TESS2 104 - Singer

March 2012

- Study Details -

Note: This page may be removed when the questionnaire is sent to the client. However, it must exist in the version sent to TOST.

|  |  |
| --- | --- |
| **SNO** | **15984** |
| **Survey Name** | **TESS2 104 - Singer** |
| **Client Name** | **University of Chicago / TESS** |
| **Great Plains Project Number** | **K3691** |
| **Project Director Name** | **Poom Nukulkij** |
| **Team/Area Name** | **Survey Science** |
| **Sample Criteria** |  |

|  |  |
| --- | --- |
| **Samvar** (Include name, type and response values. “None” means none. Blank means standard demos. This must match SurveyMan.) | **Standard demos,** **XTESS104 (1-4),****XPARTY7 (1 Strong Republican; 2 Not Strong Republican; 3 Leans Republican; 4 Undecided/Independent/Other; 5 Leans Democrat; 6 Not Strong Democrat; 7 Strong Democrat; 9 Missing)****XIDEO (1 Extremely liberal; 2 Liberal; 3 Slightly liberal; 4 Moderate, middle of the road; 5 Slightly conservative; 6 Conservative; 7 Extremely conservative; 9 Missing)****XREL1 (1 Baptist—any denomination; 2 Protestant (e.g., Methodist, Lutheran, Presbyterian, Episcopal); 3 Catholic; 4 Mormon; 5 Jewish; 6 Muslim; 7 Hindu; 8 Buddhist; 9 Pentecostal; 10 Eastern Orthodox; 11 Other Christian; 12 Other non-Christian, please specify; 13 None; 14 Missing)****XREL2 (1 More than once a week; 2 Once a week; 3 Once or twice a month; 4 A few times a year; 5 Once a year or less; 6 Never; 9 Missing)** |
| **Specified Pre-coding Required** |  |
| **Timing Template Required** (y/n) |  |
| **Multi-Media** | **n** |
| **Disposition Information** (Used to create Toplines: Provide exact definitions of base(s), referencing question numbers and responses defining the group(s) for which Toplines are desired) |  |

**Important: Do not change Question numbers after Version 1; to add a new question, use alpha characters (e.g., 3a, 3b, 3c.) Changing question numbers will cause delays and potentially errors in the program.**

**Experimental Conditions:**

**XTESS104 =1 (Version1 and AX1)**

**XTESS104 =2 (Version1 and AY1)**

**XTESS104 =3 (Version2 and AX2)**

**XTESS104 =4 (Version2 and AY2)**

**Scripting Note: Please ignore the text in gray.An Experiment Testing Possible Question-Wording Effects on Key General Social Survey Indicators of Attitudes toward Genetic Testing**

**Contact Information:**

Eleanor Singer

University of Michigan

esinger@isr.umich.edu

(734) 647-4599

Mailing address: Survey Research Center, Institute for Social Research, 426 Thompson Street, Ann Arbor MI 48106-1248.

**Significance.** As genetic testing becomes more widely available to the public, changes in attitudes toward its use—whether to avail oneself of it, and what actions to take as a consequence—become increasingly significant for monitoring potential changes in behavior and public policy. For example, how will the increasing precision and wider availability of prenatal testing affect the uptake of such testing? How will improvement in the technology change demand for insurance to cover such tests and pretest counseling? Increased accuracy and availability of prenatal testing may also affect attitudes toward abortion and acceptance of diversity and imperfection. For example, how will increasing availability affect willingness to provide assistance for those with hereditary conditions that can be diagnosed prenatally, for example hemophilia? Knowledge of public awareness and attitudes can also help inform the provision of information, counseling, and care by health care providers.

Four identical questions about public awareness of, and attitudes toward, genetic testing have been asked on the General Social Survey (GSS) at roughly 6-year intervals: 1990, 1996, 2004, 2010:

The wording of the four questions is as follows (numbers refer to question numbers on the GSS, with variable names in capital letters):

The next few questions are about a special technique called “genetic testing,” which makes it possible to predict whether or not a person is likely to develop certain inherited diseases.

Q. 614 (GENETEST): How much would you say you have heard or read about genetic testing—a great deal, something but not very much, or nothing at all?

