

Online Appendix

Interaction, Stereotypes and Performance.

Evidence from South Africa

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A. Implicit Association Tests procedure

We implemented two versions of Greenwald et al.'s (1998) Implicit Association Test (IAT). In the first version, that we denote as 'Race-IAT', we asked respondents to match words or pictures of black and white students with positive and negative attributes. In the second version, denoted as 'Academic IAT', we asked them to match grades or pictures of black and white students with percentiles of the grade distribution. The procedure for each IAT can be described as follows.

Race IAT

Each respondent was invited to complete seven blocks, following the scheme in Figure A1. Examples of the screenshots of the various tasks are displayed in Figure A2.

- Block 1: The respondent was asked to categorize stimuli into two categories, Black-South Africans and White-South Africans, which appeared in the top left-hand and top right-hand corner of the screen, respectively. Pictures of a Black or a White person appeared one at a time at the center of the screen and respondents were instructed to sort each picture into the appropriate category as fast as possible by pressing the left-hand or the right-hand key.
- Block 2: The respondent had to complete a similar sorting task with a positive/negative attribute. The word "Positive" and "Negative" appeared in the top left-hand and top

right-hand corners, respectively, and a series of pleasant or unpleasant words appeared in the middle of the screen (see Figure A1 for the list of words). The respondent had to sort each word as being either positive or negative by hitting the left or right key.

- Blocks 3-4: The respondent had to perform combined tasks that included both the categories and attributes from the first two tasks. The combination “Black South-African/Positive” appeared in the top left corner and “White South-African/Negative” in the top right. Respondents would then see a series of stimuli in the middle of the screen, consisting of either pictures or words and had to press the left or the right-hand key depending on which category the picture/word belonged to.
- Block 5: Same as Block 1, but the position of “Black South-African” and “White South-African” was inverted.
- Blocks 6-7: Repetition of tasks 3-4, but with opposite pairings, that is, “White South-African/Positive” in the top left corner and “Black South-African/Negative” in the top right one.

A score is produced at the end of the procedure, following the improved algorithm of Greenwald et al. (2003). This score reflects the difference in the reaction times in blocks 3-4 and 6-7. If race is differently associated with the attributes proposed (positive/negative), then it is expected that the pairing that a respondent implicitly associates will take less time. The final score is captured by our variable ‘Race IAT’, which takes higher values the lower the negative stereotype versus blacks relative to whites.

Academic IAT

The test for the ‘Academic IAT’ had the same structure as the ‘Race IAT’, except that the associations of race were with percentiles of the grade distribution instead of positive/negative words. The list of tasks, categories and screenshots are displayed in Figures A1 and A2. Here a brief outline of the procedure:

- Block 1: same as in the Race IAT
- Block 2: “First class (>75%)” appeared in the top left corner and “Third class (<60%)” in the top right corner. In the grading system at University of Cape Town, a grade of 75-100% First Class corresponds to an A in the US, and a grade of 50-59% Third

class corresponds to a C. In the middle of the screen a series of percentages appeared, ranging from 50% to 99%, and had to be classified in one of the two corners.

- Blocks 3-4: The combination “Black South-African/First class ($>75\%$)” appeared in the top left corner and “White South-African/Third class ($<60\%$)” in the top right. Respondents would then see a series of stimuli in the middle of the screen, consisting of either pictures or percentage grades, and had to press the left or the right-hand key depending on which category the picture/grade belonged to.
- Block 5: Same as Block 1, but the position of “Black South-African” and “White South-African” was inverted.
- Blocks 6-7: Repetition of tasks 3-4, but with opposite pairings, that is, “White South-African/First class ($> 75\%$)” in the top left corner and “Black South-African/Third class ($<60\%$)” in the top right one.

A score is produced at the end of the procedure, in an analogous way to the Race IAT. The resulting variable, ‘Academic IAT’, takes higher values the lower the association between blacks and poor academic performance, relative to whites.

B. Prisoner dilemma experimental instructions

In order to examine the impact of racial identity on exchange and cooperation, a series of prisoner dilemma games in which the racial identity of participants is revealed using photographs, were conducted during the follow-up survey in September 2012 among all the students who participated in the baseline survey.

We implemented a standard prisoners dilemma task where two students are paired and randomly assigned to their position as player A and player B. Each player sees a photograph of their partner. In this task, each player must choose whether to Cooperate with or Block their partner. The final payment in this task depends both on the choice that player B makes, as well as the choice made by player A. If both players choose "Cooperate", both will earn R50 each. If both players choose "Block", both will earn R40 each. If one player chooses Block while the other chooses cooperate, then the Player who chooses “Block” will earn R75, and the Player who chooses “Cooperate” will earn R25.

Here the exact instructions:

“This is a new decision-making task. Please read the instructions carefully, as it may differ from any previous decision-tasks you have participated in. In this decision-making task, you are Player B. You are paired with another person, Player A. You will find a photograph of Player A on the next page. Your position as Player B was randomly assigned. In this task, must choose whether to Co-operate with Player A, or to Block Player A. Player A faces the same decision, and must decide whether to Co-operate with you, or to Block you. Your final payment in this task will depend both on the choice that you make, as well as the choice made by Player A. The table below describes the possible outcomes.

