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**This form effective September 9, 2022**

**Use this form to** [**amend an approved protocol**](https://campusirb.duke.edu/node/55)**, regardless of type of review (exempt, expedited, or full) conducted at the time of approval.**

Please use the[**Additional Study Personnel**](https://campusirb.duke.edu/node/22) form if you are proposing to add new members to the Duke research team. Removing staff can be done via [**email**](mailto:campusirb@duke.edu).

**If you want to add researchers from another institution,** [**contact an IRB staff member**](https://campusirb.duke.edu/node/23)**.**

This document should be submitted by the researcher, as an e-mail attachment, to IRB staff at [**campusirb@duke.edu**](mailto:campusirb@duke.edu). Please append this document to an updated version of the protocol with proposed revisions annotated in Track Changes. Page 2 of this form includes more instructions.

|  |  |
| --- | --- |
| Project Title: | Interpreting and Responding to Events in Culture: Affective Dynamics |
| IRB Protocol Number: | **2021-0345** |
| Researcher(s): | **Lynn Smith-Lovin**  **Joseph Quinn** |
| Submission Date: | **11/3/2022** |

**Please check all categories in which changes are proposed:**

Research Team Personnel\*

Participant Population

Measures/Instruments

Recruitment

Confidentiality

Risks of Harm

Compensation

Informed Consent

Deception and/or Debriefing

Funding Source

Other:

**Please describe the proposed changes in the text box below. If the proposed changes include the disclosure of a financial conflict of interest, please explain:**

**Adding Em Maloney as a member of the research team.**

**Instructions:**

At the end of this form, include the full version of the previously approved protocol with the proposed changes incorporated. Please make these changes using Word’s **Track Changes** function to distinguish them from the parts that have already been approved.

Using cloud-based tools (such as Google docs) can present some formatting incompatibilities that may make it difficult to review the protocol.

Do not submit your amendment as a PDF. Submit your amendment as a single Word file to campusirb@duke.edu or to the IRB Staff Specialist working with you on your protocol.

**Please note:** Submitting the amendment without Track Changes, in multiple files, as a PDF, or with significant formatting changes will delay the pre-review of your application and may necessitate a resubmission of the application.

**For IRB Office Use Only:**

Amendment #:

Reviewed by:  IRB Designee  IRB Member

Reviewed as:  Exempt  Expedited  Full

Approved by IRB Member on .

**OR** Approved by IRB Designee on .

Research no longer qualifies for exemption. A Request for Protocol Approval must be submitted. (Only if the initial protocol submission was approved as exempt.)

**[Insert your revised protocol with edits made using tracked changes here.]**



**This form effective October 30, 2020**

|  |
| --- |
| Section 1: General Information |

**Protocol Title**: Interpreting and Responding to Events in Culture: Affective Dynamics

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| Section 2: Key Study Personnel |

**Principal Investigator**

Identify one Principal Investigator (PI) on this project and sign below.

This person is responsible for the overall conduct of the research. For all students, fellows, and post-docs, this is your faculty advisor

If you have more than one PI, only choose one

By signing, the PI certifies to the following:

I have read and approved the protocol

I assume responsibility for ensuring that my advisees are aware of the responsibilities as researchers

I ensure that the IRB will be immediately notified in the event of [unanticipated risks to participants, protocol deviations, or findings during the study that would affect the risks](https://campusirb.duke.edu/node/101) of participation.

|  |  |
| --- | --- |
| **Name**: **Lynn Smith-Lovin** | **Department or School**:  Duke University Department of Sociology |
| **E-mail Address**: smithlov@duke.edu  **NetID**: smithlov | **Phone Number**: 919-660-5786 |
| **Faculty Advisor**  **Faculty Researcher**  **Staff**  **Other**:Click or tap here to enter text. | |
| **Signature**: | **Date**: 2/2/2021 |

**Duke Research Team**

Please list the other Duke members of the research team AND indicate their role on the project. Do not list non-Duke researchers. These team members can be added in a later section.

Feel free to copy and paste, or delete the blocks as necessary.

All signatories agree to the following:

* I will not begin the research until written approval is secured from the IRB. Note: Approval will not be provided unless [certification to conduct research with human subjects](https://campusirb.duke.edu/node/57) for each researcher named on the protocol is current.
* I will conduct this study as described in the approved protocol.
* If any changes are anticipated, I will submit a [Request to Amend an Approved Protocol](https://campusirb.duke.edu/node/22), and I will not implement the changes until I receive approval from the IRB.
* I will contact the IRB staff promptly if any of the following events occur: [unanticipated risks of harm to participants, protocol deviations, and findings during the study that would affect the risks](https://campusirb.duke.edu/node/101) of participation.

|  |  |
| --- | --- |
| **Name**: **Joseph Quinn** | **Department or School**:  Duke Network Analysis Center |
| **E-mail Address**: joseph.quinn@duke.edu  **NetID**: jmq4 | **Phone Number**: 757-561-3727 |
| **Faculty**  **Undergraduate**  **Graduate** **student**  **Postdoc**  **Research associate**  **Other**:Click or tap here to enter text. | |
| **Signature**: | **Date**: 2/2/2021 |

|  |  |
| --- | --- |
| **Name**: **Emily Maloney** | **Department or School**:  Duke Sociology |
| **E-mail Address**: em.k.maloney@duke.edu  **NetID**: ekm45 | **Phone Number**: 770-658-9308 |
| **Faculty**  **Undergraduate**  **Graduate** **student**  **Postdoc**  **Research associate**  **Other**:Click or tap here to enter text. | |
| **Signature**: | **Date**: 11/3/2022 |

**If there are more members of the research team, copy and paste the researcher information and signature block as needed.**

**Other Study Contacts**

If there are additional personnel (e.g. a departmental staff member) who assist in protocol preparation and record keeping, and would like to be copied on correspondence from the IRB, please add them here.

|  |
| --- |
| **Name**:Click or tap here to enter text. |
| **E-mail Address**: Click or tap here to enter text.  **NetID**: Click or tap here to enter text. |
| **Type of Correspondence:**  Approval and Reminder Notices  All correspondence related to the submission, including feedback |

**IRB USE ONLY**

This section is to be completed by IRB staff or IRB members only.

|  |  |
| --- | --- |
| **APPROVED as**  **Exempt**  **Expedited or**  **Full** | |
|  |  |
| IRB Designee or  IRB Member | Date |

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| Section 3: Departmental & Institutional Affiliations |

**Identify the department, institute, or center that you consider the home of the study.**

|  |
| --- |
| Click or tap here to enter text. |

**Will you be collaborating with researcher(s) at other institution(s)?**

Please contact IRB staff at [campusirb@duke.edu](mailto:campusirb@duke.edu) to confirm that you are engaged in inter-institutional collaborations.

Yes  No

**If YES, please specify the following for each collaborator:**

|  |  |
| --- | --- |
| **Collaborator’s Name**: | Click or tap here to enter text. |
| **Role in Research**: | Click or tap here to enter text. |
| **Research Activities/ Responsibilities:** | Click or tap here to enter text. |
| **Organization/Institution**: | Click or tap here to enter text. |
| **Has your collaborator reached out to their organization/institution about IRB or ethics review?** | |
| Yes\*  No  Collaborator’s organization/institution does not have an IRB or ethics review board | |
| **\*If you indicated that your collaborator has reached out to their organization/institution’s IRB or ethics review board, please describe their determination or the status of the request:**  Click or tap here to enter text. | |

**If your collaborator is a foreign entity, have you already obtained approval from the** [**Duke University Office of Export Controls**](https://export.duke.edu/)**?**

Yes  No  N/A

If NO, IRB staff will forward this protocol to the Export Controls office.

|  |
| --- |
| Section 4: Funding Sources and Conflict of Interest |

**Please identify your funding source(s)**:

|  |
| --- |
| PI discretionary funds |

**Are any of the above funding source(s) a U.S. Federal Agency or Department?**

Yes  No

If YES, please include the grant application with this protocol request (the budget information can be removed).

