THE FUNDAMENTALS OF POLITICAL SCIENCE RESEARCH
THIRD EDITION

This third edition of the best-selling The Fundamentals of Political Science Research provides an introduction to the scientific study of politics. It offers the basic tools necessary for readers to become both critical consumers and beginning producers of scientific research on politics. The authors present an integrated approach to research design and empirical analyses whereby researchers can develop and test causal theories. The authors use examples from political science research that students will find interesting and inspiring, and that will help them understand key concepts. The book makes technical material accessible to students who might otherwise be intimidated by mathematical examples. This revised third edition features new “Your Turn” boxes meant to engage students. The edition also has new sections added throughout the book to enhance the content’s clarity and breadth of coverage.

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Dedicated to

Lyman A. Kellstedt, Charmaine C. Kellstedt,
David G. Whitten, and Jo Wright-Whitten,
the best teachers we ever had

— PMK and GDW
## Brief Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Scientific Study of Politics</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The Art of Theory Building</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Evaluating Causal Relationships</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>Research Design</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>Measuring Concepts of Interest</td>
<td>104</td>
</tr>
<tr>
<td>6</td>
<td>Getting to Know Your Data</td>
<td>125</td>
</tr>
<tr>
<td>7</td>
<td>Probability and Statistical Inference</td>
<td>143</td>
</tr>
<tr>
<td>8</td>
<td>Bivariate Hypothesis Testing</td>
<td>161</td>
</tr>
<tr>
<td>9</td>
<td>Two-Variable Regression Models</td>
<td>188</td>
</tr>
<tr>
<td>10</td>
<td>Multiple Regression: the Basics</td>
<td>215</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Regression Model Specification</td>
<td>246</td>
</tr>
<tr>
<td>12</td>
<td>Limited Dependent Variables and Time-Series Data</td>
<td>273</td>
</tr>
</tbody>
</table>

- Appendix A. Critical Values of Chi-Squared | 299 |
- Appendix B. Critical Values of $t$ | 300 |
- Appendix C. The $\Lambda$ Link Function for Binomial Logit Models | 301 |
- Appendix D. The $\Phi$ Link Function for Binomial Probit Models | 303 |

Bibliography | 305 |
Index | 311 |
### Contents

List of Figures  
List of Tables  
Preface to the Third Edition  
Acknowledgments to the Third Edition  
Acknowledgments to the Second Edition  
Acknowledgments to the First Edition  

#### 1 The Scientific Study of Politics  
Summary  
1.1 Political Science?  
1.2 Approaching Politics Scientifically: the Search for Causal Explanations  
1.3 Thinking about the World in Terms of Variables and Causal Explanations  
1.4 Models of Politics  
1.5 Rules of the Road to Scientific Knowledge about Politics  
1.5.1 Focus on Causality  
1.5.2 Don’t Let Data Alone Drive Your Theories  
1.5.3 Consider Only Empirical Evidence  
1.5.4 Check Your Ideology at the Door and Avoid Normative Statements  
1.5.5 Pursue Both Generality and Parsimony  
1.6 A Quick Look Ahead  
Concepts Introduced in This Chapter  
Exercises  

#### 2 The Art of Theory Building  
Summary  
2.1 Good Theories Come from Good Theory-Building Strategies  
2.2 Promising Theories Offer Answers to Interesting Research Questions
## Contents

2.3 Identifying Interesting Variation ................................. 27
  2.3.1 Cross-Sectional Example ........................................ 28
  2.3.2 Time-Series Example ............................................. 30

2.4 Learning to Use Your Knowledge .................................. 31
  2.4.1 Moving from a Specific Event to More General Theories ... 31
  2.4.2 Know Local, Think Global: Can You Drop the Proper Nouns? 32

2.5 Three Strategies toward Developing an Original Theory ......... 33
  2.5.1 Theory Type 1: a New Y (and Some X) .................. 34
  2.5.2 Project Type 2: an Existing Y and a New X .......... 35
  2.5.3 A New Z which Modifies an Established X → Y ... 36

