

The State of Social Science History in the Late 1980s,

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Is social science history a dated fad, or has it been so fully accepted as to have become uncontroversial? Is it more or less popular with professors and graduate students today than in the recent past? Is its status higher at the most prestigious universities, or among their graduates, than at less highly ranked colleges? What do historians and other social scientists see as the strengths and weaknesses, the achievements and deficiencies of social science history (ssh)? To what degree do more traditional historians agree or disagree with social scientific historians and historically oriented social scientists about these matters? How widespread is the teaching of statistics and theory in history departments, and how sophisticated is it, compared with the offerings in social science departments? Has the field become truly interdisciplinary?

To gauge opinion and gather facts on these and other topics, I sent out 456 questionnaires in May 1987 to individuals in three groups: historians who were members of the Social Science History Association (SSHA), nonhistorian SSHA members, and one non-SSHA member at each of the universities listed in the American Historical Association's Guide to *Departments of History* that claimed to offer Ph.D. programs. The response, partially stimulated by a reminder to those who did not reply within six weeks, was gratifyingly high: 105 SSHA historians, 101 SSHA members whose self-described primary departmental affiliation was not with a history department, and 98 non-SSHA historians returned at least partially completed questionnaires. Not only was the overall response rate of two-thirds respectable for a mail survey, but many people wrote useful and interesting comments in the margins, as I had invited them to, while others enclosed innovative syllabi or reflections on the subject. A copy of the questionnaire with the responses of the three groups to each question indicated appears as an appendix to this paper, and readers may wish to refer to it for the exact wording of questions and the precise numbers who answered each way. The non-SSHA group received only Part I of the survey, while the SSHA sample got both parts.

Definitions of and Attitudes toward Social Science History

What do people mean by the term ssh, and do the three groups agree on the definition (see question 2 in the appendix)? The modal response for all three groups was a latitudinarian one that emphasized hypotheses or theory taken from any social science, including by implication such "soft" subdisciplines as cultural anthropology. A slightly smaller number in each sample selected more restrictive definitions that stressed quantification, statistical methods, or theory drawn from the more mathematical branches of the social sciences. SSHA members were somewhat more willing to be more inclusive in their definition than more traditional historians (the difference was statistically significant at the 10 percent level), or perhaps their position as insiders made them more aware of the diversity within the subdiscipline. Overall, however, the significant points are (1) that there is a split in the characterization of the subdiscipline between what might be called the "exclusivists" and the "inclusivists," and (2) that both members and nonmembers of SSHA see the split similarly.

All three groups share the view that rumors of an increasing distaste for ssh among graduate students or professors of history or the other social sciences have been greatly exaggerated (see questions 3-5 in the appendix). Non-SSHA and SSHA historians in almost exactly the same numbers view their colleagues and graduate students as equally or even more favorable toward ssh than they were five to ten years ago; only 14-19 percent assess opinions as less friendly. Outside history departments, the trend seems even more auspicious, with only 12 percent perceiving their peers as less warm toward ssh. Among the pessimistic historians, there was a striking consensus between SSHA and non-SSHA members,

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both groups detecting small trends toward nonquantitative social, anthropological, or "new labor" history, in that order, and both decrying an alleged dearth of recent inspiring books by quantifiers as the most important reason for discontent. There were a few important differences: SSHA historians see students as currently more math-anxious and more interested in traditional political history than do non-SSHA historians. Nonhistorians, by contrast, view their loss as primarily a gain for mathematicized theory. The dominant feature of the answers, however, is the growing or continuing acceptance of ssh in every discipline.

To determine whether the affirmation of such general opinions masked dissent from more specific propositions, I asked respondents to agree or disagree with a series of fifteen statements drawn from the literature of controversy about ssh (see question 6 in the appendix). Since many people bridled at the (purposefully) forced choice format of the items, I created a middle, ambiguous category when scoring the responses. Only those who answered a question unambiguously are recorded in the appendix.

