Request for a Screening for Exemption

                       for the Use of Human Subjects in Non-Medical Research

This form should NOT be used if your research activities will be limited to the secondary analysis of existing data. Use the Request for Protocol Approval for Secondary Analysis of Existing Data.

Contents:

A.    Investigator and Project Information

B.     Investigator Assurances

C.     Instructions for Preparing Project Description

**A. Investigator and Project Information**

Investigator: Emi Weed, Brent Curdy\_\_\_\_\_

Status:  [X] Faculty   [X] Graduate Student   [  ] Undergraduate   [  ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department/School: \_\_\_Sociology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail:\_bhc13@duke.edu , eaw42@duke.edu\_\_\_\_\_\_\_ Phone: \_\_480-823-3778\_\_\_

Campus PO Box No. \_\_\_\_\_\_\_\_\_\_

Faculty Advisor for Graduate and Undergraduate Students:

\_\_\_\_Lynn Smith-Lovin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail:\_\_\_smithlov@soc.duke.edu\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_660-5786\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus PO Box No. \_\_90088\_\_\_\_

Project Title: \_The Role of Ambiguity in Redefining Identities and Behavior\_

Source of Funding: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If research is externally funded, submit a copy of the application or the award.)

Proposal/Grant No. for Federally funded research: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Site:  \_\_\_Participants will be recruited 1) through the Duke SONA research participant pool which is maintained by the Duke Social Science Researech Institute (SSRI) to come to the computer lab at the Duke Interdisciplinary Behavioral Research Center (IBRC), and 2) through Amazon Mechanical Turk to participate in an online Qualtrics study.\_\_\_\_\_\_\_\_

**Subject Population:** Please check all that apply.

[   ] Duke employees

[   ] Minors, as defined at research site (under 18 years old in NC)

[X] Duke students

[   ] Duke Psychology Subject Pool

[   ] Students or employees of the researcher

[   ] Prisoners

**B. Assurances**

**(Original signatures are required\*)**

**Investigator(s) Assurance:**

I certify to the following:

1.      The research will not be initiated until written approval is secured from the IRB.  **(Note: Approval will not be provided unless certification to conduct research with human subjects is current for the investigator(s), and if the investigator is a student, the advisor’s certification is also current.)**

2.      I will conduct this study as described in the approved protocol. If any changes are anticipated, I will contact the IRB staff prior to implementing the changes. I will contact the IRB staff immediately if any of the following events occur: unanticipated risks, adverse events, and findings during the study that would affect the risks or benefits.+

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

    Investigator                                                                       Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

    Investigator                                                                       Date

**Faculty Advisor Assurance** (Required for Graduate or Undergraduate Student Research):

I certify that I have reviewed and approved the student research plan. I assume responsibility for 1) ensuring that student researchers are aware of their responsibilities as investigators, and 2) that the IRB will be immediately informed in the event of research- related unanticipated risks, adverse events, or findings during the study that would affect the risks or benefits of participation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_            \_\_\_\_\_\_\_\_

Advisor                                                                          Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_         \_\_\_\_\_\_\_\_

Advisor                                                                           Date

**Approval of the Department Chair or School Dean**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_           \_\_\_\_\_\_\_\_

Chair or Dean                         Date

============================================================================

APPROVAL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

         Human Subjects Administrator or IRB Member    Date

**\***Protocols may be reviewed with faxed signatures, but originals are needed for final approval.

**C. Category of Activity**

Please select the exemption that applies to your project. If the project includes any research activity with human subjects not specifically exempted under one or more of the exemption criteria, IRB review is required. Be sure to consult the FAQs for Exempt Research regarding restrictions on the use of exemptions even when the research activity falls into one of the categories listed.

**The activities eligible for exemption are inherently risk free. If your study involves risks that must be managed, either through confidentiality procedures or services such as referral, it is not eligible for exemption.**

The categories are listed in the order most often used by researchers in the social and behavioral sciences. Sponsors may want you to identify the federal number for the category used to exempt your research so the numbers are supplied at the end of each category.