2.6 Using the Literature without Getting Buried in It ................. 38
  2.6.1 Identifying the Important Work on a Subject – Using Citation Counts 38
  2.6.2 Oh No! Someone Else Has Already Done What I Was Planning to Do. What Do I Do Now? 39
  2.6.3 Critically Examining Previous Research to Develop an Original Theory 39

2.7 Think Formally about the Causes that Lead to Variation in Your Dependent Variable .................. 42
  2.7.1 Utility and Expected Utility ..................................... 43
  2.7.2 The Puzzle of Turnout ........................................... 45

2.8 Think about the Institutions: the Rules Usually Matter ......... 47
  2.8.1 Legislative Rules .................................................. 48
  2.8.2 The Rules Matter! ................................................. 49
  2.8.3 Extensions .......................................................... 51

2.9 Conclusion .................................................................. 51

Concepts Introduced in This Chapter ................................. 51
Exercises .................................................................... 52

3 Evaluating Causal Relationships ...................................... 56

  Overview ..................................................................... 56

  3.1 Causality and Everyday Language ................................. 56

  3.2 Four Hurdles along the Route to Establishing Causal Relationships ........................................... 60
    3.2.1 Putting It All Together – Adding Up the Answers to Our Four Questions .......................... 63
    3.2.2 Identifying Causal Claims Is an Essential Thinking Skill ............................................ 65
    3.2.3 What Are the Consequences of Failing to Control for Other Possible Causes? ............. 68

  3.3 Why Is Studying Causality So Important? Three Examples from Political Science .................. 69
    3.3.1 Life Satisfaction and Democratic Stability ...................................................................... 69
    3.3.2 Race and Political Participation in the United States .................................................. 70
    3.3.3 Evaluating Whether “Head Start” Is Effective ............................................................... 72

  3.4 Wrapping Up ................................................................ 73

Concepts Introduced in This Chapter ................................. 74
Exercises .................................................................... 74
Contents

4 Research Design ............................................. 77
Overview .................................................. 77
4.1 Comparison as the Key to Establishing Causal Relationships 77
4.2 Experimental Research Designs 78
   4.2.1 Experimental Designs and the Four Causal Hurdles 84
   4.2.2 “Random Assignment” versus “Random Sampling” 85
   4.2.3 Varieties of Experiments and Near-Experiments 86
   4.2.4 Are There Drawbacks to Experimental Research Designs? 88
4.3 Observational Studies (in Two Flavors) 92
   4.3.1 Datum, Data, Data Set 95
   4.3.2 Cross-Sectional Observational Studies 95
   4.3.3 Time-Series Observational Studies 97
   4.3.4 The Major Difficulty with Observational Studies 98
4.4 Dissecting the Research by Other Scholars 99
4.5 Summary ............................................ 100
Concepts Introduced in This Chapter 100
Exercises ............................................... 102

5 Measuring Concepts of Interest .............................. 104
Overview .................................................. 104
5.1 Getting to Know Your Data 104
5.2 Social Science Measurement: the Varying Challenges of Quantifying Human Behavior 106
5.3 Problems in Measuring Concepts of Interest 111
   5.3.1 Conceptual Clarity 111
   5.3.2 Reliability .................................... 112
   5.3.3 Measurement Bias and Reliability 113
   5.3.4 Validity ...................................... 114
   5.3.5 The Relationship between Validity and Reliability 115
5.4 Controversy 1: Measuring Democracy 116
5.5 Controversy 2: Measuring Political Tolerance 120
5.6 Are There Consequences to Poor Measurement? 122
5.7 Conclusions ......................................... 122
Concepts Introduced in This Chapter 123
Exercises ............................................... 123

6 Getting to Know Your Data .................................... 125
Overview .................................................. 125
6.1 Getting to Know Your Data Statistically 125
6.2 What Is the Variable’s Measurement Metric? 126
   6.2.1 Categorical Variables 127
   6.2.2 Ordinal Variables 127
   6.2.3 Continuous Variables 129
   6.2.4 Variable Types and Statistical Analyses 130
6.3 Describing Categorical Variables 130
Contents

