

**The Need for Global Awareness in an Interconnected World: A
Quantitative Study of the University of Indianapolis Student Body**

By

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Abstract

Given the influence of American foreign policy in shaping international relations and the important role that public opinion can play, this research examines global awareness among Midwest college students, with a focus on the University of Indianapolis. Replicating Pew Research Center survey questions, the study surveyed 450 students. While the initial assumption was that the Midwest's limited exposure to international affairs may result in lower awareness levels, the findings showed that students at the University of Indianapolis correctly answered 51.52% of the questions, aligning with the national average of 52.5%. The university's location, international connections of the city, the curriculum and the diverse student body may have contributed to these results. Further analysis revealed gender differences, with men scoring higher but women more likely to express uncertainty, potentially skewing results. Additionally, international students outperformed domestic students, likely due to cross-cultural experiences. Field of study played a crucial role and surprisingly, GPA did not correlate with global awareness, reinforcing that level of media coverage, interest and engagement are stronger predictors of global knowledge. Lastly, the study emphasizes the need for initiatives to enhance international education, fostering a more informed student body and preparing globally conscious citizens equipped for the international job market.

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Introduction

Globalization has transformed the world during the past couple decades. In an increasingly interconnected world, the study of international relations is essential to understand the complex political, economic and social dynamics, which are significantly influenced by the foreign policy decisions of major powers. As a global hegemon, the United States shapes global events through its foreign policy, having an impact on international diplomatic relations, economic ties, and geopolitical stability. As we examine some of the major current conflicts, we realize the power of the United States in shaping their trajectory. To begin with, the longstanding conflict between Hamas and Israel illustrates how US involvement and support for Israel can either escalate or mitigate regional tensions. Similarly, in the Ukrainian conflict, American responses to Russia, including sanctions and military aid to Ukraine, determine the geopolitical landscape in Eastern Europe. In the case of Yemen, the US has been involved in providing military support to the Saudi-led coalition in its efforts against Houthi rebels. These three scenarios showcase the broader consequences of US foreign policy decisions as they impact the course of these international conflicts. At a national level, one of the factors affecting foreign policy decisions is public opinion. However, several studies reflect that the general public in the United States lacks awareness of global issues, potentially affecting their opinions and ultimately, American foreign policy decisions and international relations. While research indicates that individuals with a college degree possess greater knowledge compared to those without, their overall level of awareness remains relatively low.

This study focuses on college students, being a demographic group with education. The purpose of my research is to assess if college students in the Midwest show the same level of competence in global affairs as data from national-level research suggests. My research focuses on students at the University of Indianapolis, given that their location in the Midwest serves as a valuable case study for assessing public awareness of global affairs in a region where the general perception is to be less internationally exposed due to a lack of global interactions compared to other coastal areas. My research not only fills a gap by conducting research in a midwestern university but also assists the University of Indianapolis in getting a better understanding of the global awareness of its students.

Background and Literature Review

The Role of Public Opinion in US Foreign Policy

As American foreign policy continues to play a key role in shaping global dynamics and outcomes in international relations, it invites investigation into the factors affecting policy decisions at a national level. There is plenty of literature that reflects the relationship between public opinion and foreign policy formulation in the United States (Powlick et al., 1998; Jacobs et al., 2005; Knecht, 2010). Scholars have investigated the democratic processes by which the American people influence leaders' decisions through elections and advocacy. Therefore, the literature underscores that US foreign policy is shaped, among other factors, by public opinion, emphasizing the impact of American citizens in influencing the direction of diplomatic and military endeavors at the international level.

As public opinion influences foreign policy decisions, it becomes paramount for Americans to have an understanding of global issues as well as the substantial implications and impact of American foreign policy in the international arena. Being informed about international affairs gives citizens the ability to engage critically in the democratic process, promoting more informed and conscientious public discourse. Moreover, understanding the broader consequences of American foreign policy allows individuals to participate in discussions and decisions that affect the nation's role on the global stage.

Nevertheless, despite the extensive literature examining the impact of public opinion on foreign policy decisions, there is a notable gap in the literature on public awareness regarding global affairs and its influence on policy. While many scholars have explored public sentiments, little is known about how informed the population is about international events and how that level of awareness impacts policy. By providing valuable insights into the relationship between public knowledge, awareness, and foreign policy decision-making at the national and international levels, my research aims to fill this knowledge gap.

Americans' Knowledge of Global Affairs

While the existing literature on this specific issue is limited, various studies conducted offer valuable insights. Empirical evidence shows that American adults lack substantial knowledge of global affairs. In 2022, the Pew Research Center conducted a survey with the goal of knowing “how much Americans know about international affairs and, how knowledge varies across demographic subgroups”. From a 12-question study, the

mean number of correct answers was 6.3, while the median was 7. The survey also found that the level of awareness about international issues depends on the demographics. Unsurprisingly, “Americans with more education tend to score higher, for example, than those with less formal education” (2022). Some other findings were that men also tend to get more questions correct than women, as well as older participants and those who are more interested in foreign policy (2022).

Additionally, a survey conducted by the Council on Foreign Relations and National Geographic Society (2019) also concluded that “adult Americans exhibit gaps in their knowledge about geography and world affairs”. On average, the participants accurately answered little more than 50% of the knowledge questions, with a mere 6% of the sample answering at least 80% of the questions right (2019). However, “seven in ten respondents consider international issues to be relevant to their daily lives and express a desire to promote education in these areas” (2019). The paradox deepens as empirical evidence indicates a significant portion of the American public recognizes having a limited understanding of global affairs. Being aware of these limitations in knowledge raises concerns about the sources of information and educational systems that contribute to these gaps.

A Roper Public Affairs poll focused on studying the international knowledge of young Americans between 18 and 24 years old. The results also illustrated their limited understanding as they only answered about half (54%) of the questions correctly (2006). Some of the concerning statistics showed that 63% of the respondents could not find Iraq

on a map of the Middle East despite constant news coverage since the US invasion of March 2003 and an astonishing 88% could not place Afghanistan while also being a hot spot in the news (2006). Moreover, the results showed that 75% of the sample population did not know that a majority of Indonesia's population is Muslim, nor they could place the country on a map even after the 2005 tsunami played prominently across televisions and in print media (2006). Therefore, as the report states, "the young people in the United States, being the most recent graduates of our educational system, are unprepared for an increasingly global future" (2006).

