

McFarland, S. & Hornsby, W. (2015). An Analysis of Five Measures of Global Human Citizenship. *European Journal of Social Psychology*, *xx*, xxx-xxx.

### Supplementary Analyses and Measures

Note: The supplementary analyses are presented first, followed by the measures.

## Measures Used for the Two Studies

### Opportunity to Donate Winnings to Doctors Without Borders (Study 1)

Thank you for agreeing to complete this questionnaire. Before you begin, as you may know, a civil conflict in Syria has resulted in hundreds of thousands of refugees fleeing to neighboring countries, especially to Jordan and Lebanon. They are now in overcrowded camps and very short on supplies. Many are in need of medical help, and Doctors Without Borders is trying to provide that help. If you win one of the \$100 prizes, you may choose for a portion to be donated to Doctors Without Borders for its work with Syrian refugees. If you choose not to donate, the full prize will be sent to you. If you choose for a contribution to go to Doctors Without Borders, you may specify the amount. Doing so is completely up to you and will be private.

I prefer not to donate. (1)

I prefer to donate the following amount from the cash prize. \_\_\_\_\_

### Demographic Items (Study 1 and Study 2)

1. I am a: (1) Male (2) Female
2. My age is (please type number):
3. My ethnic group is: (1) Caucasian (2) African-American (3) Hispanic (4) Asian (5) Other
4. My highest level of education is: (1) Less than high school degree (2) High school (3) Some college or technical school (4) College or university graduate (5) Graduate degree

**Note:** Unless noted otherwise, a 5-point response scale from 1 (strongly disagree) to 5 (strongly agree) was used for all items in these studies. All items were numbers sequentially in the questionnaires for the two studies, but are here numbered for the individual measures.

### Identification with All Humanity (IWAH):

1. How close do you feel to each of the following groups? Please mark the letter on the scantron that best represents your feelings on the following scale:
  - A = not at all close
  - B = not very close
  - C = just a little or somewhat close
  - D = pretty close
  - E = very close
  - a. People in my community
  - b. Americans
  - c. People all over the world
2. How often do you use the word “we” to refer to the following groups of people?
  - A = almost never
  - B = rarely
  - C = occasionally
  - D = often
  - E = very often
  - a. People in my community

- b. Americans
  - c. People all over the world
3. How much would you say you have in common with the following groups?
- A = almost nothing in common
  - B = little in common
  - C = some in common
  - D = quite a bit in common
  - E = very much in common
- a. People in my community
  - b. Americans
  - c. People all over the world

Please answer the following questions using the following choices:

- A = not at all
  - B = just a little
  - C = somewhat
  - D = quite a bit
  - E = very much
4. Sometimes people think of those who are not a part of their immediate family as “family.” To what degree do you think of the following groups of people as “family?”
- a. People in my community
  - b. Americans
  - c. All humans everywhere
5. How much do you identify with (that is, feel a part of, feel love toward, have concern for) each of the following?
- a. People in my community
  - b. Americans
  - c. All humans everywhere
6. How much would you say you care (feel upset, want to help) when bad things happens to
- a. People in my community.
  - b. Americans.
  - c. People anywhere in the world.
7. How much do you want to be:
- a. a responsible citizen of your community.
  - b. a responsible American citizen.
  - c. a responsible citizen of the world.
8. How much do you believe in:
- a. being loyal to my community.
  - b. being loyal to America.
  - c. being loyal to all mankind.
9. When they are in need, how much do you want to help:
- a. people in my community.
  - b. Americans.
  - c. people all over the world.

**Psychological Sense of Global Community (PSGC):**

1. I feel a responsibility to promote mutual understanding, friendship, and cooperation amongst all people.
  2. People all over the world have a shared fate.
  - \*3. I feel a sense of belonging to a “human” or “world” community, one that extends beyond where I live and includes more than just people I know personally.
  - \*4. At the end of the day, all people living in the world want the same things.
  - \*5. Being part of a world community is something I rarely think about.
  - \*6. It is not very important to me to feel connected to other people around the world.
  - \*7. People’s actions can affect others in the world, whether directly or indirectly.
  8. I see very little similarity between myself and people from other countries.
  9. People from different countries around the world generally don’t get along well with each other.
  - \*10. I feel a sense of connection to people all over the world, even if I don’t know them personally.
  - \*11. Despite other differences, people all over the world share similar values.
  - \*12. I have no influence over what the world is like.
  - \*13. I want to be involved in the “world” community.
  14. I have no clear feelings about being part of the world community.
- \* Items retained for Study 2.

