

## Appendix A

### Social Gesture Paradigm Instructions and Script – Competence First

#### **Legend:**

Experimenter Speech

*Experimenter Actions*

Participant Action

#### **Qualtrics Tasks You Will Use**

1. *'Social Gesture Generate Script' - randomly generates participant ID and order (Competence First / Warmth First) of paradigm as well as random ordering of groups to use in the script.*
2. *'Social Gesture Consent' – consent form for participant to read carefully and consent to; You'll need to use Task 1 to enter some variables into the link for this task:*
  - *Random ID*
  - *type = s / ns (STUDENT / NON STUDENT)*
  - *rec = o / s (ONLINE / SONA)*
3. *'Social Gesture Post Task'– post task supplementary questionnaire; you'll need to use Task 1 to enter the aforementioned variables into the link for this task:*
  - a. *Random ID*
  - b. *type = s / ns (STUDENT / NON STUDENT)*
  - c. *rec = o / s (ONLINE / SONA)*
  - d. *order = c / w (COMPETENCE / WARMTH)*

#### **One Day Before Data Collection for each participant**

1. *Prepare the script for that participant using 'Social Gesture Generate Script' Qualtrics task*
2. *Prepare Qualtrics links for the 'Social Gesture Consent' and 'Social Gesture Post Task'*

3. *Send Zoom Link + password to participant with a gentle reminder for their task the next day (zoom call properties: enable both videos (host and guest), enable waiting room, disable join before host, enable recording to local computer)*
4. *Consolidate contact details of participants in case they are late or MIA*

### **15 Minutes Before Data Collection Time**

1. *Keep script and links and debrief at the ready; also participant contact details.*
2. *Log into Zoom so the recording can start:*
  - *make sure to be there 10 minutes prior to scheduled time,*
  - *make sure there are no distracting confounding items in your background,*
  - *make sure you are not wearing anything that may be a confound,*
  - 1. *make sure computer is at eye level with you when you stand up – you will conduct the experiment standing up*
3. *Wait for participant request to be admitted.*
4. *If the participant does not turn up for 5 minutes, email or call them.*

### **Data Collection Time**

>> Hi, thank you for coming in today and taking the study! *Be very friendly, energetic and basically yourself at this point!*

>> I'm going to send you a link to our consent form on the chat window. Here is the consent form. *Send link for that participant's 'Social Gesture Consent' Qualtrics Task.* Please read it carefully. Let me know if you have any questions about the study before we begin.

*//While the participant is filling the consent form:*

*//CHECK ZOOM SETTINGS: SPEAKER VIEW. DO NOT PIN TO PARTICIPANT. MUTE SELF WHEN P SPEAKS.*

*// In Zoom's participants section, change participant name to the Random ID you got from the 'Social Gesture Generate Script' Qualtrics Task.*

// In Zoom's security section, lock the Zoom Room so as to avoid any Zoom Bombing into the experiment. Also disable participant ability to share screen or change their name.

// If participant has any questions, note the question and your answer to put up on Q&A document.

// Participant reads and completes Informed Consent and turns to look at you for next steps.

>> Now that you've read the consent form, do you have *any questions* about what you will be doing today? If participant has any questions, note the question and your answer to put up on Q&A document.

>> Cool! A few quick things. I will be reading instructions from a script from now on, so don't mind me if I don't make much eye contact! The questions can be a bit repetitive – so thank you in advance for your patience!

>> Okay for the next hour or so, you will be engaged in this study. There will be a scheduled break, but you won't be able to leave the room or use your phone, so if you'd like we'd suggest keeping a bottle of water somewhere near you! <wait for them to get water if need be>.