The Role of Media in Shaping Public Perception

To address this issue, it is crucial to understand the main reasons for the lack of knowledge. Some scholars suggest that media consumption plays a significant role in shaping public perceptions, potentially contributing to information gaps (Entman, 2004; Ridout et al, 2008). As Ridout's study suggests, "people rely on the media as a source of information about politics, the media shapes their views about the political process and the media have an impact on policy preferences" (2008). The author calls it "an education without peer review" (Ridout, 2008). He states that the impact of mass media is likely to be more pronounced, especially considering the limited understanding of foreign affairs among the general public (2008). Moreover, Entman explores the possibility that individuals who mainly rely on news sources with a narrow international focus may not be exposed to a diverse array of global issues (2004).

The Importance of Global Education

In order to promote critical thinking, education becomes paramount. The need for education on global issues, however, extends beyond merely considering the veracity of news media. There exists a substantial body of literature emphasizing the importance of comprehensive global education to enhance public awareness and understanding (Burnouf, 2004; Banks, 2015, Bender-Slack, 2019). A global education, therefore, includes a multifaceted approach that transcends traditional academic boundaries and moves away from Eurocentric perspectives. It involves valuing different cultures and understanding that there are several ways to approach things, embracing diversity in our perspectives and approaches (Burnouf, 2004). This encourages the ability to communicate effectively across different cultures as a crucial skill for thinking critically and responsibly dealing with global issues.

Additionally, it is essential to develop a global perspective on socio-economic and environmental challenges. Scholars like Gravelle et al. (2017) highlight how these challenges are interconnected. In a world interconnected by technology and global networks, a comprehensive global education helps individuals learn the skills needed to navigate the complexities of our increasingly interdependent world. This educational paradigm extends beyond national borders, addressing the challenges faced by educators in defining and adapting to the evolving idea of what it means to be a “global citizen” (MacDonald, 2007). By instilling a sense of global citizenship, people gain the power to contribute meaningfully to a more inclusive, sustainable, and fair world.

Studies like those by Bender-Slack (2017) and Banks (2015) emphasize the role of universities in developing these skills by integrating them into the curriculum and providing diverse learning experiences. According to the Council on Foreign Relations report, 90% of Americans believe that it is important to teach about foreign policy in college (2019). Centering on the educational aspect, this study specifically targets college students, recognizing them as a demographic subgroup expected to have higher levels of education.

While existing research on the general public provides valuable insights, further investigation focusing on this specific population is crucial. This demographic plays a vital role in forming the future electorate and citizenry. Knowledgeable college students are important because of their future ability to be global citizens, policymakers, and leaders. Their education is a crucial component in promoting global consciousness since their degree of awareness and comprehension can influence the course of public discourse, policy formulation, and international engagement (Stearns, 2008).

The assumption is that higher education provides individuals with a deeper understanding of global affairs, allowing them to navigate the complexities of international relations and US foreign policy. In light of the Roper study findings, individuals with college experience correctly answered approximately 63% of the questions (33.4 out of a possible 53), while those with up to a high school education achieved a correct rate of around 45% (24.1 out of 53) (2006). The Pew Research Center survey supported the conclusion, revealing that high school graduates answered 42% of the questions correctly,

whereas college graduates demonstrated a higher accuracy rate of 63% (2022). While a college education contributes to a more comprehensive understanding, the outcomes remain low for college graduates, given that they answer only 63% of the questions correctly.

Examining young people's views on global citizenship, the research sheds light on the challenges in implementing global awareness education. Collectively, these studies offer an understanding of the variables influencing college students' awareness of global affairs, covering educational approaches, personal interests, and societal contexts (Niens and Reilly's 2012; Kulturel-Konak et al,2017; Stearns, 2008).

The Influence of Geopolitical Isolation

Another factor that could contribute to the lack of public awareness of global affairs is the geopolitical isolation. The geographical location of the United States, separated by oceans from many global hotspots, might contribute to a perception of distance or disconnect from international events (Kulturel-Konak et al,2017). Even within the border of the United States, some territories are considered to be more internationally connected. The eastern and western coasts of the United States are often characterized by a more extensive network of global interactions, reflecting a greater engagement with international affairs compared to other parts of the country.

Cato Institute conducted a study in 2008 focusing on Google Trends reports, comparing the popularity of different search terms on Google across regions. The scale

was 0 to 100, being 100 the maximum level of interest. The findings indicate that individuals in Washington DC display a notably higher level of interest in foreign policy compared to the average American population. To illustrate, the average search interest for topics like Terrorism was 100 in Washington DC, whereas the national average stood at 40. Similarly, in the case of Iran, the search interest in Washington DC was 100, while the national average was 39.

On the West coast, “California’s economy and community are shaped by developments in regional and global trade, health, security, technology, migration, and climate action” (Carnegie Endowment for International Peace, 2023). In 2023, the institution conducted a California Global Affairs Survey that proved that “an overwhelming majority of Californians think that international affairs and domestic affairs are interconnected” (2023). The survey also illustrated that around 80% of Californians believe that diplomacy and international development are essential to American security and prosperity. When comparing these results with respondents in national surveys, we can conclude that Californians are more in favor of global engagement. Based on the 2022 Chicago Council Survey of American Public Opinion on U.S. Foreign Policy, 60% of Americans believe that it is in the country's best interest for the United States to actively participate in global affairs.

As proven by the previous statistics, some territories within the US are more likely to have a higher level of international awareness, influenced by their geographic location and the extent to which they are exposed to the global landscape. In order to study the

levels of awareness of a territory that may not be inherently as globally exposed, my study will focus on students at the University of Indianapolis. This choice provides an excellent case for examining a population in the Midwest region.

Although previous studies have looked into a variety of aspects that affect global awareness, the distinct features of the University of Indianapolis present an opportunity to understand how societal contexts and geographical locations specific to this institution contribute to or diverge from broader trends. By narrowing the focus to this particular university, my study aims to provide valuable insights into how the environment shapes students' awareness of global affairs.

Addressing the Knowledge Gap

In conclusion, studying the University of Indianapolis' student body could serve as a representation of the Midwest. This region, often referred to as the heartland of America, is not only geographically central but also culturally emblematic of traditional American values and perspectives. The nature of education at this institution, and across the Midwest, underscores the potential impact of integrating global perspectives into the curriculum. How well such integration is achieved can profoundly influence the knowledge outcomes and, consequently, the worldview of students. Given that Midwesterners may not always have the same level of exposure to international contexts as their coastal counterparts, assessing the levels of public awareness of global affairs in this setting becomes essential. This study goes beyond a mere assessment, with its primary objective being to provide suggestions that will improve the University's academic environment by encouraging a

more profound comprehension of global affairs. These strategies include incorporating diverse viewpoints into the curriculum, aiming to develop a student community that is aware of global intricacies. The ultimate objective is to empower a generation of observant, globally aware individuals within the University of Indianapolis. Equipped with comprehensive knowledge and insight, this group will confidently navigate our interconnected world, actively shaping and influencing the global landscape with informed perspectives and meaningful engagement.

