

ISSP 2003 Germany, National Identity II: ZUMA report on the German study

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ZUMA Methodenbericht 2005/09

**ISSP 2003 Germany
National Identity II
ZUMA Report on the German Study**

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1 The International Social Survey Programme

The International Social Survey Programme (ISSP) is a continuing annual programme of cross-national collaboration. It brings together pre-existing social science projects and coordinates research goals, thereby adding a cross-national perspective to the individual national studies.

It started late in 1983 when SCPR,¹ London, secured funds from the Nuffield Foundation to hold meetings to further international collaboration between four existing surveys - the **General Social Survey** (GSS), conducted by NORC in the USA, the **British Social Attitudes Survey** (BSA), conducted by SCPR in Great Britain, the **Allgemeine Bevölkerungsumfrage der Sozialwissenschaften** (ALLBUS), conducted by ZUMA in West Germany and the **National Social Science Survey** (NSS), conducted by ANU in Australia. Prior to this, NORC and ZUMA had been collaborating bilaterally since 1982 on a common set of questions.

The four founding members agreed to (1) jointly develop modules dealing with important areas of social science, (2) field the modules as a fifteen-minute supplement to the regular national surveys (or a special survey if necessary), (3) include an extensive common core of background variables and (4) make the data available to the social science community as soon as possible.

Each research organisation funds all of its own participation costs. There are no central funds. The merging of the data into a cross-national data set is performed by the Zentralarchiv für Empirische Sozialforschung, University of Cologne. Since 1996, the archive has been aided in its work by ASEP, one of the Spanish member institutes in the ISSP. ZUMA compiles the study monitoring reports for the ISSP and provides the study monitoring questionnaires.

In 2005, the ISSP has 38 members; the founding four - Australia, Germany, Great Britain and the United States - plus Austria, Brazil, Bulgaria, Canada, Chile, Cyprus, the Czech Republic, Denmark, Finland, Flanders (for Belgium), France, Hungary, Ireland, Israel, Japan, Korea (South), Latvia, Mexico, the Netherlands, New Zealand, Norway, the Philippines, Poland, Portugal, Russia, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Uruguay, and Venezuela.

¹ In 1999 SCPR became NCSR (National Centre for Social Research).

The annual topics for the ISSP are developed over several years by a sub-committee and are pre-tested in various countries. The annual plenary meeting of the ISSP then adopts the final questionnaire. ISSP questions need to be relevant to all countries and expressed in an equivalent manner in all languages. The questionnaire is drafted in British English and then translated into other languages.

The ISSP is unique in a number of ways. First, the cross-national collaboration between organisations is not *ad hoc* or intermittent, but routine and continual. Second, while necessarily more circumscribed than collaboration dedicated solely to cross-national research on a single topic, the ISSP makes cross-national research a basic part of the national research agenda of each participating country. Third, by combining a cross-time with a cross-national perspective, two powerful research designs are being used to study societal processes. The ISSP is also one of the few cross-national studies to conduct and publish study monitoring reports of the annual studies. These are appended to the relevant codebooks and are downloadable from the archive web pages. Other projects, such as the European Values Study have, in fact, adapted the ISSP study monitoring questionnaire for their projects.

2 Archiving of National Identity II Datasets

In order to be officially archived member countries need to deliver data sets to the archive along with a study monitoring description sheet, deliver a study monitoring report (SMQ) to ZUMA and, if any difficulties are noted in the SMQ, have these resolved.

National Identity II Data Sets Archived by April 2005

		ISSP 2003		
	ISSP members	Data delivered	SMQ approved	Officially archived
1	Australia	Yes	Yes	Yes
2	Austria	Yes	Yes	Yes
3	Brazil	Not fielded	NA	No
4	Bulgaria	Yes	Yes	Yes
5	Canada	Yes	Yes	Yes
6	Chile	Yes	Yes	Yes
7	Cyprus	Not fielded	NA	No
8	Czech Republic	Yes	Yes	Yes
9	Denmark	Yes	Yes	Yes
10	Finland	Yes	Yes	Yes
11	Flanders	Not fielded	NA	No
12	France	Yes	Yes	Yes
13	Germany	Yes	Yes	Yes
14	Great Britain	Yes	Yes	Yes
	Northern Ireland	Not fielded	NA	No
15	Hungary	Yes	Yes	Yes
16	Ireland	Yes	Yes	Yes
17	Israel	Yes	Yes	Yes
18	Japan	Yes	Yes	Yes
19	Korea (South)	Yes	Yes	Yes
20	Latvia	Yes	Yes	Yes
21	Mexico	Not fielded	NA	No
22	Netherlands	Not fielded	NA	No
23	New Zealand	Yes	Yes	Yes
24	Norway	Yes	Yes	Yes
25	Philippines	Yes	Yes	Yes
26	Poland	Yes	Yes	Yes
27	Portugal	Yes	Yes	Yes
28	Russia	Yes	Yes	Yes
29	Slovakian Republic	Yes	Yes	Yes
30	Slovenia	Yes	Yes	Yes
31	South Africa	Yes	Yes	Yes
32	Spain	Yes	Yes	Yes
33	Sweden	Yes	Yes	Yes
34	Switzerland	Yes	Yes	Yes
35	Taiwan	Yes	Yes	Yes
36	Uruguay	Yes	Yes	Yes
37	USA	Yes	Yes	Yes
38	Venezuela	Yes	Yes	Yes