>> Okay as you probably saw in the ad, you'll need to take this study standing up – Zoom is a weird place to run an experiment really, and standing up apparently improves engagement on online platforms. Participant stands up. Is your computer at eye level with you? Participant makes adjustments. Great, I need to make sure all participants are at the same distance from the computer screen. Can you lower your computer screen just a bit and step back <help them move until you can see them from the tip of their head to the tips of their fingers when they let their hands fall to the side. Do not indicate to the participant that it is what you are looking for – makes them a bit conscious>. PERFECT! <Make the "Okay" Gesture">

<hold notes with both hands from this point on – will keep you from gesturing>

>> Today you are going to complete 5 tasks. I will give you specific instructions prior to each task.

### **Task 0**

>> For your first task for the day, you are going to compare some everyday things we see. You can tell me what you think, and in this task alone I can tell you what I think.

>> Let's start with Donuts and Bagels

//participant responds

That's a good answer for such a lame question! I have to go with doughnuts. I mean I like bagels with my coffee but doughnuts I'm happy to have any time of the day!

>> What about Dog People and Cat People

//participant responds

I'm a dog person myself but I think they are very similar no? Dog people and cat people love their pets and their pets are actually the masters! >

## Task 1

>> In your next task, you are going to talk about how today's society views some social groups in terms of their competence. By competence we mean how capable and assertive a group is considered by society. Do you have any questions so far?

>> I'm going to read your list of groups now. You don't need to remember them off the top of your head; once we start, I'll prompt them out to you one by one. Your groups are: *Read out the list of 4 Task 1 groups {A, B, C, D} in script-specific order.*

>> Now when you respond to each of these, consider how society views these groups. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{GROUP 1 for Task 1}**. As society views this group, how are people in this group seen in terms of competence?

>> Thanks. What about **{GROUP 2 for Task 1}**. As society views this group, how are people in this group seen in terms of competence?

>> Thanks. What about **{GROUP 3 for Task 1}**? As society views this group, how are people in this group seen in terms of competence?

>> Thanks. What about **{GROUP 4 for Task 1}**? As society views this group, how are people in this group seen in terms of competence?

*If participants don't respond sufficiently, prompt by asking:*

- 1. Can you expand a bit more?*
- 2. Why do you think society views this group in this way?*

## **Task 2**

>> Awesome, thanks! Now let's start the next task for the day. This time, you will compare some social groups in terms of their competence. Again, by competence we mean how capable and assertive a group is considered by society. Quick reminder - when you respond, consider how society views these groups, how similar or different they are. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{Group 1 in Task 2A}**. As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 2A }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 1 in Task 2B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 2B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 3 in Task 2B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> What about **{ Group 4 in Task 2B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

*If participants don't respond sufficiently, prompt by asking: Why do you think these groups compare in this way?*

>> You can take a 2-minute break now if you'd like. You will need to stay in this room but of course, have some water or take a bio break if need be. Please do not use your mobile phone during the break.

### **Task 3**

>> Thank you so much for your patience so far! In your next task, you are going to talk about how today's society views some social groups in terms of their warmth. By warmth we mean how trustworthy and friendly a group is considered by society. Do you have any questions so far?

>> I'm going to read your list of groups now. Your groups are: *Read out the list of 4 Task 3 groups {A, B, C, D} in script-specific order.*

>> As you know by now, when you respond, consider how society views these groups. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{GROUP 1 for Task 3}**. As society views this group, how are people in this group seen in terms of warmth?

>> Thanks. What about **{GROUP 2 for Task 3}**. As society views this group, how are people in this group seen in terms of warmth?

>> Thanks. What about **{GROUP 3 for Task 3}**? As society views this group, how are people in this group seen in terms of warmth?

>> Thanks. What about **{GROUP 4 for Task 3}**? As society views this group, how are people in this group seen in terms of warmth?