Methods

My research predominantly involves quantitative analysis through the administration of a survey, specifically targeting undergraduate students enrolled at the University of Indianapolis. The questionnaire was conducted through Qualtrics with a sample size of 450 students. The participation in the study was open to all undergraduate students at the University of Indianapolis between August 26th and October 20th, 2024. The study was approved by the Institutional Review Board of the University of Indianapolis on August 9th, 2024. Understanding the Human Research Protections Program (HRPP), I completed the necessary CITI training (see appendices A& B).

The data was stored on my computer and cloud storage, protected with the corresponded passwords. It was only shared with my advisor, Dr. Saksena, and Dr. Shufedlt, who assisted in the data analysis process. The data of my survey did not have any personal identifiers, data was completely anonymous and there were no means to connect data to participants. The data storage is indefinite, and it will not be destroyed.

The sample for this study was randomly selected from the pool of University of Indianapolis students. However, participation in the survey was entirely voluntary. This voluntary nature of participation introduces the possibility of selection bias, as those who choose to participate might have a higher interest in global affairs than those who opt not to participate. However, there was an incentive to participate by providing the opportunity to enter the drawing for an Amazon gift card. That alleviates the selection bias by having participants that might have not been as interested in global affairs, but in the incentive.

The survey was disseminated using various University of Indianapolis channels, including the UIndy App, mass email distribution through Students Affairs featuring the survey link and a flyer (see appendix C) with a QR code for easy access, and collaboration with professors to share the survey with their students during class. This multifaceted approach tried to maximize outreach and encourage broad participation from the university community.

Before the initiation of the survey, participants were informed about the study's purpose, helping participants understand the context and importance of their honest participation. Moreover, it was stated that their responses and identities will be kept confidential, and their data was used solely for research purposes. They needed to agree to participate after reading the informed consent document.

The survey was structured into three distinct sections. The initial section was the demographic identification section. The subsequent section asked participants about their level of interest in global affairs. Finally, there was a section containing knowledge-based

questions.

In order to compare results with the national trend, my study replicated the survey conducted by the Pew Research Center (2022) following the same methodology and knowledge questions. This study accounted for variables like age, gender, level of education, race/ethnicity, and political and religious affiliation. Instead, in order to ensure key variations in my study, my research accounted for the following variables in the demographics section: Gender, Origin (In-state, Out-of-state, international student), Major, Class Standing and, Current GPA.

Moreover, the study also placed importance on the level of interest in global affairs. In order to account for that variable, the survey included specific questions aimed at assessing students' interest in foreign affairs. The first three questions asked whether or not they had previous experience with an international environment. They were followed by two questions that asked the frequency (rarely, occasionally, frequently) of several activities related to their engagement with international culture. An additional question evaluated if they would be interested in increasing their involvement. Lastly, there was a question where the student was asked to rate the level of importance of global awareness to their professional career (see appendix D).

As previously mentioned, the survey contained the 12 knowledge questions provided by the study conducted by Pew Research Center (2022). Each question presented multiple-choice answers, providing five different options to choose from, including one labeled "not sure".

After conducting the survey, a descriptive analysis was performed to summarize and present the key characteristics of the surveyed population. This included demographic distributions, interest levels, and knowledge scores.

To address the extended set of demographic variables and level of interest, subgroup analyses were conducted to differentiate the participants based on the different variables mentioned previously. For classification purposes, the following states were considered part of the Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Additionally, the fields of study related to global affairs at the University of Indianapolis were Franco-Germanic Studies, Latin American Studies, Spanish, International Relations, Political Science, History and Sociology. This differentiation aimed to identify patterns and variations within the student body.

Utilizing the 12 knowledge questions, participants were categorized into groups based on their scores (high, medium, low knowledge). The Pew Research Center survey used the entire 12-question scale for the knowledge questions, breaking people into groups of high (those who answered 9-12 questions correctly), medium (5-8 questions), and low knowledge (0-4 questions). I used the same scale for my research for comparative purposes.

Finally, comparative analyses were conducted to juxtapose the study's findings with the national trend provided by the Pew Research Center. This step involved evaluating similarities, differences, and potential implications for the university's student community.

Data results

My study aimed to research the levels of global awareness among the students at the University of Indianapolis, with the goal of comparing the results to previous national-level studies. To achieve this, the study simulated the methodology of a Pew Research Study to be able to better compare the results. Therefore, a survey was conducted among UIndy students that included the same 12 questions (some answers were modified to be accurate to current political situation) that were asked in the study “What Do Americans Know About International Affairs” by the Pew Research Center in 2022. The results of the survey have been added to the appendix (see appendix E).

After analyzing the results from the survey, findings show that the students at the University of Indianapolis, on average, gave around the same number of correct than incorrect answers to the 12 knowledge questions about international affairs, with a mean number of correct answers of 6.17 and representing the 51.52%.

Depending on the question and the topic that was asked about, the levels of knowledge among the sample differed considerably (see appendix for data results). The question with the lowest correct response rate was about the current UK Prime Minister (19.50%), suggesting limited awareness of recent political leadership in the UK. However, it is important to note the frequency of elections and change of government that this country has faced lately. Questions about the Muslim region in China (24.85%) and African country with the largest population and oil production (31.65%) also had low response rates, pointing to gaps in knowledge about international geography and

economics. Answering these questions correctly indicates a deeper understanding of global affairs, as this information is not as widely available or heavily publicized. Surprisingly, only 31.06% of respondents correctly answered the question about the location of the US embassy in Israel, despite the symbology and importance of this move to the current conflict. After that, the lowest percentage was for the question about Blinken being the US Secretary of State (36.09%), Kabul being the capital of Afghanistan (39.05%), Ukraine not being part of NATO (41.12%), and the USMCA replacing NAFTA (42.30%).

The survey results reveal an interesting contrast with questions where students performed exceptionally well. The highest percentage of correct answer was found in the identification of Kim Jong Un as leader of North Korea from a picture (91.12%), reflecting strong familiarity with this global figure that has been in power for a long time. The Euro symbol was recognized by most respondents (93.49%), possibly due to its visibility in international contexts such as travel, trade, and news. Additionally, a significant majority (84.91%) correctly identified the Indian flag, suggesting basic awareness of major global nations. Lastly, 83.13% of respondents recognized Catholicism as the dominant religion in Latin America, indicates a solid understanding of cultural and religious demographics in Latin America.