9.4.1 Goodness-of-Fit: Root Mean-Squared Error 196
9.4.2 Goodness-of-Fit: R-Squared Statistic 197
9.4.3 Is That a “Good” Goodness-of-Fit? 199
9.4.4 Uncertainty about Individual Components of the Sample Regression Model 199
9.4.5 Confidence Intervals about Parameter Estimates 201
9.4.6 Two-Tailed Hypothesis Tests 202
9.4.7 The Relationship between Confidence Intervals and Two-Tailed Hypothesis Tests 205
9.4.8 One-Tailed Hypothesis Tests 205
9.5 Assumptions, More Assumptions, and Minimal Mathematical Requirements 207
9.5.1 Assumptions about the Population Stochastic Component 207
9.5.2 Assumptions about Our Model Specification 210
9.5.3 Minimal Mathematical Requirements 211
9.5.4 How Can We Make All of These Assumptions? 211

Concepts Introduced in This Chapter 212
Exercises 213

10 Multiple Regression: the Basics 215
Overview 215
10.1 Modeling Multivariate Reality 215
10.2 The Population Regression Function 216
10.3 From Two-Variable to Multiple Regression 217
10.4 Interpreting Multiple Regression 221
10.5 Which Effect Is “Biggest”? 225
10.6 Statistical and Substantive Significance 227
10.7 What Happens when We Fail to Control for Z? 228
10.7.1 An Additional Minimal Mathematical Requirement in Multiple Regression 232
10.8 An Example from the Literature: Competing Theories of How Politics Affects International Trade 233
10.9 Making Effective Use of Tables and Figures 236
10.9.1 Constructing Regression Tables 236
10.9.2 Writing about Regression Tables 240
10.10 Implications and Conclusions 242
Concepts Introduced in This Chapter 243
Exercises 243

11 Multiple Regression Model Specification 246
Overview 246
11.1 Extensions of Ordinary Least-Squares 246
11.2 Being Smart with Dummy Independent Variables in OLS 246
11.2.1 Using Dummy Variables to Test Hypotheses about a Categorical Independent Variable with Only Two Values 247
## Contents

