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# The impact of interracial interaction on stereotypes, performance and attitudes

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This thesis replicates and extends the paper of Corno et al. (2022).

**Abstract**

Racial fragmentation in higher education during apartheid has led to inequalities in the current system. The University of Cape Town designed a random roommate allocation policy to stimulate racial integration. This paper examines the impact of this policy on stereotypes, academic performance and attitudes using data from university students and Implicit Association Tests. Residing with a roommate of a different race increases positive attitudes of White students towards Black individuals and increases interracial friendships. Black students improve academic outcomes when living with a roommate from a different racial background. This effect is not attributed to a roommate with a stronger academic background.

# 1 Introduction

South Africa is a country where racism and racial discrimination are deeply ingrained. From 1948 until 1990, apartheid was enforced in South Africa (Clark & Worger, 2022). Apartheid was a legislative system that upheld segregation against non-white citizens. Citizens were classified into racial categories and segregated from each other in terms of social facilities, residence, education and employment. The system led to discrimination and widespread human rights abuses against non-white South Africans (Onion et al., 2010). According to this system of race categorization, White citizens had the highest status, followed by Indians and Coloureds, and with Black Africans having the lowest position. The experience of apartheid made individuals relatively prone to stereotyping. Nowadays, the social impact of apartheid still continues which resulted in inequality (Seekings, 2007).

The University of Cape Town (UCT) is the oldest university in South Africa, having been established prior to the apartheid era in 1918 (Mabokela, 1997). During the apartheid, UCT admitted few Black and mixed-race students. Individuals with these racial backgrounds were barred from campus residences (Dugger, 2010). By the 1990s, the student population at UCT had changed significantly into a diverse institution, embracing students from various racial backgrounds. However, some inequalities that existed within the system of higher education during apartheid remain evident in the current system (Mabokela, 1997). The university is aware of the continuation of the social impact of apartheid. Therefore, UCT designed a policy to assign roommates of different racial backgrounds at random in some selected residences. The aim of this policy is to promote racial integration and to reduce prejudice and inter-group conflict. By implementing this policy, it becomes feasible to compare the behaviors and educational achievements of individuals assigned to mixed rooms with individuals who live with roommates from the same racial background. This enables the possibility to examine whether interactions among students from different racial backgrounds impact stereotypes, academic performance, and attitudes.

The aim of this study is to analyze the effects of UCT integration policy on educational attainment, interracial contact and attitudes towards the Black race, relatively to the White race. First of all, the focus of this paper is on the effects of mixed interactions across students from all different racial backgrounds at UCT. Discrimination during apartheid affected not just Black individuals, but also those of Coloured, Indian, Asian, and various other racial backgrounds,

which makes it important to investigate the effects of the integration policy on those races as well. Montle (2023) states that the social impact of apartheid still continues and that it manifests as colourism nowadays. Colourism is the discrimination against persons with darker skin tones. Montle (2023) explores the impact of colourism in South Africa and concludes there is still a preference for a light skin tone over a dark one, even within a particular race. Moreover, Brown (2000) states that members of Coloured and Black communities share common features in their identities and attitudes, because of the past social hierarchy in South Africa and segregation from White individuals. Furthermore, Smith & Stones (1999) conducted a survey with South African high school students and found that Coloured and Black respondents do not differ significantly in their attitudes towards other racial groups. As a result, Coloured, Indian and other races may be generally more associated with Black individuals than White individuals. Thus, it is possible that when a White student lives with a Coloured, Indian or other race student it might also impact the stereotypes of the White student towards individuals of the Black race as well.

In addition to the effects of mixed interactions across any racial background, this paper also investigates the effects of interactions specifically between White and Black students. This provides an opportunity to examine whether contact between those races significantly affects their stereotypes towards each other, as well the impact on their educational attainment.

To explore both aspects of the integration policy, this paper addresses the following research questions: (1) Does interracial interaction influence academic performance or affects attitudes and individual stereotypes towards Black individuals, relatively to White individuals? (2) Does interaction between White and Black students influence academic performance or affects attitudes and individual stereotypes towards Black individuals, relatively to White individuals?

In order to investigate the above questions, I use a dataset that includes various information on incoming freshman residing in UCT residences, who were subjected to the random roommate allocation policy. This information includes, among others, academic performance and socio-economic background. In addition, Implicit Association Tests are conducted to measure implicit stereotypes. The policy was implemented in ten different residences with double rooms, within the class of 2012. Ordinary Least Squares (OLS) with clustered standard errors is used to estimate the effects of exposure to a different race roommate on the outcomes of interest.

First of all, having a roommate from a different racial background significantly reduces the implicit stereotypes of White students against Black individuals. The reduction in implicit stereotypes against Black individuals becomes even slightly larger when focusing only on White students living with Black roommates. The policy does not lead to changes in stereotypes regarding academic performance. Moreover, interracial interaction exhibits a significant positive correlation with academic outcomes. Black students improve their Grade Point Average (GPA), pass more exams and are more eligible to continue, which is not influenced by the academic performance of the roommate. The effect on GPA is not present when the focus is on White-Black interactions only, suggesting this is mainly driven by interactions with other race students. Lastly, both exposure to a roommate of a different race and specifically White-Black interactions contribute to a significant increase in interracial friendships. Explicit attitudes towards Black individuals improve significantly for White students, as well as prosocial behaviors when living in a mixed room.

Conducting this research in South Africa yields meaningful results. Due to South Africa's history of apartheid and the influence of racial stereotypes, the probability of success of the policy implemented by UCT is limited. Given that this policy is affecting stereotypes, academic outcomes and attitudes even in this country, suggests it may be effective in other countries as well. This encourages other universities to implement similar racial integration policies in the future to reduce racial segregation, which is a worldwide problem.

The remaining of this paper is structured in the following way. Section 2 contains the relevant literature used in this paper. Furthermore, Section 3 includes additional information on the dataset that is used, such as the way in which the data is collected and analyzed. Section 4 features a detailed description of the models and methods used to answer the research questions. Moreover, Section 5 shows the results and Section 6 includes the conclusion.

## 2 Literature

The impact of increased exposure to individuals from different racial backgrounds on the reduction of stereotypes is not yet clear from a theoretical perspective. According to Allport et al. (1954), exposure to individuals from different races can enhance an individual's understanding of their traits and viewpoints. This could lead to better inter-group relations and a decrease of stereotypes. However, Barlow et al. (2012) concludes that negative interactions between interracial individuals may be more strongly associated with increased stereotyping than positive interactions is with its reduction. Thus negative contact could lead to an increase of prejudice. Hence, exploring interracial interaction in further detail within the context of this paper holds significant interest.

There exists some literature examining the influence of diverse integration policies on attitudes. For example, Van Laar et al. (2005) examined the effects of randomly assigning White, Asian American, Latino and African American university students to dormitories. Their focus is on the affective, cognitive, and behavioral indicators of prejudice and they conclude that the randomly assigned roommate contact decreased these indicators. Also Boisjoly et al. (2006) and Carrell et al. (2019) show evidence that positive contact between different races does reduce prejudice and increase the future racial interaction. However, this previous literature only focus on explicit attitudes and behaviors. In addition to explicit attitudes, which economists commonly define as the attitude of an individual towards other races, implicit attitudes are also important. Students may have limited awareness of their racial prejudice or be unwilling to openly share such information, thus self-reported explicit attitudes of individuals may be biased. Implicit attitudes refer to the unconscious mental associations that exist between a specific attribute and a target, such as race (Bertrand et al., 2005). This offers the benefit of circumventing the social desirability bias in self-provided answers. It can be measured with the Implicit Association Test (IAT), a commonly used measure of implicit mental processes. According to Greenwald et al. (1998) the IAT measures response times, to represent the strength of unconscious mental associations. Thus, including implicit attitudes in addition to explicit attitudes contributes to existing literature.

Corno et al. (2022) is the first attempt to investigate explicit attitudes, implicit attitudes and academic performance by using an integration policy. This paper exploits the policy designed

by UCT where roommates are assigned randomly across some of their university residences. By making use of this policy, they estimate the causal effects of exposure to individuals of a different race on implicit and explicit attitudes, behavior, and academic performance. The results of Corno et al. (2022) indicate that White students who live with students from another racial background exhibit a decrease in negative stereotypes towards Black individuals and an increase in interracial interactions outside the room. Furthermore, they conclude that Black students exhibit an improvement in their GPA, an increase in the number of exams passed, and a decrease in dropout rates. These effects are not influenced by the performance of the roommate.

This paper goes beyond the research of Corno et al. (2022), as the focus is also on the effects on Coloured, Indian, Asian or other race students' attitudes and behaviors. Furthermore, focusing exclusively on rooms that consist of one White and one Black student enables a more detailed exploration of the impact of living with the other race on the development of stereotypes towards that specific race.

# 3 Data

In this paper, I use the dataset which is used in Corno et al. (2022).[1] This dataset contains data on students living in the UCT residences who were exposed to the policy of random roommate allocation. Each year, a group of around 5000 first-year students starts at UCT and over half of them are going to live in the residences. The focus is on the freshmen class of 2012, which consists of 40 percent White, 36 percent Black, 16 percent Coloured, and 8 percent Indian, Asian, or other race students. The allocation policy is designed in such a way that the residence wardens assign roommates randomly across ten different residences with double rooms of same gender. However, two of these residences contain a small number of double rooms and none of the students allocated to these rooms are White. Therefore, I exclude these two residences from the sample and focus only on the remaining eight residences.

The dataset consists of several data sources. First of all, it contains administrative data provided by the UCT, which includes information about academic outcomes and accommodation. The measures of academic performance include the total number of exams passed, the GPA and an indicator which includes whether the student is eligible to continue their studies in the upcoming academic year. In addition, the dataset includes survey questionnaire data and IAT scores which are gathered in two rounds, the first one in February 2012 and the second one in September 2012. The survey questionnaire consists of questions about socioeconomic backgrounds, beliefs, friendships and attitudes towards people of a different race. Race IAT tests are conducted to measure implicit stereotypes against individuals with a different racial background. Moreover, Academic IAT scores are collected, to capture associations between academic performance and race. Also lab experiments were executed as part of the survey in September 2012, by running a Prisoner's dilemma game with the individuals who already took

[1]The journal that published Corno et al. (2022), https://www.openicpsr.org/openicpsr/project/174501/ version/V1/view, contains a replication package including the data, survey questionnaires, IAT tests, code and some do files.

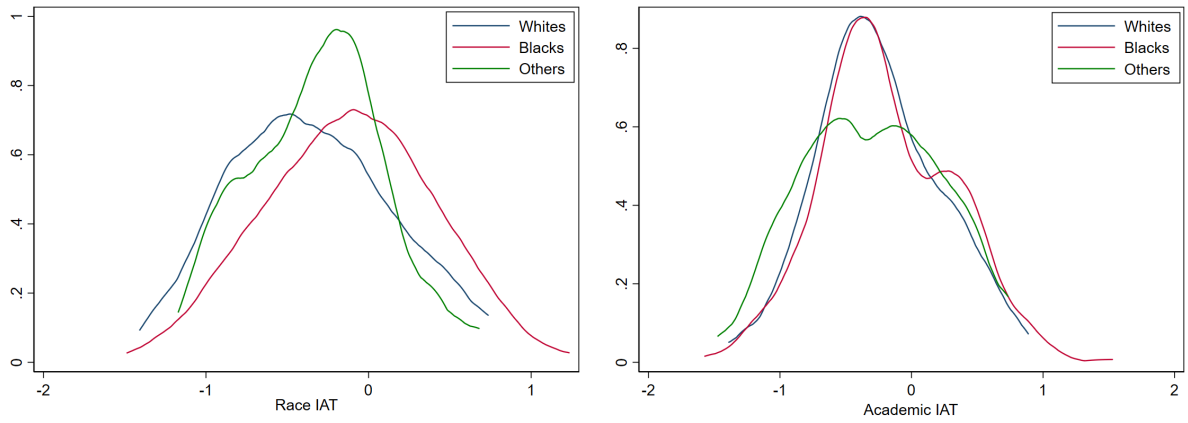
the survey in the February 2012.[2] The questionnaire, IAT tests and Prisoner's dilemma game were administered on laptops within each residence. Students were provided with a monetary incentive of around 3.50 US dollars when participating and they were told all information was needed for a research project on student life at UCT, without explicitly mentioning the topic of race.

621 students participated in the first round, but not all students participated in the follow-up round. The final sample includes a total of 499 students, all of whom successfully completed the IAT tests in both rounds. Appendix Tables B.1 and C.1 show the estimates regarding the decision of the respondent to participate in the second round. Both tables indicate that women exhibit a relatively lower likelihood of participating in the second round. Furthermore, there appears to be a correlation between students with higher monthly consumption and lower participation rates in the follow-up round, which could be attributed to the relatively low monetary incentive offered for participation. In Table B.1, it seems that White students exhibit a relatively lower likelihood of participating in the follow-up survey. However, when defining a mixed room as a White student living with a Black student, Table C.1 shows that White exhibit a relatively higher likelihood of participating in the follow-up survey. Appendix Table A.1 compares the final sample with other students at UCT. There are no significant differences between the final sample and all freshman living in the eight residences. However, White and Black students in the final sample are more likely to be a female compared to the White and Black students who live off campus or are from other academic years. Black, Coloured, Indian, Asian or other race students in the original sample are more likely to be not from South Africa. Moreover, White students exhibit a significantly higher UCT admission score in comparison to other freshman at UCT, aligning with the admission requirements in UCT residences.

The dataset contains all information on the main outcomes of interest for Coloured, Indian, Asian and other races as well. However, during the Race IAT test, respondents were asked to match words or pictures specifically of White and Black students with positive and negative attributes. During the Academic IAT test, respondents were also asked to match grades or pictures of White and Black students with percentiles representing the distribution of grades. There is no possibility of matching some words, pictures or grades to other race students. Therefore, this paper investigates the effects of the policy on stereotypes and attitudes towards the White and Black race groups. The density of the Race IAT score and the Academic IAT score are shown respectively in panel A and panel B of Figure 1. These scores are measured in February 2012. A lower IAT score indicates more negative stereotypes towards Black individuals, relative to White individuals. The density is shown separately for White, Black and Other race respondents. The Other race respondents include Coloured, Indian, Asian and other races.

As illustrated in Figure 1, the mean of the Race and Academic IAT score is negative for White, Black and Other race respondents. Thus, all groups have on average negative stereotypes about Black individuals, relative to White individuals. Moreover, based on the results of the Race IAT in panel A, it can be concluded that White respondents are the most prejudiced against Black individuals in comparison to other racial groups, as the distribution of the White respondents is shifted to the left compared to the other distributions. Also Other race respond-

[2]The online Appendix of Corno et al. (2022), https://www.aeaweb.org/content/file?id=17765, includes IAT procedures and Prisoner dilemma experimental instructions.




(a) Panel A. Race IAT

(b) Panel B. Academic IAT

Figure 1: Race and Academic IAT scores measured in February 2012

*Notes:* Lower values of the IAT score indicate more negative stereotypes towards Black individuals, relative to White individuals. *Others* include Coloured, Indian, Asian or other races.

ents are more prejudiced against Black individuals relative to White individuals compared to the distribution of the Black respondents. The distributions of the Academic IAT scores in panel B are similar for White and Black respondents. The distribution of the Other race respondents is shifted to the left, which means that on average, Other races associate Black individuals more with lower academic ability relative to White individuals.

Table 1 reports descriptive statistics of the full sample and the subsamples including different races. These descriptive statistics include the main outcomes of interest and the controls. *UCT admission score* is a measure of the performance of students when they start at UCT. This score is calculated based on the six highest grades obtained by students during their final year of high school. The variable *Wealth index* quantifies the individual ownership of durable goods within the households of the respondents. This index is derived through principal component analysis, which considers several types of goods: cars, computers, landlines, TVs, fridges, mobile phones, bakkies, motorbikes, bicycles, electricity, gas, kettles and geysers. Moreover, *Consumption* is the monthly consumption of the student and *Foreign* is a dummy equal to 1 if the student is not from South Africa and 0 otherwise. Lastly, *Private high school* is a dummy taking a value of 1 if the respondent attended a private high school prior to enrolling at UCT and 0 otherwise.

As can be seen from Table 1, almost all mean values of the considered variables have the same sign for each different race. However, there is a difference in the variable *Wealth index*. The mean of this variable is negative for individuals with a Black or Coloured background, which means these races have on average a lower wealth index compared to the other races. The mean values of the IAT scores yield the same conclusion as the distributions in Figure 1. White students exhibit the highest level of prejudice against Black individuals, as the mean value of the Race IAT score has the lowest value. Moreover, the mean of the Academic IAT is the lowest for Coloureds and Indian, Asian or other, meaning these races tend to link individuals of Black ethnicity more strongly with lower academic ability. UCT's admission scores are nearly the same for all different racial backgrounds. This could be explained by the fact that UCT's admission

requirement is mainly based on the admission score, which leads to almost the same score for everyone who is admitted. Out of the 499 students at baseline, 157 students are allocated to a mixed room. Among them, 69 students reside in a room that specifically includes one White and one Black student. The sample sizes of the last two subsamples, Coloured, and Indian, Asian or others are relatively small. Therefore, these samples are combined into one subsample in the remaining part of this paper to have a relatively larger sample size.