Possible choices	Player A payment	Player B payment
Both cooperate	50	50
Both block	40	40
A chooses Block/ B chooses Cooperate	75	25
A chooses Cooperate/B chooses Block	25	75

- If both players choose co-operate, both will earn R50 each.
- If both players choose Block, both will earn R40 each.
- If one player chooses Block while the other chooses co-operate, then the Player who chooses “Block” will earn R75, and the Player who chooses “Co-operate” will earn R25.

Any decision you make will be private. There are no tricks in this task. Everything is exactly as it has been described to you.”

Online Appendix Figures and Tables

Figure A1: Structure of IAT

Block	Left key	Right key
1	Black South African	White South African
2	Positive words	Negative words
3	Black South African Positive words	White South African Negative words
4	Black South African Positive words	White South African Negative words
5	White South African	Black South African
6	White South African Positive words	Black South African Negative words
7	White South African Positive words	Black South African Negative words

Note: table refers to the Race IAT. The Academic IAT has the same structure, but “Positive words” is replaced by “First class (>75%)” and “Negative words” is replaced by “Third class (<60%)”.

Items	Stimuli
Black South African	Picture of Black South Africans
White South African	Picture of White South Africans
Positive words	Good, joy, love, peace, wonderful, pleasure, glorious, laughter, happy
Negative words	Bad, agony, terrible, horrible, nasty, evil, awful, failure, hurt
First class (>75%)	99%, 85%, 78%, 90%, 82%, 95%
Third class (<60%)	52%, 56%, 55%, 50%, 57%, 59%

Figure A2: IAT screens

Block 1

Race IAT	Academic IAT
<p>Black Southafrican White Southafrican</p> <p>Photo of a Black or White South African</p> <p>Keep your index fingers on the "e" and "i" keys</p>	<p>Black Southafrican White Southafrican</p> <p>Photo of a Black or White South African</p> <p>Keep your index fingers on the "e" and "i" keys</p>

Block 2

Race IAT	Academic IAT
<p>Positive word Negative word</p> <p>Glorious</p> <p>Keep your index fingers on the "e" and "i" keys</p>	<p>First class (>75%) Third class (<60%)</p> <p>78%</p> <p>Keep your index fingers on the "e" and "i" keys</p>

Figure A2 (cont'd)

Blocks 3 and 4

Race IAT	Academic IAT
<p>Black Southafrican Positive word</p> <p>White Southafrican Negative word</p> <p style="text-align: center;">Positive or Negative word or Photo of a Black or White South African</p> <p style="text-align: center;">Keep your index fingers on the "e" and "i" keys</p>	<p>Black Southafrican First class (>75%)</p> <p>White Southafrican Third class (60%)</p> <p style="text-align: center;">Grade or Photo of a Black or White South African</p> <p style="text-align: center;">Keep your index fingers on the "e" and "i" keys</p>

Block 5

Race IAT	Academic IAT
<p>White Southafrican</p> <p>Black Southafrican</p> <p style="text-align: center;">Photo of a Black or White South African</p> <p style="text-align: center;">Keep your index fingers on the "e" and "i" keys</p>	<p>White Southafrican</p> <p>Black Southafrican</p> <p style="text-align: center;">Photo of a Black or White South African</p> <p style="text-align: center;">Keep your index fingers on the "e" and "i" keys</p>

Blocks 6 and 7

Race IAT	Academic IAT
<p>White Southafrican Positive word</p> <p>Black Southafrican Negative word</p> <p style="text-align: center;">Positive or Negative word or Photo of a Black or White South African</p> <p style="text-align: center;">Keep your index fingers on the "e" and "i" keys</p>	<p>White Southafrican First class (>75%)</p> <p>Black Southafrican Third class (60%)</p> <p style="text-align: center;">Grade or Photo of a Black or White South African</p> <p style="text-align: center;">Keep your index fingers on the "e" and "i" keys</p>

