

## Online Supplemental Materials

## Appendix A: Participant Demographics for All Studies

	Study									
	1		2		3		4		5	
	<i>n</i>	%								
Gender Identity										
Male	494	31.0	89	32.6	156	58.2	18	14.3	88	40.0
Female	1098	68.9	180	65.9	112	41.8	105	83.3	132	60.0
Gender Fluid	1	0.1	--	--			--	--	--	--
Two-Spirit	--	--	--	--			3	2.4	--	--
Other, Not Specified	1	0.1	4	1.5			--	--	--	--
Ethnicity										
Arab (E.g., Egyptian, Kuwaiti, Libyan)	26	1.6	5	1.8	8	3.0	2	1.6	4	1.8
Black (E.g., African, Nigerian, Somali)	98	6.1	43	15.8	12	4.5	5	4.0	36	16.4
Chinese	63	4.0	19	7.0	13	4.9	1	0.8	11	5.0
Filipino	219	13.7	16	5.9	50	18.7	13	10.3	18	8.2
Indigenous (First Nations, Métis, Inuit, Non-Status Aboriginal)	81	5.1	10	3.7	10	3.7	18	14.3	0	0
Japanese	2	0.1			1	0.4	0	0	0	0
Korean	22	1.4	2	0.7	9	3.4	2	1.6	3	1.4
Latin American (E.g., Chilean, Costa Rican, Mexican)	14	0.9	5	1.8	2	0.7	3	2.4	3	1.4
South Asian (E.g., Bangladeshi, Punjabi, Sri Lankan)	91	5.7	22	8.1	14	5.2	2	1.6	15	6.8
Southeast Asian (E.g., Vietnamese, Cambodian, Malaysian, Laotian)	27	1.7	10	3.7	7	2.6	4	3.2	13	5.9
West Asian (E.g., Afghan, Assyrian, Iranian)	11	0.7	1	0.4	3	1.1	1	0.8	5	2.3
White	851	53.4	144	52.7	126	47.0	85	65.9	109	49.5
Visible Minority (E.g., Pacific Islander, Guyanese)	11	0.7	4	1.5			--	--	--	--

Multiple Visible Minorities	13	0.8	1	0.4	10	3.7	--	--	--	--
Other	62	3.9	21	7.7	1	0.4	7	5.6	15	6.8
Country of Birth										
Canada	1131	71.0	--	--	162	60.4	103	81.7	--	--
Another Country	460	28.9	--	--	104	38.8	23	18.3	--	--

*Note.* Participants in studies 2, 4, and 5 could select multiple ethnic groups.

## Appendix B: Study 1—Initial Political Solidarity Measure Instructions, Item Pool, and Issue Descriptions

Note: Participants did not read any of the bolded text below. Text within brackets were replaced with the appropriate information, depending on the randomly assigned outgroup issue.

### Instructions and Item Pool

In this section, you will answer a series of questions about your feelings toward another group and a current issue related to the group, that is, their “cause.” It is ok if you do not agree with the group or the cause.

The group you will reflect on is **[outgroup]**.

The cause you will reflect on is **[issue]**.

**[Outgroup issue description; see “Issue Descriptions” below]**

Using the scale below, please answer the following questions. Remember to answer the questions while thinking about **[outgroup]** and their cause, **[issue]**.

Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6	7

I feel a sense of “brotherhood” or “sisterhood” with \_\_\_\_\_.

\_\_\_\_\_ can count on me to be their ally.

\_\_\_\_\_ and I are “all in this together”.

I stand in solidarity with \_\_\_\_\_.

I feel a sense of solidarity with \_\_\_\_\_. (Adapted from Leach et al., 2008)

It’s important for me to stick together with \_\_\_\_\_.

I stand united with \_\_\_\_\_.

In some ways, I have a sense of responsibility toward \_\_\_\_\_.

I would say I am loyal to \_\_\_\_\_.

I feel committed to \_\_\_\_\_. (Adapted from Doosje et al., 1995)

In some ways, I view \_\_\_\_\_’s cause as my cause, too.

