

Supplementary Materials for  
**Gender Stereotypes are Racialized:**  
**A Cross-Cultural Investigation of Gender Stereotypes About Intellectual Talents**

This file includes:

Table S1 and S2  
Figures S1 and S2  
Supplementary analyses

**Table S1.** Boys' and girls' own-gender stereotype scores in Studies 1 and 2 (Standard Deviations in parentheses)

| Age         | Gender | Study 1     |             |             | Study 2     |             |             |
|-------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|
|             |        | Brilliance  | Niceness    | Grade       | Brilliance  | Niceness    | Grade       |
| 5-year-olds | Boys   | 0.58 (0.29) | 0.63 (0.24) | 0.53 (0.33) | 0.63 (0.27) | 0.50 (0.24) | 0.59 (0.31) |
|             | Girls  | 0.63 (0.27) | 0.52 (0.40) | 0.69 (0.31) | 0.54 (0.32) | 0.65 (0.35) | 0.77 (0.21) |
| 6-year-olds | Boys   | 0.79 (0.24) | 0.56 (0.23) | 0.31 (0.28) | 0.67 (0.27) | 0.69 (0.23) | 0.52 (0.19) |
|             | Girls  | 0.54 (0.34) | 0.67 (0.30) | 0.80 (0.23) | 0.54 (0.34) | 0.52 (0.30) | 0.76 (0.19) |
| 7-year-olds | Boys   | 0.71 (0.34) | 0.52 (0.36) | 0.44 (0.32) | 0.73 (0.28) | 0.50 (0.24) | 0.56 (0.28) |
|             | Girls  | 0.42 (0.26) | 0.44 (0.26) | 0.61 (0.33) | 0.46 (0.30) | 0.50 (0.30) | 0.66 (0.27) |

**Table S2.** Boys' and girls' own-gender stereotype scores in Studies 3 and 4 (Standard Deviations in parentheses)

| Age         | Gender | Study 3     |             |             | Study 4     |             |             |
|-------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|
|             |        | Brilliance  | Niceness    | Grade       | Brilliance  | Niceness    | Grade       |
| 5-year-olds | Boys   | 0.52 (0.34) | 0.54 (0.32) | 0.45 (0.28) | 0.50 (0.30) | 0.54 (0.44) | 0.60 (0.24) |
|             | Girls  | 0.67 (0.24) | 0.52 (0.40) | 0.81 (0.19) | 0.69 (0.23) | 0.71 (0.30) | 0.70 (0.14) |
| 6-year-olds | Boys   | 0.48 (0.27) | 0.25 (0.33) | 0.28 (0.22) | 0.52 (0.30) | 0.35 (0.33) | 0.60 (0.33) |
|             | Girls  | 0.77 (0.23) | 0.54 (0.30) | 0.77 (0.22) | 0.63 (0.32) | 0.69 (0.31) | 0.67 (0.27) |
| 7-year-olds | Boys   | 0.54 (0.30) | 0.54 (0.30) | 0.30 (0.21) | 0.42 (0.31) | 0.46 (0.34) | 0.64 (0.34) |
|             | Girls  | 0.75 (0.31) | 0.54 (0.27) | 0.70 (0.16) | 0.65 (0.31) | 0.71 (0.24) | 0.63 (0.22) |