The addresses of the institutes and organisations involved in each country are provided in Appendix B, together with telephone, email and fax of principal contacts. For further information on the ISSP and regular updates of contact information material, see the ISSP web site (<http://www.issp.org/>).

3 ISSP Modules 1985-2008

1985	Role of Government I	Attitudes towards the government plus general political attitudes.
1986	Social Networks I	Ego-centred network survey in the Claude Fisher tradition ("to whom would you turn") plus a series of questions concerning the structure and composition of respondents' networks.
1987	Social Inequality I	Opinions and attitudes toward inequality in terms of rich and poor and privileged and underprivileged.
1988	Family and Changing Gender Roles I	Attitudes towards women as part of the labour force and possible conflicts with traditional roles of men and women in society, general attitudes to the family.
1989	Work Orientations I	General attitudes to work and leisure, work organisation and work content.
1990	Role of Government II	Replication of the main topics of Role of Government I (1985).
1991	Religion I	Attitudes towards traditional religious beliefs and topics now connected with secular social ideologies.
1992	Social Inequality II	Replication of the main topics of Social Inequality I (1987).
1993	Environment I	Attitudes to the environment, nature and pollution, together with questions assessing knowledge of science and environmental issues.
1994	Family and Changing Gender Roles II	A partial replication of Family and Changing Gender Roles I (1988), with new questions.
1995	National Identity I	Questions on attitudes to aspects of national life and culture, citizenship, minorities in society and to foreigners.
1996	Role of Government III	A partial replication of Role of Government II (1990), one third new.
1997	Work Orientations II	A partial replication of Work Orientations I (1989), one third new.
1998	Religion II	A partial replication of Religion I (1991), with new questions.
1999	Social Inequality III	A partial replication of the Social Inequality modules from 1987 and 1992, with new questions.
2000	Environment II	A partial replication of Environment I (1993), with new questions.
2001	Social Networks II: Social Relations and Support Systems	Based on Social Networks I (1986), with new questions.
2002	Family and Changing Gender Roles III	A partial replication of Family and Changing Gender Roles II (1994), with new questions.
2003	National Identity II	A partial replication of National Identity I (1995), with new questions.
2004	Citizenship I	A new module.
2005	Work Orientations III	A partial replication of Work Orientations II (1997), with new questions.

Modules planned

2006	Role of Government IV	A partial replication of Role of Government III (1996), with new questions (module finalised).
2007	Leisure Time and Sport I	A new module (in preparation).
2008	Religion III	A partial replication of Religion II (1998), with new questions (in preparation).

4 Contents of the National Identity II Module

The 2003 module was a partial replication of the 1995 National Identity module. The replications and new questions are explained in Table 1. ISSP modules are developed over a minimum period of two years during which a multi-national drafting group prepares several questionnaire drafts in accordance with the decisions taken at general assembly meetings. These drafts are circulated to ISSP members for input and commentary. A final draft version is discussed and signed off at the general assembly meeting prior to the year of fielding.

The members of the drafting group for National Identity 2003 were Spain (convenor), Brazil, Bulgaria, Great Britain, Hungary, Norway, and USA.

The table below outlines the topics covered in the module and indicates which were new and which were replicated. The questionnaire item numbers are given in the first column. If different, the German questionnaire numbers are included in brackets. The variables in the second column are those of the international data set.