Table 1: Summary statistics of all 499 students at baseline

| | **Full sample** | **Whites** | **Blacks** | **Coloureds** | **Indian, Asian or other** |
|---|---|---|---|---|---|
| Race IAT | -0.193 (0.517) | -0.354 (0.505) | -0.119 (0.520) | -0.270 (0.398) | -0.336 (0.427) |
| Academic IAT | -0.213 (0.494) | -0.250 (0.463) | -0.188 (0.498) | -0.319 (0.557) | -0.270 (0.526) |
| UCT admission score | 0.463 (0.048) | 0.487 (0.039) | 0.453 (0.048) | 0.448 (0.047) | 0.495 (0.040) |
| Wealth index | 0.024 (2.122) | 0.838 (1.804) | -0.380 (2.051) | -0.196 (1.845) | 1.357 (2.699) |
| Consumption | 0.926 (0.847) | 1.182 (0.912) | 0.809 (0.800) | 0.859 (0.928) | 1.235 (0.779) |
| Foreign | 0.112 (0.316) | 0.068 (0.253) | 0.120 (0.326) | 0.167 (0.383) | 0.156 (0.369) |
| Private high school | 0.601 (0.490) | 0.744 (0.439) | 0.536 (0.499) | 0.667 (0.485) | 0.719 (0.457) |
| Number of observations | 499 | 117 | 332 | 18 | 32 |
| Share in mixed room | 157 | 39 | 75 | 18 | 25 |
| Share in mixed room White and Black | 69 | 27 | 42 | | |

*Notes:* Standard errors between parenthesis.

### 3.1 Random allocation policy

As stated above, the residence wardens assign roommates randomly across some of the university residences. However, it might be possible that they deviate from the random allocation policy. Thus, it is important to gather supporting evidence to show that the allocation can be regarded as random.

Appendix Table B.2 includes summary statistics for the outcome variables and control variables, at the first round of data collection. These statistics are presented for the full sample, as well as separately for students in mixed rooms and students in non-mixed rooms. As can be seen in Table B.2, the full sample is included in panel A and the other panels focus on all different races separately. All eighteen Coloured students are allocated in the mixed rooms, resulting in no summary statistics for the non-mixed rooms. Appendix Table C.2 includes summary statistics for the variables of interest, where a mixed room is defined as a room consisting of one White and one Black student living together. The full sample is included in panel A, while panel B and C focus on White and Black students respectively. The last two columns in these tables present the difference of the means in mixed and non-mixed rooms with the corresponding $p$-value, which tests the null hypothesis that the means are equal. The differences in the means of the variables considered when comparing the mixed and non-mixed rooms are insignificant at a 10% level, for both definitions of mixed room. Appendix tables B.3 and C.3 provide summary statistics for the main variables of interest at the second round of data collection.

To provide additional supporting evidence, an OLS regression with clustered standard errors is conducted to investigate the correlation between being assigned to a mixed room and individual characteristics. The dependent variable is a binary variable equal to 1 if the respondent is assigned to a mixed room at baseline and equal to 0 otherwise.

Appendix Table B.4 reports the estimates of the regression when the dependent variable is equal to 1 if the respondent is assigned to another race. There is almost no statistically

significant sorting at baseline (Panel A). However, the coefficients of the dummy variables for *Coloured* and *Indian / other* race respondents are significant in the full sample. These significant estimates result from the fact that both groups have a lower population share within the residences. Consequently, these groups are more likely to have a roommate from a different racial background. Furthermore, the coefficient of *Wealth index* is significant in the full sample and in the second column of the White subsample. This means that a higher wealth index results in a lower probability of being allocated to a mixed room. One possible explanation for this could be that individuals with higher financial resources possess some influence over the allocation process or may have advantageous connections which could impact the outcome. The coefficients in panel B are not significant, thus there is no statistically significant sorting based on attitudinal measures.

Appendix Table C.4 includes the coefficients of the regression when the dependent variable is equal to 1 if a White student and a Black student are allocated together and equal to 0 if the respondent is assigned to someone of the same race. The coefficient belonging to the Race IAT score in the right column of the White subsample is significant. This could possibly indicate some evidence of sorting, as a White roommate has a significantly lower probability to be allocated to a Black roommate when they have a more negative stereotype towards Black individuals. Moreover, the coefficient of the variable *Private high school* is significant in the left column of the White subsample, which indicates going to a private high school is correlated with a lower probability to be allocated to a Black roommate for White students. However, both results are only significant at a 10% level. The coefficients in panel B are not statistically significant, indicating there is no evidence of sorting based on attitudinal measures.

In addition to those regressions, an undirectional dyadic regression is performed. This regression tests whether individuals who differ more in socio-demographic characteristics or attitudes are less likely to be assigned as roommates. This dyadic regression is further explained in Section 4.2. The results are stated in Table 2. As explained in Section 4.2, a negative coefficient of the difference in characteristics indicates a reduced probability of individuals becoming roommates when their characteristics differ more. Based on the estimates, it can be concluded that there is some significant sorting at a 1% significance level on the UCT admission score and at a 5% significance level on consumption. None of the other coefficients of differences do significantly predict whether individuals will become roommates.

Table 2: Likelihood to be roommates using unidirectional dyadic regression

| **Dependent variable = 1 if individuals i and j are in the same room** | | |
|---|---|---|
| Difference in Race IAT | 0.000 905 | (0.000744) |
| Difference in Academic IAT | 0.000 575 | (0.000747) |
| Difference in index of attitudinal measures | 0.000 308 | (0.000348) |
| Difference in UCT admission score | −0.000 953*** | (0.000368) |
| Difference in private high school | −0.000 794 | (0.000685) |
| Difference in wealth index | −0.000 030 | (0.000168) |
| Difference in consumption | −0.001 334** | (0.000588) |
| Difference in foreign | −0.002 945 | (0.001808) |
| Number of observations | 59.522 | |

*Notes:* Standard errors between parenthesis. Significance levels: .01-***; .05-**; .1- *. Each observation is a pair of respondents. The unidirectional dyadic regression includes controls, residence effects and the sum of each variable across individuals $i$ and $j$.

Lastly, two placebo tests are conducted where the lagged values of IAT scores and index of

attitudinal measures are regressed on the *Mixed Room* variable and some controls. The results are shown in Appendix Tables B.5 and C.5. No indication of sorting appears in Table B.5. However, Table C.5 shows that the coefficient of *Mixed room White and Black* is significant for the White subsample when the lagged Race IAT is the dependent variable. This effect is only significant at a 10% level.

Considering the various checks performed, there is no cause for concern about the presence of sorting. Only a few coefficients are statistically significant, thus in the context of this analysis, the random roommate allocation policy can be regarded as good as random.

# 4 Methodology

To estimate the effects of exposure to a roommate from another racial background on the outcomes of interest, the following regression is estimated using Ordinary Least Squares (OLS) with standard errors clustered at the room level:

$$Y_{ijkt} = \alpha Y_{ijk0} + \beta MixRoom_{ik0} + \gamma Race_i + \lambda X_{ik0} + \mu X_{jk0} + \varphi RaceGrp_i * \delta_k + \epsilon_{ijkt} \quad (1)$$

For the IAT score, I estimate this regression only for the full sample. For the other outcomes of interest, I estimate this regression for the full sample and for the White, Black and Other subsamples separately. $Y_{ijkt}$ is the outcome for student $i$, paired in residence $k$ together with student $j$, in the follow-up survey at time $t$. $Y_{ijk0}$ is the same variable, but instead at the baseline survey, when time $t$ is equal to 0. $MixRoom_{ik0}$ is a dummy variable equal to 1 if student $i$ is assigned to a roommate of different race at time 0, and 0 otherwise. $Race_i$ is a vector of race dummies. $X_{ik0}$ and $X_{jk0}$ are vectors that include individual controls measured at baseline for student $i$ and $j$ respectively. The vector of individual controls includes gender, UCT admission score, household wealth, monthly consumption expenditure, and a dummy which equals 1 if the student is not from South Africa and 0 otherwise. The variable $RaceGrp_i$ includes all races except White and Black. $\delta_k$ is a set of residence dummies, equal to 1 if the student is allocated in residence $k$ and 0 otherwise. Lastly, $\epsilon_{ijkt}$ is the error term. The coefficient of interest is $\beta$, which indicates the effect of having a roommate of a different race on the outcome of interest.

The choice of using OLS with standard errors clustered at room level can be explained as follows. Clustered standard errors are useful if a treatment is assigned at the level of a cluster instead of the individual level. In the presence of clustered errors, OLS estimates are still unbiased but the standard errors are wrong and underestimate the true variability on the estimates (Abadie et al., 2017). In this paper, it is investigated whether allocating roommates of different racial backgrounds at random influences stereotypes, academic performance and attitudes. The focus is on mixed room clusters, therefore OLS with clustered errors is used. In this way, more valid standard errors can be obtained.

The IAT scores, academic performance, attitudes and prosocial behavior are the four different outcomes of interest. If the outcome of interest is the IAT score, $Y_{ijkt}$ is the IAT score of student $i$. Negative values of the IAT indicate negative stereotypes against Black relative to White individuals. Thus, a positive value of $\beta$ indicates a reduction in prejudice against the Black group. If White respondents become less prejudiced towards Black individuals, $\beta$ moves

in a positive direction. However, if Black respondents become less prejudiced towards White individuals, $\beta$ moves in a negative direction. If both races experience a decrease in prejudice towards each other as a result of the policy, the $\beta$'s move in opposite directions. Therefore, a simplified version of equation 1 is estimated for White, Black and Other subsamples separately, in which the race dummies are omitted. This leads to the following simplified regression:

$$Y_{ijkt} = \alpha Y_{ijk0} + \beta MixRoom_{ik0} + \lambda X_{ik0} + \mu X_{jk0} + \delta_k + \epsilon_{ijkt} \tag{2}$$

As mentioned above, this paper also investigates the effects of specific interactions between White and Black students. This is done by considering $MixRoomWB_{ik0}$, which is a dummy variable equal to 1 if student $i$ is a White student assigned to a Black roommate or if student $i$ is a Black student assigned to a White roommate at time 0, and equal to 0 otherwise. Equation 1 changes to the following equation:

$$Y_{ijkt} = \alpha Y_{ijk0} + \beta MixRoomWB_{ik0} + \gamma Race_i + \lambda X_{ik0} + \mu X_{jk0} + \varphi RaceGrp_i * \delta_k + \epsilon_{ijkt} \tag{1'}$$

$\beta$ indicates the effect of having one White and one Black student living together on the outcome of interest. Equation 2, the regression where the dependent variable is the IAT score, changes to the following equation:

$$Y_{ijkt} = \alpha Y_{ijk0} + \beta MixRoomWB_{ik0} + \lambda X_{ik0} + \mu X_{jk0} + \delta_k + \epsilon_{ijkt} \tag{2'}$$

This equation is estimated for White and Black subsamples separately, when the outcome of interest is the IAT.

For the academic performance, attitudes, and prosocial behavior, Equations 1 and $1'$ are estimated for both the full sample and the subsamples separately. However, not all lagged dependent variables, $Y_{ijk0}$, for these outcomes of interest are available. Academic grades and experimental games are only measured during the second round, thus these lagged dependent variables are not included. Moreover, when $Y_{ijkt}$ is academic performance, a set of dummy variables is included to indicate the program in which the student is enrolled in.

### 4.1 Free Step-Down Resampling Method

The Free Step-Down Resampling Method of Westfall & Young (1993) is a method used to adjust $p$-values for multiple hypothesis testing while controlling for the Family-Wise Error Rate (FWER). FWER is the probability of rejecting a true null hypothesis, which is called a type 1 error, at least one time during multiple hypothesis testing. When conducting multiple tests, the likelihood of a type 1 error increases. Multiple hypothesis testing will be used in this paper to ensure that any significant findings are not due to random chance. Therefore, the $p$-values should be adjusted to control for the FWER.

### 4.2 Undirectional dyadic regression

An unidirectional dyadic regression is usually conducted to examine the relationship between a pair of two individuals or units (Fafchamps & Gubert, 2007). In this paper, the regression

is used to test for sorting by determining whether the probability that individuals $i$ and $j$ are assigned to the same room depends on socio-demographic characteristics or attitudes.

$$SameRoom_{ij} = \alpha + \beta \mid X_i - X_j \mid + \gamma(X_i + X_j) + \epsilon_{ij} \tag{3}$$

$SameRoom_{ij}$ is equal to 1 if individuals $i$ and $j$ are allocated to the same room, and 0 otherwise. The explanatory variables $X_i$ and $X_j$ consist of baseline values of the IAT scores, attitudes and socio-demographic characteristics of individuals $i$ and $j$, respectively. $\beta$ measures the effect of differences in IAT scores, attitudes and socio-demographic characteristics on $SameRoom_{ij}$. A negative value of $\beta$ indicates that individuals who differ more in the characteristics are less likely to be roommates. $\gamma$ captures the effect of the combination of $X_i$ and $X_j$ on $SameRoom_{ij}$, and $\epsilon_{ij}$ is the error term.

# 5 Results

## 5.1 Stereotypes

The first outcomes of interest are the Race and Academic IAT scores of the students. These are the first variables who will be considered as dependent variables in Equations 1 and 2. Firstly, this regression is estimated for the full sample, and for White, Black and Others subsamples separately. The estimates are presented in Table 3. The $p$-values in curly brackets result from the OLS regressions and the corresponding $p$-values in square brackets are determined using the Free Step-Down Resampling Method.

As mentioned above, $\beta$ is the coefficient of interest, which corresponds to the coefficient of the variable *Mixed room*. This represents the difference in IAT scores between students who are assigned to roommates of a different race and those who have roommates of the same race. Having a roommate from a different racial background increases the Race IAT by 0.316 for White students, and this effect is significant at a 5% level. This indicates that interracial contact has a significant impact on reducing implicit stereotypes against Black individuals among White students. There is no significant effect of living with a roommate from a different racial background on the Race IAT scores for Black or Other race students. However, the sign of the coefficients for these subsamples are negative, suggesting being slightly less prejudiced towards White individuals, but this is not significant. None of the coefficients is significant when the dependent variable equals the Academic IAT score. Consequently, there is no evidence that exposure to individuals of a different race lead to changes in stereotypes regarding academic ability.

In Appendix Table B.6, the regression is replicated without including roommate controls. Compared to Table 3, the coefficient estimate for the variable *Mixed room* in the White subsample reduces from 0.316 to 0.210 and the effect is not significant anymore. This indicates that a part of the effect of interracial interaction is explained by the characteristics of the other race groups. Thus, the results of Table 3 are non-robust to inclusion of the roommate controls.

Table 4 shows the estimates of the effects of interactions between specifically White and Black students on IAT scores using Equations $1'$ and $2'$. The estimates are provided for the

Table 3: Impact of exposure to a roommate of a different race on Race and Academic IAT

| Dependent variable: | **Race IAT** | | | **Academic IAT** | | |
|---|---|---|---|---|---|---|
| Sample: | Whites | Blacks | Others | Whites | Blacks | Others |
| Mixed room | 0.316** (0.140) | -0.094 (0.069) | -0.123 (0.263) | 0.014 (0.107) | -0.009 (0.059) | 0.286 (0.225) |
| | {0.026} | {0.174} | {0.642} | {0.898} | {0.884} | {0.209} |
| | [0.047] | [0.361] | [0.650] | [0.904] | [0.889] | [0.382] |
| Controls | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X |
| Mean dep.var. in same race room | -0.423 | -0.097 | -0.411 | -0.293 | -0.185 | -0.127 |
| $R^2$ | 0.217 | 0.097 | 0.177 | 0.266 | 0.087 | 0.545 |
| Number of observations | 117 | 332 | 50 | 117 | 332 | 50 |

*Notes:* OLS standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1- *. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). Lower values of the IAT score indicate more negative stereotypes against Black individuals, relative to White individuals. Controls include IAT at baseline, female, UCT admission score, wealth index, consumption, foreign and private high school. Roommate controls include UCT admission score, wealth index, consumption, foreign, and private high school.

full sample as well as the White and Black subsamples.[3] Similar findings are found compared with the White and Black subsamples of Table 3. However, the coefficients belonging to the Race IAT and Academic IAT of the White subsample are 0.321 and 0.123 respectively, which are slightly larger. This suggests that living with a Black student leads to a slightly greater reduction in stereotypes than living with an individual of the Other race group. The coefficients of the Black subsample exhibit minimal changes.

Appendix Table C.6 contains the estimates where the roommate controls are excluded. For White students, living together with a Black roommate increases Race IAT by 0.206, but this effect is not significant. The effect on race IAT is significant at a 10% level in Table 4, thus the results of this table are non-robust to inclusion of the roommate controls. A part of the effect of living with a Black roommate is explained by their characteristics.

Table 4: Impact of exposure to a White or Black roommate on Race and Academic IAT

| Dependent variable: | **Race IAT** | | **Academic IAT** | |
|---|---|---|---|---|
| Sample: | Whites | Blacks | Whites | Blacks |
| Mixed room White and Black | 0.321* (0.162) | -0.077 (0.086) | 0.123 (0.114) | -0.006 (0.076) |
| | {0.051} | {0.372} | {0.285} | {0.942} |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |
| Mean dep.var. in same race room | -0.424 | -0.113 | -0.325 | -0.190 |
| $R^2$ | 0.209 | 0.094 | 0.274 | 0.087 |
| Number of observations | 117 | 332 | 117 | 332 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1- *. Controls and roommate controls are described in the notes of Table 3.

Lastly, the effect of the racial background of the roommate on IAT scores is estimated for each racial group. Appendix Table A.3 includes these estimates. For the White subsample, living with a Black roommate significantly increases the Race IAT by 0.368 at a 5% level. Thus, it reduces the implicit stereotypes towards the Black race. Living with a student from another racial background increases the Race IAT by 0.189, but this effect is insignificant. The coefficients of the race IAT reduce a bit for Black and Other race students when their roommate

[3]The Free Step-Down Resampling Method does not work when investigating the effects of White-Black interactions only. Therefore, the $p$-values in curly brackets are obtained from the OLS regressions.

is of a different race but these effects are insignificant. Furthermore, there is again no significant effect on the Academic IAT.