Figure A3: GPA distribution, by race

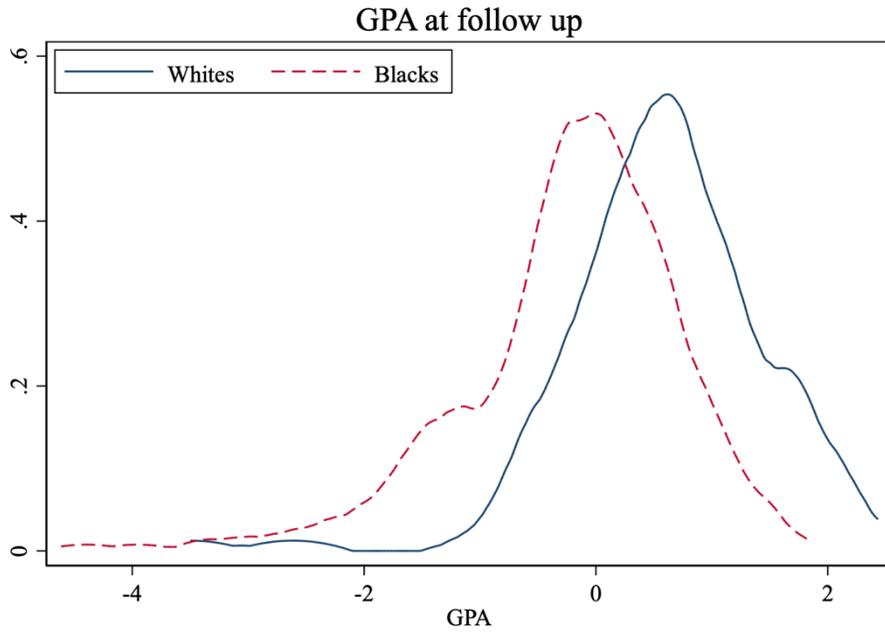


Table A1: Correlates of attrition

<i>Dependent variable = 1 if respondent participated in follow-up survey</i>							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Mixed Room	-0.009 (0.043)			-0.007 (0.044)	0.004 (0.044)	-0.009 (0.043)	-0.011 (0.043)
Race IAT		0.005 (0.031)		0.002 (0.036)		0.003 (0.036)	
Academic IAT			0.023 (0.031)		0.002 (0.036)		0.022 (0.035)
Mixed Room*Race IAT				0.010 (0.066)			
Mixed Room*Academic IAT					0.066 (0.065)		
White*Race IAT						0.047 (0.076)	
Coloured*Race IAT						-0.201 (0.185)	
Indian/Other*Race IAT						-0.022 (0.209)	
White*Academic IAT							0.005 (0.075)
Coloured*Academic IAT							0.104 (0.156)
Indian/Other*Academic IAT							-0.090 (0.108)
White	0.007 (0.340)	-0.001 (0.337)	0.002 (0.336)	0.008 (0.338)	0.029 (0.335)	0.024 (0.331)	0.016 (0.340)
Coloured	-0.123 (0.144)	-0.128 (0.147)	-0.135 (0.149)	-0.119 (0.146)	-0.125 (0.152)	-0.171 (0.157)	-0.041 (0.171)
Indian/Other	0.043 (0.117)	0.041 (0.116)	0.031 (0.117)	0.048 (0.119)	0.038 (0.125)	0.030 (0.165)	0.060 (0.121)
Female	-0.138 (0.054)	-0.140 (0.054)	-0.139 (0.053)	-0.137 (0.055)	-0.137 (0.055)	-0.137 (0.055)	-0.136 (0.055)
UCT admission score	0.332 (0.378)	0.333 (0.379)	0.351 (0.381)	0.334 (0.380)	0.348 (0.382)	0.291 (0.381)	0.335 (0.383)
Foreign	0.091 (0.057)	0.090 (0.056)	0.090 (0.057)	0.090 (0.057)	0.095 (0.057)	0.095 (0.057)	0.094 (0.057)
Private high school	-0.026 (0.035)	-0.026 (0.036)	-0.026 (0.036)	-0.027 (0.036)	-0.026 (0.036)	-0.028 (0.036)	-0.027 (0.036)
Wealth index	-0.003 (0.009)	-0.003 (0.009)	-0.003 (0.009)	-0.003 (0.009)	-0.003 (0.009)	-0.003 (0.009)	-0.004 (0.009)
Consumption	-0.046 (0.024)						
Mean of dep.var.	0.804	0.804	0.804	0.804	0.804	0.804	0.804
R-squared	0.126	0.126	0.126	0.126	0.128	0.129	0.128
No. Obs.	621	621	621	621	621	621	621

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. Controls variables are measured at baseline and include Residence X Race fixed effects. All the controls are measured at baseline.

Table A2: Comparison of our sample with other UCT students

	<i>Our sample</i>		<i>Students in our residences (single & double rooms) not in the sample</i>			<i>All first year students (residence & non residence) not in the sample</i>			<i>All students in all years (residence and non residence) not in the sample</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>P-value</i>	<i>N</i>	<i>Mean</i>	<i>P-value</i>	<i>N</i>	<i>Mean</i>	<i>P-value</i>
	(1)		(2)		(2)-(1)=0	(3)		(3)-(1)=0	(4)		(4)-(1)=0
<i>Panel A: Whites</i>											
Female	117	.675	444	.707	.502	844	.495	.000	1842	.518	.001
UCT admission score	115	487.30	441	480.658	.243	836	481.425	.26	1197	435.728	.000
Foreign	117	.068	443	.047	.363	842	.043	.215	1839	.086	.498
Home language: English	117	.880	444	.921	.165	840	.931	.052	1200	.618	.000
Home language: Afrikaans	117	.060	444	.056	.884	840	.050	.652	1200	.024	.024
<i>Panel B: Blacks</i>											
Female	332	.690	864	.688	.940	1774	.491	.000	3189	.502	.000
UCT admission score	326	452.34	852	449.493	.477	1750	451.995	.922	2510	451.042	.724
Foreign	332	.120	865	.074	.011	1774	.074	.004	3192	.035	.000
Home language: English	332	.569	853	.556	.672	1751	.527	.153	2511	.624	.054
Home language: Isixhosa	332	.081	853	.110	.141	1751	.112	.098	2511	.046	.005
Home language: Isizulu	332	.102	853	.095	.697	1751	.112	.612	2511	.053	.000

Notes: Data in cols. 2, 3 and 4 come from the administrative records of the university.

