

# ANTH 5375

## Quick Ethnography

THIS COURSE introduces the theoretical foundations and basic tools used to conduct professional field studies in anthropology. Topics include: culture theory, research design, identification and critique of the assumptions, methods, and conclusions of research reports, the moral dimensions of fieldwork, how to design, conduct, and analyze informal and semi-structured interviews, how to design, conduct, and analyze structured interviews, data management on computers, summary statistics and graphics, identification and interpretation of random variation, and both the modeling and testing of explanations. We will emphasize intensive class discussion of key issues.

Empirical anthropology of whatever kind seeks to both describe and explain phenomena in the world of our experience. If you complete this course, you will have acquired a core of basic research tools upon which you can draw to formulate and conduct research. Moreover, you should be able to read anthropological reports of any nature and be able to recognize and critically evaluate the assumptions, research techniques, and results of these reports.

**READINGS:** order books from Amazon.com and download articles from my webpage:  
[www.anth.uconn.edu/faculty/handwerker/](http://www.anth.uconn.edu/faculty/handwerker/)

**YOUR GRADE** in this course will come from 4 sources.

- (1) 60% of your grade will come from a series of ASSIGNMENTS, which you will integrate into a Research Report (see p. 8) that you submit to me the first day of Final's Week (December 8).
- (2) 30% of your grade will come from a paper you submit to me no later than the last day of Final's Week (December 13) that, in no more than 3,000 words, critically evaluates the assumptions, methods, and conclusions of the following book: Victor Davis Hanson, *Carnage & Culture* (Anchor, 2001) Pbk. ISBN: 0-385-72038-6. Hanson argues that cultures have the power to do things. Assume that he works with accurate and reliable data.
- (3) 10% of your grade will come from my personal evaluation of your progress (preparation, interest, and other contributions to the seminar).

**NOTE:** Use Strunk & White's *The Elements of Style* as your guide to good writing. Format your manuscripts following the AAA style guide [www.aaanet.org/pubs/style\\_guide.htm](http://www.aaanet.org/pubs/style_guide.htm); acquire a personal copy of the most recent edition of *The Chicago Manual of Style*. For manuscripts you submit to me, use a 12pt serif font and single-space. Write concise sentences. Use active verbs.

**WEEK 0: AUGUST 28 EMPIRICAL ANTHROPOLOGY**

- Research Proposals (find appended an example outline suitable for NSF, p. 7) Familiarize yourself with the NSF web site and the Anthropology program funding opportunities.
- Underlying assumption;
  - Level 1: Materialism: a material world exists independently of our imagination and what people do and think reflects their experience of that material world in *some* way.
- Research questions;
  - Big Questions:
    - What does the phenomenal world consist of and how are the components organized? E.g.,
      - How does the mind work? What constitutes learning? What's the relationship between individual mental states (consciousness, perception, cognition, emotion, motivation, intention) and collective mental states?
      - What is culture? Enumerative (Tylor 1871): all those things we acquire by virtue of living our lives with others; comprehensive (Kroeber and Kluckhohn 1952:181): shared patterns of and for behavior; or restrictive (D'Andrade 1995): shared schemas.
      - What are activity systems? Coordinated patterns of activity (D'Andrade 2004).
      - What are values? Things people experience as good (D'Andrade 2004).
      - What are institutions? Assumptions about what counts as what in what context (D'Andrade 2004).
      - What are norms? Collectively agreed upon shoulds that follow as logical consequences of the assumptions that constitute institutions (D'Andrade 2004).
    - Where do the elements of cultures come from and how do they come together to form coherent entities?
    - Can cultures do things and, if so, what and how?
    - How, if at all, do cultures make people do things?
  - Specific Project questions. What components does the phenomena studied consist of and how are the components organized?
    - What assumptions do these people make about Y?
    - How do they organize these assumptions so they can make sense of and act intelligibly in the world?
    - To what norms do these assumptions lead?
    - What's the relationship between these assumptions, norms, and observed activity systems?
    - Where did the elements of this culture come from and how did they coalesce?
    - What things can this culture do and how?
    - How, if at all, does this culture make people do things?

WEEK 1 (SEPT 4): *EXPLANATION & DESCRIPTION – STORIES & LOGICAL STRUCTURES*

Required reading:

Bernard, H.R.

2005 *Research Methods in Anthropology*. 4<sup>th</sup> edition. Walnut Creek, CA: AltaMira. (Chapters 1-4) [hereafter RMA]

Handwerker, W. Penn

2001 *Quick Ethnography*. Walnut Creek, CA: AltaMira. (Chapter 1) [hereafter QE]

Dominguez, Virginia R.

