
ICPSR BULLETIN

Fall 2005

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The Inter-university Consortium for Political and Social Research (ICPSR), located at the Institute for Social Research at the University of Michigan in Ann Arbor, is the world's largest repository of computer-readable social science data. For over 40 years, the Consortium has served the social science community by acquiring, processing, and distributing data collections on a broad range of topics. Researchers at the Consortium's member institutions may obtain any of these data collections at no charge; researchers at nonmember institutions may also use the data, after paying an access fee. To find out more about ICPSR's holdings or about a specific data collection, visit the ICPSR Web site at www.icpsr.umich.edu.

The *ICPSR Bulletin* is published twice a year to inform interested scholars, including Official Representatives at the member campuses and ICPSR Council members, about topics and events relevant to ICPSR and its data collections. For subscription information, please contact the Editor.

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The Joy of Political Science: Beyond Punditry and Spin to Meaningful Statistical Data Analysis

Donald Davison

Rollins College

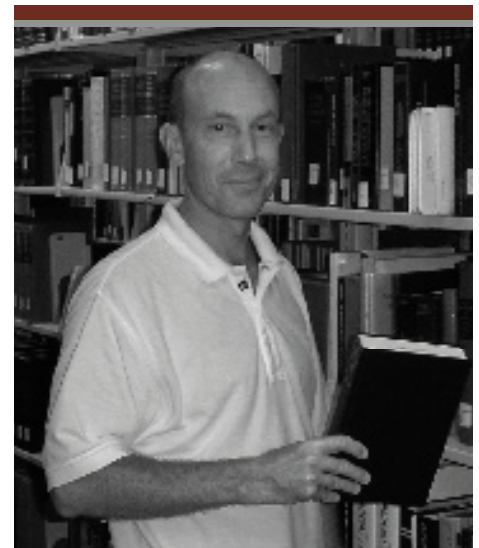
Shortly after the 2004 presidential election, various analyses were offered by pundits, politicians, and political scientists. Among the most frequently delivered explanations for the results were these: the election illustrated the strength of *values* voters; the fear of *terrorism* and the *war* in Iraq solidified support for the incumbent; or, the charge that John Kerry *flip-flopped* stuck with voters. Analysts suggested that the *red* states and the *blue* states showed an ideologically polarized electorate, and of course, *church-goers* vote Republican.

Have you wondered, though, why church-goers apparently started voting Republican? Presumably, citizens went to church in 1992 and 1976 when Democrats Bill Clinton and Jimmy Carter were elected president. Did citizens process campaign information differently in 2004 than in 1980? Just how polarized is the population and have we always been so distant? Perhaps one might discover, as Morris Fiorina (2005) suggests, that the political parties offer polarizing alternatives to voters but the voters themselves are not really that different from each other.

Often the pundits' conclusions are based on observations from the most recent election. The election, and these insights, are singular and isolated from considering whether the results are consistent with historical patterns in American politics. Such isolation, in fact, might lead the analyst to ask the wrong question.

Studying electoral behavior through time can provide a different perspective. For instance, Fiorina finds in the 2000 presidential election that most citizens in the North, blue states, and the South, red states, consider themselves to be ideological moderates. Interestingly, they viewed themselves similarly as moderates in 1980 and 1972. In fact, Americans have consistently thought of themselves as ideological moderates for the last 30 years. Hence, have voters truly become polarized — as the pundits suggest — or have political parties and elites changed, as Fiorina suggests? A related question is how have the parties and the distribution of partisan loyalties changed over time?

As the recipient of the 2005 Official Representative Summer Sabbatical, I spent the past summer working at ICPSR. The summer sabbatical



*Donald Davison is Professor and Chair of the Political Science Department at Rollins College in Winter Park, Florida. He specializes in American politics, methodology, and electoral behavior. Dr. Davison serves as ICPSR's Official Representative at Rollins College. During his summer 2005 residency at ICPSR as OR Sabbatical Fellow, he worked on his instructional module, **Continuity and Change in American National Elections, 1952–2004** (ICPSR 3727) [forthcoming].*



**“Continuity and Change
in American National
Elections** *is designed to
engage students in the process
of interactively exploring
political and social change
through quantitative analysis.”*

program enabled me to complete work on an updated instructional data module that examines political and social change in the United States. It gave me the opportunity to establish new associations in the social science research and instructional community and it also inspired new ideas for teaching quantitative methods.

The instructional module, **Continuity and Change in American National Elections, 1952–2004** (ICPSR 3727) [forthcoming], includes the complete sample of respondents for presidential elections from 1952 through 2004. The module contains a Stata data file, a codebook, and an instructional booklet. With this module, I attempt to integrate three pedagogical goals: to study political and social change over time, to encourage an interactive process of inquiry, and to progressively advance students’ statistical analysis skills.

Studying Political and Social Change Over Time

The most distinctive feature of the module is that students and researchers can examine American electoral behavior across time. The module includes selected variables from the American National Election Studies cumulative data file during the period 1952–2004. American voting behavior has experienced many transformations during the past 50 years. At the same time, many of the theories that are used to explain American electoral behavior generally remain valid. The data module is designed to investigate the remarkable continuity, but also transformation, in

American electoral behavior during the last 50 years. Furthermore, the cross-sectional time-series design enables specific elections to be located within their peculiar historical contexts.

The **Continuity and Change in American National Elections** module also includes a collection of exercises that instructors may use in their classes. The exercises are both analytical and statistical. They are inspired by many of the important substantive questions and theories about American electoral behavior. Often the exercises focus on a scholarly controversy. This is intended to engage students in the theoretical debate and requires them to formulate their own empirically substantiated conclusions. For instance, several exercises invite students to decide whether the American party system is in a *dealigned*, *realigned*, or *reinvigorated* stage. Other exercises focus on contemporary themes such as whether recent American elections reflect a *culture war* between the so-called *red* and *blue* states. These exercises examine the behavior of religious voters, whether the electorate is polarized, and the influence of politically and socially salient cross-cutting issues such as abortion and affirmative action. Finally, there are several exercises that examine traditional economic explanations for voting behavior such as *retrospective* and *prospective* decision-making.