The additional analysis highlights an important distinction between respondents who actively attempted to answer the questions and those who opted for the "not sure" response. The results suggest that among those who answered the questions (either correctly or incorrectly), there was a significantly higher level of knowledge, as reflected

in the mean score of 8.51, representing the 70.92%. This suggests that part of the sample population possesses strong knowledge of international affairs, while another group lacks either confidence or understanding with the topics. The "not sure" option seems to have been chosen by less knowledgeable respondents, effectively lowering the overall average score by nearly 19%.

To understand the distribution of responses of the sample population we can use the entire 12-question scale, breaking people into groups of high (those who answered 9-12 questions correctly), medium (5-8 questions) and low knowledge (0-4 questions). The distribution shows a normal bell-shaped curve with 29.88% of students performing in the low range, 51.47% of students achieving medium scores and 18.65% of students reaching high performance. In comparison, the Pew Research Center survey found that 32% of respondents had low knowledge, 37% fell into the medium category, and 31% demonstrated high knowledge. Therefore, while the national-level study had a more balanced distribution across all categories, this study shows a concentration of respondents in the medium knowledge group.

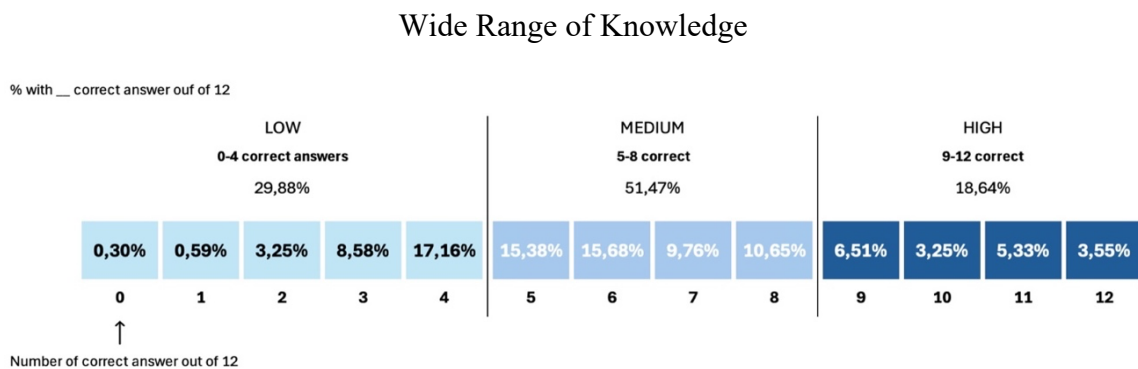


Figure 1: Percentage distribution of students based on the number of correct answers

Gender

Overall, the results of my survey proved that men were more likely to correctly answer the questions than women, obtaining on average 6.98 and 5.73 answers right, respectively, out of the 12 questions. That represents a 10% gap in performance between genders and determines that male students at the University of Indianapolis have higher level of knowledge of global affairs. These results were statistically significant, indicating that the observed gap is unlikely to be due to chance (see appendix for data results tables).

When analyzing the results of each of the questions, it is still visible a difference in knowledge shown by men and women. There was one exception to this trend found in the question of who the current prime minister of the United Kingdom is. In this question, women proved higher knowledge even though the gap was not that significant with only 0.75% and the results did not prove to be statistically significant. Therefore, we cannot obtain any conclusions from this situation. On the other side, there were a few questions where the gap between the knowledge between the two different genders was bigger. Those questions were the one refereeing to what country does not belong to NATO, with a gap of 27.14%, the former name of USMCS, with 17.71% and the capital of Afghanistan, with 17.77%. The statistically significance of those results was almost 100%.

Another observation that was made is the frequency in which each gender answered that they were unsure about the answer. On average women were unsure about their answers in approximately 30.21% of the questions (3.63 out of 12). Men were unsure about their answers in approximately 18.46% of the questions (2.21 out of 12). Therefore, the

female participants expressed uncertainty 11.76 percentage points more often than the male participants of this study (see appendix for data results tables). This observation had a statistically significance of 100% and when observing each question individually, the results were similar but the North Korea and U.S Secretary of State questions did not prove statistically significance.

Level of Education

Considering the survey used a sample population of college students, the level of education within the sample was already under a range of at least high school diploma. However, My survey tried to explain if there was a relationship between class standing and level of knowledge, considering the class standing as an indicator of how much collegiate education they have received. The level of global education increased slightly by year, with freshmen having an average of 5.57, sophomore 6.29, junior 6.47 and senior students 6.50 correct answers out of 12 (see appendix for data results). When running an ordered logistic regression, the coefficient of this relationship was positive and statistically significant, proving that more education is associated with higher levels of knowledge.

Moreover, without a doubt the variable that showed a bigger impact on the level of education was the field of study, referring to their major or minors. For the purposes of this study, I considered to be related to international issues the following majors: Franco-Germanic Studies, Latin American studies, Spanish, International Relations, Political Science, History and Sociology. Considering this classification, the students that study something relevant to global affairs had 7.93 answers right, while the students with other

fields of study answered on average 5.9 questions correctly. In summary, the absolute difference between the two scores is 2.02 points (2 questions more answered right), which translates to a 16.87% gap when considered in the context of the total possible score of 12.

The survey also tries to identify if there is a correlation between GPA and level of knowledge of international affairs. Initially, the expectation was that students with higher GPAs would have more knowledge. However, the results of my survey proved otherwise. The correlation between the two variables seemed to be 0.03 but those results were not statistically significant. Considering the limitation of the survey, in which some people answered that their GPA was 0 out of 4.00, potentially because they were in their first semester or because they simply found that the easiest answer even though not true, the analysis could have been skewed. For that reason, I subtracted from this analysis the 18 responses which indicated a GPA of 0.00. After conducting that analysis, the results were statistically significant. Despite not being a strong correlation, the relationship showed that with higher GPA, the knowledge was lower.

Place of Origin

One of the main assumptions of my study was that the place of origin determines the level of exposure to international affairs and therefore, their knowledge. To test that, there was a classification of students depending on their origin. To begin with, the study determined the level of knowledge of international students and domestic students. The sample population collected answers from international students from the following countries: Guatemala, India, Rwanda, Trinidad and Tobago, Germany, Canada, Vietnam,

Myanmar, France, Lebanon, Colombia, Spain, China, Israel, Brazil, Hungary, Argentina, Turkey, Philippines, Venezuela, Mexico, Uganda, Saudi Arabia, Kenya, Ukraine, Ecuador, Cyprus, Poland, Macedonia, Pakistan, Jamaica, Nigeria, Malawi. Those students that do not come from the United States and have had previous education in other countries presented higher knowledge of global affairs. While American students answered on averaged 6.06 questions right, international students had 6.77 questions answered correctly. That represents a gap of 6%, which does not seem to be as much as expected.