1995 A Taste for "the Other." *Current Anthropology* 35: 333-348.

Browner, C. H.

2000 Situating Women's Reproductive Activities. *American Anthropologist* 102:773-788.

Recommended reading:

Brown, Robert

1966 *Explanation in Social Science*. Chicago: Aldine.

- Key Questions: What? Why?
- Kinds of why-explanations
  - Functional (and other tautologies)
    - "culture," "social roles," "learning," "acculturation"
  - Psychological: people make choices for specific reasons or intentions or are compelled by internal mental states (dispositions)
  - History: first  $X_0$  then  $X_1$  then  $X_2$  then  $X_3$  then  $Y$ !
  - Empirical generalization:  $Y=f(X_k)$ ; i.e., Why  $Y$ ? Because of  $X$ .
  - Formal theories: definitions bearing on some realm of sensory experience, specification of historical & regional context, hence:  $Y=f(X_k)$

WEEK 2 (SEPT 11): *WHAT CONSTITUTES EVIDENCE?*

Required reading:

McEwan, Peter J.M.

1963 Forms and Problems of Validation in Anthropological Research. *Current Anthropology* 4:155-183.

Bernard RMA (Chapter 5)

Recommended reading:

Campbell, D. T. and J. C. Stanley

1966 *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand-McNally.

Kinds of Evidence

- Case-studies: what warrants generalization?
- Typologies: what warrants belief that it exists? What's the mechanism of change?
- Empirical determination of fit between construct & observations
  - Valid measurements: how do you know you haven't made significant construct errors and measurement errors?
  - Real relationships: what's the role of chance?
  - Determinant relationships & experimental designs
    - Internal validity: did we get it right?
    - External validity: to whom, if anyone, can we generalize?

### WEEK 3 (SEPT 18) *RESEARCH DESIGN*

#### Required reading:

Handwerker QE (Chapters 2, 3, 4)

Bernard, RMA (Chapter 9, 13, 15)

D'Andrade, Roy, and Nancy Scheper-Hughes

1995 Objectivity and Militancy: A Debate. *Current Anthropology* 36: 399-440.

#### Recommended reading:

McNabb, Steven

1995 Social Research and Litigation: Good Intentions versus Good Ethics. *Human Organization* 54:331-335.

#### Data Collection Tools:

- Informal Interviews
- Semi-Structured (Protocol-based) Interviews (see attached example, pp. 10-11)
- Focus Groups and One-on-One Interviews
- Intensive (Key Informant) Interviews
- Mapping
- Genealogies
- Observation
- Structured Interviews/Observations (see attached example, pp. 13-19)

### WEEK 4 (SEPT 25) FINDING INFORMANTS (AKA 'SAMPLING')

#### Required reading:

Handwerker, W. Penn

2005 Sample Design. *Encyclopedia of Social Measurement*, Kimberly Kempf-Leonard, ed. Elsevier.

Handwerker QE (Chapter 9); Bernard RMA (Chapters 6-8)

ASSIGNMENT #1: Bring to class a short paper (maximum length of 1500 words) that critically evaluates the strengths and weaknesses of informant selection by random or non-random criteria, identifies the assumptions that rationalize each sampling strategy, and explains the circumstances in which you should employ one or the other or both sampling criteria.

### WEEK 5 (OCT 2) *COLLECTING & ANALYZING TEXT DATA*

#### Required reading:

Bernard RMA (Chapters 14, 16-18)

Ryan, G.W. and Bernard, H.R.

2003 Techniques to Identify Themes. *Field Methods* 15: 85-109.

#### Recommended reading:

Bernard, H. Russell, ed.

1998 *Handbook of Methods in Cultural Anthropology*. Walnut Creek, CA: AltaMira Press. (Chaps 8, 9, 10, 14)

Gorden, Raymond L.

1992 *Basic Interviewing Skills*. Prospect Heights, IL: Waveland Press.

Emerson, R. M., R. I. Fretz and L. L. Shaw.

1995. *Writing Ethnographic Fieldnotes*. Chicago: Univ of Chicago Press.

ASSIGNMENT #2: By *Wed Oct 1*, send me an electronic copy of notes you take based on two ethnographic interviews with the following interview protocol. Analyze the set of interviews accumulated by the class.