### 5.2 Performance

The second outcome of interest is the academic performance of the students. Appendix Figure 2 illustrates the distribution of the average GPA at the end of the academic year. On average, White students exhibit the highest academic performance and Black students tend to have the lowest academic performance. In Appendix Table C.3, a notable disparity is apparent in the average GPA between especially the White subsample and the students with a Black or Coloured racial background. When conducting the regression analysis specified in Equation 1, the objective is to examine whether having a roommate from a different racial background affects this existing disparity in academic performance. GPA, numbers of exams passed and eligible to continue are used as dependent variable in the regressions, which are three different outcomes of academic performance. The regressions are estimated for the full sample, and for White and Black subsamples separately. The effect on the Other subsample is not estimated, as the limited sample size leads to insufficient statistical power for precise estimation of the model coefficients.

Table 5 presents the estimates of the different regressions. Panel C displays that Black students who live with a roommate of another racial background experience a significant improvement of 0.257 in their GPA at a 5% level. This effect closes approximately one-third of the average GPA disparity between White and Black students. However, for White race students, living in a mixed room does not have a significant impact on the average GPA. Moreover, interracial interaction leads to a significant increase of 0.447 in the number of exams passed during the first year for the full sample, with a 5% level of significance. This effect is driven by Black students. There is a small but not significant negative impact on the numbers of exams passed for White race students. Furthermore, students living mixed rooms are significantly more likely to be eligible to continue compared to those living with students of the same race group. It increases the eligibility to continue by 0.105 at a 1% significance level. This effect is again strong among Black students. The variable *Index of academic performance* is computed as the first principal component of the three different outcomes of academic performance. Living in a mixed room significantly increases the index of performance for both the full sample and specifically for Black students. The performance index increases by 0.289 in the full sample and by 0.443 among Black students, indicating a stronger effect for the Black students. It does not seems to have an impact on White students.

The estimates in Table 6 show the effects of a mixed room consisting of one White student and one Black student on academic performance. It is intriguing to note that there is no significant effect on the GPA of Black students when focusing only on the effect of living with a White roommate. Thus, it might be possible that the significant effect on the GPA of the Black students shown in Table 5, is mainly driven because of living with Coloured, Indian or Asian students. Another finding from this table is a significant increasing number of exams passed by 0.578 when a Black student resides with a White roommate. There is again a small negative impact on the numbers of exams passed for White students, which is statistically insignificant.

Table 5: Impact of exposure to a roommate of a different race on academic performance

| Dependent variable: | **GPA** | **Number of exams passed** | **Eligible to continue** | **Index of academic performance** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room | 0.147 (0.102) | 0.447** (0.204) | 0.105*** (0.031) | 0.289** (0.113) |
| | {0.151} | {0.029} | {0.001} | |
| | [0.147] | [0.050] | [0.003] | |
| UCT admission score | 8.237*** (1.204) | 12.750*** (2.346) | 0.840** (0.387) | 8.105*** (1.320) |
| Roommate's UCT admission score | 0.924 (0.957) | 1.646 (1.862) | 0.603** (0.295) | 1.539 (1.021) |
| Mean dep.var. in same race room | -0.044 | 4.977 | 0.871 | -0.042 |
| $R^2$ | 0.424 | 0.709 | 0.325 | 0.447 |
| Number of observations | 499 | 499 | 498 | 498 |
| **Panel B. Whites** | | | | |
| Mixed room | -0.028 (0.243) | -0.168 (0.523) | 0.050 (0.066) | 0.010 (0.259) |
| | {0.908} | {0.749} | {0.457} | |
| | [0.922] | [0.922] | [0.782] | |
| UCT admission score | 10.812*** (2.687) | 10.553* (5.881) | -0.453 (0.634) | 7.702*** (2.090) |
| Roommate's UCT admission score | 2.977 (1.871) | 2.619 (5.210) | 0.630 (0.625) | 2.943 (2.135) |
| Mean dep.var. in same race room | 0.663 | 6.500 | 0.923 | 0.709 |
| $R^2$ | 0.576 | 0.727 | 0.436 | 0.426 |
| Number of observations | 117 | 117 | 117 | 117 |
| **Panel C. Blacks** | | | | |
| Mixed room | 0.257** (0.125) | 0.645** (0.245) | 0.152*** (0.040) | 0.443*** (0.141) |
| | {0.042} | {0.009} | {0.000} | |
| | [0.041] | [0.015] | [0.000] | |
| UCT admission score | 5.505*** (1.392) | 11.441*** (2.841) | 0.738 (0.469) | 6.158*** (1.618) |
| Roommate's UCT admission score | 1.111 (1.234) | 0.844 (2.345) | 0.444 (0.388) | 1.316 (1.347) |
| Mean dep.var. in same race room | -0.268 | 4.506 | 0.852 | -0.281 |
| $R^2$ | 0.386 | 0.715 | 0.400 | 0.447 |
| Number of observations | 332 | 332 | 332 | 332 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |
| Academic program fixed effects | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1- *. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). The dependent variable in column 1 is GPA; in column 2 it is the number of exams passed during the first year; in column 3 it is a dummy for the eligibility to continue to the second year; in column 4 it is an index of academic performance is constructed as the first principal component of the first three variables. Controls and roommate controls are described in the notes of Table 3.

Furthermore, the eligibility to continue increases by 0.071 for students living in mixed rooms, compared to students who live with a roommate of the same race. This effect is significant at a 5% level. Exposure to a different race is also positively correlated with the index of academic performance. However, these effects are driven by Black students. It is worth to mention that all significant estimates for Black students are smaller compared to Table 5. This suggests that living with a White roommate does not have a more positive impact on academic performance of a Black student, compared to living with a roommate of another race.

Appendix Tables B.7 and C.7 report the estimates of exposure to a roommate of a different race on academic performance without roommate controls. These estimates are similar to the results described above. Thus, Tables 5 and 6 are robust to inclusion of roommate controls.

After completing their first year at the university, students have the option to switch rooms or leave the residence. Consequently, it is possible that students who were living in a mixed room, may not longer be in a mixed room during their second year. Therefore, it is intriguing to investigate whether the effects of interracial exposure during the first year will continue to impact academic performance in the second year. Appendix Tables B.8 and C.8 show the

Table 6: Impact of exposure to a White or Black roommate on academic performance

| Dependent variable: | **GPA** | **Number of exams passed** | **Eligible to continue** | **Index of academic performance** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room White and Black | 0.164 (0.125) | 0.333 (0.261) | 0.071** (0.034) | 0.239* (0.136) |
| | {0.190} | {0.204} | {0.035} | {0.080} |
| UCT admission score | 7.414*** (1.199) | 11.642*** (2.473) | 0.898** (0.415) | 7.491*** (1.369) |
| Roommate's UCT admission score | 1.342 (1.032) | 1.847 (2.034) | 0.591* (0.317) | 1.805 (1.120) |
| Mean dep.var. in same race room | -0.049 | 5.003 | 0.876 | -0.035 |
| $R^2$ | 0.431 | 0.697 | 0.321 | 0.438 |
| Number of observations | 449 | 449 | 449 | 449 |
| **Panel B. Whites** | | | | |
| Mixed room White and Black | 0.101 (0.270) | -0.266 (0.611) | 0.078 (0.078) | 0.100 (0.305) |
| | {0.710} | {0.664} | {0.322} | {0.743} |
| UCT admission score | 10.655*** (2.653) | 10.752* (5.780) | -0.511 (0.621) | 7.580*** (2.069) |
| Roommate's UCT admission score | 3.311* (1.811) | 2.430 (5.188) | 0.685 (0.624) | 3.166 (2.076) |
| Mean dep.var. in same race room | 0.599 | 6.433 | 0.922 | 0.658 |
| $R^2$ | 0.577 | 0.728 | 0.442 | 0.428 |
| Number of observations | 117 | 117 | 117 | 117 |
| **Panel C. Blacks** | | | | |
| Mixed room White and Black | 0.238 (0.147) | 0.578** (0.290) | 0.101** (0.041) | 0.362** (0.157) |
| | {0.105} | {0.047} | {0.014} | {0.022} |
| UCT admission score | 5.528*** (1.389) | 11.507*** (2.845) | 0.765 (0.468) | 6.216*** (1.614) |
| Roommate's UCT admission score | 0.991 (1.274) | 0.567 (2.420) | 0.419 (0.401) | 1.166 (1.400) |
| Mean dep.var. in same race room | -0.250 | 4.559 | 0.862 | -0.250 |
| $R^2$ | 0.382 | 0.711 | 0.382 | 0.436 |
| Number of observations | 332 | 332 | 332 | 332 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |
| Academic program fixed effects | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1- *. Dependent variables are described in the notes of Table 5. Controls and roommate controls are described in the notes of Table 3.

estimates for academic performance in the second year. The findings presented in Appendix Table B.8 indicate that there is no longer a significant effect on the GPA of the Black students in the second year. However, the impact on the amount of exams passed is more significant in the Full and Black subsample, resulting in one extra passed exam. The eligibility to continue remains significant with an equivalent magnitude. The results in Appendix Table C.8 are all insignificant. While living with a White roommate has significant positive effects on the number of exams passed and eligibility to continue in the first year of Black students, these effects fade away in the second year. Thus it seems that the effects on the increasing academic performance of Black students in the second year are more driven by living with a Coloured, Indian or Asian roommate compared to living with a White roommate during the first year.

As seen in Table 1, White and Indian, Asian or other students have on average the highest UCT admission scores. This suggests that Black students, when paired with roommates from these racial backgrounds, tend to be matched with individuals who have a higher UCT admission score. To control for this, and only investigate the effects of exposure to a member of a different race, the regressions in Tables 5 and 6 directly control for the UCT admission score of the roommate. The coefficients of this variable are almost never significant, which suggests it is not the academic performance of the roommate that generates the performance improvements observed among Black students. In addition, Appendix Tables B.9 and C.9 provide additional support to strengthen this evidence for the Black subsample. In both tables, there is a significant correla-

tion between roommates studying in the same faculty and the likelihood of studying together, as the estimates are equal to 0.119 and 0.117 respectively. These estimates are significant at a 5% level. However, the interaction of *Mixed room* with *Same faculty* do not has a significant effect. Another possibility is that roommates follow the same course, which enhances the ability to assist each other in studying. Nevertheless, the interaction of *Mixed room* with *Same course* has no significant effect. These findings also indicate that the higher academic performance of Black students in mixed rooms cannot be attributed to the higher UCT admission scores of their roommates.

### 5.3 Attitudes

Finally, this paper examines whether increasing interracial interaction has an impact on explicit attitudes or behaviors. By conducting the survey and lab experiments, 15 different outcomes related to attitudinal and behavioral measures are collected. The results for all different outcomes are reported in Appendix Tables B.10, B.11, B.12, C.10, C.11 and C.12. However, it is more convenient to categorize the 15 different outcomes into smaller subgroups, in order to prevent type 1 errors resulting from multiple inferences. The outcomes are grouped into the following three main categories: friendship, explicit attitudes and prosocial behavior. The variable *Global index of social behavior* is computed as the first principal component of all the 15 outcomes.

First of all, the variable *Index of friendships* includes various measurements related to social contact with an individual of a different racial background. These measurements include the frequency of cross-racial socializing within the past month, the last time of cross-racial socializing, the proportion of actual friends and study mates from a different racial background, and the desired number of friends belonging to diverse racial backgrounds in both a hypothetical leisure group and a hypothetical study group. It is noteworthy to mention that the roommate is excluded from these measurements.

Secondly, the variable *Index of explicit attitudes* contains multiple measurements linked to discrimination. These measurements involve the frequency of discussing discrimination and prejudice with friends in the past month, the comfort level in discussing race and discrimination, a dummy equal to 1 if the respondent disagrees to abolish the affirmative action in university enrollments and 0 otherwise, comfort of dancing with someone from a different racial background, and consciousness regarding a relationship with someone from a different racial background.

Furthermore, some behavioral and experimental measures are included in the variable *Index of prosocial behavior*. The measures include participation in volunteer organizations, the monetary contributions given to a charity in the last year, the choice of cooperation and the belief regarding partner cooperation in a Prisoner's dilemma game.

Table 7 reports the results of the regressions, where the different main categories and the index of social behavior are the dependent variables. The regressions are estimated for the full sample, and for the White, Black and Others subsamples separately.[4] Living with a different race roommate increases interracial friendships significantly in the full and White subsamples by 0.340 and 0.477, respectively. These effects are significant at a 5% level. This finding aligns

[4]Tables 7 and 8 exhibit smaller sample sizes due to missing values in some of the variables. In Appendix Tables B.13 and C.13 these tables are replicated with missing values replaced by the mean of the respective variable. The results remain very similar.

with the results for the Race IAT discussed above. Looking at the individual measurements in Appendix Table B.10, being allocated to a mixed room increases the frequency of socializing with someone from a different race within the past month significantly by 1.608 for White students, at a 5% level. Furthermore, living in a mixed room has a significant positive effect on the proportion of friends from a different race for White students, compared to students who live with someone of the same race. The percentage of friends from a different race increases with 0.143, at a 10% significance level. However, having a roommate of a different race significantly decreases the last time of hanging out with individuals of different race for both the White and Black subsample. From these results can be concluded that being allocated to a roommate from a different racial background has an impact on the dynamics of social interactions, which in turn is likely to influence individual stereotypes and academic outcomes.

Moreover, living in a mixed room increases the index of explicit attitudes significantly by 0.318 for the full sample. This effect is driven by the White subsample, which is again in line with the decrease in negative stereotypes explained above. No significant effect on explicit attitudes is observed for individuals belonging to other racial groups. From Appendix Table B.11 it can be concluded that Black students talk significantly more about other races after they lived in a mixed room. Being assigned to a mixed room also has a positive effect on prosocial behavior, this effect is only statistically significant for the White subsample. Their index of prosocial behavior increases by 0.438 at a 10% significance level. From Appendix Table B.12 can be concluded that interracial interaction mainly has a positive impact on whether a White student will cooperate in a Prisoner dilemma. The presence of a roommate from a different racial background significantly increases the global index of social behavior by 0.439 and 0.760, respectively for the full sample and the White subsample. This finding aligns with the previous results on implicit attitudes. Interracial contact has the strongest impact on the stereotypes of White students.

Table 8 presents model estimation results for the various main categories and the index of social behavior using the subset that contains exclusively White and Black students. Having a roommate of a different race significantly increases interracial friendships by 0.270 and 0.410 for the full and White subsample, respectively. However, it is important to note that these findings are significant at a 10% percent level and the estimates are slightly smaller compared to the estimates in Table 7. In Appendix Table C.10, individual measurements are included. The allocation to a mixed room does have a significant positive impact on the frequency of cross-racial socializing for the White subsample. This frequency increases by 1.263 at a 5% significance level. Moreover, there is a significant increase by 0.146 in the percentage of friends from a different race for White students. The desired number of friends belonging to diverse racial backgrounds in academic groups increases by 0.493 for the Black subsample, and this effect is significant at a 5% level. However, living with a White roommate does not affect the proportion of interracial friends. This suggests that the effects found in Appendix Table B.10 are mainly driven by having a Coloured, Indian or Asian roommate.

Living in a mixed room increases the index of explicit attitudes significantly by 0.434 for the full sample. This effect is also driven by the White subsample, which is consistent with the reduction in negative stereotypes explained above. From Appendix Table C.11, it can be concluded that living with a Black roommate results in the White student feeling less self-conscious

Table 7: Impact of exposure to a roommate of a different race on friendships, attitudinal measures and prosocial behavior

| Dependent variable: | **Index of friendship** | **Index of explicit attitudes** | **Index of prosocial behavior** | **Global index of social behavior** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room | 0.340** (0.128) | 0.318** (0.126) | 0.169 (0.138) | 0.439*** (0.150) |
| | {0.008} | {0.012} | {0.222} | |
| | [0.030] | [0.030] | [0.230] | |
| Mean dep.var. in same race room | -1.110 | -0.813 | -0.705 | -1.457 |
| $R^2$ | 0.317 | 0.186 | 0.168 | 0.321 |
| Number of observations | 411 | 453 | 388 | 315 |
| **Panel B. Whites** | | | | |
| Mixed room | 0.477** (0.187) | 0.670** (0.261) | 0.438* (0.250) | 0.760** (0.294) |
| | {0.013} | {0.012} | {0.084} | |
| | [0.044] | [0.044] | [0.088] | |
| Mean dep.var. in same race room | -1.053 | -1.643 | -0.873 | -1.604 |
| $R^2$ | 0.505 | 0.369 | 0.374 | 0.458 |
| Number of observations | 94 | 106 | 94 | 79 |
| **Panel C. Blacks** | | | | |
| Mixed room | 0.254 (0.170) | 0.072 (0.166) | 0.229 (0.165) | 0.196 (0.212) |
| | {0.138} | {0.663} | {0.167} | |
| | [0.368] | [0.664] | [0.368] | |
| Mean dep.var. in same race room | -1.173 | -0.562 | -0.651 | -1.465 |
| $R^2$ | 0.155 | 0.068 | 0.099 | 0.149 |
| Number of observations | 275 | 299 | 253 | 203 |
| **Panel D. Others** | | | | |
| Mixed room | -0.058 (0.894) | -0.254 (0.619) | 0.402 (1.037) | 1.003 (1.313) |
| | {0.949} | {0.684} | {0.701} | |
| | [0.983] | [0.983] | [0.983] | |
| Mean dep.var. in same race room | 0.315 | -0.808 | -0.656 | -0.105 |
| $R^2$ | 0.593 | 0.610 | 0.518 | 0.807 |
| Number of observations | 42 | 48 | 41 | 33 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1- *. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). The indexes used as dependent variables are constructed using principal component analysis. The dependent variable in column 1 is the index of friendship, which includes the six dependent variables of Appendix Table B.10. The index of explicit attitudes includes the five dependent variables of Appendix Table B.11. The index of prosocial behavior includes the four dependent variables of Appendix Table B.12. Global index of social behavior includes all variables listed for the previous three indexes. Controls and roommate controls are described in the notes of Table 3.

dancing with a person from a different racial background. Exposure to a student of a different race has no impact on the prosocial behavior of White and Black students. However, both White and Black students choose significantly more often to cooperate in a Prisoner dilemma when they live in a mixed room, according to Appendix Table C.12. The presence of a Black roommate has a positive and significant impact on the global index of social behavior for the White subsample, as it increases by 0.857 at a 1% level. There is no significant change in the social behavior of Black students towards White students.