On the other hand, American students were asked what their state of origin was. For the purposes of this study, I wanted to determine the levels of knowledge of students that came originally from the Midwest compared to the rest of the country. In order to do that, I considered Midwestern states the following: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Despite the students that do not come from Midwestern states showed slightly higher levels of knowledge (6.33 answers right compared to 6.04), the test did not prove statistical significance and therefore, the state of origin was not a significant factor.

Global Engagement/Interest

A variable that was contemplated in order to understand what could influence the level of knowledge was their engagement or participation in international activities. Those students that stated that they had been abroad answered 6.54 questions right (54.4%), compared to the 5.80 questions (48.33%) that were answered correctly by those who had never left the country. That represents a 6.17% gap. Additionally, the participants that

knew another language, other than English, at a conversational level also showed 7.42% better results in the knowledge questions (answering correctly 55.5% and 48.08%, respectively). The study also looked at the influence of taking a course related to global issues. However, there was no specification and students had to evaluate themselves if they had taken previously a course with content related to this matter. The students that claimed to have taken a course related to international issues answered on average 6.55 questions right (54.59%). Those who had not taken this type of course had approximately 5.85 questions correctly (48.75%). The gap between those two groups is 5.84%.

In addition to that, the frequency of engagement was also a determinant factor. There were two questions that aim to determine how often the student engaged with global issues through books, articles, videos or films and also how often did they participate in activities related to international culture, such as watching movies, attending cultural dinners, or eating international cuisine. Those two questions and its consequent results proved that there was a strong correlation between the frequency in participation and engagement on international activities and how much they knew about the world. The correlation coefficient for the relationship in these two questions were 0.56 and 0.23, respectively. The strong correlation between engagement and knowledge of global issues suggests that students who frequently read, watch, or consume media about international topics are likely to retain more factual information about global affairs. The second question referent to the frequency of cultural participation, while still positive, proved a weaker correlated that indicated that passive cultural experiences have a less direct impact on factual knowledge. However, these activities also contribute to cultural awareness and sensitivity.

Lastly, the study tried to analyze the assumption that with higher level of interest in international affairs, their knowledge would be better. To begin with, 92.6% of participants in the survey claimed to be either very interested or somewhat interested in increasing their involvement in global affairs or international cultural activities. Moreover, those who reported that interest in becoming more educated also showed better results in the knowledge questions. Since the importance of this study lies in making sure students are becoming globally aware to face a global market in their future professional careers, the survey tried to obtain information about the perceived importance of global awareness to their intended career. However, the results were not conclusive as there were a couple outliers. Further analysis will be necessary to know if students understand the importance of global awareness in their professional development considering the era of globalization we live in.

Discussion

My research had the goal to study the level of global awareness of the students at the University of Indianapolis, using the survey questions from a national-level study conducted by the Pew Research Center. The results concluded that students at the University of Indianapolis had lower levels of global awareness compared to the national average. However, the gap was not as significant, with only a 1 percentage point of difference. Specifically, students of the midwestern university correctly answered 51.52% of the questions, while the Pew Research Center indicated that on average, Americans with some college education answered 52.5% correctly.

The initial assumption was that the Midwestern university would show lower levels of knowledge compared to the national trend due to its geography. Unlike coastal territories that have more interaction with the rest of the world, like direct access to international trade through ports, the Midwest is landlocked in the heartland of America. Moreover, historically it has been a region of less ethnic diversity and immigration that could enhance global interactions. Despite that, the results of the survey conducted at the University of Indianapolis surprisingly showed to be closely aligned with the national average. Several factors could contribute to this alignment. Firstly, the University of Indianapolis is strategically located just outside of downtown Indianapolis. The city of Indianapolis has been thriving as an urban center in the Midwest in the past decades and its transformation over the years has made it a hub for innovation and diversity, attracting companies and people from all over the world. Renn (2023) describes Indianapolis in *The Future of Cities* as the “rust belt’s star performer”, describing how the city has used “sports as an economic development and branding platform” as well as profiting from the decision of some global companies to relocate their bases in Indianapolis. Therefore, the exposure of the students at this university to global perspectives is greater than other Midwestern universities due to their proximity to the city often referred to as the “Crossroads of America”.

Additionally, the University of Indianapolis already requires as part of its curriculum a course to become globally aware. Regardless of their major, students need to complete, as a general education requirement, at least three credit hours of a course related to “Global Awareness and Experiencing Cultural Differences”. Therefore, in order to graduate from this university, students need to take one course that would provide them with some general

knowledge and awareness of global issues. Previously, the curriculum required six credit hours, with students taking separate courses in Global Awareness and Experiencing Cultural Differences. However, a few years ago, the university changed the curriculum, combining these into a single three-credit requirement.

Another factor to consider is within the population of the University of Indianapolis. Diversity plays a crucial role in enhancing global awareness and this university has a pretty diverse student body. The University of Indianapolis has approximately a 33% of enrollment from international students and students that belong to minorities. As of October 2024, the University of Indianapolis has students from 84 different countries enrolled in the institution. Therefore, the university and thus, its students have a certain degree of international exposure in their classrooms.

While the results did not show a large gap in knowledge compared to national studies, the level of global awareness is still pretty low, considering students would only answer half of the questions right. However, if analyzing each question closely, we could argue some explanations as to why some questions had higher results than others. For instance, it was clearly noticeable that the questions that had a picture attached were the ones that students answered correctly the most. Those questions involve visual recognition instead of factual recalling. The Interaction Design Foundation describes “recognition as the ability to recognize something you have seen before, while recall is the ability to remember something without being prompted”. Therefore, as it is described in cognitive psychology, recognition is less cognitive effort and less challenging (2023).

Another observation was that the different questions represented a different type of knowledge. Some questions required a deeper level of understanding, while certain low scores could be explained by specific factors. Other results are influenced by the level of media coverage and others could be classified as more current and widely discussed issues. For instance, the question that had the worse results referred to who the prime minister of the UK is. However, the political leadership in this country has been frequently changing in a short span and it is understandable that people lose interest in the topic. The political instability and volatility decrease public interest and awareness, especially if the public perceives the information as chaotic or irrelevant (Lee & Matsuo, 2017).

The results of the survey also proved that media exposure alone does not always translate into retained knowledge. Despite significant media attention to territories like Ukraine or Israel due to their situations of war, the questions that referred to those countries had pretty low results. However, it is important to note that the questions of my study asked if Ukraine was in NATO and what is the location of the US embassy in Israel, referring to Jerusalem. The answers to both of those questions are crucial to understand the development of the ongoing conflicts. Another example was the question of what the capital of Afghanistan is, being a country that the United States invaded in 2001. It is true that most of the sample population was too young or not contemporary to those events, but it shows that despite the media coverage during and after the invasion, most people did not know that Kabul it is the capital of the country. However, despite the relevance of this information, these details are not as heavily publicized and emphasized in the media reports, suggesting that only those with a keen interest in the events would continue to

research and retain such information (Fatima, 2024). This phenomenon can be explained by the information overload that is presented in the media, the existing biases of people when choosing their media environment or the agenda setting of the media in order to influence what the public remembers and their opinions (Minges, 2023).

