

Supplemental Material

Pilot Studies

Two pilot studies tested the correlation between extant and desired cross-group friendships and cultural interest. In Pilot Study 1, the more Latinos White- and Asian-American participants ($n=30$, 13 female) listed among their six closest friends the greater interest they reported in Latino cultural products in a separate survey (3-items; e.g., “Latino music, games, and literature”; $1=not\ at\ all$, $7=very\ much$, $\alpha=.77$), $r=.56$, $p=.001$.

In Pilot Study 2, White-Canadian students ($n=44$, 29 female) had a controlled getting-to-know-you conversation with a trained Chinese-Canadian confederate, reported whether they would like to become friends with the confederate, and, in an ostensibly unrelated task, were invited to complete as many lottery tickets as they would like to win Chinese cultural products (e.g., Chinese films; cf. Experiment 1). Participants who expressed interest in becoming friends with the confederate completed more lottery tickets ($M=2.59$) than participants who did not ($M=1.20$), $t(42)=2.53$, $p=.015$, $d=.77$. The effect held controlling for participants’ pre-conversation reported interest in Chinese culture and for a feeling thermometer difference-score assessing how positively participants felt toward Chinese people relative to people of European descent (Australian and British people).

Experiment 1

Manipulation check. In addition to the items assessing perceived similarity to the confederate, we assessed participants’ reports of how “friendly” the confederate was and how much they “like[d]” the confederate on 7-point scales. These items showed ceiling effects—all participants on the former item and 80% of participants on the latter item provided a 6 or 7—so they are not discussed further.

Number of ballots completed to win Chinese cultural products. The outcome was positively skewed ($Z=2.53, p=.011$); a square-root transformation eliminated the skew ($Z<1$). Means are reported in the original metric for intuitive clarity.

Mood. Given some research suggesting that mimicry may increase positive mood (Neumann & Strack, 2000; cf. van Baaren, Holland, Kawakami, & van Knippenberg, 2004) and the possibility that positive mood could contribute to some of the results, we assessed participants' mood ($1=very\ negative, 7=very\ positive$). The measure was negatively skewed ($Z=-3.37, p=.0008$); a square root transformation eliminated the skew ($Z=1.72, p=.09$). Mimicry-condition did not significantly affect mood, $F(1,44)=2.41, p=.13$.

Experiments 2 and 3

Participant gender. No result in Experiment 1 was moderated by participant gender, $F_s<1$. However, we wanted to ensure that Experiments 2 and 3, in which participants worked with the confederate to design a music video for a love song, were unaffected by heterosexual romantic interest. Because only female confederates were available, Experiments 2 and 3 examined same-sex (female) dyads.

Manipulation of social connectedness. Following past research (Cwir, Carr, Walton, & Spencer, 2011; Walton, Cohen, Cwir, & Spencer, 2012 Experiment 4), in the prestudy survey participants rated how important each interest they listed (e.g., favorite book, movie, childhood cartoon) was to them ($1=not\ at\ all, 7=very\ much$). In the social-connection condition, the interest the confederate expressed that matched the participant's previously reported interest was, as much as possible, both rare within the surveyed sample and one the participant had rated as personally important. To keep the experimenter and confederate unaware of condition, the personalized script the confederate followed for each participant was prepared by a different

experimenter. In the no-social-connection condition, each participant was yoked to a social-connection condition participant so that one of the confederate's interests matched an interest of this other participant. Thus, across conditions participants heard the confederate express similar interests; what was manipulated was whether one interest matched one of the participant's interests or not.

Confederate's contribution to the music-video design. In designing the music video with the participant, the confederate followed a script to hold constant her behavior and to supply relevant cultural information. The dyad completed this task using the worksheet depicted in Figure S1. The experimenter instructed the pair to work together but asked the participant to "take the lead on" odd-numbered questions and the confederate to "take the lead on" even-numbered questions. On odd-numbered questions, the confederate followed the participant's lead, concurring with and supporting her suggestions. In "taking the lead on" even-numbered questions, the confederate suggested the setting for the video (question 2), its technical layout (question 4), and the content in the middle (question 6). As a setting, in the Mexican condition, the confederate suggested the *Palacio de Bellas Artes* (Palace of Fine Arts) in Mexico City. She explained that the *Palacio de Bellas Artes* contains renowned museums including the *Museo de la Arquitectura* (Museum of Architecture), and is home to the *Bellas Artes Orchestra*, Mexico's National Symphony Orchestra. Next, she suggested using a widescreen layout. Finally, the confederate suggested that the middle of the video contain a dance scene featuring the *Jarabe Tapatio* (Mexican Hat Dance). She explained that the dance is a popular Mexican folk dance performed by couples or groups, which traditionally ends with dancers placing a large hat over their faces. In the Portuguese condition, the confederate provided exactly the same information but adapted it to Portuguese contexts. For instance, she described the the *Palacio de Bellas Artes*

(Palace of Fine Arts) as located in Lisbon, the *Bellas Artes Orchestra* as Portugal's National Symphony Orchestra, and the *Jarabe Tapatio* as the Portuguese Hat Dance.

