is unavoidable in historical research due to the subjective nature of source interpretation. yes no

由于解释历史来源的主观性，历史研究中的确认偏误是不可避免的。 是 否

(B) The application of quantitative methods in historical research, such as statistical analysis and computational modeling, necessarily mitigate confirmation bias. yes no

在历史研究中应用定量方法，如统计分析和计算模型，必然可以减轻确认偏误。 是 否

(C) Interdisciplinary approaches in historical research, integrating insights from sociology, anthropology, and psychology, can introduce new biases even as they aim to provide a more holistic understanding of historical phenomena. yes no

历史研究中的跨学科方法，整合来自社会学、人类学和心理学的洞见，即使旨在提供更全面的历史现象理解，也可能引入新的偏见。 是 否

6) Reflect on the distinctions between material history and historical archaeology within the scope of material culture studies. Assess the accuracy of the following statements based on your understanding of these disciplines. (Correct answer: 1 point; no answer: 0 points; wrong answer: -2 points).

在物质文化研究的范围内，思考物质历史与历史考古学之间的区别。根据你对这些学科的理解，评估以下陈述的准确性。（正确答案：1分；无答案：0分；错误答案：-2分）。

(A) Historical archaeology can include the study of recent periods, even those with extensive written documentation. yes no

历史考古学可以包括对近期时期的研究，即使这些时期有大量的书面文献。 是 否

(B) In material history, artifacts from non-literate societies are considered less valuable for study due to the absence of written records to corroborate their historical significance. yes no

在物质历史中，非文字社会的文物因缺乏书面记录来证实其历史重要性而被认为研究价值较低 是 否

(C) The analysis of artifacts in historical archaeology primarily serves as an independent line of inquiry that can challenge or refine narratives derived from written records, rather than merely acting as a supplementary source of information. yes no

在历史考古学中，对文物的分析主要作为一条独立的研究线索，它可以挑战或精炼由书面记录得出的叙述，而不仅仅是充当信息的补充来源。 是 否

¹ If you wish to add brief comments to your answers to questions 5 and 6, use the back of the final sheets.

如果您希望对第5题和第6题的答案添加简短评论，请使用最后几页的背面。



7) In historical analysis, understanding causality is fraught with potential missteps. Identify and elaborate on the methodological fallacy known as “post hoc ergo propter hoc” (Latin for “after this, therefore because of this”). Provide a succinct explanation and illustrate your point with the case study of Nick Ut’s 1972 photograph, “The Terror of War” (2 points).

在历史分析中，理解因果关系充满了潜在的失误。识别并阐述被称为“post hoc ergo propter hoc”（拉丁语，意为“因为这之后，所以是因为这”）的方法论谬误。提供一个简洁的解释，并以Nick Ut于1972年拍摄的照片“战争的恐怖”为案例研究来说明你的观点（2分）。



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

Answer (回答):



PART 3 (up to 10 points)

第三部分 (最多10分)

In this section, you will find a quantitative exercise designed to apply basic statistical concepts to historical research. The following table presents a set of historical data (originally taken from *The London Gazette*) on the price of wheat in England from 1810 to 1821.² There are also two columns of imaginary data on the number of popular disturbance and the number of shipwrecks in England during the same period.

在本节中，您将找到一个量化练习，旨在将基本统计概念应用于历史研究。下表展示了一组历史数据（最初取自《伦敦公报》），关于1810年至1821年间英格兰小麦价格的数据。同时还有两列虚构数据，分别关于同一时期英格兰流行的动乱数量和船只失事的数量。

Year	Number of popular disturbances	Price of wheat (shillings per $\frac{1}{4}$ 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

² 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* the correlation coefficient between the price of wheat and the number of popular riots. Once you have the correlation coefficient, can you draw any conclusions about the causal relationship that might link the two variables? (2 points)

手工计算小麦价格与流行骚乱次数之间的相关系数。一旦得到相关系数，你能否根据这两个变量之间可能存在的因果关系得出任何结论？（2分）

(B) After choosing an explanatory variable (please justify your choice), calculate by hand the slope and intercept of the regression line relating the number of popular disturbances to the price of wheat. Can regression analysis shed more light on causality? (3 points)

在选择了一个解释变量（请说明您的选择理由）之后，手工计算将流行的骚乱数量与小麦价格关联起来的回归线的斜率和截距。回归分析能否对因果关系提供更多的见解？（3分）

(C) Draw the scatter plot and regression line. (3 points) 绘制散点图和回归线。（2分）

(D) Now *use your computer*³ 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）

³ You can turn on your computer after you have finished all other prompts.

在完成所有其他提示后，您可以开启您的电脑。



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