Overall, despite statistically significant differences among the groups on a majority of the items, the most impressive facet of the answers seems to me to be the degree of approval of many of the central tenets of ssh by all groups. It is possible that the answers of traditionalists are skewed because I am a known quantifier, but the amount of disagreement with the "social scientific position" reflected in marginal scribbles, as well as in the coded responses, convinces me otherwise. There is no way of knowing for certain whether the most bitter opponents of ssh simply failed to reply. One other indication of the lack of bias in the responses, however, is that there was no statistically significant relationship between the date on which I received each response and favorable or unfavorable attitudes toward ssh overall or within two of the three subgroups. I had guessed that the more enthusiastic respondents would send their surveys back the most quickly. In fact, among the non-SSHA historians, the reverse was the case, with the relationship being barely significant at the 0.10 level. That is, the historians who were the most critical of ssh were the most eager to make their opinions known, while supporters lagged. Historians are an independent lot—there was nothing to be gained by currying favor with the author of the survey, and several people went out of their way not to do so.

Among the signs of positive attitudes toward ssh is the almost unanimous assent to question h on the necessity of stating one's assumptions clearly. Apparently, the profession has absorbed the cliometricians' adjurations about explicit counterfactuals and openly avowed models. Consider also the rejection by nearly a 4:1 majority of non-SSHA historians of statement in, the often repeated dogma that social science historians have taught us little that is new. Another sign is their 3:1 repudiation of the Hexterian dictum in statement c that old data will not support new methods. We can also examine their 8:1 avowal in statement n of the increasing acceptance of ssh, or their 4:1 refusal to agree with the convention-hallway jibe that it has failed and should be abandoned (question o). Most telling is the adherence by majorities of all three groups in question j to a bald statement of Karl Popper's positivism, as well as their renunciation of the much-bruited return to narrative in question g. Most historians, social scientific or not, appear to reject both the revival of unselfconscious storytelling and the extreme relativism of devotees of such theorists as Michel Foucault, Paul deMan, or Hayden White. Historians' belief in what might be called "informal positivism" and their practice of analysis, rather than simple narrative, cleared the way for the development of ssh in the 1960s and 1970s. Their reluctance to branch off at the "linguistic turn" or other byways suggests that history and ssh are still traveling on the same broad highway.

To be sure, there are important disagreements between the three sets of respondents. Although substantial majorities of each believe that all historians today should have a working knowledge of statistical methods (question a), they disagree about whether non-clometricians need to know only "the simplest" or more advanced statistical techniques (question b). Social scientists who are SSHA members applaud more advanced training for all historians nearly as avidly as non-SSHA historians abjure it. More than two-thirds of non-SSHA members, as well as a substantial minority of SSHA historians, decry what they believe has been an excessive preoccupation with "mere techniques" in ssh, and there is a similar split over whether quantitative techniques can answer the most important questions of history.

Most puzzling is the stark contrast in responses to the statement that "all historical writings ought to be accessible to the general reader." Although the fabled "general reader" of history would be unlikely to understand the significance of many of the historiographical debates that occur in scholarly journals or to comprehend books or articles that employ mathematicized theory or regression analysis, slight majorities of non-SSHA historians would seemingly read most or all of such work out of the discipline. SSHA members disagree overwhelmingly. It is difficult to reconcile the answers on this item with others discussed above, and those who agree or who disagree with statement f are almost equally likely to agree or to disagree with each of several of the other apparently related statements. Attitudes toward accessibility seem to be disconnected from those on other aspects of ssh. Interestingly, agreement on statement f is related to the recency of the Ph.D. Approximately a third of the AHA historians whose response to question f was unambiguous received their degrees after 1971.

They were significantly less likely (at the 0.10 level) to agree on the necessity of accessibility than were their elders.

Departmental Prestige and Attitudes toward Social Science History

To test whether there were systematic differences in attitudes toward ssh at more or less prestigious institutions, I first combined answers to the fifteen statements in question 6 into an index. The questionnaire was designed so that choosing the "agree" response was "pro-ssh" for statements a, e, h, i, j, and n, and at all other times was against or less favorable to ssh. Agreement on items a, e, h, i, j, and n, and disagreement on the other items were each scored + 1; the opposite answers, - 1; and ambiguous responses, 0. Since each answer was weighted equally, the index could range from - 15 to + 15, but actual scores ranged from - 10 to + 15. Only 12 of the 304 respondents fell at - 4 or below, while 31 summed to +11 or above.