### **Desire for Global Knowledge:**

Please respond to the following items according to the following scale:

Strongly Disagree (1) Disagree (2) Neither Agree nor Disagree (3) Agree (4) Strongly Agree (5)

1. I really want to learn mostly about things that directly affect my own life.
- \*2. I don’t bother to learn very much about problems in Asia or the Middle East.
- \*3. It is important to me to know what is happening around the world.
4. I can’t see why an American would want to know about events in Africa that don’t affect us.
- \*5. It is important to me to understand what is happening elsewhere in the world besides in my own community and nation.
6. I want to know about everything -- world history, science, world religions, etc. -- not just about things related to my personal life or job.
- \*7. Because I can’t do anything to influence world events, why should I learn about them?
8. I put effort into trying to understand what is going on in the world.

\*Items retained for Study 2.

### **Human Rights Choices Questionnaire:**

On the following items, pairs of issues are presented. Please rate what you see as the relative importance of the two items according to the following scale:

A = Item a is much more important than item b.

B = Item a is somewhat more important than item b.

C = Items a and b are of equal importance.

D = Item b is somewhat more important than item a.

E = Item b is much more important than item a.

1. A. Ending torture of political prisoners in countries around the world.

- B. Keeping the price of oil at a reasonable level.
- 2. A. Not interfering in another country's internal affairs.
- B. Ending slavery where it is still practiced (Sudan, etc.).
- \*3. A. Promoting freedom of press and information for every country.
- B. Keeping undesirable people out of America.
- \*4. A. Maintaining a strong American military.
- B. Ending child prostitution worldwide.
- \*5. A. Ending ethnic cleansing and genocide in other countries.
- B. Getting America involved only in foreign affairs that directly impact our own security.
- \*6. A. Keeping America the strongest nation.
- B. Working toward livable wages for workers in every country.
- \*7. A. Making medicines available to those who cannot afford them (i.e., the elderly poor, victims of AIDS in Africa, etc.)
- B. Ending illegal immigration into the U.S.
- \*8. A. Making sure that America's allies around the world support us.
- B. Making basic education available to everyone in every country (i.e., through the UN, sponsored charity groups).
- \*9. A. Ensuring that all people have access to adequate food, shelter and clean drinking water.
- B. Stopping the export of American factories and jobs to other countries.
- \*10. A. Increasing the standard of living in third world countries.
- B. Keeping America free from international laws.
- 11. A. Not supporting nations that have poor human rights records.
- B. Being involved with nations that can aid or benefit the United States, whatever their domestic policies.
- \*12. A. Preventing crimes against humanity (mass killings and genocide) around the world.
- B. Being sure that only the right people are allowed to immigrate to America.

\*Items retained for Study 2.

### **Ethnocentric Valuation of Human Life**

Policy planners often have to choose between two options that have desirable outcomes. They also must sometimes choose between that have undesirable outcomes. Assume that policy planners must choose between the most accurate scientific estimates of the consequences of each policy are as described. Read the scientific estimates of the consequences each policy. Then please select the letter that represents your preference between the two policies on a scale as follows:

- A. I strongly prefer policy A.
  - B. I somewhat prefer policy A.
  - C. I equally value policies A and B.
  - D. I somewhat prefer policy B.
  - E. I strongly prefer policy B.
- \*1. Choosing Policy A, the lives of 500 citizens of Nigeria will be lost.  
Choosing Policy B, there will be an increase in grocery prices in America.