**Are any of the above funding source(s) a component of the Department of Defense?**

Yes  No

If YES, please complete and include the DOD attachments (found at <https://campusirb.duke.edu/forms>) with this protocol request.

**Is there a financial conflict of interest (COI) which needs to be reported or has been reported to the Duke University Office of Scientific Integrity (DOSI)?**

Yes  No

**If YES, please explain.**

|  |
| --- |
| Click or tap here to enter text. |

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| Section 5: Research Question |

**What is your research question or the purpose of your research?**

|  |
| --- |
| In a social psychological research framework known as Affect Control Theory, sentiments about identities and behaviors can be described through formal mathematical models based on measurements capturing how members of a culture assess the evaluation (goodness), potency (power/agency), and activity (liveliness) of a stimulus on a continuous scale. The proposed research will replicate past studies by asking respondents to rate an array of identities and behaviors. These ratings will be used to answer questions about potential changes in fundamental sentiments for different actors and actions over time, to replicate past studies of out of context events, and to test for historical changes in sentiments toward events and event elements. This study will also feature an expanded set of demographic questions to further explore the relationship between respondents’ social position and rating patterns.  In the present submission of this protocol, our primary research question asks whether cultural sentiments about work and occupational identities has changed with the advent of the Covid-19 pandemic, and whether trends in the evaluation of non-work identities have also shifted. In this amendment, we modify the instrument to collect data about different identities and behaviors as well, asking the same type of question with different stimuli. We also add stimuli to explore cultural meanings about the intersection of gender roles for parents navigating flexible work situations, and to assess meanings related to law enforcement and social movement identities after the pandemic. |

**Provide background information about the research that will help the reviewer understand your project.** Avoid discipline-specific jargon.

|  |
| --- |
| Social research highlights the stability of cultural beliefs, broadly arguing that population-level changes are uncommon and mostly explained by cohort replacement rather than individual-level change. Yet a handful of studies (MacKinnon and Luke, 2002; Swidler 1986) – and notions of punctuated speciation events in evolutionary biology (Gould and Eldredge 1972) – imply that widespread transformative events may affect the beliefs of a culture in a systematic and enduring way, especially when the transformative event makes a set of identities and behaviors culturally salient.  The Covid-19 global pandemic – in junction with data serendipitously collected right before the outbreak of Covid-19 in the U.S. – serves as an opportunity to test this hypothesis. In the proposed research, we plan to collect data about cultural beliefs of U.S. citizens for occupational identities. The occupational identities included in our instrument include jobs classified by state and federal governments as “essential worker” identities (e.g., licensed practical nurses), as well as identities that fall outside this definition (e.g., aerobics instructor). We plan to compare the ratings of each identity to ratings that were collected in the year before the Covid-19 pandemic began, and to the same identities collected three months, and then 10 months, into the pandemic in the U.S.  Cultural meaning about these identities are rated using scales that quantify respondents’ beliefs about the “evaluation” (goodness), “potency” (power/agency), and “activity” (liveliness) of an identity – which we combine and call EPA ratings henceforth in this protocol. In addition to occupational identities, we include a set of non-occupational identities from other institutional contexts (e.g., boyfriend), which will allow us to determine whether changes in EPA ratings we witness during the pandemic are pervasive across many dimensions of societal life, or if the changes we observe are primarily centered around cultural notions of work. We also include identities about the gender and work flexibility status of parents with children of different ages to test theories of identity devaluation for women who work while having children, and whether these findings vary based on a mother’s access to flexible work (i.e., working remotely or part time).  The study will also feature a set of demographic questions to further explore the relationship between respondents’ social position and rating patterns, and ratings on the perceived gender composition and prestige of a subset of the occupational identities. Respondents will also provide EPA ratings for a handful of behavior stimuli (e.g., defer to), which will allow the research team to connect our findings to recent studies using EPA ratings to develop a theoretical framework about status and social deference.  The stimuli in the study will be collected in three different survey modules for the initial “Wave 3” data collection, and two different survey modules for the updated “Wave 4” data collection, each containing a subset of the identities and behaviors of interest. Participants’ EPA ratings have been shown to be similar across respondents for some identities and markedly dissimilar for other identities. We suspect that this may be due to qualities of the identities themselves, such as the perceived gender of a given identity, the prestige associated with occupational identities, the context implied by an identity, or whether an identity name (e.g., “electrical linesman”) was familiar to a respondent. Because these are qualities of the *words themselves*, and not a quality of the participants, we do not need to control the data by respondent. This means that we can break up our measures into multiple manageably-sized surveys; in the present case we use three surveys, each measuring a different dimension of a participant’s perception of an identity. |

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| Section 6: Participant Population |

**Will any of your research activities be physically conducted outside of the U.S.?**

Yes – All of them  Yes – Some of them  No

**If YES, please identify the countr(ies) where you will carry out your research.** If you have more than one study or participant populations, elaborate on the specific studies or participant populations that will be located outside of the U.S.

|  |
| --- |
| Click or tap here to enter text. |

**IF YES, have you already obtained approval from the Duke University Office of Export Controls?**

☐ Yes ☐ No

If NO, IRB staff will forward this protocol to the Export Controls office.

**Will any of your research activities be conducted online, by telephone, or by other electronic communication?**

Yes – All of them  Yes – Some of them  No

**If YES, will any of your participants be located outside of the U.S. while participating in your research?**

Yes - All of them  Yes – Some of them  No

**If YES, please identify the countr(ies) where you will carry out your research.** If you have more than one study or participant population, elaborate on the specific studies or participant populations that will be located outside of the U.S.

|  |
| --- |
| Click or tap here to enter text. |

**If the research is not taking place in the U.S., does it need community-level, institutional-level, or national level approval in the countr(ies) where it will take place? Please elaborate.**

|  |
| --- |
| Click or tap here to enter text. |

***\*\*****Include documentation of the appropriate reviews in the Appendices\*\**

**If the research will take place in a U.S. elementary or secondary school, please identify the school(s) and/or school district(s):**

|  |
| --- |
| Click or tap here to enter text. |

**If you are specifically recruiting participants that involve any of the groups below, please select them:**

Children\*, as defined by the research site (e.g. under 18 years old in NC)

Cognitively impaired persons, for example, people with dementia

Department of Defense, active duty military, or civilian personnel

Native American/American Indian

Prisoners

Refugees

Stigmatized populations

Undocumented immigrants

Victims of abuse

Other vulnerable populations (please specify: Click or tap here to enter text.)

\*See our [**Research with Children**](https://campusirb.duke.edu/node/63) policy. Please see questions 6.9-6.10.

**Describe each proposed participant population.** Include the expected number of participants in each population. If your research will include children, please include their age ranges and the age of majority of the population where your participants reside.

|  |
| --- |
| The sample of respondents will be obtained through Qualtrics, a survey platform and respondent panel provider. We have asked Qualtrics to match the U.S. Census based on the marginal distributions of four categorically summarized variables in the 2010 U.S. Census: age, gender, race/ethnicity, and level of education. The categories included in the race/ethnicity variable do not explicitly include any of the groups listed above. For example, respondents who are Native American/American Indian are not a demographic subgroup Qualtrics actively recruits to fill the requested quota. In the event that respondents who identify as members of this group participate in the study, they will be classified as “other” because they do not fit squarely into the categories reported in aggregate by the 2010 U.S. Census. We expect to recruit 185 respondents for each of the three survey modules in “Wave 3” and the two modules in “Wave 4,” obtaining a total of 925 respondents. |

**Is the primary language of your participants English?**

Yes  No

**If NO, please indicate their primary language and your proficiency in speaking, reading, and writing it.**

|  |
| --- |
| Click or tap here to enter text. |

**If you are not proficient in the language your participants speak, will you need an interpreter?**

Yes  No  N/A

**If YES, how will you obtain the services of an interpreter?**

|  |
| --- |
| Click or tap here to enter text. |

Please answer the following questions if your research activities will involve children/minors.