Each respondent's current department and that in which he or she received his or her graduate degree were then given the scores for the "mean rating of the scholarly quality of program faculty" listed in Lyle V. Jones, et al., *An Assessment of Research-Doctorate Programs in the U.S.: Social and Behavioral Sciences* (Washington, DC: National Academy Press, 1982). For instance, in history, Berkeley and Yale topped the scale at 71 (2.1 standard deviations above the scaled mean of 50), and other schools ranged downward into the 40s. I tried different ways of handling unranked colleges, either coding their ranks as missing or setting them arbitrarily at 20. (Non-U.S. schools were all coded as missing.) The way in which the unranked departments were treated made no substantive difference to the results.

The index scores were then regressed on the respondents' current and graduate departmental ratings for the whole sample and for each subsample (AHA, SSHA history, and SSHA non-history). Although the ordinary least-squares regression coefficients were usually 'positive, indicating that professors associated with more highly rated schools were more favorable to ssh, none was statistically significant at the 0. 10 level.' Ssh is almost equally popular among faculty members at colleges of high and low rankings and among those with graduate degrees from more or less prestigious universities.

Departmental affiliation made the most difference in overall attitudes toward ssh, as the histograms in Figure I show. The views of non-SSHA historians form a nearly bell-shaped curve, with an average score of 2.3 and with more than 80 percent of the scores between - 4 and + 8. . . The graph for SSHA historians is much more unambiguously unimodal, with a mean of 5 (more pro-ssh than the non-SSHA scores) and with the vast majority of re-

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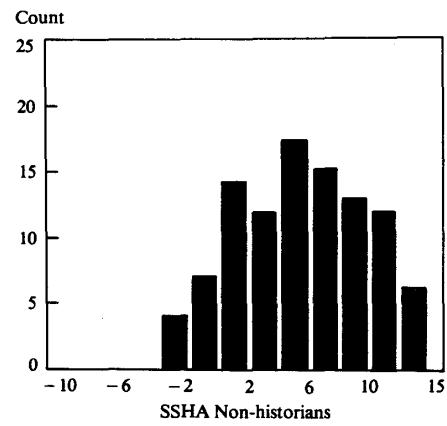
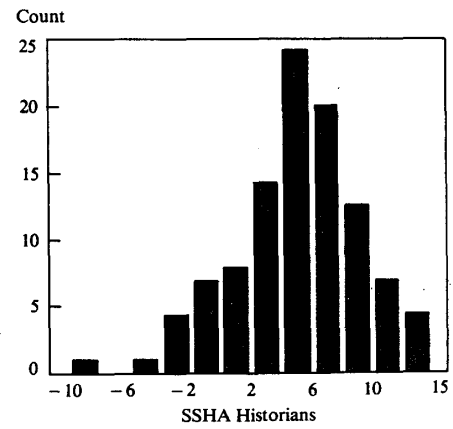
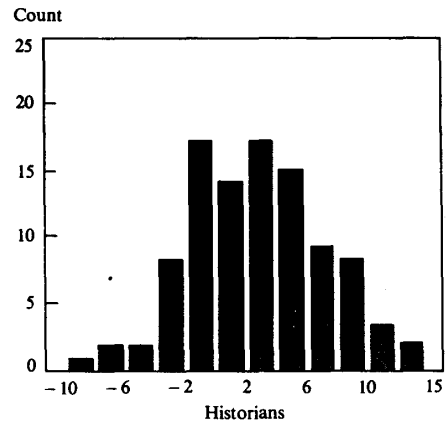
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FIGURE 1
Index Scores on Attitudes toward Social Science History
among non-SSHA-member Historians, SSHA-member Historians,
and SSHA-member Non-historians



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sponses between + 2 and + 10. SSHA social scientists, by contrast, are relatively spread out and split, even though they average 5.2, slightly more pro-ssh than the SSHA historians. Their dispersion is predictable because they are a diverse group consisting of thirty-eight economists, thirty-seven sociologists, sixteen political scientists, and ten anthropologists, geographers, and others. In sum, SSHA historians seem relatively united in their views, at least as compared with the other two groups.

