THE COMPUTER-AIDED INTERNATIONAL RELATIONS TEACHING (CAIR) PACKAGE

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Michigan University

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THE INTERNATIONAL DATA ARCHIVE

RESEARCH REPORT

THE COMPUTER-AIDED INTERNATIONAL RELATIONS TEACHING (CAIR) PACKAGE

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May, 1971

by

Charles L. Taylor

and

Raymond Tanter

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The University of Michigan
Department of Political Science
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Washington, D.C.

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What is CAIR?

A basic purpose of CAIR is to introduce university students and policy analysts in government agencies to substantive data analysis in the fields of international studies. In such an introduction, students and problem solvers would: (1) become acquainted with some of the important theoretical questions posed by scholars in the discipline; (2) relate these theoretical interests to actual and possible measurements; (3) state and test hypotheses; (4) understand some of the statistical methods useful in testing hypotheses; (5) discover the short-comings of current applications of statistical analysis; (6) learn about the use of computers in substantive analysis. CAIR systematically reveals the inter-relationships between research design, data, statistical analysis, and computer usage.

By working with CAIR, the individual does not become a computer programmer, statistician, or political scientist. Hopefully, he will see the role and limitations of certain tools in the analysis of political and security problems and have some confidence in his ability to employ these analytical tools to answer questions of substantive interest. CAIR gives the student an appreciation of quantitative political science. Moreover, CAIR may teach a policy analyst how to develop and evaluate his ideas empirically.

Only rarely does a policy analyst or student of international politics want to design and implement an empirical study. Anyone who aspires to be a responsible scholar or analyst, however, must have the capacity to sift
through the large amounts of quantitative information that are being used increasingly to support or refute policy positions (Philip Burgess, "Future Developments in Data Banks for International Studies," 1971, mimeo.). Moreover, the policy analyst must be capable of utilizing modern data storage and retrieval systems which can aid the recall of past actions and the development and evaluation of current policies.

CAIR teaches the general technical skills which students and decision-makers will require. These skills are not unique to any one field; they are techniques and modes of thought which can be applied across political arenas of every type—bureaucracies, legislatures, international organizations, judicial systems, and academia. CAIR, in itself, is not a tool for substantive analysis. Rather, it is a package designed to teach the skills necessary to use analytic tools which are already available.

CAIR contains a number of data set-software packages. A data set is simply a collection of coded information on certain indicators. These data are punched on IBM cards and are thus machine-readable. The coded information can be fed into a computer which then performs various operations upon these data when instructed to do so. The software component of CAIR is an assortment of statistical routines which the user can operate by prompting the computer with a few simple key words.

Contents of the Projected CAIR Package.

CAIR has three phases. Phase I is to be an elementary introduction to quantitative international affairs written for beginning students. Phase II is to be a set of exercises in interactive computer processing. Although only a few institutions in the country now have interactive systems, the number is likely to grow rapidly in the next few years. As an alternative, there may
be a version of CAIR which can be adapted to traditional batch computer operations. Phase III is to be a survey of methods and data being used by scholars of international affairs.

Plans for phases II and III involve collections of modules, each of which presents a particular data set, methodology, or theoretical concept. For example, in Phase III one module could be organized around factor analysis and would include selected readings, e.g., Rudolph Rummel, "Dimensions of Conflict Behavior Within and Between Nations," General Systems Yearbook, 8 (1962), 1-50; Raymond Tanter, "Dimensions of Conflict Behavior Within and Between Nations, 1958-60," Journal of Conflict Resolution, 10 (March, 1966), 41-64; see also the Rummel-Tanter codebook for their 1955-1960 conflict data from the International Relations Archive, Box 1248, Ann Arbor, Michigan 48106.

In addition, there would be exercises in the CAIR package using the conflict behavior data from the original Rummel-Tanter studies. The student will learn factor analysis in one or two lessons, but he will understand that the method exists and can be used for certain limited types of problems.

Here is a tentative outline of the structure and content of Phase I:

1. Introduction and Overview.

The quantitative approach to international and comparative studies. Some of the data that have been used, the methods employed, and the results obtained. Concept formation, theory, and explanation. Research strategies: survey, case, field, roll call, content, and aggregate analyses. Gaming and simulation. This module will be essentially one for reading; it will not include exercises.
2. A Look at Political Measurement.