Experiment 2: Perceived Ethnic Identification of the Confederate

A potential alternative explanation for the results of Experiment 2 is that participants inferred that the confederate was more identified with her Mexican identity in the Mexican condition, where she expressed enthusiasm for a Mexican band, and, in the social-connection condition, tuned their attitudes toward Latinos to be consistent with her inferred attitudes (Sinclair, Lowery, Hardin, & Colangelo, 2005). To examine this possibility, at the end of Experiment 2 (after completing the measure of perceived similarity), participants reported how identified with her ethnicity they thought their interaction partner was ($1=not\ at\ all$, $7=very$). Analyses revealed that participants indeed rated the confederate as more identified with her ethnicity in the Mexican condition ($M=6.00$) than in the Portuguese condition ($M=5.47$), $F(1,55)=5.15$, $p=.027$. But controlling for this measure did not alter the condition effect on implicit prejudice. The interaction remained significant, $F(1,50)=4.88$, $p=.032$, suggesting that the effects on implicit prejudice did not stem from differences in the perceived ethnic identification of the confederate. In addition, Experiment 3 rules out this alternative explanation directly by holding constant the enthusiasm the confederate expressed for a Mexican band.

Experiment 3

As shown in the mediated moderation analysis reported in Table S1, the social-connection X free-choice interaction on implicit anti-Latino prejudice was partially mediated by an interaction between cultural engagement and free-choice. The social-connection condition increased engagement with the Mexican cultural task and, in the free-choice condition, this engagement predicted reduced anti-Latino prejudice. Further, as displayed in Figure S2, within

the free-choice condition, the effect of social-connection condition on implicit anti-Latino prejudice was fully mediated by engagement with the Mexican cultural task. The indirect effect was significant, 95% bootstrap confidence interval= $-.29$ to $-.014$, $p < .05$ (Preacher & Hayes, 2004).

Experiment 4

Debriefing of participants in Experiments 2 and 3. Although participants in Experiments 2 and 3 were debriefed at the end of the laboratory session, standard debriefing procedures do not erase the effects of psychological experiences (Ross, Lepper & Hubbard, 1975). Therefore, it seemed possible that condition effects could endure to affect distal intergroup attitudes.


Attitudes toward undocumented Mexican immigrants. An ostensibly unrelated section of the survey asked participants about their attitudes toward undocumented Mexican immigrants (9-items, e.g., “How sympathetic do you feel towards undocumented Mexican immigrants”; $1 = \text{not at all}$, $7 = \text{extremely}$; $\alpha = .85$). Analysis yielded a marginally significant two-way interaction, $F(1,51) = 2.87$, $p = .096$ (Figure 3c). The contrast between the social-connection/Mexican-free-choice condition and the no-social-connection/Mexican-free-choice condition was significant, $t(51) = 2.02$, $p = .048$, $d = .56$, all other t s < 1.15 . In addition, the *a priori* predicted contrast between the social-connection/Mexican-free-choice condition and the three other conditions was marginally significant, $t(51) = 1.80$, $p = .077$, $d = .50$.

Table S1. Mediated moderation of the reduction in implicit anti-Latino prejudice by engagement with the Mexican cultural task (Experiment 3).

| Predictor | Regression 1: Social Connection X Free Choice Effect on Implicit Anti-Latino Prejudice | | Regression 2: Social Connection and Free Choice Main Effects on Engagement | | Regression 3: Mediated Moderation by Engagement X Free Choice | |
|-----------------------------------|--|--------|--|-------|---|--------|
| | β | t | β | t | β | t |
| Social Connection Condition | -.21 | -1.61 | .27 | 2.11* | -.12 | -.89 |
| Free Choice Condition | -.21 | -1.63 | .27 | 2.12* | -.12 | -.87 |
| Social Connection X Free Choice | -.27 | -2.04* | -.02 | -.18 | -.19 | -1.43 |
| Cultural Engagement | — | — | — | — | -.36 | -2.37* |
| Cultural Engagement X Free Choice | — | — | — | — | -.26 | -1.79† |
| R ² | .16 | | .15 | | .26 | |

† $p < .10$. * $p < .05$.

