Behavioral descriptions pretested for racial stereotypicality and valence: Data from an American and a Portuguese sample

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Abstract: In social psychology research, there are several kinds of stereotypical materials that can be used – faces, videos, lists of words, attributes. However, when it comes to behavioral sentences, there is a lack of pre-tested racial stimuli available in the literature. To fill the gap, this paper provides two lists of 154 short behavioral sentences, with stereotypicality (white to black) and valence (negative to positive) ratings. The first list was pre-tested with an American sample (Study 1), while the second list was pre-tested with a European Portuguese sample (Study 2). Importantly, this paper focuses on the broader meaning of black stereotypes' and not just the narrower definition of the African American stereotype, whose differences are discussed. T-tests identified 73 and 118 stereotypical behavioral descriptions, for future use, respectively for the American and European Portuguese samples. Additional comparisons within and between samples are also provided. Full behavioral descriptions, along with pertinent statistical data, are available to the reader, as a useful working instrument for future research.

Keywords: Stereotypes, Race, Valence, Behavioral sentences.

Within the research on the social psychology field, behavioral sentences/descriptions or episodic information are materials historically used. For instance, these materials have been used within impression-formation paradigms, in which participants form impressions about a hypothetical person based on sentences that describe his/her behavior (e.g., Garcia-Marques et al., 2012); to study stereotypes, either its content or the cognitive processes underlying them (e.g., Hewstone et al., 1994; Hamilton et al., 1990); to study the incongruency effect, where a given trait or category is initially activated, and then expectancy congruent, incongruent, and/or neutral sentences are presented (e.g., Hastie & Kumar, 1979; Garcia-Marques & Hamilton, 1996); to study spontaneous trait inferences (STI; e.g., Todorov & Uleman, 2004); or in the face memory field, to study the role of behavioral information on people's memory for faces (e.g., Mattarozzi et al., 2019).

A behavior, seen, read, or heard, can mean different things depending on the stereotypes someone holds about a social group and its members (Hamilton et al., 1990). A stereotype is a cognitive structure/category that each person has, composed of accumulated knowledge, beliefs, and expectancies about social groups, and not necessarily accurate or well-adjusted to all group members (Allport, 1954; Devine, 1989; Katz & Braly, 1933). Sereotypes influence expectations, information processing, affective evaluations, social categorization (Dovidio & Gaertner, 2010; Fyock & Stangor, 1994; Hamilton et al., 1990), just to name a few. For example, Neuberg (1989) found that in a job interview, interviewers in a negative-expectancy condition (*vs.* no-expectancy) without a goal (*vs.*

accuracy goal) formed more negative impressions about applicants. Besides the influence of stereotypes on expectations, they also influence inferences and attributions (Hamilton et al., 1990). Sagar and Schofield (1980) found that 6th grade White and Black preadolescents interpreted ambiguous social behaviors as meaner or threatening when the actor was Black (compared to White actors). In another study where whites watched a video that portrayed a discussion and an ambiguous shove, Duncan (1976) found that participants made more personal attributions to the harm-doer when he was black and the victim was white, compared to all the other possible combinations between race and harm-doer/victim. When it comes to the saliency of racial categories, Todd and colleagues (2021) found that race saliency led black males' faces (*vs.* white) to bias participants when identifying an object as a gun (*vs.* tool). Overall, these cases exemplify some types of studies and stimuli that use stereotypes, directly or indirectly, as an object of study.

To examine the effects of stereotypes on information processing, researchers have traditionally used faces (with different poses, light/brightness, expressions), lists of words, attributes, photographs, and written behavioral descriptions. And within behavioral descriptions, there is also a wide variety: there are pre-tested stereotypic behaviors for gender (Cipriano et al., 2021), intersectionality between gender and age (Cipriano et al., 2021), for trait dimensions like sympathy and intelligence (Garrido, 2003), several professional groups (Santos et al., 2017), valence manipulations (Bliss-Moreau et al., 2008; Brambilla et al., 2019). However, as far as we know, there is a lack of updated and validated racial behavioral descriptions for both the Portuguese and the American populations.