Table 1: Contents of ISSP 2003 module
(German question numbers in brackets where different)

2003			Abbreviated Version of Questions	1995 Study	
English and German Question Numbers	Variables	No. of Items		English and German Question Numbers	Variable 1995
Importance of group membership for self-description of R					
1 (2)		3	Groups important to describe ourselves		
a	V4		Most important group		
b	V5		Second most important group		
c	V6		Third most important group		
Identification with 'community'					
2 (1)		4	How close R feels to:...	1 (6)	
a	V7		Town/city	b	V5
b	V8		County	c	V6
c	V9		COUNTRY	d	V7
d	V10		Continent; e.g. Europe	e	V8
Views on what makes someone truly (NATIONALITY)					
3		8	What is important to be a true (NATIONALITY)...	4 (9)	
a	V11		born in (COUNTRY)	a	V15
b	V12		have citizenship of (COUNTRY)	b	V16
c	V13		spend most life in (COUNTRY)	c	V17
d	V14		able to speak (COUNTRY LANGUAGE)	d	V18
e	V15		being a (RELIGION)	e	V19
f	V16		respect (COUNTRY) institutions & laws	f	V20
g	V17		feel (NATIONALITY)	g	V21
h	V18		have (NATIONALITY) ancestry		

2003			Abbreviated Version of Questions	1995 Study	
English Question Numbers	Variables	No. of Items		English and German question numbers	Variable 1995
Comparative support for own nation					
4 a-e		5	Agree / disagree...	5 (10)	
a	V19		Prefer to be a citizen of (COUNTRY)	a	V22
b	V20		Feel ashamed of things about (COUNTRY)	b	V23
c	V21		World better place if others like (NATIONALITY)	c	V24
d	V22		(COUNTRY) better country than other countries	d	V25
e	V23		People should support their country even if in the wrong	e	V26
Proud of aspects of national life					
4f, 4g, 5, 16 (15)		13	Agree/disagree...		
4f	V24		Proud if (COUNTRY) does well in international sports	5f (10f)	V27
4g	V25		R is less often proud of (COUNTRY) than he/she likes to be		
5a	V26		How proud is R of...	6a (11a)	V28
5b	V27		way democracy works	6b (11b)	V29
5c	V28		political influence in world	6c (11c)	V30
5d	V29		economic achievements	6d (11d)	V31
5e	V30		social security system	6e (11e)	V32
5f	V31		scientific & technological achievements	6f (11f)	V33
5g	V32		achievements in sports	6g (11g)	V34
5h	V33		achievements in arts	6h (11h)	V35
5i	V34		armed forces	6i (11i)	V36
5j	V35		its history	6j (11j)	V37
5j	V35		fair treatment of groups in society		
16 (15)	V63		How proud is R of being (NATIONALITY)		
Views on national versus international issues					
6 a-c & 7 a-d		7	Agree / disagree...		
6a	V36		(COUNTRY) should limit the import of foreign products	7a (12a)	V38
6b	V37		International bodies should have right to enforce solutions on environmental issues	7b (12b)	V39
6c	V38		(COUNTRY) should follow own interests even if it leads to conflicts	7d (12d)	V41
7a	V41		Large international companies damage local businesses		
7b	V42		Free trade leads to better products		
7c	V43		(COUNTRY) should follow the decisions of international organizations even in the case of disagreement		
7d	V44		International organizations take away too much power from (COUNTRY) government		
Attitudes to foreigners & foreign cultural presence					
6d, 6e, 7e, 8-11, 15 (14)		16	Agree / disagree...		
6d	V39		Foreigners should not be allowed to by land	7e (12e)	V42
6e	V40		TV should give (COUNTRY'S) films and programmes preference	7f (12f)	V43
7e	V45		Own culture is damaged by increasing exposure to foreign films, etc.		
8a	V47		People who do not share traditions cannot be fully (NATIONALITY)	8a (12g)	V44
8b	V48		Government should help minorities to preserve traditions	8b (12h)	V45
10a	V50		Immigrants increase crime rates	10a (14a)	V47
10b	V51		Immigrants generally good for economy	10b (14b)	V48
10c	V52		Immigrants take jobs away from people born in country	10c (14c)	V49
10d	V53		Immigrants improve society by bringing in new ideas and cultures ¹	10d (14d)	V50
10e	V54		Government spends too much money on immigrants		
15a (14a)	V59		Children of non-citizens should have the right to become (NATIONALITY) if born in (COUNTRY)		
15b (14b)	V60		Children with one parent (COUNTRY's) citizen should have the right to become (NATIONALITY) even if born abroad		
15c (14c)	V61		Legal immigrants should have the same rights as citizens of (COUNTRY)		
15d (14d)	V62		(COUNTRY) should take stronger measures to exclude illegal immigrants	23 (16b)	V71

¹ Wording changed; in 1995: Immigrants make (COUNTRY) more open to new ideas and cultures.