\_\_\_\_\_’s cause is important to me.

I identify with \_\_\_\_\_’s cause.

I think \_\_\_\_\_’s cause is worthy.

I share \_\_\_\_\_’s goal.

I feel partly responsible to ensure that \_\_\_\_\_’s interests are met.

Working together to achieve \_\_\_\_\_’s goal is important to me.

I have a role to play in \_\_\_\_\_’s cause.

I am committed to supporting \_\_\_\_\_’s cause.

I feel connected to \_\_\_\_\_’s cause.

Policies negatively affecting \_\_\_\_\_ should be changed.

All citizens should be better informed about how \_\_\_\_\_ are disadvantaged by policies.

More people should know about how \_\_\_\_\_ are negatively affected by this issue.

It’s important to challenge the power structures that disadvantage \_\_\_\_\_.

Power structures that disadvantage \_\_\_\_\_ are unfair.

Policies and laws that are unfair to \_\_\_\_\_ must be changed.

The way that the authorities treat \_\_\_\_\_ is unjust.

We need policies that will grant equal rights to \_\_\_\_\_.

I believe social systems should change so they guarantee equality for \_\_\_\_\_.

Fighting for social justice for \_\_\_\_\_ means fighting for the social good.

## **Issue Descriptions**

### **Indigenous people: Inquiry into missing and murdered Indigenous women**

Indigenous women and girls in Canada are disproportionately affected by all forms of violence. Even though they only make up 4% of Canada's female population, 16% of all women murdered in Canada between 1980 and 2012 were Indigenous. Many Indigenous people are calling for more action on the issue of missing and murdered Indigenous women.

### **Indigenous people: Reconciliation**

For over 100 years, Indigenous children were removed from their families and sent to institutions called Residential Schools. Students often experienced trauma, which has been passed down from generation to generation and affected the relationship between Indigenous peoples and other Canadians. Many Indigenous Peoples are calling for reconciliation to revitalize the relationship between Indigenous people and other Canadians.

### **Syrian refugees: Immigration to Canada**

The ongoing conflict in Syria has triggered the worst humanitarian crisis in the world today. Half the country's pre-war population—more than 11 million people—have been killed or forced to flee their homes. Many of these Syrian refugees wish to immigrate to Canada.

### **Transgendered people: Transgender rights**

Transgendered people in Canada are disproportionately affected by violence and discrimination. For example, whereas 20% of straight children feel safe at school, 95% of transgendered students feel unsafe at school. Many transgendered people are calling for federal laws to provide transgendered individuals with the same legal protections as other vulnerable groups in Canada.

### **Black people: Black Lives Matter Canada**

Black people in Canada are disproportionately affected by violence and discrimination. For example, even though they only represent 2.5% of the population, Black people were victims of 42% of reported hate crimes in Canada. Many Black Canadians have joined Black Lives Matter Canada, a movement that aims to end violence and discrimination against Black Canadians.

### **Women: Income equality**

Women in Canada earn less money than men. In fact, Canadian women earn 20% less than men even when they do the same job. Many women are calling for policy changes to guarantee income equality for women.

**Appendix C: Distribution of Participants Across PSM Issues**

Study	Gendered Income equality	Black Lives Matter	Inquiry into Missing and Murdered Indigenous Women	Reconciliation with Indigenous Peoples in Canada	Transgender Rights	Admitting Syrian Refugees to Canada
1	252	274	262	261	269	276
2	42	45	44	46	43	40
3	68	47	54	53	46	--
4	20	33	--	27	28	18
5	--	--	--	219	--	--

