LECTURE 3: Using Sources and Other Materials; Writing Essays

HISTORY 1130:
Themes in Global History:
Trade, Economy, and Empires

Dr. Jari Eloranta
Professor of Comparative Economic and Business History
Appalachian State University, Department of History
Office: Anne Belk Hall, 249S (Office hours: see syllabus)
Phone: 262-6006
E-mail: elorantaj@appstate.edu
http://www.appstate.edu/~elorantaj

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STRUCTURE OF THE LECTURE:

USING SOURCES
Using primary sources

Using secondary sources

Three databases as examples: Maddison, NBER, Hensel

ESSAY WRITING
Basics

General advice on essay writing

Specific issues

Group work: What aspects do you find most difficult in writing essays?
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USING SOURCES
Source:
http://www.northpark.edu/history/Classes/Basics/UsingSources.html

Introduction
Using Primary Sources:
- Reading a primary source: A) Place in historical context; B) Classify source; C) Understand the source; D) Evaluate as source of historical information
- ALSO: Try to develop your own interpretation, challenge the findings!

Using Secondary Sources:

EVALUATING AN INTERPRETATION:
A) The Argument:
- What problem being addressed?
- What is the argument?
- How has this person arrived at the argument? (What kind of publication, methods, sources, theoretical grounding, school of thought, transparency)

B) The Evaluation:
- How convincing is the argument? (Vis-à-vis evidence, methods etc.)
- Are methods suited to the analysis of the problem?
- Unanswered questions
- Possible agenda behind argument
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EVALUATING AN INTERPRETATION:
C) The Debate:
• Compare with others in the field
• What kinds of differences?
• Why such differences? (Sources, methods, theories, viewpoints etc.)
• When written?
• Backgrounds of authors

Angus Maddison’s Home Page
http://www.eco.rug.nl/%7EMaddison/

CONTENTS OF INTEREST:

Articles and papers
• Contours of the World Economy and the Art of Macromeasurement 1500-2001
• European Capitalism: A Historical and Comparative Perspective
• A Long-Run Perspective on Saving
• USSR: Assessing the Performance of a Communist Economy
• Brazil 1500-1929
• Brazil 1500-2000
• Economic Progress: The Last Half Century in Historical Perspective (From website of Academy of Social Sciences in Australia)
• Growth Accounts, Technological Change, and the Role of Energy in Western Growth
• Macromeasurement before and after Colin Clark
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Angus Maddison’s Home Page
http://www.eco.rug.nl/~Maddison/

CONTENTS OF INTEREST (Continued):

Books
• Chinese Economic Performance in the Long Run
• Monitoring the World Economy, 1820-1992
• The World Economy: A Millennial Perspective (From OECD website)
  -Chapter 1: Contours of World Development
  -Appendix B: World Population and GDP before 1820
• The World Economy: Historical Statistics (From OECD website)
  -HS-7: The World Economy 1950-2001
  -HS-8: The World Economy 1-2001 AD

Historical Statistics
World Population, GDP and Per Capita GDP, 1-2001 AD

QUESTION: Where did Maddison get all this information? Any weaknesses in the data?

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NBER WEBSITE
http://www.nber.org/data/
Macro Data (examples)
• Official Business Cycle Dates (NBER)
• Experimental Coincident, Leading and Recession Indexes (Stock, Watson)
• Penn-World Tables, Mark 6.1 (Summers, Heston, Aten)
• Barro-Lee (Barro, Lee)
• A History of U.S. Foreign-Exchange-Market Interventions (Bordo, Humpage, Schwartz)
• Occupational Wages around the World (Freeman, Oostendorp)
• Macro History Database (NBER)
• Savings, Investment, and Gold in 13 countries (1850-1945) (Jones, Obstfeld)
• “Historical Cross-Country Technological Adoption: Dataset” (Comin, Hobijn)
Industry Data
• Manufacturing Industry Productivity Database (Bartelsman, Becker, Gray)
International Trade Data
• Price Quantity Indexes and Values for U.S. Exports and Imports, 1879-1923 (Lipsey)
• U.S. Tariffs, 1989-2001 (Romalis)