Table A3: Correlates of the Race IAT

Panel A: Prisoner Dilemma Game						
	<i>Whites</i>			<i>Blacks</i>		
	(1)	(2)	(3)	(4)	(5)	(6)
<i>Dep. Var.</i>	<i>Belief partner will cooperate in prisoner dilemma</i>					
Race IAT	0.172 (0.082)	0.211 (0.088)	0.178 (0.097)	-0.082 (0.054)	-0.088 (0.059)	-0.086 (0.061)
Index of friendship		0.035 (0.058)	0.019 (0.058)		0.004 (0.026)	0.019 (0.027)
Controls	--	--	X	--	--	X
R2	0.031	0.052	0.198	0.007	0.008	0.032
N. of Obs	115	92	92	342	283	283
<i>Dep. Var.</i>	<i>Cooperate in prisoner dilemma</i>					
Race IAT	0.051 (0.090)	0.155 (0.101)	0.129 (0.089)	-0.051 (0.054)	-0.010 (0.061)	-0.010 (0.063)
Index of friendship		0.032 (0.060)	0.049 (0.050)		0.004 (0.028)	0.009 (0.029)
Controls	--	--	X	--	--	X
R2	0.003	0.029	0.342	0.003	0.000	0.038
N. of Obs	115	92	92	342	283	283
Panel B: Attitudes and Friendship						
	(7)	(8)	(9)	(10)		
<i>Dep. Var.</i>	<i>Index of attitudinal measures</i>					
Race IAT	0.209 (0.230)	0.218 (0.238)	0.051 (0.136)	0.041 (0.143)		
Controls	--	X	--	X		
R2	0.009	0.162	0.001	0.033		
N. of Obs	107	107	310	310		
	<i>Index of friendship</i>					
Race IAT	-0.029 (0.182)	-0.093 (0.206)	0.032 (0.118)	0.007 (0.118)		
Controls	--	X	--	X		
R2	0.000	0.062	0.000	0.070		
N. of Obs	95	95	284	284		

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. These correlations are reported at round 2 because we only ran the prisoner dilemma game in round 2. All specifications include Residence fixed effects. Controls and roommate controls are measured at baseline and are described in footnote of Table 3.

Table A4: Descriptive Statistics at follow up

	<i>Full Sample</i>		<i>Mixed Room</i>		<i>Non-Mixed Room</i>	
	<i>Mean</i>	<i>Std. Dev.</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Mean</i>	<i>Std. Dev.</i>
	(1)	(2)	(3)	(4)	(5)	(6)
<i>Panel A: Full Sample (N=499)</i>						
Race IAT	-.205	.502	-.263	.489	-.178	.507
Academic IAT	-.215	.451	-.228	.443	-.209	.455
UCT admission score	.463	.048	.466	.050	.462	.048
Wealth Index	.024	2.122	.045	1.890	.014	2.223
Consumption	.926	.847	1.021	.929	.882	.804
Foreign	.112	.316	.140	.348	.099	.300
Private high school	.601	.490	.618	.487	.594	.492
Female	.671	.470	.656	.477	.678	.468
GPA	-.011	1.005	.063	.981	-.044	1.015
<i>Panel B: Whites (N=117)</i>						
Race IAT	-.382	.510	-.299	.477	-.423	.523
Academic IAT	-.310	.465	-.345	.404	-.293	.495
UCT admission score	.487	.039	.487	.042	.487	.038
Wealth Index	.838	1.804	.459	1.295	1.028	1.991
Consumption	1.182	.912	1.181	1.007	1.183	.868
Foreign	.068	.253	.103	.307	.051	.222
Private high school	.744	.439	.692	.468	.769	.424
Female	.675	.470	.641	.486	.692	.465
GPA	.588	.868	.438	1.019	.663	.778
<i>Panel C: Blacks (N=332)</i>						
Race IAT	-.124	.487	-.214	.495	-.097	.482
Academic IAT	-.191	.441	-.210	.445	-.185	.441
UCT admission score	.453	.048	.451	.050	.453	.047
Wealth Index	-.380	2.051	-.521	1.580	-.339	2.170
Consumption	.809	.800	.894	.901	.784	.769
Foreign	.120	.326	.147	.356	.113	.317
Private high school	.536	.499	.533	.502	.537	.500
Female	.690	.463	.733	.445	.677	.469
GPA	-.234	.951	-.117	.823	-.268	.984

Notes: The difference in col. (7) is the coefficient of the dummy *Mixed Room* in a regression that includes Race X Residence fixed effects in Panel A and Residence fixed effects in Panels B and C. *UCT admission score* is the sum of high school final grades, with weights depending on the specific department the student enrolls in; *Wealth index* measures per capita ownership of durable goods in the respondent's household and is constructed applying principal component analysis to the following categories of goods: computer, fridges, TV, landline and mobile phones, bicycles, motorbikes, bakkies, electricity, gas, kettles, geysers and cars; *Consumption* is the monthly consumption (in Rands) on lunches, dinners, food, alcohol, cigarettes, cell phone minutes, entertainment; *Foreign* is a dummy equal to one if the respondent is not from South Africa; *Private high school* is equal to one if the respondent was enrolled in a private high school before joining UCT.

Table A5: Probability of being in a mixed room at baseline, simulations

<i>Dependent variable = 1 if roommate of a different race at baseline</i>				
	<i>Estimates</i>	<i>Simulated p-value</i>	<i>Estimates</i>	<i>Simulated p-value</i>
	(1)	(2)	(3)	(4)
Race IAT	-0.038 (0.037)	0.191	-0.021 (0.039)	0.319
Academic IAT	0.036 (0.040)	0.808	0.037 (0.040)	0.810
White	-0.028 (0.124)	0.312	-0.071 (0.126)	0.225
Coloured	0.627 (0.234)	0.960	0.647 (0.256)	0.969
Indian/Other	0.432 (0.239)	0.629	0.459 (0.262)	0.704
UCT admission score	-0.011 (0.446)	0.522	-0.013 (0.421)	0.512
Foreign	0.092 (0.078)	0.891	0.090 (0.073)	0.887
Private high school	-0.020 (0.042)	0.288	-0.018 (0.041)	0.287
Wealth index	-0.016 (0.008)	0.063	-0.014 (0.008)	0.091
Consumption	0.026 (0.024)	0.782	0.017 (0.021)	0.677
Roommate controls	--		X	
R-squared	0.232		0.266	
No. Obs.	499		499	