*If participants don't respond sufficiently, prompt by asking:*

*1. Can you expand a bit more?*

*2. Why do you think society views this group in this way?*

#### **Task 4**

>> Awesome, thanks! Now let's start the next task for the day. This time, you will compare some social groups in terms of their warmth. Again, by warmth we mean how trustworthy and friendly a group is considered by society. Also again, when you respond, consider how society views these groups, how similar or different they are. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{Group 1 in Task 4A}**. As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 4A }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 1 in Task 4B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 4B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 3 in Task 4B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 4 in Task 4B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

*If participants don't respond sufficiently, prompt by asking: Why do you think these groups compare in this way?*

#### **Post-Task**

>> Thank you! I'm going to send you a link to our post-task survey now in the Chat Window.

*Send link for that participant's 'Social Gesture Post Task' Qualtrics Task.* Please let me know if you encounter any issues or have any questions.

*// If participant has any questions, note the question and your answer to put up on Q&A document.*

*// Participant completes post-test questionnaire and turns to look at you for next steps.*

>> I'm now going to read your debrief statement. Please listen carefully.

*// Read Debrief Statement*

>> Thank you so much again! We're all done. Are you participating for SONA Credits or monetary compensation?

*// If participant says SONA credits, cool, we will assign your SONA credits to you within 3 working days*

*// If participant says compensation, cool, we will send you an Amazon Gift Card within 3 working days*

>> Thanks again and have a great day!

*Tag Zoom Recording folder with Participant ID. It should have a file for video, a file for audio-only and a file for chat, maybe even a file for captions. Put up on UChicago Box.*

*Update Participant Log and record any Q&As for this participant*

***NOTE: IF PARTICIPANT PUTS THEIR HANDS IN THEIR POCKETS: "Can you keep your hands of your pockets? Thanks, just standard procedure. You can move freely now."***

***NOTE: IF PARTICIPANT DOES HAND CLAM: "Can you put your hands to the side for a second? Can you move back a step? A bit forward? Thanks! You can move freely now."***

## Appendix B

### Social Gesture Paradigm Instructions and Script – Warmth First

#### **Legend:**

Experimenter Speech

*Experimenter Actions*

Participant Action

#### **Qualtrics Tasks You Will Use**

4. *‘Social Gesture Generate Script’ - randomly generates participant ID and order (Competence First / Warmth First) of paradigm as well as random ordering of groups to use in the script.*
5. *‘Social Gesture Consent’ – consent form for participant to read carefully and consent to; You’ll need to use Task 1 to enter some variables into the link for this task:*
  - *Random ID*
  - *type = s / ns (STUDENT / NON STUDENT)*
  - *rec = o / s (ONLINE / SONA)*
6. *‘Social Gesture Post Task’– post task supplementary questionnaire; you’ll need to use Task 1 to enter the aforementioned variables into the link for this task:*
  - a. *Random ID*
  - b. *type = s / ns (STUDENT / NON STUDENT)*
  - c. *rec = o / s (ONLINE / SONA)*
  - d. *order = c / w (COMPETENCE / WARMTH)*

#### **One Day Before Data Collection for each participant**

5. *Prepare the script for that participant using ‘Social Gesture Generate Script’ Qualtrics task*
6. *Prepare Qualtrics links for the ‘Social Gesture Consent’ and ‘Social Gesture Post Task’*

7. *Send Zoom Link + password to participant with a gentle reminder for their task the next day (zoom call properties: enable both videos (host and guest), enable waiting room, disable join before host, enable recording to local computer)*
8. *Consolidate contact details of participants in case they are late or MIA*

### **15 Minutes Before Data Collection Time**

5. *Keep script and links and debrief at the ready; also participant contact details.*
6. *Log into Zoom so the recording can start:*
  - *make sure to be there 10 minutes prior to scheduled time,*
  - *make sure there are no distracting confounding items in your background,*
  - *make sure you are not wearing anything that may be a confound,*
  - *make sure computer is at eye level with you when you stand up – you will conduct the experiment standing up.*
7. *Wait for participant request to be admitted.*
8. *If the participant does not turn up for 5 minutes, email or call them.*

### **Data Collection Time**

>> Hi, thank you for coming in today and taking the study! *Be very friendly, energetic and basically yourself at this point!*

>> I'm going to send you a link to our consent form on the chat window. Here is the consent form. *Send link for that participant's 'Social Gesture Consent' Qualtrics Task.* Please read it carefully. Let me know if you have any questions about the study before we begin.