- \*2. Choosing Policy A, 1,000 American lives will be lost.  
Choosing Policy B, there will be a loss adequate healthcare for a majority of Nigerian civilians.
  - \*3. Choosing Policy A, 10,000 lives of Nigerian civilians will be saved.  
Choosing Policy B, American jobs will be created.
  - \*4. Choosing Policy A, 500 American lives will be lost.  
Choosing Policy B, there will be further damage to the economy of Nigeria.
  - \*5. Choosing Policy A, 30,000 lives of Nigerian civilians will be saved.  
Choosing Policy B, there will be a decrease in gasoline prices in America.
  - \*6. Choosing Policy A, 1000 lives of Nigerian civilians will be lost.  
Choosing Policy B, there will be economic recession in America.
  - \*7. Choosing Policy A, 500 lives of Nigerian citizens will be saved.  
Choosing Policy B, there will be a decline in grocery prices in America.
  - \*8. Choosing Policy A, 1000 American lives will be saved.  
Choosing Policy B, there will be substantial economic growth in the economy of Nigeria.
  - 9. Choosing Policy A, 10,000 lives of Nigerian civilians will be lost.  
Choosing Policy B, there will be job losses in America.
  - \*10. Choosing Policy A, 500 American lives will be saved.  
Choosing Policy B, there will be a growth of adequate shelter for Nigerian civilians.
  - 11. Choosing Policy A, 30,000 lives of Nigerian civilians will be lost.  
Choosing Policy B, there will be an increase in gasoline prices in America.
  - \*12. Choosing Policy A, 1000 lives of Nigerian civilians will be saved.  
Choosing Policy B, economic growth will be created in America.
- \*Items retained for Study 2.

### **Selective Exposure to Humanitarian Concerns (e.g. selection of articles)**

Please looking at the titles and summaries of the 15 magazine articles below and rate how much you think you would want to read each one, from 1 (Would not at all want to read ) to 5 (Would want to read very much).

1. **America's Most Beautiful Small Homes**  
by Julia Wilson and Andrew Hamilton  
Here's our selection of America's most beautiful homes that most people can afford, and what makes them so beautiful.
- \*2. **Many Entry-Level Workers Find a Rough Market**  
by Hillary Curhan  
Factoring in inflation, entry-level wages for college graduates fell by 4.5 percent across the last decade, according to an analysis of Labor Department data by the Economic Policy Institute. Will the slow recovery help?
3. **Pay for Professional Athletes: Is it Too High**  
by Mark Greenberg  
The average NBA player earns more than \$5 million, the average major league baseball player above \$3 million. Are they getting paid for their performance or are fans being taken for a ride?
- +\* 4. **Can We End Genocide?**  
by Robert Jost

The twenty genocides of the last century killed over 40 million people. Now, the nations of the United Nations have pledged to end genocide, creating the Human Rights Council and policy of Responsibility to Protect. Will these plans succeed?

\*5. **The Man Who Would be President**

by Edward Fischer

Kentucky freshman Senator Rand Paul may run President in 2016. His libertarian republican policies and self-confident style are drawing lots of national attention. But could he be elected?

\*6. **Are Religious People Healthier?**

by Jon Mitchell

A number of studies have examined whether religious faith and religious participation makes people healthier, mentally and physically. Here is what the studies show.

\*7. **How Much is the Deficit Harming the American Economy?**

by Neil Schaller

Liberal and conservative economists see the effects of the deficit on economic growth very differently. In this article, I summarize the strengths and weaknesses of the arguments on both sides.

+\* 8. **Can The AIDS Pandemic in Africa be Stopped?**

by Sarah Barrett

AIDS-related deaths worldwide are declining, including in sub-Saharan Africa, where AIDS has taken the greatest number of lives. However, the high cost of the latest anti-retroviral drugs could prevent their use in Africa's poorest countries. What can be done to avert this tragedy?

9. **Failure to Launch: North Korea's Missiles**

by Alan Dunning

North Korea may have postponed its latest missile test, but Americans should feel no sense of relief. Kim Jong Un's North Korean regime is a threat which the U.S. ought to deal with militarily.

\*10. **The Economic Impact of Illegal Immigration**

by Mark Burkley

There are over 11 million illegal immigrants now in the United States. But what is their impact on American unemployment and on the American economy? How much are Americans being hurt?

+\*11. **Can Extreme Poverty be Eliminated?**

by Jeffrey Sachs

The Millennium Development Plan aims to cut in half the number of people around the world living on \$1 a day or less, and reduce child mortality by two-thirds and maternal mortality by three-quarters, all by 2015. But can it be done?

\*12. **Make a Strong Retirement Plan Even Stronger**

by Walter Updegrave

It is never too early to start thinking about retirement. Investing in the right retirement plan can ensure a secure future for both you and your family.

\*13. **Are You at Risk for Sudden Death?**

by Jamie Bellavance

Exercise alone may not prevent someone from having a heart attack. There are many other risk factors that must be taken into account -- and they are all discussed here.