**Describe the scope of the interaction your research team will have with the children/minors.**

|  |
| --- |
| None. |

**Identify which members of your research team will interact with the children/minors.**

*Note: Duke requires individuals interacting with minors to complete training:* [*https://forms.hr.duke.edu/minors/training/*](https://forms.hr.duke.edu/minors/training/)*).*

|  |
| --- |
| N/A |

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| Section 7: Recruitment |

**Describe the procedures for recruiting each potential participant population.**

|  |
| --- |
| The sample of respondents will be obtained through Qualtrics, a survey platform and respondent panel provider. Qualtrics’ recruitment strategy is proprietary; we only know that it involves advertising for opportunities to take surveys in a variety of online venues, and that it is used frequently by academic researchers. We ask Qualtrics to obtain quotas that match the U.S. Census based on the marginal distributions of four categorically summarized variables in the 2010 U.S. Census: age, gender, race/ethnicity, and level of education. |

**Check all the recruitment methods that apply:**

Introductory letter or email messages

Flyers/posters

Newspaper ads

Text for social networking sites or other online recruitment

Scripts for personal contact

Other (please specify: Qualtrics survey panels)

*\*\*Include all recruitment materials in the Appendices\*\**

**Are there any inclusion or exclusion criteria that participants will need to know about before enrolling?**

Yes  No

**If YES, please describe the inclusion or exclusion criteria.**

|  |
| --- |
| We will work with Qualtrics as a panel provider to recruit respondent via a quota sampling method. We ask Qualtrics to obtain quotas that match the U.S. Census based on the marginal distributions of four categorically summarized variables in the 2010 U.S. Census: age, gender, race/ethnicity, and level of education. Respondents who sign up to participate after we have already obtained the appropriate number of responses from their demographic category (to which we aim to match the 2010 US Census) will be excluded from participation. Respondents who also fail one of two attention checks in this version of the study will also be excluded from participating.  Respondents who perform the study must use a computer located in the United States. Although this criterion eliminates US citizens living abroad from participating, we believe this limitation is warranted because of the study’s goal of understanding contemporary US culture. Qualtrics survey software automatically collects respondents' IP address information and determines an approximate geographical location by comparing the address to a public location database. The location data are approximate. For example, respondents located in satellite communities such as Haltom City (a ten-minute drive from Fort Worth, Texas) would be listed as being located in Fort Worth. Qualtrics will identify potential respondents that they have identified as computer-users based outside of the U.S., and exclude them from participating in the study.  Respondents will also be screened during the study based on their responses to two EPA rating events that operate as quality checks. Instead of rating identities and behaviors from our list of stimuli, respondents will view explicit instructions as a stimulus. For example, a scale will appear asking a respondent to “rate this as good.” Qualtrics will automatically remove respondents who provide a rating to this example question that is scored as “bad” instead of “good.” Data associated with these respondents will be excluded from the sample n target, and will not compensated. |

**Will you screen participants before they enroll in the study?**

Yes  No

**If YES, explain why you need to screen participants, how you will screen them, and what will happen to any information collected during the screening (both for those who are eligible and who are not eligible).**

|  |
| --- |
| Respondents will be screened based on their responses to demographic questions linked to Qualtrics’ quota sampling method (see our response to 7.3 above). Data for respondents who are deemed ineligible based on current quotas, and respondents who fail either of the two EPA-rating attention check blocks, will be removed from the file provided to us by Qualtrics. We will preserve responses to screener items for respondents that Qualtrics identifies as eligible and who do not fail the attention checks. We do so because these demographic items are necessary for us to construct a dataset weighted based on U.S. Census variables, and to control for potential subgroup differences in ratings. |

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| Section 8: Description of Activities |

**Describe the study activities and how long each activity will take.**

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| --- |
| Each of the five survey modules about respondents’ implicit perceptions of identities and behaviors will be conducted through Qualtrics’ online survey platform. Respondents from the Qualtrics panel will first read and accept or reject an informed consent document before answering demographic questions that allow Qualtrics to filter respondents based on the quota sampling method described above. Respondents deemed eligible will proceed through a tutorial on how to provide EPA ratings, and answer questions confirming their understanding.  After the tutorial, respondents provide EPA ratings for all stimuli within the survey to which they are assigned (43 to 71 identities and behaviors with three ratings each, plus two attention check stimuli, for a total of 135-222 slider scales). Respondents in two of the “Wave 3” modules (Appendix 1, surveys A and B) will provide prestige ratings for all identities within the survey (39 items in survey A; 52 items in survey B). In addition, respondents in two of the modules (Appendix 1, surveys A and D) will provide perceived gender composition ratings for a subset of 30 occupational identities. The length of each survey in terms of the number of sliding scale items is roughly equivalent, ranging from 195 to 222 items per module. A final module of all surveys includes a set of questions from the General Social Survey about work, well-being, social class, and political party affiliation. In pre-tests, most respondents have taken approximately 45 minutes to an hour to complete each of the modules. |

*\*\*Include all study documents (including instruments, measures, stimuli, and survey interview and focus group questions) in the Appendices\*\**

*Description of Activities | Recordings and Photographs*

**Will participants be audio-recorded or video-recorded, either individually or in groups?** Check all that apply. Audio- and video-recordings of focus groups are allowed only if all participants in the group have given their explicit permission to be recorded. *Note: Audio-recordings are considered identifiable.*

See our [Guide for Releases for Images and Recordings](https://campusirb.duke.edu/node/78)

Yes – Audio-recordings  Yes – Video recordings  No

# **If NO, skip to question 8.3**. Click to the left of “If NO” to temporarily collapse the questions about audio and video recordings.

**8.2.1 Elaborate on the recordings and what will be recorded:**

|  |
| --- |
| Click or tap here to enter text. |

**8.2.2 What will the recordings be used for?** Check all that apply:

For my *current* project’s research, as part of my records and for transcription/coding purposes

For my *future* research use, as data for **my** future projects

For *general research* use, including sharing with other researchers beyond my current project

For *public use*, including sharing in presentations, publications, and for educational purposes

Other (please specify: Click or tap here to enter text.)

**8.2.3 Elaborate on the above.** If the recordings will be shared publicly or saved for any future use after this project, explain how they will be used, where they will be stored, and how you will obtain permission from participants for their future use.

|  |
| --- |
| Click or tap here to enter text. |

*Note: See* [*our website*](https://campusirb.duke.edu/node/78) *for more information about obtaining releases for recordings.*

**8.2.4 What device(s) will you use to record participants?**

|  |
| --- |
| Click or tap here to enter text. |

**Will participants be photographed?** *Note: Photographs of participants’ faces are considered identifiable.*

Yes  No

# If NO, skip to Question 8.4. (Click to the left of “If NO” to temporarily collapse questions about photographs.

**8.3.1 Elaborate on the photographs and who/what will be included:**

|  |
| --- |
| Click or tap here to enter text. |

**8.3.2 What will the photographs be used for?** Check all that apply:

For my *current* project’s research, as part of my records and for transcription/coding purposes

For my *future* research use, as data for **my** future projects

For *general research* use, including sharing with other researchers beyond my current project

For *public use*, including sharing in presentations, publications, and for educational purposes

Other (please specify: Click or tap here to enter text.)

