This course provides an introduction to quantitative history as practiced by historians and social scientists. Through lectures, readings and various assignments, students will become familiar with selected problems in political, economic, and social history and the kinds of data, research designs, and quantitative techniques used to analyze them. Particular emphasis will be placed upon the special problems posed by historical data that was often compiled well before standard survey research techniques had evolved. Data manipulation and statistical analysis will be accomplished with the assistance of SPSS and Excel. The course is designed for social scientists who wish to learn more about historical research and historians who desire a stronger grounding in statistics and social science methodology.

**Required Texts:**
John Lewis Gaddis, *The Landscape of History*

**Additional Readings:**
A packet of articles has been prepared, which will also be available in the ICPSR library.

June 24: Introduction to Course, Posters and Projects

June 25: Historians and their Sources

**ASSIGNMENT:** Questionnaire for Study of Homeless Population

June 26: An Exemplary Dataset: McCook’s Tramp file
Jarausch and Hardy, *Quantitative Methods* pp. 1 – 49.
Adela Haberski French, The Social Reform Papers of John James McCook  
(Hartford, Conn.: Antiquarian and Landmarks Society,) pp. 3 – 14; 28 – 31; 34 – 35.  

June 27: The San Fernando Burials data set AND Redistricting Exercise  

June 30 Research Design for Historical Analysis and Univariate Analysis  
Jarausch and Hardy, Quantitative Methods pp. 50 – 62; 82 – 103; 185 – 197.  
Jane Range and Maris Vinovskis, “Images of the Elderly in Popular Magazines,”  
ASSIGNMENT: Code Sheets Based on “Sukie’s Boy”  

July 1 Bivariate Analysis: Categorical Variables:  
Jarausch and Hardy, Quantitative Methods pp. 63 – 81.  

July 2 Bivariate Analysis: Categorical Variables: Measures of Association  
Jarausch and Hardy, Quantitative Methods pp. 104 - 118  
PAPER 1: Seasonal Mortality in Early San Antonio  

July 3 Sampling and Probability Theory  

July 7: History as a Social Science & Projects Update  
John Lewis Gaddis, The Landscape of History  
PAPER 2: Does History Have a Methodology?  

July 8 Analysis of Variance  
Jarausch and Hardy, Quantitative Methods pp. 126 – 139.  
ASSIGNMENTS AND GRADE APPORTIONMENT

Quantitative Historical Analysis trains students in the use of statistics in the analysis of historical documents. There are a variety of assignments taking different forms that
allow students to gain and document mastery over the material. Completion of each assignment produces a given set of points – as listed below – and participants must amass a total of 100 points to complete the workshop successfully. Should a course grade be called for, it will be calculated by weighting the assignments by their point scores.

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Participants who are eager to put their learning to use on a designated project should plan on producing a research note; those who only wish to gain enough statistical literacy to competently evaluate published research may wish to concentrate on the papers, critiques and exam.

**Questionnaire for Homeless Study**

Suppose the City of Ann Arbor is interested in designing programs for the city’s homeless population. City authorities would particularly like to know why there are homeless in their midst and what the city might do to better address their needs. You have been hired as a consultant to help address these questions through a survey instrument to be used on a sample of the city’s homeless population. Type up and submit – in paper form – a questionnaire with no more than two dozen (24) questions (open ended, multiple choice, etc.) designed to produce relatively short answers that can be readily worked up into a database.

**Coding Sukie’s Boy**
DUE: Mon. June 30, 2008

After reading the essay “Images of the Elderly” by Jane Range and Maris Vinovskis for this date, review the coding sheet they appended to the article. (Read it as most historians would: grasping the general argument and method without necessarily understanding or paying much attention to the tables and statistical results that we will cover later. Then read the anonymous essay “Sukie’s Boy” and code the essay accordingly on the code sheet designated for this purpose.

**Paper 1**
Seasonal Mortality in Early San Antonio
Using the SPSS dataset for burials in the San Fernando church in San Antonio (Burials.sav) prepare a short paper (2 – 4 pages of text) exploring the impact of the seasons – defined here as the “months” – and mortality. Were some months more deadly than others? Here it will only be necessary to prepare and analyze a table or two, taking any number of avenues for closer investigation if you choose:

- Was the seasonal pattern to mortality the same for children and adults, men and women, or persons of different castes?
- Did certain diseases or other causes of death follow a seasonal pattern? Which ones did and which did not?
- Did this pattern of seasonality change over time?