Q. 615 (GENEGOOD): Some people say that genetic testing is a wonderful advance. Others think it may cause trouble. Based on what you know, do you think genetic testing will do more good than harm or more harm than good?

Q. 616 (GENESELF): Today, tests are being developed that make it possible to detect serious genetic defects before a baby is born. But so far, it is impossible either to treat or to correct most of them. If (you/your partner) were pregnant, would you want (her) to have a test to find out if the baby has any serious genetic defects?

Q. 617 (GENEABRT): Suppose a test shows the baby has a serious genetic defect. Would you, yourself, want (your partner) to have an abortion if a test shows the baby has a serious genetic defect?

The language and ideas of genomic science are pervading all areas of social communication and social interaction. Thus, measures of public knowledge and attitudes about key facets of this revolution are arguably among the key social indicators of our time. Although there are other candidate questions that might be used to monitor trends in public thinking and opinion about genomics, the four discussed in this proposal are the only ones that have been replicated several times since 1990, a point very early in the genomic revolution. The questions are therefore also significant for investigating a key sociological assumption—namely, that there are reciprocal effects between the factual and the normative orders, between the world of events and the norms and values developed in response to them (Davis, 1949:52). Several social psychological theories of attitude change are consistent with this formulation and extend it, postulating not only mutual effects but a strain toward consistency (e.g. Festinger 1957; Heider 1946; Newcomb 1953; Osgood and Tannenbaum 1955). In the case of prenatal genetic testing and genetic testing of adults, changes occurring in the factual realm are predicted to lead to changes in norms and values, though the theory also admits of reciprocal effects (cf. Parsons, 1937). For example, the precision and availability of prenatal testing may affect attitudes toward abortion and the tolerance of imperfection and diversity, but norms and values about fetal life may also impact the development of the technology itself, for example through legislative restriction on the sources of stem cells that may be used in research.

 The validity of secondary analysis, especially when it involves data collected over time, depends on the quality of the original questions and of the data collection as well as on the faithfulness of the replications. There are several advantages of the fact that these questions have been asked as part of the GSS. First, the sample is large and nationally representative, accurately reflecting the national population as well as demographic subgroups within it. Sample sizes for the modules containing the genetics questions were 917, 969, 2812, and 1563 in the four years in which the questions were asked. Second, the questions were replicated exactly, not only with respect to wording but also by being fielded by the same survey organization in the same mode (face to face) and with unusually high response rates over time. Response rates (AAPOR RR5) were 73.9%, 76.1%, 70.4%, and 70.3% in1990, 1996, 2004, and 2010 respectively (GSS Cumulative Codebook, Appendix A, Table A.6). Both the exact replication and the high response rates provide assurance that any changes observed reflect actual changes in attitudes and beliefs rather than being artifacts of the measurement method used. Furthermore, GSS data are scrutinized for confidentiality protection and then made available, via public use data sets, to investigators all over the world. This means that the data, which have been used in trend analyses in a number of publications (Singer 1993; Singer, Corning, and Lamias 1998; Singer, Corning, and Antonucci 1999; Singer, Raghunathan, Van Hoewyk, Couper, and Antonucci 2008; Singer, Van Hoewyk, and Antonucci 2005), are available to other investigators for purposes of replication or extension without additional cost.

**Why an Experiment?** Unfortunately, the need to replicate questions exactly over time also introduces one serious potential weakness into these analyses. Use of the word “baby” in questions 616 and, especially, 617 may have biased responses to these questions, especially in later years as attitudes toward abortion have become increasingly negative. The purpose of this proposal is to test this possibility empirically by means of a split-ballot test of alternative wordings for two of the four questions. The hypothesis is that a more neutral wording would significantly increase the number of those responding affirmatively to the questions about testing and abortion in case of fetal defect, compared with those responding to the original questions.

We have submitted an R03 proposal to the Ethical, Legal, and Social Implications Program of NIH to analyze trends in responses to the four questions above over the past 20 years. Being able to lay to rest concerns that the original wording has biased more recent responses would greatly strengthen this analysis. Alternatively, both wordings could be used on the GSS in subsequent years.