There was also some indication that younger scholars are generally more favorable toward ssh. Controlling for departmental affiliation, a regression of the agreement index on the year in which the Ph.D. was received is positive and is fairly close to statistical significance at the 0.10 level. Moreover, if one constructs an index of only those items that explicitly mention statistics (a, b, c, d, e, k, and l) and performs the same regression, the year of the Ph.D. is significantly different from zero at the 0.10 level." Social scientific historians can take hope from this favorable generational trend.

Methods and Theory Courses in History and Other Departments

If the opinions of the professoriate offer more ground for optimism about the future of ssh than is sometimes believed, facts about current teaching suggest a more pessimistic assessment. Just as attitudes toward ssh vary according to disciplinary lines, so do courses in statistics and social scientific theory. Methods and theory offerings are sparser in history than in sister departments, and the courses that are taught in history are much too elementary to enable anyone to use these tools effectively in primary research or to gain greater mastery through self-study.

Virtually all of the social science departments and at least forty-four history departments offer one or more courses in statistical methods. (No more than one member of each department in each school was polled, so the numbers refer to universities as well as to individuals.) There is a positive relationship, statistically significant at the 0.05 level, between offering such a course and the history departmental ratings in the Jones report.' SSHA historians from twelve of the twenty-one departments rated at 60 or above in the Jones report returned survey questionnaires. Ten claimed that their departments offered statistics courses. In another twenty-two instances, history students take statistics courses in other departments, but in over a third of the cases, students either have no access to statistics or do not customarily take advantage of such access when they might. Of these courses in history departments, the modal size is 6-10, and the vast majority of them are taught by historians (see question 11-2).

Nearly all of the history courses cover simple regression, and about half go on to analysis of variance, and multiple regression. Very few, however, review more advanced topics that are of considerable potential use to historians (see question 11-3). Even though most intermediate and many elementary statistical texts require matrix algebra for expository purposes, calculus for proofs, and some probability theory for more than a superficial understanding, and even though a third or more of the courses in social science departments employ them, use of these introductory college-level math skills is virtually unknown in history departments. In history, the main purpose of statistics courses is to inculcate habits of systematic thinking, while in social science departments, the goal is to prepare students to use the methods in research.

Why are the history courses pitched at a much less professional plane than those in social science departments? It does not seem to be because the historians who teach such courses are incapable of operating at a higher level because, as answers to question 11-6 show, most once took introductory college-level math courses, and about a third are familiar with various multivariate techniques. Perhaps the problems are (1) that traditional historians do not understand the benefits that a knowledge of more advanced methods would have (see question I.6.b.), and (2) that they lack the ability to discriminate between people who have different levels of statistical expertise." Sensing this, students will neither be encouraged to go very far in the study of statistics nor rewarded when they do, so the demand for advanced courses will be low. In fact, techniques beyond bivariate and multivariate regression are of considerable potential use to historians, and they are increasingly employed in works in other social sciences that historians should be reading. Loglinear models are useful because much historical data is categorical, such as male/female or Protestant/Catholic/Jewish; limited dependent variables, because not every relationship is linear; simultaneous equations, because historians tend to think of complex causal explanations; and factor analysis, because theories in history are typically underdeveloped. History students who wish to become acquainted with these techniques must cross departmental barriers. A majority of social science departments offer courses that treat them.

Turning from methods to theory courses, it appears that historians are even less appreciative of theory, with only twelve of the respondents' departments offering one or more courses in social scientific theories, spread fairly evenly among other social science disciplines. On

the other hand, social scientists seem to believe that historians at many schools take theory courses, mostly in social science departments. I cannot account for this difference in perceptions.