11.2.2 Using Dummy Variables to Test Hypotheses about a Categorical Independent Variable with More Than Two Values 251

11.2.3 Using Dummy Variables to Test Hypotheses about Multiple Independent Variables 254

11.3 Testing Interactive Hypotheses with Dummy Variables 256

11.4 Outliers and Influential Cases in OLS

11.4.1 Identifying Influential Cases 259

11.4.2 Dealing with Influential Cases 262

11.5 Multicollinearity

11.5.1 How Does Multicollinearity Happen? 264

11.5.2 Detecting Multicollinearity 265

11.5.3 Multicollinearity: a Simulated Example 266

11.5.4 Multicollinearity: a Real-World Example 268

11.5.5 Multicollinearity: What Should I Do? 270

11.6 Wrapping Up 270

Concepts Introduced in This Chapter 271

Exercises 271

12 Limited Dependent Variables and Time-Series Data 273

Overview 273

12.1 Extensions of Ordinary Least Squares 273

12.2 Dummy Dependent Variables 274

12.2.1 The Linear Probability Model 274

12.2.2 Binomial Logit and Binomial Probit 277

12.2.3 Goodness-of-Fit with Dummy Dependent Variables 280

12.3 Being Careful with Time Series 282

12.3.1 Time-Series Notation 282

12.3.2 Memory and Lags in Time-Series Analysis 283

12.3.3 Trends and the Spurious Regression Problem 285

12.3.4 The Differenced Dependent Variable 288

12.3.5 The Lagged Dependent Variable 290

12.4 Example: the Economy and Presidential Popularity 291

12.5 Wrapping Up 295

Concepts Introduced in This Chapter 296

Exercises 297

Appendix A. Critical Values of Chi-Squared 299

Appendix B. Critical Values of $t$ 300

Appendix C. The $\Lambda$ Link Function for Binomial Logit Models 301

Appendix D. The $\Phi$ Link Function for Binomial Probit Models 303

Bibliography 305

Index 311
Figures

1.1 The road to scientific knowledge page 4
1.2 From theory to hypothesis 10
1.3 Economic growth. What would you expect to see based on the theory of economic voting? 11
1.4 Economic growth. What would you expect to see based on the theory of economic voting? Two hypothetical cases 13
1.5 Unemployment. What would you expect to see based on the theory of economic voting? 13
1.6 Unemployment. What would you expect to see based on the theory of economic voting? Two hypothetical cases 14
2.1 Military spending in 2005 29
2.2 Presidential approval, 1995–2005 30
2.3 Gross US government debt as a percentage of GDP, 1960–2011 53
2.4 Women as a percentage of members of parliament, 2004 54
3.1 The path to evaluating a causal relationship 64
4.1 How does an experiment help cross the four causal hurdles? 81
4.2 The possibly confounding effects of political interest in the advertisement viewing–vote intention relationship 83
5.1 Reliability, validity, and hypothesis testing 116
5.2 Polity IV score for Brazil 118
5.3 Polity IV score for the United States 120
6.1 Pie graph of religious identification, NES 2004 131
6.2 Bar graph of religious identification, NES 2004 132
6.3 Example output from Stata’s “summarize” command with “detail” option 133
6.4 Box–whisker plot of incumbent-party presidential vote percentage, 1876–2016 135
6.5 Histogram of incumbent-party presidential vote percentage, 1876–2016 138
List of Figures

6.6 Histograms of incumbent-party presidential vote percentage, 1876–2016, depicted with two and then ten blocks 138
6.7 Kernel density plot of incumbent-party presidential vote percentage, 1876–2016 139
7.1 The normal probability distribution 149
7.2 The 68–95–99 rule 150
7.3 Frequency distribution of 600 rolls of a die 150
8.1 Box-whisker plot of government duration for majority and minority governments 175
8.2 Kernel density plot of government duration for majority and minority governments 176
8.3 Scatter plot of change in GDP and incumbent-party vote share 179
8.4 Scatter plot of change in GDP and incumbent-party vote share with mean-delimited quadrants 180
8.5 What is wrong with this table? 186
9.1 Scatter plot of change in GDP and incumbent-party vote share 191
9.2 Scatter plot of change in GDP and incumbent-party vote share with a negatively sloped line 192
9.3 Three possible regression lines 192
9.4 OLS regression line through scatter plot with mean-delimited quadrants 194
9.5 Stata results for two-variable regression model between “vote” (inc_vote) and “growth” (g): inc_vote = α + β × g 196
9.6 Venn diagram of variance and covariance for X and Y 197
10.1 Venn diagram in which X, Y, and Z are correlated 231
10.2 Venn diagram in which X and Z are correlated with Y, but not with each other 232
11.1 Stata output when we include both gender dummy variables in our model 248
11.2 Regression lines from the model with a dummy variable for gender 251
11.3 Regression lines from the interactive model 258
11.4 Stata lvr2plot for the model presented in Table 11.7 261
11.5 OLS line with scatter plot for Florida 2000 261
11.6 Venn diagram with multicollinearity 264
12.1 Three different models of Bush vote 280
12.2 The growth of golf and the demise of marriage in the United States, 1947–2002 286
12.3 The growth of the US economy and the decline of marriage, 1947–2002 287
List of Figures

12.4 First differences of the number of golf courses and percentage of married families in the United States, 1947–2002 289
12.5 A simple causal model of the relationship between the economy and presidential popularity 292
12.6 A revised model of presidential popularity 292
### Tables