To further examine the behavior change, the impact on residential choices at the end of the first year is investigated. Appendix Tables B.14 and C.14 present the results for all race students and the specific focus on White and Black students respectively. Being allocated to a roommate from a different racial background in the first year has no significant effect on the decision of staying in the university residence, nor on the probability of being in a mixed room

or being in the same mixed room. Consequently, there is no evidence to suggest that students being allocated to mixed rooms are more likely to change rooms in the second year.

Table 8: Impact of exposure to a White or Black roommate on friendships, attitudinal measures and prosocial behavior

| Dependent variable: | **Index of friendship** | **Index of explicit attitudes** | **Index of prosocial behavior** | **Global index of social behavior** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room White and Black | 0.270* (0.151) {0.076} | 0.434*** (0.159) {0.004} | 0.260 (0.166) {0.119} | 0.421** (0.186) |
| Mean dep.var. in same race room | -1.096 | -0.798 | -0.699 | -1.444 |
| $R^2$ | 0.154 | 0.189 | 0.160 | 0.131 |
| Number of observations | 369 | 405 | 347 | 282 |
| **Panel B. Whites** | | | | |
| Mixed room White and Black | 0.410* (0.210) {0.055} | 0.662** (0.266) {0.015} | 0.459 (0.281) {0.106} | 0.857*** (0.290) |
| Mean dep.var. in same race room | -0.962 | -1.563 | -0.899 | -1.510 |
| $R^2$ | 0.490 | 0.361 | 0.372 | 0.464 |
| Number of observations | 94 | 106 | 94 | 79 |
| **Panel C. Blacks** | | | | |
| Mixed room White and Black | 0.110 (0.216) {0.611} | 0.153 (0.200) {0.445} | 0.276 (0.205) {0.179} | 0.046 (0.281) |
| Mean dep.var. in same race room | -1.136 | -0.563 | -0.633 | -1.422 |
| $R^2$ | 0.148 | 0.069 | 0.097 | 0.145 |
| Number of observations | 275 | 299 | 253 | 203 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1- *. Dependent variables are described in the notes of Table 7. Controls and roommate controls are described in the notes of Table 3.

# 6 Conclusion

During the apartheid in South Africa, individuals were segregated in social facilities, education and employment determined by race. The social inequalities of apartheid continue to the present day for different groups in society. Stereotypes and attitudes towards other races can still be observed. The University of Cape Town designed a random allocation policy which allocates students of various racial backgrounds in double rooms to stimulate interracial interaction. The objective of this policy is to enhance equal opportunities and reduce prejudice and conflicts among different groups.

This paper investigates the effects of interracial interaction on stereotypes, academic performance and attitudes. It uses a dataset containing academic outcomes, questionnaire data, IAT scores and lab experiments of students living in university residences. The data was collected during the academic year of 2012. Both implicit and explicit attitudes towards the Black race, relatively to the White race are investigated. Implicit attitudes are measured using Implicit Association Tests.

The results obtained indicate that the policy has yielded several beneficial effects. First of all, living with a roommate of a different race during the first academic year does significantly reduce the negative stereotypes of White students towards Black individuals. This effect is slightly larger for White students living with a Black roommate. Thus, the interracial interaction generated by

the policy reduces prejudice in this South African context. Exposure to a roommate of a different racial background has a significant positive effect on the GPA, number of exams passed and lower dropout rates for Black students. The effects are not driven by the schooling performance of the roommate. The findings indicate that the notable impact on the GPA of Black students is mainly driven by residing with Coloured, Indian, or Asian students, as no significant effect on the GPA is observed when specifically examining Black students living with White roommates. Furthermore, living with other race students during the first year does impact the number of exams passed and the eligibility to continue in the second year. However, these effects fade out in the second year for Black students who lived with White students. Moreover, the policy has a significant positive effect on interracial friendships and explicit attitudes towards the Black race, which is mostly noticeable among White students. Finally, there is no evidence to suggest that students being allocated to mixed rooms are more likely to switch rooms in their second year. These findings are promising, because if interracial contact had led to dissatisfaction, one would expect those students are more likely to leave the residence system in their second year.

The research in this paper may have a limitation in terms of the relatively small sample size of the dataset that is used. This small sample size might not be fully representative for the characteristics, attitudes and behaviors of all students at UCT. It includes for example significantly more female students compared to all freshman and all students. Additionally, it is possible that the students who chose to participate in the survey questionnaire and experimental game are more open-minded compared to the average student. As a result, these factors could introduce bias into the findings. It is important to note that if the participants are indeed more open-minded, the conclusions drawn in this paper represent an upper bound estimation.

As mentioned in this paper, including implicit attitudes to investigate the effects of the policy on stereotypes contributes to existing literature, as explicit attitudes are prone to be biased. Nevertheless, Implicit Association Tests have some limitations. Blanton et al. (2009) and Oswald et al. (2013) discuss the implications of using implicit attitudes to explain discriminatory behavior and conclude that Implicit Association Tests perform not better compared to simple explicit measures. On the contrary, McConnell & Leibold (2001) argues that implicit attitudes do predict behaviors and negative interracial interactions. Furthermore, a growing number of economists use implicit attitudes as a measure of prejudice and their findings indicate that it predicts behavior (Carlana, 2019; Avitzour et al., 2020). Given the ongoing discussion about some potential limitations of Implicit Association Tests, it would be beneficial for future research to investigate to what degree implicit attitudes can explain discriminatory behavior.

Given the success of this policy in a country where stereotypes are deeply ingrained because of history, is encouraging for universities in other countries. The findings point to the importance of integration policies on stereotype reduction. As racial discrimination is also a large problem in some universities in other countries, the implementation of a policy similar to this one could be beneficial as well. In addition to a decrease in stereotypes towards the Black race, the findings also indicate an improvement in the academic performance of Black students. The improved performance of Black students could be attributed to their enhanced well-being resulting from the reduction in stereotypes. Consequently, reducing stereotypes and improving academic performance may mutually strengthen each other.

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# Appendices

## A Appendix

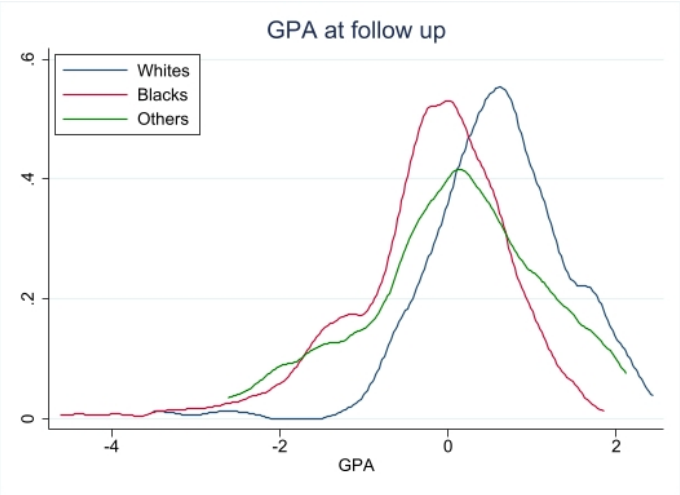


Figure 2: Distribution of the average GPA at the end of the first academic year

*Notes: Others* include Coloured, Indian, Asian or other races. The average GPA is standardized.

Table A.1: Comparison of the sample with other UCT students

| | **Original sample** | | **Freshman in 8 residences** | | | **All freshman** | | | **All students** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean (1) | N | Mean (2) | P-value (2) - (1) = 0 | N | Mean (3) | P-value (3) - (1) = 0 | N | Mean (4) | P-value (4) - (1) = 0 |
| *Panel A: Whites* | | | | | | | | | | | |
| Female | 117 | 0.675 | 444 | 0.707 | 0.502 | 1845 | 0.517 | 0.001*** | 4909 | 0.512 | 0.000*** |
| UCT admission score | 115 | 487.330 | 441 | 480.658 | 0.243 | 1199 | 0.517 | 0.000*** | 3483 | 435.730 | 0.000*** |
| Foreign | 117 | 0.068 | 443 | 0.047 | 0.363 | 1842 | 0.517 | 0.501 | 4886 | 0.116 | 0.111 |
| Home language: English | 117 | 0.880 | 444 | 0.921 | 0.165 | 1202 | 0.517 | 0.000*** | 3486 | 0.542 | 0.000*** |
| Home language: Afrikaans | 117 | 0.060 | 444 | 0.056 | 0.884 | 1202 | 0.517 | 0.024** | 3486 | 0.015 | 0.000*** |
| *Panel A: Blacks* | | | | | | | | | | | |
| Female | 332 | 0.690 | 864 | 0.688 | 0.940 | 3191 | 0.502 | 0.000*** | 9919 | 0.533 | 0.000*** |
| UCT admission score | 326 | 452.344 | 852 | 449.493 | 0.477 | 2411 | 451.027 | 0.721 | 6862 | 454.241 | 0.620 |
| Foreign | 332 | 0.120 | 865 | 0.074 | 0.011 | 3194 | 0.035 | 0.000*** | 9740 | 0.041 | 0.000*** |
| Home language: English | 332 | 0.569 | 853 | 0.556 | 0.672 | 2512 | 0.623 | 0.057** | 6863 | 0.645 | 0.005*** |
| Home language: Isizulu | 332 | 0.081 | 853 | 0.110 | 0.141 | 2512 | 0.046 | 0.005*** | 6863 | 0.029 | 0.000*** |
| Home language: Isixhosa | 332 | 0.102 | 853 | 0.095 | 0.697 | 2512 | 0.053 | 0.000*** | 6863 | 0.029 | 0.000*** |
| *Panel C: Others* | | | | | | | | | | | |
| Female | 18 | 0.611 | 99 | 0.707 | 0.421 | 1655 | 0.530 | 0.493 | 4439 | 0.555 | 0.633 |
| UCT admission score | 16 | 445.875 | 96 | 444.563 | 0.929 | 1159 | 424.280 | 0.244 | 3307 | 436.374 | 0.594 |
| Foreign | 18 | 0.167 | 99 | 0.040 | 0.038** | 1656 | 0.019 | 0.000*** | 4403 | 0.030 | 0.001*** |
| Home language: English | 18 | 0.889 | 96 | 0.885 | 0.966 | 1159 | 0.719 | 0.110 | 3307 | 0.744 | 0.161 |
| Home language: Afrikaans | 18 | 0.167 | 96 | 0.125 | 0.635 | 1159 | 0.036 | 0.004*** | 3307 | 0.035 | 0.003*** |

*Notes:* Significance levels: .01-***; .05-**; .1- *. The data in the last three columns come from the administrative data of UCT. The $p$-values indicate whether the means of the original sample are statistically different from the other samples.

Table A.2: Correlates of the Race IAT

| **Panel A: Prisoner Dilemma Game** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Whites** | | | **Blacks** | | | **Others** | | |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| *Dependent variable: Belief partner will cooperate in prisoner dilemma* | | | | | | | | | |
| Race IAT | 0.172** | 0.211** | 0.178* | -0.082 | -0.088 | -0.086 | 0.161 | 0.169 | 0.158 |
| | (0.082) | (0.088) | (0.097) | (0.054) | (0.059) | (0.061) | (0.148) | (0.167) | (0.177) |
| Index of friendship | | 0.035 | 0.019 | | 0.004 | 0.019 | | -0.072 | -0.123 |
| | | (0.058) | (0.058) | | (0.026) | (0.027) | | (0.075) | (0.102) |
| Controls | - | - | X | - | - | X | - | - | X |
| $R^2$ | 0.031 | 0.052 | 0.198 | 0.007 | 0.008 | 0.032 | 0.023 | 0.038 | 0.174 |
| Number of observations | 115 | 92 | 92 | 342 | 283 | 283 | 51 | 42 | 42 |
| *Dependent variable: Cooperate in prisoner dilemma* | | | | | | | | | |
| Race IAT | 0.051 | 0.155 | 0.129 | -0.051 | -0.010 | -0.010 | 0.226 | 0.143 | 0.160 |
| | (0.090) | (0.101) | (0.089) | (0.054) | (0.061) | (0.063) | (0.149) | (0.171) | (0.171) |
| Index of friendship | | 0.032 | 0.049 | | 0.004 | 0.009 | | -0.024 | -0.116 |
| | | (0.060) | (0.050) | | (0.028) | (0.029) | | (0.076) | (0.099) |
| Controls | - | - | X | - | - | X | - | - | X |
| $R^2$ | 0.003 | 0.029 | 0.342 | 0.003 | 0.000 | 0.038 | 0.045 | 0.017 | 0.364 |
| Number of observations | 115 | 92 | 92 | 342 | 283 | 283 | 51 | 42 | 42 |
| **Panel B: Attitudes and Friendship** | | | | | | | | | |
| | (7) | | (8) | (9) | | (10) | (11) | | (12) |
| *Dependent variable: Index of attitudinal measures* | | | | | | | | | |
| Race IAT | 0.209 | | 0.218 | 0.051 | | 0.040 | 0.746** | | 0.652** |
| | (0.230) | | (0.238) | (0.136) | | (0.143) | (0.285) | | (0.286) |
| Controls | - | | X | - | | X | - | | X |
| $R^2$ | 0.009 | | 0.162 | 0.001 | | 0.034 | 0.107 | | 0.353 |
| Number of observations | 107 | | 107 | 310 | | 310 | 50 | | 50 |
| *Dependent variable: Index of friendship* | | | | | | | | | |
| Race IAT | -0.029 | | -0.093 | 0.032 | | 0.007 | 0.511 | | 0.374 |
| | (0.182) | | (0.206) | (0.118) | | (0.118) | (0.352) | | (0.339) |
| Controls | - | | X | - | | X | - | | X |
| $R^2$ | 0.000 | | 0.062 | 0.000 | | 0.070 | 0.050 | | 0.500 |
| Number of observations | 95 | | 95 | 284 | | 284 | 43 | | 43 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1- *. These estimates represent the results of the second round, as the prisoner dilemma experiment is only conducted in this round. Controls are described in the notes of Table 3.

Table A.3: Stereotypes and exposure to a roommate of different race, by race group

| Dependent variable: | **Race IAT** | | | **Academic IAT** | | |
|---|---|---|---|---|---|---|
| Sample: | Whites | Blacks | Others | Whites | Blacks | Others |
| Roommate Black [A] | 0.368** (0.167) | | -0.446 (0.278) | 0.066 (0.123) | | -0.005 (0.219) |
| 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) | -0.576 (0.367) | | -0.000 (0.077) | -0.097 (0.226) |
| Controls | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X |
| $p$-value [A] = [B] | 0.390 | | | 0.163 | | |
| $p$-value [B] = [C] | | 0.508 | | | 0.862 | |
| $p$-value [A] = [C] | | | 0.748 | | | 0.694 |
| Mean dep.var. in same race room | -0.423 | -0.096 | -0.411 | -0.423 | -0.096 | -0.411 |
| $R^2$ | 0.223 | 0.099 | 0.299 | 0.273 | 0.087 | 0.529 |
| Number of observations | 117 | 332 | 50 | 117 | 332 | 50 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1- *. Lower values of the IAT score indicate more negative stereotypes against Black individuals, relative to White individuals. Controls and roommate controls are described in the notes of Table 3.