Notes: This table shows the results of a simulation exercise where we randomly assign roommates within dorms 10,000 times and compare the distribution of the simulated coefficients to the estimated coefficients of table 2. For comparison, cols. 1 and 3 report the same coefficients and standard errors as cols. 1-2 of table 2. The empirical p-values in columns 2 and 4 represent the fraction of simulations in which the simulated coefficient is smaller than the actual coefficient of cols 1 and 3, respectively.

Table A6: Placebo regression - Mixed room and lagged measures of stereotypes

<i>Panel A: Dep. Var. = Race IAT (lag)</i>						
	<i>Whites</i>	<i>Blacks</i>	<i>Full Sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full Sample</i>
	(1)	(2)	(3)	(4)	(5)	(6)
Mixed Room	0.103	-0.083	-0.043	0.008	-0.021	-0.011
	(0.115)	(0.070)	(0.055)	(0.128)	(0.080)	(0.058)
Controls	X	X	X	X	X	X
Roommate Controls	--	--	--	X	X	X
R-squared	0.078	0.048	0.088	0.157	0.092	0.129
No. Obs.	117	332	499	117	332	499
<i>Panel B: Dep. Var. = Academic IAT (lag)</i>						
	<i>Whites</i>	<i>Blacks</i>	<i>Full Sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full Sample</i>
	(7)	(8)	(9)	(10)	(11)	(12)
Mixed Room	-0.005	0.057	0.045	-0.006	0.021	0.051
	(0.116)	(0.066)	(0.055)	(0.127)	(0.072)	(0.057)
Controls	X	X	X	X	X	X
Roommate Controls	--	--	--	X	X	X
R-squared	0.177	0.065	0.071	0.245	0.107	0.099
No. Obs.	117	332	499	117	332	499
<i>Panel C: Dep. Var. = Index of attitudinal measures (lag)</i>						
	<i>Whites</i>	<i>Blacks</i>	<i>Full Sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full Sample</i>
	(13)	(14)	(15)	(16)	(17)	(18)
Mixed Room	0.321	-0.045	0.069	0.321	-0.045	0.099
	(0.288)	(0.137)	(0.112)	(0.288)	(0.137)	(0.112)
Controls	X	X	X	X	X	X
Roommate Controls	--	--	--	X	X	X
R-squared	0.309	0.096	0.135	0.309	0.096	0.141
No. Obs.	112	295	455	112	295	455

Notes: OLS Estimates with standard errors in parenthesis clustered at the room level. In the white and black sub-samples we include Residence fixed effects. In the full sample we include the race of the respondent (White, Coloured and Indian/Others) with Black as the omitted category and Race X Residence fixed effects. Controls and roommate controls are described in footnote of Table 3.

Table A7: Stereotypes and exposure to a roommate of different race, no roommate controls

<i>Dependent variable:</i>	<i>Race IAT</i>		<i>Academic IAT</i>	
	<i>Whites</i>	<i>Blacks</i>	<i>Whites</i>	<i>Blacks</i>
<i>Sample:</i>	(1)	(2)	(3)	(4)
Mixed Room	0.210	-0.115	0.017	-0.044
	(0.126)	(0.067)	(0.099)	(0.056)
	[0.201]	[0.173]	[0.877]	[0.432]
Controls	X	X	X	X
Mean of dep. var. in same race room	-0.423	-0.097	-0.293	-0.185
R-squared	0.146	0.066	0.167	0.051
No. Obs.	117	332	117	332

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. Higher values of the dependent variable (IAT) indicate less prejudice against blacks. All control variables are measured at baseline. All regressions include the dependent variable at baseline. All specifications include Residence fixed effects. (a) Controls include IAT at baseline, a female dummy, UCT admission score, wealth index, consumption, foreign, private high school, as defined in the footnote of Table 3.

Table A8: Stereotypes and exposure to a roommate of different race, by race group

<i>Dependent variable:</i>	<i>Race IAT</i>		<i>Academic IAT</i>	
	<i>Whites</i>	<i>Blacks</i>	<i>Whites</i>	<i>Blacks</i>
<i>Sample:</i>	(1)	(2)	(3)	(4)
Roommate Black [A]	0.368 (0.167)		0.066 (0.123)	
Roommate Coloured or Indian/Asian [B]	0.189 (0.172)	-0.140 (0.105)	-0.115 (0.113)	-0.019 (0.085)
Roommate White [C]		-0.057 (0.082)		-0.000 (0.077)
Controls	X	X	X	X
Roommate controls	X	X	X	X
p-value [A] = [B]	0.389		0.163	
p-value [B] = [C]		0.508		0.862
Mean of dep.var. in same race room	-0.423	-0.096	-0.423	-0.096
R-squared	0.223	0.099	0.273	0.087
No. Obs.	117	332	117	332

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. Higher values of the dependent variable (IAT) indicate less prejudice against blacks. All control variables are measured at baseline. All regressions include the dependent variable at baseline and Residence fixed effects. Controls and roommate controls are described in footnote of Table 3.