2003			Abbreviated Version of Questions	1995 Study	
English Question Numbers	Variables	No. of Items		English and German question numbers	Variable 1995
Attitudes to foreigners & foreign cultural presence (continued)					
9	V49		Minorities should maintain traditions vs. adapt to larger society	9 (13)	V46
11	V55		Number of immigrants to (COUNTRY) should increase	11 (15)	V51
Attitudes towards the Internet					
7f	V46	1	Internet makes information available to people all over the world		
Background and Identification					
12 ¹ , 13 (12), 14 (13), 19		5			
12	V56		Is R citizen of (COUNTRY)?	17a (17)	V63
13	V57		Parents citizens of (COUNTRY) at R's birth	17b (18)	V64
14	V58		Racial-ethnic group (ancestors)	18a (19)	V65
Optional: Not Asked in Germany					
19a	V67		How close feel to your (ethnic) group ²	18b (20, 21)	V66
19b	V68		National vs. regional identity		
Language					
Optional: Not Asked in Germany					
17	V64 V65	1	Language spoken at home: 1 st Language spoken at home: 2 nd	16a (4) ³	V56 V57
National unity					
Optional: Not Asked in Germany					
18	V66	1	Country must remain one nation vs. separation should be possible	3 (8)	V14
International Integration					
Optional: Not Asked in Germany					
20-24		6			
20	V69		How much heard/read about (INTERNATIONAL BODY)	19 ⁴	V67
21	V70		(INTERNATIONAL BODY) as beneficial for country	20 (22) ⁵	V68
22	V71		How much do you agree / disagree... (COUNTRY) should follow (INTERNATIONAL BODY'S) decisions		
23	V72		Preferred power of (INTERNATIONAL BODY) compared to national government		
24	V73		(for prospective members only) Vote for/against membership in (INTERNATIONAL BODY) in referendum		
24	V74		(for current members only) Vote for/against resignation from (INTERNATIONAL BODY) in referendum		

1 Not asked in German ISSP, taken from ALLBUS (question 152 on citizenship)

2 Germany asked for nationality instead of 'ethnic' in these questions

3 Modified question 16a What language(s) do you speak at home? Three answers coded.

4 Optional question in 1995; not asked in Germany

5 Modified question 20 different answer scale

German ISSP 2003*			Abbreviated Text of Question
German Question Number	Variables in ALLBUS 2004	No. of Items	
Personality Items			
(16)	V779-V788	10	To what extent do you agree or disagree with the following statements? I see myself as someone who... is reserved is generally trusting does a thorough job is relaxed, handles stress well has an active imagination is outgoing, sociable can be cold and aloof tends to be lazy gets nervous easily has few artistic interests

* Only asked in Germany; included in German General Social Survey (ALLUS) 2004; not included in interantional data file

5 The German Module

The study description sheet below was submitted to the archive with the 2003 data. We expand somewhat on the information contained in this in sections which follow. A detailed questionnaire on the 2003 fielding was completed by ISSP members, including Germany, in 2003 and 2004 and will be available in 2005 on the GESIS web site.

Table 2: ISSP Study Description Form: 2003 GERMANY

Study Title:	ISSP 2003 Germany – National Identity II			
Fieldwork Dates:	2.3.2004-12.7.2004			
Principle Investigator:	Dr. Janet Harkness, Prof. Dr. Peter Ph. Mohler			
Sample Type:	Two stage random sample. Names and addresses from registers of inhabitants kept by municipalities. Adults of 18 and older living in private accommodation.			
Fieldwork Methods:	Self-completion questionnaire, interviewer in attendance. Background variables were asked face-to-face (CAPI).			
Context of ISSP Questionnaire:	Self-completion questionnaire following on from a 45 minutes face-to-face CAPI interview (ALLBUS). ISSP 2003 fielded in split with ISSP 2004.			
Sample Size:	1287 (ISSP 2003 and ISSP 2004 were fielded in split together with ALLBUS, the German General Social Survey; number of ALLBUS 2004 interviews: 2946; number of ISSP 2004 interviews: 1332)			
Response Rates:	Real numbers for (W) western and (E) eastern states			
	N=3580	W=2450	E=1130	A – Total issued (total sample)
	N=391	W=264	E=127	B – Ineligible (address vacant, wrong ages, etc.)
	N=3189	W=2186	E=1003	C – (= A–B) Total eligible
	N=1287	W=850	E=437	D – Total ISSP 2002 interviews received
	N=1902	W=1336	E=566	E – (= C–D) Total non-response
	N=1339	W=924	E=415	F – Refusals
	N=216	W=153	E=63	G – Non-contact (never contacted)
	N=347	W=259	E=88	H – Other reactions:
Language:	German			
Weighted (yes/no):	No			
Weighting Procedure:	Sample for eastern Germany deliberately over-samples the five eastern federal states. If all of Germany is taken as the unit of analysis (rather than the eastern and western states) weighting is necessary. Weighting factor for Western Germany: 1,232524*; weighting factor for Eastern Germany: 0,547722*; recoding of the country variable V3 is necessary: <i>recode V3(2=3). add values labels V3 3 'Germany'.</i>			
Known Systematic Properties in Sample:	None for the total sample			
Deviations from ISSP Questionnaire:	ISSP substantive questionnaire: no deviations; Background variables: no deviations			
Publications:	ALLBUS Methods Report 2004 (forthcoming); ISSP2004 Methods Report on the German Study (forthcoming) For further information see ISSP bibliography on the ISSP homepage (http://www.issp.org/biblio.htm)			