In a third genre of courses, many more departments list offerings that apply insights from other social sciences to historical topics. Two-thirds of the 105 SSHA

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history respondents and a majority of the 101 social science SSHA members reported one or more such courses. Thirty-three of the 206 departments claimed to give five or more courses that fit this description. There was no statistically significant relationship among history departments between the number of these courses reported and the Jones ranking of the respondent's current or graduate institution. Very few history departments offer subfields in quantitative or social scientific history.

The striking difference in the sophistication and availability of courses in statistical methods between history and other social science departments is nothing new. Most SSHA historians learned their statistics largely or wholly through self-study, and only 20 percent took a graduate methods class in a history department. By contrast, nearly three-fourths of non-historian SSHA members took graduate statistics courses in social science departments. Despite the fact that the Newberry and Michigan summer programs were established to overcome some of the previous (and still prevalent) deficiencies in history training, surprisingly small numbers of SSHA respondents attended them.

The inadequacies of methods courses in history are widely recognized. A majority of SSHA historians believe that social scientific historians should at least have mastered multivariate regression; a quarter think further topics are necessary; and larger proportions have acquired these tools themselves. Even more non-historian SSHA members recommend and employ the higher statistical learning (see questions 11-6 and 11-8). Yet only a quarter of the history statistics courses cover multiple regression, and only about 10 percent advance beyond it (see question 11-3). In very few institutions today can historians acquire the statistical and theoretical knowledge that practitioners of ssh believe they need without going outside of history departments. While there are benefits to this state of affairs-it is always bracing to confront the varying concerns and assumptions of a different disciplinary tradition-it does mean that traditional as well as social scientific historians should be more insistent that their graduate students take methods and theory courses in other social science departments.

Shared Concerns or Fragmentation?

Ssh is both a multi- and an interdisciplinary grouping. Members of SSHA share some common journal reading at the same time that they retain their loyalties to the disciplines in which they received their degrees (see question 11-9). As might be expected in a sample drawn from the ranks of an association that distributes an official journal to all of its members, *Social Science History* is the most widely read publication. Approximately 90 percent of the association's historians and 75 percent of the other social scientists claim to read it regularly. At the

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other extreme, 79 percent of this sample's readers of the *American Economic Review* are economists; 77-79 percent of readers of the *American Journal of Sociology* or the *American Sociological Review* are sociologists; and 79.5 percent of readers of the *Journal of Social History* are historians. The *Journal of Interdisciplinary History*, *Historical Methods*, and the *Journal of Economic History* are widely perused in at least two disciplines, and they finish second through fourth, respectively, in overall readership within this group of people.

The average SSHA member reads five of the nineteen journals surveyed, therefore, he or she must be straying outside of his or her departmental home. Economists, either the most literary or the most boastful of the bunch, scan six journals, and political scientists, the least magazine-dependent group in this sample, absorb three-and-a-half. Some of the overlaps in audiences between journals are predictable: the same people read the *American Journal of Sociology* and the *American Sociological Review*, and a subset of the devotees of the *Journal of Economic History* looks at *Explorations*. There are statistically significant differences, however, between the rates of readership of the *Journal of Interdisciplinary History* and *Historical Methods* and between the *Journal of Family History* and the *Journal of Social History*, as well as between the *Political Science Quarterly*, on the one hand, and the *American Political Science Review* and the *American Journal of Political Science*, on the other. In general, the analysis of journal reading parallels that of attitudes and courses: ssh is less a cohesive homogeneous subdiscipline than a congeries of people with somewhat different interests and divergent experiences. Its virtue is that it can continually be refreshed by drawing upon new developments or novel applications of old developments from an entire series of disciplines. Its vice is that, in the babel of divergent tongues, people may not be able to hear each other, even if they try to listen.