# B Appendix mixed room of all races

Table B.1: Correlates of attrition

| *Dependent variable = 1 if respondent participated in follow-up survey* | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** |
| Mixed Room | -0.009 | | | -0.007 | 0.004 | -0.009 | -0.011 |
| | (0.043) | | | (0.044) | (0.044) | (0.043) | (0.043) |
| Race IAT | | 0.005 | | 0.002 | 0.003 | | |
| | | (0.031) | | (0.036) | (0.036) | | |
| Academic IAT | | | 0.023 | | 0.002 | | 0.022 |
| | | | (0.031) | | (0.036) | | (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 | -0.474* | -0.470* | -0.491* | -0.467* | -0.522** | -0.450* | -0.410 |
| | (0.249) | (0.252) | (0.252) | (0.251) | (0.258) | (0.269) | (0.270) |
| Coloured | -0.123 | -0.128 | -0.135 | -0.119 | -0.125 | -0.171 | -0.041 |
| | (0.144) | (0.147) | (0.149) | (0.146) | (0.152) | (0.157) | (0.171) |
| Indian/Other | 0.043 | 0.041 | 0.031 | 0.048 | 0.038 | 0.030 | 0.060 |
| | (0.117) | (0.116) | (0.117) | (0.119) | (0.125) | (0.165) | (0.121) |
| Female | -0.138** | -0.140*** | -0.139*** | -0.137** | -0.137** | -0.137** | -0.136** |
| | (0.054) | (0.054) | (0.053) | (0.055) | (0.055) | (0.055) | (0.055) |
| UCT admission score | 0.332 | 0.333 | 0.351 | 0.334 | 0.348 | 0.291 | 0.335 |
| | (0.378) | (0.379) | (0.381) | (0.380) | (0.382) | (0.381) | (0.383) |
| Foreign | 0.091 | 0.090 | 0.090 | 0.090 | 0.095* | 0.095* | 0.094* |
| | (0.057) | (0.056) | (0.057) | (0.057) | (0.057) | (0.057) | (0.057) |
| Private high school | -0.026 | -0.026 | -0.026 | -0.027 | -0.026 | -0.028 | -0.027 |
| | (0.035) | (0.036) | (0.036) | (0.036) | (0.036) | (0.036) | (0.036) |
| Wealth index | -0.003 | -0.003 | -0.003 | -0.003 | -0.003 | -0.003 | -0.004 |
| | (0.009) | (0.009) | (0.009) | (0.009) | (0.009) | (0.009) | (0.009) |
| Consumption | -0.046* | -0.046* | -0.046* | -0.046* | -0.046* | -0.046* | -0.046* |
| | (0.024) | (0.024) | (0.024) | (0.024) | (0.024) | (0.024) | (0.024) |
| Mean of dependent variable | 0.804 | 0.804 | 0.804 | 0.804 | 0.804 | 0.804 | 0.804 |
| $R^2$ | 0.126 | 0.126 | 0.126 | 0.126 | 0.128 | 0.129 | 0.128 |
| Number of observations | 621 | 621 | 621 | 621 | 621 | 621 | 621 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1- *. All controls are measured at baseline.

Table B.2: Summary statistics at baseline for the main variables of interest

| | Full sample | Mixed room | Non-mixed room | Mixed room - Non-mixed room | |
|---|---|---|---|---|---|
| | | | | **Beta** | **P-value** |
| **Panel A. Full sample** | | | | | |
| Race IAT | -0.193 (0.517) | -0.252 (0.496) | -0.167 (0.524) | -0.057 | 0.308 |
| Academic IAT | -0.213 (0.494) | -0.206 (0.512) | -0.216 (0.486) | 0.048 | 0.374 |
| UCT admission score | 0.463 (0.048) | 0.466 (0.050) | 0.462 (0.048) | 0.000 | 0.923 |
| Wealth index | 0.024 (2.122) | 0.045 (1.890) | 0.014 (2.223) | -0.316 | 0.147 |
| Consumption | 0.926 (0.847) | 1.021 (0.929) | 0.882 (0.804) | 0.083 | 0.343 |
| Foreign | 0.112 (0.316) | 0.140 (0.348) | 0.099 (0.300) | 0.037 | 0.286 |
| Private high school | 0.601 (0.490) | 0.618 (0.487) | 0.594 (0.492) | -0.021 | 0.688 |
| Number of observations | 499 | 157 | 342 | | |
| **Panel B. Whites** | | | | | |
| Race IAT | -0.354 (0.505) | -0.318 (0.465) | -0.372 (0.525) | 0.047 | 0.667 |
| Academic IAT | -0.250 (0.463) | -0.229 (0.488) | -0.261 (0.452) | 0.015 | 0.882 |
| UCT admission score | 0.487 (0.039) | 0.487 (0.042) | 0.487 (0.038) | 0.003 | 0.725 |
| Wealth index | 0.838 (1.804) | 0.459 (1.295) | 1.028 (1.991) | -0.613 | 0.103 |
| Consumption | 1.182 (0.912) | 1.181 (1.007) | 1.183 (0.868) | 0.002 | 0.990 |
| Foreign | 0.068 (0.253) | 0.103 (0.307) | 0.051 (0.222) | 0.067 | 0.210 |
| Private high school | 0.744 (0.439) | 0.692 (0.468) | 0.769 (0.424) | -0.079 | 0.390 |
| Number of observations | 117 | 39 | 78 | | |
| **Panel C. Blacks** | | | | | |
| Race IAT | -0.119 (0.520) | -0.174 (0.538) | -0.103 (0.514) | -0.081 | 0.240 |
| Academic IAT | -0.188 (0.498) | -0.139 (0.514) | -0.203 (0.494) | 0.062 | 0.341 |
| UCT admission score | 0.453 (0.048) | 0.451 (0.050) | 0.453 (0.047) | -0.001 | 0.833 |
| Wealth index | -0.380 (2.051) | -0.521 (1.580) | -0.339 (2.170) | -0.165 | 0.533 |
| Consumption | 0.809 (0.800) | 0.894 (0.901) | 0.784 (0.769) | 0.130 | 0.204 |
| Foreign | 0.120 (0.326) | 0.147 (0.356) | 0.113 (0.317) | 0.033 | 0.449 |
| Private high school | 0.536 (0.499) | 0.533 (0.502) | 0.537 (0.500) | 0.001 | 0.983 |
| Number of observations | 332 | 75 | 257 | | |
| **Panel D. Coloureds** | | | | | |
| Race IAT | -0.270 (0.398) | -0.270 (0.398) | | | |
| Academic IAT | -0.319 (0.557) | -0.319 (0.557) | | | |
| UCT admission score | 0.448 (0.047) | 0.448 (0.047) | | | |
| Wealth index | -0.196 (1.845) | -0.196 (1.845) | | | |
| Consumption | 0.859 (0.928) | 0.859 (0.928) | | | |
| Foreign | 0.167 (0.383) | 0.167 (0.383) | | | |
| Private high school | 0.667 (0.485) | 0.667 (0.485) | | | |
| Number of observations | 18 | 18 | | | |
| **Panel E. Indian, Asian or other** | | | | | |
| Race IAT | -0.336 (0.427) | -0.369 (0.461) | -0.221 (0.275) | -0.376 | 0.053 |
| Academic IAT | -0.270 (0.526) | -0.290 (0.512) | -0.198 (0.612) | 0.016 | 0.948 |
| UCT admission score | 0.495 (0.040) | 0.494 (0.040) | 0.500 (0.043) | 0.003 | 0.878 |
| Wealth index | 1.357 (2.699) | 1.272 (2.751) | 1.661 (2.689) | -1.064 | 0.423 |
| Consumption | 1.235 (0.779) | 1.270 (0.845) | 1.113 (0.507) | 0.028 | 0.933 |
| Foreign | 0.156 (0.369) | 0.160 (0.374) | 0.143 (0.378) | 0.000 | 1.000 |
| Private high school | 0.719 (0.457) | 0.720 (0.458) | 0.714 (0.488) | 0.044 | 0.849 |
| Number of observations | 32 | 25 | 7 | | |

*Notes:* Standard errors in parentheses. The last two columns show the difference in means between mixed and non-mixed rooms and the corresponding $p$-value.

Table B.3: Means at follow-up for the main variables of interest

| | **Full sample** | **Mixed room** | **Non-mixed room** |
|---|---|---|---|
| **Panel A. Full sample** | | | |
| Race IAT | -0.205 (0.502) | -0.263 (0.488) | -0.178 (0.508) |
| Academic IAT | -0.215 (0.451) | -0.228 (0.443) | -0.209 (0.455) |
| UCT admission score | 0.463 (0.048) | 0.466 (0.050) | 0.462 (0.048) |
| Wealth index | 0.024 (2.122) | 0.045 (1.890) | 0.014 (2.223) |
| Consumption | 0.926 (0.847) | 1.021 (0.929) | 0.882 (0.804) |
| Foreign | 0.112 (0.316) | 0.140 (0.348) | 0.099 (0.300) |
| Private high school | 0.601 (0.490) | 0.618 (0.487) | 0.594 (0.492) |
| Female | 0.671 (0.470) | 0.656 (0.477) | 0.678 (0.468) |
| GPA | -0.011 (1.005) | 0.063 (0.981) | -0.044 (1.015) |
| Number of observations | 499 | 157 | 342 |
| **Panel B. Whites** | | | |
| Race IAT | -0.382 (0.510) | -0.299 (0.477) | -0.423 (0.523) |
| Academic IAT | -0.310 (0.465) | -0.345 (0.404) | -0.293 (0.495) |
| UCT admission score | 0.487 (0.039) | 0.487 (0.042) | 0.487 (0.038) |
| Wealth index | 0.838 (1.804) | 0.459 (1.295) | 1.028 (1.991) |
| Consumption | 1.182 (0.912) | 1.181 (1.007) | 1.183 (0.868) |
| Foreign | 0.068 (0.253) | 0.103 (0.307) | 0.051 (0.222) |
| Private high school | 0.744 (0.439) | 0.692 (0.468) | 0.769 (0.424) |
| Female | 0.675 (0.470) | 0.641 (0.486) | 0.692 (0.465) |
| GPA | 0.588 (0.868) | 0.438 (1.019) | 0.663 (0.778) |
| Number of observations | 117 | 39 | 78 |
| **Panel C. Blacks** | | | |
| Race IAT | -0.124 (0.487) | -0.214 (0.495) | -0.097 (0.482) |
| Academic IAT | -0.191 (0.441) | -0.210 (0.445) | -0.185 (0.441) |
| UCT admission score | 0.453 (0.048) | 0.451 (0.050) | 0.453 (0.047) |
| Wealth index | -0.380 (2.051) | -0.521 (1.580) | -0.339 (2.170) |
| Consumption | 0.809 (0.800) | 0.894 (0.901) | 0.784 (0.769) |
| Foreign | 0.120 (0.326) | 0.147 (0.356) | 0.113 (0.317) |
| Private high school | 0.536 (0.499) | 0.533 (0.502) | 0.537 (0.500) |
| Female | 0.690 (0.463) | 0.733 (0.445) | 0.677 (0.469) |
| GPA | -0.234 (0.951) | -0.117 (0.823) | -0.268 (0.984) |
| Number of observations | 332 | 75 | 257 |
| **Panel D. Coloureds** | | | |
| Race IAT | -0.085 (0.477) | -0.085 (0.477) | |
| Academic IAT | -0.123 (0.501) | -0.123 (0.501) | |
| UCT admission score | 0.448 (0.047) | 0.448 (0.047) | |
| Wealth index | -0.196 (1.845) | -0.196 (1.845) | |
| Consumption | 0.859 (0.928) | 0.859 (0.928) | |
| Foreign | 0.167 (0.383) | 0.167 (0.383) | |
| Private high school | 0.667 (0.485) | 0.667 (0.485) | |
| Female | 0.611 (0.502) | 0.611 (0.502) | |
| GPA | -0.232 (1.000) | -0.232 (1.000) | |
| Number of observations | 18 | 18 | |
| **Panel E. Indian, Asian or other** | | | |
| Race IAT | -0.466 (0.400) | -0.481 (0.431) | -0.411 (0.277) |
| Academic IAT | -0.163 (0.434) | -0.173 (0.442) | -0.127 (0.433) |
| UCT admission score | 0.495 (0.040) | 0.494 (0.040) | 0.500 (0.043) |
| Wealth index | 1.357 (2.699) | 1.272 (2.751) | 1.661 (2.689) |
| Consumption | 1.235 (0.779) | 1.270 (0.845) | 1.113 (0.507) |
| Foreign | 0.156 (0.369) | 0.160 (0.374) | 0.143 (0.378) |
| Private high school | 0.719 (0.457) | 0.720 (0.458) | 0.714 (0.488) |
| Female | 0.500 (0.508) | 0.480 (0.510) | 0.571 (0.535) |
| GPA | 0.239 (1.106) | 0.229 (1.181) | 0.275 (0.860) |
| Number of observations | 32 | 25 | 7 |

*Notes:* Standard errors in parentheses.

Table B.4: Probability of being in a mixed room or in the same room at baseline

| Sample: | Full sample | | Whites | | Blacks | | Others | |
|---|---|---|---|---|---|---|---|---|
| **Panel A. Dependent variable = 1 if roommate of a different race at baseline** | | | | | | | | |
| Race IAT | -0.038 | -0.021 | 0.075 | -0.002 | -0.068 | -0.023 | -0.112 | -0.005 |
| | (0.037) | (0.039) | (0.084) | (0.082) | (0.047) | (0.049) | (0.111) | (0.119) |
| Academic IAT | 0.036 | 0.037 | -0.019 | -0.016 | 0.057 | 0.020 | -0.074 | -0.035 |
| | (0.040) | (0.040) | (0.117) | (0.113) | (0.048) | (0.048) | (0.099) | (0.100) |
| White | -0.028 | -0.071 | | | | | | |
| | (0.124) | (0.126) | | | | | | |
| Coloured | 0.627*** | 0.647** | | | | | | |
| | (0.234) | (0.256) | | | | | | |
| Indian / other | 0.432* | 0.459* | | | | | | |
| | (0.239) | (0.262) | | | | | | |
| UCT admission score | -0.011 | -0.013 | 0.494 | 0.858 | -0.089 | -0.106 | -1.729 | -1.592 |
| | (0.446) | (0.421) | (1.214) | (1.254) | (0.520) | (0.494) | (1.162) | (1.222) |
| Foreign | 0.092 | 0.090 | 0.199 | 0.118 | 0.083 | 0.058 | 0.095 | -0.058 |
| | (0.078) | (0.073) | (0.198) | (0.196) | (0.090) | (0.084) | (0.170) | (0.221) |
| Private high school | -0.020 | -0.018 | -0.161 | -0.141 | 0.001 | 0.003 | -0.023 | 0.084 |
| | (0.042) | (0.041) | (0.112) | (0.120) | (0.050) | (0.049) | (0.090) | (0.159) |
| Wealth index | -0.016** | -0.014* | -0.031 | -0.041* | -0.013 | -0.007 | -0.019 | -0.030 |
| | (0.008) | (0.008) | (0.021) | (0.024) | (0.010) | (0.010) | (0.022) | (0.029) |
| Consumption | 0.026 | 0.017 | 0.030 | 0.039 | 0.028 | 0.021 | 0.026 | 0.045 |
| | (0.024) | (0.021) | (0.055) | (0.050) | (0.029) | (0.025) | (0.070) | (0.095) |
| $R^2$ | 0.232 | 0.266 | 0.214 | 0.367 | 0.037 | 0.143 | 0.249 | 0.483 |
| Number of Observations | 499 | 499 | 117 | 117 | 332 | 332 | 50 | 50 |
| Roommate controls | - | X | - | X | - | X | - | X |
| Residence fixed effects | - | - | X | X | X | X | X | X |
| Race × residence fixed effects | X | X | - | - | - | - | - | - |
| **Panel B. Dependent variable = 1 if roommate of a different race at baseline** | | | | | | | | |
| Index of attitudinal measures | 0.011 | 0.014 | 0.050 | 0.042 | -0.004 | -0.007 | -0.009 | -0.001 |
| | (0.018) | (0.017) | (0.037) | (0.040) | (0.025) | (0.023) | (0.036) | (0.042) |
| $R^2$ | 0.238 | 0.268 | 0.241 | 0.390 | 0.031 | 0.137 | 0.265 | 0.535 |
| Number of observations | 455 | 455 | 112 | 112 | 295 | 295 | 48 | 48 |
| Roommate controls | - | X | - | X | - | X | - | X |
| Residence fixed effects | - | - | X | X | X | X | X | X |
| Race × residence fixed effects | X | X | - | - | - | - | - | - |

*Notes:* OLS estimates with standard errors in parenthesis clustered at room level. Standard errors are corrected for dyadic correlation following Fafchamps & Gubert (2007). Significance levels: .01-***; .05-**; .1- *. Each observation is a respondent. Roommate controls are described in the notes of Table 3.

Table B.5: Placebo regression - Mixed room and lagged measures of stereotypes

| | Full sample | | Whites | | Blacks | | Others | |
|---|---|---|---|---|---|---|---|---|
| *Dependent Variable: lagged Race IAT* | | | | | | | | |
| Mixed room | -0.043 | -0.011 | 0.103 | 0.008 | -0.083 | -0.021 | -0.112 | 0.015 |
| | (0.055) | (0.058) | (0.115) | (0.128) | (0.070) | (0.080) | (0.141) | (0.203) |
| Controls | X | X | X | X | X | X | X | X |
| Roommate controls | - | X | - | X | - | X | - | X |
| $R^2$ | 0.088 | 0.129 | 0.078 | 0.157 | 0.048 | 0.092 | 0.349 | 0.486 |
| Number of observations | 499 | 499 | 117 | 117 | 332 | 332 | 50 | 50 |
| *Dependent Variable: lagged Academic IAT* | | | | | | | | |
| Mixed room | 0.045 | 0.051 | -0.005 | -0.006 | 0.057 | 0.021 | -0.276 | -0.128 |
| | (0.055) | (0.057) | (0.116) | (0.127) | (0.066) | (0.072) | (0.270) | (0.315) |
| Controls | X | X | X | X | X | X | X | X |
| Roommate controls | - | X | - | X | - | X | - | X |
| $R^2$ | 0.071 | 0.099 | 0.117 | 0.245 | 0.065 | 0.107 | 0.210 | 0.377 |
| Number of observations | 499 | 499 | 117 | 117 | 332 | 332 | 50 | 50 |
| *Dependent Variable: lagged index of attitudinal measures* | | | | | | | | |
| Mixed room | 0.068 | 0.099 | 0.312 | 0.321 | -0.026 | -0.045 | 0.069 | 0.243 |
| | (0.112) | (0.112) | (0.221) | (0.288) | (0.134) | (0.136) | (0.272) | (0.577) |
| Controls | X | X | X | X | X | X | X | X |
| Roommate controls | - | X | - | X | - | X | - | X |
| $R^2$ | 0.135 | 0.141 | 0.281 | 0.309 | 0.088 | 0.096 | 0.427 | 0.516 |
| Number of observations | 455 | 455 | 112 | 112 | 295 | 295 | 48 | 48 |

*Notes:* OLS estimates with standard errors in parenthesis clustered at room level. Significance levels: .01-***; .05-**; .1-*. Controls and roommate controls are described in the notes of Table 3.