**8.3.3 Elaborate on the above.** If the photographs will be shared publicly or saved for any future use after this project, explain how they will be used and where they will be stored. Explain why the images of participants are necessary to share publicly or save for the future.

|  |
| --- |
| Click or tap here to enter text. |

**8.3.4 Where will the images be displayed, presented, or distributed outside of the research team?**

|  |
| --- |
| Click or tap here to enter text. |

**8.3.5 How will you obtain photographs of participants?** For example, what device will you use to capture their image? Will you ask participants to send you a photograph (and how)?

|  |
| --- |
| Click or tap here to enter text. |

**8.3.6 How will the releases for the use of the images be secured?**

Generally, releases need to be documented with a signed form or recorded statement

The informed consent process can include the release(s)

|  |
| --- |
| Click or tap here to enter text. |

*Note: See* [*our website*](https://campusirb.duke.edu/node/78) *for more information about obtaining releases for images.*

*Description of Activities | Deception and Debriefing*

**Does the research include deception?**

### (Click the arrow to the left of “(Click” to read more about deception)

There are a number of ways to use deception in research, for example:

Telling participants something you know is not true, such as providing false feedback about performance

Using a confederate who pretends to be another participant but is actually a member of the research team

You are not deceiving participants if you do not tell them your research hypothesis. Researchers are under no obligation to tell participants their research hypothesis if doing so would undermine the scientific validity of the research. However, participants have the right, according to the ethical principle of respect for persons, to decide whether to take part in research based on information provided to them during the consent process. If the participants will be deceived, the ethical and regulatory requirement to fully inform participants **must be waived** by the IRB.

**The following criteria must be met in order to use deception in your research:**

1. The risk must be no more than minimal.

“Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”

1. The rights and welfare of the subjects will not be adversely affected. Examples of deceptions that do not adversely affect rights and welfare of participants include:

The study will involve subliminal priming, but the content of the primes would not be offensive or disturbing if known to the participants.

Participants will be video-recorded without their knowledge, but will be given the opportunity to request that their recordings not be retained.

Participants will be reassured after the study that the feedback they received on their performance was false.

1. The research could not practicably be carried out without the waiver.

This does not mean that it would be inconvenient to conduct the study without the waiver. It means that unless participants are deceived, you could not collect valid data.

When appropriate, participants will be provided with pertinent information after participation.

This information is provided through debriefing. A good debriefing provides enough information about the study’s purpose and methodology to make clear why deception was necessary.

5. If participants were recorded without their knowledge, they must be given the option to have the recording erased.

Yes  No

### If NO, SKIP to QUESTION 8.5. (Click the arrow to the left of “If NO” to temporarily collapse the questions about deception.)

**8.4.1 Describe the deception.**

|  |
| --- |
| Click or tap here to enter text. |

**8.4.2 Using the definition of minimal risk provided above, explain why using deception would not cause more than minimal risk to participants.**

|  |
| --- |
| Click or tap here to enter text. |

**8.4.3 Explain why using deception would not adversely affect the rights and welfare of participants.**

|  |
| --- |
| Click or tap here to enter text. |

**8.4.4 Explain why deception is necessary to accomplish the goals of the research.**

|  |
| --- |
| Click or tap here to enter text. |

**If participants will be debriefed, explain when they will be debriefed and include the debriefing statement in the Appendices.** *Note: Research involving participants from the* Psychology & Neuroscience SONA Subject Pool *requires an educational debriefing.*

|  |
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| **NA** |

|  |
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| Section 9: Additional Data |

**Will you be provided with data about your participants or other individuals that you will analyze as part of this project?** For example, U.S. census records, medical records, academic records, financial records, client/member data, or user/customer data.

Yes  No

### If NO, SKIP to SECTION 10. (Click the arrow to the left of “If NO” to temporarily collapse the questions about additional data.)

**Please describe the data and the data providers.** This includes the variables, estimated number of records, and identifying the organizations and/or individual(s) providing the data.

|  |
| --- |
| Click or tap here to enter text. |

**Do any of above data include (check all that apply):**

Medical records provided by Duke Health (clinic, department, or facility)

Medical records provided by a non-Duke entity

Academic records

Data provided by a component of the DOD (Department of Defense)

None of the Above

**Do the data contain any identifiable information?**

*For more information on what types of data may be considered identifiable, please see the descriptions in Section 13: Confidentiality.*

Yes  No

**If YES, will the data be de-identified (either before or after you receive them)?**

Yes  No

**If YES, please describe the de-identification process.** If Duke is responsible for de-identifying the data, who will do that, when will this occur, and where will it occur?

|  |
| --- |
| Click or tap here to enter text. |

**Would an inadvertent release of identifiable data place individuals at risk of harm?**

Yes  No

**Does your data provider require you to enter into an agreement, such as a data use agreement (DUA), or do they specify guidelines or restrictions that describe how to transfer, protect, or store the data?**

Yes  No

If NO, include documentation in the Appendices that confirms this. Documentation can be an email from a representative of your data provider or a screenshot from their website.

If YES, complete Section 14: ITSO Questions, and upload the agreements in the Appendices.

Agreements must be signed by the data provider and by a Duke institutional official

The IRB will facilitate securing the institutional signature

Researchers may not sign on behalf of the university

**Will the data require destruction?**

Yes  No

**If YES, by what date will the data be destroyed?** Click or tap here to enter text.

**Does your research require that you re-consent participants for the secondary use of their data?**

Yes  No

**If YES, please describe the process for re-consenting participants.**

|  |
| --- |
| Click or tap here to enter text. |

|  |
| --- |
| Section 10: Compensation |

See our guide on [Compensating Research Participants](https://campusirb.duke.edu/node/70).

**Will participants be compensated (e.g. cash, gift cards, lottery entries, course credit)?**

Yes  No

**How will participants be compensated?** Check all that apply.

Bonus Payments

Cash

Check

Course Credit

Gift Card – Electronic Amazon Gift Card

Gift Card – Other (please specify: Click or tap here to enter text.)

Lottery/Drawing

Online and/or Pre-arranged Panel Payments (e.g. Lucid, Mturk, Qualtrics Panel, YouGov, etc.)

Other (please specify: Click or tap here to enter text.)

**Please describe each type of compensation and how they will be distributed.** If multiple payments will be made, please describe.

|  |
| --- |
| Payment for survey participation is distributed by Qualtrics in the form of electronic gift cards worth up to $6 USD in value. |

**Under what conditions will participants receive partial or no compensation?** If skipping any or all questions would affect compensation, please specify.

|  |
| --- |
| Each survey module contains two attention checks during the EPA-rating phase of the instrument. Respondents who fail these attention checks will be removed automatically from the survey and not compensated. Respondents will encounter the attention checks early on in the survey module to minimize the effort they expend prior to an exclusion event if it occurs.  We will keep all other valid responses supplied to us by Qualtrics. We run a data cleaning program to flag respondents who provided EPA ratings that were abnormally consistent (e.g., respondents whose EPA ratings represent extreme outlier values more than 70% of the time), and who take less than two seconds per rating on average. If the sum of these flags is two or more, we ask Qualtrics to exclude these respondents and obtain replacement records. Qualtrics does not provide compensation for these respondents. In past studies, these checks result in the post-completion exclusion of roughly 0.5% of respondents who completed the survey. With an n of 925, this amounts to 4 or 5 respondents. |

|  |
| --- |
| Section 11: Benefits |

**Describe any anticipated direct benefits of the research for individual participants.**

* **The opportunity to participate in research is not a benefit**
* **Compensation is not a benefit**

If the research provides no direct benefits to participants, state “None”

|  |
| --- |
| None |

|  |
| --- |
| Section 12: Risks of Harm |

**Will the research activities (e.g. questions, images) upset or distress participants?**

Yes  No

**Please elaborate on why you feel the research activities may or may not upset or distress participants.** If the answer to the above is “Yes”, describe the strategies you will use to mitigate the risks.

|  |
| --- |
| Respondents are simply reporting their sentiments about everyday behaviors and identities. |

**Are there any risks of physical harm or discomfort?**

Yes\*  No

**Please elaborate on why you feel like there will or will not be risks of physical harm or discomfort.** If the answer to the above is “Yes”, explain what the risks are and what steps you will take to mitigate the potential risks.

|  |
| --- |
| Click or tap here to enter text. |

*\*If you need to screen out participants because of physical risks, please make sure this is addressed in the “Recruitment” section.*

|  |
| --- |
| Section 13: Confidentiality |

The next set of questions asks about the confidentiality of your participants and their data throughout the life of your project. Confidentiality will relate to the collection, storage, sharing, and future use of the data, including any direct and indirect identifiers.

