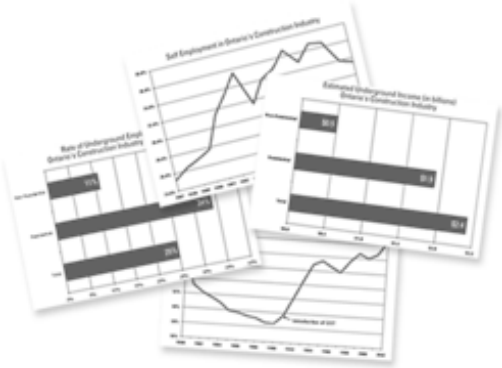
Spring 2006 - POSC 230 Political Science Methods

Instructor: Julian Westerhout
Office: Willis Hall 404; phone: x7848
Email: jwesterh@carleton.edu
Class Loc: Willis Hall 203
Class Hours: MW 12:30-1:40, F 1:10-2:10
Office hours: M,W, Th 11-12:00 , and by appt.



Course Description:

This course is intended to introduce students to the 'science' side of political science. Over the term you will be encouraged to think like social scientists, learn how to pose questions in the manner of our discipline, undertake a study of your own and publicly present your findings. You will also participate in analysis of the work of other scholars (and your peers), discussions of the strengths and weaknesses of various methodologies, and a broader critical evaluation of the application of the scientific method to the study of politics.

Although the topic of research methods may initially appear to be a dull one, in fact, the debates at the heart of any methods discussion are among the most contentious ones in our field. Political scientists have liberally borrowed methodological approaches from other fields of inquiry such as history, economics, psychology, sociology and anthropology in an effort to better explain the political process. Each wave of borrowing has brought with it departmental disputes, struggles for preeminence among journals, and the occasional war for the hearts and minds of undergraduates and graduate students. The consequence of this pattern of disciplinary development is the pluralistic, multi-methodological mix that we find among practitioners in most departments (including our own here at Carleton). Some lament that this system is a haphazard and inefficient mess, while others celebrate it as providing researchers freedom they need to pursue interesting questions by whatever means.

The course is divided into two parts. The first addresses a 'philosophy of science' debate about the 'truth producing' value of social science inquiry, the nature of social causation, and our ability to objectively evaluate social phenomena to accumulate knowledge. This section culminates in a short paper. The second part of the course focuses on both quantitative and qualitative empirical data analysis techniques. The course is organized around a regular M, W, F pattern. Monday will be comprised primarily of lecture as I introduce new topics. On Wednesday I may append Monday's lecture material briefly before the class shifts its focus to a discussion of a single article that demonstrates an approach or concept. Fridays will be 'workshop' days that revolve around a series of short assignments that comprise the essential steps in the process of completing your major projects. These include: formulating a question, reviewing literature and identifying applicable theories, generating hypotheses, developing a testing strategy, finding and analyzing data, and presenting your findings. During these sessions I may sometimes break the class into smaller sub-groups and have you discuss your work with your peers.

Accommodation of Special Needs:

If you have a documented physical or learning disability that will affect your ability to complete the assignments in this class in a timely manner, I will make accommodations for you. If you need extra time or assistance in completing assignments, you must tell me during the first week of class.

Expectations and Evaluation:

Your grade will be weighted as follows
(all grading on a 100 point scale except as indicated):

- ☑ **Participation: 15%**

Participation will be evaluated primarily on the basis of my assessment of your preparation for Wednesday and Friday sessions (Did you appear to have read the articles? Did you complete the assignment in preparation for the workshop or were your workshops often submitted late? Did you join in class discussion?). An average participation level will earn an 87. Above and below average participation will be assessed from this baseline.

- ☑ **Philosophy of Science Paper: 20%**

Details of this paper assignment can be found in the course outline under Week 3.