In fact, according to 2016 data from the Science and Technology Observatory (2019), a direct consequence of this lack of updated racial behavioral information is the dissemination of the Afro-American stereotypes content and consequence effects in the related literature, for instance, it has been frequently assumed that the content of the Afro-American stereotype is the same as that Black stereotype. Fiske (2017) remarked that race and ethnicity tend to be more societal constructed categories (compared to age and gender), thus being more vulnerable to the influence of history. Further, given the racial historical realities, both in the United States of America and Portugal, there are reasons to suspect that the stereotype of Black and African-American is not the same, in both countries, and thus should not be treated as interchangeable concepts.

The first historical reports of massive slavery in Portugal date back to the middle of the 15th century (Jordan, 2014; Lipski, 2009), during the Age of Exploration, also known as the Age of Discovery. By this same time, the "Portuguese ships began supplying the Spanish and Portuguese settlements in America with Negro Slaves" (Jordan, 2014, pp. 33-34). And it was only in 1773 that Portugal was the first country in Europe to begin the gradual emancipation of slaves, despite complete abolition having only been achieved about a century later (Marques, 2020). Slavery in the United States of America was abolished at the time of the American Civil War by Abraham Lincoln in 1863 through the Emancipation Proclamation. Despite this, the American history of the last century continued to be marked by the troubled relationship between Whites and Blacks. Freom Rosa Parks bus boycott that started the modern civil rights movement, in 1955, to the "I Have a Dream Speech" of Martin Luther King, in 1963, to more dramatic events marked, for example, by the shooting of Amadou Diallo, a West-African immigrant wrongly suspected of rape, and to whom the police fired forty-one shots (Correll et al., 2002; Glennon, 1991).

Given this shared history, but also weighing more recent events, there's support for the existence of two different stereotypes, Black *vs.* Afro-American, even though there are possible similarities. In 1991, Hecht and Ribeau found differences between the semantic labels selected by Black Americans. In the article, they found that about 46% of respondents described their ethnic/racial identity with the "Black" label. While only 22% identified themselves as "Afro-American". Participants self-identified with the "Black" label described they were taught to do it, they accepted it, and when compared to the mainstream American culture, they showed mild patriotism. On the other hand, participants who self-identified with the "Afro-American" label emphasized their dual

cultural heritage – Black or African descent and American. Interestingly, the self-identified Afro-Americans not only exhibited to be the most nationalistic group, as their ratings of cultural superiority were also the highest (Hecht & Ribeau, 1991).

Additional support for the existence of two stereotypes comes from Fiske (2017) who organizes stereotypes in a warmth-competence space. As she refers to, generically, black people tend to be moderately evaluated in a warmth-competence space, in countries like Portugal, Spain, Italy, and even in the United States, however, Americans also deal with subtypes of Blacks: the poor (low warmth and low competence) and the rich (high warmth and high competence; Fiske et al., 2009) (Fiske, 2017).

Given the proliferation and domination of African-American stereotypes in the literature, as mentioned above, the starting point of this paper was the assembly of the attributes representing the content of racial stereotypes. Whites tend to be described with attributes such as ambitious, boring, greedy, industrious, materialistic, selfish, and successful; while Blacks, presumably African-Americans given the country where the data were collected, tend to be associated with attributes such as athletic, criminal, dangerous, ignorant, lazy, poor, and rhythmic (Donders et al., 2008; Katz & Braly, 1933; Petsko & Bodenhausen, 2019; Plant & Devine, 1998; Wolsko et al., 2000, Fairchild, 1985).

Given the negative valence of the attributes associated with the African-American stereotype, it is also quite probable that the content of the stereotype associated with black Americans is riddled with negativity. In fact, Devine and Elliot (1995) had already noted that in their research. In the same vein, Livingston and Brewer's (2002, Exp. 1) findings support this conclusion since the authors showed that facial primes of high prototypical Blacks facilitated more negative evaluations than low prototypical Black faces or Whites. Fazio et al. (1995) also reported that priming participants with black faces (compared with white faces) facilitated responses to negative adjectives. And Falvello et al. (2015) found that participants rated faces paired with negative behaviors as less trustworthy than faces paired with positive and neutral behaviors. Considering previous arguments and the evidence already obtained, it is also important to address the valence effects associated with black stereotypes in studies involving these and related behavioral descriptions.