Table B.6: Impact of exposure to a roommate of a different race on Race and Academic IAT, without roommate controls

| Dependent variable: | **Race IAT** | | | **Academic IAT** | | |
|---|---|---|---|---|---|---|
| Sample: | Whites | Blacks | Others | Whites | Blacks | Others |
| Mixed room | 0.210 (0.126) | -0.115 (0.067) | 0.026 (0.160) | 0.017 (0.099) | -0.044 (0.056) | 0.032 (0.180) |
| | {0.098} | {0.089} | {0.869} | {0.863} | {0.429} | {0.858} |
| | [0.192] | [0.175] | [0.983] | [0.982] | [0.430] | [0.983] |
| Controls | X | X | X | X | X | X |
| Mean dep.var. in same race room | -0.423 | -0.097 | -0.411 | -0.293 | -0.185 | -0.127 |
| $R^2$ | 0.146 | 0.066 | 0.155 | 0.167 | 0.051 | 0.289 |
| Number of observations | 117 | 332 | 50 | 117 | 332 | 50 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). Controls are described in the notes of Table 3.

Table B.7: Impact of exposure to a roommate of a different race on academic performance, without roommate controls

| Dependent variable: | **GPA** | **Number of exams passed** | **Egligible to continue** | **Index of academic performance** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room | 0.147 (0.099) | 0.456** (0.193) | 0.105*** (0.031) | 0.290*** (0.109) |
| | {0.139} | {0.019} | {0.001} | |
| | [0.133] | [0.032] | [0.002] | |
| Mean dep.var. in same race room | -0.044 | 4.977 | 0.871 | -0.042 |
| $R^2$ | 0.412 | 0.702 | 0.307 | 0.433 |
| Number of observations | 499 | 499 | 498 | 498 |
| **Panel B. Whites** | | | | |
| Mixed room | -0.185 (0.259) | -0.084 (0.500) | 0.035 (0.074) | -0.082 (0.289) |
| | {0.477} | {0.866} | {0.638} | |
| | [0.806] | [0.855] | [0.848] | |
| Mean dep.var. in same race room | 0.663 | 6.500 | 0.923 | 0.709 |
| $R^2$ | 0.542 | 0.689 | 0.330 | 0.371 |
| Number of observations | 117 | 117 | 117 | 117 |
| **Panel C. Blacks** | | | | |
| Mixed room | 0.259** (0.115) | 0.673*** (0.225) | 0.151*** (0.038) | 0.449*** (0.130) |
| | {0.025} | {0.003} | {0.000} | |
| | [0.025] | [0.005] | [0.000] | |
| Mean dep.var. in same race room | -0.268 | 4.506 | 0.852 | -0.281 |
| $R^2$ | 0.369 | 0.709 | 0.372 | 0.430 |
| Number of observations | 332 | 332 | 332 | 332 |
| Controls | X | X | X | X |
| Academic program fixed effects | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). Controls are described in the notes of Table 3.

Table B.8: Impact of exposure to a roommate of a different race on academic performance in the second year at UCT

| Dependent variable: | **GPA** | **Number of exams passed** | **Eligible to continue** | **Index of academic performance** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room | -0.016 (0.052) | 0.805*** (0.299) | 0.089** (0.039) | 0.242* (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 dep.var. in same race room | 0.389 | 5.234 | 0.902 | -0.055 |
| $R^2$ | 0.522 | 0.518 | 0.317 | 0.474 |
| Number of observations | 355 | 355 | 354 | 354 |
| **Panel B. 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 dep.var. in same race room | 0.683 | 6.099 | 0.958 | 0.570 |
| $R^2$ | 0.813 | 0.631 | 0.513 | 0.657 |
| Number of observations | 105 | 105 | 105 | 105 |
| **Panel C. Blacks** | | | | |
| Mixed room | 0.052 (0.070) | 1.012** (0.408) | 0.150** (0.062) | 0.441** (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 dep.var. in same race room | 0.254 | 4.785 | 0.879 | -0.349 |
| $R^2$ | 0.444 | 0.596 | 0.412 | 0.476 |
| Number of observations | 208 | 208 | 207 | 207 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |
| Academic program fixed effects | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1-*. Controls and roommate controls are described in the notes of Table 3.

Table B.9: Impact of academic interaction on academic performance, black subsample

| Dependent Variable: | **Index of performance** | **GPA** | **Index of performance** | **GPA** | **Study with roommate** | |
|---|---|---|---|---|---|---|
| Mixed room | 0.362** | 0.193 | 0.461*** | 0.268** | 0.010 | 0.007 |
| | (0.170) | (0.151) | (0.153) | (0.134) | (0.035) | (0.039) |
| Mixed room * same faculty | 0.187 | 0.124 | | | | |
| | (0.296) | (0.259) | | | | |
| Same faculty | 0.001 | 0.003 | | | | 0.119** |
| | (0.175) | (0.146) | | | | (0.048) |
| Mixed room * same course | | | -0.135 | -0.083 | | |
| | | | (0.349) | (0.333) | | |
| Same Course | | | -0.027 | 0.030 | | |
| | | | 0.187 | 0.163 | | |
| UCT score respondent | 6.282*** | 5.673*** | 6.179*** | 5.505*** | -0.054 | -0.138 |
| | (1.766) | (1.500) | (1.623) | (1.397) | (0.410) | (0.422) |
| UCT score roommate | 1.168 | 0.967 | 1.385 | 1.138 | -0.173 | -0.207 |
| | (1.365) | (1.249) | (1.361) | (1.243) | (0.312) | (0.317) |
| Controls | X | X | X | X | X | X |
| Mean of dependent variable | -0.285 | -0.275 | -0.281 | -0.268 | 0.066 | 0.069 |
| $R^2$ | 0.453 | 0.380 | 0.447 | 0.387 | 0.160 | 0.193 |
| Number of observations | 316 | 316 | 332 | 332 | 332 | 316 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1-*. Controls are described in the notes of Table 3. The variable *Same course* denotes the existence of at least one shared course between the respondent and their roommate.

Table B.10: Impact of exposure to a roommate of a different race on friendships

| *Dependent variable* | **Frequency hang out with people of different race in the past month** | | | | **Last time hang out with people of different race** | | | | **Percentage friends of a different race (roommate excluded)** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others |
| Mixed room | 0.698** | 1.608** | 0.566 | | -0.774** | -1.423 | -0.631 | | 0.111*** | 0.143* | 0.063 | 0.256 |
| | (0.252) | (0.594) | (0.292) | | (0.283) | (0.853) | (0.331) | | (0.032) | (0.057) | (0.040) | (0.249) |
| | {0.006} | {0.007} | {0.052} | | {0.006} | {0.095} | {0.057} | | {0.001} | {0.015} | {0.122} | {0.310} |
| | [0.031] | [0.038] | [0.264] | | [0.031] | [0.256] | [0.264] | | [0.005] | [0.069] | [0.389] | [] |
| Controls | X | X | X | | X | X | X | | X | X | X | X |
| Roommate controls | X | X | X | | X | X | X | | X | X | X | X |
| Mean of dep.var. in same race room | 3.705 | 4.216 | 3.524 | | 1.832 | 1.392 | 1.984 | | 0.153 | 0.130 | 0.157 | 0.257 |
| $R^2$ | | | | | | | | | 0.264 | 0.329 | 0.142 | 0.551 |
| Number of observations | 481 | 111 | 320 | | 480 | 111 | 319 | | 462 | 110 | 306 | 46 |

| *Dependent variable* | **Percentage study mates of different race** | | | | **Preferred number of people of different race in leisure group** | | | | **Preferred number of people of different race in academic group** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others |
| Mixed room | 0.060 | 0.151 | 0.045 | -0.191 | 0.251 | 0.403 | 0.125 | -0.936 | 0.244 | 0.134 | 0.297 | -0.338 |
| | (0.040) | (0.091) | (0.045) | (0.244) | (0.165) | (0.224) | (0.226) | (0.886) | (0.152) | (0.250) | (0.194) | (0.976) |
| | {0.136} | {0.101} | {0.316} | {0.438} | {0.130} | {0.075} | {0.579} | {0.296} | {0.110} | {0.594} | {0.128} | {0.731} |
| | [0.275] | [0.256] | [0.530] | [0.589] | [0.275] | [0.254] | [0.579] | [0.637] | [0.275] | [0.598] | [0.389] | [0.774] |
| 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 | 0.171 | 0.148 | 0.163 | 0.619 | 2.720 | 2.320 | 2.788 | 4.571 | 2.894 | 2.574 | 2.908 | 4.000 |
| $R^2$ | 0.277 | 0.433 | 0.095 | 0.518 | 0.168 | 0.299 | 0.082 | 0.626 | 0.148 | 0.265 | 0.100 | 0.630 |
| Number of observations | 438 | 97 | 296 | 45 | 483 | 112 | 332 | 49 | 483 | 112 | 321 | 50 |

*Notes:* The estimates for the first two dependent variables are obtained with Ordered Logit. Ordered Logit uses Maximum Likelihood, which does not converge for *Others* because of the small sample size. The other estimates are OLS estimates with standard errors in parentheses clustered at room level. *p*-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. The corresponding *p*-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). *Frequency hang out with people of different race in the past 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*: =0 if never; =1 if last year; =2 if last month; =3 if last week; =4 yesterday. Controls and roommate controls are described in the notes of Table 3.

Table B.11: Impact of exposure to a roommate of a different race on explicit attitudes

| *Dependent variable* | **Talked about race** | | | | **Comfortable talking about race** | | | | **Disagree to abolish affirmative action** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others |
| Mixed room | 0.430 | -0.756 | 1.017*** | -4.345 | 0.056 | 0.016 | 0.043 | 0.326 | -0.011 | 0.003 | 0.010 | -0.095 |
| | (0.226) | (0.575) | (0.277) | (1.882) | (0.042) | (0.090) | (0.053) | (0.243) | (0.051) | (0.129) | (0.053) | (0.0325) |
| | {0.057} | {0.189} | {0.000} | {0.021} | {0.191} | {0.858} | {0.418} | {0.187} | {0.828} | {0.981} | {0.846} | {0.772} |
| | [0.171] | [0.529] | [0.004] | [0.229] | [0.347] | [0.982] | [0.876] | [0.565] | [0.822] | [0.982] | [0.976] | [0.836] |
| 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 | 1.550 | 1.472 | 1.564 | 1.857 | 0.799 | 0.829 | 0.797 | 0.571 | 0.740 | 0.423 | 0.835 | 0.857 |
| $R^2$ | | | | | 0.097 | 0.215 | 0.121 | 0.671 | 0.235 | 0.152 | 0.080 | 0.540 |
| Number of observations | 456 | 108 | 300 | 48 | 445 | 106 | 292 | 47 | 451 | 107 | 296 | 48 |

| *Dependent variable* | **No conscious dancing with a person of another race** | | | | **Not conscious having a relationship with another race** | | | |
|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others |
| Mixed room | 0.088 | 0.193 | -0.001 | -0.116 | 0.106 | 0.191 | 0.041 | -0.110 |
| | (0.042) | (0.084 | (0.055) | (0.143) | (0.049) | (0.135) | (0.059) | (0.200) |
| | {0.039} | {0.025} | {0.980} | {0.424} | {0.030} | {0.159} | {0.489} | {0.585} |
| | [0.163] | [0.138] | [0.981] | [0.787] | [0.154] | [0.529] | [0.876] | [0.836] |
| Controls | X | X | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X | X | X |
| Mean of dep.var. in same race room | 0.775 | 0.671 | 0.808 | 0.714 | 0.667 | 0.347 | 0.765 | 0.714 |
| $R^2$ | 0.139 | 0.423 | 0.106 | 0.728 | 0.268 | 0.426 | 0.124 | 0.585 |
| Number of observations | 499 | 106 | 296 | 47 | 453 | 108 | 297 | 48 |

*Notes:* The estimates for the first dependent variable are obtained with Ordered Logit. The others are OLS estimates with standard errors in parentheses clustered at room level. *p*-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. The corresponding *p*-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). *Talked about race*: 'In the last month, how often did you talk with any friends of yours about topics of discrimination and racial bias?'; =1 if never; =2 if rarely; =3 if sometimes; =4 if most of the time; =5 if always. *Comfortable talking about race*: =1 if respondent is comfortable talking about race. *Disagree to abolish affirmative action*: =1 if respondent disagrees that the affirmative action should be abolished. *No 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 relationship with another race*: =1 if respondent does not feel conscious having a relationship with another race. Controls and roommate controls are described in the notes of Table 3.

Table B.12: Impact of exposure to a roommate of a different race on prosocial behavior

| *Dependent variable* | **Member of volunteer organization** | | | | **Money given to a charity** | | | |
|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others |
| Mixed room | 0.100 | 0.203 | 0.047 | -0.253 | 64.155 | 113.494 | 32.840 | 360.470 |
| | (0.062) | (0.113) | (0.073) | (0.285) | (76.134) | (300.461) | (42.021) | (547.770) |
| | {0.108} | {0.075} | {0.520} | {0.380} | {0.400} | {0.707} | {0.435} | {0.510} |
| | [0.386] | [0.217] | [0.699] | [0.874] | [0.436] | [0.731] | [0.699] | [0.875] |
| Controls | X | X | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X | X | X |
| Mean of dep.var. in same race room | 0.449 | 0.446 | 0.455 | 0.286 | 130.162 | 252.101 | 81.393 | 328.517 |
| $R^2$ | 0.084 | 0.339 | 0.063 | 0.523 | 0.166 | 0.256 | 0.129 | 0.568 |
| Number of observations | 467 | 110 | 312 | 45 | 405 | 99 | 260 | 46 |

| *Dependent variable* | **Cooperate in Prisoner dilemma** | | | | **Belief partner will cooperate in Prisoner dilemma** | | | |
|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Others | Full sample | Whites | Blacks | Others |
| Mixed room | 0.082 | 0.259* | 0.095 | -0.150 | 0.073 | 0.140 | 0.096 | 0.043 |
| | (0.057) | (0.108) | (0.069) | (0.235) | (0.055) | (0.115) | (0.069) | (0.364) |
| | {0.154} | {0.019} | {0.170} | {0.525} | {0.183} | {0.227} | {0.166} | {0.906} |
| | [0.406] | [0.076] | [0.526] | [0.875] | [0.406] | [0.432] | [0.526] | [0.909] |
| Controls | X | X | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X | X | X |
| Mean of dep.var. in same race room | 0.555 | 0.500 | 0.570 | 0.571 | 0.605 | 0.592 | 0.605 | 0.600 |
| $R^2$ | 0.117 | 0.359 | 0.061 | 0.622 | 0.076 | 0.265 | 0.045 | 0.600 |
| Number of observations | 493 | 114 | 330 | 49 | 493 | 114 | 330 | 49 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). Controls and roommate controls are described in the notes of Table 3.

Table B.13: Impact of exposure to a roommate of a different race on friendships, attitudinal measures and prosocial behavior, no missing values

| Dependent variable: | **Index of friendship** | **Index of explicit attitudes** | **Index of prosocial behavior** | **Global index of social behavior** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room | 0.444*** (0.116) | 0.238** (0.102) | 0.168 (0.119) | 0.541*** (0.128) |
| | {0.000} | {0.020} | {0.157} | {0.000} |
| | [0.001] | [0.046] | [0.167] | [0.000] |
| $R^2$ | 0.298 | 0.162 | 0.113 | 0.251 |
| Number of observations | 499 | 499 | 499 | 499 |
| **Panel B. Whites** | | | | |
| Mixed room | 0.447* (0.182) | 0.455* (0.210) | 0.427* (0.229) | 0.655** (0.227) |
| | {0.016} | {0.033} | {0.065} | {0.005} |
| | [0.052] | [0.073] | [0.073] | [0.021] |
| $R^2$ | 0.400 | 0.322 | 0.272 | 0.354 |
| Number of observations | 117 | 117 | 117 | 117 |
| **Panel C. Blacks** | | | | |
| Mixed room | 0.371* (0.155) | 0.076 (0.131) | 0.220 (0.139) | 0.380* (0.165) |
| | {0.017} | {0.561} | {0.115} | {0.022} |
| | [0.064] | [0.559] | [0.220] | [0.068] |
| $R^2$ | 0.135 | 0.069 | 0.046 | 0.133 |
| Number of observations | 332 | 332 | 332 | 332 |
| **Panel D. Others** | | | | |
| Mixed room | 0.094 (0.872) | -0.215 (0.512) | 0.063 (0.900) | -0.019 (0.913) |
| | {0.915} | {0.677} | {0.944} | {0.983} |
| | [0.984] | [0.967] | [0.984] | [0.984] |
| $R^2$ | 0.579 | 0.572 | 0.429 | 0.630 |
| Number of observations | 50 | 50 | 50 | 50 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. The corresponding $p$-values in square brackets are adjusted for multiple inference using the Free Step-Down Resampling Method of Westfall & Young (1993). Controls and roommate controls are described in the notes of Table 3.