Engaging in Scholarly Inquiry

Continuity and Change in American National Elections is also designed

to engage students in the process of interactively exploring political and social change through quantitative analysis. The substantive exercises for students include many basic programming commands in Stata, as well as data manipulation techniques. Most exercises conclude with additional open-ended questions that are posed to challenge students to initiate their own explorations. As students complete the exercises, they should acquire an expanding statistical and programming repertoire. Also, the sample commands can be copied and pasted directly into the command line of Stata. The goal is that students will learn to modify the commands and then launch their own process of empirical inquiry. A sample program and method of analysis from one exercise can be modified to investigate a different question that is of interest to the student or researcher. For example, the program and method used to study the influence of religion on voting behavior can be modified to study the influence of declining social capital on turnout.

Advancing Statistical Analysis Skills

Finally, the exercises progressively advance students' statistical skills. The exercises are thematic and increase in statistical sophistication. They introduce students to, and develop their knowledge of, types of data (categorical and interval) and the appropriate statistical techniques used to analyze those data. The exercises progressively build on the statistical

and programming competencies from the previous assignments.

An additional feature of the module is that throughout the instructional supplement are references to the primary scholars whose research inspired the exercise. As often as possible, each author is hyperlinked either to their primary article in JSTOR or their full bibliographic citation. Thus, students and researchers can immediately refer to the primary work for further study.

The package is designed to give students hands-on experience analyzing American electoral behavior. It also will introduce them to one of the major statistical software packages used by professional researchers and policy specialists — Stata. The cumulative data file is pooled cross-sectional data for each selected election year. The complete **American National Election Studies Cumulative Data File** (ICPSR 8475) contains more than 750 variables; however, I selected a more manageable collection of about 285 variables. A variable in the dataset typically reflects a question that has been asked in three or more elections. It also includes a number of variables that investigate the on-year Congressional elections.

Studying Politics Through Time: Fifty Years of American Electoral Behavior

Below are portions of three exercises that are included in the instructional booklet. Each illustrates the

advantages of studying electoral behavior across several elections.

Example 1: Partisan Change Over Time

Generally, partisan affiliation remains with citizens for relatively long periods of time. However, a change in individuals' partisan attachments may occur for a variety of reasons. One of these conditions is through a realignment. New and fundamental issues may emerge that cross-cut the existing partisan alignments. This could cause the creation and/or disappearance of political parties. It also is possible that the new issue(s) can redistribute the existing partisan alignment that organizes the parties and politics. The emergence in 1860 of the slavery issue as irreconcilable among the various factions and parties resulted in the replacement of the Whig Party by the Republican Party. The New Deal coalition emerged in 1932 over the issue of whether government should intervene in domestic economic and social policy (Sundquist, 1983).

While the distribution of partisan identification helps to organize the political system at the macro level, the strength of partisan attachments may weaken through time as new voters grow older and are replaced in the electorate. New and younger voters may hold weaker partisan loyalties because they did not directly experience the earlier realigning issue(s) that organized the political system. Through this process of generational replacement of the electorate, a large pool of "dealigned"

“Studying electoral behavior across time allows students to investigate the continuities and the changes that have occurred, enabling them to move beyond punditry to enjoyment of political science.”

voters is created. These voters can include weak partisan identifiers to independents (Beck, 1991). This pool of dealigned voters can be the source of a new partisan realignment stimulated by a major new exogenous issue or remain a volatile portion of the electorate. It is also possible that voters convert from one political party to another as a result of the social group pressures placed upon them. The influence of coworkers, friends, and neighbors can encourage individuals to gradually adopt the partisan attachment that prevails in that particular social context.

Change at the mass level in partisanship can take a variety of forms. Some see the American political party system as being *dealigned*, as supporters of the Democratic Party’s New Deal coalition have been replaced with weak partisans. Conversely, others see recent elections indicating that the party system is *reinvigorated*, with strength of partisanship reaching levels similar to those in the 1950s (Bartels, 2000). Finally, it is possible that a significant realignment of some social groups occurred in the 1980s, but the overall balance between the parties remains similar.

Is the American party system at the mass level *dealigned* or *reinvigorated*? What has happened to the New Deal coalition in the United States? The partisan realignment

that began in the 1928–1932 interval created a majority for the Democratic party. Using the election time series, examine what has happened to the partisan attachments of the electorate. Do you believe that the American party system has become dealigned or is it strengthening? Compare the Democratic and Republican parties’ respective shares of the population and how they change. What does this tell us about the stability of the New Deal coalition and the current composition of the electorate?

In order to answer these questions, students are asked to interpret the trend in partisan identification in the elections of 1952, 1960, 1968, 1980, and 1988. Partisan identification for respondents is illustrated in Figure 1 (below) and reported along a scale from *Strong Democrat* (1), *Weak Democrat* (2), *Leaning Democrat* (3), *Independent* (4), *Leaning Republican* (5), *Weak Republican* (6), *Strong Republican* (7), and *Refused to answer/don’t know/not applicable* (9). The students should be able to produce the graphs reported in Figure 1.