2.1 Research questions of the ten most-cited papers in the *American Political Science Review, 1945–2005*  
page 27

2.2 The 11th through 20th most-cited papers in the *American Political Science Review, 1945–2005*  
53

4.1 Example of cross-sectional data  
96

4.2 Example of time-series data  
96

6.1 “Religious Identification” from the NES survey measured during the 2004 national elections in the United States  
131

6.2 Values of “Incumbent Vote” ranked from smallest to largest  
134

6.3 Median incomes of the 50 states, 2004–2005  
142

8.1 Variable types and appropriate bivariate hypothesis tests  
162

8.2 Union households and vote in the 2016 US presidential election  
167

8.3 Gender and vote in the 2016 US presidential election  
168

8.4 Gender and vote in the 2016 US presidential election: hypothetical scenario  
169

8.5 Gender and vote in the 2016 US presidential election: expectations for hypothetical scenario if there were no relationship  
169

8.6 Gender and vote in the 2016 US presidential election  
170

8.7 Gender and vote in the 2016 US presidential election: calculating the expected cell values if gender and presidential vote were unrelated  
170

8.8 Gender and vote in the 2016 US presidential election  
170

8.9 Gender and vote in the 2016 US presidential election  
171

8.10 Union households and vote in the 2016 US presidential election  
173

8.11 Government type and government duration  
177

8.12 Contributions of individual election years to the covariance calculation  
182

8.13 Covariance table for economic growth and incumbent-party presidential vote, 1880–2016  
183
List of Tables

9.1 Measures of total residuals for three different lines 193
10.1 Three regression models of US presidential elections 222
10.2 Excerpts from Morrow, Siverson, and Tabares’s table on the political causes of international trade 235
10.3 Economic models of monthly UK government support, 2004–2011 objective economic measures only 239
10.4 Alternative presentation of the effects of gender and feelings toward the women’s movement on Hillary Clinton Thermometer scores 240
10.5 Economic models of monthly UK government support across groups of voters, 2004–2011 objective economic measures only 241
10.6 Bias in $\hat{\beta}_1$ when the true population model is $Y_i = \alpha + \beta_1 X_i + \beta_2 Z_i + u_i$ but we leave out $Z$ 244
10.7 Three regression models of teacher salaries in the US states and the District of Columbia 244
11.1 Two models of the effects of gender and income on Hillary Clinton Thermometer scores 249
11.2 Religious identification in the 1996 NES 252
11.3 The same model of religion and income on Hillary Clinton Thermometer scores with different reference categories 253
11.4 Model of bargaining duration 254
11.5 Two overlapping dummy variables in models by Martin and Vanberg 255
11.6 The effects of gender and feelings toward the women’s movement on Hillary Clinton Thermometer scores 257
11.7 Votes for Gore and Buchanan in Florida counties in the 2000 US presidential election 260
11.8 The five largest (absolute-value) DFBET A scores for $\beta$ from the model presented in Table 11.7 262
11.9 Votes for Gore and Buchanan in Florida counties in the 2000 US presidential election 263
11.10 Random draws of increasing size from a population with substantial multicollinearity 267
11.11 Pairwise correlations between independent variables 269
11.12 Model results from random draws of increasing size from the 2004 NES 269
12.1 The effects of partisanship and performance evaluations on votes for Bush in 2004 275
12.2 The effects of partisanship and performance evaluations on votes for Bush in 2004: three different types of models 279
List of Tables

12.3 Classification table from LPM of the effects of partisanship and performance evaluations on votes for Bush in 2004 281
12.4 Golf and the demise of marriage in the United States, 1947–2002 287
12.5 GDP and the demise of marriage in the United States, 1947–2002 288
12.6 Excerpts from MacKuen, Erikson, and Stimson's (1992) table on the relationship between the economy and presidential popularity 293
12.7 Classification table from a BNP of the effects of partisanship and prospective expectations on votes for Obama in 2008 297
Preface to the Third Edition

We received a great deal of constructive feedback on the second edition of this book. In crafting a new edition, our challenge was to try to produce a book that incorporated as much of this feedback as possible, coupled with our ideas for changes, without expanding the book by an unreasonable amount. Our general goals for this edition were to continue to strive to make our explanation of the material even more clear, and to keep up with continuously developing trends in the literature.