- ☑ **Workshop Assignments: 25%**

Friday workshop assignments will be graded on a √ +, √, √– basis. A √ indicates that your work was satisfactory and about the average level of your peers. Earning seven √'s on the seven assignments guarantees a minimum of 82 points. Each √ + earned increases that score by 3 points each √- decreases that score by 3 points. Since a √ + indicates above average work, obviously not all class members can earn a √ + on any given assignment. Typically this score is awarded to the top 1/3 of the workshop submissions. Late workshop papers cannot earn a √ +. The point of this scoring system is to 'reduce the stakes' of each assignment and to allow you to explore options, try-out new skills, take risks and even make mistakes, without facing the consequences of a poor grade on a paper. Use these workshops as a tool for feedback and to build your final poster.

REMEMBER: These workshop papers comprise the essential steps in the process of completing your major projects. A substantial amount of this work may cut-and-pasted to form the foundations of your final poster. The more you do each week, the easier your final project will be!

- ☑ **Research Proposal: 15%**

Details on the research proposal can be found in the course outline under Weeks 5 and 6.

- ☑ **Final Project Presentation: 25%**

You will present your work in sessions during the last week of the term. You are expected not only to present your own work, but to ask informed questions of your classmates during their presentations. You will be evaluated both on the quality of your own work (90 points possible) and thoughtful feedback during the other presentations (10 points possible).

Statement on Plagiarism and Academic Dishonesty:

While incorporating the thoughts of others into your work is allowed (and required when you write your papers!), you must be sure to give credit where it is due. Any quotations must be clearly marked and correctly cited, and ideas or concepts you have gotten from the work of others must also be cited. If you are unsure how to properly cite sources in your work see me, and I will be glad to help you. Presenting the work of others as your own (without citation) is plagiarism – that is, cheating, and will result in a failing grade for the course.

Readings:

The texts listed below will be the primary readings for the course. There are also readings in the course outline that are on e-reserve. You are required to obtain and read those as well as the readings from the purchased texts. I may also occasionally provide supplementary readings if I feel they are necessary. These readings may be made available via e-reserve, and may also be distributed in class or on Collab.

Required purchase texts:

Political Science Research Methods, 5th Edition. Johnson, Janet and HT Reynolds. CQ Press. ISBN: 1568028741 (referred to as **J & R** in the course outline).

Theory and Methods in Political Science, 2nd Edition. Marsh, David, and Gerry Stoker, Eds. Palgrave-Macmillan. ISBN: 0333948556 (referred to as **M & S** in the course outline).

An SPSS Companion to Political Analysis, 2nd Edition. Philip H. Pollack III. CQ Press. ISBN: 1568029969 (referred to as **Pollack** in the course outline).

Course Outline and Assignments:

Week 1

Monday Introduction and Syllabus
History, Foundations & Controversies: Is Social 'Science' Possible?

M & S Introduction & Chapter 1 & 2

Wednesday **Workshop Assignment #1: Asking a Question**

Read the first chapter (introduction) of the J&R text which outlines seven different research programs in political science.

After reading these sections

1. Identify the broad research question that motivates the scholars working in each area (you will generate 7 questions). In some instances this question identification will be quite easy (it may even be the title of the subsection!), in others it may be tougher. When we meet on Friday we will collectively identify what these are.
2. In a short response (of no longer than one page) indicate which of these research programs you think has made the most progress in addressing their core question. Why do you think this program has advanced further than the others?
3. Reflect for a while on the political science courses you have taken and consider the topics from theses courses that have particularly interested you. Examine the descriptions of the data sets that have been made available for the course that are listed at the end of this syllabus. Phrase at least two broad research questions—like the ones you provided for the other seven research programs—that relate to the previous Political Science courses you have taken and that you might explore through these data sets. Submit the questions you have generated as part of your workshop assignment.