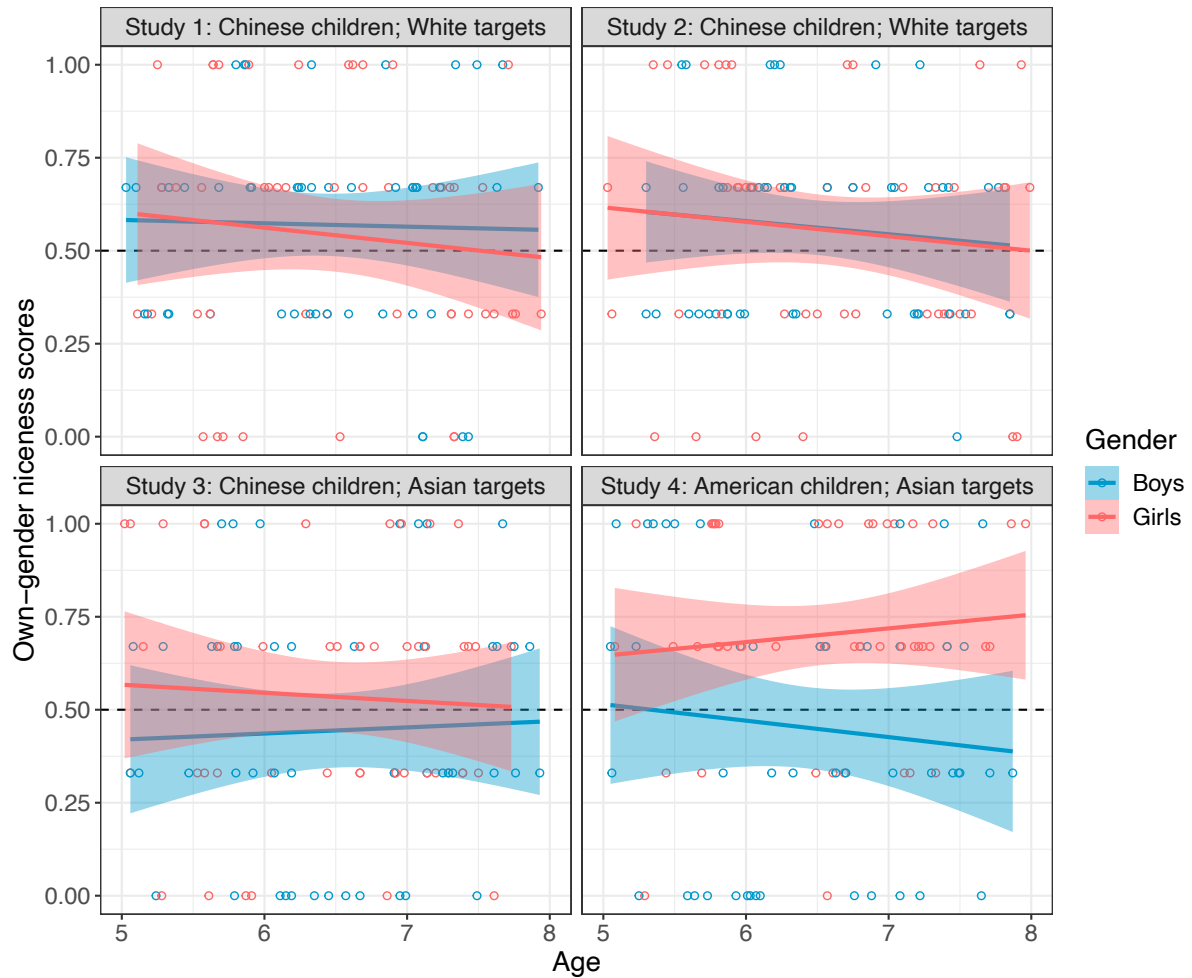


Figure S1. The association between age and own-gender niceness scores by participant gender, across Studies 1-4. The lines show the predicted values from a linear regression model predicting children's own-gender niceness scores; the dashed line represents chance; the circles represent the data of individual participants; the shaded areas represent 95% CI.