Data for economists interested in current and past problems, mainly 19th and 20th century data
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### Jones-Obstfeld Saving, Investment, and Gold Data for 13 Countries

<table>
<thead>
<tr>
<th>Years</th>
<th>Country</th>
<th>All Files, Unzipped</th>
<th>MS Excel (Original version)</th>
<th>ASCII Tab-delimited Text</th>
<th>National Accounts</th>
<th>Gold</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1861-1945</td>
<td>Australia</td>
<td>Final</td>
<td>Australia</td>
<td>Gold</td>
<td>Note</td>
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<td>Gold</td>
<td>Note</td>
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<td>Denmark</td>
<td>Final</td>
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<td>Gold</td>
<td>Note</td>
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<tr>
<td>1851-1912</td>
<td>France</td>
<td>Final</td>
<td>France</td>
<td>Gold</td>
<td>Note</td>
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<tr>
<td>1877-1912</td>
<td>Germany</td>
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<td>Gold</td>
<td>Note</td>
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<tr>
<td>1861-1936</td>
<td>Italy</td>
<td>Final</td>
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<td>Gold</td>
<td>Note</td>
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<tr>
<td>1885-1944</td>
<td>Japan</td>
<td>Final</td>
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<td>1885-1912</td>
<td>Russia</td>
<td>Final</td>
<td>Russia</td>
<td>Gold</td>
<td>Note</td>
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<td>1875-1945</td>
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<td>Sweden</td>
<td>Gold</td>
<td>Note</td>
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<td>U.K.</td>
<td>Final</td>
<td>U.K.</td>
<td>Gold</td>
<td>Note</td>
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<td>U.S.</td>
<td>NBER</td>
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### PAUL HENSEL’S INTERNATIONAL RELATIONS DATA PAGE

http://garnet.acns.fsu.edu/%7Ephensel/data.html

**International Data (General)**
- States and the International System
- Alliances, Treaties, and Organizations
- International Geographic Data
- Social Science Data Collections

**International Conflict and Cooperation Data**
- Militarized Disputes, Crises, and Wars
- Interstate Rivalry
- Event Data
- Internal Conflict
- Other Conflict and Cooperation

**International Economic Data**
- General Economic Data
- Economic Capabilities
- Trade
- Development
- Military Expenditures and Arms Transfers
- Regional Economic Data
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PAUL HENSEL'S INTERNATIONAL RELATIONS DATA PAGE
http://garnet.acns.fsu.edu/~phensel/data.html

International Political Data
- Political Systems / Regime Type
- Political Rights and Freedom
- Political Leadership
- Congresses, Parliaments, and Legislatures
- Elections
- Public Opinion

Miscellaneous Political Data

INTERNATIONAL SOCIAL DATA
- General Social Data
- Ethnic, Linguistic, and Religious Minorities
- Population and Demography

UNITED STATES DATA
- U.S. Economic Data
- U.S. Social Data
- U.S. Political Data
- U.S. Public Opinion Data

BROAD RANGE OF DATA, also societal data!

Example: POLITY IV Data (the official site for distribution of Ted Gurr, et al.'s Polity data sets, currently updated through 1999 under the name Polity IV; these are the most commonly used source of systematic information on each country’s political structures since the year 1800. The data and codebook are available in a variety of commonly used formats, but now -- as of Polity IV -- require each prospective user to register with the project before obtaining the data.)

Spatial-Temporal Domain: Entire world, 1800-1998 (!)

Variables Included: Country, year, democracy / autocracy / polity indices, polity durability, executive recruitment regulation / competition / openness, executive constraints, and regulation / competitiveness of political participation, executive recruitment / executive constraints / political competition concept variables, data on regime transitions (including prior / interim / post polity codes and state failure)
ANY QUESTIONS ON USING SOURCES? OR DATA ISSUES? ANYTHING ELSE?