Friday -- **NO CLASS MEETING** -- Hurricane Katrina Day

Week 2

Monday Ontology, Epistemology & Theories of Political Science
M & S Ch 2-4, Chicago Ch 2-4 (e-reserve)

Wednesday Theories continued
M & S CH 5-7

Friday **Workshop Assignment #2: Introduction to the Datasets**

This assignment prompts you to investigate our datasets (described at the end of this syllabus) and (re)familiarize yourself with how to open the datasets and analyze them with SPSS. Before this meeting, take some time to examine the datasets and their codebooks in greater detail. You will find them in the common folder for this course on the COURSES drive. Start by examining the codebook of a dataset you are interested in and get a sense of the variables available to you. Once you have decided on a dataset, study it a bit further and write a two page summary paper answering the following questions:

1. Who collected the data?
2. What is the unit of analysis? i.e. What does each case represent?
3. How many cases are there in the dataset?
4. What was the sampling method?
5. For how many variables was data collected in each case?
6. What variables does the dataset contain that are of particular interest to you as a) dependent (the thing to be explained) and b) independent variables (the factors that might explain the DV)?
7. Evaluate the usefulness of the data for your research goals. Can this data help to answer the question(s) you posed in workshop #1? If your SPSS skills are a bit rusty you might benefit from reading the "Getting Started" and "Introduction to SPSS" chapters in the SPSS Companion to Political Analysis (Pollock) book.

Week 3

Monday Propositions, Hypotheses and Tests
J&R Ch 4

Wednesday Conceptualization, and Measurement: Reliability and Validity

Article for Discussion
Barbara Harff; Ted Robert Gurr (1998) Toward Empirical Theory of Genocides and Politicides: Identification and Measurement of Cases Since 1945 (in Research Note) International Studies Quarterly, Vol. 32, No. 3. (Sep., 1988), pp. 359-371. (J-stor) (Note: Conceptual Precursor to State Failure Data).

Friday **Philosophy of Science Paper Due**

Finish reading the 'Issues' section of the Marsh and Stoker book (Chapters 13, 14 and Conclusion) then, in a paper of not more than 6 pages (typed, double spaced, 12pt font with 1" margins), write an essay that responds the following question:

"To what degree is a Science of Politics possible?"

Some questions to consider as you write: Would a science be more possible if the discipline strived to adopt one common 'approach' (with its attendant ontological and epistemological positions) thereby mirroring more

homogeneous (scientific?) disciplines like Economics and Psychology? Could one of the approaches described in M&S be best suited to build a science of politics? Alternatively, are there any approaches that we should particularly try to de-emphasize in this regard? While defending pluralism is a noble (if a bit wishy-washy) position, if you decide to take this position, describe how you think the different approaches can co-exist? Strong essays will engage the central points of this debate such as the problem of the double-hermeneutic, the agent-structure debate, and/or the fact-values distinction.

Our workshop this Friday will consist of a discussion of your conclusions regarding the topic question.

Week 4

Monday Experimental logic, Observation and Research Design
J&R Ch 3

Wednesday Quasi-Experiments: Issues of Internal and External Validity
J&R Ch 5

Article for Discussion:
Shanto Iyengar (1987) Television News and Citizens' Explanations of National Affairs (in Articles). The American Political Science Review, Vol. 81, No. 3. pp. 815-832. (J-Stor).

In class demo of SSCI, J-stor and other library resources

Friday **Workshop Assignment #3: Locating Literature**

Part 1: Locate the J-Stor database on the library web site.
http://www.jstor.org/cgi-bin/jstor/gensearch
Conduct several searches on topics related to the questions of interest to you (ones you posed in WS #1 or became interested in as you explored the data) by entering keywords in the full-text search. Make sure that the 'Political Science Journals' box is checked. If your topic involves certain geographical areas, or economic issues you may want to select more journal categories. Comb the resulting list of articles for three or four that seem particularly relevant and read AT LEAST the abstracts, introductions and conclusions of these articles. When you've found a topic that seems especially interesting and accessible to you, save or print copies of the articles you've found.

You may need to adjust your search criteria (just putting 'War' or 'Voting' in the full-text search box will, of course, generate too many responses).

Part 2: Locate the Web of Science database on the library web site.
http://isiknowledge.com/wos
Do a 'full' search of the Social Science Citation Index for the articles you have selected from J-Stor. [note that SSCI may not go back as far as J-Stor). Record how many times each of the J-Stor articles you found has been cited. Next, see if you can find one of the citing articles. You may be able to find it on J-Stor (if it is older) it mighte be available on one of the other databases our library subscribes too (like Proquest http://proquest.umi.com/login) or you may have to venture into the library if it is from a recent journal!