*//While the participant is filling the consent form:*

***//CHECK ZOOM SETTINGS: SPEAKER VIEW. DO NOT PIN TO PARTICIPANT. MUTE SELF WHEN P SPEAKS.***

*// In Zoom's participants section, change participant name to the Random ID you got from the 'Social Gesture Generate Script' Qualtrics Task.*

// In Zoom's security section, lock the Zoom Room so as to avoid any Zoom Bombing into the experiment. Also disable participant ability to share screen or change their name.

// If participant has any questions, note the question and your answer to put up on Q&A document.

// Participant reads and completes Informed Consent and turns to look at you for next steps.

>> Now that you've read the consent form, do you have *any questions* about what you will be doing today? If participant has any questions, note the question and your answer to put up on Q&A document.

>> Cool! A few quick things. I will be reading instructions from a script from now on, so don't mind me if I don't make much eye contact! The questions can be a bit repetitive – so thank you in advance for your patience!

>> Okay for the next hour or so, you will be engaged in this study. There will be a scheduled break, but you won't be able to leave the room or use your phone, so if you'd like we'd suggest keeping a bottle of water somewhere near you! <wait for them to get water if need be>.

>> Okay as you probably saw in the ad, you'll need to take this study standing up – Zoom is a weird place to run an experiment really, and standing up apparently improves engagement on online platforms. Participant stands up. Is your computer at eye level with you? Participant makes adjustments. Great, I need to make sure all participants are at the same distance from the computer screen. Can you lower your computer screen just a bit and step back <help them move until you can see them from the tip of their head to the tips of their fingers when they let their hands fall to the side. Do not indicate to the participant that it is what you are looking for – makes them a bit conscious>. PERFECT! <Make the "Okay" Gesture">

<hold notes with both hands from this point on – will keep you from gesturing>

>> Today you are going to complete 5 tasks. I will give you specific instructions prior to each task.

### **Task 0**

>> For your first task for the day, you are going to compare some everyday things we see. You can tell me what you think, and in this task alone I can tell you what I think.

>> Let's start with Donuts and Bagels

//participant responds

That's a good answer for such a lame question! I have to go with doughnuts. I mean I like bagels with my coffee but doughnuts I'm happy to have any time of the day!

>> What about Dog People and Cat People

//participant responds

I'm a dog person myself but I think they are very similar no? Dog people and cat people love their pets and their pets are actually the masters! >

## Task 1

In your next task, you are going to talk about how today's society views some social groups in terms of their warmth. By warmth we mean how trustworthy and friendly a group is considered by society. Do you have any questions so far?

>> I'm going to read your list of groups now. You don't need to remember them off the top of your head; once we start, I'll prompt them out to you one by one. Your groups are: *Read out the list of 4 Task 1 groups {A, B, C, D} in script-specific order.*

>> Now when you respond to each of these, consider how society views these groups. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{GROUP 1 for Task 1}**. As society views this group, how are people in this group seen in terms of warmth?

>> Thanks. What about **{GROUP 2 for Task 1}**. As society views this group, how are people in this group seen in terms of warmth?

>> Thanks. What about **{GROUP 3 for Task 1}**? As society views this group, how are people in this group seen in terms of warmth?

>> Thanks. What about **{GROUP 4 for Task 1}**? As society views this group, how are people in this group seen in terms of warmth?

