REVIEW QUESTIONS

Based on the first part of this exercise, answer True or False to the following items:

a. Civil rights include such things as the right to assemble and to petition the government.
   - T

b. Most Americans would deny free speech to an atheist.
   - F

c. In the United States, no regional differences exist in support of racist speech.
   - T

d. Support for civil liberties is higher in Canada than in the United States.
   - F

e. Freedom of speech is one of the first things guaranteed in the Constitution.
   - T

f. One freedom denied to Americans by their Constitution is the freedom to eliminate civil liberties.
   - F

g. The basic freedom of expression rights are contained in the First Amendment to the U.S. Constitution.
   - T

h. People in nations that have more civil liberties are more likely to think that a revolution is needed in their nation.
   - F

EXPLORAT QUESTIONS

We've found that nations differ in the extent to which civil liberties are supported. Let's see which characteristics of nations may have an effect on this variable. Perhaps the level of democracy?

- **Data File:** NATIONS
- **Task:** Mapping
- **Variable 1:** 16) CIVIL LIBS
- **Variable 2:** 18) DEMOCRACY
- **Views:** Map

   a. What is the value of r for these comparison maps?

   b. Is it statistically significant?

   - r = .908**
   - Yes
   - No

Exercise 4: Civil Liberties: Free Speech
c. Which statement best summarizes the relationship between these variables? (Circle the number of the most appropriate answer.)

1. The more democratic the country, the better its civil liberties rating.
2. The less democratic the country, the better its civil liberties rating.
3. Democracy and civil liberties appear to be unrelated.

Let's examine the effect of education on support of civil liberties. In the NATIONS data file, we will use the estimated education level that citizens of a country are expected to achieve as a measure of education.

- **Data File:** NATIONS
- **Task:** Scatterplot
- **Dependent Variable:** 19) CIVIL LIBS
- **Independent Variable:** 40) EDUC EXPED
- **View:** Reg. Line

a. Write the Pearson correlation (r) for this relationship. 
\[ r = 0.602 \]

b. Is the relationship statistically significant? 
Yes

Answer True or False to the following items:

c. There is no relationship between the education level of the populace and the rating on civil liberties. 
\[ T \] False

d. Countries with higher education levels tend to score higher on the civil liberties index. 
\[ T \] False

e. These results suggest that there may be a causal relationship between education and civil liberties. 
\[ T \] False

3. Let's look at educational level and attitude toward free speech over time in the United States.

- **Data File:** HISTORY
- **Task:** Historical Trends
- **Variables:** 28) CIVLIB INX
- **7) %COLLEGE

Open the HISTORY data file and select the HISTORICAL TRENDS task. Select 28) CIVLIB INX and 7) %COLLEGE as your trend variables.

Because the GSR was not started until the 1970s, comparable data in the index are not available prior to 1979.

a. What is the description of 28) CIVLIB INX?

Percent who scored very tolerant on civil liberties index (would allow Communist, atheist, or racist to speak)
b. What is the description of 7) % COLLEGE? Percent of those 25 and over with 4 or more years of college

c. Over the past 20 years, the percentage opposing free speech has increased dramatically in the United States.

d. The percentage of the population who have graduated from college and the tolerance for free speech have both increased over the past two decades.

e. This graph suggests that an individual's education might affect his or her attitude toward free speech.

4. We can also look at the effect of education on support of free speech using survey data.

   Data File: GSS
   Task: Cross-tabulation
   Row Variable: 39) FR. SPEECH
   Column Variable: 3) EDUCATION
   View: Table
   Display: Column %

Copy the first row of the percentaged table.

<table>
<thead>
<tr>
<th></th>
<th>NOT HS GRD</th>
<th>HS GRD</th>
<th>SOME COLL.</th>
<th>COLL GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>% SCORING HIGH</td>
<td>28.2 %</td>
<td>43.8 %</td>
<td>51.7 %</td>
<td>72.8 %</td>
</tr>
</tbody>
</table>

b. What is the value of V for this table?

c. Is V statistically significant?

d. The higher one's educational attainment, the less likely one is to endorse the right of free speech.

e. Each additional level of education seems to increase tolerance of free speech.

5. Let's see what other characteristics may affect support for free speech.

   Data File: GSS
   Task: Auto-Analyzer
   Variable: 39) FR. SPEECH
   View: Age

First select the AUTO-ANALYZER task and select 39) FR. SPEECH as the analyzer variable. Then select the option corresponding to age.