\_\_\_   Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), *survey procedures, interview procedures, observation of public behavior*, **unless** the information is obtained and recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects; **and** any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. (Category 2.)

\_\_\_  Research conducted in established or commonly accepted educational settings, involving *normal educational practices*, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. (Category 1.)

\_**X**\_ Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, or observation of public behavior that is not exempt under item (2) above; **if** the human subjects are *elected or appointed public officials or candidates for public office;* **or** federal statute(s) require without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. (Category 3)

\_\_\_ Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine methods and procedures of *public benefit or service programs*. (For example, a study of identifiable welfare data.) (Exemption No. 5)

\_\_\_ Taste and food quality evaluation and consumer acceptance studies, **if** wholesome foods without additives are consumed, **or** a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or an agricultural chemical or environmental contaminant at or below the level found to be safe, by the FDA or approved by the EPA or the USDA. (Category 6)

The secondary analysis of pre-existing data (Exemption Category No. 4) requires the use of a separate form.

**D. Instructions for Preparing the Project Description**

**General Guidelines**:

The primary concern of the IRB is the experience of your subjects. Provide sufficient information for the reviewers to be able to describe that experience from the recruitment stage to the dissemination of your results.

The research description should be free of discipline-specific jargon whenever possible.

To assist in review, sections of your project description should be titled according to the three categories described below. **Please use page numbers.**

Questions are provided in each category of information. Though not inclusive, the questions are designed to solicit the detail the reviewer will need. It may be appropriate for you to provide additional information. **Some questions may not be applicable to your research**. **Incorporate your answers to relevant questions in a narrative response to each category.**

**Research Description:**

**1.    Research Design**

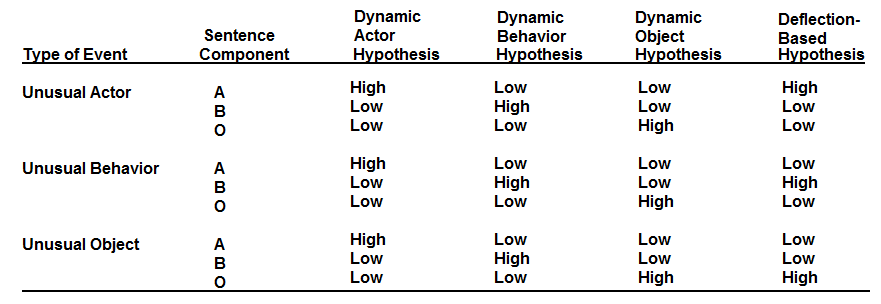
The purpose of this study is to replicate an earlier study of meaning redefinition after observing unusual or unexpected events. These studies use a minimalistic “event” structure of “Actor - Behavior - Object” (ABO) as, “A grandmother chases an addict.” Nelson (2006) found that when respondents read such strange events and were asked to choose a more likely object, behavior, or object for the event, they tended to choose a different behavior. This finding was somewhat in contrast to the prediction made by Affect Control Theory (MacKinnon 1994) which suggests that the element in the event *that seemed the most strange* would be the one that respondents chose to replace.

This research is essentially a replication of Nelson’s study; it consists of a survey (Appendix E) that “teaches” participants to identify unusual elements in an event (Appendix E, Part 1), then asks them to identify the strange elements in other events (Appendix E, Part 2). In addition, participants will be asked a series of demographic questions that will help us identify whether differences in the choice of re-definition of events depends on a participant’s gender, age, class, education level, social integration, or religious orientation. Social interaction is moderated by these categories, so we would expect that a person’s strategy for redefining events would depend on a person’s position in any of these categories. The demographic questions can be found in Appendix C. To measure social integration, we use the “position generator form,” a measure of measuring social networks that was developed by Lin (1999), found in Appendix D.

In Part 1 of the study, respondents will see one example of an ABO event: “Puppy *nips* grandmother” / “Puppy *mauls* grandmother”, then a list of six similarly straightforward ABO events in which the unusual term is emphasized and respondents are asked to identify which of the two interpretations is likely to be a more accurate description of the event. The purpose of this section is to “teach” respondents to recognize unusual elements in an event.