 **Experimental Design.** Two versions of the four questions listed on p. 1 of this proposal will be tested. The reason for testing all four questions is because of the change in survey mode—all previous administrations of these questions have been in face-to-face surveys, whereas here they will be self-administered on an internet platform. Including the two more general questions will help us separate changes in responses that may be due to changes in mode (and other contextual variables) from those due to changes in question wording.

Version 1 of the experiment will ask the four questions as written, together with the introduction. Version 2, which also contains the introduction,will ask the first and second questions as written, but will revise questions 616 and 617 as follows, substituting the word “fetus” for the word “baby”and “during pregnancy” for “before a baby is born” (changes are underlined):

Q. 616-2 (GENESELF2): Today, tests are being developed that make it possible to detect serious genetic defects in the fetus during pregnancy. But so far, it is impossible either to treat or to correct most of them. If (you/your partner) were pregnant, would you want (her) to have a test to find out if the fetus has any serious genetic defects? (Yes/No)

Q. 617-2 (GENEABRT2): Suppose a test shows the fetus has a serious genetic defect. Would you, yourself, want (your partner) to have an abortion if a test shows the fetus has a serious genetic defect? (Yes/No)

 In addition, we plan to add one open-ended question at the end of both questionnaire versions. For a randomly chosen half of respondents to each version, this question would directly follow the last question (on the same screen) and read as follows:

 5X.We would very much appreciate your telling us why you chose this answer.

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

 For the other randomly chosen half of respondents to each version, the question would read as follows:

5Y. Earlier, you said you (would/would not) want to have a test to find out if the fetus has any serious genetic defects. We would very much appreciate your telling us why you chose this answer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 We believe that people can give meaningful answers to questions such as these, and that their answers will help to clarify the behavioral intentions they express in response to the closed questions. We also believe that they may be willing to answer more truthfully if they are given an opportunity to explain the reasons for their answers (cf. Krysan and Couper 2003, 2005).

 **Sample.** Counting the open-ended question, we calculate the number of question units as five. We hope to use the entire panel for the experiment.

 **Experimental Conditions.** The exact wording and question order for both experimental conditions is shown in the Appendix.

**References**

Couper, Mick P. (2008), “Technology and the Survey Interview/Questionnaire.” In M.F. Schober and F.G. Conrad (eds.), *Envisioning the Survey Interview of the Future*. New York: Wiley, pp. 58-76.

Couper, Mick P. (2012). Paper under preparation for presentation at AAPOR 2012.

Davis, Kingsley. 1949. *Human Society.* New York: Macmillan.

Festinger, Leon. 1957. *A Theory of Cognitive Dissonance.* Evanston, IL: Row Peterson.

Heider, Fritz. 1946. “Attitudes and Cognitive Organization.” *Journal of Psychology* 21:107-12.

Krysan, Maria, and Mick P. Couper. (2003), “Race in the Live and Virtual Interview: Racial Deference, Social Desirability, and Activation Effects in Attitude Surveys.” *Social Psychology Quarterly*, 66 (4): 364-383.

Krysan, Maria, and Mick P. Couper. (2005), “Race-of-Interviewer Effects: What Happens on the Web?” *International Journal of Internet Science*, 1 (1): 5-16.

Newcomb, Theodore M. 1953. “An Approach to the Study of Communicative Acts.” *Psychological Review* 60:393-404.

Osgood, Charles E. and Percy H. Tannenbaum. 1955. “The Principle of Congruity in the Prediction of Attitude Change*.” Psychological Review* 62:42-55.

Parsons, Talcott. 1937. *The Structure of Social Action.* New York: McGraw-Hill.

Singer, Eleanor. (1993). "Public Attitudes toward Fetal Diagnosis and the Termination of Life." *Social Indicators Research* 28: 117-136.

Singer, Eleanor, Amy Corning, and Mark Lamias. (1998). “Trends: Genetic Testing, Engineering, and Therapy: Awareness and Attitudes.” *Public Opinion Quarterly* 62: 633-664.