*If participants don't respond sufficiently, prompt by asking:*

*3. Can you expand a bit more?*

*4. Why do you think society views this group in this way?*

## Task 2

>> Awesome, thanks! Now let's start the next task for the day. This time, you will compare some social groups in terms of their warmth. Again, by warmth we mean how trustworthy and friendly a group is considered by society. Quick reminder - when you respond, consider how society views these groups, how similar or different they are. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{Group 1 in Task 2A}**. As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 2A }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 1 in Task 2B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 2B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 3 in Task 2B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

>> Thanks. What about **{ Group 4 in Task 2B }**? As society views these groups, how do they compare in terms of warmth? How similar or different are they?

*If participants don't respond sufficiently, prompt by asking: Why do you think these groups compare in this way?*

>> You can take a 2-minute break now if you'd like. You will need to stay in this room but of course, have some water or take a bio break if need be. Please do not use your mobile phone during the break.

### **Task 3**

>> Thank you so much for your patience so far! In your next task, you are going to talk about how today's society views some social groups in terms of their competence. By competence we mean how capable and assertive a group is considered by society. Do you have any questions so far?

>> I'm going to read your list of groups now. Your groups are: *Read out the list of 4 Task 3 groups {A, B, C, D} in script-specific order.*

>> As you know by now, when you respond, consider how society views these groups. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{GROUP 1 for Task 3}**. As society views this group, how are people in this group seen in terms of competence?

>> Thanks. What about **{GROUP 2 for Task 3}**. As society views this group, how are people in this group seen in terms of competence?

>> Thanks. What about **{GROUP 3 for Task 3}**? As society views this group, how are people in this group seen in terms of competence?

>> Thanks. What about **{GROUP 4 for Task 3}**? As society views this group, how are people in this group seen in terms of competence?

*If participants don't respond sufficiently, prompt by asking:*

*3. Can you expand a bit more?*

*4. Why do you think society views this group in this way?*

#### **Task 4**

>> Awesome, thanks! Now let's start the next task for the day. This time, you will compare some social groups in terms of their competence. Again, by competence we mean how capable and assertive a group is considered by society. Also again, when you respond, consider how society views these groups, how similar or different they are. You can think of anecdotal examples or anything else that helps you make your argument.

>> Let's start with **{Group 1 in Task 4A}**. As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 4A }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 1 in Task 4B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 2 in Task 4B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 3 in Task 4B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

>> Thanks. What about **{ Group 4 in Task 4B }**? As society views these groups, how do they compare in terms of competence? How similar or different are they?

*If participants don't respond sufficiently, prompt by asking: Why do you think these groups compare in this way?*

#### **Post-Task**

>> Thank you! I'm going to send you a link to our post-task survey now in the Chat Window.

*Send link for that participant's 'Social Gesture Post Task' Qualtrics Task.* Please let me know if you encounter any issues or have any questions.

*// If participant has any questions, note the question and your answer to put up on Q&A document.*

*// Participant completes post-test questionnaire and turns to look at you for next steps.*

>> I'm now going to read your debrief statement. Please listen carefully.

*// Read Debrief Statement*

>> Thank you so much again! We're all done. Are you participating for SONA Credits or monetary compensation?

*// If participant says SONA credits, cool, we will assign your SONA credits to you within 3 working days*

*// If participant says compensation, cool, we will send you an Amazon Gift Card within 3 working days*

>> Thanks again and have a great day!

*Tag Zoom Recording folder with Participant ID. It should have a file for video, a file for audio-only and a file for chat, maybe even a file for captions. Put up on UChicago Box.*

*Update Participant Log and record any Q&As for this participant*

***NOTE: IF PARTICIPANT PUTS THEIR HANDS IN THEIR POCKETS: "Can you keep your hands of your pockets? Thanks, just standard procedure. You can move freely now."***

***NOTE: IF PARTICIPANT DOES HAND CLAM: "Can you put your hands to the side for a second? Can you move back a step? A bit forward? Thanks! You can move freely now."***

## Appendix C

# Social\_Gesture\_Post\_Task - Competence First

## Survey Flow

### EmbeddedData

idValue will be set from Panel or URL.

typeValue will be set from Panel or URL.

recValue will be set from Panel or URL.