* Own calculation based on data of Microcensus 2003; figures provided by the German Federal Statistical Office.

5.1 Translation of the Source Questionnaire

Two independent translations were made of the new questions in the module, one by a translation expert and one by a member of the ISSP team. These were discussed in a group meeting with members of the ISSP team and members of the ZUMA cognitive testing laboratory. After the pre-test, a few changes were made to the translation.

5.2 Sample

The ISSP modules for 2003 (National Identity) and 2004 (Citizenship) were fielded together with the ALLBUS 2004 study in a split. The ALLBUS sample in 2004 was designed to yield a representative sample of the adult population (18 years and older) living in private accommodation in Germany, including foreigners able to complete the questionnaire in German. The sample was drawn in a two-stage design from official registers of inhabitants kept by municipalities throughout Germany. First the communities and sample points were selected randomly and then named individuals randomly selected from each sampling point. Full details of the sample are presented (in German) in the methods report on ALLBUS 2004 (Haarmann et al., forthcoming).

5.3 Pre-testing

Pre-testing for translated versions of source questionnaires differs from pre-testing of questionnaires which do not yet have a finished form. Irrespective of what a pre-test of a translation seems to indicate, only a limited number of changes can be made if the source questionnaire has been finalised. The ordering of questions, can usually not be changed, nor the format of questions or response categories, since these changes raise issues of comparability.

Pre-testing in the sense of a 'trial run' can indicate how long administration can take, highlight lay-out problems, and to some extent, point to difficulties in comprehension related to translation. In our experience with translated questionnaires, cognitive pre-testing provides more directly useful information. In an ask-the-same-question approach, changes of these kinds have to be made while the source questionnaire is still being developed and tested.

ZUMA conducted a cognitive pre-test after normal administration of the questionnaire, to probe comprehension of key topics and new questions (Prüfer and Rexroth, 2004).

The first question in the source questionnaire proved very difficult to ask in the same format in Germany (cf. Gendall, 2005). In the German questionnaire question 2 of the source questionnaire was placed before question 1 and the format for question 1 (German 2) was changed somewhat.

5.4 Fielding and Response

Fielding began on March 2nd 2004 and ended on July 12th 2004. The ISSP module was a self-completion questionnaire administered at the end of the ALLBUS CAPI interview. A total of 1287 questionnaires were completed for the module (850 in western states; 437 in eastern states). 88 % of ALLBUS respondents agreed to complete the ISSP module. The total ALLBUS response rate was 45.7 % (44.9 % in western states; 47.6 % in eastern states). Based on this, the response rate for the ISSP 2003 was 40.2 % (39.5 % in western states; 41.9 % in eastern states). While ISSP modules are designed as self-completion questionnaires, 12.1 % of the cases were administered as interviews for various reasons (12.7 % in western states; 11.0 % in eastern states). In addition, a few respondents were administered the “wrong” questionnaire in terms of the split design: 29 respondents got the National Identity module instead of the Citizenship module and 42 respondents got the Citizenship module instead of National Identity.

5.5 Data Editing and Occupational Coding (ISCO 1988)

The fielding institute delivered a formally edited data set to ZUMA. ZUMA carried out additional data editing and prepared the data for merging in accordance with the ISSP 2003 set-up from the ISSP archive. Coding of current or former occupation was also carried out at ZUMA (ISCO 1988; for details of ISCO 1988, see, for example, Appendix I of the cumulative codebook of the GSS, 1972-1998; Davis and Smith 1999).