Summing up, and given the wide application of this type of material, the two main goals of the present work are (1) present a set of behavioral descriptions pre-tested for race stereotypicality and valence in an American sample and a Portuguese sample; (2) examine whether the two samples differ in their perceptions of racial stereotypicality and valence.

Experiment 1

The goal of the first experiment was to develop and pretest a set of stereotypical behavioral descriptions of whites and blacks and assess the valence of each description in the American population.

Method

Participants

The sample consisted of 31 participants (16 females, 13 males, one transgender, and one who preferred not to specify; M_{age}=28.8 years, SD_{age}=5.1 years) recruited via Prolific platform. Participation required the fulfillment of the following criteria: (a) self-identified as Caucasian, (b)

born and lived in the United States, (c) completed at least 10 studies on Prolific, and (d) an approval record of at least 90%. They paid for their £3,13 (approx. $3.93) participation.

Material

From Petsko and Bodenhausen (2019), we first selected 16 personality traits. Four stereotypical traits of Black Americans (two positives, i.e., P; and two negatives, i.e., (N): athletic (P), talkative (P), loud (N), and poor (N). Four counter-stereotypical traits of Black Americans: scientifically-minded (P), quiet (P), shy (N), and yielding (N). Four stereotypical traits of Whites: conservative (P), ambitious (P), arrogant (N), and conceited (N). And four counter-stereotypical traits of Whites: open-minded (P), rhythmic (P), low in intelligence (N), and physically dirty (N).

After the selection of the personality traits, we searched the literature for existing illustrative behavioral descriptions of the selected traits. From this search, we selected and adapted behavioral descriptions from Hamilton et al. (1989), Fuhrman and colleagues (1989), Ferreira and colleagues (2005), Garrido (2003), Jerónimo and colleagues (2004), Osterhout and colleagues (1997), Orghian and colleagues (2018). Additionally, we (i.e., the research team) also generated a number of behaviors that we believed to illustrate these traits.

Overall, 154 trait correspondent behaviors were created. Before testing, all these behaviors were adjusted by a native English speaker to have an American style.

Procedure

The participants signed up for a Qualtrics study named "Intuitions about culturally shared beliefs". First, participants were informed that their participation was entirely voluntary and that their responses were anonymous and confidential. After providing their informed consent, participants received the task instructions. In the first phase, they saw 154 random-order descriptions of behaviors describing everyday activities in the center of the screen and for unlimited time. To judge the stereotypical degree of each behavior, participants rated how likely each behavior was to have been performed by a White or a Black person. Additionally, we gave the following information:

> "When you are rating those likelihoods, please use your intuitions about what the average American believes (namely, what you think other Americans in general think), regardless of whether you, personally, agree or disagree with those beliefs.".

Participants made their judgments on a semantic differential with the following anchors: 1 – "Extremely likely of Whites", 5 – "Equally likely of Whites and Blacks", 9 – "Extremely likely of Blacks".

In the second phase of the study, participants saw the same set of behaviors, but the task was to evaluate the valence of each using a rating scale having as anchors: 1 – "Extremely negative, 5 – "Nor negative neither positive" and 9 – "Extremely positive".

At the end, participants completed some socio-demographic questions (age, gender, race, and educational level). Then they were thanked and debriefed.

Results and discussion

For each behavior, we compared the mean stereotypicality ratings and the mean valence ratings against the scale midpoint (5) using one-sample *t*-tests. Results can be found in Appendix 1 and the selected behaviors are identified in it.

Briefly, these analyses yielded the following results (see Appendix 2): 34 behaviors were considered stereotypical of the black category, of which 16 are positive (e.g., *Scored the winning touchdown for his football team*.) and 18 are negative (e.g., *Everything he does makes an incredible amount of noise*.); 39 stereotypical of white, of which 26 are positive (e.g., *He prefers classical music instead of pop music*.) and 13 are negative (e.g., *Some consider his voice shrill and high-pitched*.); and 52 neutral behaviors, 19 positives (e.g., *Lifts weights at the local gym every day.*) and 33 negatives (e.g., *He didn't shut up for a second*.).