Table A9: Impact on academic performance, no roommate controls

<i>Dependent variable:</i>	<i>GPA</i>	<i>Number of exams passed</i>	<i>Eligible to continue</i>	<i>Index of Academic Performance</i>
	(1)	(2)	(3)	(4)
Panel A: Whites				
Mixed Room	-0.185 (0.259) [0.814]	-0.084 (0.500) [0.856]	0.035 (0.074) [0.851]	-0.082 (0.289)
Mean of dep. var. in same race room	0.663	6.500	0.923	0.709
R-squared	0.576	0.727	0.436	0.426
No. Obs.	117	117	117	117
Panel B: Blacks				
Mixed Room	0.259 (0.115) [0.026]	0.673 (0.225) [0.006]	0.152 (0.040) [0.001]	0.449 (0.130)
Mean of dep. var. in same race room	-0.268	4.506	0.852	-0.281
R-squared	0.369	0.709	0.372	0.430
No. Obs.	332	332	332	332
Panel C: Full Sample				
Mixed Room	0.147 (0.099) [0.126]	0.447 (0.204) [0.046]	0.105 (0.031) [0.002]	0.289 (0.113)
Mean of dep. var. in same race room	-0.044	4.977	0.871	-0.042
R-squared	0.412	0.702	0.307	0.433
No. Obs.	499	499	498	498
Controls	X	X	X	X
Academic program FE	X	X	X	X

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. P-values in square brackets are adjusted for multiple inference using the resampling method of Westfall and Young (1993) with 10,000 interactions. The dependent variable in col. 1 is the GPA (standardized over the full sample); in col. 2 it is the number of exams passed during the first year; in col. 3 it is a dummy for being in good standing and eligible to continue the following year; in col. 4 it is an index constructed as the first principal component of the previous three variables. Controls are measured at baseline and described in footnote of Table 3. In the white and black sub-samples we include Residence fixed effects. In the full sample we include the race of the respondent (White, Coloured and Indian/Other) with Black as the omitted category and Race X Residence fixed effects. All regressions include Academic program fixed effects.

Table A10: Impact on academic performance in the 2nd year

<i>Dependent variable:</i>	<i>GPA</i>	<i>Number of exams passed</i>	<i>Eligible to continue</i>	<i>Index of Academic Performance</i>
	(1)	(2)	(3)	(4)
Panel A: Whites				
Mixed Room	-0.082 (0.085)	0.428 (0.808)	-0.033 (0.070)	-0.073 (0.252)
UCT admission score	7.113 (1.066)	-2.844 (9.152)	0.037 (1.055)	9.054 (2.469)
Roommate's UCT admission score	1.318 (0.768)	6.750 (7.272)	-0.421 (0.680)	2.475 (2.234)
Mean of dep. var. in same race room	0.683	6.099	0.958	0.570
R-squared	0.813	0.631	0.513	0.657
No. Obs.	105	105	105	105
Panel B: Blacks				
Mixed Room	0.052 (0.070)	1.012 (0.408)	0.150 (0.062)	0.451 (0.206)
UCT admission score	1.590 (0.706)	10.152 (5.071)	1.004 (0.668)	5.310 (2.135)
Roommate's UCT admission score	1.090 (0.548)	5.793 (3.331)	-0.300 (0.414)	2.148 (1.442)
Mean of dep. var. in same race room	0.254	4.785	0.879	-0.349
R-squared	0.444	0.596	0.412	0.476
No. Obs.	208	208	207	207
Panel C: Full Sample				
Mixed Room	-0.016 (0.052)	0.805 (0.299)	0.089 (0.039)	0.243 (0.132)
UCT admission score	3.467 (0.608)	6.604 (3.909)	0.838 (0.482)	6.954 (1.615)
Roommate's UCT admission score	0.739 (0.408)	7.255 (2.908)	0.013 (0.296)	2.353 (1.095)
Mean of dep. var. in same race room	0.389	5.234	0.902	-0.055
R-squared	0.522	0.518	0.317	0.474
No. Obs.	355	355	354	354
Controls	X	X	X	X
Roommate controls	X	X	X	X
Academic program FE	X	X	X	X

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. P-values in square brackets are adjusted for multiple inference using the resampling method of Westfall and Young (1993) with 10,000 interactions. All the regressions include Academic program fixed effects. In the white and black sub-samples we include Residence fixed effects. In the full sample we include the race of the respondent (White, Coloured and Indian/Others) with Black as the omitted category and Race X Residence fixed effects. Controls and roommate controls are measured at baseline and are described in the footnote of Table 3.

Table A11: Impact on performance and standard academic interaction, black subsample

<i>Dep. var:</i>	<i>Index of Performance</i>	<i>GPA</i>	<i>Index of Performance</i>	<i>GPA</i>	<i>Study with roommate</i>	
	(1)	(2)	(3)	(4)	(5)	(6)
Mixed Room	0.362 (0.170)	0.193 (0.151)	0.437 (0.157)	0.247 (0.139)	0.010 (0.035)	0.007 (0.039)
Mixed Room* Same Faculty	0.187 (0.296)	0.124 (0.259)				
Same Faculty	0.001 (0.175)	0.003 (0.146)				0.119 (0.048)
Mixed Room* Same Course			0.031 (0.289)	0.048 (0.278)		
Same Course			-0.053 (0.181)	0.009 (0.158)		
Respondent's UCT score	6.282 (1.766)	5.673 (1.500)	6.171 (1.621)	5.499 (1.393)	-0.054 (0.410)	-0.138 (0.422)
Roommate's UCT score	1.168 (1.365)	0.967 (1.249)	1.322 (1.358)	1.090 (1.241)	-0.173 (0.312)	-0.207 (0.317)
Controls	X	X	X	X	X	X
Mean of dep. var. in same race room	-0.285	-0.275	-0.281	-0.268	0.066	0.069
R-squared	0.453	0.380	0.447	0.386	0.160	0.193
No. Obs.	308	308	325	325	328	308

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. The variable "Same course" indicates at least one course in common between the respondent and the roommate.