Univariate distributions of national attributes.

3. Relationships Between Two Variables.

How to operationalize concepts and state hypotheses; the relationships among models, hypotheses, and data. The relationship of two variables via cross tabulation. How to recode interval scales for table building. Meaning and theoretical implications of recoding and transformations.
How to read a table; how to build one, how not to be misled.


An example of a relationship disappearing when controlled for a third variable in both cross tabulation and scatterplot. Students are given a relationship, told to state their own hypothesis to explain the relation and use the data to check for possible spurious correlation. Threats to valid inference. Readings: Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally, 1963); Herbert H. Hyman, Survey Design and Analysis (Glencoe: Free
5. Further Controls.

An example of a control which enhances the relationship. Students are asked to try selected variables to see if the relationship is stronger when controls are added.

6. An Inventory.

Summary and integration of the major ideas and analytical tools presented in the first five lessons.

7. Mathematizing the Relationship.

(a) Table statistics: chi square and some measures of association applied to previously constructed tables.

(b) Measuring the association between interval scales: correlation. How to interpret a product-movement correlation coefficient. Measuring the relationships found earlier in the scatterplots.

(c) The functional relationship between interval scales: regression. The correlation coefficient does not specify the functional relation of two or more variables as does the regression coefficient.


Calculation of regression and correlation coefficients for earlier scatterplots. Predictor variables
will be added to two variable relationships. For example, Government stability can be hypothesized as a result of wealth. One can add other predictors such as literacy and rate of development. Readings: Edward Tufte, "Improving Data Analysis in Political Science," *World Politics*, 21 (1969), 641-654, Lipset, *op. cit.*; Cutright, *op. cit.*

9. Inventory and Aid for Writing an Independent Paper.

Setting the stage for an independent paper. The student chooses data from among the data sets made available to him, states hypotheses, conducts the analysis, and writes the paper. He will be encouraged to employ a variety of techniques available to him through the package.

10. Caution and Epilogue.

The explanation to the student that he has been exposed to only the rudiments of data analysis. Implicit models underlying relationships. A brief discussion of curvilinear regression as well as dimensional analysis, causal modelling, path analysis, analysis of variance, time series analysis, simulation, and axiomatic methods. Appendix: Codebook including data definitions and coding procedures. Additional information on software.

The CAIR modules are designed to fit a variety of teaching needs. An in-
structor may use only the basic introductions to statistical methods or only a specific lesson dealing with a particular data set. The modules can be used in almost any combination or any order. The student will progress from readings to desk calculation to computer analysis. Each module is self-contained, consisting of information about the models, methods, and data sets under consideration. Readings from the field, exercises, and specific instruction on computer usage will be provided when applicable.

A typical module will begin with an explanation of the importance of some measurement or operation, e.g., the relation of two variables, and will give a few well-chosen examples from the literature of international studies. Exercises will then allow similar constructions or tests using the variables employed in the readings. Some exercises will require ordinary workbook type responses, i.e., they will ask for hand construction of tables, scatterplots, or calculations done on paper or desk calculator. Other exercises will require computer usage. For the computer use, explicit instructions are planned.

CAIR will not be a software package; it will use software packages. There will be two versions of CAIR: one geared to SPSS and the other to OSIRIS. * The two versions of CAIR will differ only in instructions for computer use. The reason for two versions is to allow for wider distribution. Perhaps 30-35 schools already have OSIRIS; a somewhat larger number have SPSS. A subset of OSIRIS, which would meet all the needs of CAIR, is being developed for export to other schools at a cheaper rate than the full OSIRIS package. CAIR then could be used in schools with the full OSIRIS, SPSS, the subsetted OSIRIS, or

with other packages such as BMD.

At present, the software system consists of an interface between data sets and the CONSTAT (Console Statistics) program at The University of Michigan. For users with access to MTS, this arrangement is very satisfactory. The CONSTAT system is user-oriented and interactive in addition to being powerful and relatively inexpensive.

An Example of the Use of CAIR

A simple example will show how the CAIR package helps a student or policy analyst learn techniques which will aid him in his work. One important concern of political analysts is the level of instability within foreign countries. The National Attribute and Conflict Behavior data set, a data set in CAIR, contains a number of indicators the analyst would find useful (see Appendix I). Now follow step by step to see how an individual might be introduced to data analysis via CAIR.