On the other hand, the survey revealed interesting insights when it came to questions that referred to information about the US in relation to the world. Surprisingly, the questions about Antony Blinken being the US Secretary of State at the time the survey was conducted and the US-Mexico-Canada Agreement (USMCA) replacing the North American Free Trade Agreement (NAFTA) also had some of the lowest scores. These results demonstrate that Americans may be more interested in domestic politics than in foreign policy, even if it directly affects them. Additionally, there has been a lot of research about how Americans interact with USMCA. Despite its economic significance, there is limited public understanding of its provisions and impact, often being explained by the complex nature of trade agreements (Meltzer, Wayne & Marroquín-Bitar, 2023).

Lastly, some questions required a level of knowledge that is not readily available or publicized. The questions about specific regions like Xinjiang being the Muslim region in China or countries like Nigeria being the African country with the largest population and oil production were the best example to prove it. The scores in these questions were more justified due to the low media coverage and therefore, lack of public awareness. People that answered these questions right is because they consumed information due to their personal interest.

Additionally, my study gave light to a gender gap in knowledge of 10%. Studies have consistently shown that men tend to score higher than women on factual recall question related to political and global knowledge (Fortin-Rittberger, 2016). Therefore, my research aligns with that trend. This gap is observed in studies that have done research in different contexts and it cannot be explained by differences in education or interest in politics. Some scholars like Batista-Pereira have identified that some factors that could contribute to the gap are confidence levels and societal expectations (2019). That also aligns to the results of my study where women felt less confident in their answers and were more likely to express uncertainty answering “not sure” 11.76% times more than men. The chances of men guessing their answers when unsure are higher and therefore, that overconfidence could yield to more correct answers (Mondak and Anderson, 2004). Women’s cautiousness could have skewed the results of my survey as it does not accurately reflect that they have less knowledge than men. The implications of this uncertainty and perceived lack of knowledge are linked to societal expectations and gender norms that discourage women’s participation in politics (Stern et al., 2021; Baldiga, 2012).

When considering the demographics of the sample population, another variable that was considered and analyzed was the place of origin of the student. To begin with, international students proved to have higher levels of knowledge than domestic students. However, it is important to note that it does not mean that students from other countries know more about the world than students in the United States. Instead, the findings suggest that these students that have lived in, at least, two different countries and are willing to study abroad, tend to have higher levels of global awareness due to their experiences and

interests. This part of the population has firsthand faced and navigated cultural differences, that have enriched their understanding of not only the foreign culture but their own. Their interaction with diverse communities fosters competence, self-awareness and sensitivity to cultural diversity (Sobkowiak, 2019). Moreover, the decision to study abroad leaving your comfort zone reflects a pre-existing interest in global issues and other cultures.

The study also showed that education improved the level of knowledge of global affairs, with more credits they had taken at the University of Indianapolis, showing higher levels of awareness. However, the main determinant on their success in the survey was the field of study of their education. People who study fields related to international affairs had higher levels of global awareness since these fields focus on global issues, international politics and cultural diversity. Obviously, students that had chosen these fields of study have greater interest in global issues and it motivates them to engage more deeply with topics internationally related. This shows that even though some students might be highly educated, they might have limited knowledge of global affairs if their field of study does not emphasize it, like it is the case of students in STEM fields. Higher education often involves a level of specialization that is not required in lower levels of education. This can lead to a deep understanding of a specific subject but may not enhance necessary skills to be a globally aware citizen. An interesting finding of my study was that students with higher GPAs did not perform better. Students with better grades in their studies may be more focused on their academic performance and may not have as much time or interest to follow events outside of their curriculum. Therefore, from my research it is concluded that higher academic achievement does not automatically translate to greater global awareness.

In contrast, the level of interest and engagement with global issues was found to be the most significant factor to determine the knowledge of international affairs. This aligns with other studies that highlight the importance of active participation in learning (Weeks, 2023). Research shows that firsthand experiences abroad significantly enhance global awareness by exposing yourself to other cultures and perspectives (Kurt, Olitsky & Geis, 2013). Additionally, those who know a foreign language at a conversation level have deeper cultural understanding and empathy as they can engage directly with people from different backgrounds. Academic courses can also enhance the global awareness of students. As previously mentioned education in the field on international affairs significantly improves the awareness of global issues. Therefore, my research also showed that those who had taken at least one course that integrated global topics became more knowledgeable of global citizenship concepts (Mosneaguta, 2019). Another factor that proved to increase global awareness significantly is the consumption of books, articles, videos or films about international cultures. Engaging with these diverse media can be beneficial for long-term retention of factual information as it is an active learning method (Weeks, 2023). Lastly, the participation in cultural activities like attending cultural dinners, watching international films or consuming international cuisine fosters curiosity in learning from other cultures while appreciating diversity. Being exposed to a cultural program usually makes student analyze their own understanding of their cultural assumptions and biases leaving behind some stereotypes and developing their understanding of global issues (Edelytics, 2024). Moreover, the participants of the study that expressed interest in increasing their involvement in global affairs had already higher levels of knowledge than

those who were not interested in learning more.

Therefore, throughout my study it has been demonstrated that interest in learning more about international affairs is a factor that determines how much information about the world you retain to develop a sense of interconnectedness. That represents a reciprocal relationship, as exposure to information can spark curiosity and interest to keep learning (McGillivray et al, 2015). For instance, those who follow international news and are aware of what is happening, become more engaged and develop interest in understanding international relations (Pew Research Center, 2022) Therefore, the idea that exposure to global affairs fuels people to recognize its relevance and develop a desire to learn more about our interconnected world is reinforced, reminding us of the importance of global education.

Limitations

This project aimed to study the levels of global awareness among the University of Indianapolis using it as a case study and representation of the Midwest as a region. The goal was to compare the results with a study conducted at a national level to discuss if the geography of the university was a variable to consider in the determination of global knowledge. Nevertheless, it is important to mention that the results obtained in this university might not be sufficient to generalize to the overall territory. The University of Indianapolis is a small, private institution, located close to downtown Indianapolis and results could vary if the demographics and characteristics of the institution were different.

Therefore, while representative of the Midwest, the results of the study cannot be universally applicable to the rest of the region.