- Please tell me all the things that constitute violence.
- What makes something violent? What distinguishes important or dangerous forms of violence from other kinds of violence? [With examples.] What do other people think? What kinds of violence are not dangerous? How? Why?
- To whom (and by whom) do these occur (and why)? Why do these occur at all? What do other people think?  
FOR EXAMPLE:  
Shot or shot at  
Physically attacked  
Verbally assaulted
- FOR EACH (shot, physically attacked, verbally attacked):
  - Has this ever happened to you (or someone you know well)? What was it like? How did you feel? What did you do? How did it turn out? [With examples.] How would you have liked it to turn out? What could have been done differently?
  - What different kinds of things can you do to avoid this problem? Prevent it? What's the best? The worst? Why? [With examples.] What kinds of things have you done to avoid violence? To prevent violence?
  - How do you deal with this problem? What other kinds of things can you do? What's the best? The worst? Why? [With examples.] What options do you (your community) have for dealing with violence? Who would (should) help you?
  - What happens to people who experience this problem? [With examples. Probe for subsequent events and consequences.] What happens to people who inflict this kind of violence?

#### WEEK 6 (OCT 9) *ETHNOGRAPHIC QUESTIONS & THE EVIDENTIARY VALUE OF TEXT DATA*

Required reading:

Handwerker, W Penn

2006 The Evolution of Ethnographic Research Methods: Curiosities and Contradictions in the Qualitative Research Literature. *Reviews in Anthropology* 35:105-118.

Measurement – paying attention to

- Variables (qualitative/nominal, ordinal, ratio)
- What is typical (modes, medians, means)
- Variation from what is typical (frequencies, proportions/percentages, ratios, standard deviations, distribution characteristics and outliers)
- What goes with what -- similarities (1) as measured by Pearson's coefficient, the Simple Matching Coefficient and Jaccard's coefficient; and (2) visualized in scatterplots and 2x2 tables.

Data Files:

- Cross-Sectional: CHILD, BAJAN
- Panel: XNMORT
- Time series: ANTIGUA

## New Variables from Old

ASSIGNMENT #3: Construct: the data file FALLOW using the following:

Fallow	Density
16.00	24.80
18.00	16.80
20.00	13.30
20.00	6.20
17.00	17.30
22.00	4.50
24.00	5.00
17.00	15.60
17.00	35.80
14.00	25.60
22.00	2.90
11.00	42.90
16.00	23.20
15.00	16.50
13.00	56.20

#### WEEK 7 (OCT 16) STRUCTURED INTERVIEWS

Required reading:

Handwerker, QE (Chapters 5, 6); Bernard RMA (Chapter 10)  
See Pp. 12-19.

Wilkinson et al: Statistical Methods in Psychology Journals (AP 1999).

ASSIGNMENT #4. Hand calculate – or show each step in a spreadsheet -- the mean, the sum of squares, the standard deviation, standard scores, and Pearson's  $r$  for the variables Fallow and Density. Rationalize the procedures and explain your findings.

ASSIGNMENT #5. Examine random samples of 10 variables for 10, 100, and 1000 cases. Generate sets of means, SD, dot density and box plots, scatterplots and correlation matrices and interpret your findings.

#### WEEKS 8, 9 (OCT 23, 30) CONSTRUCT VALIDITY & RELIABILITY

Required Readings:

Handwerker QE (Chapter 7); Bernard, RMA (Chapter 12, +)

LAB: similarity matrices, factor analysis, multidimensional scaling, cluster analysis, correspondence analysis, reliability measures.

ASSIGNMENT #6. Submit a SYSTAT file of five interviews by *Wed Oct 22*. Write up a Methods and Findings section for the procedures used to validate scales and demonstrate the reality of cultures.

#### WEEKS 10-11 (NOV 6, 13) TESTING THE CONSTRUCT VALIDITY OF EXPLANATIONS

Required Readings:

Handwerker QE (Chapter 8); Bernard, RMA (Chapter 21)

Burnham KP, Anderson DR. Kullbak-Liebler information as a basis for strong inference in ecological studies. *Wildlife Research* 2001; 28:111-119.

Richards SA. Testing ecological theory using the information-theoretic approach. *Ecology* 2005; 86:2805-2814.

LAB: regression models, Kullbak-Liebler Information, Akaike Information Criterion

ASSIGNMENT #7: Write up a Methods and Findings section in which you analyze variation in AIC scores for the following sets of models, plus models that we test

**FALLOW**

fallow=constant+density

lf=constant+ld

lf=constant+density

fallow=constant+ld

**CHILD**

CW=constant+region

CW=constant+sex

CW=constant+region+sex

CW=constant+region+sex+ region\*sex

**BAJAN**

PABUS=constant+MDIS

PABUS=constant+MABUS

PABUS=constant+MDIS+MABUS

PABUS=constant+MDIS+MABUS+MDIS\*MABUS

PABUS=constant+MDIS\*MABUS

**WEEK 12 (DEC 4)**

**FIRST DAY OF FINALS WEEK (DEC 8): RESEARCH REPORT DUE**  
**LAST DAY OF FINALS WEEK (DEC 13): BOOK CRITIQUE DUE**

## Research Proposal Format

Summary: Organize your summary with these subheads: Intellectual Merit, Broader Impacts.