In Part 2 of the study, respondents will see a list of six events containing more unusual events with more obscure terms. These terms are taken from the North Carolina, 1978 ACT Affective Dictionary. For each event, one of the terms is predicted by the dictionary to have a high degree of unusualness, while the other terms are predicted by the dictionary to have a low degree of unusualness (called “Deflection” by the ACT literature). Each of the six events contains an event that follows the following High/Low Actor, Behavior, or Object:

Figure 1: Condition matrix (where High=”very unusual” and Low=”not unusual”, per Affect Control Theory’s predictions)



As shown in Figure 1, there are four hypotheses: Respondents may prefer to redefine the Actor (Dynamic Actor Hypothesis), the Behavior (Dynamic Behavior Hypothesis), the Object (Dynamic Object Hypothesis), or the element of the event that is most unusual, i.e., causes the most “deflection” (Deflection-Based Hypothesis). According to ACT, each term in an event contributes a certain amount of normalcy and/or unusualness to the other elements of an event. The theory suggests that people can identify which element is the *most* unusual and that they will prefer to redefine that element so as to make the sentence seem more normal. If this is true, we would expect respondents to redefine events following the "Deflection-Based Hypothesis" pattern - always selecting and reidentifying the most unusual term in the event. However, it is also possible that regardless of their ability to recognize the most unusual element, they may merely have a preference for redefining an actor, behavior, or object. In this case, we would expect responses to follow one of the other three hypothesized patterns, depending on which element they prefer to reidentify. In the original study, for example, Nelson found that over 50% of responses fit into the Dynamic Behavior Hypothesis category.

**2.         Subject Selection**

    We will recruit participants from two sources: the Duke Interdisciplinary Behavioral Research Center (IBRC) using the online SONA scheduling website. Participants recruited from this pool will be able to schedule an appointment to come to the IBRC facilities in the Erwin Mill Building (SSRI West) to take the survey on computers there. The only requirement for participation is that participants are 18 years old or older and have reasonable English literacy. Both of these requirements are prescreened when a participant signs up to the IBRC participant pool. Study sessions held at the SSRI West will be administrated by the primary investigators or fully trained (and CITI certified) research assistants.

    The second source of participants is Amazon Mechanical Turk (Mturk). The requirements for participants drawn from this pool are the same as those for the IBRC pool and participants are also already prescreened by Mturk. Once the study is posted on Mturk, or each time it is posted (if multiple rounds are necessary), the primary researchers will check responses once a day to make sure that all eligible participants have received payment and to answer any questions.

    Because the rules for payment and the subject demographics are are slightly different for each participant pool, there are two versions of the Consent Form and certain demographic questions are worded differently.

**3.          Informed Consent**

The informed consent form will be presented to participants as the first item of the study. The consent form can be found in Appendices A and B.

For the IBRC pool participants, signed consent forms will be retained by the principal researchers in a locked cabinet in the primary investigator’s office, located in a locked hallway in the Soc/Psych building. Information on the consent form will not be associated with the data in any way. These respondents will be offered a copy of the consent form to take with them at the end of the study.

For the Mturk participants who will take the survey via the online survey tool, Qualtrics, the consent form will be the first screen shown. To participate, participants must click “I agree to participate” to continue. Selecting “I do not agree to participate” will take the participant to an end screen where they will see another copy of the consent form which they may print and where they may navigate away from the study.

In both cases, participant information on the consent form will never be connected to participants’ data in any way.

**4.      Compensation**

    Participants who come to the IBRC computer lab to participate will be paid $$$$$ for coming in person to the study and participating. After signing the consent form, participants can quit the study at any time without penalty and still receive full payment. Participants will sign a receipt for accounting purposes. Information on the receipt will stored separately from their survey responses and will never be connected to participants’ data in any way.