Moreover, it is worth noting some other methodological limitations in this study. The sample population of 450 students might not be large enough to represent the broader undergraduate population of approximately 3,600 undergraduate students. Additionally, the voluntary participation of the survey may have introduced selection bias. However, the incentive of a gift card was designed to mitigate this potential bias by encouraging wider participation.

Implications and Conclusion

In conclusion, this study has examined the levels of global awareness among students at the University of Indianapolis using survey research. After assessing their knowledge and attitudes and compare them with the national trend, the research provided insights into the extent in which students at this institution engage with international topics. The findings of my study have significant implications for the University of Indianapolis and its students. While the study demonstrated that students have moderate level of global awareness, being close to the national average, there is room for improvement in fostering a more internationally engaged student body.

Considering that the University of Indianapolis' strategic plan aims to have "a global commitment, reach and impact", understanding the importance of global awareness is essential for its student body. It is evident that study abroad programs and partnerships with

universities are beneficial for global education, therefore, the university should spend some more efforts into publicizing them or making students understand the benefits of studying abroad. Given that study abroad is not easily accessible to every student, the university should consider providing financial aid or grants for students to increase the accessibility and participation to these programs. Another area of improvement could be the curriculum. The integration of more globally focused content into the general education requirements and major-specific courses would be extremely beneficial, potentially going back to the old curriculum that required additional credit hours related to global affairs. Outside of the classroom, the university could host more faculty-led discussions and events that expose students to international issues. While there are already opportunities to engage in international activities, the University of Indianapolis should prioritize their efforts in making sure students know these events are available for them and the importance of participating. By strengthening their commitment to becoming a hub of globally minded scholars, the University of Indianapolis can position itself as a leader in global education within the region enhancing the marketability and preparedness of its graduates.

The location of the university within the state of Indiana and the region of the Midwest makes global education even more essential. The Midwest has historically been less international exposed compared to coastal areas due to the level of access to diverse global perspectives and its strong industrial base and heartland values. For that reason, my study aims to explain the importance of promoting international awareness to contribute to the region's economic and diplomatic engagement on a larger scale. As stated by the Chicago Council on Global Affairs, "for the Midwest to thrive in the global economy, it needs to

open its doors to the world, not shut it out” (2019). At the same time, the international business sector is growing in Indiana and the workforce of these multinational companies needs to understand global issues to operate accurately and effectively. Thus, by increasing global awareness in the students of the region, the state’s competitiveness in global markets will increase.

At a national level, the findings of my study reinforce the importance of global education in an era of rapid globalization. The United States is the hegemon in international relations, dominating global power and influencing international political, economic and security dynamics. The foreign policy decisions of the United States shape alliances, trade agreements or even conflict resolutions, having a profound impact across the international system. Therefore, the citizens of this country need to be informed about global events to understand the role of their country, along with how the policymakers elected through democratic processes engage with international affairs. To create a globally competent citizenry, it is essential to push for global education and there is no easier way to implement that than at universities nationwide. A well-informed public is essential for the United States to maintain its leadership in international affairs as well as making informed decisions that might have effects on global stability and security.

Lastly, in an increasingly interconnected world, global awareness is not just an asset to have but it is a civic responsibility. Nowadays, we all should be considered “global citizens” due to globalization. This study aims to underscore the need for individuals at all levels to actively engage with global issues, regardless of their occupation or geography. It

is essential to understand as global citizens that international events have local consequences, either directly or indirectly. Therefore, global literacy is a necessity to maintain yourself informed. Moreover, learning and engaging with different cultures and perspectives makes people and, therefore, societies more informed, empathetic and cooperative with others.

In essence, this study serves as a call to action, especially for universities, policymakers, and the society as a whole, to prioritize and invest in global education and awareness initiatives. By doing so, we not only empower our students to thrive in an increasingly interconnected world but also contribute to the collective efforts towards fostering a more informed, engaged, and prosperous global citizenry.

Reflection

The motivation of this study lies on my personal experience as an international student. Growing up in Spain, I have always been interested in traveling, learning new languages or getting to know different cultures and perspectives. Being exposed to different ways of thinking, I developed a passion for learning about the world. My desire to experience life beyond my home country led me to leave Spain at the age of 18 to pursue what I believed to be the American Dream.

My decision to come to the United States for higher education was influenced by my vision of the country as the world's leading power. Due to its unmatched influence in global affairs, I expected the country to be really advanced in every aspect of society.

However, to my surprise, I quickly realized how little awareness many of my classmates had about international issues. I found really shocking to hear that most had never traveled abroad and that having a passport was not a normal thing. A moment that stuck with me was my first night here when someone asked me where I was from, and after I said Spain, they responded, “Is that in Mexico?”.

Throughout my undergraduate academic experience, I also noticed that global education was not the main focus in the classroom, if the class was not dedicated especially to it. At the first stage of my journey, I was not sure what I wanted to be my field of study and career path. However, everything changed as soon as I took the introductory course to International Relations. The main reason why I decided to enroll in the class was because of my previous interest to anything “international” but to be frank, I had no idea what international relations meant. Despite not knowing much about the field, I was immediately captivated. This new passion that I had found drove me to participate in Model EU and Model UN, where I saw for the first time the opportunity to discuss real global issues in a diplomatic setting. Outside of class, I have attended conferences that discussed international topics, not because I had to, but because I genuinely wanted to learn more. Thanks to the professors of my department that shared their knowledge and passion with me, the interest in the discipline kept growing and I became fully engaged.

As mentioned, the United States plays an immense role in international affairs. Even in my home country, I have witnessed the impact of US policies, from the price of exported products like olive oil and wine to the military responses influenced by NATO.

While I understand that not everyone may share my enthusiasm for international relations, I strongly believe that if more people were exposed to the discipline, many would develop the desire to learn more. This realization, along with my personal experience, inspired me to create this research study, hoping to highlight the importance of global awareness and hopefully, encouraging others to increase their knowledge in the field.

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Appendices

Appendix A: CITI Training: Responsible Conduct of Research (RCR) Group 8: Responsible Conduct of Research Stage 1 - Basic Course



Completion Date 06-Dec-2023
Expiration Date 06-Dec-2028
Record ID 59882587

This is to certify that:

Laura Allende Castilla

Has completed the following CITI Program course:

Responsible Conduct of Research (RCR)
(Curriculum Group)
Group 8: Responsible Conduct of Research
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

University of Indianapolis

Not valid for renewal of certification through CME.



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Appendix B: CITI Training: Human Subjects Research (HSR) Group 3: Non-Health Related Research Stage 1 - Basic Course



Completion Date 18-Mar-2024
Expiration Date 18-Mar-2026
Record ID 61619006

This is to certify that:

Laura Allende Castilla

Has completed the following CITI Program course:

Human Subjects Research (HSR)
(Curriculum Group)
Group 3: Non-Health Related Research
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

University of Indianapolis

Not valid for renewal of certification through CME.