A. Specific Aims (1p) Begin with a sentence like: “Proposed research .... [you fill in the blank, but do so in no more than a short paragraph and, in the first sentence, state plainly and simply your research question, hypothesis, or goal].” Use the remainder of this section to summarize sections B, C, and D, to alert the reader to the broader theoretical and practical issues that warrant your specific aims. If you did not state your specific research aims at the beginning of this section, state them at the end. List specific, clearly attainable research aims; *number* the list.

B. Background and Significance (2-3pp) Critically evaluate the pertinent literature to explain what we (think we) know, what we do not know (sufficiently clearly) and, thus, what we now need to find out. Use subheadings to help your reader identify each key topic and move from one to another. Make sure that this section clearly explains why your specific research aims are worth spending time and money on.

C. Preliminary Studies (1p) Provide a warrant for you to conduct the proposed study with a summary of findings from your earlier research.

D. Research Design & Methods (up to whatever remains of the 10pp limit) Begin this section with a paragraph that provides an overview of what you plan to do. Make sure you make direct, clear linkages between your stated research aims and each method used to collect and analyze data. Spell out the criteria that you will apply to your analytical results to judge whether or not a research question has been answered in one way or another, a research hypothesis has been validated or not, or a research aim has been met or not. After the introductory paragraph, use subheadings like these:

Population Characteristics

Population Access

Sample Design (differentiate sample sizes for informal, protocol-based, and structured interviews; rationalize explicitly)

Data Collection (differentiate for informal, protocol-based, and structured interviews; identify explicit relationships between or among the different means of collecting data and specific research goals)

Data Analysis (differentiate for informal, protocol-based, and structured interviews; identify explicit relationships between or among the different means of analyzing data and specific research goals)

Time Line (you may use the time line to lay out your plans for data collection and data analysis in sequential steps, with appropriate iterative feedback)

Dissemination of Findings

## **Research Report Format**

### **INTRODUCTION**

This paper ...[fill in the blank with a simple statement of the research problem. Then, explain why the problem is important enough to spend time on. Provide a summary critical evaluation of the pertinent literature to explain what we (think we) know and what we need to find out next. Think of this section as a reader's roadmap to your report. Summarize your findings and conclusions in 1-2 sentences.]

### **LITERATURE REVIEW**

[Critically evaluate the pertinent literature. Use this section to explain how your research fits into a broader scholarly research effort and what your research contributes to that effort.]

### **METHODS**

[Begin this section with a short paragraph or two which gives an overview of the methods we used. Then, in separate sections, (1) identify and justify the population we worked with, and explain (2) how we collected data, and (3) how we analyzed the data. Make sure you make direct, clear linkages between the stated research objectives and the methods used to collect and analyze data. Spell out the criteria you will apply to your analytical results to judge whether or not your research question has been answered in one way or another, your research hypothesis has been validated or not, or your research goal has been met or not.]

### **FINDINGS**

[State your findings concisely.]

### **DISCUSSION**

[Analyze the significance of these findings in the context of this specific study involving a specific set of informants. Discuss the generalizability and limitations of your findings.]

### **CONCLUSIONS**

[Conclude by summarizing your findings and say something about their broader theoretical and practical implications,.]

## ABOUT THIS PROJECT

### OBJECTIVE

We want to learn why policies meant to keep us safe often don't work well. These policies usually assume that costly punishments deter violence. So we want to know if and when this is true. And we want to know what things constitute a deterrent for one person but not to another and why. We also wonder if safety of our person, community, or nation constitutes a human right.

### WILL YOU HELP US?

We need your help. We'd like you to participate in an interview designed to help us understand these issues. There are no right or wrong answers. We just want to understand what *you* think. The protocol interview may take 30 minutes or longer. The structured interview should take about 15 minutes.

### THE INTERVIEW IS ANONYMOUS

We will not record your name or any other characteristic that will allow others to know what you tell us. We want you to participate only if you feel that you can answer openly and honestly. You are free to refuse the interview, to stop the interview, or to say that you do not want us to report some information that you gave us.