**Direct identifiers** refer to any information that may readily identify someone, such as their name, email address, and phone number.

**Indirect identifiers** refer to a set of information that, when combined, can be used to figure out someone’s identity. Indirect identifiers depend on the population, and can include demographic information or a set of descriptors, such as job title and organization, that are unique to an individual or community.

See our [Guide to Confidentiality](https://campusirb.duke.edu/node/72).

*Confidentiality | Recruitment*

**Do you need individually identifiable information, such as email addresses or phone numbers, to contact and recruit participants?**

Yes  No

**If YES, explain how the information will be collected, where they will be stored, and what will happen to the identifiers after the recruitment process is complete.**

|  |
| --- |
| Our answer is “No” because Qualtrics recruits respondents via its panel before the survey program filters them based on demographic quotas that remain unfilled. Once a respondent is recruited to participate, they answer filtering questions about their age, gender, race/ethnicity, and level of education to determine their eligibility. If a respondent would contribute to a quota that has already been filled, they will be excluded from survey participation. Their identifiers will not be preserved. Respondents who are eligible will proceed to the survey. We preserve these demographic characteristics for weighting and downstream analyses. |

*Confidentiality | Storage*

**Do you plan to collect and/or store any *direct* identifiers that will be linked to participants’ responses?** If you have a key linking identifiers with unique identification numbers, the data are considered identifiable. Audio recordings and images of participants’ faces are considered direct identifiers.

Yes  No

**If YES, please describe the *direct* identifiers, explain why they are necessary for your research, where you will store them, and how long you will keep them.** Be specific about your storage space (e.g. if it’s a “secure server at Duke”, specify which secure server).

|  |
| --- |
| Click or tap here to enter text. |

**Do you plan to collect and/or store any *indirect* identifiers about your participants?** Indirect identifiers are any descriptors, such as demographic or background information, that can be used to deduce your participants’ identity.

Yes  No

**If YES, please describe the *indirect* identifiers, explain why they are necessary for your research, where you will store them, and how long you will keep them.** Be specific about your storage space (e.g. if it’s a “secure server at Duke”, specify which secure server).

|  |
| --- |
| We plan to collect data on respondents’ gender identity, age, level of education, household income, occupation, and race/ethnicity. We will keep these indirect identifiers indefinitely. They are essential to the research questions we expect our team and potentially other researchers to ask about impression formation and cultural sentiments. |

**If someone outside the research team figured out who your participants are and the information you have collected about them, would your participants be at risk of harm?** Risks could include harm to their reputation, employability, increased social stigma, etc.

Yes  No

**If YES, describe the specific harms that could occur if individually identifiable data were accidentally made available to those outside the research team.**

|  |
| --- |
| Click or tap here to enter text. |

**If YES, will you apply for a Certificate of Confidentiality to protect the data from subpoena if, for example, you have identifiable data about illegal or unlawful behavior?** (If your research is funded by the NIH, please select “Yes.”)

Yes  No

**Do you plan to have documentation (e.g. a key) that links a participant’s identifiers to their responses?**

Yes  No

**If YES, please describe the documentation, where it will be stored, how it will be protected, and who will have access to it.** Be specific about your storage space (e.g. if it’s a “secure server at Duke”, specify which secure server).

|  |
| --- |
| Click or tap here to enter text. |

**Where will the data be stored?** Be specific about your storage space (e.g. if it’s a “secure server at Duke”, specify which secure server).

|  |
| --- |
| Duke Box; also, the local hard-drive of a Duke-owned computer being used by a researcher involved in the project, when analyses are being run. |

**Who will have access to the data?**

|  |
| --- |
| Members of the research team involved in the cleaning and analysis of data will have access to the data. |

*Confidentiality | Reporting/Publishing*

**Will you use participants’ identities (e.g. names, indirect identifiers, photos, etc.) while sharing your research findings (e.g. in reports, publications, etc.)?**

Yes  No

**If YES, please explain how you will secure permission to do so.**

|  |
| --- |
| We will only ever report indirect identifiers in aggregate, as covariates in statistical tests. We make this clear in the language in our informed consent form (Appendix 2). |

**Based on your research topic, setting, and reported characteristics of your participants, could their identities be readily deduced by someone who read your findings?**

Yes  No

**Please provide a rationale for your response:**

|  |
| --- |
| Respondents are asked only a handful of indirectly identifying questions, and they are drawn from an unknown population within a Qualtrics panel. |

*Confidentiality | Future Research and Data Sharing*

**Will you use the data you gather for future research?**

Yes  No

**Is there a possibility that you may want to share the data with researchers (other than anyone who has been listed as collaborators in Section 3) outside of the Duke research team listed on this protocol?**

Yes  No

**If YES, describe the accessibility of the data (e.g. will it be shared with specific researchers who request it, will it be uploaded to a restricted or public research archive, etc.).**

|  |
| --- |
| The data collected in the study will be used to develop a sentiment dictionary, which will be housed at the following site: <https://research.franklin.uga.edu/act/>. The files shared on the site will exclude indirect identifiers and demographic covariates. |

**If YES, will the shared data include direct identifiers?**

Yes  No

**If YES, please describe the identifiers.**

|  |
| --- |
| Click or tap here to enter text. |

|  |
| --- |
| Section 14: ITSO Questions |

This section should be answered if your data are considered sensitive and identifiable AND/OR you have a Data Use Agreement (DUA) for this project.

If accidental release of the data will place participants at risk of harm, the data are classified as **sensitive**.

If the data include any information that could directly or indirectly allow someone to figure out who individual participants are, then the data are considered **identifiable**. This also includes photographs, audio recordings, and video recordings.

**Are your data both sensitive and identifiable and/or do you have a DUA for this project?** Mark all that apply. Your answers in the Description of Activities (questions 8.2 and 8.3), Additional Data (questions 9.4- 9.6), and Confidentiality (questions 13.2-13.5, 13.8, 13.9, and 13.11) sections can help you answer this.

Yes - Sensitive and Identifiable Data  Yes - DUA  No\*

If YES, The following questions are intended to collect information about your data protection procedures. Your responses will be reviewed by the IRB and Duke’s Information Technology Security Office (ITSO). ITSO will review the data protection plan to ensure appropriate measures are in place to protect the data. The IRB will be unable to approve a submission without confirmation from ITSO.

Please review the [Developing Data Protection Plans](https://campusirb.duke.edu/node/96) guide for a list of best practices and ITSO recommendations. If you have any questions about data protection, contact [security@duke.edu](mailto:security@duke.edu).

### \*If NO, SKIP to Section 15. (Click the arrow to the left of “\*If NO” to temporarily collapse the ITSO questions).

**Will you use devices such as laptops, tablets, and/or mobile phones to collect, transfer, store, or analyze data?**

Yes  No

**If YES, what devices will be used and how will they be protected?** Please note that security best practices include encryption of the mobile device or laptop, application of security patches, installation and regular updates of antivirus, and a password-protected screensaver.

|  |
| --- |
| Click or tap here to enter text. |

1. Who is your departmental or unit IT contact?

|  |
| --- |
| Click or tap here to enter text. |

1. Who is responsible for data security, including upgrades?

|  |
| --- |
| Click or tap here to enter text. |

1. Data need to be stored securely. Select the ITSO-approved environment where you will store and analyze the data.

DukeBox

OIT Protected Network

Protected Research Data Network (PRDN)

Other (please specify: Click or tap here to enter text.)

