

Social Order and Life Chances in International Comparison

University of Cologne

Prof. Dr. Hans-Jürgen Andreß

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1 General Information

1.1 Title: Social Order and Life Chances in International Comparison

1.2 School: University of Cologne

1.3 Researchers Proposing the Application

Professor	Address of Employment	Research Department
Prof. Dr. Hans-Jürgen Andreß Chair of Empirical Social and Economic Research	University of Cologne Chair of Empirical Social and Economic Research Albertus-Magnus-Platz 50923 Cologne	Sociology, Methods of Empirical Social Re- search
Prof. Dr. Eldad Davidov	Sociological Institute University of Zurich Andreasstrasse 15 CH-8050, Zurich	Sociology, Methods of Empirical Social Re- search
PD Dr. Hermann Dülmer Institute of Data Analysis and Data Archiving	University of Cologne Institute of Data Analysis and Data Ar- chiving Unter Sachsenhausen 6-8 50677 Cologne	Sociology, Methods of Empirical Social Re- search
Prof. Dr. Detlef Fetchenhauer Institute of Economic and Social Psychology	University of Cologne Institute of Economic and Social Psychol- ogy Albertus-Magnus-Platz 50923 Cologne	Economic and Social Psychology
Prof. Dr. Martina Fuchs Economic and Social Geo- graphic Institute	University of Cologne Economic and Social Geographic Institute Albertus-Magnus-Platz 50923 Cologne	Economic and Social Ge- ography
Prof. Dr. Achim Goerres Institute of Political Sciences	University of Duisburg-Essen Institute of Political Sciences Lotharstraße 65 47057 Duisburg	Political Sciences und Methods of Empirical Po- litical Research
Prof. Dr. Karsten Hank Research Institute of Sociol- ogy (FIS)	University of Cologne Research Institute of Sociology (FIS) Albertus-Magnus-Platz 50923 Cologne	Sociology
Prof. Dr. Marita Jacob Research Institute of Sociol- ogy (FIS)	University of Cologne Research Institute of Sociology (FIS) Albertus-Magnus-Platz 50923 Cologne	Sociology, Methods of Empirical Social Re- search
Prof. Dr. Wolfgang Jagodzinski Institute of Data Analysis and Data Archiving	University of Cologne Institute of Data Analysis and Data Ar- chiving Unter Sachsenhausen 6-8 50677 Cologne	Sociology, Methods of Empirical Social Re- search
Prof. Dr. André Kaiser Chair of Comparative Politi- cal Science	University of Cologne Chair of Comparative Political Science Albertus-Magnus-Platz 50923 Cologne	Political Science
Prof. Dr. Heiner Meulemann Research Institute of Sociol- ogy (FIS)	University of Cologne Research Institute of Sociology (FIS) Albertus-Magnus-Platz 50923 Cologne	Sociology

Jun.-Prof. Ingo Rohlfing, PhD Cologne Graduate School	University of Cologne Cologne Graduate School Albertus-Magnus-Platz 50923 Cologne	Political Science
Jun.-Prof. Dr. Elmar Schlüter Research Institute of Sociology (FIS)	University of Cologne Research Institute of Sociology (FIS) Albertus-Magnus-Platz 50923 Cologne	Sociology
Prof. Dr. Christine Trampusch Chair of Internationally Comparative Political Economics and Economic Sociology	University of Cologne Chair of Internationally Comparative Political Economics and Economic Sociology Albertus-Magnus-Platz 50923 Cologne	Political Science
Prof. Dr. Michael Wagner Research Institute of Sociology (FIS)	University of Cologne Research Institute of Sociology (FIS) Albertus-Magnus-Platz 50923 Cologne	Sociology

1.4 Associated Researchers

The students are overseen at the Research Training Group by two professors from the group of researchers proposing the application. External researchers are called upon in exceptional cases as third-party advisers who are appointed as associated members of the Research Training Group through its supervising assembly (see Article 2, Section 4 of the Terms and Conditions). This is currently the case with a particular scholarship holder who is overseen by Prof. Dr. Kees van Kersbergen (University of Aarhus, Department of Political Science) in addition to Prof. Kaiser and Prof. Andreß.

Since the Research Training Group would also like to take into account experimental research during the continuation period, Prof. Bettina Rockenbach (University of Cologne, Department of Experimental Economic Research) will be included in the project. As she is currently on a one-semester research sabbatical at the Rady School of Management in San Diego, her inclusion in the project is scheduled to begin at the Research Training Group's General Assembly in Autumn 2012, at which point Prof. Rockenbach will have the official status of an associated member.

1.5 Summary

The Research Training Group "Social Order and Life Chances (SOCLIFE)" studies the effects of social contexts on the attitudes and behaviors of individual and collective actors. During the first funding period, dissertation projects were supported that studied the effects of the national context in different areas of life (politics, economics, civil society, culture) using internationally comparative survey data. The projects developed hypotheses about the effects of the social order, the social structure, and the social history of different countries and tested these hypotheses using the statistical method of multi-level analysis. This research design has been very successful and should be put to further use during the continuation period. However, the dissertation projects of the first period also showed some limitations in their design, data, and applied methodology. (i) Very often, survey data pertain to only one point in time and hence only allow conclusions about correlations. (ii) Important explanatory variables at the country level are often correlated with other variables, and it is difficult to isolate their effects due partly to the limited number of cases at the country level. (iii) Attitudes and behavior are not only influenced by factors at the macro level (country) but also by social contexts at the meso- and micro levels, such as regional social structures, local infrastruc-

tures, work organizations, educational institutions, families, and social networks. Therefore, during the continuation period, the Research Training Group will also use data from meso- and micro contexts, systematically apply longitudinal research designs in all dissertation projects, and (if possible) test central hypotheses with experimental methods. Moreover, the results of statistical analyses will be contextualized in case-oriented multi-level analyses. All in all, the study program is organized in such a way that students will learn (1) how to specify context hypotheses for their dissertation projects, (2) how to use suitable data about actors and their social contexts, and (3) how to analyze these data with adequate statistical and other methods.

1.6 Time Period of the Contract / Funding Initiation: 4.1.2013 – 9.30.2017

1.7 Targeted Number of Doctoral Candidates, Post-Doctoral Candidates, Qualification Scholarship Holders, and Research Students

During the continuation period, 16 doctoral candidates will be financed with funds from the Research Training Group as well as from 5-6 additional institutions. Moreover, two positions for post-doctoral candidates will be made available.

2 Profile of the Research Training Group

Internationally comparative social and economic research can be divided into two areas.

On the one hand, this research has often stopped at no ends in comparing and contrasting the same data and analyses in different countries. However, this process does not allow for monitoring behavioral regularities because the influence of countries' constitutions and histories on the identified means and correlations is not systematically controlled. Moreover, the depiction of results remains unclear and tends to get muddled in dealing with individual countries.

On the other hand, this research often remains at the level of aggregate characteristics, even though the correlations made are interpreted relative to actors' activities. Additionally, an aggregate analysis ignores differences in the distribution of actors' operational possibilities among countries. Since correlations are only examined in a macro-social setting without controlling for micro-social factors, they are overestimated and their explanatory power remains dubious (Kittel 2006).

The gap between these two areas can theoretically be filled if *general* dimensions for countries' characteristics are developed (e.g., for their social orders, social structures, and social histories), their respective indicators are surveyed, and hypotheses concerning their influence on the average value of studied actors or on correlations between the characteristics of these actors are supported with data. In recent years, this type of hypothesis has been tested more and more often with the statistical instrument of the multi-level analysis. As a result, it is possible to say that multi-level analysis has evolved to become the de-facto standard of internationally comparative survey research. The Research Training Group SOCLIFE makes a significant contribution to the education of its doctoral candidates in social and economic studies due to its emphasis on the theoretically applied use of internationally comparative surveys and other sources of data. Until now, the importance of this strategy has – at least in Germany – received too little attention. On the basis of a common theoretical framework, the Research Training Group thereby imparts the necessary methodological knowledge for the critical evaluation of the survey data at hand. As a result, the Research Training Group plays a role in satisfying the demand of international organizations for appropriately qualified individuals as well as of research both within and outside of the university, which is of particular importance seeing as the demand for such research has grown considerably due to increasing international complexity.

The procedure of working with a multi-level analysis can be made clear through an often-handled question: "How does investment in civil-society organizations depend on a population's human resources and social capital on the one hand and on political support in different countries on the other hand?" The conventional research strategy has been to simultaneously investigate individual influences in different countries using the same method. In this manner, the investment of capital in 12 countries was simultaneously compared and investigated based on 26 variables of social demographics, social integration, and individuals' social status in 12 country-specific regressions in 1995/7 (Gabriel et al. 2002: 49, 116-117), yielding 12 average values and 12*26 regression coefficients. While this method allows for a description of the amount and structure of the investments in each country, it does not enable an explanation of the differences in the level of the investments or of their contributing causes among countries, and two questions remain: (1) Does the level of investment differ among countries dependent upon country-specific characteristics? Do citizens' investments actually increase with state support of social and cultural organizations as intended? (2) Do the assumed influences function the same in all countries, and can possible oscillations in the level of influence be ascribed to the distinctive characteristics of each country? Does the influence of religiosity on investment decrease parallel to increasing state support since religious persons are mostly involved subsidiarily, i.e., in shortages? If aggregate data on the open support of social and cultural organizations in countries (see Anheier / Salamon 2001, Salamon / Sokolowski 2001) are combined with population surveys, both questions can be answered with a multi-level analysis. This method of analysis assesses the hypotheses suggested here concerning the influence of country-specific characteristics on mean values and correlations in such a way as to enable the simultaneous analysis of one regression in investment on personal influences in all countries (at the individual level) and two additional regressions in mean country values and regression coefficients (from country-specific regressions in investment in religion) on the country characteristic of "state funding ratio" (at the aggregate level). Rather than requiring many individual cases, the genesis of political investment is analyzed under specified general conditions; instead of 12+12*26 coefficients, only 1+26+2 have to be considered. The theoretical work of supporting a hypothesis pays off via a simpler structure of results that verifies general rules on the one hand and explains deviations from these rules in a country-specific context on the other hand.

The Research Training Group offers an interdisciplinary research field for the investigation of these and similar context hypotheses in different sub-disciplines. It is supported by the University of Cologne's faculty of research-driven professorships in economic and social sciences and maintains strong working relationships with national and international centers in comparative survey research. Since the Research Training Group's beginnings, the faculty has aimed to ensure that almost all new appointees to positions in the social sciences play a role in SOCLIFE. The group of researchers who apply for a position is tapered toward the end of the initial application. Many applicants have relevant experience with internationally comparative surveys and the number of researchers involved can be increased. It is also necessary to stress the importance of the Research Training Group's cooperation with the GESIS Data Archive and the corresponding institute of the University: PD Dr. Hermann Dülmer, associates at the Institute of Data Analysis and Data Archiving at the University of Cologne, and the leader of the GESIS Data Archive (N.N.) are and should be members of the application group.