6 Data Availability

The data were deposited to the Central Archive for Empirical Social Research at the University Cologne, the official ISSP archive since 1986. Together with Analisis Sociologicos, Economicos y Politicos (ASEP), Madrid, the archive is responsible for merging the ISSP data and producing the international merged data sets.

7 References

Davis, James Allan and Smith, Tom W. (1999). *General Social Surveys, 1972-1998*. Cumulative Codebook. Chicago by the National Opinion Research Center.

Gendall, Philip (2005), *A Problem in Questionnaire Design*, paper presented at ISSP research session, Mexico 3.4.2005.

Haarmann, Alexander; Scholz, Evi; Wasmer, Martina; Blohm, Michael; Harkness, Janet (forthcoming). *Konzeption und Durchführung der "Allgemeinen Bevölkerungsumfrage der Sozialwissenschaften" (ALLBUS) 2004*. ZUMA-Methodenbericht. Mannheim ZUMA.

Prüfer, Peter and Margrit Rexroth (2004). *ISSP 2003: Kognitiver Pretest*, ZUMA Projektbericht 02/2004.

Appendix A

The Questionnaires (English and German)

The numbering of the German questionnaire differs slightly from the English. Filter questions were asked as separate questions and not as part of the substantive questions. Obligatory background variables not included in the self-completion questionnaire were asked in the ALLBUS survey which preceded the ISSP module.

English Questionnaire

German Questionnaire

International Social Survey Programme

ISSP – 2003

National Identity (II)

Questionnaire

Final Draft Questionnaire

May 2002

Drafting Group: Spain (Convenor): J. Diez-Medrano, Tom W. Smith, Knud Knudsen, Peter Robert, Lilia Dimova, Maria Celi Scalon, Alison Park.

Contents:

Questionnaire

Comments

2003 NATIONAL IDENTITY MODULE

Q. 1. We are all part of different groups. Some are more important to us than others when we think of ourselves. In general, which in the following list is most important to you in describing who you are? and the second most important? and the third most important?²

Please tick one box in each column

	Most Important	Second Most Important	Third Most Important
Your current or previous occupation (or being a homemaker).			
Your race/ethnic background.			
Your gender (that is, being a man/woman).			
Your age group (that is, Young, Middle Age, Old).			
Your religion (or being agnostic or atheist).			
Your preferred political party, group, or movement.			
Your nationality.			
Your family or marital status (that is, son/daughter, mother/father, grandfather/grandmother, husband/wife, widower/widow, not married, or other similar)			
Your social class (that is upper, middle, lower, working, or similar categories)			
The part of [COUNTRY] that you live in			

Q. 2. How close do you feel to... (Please, tick one box on each line)

	Very close	Close	Not very close	Not close at all	Can't choose
a) Your town or city					
b) Your [county]					
c) [COUNTRY]					
d) [Continent; e.g. Europe]					

[2. Precode: "Feel close to" is to be understood as "emotionally attached to" or "identifying with".

2b) [county] (or province, state, etc.): to be understood as the most relevant administrative unit smaller than the entire country/nation.

2d) [Europe]: give relevant continent or subcontinent: Europe, North America, East Asia/Southeast Asia]

² In oral interviews, use card with choices

Q. 3. Some people say that the following things are important for being truly [NATIONALITY]³. Others say they are not important. How important do you think each of the following is... (Please, tick one box on each line)

	Very important	Fairly important	Not very important	Not important at all	Can't choose
a. to have been born in [COUNTRY]					
b. to have [COUNTRY NATIONALITY] citizenship					
c. to have lived in [COUNTRY] for most of one's life					
d. to be able to speak [COUNTRY LANGUAGE]					
e. to be a [religion]					
f. to respect [COUNTRY NATIONALITY] political institutions and laws					
g. to feel [COUNTRY NATIONALITY]					
h. to have [COUNTRY NATIONALITY] ancestry					

[3. Precode "truly [COUNTRY NATIONALITY]" E.g. "truly British", American "a true American".

3d) [dominant language(s)] If two or more languages are recognized nationwide both are included in the question. However, if there is one national lingua franca (Spanish, Russian) just give this language.

3e) The dominant religion or denomination in your country should be given (eg. Christian in the US and Canada, Catholic in Ireland and Italy, Russian Orthodox in Russia)].

³ Insert nationality corresponding to COUNTRY.