Table A12: Impact on friendships

<i>Dependent variable:</i>	<i>No. Times hang out with people of different race over past month</i>			<i>Last time hang out with people of different race</i>			<i>% of friends of a different race (excl. roommate)</i>		
	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>
<i>Sample:</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Mixed Room	0.698 (0.252) [0.028]	1.608 (0.594) [0.043]	0.566 (0.292) [0.256]	-0.774 (0.283) [0.028]	-1.423 (0.853) [0.265]	-0.631 (0.331) [0.256]	0.111 (0.032) [0.005]	0.143 (0.057) [0.079]	0.063 (0.040) [0.393]
Controls	X	X	X	X	X	X	X	X	X
Roommate controls	X	X	X	X	X	X	X	X	X
R-squared							0.264	0.329	0.142
No. Obs.	481	111	320	480	111	319	462	110	306
<i>Dependent Variable</i>	<i>% of study-mates of a different race</i>			<i>Preferred number of people of different race in:</i>					
<i>Sample:</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Leisure group</i>			<i>Academic group</i>		
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Mixed Room	0.060 (0.040) [0.276]	0.151 (0.091) [0.265]	0.045 (0.045) [0.537]	0.251 (0.165) [0.276]	0.403 (0.224) [0.265]	0.125 (0.226) [0.574]	0.244 (0.152) [0.276]	0.134 (0.250) [0.594]	0.297 (0.194) [0.393]
Controls	X	X	X	X	X	X	X	X	X
Roommate controls	X	X	X	X	X	X	X	X	X
Mean of dep. var. in same race room	0.171	0.148	0.163	2.720	2.320	2.788	2.849	2.547	2.908
R-squared	0.277	0.433	0.095	0.168	0.299	0.082	0.148	0.265	0.100
No. Obs.	438	97	296	483	112	322	483	112	321

Notes: Cols. 1-6 report ordered logit estimates; cols. 7-18 OLS estimates with standard errors in parenthesis clustered at the room level. P-values in square brackets are adjusted for multiple inference using the resampling method of Westfall and Young (1993) with 10,000 interactions. In the full sample we include the race of the respondent (White, Coloured and Indian/Others) with Black as the omitted category and Race X Residence fixed effects. In the white and black sub-samples we include Residence fixed effects. Controls and roommate controls are measured at baseline and are described in footnote of Table 3. *No. times hang out more with people of different race in the last month* : =0 if never. =1 if once. =2 if 2-5 times. =3 if 5-10 times. =4 if more than 10 times. *Last time hang out with people of different race* : =0 if never. =1 if last year. =2 if last month. =3 if last week. =4 if yesterday.

Table A13: Impact on explicit attitudes

<i>Dependent variable:</i>	<i>Talked about race</i>			<i>Comfortable talking about race</i>			<i>Disagree to abolish affirmative action</i>			<i>Not conscious dancing with a person of another race</i>			<i>Not conscious having boyfriend/girlfriend of another race</i>		
	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>
<i>Sample:</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Mixed Room	0.430 (0.226) [0.168]	-0.756 (0.575) [0.540]	1.017 (0.277) [0.003]	0.056 (0.042) [0.345]	0.016 (0.090) [0.981]	0.043 (0.053) [0.872]	-0.011 (0.051) [0.821]	0.003 (0.129) [0.982]	0.010 (0.053) [0.977]	0.088 (0.042) [0.163]	0.193 (0.084) [0.148]	-0.001 (0.055) [0.980]	0.106 (0.049) [0.154]	0.191 (0.135) [0.540]	0.041 (0.059) [0.872]
Controls	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Roommate controls	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mean of dep. var. in same race room	1.550	1.472	1.564	0.799	0.829	0.797	0.740	0.423	0.835	0.775	0.671	0.808	0.667	0.347	0.765
R-squared				0.097	0.215	0.121	0.235	0.152	0.080	0.139	0.423	0.106	0.268	0.426	0.124
Observations	456	108	300	445	106	292	451	107	296	449	106	296	453	108	297

Notes: Cols. 1-3 report ordered logit estimates; cols. 4-15 OLS estimates. Standard errors in parenthesis clustered at the room level. P-values in square brackets are adjusted for multiple inference using the resampling method of Westfall and Young (1993) with 10,000 interactions. In the full sample we include the race of the respondent (White, Coloured and Indian/Others) with Black as the omitted category and Race X Residence fixed effects. In the white and black sub-samples we include Residence fixed effects. All controls are measured at baseline and are described in footnote of Table 3. Talked about race (ordinal): "In the last month, how often did you talk with any friends of yours about topics of discrimination and racial bias?" 1 Never. 2 Rarely. 3 Sometimes. 4 Most of the times. 5 Always. Comfortable talking about race: =1 if comfortable talking to people about race. Disagree to abolish Affirmative Action: = 1 if does not agree that that affirmative action in University admission should be abolished. Not conscious dancing with a person of another race: = 1 if respondent does not feel conscious dancing with a person of another race. Not conscious having a boyfriend/girlfriend of another race = 1 if respondent does not feel conscious having a boyfriend/girlfriend of another race.