During the initial funding period, three cohorts of scholarship holders were selected, of whom the six members of the first cohort earned their doctorates upon successful completion of their scholarships at the end of 2011 and the beginning of 2012. Many of the scholarship holders' research papers were published in various professional journals including *Comparative Political Studies*, *International Political Science Review*, *Public Finance Review*, *International Journal of Public Health*, *West European Politics*, *Journal of Economic Psychology*, *Journal of Cross-Cultural Psychology* and *Zeitschrift für Bevölkerungswissenschaft*. Through its research seminars and workshops filled with international experts in their respective fields, the Research Training Group has reached a certain level of prominence that extends beyond

the borders of Cologne. The Research Training Group's *Working Paper Series* and the book series "Akteure und Strukturen: Studien zur vergleichenden empirischen Sozialforschung," which was published by Campus Verlag, have helped to establish national recognition for the name "SOCLIFE."

During the continuation period, the Research Training Group would like to carry forward the success it has had with this program and further develop itself in four new areas. Where possible, regionally disaggregate information on the analysis of the effects of meso- and micro contexts should be used. All dissertation projects should systematically investigate their hypotheses via both cross-section and longitudinal section studies. Moreover, it will be necessary to contextualize the results of statistical analyses in case-oriented country studies. Finally, experimental methods should be applied to the extent that this procedure proves possible and reasonable. A cooperation with both the new Chair of Experimental Economic Research (cf. Section 1.4) and the Cologne Laboratory of Economic Research is planned. These developments will be detailed more thoroughly in Section 3.4.

3 Research Program

3.1 Approach and General Question

Since its beginnings in the early 20th century in the USA and after World War II in Europe, empirical social research has maintained two main traditions.

On the one hand, it has, in terms of national societies, dealt with differences in the distribution of social resources – or as Weber paradoxically expressed it – with differences in the "causal components of *life chances*" (1964: 679). Such causal components include socially influenced commodities such as money, prestige, and educational patents, which are distributed differently across the socio-demographic structure of a society according to age (generation) and gender, education and occupation, region and religion. By setting margins, these components limit *attitudes* and *behaviors* without determining them.

In this tradition, it is important to determine how strongly, in what aspects, and through what intermediary mechanisms life chances can be converted into attitudes and behaviors. This was first done with nationally representative surveys and, increasingly since the 1960s, with a comparison of many national societies – for which the five-country study on "Political culture" (Almond / Verba 1963) is one of the first examples of a planned comparative primary study and the analyses of over 50 countries of the "World Value Survey" (Inglehart / Welzel 2005, Norris / Inglehart 2004) is yet another recent example.

On the other hand, empirical research has, under the keyword *modernization*, studied the evolution of the legal and institutional framework of national societies and whether the capacity (principally of Western European societies) for introspection and self-control has increased since the 19th century. Introspection and self-control are chiefly political responsibilities and focus on all areas of life within a society – economics, education, culture; they aim to resolve conflicts, to ensure stability and social integration, and to enable innovation and growth.

In this tradition, country typologies have been developed based on analytically derived quantitative dimensions (Esping-Andersen 1990, Janoski 1998, Delhey 2001, Höpner 2007), and aggregate-data inventories on the constitutions of nations and political parties as well as on the socio-structural and socio-historical developments of official statistics and surveys have been compiled (see Section 3.2) and contain global data on societies – e.g., degree of democratization, GDP, level of organization of the labor force in unions, etc. – and averages for their respective populations – e.g., life satisfaction (Daenreport 2004: 446-448, 666-668), "emancipatory values" (Welzel / Inglehart / Klingemann 2003), and interpersonal trust (Kunz 2000).

The Research Training Group has brought together these two traditions under the *general question* of how the context of a national society influences the impact of life chances on actors' attitudes and behaviors. Averages and correlations at the micro-social level of "individuals" need to be not only contrasted but also explained in the context of an "aggregate."

"Individuals" are not only natural but also legal persons, i.e., collective or corporate actors such as political parties or associations, the state, or the government. In the following section, we will deal collectively with *actors* who pursue goals and choose between alternative behaviors based on their own alternative options – whether a person pursues his or her own desires by implementing his or her own skills or whether the same person forms a desire and gathers resources within a group (Scharpf 1997: 51-68, Kaiser 2001). Not only individuals, but also collective actors have certain life chances. For instance, a party has the resources of its members and of its own as well as of government-allocated finances and must decide between programs and policies based on both its position in the party space and its patronage.

"Aggregates" are the socialization forms of actors. The Research Training Group initially restricted its focus to *national societies* – particularly *industrialized and democratic* national societies. There are three reasons for this restriction: 1) *National societies* always have a constitution, which serves to orient the actors. The analysis of this constitution eventually leads to hypotheses on the macro-social determinism of micro-social relationships. 2) The restriction to *industrialized and democratic* national societies keeps the focus on the comparison of the most important country characteristics that have become predominant in modern social evolution, resulting in a "most similar design" of the comparison as measured by a comparison of all national societies, which should, however, most certainly represent a "most different design" (Przeworski / Teune 1970). 3) Most practically significant of all, there are many comparable data for individuals in national societies, especially in *industrialized and democratic national societies*¹.

In the following section, the national social context will first be illustrated by a basic grid that will serve as the background for the development of macro-social hypotheses in the proposed projects (Section 3.2). Then, the common steps taken in all of the projects (Section 3.3), the experiences gained from the research program thus far (Section 3.4), and finally, the research projects planned during the continuation period (Section 3.5) will be presented.

3.2 A Basic Grid of the National Political Context

The national social context can be viewed from different *perspectives* in different social areas of life. The perspectives focus on social order, social structure, and social history. Politics, economics, civil society, and culture will be considered as areas of life. Both dimensions together form the basic grid of the national social context. Table 1 shows the dimensions and their exemplary characteristics, which will be explained in the following section.

¹ The only definitely significant exception is the World Value Survey (WVS), which includes all of the world nations (Inglehart / Welzel 2005, Norris / Inglehart 2004); the WVS is, however, only an extension of the EVS, which should also be addressed here (see Section 3.3.3).

Table 1 Basic Grid: Perspectives and Areas of Life

	<i>Politics</i>	<i>Economics</i>	<i>Civil Society</i>	<i>Culture</i>
<i>Social Order</i>	Form of Government	Proprietorship	Family Law	Types of Schools
<i>Social Structure</i>	Party System	Labor Relations	Social Stratification	Educational Demand
<i>Social History</i>	Democratic Tradition	Growth	New "Private Ways of Life"	Educational Expansion

3.2.1 Perspectives

Social Order: Concepts and Form

According to Max Weber (1964: 22) and Coleman (1990: 40, 50), social order can be defined as the totality of *fundamental* and *interrelated* ideas of *what ought to be* when living together in a society; in this definition, the term *order* includes both *systematization* and *what ought to be*, two meanings that already exist in the everyday usage of the term.

A systematization implies the coexistence of many ideas that relate to different problems and areas of life. It filters out the basic ideas of *what ought to be* and positions them in relation to one another so that similarities are clearly resolved and contradictions are resolved, at least to some extent. Social order is therefore both more and less than the sum of a society's institutions – less because only basic institutions are attributed to it; more because the different concepts of *what ought to be* are related to one another. *What ought to be* is the content of a social order and its institutions, which together define what needs to be done and what must not be done – i.e., the norms on which behaviors are based.

Norms can only be deemed legitimate when the majority of a national society's *population* shares *concepts* about them that can be identified linguistically. Even if differing interpretations can render the boundary of certain ideas obscure, the conflict remains linguistically tangible. A consensus on these ideas within a population justifies the validity of a society's constitution; no national society can persist if its members do not orient themselves primarily toward the basic norms of a social order. But this consensus is quantitatively and qualitatively diffuse: It is difficult to determine what exact majority is required to reach such a consensus and in what contexts certain linguistic expressions can be considered obvious. The concepts of norms are, for the time being, considered to represent a consensus yet contain within their very definition the possibility of conflict.

Because the controversy of the interpretations of important questions cannot be endlessly extended or last indefinitely, many but certainly not all of a population's ideas must be consolidated in the form of a *constitution*, i.e., written basic rules of social conduct. Along with the constitution, associations and collective actors who act on behalf of the associations are created. The constitution thus rests on certain ideas but creates a social reality beyond mere ideas. It acts as a floor plan for the areas of life and organizations of a national society. If ideas are legally binding in the form of a constitution, the linguistic expression of its rules only requires an interpretation in the event of a conflict, and at the same time, the rules and instances of conflict resolution (the law and legal professionals) already exist. The legal form thereby occupies a narrower yet secure area of the constitution in the social order. In other words, the *ideas of a population* and the *constitution of a society* are so exactly determined and secure as basic rules that they can act as an appellate court in the dispute over special rules. The social order serves as a framework for living together in a national society.

For instance, for the educational system, the values of performance and equality are fundamental. In modern societies, hardly anyone disputes the fact that learning success should be measurable based on authoritative criteria and that opportunities for learning should not be

increased or limited based on external conditions for which the student is not responsible. And it is generally assumed that the same conditions for success should apply to everyone in order that unequal performance can help determine different career paths for students. Performance and equality are therefore fundamental and interrelated elements in the arrangement of the educational system. But the division of secondary levels of education into different types of schools is a special arrangement that can be quarreled over in terms of an individual's fundamental values. The dispute over special arrangements often forces opponents into a debate over basic arrangements, forcing them to dispute whether performance is a personal achievement, a gift of nature, or a social inheritance and whether equality has an effect on opportunities or results. During such a dispute, the boundary between basic and special arrangements can become as vague as the boundaries of the basic arrangements themselves. But the debate has to do with linguistically tangible ideas of the population and the constitutions of the given society; and whereas these ideas comprise the width of the ideological boxing ring, the constitution comprises its solid floor.

Whether as an idea or a constitution – the *social order* is comprised of *what ought to be*. It provides the *normative* reference point for behavior. Based on this criterion, it distinguishes itself from *social structure* and *social history*, both of which make up the *actual* reference point for behavior. Individuals assume that *what ought to be* is the same as *what they want*, but they are limited by *what they can do*.

Social Structure and Social History

Social structure is derived from distributions of the characteristics of *individuals and organizations*. It is described with summary figures. As a result, the distribution of income is described with the Gini coefficient in terms of social inequality (Delhey 2001: 166-129), and the distribution of court proceedings is monitored in certain types of courts over time (Datenreport 2004: 228). The indicators can be understood as an opportunity *structure* for attitudes or behaviors. For example, along with social inequality, either advancement aspirations or actual advancements could decline on average in a given country.