**Appendix D: Study 1—Covariance Matrixes (Legend of Items Follows)**

	PSMA1	PSMA2	PSMA3	PSMA4	PSMA5	PSMA6	PSMA7	PSMA8	PSMA9	PSMA10
PSMA1	2.40	1.26	1.47	1.36	1.52	1.53	1.44	1.52	1.47	1.61
PSMA2	1.26	2.02	1.45	1.40	1.30	1.49	1.52	1.19	1.45	1.40
PSMA3	1.47	1.45	2.24	1.50	1.48	1.56	1.60	1.38	1.50	1.53
PSMA4	1.36	1.40	1.50	2.01	1.59	1.49	1.57	1.25	1.38	1.45
PSMA5	1.52	1.30	1.48	1.59	2.08	1.48	1.50	1.35	1.42	1.52
PSMA6	1.53	1.49	1.56	1.49	1.48	2.21	1.60	1.44	1.57	1.68
PSMA7	1.44	1.52	1.60	1.57	1.50	1.60	2.13	1.27	1.53	1.53
PSMA8	1.52	1.19	1.38	1.25	1.35	1.44	1.27	2.38	1.36	1.61
PSMA9	1.47	1.45	1.50	1.38	1.42	1.57	1.53	1.36	2.22	1.61
PSMA10	1.61	1.40	1.53	1.45	1.52	1.68	1.53	1.61	1.61	2.28
PSMB1	1.32	1.05	1.27	1.08	1.21	1.26	1.16	1.29	1.12	1.28
PSMB2	1.17	1.26	1.24	1.24	1.22	1.34	1.31	1.19	1.26	1.31
PSMB3	1.23	1.02	1.19	1.10	1.15	1.15	1.13	1.16	1.01	1.20
PSMB4	0.81	1.14	1.03	1.09	0.96	1.11	1.17	0.87	1.01	1.01
PSMB5	1.28	1.32	1.38	1.27	1.25	1.40	1.33	1.28	1.30	1.42
PSMB6	1.30	1.12	1.25	1.15	1.17	1.26	1.14	1.46	1.19	1.34
PSMB7	1.34	1.30	1.36	1.33	1.30	1.45	1.38	1.33	1.33	1.43
PSMB8	1.24	1.15	1.24	1.14	1.18	1.26	1.17	1.38	1.17	1.31
PSMB9	1.24	1.29	1.35	1.30	1.26	1.34	1.36	1.22	1.30	1.35
PSMB10	1.36	1.15	1.31	1.22	1.27	1.35	1.29	1.30	1.22	1.39
PSMC1	0.79	1.01	1.00	1.00	0.92	1.03	1.05	0.78	0.94	0.91
PSMC2	0.81	0.98	0.95	1.00	0.92	1.03	1.05	0.84	0.89	0.92
PSMC3	0.71	0.92	0.91	0.97	0.86	0.96	0.97	0.74	0.82	0.84
PSMC4	0.85	1.03	1.02	1.07	0.98	1.08	1.07	0.88	0.97	1.01
PSMC5	0.78	0.99	1.00	1.02	0.91	1.05	1.04	0.76	0.96	0.94
PSMC6	0.77	0.98	0.95	0.98	0.92	0.96	1.02	0.72	0.91	0.88
PSMC7	0.71	0.82	0.85	0.93	0.80	0.91	0.90	0.71	0.79	0.81
PSMC8	0.80	1.00	0.98	0.99	0.90	0.97	1.05	0.73	0.92	0.89
PSMC9	0.82	1.05	1.04	1.05	0.97	1.06	1.07	0.82	0.96	0.94
PSMC10	0.88	1.07	1.07	1.11	1.02	1.09	1.14	0.92	0.99	1.00