Figure 1

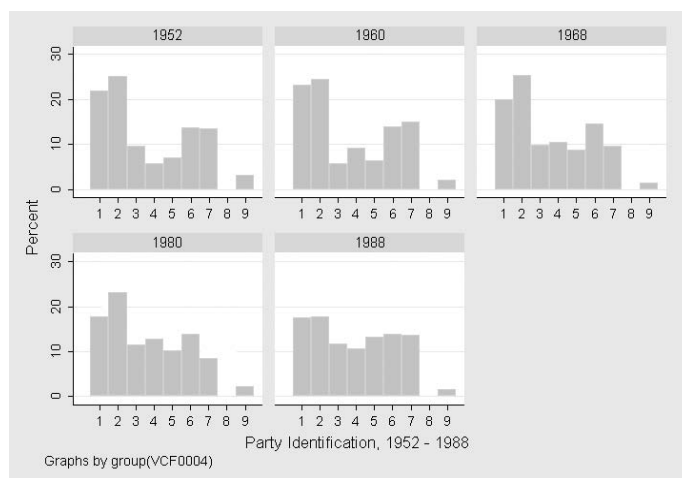
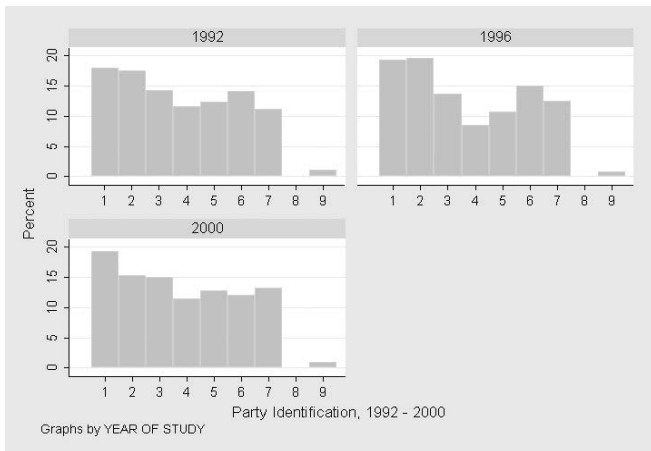


Figure 2



Next, students must compare the results from Figure 1 to partisan identification in the subsequent presidential elections illustrated in Figure 2 (above). How does the shape of the distribution change after 1992? Which theory of partisanship is most appropriate?

Example 2: Affirmative Action and the Union Vote

Political parties are composed of blocs of voters. Generally, labor and African Americans support the Democratic Party. Affirmative action in hiring and promotions, though, is typically seen as cross-cutting the Democratic Party. After 1964, the Democratic Party became identified as the party primarily responsible for passing civil rights policies. It is also after 1965 that the African-American population begins to consistently support the Democratic Party. Conversely, Republican presidential candidates frequently oppose affirmative action. How has affirmative action influenced Democratic voters? Using union worker households, we can begin to investigate the role affirmative action plays in American electoral

behavior. A logical starting point is to ask students to determine how respondents from union households feel towards affirmative action. The results in Table 1 show that respondents from union households overwhelmingly oppose affirmative action.

The next step is to create a three-way table that reports presidential vote by position on affirmative action for respondents from union households. Students will then be required to complete Table 2 with the results for 1992 and answer the following question: What happens to presidential vote choice by union workers when the influence of affirmative action is included?

Finally, how do Democratic respondents from union households vote in 1992 when we consider their position for affirmative action in hiring? Students must complete Table 3 with the results for 1992 and then answer

the following question: What happens to the presidential vote? The students should notice that George Bush Sr. received 9 percent of union household votes and Ross Perot received 16 percent. They should also begin to understand that candidates use cross-cutting issues to attract slivers of voting blocs in their attempts to construct winning electoral coalitions.

Example 3: The Red States and the Blue States

Political pundits and commentators reported that the 2000 and 2004 presidential election results reflect the growing polarization of the American public. Commentators divide the country into *red* states and *blue* states, which seemingly illustrates

Table 1

Attitudes of Union and Non-Union Household Members Towards Affirmative Action, 1992		
Position on Affirmative Action	Union Household	Non-Union Household
Favor Affirmative Action	16.4%	19.8%
Oppose Affirmative Action	81.1%	75.5%

Table 2

Presidential Vote by Position on Affirmative Action, for Respondents From Union Households, 1992		
Presidential Vote	For Affirmative Action	Against Affirmative Action
Democrat (Clinton)	70.8%	50.2%
Republican (Bush)	10.4%	28.3%
Other (Perot)	18.7%	21.5%

*“Hopefully, **Continuity and Change in American National Elections** will provoke curiosity, stimulate discussion, and reinforce important ideas in the voting literature.”*



Table 3

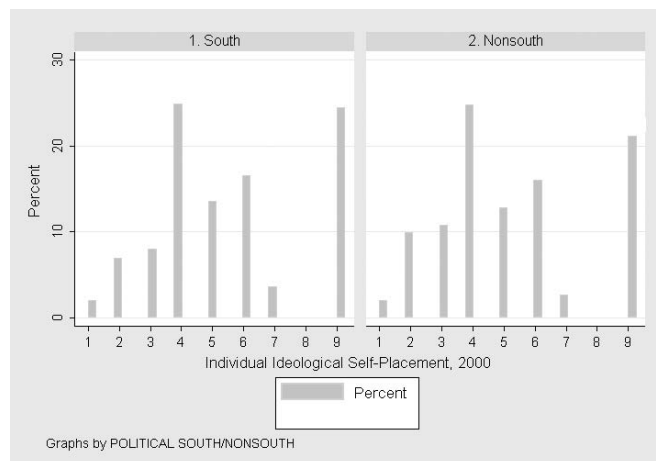
Presidential Vote for Democratic Respondents in Union Households, 1992		
Presidential Vote	Favor Affirmative Action	Oppose Affirmative Action
Democrat (Clinton)	87.1%	74.8%
Republican (Bush)	6.5%	9.0%
Other (Perot)	6.5%	16.2%

the polarization in the country. *Red*, of course, is used for the states that voted Republican and *blue* is used for the states that voted Democratic. Further, the division between red and blue states largely — but not exactly — follows a regional pattern. The blue, or liberal states, are disproportionately in the North and the red, or conservative states, are in the South. Fiorina, however, questions the accuracy of this characterization of the electorate. He believes that there is not much difference between citizens in the so-called red and blue states. Instead, the polarization reflects the choices that are presented to an essentially moderate population by ideologically distant political parties and elites.