1. If data will not be stored on an ITSO-approved server (listed above), where will they be stored? **Be specific.**

|  |
| --- |
| Click or tap here to enter text. |

**Will both direct and indirect identifiers be removed from the data**?

Yes  No

**If NO, explain why the identifiers will not be removed.**

|  |
| --- |
| Click or tap here to enter text. |

**If YES, describe the process for removing the identifiers, including when they will be removed and by whom. In some cases, a third-party may be required to remove identifiers from the data.**

|  |
| --- |
| Click or tap here to enter text. |

**Please identify each individual (including non-Duke researchers) who will have access to the data and describe their role in the project.**

|  |
| --- |
| Click or tap here to enter text. |

**How will access to the identifying information be controlled and who will authorize access to the identifiable data?**

|  |
| --- |
| Click or tap here to enter text. |

**Will data be transferred for analysis?**

Yes  No

**How will data be transferred and where will they be analyzed?**

|  |
| --- |
| Click or tap here to enter text. |

|  |
| --- |
| Section 15: Informed Consent Process |

Here you will answer questions about your informed consent process. You will be asked to upload your consent language in the Appendices.

See our [Informed Consent Guide](https://campusirb.duke.edu/node/73).

**Describe how and where the consent process will take place.** If someone is expected to provide consent or permission for your participants, please explain. For example, parents are expected to provide permission for their child to participate; legally authorized representatives (LAR) provide consent for those with diminished capacity.

|  |
| --- |
| Respondents taking the study will have 2 hours to complete the study on their personal computer. Pilot testing indicates that the average length of the survey is less than 1 hour, and online respondents are given twice that time to take the survey. Qualtrics will list the survey for potential respondents on its XM platform. Respondents then follow the link to begin the survey. The very first page of the survey is the Consent Form (Appendix 2), which contain additional information about the study. Respondents who do not choose to participate at this point will be directed back to the Qualtrics site and will not have another opportunity to participate in the study. |

*Note: Please include your protocol ID number within your consent process.*

**Are you requesting a waiver of the requirement that participants physically sign the consent process (i.e. a waiver of documentation of consent)?**

Yes  No

**If YES, please select all that apply.**

Participants do not read and write. (If there is a risk of harm, a third-party witness will be present.)

Data will be collected on-line. Participants will have the option to “click” to the survey if they would like to take part in the study.

The study data will be collected through a telephone or online/virtual interview. If appropriate, provide a copy of the consent process for the participant’s reference.

Participants will complete a mailed survey. Prepare a cover letter that includes all the elements of informed consent. People who wish to take part will return the survey; thereby, demonstrating their consent. They do not need to sign a consent form.

The research will take place in settings where written consent is considered disrespectful or in settings in which asking people to sign a document would cause distress.

The primary risk to participants is a breach of confidentiality and a signed consent form or audio-recorded statement would be the only documented link between individuals and their participation in the study. (Example: a study about people engaged in illegal behaviors.)

*Note: In most cases, other than telephone interviews, where the consent process is oral, researchers should give participants contact information in case the participants have any questions later. It may be appropriate to give them a copy of the oral script for reference.*

**Are you requesting that one or more** [**elements of informed consent**](https://campusirb.duke.edu/resources/guides/elements-informed-consent) **be altered or waived?**

There should always be a process for sharing information about the research study with prospective participants. However, a consent procedure does not have to include all of the required elements of informed consent. For example, the IRB can waive the inclusion of the purpose statement if there is valid justification that it might affect how participants respond.

Yes  No

**If YES, please describe what element(s) you are asking to waive or specify that you are asking to waive consent entirely, and complete Question 15.5.**

|  |
| --- |
| Click or tap here to enter text. |

**Are you asking to waive parental permission and/or child assent?**

Yes  No  N/A

If YES, please complete Question 15.5.

**The IRB may approve your request to waive element(s) of informed consent if your research meets the following criteria.** Please address each criterion to explain why a wavier is necessary for your study (do not just copy and paste the criteria into the responses).

**Criterion 1**: The research involves no more than minimal risk to the subjects.

|  |
| --- |
| Click or tap here to enter text. |

**Criterion 2**: The waiver or alteration will not adversely affect the rights and welfare of the subjects.

|  |
| --- |
| Click or tap here to enter text. |

**Criterion 3**: The research could not practicably be carried out without the waiver or alteration.

|  |
| --- |
| Click or tap here to enter text. |

**Criterion 4**: Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

|  |
| --- |
| Click or tap here to enter text. |

|  |
| --- |
| Appendices: Study Documents and Consent Processes |

In this section, please include any study documents (e.g. recruitment materials, survey/interview questions, measures and instruments, DUAs, etc.) and consent processes that you will use in your study.

**APPENDIX 1: Modules A, B, C, D, and E.**

Respondents are assigned to and complete one of the three survey modules in the study. Including every item as they appear in Qualtrics would translate into a 1,000-page word document. For convenience, we instead break this appendix into seven sections:

Demographic questions asked at the beginning of all three survey instruments

An interactive tutorial provided prior to the EPA rating section of all three surveys

Prestige rating instructions that appear in surveys A and B only

Gender rating instructions that appear in survey A and D only

Concluding demographic and social position measures at the end of all five surveys

A list of all stimuli in each of surveys A, B, and C (i.e., “Wave 3”), with indicators for the questions into which each stimulus is inserted in each module (i.e., that immediately follow items 2-4 in this list of sections)

A list of all stimuli in each of surveys D and E (i.e., “Wave 4”), with indicators for the questions into which each stimulus is inserted in each module (i.e., that immediately follow items 2-4 in this list of sections)

An example of what each E, P, A, Gender, and Prestige sliding scale looks like to participants

**[1] Demographic questions asked at the beginning of all three survey instruments**

Graphical user interface, text, application, email

Description automatically generated

Text

Description automatically generated

**[2] An interactive tutorial provided prior to the EPA rating section of all three surveys[[1]](#footnote-1)**

Text, letter

Description automatically generated

Graphical user interface, text, application, email, Teams

Description automatically generated

Graphical user interface, text, application, email

Description automatically generated

Table

Description automatically generated with medium confidence

**[3] Prestige rating instructions that appear in surveys A and B only**

Graphical user interface, text, application

Description automatically generated

**[4] Gender rating instructions that appear in survey A and D only**

**Graphical user interface, text, application

Description automatically generated**

**[5] Concluding demographic and social position measures at the end of all three surveys**

**Graphical user interface, text, application, email

Description automatically generated**

**Graphical user interface, text, application, email

Description automatically generated**

**Graphical user interface, text, application, email

Description automatically generated**

**Graphical user interface, text, application, email

Description automatically generated**

**Graphical user interface, text, application, email

Description automatically generated**

**[6] A list of all stimuli in each of the surveys A, B, and C (i.e., “Wave 3"), with indicators for the questions into which each stimulus is inserted in each module (i.e., that immediately follow items 2-4 in this list of sections)**