Conclusion

Contrary to much convention-hallway gossip, ssh is not about to fade away. Indeed, it is the bitter division over ssh, not that no-longer-new departure, that has ceased. Today ssh is firmly established in several disciplines. Although there is some movement toward cultural/intellectual history, this survey shows that ssh is no less accepted now than it had been in earlier years. On the other hand, the courses in methods currently offered in history departments are very elementary, and those in theory are almost non-existent. The best advice for aspiring social scientific historians is to take additional courses in other social science departments. Finally, rather than being one unified subdiscipline, ssh is a rubric for an overlapping set of subdisciplines in history and other social sciences-a group of people who share

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some concerns and read some of the same journals, but who retain partially separate disciplinary identities. In the late 1980s, ssh remains, as it has since its inception thirty years ago, vigorously cross-disciplinary.

APPENDIX

**1987 SURVEY ON QUANTITATIVE SOCIAL
SCIENTIFIC HISTORY**

Name:

University:

Department:

Status:

(Circle One)

Prof. Assoc. Prof. Asst. Prof.

Non-Tenure Track

NOTE. A - Non-SSHA historians H = SSHA historians S - SSHA non-historians = Statistically significant at the 0.10 level = Statistically significant at the 0.05 level
Entries are actual numbers, not percentages, and ambiguous answers are deleted.

Institution, Department, and year you received your Ph.D.

PART 1: IS SOCIAL SCIENCE HISTORY HOT?

1. Does your department have a graduate program? - yes - no

If yes, approximately how many Ph.D.s have been granted by your department in the last five years?

none	1-10	11-20
21-30	31-50	51+

2. Which of the following most closely fits your definition of social scientific history? [Some people checked more than one answer.]

4-A, 6-H, 5-S any work on. the past which uses at least simple numerical data

54-A, 66-H, 64-S historical studies that employ specific hypotheses or theory drawn from any other social scientific discipline

7-A, 4-H, 6-S historical works that seek to explore the interpretive proposals of such classic social theorists as Weber, Durkheim, or Marx

20-A, 22-H, 22-S historical studies many of whose conclusions can be assessed, at least in principle, with numerical data

*30-A, 20-H, 19-S historical studies that use sophisticated statistical means (such as regression or factor analysis) and/or models drawn from the "harder" social sciences (economics, parts of political science, and sociology)

3. (History departments only) Are your departmental colleagues more, or are they less, favorable toward social scientific history now than they were 5-10 years ago?-	35-A, 39-H more
	14-A, 14-H less
	45-A, 46-H same

If less, what has become comparatively more accepted? (Check as many as apply.) [Only those who answered "less" to three were included.] 3-A,

5-H traditional political history 4-A, 3-H "new" labor history 11-A, 8-H nonquantitative social history 7-A, 7-H anthropological history 3-A, 3-H other (please specify)

If less, why? 7-A, 7-H overinflated claims of earlier quantifiers
8-A, 7-H too many important questions can't be answered with quantitative methods
6-A, 7-H traditional historians do not want to learn new techniques
O-A, 2-11 a decline in the quality of graduate students

3-A, I-H other (please specify)

4. (History departments only) Are graduate students and younger professors more or less favorable toward social science history than they were 5-10 years ago?
48-A, 49-H more
17-A, 18-H less
30-A, 27-H same

If less, what has become comparatively more accepted? (Check as many as apply.) [Only those who answered "less" to four were included.]

- **3-A, 10-H traditional political history
6-A, 6-H "new" labor history
13-A, 14-H nonquantitative social history
9-A, 6-H anthropological history
5-A, 3-H other (please specify) (women's history)

If less, why?

- **O-A, 6-H they're more math anxious
2-A, 6-H few potential employers are interested in hiring quantifiers
5-A, 10-H traditional-minded mentors steer them away from quantitative history
4-A, 4-H decline in interest in social history
12-A, 12-H too few recent inspiring books in quantitative history
7-A, 5-H other (please specify)

5. (Non-history departments only) Are your departmental colleagues more, or are they less, accepting of social scientific history now than they were 5-10 years ago?
37 more
11 less
42 same

If less, what has become comparatively more accepted?

(Check as many as apply.)