	PSMB1	PSMB2	PSMB3	PSMB4	PSMB5	PSMB6	PSMB7	PSMB8	PSMB9	PSMB10
PSMA1	1.32	1.17	1.23	0.81	1.28	1.30	1.34	1.24	1.24	1.36
PSMA2	1.05	1.26	1.02	1.14	1.32	1.12	1.30	1.15	1.29	1.15
PSMA3	1.27	1.24	1.19	1.03	1.38	1.25	1.36	1.24	1.35	1.31
PSMA4	1.08	1.24	1.10	1.09	1.27	1.15	1.33	1.14	1.30	1.22
PSMA5	1.21	1.22	1.15	0.96	1.25	1.17	1.30	1.18	1.26	1.27
PSMA6	1.26	1.34	1.15	1.11	1.40	1.26	1.45	1.26	1.34	1.35
PSMA7	1.16	1.31	1.13	1.17	1.33	1.14	1.38	1.17	1.36	1.29
PSMA8	1.29	1.19	1.16	0.87	1.28	1.46	1.33	1.38	1.22	1.30
PSMA9	1.12	1.26	1.01	1.01	1.30	1.19	1.33	1.17	1.30	1.22
PSMA10	1.28	1.31	1.20	1.01	1.42	1.34	1.43	1.31	1.35	1.39
PSMB1	2.23	1.35	1.46	1.00	1.53	1.46	1.44	1.49	1.33	1.56
PSMB2	1.35	2.01	1.28	1.38	1.51	1.35	1.63	1.41	1.52	1.44
PSMB3	1.46	1.28	2.14	1.00	1.40	1.31	1.36	1.38	1.28	1.51
PSMB4	1.00	1.38	1.00	1.80	1.25	0.98	1.29	1.07	1.25	1.07
PSMB5	1.53	1.51	1.40	1.25	2.29	1.51	1.63	1.48	1.48	1.52
PSMB6	1.46	1.35	1.31	0.98	1.51	2.18	1.52	1.49	1.39	1.45
PSMB7	1.44	1.63	1.36	1.29	1.63	1.52	2.09	1.48	1.58	1.52
PSMB8	1.49	1.41	1.38	1.07	1.48	1.49	1.48	2.13	1.35	1.49
PSMB9	1.33	1.52	1.28	1.25	1.48	1.39	1.58	1.35	2.03	1.46
PSMB10	1.56	1.44	1.51	1.07	1.52	1.45	1.52	1.49	1.46	2.13
PSMC1	0.80	1.05	0.78	1.11	0.99	0.85	1.06	0.89	1.01	0.89
PSMC2	0.90	1.14	0.87	1.15	1.03	0.95	1.14	0.97	1.09	0.97
PSMC3	0.83	1.10	0.81	1.15	0.97	0.90	1.08	0.92	1.03	0.91
PSMC4	0.92	1.15	0.90	1.16	1.08	0.94	1.16	1.02	1.10	0.97
PSMC5	0.86	1.10	0.81	1.14	1.04	0.90	1.10	0.94	1.04	0.93
PSMC6	0.80	1.01	0.76	1.06	0.94	0.79	1.01	0.85	0.97	0.82
PSMC7	0.80	0.96	0.79	1.01	0.88	0.84	0.98	0.83	0.96	0.89
PSMC8	0.80	1.06	0.74	1.11	0.97	0.83	1.05	0.86	1.01	0.85
PSMC9	0.90	1.11	0.86	1.15	1.04	0.92	1.13	0.95	1.10	0.95
PSMC10	0.92	1.20	0.90	1.24	1.12	0.98	1.20	1.03	1.15	0.97