WebService: GET - <http://v2.api.iphub.info/ip/loc://IPAddress> - Fire and Forget

Standard: ID (1 Question)

Standard: Group Ratings (2 Questions)

Standard: Self-Ratings (2 Questions)

Standard: Experimental Purpose Questionnaire (4 Questions)

Standard: Demographic Scale (12 Questions)

Standard: Subjective and Objective SES (3 Questions)

Standard: Attitudes towards economically disadvantaged (8 Questions)

Standard: MCP (11 Questions)

Standard: Handedness Survey (1 Question)

Standard: Debrief (1 Question)

**EndSurvey: Advanced**

Page Break

---

---

Start of Block: ID

**Q1 Please note your random participant ID:  $\${e://Field/id}$**

End of Block: ID

---

Start of Block: Group Ratings



Q42 How do you think present-day American society views the following groups in terms of **competence**:



Religious People (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black People (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White People (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabled People (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Disabled People (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christians (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslims (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q54 How do you think present-day American society views the following groups in terms of **warmth**:



Religious People (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black People (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White People (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabled People (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Disabled People (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christians (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslims (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Group Ratings

---

Start of Block: Self-Ratings



S1 How do you see yourself?

	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Very low status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high status
Not at all competent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely competent
Not at all warm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely warm
Not at all competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely competitive
Very progressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very conservative



S2 How do you think society views you?

	1	2	3	4	5	6	7	
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Very low status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high status
Not at all competent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely competent
Not at all warm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely warm
Not at all competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely competitive
Very progressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very conservative

End of Block: Self-Ratings

Start of Block: Experimental Purpose Questionnaire

EP1

What do you think the purpose of this experiment was? If you're not sure, please take your best guess.

---

EP2 Are you currently a student?

Yes (1)

No (2)

---

*Display This Question:*

*If Are you currently a student? = Yes*

EP3 What year are you in?

---

---

*Display This Question:*

*If Are you currently a student? = Yes*

EP4 What is your major?

---

End of Block: Experimental Purpose Questionnaire

---

Start of Block: Demographic Scale



Age Age:

---

---

Gender Gender:

Male (1)

Female (2)

Other (3) \_\_\_\_\_

---

Q49 Have you been in the United States for 5 years or more?

Yes (1)

No, less than 5 years (2)

No, never been to the United States (3)

---

Language Native language:

\_\_\_\_\_

---

Ethnicity Ethnicity:

- African American, Black (1)
- Asian American, Pacific Islander (2)
- South East Asian (3)
- Caucasian, Euro-American, White (4)
- Latino (5)
- Middle Eastern/ Arab American (6)
- Native American, American Indian (7)
- Biracial/ Multiracial: (8) \_\_\_\_\_
- Other: (9) \_\_\_\_\_

---

Page Break \_\_\_\_\_

Q174 How conservative would you rate yourself:

- 1 (Not at all) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (5)
  - 6 (6)
  - 7 (Extremely so) (7)
- 

Q175 How liberal would you rate yourself:

- 1 (Not at all) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (5)
  - 6 (6)
  - 7 (Extremely so) (7)
- 

Page Break

---

Q176 How strongly do you identify with other members of your ethnic group?

- 1. Not at all (1)
  - (2)
  - (3)
  - 4. Neutral (4)
  - (5)
  - (6)
  - 7. Very strongly (7)
- 

Q177 How important is your ethnicity to your identity?

- 1. Not at all (1)
  - (2)
  - (3)
  - 4. Neutral (4)
  - (5)
  - (6)
  - 7. Very important (7)
-

Q178 How often do you think about yourself as a member of your ethnic group?

- 1. Not at all (1)
  - (2)
  - (3)
  - 4. Neutral (4)
  - (5)
  - (6)
  - 7. Very often (7)
- 

Q179 How close do you feel to other members of your ethnic group?