First, at his remote terminal the user establishes contact with the computer via telephone. After supplying his signon I.D. and password, he links up to CAIR:

```
#$sig saax pw=zilch
**LAST SIGNON WAS: 19:34.22 05-09-71
#USER "SAAX" SIGNED ON AT 13:25.10 05-10-71
#$source saae:cair
#EXECUTION BEGINS
```

*In the example to follow, the keywords entered by the user are in lower case letters and the computer replies are in upper case. This is how the printout would actually appear.
When the computer has processed these instructions and is ready to continue, it responds with:

WHICH COMMAND?

The user is now ready to begin his analysis. Suppose he is interested in the relationship between the number of diplomats a nation has sent abroad and its internal instability as indicated by the total number of riots experienced within its borders. The analyst may suspect that nations experiencing internal turmoil send many diplomats abroad to quell foreign apprehension about the stability of the government they represent.* From the codebook (Appendix I), he finds that the variable numbers for these two indicators (DIPL A and RIOTS) are 16 and 8, respectively. He next communicates with the computer as follows:

WHICH COMMAND?
corr

ENTER INDICES OF VARIABLES FOR WHICH YOU WANT CORRELATIONS, OR ENTER "ALL".
10, 5

CORRELATIONS
110 OBSERVATIONS

VARIABLE
DIPL A  1.0000
RIOTS  0.6495  1.0000
DIPL A  RIOTS

*This hypothesis implies a temporal relationship between the two variables, while the data set contains cross-sectional information. Hence, there is some slippage between the model and the design employed. Nevertheless, the data are adequate for pedagogical purposes as long as one is aware of the short-comings in the design.
The correlation of .65 indicates a relatively strong positive relationship between the two variables: the more diplomats abroad a nation has, the more riots it tends to have. This correlation does not imply a direct causal link between the two variables but simply describes the association uncovered, which may in fact be spurious. The problem of spuriousness is one that often plagues correlational studies. Indeed, policy analysts may become disenchanted with correlational studies because of their failure to control extraneous variance, e.g., variance which might account for the obtained relationships but which has not been specified explicitly. In order to make a valid inference, the analyst must be aware of common threats to validity.

In the example relating diplomats abroad and domestic riots, one threat to a "causal inference" may concern the failure to control for the level of economic development. That is, highly developed countries may have many diplomats abroad and have many riots. Thus, GNP per capita may explain both diplomats and riots. To test for the relevance of development in accounting for the obtained relationship (r = .65), the user can use an operation called partial correlation. He decides to control for the indicator GNP per capita, which is variable 5. The interaction between user and computer is as follows:

WHICH COMMAND?
pCor

ENTER INDICES OF CONDITIONED VARIABLES
10, 8

ENTER INDICES OF CONDITIONING VARIABLES
5

MATRIX OF PARTIAL CORRELATION COEFFICIENTS
CONDITIONING VARIABLES: GNP/CP,
DIPLOMA 1.0000
RIOTS 0.6494 1.0000

DIPLOMA RIOTS
The partial correlation is identical to the original correlation, indicating that the control factor, GNP per capita, exerted no known influence upon the relationship between diplomats abroad and riots.

Next, the user constructs a scatterplot of the relationship between DIPL A and RIOTS:

WHICH COMMAND?
plot
ENTER VARIABLE INDICES IN THE FORM: HORIZ. VAR., VERT. VAR.
10, 8

PLOT OF DIPL A (HORIZ.) VS. RIOTS (VERT.) NO. OF OBS. = 119

509.0 +
424.2 +
339.3 +
254.5 + 1
169.7 + 1 1
84.83 + 1
0.1221D-03+XXC7723 1

1 1

2.000 697.0 1392. 2087. 2782.
The plot shows that nearly all the nations are clustered at the low end of both variables. Also, one nation appears to diverge sharply from this pattern.