14. **The Perfect Christmas Party**

by Fiona Cotter

You want your guests to feel both comfortable and delighted. Here are twenty tips for making your next Christmas party one they will long remember.

+\*15. **The Universal Declaration of Human Rights: Making it Work+\***

by Patricia Tindale

The Universal Declaration of Human Rights was adopted just after the United Nations was founded, but basic human rights are still violated in many places. What can be done to make the ideal of human rights a reality for all people?

#16. **The Big Sleep**

By Ian Parker

Drugs for insomnia like Ambian are notorious for their side effects. Has Merck, the drug company, now created a better replacement?

+ The humanitarian items.

\* Items from Study 1 retained for Study 2.

# Item used only in Study 2.

**Measures Added for Study 2**

**Opportunity to Donate to Doctors Without Borders (Study 2)**

Thank you for agreeing to complete this social attitudes questionnaire. Some questions may look redundant, but please respond to each question as accurately as you can. As you may know, a major Ebola outbreak has occurred in West Africa. More than 2,000 have died, and many more are ill. However, medical supplies are in short supply, both to help those already ill and to help prevent the spread of the virus to nearby countries. Doctors Without Borders is trying to provide that help. If you win one of the \$100 prizes, you may choose for a portion to be donated to Doctors Without Borders for its work with Ebola victims and to help prevent the spread of the virus. If you choose not to donate, the full prize will be sent to you. If you choose for a contribution to go to Doctors Without Borders, you may specify the amount. Doing so is completely up to you and will be private.

I prefer not to donate.

I prefer to donate the following amount from the cash prize. \_\_\_\_\_

**World Citizenship Items:**

Reese, Proch and Cohrs (2014) Global Social Identification;

1. I feel strongly connected to the world community as a whole.

2. It is important for me to define myself as being part of the world community.

\*3. I feel a strong bond with members of the world community.

4. I am aware that I am part of the world community

\*5. Being part of the world community is an important part of my identity.

Reysen and Katzarska-Miller (2013) Global Citizenship Identification)

1. I strongly identify with global citizens.

\*2. I would describe myself as a global citizen.

World Values Survey item:

1. I see myself as a World Citizen.

\*The three items that comprised the World Citizenship measure for Study 2.



**Justice Beliefs About Global Inequality** (Reese et al, in press)

1. I think it is justified that people from developed countries have better chances in life than people from developing countries.
2. The increasing gap between poor and rich in the world worries me.
3. Overall, I think that the inequality between developed and developing countries is somewhat just.
4. The global differences between poor and rich are more unbearable than differences between poor and rich within countries.
5. The unequal chances and conditions for people from developed and developing countries are unfair.

**Behavioral Intentions to Reduce Global Inequality** (Reese et al, in press)

1. Developed countries should support developing countries more strongly.
2. Developed countries should make stronger efforts in order to fight against global inequality.
3. It is reasonable to purchase fair-trade products.
4. I would reduce my standard of living if I could thereby contribute to decreasing global inequality.
5. If other people in developed countries were willing to decrease their standard of living in order to contribute to global equality, I would do the same.

**Social Justice** (Reysen et al., 2013)

1. Those countries that are well off should help people in countries who are less fortunate.
2. Basic services such as health care, clean water, food, and legal assistance should be available to everyone, regardless of what country they live in.

**Intergroup Helping** (Reysen et al., 2013)

1. If I had the opportunity, I would help others who are in need regardless of their nationality.
2. If I could, I would dedicate my life to helping others no matter what country they are from.

**Global Social Responsibility** (Malsch & Omoto, *nd*)

1. I feel a responsibility to work to alleviate human suffering wherever it may be found.
2. We all have a responsibility to ensure the dignity and justice for all people living in the world.

**World Value Survey Items**

1. How much should the U.S. contribute in economic aid to help the world's poorest countries? (Responses on 5-point scale from "much less than now" to "much more than now.")
2. Would you be willing to pay more in taxes if you knew it would go to help people in the world's poorest countries? (Responses on 5-point scale from "not at all" to "More than 10% more)."