Write a two page summary of the lit you've found. Detail what you searched for, what keywords you used and provide full bibliographic references (author, date, title, journal, volume, pages) for the J-Stor articles you found. Under each referenced article, indicate how many times it has been cited based on the SSCI . Come prepared Friday to discuss your search.

NOTE: Here are some search hints for finding articles related to our datasets. You'll find articles by Ronald Inglehart and his coauthors using the World Values Survey by entering "Ronald Inglehart" as an "author" search in the J-Stor search engine. You also will find articles using this dataset by entering "World Values Survey" as a "full-text" search. You'll find many articles using the American National Election Study by entering "ANES" or "NES" as part of a "full-text" search. Enter "Harff" and/or "Gurr" to find several articles they have written employing data related to the "state failure" dataset. For the ICB Data "Micheal Brecher" and "Jonathan Wilkenfeld" and "Patrick James" have published using this data.

Week 5

Monday Sampling
J&R Ch 9, M & S Ch 10

Wednesday Univariate & Bivariate analysis
J&R Ch 11 and pp. 339-371 of Ch 12

Article for Discussion
Jonathan Wilkenfeld. (1991) Trigger-Response Transitions in Foreign Policy Crises, 1929-1985. The Journal of Conflict Resolution, Vol. 35, No. 1. pp. 143-169. (J-Stor) (Note: Uses the ICBP Dataset)

Friday **Research Proposal Discussion (Draft submission is Workshop #4)**

Although this could be considered a Workshop Assignment (entitled: 'Proposing Some Hypotheses and a Testing Strategy') I wanted you to pay extra attention to this important phase. Please prepare a paper of not more than 6 pages (typed, double-spaced, 12 pt font) that includes:

1. An articulation of your research question (This is the intro paragraph). The question should be a manageable one. It MUST be phrased in the form of a question and MUST address a political issue.

   Examples: Are democratic dyads less prone to war? Why did some Eastern European states transition from authoritarian rule more successfully than others?
   Why do some states adopt stricter seatbelt safety laws? What factors predicted a country's support for the United States' initiation of the War in Iraq?

   Examples of unacceptable research questions: Do seatbelt laws work? (This is a public policy question there is not enough political content) I'd like to study interstate border disputes. (not in question format) What causes ethic conflict (too broad, you could narrow it by asking something like: Does environmental degradation lead to ethnic conflict)?

2. A literature review which provides some insights into what others have written (or perhaps have overlooked) about this question. What theories have been offered to explain the phenomenon? What key variables have been indentified? (2-3 pages). You may want to discuss conceptualization issues here if there is any debate in your readings over how terms are defined. For some style tips see the handout on COURSES called "Notes on Writing Lit Reviews"

3. Although you wouldn't normally be so explicit about this phase, I'd like you to articulate the general 'approach' to the research question that you will be employing (behavioral, rational choice, institutional, Marxist etc.) it may be that you are blending aspects of two (or more). (1/2 page) YOU WILL NOT INCLUDE THIS ON YOUR POSTER.

4. One or more testable, directional, conceptually clear and theoretically based hypotheses derived from the literature you've discussed (one or two sentences)

5. A very preliminary discussion what kind of testing strategy you would want to employ (a three-cornered fight where competing theories are evaluated against common evidence? A test of one theory and its hypotheses against the null?) and a discussion of what data you will use to implement this strategy. What is the unit of analysis? What selection criteria will you employ if you plan to use a sub-set of the data (i.e. the basis for case selection if you're not using the full dataset, why only certain countries in WVS or specific types of crises in ICBP). Evaluate how well the available data sets fulfill these requirements. (1-2 pages).

6. Locate a likely dependent variable of interest to you in the data set you have chosen for your project. You will likely need to consult the codebook in order to identify some relevant variables.