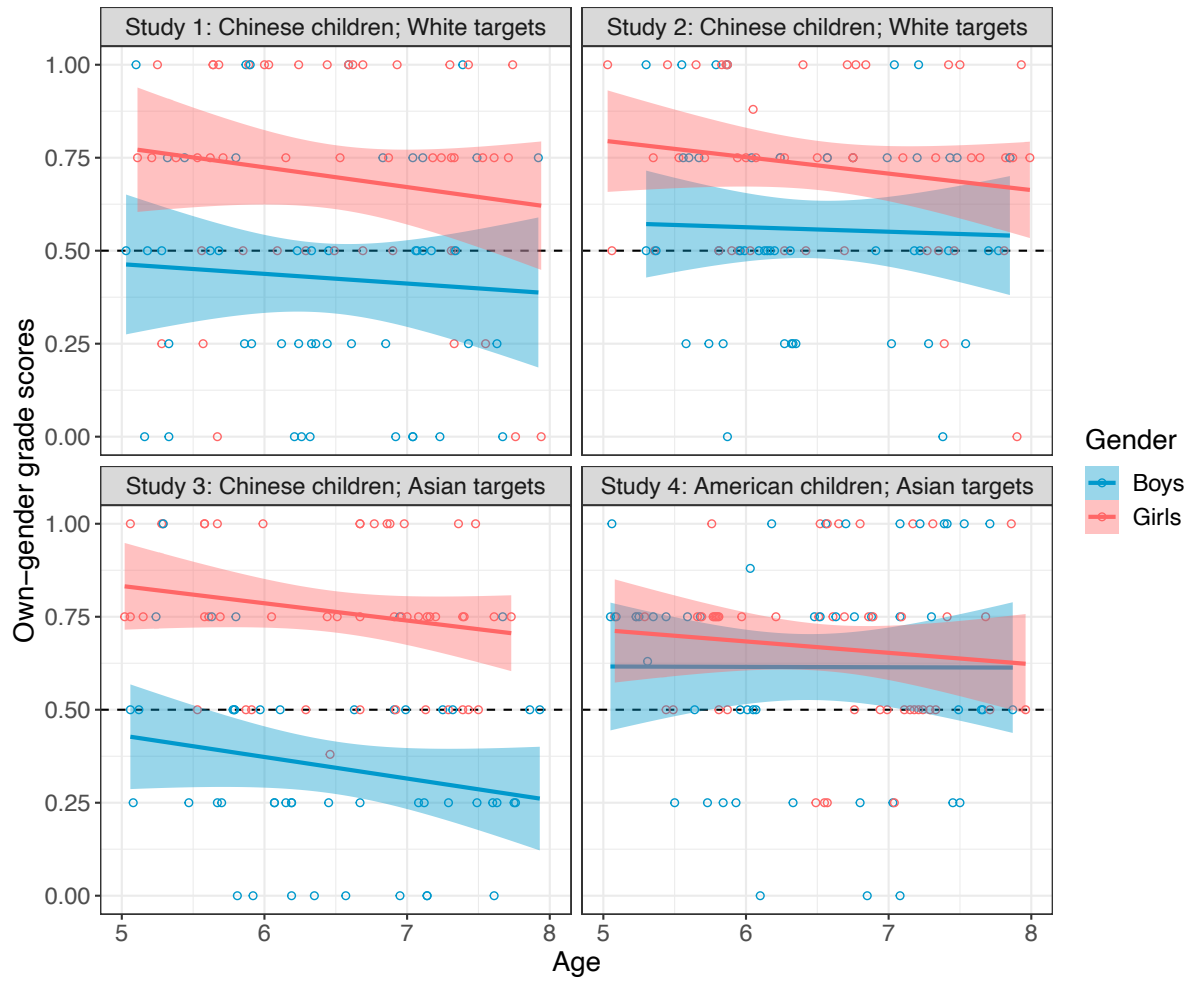


Figure S2. The association between age and own-gender grade scores by participant gender, across Studies 1-4. The lines show the predicted values from a linear regression model predicting children's own-gender grade scores; the dashed line represents chance; the circles represent the data of individual participants; the shaded areas represent 95% CI.

## Supplementary Analyses

In Study 4, we conducted additional analyses to examine whether American children from different racial backgrounds held distinct beliefs about which gender is “really, really smart.” We categorized children into two groups: White children ( $N = 70$ ) and children of color ( $N = 21$ ). We then submitted our data to a linear regression model with race (White vs. non-White), gender (boys vs. girls), age (continuous), and all possible two-way and three-way interactions as factors. The results revealed that race/ethnicity did not moderate the main effect of gender,  $F(1, 83) = 2.15, p = .14$ . White children ( $M = 0.40$ ) and children of color ( $M = 0.38$ ) between the ages of 5 and 7 were less likely to choose Asian men as “really, really smart.” However, given the small sample size, these findings should be interpreted with caution.