Table B.14: Residential choice at the end of the first year

| Sample: | **Whites** | **Blacks** | **Others** | **Full sample** |
|---|---|---|---|---|
| **Panel A. Dependent variable: Still in residence in year 2** | | | | |
| Mixed room | 0.014 (0.110) | 0.061 (0.055) | 0.144 (0.244) | 0.073 (0.048) |
| Mean dep.var. in same race room | 0.744 | 0.786 | 0.143 | 0.763 |
| $R^2$ | 0.134 | 0.084 | 0.611 | 0.118 |
| Number of observations | 117 | 332 | 50 | 499 |
| **Panel B. Dependent variable: Still in residence and in mixed room in year 2** | | | | |
| Mixed room | 0.084 (0.058) | 0.009 (0.028) | 0.109 (0.090) | 0.039 (0.029) |
| Mean dep.var. in same race room | 0.013 | 0.023 | 0.000 | 0.020 |
| $R^2$ | 0.158 | 0.056 | 0.525 | 0.052 |
| Number of observations | 117 | 332 | 50 | 499 |
| **Panel C. Dependent variable: Still in residence and same roommate in year 2** | | | | |
| Mixed room | 0.038 (0.037) | 0.023 (0.026) | | 0.019 (0.027) |
| Mean dep.var. in same race room | 0.026 | 0.027 | | 0.026 |
| $R^2$ | 0.103 | 0.053 | | 0.037 |
| Number of observations | 117 | 332 | 50 | 499 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1-*. All variables are measured at baseline. All students in *Others* have a different roommate in the second year or the information is missing. Controls and roommate controls are described in the notes of Table 3.

# C Appendix mixed room White and Black

Table C.1: Correlates of attrition

| *Dependent variable = 1 if respondent participated in follow-up survey* | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** |
| Mixed room White and Black | -0.056 | | | -0.052 | -0.031 | -0.055 | -0.058 |
| | (0.053) | | | (0.054) | (0.052) | (0.053) | (0.054) |
| Race IAT | | 0.017 | | 0.014 | 0.004 | | |
| | | (0.031) | | (0.034) | (0.036) | | |
| Academic IAT | | | 0.021 | | 0.001 | | 0.019 |
| | | | (0.032) | | (0.034) | | (0.036) |
| Mixed Room White and Black*Race IAT | | | | 0.012 | | | |
| | | | | (0.079) | | | |
| Mixed Room White and Black*Academic IAT | | | | | 0.144 | | |
| | | | | | (0.088) | | |
| White*Race IAT | | | | | | 0.043 | |
| | | | | | | (0.074) | |
| White*Academic IAT | | | | | | | 0.016 |
| | | | | | | | (0.075) |
| White | 0.741*** | | 0.734*** | 0.741*** | 0.717*** | 0.764*** | 0.751*** |
| | (0.230) | | (0.235) | (0.229) | (0.231) | (0.233) | (0.229) |
| Female | -0.136** | -0.144*** | -0.144** | -0.135** | -0.134** | -0.135** | -0.135** |
| | (0.056) | (0.057) | (0.056) | (0.056) | (0.057) | (0.056) | (0.056) |
| UCT admission score | 0.249 | 0.226 | 0.245 | 0.247 | 0.300 | 0.246 | 0.275 |
| | (0.398) | (0.401) | (0.406) | (0.401) | (0.404) | (0.400) | (0.402) |
| Foreign | 0.090 | 0.091 | 0.091 | 0.090 | 0.092 | 0.092 | 0.090 |
| | (0.057) | (0.057) | (0.058) | (0.057) | (0.058) | (0.057) | (0.058) |
| Private high school | -0.027 | -0.026 | -0.025 | -0.029 | -0.027 | -0.029 | -0.028 |
| | (0.037) | (0.037) | (0.037) | (0.037) | (0.037) | (0.037) | (0.037) |
| Wealth index | -0.006 | -0.006 | -0.006 | -0.006 | -0.005 | -0.006 | -0.006 |
| | (0.009) | (0.009) | (0.009) | (0.009) | (0.009) | (0.009) | (0.009) |
| Consumption | -0.041 | -0.043* | -0.044* | -0.041 | -0.042 | -0.041 | -0.041 |
| | (0.026) | (0.025) | (0.026) | (0.026) | (0.026) | (0.026) | (0.026) |
| Mean of dependent variable | 0.808 | 0.808 | 0.808 | 0.808 | 0.808 | 0.808 | 0.808 |
| $R^2$ | 0.128 | 0.126 | 0.126 | 0.129 | 0.133 | 0.129 | 0.129 |
| Number of observations | 556 | 556 | 556 | 556 | 556 | 556 | 556 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1- *. All controls are measured at baseline.

Table C.2: Summary statistics at baseline for the main variables of interest

| | Full sample | Mixed room White and Black | Non-mixed room | Mixed room - Non-mixed room | |
|---|---|---|---|---|---|
| | | | | **Beta** | **P-value** |
| **Panel A. Full sample** | | | | | |
| Race IAT | -0.180 (0.525) | -0.274 (0.493) | -0.163 (0.530) | -0.077 | 0.271 |
| Academic IAT | -0.205 (0.489) | -0.136 (0.491) | -0.217 (0.489) | 0.088 | 0.180 |
| UCT admission score | 0.462 (0.048) | 0.468 (0.051) | 0.460 (0.047) | 0.002 | 0.731 |
| Wealth index | -0.062 (2.058) | 0.168 (1.534) | -0.105 (2.140) | -0.010 | 0.971 |
| Consumption | 0.906 (0.846) | 1.131 (1.070) | 0.865 (0.793) | 0.199 | 0.069 |
| Foreign | 0.107 (0.309) | 0.100 (0.302) | 0.108 (0.311) | 0.003 | 0.949 |
| Private high school | 0.590 (0.492) | 0.586 (0.496) | 0.591 (0.492) | -0.030 | 0.649 |
| Number of observations | 449 | 70 | 379 | | |
| **Panel B. Whites** | | | | | |
| Race IAT | -0.354 (0.505) | -0.425 (0.386) | -0.332 (0.537) | -0.088 | 0.46q |
| Academic IAT | -0.250 (0.463) | -0.194 (452) | -0.268 (0.467) | 0.051 | 0.639 |
| UCT admission score | 0.487 (0.039) | 0.489 (0.043) | 0.486 (0.038) | 0.004 | 0.665 |
| Wealth index | 0.838 (1.804) | 0.616 (1.354) | 0.908 (1.925) | -0.457 | 0.268 |
| Consumption 1.182 (0.912) | 1.212 (1.019) | 1.173 (0.882) | -0.027 | 0.898 | |
| Foreign | 0.068 (0.253) | 0.071 (0.262) | 0.067 (0.252) | 0.012 | 0.840 |
| Private high school | 0.744 (0.439) | 0.607 (0.497) | 0.787 (0.412) | -0.073 | 0.083 |
| Number of observations | 117 | 28 | 89 | | |
| **Panel C. Blacks** | | | | | |
| Race IAT | -0.119 (0.520) | -0.174 (0.534) | -0.111 (0.518) | -0.036 | 0.410 |
| Academic IAT | -0.188 (0.498) | -0.098 (0.517) | -0.202 (0.495) | 0.054 | 0.190 |
| UCT admission score | 0.453 (0.048) | 0.454 (0.052) | 0.452 (0.047) | 0.001 | 0.878 |
| Wealth index | -0.380 (2.051) | -0.131 (1.590) | -0.416 (2.109) | 0.112 | 0.504 |
| Consumption | 0.809 (0.800) | 1.078 (1.111) | 0.770 (0.739) | 0.158 | 0.014 |
| Foreign | 0.120 (0.326) | 0.119 (0.328) | 0.121 (0.326) | -0.001 | 0.969 |
| Private high school | 0.536 (0.499) | 0.571 (0.501) | 0.531 (0.500) | 0.023 | 0.587 |
| Number of observations | 332 | 42 | 290 | | |

*Notes:* Standard errors in parenthesis. The last two columns show the difference in means between mixed and non-mixed rooms and the corresponding $p$-value.

Table C.3: Means at follow-up for the main variables of interest

| | **Full sample** | **Mixed room** | **Non-mixed room** |
|---|---|---|---|
| **Panel A. Full sample** | | | |
| Race IAT | -0.191 (0.505) | -0.215 (0.503) | -0.187 (0.506) |
| Academic IAT | -0.222 (0.450) | -0.224 (0.446) | -0.222 (0.452) |
| UCT admission score | 0.462 (0.048) | 0.466 (0.051) | 0.461 (0.048) |
| Wealth index | -0.062 (2.058) | 0.135 (1.533) | -0.098 (2.140) |
| Consumption | 0.906 (0.846) | 1.133 (1.078) | 0.865 (0.792) |
| Foreign | 0.107 (0.309) | 0.101 (0.304) | 0.108 (0.311) |
| Private high school | 0.590 (0.492) | 0.580 (0.497) | 0.592 (0.492) |
| Female | 0.686 (0.465) | 0.725 (0.450) | 0.679 (0.467) |
| GPA | -0.019 (0.997) | 0.144 (1.009) | -0.049 (0.993) |
| Number of observations | 449 | 69 | 380 |
| **Panel B. Whites** | | | |
| Race IAT | -0.382 (0.510) | -0.240 (0.510) | -0.424 (0.505) |
| Academic IAT | -0.310 (0.465) | -0.262 (0.438) | -0.325 (0.475) |
| UCT admission score | 0.487 (0.039) | 0.487 (0.043) | 0.487 (0.038) |
| Wealth index | 0.838 (1.804) | 0.639 (1.374) | 0.898 (1.917) |
| Consumption | 1.182 (0.912) | 1.221 (1.037) | 1.171 (0.878) |
| Foreign | 0.068 (0.253) | 0.074 (0.267) | 0.067 (0.251) |
| Private high school | 0.744 (0.439) | 0.593 (0.501) | 0.789 (0.410) |
| Female | 0.675 (0.470) | 0.630 (0.492) | 0.689 (0.466) |
| GPA | 0.588 (0.868) | 0.551 (1.115) | 0.599 (0.786) |
| Number of observations | 117 | 27 | 90 |
| **Panel C. Blacks** | | | |
| Race IAT | -0.124 (0.487) | -0.198 (0.505) | -0.113 (0.484) |
| Academic IAT | -0.191 (0.441) | -0.200 (0.454) | -0.190 (0.440) |
| UCT admission score | 0.453 (0.048) | 0.453 (0.052) | 0.453 (0.047) |
| Wealth index | -0.380 (2.051) | -0.188 (1.558) | -0.408 (2.114) |
| Consumption | 0.809 (0.800) | 1.076 (1.112) | 0.771 (0.739) |
| Foreign | 0.120 (0.326) | 0.119 (0.328) | 0.121 (0.326) |
| Private high school | 0.536 (0.499) | 0.571 (0.501) | 0.531 (0.500) |
| Female | 0.690 (0.463) | 0.786 (0.415) | 0.676 (0.469) |
| GPA | -0.234 (0.951) | -0.118 (0.849) | -0.250 (0.965) |
| Number of observations | 332 | 42 | 290 |

*Notes:* Standard errors in parenthesis.

Table C.4: Probability of being in a mixed room or in the same room at baseline

| Sample: | Full sample | | Whites | | Blacks | |
|---|---|---|---|---|---|---|
| **Panel A. Dependent variable = 1 if White and Black roommate live together at baseline** | | | | | | |
| Race IAT | -0.041 | -0.027 | -0.032 | -0.107* | -0.040 | -0.008 |
| | (0.031) | (0.031) | (0.069) | (0.061) | (0.036) | (0.036) |
| Academic IAT | 0.054 | 0.055 | 0.055 | 0.069 | 0.047 | 0.028 |
| | (0.034) | (0.034) | (0.095) | (0.084) | (0.037) | (0.036) |
| White | -0.076 | -0.131 | | | | |
| | (0.079) | (0.084) | | | | |
| UCT admission score | 0.306 | 0.300 | 0.698 | 0.941 | 0.144 | 0.046 |
| | (0.380) | (0.376) | (1.082) | (1.101) | (0.398) | (0.415) |
| Foreign | 0.009 | -0.007 | 0.095 | -0.007 | -0.018 | -0.047 |
| | (0.066) | (0.063) | (0.163) | (0.162) | (0.067) | (0.066) |
| Private high school | -0.014 | -0.024 | -0.189* | -0.165 | 0.030 | 0.016 |
| | (0.039) | (0.039) | (0.099) | (0.108) | (0.039) | (0.039) |
| Wealth index | -0.004 | -0.005 | -0.013 | -0.021 | 0.000 | 0.002 |
| | (0.007) | (0.007) | (0.018) | (0.021) | (0.009) | (0.009) |
| Consumption | 0.034 | 0.031 | 0.034 | 0.038 | 0.046 | 0.042 |
| | (0.025) | (0.021) | (0.052) | (0.044) | (0.028) | (0.026) |
| $R^2$ | 0.104 | 0.143 | 0.195 | 0.382 | 0.054 | 0.148 |
| Number of Observations | 449 | 449 | 117 | 117 | 332 | 332 |
| Roommate controls | - | X | - | X | - | X |
| Residence fixed effects | - | - | X | X | X | X |
| Race × residence fixed effects | X | X | - | - | - | - |
| **Panel B. Dependent variable = 1 if White and Black roommate live together at baseline** | | | | | | |
| Index of attitudinal measures | 0.012 | 0.011 | 0.034 | 0.032 | 0.007 | 0.001 |
| | (0.014) | (0.015) | (0.034) | (0.038) | (0.016) | (0.016) |
| $R^2$ | 0.101 | 0.131 | 0.226 | 0.391 | 0.041 | 0.122 |
| Number of observations | 407 | 407 | 112 | 112 | 295 | 295 |
| Roommate controls | - | X | - | X | - | X |
| Residence fixed effects | - | - | X | X | X | X |
| Race × residence fixed effects | X | X | - | - | - | - |

*Notes:* OLS estimates with standard errors in parenthesis clustered at room level. Standard errors are corrected for dyadic correlation following Fafchamps & Gubert (2007). Significance levels: .01-***; .05-**; .1- *. Each observation is a respondent. Roommate controls are described in the notes of Table 3.

Table C.5: Placebo regression - Mixed room and lagged measures of stereotypes

| | Full sample | | Whites | | Blacks | |
|---|---|---|---|---|---|---|
| *Dependent Variable: lagged Race IAT* | | | | | | |
| Mixed room White and Black | -0.079 | -0.046 | -0.057 | -0.202* | -0.085 | -0.012 |
| | (0.065) | (0.066) | (0.111) | (0.113) | (0.090) | (0.096) |
| Controls | X | X | X | X | X | X |
| Roommate controls | - | X | - | X | - | X |
| $R^2$ | 0.083 | 0.124 | 0.073 | 0.175 | 0.046 | 0.092 |
| Number of observations | 449 | 449 | 117 | 117 | 332 | 332 |
| *Dependent Variable: lagged Academic IAT* | | | | | | |
| Mixed room White and Black | 0.081 | 0.085 | 0.056 | 0.071 | 0.077 | 0.054 |
| | (0.065) | (0.066) | (0.115) | (0.113) | (0.084) | (0.089) |
| Controls | X | X | X | X | X | X |
| Roommate controls | - | X | - | X | - | X |
| $R^2$ | 0.069 | 0.101 | 0.179 | 0.247 | 0.066 | 0.107 |
| Number of observations | 449 | 449 | 117 | 117 | 332 | 332 |
| *Dependent Variable: lagged index of attitudinal measures* | | | | | | |
| Mixed room White and Black | 0.148 | 0.146 | 0.318 | 0.332 | 0.076 | 0.030 |
| | (0.125) | (0.132) | (0.232) | (0.318) | (0.143) | (0.159) |
| Controls | X | X | X | X | X | X |
| Roommate controls | - | X | - | X | - | X |
| $R^2$ | 0.120 | 0.127 | 0.280 | 0.308 | 0.088 | 0.096 |
| Number of observations | 407 | 407 | 112 | 112 | 295 | 295 |

*Notes:* OLS estimates with standard errors in parenthesis clustered at room level. Significance levels: .01-***; .05-**; .1- *. Controls and roommate controls are described in the notes of Table 3.

Table C.6: Impact of exposure to a White or Black roommate on Race and Academic IAT, without roommate controls

| Dependent variable: | **Race IAT** | | **Academic IAT** | |
|---|---|---|---|---|
| Sample: | Whites | Blacks | Whites | Blacks |
| Mixed room White and Black | 0.206 (0.140) | -0.081 (0.084) | 0.112 (0.107) | -0.022 (0.072) |
| | {0.144} | {0.336} | {0.297} | {0.758} |
| Controls | X | X | X | X |
| Mean dep.var. in same race room | -0.424 | -0.113 | -0.325 | -0.190 |
| $R^2$ | 0.141 | 0.059 | 0.176 | 0.050 |
| Number of observations | 117 | 332 | 117 | 332 |

*Notes:* Standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. Controls are described in the notes of Table 3.

Table C.7: Impact of exposure to a White or Black roommate on academic performance, without roommate controls

| Dependent variable: | **GPA** | **Number of exams passed** | **Eligible to continue** | **Index of academic performance** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room White and Black | 0.174 (0.121) | 0.389 (0.246) | 0.087*** (0.032) | 0.274** (0.130) |
| | {0.150} | {0.115} | {0.007} | |
| Mean dep.var. in same race room | -0.049 | 5.003 | 0.876 | -0.035 |
| $R^2$ | 0.419 | 0.690 | 0.300 | 0.424 |
| Number of observations | 449 | 449 | 449 | 449 |
| **Panel B. Whites** | | | | |
| Mixed room White and Black | -0.043 (0.280) | -0.167 (0.551) | 0.059 (0.082) | 0.013 (0.317) |
| | {0.879} | {0.763} | {0.477} | |
| Mean dep.var. in same race room | 0.599 | 6.433 | 0.922 | 0.658 |
| $R^2$ | 0.537 | 0.690 | 0.334 | 0.370 |
| Number of observations | 117 | 117 | 117 | 117 |
| **Panel C. Blacks** | | | | |
| Mixed room White and Black | 0.264* (0.139) | 0.647** (0.367) | 0.130*** (0.038) | 0.423*** (0.147) |
| | {0.058} | {0.016} | {0.001} | |
| Mean dep.var. in same race room | -0.250 | 4.559 | 0.862 | -0.250 |
| $R^2$ | 0.365 | 0.705 | 0.355 | 0.420 |
| Number of observations | 332 | 332 | 332 | 332 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. $p$-values in curly brackets. Significance levels: .01-***; .05-**; .1-*.