Keep in mind that these components may change in the future as your project evolves and you do more reading, generate new hypotheses, and more closely assess the availability of data. Come prepared to discuss your DRAFT research design with your peers. I'll be forming discussion groups of students according to data-set or substantive topic. You MUST submit a DRAFT copy on Friday which will be treated as a workshop assignment. However, the final research design paper is due Wednesday May 3rd (I wanted to give you a chance to revise your design after getting peer feedback).

Week 6

Monday [Midterm Break -- No Class --]

Wednesday Bivariate OLS Regression
J&R pp. 372-399 of Ch 12
*****Research Design Paper Due Today*****

Friday Workshop #5: Audience and Quantitative Writing

The way a piece of written work is structured and framed depends in part upon its intended audience. For example, consider how an article written for the Carletonian might be different from a summary on the same topic written for a corporate CEO, or from a research paper on the topic that you plan to revise as a comps project, or a research paper you plan on submitting for publication or presenting at a conference.

These hypothetical pieces of written work would clearly be different, but how? What difference does audience make? What sorts of constraints do the different intended audiences listed above imply? What sort of unique opportunities might each present that the others do not?

Read the following article:

Jim Granato, Ronald Inglehart and David Leblang (1996) The Effects of Cultural Values on Economic Development: Theory, Hypotheses, and Some Empirical Tests. American Journal of Political Science, Vol. 40, No. 3 pp. 607-631 (J-Stor). (Note: Uses World Value Survey Data)

This was published in one of the leading political science journals in the United States. This article makes extensive use of quantitative data in support of its author's thesis. Consider how its publication in AJPS shaped how it is written.

Writing assignment

If you are in group A, you are to assume that you are a reporter for the Washington Post, and have been assigned to write a short article on the topic using the APSR article as your primary source.

If you are in group B, you are to assume that you are a staff policy advisor for a U.S. Senator, and have been assigned to write a short executive summary on the topic using the APSR article as your primary source.

In both cases, you need not do any primary research beyond the APSR article, but you should find 2-3 sources using Lexis-Nexis in order to provide additional background for your assigned writing on the issue.

Your article or summary will be 2 pages, typed, double-spaced. In addition to this piece, you will prepare a 1-2 page typed, double-spaced reflection on what you've done. What are the substantive differences between the APSR article and your piece? Why? In what way did your presentation of the data differ? What difference do these changes make?

The article/summary and the reflection piece are each worth 50 points. Very good work will include an article/summary that is clear and that successfully conveys the core argument of the original APSR article, and a reflection piece that demonstrates an understanding of the choices and tradeoffs you've made in adapting the material of the APSR article to a much shorter piece intended for a different audience. In addition, very good work will be largely free of errors in grammar, punctuation, and usage.

In-class discussion

We will discuss the process you went through in writing your articles/summaries in class next week. Consider how audience matters in making an argument supported by quantitative data, and consider how, as a consumer of information, your perception and consideration of such work changes (or doesn't) and why (or why not) depending upon intended audience and the techniques used by authors in order to best meet their goal of conveying their message.

Week 7

Monday Multivariate OLS
J&R pp. 405-428 of Ch 13

Wednesday Logistic Regression
J&R pp. 429-449 of Ch 13

Additional support material is also included in the COURSES course materials folder.

Article for Discussion
David C. Barker, (1999) Rushed Decisions: Political Talk Radio and Vote Choice, 1994-6, The Journal of Politics, Vol. 61, No. 2 pp. 527-539 (J-Stor). (Note: Uses the ANES dataset)

In class demo on the logistic regression excel file

Friday **Workshop Assignment #6: Data Analysis 1**

1. Before you begin examine your data. You will also likely need to 'clean' your data to remove 'missing' cases or to recode variables.