To the extent that the social structure refers to *persons*, it consists of the aggregation of a specific life chance or, in other words, of a parameter for an opportunity *structure* whose significance in terms of behavior but is not directly clear. This is because individuals orient themselves based first and foremost on their individual life chances, their opportunity *profile* – as a man or woman, a high-school graduate, a service provider, a high earner, a towns-person, etc. The influence of the opportunity structure must therefore be worked out theoretically in greater detail than the influence of the corresponding feature of the opportunity profile since the parameter of the opportunity structure stands for the result of social processes of perception and interaction, which have not yet been collected (Erbring / Young 1979). Two examples: In contrast to the situation of being a foreigner, the proportion of foreigners influences the life chances of any given foreigner in a country not in and of itself, but rather through an indicator – be it the perception of foreigners and the reactions of residents or the quality of social interaction within a society. Additionally, unemployment impairs the well-being of the unemployed, but the unemployment rate as an indicator of occupational safety impairs the well-being of all workers.

To the extent that social structure refers to *organizations*, their impact on individual behaviors is easier to determine. The proposal here is the opportunity *structure*. For example, the number and structure of associations provide a framework for conditions of membership and participation; the number and structure of educational and cultural facilities determine the extent of participation; the number of bankruptcies and government support programs increase or decrease the possibility of starting a business; etc.

Social history includes ongoing events or cumulative results of development in the political, economic, civic, and cultural life of a national society. Past events can continue to this day to

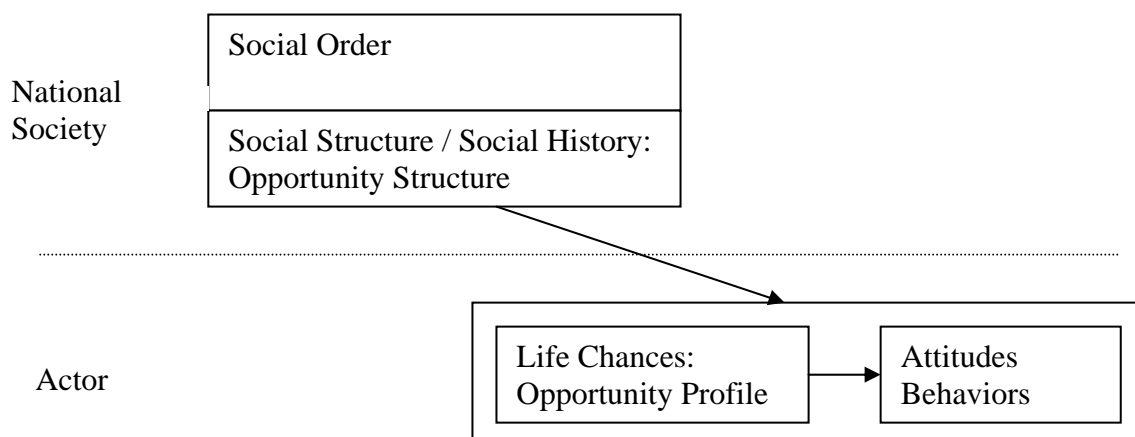
affect the attitudes of an entire population. In this way, the differing political socialization in capitalist and state-socialist countries and the transformation of post-socialist countries continue to have an influence on various political attitudes in East and West Germany (van Deth 2005) as well as on the Western and Eastern European populations (Delhey 2001); and the suppression churches in state socialism continues to have the effect of weakening beliefs more in Eastern than in Western European countries (Meulemann 2004).

Development results are – in the language of statistics – “autoregressive.” Today’s development status builds on that of yesterday, and the development cannot slow down or speed up in the short-term. This applies to the growth of the population and the economy; the anchoring of rights in the public consciousness; the inequality in the distribution of resources such as wealth, income, and education; the performance and competence level of the population and its effects on rate of academic regimentation and professional qualifications; etc. Development results affect the life chances of all actors in a national society – much as the level of economic development, measured by the GDP, affects the average life satisfaction (Fahey / Smith 2004) or the average political interest (van Deth / Efff 2004) within a national society. The results of policy development, just like those of economic development, can have consequences for the life chances of actors. In a well-established democracy, the political participation or the variety of religious offerings can influence the frequency of religious practices.

Social Order as an Initial Perspective

The social order of a national society is the *normative* reference point for the behavior and attitudes of actors. Social structure and social history limit the behavior and attitudes of actors as an *actual* opportunity structure. Since the effect of norms can be translated directly into hypotheses on corresponding behavior even though the opportunity structure is an indicator of hypothetical factors that need to be determined more precisely, social order has been chosen as the initial perspective as well as the title of the Research Training Group. As a result, attention must be paid to the question of what impact *normative* regulations in a national society have on the *actual* attitudes and behaviors of the society’s actors. But social structure and social history are critical complementary perspectives. In order to isolate the influence of normative reference points, the influence of the actual corresponding opportunity structure must be empirically controlled. This, however, requires that intermediary steps between aggregated and individual life chances be developed and that the institutional context be included.

Figure 1 Multi-Level Model “Social Order and Life Chances”



The general question of the Research Training Group is illustrated in the multi-level model of Figure 1. The arrow from “Life Chances” to “Attitudes / Behaviors” captures the micro-

sociological tradition of social research; the arrow from “Social Order” and “Social Structure / Social History” to “Attitudes / Behaviors” captures the macro-sociological tradition.

3.2.2 Areas of Life

If the ideas of the general population represent the width of the ideological boxing ring and communities’ constitutions represent the solid floor of social order, then the *political constitution* of a national society should be considered the first dimension of the social order. A political constitution constitutes an order among orders. From a legal point of view, the other areas of life are subordinate to the political constitution; however, as far as the population is concerned, they appear equal to the political constitution. In the following section, these other areas of life will be further described with reference to their typical form of social behavior – command, exchange, association, assimilation – and to their basic institutions – legal, market, organizational, media.

Political Constitution: Command under the Law

The political constitution – known as Basic Law in Germany (Boldt 1990: 331-343, Hesse / Ellwein 1997: 122-129) – legally governs the command of certain members of a national society over others. It defines the *rights of citizens* in articulating and asserting their interests. It constructs the organizations of the state and the collective actors found within it. It determines the *actions available to the state* and its organs in distinguishing themselves from such non-political areas of life as family and religion and thus also regulates *basic principles of social areas of life*, especially those pertaining to the law itself.

Political constitutions can be classified based the following dimensions (Brettschneider 1994, Kimmel 1994): (1) *form of government*: head of state, separation of powers, multi-chamber and single-chamber parliament, presidential vs. parliamentary system, national objectives; (2) *basic rights*: personal, political, and economic rights; legal, political, social, and participatory rights (Janoski 1998: 29-39, IDEA 2006, Loewenberg / Mishler / Sanbor 2010); (3) *participation rights*: majority vs. representative voting rights, political parties, organizations (Freedom House); and (4) *regional classification*: federalism – unitarianism.

Below the level of the legal constitution, the *social structure* can be represented in the political arena through well-rehearsed power relations between corporate actors. The following dimensions can be analyzed: (1) *government effectiveness* (Kaufmann et al. 2009); (2) *political party system*: fractionalization (Rae 1968); (3) *degree of corporatism*: associations as a second political agency based on parties, the weight of intermediate entities in political decision-making (Janoski 1998: 148-154); (4) the degree of detail of the regulation of *social areas of life*: the degree of state intervention (van Deth / Elff 2004); and (5) actual participation opportunities (UNDP 2004).

Until now, the Research Training Group have focused on national societies and will continue to do so while also making room for the analysis of other types of societies. Since these national societies are democratic, they can be described in terms of *social history* according to actual features of democracy: (1) time of creation (Curtis / Baer / Grabb 2001, Hajar / Beck 2010) and degree of democratization (Schofer / Fourcade-Gourinchas 2001); (2) form of democracy (e.g., parliamentary or presidential, competitive or concordance democracy, majoritarian or consensual democracy) (Kaiser 1997, Schmidt 1997: 217-253, Lijphart 1999: 3-8, Denters / van der Kolk, 2008, Gabriel / Walter Rogg 2008, Neller 2008, Roller / Rudi 2008); (3) openness to participation and social movements (Kriesi et al. 1995); (4) opportunities for the population to take control of the government (van Deth / Elff 2004); (5) actual (only pertaining to the basic rules in question) and effective (involving the integrity of the ruling elites) democracy (Welzel / Inglehart / Klingemann 2003); and (6) openness to immigrants (Niessen / Huddleston / Citron 2007).

Economic Constitution: Exchange in the Marketplace

The economic constitution includes the basic rules of exchange in the marketplace. Because most of the countries that examined here are private and not state-organized, their economic constitutions are only minimally governed by their political constitutions (Kimmel 1994: 38). In almost all Western European countries, however, the constitution guarantees the right to property, and in many other countries, it also guarantees the right to occupational freedom, the right to strike, and freedom of association; some countries also establish additional economic goals, such as full employment and the welfare-state principle, in their constitutions (Brettschneider 1994: 470-471, Kimmel 1994: 39). In addition to the political constitution, it is also possible to understand the economic constitution through relationships between groups of economic agents and their representatives, such as (1) the form of cooperation of economic interests in different “varieties of capitalism” (Esping-Andersen 1990, Breitmeier et al. 2006, Höpner 2007); (2) the inclusion strength of social groups in manufacturing (only effective in common law); and (3) the institutional embeddedness (often legally determined) of relations between labor and management (Heidenreich 1997: 304-306, van Gyes et al. 2007, Visser 2004, Martin / Brady 2007, Pichler / Wallace 2009), to which collective contract management (collective bargaining) and operational and inter-company participation rights (co-management) also belong (Ebbinghaus / Visser 1994); and (4) the legal guarantee of independence from authorities that define or control key terms of the economic order, such as a central banking authority, an antitrust agency, and advisory bodies (Grosser 1994: 391-404). *Social structure* and *social history* in the field of economics can be determined through the “wealth of nations,” which itself is determined by the state of technological development (European Commission 2005); by BNP or the HDI (Human Development Index) (UNDP 2004); by employment (Traxler 2002, OECD 2004) or labor-market participation (Esping-Andersen 1999: 99-142, Franzen / Hangartner 2006); by income inequality (Deiningner / Squire 2007, WIDER 2007); by the founding of establishments (Sternberg 2006) and business insolvencies; by indicators of economic activity, the economic sectors, etc., as well as process indicators such as strikes; and by corruption indicators (Transparency International, 2007).

Civil Society Constitutions: Association in Organizations

Politics stands in opposition to “civil society,” in which “citizens” of the national society are either genetically related to one another or can randomly band together. The *constitution of a civil society* controls the association of persons in organizations outside of government command or exchange, particularly in non-political, biologically based, or socially constructed associations. The most important forms of civil society constitutions are (1) the lineage association, from which (2) the organs of social security institutions have distinguished themselves and (3) which serve as agencies of voluntary associations.

(1) *Genetic lineage*: The *family* – the coexistence of a couple and two generations in one household – is protected in Germany as well as in some other countries in Western Europe by the political constitution (Brettschneider 1994: 470-471). The *extended family* – the lateral cooperation of several families with the same genetic lineage and with more than two generations – is also an important organizing principle for the cohesion that underlies functional differentiations in modern societies.

The family is – as a household of individuals or, to put it in modern terms, as a “private life form” – the basic unit of social structure such that it takes into account all the indicators of the population structure and of social stratification (Knudsen / Wærness 2008, Voicu / Voicu / Strapcova 2008) – including social change, i.e., social history.