    Participants who participate via Mturk will be paid $$$$$$ for completing the survey. The average Mturk task pays $$$$ per hour. We estimate the study to take #### minutes. If a respondent does not complete the survey, we will not pay the respondent. This is in accordance with Mturk policy which stipulates that a researcher (“Requester”) “may reject work if the [task] was not completed correctly or the instructions were not followed.” Mturk instituted this policy to help ensure the quality of work and data for all researchers and Requesters using the site. Respondents are able to contact both the researcher and Mturk administration if problems arise.

Works Cited

Lin, Nan. 1999. “Building a Network Theory of Social Capital.” *Connections* 22(1):28-51.

MacKinnon, Neil J. 1994. *Symbolic Interactionism As Affect Control*. Albany: SUNY Press.

Nelson, Steven M. 2006. “Redefining a Bizarre Situation: Relative Concept Stability in Affect Control

Thoery.” *Social Psychology Quarterly*. (69)3:215-234.

**Appendix A: Consent Form (IBRC/Duke subject pool)**

**Reformulation Study**

Thank you for participating! This study is being conducted by Professor Lynn Smith-Lovin and graduate students Brent Curdy and Emi Weed from the department of sociology at Duke University. This document will briefly tell you about the nature of this study:

The purpose of this study is to understand how people make sense out of strange situations and events: when someone hears of or witnesses something unusual, how does that person process the information?

This study consists of a some questions about your background and social status and then asks you to redefine some strange-sounding events.

Your participation is entirely voluntary. The survey usually takes about ### minutes and you will receive $$$$$ in exchange for your participation, even if you stop participating at any time.

If you have any questions about this study, please ask the researcher. You may also contact the researchers after the study if you have any other questions by emailing:

Professor Lynn Smith-Lovin        [smithlov@soc.duke.edu](mailto:smithlov@soc.duke.edu)

Brent Curdy                [bhc13@duke.edu](mailto:bhc13@duke.edu)

Emi Weed                [emi.lou.weed@duke.edu](mailto:emi.lou.weed@duke.edu)

Your signature indicates that you understand the study description above, that you may ask questions at any time, and that you agree to participate. You may receive a copy of this form if you want.

PARTICIPANT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(please print)

SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    DATE\_\_\_\_\_\_\_\_\_\_

EXPERIMENTER SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B: Consent Form (Mturk subject pool)**

**Reformulation Study**

Thank you for participating! This study is being conducted by Professor Lynn Smith-Lovin and graduate students Brent Curdy and Emi Weed from the department of sociology at Duke University. This document will briefly tell you about the nature of this study:

The purpose of this study is to understand how people make sense out of strange situations and events: when someone hears of or witnesses something unusual, how does that person process the information?

This study consists of a some questions about your background and social status and then asks you to redefine some strange-sounding events.

Your participation is entirely voluntary. If, after reading this, you do not want to participate, simply select “I do not want to participate” at the bottom of this page and your participation will end. The survey usually takes about #### minutes and, if you follow all instructions and complete the survey, you will receive $$$$ for your participation. After you submit your participation code (received at the end of the study), please allow a short time for us to process your work and approve payment. Completed HITs will be approved and payment sent in no more than 24 hours.

If you have any questions about this study you may contact the investigators by emailing us through the Mechanical Turk “Contact Requester” link.

By clicking “I agree to participate,” you are indicating that you understand the study description above, that you will follow all instructions in the study, and that you agree to participate. You may copy/and or print this form if you want.

**Appendix C: Demographic Questions**

What is your gender?    Male         Female

What is your age?        \_\_\_\_\_\_\_\_

What is your race?        Black / African American        White / Caucasian

(choose all that apply)

                Hispanic                Native American

                Asian                    Pacific Islander

                Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(IBRC subject pool only)**

Are you a student at Duke?        Yes    No

**(IBRC subject pool only)**

    If so, what year are you?        First (Freshman)    Second (Sophmore)

                        Third (Junior        Fourth (Senior)

                        Masters Student    PhD Student

**(Mturk subject pool only)**

Are you currently enrolled in a college or university?     Yes     No

**(Mturk subject pool only)**

    (If yes)    What year are you?        First (Freshman)    Second (Sophmore)

                        Third (Junior        Fourth (Senior)

                        Masters Student    PhD Student

How important is religion or spirituality in your life?