An easy way to explore Fiorina’s proposition is to examine the ideological self-placement of respondents by region. Respondents are asked to locate themselves along the following ideological scale: *extremely liberal* (1), *liberal* (2), *slightly liberal* (3),

moderate (4), *slightly conservative* (5), *conservative* (6), *extremely conservative* (7), or *don’t know or haven’t thought about it* (9). While this regional analysis does not perfectly correspond to Fiorina’s method, it is suggestive of the overall trend. Students are required to produce the distribution in Figure 3. Consistent with Fiorina’s view, the ideological self-placement of respondents in 2000 seems to be remarkably similar in the North and the South. Has the ideological alignment of the electorate changed over time? After all, pundits claim that the polarization begins certainly with the election of Ronald Reagan in 1980, if not earlier, with the election of Richard Nixon in 1968. Accordingly, students are asked to

Figure 3



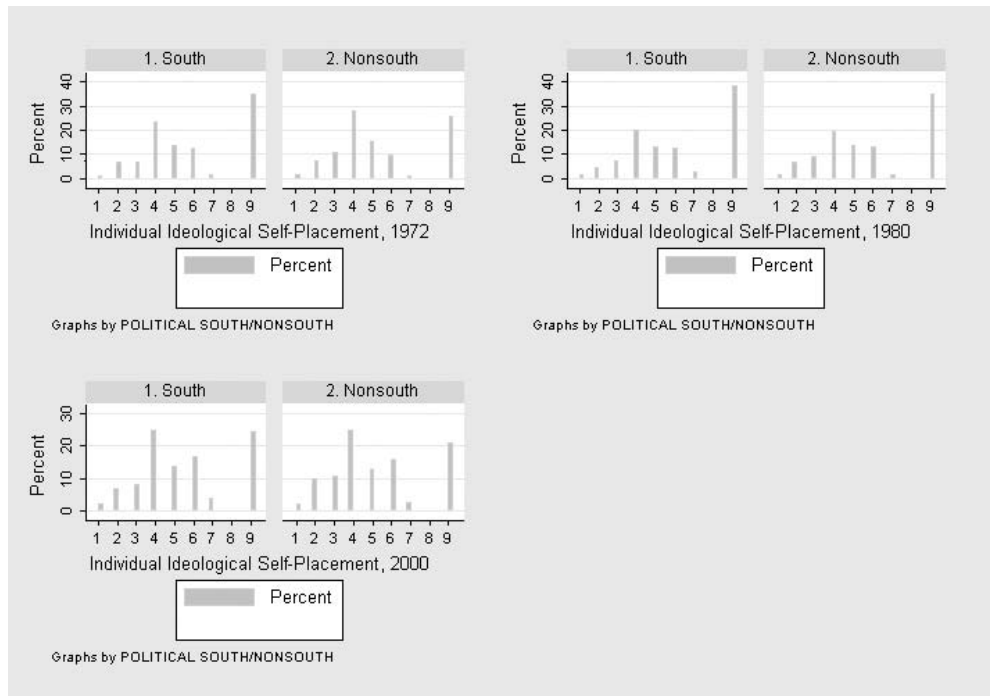
repeat the above graph for 1972 and 1980. Has the ideological self-placement of the electorate changed or remained fundamentally the same over the 30-year period? In order to answer this question students must produce the graph in Figure 4.

Conclusion

Hopefully, **Continuity and Change in American National Elections, 1952–2004** (ICPSR 3727) will provoke curiosity, stimulate discussion, and reinforce important ideas in the voting literature. The empirical component is intended to spur active learning and greater in-depth analysis by students. The time-series dimension prompts students to search for the larger patterns that explain American electoral behavior. The module can encourage users to think critically and, when appropriate, challenge the explanations offered by pundits.

American voting behavior has experienced many alterations during the past 50 years. At the same time, it illustrates impressive stability. One must understand the recurring qualities of the electorate in order to evaluate current voter characteristics. Studying electoral behavior across time allows students to investigate the continuities and the changes that have occurred, enabling them to move beyond punditry to enjoyment of political science. ■

Figure 4



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Warren Miller Scholars Fund Seeks to Support More Summer Program Students

Patrick Shields

Institute for Social Research, University of Michigan

As one of the principal founders of ICPSR, Warren Miller was a scholar, institution-builder, teacher, and mentor whose contributions redefined the focus and methods of the social and behavioral sciences and inspired generations of scholars. The ICPSR Summer Program in Quantitative Methods of Social Research is a key element of Warren's vision for the future of social science research. The Program continues to be dedicated to the value that we must diversify, challenge, and train the next generation of the best and brightest

social and behavioral scientists. The Miller Scholars Fund assures that these core values of Warren's live on in future generations.

Shortly after Warren died in 1999, his friends and family created the Miller Scholars Fund to honor Warren and continue his work at ICPSR. Over 100 people generously donated more than \$45,000 to create an endowment to provide financial support to outstanding pretenure scholars in the social and behavioral sciences from around the country to attend the Summer Program.

For the first time in its history, ICPSR is reaching out to its alumni around the country and the world to ask them to join Warren's friends and family by making a gift to assure that deserving students can attend the Summer Program.

Changing Career Trajectories

To date, eight students have been supported through the Miller Fund. Most students receive a \$1,500 stipend to attend the Summer Program. According to Hank Heitowit, ICPSR Director of Educational Resources, "The Miller Scholars Fund has

Patrick Shields is Director of External Relations at the Institute for Social Research at the University of Michigan.