(2) *Social security*: Securing against basic life risks is now, as always, the responsibility of the ancestry association and voluntary associations, but in modern societies, the responsibility falls on a specialized system of social security (Neumann / Schaper 1998, Weber /

Leienbach / Dohle 1991). The first sub-dimension is the extent to which this security remains a responsibility of the family, relatives, and associations, or if this responsibility is assumed by state-led administrations; in other words, in terms of a juxtaposition of associations and the state, this sub-division involves the extent to which welfare services are provided and insurance claims are redeemed (“residualism”). If social security is taken over by the state, a number of other dimensions come about: compulsory insurance for the entire population or only for specific parts of the population; financing by contributions or taxes; an orientation toward expenses or demand; monetary or non-cash benefits (de-commodification, Esping-Andersen 1990); corporatism vs. statism (Kohl 1999: 322); and the extent of risks: possible care dependency (Hradil 2004: 240-242). Social structure and social history are captured by membership in social security and are based on its change (Erlinghagen 2008: 188, Raeymaeckers / Dewilde / Snoeckx / Mortelmans 2008, van Damme / Kalmijn / Uunk 2009).

(3) *Voluntary associations*: Membership is determined by genetic lineage and is neither politically defined nor enforced by the necessity of income. It is intended primarily for the pursuit of purposes that can be arranged on a continuum of greater to lesser idiocentrism: the *representation of interests* of an occupation, region, religion, and marital status (trade unions, professional associations, parents' associations) (Ebbinghaus / Visser 2000); the *planning of personal leisure* (sports clubs, cultural associations); and the *welfare of other persons* (Red Cross, environmental protection associations) (Meulemann 2008a). Volunteer associations distinguish themselves not only according to their purposes, but also according to the strength of *national regulation* and of *corporatist self-organization* (Janoski 1998: 129-133, Schofer / Fourcade-Gourinchas 2001: 810-815). The forms of these volunteer organizations vary based on the political and economic development of a country and on the religious composition of a population (Curtis / Baer / Grabb 2001). – *Social structure* and *social history* are determined by membership and participation in organizations and recreational activities as well as by changes in these organizations and activities.

Cultural Constitution: Appropriating Media

A cultural constitution regulates the appropriation of objectified meanings. Meanings can be transferred by technical media – from the printing press to electronic media – into an objectified form and saved. Media can both inhibit and increase daily communication between individuals (interpersonal communication). Everyday human coexistence is enhanced in this way by the appropriation of traditions or information from general knowledge. This appropriation may require more or less effort, either deliberately or incidentally; moreover, an individual can gain new knowledge on his or her own or with the help of an intermediary. Depending on whether the appropriation of knowledge is targeted or incidental as well as whether it takes place individually or is imparted through others, three areas can be distinguished that are regulated in a cultural constitution: (1) education, (2) public communication, and (3) religion.

(1) *The educational system* makes use of professional, specialized intermediaries for the specific appropriation of the cultural heritage of a national society. The knowledge is targeted and taught, and the intermediation makes use of the status difference between teachers and students. The codified cultural heritage serves as a medium that includes traditions and culture, skills and qualifications. – The political *constitution* determines at what stage of life and to what extent this intermediation is carried out by agents of the state or by private individuals, in public or private institutions, and in different types of schools. – *Social structure* and *social history* will be discussed together with supply and demand (level and social inequality) in reference to education, i.e., to educational structure and expansion (Klös / Weiß 2003, OECD 2005, Gesthuizen / van der Meer / Scheepers 2008, Notten / Peter / Kraaykamp / Valkenburg 2009.).

(2) *Public communication* is based on the reception of a program by a widely “dispersed” audience. Each person individually receives the programs that are produced by specialized organizations. The appropriation is non-targeted and not intermediated by others. Public

communication media are composed of mass media (theater; cinema; the three media “of today”: television, radio, and newspaper; as well as “new” computer-based media), books and magazines, and performance media. – The political constitution even governs the extent to which programs are offered by public or private institutions; accordingly, public communication between national societies differs only with respect to whether and how (1) the state and private providers offer programs, (2) the state remains in control of production, and (3) similar organizations control additional media. Furthermore, comparative studies are available that show the extent to which the media constitution in four European countries and in the USA affects “political communication” and voting decisions (Schmitt-Beck 2000, 2001, Esser / Pfetsch 2003). – If the political constitution of public communication does determine supply, the constitution’s *social structure* and *social history* are made apparent via programs and their use as recognized by content analyses (European Audiovisual Observatory 2005) and surveys on media use (ranges, etc.) (Gellner 1994, International Marketing Committees 2003, Television 2008). Comparative studies also exist that investigate the degree to which the use of political broadcasts on television and radio and in newspapers is dependent upon national characteristics (Neller 2005, Schmitt-Beck 2008).

(3) *Religion* provides an answer to the questions of the origin and destiny of life, which can be formulated and administered by a church. The appropriation of the answer is targeted and intermediated by individuals. The transferred knowledge pertains not only to faith in specific dogmata, but also to the common practice of rites that corroborate the faith, and it is presented by professionals. The medium used is the codified religious tradition. – The political *constitution* also regulates the extent to which practices and behaviors are acceptable and protected (Marshall 2000, U.S. Department of State 2006). – *Social structure* and *social history* are determined via indicators of religious affiliation and religious participation (Barrett / Kurian / Johnson 2001, Strabac / Listhaug 2008).

3.3 Procedure

Since sufficient hypotheses about the influence of personal characteristics are prevalent in the research up to this point (Sections 2 and 3.1), the general question of the impact of social systems on life chances requires above all the formulation of hypotheses on the influence of country characteristics. However, these hypotheses can only be formulated if the names of the countries are replaced by analytical features, as listed in Section 3.2.2 (Przeworski / Teune 1970). When this takes place, two classes of hypotheses on the influence of a country characteristic on a individual target variable can be formulated: The country characteristic affects either the *level* of the target variable or the *effect* of an independent person-target variable on a dependent one. For example, the gross domestic product (GDP) either increases average life satisfaction or reduces the effect of income on life satisfaction. We refer to the former effect as a level hypothesis and to the latter as an effect hypothesis (van de Vijver, 2007: 342). Looking back at Figure 1, the arrow beginning at “National Society” continues toward the “Actor” section and farther to “Attitudes / Behaviors” (level hypothesis) and the arrow beginning at “Life Chances: Opportunity Profile” continues to “Attitudes / Behaviors” (effect hypothesis).

Through offerings at the Research Training Group, our students are expected to learn (1) to elaborate on these two types of hypotheses according to general strategies of justification for their specific topics (Section 3.3.1), (2) to translate both types of hypotheses into a sequence of research questions and appropriate statistical analyses (Section 3.3.2), and (3) to combine data sources for individuals and countries for the students’ final examination (Section 3.3.3). Finally, we will discuss each student’s experiences in working with the program during the initial funding period. Section 3.3.4 describes the additions that are planned during the continuation period.

3.3.1 Hypotheses on National Societies

Level Hypotheses: Social Differentiation and the Election of Corporate Actors

Level hypotheses must be explained by a mechanism specific to the macro level. This is obvious when the macro variable is “global,” i.e., not derived from a micro variable, but it applies equally when the micro variable is “analytical,” i.e., derived from a micro variable – which will be demonstrated by an example.

Income increases participation in organizations and the “wealth of nations” (GDP) increases the average participation in associations. At the individual level, income is an element of the opportunity profile that facilitates participation. At the aggregate level, however, *citizens’ average* income can no longer provide an explanation for the effect of the “wealth of nations” on the average participation within a country because however it may have appeared previously, the effect of income is determined by its influence on participation at the personal level (Kittel 2006: 656). The explanation must therefore identify a *social mechanism* that leads from the “wealth of nations” to a “culture of participation.” One such mechanism is social differentiation: Economic growth produces professional differentiation, which in turn requires the organization of interests and thus initially increases the supply of and then the demand for associations.

With regard to social mechanisms, level hypotheses can be justified via two types of arguments. The first argument is evolutionary. In line with the sociological tradition in use since Durkheim (1893), it is based on *social differentiation*, which acts as a basis for further developments. This argument constructs a chain of incremental social processes that are not under the direct control of politics and therefore cannot be easily stopped or even reversed. Three examples follow: 1) Social subsystems distinguish themselves from everyday life. These social subsystems are tapered toward a functional efficiency that was previously achieved in everyday life (Luhmann 1968). For instance, social security systems replace informal networks and thereby relieve them, so that both social security and the use of social cohabitation for other purposes or for its own sake can work more productively. The different degree of differentiation, which is measured, e.g., based on GDP expenditures on the social security system, can increase the average density of everyday networks in a country (van der Meer et al. 2008). 2) Social dividing lines are such that the social structure grows in dimension and position and the increasing spread of interests requires increasing organization of associations. 3) Social inequality grows such that the average, i.e., the climate, of social trust worsens (Neller 2008).

As these examples show, social differentiation is the driving force of the development of a society’s opportunity structure. Just as social differentiation advances slowly, a society’s opportunity structure also has a strong influence or path dependence and cannot be changed upon short notice. It is possible to assume that social differentiation affects the opportunity structure rather than the social order of a country.

The second argument relates to the *elections of corporate actors* – parliaments and governments, churches and trade unions, companies and associations – at the crossroads of national history, which could have turned out differently or been revised later (Kittel 2006: 659). These elections produce critical events in the history of a country. For instance, today’s “corporatist” social policy regime in Germany still reflects the Bismarckian social policy after 1870, and Great Britain only recently replaced a “corporatist” system with a “liberal” one via the Thatcher Reforms after 1980. Furthermore, the Western and Central European countries have been either “Catholic,” “Protestant,” or “mixed” since the Thirty Years’ War, and West Germany only changed from a “Catholic” to a “mixed” country with the influx of refugees after World War II. Finally, the Eastern European countries replaced a socialist order with a capitalist order after 1989. In all these examples, the elections of corporate actors changed the social order of a country almost overnight. The countries worked out a new normative

framework in which social differentiation could progress with the trends that enable it. It can therefore be assumed that the elections of corporate actors affect the social order rather than the opportunity structure of a country.

Effect Hypotheses: Reinforcement or Substitution

Effect hypotheses assume an interaction between state and individual characteristics. Interaction effects can be logically represented in two ways: either A determines the influence of B on Y, or B determines the influence of A on Y. In a multi-level analysis of individuals in countries, this alternative is theoretically decided in advance. The individuals are “embedded” in the country samples, and the corporate actors who decide on a social order define the framework within which one personal feature affects another. For instance, by establishing laws in an economic constitution, the government determines how strong unions can be in relation to businesses so that personal union membership is more valuable and more workers become union members (and less remain free riders). Governments determine the conditions under which individuals can make something out of their resources.