Table A14: Impact on pro-social behavior

<i>Dependent variable:</i>	<i>Member of Volunteer Organization</i>			<i>Money given to a charity</i>			<i>Cooperate in Prisoner dilemma</i>			<i>Belief partner will cooperate in prisoner dilemma</i>		
	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>	<i>Full sample</i>	<i>Whites</i>	<i>Blacks</i>
<i>Sample:</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Mixed Room	0.100 (0.062) [0.405]	0.203 (0.113) [0.229]	0.047 (0.073) [0.697]	64.155 (76.134) [0.448]	113.494 (300.461) [0.739]	32.840 (42.021) [0.697]	0.082 (0.057) [0.423]	0.259 (0.108) [0.019]	0.095 (0.069) [0.523]	0.073 (0.055) [0.423]	0.140 (0.115) [0.227]	0.096 (0.069) [0.523]
Controls	X	X	X	X	X	X	X	X	X	X	X	X
Roommate controls	X	X	X	X	X	X	X	X	X	X	X	X
Mean of dep. var. in same race room	0.449	0.446	0.455	130.162	252.101	81.393	0.555	0.500	0.570	0.605	0.592	0.605
R-squared	0.084	0.339	0.063	0.166	0.256	0.129	0.117	0.359	0.061	0.076	0.265	0.045
No. Obs.	467	110	312	405	99	260	493	114	330	493	114	330

Notes: OLS estimates with standard errors in parenthesis clustered at the room level. P-values in square brackets are adjusted for multiple inference using the resampling method of Westfall and Young (1993) with 10,000 interactions. In the full sample we include the race of the respondent (White, Coloured and Indian/Others) with Black as the omitted category and Race X Residence fixed effects. In the white and black sub-samples we include Residence fixed effects. Controls and roommate controls are measured at baseline and are described in footnote of Table 3. In cols 7-12, controls also include a dummy indicating whether the respondent knows the partner in the game.

Table A15: Impact on friendships, attitudinal measures and pro-social behaviour, no missing values

<i>Dependent variable:</i>	<i>Index of friendship</i> (1)	<i>Index of explicit attitudes</i> (2)	<i>Index of pro-social behavior</i> (3)	<i>Global Index of social behavior</i> (4)
Panel A: Whites				
Mixed Room	0.447 (0.182) [0.055]	0.455 (0.210) [0.079]	0.427 (0.229) [0.079]	0.655 (0.227) [0.023]
R-squared	0.400	0.322	0.272	0.354
No. Obs.	117	117	117	117
Panel B: Blacks				
Mixed Room	0.371 (0.155) [0.059]	0.076 (0.131) [0.567]	0.220 (0.139) [0.220]	0.380 (0.165) [0.065]
R-squared	0.135	0.069	0.046	0.133
No. Obs.	332	332	332	332
Panel C: Full Sample				
Mixed Room	0.444 (0.116) [0.000]	0.238 (0.102) [0.047]	0.168 (0.119) [0.173]	0.541 (0.128) [0.000]
R-squared	0.298	0.161	0.113	0.251
	499	499	499	499
Controls	X	X	X	X
Roommate controls	X	X	X	X

Notes: OLS Estimates with standard errors in parenthesis clustered at the room level. P-values in square brackets are adjusted for multiple inference using the resampling method of Westfall and Young (1993) with 10,000 iterations. The indexes used as dependent variables are constructed using a polychoric principal component analysis. The *Index of friendship* (col.1) includes the following variables: (i) no. of times respondent hung out with people of different race in the last month: =0 if never. =1 if once. =2 if 2-5 times. =3 if 5-10 times. =4 if more than 10 times; (ii) last time respondent hung out with people of different race: =0 if never. =1 if last year. =2 if last month. =3 if last week. =4 if yesterday; (iii) fraction of friends and study mates of a different race (excl. roommate); (iv) Preferred number of people of different race in leisure group and academic group. The *Index of explicit attitudes* (col.2) includes: (i) "In the last month, how often did you talk with any friends of yours about topics of discrimination, prejudice and racial bias?": =0 if never. =1 if rarely. =2 if sometimes. =3 if most of the time. =4 if always; (ii) a dummy for whether respondent is comfortable talking about race; (iii) a dummy for whether respondent does not agree that affirmative action in University admission should be abolished; (iv) a dummy for whether respondent do not feel conscious dancing with a person of another race; (v) dummy for whether respondent do not feel conscious having a boyfriend/girlfriend of another race. The *Index of pro-social behavior* (col. 3) includes: (i) member of community service or volunteer organization; (ii) amount of money given to charity in the past year; (iii) dummy for whether respondent cooperated in the prisoner dilemma game; (iv) dummy for whether respondent believed partner would cooperate in prisoner dilemma. The *Global Index of social behavior* (col.4) includes all the variables listed for the previous three indexes. In the white and black sub-samples we include Residence fixed effects. In the full sample we control for the race of the respondent (White, Coloured and Indian/Other) with Black as the omitted category and Race X Residence fixed effects. All regressions include individual controls and roommate controls as described in the footnote of Table 3.