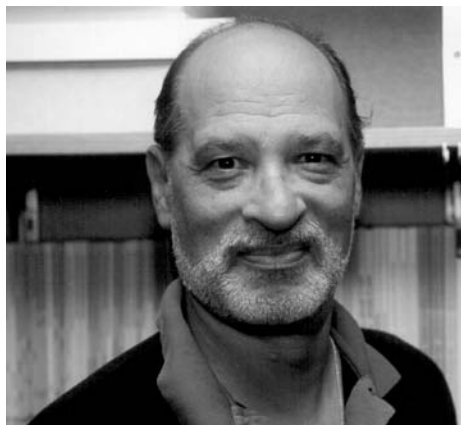
Warren Miller, one of ICPSR's founders, ardently supported the Summer Program in Quantitative Methods of Social Research.

enabled us to support outstanding senior graduate students who would not normally have been financially able to participate in the Summer Program. We have been delighted by the way each student has used the Summer Program to increase their technical skills and advance their research careers.”

The Fund has supported the following students to date:

- Christopher Lawrence, University of Mississippi
- Keiko Ono, Georgetown University
- Nil Santana, SUNY Buffalo
- Dukhong Kim, Northwestern University
- Michael Hess, University of New Orleans
- Linda Merola, Georgetown University
- Tetsuya Matsubayashi, Texas A&M University
- Jill Wittrock, University of Iowa

Feedback about the Program’s value from the initial Miller Scholars stimulated ICPSR to consider increasing the size of the fund to support a larger number of students.



Summer Program director Hank Heitowit

Christopher Lawrence, the first Miller Scholar, said, “The scholarship and my participation in the ICPSR Summer Program opened doors that have enhanced my academic career.”

Keiko Ono wrote, “When I first participated in the ICPSR Summer Program in 1999, I liked it so much that I hoped to return one day. Given its costs and my financial constraints, the idea of repeating the Summer Program felt like an unattainable dream. The dream came true quite unexpectedly... thanks to the Warren Miller Scholars Fund.”

Reaching Out to ICPSR “Alumni”

Myron Gutmann, Director of ICPSR, says that the students that attended the Summer Program since its inception in 1963 are our alumni in a real sense. “For many of our alums, the time in the Summer Program was an opportunity to make new and lifelong colleagues, to be exposed to ideas and techniques that were not being taught elsewhere, and to be stimulated to think about careers in new ways. We believe that many alumni will give back to ICPSR to assure that others have a similar experience. The Miller Scholars Fund is a way to do this.”

An Anonymous Challenge Grant

In order to jump-start this effort, an anonymous donor made a gift that will be used to match all gifts up to \$5,000 made to the Miller Fund. This former

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Warren Miller (center) with Philip Converse (left) and Angus Campbell (right), 1956, University of Michigan

student and long-term friend of the program saw the role that the Summer Program played in the life of so many students and wanted to increase the potential impact of the Miller Fund. In order to thank our donors, Hank Heitowit has agreed to give a 2005 Summer Program t-shirt to anyone making a gift over \$250. “We are very grateful to the donors that will make it possible to expand the Miller Fund,” said Hank, “and a 2005 Summer Program t-shirt is a fitting reminder of their time here as well as of our gratitude.”

Former Faculty Join the Effort

ICPSR Director Myron Gutmann was pleased when two faculty members, Jim Dowdy from St. Louis University and Herb Weisberg from The Ohio State University, agreed to help in the effort.

Jim Dowdy is a Professor of Mathematics and Computer Science at St. Louis University. He has taught Mathematics for Social Scientists II since 1980. Jim reports that he taught approximately 120 students per summer over 26 years, and so has taught over 3,000 students during his career in the Summer Program. Jim agreed to participate because he has seen so many students who came to the Summer Program intimidated by statistical techniques, but who left inspired by the possibilities.

Herb Weisberg, currently Chair of the Political Science Department at The Ohio State University, taught Scaling and Dimensional Analysis in the early years of the Program, including 1966–67, 1970–73, 1975 and 1977. First as a student, then later as a faculty member in the Program and finally as a faculty member working with graduate students who attended the Summer Program, Herb has seen how

the Program changes intellectually lives and career paths.

Herb explains what makes the ICPSR Summer Program so exceptional:

[T]he Summer Program remains vital to the social science methodology community because it is able to teach a greater variety of advanced courses than any single department or institution can, because it attracts some of the top methodology instructors in the nation, and because Ann Arbor is an enjoyable place to be in the summer. Some of our students attend every summer, and they invariably return with new excitement about quantitative methodology. And that’s why it is important to sustain the ICPSR Summer Program: it is now into its fourth decade, but it is still energetic, giving new generations of graduate students a sense of the importance of quantitative methods, and exploring new directions for social science research training.

Please Participate

The Summer Program has always been dedicated to identifying and challenging the next generation of empirical social scientists. For over 40 years, students from around the country and the world have responded to the challenge and enhanced their careers. Please join Warren Miller’s colleagues and families in providing a new generation with the same opportunity. ■

Project on Human Development in Chicago Neighborhoods (PHDCN) Data Now Available

Kaye Marz and Janet Stamatel

ICPSR, University of Michigan

In August, ICPSR launched a new Web site dedicated to distributing the data and other information related to the Project on Human Development in Chicago Neighborhoods (www.icpsr.umich.edu/PHDCN). The development of the PHDCN Web site at ICPSR is an effort of the Collaborative to Enhance and Archive Research Materials for PHDCN Data, a three-year project supported by the John D. and Catherine T. MacArthur Foundation to enhance and archive PHDCN research materials in order to make this large and complex data collection easily accessible to the research community.

Background

The Project on Human Development in Chicago Neighborhoods was a large-scale, interdisciplinary study of the complex influences of community, family, and individual factors on human development over time, specifically how families, schools, and neighborhoods affect child and adolescent development. PHDCN was designed to advance the understanding of the developmental pathways of both positive and negative human social behaviors.