Singer, Eleanor, Amy Corning, and Toni Antonucci. (1999). “Attitudes toward Genetic Testing and Fetal Diagnosis, 1990-1996.” *Journal of Health and Social Behavior* 40: 429-45.

Singer, Eleanor, Trivellore E. Raghunathan, John Van Hoewyk, Mick P. Couper, and Toni C. Antonucci. (2008). “Trends in Attitudes toward Genetic Testing 1990-2004.” *Public Opinion Quarterly* 72:446-458.

Singer, Eleanor, John Van Hoewyk, and Toni C. Antonucci. (2005). “U.S. Attitudes toward Genetic Testing, 1990-2000.” *International Journal of Public Opinion Research* 17: 113-125.

**Appendix: Question Wording and Order for the Experiment**

**Version 1:**

[Display if XTESS104=1 or 2]

The next few questions are about a special technique called “genetic testing,” which makes it possible to predict whether or not a person is likely to develop certain inherited diseases.

[if XTESS104=1 or 2]

Q. 1\_1 (GENETEST1): How much would you say you have heard or read about genetic testing—a great deal, something but not very much, or nothing at all?

 A great deal 1

 Something but not very much 2

 Nothing at all 3

[if XTESS104=1 or 2]

[Randomize “more good than harm or more harm than good” and “more harm than good or more good than harm” in the question text as well as match it with the response options]

Q. 2\_1 (GENEGOOD1): Some people say that genetic testing is a wonderful advance. Others think it may cause trouble. Based on what you know, do you think genetic testing will do more good than harm or more harm than good?

 Note to programmer: Randomly rotate “more good than harm or more harm than good” and “more harm than good or more good than harm?”

 More good than harm 1

 More harm than good 2

[Prompt Once]

 [if XTESS104=1 or 2]

Q. 3\_1 (GENESELF1): Today, tests are being developed that make it possible to detect serious genetic defects before a baby is born. But so far, it is impossible either to treat or to correct most of them. If **[IF PPGENDER=2 insert:** you**;** **IF PPGENDER=1 insert:** your partner**]** were pregnant, would you want **[IF PPGENDER=1 insert:** her**]** to have a test to find out if the baby has any serious genetic defects?

 Yes 1

 No 2

[if XTESS104=1 or 2]

[Prompt Once]

Q. 4\_1 (GENEABRT1): Suppose a test shows the baby has a serious genetic defect. Would you, yourself want **[IF PPGENDER=1 insert:** your partner**]** to have an abortion if a test shows the baby has a serious genetic defect?

 Yes 1

 No 2

[if XTESS104=1 and Q4\_1=1 or 2]

[Text box]

AX1 (Administered to a random ½ of respondents receiving Version 1):

We would very much appreciate your telling us why you chose this answer.

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

[if XTESS104=2 and Q3\_1=1 or 2]

[Text box]

AY1 (Administered to a random ½ of respondents receiving Version 1):

Earlier, you said you **[IF Q.3\_1=1 insert:** would**; IF Q.3\_1=2 insert:** would not**;]** want **[IF PPGENDER=1 insert:** your partner**]** to have a test to find out if the baby has a serious genetic defect. We would very much appreciate your telling us why you chose this answer.

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

**Version 2:**

[Display if XTESS104=3 or 4]

The next few questions are about a special technique called “genetic testing,” which makes it possible to predict whether or not a person is likely to develop certain inherited diseases.

[if XTESS104=3 or 4]

Q. 1\_2 (GENETEST2): How much would you say you have heard or read about genetic testing—a great deal, something but not very much, or nothing at all?

 A great deal 1

 Something but not very much 2

 Nothing at all 3

[if XTESS104=3 or 4]

[Randomize “more good than harm or more harm than good” and “more harm than good or more good than harm” in the question text as well as match it with the response options]

Q. 2\_2 (GENEGOOD2): Some people say that genetic testing is a wonderful advance. Others think it may cause trouble. Based on what you know, do you think genetic testing will do more good than harm or more harm than good?

 Note to programmer: Randomly rotate “more good than harm or more harm than good” and “more harm than good or more good than harm?”

