

## Supplementary

Supplementary 1.

*Ingroup and outgroup comment on Wyoming students (Experiments 1, 3, & 4). In Experiment 5, the outgroup condition referred to the University of Colorado at Boulder.*

### Ingroup comment condition

**Here's a comment made by a University of Wyoming student about other students from the University of Wyoming:**



When I think of Wyoming students I think of us as being fairly closed-minded; most of us have probably never been out of the state and we're intolerant of people that are different from us. I also don't think that we're as cultured as people from Colorado.

### Outgroup comment condition

**Here's a comment made by a Colorado State University student about students from the University of Wyoming:**



When I think of Wyoming students I think of them as being fairly closed-minded; most of them have probably never been out of the state and they're intolerant of people that are different from them. I also don't think that they're as cultured as people from Colorado.

Supplementary 2.

*Comment Coding Scheme (Experiments 1-5)*

### **Introduction Page**

Participants from the University of Wyoming read a comment arguing that students from Wyoming are close-minded. Participants then had a chance to write a response to this comment. We would like your help in classifying these responses. Specifically, does the response agree or disagree with the comment, does the response argue that students from Wyoming are actually open-minded, does the response mention negative characteristics of other students or states, and/or does the statement criticize the person who wrote the original comment. Please answer these four questions for each of the comments presented.

Supplementary 2. (continued)

Comment Coding Scheme (Experiments 1-5)

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**Coding Page (one for each comment)**

Original Comment: *I think Wyoming students are closed-minded; most have probably never been out of the state and are intolerant of people that are different. I also don't think that people from Wyoming are as cultured as people from Colorado.*

Response (please score this statement): *I don't agree with this statement. The University is a diverse school and there are many people that are from out of the state. I would not categorize most of the students as close-minded either. I believe some people are, but the majority are open-minded*

Does the response agree, disagree, or partly agree/partly disagree with the comment?\*

Agree---Partly agree, partly disagree---Disagree

Does the response argue that students or people from Wyoming are actually open-minded (cultured, knowledgeable, etc.)?\*

Yes---No

Does the response talk about negative characteristics of students from other schools or people from other states (i.e., outside of Wyoming)?\*

Yes---No

Does the response criticize or say something negative about the person who made the original comment?\*

Yes--- No

## Supplementary 3.

*Trivia quiz on modern pop-culture (Experiment 2)*

The first task includes different general knowledge questions on culture, music, as well as recent trends and celebrities. Please answer the following questions conscientiously and without external aids.

How many records has Zooey Deschanel published so far with her music-duo „She & Him“?

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What is the best-selling US-American skateboard brand called?

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Which sports apparel brand is even more successful than Adidas?

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Which popular nutrition style distinguishes between four different Dosha-Types?

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## Supplementary 4.

*Translated ingroup and outgroup comment on Europeans (Experiment 2)***Ingroup comment condition**

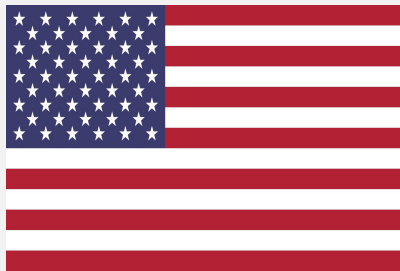
**The following comment was written by a former participant from Europe:**



This was a fun and easy task for me. But I wonder how well other European participants will do at it. To be honest, we Europeans are generally quite old fashioned, hesitant and narrow-minded. This is why we come across as arrogant as compared to people from other cultures. I moreover think that we are more interested in tradition and culture, and are not open to many modern things.

**Outgroup comment condition**

**The following comment was written by a former participant from the USA:**



This was a fun and easy task for me. But I wonder how well European participants will do at it. To be honest, Europeans are generally quite old fashioned, hesitant and narrow-minded. This is why they come across as arrogant as compared to people from other cultures. I moreover think that they are more interested in tradition and culture, and are not open to many modern things.