Very important    Pretty Important    Not too Important    Not at all Important

Prefer not to say

**(IBRC subject pool only)**

What would you estimate the annual household income of your parents to be?

Or, if you are financially independent, what would you estimate your annual household income to be?

**(Mturk subject pool only)**

What would you estimate your annual household income to be?

    Less than $10,000    $10,000 - $19,999    $20,000 - $29,9999    $30,000 - $39,000

    $40,000 - $49,999    $50,000 - $74,999    $75,000 - $99,999    $100,000 - $149,999

    $150,000 - $199,999        $200,000 - $299,999        $300,000 - $499,999

$500,000 - $999,999        $1,000,000 or more

Do you or your parents own their own home?    Yes     No

Do you or your parents own a second home?    Yes    No

How would you describe the community in which you grew up?

    Large city        Small city        Small town        Rural        Suburban

    Other (please describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What region of the United States did you grow up in, primarily?

(select one)

    Southwest        West Coast        Northwest        Central/Northern Plains

    South            Northeast        Midwest        Outside the US

    Other (please describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D: Position Generator**

We would like to ask you some questions about your social ties to different types of people.  Please indicate how many of this type of person you are acquainted with. **You can consider yourself acquainted with someone if you know each other by first name and both of you could strike up a conversation if you ran into each other on the street.**

How many people do you know who are…?

|  |  |
| --- | --- |
| \_\_\_\_ A person from your local community | \_\_\_\_A hotel bellboy |
| \_\_\_\_A nurse | \_\_\_\_The CEO of a big company |
| \_\_\_\_A writer | \_\_\_\_A receptionist |
| \_\_\_\_A farmer | \_\_\_\_A computer programmer |
| \_\_\_\_A lawyer | \_\_\_\_A person who is very liberal |
| \_\_\_\_A middle school teacher | \_\_\_\_A person who is very conservative |
| \_\_\_\_A full-time babysitter | \_\_\_\_A person who is currently unemployed |
| \_\_\_\_A janitor | \_\_\_\_A person who owns a second home |
| \_\_\_\_A personnel manager | \_\_\_\_A person who is currently in state/federal prison |
| \_\_\_\_An administrative assistant in a          large company | \_\_\_\_A person who is Caucasian or          European American |
| \_\_\_\_A policeman | \_\_\_\_A person who is Asian or Asian-American |
| \_\_\_\_A hairdresser | \_\_\_\_A person who is Black or African-American |
| \_\_\_\_A bookkeeper | \_\_\_\_A Hispanic man or woman |
| \_\_\_\_A security guard | \_\_\_\_A gay man or woman |
| \_\_\_\_A production manager | \_\_\_\_A person who is currently serving in the armed forces |
| \_\_\_\_An operator in a factory | \_\_\_\_A person who rarely or never attends religious services |
| \_\_\_\_A congressman | \_\_\_\_A person who attends religious services on a regular           basis |
| \_\_\_\_A taxi driver | \_\_\_\_An unmarried woman living with a man in a romantic  relationship |

**Appendix E: Survey Instrument**

**Reformulation Study**

Thank you for participating in this study.  With this study we are investigating people’s beliefs about the reality behind what they hear.  After you have finished reading this paragraph, please carefully read the directions described on the next page.  Please follow the directions of each subsequent section to the best of your ability and complete all questions.  All of your answers will be anonymous and confidential.  Participation in this study is voluntary.  You may quit now or at any time.  At the end of the study, we will provide you with additional information about the goals of this research. Thanks again for your time and effort.

**INSTRUCTIONS**

**Part 1**

When an event happens, people will often see it differently.  Some people will describe it more accurately than others.  In the following section, you will be presented with two accounts from two viewpoints. One should appear believable and the other should appear relatively unbelievable.  Your job is to choose the *most* *believable* of the two.

The events will be three words long and they will differ by only one word.

    Example :

Which is the more believable account of the event?

  Please choose one:                          a) Puppy mauls grandmother

                                                                  b) Puppy nips grandmother

Which is the more believable account of the event?