Table C.8: Impact of exposure to a White or Black roommate on academic performance in the second year at UCT

| Dependent variable: | **GPA** | **Number of exams passed** | **Eligible to continue** | **Index of academic performance** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room White and Black | -0.014 (0.064) | 0.282 (0.366) | 0.034 (0.047) | 0.078 (0.168) |
| UCT admission score | 3.292*** (0.607) | 7.110* (4.150) | 0.931* (0.492) | 6.933*** (1.614) |
| Roommate's UCT admission score | 1.100* (0.457) | 7.083** (3.037) | 0.029 (0.324) | 2.826** (1.213) |
| Mean dep.var. in same race room | 0.373 | 5.245 | 0.908 | -0.067 |
| $R^2$ | 0.560 | 0.523 | 0.315 | 0.499 |
| Number of observations | 313 | 313 | 312 | 312 |
| **Panel B. Whites** | | | | |
| Mixed room White and Black | -0.066 (0.085) | -0.311 (0.891) | -0.032 (0.072) | -0.188 (0.288) |
| UCT admission score | 7.132*** (1.055) | -2.034 (9.362) | 0.053 (1.077) | 9.251*** (2.504) |
| Roommate's UCT admission score | 1.392* (0.767) | 4.459 (7.574) | -0.409 (0.656) | 2.165 (2.237) |
| Mean dep.var. in same race room | 0.652 | 6.136 | 0.951 | 0.526 |
| $R^2$ | 0.811 | 0.630 | 0.513 | 0.661 |
| Number of observations | 105 | 105 | 105 | 105 |
| **Panel C. Blacks** | | | | |
| Mixed room White and Black | 0.039 (0.093) | 0.809 (0.580) | 0.097 (0.086) | 0.328 (0.287) |
| UCT admission score | 1.584** (0.706) | 10.001* (5.123) | 0.996 (0.664) | 5.264** (2.149) |
| Roommate's UCT admission score | 1.079* (0.593) | 5.504 (3.487) | -0.309 (0.443) | 2.068 (1.571) |
| Mean dep.var. in same race room | 0.247 | 4.844 | 0.888 | -0.336 |
| $R^2$ | 0.442 | 0.586 | 0.391 | 0.463 |
| Number of observations | 208 | 208 | 207 | 207 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |
| Academic program fixed effects | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1-*. Controls and roommate controls are described in the notes of Table 3.

Table C.9: Impact of academic interaction on academic performance, black subsample

| Dependent Variable: | **Index of performance** | **GPA** | **Index of performance** | **GPA** | **Study with roommate** | |
|---|---|---|---|---|---|---|
| Mixed room White and Black | 0.291 | 0.183 | 0.358** | 0.248 | 0.038 | 0.028 |
| | (0.198) | (0.178) | (0.172) | (0.159) | (0.061) | (0.068) |
| Mixed room White and Black* same faculty | 0.100 | 0.021 | | | | |
| | (0.337) | (0.293) | | | | |
| Same faculty | 0.014 | 0.019 | | | | 0.117** |
| | (0.169) | (0.141) | | | | (0.048) |
| Mixed room White and Black* same course | | | 0.025 | -0.057 | | |
| | | | (0.373) | (0.362) | | |
| Same Course | | | -0.055 | 0.021 | | |
| | | | 0.183 | 0.159 | | |
| UCT score respondent | 6.353*** | 5.719*** | 6.229*** | 5.527*** | -0.063 | -0.147 |
| | (1.760) | (1.501) | (1.620) | (1.393) | (0.413) | (0.425) |
| UCT score roommate | 1.063 | 0.903 | 1.180 | 0.996 | -0.211 | -0.233 |
| | (1.422) | (1.294) | (1.406) | (1.278) | (0.323) | (0.330) |
| Controls | X | X | X | X | X | X |
| Mean of dependent variable | -0.255 | -0.262 | -0.250 | -0.250 | 0.059 | 0.062 |
| $R^2$ | 0.443 | 0.376 | 0.436 | 0.382 | 0.161 | 0.193 |
| Number of observations | 316 | 316 | 332 | 332 | 332 | 316 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1-*. Controls are described in the notes of Table 3. The variable *Same course* denotes the existence of at least one shared course between the respondent and their roommate.

Table C.10: Impact of exposure to a White or Black roommate on friendships

| *Dependent variable* | **Frequency hang out with people of different race in the past month** | | | **Last time hang out with people of different race** | | | **Percentage friends of a different race (roommate excluded)** | | |
|---|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Full sample | Whites | Blacks | Full sample | Whites | Blacks |
| Mixed room White and Black | 0.433 | 1.263** | 0.247 | -0.633** | -1.285 | -0.388 | 0.069* | 0.146** | -0.011 |
| | (0.304) | (0.643) | (0.373) | (0.328) | (0.882) | (0.395) | (0.036) | (0.067) | (0.048) |
| | {0.154} | {0.049} | {0.508} | {0.054} | {0.145} | {0.326} | {0.060} | {0.031} | {0.819} |
| 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 | 3.739 | 4.282 | 3.573 | 1.796 | 1.353 | 1.923 | 0.165 | 0.152 | 0.170 |
| $R^2$ | | | | | | | 0.132 | 0.321 | 0.134 |
| Number of observations | 431 | 111 | 320 | 430 | 111 | 319 | 416 | 110 | 306 |

| *Dependent variable* | **Percentage study mates of different race** | | | **Preferred number of people of different race in leisure group** | | | **Preferred number of people of different race in academic group** | | |
|---|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Full sample | Whites | Blacks | Full sample | Whites | Blacks |
| Mixed room White and Black | 0.059 | 0.081 | 0.035 | 0.452** | 0.300 | 0.293 | 0.333* | 0.075 | 0.493** |
| | (0.048) | (0.098) | (0.058) | (0.196) | (0.235) | (0.295) | (0.184) | (0.260) | (0.249) |
| | {0.219} | {0.407} | {0.542} | {0.022} | {0.206} | {0.323} | {0.072} | {0.773} | {0.049} |
| 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 | 0.170 | 0.184 | 0.166 | 2.685 | 2.360 | 2.784 | 2.858 | 2.581 | 2.943 |
| $R^2$ | 0.109 | 0.412 | 0.093 | 0.072 | 0.288 | 0.084 | 0.091 | 0.263 | 0.104 |
| Number of observations | 393 | 97 | 296 | 434 | 112 | 332 | 433 | 112 | 321 |

*Notes:* The estimates for the first two dependent variables are obtained with Ordered Logit. The others are OLS estimates with standard errors in parentheses clustered at room level. *p*-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. *Frequency hang out with people of different race in the past 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*: =0 if never; =1 if last year; =2 if last month; =3 if last week; =4 yesterday. Controls and roommate controls are described in the notes of Table 3.

Table C.11: Impact of exposure to a White or Black roommate on explicit attitudes

| *Dependent variable* | **Talked about race** | | | **Comfortable talking about race** | | | **Disagree to abolish affirmative action** | | |
|---|---|---|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Full sample | Whites | Blacks s | Full sample | Whites | Blacks |
| Mixed room | 0.723*** | -0.444 | 1.252*** | 0.013 | 0.070 | -0.002 | -0.015 | 0.053 | -0.055 |
| | (0.260) | (0.649) | (0.323) | (0.055) | (0.103) | (0.073) | (0.069) | (0.144) | (0.073) |
| | {0.005} | {0.494} | {0.000} | {0.813} | {0.502} | {0.979} | {0.831} | {0.731} | {0.451} |
| 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 | 1.533 | 1.434 | 1.564 | 0.811 | 0.815 | 0.810 | 0.743 | 0.415 | 0.847 |
| $R^2$ | | | | 0.088 | 0.218 | 0.120 | 0.240 | 0.154 | 0.082 |
| Number of observations | 408 | 108 | 300 | 398 | 106 | 292 | 403 | 107 | 296 |

| *Dependent variable* | **No conscious dancing with a person of another race** | | | **Not conscious having a relationship with another race** | | |
|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Full sample | Whites | Blacks |
| Mixed room White and Black | 0.131*** | 0.199** | 0.057 | 0.155*** | 0.144 | 0.080 |
| | (0.046) | (0.096) | (0.062) | (0.056) | (0.123) | (0.070) |
| | {0.005} | {0.042} | {0.355} | {0.006} | ]{0.247} | {0.257} |
| Controls | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X |
| Mean of dep.var. in same race room | 0.777 | 0.704 | 0.800 | 0.672 | 0.373 | 0.766 |
| $R^2$ | 0.132 | 0.420 | 0.108 | 0.264 | 0.416 | 0.126 |
| Number of observations | 402 | 106 | 296 | 405 | 108 | 297 |

*Notes:* The estimates for the first dependent variable are obtained with Ordered Logit. The others are OLS estimates with standard errors in parentheses clustered at room level. *p*-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. *Talked about race*: 'In the last month, how often did you talk with any friends of yours about topics of discrimination and racial bias?'; =1 if never; =2 if rarely; =3 if sometimes; =4 if most of the time; =5 if always. *Comfortable talking about race*: =1 if respondent is comfortable talking about race. *Disagree to abolish affirmative action*: =1 if respondent disagrees that the affirmative action should be abolished. *No 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 relationship with another race*: =1 if respondent does not feel conscious having a relationship with another race. Controls and roommate controls are described in the notes of Table 3.

Table C.12: Impact of exposure to a White or Black roommate on prosocial behavior

| *Dependent variable* | **Member of volunteer organization** | | | **Money given to a charity** | | |
|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Full sample | Whites | Blacks |
| Mixed room White and Black | 0.097 | 0.140 | 0.073 | 99.489 | 227.271 | 62.919 |
| | (0.079) | (0.129) | (0.091) | (110.238) | (350.643) | (57.766) |
| | {0.216} | {0.279} | {0.423} | {0.368} | {0.519} | {0.277} |
| Controls | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X |
| Mean of dep.var. in same race room | 0.457 | 0.459 | 0.456 | 120.670 | 237.468 | 81.397 |
| $R^2$ | 0.062 | 0.326 | 0.064 | 0.174 | 0.260 | 0.133 |
| Number of observations | 422 | 110 | 312 | 359 | 99 | 260 |

| *Dependent variable* | **Cooperate in Prisoner dilemma** | | | **Belief partner will cooperate in Prisoner dilemma** | | |
|---|---|---|---|---|---|---|
| Sample | Full sample | Whites | Blacks | Full sample | Whites | Blacks |
| Mixed room White and Black | 0.144** | 0.240* | 0.166** | 0.072 | 0.137 | 0.089 |
| | (0.069) | (0.126) | (0.083) | (0.067) | (0.134) | (0.085) |
| | {0.040} | {0.060} | {0.045} | {0.284} | {0.312} | {0.293} |
| Controls | X | X | X | X | X | X |
| Roommate controls | X | X | X | X | X | X |
| Mean of dep.var. in same race room | 0.560 | 0.511 | 0.574 | 0.610 | 0.580 | 0.619 |
| $R^2$ | 0.107 | 0.349 | 0.066 | 0.069 | 0.263 | 0.043 |
| Number of observations | 444 | 114 | 330 | 444 | 114 | 330 |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. *p*-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. Controls and roommate controls are described in the notes of Table 3.

Table C.13: Impact of exposure to a White or Black roommate on friendships, attitudinal measures and prosocial behavior, no missing values

| Dependent variable: | **Index of friendship** | **Index of explicit attitudes** | **Index of prosocial behavior** | **Global index of social behavior** |
|---|---|---|---|---|
| **Panel A. Full sample** | | | | |
| Mixed room White and Black | 0.387*** (0.136) | 0.346*** (0.127) | 0.225 (0.142) | 0.565*** (0.155) |
| | {0.005} | {0.007} | {0.114} | {0.000} |
| $R^2$ | 0.139 | 0.163 | 0.094 | 0.109 |
| Number of observations | 449 | 449 | 449 | 449 |
| **Panel B. Whites** | | | | |
| Mixed room White and Black | 0.404** (0.200) | 0.543** (0.208) | 0.337 (0.259) | 0.672*** (0.234) |
| | {0.047} | {0.011} | {0.196} | {0.005} |
| $R^2$ | 0.389 | 0.328 | 0.262 | 0.348 |
| Number of observations | 117 | 117 | 117 | 117 |
| **Panel C. Blacks** | | | | |
| Mixed room White and Black | 0.244 (0.197) | 0.140 (0.163) | 0.276* (0.166) | 0.334 (0.212) |
| | {0.217} | {0.391} | {0.097} | {0.117} |
| $R^2$ | 0.124 | 0.070 | 0.046 | 0.125 |
| Number of observations | 332 | 332 | 332 | 332 |
| Controls | X | X | X | X |
| Roommate controls | X | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. *p*-values in curly brackets. Significance levels: .01-***; .05-**; .1-*. Controls and roommate controls are described in the notes of Table 3.

Table C.14: Residential choice at the end of the first year

| Sample: | **Whites** | **Blacks** | **Full sample** |
|---|---|---|---|
| **Panel A. Dependent variable: Still in residence in year 2** | | | |
| Mixed room White and Black | -0.040 (0.123) | -0.020 (0.077) | -0.019 (0.065) |
| | | | |
| Mean dep.var. in same race room | 0.756 | 0.800 | 0.789 |
| $R^2$ | 0.135 | 0.081 | 0.079 |
| Number of observations | 117 | 332 | 449 |
| **Panel B. Dependent variable: Still in residence and in mixed room in year 2** | | | |
| Mixed room White and Black | 0.020 (0.078) | 0.029 (0.038) | 0.039 (0.041) |
| | | | |
| Mean dep.var. in same race room | 0.033 | 0.024 | 0.026 |
| $R^2$ | 0.131 | 0.057 | 0.044 |
| Number of observations | 117 | 332 | 449 |
| **Panel C. Dependent variable: Still in residence and same roommate in year 2** | | | |
| Mixed room White and Black | 0.078 (0.063) | 0.041 (0.035) | 0.037 (0.042) |
| | | | |
| Mean dep.var. in same race room | 0.022 | 0.028 | 0.026 |
| $R^2$ | 0.119 | 0.056 | 0.041 |
| Number of observations | 117 | 332 | 449 |
| Controls | X | X | X |
| Roommate controls | X | X | X |

*Notes:* OLS estimates with standard errors in parentheses clustered at room level. Significance levels: .01-***; .05-**; .1-*. All variables are measured at baseline. Controls and roommate controls are described in the notes of Table 3.

# D Description of data and code

This paper replicates and extends the findings of Corno et al. (2022), who shared the research data and code they used. The authors uploaded a replication package, hence, the replication of their results is rather straightforward. However, I discovered several results that were inaccurately rounded, leading to some slightly different coefficients. Additionally, the FWER $p$-values in this paper are slightly different from those in Corno et al. (2022), although the values are close to each other.

The dataset used in this paper consists of several data sources. These sources are included in the following different data files:

Table D.1: Dataset list

| Data file | Notes |
|---|---|
| data/clean/uctdata_clean.dta | Cleaned dataset |
| data/clean/uctdata_balanced.dta | Balanced dataset across baseline and endline |
| data/clean/uctdata_dyadic.dta | Dyadic dataset |
| data/clean/ronstudent_sim.dta | Roommate simulation data |
| data/clean/new_accomodation_2012.dta | Administrative data from UCT |
| data/clean/uctdata_tabA1.dta | Relevant data for Appendix Table A1 |
| data/clean/uctdata_inter.dta | Mergers intermediate cleaned data |
| data/clean/nstudents_fwer.dta | Roster of students for FWER estimation |

To reproduce the results presented in this paper, Stata version 17.0 is required. Additionally, the following packages from the SSC archieve need to be installed: veracrypt, diff, nrow, outreg, outreg2, dyads, estout, xml_tab, charlist, and unique. The relevant **.ado** files used in the code are located in the **/programs/ado** folder. These files include: dyreg.ado, ngreg.ado, and qap.ado.

The **0_main.do** file installs all required SSC packages, sets directories, generates the main appendix figures and tables, and calculates the FWER $p$-values. To obtain the output for all the figures and tables included in the main paper and appendices, the code within the **analysis** directory needs to be executed. In the directory, several files related to the analysis are included. Firstly, the file **analysis/1_main_tables.do** generates the main tables. Additionally, **analysis/2_appendix_tables_A.do**, **analysis/2_appendix_tables_B.do**, and **analysis/2_appendix_tables_C.do** generate the Appendix Tables for appendices A, B, and C respectively. Moreover, the files **analysis/3_fwer_master.do** and **additional/fdr_sharpened_qvalues.do** contain the code to calculate the FWER adjusted $p$-values. To replicate the same FWER adjusted $p$-values, it is necessary to set the seed value to 3005.

For replication, update the default path for the **ado** files and the base replication folder in the **0_main.do** file. After this, run the **0_main.do** file to replicate all figures and tables of this paper.