In particular, the project examined the causes and pathways of juvenile delinquency, adult crime, substance abuse, and violence. At the same time, the project provided a detailed look at the environments in which these social behaviors took place by collecting substantial amounts of data about urban Chicago, including its people, institutions, and resources.

PHDCN sought to test two core hypotheses:¹

Hypothesis 1: Community influences are at least as important as family and individual factors in shaping a person's pro- or antisocial attitudes and behaviors.

Hypothesis 2: There are multiple pathways into and out of antisocial behavior.

The project also pursued two main goals: "to identify and address the causes of some of the nation's gravest social problems,"² while also learning "about what goes *right* as children grow up in urban America."³ Its aims were to develop a more coordinated and effective approach to the study of human development and to enrich policy planning with new prevention,

Kaye Marz is a Research Associate at ICPSR's National Archive of Criminal Justice Data, where she manages the PHDCN Collaborative and National Institute of Justice sponsored activities. She is also pursuing a Master's degree in the School of Criminal Justice at Michigan State University.

Janet Stamatel is a former ICPSR Research Associate who worked on the PHDCN Collaborative from 2004–2005. She currently holds the position of Assistant Professor in the School of Criminal Justice at the University at Albany, SUNY.



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treatment, and rehabilitation strategies. The ultimate purpose that motivated investigators of the PHDCN was to improve the life prospects of the most disadvantaged residents of American cities and the quality of life in American communities.

The impact of these overall hypotheses and aims can be seen in the variety of influences on human development studied, and in the complexity of the questions investigated. Included were questions about neighborhoods, school, peers, families, and individual differences:⁴

- Why do the rates of antisocial behavior vary between apparently similar communities?
- Both achievement and behavior/truancy problems appear early in school. But some children exhibit both kinds of problems, others one but not the other, and others have neither. Why do these differences exist? What are their causes and effects?
- Does association with delinquent peers lead to delinquency, or is it simply a case of “like finding like?” Many youths in delinquent groups have been excluded by their more conventional peers. Would prevention of this early rejection change either behavior or associations? Is peer influence equally important for girls and for boys, or are their developmental pathways entirely different?
- Substance abuse and delinquency have been associated with poor parenting. But is poor parenting the cause of such behavior? What if

problems in both parents and children are caused by underlying factors, such as temperamental characteristics or social isolation? How can these factors be addressed? In what situations can social programs in parenting skills make a difference?

- What health-related, cognitive, intellectual, and emotional factors put children at risk of developing antisocial behaviors? What factors in children promote positive social development?

Planning for the project began in 1987. After several years, the city of Chicago was selected in 1993 as the research site for the PHDCN because of its extensive racial, ethnic, and social-class diversity. The project collapsed 847 census tracts in the city of Chicago into 343 neighborhood clusters (NCs) based upon seven groupings of racial/ethnic composition and three levels of socioeconomic status. The NCs were designed to be ecologically meaningful. They were composed of geographically contiguous census tracts, and both geographic boundaries and knowledge of Chicago’s neighborhoods were considered in the definition of the NCs. Each NC was comprised of approximately 8,000 people.

PHDCN Researchers and Supporters

PHDCN was directed by researchers from the Harvard School of Public Health. The principal investigator for the PHDCN is Felton J. Earls, M.D., currently affiliated with the Harvard Medical School. The

PHDCN presently has three Scientific Directors: Jeanne Brooks-Gunn, Ph.D., Columbia University, Teacher's College, Center for the Study of Children and Families; Stephen Raudenbush, Ed.D., University of Michigan, School of Education and Survey Research Center; and Robert J. Sampson, Ph.D., Harvard University, Department of Sociology. The PHDCN was funded by the John D. and Catherine T. MacArthur Foundation, the National Institute of Justice (NIJ), the National Institute of Mental Health, the U.S. Department of Education, and the Administration for Children, Youth and Families. The Project also received supplemental funding for various focused efforts.

According to Akiva Liberman, NIJ monitor of the PHDCN data, "NIJ has long been a supporter of wide access to research data, especially that supported by federal funds. NIJ also funds secondary data analysis of NIJ-sponsored data. While some PHDCN data has been partially available for some time, ICPSR's new Web site, along with documentation and tools to help users navigate this complex dataset, should make PHDCN data more easily accessible to a wider range of researchers."

Data Collection

As described by PHDCN in one of its brochures, the project was "unique in both size and scope, combining two studies into a single, comprehensive design. The first is an intensive study of Chicago's neighborhoods — their social, economic, organizational,

Collaborative to Enhance and Archive Research Materials for PHDCN Data

The Collaborative is a joint initiative of ICPSR, the University of Michigan's Survey Research Center, and PHDCN's Scientific Directors. The Collaborative seeks to integrate the scientific advances of PHDCN's work into data products and services provided by the Collaborative's data archive at ICPSR to benefit researchers. ICPSR's role involves augmenting the data and actively promoting public use of the data using the best available technology while fully protecting human subjects. The Collaborative is managed by National Archive of Criminal Justice Data staff and its work is reviewed by an advisory board of eminent scientists.

political, and cultural structures and the dynamic changes that take place in these structures over the study's eight years."⁵

PHDCN data available from ICPSR from this community level component include:

Community Surveys. The Community Surveys measured the structural conditions and organization of neighborhoods in Chicago with respect to the dynamic structure of the local community, the neighborhood organizational and political structures, cultural values, informal and formal social control, and social cohesion. The first Community Survey was conducted in 1994–1995 and consisted of household interviews with a random sample of 8,782 Chicago residents aged 18 and over from all 343 neighborhood clusters. A second cross-sectional survey of Chicago neighborhoods was conducted in 2001–2002. (Wave 1 and Wave 2 data: forthcoming)