## Means and Standard Deviations of Variables

	Study 1		Study 2	
	Mean	SD	Mean	SD
Identification with Community (9 items)	33.27	5.87	33.14	6.24
Identification with America (9 items)	33.09	5.30	32.61	5.54
Identification with all Humanity (9 items)	30.60	6.24	28.72	6.34
Global Self-Definition (4 items)	11.70	3.03	10.67	3.17
Global Self-Investment (4 items)	15.21	3.18	14.58	3.10
Psychological Sense of Global Community (14 items; 8 items)	52.19	7.54	26.68	5.39
Sense of World Community (5 items)	18.60	3.42	17.04	3.94
Human Similarity (2 items)	6.51	1.79	6.16	2.06
Absence of Fatalism (1 item)	3.60	.85	3.47	.90
Desire for Global Knowledge (8 items; 4 items)	31.48	4.48	16.04	2.63
Human Rights Choices (12 items; 9 items)	45.76	9.03	33.48	7.34
Ethnocentric Valuation of Life (12 items; 10 items)	29.70	6.34	25.59	5.11
Dollars pledged to Doctors Without Borders	31.85	41.30	35.12	41.08
Selective Exposure to Humanitarian Concerns (Relative selection average on 5-point response scale)	.43	.89	.20	.82
Justice Beliefs About Human Inequality (From Reese et al., in press; 5 items)			17.91	2.86
Behavioral Intention to Reduce Inequality (From Reese et al, 2012; 5 items)			17.88	3.51
Social Justice (From Reysen et al, 2013; 2 items)			8.16	1.36
Intergroup Helping (From Reysen et al, 2013; 2 items)			7.76	1.59
Global Social Responsibility (From Malsch & Omoto, <i>nd</i> ; 2 items)			7.52	1.47

*Regression Model Predicting Human Rights Choices Using the Full IWAH and PSGC*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.06	-1.02	.86	-.05	.00	-.49	.71	-.03
Age	-.13	-.07	.03	-.10*	-.09	-.04	.02	-.07
Formal Education	.09	.57	.61	.04	.06	-.46	.45	-.05
ID with Community	.09	-.14	.11	-.09	-.13*	-.17	.08	-.14
ID with America	.00	-.55	.14	-.32**	-.15**	-.54	.10	-.41**
IWAH	.47**	.56	.12	.38**	.44**	.78	.09	.68**
PSGC	.64**	.61	.08	.50**	.46**	.28	.09	.24**
World Citizenship					.35**	.42	.18	.16
	$R^2 = .52$				$R^2 = .42$			