Figure S1. Worksheet used to design the music video (Experiments 2 and 3).



Musico and Media
TASK

1) Who are the characters? _____

2) Where is the setting? _____ Palacio de Bellas Artes (Palace of Fine Arts)

3) What is the plot? _____

4) Video layout: widescreen full screen

Storyboard (Please use the space provided to sketch and describe the beginning, middle, and end of the video)

5) Beginning

6) Middle

7) End


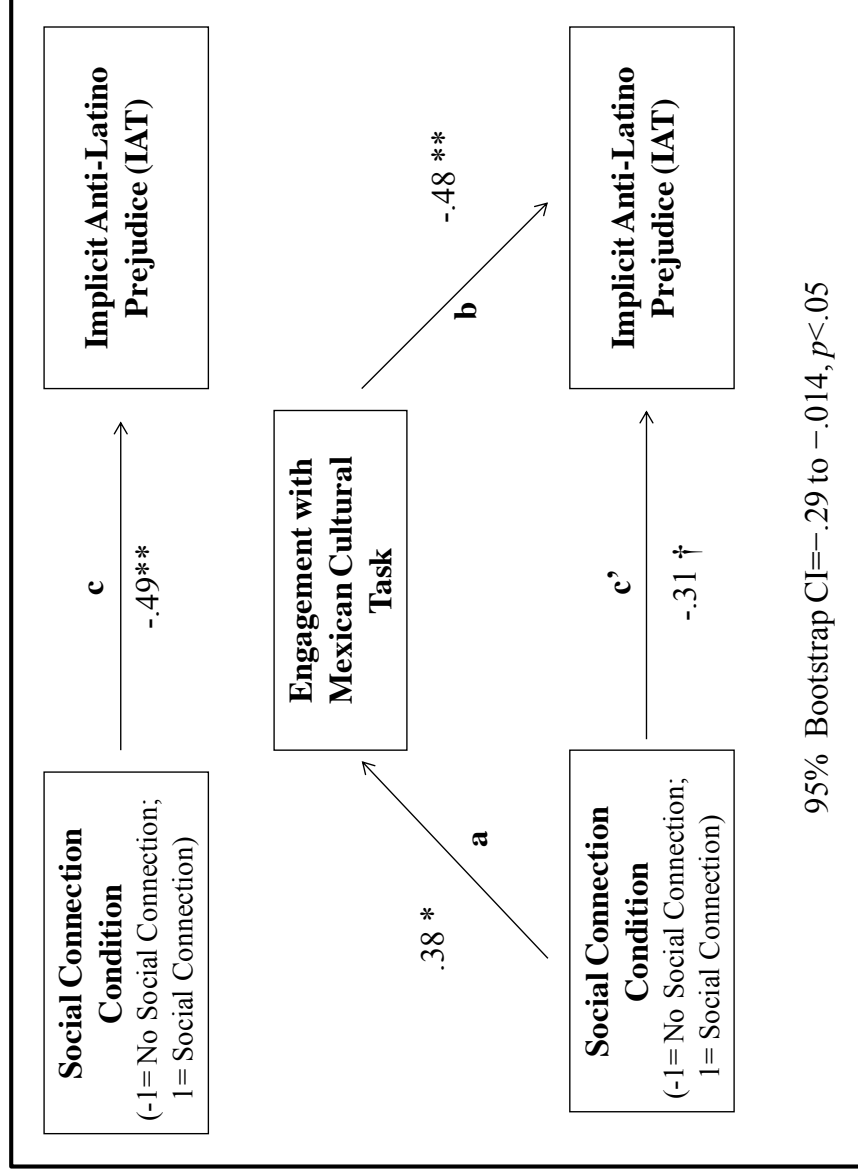
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|----------------------------|---|--|
| |  | |
| Jarabe Tapatio (Hat Dance) | | |

Figure S2. Mediation of the reduction in implicit anti-Latino prejudice by engagement with the Mexican cultural task within the free-choice condition (Experiment 3)



Standardized coefficients are shown. Asterisks denote those paths that are significant ($\dagger p < .10$, * $p < .05$, ** $p < .01$).

References

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