Effect hypotheses for a macro variable can be established with or without a level hypothesis for the macro variable. Based on the tendency of the feature, two types of macro hypotheses can be distinguished: amplifier hypotheses, which suggest an increase of the effect with the macro variable, and substitution hypotheses, which suggest a decrease of the effect with the macro variable. Of the four possible combinations here, we provide examples for two: (1) an amplifier hypothesis without a corresponding level hypothesis and (2) a substitution hypothesis with a corresponding level hypothesis.

(1) An example of the amplifier hypothesis is the effect of social trust as a personal feature on political engagement, which is reinforced by a climate of social trust. Both effects are in the *same* (positive) direction and the interaction is positive. If there is a climate of social trust, then individuals with high levels of trust can behave as they are inclined, e.g., express opinions, discuss political issues, and participate in policy-making. The effect of social trust on political engagement can be quite strong. However, when a social climate of mistrust prevails, trusting persons will rarely sense approval in return, and trust will thereby not be able to be translated into engagement. The effect of social trust on political engagement would thus be weak.

However, the level effect of trust on average engagement has not been established. Such an effect can also not be easily established in view of social differentiation or of the elections of corporate actors. Social differentiation means more social interaction, which can be friendly or hostile and can accordingly increase or decrease trust and consequently political engagement. And corporate actors can decide on tax rates, social security boundaries, and many other parameters of social systems, but not on the average social trust within a society (van Deth 2008). As a result, it is necessary to examine effect hypotheses without also creating level hypotheses for the same macro variables.

(2) An example of a substitution hypothesis is the effect of personal union membership on job conditions, which can be substituted by a high level of union organization. The more legal means that the unions have to improve working conditions and the stronger their bargaining power is relative to that of their employers, the less dependent workers use personal union membership to improve working conditions. Both effects go in different directions, and the interaction is negative.

However, there are reasons to suspect a level effect in the social position of the unions on average working conditions. The more legal means of participation are available to the unions and the greater their bargaining power is compared with that of their employers, the

sooner they can improve the average workplace conditions (Meulemann 2008b). In this case, it is important to check for the same macro-variable level- and effect hypotheses.

3.3.2 Translation of Research Questions into Statistical Analyses

For level hypotheses, the following questions are asked: (1) Are the differences in the personal averages between countries large enough to be investigated further? (2) If so, do these differences persist when personal features that are distributed differently in different countries and influence the target variable are controlled? In other words, do the differences merely reflect the composition of the population or do they have to be attributed to the social order or the opportunity structure of the countries? (3) If so, can the differences in personal averages between countries be explained by analytical country characteristics?

For effect hypotheses, the following questions are asked: (4) Are the differences between countries in the effect of personal features on the dependent personal variable large enough to be investigated further? (5) If so, can the country differences in the effects be explained by analytical country characteristics?

Question (2) differs from question (1) only in the fact that independent personal variables are controlled for. In both questions, person averages between countries are compared – in question (1), the gross funds, and in question (2), the net means (adjusted for personal factors). Both questions examine whether the variance in *means* is large enough to be analyzed further; they correspond to question (4), which examines whether the variance in the *effects* is large enough to be analyzed further. Questions (1), (2), and (4) describe countries but not yet via an analytical feature, instead treating them as individual cases with their own names. Nevertheless, questions (1), (2), and (4) are not superfluous. If they are answered in the negative, something positive has been discovered: Despite their apparent differences (based on the composition of their populations), countries have equal averages for dependent variables and the same effects for independent variables; since general laws work at the individual level, it is not necessary to worry about country differences. However, if these questions are answered in the positive, it is possible to precede to questions (3) and (5), which no longer describe countries with their own names, but explain differences between them via analytical country characteristics.

In order to answer the two question sequences, the feature that targets the personal level must be simultaneously considered as dependent upon personal and country features, i.e., a multi-level analysis must be applied. This analysis represents a special regression technique, namely a hierarchical one, which must be used for statistical purposes if the variance of regression constants and regression coefficients between countries is to be investigated systematically (HLM, *hierarchical linear model*; Ditton 1998, Snijders / Bosker 2012, Raudenbush / Bryk 2002). In order to do this, the specified sequences of questions must be translated into appropriate hierarchical regression models with an increasing degree of complexity, a process that should be at the core of the Research Training Group's curriculum.

3.3.3 Development of Data Sources

(a) *National social indicators* of social order, social structure, and social history can be found in various collections, although social structure (Delhey 2001, Noll 2002) is documented in more detail than the social constitution (Brettschneider 1994) and social history (Flora 1983, 1988). In addition, the fields of politics and economics are better documented than those of civil society and culture. Indicators of the individual areas of life can be found in the following sources, among others:

- *Politics and Economics*: AMADEUS, Armingeon et al. 2004, Armingeon et al. 2005, BACH, Breitmeier et al. 2006, Delhey 2001, Esping-Andersen 1999, European Commission 2005, Fischer-Weltalmanach (yearly), Gabriel / Brettschneider 1994, Gerhards 2005, Gwartney / Lawson 2006, Huber et al. 2004, INKAR 2011; Jagers /

Gurr 1995, Janoski 1998, Kaufmann / Kraay / Mastruzzi 2009, Lane / McKay / Newton 1997, Lijphart 1999: 311-315, Niessen / Huddleston / Citron 2007, Norris 2006, Van Gyes et al. 2007, Visser 2004, Schmidt 1997; databases of EUROSTAT, OECD, World Bank, and the Quality of Government Institutes (www.qog.pol.gu.se); Internet addresses of non-government organizations such as Freedom House, Transparency International, Amnesty International.

- *Civil Society. Family.* Pfenning / Bahle 2000, United Nations Development Program 2004. *Social Security.* Esping-Andersen 1990: ix-xi, Huber et al. 2004, Weber / Leinbach / Dohle 1991, Scruggs 2004, MISSOC. World Health Organization 2005. *Volunteer Associations.* Anheier / Salamon 2001, Ebbinghaus / Visser 2000, Salamon / Sokolowski 2001, 2004, Salamon et al. 1999, OECD 2001, Golden / Lange / Wallerstein 2002.
- *Culture. Education.* Klös / Weiß 2003, OECD 2005. *Mass media.* Lane / McKay / Newton 1997: 165-182, Hasebrink / Herzog 2004, Television 2008. *Religion.* Lane / Errson 1995, Barrett / Kurian / Johnson 2001, Norris / Inglehart 2004, Marshall 2000, US Department of State 2006.

Current collections with internet links to relevant macro-data sets can be found on the sites of the European Data Centre for Work and Welfare (www.edacwowe.eu) and the Norwegian Data Archive (www.nsd.uib.no/macrodataguide) (see also Rydland et al. 2007).

(b) *Actors in national societies* include both individuals and collective actors. Representative cross-sections of survey research provide information on individuals. The body of *internationally comparative surveys* in this field has been significantly expanded and improved upon by harmonization in recent decades, so that almost all social areas of life – from politics and economics to the family, education, social security, media, science, and religion – can be examined. The following inventories deserve mentioning:

- Cross-National Equivalent File (CNEF) of selected national household panels
- Citizen, Involvement, and Democracy Study (CID)
- Eurobarometer (EB)
- European Community Household Panel (ECHP)
- European Social Survey (ESS)
- European Union Statistics on Income and Living Conditions (EU-SILC)
- European Values Study (EVS)
- Generations and Gender Surveys (GGS)
- International Social Justice Project (ISJP)
- International Social Survey Program (ISSP)
- Labour Force Survey (LFS)
- Luxembourg Income Study (LIS) and Luxembourg Employment Study (LES)
- Program for International Student Assessment (PISA)
- Survey of Health, Ageing and Retirement in Europe (SHARE)

Even in largely harmonized internationally comparative surveys, *social-structural background variables* often have to be unified. However, educational categories are not always consistently coded according to international code instructions (ISCED); sometimes, information on employment status must be unified according to ISCO regulations (Hoffmeyer-Zlotnik / Wolf 2003, Statistisches Bundesamt 2004, Leiulfstrud / Bison / Jensberg 2005).

Internationally comparative surveys of the elite are the *first* source of information on collective actors. They offer information not only on the origins and attitudes of individuals but also on the political parties and associations that represent these individuals (Windolf 2003). Such studies are naturally more difficult to conduct than cross-sections of the population and are therefore rarer and include fewer countries than general population surveys. Information on collective actors can be more easily gained via the constitutions of these actors' organiza-

tions and their programmatic statements (the *second* source). The “Comparative Manifestos Project” has already generated content analyses of party programs (Budge et al. 2001, Klingemann et al. 2006). In this project, all election programs since 1945 for the political parties found in the parliaments of the OECD countries were encrypted in 56 categories, containing testimonies and evaluations of political issues, e.g., the expansion of the welfare state. *Third, historical and social-structural studies* on the recruitment of parliamentary elites (Best / Cotta 2000, Hartmann 2003, Szelenyi / Szelenyi 1995) and on the social embeddedness of business associations and trade unions (Knoke et al. 1996) enable a comparison between countries.

3.4 Experience and Planned Developments

Table 2 provides an overview of dissertation projects that began during the first funding period. It illustrates the impressive interdisciplinary and thematic breadth of the Research Training Group. All four areas of life of the research program were discussed in at least three projects, so that a variety of content-related cooperations among scholarship holders evolved in addition to the common methodological approach. All students described this working environment as both helpful and stimulating. The current research program thereby has the potential to generate many more fruitful research questions during the continuation period.

Table 2 Overview of Dissertation Projects during the First Funding Period

Area of Life	Name und Cohort ¹	Title of the Dissertation (Year of Thesis Defense)
Politics	Dennis Spies	1 The Impact of Party Competition on the Individual Vote Decision: The Case of Extreme Right Parties (2011)
Politics	André Schaffrin	2 Who Pays for Climate Change? An Empirical Investigation on the Character and Social Impact of Climate Policy.
Politics	Carl Berning	3 Social Capital and Radical Right-Wing Populism
Politics	Christian Weyand	* The impact of information availability on the power relations between politicians and citizens
Politics	Wiebke Breustedt	* Democratic performance and political values as determinants of citizen's political support in electoral democracies
Politics	Daniel Schulz	3 How is strategic voting moderated by political knowledge under different electoral rules?
Economics	Judith Niehues	1 Income Inequality, Inequality of Opportunity and Redistributive Policies (2011)
Economics	Andre Britze	1 Welfare State Incentives for Maternal Labor Supply. Comparative Macro- and Micro-Level Evidence (2012)
Economics	Jenny Bennett	2 Inequalities in European Labour Markets - Employment Protection Legislation and its Effects on Labour Market Outcomes. Evidence for Low- and Highly-Skilled Individuals
Economics	Christoph Spörlein	* Immigrant integration: From the choice of destination to economic and social integration
Economics	Hawal Shamon	* Gerechtigkeitsbewertungen des eigenen Einkommens: Welche Rolle spielen Einkommensungleichheit und soziale Vergleiche