- 1. Not at all (1)
  - (2)
  - (3)
  - 4. Neutral (4)
  - (5)
  - (6)
  - 7. Very close (7)
- 

Page Break

---



Q54 Which of these groups do you identify with:

	I identify (1)	Don't identify (2)
Doctors (1)	<input type="radio"/>	<input type="radio"/>
CEOs (2)	<input type="radio"/>	<input type="radio"/>
Blind People (3)	<input type="radio"/>	<input type="radio"/>
Unemployed People (4)	<input type="radio"/>	<input type="radio"/>
Nurses (5)	<input type="radio"/>	<input type="radio"/>
Children (6)	<input type="radio"/>	<input type="radio"/>
Politicians (7)	<input type="radio"/>	<input type="radio"/>
Homeless People (8)	<input type="radio"/>	<input type="radio"/>
Accountants (9)	<input type="radio"/>	<input type="radio"/>
Engineers (10)	<input type="radio"/>	<input type="radio"/>
Students (11)	<input type="radio"/>	<input type="radio"/>
Scientists (12)	<input type="radio"/>	<input type="radio"/>
Teachers (13)	<input type="radio"/>	<input type="radio"/>
Parents (14)	<input type="radio"/>	<input type="radio"/>
Criminals (15)	<input type="radio"/>	<input type="radio"/>
Religious People (16)	<input type="radio"/>	<input type="radio"/>

Black People (17)	<input type="radio"/>	<input type="radio"/>
White People (18)	<input type="radio"/>	<input type="radio"/>
Men (19)	<input type="radio"/>	<input type="radio"/>
Women (20)	<input type="radio"/>	<input type="radio"/>
Disabled People (21)	<input type="radio"/>	<input type="radio"/>
Non-Disabled People (22)	<input type="radio"/>	<input type="radio"/>
Muslims (23)	<input type="radio"/>	<input type="radio"/>
Christians (24)	<input type="radio"/>	<input type="radio"/>

End of Block: Demographic Scale

---

Start of Block: Subjective and Objective SES

SES0

As you may know, those who are HIGH STATUS tend to be wealthy and well-educated, typically working in highly paid jobs. And those who are LOW STATUS tend to be poor and not well-educated (or not educated at all), typically working in low paid positions or unemployed.

Think of this ladder as representing where people stand in the United States. At the top of the ladder are people of HIGH STATUS and at the bottom are the people of LOW STATUS.

---

**SES1 Where would you place yourself on this ladder?**

*Please select the step of the ladder you think you stand on at this time in your life, relative to other people in the United States.*

- 1st step (1)
  - 2nd step (2)
  - 3rd step (3)
  - 4th step (4)
  - 5th step (5)
  - 6th step (6)
  - 7th step (7)
  - 8th step (8)
  - 9th step (9)
  - 10th step (10)
- 

**SES2 Where would you place your immediate family (parents, spouse, siblings, and/or children) on this ladder?**

*Please select the step of the ladder you think your family stands on at this time in your life, relative to other families in the United States.*

- 1st step (1)
- 2nd step (2)
- 3rd step (3)
- 4th step (4)
- 5th step (5)
- 6th step (6)
- 7th step (7)
- 8th step (8)
- 9th step (9)
- 10th step (10)

End of Block: Subjective and Objective SES

---

Start of Block: Attitudes towards economically disadvantaged

**ECO1 People who stay on welfare have no desire to work.**

- 1 (Strongly disagree) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (Strongly agree) (5)
-

**ECO2 Welfare keeps the nation in debt.**

- 1 (Strongly disagree) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (Strongly agree) (5)
- 

**ECO3 People who don't make much money are generally unmotivated.**

- 1 (Strongly disagree) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (Strongly agree) (5)
- 

**ECO4 Equal educational opportunities exist for all people in our society.**

- 1 (Strongly disagree) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (Strongly agree) (5)
-

