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Introduction

Cultural stereotypes are beliefs about certain groups that are widely held in society. Both Black and White middle school students endorse academic stereotypes favoring Whites over Blacks (Copping et al., 2013; Nasir et al., 2017; Rowley, et al., 2007). Black and White students favor Blacks in the domains of music and sports (Madon et al., 2001; Copping et al., 2013). Youth's increasing awareness of cultural stereotypes along with decreases in in-group bias over time may impact the development of stereotype endorsement. However, few longitudinal studies have examined developmental change in stereotype endorsement of Black youth across adolescence.



Hypotheses

1. Students' reports of competence would favor Blacks in music and sports and favor Whites in math, science, and English across the three time points from Grade 7 to Grade 12.
2. Students' stereotype endorsement favoring Whites in academic domains would increase across time.
3. Students' stereotype endorsement favoring Blacks in non-academic domains would decrease across time.
4. Boys would endorse traditional stereotypes in academic domains as well as sports at higher rates than girls.

Method

Participants

Data were drawn from a longitudinal study of youth that followed students from 5th grade to 12th grade. The current sample is comprised of Black students only (N = 563; 313 girls) and includes data from Grades 7, 10, and 12. The average parent education level was some college and the average household income was between \$30,000 and \$40,000 a year.

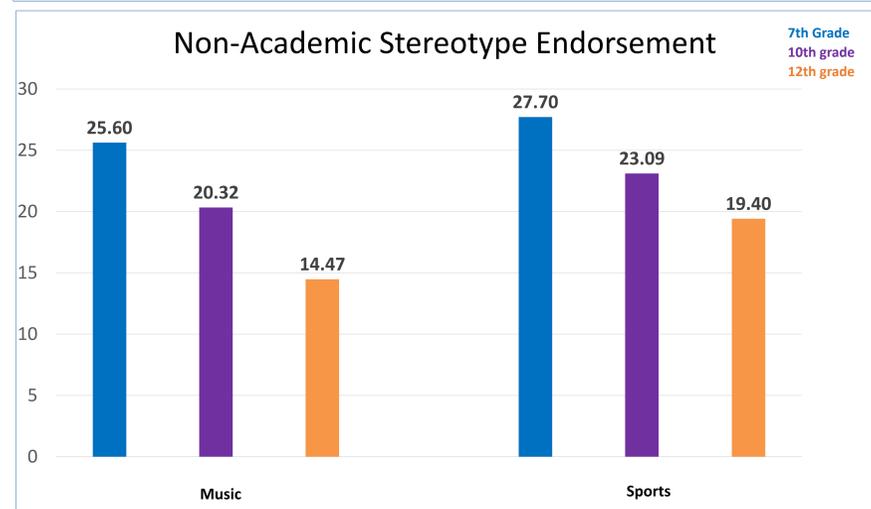
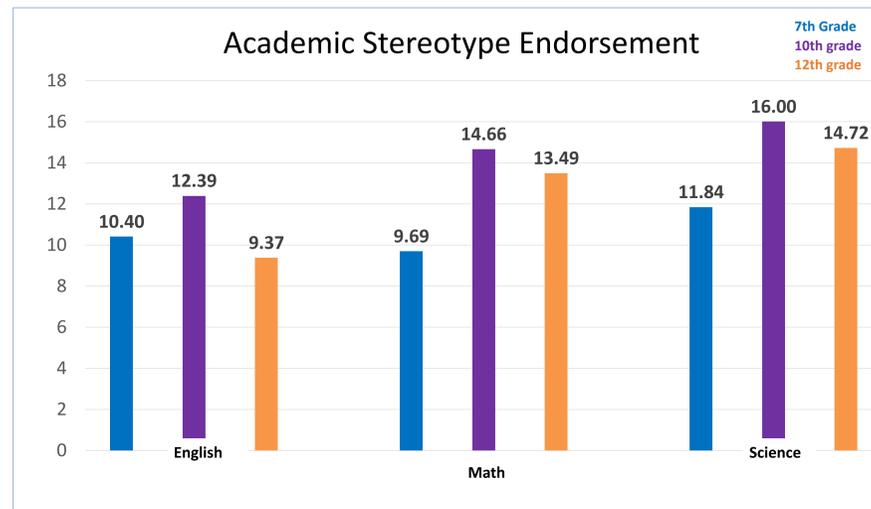
Measure of Stereotype Endorsement

Students marked on 100-mm lines (0 = *not well at all*; 100 = *very well*) how well Black and White students perform in math, science, English, sports, and music. Difference scores were calculated to create a stereotype score with higher positive scores indicating more traditional stereotype endorsement.

I think that in **MATH** Black children do this well:

Not well at all ←-----|-----→ Very Well

Results



- Students favored Whites in academic domains at all time points, with a significant quadratic effect: Stereotype endorsement increased from 7th to 10th grade and then decreased from 10th grade to 12th grade.
- Students favored Blacks in sports and music at all time points, with endorsement decreasing over time.

Domain Type	Variable	Coefficient Estimate	Standard Errors	t Values	p Values
Academic	Grade	2.109	0.6938	3.04	0.002
	Quadratic Effect	-0.3135	0.1584	-1.98	0.047
	Domain	-4.4755	1.6727	-2.68	0.007
	Gender	-6.5589	2.3385	-2.8	0.005
	Gender*Domain	5.5957	2.6083	2.15	0.032
Non Academic	Grade	-1.5189	0.6342	-2.4	0.0168
	Gender*Domain	-14.6246	4.351	-3.36	0.0008

Table 1: Significant Main Effects and Interactions for Multilevel Modeling Analysis

Multilevel Growth Modeling was used to assess change, with domain nested within participant at Level 1 and gender included at Level 2. Perceived race differences were greater in science and math than in English. Simple slope analyses indicated that compared to boys, girls more strongly endorsed *science* and *math* stereotypes favoring Whites, whereas boys more strongly endorsed *sports* stereotypes.

Discussion

Our results indicate that developmental change in stereotype endorsement might reflect both a decrease in in-group bias as well as youths' increasing awareness of cultural stereotypes and their classroom experiences during adolescence. The developmental decrease in music and sports race stereotypes was driven by students' increases in reports of White competence scores in these domains. Students reported high levels of music and sports competence for African Americans at each of the three times. Gender differences in reports might reflect that African American girls (who tend to excel academically) have different experiences than boys (who are more likely to excel in sports). This link between gender and race shows the need for further examination of multiple social identities that shape developmental processes.

References

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