The user chooses to delete this divergent case (using a procedure which will not be described here) and re-plot the data. The user-computer interaction proceeds:

WHICH COMMAND?
plot

WHICH GROUPS?
1

ENTER VARIABLE INDICES IN THE FORM: HORIZ. VAR., VERT. VAR.
10, 8

PLOT OF PIG. A (HORIZ.) VS. RIOTS (VERT.) NO. OF OBS. = 113

232.0 + 1

193.3 +

154.7 +

116.0 + 1 1

77.3 + 1 1 1

35.07 + 1 12 2

134.64 3112 11 1 1

3104: 04 1 1 1 1

2.000 352.2 702.5 1053. 1403.
The new plot indicates very little relationship between the two variables. No linear pattern is apparent. To test his suspicion that when the one divergent case is removed, the relationship "disappears," the user recalculates the correlation—minus the single case.

**WHICH COMMAND?**
corr

**ENTER INDICES OF VARIABLES FOR WHICH YOU WANT CORRELATIONS, OR ENTER "ALL".**
16, 8

**CORRELATIONS**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPLOMATS</td>
<td>1.0000</td>
</tr>
<tr>
<td>RIOTS</td>
<td>0.1177</td>
</tr>
<tr>
<td>DIPLOMATS</td>
<td>0.1177</td>
</tr>
<tr>
<td>DIPLOMATS</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

The small (.12) relationship indicates that the original large correlation (.65) was due to one case which distorted the true association between diplomats and riots. The user has learned that it can be misleading to interpret correlations without further investigation. He has also learned that a threat to valid inference may involve the nature of the bivariate distribution. When there are two skewed distributions, e.g., when one country is an outlier on both diplomats and riots, the user should be aware of and control for the distorting effects of the skewness. Finally, the user has become more confident in working with a computer and has employed the partial correlation and scatter-plot routines.

The example above omits many important aspects of data analysis. There
is no discussion of other techniques that could be employed, or other variables that one might like to examine. The printed modules which accompany each CAIR exercise, however, would deal with these topics as well as provide examples from political science literature.

Further information on the currently available CAIR data set-software package may be obtained by writing to Raymond Tanter, Director of the International Data Archive, Department of Political Science, University of Michigan, Ann Arbor, Michigan 48104.
APPENDIX I. NATIONAL ATTRIBUTE AND CONFLICT BEHAVIOR DATA SET

This data set consists of 20 variables for 136 countries for the period circa 1960-1965. The variables are divided into three general categories: 1) "demographic," such as population and literacy rate; 2) "economic," such as Gross National Product per capita or energy consumption per capita and 3) "political," variables which comprise most of the data set. This third category is further divided into two sub-categories: (a) "structural" variables such as number of diplomatic missions stationed abroad and membership in international organizations and (b) "event" variables such as number of riots, deaths by domestic violence, anti-government, riots, etc.

R/S/S COUNTRY CODE: The country code numbers were assigned by Bruce M. Russett, J. David Singer, and Melvin Small in "National Political Units in the Twentieth Century: A Standardized List," The American Political Science Review, LXII (Sept., 1968), 932-951.

REGION: The criteria for including or excluding various countries in a given region are, in general order of importance (a) geographical (b) demographic. For example, East Germany should be included in Western Europe according to the geographical criterion, but since its political and military alignments are with Eastern European countries, it was included in Eastern Europe. Conversely, Greece was included in Western Europe because of its political alignments, despite its Eastern European geographical location. The Sudan was included in Africa because of the geographical criterion and because the majority of its population is African rather than Arab even though its political and military alignments would place it in the Near East with the United Arab Republic.

A complete list of country names, I.D. numbers and regions follows page 18.


ETHNO-LINGUISTIC FRACTIONALIZATION: This index represents the probability that two randomly selected individuals in a nation will differ in ethnic origin or language.

Variable Source: Taylor and Hudson (eds.), World Handbook of Political and Social Indicators, 2nd ed.

GNP/PER CAPITA 1965: Gross National Product per capita is reported in constant 1965 prices in millions of U.S. dollars divided by the total population of each country. Included is GNP per capita even for those countries
which normally report their accounts in terms of net material product or other concepts.

Variable Source: Taylor and Hudson (eds.), World Handbook of Political and Social Indicators, 2nd ed.

**PARTY FRACTIONALIZATION**: Data were gathered for one election between 1963 and 1968 within each country. Indexes of fractionalization are based upon the party cleavages in the lower (or only) branch of the legislature. Fractionalization indicates the likelihood that two randomly selected members of the legislature will belong to different parties.