Cells containing an “x” indicate the type of question into which each stimulus is inserted for each survey.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Survey A** | | | | **Survey B** | | | | **Survey C** | | | |
|  | EPA | P | G |  | EPA | P | G |  | EPA | P | G |
| Accountant | x | x | x | Pharmacist | x | x |  | father | x |  |  |
| Assembly Line Worker | x | x | x | Pharmacy Aide | x | x |  | mother | x |  |  |
| Bank Manager | x | x | x | Post Office Clerk | x | x |  | grandparent | x |  |  |
| Barber | x | x | x | Mailman | x | x |  | son | x |  |  |
| Bartender | x | x | x | Post Office Mail Sorter | x | x |  | daughter | x |  |  |
| Bus Driver | x | x | x | Railroad Conductor | x | x |  | babysitter | x |  |  |
| Cashier | x | x | x | Social Worker | x | x |  | husband | x |  |  |
| Chief Executive Officer | x | x | x | Shelf Stocker in a Grocery Store | x | x |  | wife | x |  |  |
| Cook | x | x | x | Supervisor of a Truck Delivery Service | x | x |  | Black man | x |  |  |
| Registered Nurse | x | x | x | Diesal Motor Mechanic | x | x |  | Black woman | x |  |  |
| Farm Owner And Operator | x | x | x | Child Care Worker | x | x |  | girlfriend | x |  |  |
| Firefighter | x | x | x | Bulldozer Mechanic | x | x |  | boyfriend | x |  |  |
| Housekeeper In A Private Home | x | x | x | Truck Driver's Helper | x | x |  | White man | x |  |  |
| Insurance Agent | x | x | x | Health Care Manager | x | x |  | heterosexual | x |  |  |
| Janitor | x | x | x | School Principal | x | x |  | gay | x |  |  |
| Lawyer | x | x | x | Grocery Bagger | x | x |  | bisexual | x |  |  |
| Legislator | x | x | x | Medical Assistant | x | x |  | queer | x |  |  |
| Librarian | x | x | x | Subway Operator | x | x |  | lesbian | x |  |  |
| Manager | x | x | x | Elder Care Aide | x | x |  | patient | x |  |  |
| Paramedic | x | x | x | Fork Lift Driver | x | x |  | student | x |  |  |
| Medical Technician | x | x | x | Licensed Practical Nurse | x | x |  | undergraduate | x |  |  |
| Musician | x | x | x | Locomotive Engineer | x | x |  | professor | x |  |  |
| Physician | x | x | x | Fast Food Worker | x | x |  | Preacher | x |  |  |
| Elementary School Teacher | x | x | x | Actor | x | x |  | evangelist | x |  |  |
| Engineer | x | x | x | Aerobics Instructor | x | x |  | Clergyman | x |  |  |
| Secretary | x | x | x | Artist | x | x |  | Rabbi | x |  |  |
| Cafeteria Server | x | x | x | Blackjack Dealer | x | x |  | Protestant | x |  |  |
| Surgeon | x | x | x | Bridal Consultant | x | x |  | Catholic | x |  |  |
| Telemarketer | x | x | x | Casino Cashier | x | x |  | God | x |  |  |
| Welder | x | x | x | Casino Manager | x | x |  | client | x |  |  |
| Home Health Aide | x | x |  | Cinematographer | x | x |  | consumer | x |  |  |
| Truck Driver | x | x |  | Cosmetologist | x | x |  | White woman | x |  |  |
| School Counselor | x | x |  | Designer | x | x |  | Republican | x |  |  |
| Travel Agent | x | x |  | Dietitian | x | x |  | Judge | x |  |  |
| Waitress | x | x |  | Door-to-door Salesman | x | x |  | defendant | x |  |  |
| Writer | x | x |  | Event Planner | x | x |  | felon | x |  |  |
| Restaurant General Manager | x | x |  | Gift Wrapper in a Department Store | x | x |  | criminal | x |  |  |
| Police Officer | x | x |  | Hairdresser | x | x |  | Democrat | x |  |  |
| Security Guard | x | x |  | Jewelry Maker | x | x |  | conservative | x |  |  |
| defer to | x |  |  | Library Assistant | x | x |  | suspect | x |  |  |
| command | x |  |  | Manager of a Movie Theater | x | x |  | Prosecutor | x |  |  |
| dominate | x |  |  | Motion Picture Projectionist | x | x |  | politician | x |  |  |
| respect | x |  |  | Museum Curator | x | x |  | Mayor | x |  |  |
|  |  |  |  | Parking Lot Attendant | x | x |  | White supremacist | x |  |  |
|  |  |  |  | Piano Tuner | x | x |  | citizen | x |  |  |
|  |  |  |  | Professional Athlete | x | x |  | environmentalist | x |  |  |
|  |  |  |  | Real Estate Agent | x | x |  | voter | x |  |  |
|  |  |  |  | Restaurant Hostess | x | x |  | President | x |  |  |
|  |  |  |  | Sign Painter | x | x |  | immigrant | x |  |  |
|  |  |  |  | Singer | x | x |  | protester | x |  |  |
|  |  |  |  | Ticket Taker | x | x |  | patriot | x |  |  |
|  |  |  |  | Tour Guide | x | x |  | Coach | x |  |  |
|  |  |  |  | Unemployed Person | x |  |  | athlete | x |  |  |
|  |  |  |  | Customer | x |  |  | Referee | x |  |  |
|  |  |  |  | Shopper | x |  |  | liberal | x |  |  |
|  |  |  |  | lead | x |  |  | to defer to someone is | x |  |  |
|  |  |  |  | serve | x |  |  | to respect someone is | x |  |  |
|  |  |  |  | concede to | x |  |  | to command someone is | x |  |  |
|  |  |  |  | obey | x |  |  | to dominate someone is | x |  |  |
|  |  |  |  | dog (the animal) | x |  |  | to lead someone is | x |  |  |
|  |  |  |  | caregiver | x |  |  | to serve someone is | x |  |  |
|  |  |  |  |  |  |  |  | to concede to someone is | x |  |  |
|  |  |  |  |  |  |  |  | to obey someone is | x |  |  |
|  |  |  |  |  |  |  |  | to hand cash to someone is | x |  |  |