It may be prudent to use the condensed versions of the variables (Age3, Cause2, Caste2 etc.) rather than the raw version since the latter does not make for very tidy tables and such. (Month and sex do not present the same set of problems.) You can use the “Select Cases” feature to focus on particular subgroups in the dataset (children, or particular years). Make sure to attach copies of any tables that are discussed in the analysis. And, no, the tables do not count as text, but a chart or graph can be used for this purpose and would be welcome.

Paper 2
Does History Have a Methodology?

Prepare a book review (3 to 5 pages double-spaced) of John Lewis Gaddis’s The Landscape of History: How Historians Map the Past as you might for a journal in your chosen discipline. As with any book review, you should first summarize the book’s main argument, and then go on to offer a thoughtful critique. A few promising approaches would include:

- What, if anything, does Gaddis have to say in his criticism of social science methodology that might be relevant to the work done in your field?
- Do you find his criticisms of the scientific method in the social sciences are off base or on the mark?
- How does the historian’s methodology differ from that pursued by social scientists?
- Can history serve, as he suggests, as a bridge linking the social sciences with the hard sciences?
- Does history have anything that can be called a methodology to judge by Gaddis’s text?

You are NOT expected to try to answer all these questions – the results would be too superficial for a paper of the requested length. And, of course, you are also free to formulate your own questions to put to the subject matter.

Paper 3
Analysis of the Tramp Dataset
Develop your own hypothesis regarding the tramp population of the late nineteenth century and put it to the test using McCook’s data set. Your short study should be 3 to 5 pages in length and include all output discussed in the analysis. Make use of tables or perhaps an analysis of variance procedure for a simple bivariate analysis. Make sure you pick variables that have an appropriate amount of variance (neither too much (such as Whyroad) or too little (Color). You should make use of appropriate statistics to support your findings – especially the chi square or other tests of statistical significance.

**Paper 4**  
**Electoral Analysis**  

The file “Texas Votes” contains and percentile data on election returns and ethnic data for Texas 250 or so counties for the period 2000 to 2006. Use the data set to either explore the relationship between ethnicity and party voting or the relationship of the party vote over time. Here you will want to make use of regression analysis producing Pearson Correlation values or perhaps a slope to reveal patterns or trends in the data. Bivariate analysis will suffice for this assignment, but you are also welcome to engage in multivariate analysis if you like. Beyond noting the general patterns, can you identify cases (counties) that do not conform to the model? Some of the possible questions that could be addressed through the data include:

- What is the relationship between the vote for either party and a given ethnic group?
- What is the relationship of the Democratic or Republican vote for 2000 and 2004?
- What explains the revival of the Democratic Party in 2006? Is it pretty much the same Democratic voting base as in past years, or is it a different coalition?

**Critiques**

Critique papers will be short (2 – 3 page, double-spaced) essays that assess the methodology of specific articles identified in the syllabus with an “*”. Critique papers are due on the date of the reading assignment, and no critique papers will be accepted if turned in after that time. Only one critique paper can be turned in for each class. Students can also amass extra credit points by exceeding the 100 point limit, in which case their lowest grades will be dropped in the computation of their course grade.

**Poster Projects**

Due Friday, July 18

The best way to make use of your time at the workshop is to apply your newly acquired statistical and historical skills to a research project of your own devising. Perhaps you already have a scholarly question relevant to your field of expertise that begs for a statistical answer using a historical dataset. The key concerns here are that the research design call for quantitative analysis and have a historical perspective, meaning either that it considers “change over time” or at least dates back a few years. You will
need to move fast. Come by to discuss a possible line of inquiry with me during the first week of class and be ready to briefly discuss your proposed project on Friday, June 27th. You will be called upon to make a progress report on Monday, July 14th. The final presentation will need to be turned in the last day of class, Friday, July 18th. By the latter date you should have a poster highlighting your findings and a short paper – 5 to 7 pages – outlining the hypothesis, data and findings in a little more detail. You may make use of the poster in sharing your results with the class, or prepare a separate Powerpoint presentation if you so prefer.