- 8 mathematicized theory
0 theory expressed only in words
1 current policy-oriented research
5 current empirical but non-policy-oriented research
0 other (please specify)

6. Please indicate whether you agree or disagree with the following statements:

- a. All historians today ought to have a working knowledge of statistical methods.
65-A, 78-H, 64-S agree
31-A, 25-H, 34-S disagree
- b. Most historians today need to be acquainted with only the simplest statistical techniques.
51-A, 47-H, 37-S agree*
32-A, 49-H, 48-S disagree
- c. Most historical data is so in-exact that sophisticated statistical techniques are useless for analyzing it.
22-A, 22-H, 12-S agree*
63-A, 78-H, 84-S disagree
- d. In historical studies based on quantified data, the analysis and presentation of statistical results should be subordinated to the narrative or to substantive results.
72-A, 66-H, 63-S agree
15-A, 26-H, 25-S disagree

- e. Quantitative methodology ought to be a recognized subdisciplinary specialty in history, as econometrics, sociometrics, or psychometrics currently are in their respective disciplines.
60-A, 67-H, 49-S agree
30-A, 31-H, 41-S disagree
- f. All historical writings ought to be accessible to the general reader.
53-A, 38-H, 20-S agree**
42-A, 66-H, 78-S disagree
- g. To regain their popular audience, historians ought to return to writing narrative history.
30-A, 25-H, 10-S agree**
50-A, 62-H, 77-S disagree
- h. It is very important for historians to be aware of the assumptions of their studies and for them to make their readers aware of those assumptions.
93-A, 104-H, 98-S agree
1-A, 0-H, 2-S disagree
- i. Most historians could gain a great deal from a study of mathematicized social scientific theories
34-A, 45-H, 29-S agree
52-A, 48-H, 58-S disagree
- j. The chief tasks of historians are to reject false statements and explanations and to frame provisionally acceptable ones.
44-A, 54-H, 49-S agree*
35-A, 34-H, 34-S disagree
- k. The most important questions in history cannot be answered with quantitative techniques.
52-A, 38-H, 40-S agree**
20-A, 47-H, 42-S disagree
- l. Social scientific historians have been too preoccupied with mere techniques.
56-A, 46-H, 29-S agree**
23-A, 50-H, 53-S disagree
- m. Social scientific historians have told us little that we did not know before.
19-A, 5-H, 3-S agree**
73-A, 93-H, 90-S disagree
- n. Social scientific history, even that containing statistics, is increasingly accepted by "traditional" historians.
77-A, 74-H, 61-S agree**
10-A, 22-H, 13-S disagree
- o. Overall, social scientific history has failed to live up to its promises, and historians should therefore now move on to other modes of analysis.
14-A, 7-H, 2-S agree**
60-A, 89-H, 78-S disagree

PART II: TEACHING

1. How many courses does your department offer in social scientific history?

0	1	2	3-4	5+	
57	34	18	10	10	wholly social scientific
32	22	25	18	19	partly social scientific.

2. (To be answered by members of history departments only) Does your department offer a course or courses in statistical methods?

44 yes
59 no

If No: Do history graduate students take courses in other departments at your school?

22 yes
36 no

Which?

If Yes: a. Is the course taught by a member of the history department?

41 yes
3 no

- b. How many graduate and undergraduate students have taken the course in a typical recent year?

2-5 students 7
6-10 students 18
13-20 students 7
21 + students 6

3. (To be answered by members of any department that has a statistics course) What topics does the course cover? (Check all that apply.)

40-H, 81-S descriptive statistics (mean, std. dev., etc.)

**39-H, 64-S crosstabulation

**38-H, 66-S research design 39-H, 78-S using computers and databases 39-H, 79-S simple regression

**25-H, 74-S multiple regression

*22-H, 60-S analysis of variance

**13-H, 50-S multivariate methods (factor analysis, multivariate ANOVA, etc.)

**3-H, 47-S simultaneous equations

**3-H, 48-S limited dependent variables (probit, logit, etc.)

**5-H, 49-S loglinear models (If it is easier to do, please attach a syllabus.)

Does the course require calculus?

1-H, 28-S yes**

Does the course require matrix algebra?

1-H, 28-S yes**

Does the course require probability theory?

3-H, 34-S yes**

What textbook is used?