 More good than harm 1

 More harm than good 2

[Prompt Once]

 [if XTESS104=3 or 4]

Q 3\_2 (GENESELF2): Today, tests are being developed that make it possible to detect serious genetic defects in the fetus during pregnancy. But so far, it is impossible either to treat or to correct most of them. If **[IF PPGENDER=2 insert:** you**;** **IF PPGENDER=1 insert:** your partner**]** were pregnant, would you want **[IF PPGENDER=1 insert:** her**]** to have a test to find out if the fetus has any serious genetic defects?

 Yes 1

 No 2

[if XTESS104=3 or 4]

[Prompt Once]

Q. 4\_2 (GENEABRT2): Suppose a test shows the fetus has a serious genetic defect. Would you, yourself want **[IF PPGENDER=1 insert:** your partner**]** to have an abortion if a test shows the fetus has a serious genetic defect?

 Yes 1

 No 2

[if XTESS104=3 and Q4\_2=1 or 2]

[Text box]

AX2. (Administered to a random ½ of respondents receiving Version 2):

We would very much appreciate your telling us why you chose this answer.

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

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

[if XTESS104=4 and Q3\_2=1 or 2]

[Text box]

AY2 (Administered to a random ½ of respondents receiving Version 2):

Earlier, you said you **[IF Q3\_2=1 insert:** would**; IF Q3\_2=2 insert:** would not**]** want **[IF PPGENDER=1 insert:** your partner**]** to havea test to find out if the fetus has a serious genetic defect. We would very much appreciate your telling us why you chose this answer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TESS Public affairs questions from s12752:

PARTY7

Show PARTY1 if XPARTY7 = 9 (missing).

[SP]

PARTY1. Generally speaking, do you think of yourself as a...

Republican 1

Democrat 2

Independent 3

Another party, please specify: \_\_\_\_\_ 4

No preference 5

Ask PARTY2 if “Republican” at PARTY1.

[SP]

PARTY2. Would you call yourself a...

Strong Republican 1

Not very strong Republican 2

Ask PARTY3 if “Democrat” at PARTY1.

[SP]

PARTY3. Would you call yourself a...

Strong Democrat 1

Not very strong Democrat 2

Ask PARTY4 if “Independent”, “Another party”, or “No preference” or skip at PARTY1.

[SP]

PARTY4. Do you think of yourself as closer to the...

Republican Party 1

Democratic Party 2

Data-only

[SP]

DOV\_XPARTY7. Merge coding of XPARTY7 and missing data ask.

Strong Republican 1

Not Strong Republican 2

Leans Republican 3

Undecided/Independent/Other 4

Leans Democrat 5

Not Strong Democrat 6

Strong Democrat 7

Refused -1

If XPARTY7≠9 then DOV\_XPARTY7=XPARTY7;

Else DOV\_XPARTY7=Recoded value as defined by the following:

IF (PARTY1=1 & PARTY2=1) DOV\_XPARTY7=1

IF (PARTY1=1 & PARTY2=2) DOV\_XPARTY7=2

IF (PARTY1=1 & PARTY2=REFUSED) DOV\_XPARTY7=2

IF (PARTY1=3 & PARTY4=1) DOV\_XPARTY7=3

IF (PARTY1=4 & PARTY4=1) DOV\_XPARTY7=3

IF (PARTY1=5 & PARTY4=1) DOV\_XPARTY7=3

IF (PARTY1=REFUSED & PARTY4=1) DOV\_XPARTY7=3

IF (PARTY1=3 & PARTY4=2) DOV\_XPARTY7=5

IF (PARTY1=4 & PARTY4=2) DOV\_XPARTY7=5

IF (PARTY1=5 & PARTY4=2) DOV\_XPARTY7=5

IF (PARTY1=REFUSED & PARTY4=2) DOV\_XPARTY7=5

IF (PARTY1=2 & PARTY3=1) DOV\_XPARTY7=7

IF (PARTY1=2 & PARTY3=2) DOV\_XPARTY7=6

IF (PARTY1=2 & PARTY3=REFUSED) DOV\_XPARTY7=6

IF (PARTY1=1 & PARTY2=REFUSED) DOV\_XPARTY7=2

IF (PARTY1=2 & PARTY3=REFUSED) DOV\_XPARTY7=6

IF (PARTY1=3 & PARTY4=REFUSED) DOV\_XPARTY7=4

IF (PARTY1=4 & PARTY4=REFUSED) DOV\_XPARTY7=4

IF (PARTY1=5 & PARTY4=REFUSED) DOV\_XPARTY7=4

IF (PARTY1=REFUSED & PARTY4=REFUSED) DOV\_XPARTY7=4

Previously programmed in SNO 12281 (Q7-Q10).