Variable Source: Taylor and Hudson (eds.), World Handbook of Political and Social Indicators, 2nd ed.

**PRESS FREEDOM INDEX 1965**: The Press Freedom Index was created by the School of Journalism, University of Missouri. It is designed to measure the independence of a nation's broadcasting and press system and its ability to criticize its own local and national governments. The index is composed of the judgments of panels of indigenous and foreign newsmen on 23 aspects of the press (e.g., extent of legal controls, licensing, government ownership, criticism, and censorship). The index consists of averages of the judges' scores and has a range from -4.00 for least freedom to +4.00 for most freedom.


**RIOTS 1963-67**: Riots are defined as any violent demonstration or clash of a large number of citizens. "Violent" here denotes the use of physical force characterized by the destruction of property, the wounding or killing of people, or the use of riot control equipment such as clubs, gas, fire arms, or water cannons by the authorities and various weapons by the rioters. Riots are distinguished from demonstrations in that they are violent and from armed attacks in that they are spontaneous in nature.

Variable Source: Taylor and Hudson (eds.), World Handbook of Political and Social Indicators, 2nd ed.

**DEATHS 1963-67 FROM POLITICAL VIOLENCE**: Deaths from political violence consists of the number of deaths reported in conjunction with riots, political strikes, and armed attacks. It includes citizens of the country who die participating in foreign intervention, but not foreigners. It excludes assassination victims, murders, executions, deaths in enemy prisons, deaths in formal warfare, or deaths in border incidents. Reports of "casualties" or "victims" are not counted; the report must specify deaths.


**ARMED ATTACKS 1963-1967**: Armed attacks are defined as any act of violence committed by an organized group or by an individual involving the use of
weapons of any kind intended as a protest or revolt against a government, one or more of its leaders, or its actions or policies; an attack on a group within the society such as a religious, ethnic, racial, or special interest group. Armed attacks are differentiated from guerilla or civil wars by the following criterion: Armed attacks do not exceed a level of violence such that the government can no longer control it by normal punitive measures. When this threshold is exceeded and a state of civil rebellion exists, both the government's actions and the rebel's actions are considered to be armed attacks.

Armed attacks include attacks on government buildings and personnel as well as village bombings and other acts of sabotage, terrorism, and governmental responses in kind against a rebel group. Excluded from this variable are sporadic events which have no discernible political significance, events organized and carried out by foreign groups within the country (except in the case of colonies where the metropole’s forces engage native forces), the confrontation of the armed forces of two or more countries in a de facto war zone, and raids and arrests by the authorities.

Variable Source: Taylor & Hudson (eds.), World Handbook of Political and Social Indicators 2nd ed.

ANTI-GOVERNMENT DEMONSTRATIONS 1963-1967: Anti-government demonstrations are defined as any non-violent gathering of people for the purpose of protesting against a government, its actions or policies, or one or more of its leaders. This variable includes demonstrations for or against a foreign government, its policies, its leaders or visiting representative(s), where such a demonstration implies opposition to the demonstrators' own government as well. Excluded are election meetings or rallies, boycotts, or demonstrations that become riots. (Cf. riots.)


LITERACY 1965: Literacy is defined as the ability both to read and to write. Hence, persons who can read but who cannot write are classified as illiterates. Persons whose literacy is unknown are excluded from the calculation in both numerator and denominator. The data refer to the percentage of total population over 15 years of age who can both read and write.


ENERGY CONSUMPTION PER CAPITA: These data are expressed in terms of coal equivalents, i.e., the quantity of coal it would have taken to produce the electricity generated by water and nuclear power or the heat value of oil and natural gas expressed in terms of coal.

Variable Source: Taylor and Hudson (eds.), World Handbook of Political and Social Indicators, 2nd ed.
EDUCATION EXPENDITURES ($) PER CAPITA 1965: This variable was derived by dividing total education expenditures in U.S. dollars by total population for each country. Expenditures for education as defined by the 1958 General Session of UNESCO. These are (a) pre-school, (b) primary, (c) secondary and (d) university levels. The data include expenditures of all levels of government wherever possible. In some cases, however, data refer only to ministry of education or central government expenditures. Private expenditures assigned to private education are excluded except in the cases of Japan and India.