Q. 4. How much do you agree or disagree with the following statements? (Please, tick one box on each line)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose
a. I would rather be a citizen of [COUNTRY] than of any other country in the world						
b. There are some things about [COUNTRY] today that make me feel ashamed of [COUNTRY]						
c. The world would be a better place if people from other countries were more like the [COUNTRY NATIONALITY]						
d. Generally speaking, [COUNTRY] is a better country than most other countries						
e. People should support their country even if the country is in the wrong.						
f. When my country does well in international sports, it makes me proud to be [COUNTRY NATIONALITY]						
g. I am often less proud of [COUNTRY] than I would like to be.						

Q. 5. How proud are you of [COUNTRY] in each of the following? (Please, tick one box on each line)

	Very proud	Somewhat proud	Not very proud	Not proud at all	Can't choose
a. the way democracy works					
b. its political influence in the world					
c. [COUNTRY'S] economic achievements					
d. its social security system					
e. its scientific and technological achievements					
f. its achievements in sports					
g. its achievements in the arts and literature					
h. [COUNTRY'S] armed forces					
i. its history					
j. its fair and equal treatment of all groups in society					

Now we would like to ask a few questions about relations between [COUNTRY] and other countries.

Q. 6. How much do you agree or disagree with the following statements? (Please, tick one box on each line)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose
a. [COUNTRY] should limit the import of foreign products in order to protect its national economy.						
b. For certain problems, like environment pollution, international bodies should have the right to enforce solutions						
c. [COUNTRY] should follow its own interests, even if this leads to conflicts with other nations.						
d. Foreigners should not be allowed to buy land in [COUNTRY]						
e. [COUNTRY'S] television should give preference to [COUNTRY] films and programmes						

Q. 7. How much do you agree or disagree with the following statements? (Please, tick one box on each line)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose
a. Large international companies are doing more and more damage to local businesses in [COUNTRY].						
b. Free trade leads to better products becoming available in [COUNTRY].						
c. In general, [COUNTRY] should follow the decisions of international organizations to which it belongs, even if the government does not agree with them.						
d. International organizations are taking away too much power from the [COUNTRY NATIONALITY] government.						
e. Increased exposure to foreign films, music, and books is damaging our national and local cultures.						
f. A benefit of the Internet is that it makes information available to more and more people worldwide.						

Now we would like to ask a few questions about minorities in [COUNTRY]

Q. 8. How much do you agree or disagree with the following statements? (Please, tick one box on each line)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose
a. It is impossible for people who do not share [COUNTRY's] customs and traditions to become fully [COUNTRY'S NATIONALITY]						
b. Ethnic minorities should be given government assistance to preserve their customs and traditions						

Q. 9. Some people say that it is better for a country if different racial and ethnic groups maintain their distinct customs and traditions. Others say that it is better if these groups adapt and blend into the larger society. Which of these views comes closer to your own?

- a) It is better for society if groups maintain their distinct customs and traditions.
- b) It is better if groups adapt and blend into the larger society.
- Don't know

Q. 10. There are different opinions about immigrants from other countries living in [COUNTRY]. (By "immigrants" we mean people who come to settle in [COUNTRY])⁴. How much do you agree or disagree with each of the following statements? (Please, tick one box on each line)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose
a. Immigrants increase crime rates						
b. Immigrants are generally good for [COUNTRY'S] economy						
c. Immigrants take jobs away from people who were born in [COUNTRY]						
d. Immigrants improve [COUNTRY NATIONALITY] society by bringing in new ideas and cultures						
e. Government spends too much money assisting immigrants.						

⁴ The preceding parenthetical comment is part of the question wording

Q. 11. Do you think the number of immigrants to [COUNTRY] nowadays should be...

- increased a lot
- increased a little
- remain the same as it is
- reduced a little
- reduced a lot?
- Can't choose

Q. 12. Are you a citizen of [COUNTRY]?

- Yes
- No

Q. 13. At the time of your birth, were both, one or neither of your parents citizens of [COUNTRY]⁵?

- Both were citizens of [COUNTRY]
- Only father was a citizen of [COUNTRY]
- Only mother was a citizen of [COUNTRY]
- Neither parent was a citizen of [COUNTRY]

Q. 14. (Racial/ethnic (linguistic, religious) group of respondent. No extra question is needed if you have the information in your demographics part. Otherwise, please adopt one of the following two strategies:

- (a) Develop a list of the major ethnic groups of the country and ask respondent to place herself/himself on the list.
- (b.) Ask a question: "From what country/countries or part(s) of the world did your ancestors come?"