### DO YOU WANT TO KNOW MORE ABOUT THE PROJECT?

Please feel free to ask any questions you want at any time. If you have questions later, please contact the Principal Investigator of the project:

**Dr. W. Penn Handwerker, Principal Investigator**  
**Professor of Anthropology & Public Health**  
**Anthropology Department, U-2176**  
**University of Connecticut**  
**Storrs, CT 06428-2176**  
**Tel. 860-486-1737**

## SEMI-STRUCTURED PROTOCOL FOR THE STUDY OF VIOLENCE

- What kinds of violence (violations of self) are most common, most important, and most dangerous in this community? [With examples.] In your life? What makes one more important (more dangerous) than another? Which has the biggest impact? How? Why?
- Please tell me all the things that constitute violence. What about one person striking another? Saying hurtful words? Manipulation? Threats? Stalking? Denying employment or a promotion? Rape? Murder? Mass murder? [With examples.] What do other people think? How does the relative status (gender, age, etc.) of the actors influence these views (e.g., child-child, adult-child, parent-child, man-woman, woman-woman, man-man)?
- What makes something violent? What distinguishes important or dangerous forms of violence from other kinds of violence? [With examples.] What do other people think? What kinds of violence are not dangerous? How? Why?
- To whom (and by whom) do these occur (and why)? Why do these occur at all? What do other people think?
  - FOR EXAMPLE:
  - Shot or shot at
  - Physically attacked by armed (gun, knife, other weapon) or unarmed person
  - Physically threatened by armed (gun, knife, other weapon) or unarmed person
  - Verbally assaulted or threatened
  - Forced or attempted forced sex
  - Family member or friend killed
  - Stolen from or attempted to steal from by force
  - Break-in or attempted break-in to home or other living space (e.g., car, apartment)
  - Chased or stalked.
- FOR EACH (consult the list):
  - Has this ever happened to you (or someone you know well)? What was it like? How did you feel? What did you do? How did it turn out? [With examples.] How would you have liked it to turn out? What could have been done differently?
  - What different kinds of things can you do to avoid this problem? Prevent it? What's the best? The worst? Why? [With examples.] What kinds of things have you done to avoid violence? To prevent violence?
  - How do you deal with this problem? What other kinds of things can you do? What's the best? The worst? Why? [With examples.] What options do you (your community) have for dealing with violence? Who would (should) help you?
  - What happens to people who experience this problem? [With examples. Probe for subsequent events and consequences.] What happens to people who inflict this kind of violence?
  - To what extent, and how, does this directly threaten your life? Your ability to feed yourself reliably? Your ability to reproduce and see your children grow to maturity?
  - How do people determine who commits a specific violent act of this kind? How are they

- detected? How could they be detected better?
  - How likely is it that someone who does this will be identified? What makes it hard to know who carries out this violent act? What makes it easier?
  - Do people avoid acting violently in this way when they know they will be identified? Why? Why not? ASK FOR EXAMPLES
  - Should the individual (person, organization) who perpetrates this behavior be punished? How? By whom? Why?
  - How quickly should the individual be punished? Why?
  - Do people avoid acting violently in this way when they know they will be punished? Why? Why not? ASK FOR EXAMPLES
  - When and under what circumstances do people who know they will be identified and punished act violently anyway? Why do they discount the punishment?
  
- When, why, and under what circumstances is violence of different kinds warranted, or acceptable? When, why, and under what circumstances is violence of different kinds unwarranted, or unacceptable?
- When, why, and under what circumstances have you (or, would you) acted violently in one way or another (use specifics)? Why? How? What happened? What happened to you and how did you feel? EXPLORE
  - THE ISSUE COSTLY CONSEQUENCES FOR SPECIFIC ACTS, THE ASSESSMENT OF 'COST' AND VARIATION IN COST ASSESSMENTS.
  - THE ISSUE OF DETECTION AND THE LIKELIHOOD OF COSTLY CONSEQUENCES.
  
- When, why, and under what circumstances has someone you know well acted violently in one way or another (use specifics)? Why? How? What happened? What happened to you and how did you feel?
  
- When, why, and under what circumstances is violence an acceptable response to a specific behavior or event [list alternatives]? Among individuals? Groups? Nations?
  
- When, why, and under what circumstances is violence an unacceptable response to a specific behavior or event [list alternatives]? Among individuals? Groups? Nations?

## Structured Interview for the Study of Violence & Human Rights

Please tell us how much you agree or disagree with the following statements:

There is no absolute truth, only competing points of view.

Strongly Disagree    0    1    2    3    Strongly Agree

Each person should take responsibility for his or her own hurt feelings

Strongly Disagree    0    1    2    3    Strongly Agree

Submitting to violence is more virtuous than resisting it.