TOTAL INTERNATIONAL ORGANIZATIONS MEMBERSHIPS: Data for this variable refer to the number of United Nations affiliated organizations to which a particular nation belongs, plus the non-U.N. international organizations to which a country belongs. Associate memberships, observers, "participating countries" (i.e., participating in activities of an international governmental organization but not as a formal member) are excluded from this variable. The total number of international organizations is 209, 16 of which are U.N. affiliates.


NUMBER OF DIPLOMATIC MISSIONS ABROAD: This variable consists of the number of nations to which a country sent diplomats. Data for the period 1963-1964.


DEFENSE EXPENDITURES ($) PER CAPITA 1965: This variable was derived by dividing each country's total military expenditures by its total population. Defense expenditures are defined as current and capital expenditures to meet the needs of the armed forces, and cover all expenditures of national defense agencies other than for largely civilian projects, as well as the distinguishable military component of such mixed activities as atomic energy, space, research and development, and para-military forces. Where possible, military assistance to foreign countries, retirement pensions of career personnel, and military equipment stockpiling are included. Civil defense, civilian space, and industrial stockpiling are excluded.


GOVERNMENT ACTION AGAINST SPECIFIC GROUPS, 1960-1965: This variable is defined as governmental seizure or detainment of an individual for political reasons. This definition includes imprisonment or jailing. It is limited to politically motivated arrests. It excludes arrests for non-political reasons and arrests of foreign nationals for acts of espionage or subversion. Arrests of nationals, however, are included even though the charge against them is spying for a foreign regime.
GUERRILLA WAR, 1960-1965: Guerrilla warfare is defined as activity by mobile and scattered forces aimed at the ultimate overthrow of the government. Guerrilla warfare is distinguished from revolts (an armed attempt on the part of a group to form a government) or civil wars, by the irregular tactics employed. These usually take the form of attacks on villages and outposts, kidnappings, etc.

CIVIL WARS 1960-1965: Civil War is defined as all out war between two or more organized major segments of the population in a given country. It is distinguished from guerrilla warfare in that each side has its own government and conventionally organized armed forces, and involves the entire nation. Armed conflict is usually continuous and involves large numbers of combatants on each side. It is possible for a guerrilla war or revolt to escalate into a civil war as the scope, frequency and intensity of military violence increases.
Data Format, Missing Data Codes and Variable Labels

Each variable has a label which is used to refer to the variable in the machine.

All variables have the format of F10.3 and a missing data code of 999999.0.

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<th>Variable Name</th>
<th>Label</th>
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<th>Variable Name</th>
<th>Label</th>
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<td>R/S/S Country code</td>
<td>C-CODE</td>
<td>11</td>
<td>Anti-government demonstrations</td>
<td>DEMONS</td>
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<tr>
<td>2</td>
<td>Region</td>
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<td>12</td>
<td>Literacy</td>
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<td>Energy Consumption per capita</td>
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<td>Ethno-linguistic fractionalization</td>
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<td>PTY/FC</td>
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<td>Diplomatic missions</td>
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<td>17</td>
<td>Defense expenditure/capita</td>
<td>DEFN $</td>
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<td>8</td>
<td>Riots 1963-67</td>
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<td>18</td>
<td>Government action against specific</td>
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<td></td>
<td>groups</td>
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<tr>
<td>9</td>
<td>Deaths from political violence</td>
<td>DEATHS</td>
<td>19</td>
<td>Guerrilla war, 1960-65</td>
<td>GUERRL</td>
</tr>
<tr>
<td>10</td>
<td>Armed Attacks</td>
<td>ATTACK</td>
<td>20</td>
<td>Civil wars, 1960-65</td>
<td>CIVL W</td>
</tr>
</tbody>
</table>
THE FOLLOWING LIST CONTAINS THE NAMES, COUNTRY CODES, AND REGION CODES OF THE 136 NATIONS INCLUDED IN THIS DATA SET

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<th>Region Code</th>
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<td>North Korea</td>
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<td>Luxembourg</td>
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2 = CENTRAL AND SOUTH AMERICA
3 = WESTERN EUROPE
4 = EASTERN EUROPE
5 = CENTRAL ASIA
6 = FAR EAST
7 = MIDDLE EAST
8 = AFRICA (INCLUDING NORTH AFRICA)
9 = OCEANIA