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Appendix C: Flyer for Recruitment of Participants

HOW GLOBALLY AWARE ARE YOU?

Find out by taking this survey
and get the chance to win a
\$25 Amazon gift card!!



This survey will take about 5 minutes. If you have any questions, please reach out to the Principal Investigator of the study, Dr. Jyotika Saksena (jsaksena@uindy.edu) or Student Investigator, Laura Allende Castilla (allendecastillal@uindy.edu).

This survey is being used for research purposes. This research project has been approved by the University of Indianapolis Institutional Review Board (IRB). Approval date 8/9/2024, Approval number 02101.

Appendix D: Survey Questions

Demographics

- Gender
- Origin (In-state, Out-of-state, international student)
- Major
- Class Standing
- Current GPA

Interest in Global Affairs

1. Have you ever traveled abroad?
2. Do you know another language at a conversational level?
3. Have you taken a course related to global/international issues?
4. How often do you engage with global issues through books, articles, videos, or films?
 - Rarely
 - Occasionally
 - Frequently
5. How often do you participate in activities related to international culture, such as watching movies, attending cultural dinners, or eating international cuisine?
 - Rarely
 - Occasionally
 - Frequently
6. If given the opportunity, would you be interested in increasing your involvement in global affairs or international cultural activities?
 - Not interested
 - Somewhat interested
 - Very interested
7. Student rating of the importance of global awareness to their intended professional career. (Likert scale)

Knowledge of Global Affairs

1. What country does this person lead? (Attached picture of Kim Jong Un)
 - Malaysia
 - North Korea (correct)
 - China
 - South Korea
 - Not sure
2. Which is the dominant religion in Latin America?
 - Protestantism
 - Buddhism
 - Catholicism (correct)
 - Judaism
 - Not sure
3. What currency does this symbol represent? (Euro symbol attached)
 - Euro (correct)
 - Yen
 - Pound
 - Dollar
 - Not sure
4. Who is the current Prime Minister of the UK? (The answers to this question have been modified from the original Pew Research Center survey to an updated version of July 2024)
 - Boris Johnson
 - Theresa May
 - Rishi Sunak
 - Keir Starmer (correct)
 - Not sure

5. The USMCA is a trade agreement that replaces which previous one?
 - NAFTA (correct)
 - AUKUS
 - KORUS
 - IMF
 - Not sure
6. Which of the following is not part of NATO?
 - Estonia
 - Turkey
 - Bulgaria
 - Ukraine (correct)
 - Not sure
7. Who is the current U.S Secretary of State?
 - Antony Blinken (correct)
 - Hillary Clinton
 - Merrick Garland
 - Mike Pompeo
 - Not sure
8. Which of the following is the capital of Afghanistan?
 - Tehran
 - Kandahar
 - Baghdad
 - Kabul (correct)
 - Not sure
9. In 2018, the U.S Embassy in Israel moved. Where is currently located?
 - Tel Aviv
 - Jerusalem (correct)
 - Haifa

- New York City
- Not sure

10. Which country does this flag belong to? (Indian flag attached)

- Argentina
- France
- Ghana
- India (correct)
- Not sure

11. Which African country is known for having the largest population and being a leading oil producer?

- Sudan
- Kenya
- South Africa
- Nigeria (correct)
- Not sure

12. Which region in China has the highest per capita population of Muslims?

- Tibet
- Macau
- Xinjiang (correct)
- Guangdong
- Not sure

Appendix E: Data results

Level of Knowledge per Question

	Mean % of correct answers	Standard Deviation
Identify Kim Jon Un as leader of North Korea from photo	91.12%	28.48%
Catholicism is the dominant religion in Latin America	83.14%	37.50%
Identify Euro symbol from picture	93.49%	24.70%
Prime Minister of UK is Keir Starmer	19.53%	39.70%
USMCA replaced NATO	42.31%	49.48%
Ukraine is not part of NATO	41.12%	49.28%
US Secretary of State is Blinken	36.09%	48.10%
Kabul is the capital of Afghanistan	39.05%	48.85%
Current location of the US embassy in Israel is Jerusalem	31.07%	46.34%
Identify Indian flag from a photo	84.91%	35.84%
Nigeria is the country in Africa with the largest population and high oil production	31.65%	46.58%
Xinjiang is the region of China that has the highest per capita Muslim population	24.85%	43.28%

Gender Disparities

	Men	Women	Difference
Correct Answers	6.98 (0.24)	5.73 (0.17)	1.25* (0.30)
Unsure Answers	2.21 (0.23)	3.63 (0.19)	-1.41*(0.31)

Cells indicate average number of correct answers out of 12 (standard error in parentheses)

P* < 0.05

Level of Knowledge by Education (Class Standing as Proxy Variable)

Class	Observations	Mean of Correct Answers (out of 12)	Std. Dev.
Freshman	111	5.58	2.03
Sophomore	51	6.29	2.89
Junior	59	6.47	2.64
Senior	111	6.50	2.77

Level of Knowledge per Origin, Major and Engagement with Global Affairs

	Mean Correct	Mean Correct	Difference (and Statistical Significance)
	Group 1	Group 2	
Origin	Domestic	International	
	6.06 (0.14)	6.76 (0.37)	-0.70*(0.36)
	Non-Midwest	Midwest	
	6.33 (0.50)	6.05 (0.15)	0.28 (0.53)
Major	Related to International Affairs	Non-related to international affairs	
	7.93 (0.36)	5.90 (0.14)	2.02* (0.40)
Engagement with Global Affairs	Traveled abroad	Not Traveled Abroad	
	6.53 (0.19)	5.80 (0.20)	0.74* (0.28)
	Know another language	Not Know another language	
	6.66 (0.22)	5.77 (0.18)	0.88* (0.27)
	Taken a course about global affairs	Not taken a course about global affairs	
	6.55 (0.21)	5.85 (0.18)	0.69* (0.28)

Cells indicate average number of correct answers out of 12 (standard error in parentheses)

P* < 0.05

Level of Knowledge by Frequency of Engagement and Participation in Global Activities

	Mean of Correct Answers out of 12 (Standard Deviation)		
	Rarely	Occasionally	Frequently
Engagement with Global Issues through books, articles, videos, or films	5.61 (2.31)	5.93 (2.49)	7.17 (2.69)
Participation in Activities Related to International Culture (watching movies, attending cultural dinners, or eating international cuisine)	6.12 (2.50)	5.84 (2.56)	6.66(2.56)