Economics	Marco Gießelmann	* Die Auswirkungen arbeitsmarktpolitischen Wandels auf die materiellen Lebensbedingungen von Erwerbstätigen in Deutschland: Empirische Vergleiche in der Zeit- und Länderdimension (2012)
Civil Society: Family	Pei-Chun Ko	3 Targeting the Ageing population in East Asia: Determinants and Impact of Kin and Non-Kin Resources.
Civil Society: Family	Anja Oppermann	2 A Couple's Educational Constellation and their Fertility Decision
Civil Society: Family	Andreea Constantin	3 Attitudes towards gender roles: institutions, culture or individual factors shaping the attitudes towards gender roles?
Civil Society: Family	Sabine Gründler	* Partnerschaftszufriedenheit von Deutschen und türkischen Migranten
Civil Society: Social Security	Luis Maldonado	* Helping the Poor in Latin America: Three Studies on Public Transfers, Social Services, and Poverty in Different Institutional Contexts (2012)
Civil Society: Social Security	Timo Pförtner	1 The relationship between poverty and health in Europe: a multilevel approach (2011)
Civil Society: Social Security	Katja Möhring	2 The relation of employment biography and economic well-being in old age in cross-national comparison
Civil Society: Social Security	Olga Stavrova	2 Subjective Well-Being in Cross-National Comparison: Effect of Culture
Civil Society: Social Security	Annelene Wengler	1 Health in the Context of Migration (2012)
Culture: Education	Leila Inojatov	3 The Effect of Childcare and Pre-School Education on Equality of Educational Opportunity in Cross-National Comparison
Culture: Communication	Thomas Goebels	2 Determinants of trust and financial honesty in intercultural comparison.
Culture: Communication	Anabel Kuntz	3 Anti-Outgroup Prejudice in Context
Culture: Communication	Cristina Oarga	3 Prosociality and subjective well-being in cross-national comparison: The effect of normative climate
Culture: Communication	Conrad Ziller	3 Diversity and Trust
Culture: Communication	Alexander Schmidt	2 Public demand for redistribution
Culture: Communication	Vanessa Köneke	* Euthanasia and end-of-life issues
Culture: Religion	Pascal Siegers	1 Why spirituality? Comparing Determinants and Consequences of Alternative Spiritualities, Church Religiosity and Unbelief in Europe (2011)
Culture: Religion	Richard Norrie	2 Religion, Modernity and Political Participation

Notes: a) 1, 2, and 3 = dissertation projects of the cohorts supported with a scholarship in 2008, 2009, and 2011, respectively; * = dissertation projects of students without a scholarship.

The precise procedure and the individual research projects can be illustrated by some examples of completed dissertations from the four areas of life of the research program:

- *Culture: Pascal Siegers'* work on alternative spiritualities examines the question of whether the decline in church religion reflects a process of secularization or whether a change in the form of religion is taking place, moving away from the organized religion of Christian churches and toward a more individualized spiritual belief. The work answers two research questions: 1) How common are spiritual beliefs in Europe? and 2) What factors lead to the creation of alternative spiritualities? The operationalization of various forms of belief was examined in a latent class analysis. In this analysis, the invariance of the measurement model was tested in the countries studied. The analyses show that alternative spiritualities can be assigned to 12-15% of the population in Western European societies. Alternative spiritualities thereby constitute the largest religious minority in Europe. At the individual level, the choice between alternative spiritualities is determined by a value conflict between self-fulfillment values and the Church's moral values. If self-fulfillment values are available, the probability of choosing alternative spiritualities increases in the context of a religious socialization through the Church. The comparative design of multi-level analysis allows for the identification of the social constitution conditions of spiritual beliefs by determining the conditions under which the value conflict at the individual level is effective. Alternative spiritualities are, in fact, more common the weaker the integration of the Church in a society is because the freedom of religious choice is only realized when the Church has a smaller role.
- *Politics: Dennis Spies'* work on far-right parties addresses the question of why there is not a serious radical right-wing party in Germany, whereas parties of this type have become an integral part of the political system in many neighboring countries. The core argument is that differences in the success of the extreme right cannot be attributed to differences in the political preferences of the electorate (e.g., their xenophobic attitude), but rather, are heavily influenced by national context factors. Among the most important of these factors is the competition of political parties. The established parties have discussed economic issues far less frequently in recent decades and have also strongly aligned their positions on these issues. For rational voters, it makes far less sense today to vote according to their own economic preferences. In stark contrast, cultural issues have been addressed much more commonly since the 1980s and have thus been politicized. This has led to the electoral success of green-alternative parties on the liberal side of the political spectrum. On the authoritarian side of the spectrum, however, this has led to a loss of the taboo nature of harboring critical attitudes toward foreigners, a loss that has increasingly benefited far-right parties.
- *Economics: Andrea Britze's* work deals with the employment of mothers and asks how the labor supply available to them depends upon incentives of the welfare state. Her work makes use of 27 indicators from five policy fields that, on the one hand, are closely linked to the labor supply theory, and that, on the other hand, along with childcare activities, parental leave arrangements, education policy, labor laws, tax breaks, and family benefits, go beyond the political fields common to this issue and are additionally available for a comparatively large number of countries in the feminist welfare state literature (22 OECD countries). The results show that a classification of the studied countries on the basis of political indicators leads to welfare state types that differ in many parts of existing typologies. In addition, in-depth country studies of Canada, Norway, and Germany show that the motivations for more- or less-distinct work incentives for mothers are different from country to country to such an extent that a detailed international comparison is of paramount necessity. The subsequent multi-level analysis is used to check the relationship between political incentives and the actual employment of mothers. The inclusion of individual-level data of the EU Statistics on Income and Living Conditions for 15 countries shows that infrastructural and financial indicators from the fields of public childcare, extensive paternity leave, well-paid parental leave (as opposed to long- but worse-paid parental leave), as well as several factors in the field of labor law are positively and significantly correlated with the employment of mothers.
- *Civil Society – Social Security: Timo Pförtner's* work deals exclusively with the social and health-policy-relevant question of why poverty is particularly strongly associated with a negative health status in some European countries. In addition to the empirical descrip-

tion of existing differences in Europe, the work focuses primarily on the identification of possible approaches to reducing health inequalities. To begin with, the results show that poverty creates a health risk in almost all European countries that varies relatively strongly in its degree. Both (government) commitment to deal with health inequalities (public health interventions) and a society's level of social participation can be held responsible for these variations. The capability exists within Europe to reduce health inequalities, and this dissertation clearly demonstrates how European countries can learn from one another, which is greatly practical in the context of their cultural affinities and political identity in the sense of the European Community.

These four examples deal with the attitudes (religiosity, party preferences) and behaviors (employment, health) of different actors (citizens, voters, mothers, the poor) and explain them with characteristics of the social order (religious integration of the Church, voting rights, social policy) and of the social structure (Protestantism, the party system, social participation opportunities). These research projects benefited from one another and from the offerings of the Research Training Group at different levels. For instance, the students worked with common data sources (Britze and Pfortner worked with EU-SILC), applied relatively new statistical methods for their discipline (multi-level analysis was used in Spies' political science dissertation), and recognized that a cleanly conducted comparative country study frequently requires an exact description of the target variable (Siegers: What are alternative spiritualities?) and context requirements (Britze: What work incentives does the welfare state provide for mothers?) at the outset of the research.

At the same time, these four examples illustrate how the approach that has hitherto been very fruitful and successful can be further developed during the continuation period.

1. Long-term perspective: In many works, the causal direction of the investigated relationship is unclear. For example, does poor health lead to poverty or is poverty the cause of inadequate health? And which of the two causal effects is more strongly influenced by the contextual conditions that Pfortner identified (health intervention programs or social participation opportunities)? Or in the case of welfare-state work incentives: Are the appropriate policy interventions the cause of increased maternal employment or instead a result of the demand of working mothers for appropriate state benefits? As these large cross-national survey projects continue over time, more and more longitudinal data will become available either as repeated cross-sections or as a panel data that answer the question of causality in more detail. See also Brooks and Manza (2006a, b) as well as Soroka and Wlezien (2005) and Blekesaune 2007 for examples of how the changing relationship between public opinion and government spending can be modeled.
2. Validating verification by experiments: In addition to longitudinal analyses, selected research questions should be investigated both experimentally and with survey data. One example is Daniel Schultz's dissertation, which deals with strategic voting behavior and asks how this behavior varies with the right to vote and (political) knowledge of the electorate (see also Lupia & McCubbins, 1998). Information on the political knowledge of the interviewees is rare in the polls. However, the knowledge of the test subjects can systematically vary within a single experiment and can be tested to see if persons with a great deal of knowledge vote more strategically than do those without this knowledge. Accordingly, the cumulative dissertation should seek to combine multi-level analyses of polls with an experimental study.
3. Typification and contextualization: The empirical classification made in Britze's dissertation yielded several surprising country mappings (Canada, Norway, and Germany) that were more closely examined in three case studies. Accordingly, during the continuation period, the Research Training Group would also like to allow case-oriented "multi-level analyses," which represent an important classic strand of the internationally comparative social research (for an overview: Skocpol / Somers 1980, Ragin 1987) and continue to be used in the fields of internationally comparative political economics and macro-sociology. The use of multi-level analyses has less to do with the explanation of variances as with

the specification of configurations. As a result, we can also foresee projects that address the problem of the generation of the contextualization indicator (Adock / Collier 2001), which is important due to the fact that level- and effect hypotheses could be context-dependent. Additionally, projects could arise that systematically investigate triangulation or further develop strategies for the selection of cases in internationally comparative studies.

4. Sub-national contexts: Finally, the question of whether the national social order and the national social structure are always the relevant social contexts arises. Unbelievably, Pfortner's dissertation revealed absolutely no influences of the national health infrastructure on poverty-related health risks. The assumption is that local context conditions (e.g., access to the healthcare system at the local level) are important for the reduction of the health risks of poor populations. Due to a lack of both time and data, this assumption could no longer be pursued in the thesis project. It is generally possible to say that local contexts do not necessarily have to demonstrate their own social order but that they generally influence the opportunity structure of actors. As a result, more contextual conditions at the meso- and micro levels should be investigated during the continuation period, particularly by using three-level and multi-level models.

3.5 Research Projects

The revised research program for 2013 can be found on the website www.soclife.uni-koeln.de.

4 Qualification Concept

4.1 Degree Program

The *Research Training Group* benefits from the interdisciplinary course offerings of the *Graduate School's* Faculty of Economic and Social Sciences (see Section 6.1) in basic theories and methods, enabling it to concentrate on program-specific questions, data, and methods. The program's general outline is shown in Table 1. It is offered in English and each student must participate in all courses. A total of five performance certificates must be earned, four of which are marked with "PC" in the first year. The fifth performance certificate can be earned through an offering of the student's choice (either from the Research Training Group or the Graduate School).