2. Generate a bivariate analysis of two variables you looked at in the RD paper using an appropriate analytic technique given the level of measurement of each variable. This could involve cross-tab analysis with chi-squared and Lambda for nominal variables, similar cross-tabs with or Gamma or Tau and Chi-Squared for ordinal variables, difference of means tests or even ANOVA analysis. See Pollock ch 5, 6, 7
3. You may need, or want, to perform some small transformations (logs) or index construction for step #2 See Pollock Ch 4
4. Find a continuous variable in your dataset and estimate a bivariate OLS model using it as the dependent variable along with a relevant independent variable (include descriptive stats for it too). See Pollock Ch 8.
5. Interpret your results both statistically (i.e. coefficients, significance, unit change interpretations, and overall model fit) AND substantively (what does this result mean in real terms).
6. Employ diagnostic techniques to evaluate the error terms for normality (histograms of residuals and Q-Q plots) and heteroskedasticity (non-constant variance revealed by plotting saved residuals against saved predicted y's)
7. Next, estimate a multivariate model using this dependent variable and some relevant independent variables (at least 3). If you happen to have a dichotomous dependent variable, estimate a multivariate logistic regression. Use the equation provided in the COURSES handout to calculate probabilities and interpret the logistic coefficients. The spreadsheet in COURSES may also be helpful (See Pollock chapter 10 for tips on running logistic regressions)
8. Submit the results with an interpretation of your findings in both 'statistical' and substantive terms. Again, neatly presented tables are expected.
9. Diagnostics analysis is required. Along with error term normality and heteroskedasticity tests, you should check for multicolinearity

NOTE: Please do not submit raw copies of your SPSS printout, nor are cut-and-pasted SPSS tables acceptable (graphs are ok). Use the MS-Word Table functions to produce neatly presented tables (I use the autoformat function and the 'simple1' layout for cleanest academic journal style presentation). Focus on readability. Although there is no strict page limit, try to be efficient in your presentation. I do not expect more than about 6-7 pages including graphs, and tables. You will find a template table and some phraseology for you to emulate as a guide to completing this assignment in the COURSES folder. Come prepared to discuss your statistical analyses.

Week 8

Monday Qualitative methods
M & S Ch 9 & 11

Wednesday Small-n sampling and the Comparative Method
M&S Ch 12
George, A. and A. Bennett "Phase One: Designing Case Study Research" (Chapter 3) and "Phase two: Carrying out the Case Studies" (Chapter 4) in Case Studies and Theory Development in the Social Sciences. 2004. MIT press (e-reserve).

Article for Discussion
Douglas Foyle. (1997) Public Opinion and Foreign Policy: Elite Beliefs as a Mediating Variable. International Studies Quarterly, 41, 141-169. (J-Stor).

Also - Check out Carleton's Printing and Mailing Services at
http://apps.carleton.edu/campus/printing/services/

And follow the link to the poster submission and enter your userid and password to view the form. What type of files the P&MS department will accept? What size file (in terms of MB and physical size) can you send to be printed? What is the cost (follow the link to the right on the page indicated above for a price list in Excel format).

We will explore how to make a poster using PowerPoint in class.

NOTE: Assignments will also be made for poster presentation dates (Wednesday or Friday) anyone absent will receive a Wednesday assignment! Posters should be submitted to Printing Services no later than Friday of Week 9 to ensure they will be ready for presentation on Wednesday of Week 10.

Friday **Workshop Assignment #7: Graphically Presenting Data Relationships**

An important part (perhaps the most important part) of doing research is sharing your ideas, progress and results with others in a paper, an oral presentation, a poster, or through some other medium. This is how your work can contribute to the larger body of knowledge, and it simultaneously provides opportunities for others to learn from your work and for you to receive feedback that, ideally, can help you refine your ideas and advance your understanding of the question you are trying to answer.

Assignment

Read chapters 6 and 7 in Miller (on e-reserve). Think about your project for this class, and how you can best present your results. Consider poster sessions you've attended -- how effective were the posters in communicating their message to the audience? How might they have been improved to better get their author's argument across? Write up a 2 page reflection on what you think works well, what doesn't really work well, and why. Also be sure to address the role that audience plays in communicating research in a poster process.

We will discuss the results of this exercise in small groups, and each group will decide which solutions they think are most and least effective, and why.

Bonus Opportunity!
Students who would like to earn a √ ++ (the equivalent of having a prior √ upgraded to a √ +, or a √ – upgraded to a √) should submit a brief (one page) discussion of how the application of a qualitative approach could supplement or strengthen your current quantitative analysis. Consider the dimensions of the George and Bennett article (especially regarding case selection).