IDEOLOGY

Show IDEO if XIDEO = 9 (missing).

**[SP]**

IDEO. In general, do you think of yourself as…

Extremely liberal 1

Liberal 2

Slightly liberal 3

Moderate, middle of the road 4

Slightly conservative 5

Conservative 6

Extremely conservative 7

[SP]

DOV\_IDEO. Merge coding of XIDEO and missing data ask.

Extremely liberal 1

Liberal 2

Slightly liberal 3

Moderate, middle of the road 4

Slightly conservative 5

Conservative 6

Extremely conservative 7

Refused -1

If XIDEO≠9 then DOV\_IDEO=XIDEO;

Else DOV\_IDEO=IDEO.

RELIGION1

Show REL1 if XREL1= 14 (missing).

[SP]

REL1. What is your religion?

 **[Do not rotate]**

Baptist—any denomination 1

Protestant (e.g., Methodist, Lutheran, Presbyterian, Episcopal) 2

Catholic 3

Mormon 4

Jewish 5

Muslim 6

Hindu 7

Buddhist 8

Pentecostal 9

Eastern Orthodox 10

Other Christian 11

Other non-Christian 12

None 13

Prompt once.

[SP]

DOV\_REL1. Merge coding of REL1 and missing data ask.

Baptist—any denomination 1

Protestant (e.g., Methodist, Lutheran, Presbyterian, Episcopal) 2

Catholic 3

Mormon 4

Jewish 5

Muslim 6

Hindu 7

Buddhist 8

Pentecostal 9

Eastern Orthodox 10

Other Christian 11

Other non-Christian 12

None 13

Refused -1

If XREL1≠14 then DOV\_REL1=XREL1;

Else DOV\_REL1=REL1.

RELIGION2

Ask REL2 if REL1 is not “None”.

[SP]

REL2. How often do you attend religious services?

More than once a week 1

Once a week 2

Once or twice a month 3

A few times a year 4

Once a year or less 5

Never 6

[SP]

DOV\_REL2. Merge coding of REL2 and missing data ask.

More than once a week 1

Once a week 2

Once or twice a month 3

A few times a year 4

Once a year or less 5

Never 6

If XREL2≠9 then DOV\_REL2=XREL2;

Else DOV\_REL2=REL2.

**[Display]**

We have one more question for you on a different topic.

\*\*\*\*CREATE DOV\_Elections\*\*\*\*

Randomly assgin 1/3rd of the respondents to DOV\_Elections=1 (Duty Based Question) ; 1/3rd of the respondents to DOV\_Elections=2 (Engagement Based Question) and the remaing 1/3rd of the respondents to DOV\_Elections=3 (Control)

Duty Based Question

[SP]

E1. Being a member of society and a citizen of this country comes with responsibilities. Given that it is your civic duty to do so, how likely are you to participate in the 2012 elections?

Definitely 1

Very likely 2

Somewhat likely 3

Undecided 4

Somewhat unlikely 5

Not very likely 6

Definitely not 7

Engagement Based Question

[SP]

E2. As members of a society, we have a responsibility to help out one another and better our communities in meaningful ways. Given that political engagement is a way of doing so, how likely are you to participate in the 2012 elections?

Definitely 1

Very likely 2

Somewhat likely 3

Undecided 4

Somewhat unlikely 5

Not very likely 6

Definitely not 7

Control

[SP]

E3. How likely are you to participate in the 2012 elections?

Definitely 1

Very likely 2

Somewhat likely 3

Undecided 4

Somewhat unlikely 5

Not very likely 6

Definitely not 7

Insert standard close