Systematic Social Observations. Systematic Social Observation

(SSO) is a standardized approach for directly observing the physical, social, and economic characteristics of neighborhoods, one block at a time. The main objective of the SSO was to measure the effects of neighborhood characteristics upon young people's development, specifically the variables associated with youth violence. SSO data were collected in 1995 using observations from 80 of the 343 Chicago neighborhood clusters (comprising over 23,000 blocks). These observations were coded to assess neighborhood characteristics such as land use, housing, litter, graffiti, and social interactions. (Wave 1 data: ICPSR 13578; Wave 2 data: forthcoming)

The second component was a series of coordinated longitudinal studies that followed over 6,000 children, adolescents, and young adults "looking at the changing circumstances of their lives as well as the personal characteristics, that may lead them toward or away from a variety of antisocial behaviors."⁶ PHDCN data available from ICPSR from this longitudinal component include:

*“ICPSR’s new Web site,
along with documentation
and tools to help users
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Longitudinal Cohort Study. The Longitudinal Cohort Study used an accelerated, longitudinal design with seven cohorts separated by three-year intervals. The seven randomly-selected cohorts of children, adolescents, young adults, and their primary caregivers were followed over a period of seven years to study changes in their personal characteristics and the changing circumstances of their lives. The age cohorts included birth (0), 3, 6, 9, 12, 15, and 18 years. Participants were drawn from 80 NCs and selected through in-person screening of dwelling units within the identified communities. Data were collected at three points in time: 1994–1997, 1997–1999, and 2000–2001.

Numerous measures were administered to respondents throughout all three waves of data collection to gauge various aspects of human development, including individual differences, as well as family, peer, and school influences. (Wave 1 data: ICPSR 13580–ICPSR 13607; Wave 2 and Wave 3 data: forthcoming)

Infant Assessment Unit. As part of the Longitudinal Cohort Study, 412 infants from the birth cohort and their primary caregivers were studied during Wave 1 (1994–1997) to examine the effects of prenatal and postnatal conditions on the growth and health, cognitive capabilities, and motor skills of infants in the first year of life. The Infant Assessment Unit also sought to link early developmental processes and the onset of antisocial behavior and measure the strength of these relationships. The infants received an assessment between the ages of 5 to 7 months, in addition to the protocol

given to all infants in cohort 0 as part of the Longitudinal Cohort Study. Measures assessed visual recognition and memory, physical health and birth complications, temperament, and family environment. Videotaped records were used to record the response of the infant to different types of stimulation, as well as to capture interactions between the parent and infant to determine empathic responsiveness of the parent, encouragement and guidance, and overall psychopathology. (Wave 1 data: ICPSR 13579; Wave 2 and Wave 3: forthcoming)

Obtaining the Data

The PHDCN Web site not only provides access to the PHDCN data, but also offers enhanced searching and analysis capabilities and supplies important methodological information about the project. ICPSR provides the following products and services:

- Public-use files of the quantitative data for download from the PHDCN Web site as SAS, SPSS, and Stata files with documentation in PDF format
- Selected public-use PHDCN data for use in the online data analysis system
- A searchable database of citations of known published works resulting from analyses of the PHDCN data
- Information about methods used to gather the PHDCN data, the instruments, and scales used in key analyses

Notes

¹ See the Harvard PHDCN Web site: www.hms.harvard.edu/chase/projects/chicago/about/connect.html.

^{2,3} See the MacArthur Foundation Web site: www.macfound.org/research/hcd/cyd/chicago_neighborhoods.htm.

⁴ See the MacArthur Foundation Web site: www.macfound.org/research/hcd/cyd/chicago_neighborhoods.htm.

⁵ See the Harvard PHDCN Web site: www.hms.harvard.edu/chase/projects/chicago/about/connect.html.

⁶ See the Harvard PHDCN Web site: www.hms.harvard.edu/chase/projects/chicago/about/connect.html.



Quantitative data from the project is available for download from the PHDCN Web site, www.icpsr.umich.edu/PHDCN.

The PHDCN collected an extensive amount of information using a variety of measures. Variables containing sensitive or confidential information were not retained in the public-use files. Procedures to provide some level of access to the complete data files with sensitive data are being developed. These sensitive data are obtainable only through a restricted-access data agreement.

Scope of the Collaborative's Data Collection at ICPSR

Wave 1 data, comprised of 33 data collections and 145 data files, have been archived and all but the Community Survey are currently available on PHDCN's ICPSR Web site (www.icpsr.umich.edu/PHDCN). The collection period for Wave 1 was 1994–1997. Waves 2 and 3 are comprised of over 140 data collections and over 600 data files and are scheduled to be released over the next few years. ■

Workshops Offered on Utilizing PHDCN Data

The Collaborative sponsored a one-week workshop in July 2005 as part of the ICPSR Summer Program. The workshop provided participants with a conceptual overview and introduction to the PHDCN data and also sought to facilitate networking and collaboration among researchers. Workshop participants were given advanced access to the PHDCN Web site. A second workshop is planned for Summer 2006. Details for the 2006 workshop will be available from the ICPSR Summer Program (www.icpsr.umich.edu/sumprog/) by early March.

ANNOUNCEMENTS

Biennial Meeting of Official Representatives To Be Held October 20–23, 2005

The 2005 Biennial Meeting of ICPSR Official Representatives will be held October 20–23, 2005, on the University of Michigan Campus in Ann Arbor, Michigan. The theme for this year's conference is "Diverse Resources for a Diverse Community."

Orientation for new ORs will take place Thursday, October 20, from 1–5 p.m.

The meeting will feature a symposium on Friday, October 21, titled "Underrepresented Groups: Data, Research, and Policy Opportunities," with internationally renowned speakers.

Proposed panel sessions include the following:

- ICPSR Web site and MyData
- Promoting ICPSR on Your Campus
- Using Data in the Classroom
- Qualitative Data
- Online Analysis at ICPSR
- Spatial Analysis/GIS
- Data Harmonization and Comparative Data

Please plan to join us for what promises to be an informative and stimulating meeting. More information on the program, travel, accommodations, and registration can be found at www.icpsr.umich.edu/or-public/ormeet/index.html.