**ECO5 Homeless people should get their acts together and become productive members of society.**

- 1 (Strongly disagree) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (Strongly agree) (5)
- 

**ECO6 Too many of my tax dollars are spent to take care of those who are unwilling to take care of themselves.**

- 1 (Strongly disagree) (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (Strongly agree) (5)
- 

**ECO7 If every individual would carry his/her own weight, there would be no poverty.**

- 1 (Strongly disagree) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (Strongly agree) (5)

---

**ECO8 There are more poor people than wealthy people in prisons because poor people commit more crimes.**

- 1 (Strongly disagree) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (Strongly agree) (5)

End of Block: Attitudes towards economically disadvantaged

---

Start of Block: MCP

MCP1

**Instructions:** The following questions concern various reasons or motivations people might have for trying to respond in nonprejudiced ways toward other people. Some of the reasons reflect internal-personal motivations whereas others reflect more external-social motivations. Of course, people may be motivated for both internal and external reasons; we want to emphasize that neither type of motivation is by definition better than the other. In addition, we want to be clear that we are not evaluating you or your individual responses. All your responses will be completely confidential. We are simply trying to get an idea of the types of motivations that people in general have for responding in nonprejudiced ways. If we are to learn anything useful, it is important that you respond to each of the questions openly and honestly. Please give your response according to the scale below.

---

**MCP2 Because of today's PC (politically correct) standards I try to appear non-prejudiced toward other people.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
- 

**MCP3**

**I try to hide any negative thoughts about other people in order to avoid negative**

**reactions from others.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

MCP4

**If I acted prejudiced toward other people, I would be concerned that others would be angry with me.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

**MCP5 I attempt to appear non-prejudiced toward other people in order to avoid disapproval from others.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

MCP6

**I try to act non-prejudiced toward other people because of pressure from others.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

**MCP7 I attempt to act in non-prejudiced ways toward other people because it is personally important to me.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

MCP8

**According to my personal values, using stereotypes about other people is OK.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

MCP9

**I am personally motivated by my beliefs to be non-prejudiced toward other people.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

MCP10

**Because of my personal values, I believe that using stereotypes about other people is wrong.**

- Strongly disagree (1)
  - Disagree (2)
  - Moderately disagree (3)
  - Mildly disagree (4)
  - Undecided (5)
  - Mildly agree (6)
  - Moderately agree (7)
  - Agree (8)
  - Strongly agree (9)
-

**MCP11 Being non-prejudiced toward other people is important to my self-concept.**

- Strongly disagree (1)
- Disagree (2)
- Moderately disagree (3)
- Mildly disagree (4)
- Undecided (5)
- Mildly agree (6)
- Moderately agree (7)
- Agree (8)
- Strongly agree (9)

End of Block: MCP

---

Start of Block: Handedness Survey

Q83 Please indicate your preferences in the use of hands in the following activities by typing the number '1' in the appropriate column.

Where the preference is so strong that you would never try to use the other hand, unless absolutely forced to, type the number '3' in the appropriate column. And if in any case you are really indifferent, type the number '1' in both columns. Some of the activities listed below require the use of both hands. In these cases, the part of the task, or object, for which hand preference is wanted is indicated in parentheses. Please try and answer all of the questions, and only leave

a blank if you have no experience at all with the object or task.

	Left (1)	Right (2)
Writing (1)		
Drawing (2)		
Throwing (3)		
Scissors (4)		
Toothbrush (5)		
Knife (without fork) (6)		
Spoon (7)		
Broom (upper hand) (8)		
Striking Match (match) (9)		

Opening box (lid) (10)

End of Block: Handedness Survey

---

Start of Block: Debrief

Debrief **Thank you so much for your kind participation!** Once you submit this form, ask the experimenter to read the debrief aloud for your information. Please listen carefully and feel free to ask questions!

End of Block: Debrief

---