We continue to update both the general and instructor-only sections of the webpage for our book (http://www.cambridge.org/fpsr). As before, the general section contains data sets available in formats compatible with SPSS, Stata, and R. The instructor-only section contains several additional resources, including PowerPoint and \TeX/Beamer slides for each chapter, a test-bank, and answer keys for the exercises.

Perhaps the most visible change we have made comes in the form of new “Your Turn” boxes. In an effort to increase student engagement with the material, we have introduced, throughout the book, short boxes – some with links to outside material, some with questions about implications – in an attempt to get students to apply the lessons of that chapter to a new situation.

As outlined above, we have made broad changes that permeate all of the book, but we have also made major changes to particular chapters as follows:

• We have expanded Chapter 2, “The Art of Theory Building,” by adding a new section on “Three Strategies toward Developing an Original Theory.” Consistent with the discipline’s increasing use of interactive models, this section includes new material on conditional theories about how a $Z$ variable can modify the relationship between $X$ and $Y$. Also in the chapter, we have a new section on how to build on previous scholarly work.
Preface to the Third Edition

- We have added a new section to Chapter 4 on how to effectively summarize and critique scholarly work that is in the literature.
- To increase the ease of presentation, we have taken Chapter 5 from the second edition, “Getting to Know Your Data: Evaluating Measurement and Variations,” and split it into two (Chapters 5 and 6) in this new edition. The new Chapter 5 is titled “Measuring Concepts of Interest,” and the new Chapter 6 is entitled “Getting to Know Your Data.”
- We have added a new section to Chapter 7 on the challenges of random sampling in advanced contemporary societies.
- We have updated the data in a very large portion of our examples.
- We have expanded our explication of the logic behind chi-squared tests and tabular analysis in Chapter 8 to make the argument flow more smoothly and the example unfold more naturally.
- We have added a new section to Chapter 10, “Multiple Regression: the Basics,” on how to effectively present figures and tables.
Acknowledgments to the Third Edition

We have benefited tremendously from the advice and support of a large variety of individuals in preparing the third edition of this book.

As ever, we are grateful for the constructive criticism we’ve received since the publication of the second edition. The thoughtful engagement by so many students and faculty from around the world has been instrumental in shaping the changes that we’ve made to this third edition. We do our best to keep a running tally of people who have contacted us with questions and comments, but we’ve almost certainly left some people off this list, and we apologize for the omissions. We owe a debt of gratitude to the following people for their feedback: Ryan Bakker, Florian Hollenbach, Doug Kriner, Eric Lawrence, Matt Lebo, Bob Lupton, Joanne Miller, Dave Peterson, Mark Pickup, Nicholas Rivers, and Ammar Shamaileh.

The guidance and encouragement from the professionals at Cambridge University Press have been instrumental in seeing this project through to completion. In particular, we thank our editor, Robert Dreesen, for his continued support of us and our work. Every conversation with him – whether at a conference or on the phone – energized us and kept our focus squarely on the quality of the manuscript. It has surely made the book better, and for that, we are most grateful.

We continue to be sustained by the love and support of our families. We do not have the words that can adequately express how thankful we are for Christine, Anna, Deb, Abigail, and Elizabeth.
Acknowledgments to the Second Edition

We had a tremendous amount of help writing the first edition of this book and even more as we prepared this second edition.

Since the publication of the first edition of this book, we have enjoyed a steady stream of feedback from colleagues around the world. We would like to thank all of the students, faculty members, and others who took time from their busy schedules to offer us their questions, criticism, praise, and general thoughts about the first edition of this book. Although we have inevitably forgotten some names from this list, and we apologize to those who we have forgotten to mention here, we would like to thank the following people for the feedback that they provided on the first edition: Rick Bairett, Lorena Barberia, Neal Beck, Dan Doherty, Sean Gailmard, Steve Haptonstahl, Jude Hays, Karen Long Jusko, Kerem Ozan Kalkan, Eric Lawrence, Suzie Linn, Cherie Maestas, Vince Mahler, Scott Moser, Harvey Palmer, Evan Parker-Stephen, Dave Peterson, John Transue, Jenifer Whitten-Woodring, Cameron Wimpy, and Jason Wittenberg.