Professor Lee Wins American Sociological Association 2005 Asian Section Book Award

Professor James Z. Lee, ICPSR Faculty Associate, has been awarded the American Sociological Association's 2005 Asian Section book award for outstanding book on Asia. Dr. Lee coauthored *Life under Pressure: Mortality and Living Standards in Europe and Asia, 1700-1900* (MIT Press, 2004), along with Tommy Bengtsson, Cameron Campbell, and others.

Dr. Lee is Director of the Center for Chinese Studies, Professor of Chinese History, Professor of Sociology, and Research Professor at the Population Studies Center at the University of Michigan. To view an abstract of the book, see the Population Studies Center's Web site: www.psc.isr.umich.edu/pubs/abs.html?ID=2815.

ICPSR and Partners Receive Award to Study Incentives for Producing Archive-Ready Datasets

As part of a program to advance digital preservation, the Library of Congress and National Science Foundation recently announced awards to several universities. The University of Michigan's project, "Incentives for Data Producers to

Create Archive-Ready Datasets," is being led by Dr. Margaret L. Hedstrom (School of Information), Dr. Yan Chen (Research Center for Group Dynamics), and Dr. Myron Gutmann (ICPSR). This three-year project will identify obstacles that data producers face in preparing data for deposit into an archive. It will also develop and test alternative incentive mechanisms. The project will focus on researchers who are funded by the National Institute of Justice (NIJ) and required to deposit data into ICPSR's National Archive of Criminal Justice Data (NACJD).

Membership Categories and Dues Beginning in 2007

With the adoption of the Carnegie Classification of Institutions of Higher Education in March 2005 as a means to classify US-based academic institutions, ICPSR completed a membership restructuring effort that began in 2002.

Dues for 2007 through 2011 are as follows:

- Doctoral Research Extensive — \$15,000
- Doctoral Research Intensive — \$9,000
- Master's Comprehensive I and II — \$6,500
- BA Universities — \$2,000
- Specialized Institutions — \$2,000

Associate/Community Colleges
— \$1,600

If you're uncertain how your institution is categorized in the Carnegie classification, you can consult the Carnegie Web site at www.carnegiefoundation.org/Classification/ for definitions of the classifications or consult their alphabetical index of institutions at www.carnegiefoundation.org/Classification/CIHE2000/PartIIfiles/partII.htm.

Some institutions find it beneficial to join with others in a federation membership. Members of ICPSR federations will receive discounts off of the above dues of 10 percent per institution for federations with two–five members and 20 percent per institution for federations with six or more members.

For more information on establishing a federation, please review the information on our Web site or contact us at membership@icpsr.umich.edu.

Please note that this new fee structure only applies to US academic institutions. Dues for non-US-based academic institutions and for nonprofit and for-profit institutions can be obtained by contacting ICPSR at membership@icpsr.umich.edu.

In Memoriam — Eric Monkkonen: 1942–2005

Eric H. Monkkonen, former ICPSR Council member and Distinguished

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Professor of History and Public Policy at the University of California, Los Angeles, died on Monday, May 30, 2005, at the age of 62.

Eric served on the ICPSR Council from 1986–1990. He was an internationally known American social historian whose comparative approach to urban history included both qualitative and quantitative methods. He taught for 30 years at UCLA where he influenced the lives of many students and conducted influential research on urban finance, local governments, police, crime, and violence, and especially in recent years, murder. *Murder in New York City* (University of California Press, 2001) is his most recent notable book.

He also served as president of the Urban History Association, and Social Science History Association. He authored five books, edited three, and published over fifty research articles. In addition, he was a principal investigator on five data collections in the ICPSR holdings: **Police Departments, Arrests and Crime**

in the United States, 1860–1920 (ICPSR 7708); **Law and Finance in Illinois, 1868–1874** (ICPSR 9680); **Census of Turin, Italy, 1705** (with Donatella Balani and Geoffrey Symcox) (ICPSR 3577); **Los Angeles Homicides, 1830–2001** (ICPSR 3680); and **Homicides in New York City, 1797–1999 [And Various Historical Comparison Sites]** (ICPSR 3226).

ICPSR Receives Grant for Historical Demography Training

ICPSR has received a grant from the National Institute of Child Health and Human Development that will allow it to conduct two four-week specialized training workshops in the field of historical demography during the summers of 2006 and 2007. Led by ICPSR Director Myron Gutmann and a group of the world's leading experts in the field, Longitudinal Analysis of Historical Demographic Data will focus on the use of longitudinal data for the study of complex demographic processes, in both historical and contemporary populations. The first workshop will take place in Ann Arbor from July 24 through August 18, 2006. A complete course schedule and detailed information will be available in the fall of 2005, with registration open in early 2006. Questions should be addressed to Susan Hautaniemi Leonard at hautanie@icpsr.umich.edu.

Announcements continued on back

IASIST 2006 to Be Held in Ann Arbor

The 2006 IASIST (International Association for Social Science Information Service and Technology) Annual Meeting will be held in Ann Arbor, Tuesday, May 23–Friday, May 26. It is being cohosted by ICPSR, the School of Information, and the University Libraries at the University of Michigan. Further information will be forthcoming as it is made available.

ICPSR Welcomes New Members

ICPSR is pleased to announce that several new institutions have joined the Consortium since March 1, 2005. We extend a sincere welcome to the following new members:

Amherst College (joined U-Mass Fed)
Chinese National Membership
Hope College (joined ACM Fed)
Lee University
Macalester College (joined ACM Fed)
Soka University of America
University of California at Merced
University of Vienna (joined Austrian National)
Universita de la Republica (Uruguay)
Villanova University

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