Note: \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Ethnocentric Valuation of life Using the Full IWAH and PSGC*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.13	1.78	.81	.14 <sup>+</sup>	-.05	-.17	.63	-.02
Age	.09	.05	.03	.01	.04	.01	.02	.04
Formal Education	-.11	-.95	.57	-.11	.03	.34	.40	.05
ID with Community	.02	.01	.10	.01	-.01	.05	.07	.06
ID with America	.04	.24	.14	.20	-.03	.09	.09	.10
IWAH	-.19**	-.26	.12	-.26 <sup>+</sup>	-.21**	-.34	.08	-.42**
PSGC	-.26**	-.12	.08	-.14	.10	.10	.07	.12
World Citizenship					-.06	.24	.17	.13
	$R^2 = .13$				$R^2 = .07$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Desire for Global Knowledge Using the Full IWAH and PSGC*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.06	-.44	.48	-.05	-.13 <sup>+</sup>	-.81	.29	-.15*
Age	.12	.00	.02	-.06	.07	-.01	.01	.03
Formal Education	.23**	1.14	.34	.18*	.16*	-.33	.19	.10
ID with Community	.18*	-.08	.06	-.10	.18*	-.02	.03	-.05
ID with America	.26**	.04	.08	-.05	.25**	.10	.04	.22*
IWAH	.50**	.19	.07	.27*	.34**	.00	.03	-.01
PSGC	.54**	.22	.05	.37**	.43**	.16	.03	.38**
World Citizenship					.44**	.25	.08	.27**
	$R^2 = .38$				$R^2 = .26$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Preference for Reading Humanitarian Articles Using the Full IWAH and PSGC*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.03	-.03	.09	-.02	.18*	.24	.09	.14*
Age	-.04	-.00	.00	-.04	-.26**	-.01	.00	-.23**
Formal Education	.01	-.03	.07	-.02	.01	-.02	.06	.01
ID with Community	.05	-.02	.01	-.12	.07	-.00	.01	-.01
ID with America	.07	-.05	.02	-.28*	.03	-.03	.01	-.19 <sup>+</sup>
IWAH	.50**	.07	.01	.50**	.38**	.04	.01	.33**
PSGC	.58**	.04	.01	.36**	.40**	.03	.01	.21*
World Citizenship					.21*	.03	.02	.10
	$R^2 = .44$				$R^2 = .29$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Pledges to Doctors Without Borders Using the Full IWAH and PSGC*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.17*	-14.84	5.36	-.18*	-.06	-.05	.06	-.05
Age	.13 <sup>+</sup>	.30	.21	.09	.06	.00	.00	.03
Formal Education	.15 <sup>+</sup>	8.48	3.75	.14 <sup>+</sup>	.11 <sup>+</sup>	.05	.04	.08
ID with Community	.03	-.18	.69	-.03	-.03	-.00	.01	-.04
ID with America	.07	-.28	.90	.04	-.03	-.01	.01	-.12
IWAH	.15*	-.17	.78	-.03	.15*	.02	.01	.23 <sup>+</sup>
PSGC	.24**	1.30	.52	.24 <sup>+</sup>	.12 <sup>+</sup>	.00	.01	-.05
World Citizenship					.08	-.02	.02	-.12
	$R^2 = .12$				$R^2 = .11$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Human Rights Choices Using IWAH and PSGC Factor Scales*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.05	-.85	.91	-.05	-.02	-.93	.74	-.06
Age	-.12	-.07	.04	-.10 <sup>+</sup>	-.10	-.03	.03	-.06
Formal Education	.09	.60	.62	.05	.06	-.39	.46	-.04
Identification with Community	.02	-.10	.11	-.07	-.13 <sup>*</sup>	-.18	.08	-.15 <sup>+</sup>
Identification with America	.01	-.69	.15	-.40 <sup>**</sup>	-.15 <sup>**</sup>	-.56	.10	-.42 <sup>**</sup>
Global Self-Definition	.44 <sup>**</sup>	.80	.22	.26 <sup>**</sup>	.34 <sup>**</sup>	.47	.18	.20 <sup>*</sup>
Global Self-Investment	.35 <sup>**</sup>	.70	.19	.25 <sup>**</sup>	.39 <sup>**</sup>	1.20	.16	.51 <sup>**</sup>
Sense of World Community	.55 <sup>**</sup>	.92	.18	.35 <sup>**</sup>	.39 <sup>**</sup>	.29	.16	.15 <sup>+</sup>
Human Similarity	.35 <sup>**</sup>	.13	.27	.02	.22 <sup>**</sup>	.32	.17	.09 <sup>+</sup>
Absence of Global Fatalism	.41 <sup>**</sup>	2.13	.57	.20 <sup>**</sup>	.24 <sup>**</sup>	.31	.44	.04
World Citizenship		–	–	–	.34 <sup>**</sup>	-.22	.22	-.08
	$R^2 = .51$				$R^2 = .42$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$