Strongly Disagree    0    1    2    3    Strongly Agree

For a virtuous person, violence and war are never justified.

Strongly Disagree    0    1    2    3    Strongly Agree

When confronted with violence, the moral choice is to apologize and make concessions.

Strongly Disagree    0    1    2    3    Strongly Agree

It is always better to be a victim than to defend oneself.

Strongly Disagree    0    1    2    3    Strongly Agree

There are no objective standards by which we may judge one culture as better than another.

Strongly Disagree    0    1    2    3    Strongly Agree

It seems like the criminals and welfare cheats get all the breaks while the average citizen picks up the tab.

Strongly Disagree    0    1    2    3    Strongly Agree

We have gone too far in pushing equal rights in this country.

Strongly Disagree    0    1    2    3    Strongly Agree

Society as a whole has become too soft and feminine.

Strongly Disagree    0    1    2    3    Strongly Agree

Nowadays it seems like there is just as much discrimination against whites as there is against blacks.

Strongly Disagree    0    1    2    3    Strongly Agree

It seems like blacks, women, homosexuals, and other groups don't want equal rights, they want special rights just for them.

Strongly Disagree    0    1    2    3    Strongly Agree

A lot of problems in our society today come from the decline in the traditional family, where the man works and the woman stays home.

Strongly Disagree    0    1    2    3    Strongly Agree

The women's right movement has gone too far.

Strongly Disagree    0    1    2    3    Strongly Agree

Discrimination against minorities is still a very serious problem in our society.

Strongly Disagree    0    1    2    3    Strongly Agree

It's old-fashioned and wrong to think that one culture's set of values is better than any other culture's way of seeing the world.

Strongly Disagree    0    1    2    3    Strongly Agree

A gay or lesbian couple should have just as much right to marry as any other couple.

Strongly Disagree    0    1    2    3    Strongly Agree

We need to dramatically reduce inequalities between the rich and the poor, whites and people of color, and men and women.

Strongly Disagree    0    1    2    3    Strongly Agree

Parents should encourage young boys to be more sensitive and less 'rough and tough.'

Strongly Disagree    0    1    2    3    Strongly Agree

Our society would be better off if the distribution of wealth was more equal.

Strongly Disagree    0    1    2    3    Strongly Agree

We live in a sexist society that is fundamentally set up to discriminate against women.

Strongly Disagree    0    1    2    3    Strongly Agree

People who are successful in business have a right to enjoy their wealth as they see fit..

Strongly Disagree    0    1    2    3    Strongly Agree

If the government spent less time trying to fix everyone's problems, we'd all be a lot better off.

Strongly Disagree    0    1    2    3    Strongly Agree

Government regulations are almost always a waste of everyone's time and money.

Strongly Disagree    0    1    2    3    Strongly Agree

The government interferes far too much in our everyday lives.

Strongly Disagree    0    1    2    3    Strongly Agree

Free markets – not government programs – are the best way to supply people with the things they need.

Strongly Disagree    0    1    2    3    Strongly Agree

Too many people today expect society to do things for them that they should be doing for themselves.

Strongly Disagree    0    1    2    3    Strongly Agree

It's a mistake to ask society to help every person in need.

Strongly Disagree    0    1    2    3    Strongly Agree

The government should stop telling people how to live their lives.

Strongly Disagree    0    1    2    3    Strongly Agree

Private profit is the main motive for hard work.

Strongly Disagree    0    1    2    3    Strongly Agree

It's not the government's business to try to protect people from themselves.

Strongly Disagree    0    1    2    3    Strongly Agree

Society works best when it lets individuals take responsibility for their own lives without telling them what to do.

Strongly Disagree    0    1    2    3    Strongly Agree

Our government tries to do too many things for too many people; we should just let people take care of themselves.

Strongly Disagree    0    1    2    3    Strongly Agree

Sometimes government needs to make laws that keep people from hurting themselves.

Strongly Disagree    0    1    2    3    Strongly Agree

Government should put limits on the choices individuals can make so they don't get in the way of what's good for society.

Strongly Disagree    0    1    2    3    Strongly Agree

It's society's responsibility to make sure everyone's basic needs are met.

Strongly Disagree    0    1    2    3    Strongly Agree  
 The government should do more to advance society’s goals, even if that means limiting the freedom and choices of individuals.

Strongly Disagree    0    1    2    3    Strongly Agree  
 People should be able to rely on the government for help when they need it.

Strongly Disagree    0    1    2    3    Strongly Agree  
 Environmental pollution is a serious risk to public health in our country.  
 Strongly Disagree    0    1    2    3    Strongly Agree

Global warming poses a serious danger for the future of our planet.