⁵ If your country was recently part of a larger political union (e.g. Russia, Slovenia, and the Czech and Slovak Republics), parental citizenship should refer to the preceding national state that your country devolved from.

Q. 15. How much do you agree or disagree with the following statements? (Please, tick one box on each line)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose
a. Children born in [COUNTRY] of parents who are not citizens should have the right to become [COUNTRY NATIONALITY] citizens.						
b. Children born abroad should have the right to become [COUNTRY NATIONALITY] citizens if at least one of their parents is a [COUNTRY NATIONALITY] citizen.						
c. Legal immigrants to [COUNTRY] who are not citizens should have the same rights as [COUNTRY NATIONALITY] citizens.						
d. [COUNTRY] should take stronger measures to exclude illegal immigrants? ⁶						

⁶ Translation note: "Exclude" means "Keep out" and/or "Expel"

Q. 16. How proud are you of being [COUNTRY NATIONALITY]? (Please, tick one box on each line)

- Very proud
- Somewhat proud
- Not very proud
- Not proud at all
- I am not [COUNTRY NATIONALITY]
- Can't choose

OPTIONAL ITEMS

Q. 17. What languages do you speak most often at home?

At home, I speak: [write down up to two choices]

Q. 18. Which of these two statements comes closer to your own view?

- It is essential that [COUNTRY] remains one [nation/state/country]⁷
- Parts of [COUNTRY] should be allowed to become fully separate [nations/states/countries] if they choose to
- Can't choose

Q. 19a. How close do you feel to your ethnic group?

- Very close
- Close
- Not very close
- Not close at all
- Can't choose

(see Q2, note on "close")

⁷ Whichever word best applies to COUNTRY

Q. 19b. Some people think of themselves first as [COUNTRY NATIONALITY]. Others may think of themselves first as [region]⁸. Which, if any, of the following best describes how you see yourself?

- Only [regional identity]
- More [regional identity] than [COUNTRY NATIONALITY]
- As [regional identity] as [COUNTRY NATIONALITY]
- More [COUNTRY NATIONALITY] than [regional identity]
- Only [COUNTRY NATIONALITY]
- Other
- None

Q. 20. How much have you heard or read about [the European Union]?

- A lot
- Quite a bit
- Not much
- Nothing at all

[20. Precode: [the European Union]: Take the appropriate association for your continent/subcontinent—EU, NAFTA, etc...]

Q. 21. Generally speaking, would you say that [COUNTRY] benefits or does not benefit from being a member of [the European Union]?
(Non-members “would benefit” or “would not benefit”)

- Greatly Benefits
- Largely benefits
- Somewhat benefits
- Benefits only a little
- Does not benefit at all
- Don’t know
- Have never heard of [the European Union]

[21. Precode: take the appropriate association, as in 20.

Scale for non-members of whatever association is used: Would benefit/Would not benefit/Don’t know/Have never heard of [the European Union]]

⁸ “Region” should be replaced by the appropriate subnational category in each COUNTRY (e.g. “Scotland” in Britain; “Catalonia” in Spain). If it is a face-to-face interview, insert the name of the appropriate subnational unit where the interview is being conducted; if it is a self-completion questionnaire, all the relevant subnational units should be mentioned (e.g. “see themselves first as Scottish, English, or Welsh”; “see themselves as only Scottish, English, or Welsh”).

Q. 22. How strongly do you agree or disagree with the following statement? (Please, tick one box)

	Agree strongly	Agree	Neither agree nor disagree	Disagree strongly	Disagree	Can't choose
[COUNTRY] should follow [European Union] decisions, even if it does not agree with them.						

[22. Precode: take the appropriate association, as in 20].

Q. 23. Generally, do you think that the European Union should have... Much more, more, as much, less, or much less power than the national governments of its member states?

Much more
More
As much
Less
Much less
Can't choose

[23. Precode: take the appropriate association, as in 20].

[For prospective EU members only]

Q. 24. If there were a referendum⁹ today to decide whether [COUNTRY] does or does not become a member of the European Union, would you vote in favor or would you vote against?

Vote in favor
Vote against
Can't choose

[24. Precode: take the appropriate association, as in 20].

⁹ If Referenda are not possible in COUNTRY, use the word "vote"

[For current EU members only]

Q. 24. If there were a referendum¹⁰ today to decide whether [COUNTRY] does or does not remain a member of the European Union, would you vote in favor or would you vote against?

Vote in favor

Vote against

Can't choose

[24. Precode: take the appropriate association, as in 20].

¹⁰ If Referenda are not possible in COUNTRY, use the word "vote"