*Regression Model Predicting the Ethnocentric Valuation Human Life*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.11	1.93	.82	.15 <sup>+</sup>	-.05	.19	.66	.02
Age	.08	.03	.03	.06	.08	.01	.02	.02
Formal Education	-.10	-.86	.56	.10	.08	.42	.41	.06
Identification with Community	.04	.03	.10	.02	-.03	.08	.08	.09
Identification with America	.06	.29	.13	.24 <sup>+</sup>	-.05	.08	.09	.08
Global Self-Definition	-.10	-.03	.20	.01	-.07	.14	.16	.08
Global Self-Investment	-.19 <sup>**</sup>	-.56	.17	-.29 <sup>**</sup>	-.28 <sup>**</sup>	-.79	.14	-.46 <sup>**</sup>
Sense of World Community	-.21 <sup>**</sup>	-.17	.16	.09	-.07	.12	.15	.09
Human Similarity	-.12 <sup>*</sup>	.00	.25	.00	.02	.12	.15	.05
Absence of Global Fatalism	-.25 <sup>**</sup>	1.15	.52	-.15 <sup>+</sup>	-.08	-.14	.40	-.02
World Citizenship	–	–	–	–	-.06	-.04	.20	-.02
	$R^2 = .16$				$R^2 = .11$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Desire for Global Knowledge*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.06	-.12	.48	-.01	-.13 <sup>+</sup>	-.60	.28	-.12 <sup>+</sup>
Age	.12	.02	.03	.06	.07	.01	.01	.02
Formal Education	.23 <sup>**</sup>	1.15	.33	.18 <sup>**</sup>	.16 <sup>*</sup>	.33	.18	.10 <sup>+</sup>
Identification with Community	.18 <sup>**</sup>	.05	.06	.07	.18 <sup>**</sup>	-.03	.03	-.07
Identification with America	.26 <sup>**</sup>	-.07	.08	-.09	.25 <sup>**</sup>	.12	.04	.26 <sup>*</sup>
Global Self-Definition	.46 <sup>**</sup>	.24	.12	.16 <sup>+</sup>	.35 <sup>**</sup>	-.07	.07	.09
Global Self-Investment	.41 <sup>**</sup>	.32	.10	.23 <sup>**</sup>	.25 <sup>**</sup>	-.07	.06	.07
Sense of World Community	.57 <sup>**</sup>	.54	.10	.42 <sup>**</sup>	.47 <sup>**</sup>	.16	.06	.24 <sup>*</sup>
Human Similarity	.09	-.49	.15	-.19 <sup>**</sup>	.04	-.12	.07	-.09
Absence of Global Fatalism	.33 <sup>**</sup>	.63	.30	.12 <sup>+</sup>	.37 <sup>**</sup>	.56	.17	.19 <sup>**</sup>
World Citizenship	–	–	–	–	.44 <sup>**</sup>	.22	.08	.23 <sup>*</sup>
	$R^2 = .44$				$R^2 = .31$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Preference for Reading the Humanitarian Articles*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.03	-.03	.10	-.02	.18**	.25	.09	.14*
Age	-.04	.00	.01	-.06	-.26**	-.01	.00	-.28**
Formal Education	.00	-.02	.07	.02	.01	.02	.06	.02
Identification with Community	.05	-.01	.01	-.08	.07	-.00	.01	-.02
Identification with America	.07	-.05	.01	-.31**	.03	-.02	.01	-.16 <sup>+</sup>
Global Self-Definition	.47**	.10	.02	.32**	.29**	.01	.02	.05
Global Self-Investment	.37**	.07	.02	.25**	.35**	.06	.02	.21*
Sense of World Community	.52**	.07	.02	.28**	.35**	.01	.02	.02
Human Similarity	.38**	.05	.03	.09	.22**	.04	.02	.11 <sup>+</sup>
Absence of Global Fatalism	.34**	.08	.06	.07	.30**	.08	.05	.09
World Citizenship		–	–	–	.21**	.05	.03	.10
	$R^2 = .43$				$R^2 = .29$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Pledges to Doctors Without Borders*

	<i>Study 1</i>				<i>Study 2</i>			
	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.17**	-15.16	5.49	-.17*	-.06	-.07	.06	-.07
Age	.13*	.40	.22	.12	.06	.01	.00	.04
Formal Education	.15*	8.55	3.73	.14 <sup>+</sup>	.11	.05	.04	.08
Identification with Community	.03	-.20	.69	-.03	-.03	-.01	.01	-.05
Identification with America	.07	-.23	.90	-.03	-.03	-.01	.01	-.11
Global Self-Definition	.12	-1.65	1.36	-.12	.10	.01	.01	.02
Global Self-Investment	.14*	2.01	1.13	.14 <sup>+</sup>	.13*	.03	.01	.22 <sup>+</sup>
Sense of World Community	.23**	2.38	1.09	.20 <sup>+</sup>	.11*	.01	.01	.04
Human Similarity	.06	-1.01	1.66	-.05	.08	.01	.01	.05
Absence of Global Fatalism	.15*	4.98	2.46	.10	.04	-.01	.04	-.01
World Citizenship	–	–	–	–	.08	-.01	.02	-.06
	$R^2 = .14$				$R^2 = .05$			

Note: <sup>+</sup> $p < .05$  \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Reese et al.'s (in press) Belief that Global Inequality is Just (Study 2)*