Last year workshop participants displayed their posters at the Social Science History Association meeting in Chicago. The SSHA has again expressed interest in putting the posters up for public inspection during the annual meeting in Miami (Oct. 23-26). This is the sort of thing one puts on your vita. Reynolds will be attending the conference and will take responsibility for printing the posters up and posting them at the conference.

Mock Court Exercise
Weds. & Thurs. July 16 & 17

One area where statistical analysis matters a great deal in the United States is in the legislative redistricting process. Every ten years, in the aftermath of the Federal Census, states are required to draw up boundaries for congressional, state legislative and other electoral units. Court rulings in decades past have put certain constraints on how legislators draw up the boundaries, most notably by mandating that they be of nearly equal size (in terms of population) and promise to allow for representation for racial minorities. The state of Texas a few years back (2003) created a national stir when the state legislature (newly under Republican control) introduced a new congressional districting plan to help them unseat a half dozen Democratic congressmen. Like all redistricting exercises these days, this one also came under attack in the courts. The story of the redistricting controversy is outlined in Steven Bickerstaff’s book, A Line in the Sand. We will be reading portions of the book on June 27th and a copy of the book will be available in the ICPSR library. Mr. Bickerstaff himself will be joining us during the last week of the workshop.

During the last few class sessions we will have a mock trial organized around the redistricting controversy. We will request ICPSR staff to serve as a court of appeals to hear the arguments of one side insisting that the Republican redistricting effort be thrown out, and the arguments of the other side wishing to see it preserved. One or two students will need to sign up as advocates to prepare the case for either side. If more than 4 students want to take the part of advocates, some will have to settle for serving as expert witnesses for one side or the other (see below). The plaintiffs can build their case for and against the 2003 map on a variety of grounds, but they will need to support their argument by making reference to history and statistics. The same is broadly true for those representing the defendants. Here are some possible lines of attack:

- Republicans defended their actions by arguing that Democrats had treated them similarly in the past. Can one quantify to what degree the congressional or even state legislative re-districtings of the past compare with the 2003 effort? Did the
system imposed prove to work in the Republican interest any differently than it was used to support Democrats in the past? The relevant issue might be comparisons between the percentage of party votes and congressional seats. One might compare the 2003 results (as they played out in 2004 and 2006) versus those for 2002 or even 1992 in Texas. But students could also look at how this plays out in other large states – California, New York, Florida and Illinois – especially during periods when legislative control shifted from one party to another. This is a way of putting the situation in Texas in 2003 in context.

- The term of opprobrium commonly tossed at redistricting is “gerrymandering:” deliberately drawing up districts to support a given political party, incumbent or the like. But can one operationalize the term “gerrymandering”? How do the 2001 and 2003 districts measure up?
- What’s wrong with a little gerrymandering? Can it be established that there has been a trend in Texas or elsewhere toward fewer and fewer congressional or state legislative districts that are competitive? Is this deliberate, or might there be other factors at work? Is this a recent phenomenon or was a similar dynamic going on in the past? Does the historical record demonstrate that noncompetitive districts undermine the democratic process by lowering voter turnout, or cause other harm? Or is there evidence that legislators from noncompetitive districts behave differently from those in the competitive variety?
- Has congressional redistricting always been a partisan brawl? Here one could consult the minutes of the Michigan House and Senate to see how they handled the redistricting process in the past. Perhaps they could look at a series of legislative sessions (1851, 1881, 1911, 1941, 1971) to discuss change over time? This would involve doing some work with roll call analysis if any of these were contested, so it would call for a different set of statistical techniques appropriate for studying the behavior of individuals. This is another way of asking if the 2003 episode was really exceptional.

The advocates of either side can “hire” experts from among the class who might prepare a poster on some one of the foregoing subjects, and offer testimony during the hearing (when they would also be subject to cross examination.) Students who perform research and offer expert testimony will have their work count the same as doing a poster on a subject of their choice.

In criticizing the 2003 map and seeking to have it overturned, it will not be necessary for the plaintiffs to make their case strictly on legal grounds. Rather, the core of the argument would rest on whether the Republican redistricting exercise represented “business as usual” (albeit outside the usual time frame) as the defendants would claim, or, as the complainants would attest, was a radical departure from past practices that posed a threat to the democratic process.