Week 9

Monday Content analysis

Deborah Welch Larson (1988) Problems of Content Analysis in Foreign- Policy Research: Notes from the Study of the Origins of Cold War Belief Systems. International Studies Quarterly. 32, 2, pp. 241-255. (J-Stor)

Wednesday Asking Questions: Interviews and Surveys

Article for Discussion
Dennis Chong (1993) How People Think, Reason, and Feel about Rights and Liberties. American Journal of Political Science Vol 37. pp 867-899 (J-Stor)

Friday **Workshop Assignment #8: Ethics**

Investigate the role of the Carleton College IRB:
http://webapps.acs.carleton.edu/campus/doc/faculty_resources/research_with_human_subjects/

In a brief two-page paper answer the following questions: What is the IRB? Do students need to consult the IRB? When and how would you submit a proposal to the IRB? Read chapter 6 in the Van Evera text. Aside from our responsibility not to harm our research subjects (the focus of the IRB), what other ethical responsibilities do we have as social scientist? How does the discipline enforce ethical behavior?

Week 10

Monday The Future of Social Science Methodology? Beyond the Qualitative/Quantitative debate.
M&S Conclusion

Jervis, Robert. 1998. "Complexity and the Analysis of Political and Social Life." Political Science Quarterly 122, 4: 569-93 (J-stor)

Wednesday Poster Session 1

Friday Poster Session 2

(Remember printed and unmounted posters are preferred. Check the COURSES folder for a Poster Content guide and Example Poster to use as a template if you like).

Information on Course Datasets

American National Election Study, 2000 & 2002 – The Survey Research Center at the University of Michigan has conducted these academic surveys of American voters every two years since 1952. The dataset from the 2000 Presidential election and the recently released 2002 edition are available in the course folder. In each set are responses from nearly thousands randomly selected individuals, gathered via in-person and telephone interviews, in two waves – one before election day and one just after. Included in the 2000 dataset are 1,904 variables of information about the respondents, including demographic information, responses to questions about opinions and attitudes on all manner of issues, candidate preferences and self-reported political behavior. The 2002 data set has 732 variables with information on the Congressional election and attitudes toward the events of 9/11 and support for the war in Iraq. A version of this is supplied with the workbook (see below) and you are welcome to work with either the original or workbook sets

Continuity and Change in American National Elections, 1952-1996. The dataset is a collection of certain common variables for selected federal elections from 1952 to 1996 taken from the National Election Study Cumulative file. Variables in the dataset include race, gender, religion, education level, other demographic information, economic status indicators, media exposure, political ideology, political behavior, attitudes toward salient public policies, and partisan identification. The data set is useful for examining broad changes in the American electorate as it transitioned from the post-New Deal, early Cold War, Civil Rights, Vietnam, Détente, Watergate, Oil Crisis, second Cold War and early Post Cold War eras. Ambitious investigators might combine it with the ANES 2000 and 2002 to extend the dataset.

World Values Surveys and European Values Surveys. Gathered in three waves (1981-4, 1990-3, 1995-7) over two decades this is the most extensive dataset available on comparative public opinion and attitudes. The 1997 survey alone includes over 60 separate surveys representing the publics of over 50 nations. Included in this vast dataset are responses of 168,482 people on up to 251 variables concerning policy attitudes, demographic characteristics and self-reported behaviors. This is a great resource for students of comparative politics.

State Failure Dataset. State failure is a new label that encompasses a range of severe political conflicts and regime crises exemplified by macro-societal events such as those that occurred in Somalia, Bosnia, Liberia, and Democratic Republic of Congo (Zaire) in the 1990s. This dataset lists comparative information on cases of total and partial state failure that began between 1955 and 2001 in independent countries with populations greater than 500,000. There are almost 9000 cases of revolutionary wars, ethnic wars, adverse regime changes, and genocides and politicides.