	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.06	-.26	.25	-.06
Age	.00	-.01	.01	-.04
Formal Education	.12	-.11	.15	-.04
Identification with Community	-.03	-.02	.03	-.06
Identification with America	-.11*	.14	.03	.36**
Global Self-Definition	.22**	.03	.06	.05
Global Self-Investment	.25**	-.19	.05	-.27**
Sense of World Community	.33**	-.08	.05	-.14
Human Similarity	.20**	-.11	.06	-.12
Absence of Global Fatalism	.19**	-.09	.15	-.04
World Citizenship	.31**	-.08	.07	-.11
	$R^2 = .51$			

Note: + $p < .05$  \* $p < .001$

*Regression Model Predicting Reese et al.'s (2012) Behavioral Intentions to Reduce Global Inequality (Study 2)*

	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.02	-.18	.36	-.02
Age	-.05	-.00	.01	.01
Formal Education	.11	.07	.23	.01
Identification with Community	.00	.03	.04	.06
Identification with America	-.09	-.30	.05	-.46**
Global Self-Definition	.34**	.03	.09	.03
Global Self-Investment	.41**	.54	.08	.47**
Sense of World Community	.42**	.08	.08	.09
Human Similarity	.21**	.30	.09	.17**
Absence of Global Fatalism	.29**	.34	.22	.09
World Citizenship	.41**	.11	.11	.09
	$R^2 = .39$			

Note: \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Reyesen et al. 's (2013) Social Justice (Study 2)*

	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.04	-.26	.15	-.00
Age	-.02	-.00	.01	.01
Formal Education	.10	.04	.09	.02
Identification with Community	-.02	-.02	.02	-.07
Identification with America	.01	-.06	.02	-.24*
Global Self-Definition	.35**	.04	.04	.09
Global Self-Investment	.42**	.12	.03	.45**
Sense of World Community	.39**	.03	.03	.01
Human Similarity	.25**	.09	.04	.14*
Absence of Global Fatalism	.26**	.10	.09	.07
World Citizenship	.35**	-.01	.05	.02
	$R^2 = .30$			

Note: \* $p < .01$  \*\* $p < .001$

*Regression Model Predicting Reysen et al.'s (2013) Intergroup Helping (Study 2)*

	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.05	-.10	.17	-.03
Age	-.11	-.01	.01	-.07
Formal Education	.07	.09	.11	.04
Identification with Community	.20**	.02	.02	.08
Identification with America	.15*	-.06	.02	-.20 <sup>+</sup>
Global Self-Definition	.37**	.01	.04	.02
Global Self-Investment	.51**	.24	.04	.48**
Sense of World Community	.40**	.00	.04	.00
Human Similarity	.25**	.10	.04	.13 <sup>+</sup>
Absence of Global Fatalism	.29**	.12	.10	.07
World Citizenship	.38**	.05	.05	.09
	$R^2 = .33$			

Note: + $p < .05$  \* $p < .001$



Table 10

*Regression Model Predicting Malsch and Omoto's (nd) Global Social Responsibility (Study 2)*

	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	.02	-.18	.14	-.06
Age	-.09	-.01	.00	-.05
Formal Education	.07	.05	.09	.03
Identification with Community	.24**	-.01	.02	-.05
Identification with America	.23**	-.03	.02	-.10
Global Self-Definition	.46**	.04	.03	.08
Global Self-Investment	.55**	.18	.03	.38**
Sense of World Community	.50**	.04	.03	.10
Human Similarity	.32**	.13	.03	.19**
Absence of Global Fatalism	.41**	.29	.09	.18**
World Citizenship	.44**	.01	.04	.01
	$R^2 = .42$			

Note: <sup>+</sup> $p < .05$  \* $p < .001$

*Regression Model Predicting World Values Survey Helping the Poorest Countries (Study 2)*

	<i>r</i>	<i>B</i>	<i>SE B</i>	$\beta$
Sex	-.03	-.24	.21	-.06
Age	-.02	.00	.01	.01
Formal Education	.04	-.06	.13	-.06
Identification with Community	-.00	-.00	.02	-.01
Identification with America	-.04	-.17	.03	-.34**
Global Self-Definition	.40**	.13	.05	.21*
Global Self-Investment	.35**	.18	.05	.29**
Sense of World Community	.42**	.07	.05	.14
Human Similarity	.28**	.14	.05	.16*
Absence of Global Fatalism	.27**	.17	.12	.08
World Citizenship	.38**	-.02	.06	-.02
	$R^2 = .31$			

Note: + $p < .05$  \* $p < .001$