During the *Beginning Phase*, students should acquire the necessary background knowledge for the planning and execution of a dissertation project, including basic social science theories and methods of internationally comparative research: (1) In the *Research Seminar in Comparative Social Research*, all participating professors will present *theories and current research* in the involved disciplines – in view of the general question at the center of the Research Training Group. In particular, the professors will present their research projects so that the students will be able to decide on a specific topic and have a general idea of cooperation with their peers by the end of the first semester. (2) In the *Seminar: Research Design in Comparative Social Research*, problems of research design and the implementation of an empirical dissertation project will be discussed. (3) The *Seminar: Introduction to [!!!] Multi-Level Analysis* provides the basic statistical methodology of the research program. At the end of the first semester, students will have developed a first version of their thesis plans, which will then be refined in the course of the second semester.

During the second semester, the two seminars (4) *Concepts, Measurement, and Data in the Social Sciences* and (5) *Applied Multi-Level Analyses in Cross-National Research* should familiarize the students with the instruments used in empirical research (Sections 3.3.2 and 3.3.3). The former seminar deals with the conceptualization and operationalization of the key components of dissertation projects, particularly at the macro level, and the second seminar uses available journal articles to reveal how level- and effect hypotheses are developed and

tested with the help of internationally comparative surveys. Based on these two seminars, students should be able to (i) complete their dissertation plans and (ii) perform the first empirical analysis of their data, the results of which they will summarize in a working paper. Both products (the thesis plan and working paper) serve as the basis for an evaluation upon completion of the first scholarship year (Section 5.2). In the *Tutorial and Workshop: Academic Writing* (6), students will acquire the necessary technical skills to complete both projects in English.

The *Immersion Phase* helps students to develop the major parts of their dissertations. Building upon the methodological knowledge of the skills the students acquired during the Beginning Phase, one *Seminar* will be offered during each of the two semesters of the Immersion Phase (8) and (9) and will address the specific evaluation requirements of the individual dissertation projects as well as introduce several new approaches to the analysis of internationally comparative data. These new approaches include both approaches of qualitative comparative analysis (including their extensions in the form of fuzzy sets) (Ragin 1987, 2000) as well as extensions of hierarchical linear models for categorical variables, longitudinal data, and structural equation modeling (Hedeker / Gibbons 2006, Hox 2010, Skrandal / Rabe-Hesketh 2004, Verbeke / Molenberghs 2000). This seminar will be conducted by guest researchers who are internationally renowned experts in these methods and who will introduce the students to the special corresponding software (fs/QCA 2.0, Tosmana, MPlus, LatentGold, Gllamm). The core of the Immersion Phase, however, is the *Research Seminar* (7) and a *Workshop* (10), in which the students will present their work at the end of the second scholarship year. The format of the third semester's Research Seminar (7) will be different than that of the first semester's Research Seminar (1). Whereas the focus in (1) will be students' topic selection, the focus in (7) will be on the discussion and improvement of the students' work. They will have to present a paper at a public lecture that will be discussed by one of the participating professors or visiting scholars. The same format of the Research Seminar will be repeated in the fifth semester. Ultimately, every student must present his or her results at least once at an international conference during this stage in the program.

Overview 1: Chronological Configuration of the Degree Program

First Year: Beginning Phase: First Semester

- (1) Research Seminar in Comparative Social Research (2 hours per week; guest researchers and all involved students)
- (2) Seminar: Research Design in Comparative Social Research (2 hours per week; Quack, Rohlfing) – PC
- (3) Seminar: Introduction to [!!!] Multi-Level Analysis (2 hours per week; Dülmer, Schlüter) – PC

First Year: Beginning Phase: Second Semester

- (4) Seminar: Concepts, Measurement, and Data in the Social Sciences (2 hours per week; Rohlfing, Andreß) – PC
- (5) Seminar: Applied Multi-Level Analyses in Cross-National Research (2 hours per week; Meulemann) – PC
- (6) Tutorial and Workshop (2 days): Academic Writing (1 hour per week; Coordinator of the Research Training Group)

Second Year: Immersion Phase: Third Semester

- (7) Research Seminar in Comparative Social Research (2 hours per week; students and guest researchers)
- (8) Seminar: Advanced Methods for the Analysis of Comparative Data (Quantitative and Qualitative Approaches) (2 hours per week; Andreß, Meulemann, Kaiser, each with guest researchers of the Research Training Group)

Second Year: Immersion Phase: Fourth Semester

- (9) Seminar: Advanced Methods for the Analysis of Comparative Data (Quantitative and Qualitative Approaches) (2 hours per week; Andreß, Meulemann, Kaiser, each with guest researchers of the Research Training Group)
- (10) Workshop on selected focus points of the Research Training Group (3-4 days; all involved students)

Third Year: Concluding Phase: Fifth Semester

- (11) Research Seminar on Comparative Social Research (2 hours per week; students and guest researchers)

Third Year: Concluding Phase: Sixth Semester

- (12) Workshop on selected focus points of the Research Training Group (3-4 days; all involved students)
-

During the *Concluding Phase*, which is dedicated to the completion of a dissertation, only the *Research Seminar* (11) and the *Concluding Workshop* (12) [!!!] are mandatory. Unlike the corresponding offerings of the Immersion Phase, (13) and (14) [???] no longer serve to help students polish their questions, but rather involve the presentation of the results of the dissertations. Each presentation will be followed by an accompanying presentation by a student who specializes in a different area. Students are therefore expected to share with one another their experiences of using the same approach in different subject areas and also to defend their work in the presence of other students and professors. Students can also “solicit” external scholars who can provide an opinion on the (previously completed and submitted) papers, allowing the students to become familiar with new perspectives and to develop contacts in the scientific community that may be of help when looking for employment after having completed the dissertation.

In addition to these core courses of the Research Training Group, students are encouraged to attend interdisciplinary courses on research theory and methods offered by the Graduate School’s Faculty of Economic and Social Sciences. This Faculty regularly offers courses in experimental economics, comparative political economy, advanced econometrics, methodologies of case studies, institutional analysis, qualitative comparative analysis, survey methodology, and advanced sociological theory. The students are required to earn a performance certificate in one of these subject areas, and those who plan on using experimental methods

as part of their dissertation projects must earn this performance certificate through doctoral offerings of experimental economics or economic and social psychology.

4.2 Guest-Researcher Program

The guest researcher program was very successful during the initial funding period (see progress report) and should therefore most certainly be carried on during the continuation period. Guest researchers should be sought after for presentations in Research Seminars and Workshops. These researchers should discuss the students' projects and papers in both venues. In compact seminars (lasting up to one week), the guest researchers should reveal new, state-of-the-art approaches to the students in Cologne.

4.3 Additional Qualification Measures

The program of study will be accompanied by a series of one- to two-day events in which students will be taught various skills that are critical for an academic career:

- Presentation skills
- How to get published in scientific journals
- Rules of good academic practice

The events will take place partly in cooperation with the Graduate School's Faculty of Economic and Social Sciences.

Students are additionally expected to present the results of their thesis project at international conferences and will be sponsored by travel funds from the Research Training Group. At the beginning of each calendar year, they will submit a plan of their expected travels in which they will explain the significance of their participation in each conference relative to their thesis project. The executive board of the Research Training Group will be responsible for approval on the basis of written comments from the students' respective supervisor. Presentations at high-level international conferences will also be sponsored by the Faculty of Economic and Social Sciences' incentive-based fund allocation.

Similarly, research visits at universities and non-university research institutions abroad are strongly recommended. The Coordinator of the Research Training Group will assist students in acquiring external funding for such residencies abroad (Section 7.8).

Publications by the students will be supported in two ways. First, the Research Training Group will publish a Working Paper Series. Second, distinguished completed dissertations can be published by the Research Training Group's Book Series, which is available through the Campus Verlag under the title "Akteure und Strukturen: Studien zur vergleichenden empirischen Sozialforschung" ("Actors and Structures: Studies in Comparative Empirical Social Research"). The editorial board of the Book Series (Prof. Andreß, Prof. Fetchenhauer, Prof. Hank, Prof. Kaiser, Prof. Meulemann) will be responsible for deciding upon works for publication. If a dissertation is selected for inclusion, the Research Training Group will provide a grant to print the work. The Working Papers will also be externally evaluated and published in English on the Internet. If the evaluation of the Working Papers is positive, the Research Training Group will finance the publication of an English edition through a professional service. The Managing Director of the Working Paper Series is a member of the Graduate School.

5 Supervision and Career Support, Equality of Opportunity, Organization, and Quality Management

5.1 Advertising Method and Screening Processes

Since the training program is offered in English, scholarships can be awarded both nationally and internationally. For admission, the following criteria are required: (1) the completion of a university degree (diploma, master) in social science and an average grade of 2.0 or better in the German system (or the foreign equivalent), (2) letters of recommendation from two university professors on the applicants' aptitude for the Research Training Group, and (3) proof of very good English skills (e.g., TOEFL). On the basis of the application documents, selected candidates will be invited to give a short presentation and conduct a personal interview. Professors of the Research Training Group will make admission decisions on the basis of written documents and their personal impression of the applicants.

5.2 Supervision Concept and Career Support

Supervision and quality control will occur through (1) the university professors, (2) workshops and research colloquia, and (3) mentors.

(1) Each graduate student will be assigned two supervising professors during the course of his or her first semester. The first supervisor will be primary responsible for the student and come from the same research field as the student; the second supervisor should come from a related field (e.g., sociology and economics). The student and his or her supervisors will reach an agreement on the goals of the supervision at the beginning of the first scholarship year. This agreement will be presented at the Research Training Group's general meeting for its members' consideration. The student and his or her supervisors should meet at least once a month for a consultation. The specified goals will be periodically adjusted (at least at the end of the first and second scholarship year) based on the current state of the thesis project.

(2) Initially, scholarships will only be awarded for the period of one year. At the *end of the first scholarship year*, there will be an evaluation of the student's work completed up to that time at a supervisors' meeting. For the evaluation, each student must present two products: 1) a completed dissertation plan including the questions to be investigated, the theoretical approach to be used, the hypotheses to be tested, and the test methods to be used and 2) a paper with an empirical analysis taken from the dissertation project. If the evaluation is positive, the scholarship will be extended for another two years.

(3) Every beginning student will be assigned a mentor student from the same academic field who is in his or her second or third year and will be able to provide guidance with less authoritarian pressure than the supervisors.

5.3 Equality of Opportunity in the Scholarship

The University of Cologne and the Faculty of Economic and Social Sciences have implemented an equal-opportunity commissioner as well as a plan for the establishment of gender equality and the balance of work and family. The University of Cologne has a *Female Career Center* (FCC) and the *Cornelia Harte Mentoring Program* (CHM PRO). The FCC offers students, graduates, researchers, and staff of the University the opportunity to selectively expand their professional and personal profiles. Its specially selected seminars complement the knowledge acquired at the Graduate School concerning relevant skills for a career in business or research. The CHM PRO supports the planning of an academic career, strengthens both the potential and skills of highly qualified scholars, and prepares students for leadership positions at the Graduate School. The mentors are professors and teaching researchers from federal and European universities who pass on their knowledge on formal and implicit rules, structures, and processes of academic life to their pupils. The University of Cologne operates

its own Children's Home. Since autumn 2011, around 80 children from 4 months old to school age have been cared for by researchers, staff, and students. All places are available for the full day.