**[7] A list of all stimuli in each of surveys D and E (i.e., “Wave 4"), with indicators for the questions into which each stimulus is inserted in each module (i.e., that immediately follow items 2-4 in this list of sections)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Survey D** | | | | | |  | **Survey E** | | | | | |
|  | **E** | **P** | **A** | **PR** | **G** |  | **E** | **P** | **A** | **PR** | **G** |
| Accountant | x | x | x |  | x | Pharmacist | x | x | x |  |  |
| Assembly Line Worker | x | x | x |  | x | Pharmacy Aide | x | x | x |  |  |
| Bank Manager | x | x | x |  | x | Post Office Clerk | x | x | x |  |  |
| Barber | x | x | x |  | x | Mailman | x | x | x |  |  |
| Bartender | x | x | x |  | x | Post Office Mail Sorter | x | x | x |  |  |
| Bus Driver | x | x | x |  | x | Railroad Conductor | x | x | x |  |  |
| Cashier | x | x | x |  | x | Social Worker | x | x | x |  |  |
| Chief Executive Officer | x | x | x |  | x | Shelf Stocker in a Grocery Store | x | x | x |  |  |
| Cook | x | x | x |  | x | Supervisor of a Truck Delivery Service | x | x | x |  |  |
| Registered Nurse | x | x | x |  | x | Diesal Motor Mechanic | x | x | x |  |  |
| Farm Owner And Operator | x | x | x |  | x | Child Care Worker | x | x | x |  |  |
| Firefighter | x | x | x |  | x | Bulldozer Mechanic | x | x | x |  |  |
| Housekeeper In A Private Home | x | x | x |  | x | Truck Driver's Helper | x | x | x |  |  |
| Insurance Agent | x | x | x |  | x | Health Care Manager | x | x | x |  |  |
| Janitor | x | x | x |  | x | School Principal | x | x | x |  |  |
| Lawyer | x | x | x |  | x | Grocery Bagger | x | x | x |  |  |
| Legislator | x | x | x |  | x | Medical Assistant | x | x | x |  |  |
| Librarian | x | x | x |  | x | Subway Operator | x | x | x |  |  |
| Manager | x | x | x |  | x | Elder Care Aide | x | x | x |  |  |
| Paramedic | x | x | x |  | x | Fork Lift Driver | x | x | x |  |  |
| Medical Technician | x | x | x |  | x | Licensed Practical Nurse | x | x | x |  |  |
| Musician | x | x | x |  | x | Locomotive Engineer | x | x | x |  |  |
| Physician | x | x | x |  | x | Fast Food Worker | x | x | x |  |  |
| Elementary School Teacher | x | x | x |  | x | Actor | x | x | x |  |  |
| Engineer | x | x | x |  | x | Aerobics Instructor | x | x | x |  |  |
| Secretary | x | x | x |  | x | Artist | x | x | x |  |  |
| Cafeteria Server | x | x | x |  | x | Blackjack Dealer | x | x | x |  |  |
| Surgeon | x | x | x |  | x | Bridal Consultant | x | x | x |  |  |
| Telemarketer | x | x | x |  | x | Casino Cashier | x | x | x |  |  |
| Welder | x | x | x |  | x | Casino Manager | x | x | x |  |  |
| Home Health Aide | x | x | x |  |  | Cinematographer | x | x | x |  |  |
| Truck Driver | x | x | x |  |  | Cosmetologist | x | x | x |  |  |
| School Counselor | x | x | x |  |  | Designer | x | x | x |  |  |
| Travel Agent | x | x | x |  |  | Dietitian | x | x | x |  |  |
| Waitress | x | x | x |  |  | Door-to-door Salesman | x | x | x |  |  |
| Writer | x | x | x |  |  | Event Planner | x | x | x |  |  |
| Restaurant General Manager | x | x | x |  |  | Gift Wrapper in a Department Store | x | x | x |  |  |
| Police Officer | x | x | x |  |  | Hairdresser | x | x | x |  |  |
| Security Guard | x | x | x |  |  | Jewelry Maker | x | x | x |  |  |
| a working mom with older kids | x | x | x |  |  | Library Assistant | x | x | x |  |  |
| a working dad with older kids | x | x | x |  |  | Manager of a Movie Theater | x | x | x |  |  |
| a mom | x | x | x |  |  | Motion Picture Projectionist | x | x | x |  |  |
| a dad | x | x | x |  |  | Museum Curator | x | x | x |  |  |
| a working mom with an infant | x | x | x |  |  | Parking Lot Attendant | x | x | x |  |  |
| a working dad with an infant | x | x | x |  |  | Piano Tuner | x | x | x |  |  |
| a working mom | x | x | x |  |  | Professional Athlete | x | x | x |  |  |
| a working dad | x | x | x |  |  | Real Estate Agent | x | x | x |  |  |
| Woman | x | x | x |  |  | Restaurant Hostess | x | x | x |  |  |
| Man | x | x | x |  |  | Sign Painter | x | x | x |  |  |
| Boss | x | x | x |  |  | Singer | x | x | x |  |  |
| Employer | x | x | x |  |  | Ticket Taker | x | x | x |  |  |
| Employee | x | x | x |  |  | Tour Guide | x | x | x |  |  |
| Supervisor | x | x | x |  |  | Unemployed person | x | x | x |  |  |
| Manager | x | x | x |  |  | Customer | x | x | x |  |  |
| Client | x | x | x |  |  | Shopper | x | x | x |  |  |
| Intern | x | x | x |  |  | a mom who works from home | x | x | x |  |  |
|  |  |  |  |  |  | a dad who works from home | x | x | x |  |  |
|  |  |  |  |  |  | a part-time working mom | x | x | x |  |  |
|  |  |  |  |  |  | a part-time working dad | x | x | x |  |  |
|  |  |  |  |  |  | a working mom with younger kids | x | x | x |  |  |
|  |  |  |  |  |  | a working dad with younger kids | x | x | x |  |  |
|  |  |  |  |  |  | a parent | x | x | x |  |  |
|  |  |  |  |  |  | a working parent | x | x | x |  |  |
|  |  |  |  |  |  | Law Enforcement Officer |  |  |  |  |  |
|  |  |  |  |  |  |  | Activist |  |  |  |  |  |
|  |  |  |  |  |  |  | Community Organizer |  |  |  |  |  |
|  |  |  |  |  |  |  | Member of the National Guard |  |  |  |  |  |
|  |  |  |  |  |  |  | Volunteer |  |  |  |  |  |
|  |  |  |  |  |  |  | Cop |  |  |  |  |  |
|  |  |  |  |  |  |  | State Trooper |  |  |  |  |  |
|  |  |  |  |  |  |  | Probation Officer |  |  |  |  |  |

**[8] An example of what each E, P, A, Gender, and Prestige sliding scale looks like to participants**

Evaluation item example:

Timeline

Description automatically generated

Potency item example:

Timeline

Description automatically generated

Activity item example:

Timeline

Description automatically generated

Prestige item example:

Timeline

Description automatically generated

Gender items:

Timeline

Description automatically generated

**APPENDIX 2: Informed Consent Form**

**For Surveys A, B, and C (i.e., “Wave 3”):**

**CONSENT TO TAKE PART IN RESEARCH**

**Study Title**: Sentiments, Identities, and Behaviors

**Principal Investigator**: Lynn Smith-Lovin

**Key Information**

You are being asked to take part in a research study. Taking part in research is voluntary.

**What does this study involve?**

We would like to better understand how people make sense of identities and behaviors. You will be asked to rate your feelings about different types of people and behaviors.

**Will you be paid to take part in this study?**

Yes, you will be paid for your participation in this research. The specific type of award will vary based on your preferred means of compensation (e.g., cash, airline miles, gift cards, redeemable points, sweepstakes entrance and vouchers), but will equate to as much as $6 (USD) cash value. You will be compensated through the survey panel that you belong to after completing this survey. If you fail attention or speeding checks, you will not receive your incentive. Questions about your incentive should be directed to your panel provider.

**How will your privacy be protected?**

The information collected for this study will be kept secure and confidential. No names or identifying information will be associated with the data in any way. Results will be reported in the aggregate, so your personal responses cannot be identified. The data will be accessible only to the investigator(s). De-identified information collected in this study may be made public at the aggregate level and used for future research purposes.

**What are the options if you do not want to take part in this study?**

Your participation is completely voluntary. You may withdraw your consent and discontinue your participation at any time. You will not be penalized in any way if you decide not to participate.

**Whom should you contact about this study?**

If you have any questions about this study, you can contact the research director for this study, Dr. Lynn Smith-Lovin at (919) 660-5786 or smithlov@soc.duke.edu. If you have questions, concerns, complaints, or suggestions about human research at Duke, you may call the campus institutional review board at (919) 684-3782 during normal business hours.

**CONSENT**

I have read the above information about the study ‘Sentiments, Identities, and Behaviors’ and agree to take part in this study.

YES / NO

**For Surveys D and E:**

**CONSENT TO TAKE PART IN RESEARCH**

**Study Title**: Sentiments, Occupations, and Identities

**Principal Investigator**: Lynn Smith-Lovin

**Key Information**

You are being asked to take part in a research study. Taking part in research is voluntary.

**What does this study involve?**

We would like to better understand how people make sense of occupations and identities. You will be asked to rate your feelings about different types of people.

**Will you be paid to take part in this study?**

Yes, you will be paid for your participation in this research. The specific type of award will vary based on your preferred means of compensation (e.g., cash, airline miles, gift cards, redeemable points, sweepstakes entrance and vouchers), but will equate to as much as $6 (USD) cash value. You will be compensated through the survey panel that you belong to after completing this survey. If you fail attention or speeding checks, you will not receive your incentive. Questions about your incentive should be directed to your panel provider.

**How will your privacy be protected?**

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Your participation is completely voluntary. You may withdraw your consent and discontinue your participation at any time. You will not be penalized in any way if you decide not to participate.

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**CONSENT**

I have read the above information about the study ‘Sentiments, Occupations, and Identities’ and agree to take part in this study.

YES/NO

1. Note – the portrayal of the sliding scales in the screenshots provided are at times distorted because of how the instrument exports from Qualtrics. In reality, all scales appear centered in the screen, and are of equal length. [↑](#footnote-ref-1)