Supplementary 5.

*Median rankings of group values used in the group affirmation by condition (Experiment 4)*

Group value	Ingroup		Outgroup	
	Affirmation	No affirmation	Affirmation	No affirmation
Work ethic	3.5	4	4	5.5
Leadership	6	6	7	4
Sense of community	5	6	4.5	5
Creativity	8	8	8	8
Honesty	5	5	6	5
Sense of humor	8	6	7	7
Toughness	5	6.5	6.5	7
Religion	8.5	9.5	6.5	7.5
Sense of freedom / Individuality	3.5	3	3	3
Family / Friend relationships	4	2	2.5	2.5

*Note.* Rankings ranged from 1: most important to 10: least important. Group values with lower numbers were therefore rated as being more important.

## Supplementary 6.

*Median rankings of group values used in the group affirmation by condition (Experiment 5)*

Group value	Ingroup		Outgroup	
	Affirmation	No affirmation	Affirmation	No affirmation
Work ethic	3	4	4	4
Leadership	6	5	6	6
Sense of community	4	4	3	4
Creativity	8	8	7	8
Honesty	6	6	6	4.5
Sense of humor	8	7	9	8
Toughness	7	5	5	7
Religion	8	8.5	9	8.5
Sense of freedom / Individuality	4	4.5	4	3
Family / Friend relationships	3	3	4	2

*Note.* Rankings ranged from 1: most important to 10: least important. Group values with lower numbers were therefore rated as being more important.

## Supplementary 7.

*Results of the meta-analysis: Behavioral ISE*

Measure	Experiment	n1	n2	N	d	SE	w	Results	
<b>Anagrams Solved</b>	Experiment 1	60	58	118	0.50	0.19	28.58	<b>Mean d</b>	0.38
	Experiment 3	61	62	123	0.32	0.18	30.36	<b>95% CI</b>	[0.17; 0.58]
	Experiment 4 (no-affirmation)	32	31	63	0.33	0.25	15.53	<b>Q</b>	0.62
	Experiment 5 (no-affirmation)	34	34	68	0.34	0.24	16.76		
<b>Time Writing Response</b>	Experiment 1	60	58	118	0.64	0.19	28.06	<b>Mean d</b>	0.36
	Experiment 2	78	75	153	0.32	0.16	37.75	<b>95% CI</b>	[0.19; 0.54]
	Experiment 3	61	62	123	0.14	0.18	30.67	<b>Q</b>	3.83
	Experiment 4 (no-affirmation)	32	31	63	0.50	0.25	15.50		
	Experiment 5 (no-affirmation)	34	34	68	0.28	0.24	16.84		
<b>Time on Task (Anagram/Video)</b>	Experiment 1	60	58	118	0.64	0.19	28.06	<b>Mean d</b>	0.36
	Experiment 2	78	75	153	0.31	0.16	37.78	<b>95% CI</b>	[0.19; 0.53]
	Experiment 3	61	62	123	0.14	0.18	30.67	<b>Q</b>	4.17
	Experiment 4 (no-affirmation)	32	31	63	0.50	0.26	15.27		
	Experiment 5 (no-affirmation)	34	34	68	0.29	0.24	16.83		
<b>Anagrams solved per minute</b>	Experiment 1	60	58	118	-0.15	0.18	29.41	<b>Mean d</b>	0.04
	Experiment 3	61	62	123	0.24	0.18	30.53	<b>95% CI</b>	[-0.17; 0.24]
	Experiment 4 (no-affirmation)	32	31	63	-0.21	0.25	15.66	<b>Q</b>	3.87
	Experiment 5 (no-affirmation)	34	34	68	0.23	0.24	16.89		