Exercise 4: Civil Liberties: Free Speech
Carefully review the results for this analysis and then answer True or False to the following items:

a. About 55 percent of those under age 30 scored high on freedom of speech.  
   T  F

b. The age group of 65 and over has the highest percentage who scored high on freedom of speech.  
   F

c. Among those younger than 65, the four age categories are fairly similar in their support for freedom of speech.  
   F

6. Continue to use the AUTO-ANALYZER task and 39) FR.SPEECH to look at the effects of sex, political party, and religion on support of free speech. Carefully look at the tables and summaries for each item. Based on these results and the results of Question 5, describe the person most likely to endorse the right of free speech.

   male, Republican, no religion

Frequently one person's freedom of speech interferes with another person's perceived rights. For example, does the right to freedom of speech include the right to use racial slurs, the right to call for the radical overthrow of the government, and the right to distribute pornography?

Data File: GSS
   Task: Univariate
   Primary Variable: 66) PORN.LAW?
   View: Pie

What percentage responded that

a. there should be laws against the distribution of pornography, whatever the age?  35.9%

b. there should be laws against the distribution of pornography to persons under age 18?  60.9%

c. there should be no laws forbidding the distribution of pornography?  3.2%
8. Let's see how a person's attitude toward free speech affects his or her attitude toward the distribution of pornography.

Data File: GSS
Task: Cross-tabulation
Row Variable: 66) Forn.Law?
Column Variable: 39) Fr.Speech
View: Table
Display: Column %

Fill in the percentages for the first row of this cross-tabulation—the percentages of persons who would outlaw all pornography.

<table>
<thead>
<tr>
<th>HIGH</th>
<th>MEDIUM</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.5%</td>
<td>42.1%</td>
<td>54.9%</td>
</tr>
</tbody>
</table>

b. What is the value of Cramer's $V$ for this table? $V = 0.184$

c. Is $V$ statistically significant? Yes

d. Which of the following statements most accurately summarizes the relationship between support for freedom of speech and support for outlawing all pornography? (Circle the number of the most appropriate answer.)

1. Those who support freedom of speech do not support outlawing pornography.
2. Those who support freedom of speech also support outlawing pornography.
3. There is no relationship between support for freedom of speech and support for outlawing pornography.

9. Until the 1960s, public schools typically began the day with Bible readings and a prayer. In 1962, these school-sponsored religious activities were ruled to be unconstitutional by the Supreme Court. Today, the issue of school prayer is argued as a freedom of expression issue by both those who oppose it and those who favor it. How do attitudes on this issue relate to support for freedom of speech?

Data File: GSS
Task: Cross-tabulation
Row Variable: 45) Sch.Pray
Column Variable: 39) Fr.Speech
View: Table
Display: Column %

Fill in the percentages for the first row of this cross-tabulation—the percentages of persons who do not favor school prayer

<table>
<thead>
<tr>
<th>HIGH</th>
<th>MEDIUM</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.1%</td>
<td>22.0%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>
b. What is the value of Cramer's V for this table? 

$$V = .24$$

v. Yes No

c. Is V statistically significant?

(Yes) No

d. Which of the following statements most accurately summarizes the relationship between support for school prayer and support for freedom of speech? (Circle the number of the most appropriate answer.)

1. Those who support freedom of speech do not support school prayer.
2. Those who support freedom of speech also support school prayer.
3. There is no relationship between support for freedom of speech and support for school prayer.

10. It has been apparent throughout this analysis that some Americans support freedom of speech more than others. But are those who support freedom of speech in particular situations simply supporting it because they tend to agree with the views of the particular group/person being discussed? To take a particular example, are those who would allow a speech by a racist simply more likely to be racists themselves? Let's test this idea using the question of whether interracial marriage should be outlawed as a measure of whether one holds racist ideas or not.

Data File: 655
Task: Cross-tabulation
- Row Variable: 17) RACST SP
- Column Variable: 16) INTERMAR?
- View: Table
- Display: Column %

Fill in the percentages for the first row of this cross-tabulation—the percentages of persons who would allow a speech by a racist.

YES \[52.4\%\] NO \[62.9\%\]

b. What is the value of Cramer's V for this table? 

$$V = .065$$

v. Yes No

c. Is V statistically significant?

(Yes) No

d. Which of the following statements most accurately summarizes the relationship between willingness to allow a speech by a racist and opposition to laws against interracial marriage? (Circle the number of the most appropriate answer.)

1. Those who took the racist position (the YES position—favor laws against interracial marriage) are more likely to allow a speech by a racist.
2. Those who took the nonracist position (the NO position—oppose laws against interracial marriage) are more likely to allow a speech by a racist.
3. There is no relationship between willingness to allow a speech by a racist and opposition to laws against interracial marriage.