Strongly Disagree    0    1    2    3    Strongly Agree  
 When people keep a gun in their home, there is a serious risk that someone will be accidentally shot.

Strongly Disagree    0    1    2    3    Strongly Agree  
 Keeping a gun in the home is an effective way for those who live there to defend themselves from an intruder.

Strongly Disagree    0    1    2    3    Strongly Agree  
 The more guns there are in our society, the less safe our society becomes.  
 Strongly Disagree    0    1    2    3    Strongly Agree

Fewer people commit violent crimes when private citizens are allowed to carry concealed handguns.

Strongly Disagree    0    1    2    3    Strongly Agree  
 I am very disturbed by the thought that I or my loved ones might be injured or killed because gun-control laws aren’t strict enough.

Strongly Disagree    0    1    2    3    Strongly Agree  
 I am very disturbed by the thought that gun-control laws might interfere with my ability to effectively defend me or my loved ones=.

Strongly Disagree    0    1    2    3    Strongly Agree

*Which of the following is more important to you?*

Individual excellence	0	1	2	3	Equity for everyone
Rely on self	0	1	2	3	Rely on help from others
Make principled choices	0	1	2	3	Make practical choices

If you experience a life-threatening personal attack, do you defend yourself, with a gun if you have one?

Definitely YES    3    2    1    0    Definitely NO

If you see a life-threatening personal attack on someone you do not know, do you defend the person with a gun if you have one?

Definitely YES    3    2    1    0    Definitely NO

If you see a life-threatening personal attack on your child, what do you defend your child with a gun if you have one?

Definitely YES    3    2    1    0    Definitely NO

**Have you experienced or have you seen first-hand (not on TV or the movies) any of the following life-threatening or frightening events?**

Shot or shot at

Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently

Physically attacked by armed (gun, knife, other weapon) or unarmed person							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently
Physically threatened by armed (gun, knife, other weapon) or unarmed person							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently
Verbally assaulted or threatened							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently
Forced or attempted forced sex							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently
Family member or friend killed							
Seen	Never	0	1	2	3	4	Very frequently
Seen dead body	Never	0	1	2	3	4	Very frequently
Stolen from or attempted to steal from by force							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently
Break-in or attempted break-in to home or other living space (car, apartment, and the like)							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently
Chased or stalked.							
Done to me	Never	0	1	2	3	4	Very frequently
Seen done to others	Never	0	1	2	3	4	Very frequently

**Please tell us your:**

Age \_\_\_\_\_

Gender: 0 man 1 woman

Did you grow up poor? 0 no 1 yes

Nationality \_\_\_\_\_

Cultural Group/Ethnicity: \_\_\_\_\_

Are you religious?

Not at all 0 1 2 3 4 Deeply religious

How often do you do things like pray, or attend religious services or rituals?

Never 0 1 2 3 4 Very frequently

What is your religious affiliation?

Judaism: \_\_\_\_\_

Christianity: \_\_\_\_\_

Islam \_\_\_\_\_

Hinduism \_\_\_\_\_

Buddhism \_\_\_\_\_

Other: \_\_\_\_\_

## Triads Example

Below, you will find a set of three words or phrases on each line. Each word or phrase identifies a what some people think of as a *BASIC HUMAN RIGHT*. For each set of possible human rights, please circle the item that is **MOST DIFFERENT** from the other two. Please give an answer for **EVERY** set of three, even if you are not sure of the answer. **DO NOT SKIP ANY** sets: if you don't know the answer, just guess.