ESSAY WRITING

About the essay
- Full referencing required. See http://www.library.appstate.edu/reference/researchguides.html for overall details.
- More specifically: http://www.library.appstate.edu/reference/classguides/his1102/history1102scrapbook.html
- Specifics on citing sources: http://www.library.appstate.edu/reference/citations/index.html (NOTE! Read this if nothing else!)
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Why and How Study World Civilizations?

Essay Writing

About the essay (continued)

- The so-called IMRD (Introduction, Methods, Results, Discussion) – method preferred.


- Not necessary to utilize sources outside the class requirements, but will reflect positively on your grade:
  - Use the resources offered by the Library;
  - Use e.g. internet based journal archives, such as Journal Storage (http://www.jstor.org/)

Some General Advice on Academic Essay-Writing

1) An essay needs to have clear argument(s)
2) Formulate the questions clearly, develop your thinking, possibly forming a hypothesis; remember to evaluate evidence both for and against your argument(s)
3) Organizing the contents of the essay extremely important (also structure: IMRD, titles, references, bibliography etc.)
4)
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SPECIFIC ISSUES ON ESSAY WRITING

1. Referencing, bibliography!

Examples:
Reference (either in text or in a foot/endnote):

Bibliography (list of references and other sources, in alphabetical order):

BIBLIOGRAPHY:
Published Primary Sources:

References:

EXAMPLES:

-citation in text (specific):

Consequently, we must reconceptualize the size of government at some mid-range level. There are numerous typologies that could serve as the basis for disaggregation (Ott and Ott, 1989; Braich and Teigen, 1990). But the key is that disaggregation should be sufficiently extensive.

-footnote, below text (makes an additional point):

* In other research (not reported here because of space limitations) we develop explanations for the remaining component of government expenditure, defense purchases (Berry and Lowery, 1986).

-bibliography:

REFERENCES
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2. Use of sources:
   a) quote them accurately; b) use sources critically; c) use sources, pro and con your argument, to make your points. Also, bibliography needed at the end of the essay.

ALSO, MAKE USE OF THE COURSE READING LIST! You might find lots of useful sources listed in the syllabus.

- In addition, avoid “double citing” = do not use e.g. “Becker 1983 as quoted in Crafts 1986”, always use the original source! Do not mention authors (unless generally known figures, e.g. Adam Smith, not making a specific reference) in the text without proper quotation
- Do not copy text from the original sources, rather than interpret it
- Try to compare points made by different authors, find consistencies and inconsistencies in the viewpoints

IF THE INSTRUCTIONS SAY FULL REFERENCING, DO NOT EXPECT TO PASS WITHOUT FULL REFERENCING!
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3. Empirical aspects vis-a-vis theory: both are important, make connections and arguments based on the theoretical framework’s applicability to empirical realities!

-Example (McGuire-Olson 1996):

lock 1974). Though we do not use the transactions costs of voluntary exchanges in our models of the origin of government and politics as Douglass North (1981, 1990), Edgar Kiser and Yoram Barzel (1961), and Barzel (1983) have done, our models nonetheless complement theirs. The analysis here emerges

4. Structure: see before (Introduction, Methods, Results, Discussion.). Also pay attention to the format (titles, paragraphs, their role vis-à-vis the text).

5. Style: avoid expressions such as ‘I think’, ‘I feel’ etc. They are not applicable to academic writing. Be clear.

Also, avoid abbreviations, such as “don’t” (instead, write it out “do not”) and C19th (instead: 19th century)

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6. Use graphs and other illustrative tools to argue your points (style, technical proficiency, numbering the graphs, titles):

EXAMPLE 1 (from Eloranta 2002):
Figure 5. Consumption of Defense as a Public Good, by Two Agents

EXAMPLE 2: (from McGuire-Olson 1996)

Learning to write good essays is focal for your academic careers, so put effort into it!

QUESTIONS:

1) 

2) 

IN WRITING, turn it at the end of the class.
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ANY QUESTIONS ON TODAY’S LECTURE?
ANYTHING ELSE?