Measure	Experiment	n1	n2	N	d	SE	w	Results	
<b>Criticism of Commenter</b>	Experiment 1	60	58	118	0.55	0.19	28.38	<b>Mean <i>d</i></b>	0.50
	Experiment 2	78	75	153	0.61	0.17	36.54	<b>95% CI</b>	[0.33; 0.68]
	Experiment 3	61	62	123	0.36	0.18	30.23	<b>Q</b>	1.19
	Experiment 4 (no-affirmation)	32	31	63	0.52	0.26	15.23		
	Experiment 5 (no-affirmation)	33	34	67	0.41	0.25	16.40		
<b>Agreement w/Comment</b>	Experiment 1	60	58	118	-0.13	0.18	29.43	<b>Mean <i>d</i></b>	0.22
	Experiment 2	78	75	153	0.41	0.16	37.45	<b>95% CI</b>	[0.05; 0.40]
	Experiment 3	61	62	123	0.25	0.18	30.51	<b>Q</b>	5.29
	Experiment 4 (no-affirmation)	32	31	63	0.26	0.25	15.61		
	Experiment 5 (no-affirmation)	33	34	67	0.35	0.25	16.49		
<b>Derogate Outgroup</b>	Experiment 1	60	58	118	0.26	0.18	29.24	<b>Mean <i>d</i></b>	0.20
	Experiment 2	78	75	153	0.36	0.16	37.63	<b>95% CI</b>	[0.03; 0.37]
	Experiment 3	61	62	123	0.03	0.18	30.74	<b>Q</b>	2.65
	Experiment 4 (no-affirmation)	32	31	63	0.24	0.25	15.63		
	Experiment 5 (no-affirmation)	33	34	67	0.00	0.24	16.75		
<b>Praise Ingroup</b>	Experiment 1	60	58	118	0.04	0.18	29.49	<b>Mean <i>d</i></b>	0.01
	Experiment 2	78	75	153	-0.07	0.16	38.21	<b>95% CI</b>	[-0.16; 0.18]
	Experiment 3	61	62	123	0.19	0.18	30.61	<b>Q</b>	2.75
	Experiment 4 (no-affirmation)	32	31	63	-0.29	0.25	15.58		
	Experiment 5 (no-affirmation)	33	34	67	0.08	0.24	16.73		

## Supplementary 8.

*Results of the meta-analysis: Moderation of the behavioral ISE by affirmation*

Measure	Experiment	n1	n2	N	d	SE	w	Results	
<b>Anagrams Solved</b>	Experiment 4 (no-affirmation)	32	31	63	0.33	0.25	15.53	<b>Q<sub>within</sub></b>	1.28
	Experiment 5 (no-affirmation)	34	34	68	0.34	0.24	16.76	<b>p =</b>	.53
	Experiment 4 (affirmation)	34	31	65	-0.40	0.25	15.89	<b>Q<sub>between</sub></b>	4.63
	Experiment 5 (affirmation)	33	31	64	0.04	0.25	15.98	<b>p =</b>	.03
<b>Time Writing Response</b>	Experiment 4 (no-affirmation)	32	31	63	0.50	0.25	15.50	<b>Q<sub>within</sub></b>	0.48
	Experiment 5 (no-affirmation)	34	34	68	0.28	0.24	16.84	<b>p =</b>	.79
	Experiment 4 (affirmation)	34	31	65	-0.30	0.25	16.03	<b>Q<sub>between</sub></b>	6.45
	Experiment 5 (affirmation)	35	31	66	-0.20	0.25	16.36	<b>p =</b>	.01
<b>Time on Task (Anagram/Video)</b>	Experiment 4 (no-affirmation)	32	31	63	0.50	0.26	15.27	<b>Q<sub>within</sub></b>	0.44
	Experiment 5 (no-affirmation)	34	34	68	0.29	0.24	16.83	<b>p =</b>	.80
	Experiment 4 (affirmation)	34	31	65	-0.28	0.25	16.06	<b>Q<sub>between</sub></b>	6.19
	Experiment 5 (affirmation)	35	31	66	-0.18	0.25	16.37	<b>p =</b>	.01