In your opinion, what is the most important purpose of this course?

*14-H, 43-S to master the techniques for research purposes

15-H, 27-S to enable students to read the literature

**27-11,31-S to inculcate principles of research design or systematic thinking

2-H, 7-S other (please specify)

4. (History departments only) Does your department offer a course in social scientific theory?

12 yes

86 no

(If Yes) Does it concentrate in:

5 economic theory

4 political theory

7 sociological theory

5 demographic theory

3 other (please specify)

Does your department offer a subfield in quantitative or social scientific history in your graduate program?

6 yes

40 no

10 no grad. program

(48 missing data)

5. (To be answered by members of non-history departments only) In which departments do history graduate students at your institution learn social scientific theory? (If more than one, in what approximate proportions?)

29 history

17 political science

31 sociology

22 economics

10 anthropology

6 other (please specify)

14 none

6. What is your own level of knowledge of statistics?

102-H, 99-S descriptive statistics only

**75-H, 89-S analysis of variance

**65-H, 89-S simple regression

**56-H, 85-S multiple regression

**34-H, 68-S limited dependent variables

**27-H, 63-S other multivariate methods

Did you once learn calculus?

50-H, 71-S yes**

Did you once learn matrix algebra?

26-H, 64-S yes**

Did you once learn probability theory?

48-H, 85-S yes**

7. How did you learn statistics? (Check all that apply.)

**38-H, 63-S undergraduate class

**20-H, 6-S graduate class in history

- **16-H, I-S Newberry Summer Program
- *15-H, 6-S Michigan Summer Program
- **35-H, 73-S graduate class in other department
- *25-H, 13-S took elementary class, but mostly through self-study
- **37-H, 16-S self-study only (i.e., no formal classes)

8. What level of statistical expertise should a social scientific historian have?

- 9-H9 12-S descriptive statistics only
- 11-H, 8-S through bivariate regression
- 55-H, 40-S through multivariate regression
- 13-H, 23-S through logit, probit
- 13-H, 18-S more

9. Which of the following journals do you regularly read?

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- **7-H, 36-S *American Economic Review*
- 2-H, 6-S *American Ethnologist*
- 6-H, 11-S *American Journal of Political Science*
- **4-H, 34-S *American Journal of Sociology*
- 12-H, 18-S *American Political Science Review*
- **6-H, 37-S *American Sociological Review*
- *29-H, 17-S *Comparative Studies in Society and History*
- 14-H, 28-S *Economic History Review*
- 16-H, 37-S *Explorations in Economic History*
- **54-H, 28-S *Historical Methods*
- *34-H, 45-S *Journal of Economic History*
- 29-H, 19-S *Journal of Family History*
- **83-H, 41-S *Journal of Interdisciplinary History*
- **58-H, 15-S *Journal of Social History* 23-H, 14-S *Past and Present* 16-H, 9-S *Political Science Quarterly*
- **2-H, 17-S *Politics and Society*
- *12-H, 22-S *Population Studies*
- **91-H, 77-S *Social Science History*

Notes

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1. The response rates for the three groups were: AHA, 75 percent; SSHA history, 64 percent; SSHA other, 60 percent.
2. These statements are based on logit analyses using answers to various statements in question six as dependent variables and the date received as an independent variable, as well as ordinary least squares regressions of the index of answers to question six (explained in the text) on the date on which I received the questionnaire.
3. Combining the three samples and including a dummy variable (0 = AHA, 1 = ssRA history, 2 = SSHA non-history) yields a coefficient for the respondents' current department that is far from statistically significant. The correlation between this index and the more comprehensive fifteen-item index is 0.865.
5. This statement is based on two logit analyses in which having such a course was regressed on the Jones ratings. In one, unranked United States schools were ranked at 20; in the others, unranked United States schools were treated as missing.
6. It is also possible that since courses were already available in other social science departments, it seemed superfluous to duplicate them, and that if interdisciplinary historians offered advanced courses, they would not list them in history departments. If a demand for such offerings were present in history, however, the courses would no doubt be offered there. The difficulty is to explain the lack of demand.