International Crisis Behavior Project Dataset. The ICBP is concerned with interstate crisis and conflict. It focuses on a set of military-security crises where the prospects for violent conflict are high (as opposed to any militarized dispute where armed forces are involved however peripherally). The ICBP examines the sources, processes, and outcomes of all military-security crises since the end of WWI, within and outside protracted conflicts, and across all continents, cultures, and political and economic systems in the contemporary era. They identify 434 crises involving the participation of 956 individual states as crisis actors. The dataset contains observations on over 80 variables about each country including information about the nature of the crisis triggering event, the level of threat, its major response to the trigger, its choice of crisis management technique, the presence of mediators, the involvement of great powers, and the nature of the crisis outcome as well as extensive information about the political and economic characteristics of the state.

ALSO: DATA from the SPSS Companion Workbook CD-ROM:

General Social Survey, 2002
This data is made available on the Pollock CD-ROM. It has been cleaned and reduced from the original GSS collected by the National Opion Research Center at the ICPSR. The CD dataset contains a nearly 40 variables measuring social attitudes and self-reported behavior for over 2000 randomly selected adults in the US. A brief

description of the variables is presented in the first Appendix in the Pollock booklet. If you are interested a larger cumulative file 1972-2002 is available on-line.

US States Dataset
This data is made available on the Pollock CD-ROM. It is a cross-sectional dataset (snap-shot it time) that contains over 40 social and political indicator variables for the 50 US states. The data was compiled by the author of the Pollock booklet from a variety of sources. A brief description of the variables, including their source, is presented in the second Appendix in the Pollock booklet.

Nations Dataset
This data is made available on the Pollock CD-ROM. It is a cross-sectional dataset (snap-shot it time) that contains over 40 social and political indicator variables for the 114 countries around the world. The data was compiled by the author of the Pollock booklet from a variety of sources. A brief description of the variables, including their source, is presented in the third Appendix in the Pollock booklet.

US Senators Dataset
This data is made available on the Pollock CD-ROM. It is a cross-sectional dataset (snap-shot it time) that contains 25 indicator variables for the 100 US senators. The data was compiled by the author of the Pollock booklet from a variety of sources. Unfortunately no description of the variables or sources is presented in the Pollock booklet. However, most of the variables appear to be fairly self explanatory. The data is in Text format and so to use it in SPSS you will have to open it using an import wizard.

Note: These datasets have been made available because they provide quantitative information about subjects of interest to many students. However, you are not restricted to using these data. There are many other sources. The Statistical Resources folder on the Courses drive "Courses/tools/Statistical Resources" has a number of well known datasets.

Currently all data from the ICPSR are now available to any computer on the campus network. Users will need to create an account with the ICPSR (Please do not use your Carleton password for this account!) While the codebooks have always been freely available, the ICPSR formerly limited access to data downloads (in large part to help with bandwidth issues).

In anticipation of greater data use and exploration combined with larger bandwidth, the ICPSR opened the access to any computer with an IP address beginning with "137.22" (any registered computer on campus.). Be aware the ICPSR is a very large data archive to 'go fishing' in. It is a good idea to have some idea of what you are looking for before you cast your net. If you want to search for your own data, please consult with me or the social science reference librarian Kristin Partlo (kpartlo@carleton.edu).

Other data sources can also be found on the web. Many journals maintain data archives for replication purpose and many researchers have made their data available through personal or institutional web-sites. Again, you are welcome to search. A few good jumping off points for social science data include:

Paul Hensel's IR data website: http://garnet.acns.fsu.edu/~phensel/data.html
The Journal of Conflict Resolution replication site: http://www.yale.edu/unsy/jcr/jcrdata.htm
The Development Gateway's data links: http://home.developmentgateway.org/DataStatistics
Journal of Peace Research replication data site: http://www.prio.no/page/Project_detail//9244/41427.html
Center for the study of Civil War: http://www.prio.no/cscw/datasets
UCSD's Social Science Data site: http://ssdc.ucsd.edu/index.html
World Resources Institute list of environmental data sources: http://pubs.wri.org/datasets.cfm?SortBy=1