	PSMC1	PSMC2	PSMC3	PSMC4	PSMC5	PSMC6	PSMC7	PSMC8	PSMC9	PSMC10
PSMA1	0.79	0.81	0.71	0.85	0.78	0.77	0.71	0.80	0.82	0.88
PSMA2	1.01	0.98	0.92	1.03	0.99	0.98	0.82	1.00	1.05	1.07
PSMA3	1.00	0.95	0.91	1.02	1.00	0.95	0.85	0.98	1.04	1.07
PSMA4	1.00	1.00	0.97	1.07	1.02	0.98	0.93	0.99	1.05	1.11
PSMA5	0.92	0.92	0.86	0.98	0.91	0.92	0.80	0.90	0.97	1.02
PSMA6	1.03	1.03	0.96	1.08	1.05	0.96	0.91	0.97	1.06	1.09
PSMA7	1.05	1.05	0.97	1.07	1.04	1.02	0.90	1.05	1.07	1.14
PSMA8	0.78	0.84	0.74	0.88	0.76	0.72	0.71	0.73	0.82	0.92
PSMA9	0.94	0.89	0.82	0.97	0.96	0.91	0.79	0.92	0.96	0.99
PSMA10	0.91	0.92	0.84	1.01	0.94	0.88	0.81	0.89	0.94	1.00
PSMB1	0.80	0.90	0.83	0.92	0.86	0.80	0.80	0.80	0.90	0.92
PSMB2	1.05	1.14	1.10	1.15	1.10	1.01	0.96	1.06	1.11	1.20
PSMB3	0.78	0.87	0.81	0.90	0.81	0.76	0.79	0.74	0.86	0.90
PSMB4	1.11	1.15	1.15	1.16	1.14	1.06	1.01	1.11	1.15	1.24
PSMB5	0.99	1.03	0.97	1.08	1.04	0.94	0.88	0.97	1.04	1.12
PSMB6	0.85	0.95	0.90	0.94	0.90	0.79	0.84	0.83	0.92	0.98
PSMB7	1.06	1.14	1.08	1.16	1.10	1.01	0.98	1.05	1.13	1.20
PSMB8	0.89	0.97	0.92	1.02	0.94	0.85	0.83	0.86	0.95	1.03
PSMB9	1.01	1.09	1.03	1.10	1.04	0.97	0.96	1.01	1.10	1.15
PSMB10	0.89	0.97	0.91	0.97	0.93	0.82	0.89	0.85	0.95	0.97
PSMC1	1.74	1.20	1.19	1.30	1.30	1.36	1.10	1.28	1.29	1.24
PSMC2	1.20	1.73	1.40	1.25	1.24	1.19	1.18	1.19	1.26	1.29
PSMC3	1.19	1.40	1.66	1.23	1.24	1.14	1.19	1.16	1.22	1.28
PSMC4	1.30	1.25	1.23	1.78	1.35	1.27	1.20	1.25	1.29	1.34
PSMC5	1.30	1.24	1.24	1.35	1.80	1.32	1.18	1.29	1.34	1.31
PSMC6	1.36	1.19	1.14	1.27	1.32	1.75	1.08	1.30	1.30	1.22
PSMC7	1.10	1.18	1.19	1.20	1.18	1.08	2.31	1.10	1.27	1.20
PSMC8	1.28	1.19	1.16	1.25	1.29	1.30	1.10	1.67	1.36	1.25
PSMC9	1.29	1.26	1.22	1.29	1.34	1.30	1.27	1.36	1.86	1.30
PSMC10	1.24	1.29	1.28	1.34	1.31	1.22	1.20	1.25	1.30	1.79

**Legend of Items Reported in Above Covariance Matrixes**

- PSMA1: I feel a sense of “brotherhood” or “sisterhood” with X  
PSMA2: X can count on me to be their ally  
PSMA3: X and I are “all in this together”  
PSMA4: I stand in solidarity with X  
PSMA5: I feel a sense of solidarity with X  
PSMA6: Its important for me to stick together with X  
PSMA7: I stand united with X  
PSMA8: In some ways, I have a sense of responsibility towards X  
PSMA9: I would say I am loyal to X  
PSMA10: I feel committed to X  
PSMB1: In some ways, I view X’s cause as my cause, too.  
PSMB2: Xs cause is important to me  
PSMB3: I identify with X’s cause  
PSMB4: I think X’s cause is worthy  
PSMB5: I share X’s goal  
PSMB6: I feel partly responsible to ensure that Xs interests are met  
PSMB7: Working together to achieve X’s goal is important to me  
PSMB8: I have a role to play in X’s cause  
PSMB9: I am committed to supporting X’s cause  
PSMB10: I feel connected to X’s cause  
PSMC1: Policies negatively affecting X should be changed  
PSMC2: All citizens should be better informed on how X are disadvantaged by policies  
PSMC3: More people should know about how X are negatively affected by this issue  
PSMC4: Its important to challenge the power structures that disadvantage X  
PSMC5: Power structures that disadvantage X are unfair  
PSMC6: Policies and laws that are unfair to X must be changed  
PSMC7: The way that the authorities treat X is unjust  
PSMC8: We need policies that will grant equal rights to X  
PSMC9: I believe social systems should change so they guarantee equality for X  
PSMC10: Fighting for social justice for X means fighting for the common good