1    please circle one:                          a) Alcoholic abuses juvenile

                                                          b) Alcoholic alienates juvenile

2    please circle one:                          a) Beginner astonishes klutz

                                                                     b) Genius astonishes klutz

3    please circle one:                          a) Vigilante killed vagrant

                                                          b) Vigilante killed ruffian

4    please circle one:                          a) Wizard judges servant

                                                          b) Wizard intimidates servant

5    please circle one:                          a) Gentleman coaxes lover

                                                          b) Gentleman coaxes victim

6    please circle one:                          a) Runaway insults social-worker

                                                          b) Youth insults social-worker

**Part 2**

Next, you will see a series “accounts” that you might hear about an event.

Each account is the *unbelievable* version of the event.  It is in some way “wrong” or “off” or “incomplete”   - somehow, there is a more accurate and believable way to explain the event than has been told to you.  You will be asked to provide a more believable account of the event.

Questions will look like this:

|  |
| --- |
| **X.        The account:               Lawyer               terrorized                   client**  **Your re-statement:       \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_** |

The account presented might be “wrong” in a number of ways.  It might include a simple *misconception* or a *mistake* of the speaker in his interpretation of the event.  Some word may be an *exaggeration* or *bias*, or even a sarcastic *comment* by the speaker, and therefore doesn’t reflect objective reality very well.

**You get to choose which word to change.  But only change one word.**

For example:

You might suspect that the speaker was biased and "terrorized" is too strong a word for what actually happened. You might then replace it with "hounded", as "Lawyer *hounded* client".

OR

You might guess that a lawyer could be personally involved with a client, and so could conceivably be described as an "ex-lover", as "*Ex-lover* terrorized client".

OR

A third possibility that might sound more believable is that the client hadn't paid his bill, so he might be called a "cheat", as "Lawyer terrorized *cheat*".

**Remember that these accounts reflect some real event - only one of the terms is "wrong". Change the one term that you think will make the event more believable.**

Please rewrite the following “wrong” events in a more believable way.  Change ONE WORD only.  What do you suspect “really happened”?

1.         The account:              bartender                   attacked                        bigot

Your re-statement:        \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_

2.         The account:        boy-scout                embarrassed                   sneak

Your re-statement:       \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_

3.         The account:          bouncer                  guided                            drunk

Your re-statement:        \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_

4.         The account:           playboy                       hoodwinked                      tightwad

Your re-statement:        \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_

5.         The account:        psychiatrist               inspired                          truant

Your re-statement:        \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_

6.         The account:           adulterer                   abandoned                     call-girl

Your re-statement:        \_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_          \_\_\_\_\_\_\_\_\_\_\_\_

**Conditions:**

There are six conditions in total. Each will be presented using the format above, using the following actor-behavior-objects stimuli:

Condition 1

1.       bartender attacked bigot

2.      boy-scout embarrassed sneak

3.      bouncer guided drunk

4.      playboy hoodwinked tightwad

5.      psychiatrist inspired truant

6.      adulterer abandoned call-girl

Condition 2

1.       bartender befuddled bigot

2.      boy-scout exposed sneak

3.       bouncer assaulted drunk

4.       playboy buttered-up tightwad

5.       psychiatrist instructed truant

6.       adulterer cheated call-girl

Condition 3

1. wife exposes big-shot
2. weakling advised champion
3. teacher ignores crybaby
4. friend criticizes grouch
5. introvert curses landlord
6. professor pampers lover

Condition 4

1. insider exposes big-shot
2. clown advised champion
3. old-crone ignores crybaby
4. hostess criticizes grouch
5. extrovert curses landlord
6. bookworm pampers lover

Condition 5

1. doctor submits-to nurse
2. gambler misleads sweetheart
3. copycat admires jackass
4. pusher poisons son
5. confidant persuades patient
6. fool provokes mobster

Condition 6

1. doctor submits-to patient
2. gambler misleads gold-digger
3. copycat admires daredevil
4. pusher poisons addict
5. confidant persuades cynic
6. fool provokes vigilante