PRESUME INNOCENCE	DEFEND OTHERS FROM ATTACK	GIVEN HEALTH CARE
TRIAL BY EQUALS	GIVEN GOOD HOUSING	THINK WHAT YOU WANT
PRESUME INNOCENCE	GIVEN GOOD HOUSING	THINK WHAT YOU WANT
GIVEN GOOD HOUSING	SAY WHAT YOU THINK	SELF-DEFENSE
GIVEN EDUCATION	SELF-DEFENSE	TRIAL BY EQUALS
TRIAL BY EQUALS	OVERTHROW TERRORIZING GOVT	FREEDOM FROM VIOLENCE
PRESUME INNOCENCE	OVERTHROW TERRORIZING GOVT	SELF-DEFENSE
OVERTHROW TERRORIZING GOVT	DEFEND OTHERS FROM ATTACK	GIVEN GOOD HOUSING
GIVEN HEALTH CARE	GIVEN GOOD HOUSING	GIVEN ENOUGH FOOD
SELF-DEFENSE	GIVEN ENOUGH FOOD	SAY WHAT YOU THINK
GIVEN HEALTH CARE	THINK WHAT YOU WANT	SELF-DEFENSE
TRIAL BY EQUALS	PRESUME INNOCENCE	GIVEN ENOUGH FOOD
DEFEND OTHERS FROM ATTACK	GIVEN EDUCATION	TRIAL BY EQUALS
SELF-DEFENSE	FREEDOM FROM VIOLENCE	PRIVACY
SAY WHAT YOU THINK	DEFEND OTHERS FROM ATTACK	OVERTHROW TERRORIZING GOVT
SELF-DEFENSE	PRIVACY	GIVEN GOOD HOUSING
TRIAL BY EQUALS	PRIVACY	GIVEN ENOUGH FOOD
FREEDOM FROM VIOLENCE	GIVEN EDUCATION	THINK WHAT YOU WANT
FREEDOM FROM VIOLENCE	SAY WHAT YOU THINK	PRESUME INNOCENCE
OVERTHROW TERRORIZING GOVT	THINK WHAT YOU WANT	TRIAL BY EQUALS

SELF-DEFENSE	GIVEN ENOUGH FOOD	DEFEND OTHERS FROM ATTACK
GIVEN EDUCATION	SELF-DEFENSE	THINK WHAT YOU WANT
PRIVACY	GIVEN EDUCATION	OVERTHROW TERRORIZING GOVT
OVERTHROW TERRORIZING GOVT	PRESUME INNOCENCE	SAY WHAT YOU THINK
TRIAL BY EQUALS	SAY WHAT YOU THINK	GIVEN GOOD HOUSING
PRIVACY	FREEDOM FROM VIOLENCE	OVERTHROW TERRORIZING GOVT
GIVEN EDUCATION	GIVEN ENOUGH FOOD	OVERTHROW TERRORIZING GOVT
THINK WHAT YOU WANT	PRIVACY	SAY WHAT YOU THINK
GIVEN HEALTH CARE	SAY WHAT YOU THINK	GIVEN EDUCATION
TRIAL BY EQUALS	PRIVACY	DEFEND OTHERS FROM ATTACK
GIVEN HEALTH CARE	OVERTHROW TERRORIZING GOVT	GIVEN GOOD HOUSING
GIVEN ENOUGH FOOD	DEFEND OTHERS FROM ATTACK	THINK WHAT YOU WANT
GIVEN GOOD HOUSING	GIVEN EDUCATION	DEFEND OTHERS FROM ATTACK
GIVEN HEALTH CARE	GIVEN EDUCATION	PRESUME INNOCENCE
SELF-DEFENSE	GIVEN HEALTH CARE	OVERTHROW TERRORIZING GOVT
PRIVACY	GIVEN ENOUGH FOOD	GIVEN HEALTH CARE
SAY WHAT YOU THINK	FREEDOM FROM VIOLENCE	THINK WHAT YOU WANT
FREEDOM FROM VIOLENCE	GIVEN GOOD HOUSING	GIVEN EDUCATION
THINK WHAT YOU WANT	PRIVACY	GIVEN HEALTH CARE .
GIVEN HEALTH CARE	TRIAL BY EQUALS	SAY WHAT YOU THINK
SELF-DEFENSE	FREEDOM FROM VIOLENCE	DEFEND OTHERS FROM ATTACK
PRESUME INNOCENCE	PRIVACY	GIVEN GOOD HOUSING
GIVEN ENOUGH FOOD	SAY WHAT YOU THINK	GIVEN EDUCATION
GIVEN ENOUGH FOOD	OVERTHROW TERRORIZING GOVT	THINK WHAT YOU WANT

GIVEN ENOUGH FOOD

GIVEN GOOD HOUSING

FREEDOM FROM VIOLENCE

FREEDOM FROM VIOLENCE

GIVEN HEALTH CARE

TRIAL BY EQUALS

GIVEN EDUCATION

PRIVACY

PRESUME INNOCENCE

PRIVACY

SAY WHAT YOU THINK

DEFEND OTHERS FROM ATTACK

DEFEND OTHERS FROM ATTACK

THINK WHAT YOU WANT

PRESUME INNOCENCE

PRESUME INNOCENCE

FREEDOM FROM VIOLENCE

GIVEN ENOUGH FOOD

DEFEND OTHERS FROM ATTACK

GIVEN HEALTH CARE

FREEDOM FROM VIOLENCE

SELF-DEFENSE

TRIAL BY EQUALS

PRESUME INNOCENCE