As we mentioned in the acknowledgements to the first edition of this book, we would never have written it without Ed Parsons's encouragement and sage advice. As such, we were happy for Ed but very nervous when he told us that he was leaving Cambridge University Press. Our new editor, Robert Dreesen, has been incredibly helpful and incredibly patient with us. We would like to thank Robert for his useful advice and encouragement throughout the preparation of this edition and his emphasis on the quality of the manuscript over considerations about timing.

This project would not have been possible without the love and patience of our families. Christine, Deb, Abigail, and Elizabeth were once again very generous with their patience and highly supportive throughout the process – as was Anna, the newest addition to our support team.
Acknowledgments to the First Edition

An inevitable part of the production of a book like this is an accumulation of massive intellectual debts. We have been overwhelmed by both the quality and quantity of help that we have received from our professional (and even personal) contacts as we have gone through every stage of the preparation of this manuscript.

This book arose out of more than twenty years of combined teaching experience at Brown University; the University of California, Los Angeles; the University of Essex; the University of Minnesota; and Texas A&M University. We tried out most of the examples in this book on numerous classes of students before they were refined into their present state. We thus owe a debt to every student who raised his or her hand or showed us a furrowed brow as we worked our way through these attempts to explain the complicated processes of scientifically studying politics.

More immediately, this project came out of separate and skeptical conversations that each author had with Ed Parsons during his visit to Texas A&M in the spring of 2006. Without Ed's perfect balance of candor and encouragement, this book would not have been started. At every stage in the process he has helped us immensely. He obtained three sets of superbly helpful reviews and seemed always to know the right times to be in and out of touch as we worked our way through them. It has been a tremendous pleasure to work with Ed on the book.

Throughout the process of writing this book, we got a steady stream of support, understanding, and patience from Christine, Deb, Abigail and Elizabeth. We thank them for putting up with our crazy hours and for helping us to keep things in perspective as we worked on this project.

For both authors the lines between family, friends, and professional colleagues are pretty blurry. We relied on our combined networks quite heavily at every stage in the production of this book. Early in the process of putting this manuscript together we received sage advice from Jeff.
Acknowledgments to the First Edition

Gill about textbook writing for social scientists and how to handle early versions of our chapters. Our fathers, Lyman A. ("Bud") Kellstedt and David G. Whitten, provided their own unique and valuable perspectives on early drafts of the book. In separate but related ongoing conversations, John Transue and Alan M. Brookhart engaged us in lengthy debates about the nature of experiments, quasi-experiments, and observational studies. Other colleagues and friends provided input that also improved this book, including: Harold Clarke, Geoffrey Evans, John Jackson, Marisa Kellam, Eric Lawrence, Christine Lipsmeyer, Evan Parker-Stephen, David Peterson, James Rogers, Randy Stevenson, Georg Vanberg, Rilla Whitten, and Jenifer Whitten-Woodring.

Despite all of this help, we remain solely responsible for any deficiencies that persist in the book. We look forward to hearing about them from you so that we can make future editions of this book better.

Throughout the process of writing this book, we have been mindful of how our thinking has been shaped by our teachers at a variety of levels. We are indebted to them in ways that are difficult to express. In particular, Guy Whitten wishes to thank the following, all from his days at the University of Rochester: Larry M. Bartels, Richard Niemi, G. Bingham Powell, Lynda Powell, William H. Riker, and David Weimer. Paul Kellstedt thanks Al Reynolds and Bob Terborg of Calvin College; Michael Lewis-Beck, Vicki Hesli, and Jack Wright at the University of Iowa; and Jim Stimson and John Freeman at the University of Minnesota.

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