**Appendix E: Study 2—Covariance Matrix for PSM Items**

	1	2	3	4	5	6	7	8	9
1: I feel a sense of “brotherhood” or “sisterhood” with X	2.50	1.53	1.19	1.72	1.22	1.60	0.82	0.79	1.01
2: I feel a sense of solidarity with X	1.53	2.17	1.30	1.40	1.20	1.40	0.95	0.85	1.19
3: I stand united with X	1.19	1.30	1.71	1.23	1.11	1.27	1.00	0.91	1.18
4: In some ways, I view X’s cause as my cause, too	1.72	1.40	1.23	2.87	1.81	1.82	0.99	0.93	1.12
5: I have a role to play in X’s cause	1.22	1.20	1.11	1.81	2.59	1.74	0.88	0.83	1.13
6: I feel connected to X’s cause	1.60	1.40	1.27	1.82	1.74	2.32	0.97	0.91	1.14
7: Policies negatively affecting X should be changed	0.82	0.95	1.00	0.99	0.88	0.97	1.53	1.03	1.21
8: More people should know about how X are negatively affected by this issue	0.79	0.85	0.91	0.93	0.83	0.91	1.03	1.48	1.19
9: It’s important to challenge the power structures that disadvantage X	1.01	1.19	1.18	1.12	1.13	1.14	1.21	1.19	1.78

**Appendix F: Study 4—Comparison of Original and Modified PSM Cause Connection Items**

Original Item Wording	Revised Item Wording
In some ways, I view X's cause as my cause, too	In some ways, I view the issue of Y for X as my cause, too
I have a role to play in X's cause	I have a role to play in the issue of Y for X
I feel connected to X's cause	I feel connected to the issue of Y for X

*Note.* "X" denotes the outgroup name; "Y" denotes the outgroup's cause.

## **Appendix G: Study 5—Passage and Message of Support Instructions**

### **Passage**

The instructions for the passage read, “On the next page, you will read a short description of a social issue. Please read this carefully; you will be asked questions about it later.” The following passage, which was created for this project, appeared on the next page:

For over 100 years, Indigenous children were removed from their families and sent to institutions called residential schools. Until the mid-1990s, government-funded, church-run schools were located across Canada to eliminate parental involvement in the spiritual, cultural, and intellectual development of Indigenous children. More than 150,000 First Nations, Métis, and Inuit children were forced to attend these schools, some of which were hundreds of miles from their home.

Separated from their families, the experience was often marked by abuse and other traumatic experiences. Through the transmission of intergenerational trauma, survivors’ experiences continue also negatively affect their descendants, such as children and grandchildren.

To address the legacy of Residential Schools and the damaged relationship between Indigenous peoples and others in Canada, many are calling for reconciliation. Reconciliation can only occur, though, if all peoples work together.

### **Message of Support Instructions**

Participants read the following preamble.

As part of their efforts towards reconciliation, The University of XXXXX’s Indigenous Student Council (ISC) is creating a multimedia campaign. The ISC is looking for non-Indigenous U of XXXXX students to provide messages of support for reconciliation with Indigenous peoples in Canada. There are two types of messages they’re interested in that you can complete now, if you so choose.

Next, participants read the following descriptions of the two types of messages, a written message or a video message, which were crafted to make the tasks sound relatively easy to complete (e.g., quick, supplies were provided).

#### **Video messages**

The ISC will compile video messages into a video that will be unveiled on campus during the winter term orientation week. The video may also be played on the campus television screens and its social media accounts.

If you would like to create a video message, the research assistant will provide you with a script or you can create your own message. Each video is 10 seconds in duration maximum. You will be able to record the video in private (the experimenter will not be in the room), and you can retake the video as many times as you would like.

**Written messages**

The ISC is also looking for written messages. They will compile these messages into a mosaic that will be on display in University Centre during the winter term orientation week.

If you would like to create a written message, the research assistant will provide the supplies, such as markers and paper. You do not need to sign your name on the message if you don't want to.