During the first funding period, the Research Training Group sought to increase the percentage of female professors among applicants based on suggestions after the initial assessment. As a result, there are currently four female colleagues working at the Research Training Group: Prof. Dr. Martina Fuchs, Dr. Marita Jacob, Prof. Dr. Sigrid Quack, and Dr. Christine Trampusch. The inclusion of Prof. Dr. Bettina Rockenbach is planned for the General Assembly of the Graduate School in fall 2012 (see Section 1.4). Prof. Dr. Angelika Nussberger, who was involved in the initial application, has since become a judge at the European Court of Human Rights. Prof. Dr. Sigrid Quack has withdrawn from the pool of applicants for the continuation period due to external liabilities but will continue to serve one of our scholarship holders (from the third cohort) as a primary supervisor and also offer presentations as part of the degree program.

The Research Training Group has also set the goal of awarding at least half of its scholarships to female candidates. 3 of 6 scholarships in the first cohort, 4 of 8 scholarships in the second cohort, and 5 of 8 scholarships in the third cohort were accordingly allocated to women.

Finally, the Research Training Group attempts to create a family-friendly work environment for its students that are or become parents during the term of their scholarships. One of our scholarship holders has become a mother and two others have become fathers. In both cases, the students were exempted from the requirements of their scholarships before and after the birth of their children (similar to maternity-leave provisions for dependent employees). A workspace with a single workstation (see Section 6) was reserved for the mother so that she can care for her child during working hours. The otherwise flexible attendance rules apply to both parents, allowing them to organize comprehensive care for their children in case of emergency. All three scholarship holders were issued a child allowance of € 400 for their children based on the terms spelled out in the guidelines. In addition, all three students were able to decide between a scholarship extension and a childcare subsidy.

5.4 Organization

The Research Training Group (see Terms and Conditions, Addendum III) is collegially managed by a Board consisting of the Speaker and the Deputy Speaker of the Research Training Group. The *Executive Board* of the Graduate School is elected for three years from the teachers belonging to the Research Training Group (the Assembly of Supervisors). The Board acts as a representative of the Research Training Group's supervisors and is responsible to the Assembly of Supervisors. It manages the Research Training Group's operations, determines its curriculum, and organizes and coordinates its courses. However, the Research Training Group's Assembly of Supervisors is responsible for the selection of its students.

The proper members of the Research Training Group are its teachers and students. The latter consist of the Research Training Group's scholarship holders as well as graduate candidates from the University of Cologne, whose work directly reflects the subject of the Research Training Group. Once a semester, the *Speaker* calls together a *General Assembly* at which all the Research Training Group's professors and two representative students are present. The General Assembly advises on improvements to both the educational program and its internal communication. The Executive Board, elected representatives of the students, and the Coordinator of the Research Training Group (Section 7.8) meet regularly to implement the suggested improvements.

According to Section 4, students will be actively involved in the design of the study- and guest-researcher programs. Coordination funds will be introduced to create a *Coordination Position* (an academic staff position, full time) for a *coordinator*. The coordinator will care for the Research Training Group's current affairs upon consultation with the Board. He or she will be additionally responsible for forwarding relevant information about the development of the study- and guest-researcher programs to students, the Board, and supervisors as well as for supporting the students in the design of the academic program. The coordination position will also function as a type of "institutional memory" for the Research Training Group.

5.5 Additional Aspects of Quality Management

The success of teachers will be evaluated in the same form as is done in the general teachers' evaluation in the graduate courses at the Faculty of Economic and Social Sciences. The evaluation will be completed under the direction of the Graduate School. In addition, the student representatives will have the opportunity to offer students' critique and suggestions for improvement at every General Assembly. Finally, at the end of each year, a survey of all scholarship holders (independent of courses) will be conducted concerning their experiences with the Research Training Group. The Speaker will then provide a detailed report on the results at the General Assembly. As an indicator of success, answers to questions such as the following can be used: "Would you, the scholarship holder, recommend the Research Training Group SOCLIFE to potential candidates?" A survey of all three supported cohorts of doctoral candidates conducted in late 2011 and early 2012 used a ten-point scale ranging from 1 ("I would *not* recommend the Research Training Group") to 10 ("I would *highly* recommend the Research Training Group") and found that the Research Training Group SOCLIFE ranked at 8.11.

6 Environment of the Research Training Group

In Cologne: The *Research Training Group SOCLIFE* is embedded in the *Cologne Graduate School in Management, Economics, and Social Sciences (CGS)*, within whose framework the Doctoral Program of the University of Cologne's Faculty of Economic and Social Sciences exists. The Graduate School is based on the doctoral education of Anglo-American universities and includes an interdisciplinary educational program that is mandatory for all doctoral candidates. Interdisciplinary theories and methods are thereby supplemented by specialized courses (e.g., training programs at the Research Training Group) and by courses designed to improve the academic and social skills of the doctoral candidates. Moreover, a centralized infrastructure is provided.

Alongside the Research Training Group SOCLIFE stands the *Max Planck Research School for the Social and Political Constitution of the Economy (IMPRS-SPCE)*, which the Faculty makes available together with the *Max Planck Institute for the Study of Societies in Cologne (MPIfG)* (Directors: Prof. Beckert, Prof. Streeck) as a part of the *Graduate School CGS*. Between the two subject-specific doctoral programs – SOCLIFE on the one hand and IMPRS-SPCE on the other –, interesting subject complementarities result. Both programs seek to examine macro-social and micro-social processes together – but the programmatic "actor-centered institutionalism" at the IMPRS-SPCE (Scharpf 1997) focuses more on a macro-social perspective, whereas the survey research serving as a starting point at the Research Training Group SOCLIFE focuses more on a micro-social perspective. The MPIfG's research on the political and economic foundations of societies is helpful for the Research Training Group SOCLIFE's central task of developing hypotheses about the influence of the social order on the behavior and attitudes of individual and collective actors. Conversely, the MPIfG can make use of data from internationally comparative research and extend the institutional analysis of politics from the realm of corporate actors to that of natural actors as well as examine public support of political decision-making processes. Professors Kaiser and Trampusch are members of both doctoral programs.

For the provision of data, the Research Training Group SOCLIFE cooperates closely with the *Data Archive for the Social Sciences*, a division of GESIS that has archived a large number of internationally comparative data and has also created cooperation opportunities with international guest researchers in the EUROLAB, formerly funded by the EU. The Director of the Data Archive, Prof. emeritus Jagodzinski, is still a member of the Research Training Group. The future Director of the Data Archive shall also be made a member of the Research Training Group. Associate Professor Dr. Dülmer, working at the Institute for Data Analysis and Data Archiving at the University of Cologne, is currently a member.

International: Prof. Meulemann was a co-developer of the German sub-project of the *European Social Survey* (ESS) at the DFG. He participated in the international preliminary planning for the various ESS waves and conducted analyses of the first and second waves (Meulemann 2005a, 2005b, 2005c, 2008c, 2011). Prof. Kaiser has developed cooperative relations with the *Comparative Manifestos Project*, which has collected and processed political-party programs from 48 countries and is located at the Berlin Science Center's Department "Democracy: Structures, Performance Profile, and Challenges" (Director: Prof. Merkel). The Research Training Group also has close connections with the *Interuniversity Center for Social Science Theory and Methodology* (ICS) in the Netherlands, a research consortium consisting of the Universities of Groningen, Utrecht, and Nijmegen that displays great methodological expertise in the area of multi-level analysis (Prof. Hox, Prof. Snijders). Since 2002, the Research Institute of Sociology has maintained an exchange program with the ICS in Utrecht. Prof. Hox was formerly a lecturer at the Summer School of the CGS Graduate School.

Prof. Andreß has established contacts with *Cornell University* (Prof. Richard V. Burkhauser), the *Institute for Social & Economic Research* at the University of Essex (Prof. Dr. Stephen P. Jenkins), and the *Luxembourg Income Study* (Prof. Dr. Timothy M. Smeeding). These can be used to enable the on-site cooperation of the Research Training Group's students with the producers of internationally comparative longitudinal data.

Professor Jagodzinski has been the President of GESIS and director of the data archive in many international projects. He is a member of the Executive Committee and the Methodology Group of the European Values Survey, in which about forty European countries are involved. GESIS acts as a German partner and data archive for the International Social Survey Programme, to which more than forty countries belong. GESIS is also involved in the European Social Survey.

Prof. Hank is a member of the workgroup *Social Networks*, run by Howard Litwin (Hebrew University, Jerusalem), part of the Survey of Health, Ageing, and Retirement in Europe (SHARE). He is also a Senior Research Fellow at the Munich Center for the Economics of Aging (MEA), which coordinates SHARE, and is also an SOEP Research Professor at DIW Berlin and a member of the Scientific Advisory Board of the German Ageing Survey.

Prof. Fuchs has established solid connections with economic and social geographic institutes at the University of Gothenburg (Prof. Claes Alvstam), the *National University of Singapore* (Dr. Henry Yeung), the *University of Glasgow* (Dr. Andrew Cumbers), and the *Adam Mickiewicz University* in Poznań (Prof. Dr. Tadeusz Strykiewicz). The aforementioned colleagues have all held courses at the University of Cologne. Moreover, additional close networks have been established through the Commission *The Dynamics of Economic Spaces* at the International Geographical Union.

Prof. Jacob has excellent contacts with several European research institutes and universities through his membership in the European Network "Transition in Youth" and his management of a group of researchers at EQUALSOC (2008-2010), including the Economic and Social

Research Institute (ESRI), Dublin (Emer Smyth, Selina McCoy), and the Universities of Aarhus / Copenhagen (David Reimer) and Trento (Carlo Barone, Stefani Scherer).

Social Science Infrastructure: As a member of the Board of Trustees of GESIS, Prof. Andreß has reached the agreement with GESIS that that students of the Research Training Group can be included with their thesis projects in GESIS' internationally comparative research where possible. Prof. Dr. Schupp, Director of the German Institute for Economic Research in Berlin, whose data are also examined in international comparison, has agreed upon a collaboration with his institute's *Socio-Economic Panel* (SOEP).

University management and the Faculty of Economic and Social Sciences at the University of Cologne strongly support the proposed Research Training Group. The Faculty will provide a portion of a 13-point TVL up to 9.30.2017 so that a research assistant can be involved in with the Research Training Group in granting the DFG's requested coordination funds. Furthermore, the Faculty will provide the Research Training Group with a total of 5 rooms. This includes a large office for 8 persons, an office for 4 persons, two offices for 2 persons each, and a single office. Of the 5 rooms, four will be designated to graduate students and one to the Coordinator of the Research Training Group. The Research Training Group will be given priority in the allocation of two seminar rooms. In addition, the Research Training Group will be able to make use of seminar rooms belonging to its Chairs.

6.1 Differentiation from Collaborative Research Centers

Omitted.

Addendum I: Publications and literature on the research program

1. Catalogue of Published Preliminary Studies on the Research Program

Hans-Jürgen Andreß

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