Since participants' stereotypicality ratings were made on a semantic differential varying from 1 (Extremely likely of Whites) to 9 (Extremely likely of Blacks), with 5 corresponding to the response of "Equally likely of Whites and Blacks", to directly compare the stereotipicality judgments of whites and blacks, we had to invert the values of white judgments so that higher judgments (in absolute values) meant more stereotypicality for both categories. So, firstly, we created two new variables based on the average judgments, one related to stereotypicality (average judgments less than 5 were labeled as stereotypical of white, average judgments greater than 5 were labeled as stereotypical of black) and another to valence (average judgments less than 5 were labeled as positive, average judgments greater than 5 were labeled as negative). Secondly, we subtracted 5 from each average judgment to recenter around 0, i.e., the new middle point of the scale. Then, we calculated the absolute value of each average judgment, thus allowing stereotypical behaviors comparisons.

To examine whether the valence of the behaviors affected its perceived stereotypicality, we conducted a 2 (race: white, black) x 2 (valence: positive, negative) between-subjects ANOVA on the average judgments of stereotypicality. Note that in this analysis we used only the behaviors that were considered stereotypical of whites and blacks. This analysis revealed a main effect of valence, $F(1,69)=13.55$, $p<.001$, $\eta^2_p=.164$, where positive behaviors ($M=1.20$, $SD=0.40$) were judged as more stereotypical than negative behaviors ($M=0.90$, $SD=0.27$). The interaction between race and valence was not statistically significant, $F(1,69)=3.30$, $p<.073$, $\eta^2_p=.046$, as the remaining effects did not reach statistical significance. Although the graphical representation regarding the interaction (Figure 1) appears to suggest greater differences related to valence in the black behaviors (compared to whites), those differences are non-significant.
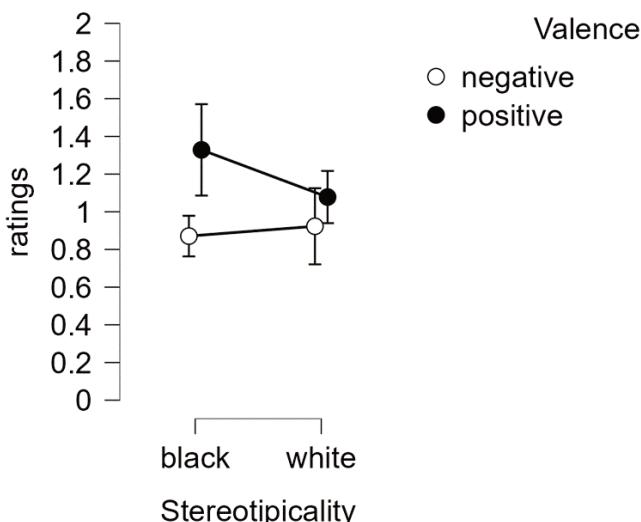

Figure 1. Average judgments as a function of stereotypicality and valence

Note. Error bars represent 95% confidence intervals.

Experiment 2

The goal of Experiment 2 was to replicate Experiment 1 using a sample of Portuguese participants. Moreover, in this experiment, the stereotypicality and the valence judgments were performed by different participants and, therefore, are independent of each other, unlike the previous experiment.

Participants

The sample comprised 126 participants (103 females, 22 males and, one transgender; M_{age}=24.1 years, SD_{age}=9.7 years) recruited from the Faculty of Psychology (University of Lisbon) in exchange for course credits. Participation required participants to self-identify as Caucasian, which resulted in two exclusions.

Materials

We asked three independent judges, who were Portuguese native speakers, to translate and adapt to Portuguese the same set of behavioral descriptions used in the previous study. For every behavior in which there was no complete agreement, a consensus was reached by discussion among the research team.

Procedure

Again, participants signed up for a Qualtrics study named "Pre-test of behavioral descriptions". After being informed that their participation was voluntary and that their responses were anonymous and confidential, participants gave their informed consent. Within the same questionnaire, participants were randomly assigned to one of two conditions, in contrast to previous study in which all participants made stereotypical and valence judgments. Here, condition 1 (*N*=63) involved stereotypicality judgments while condition 2 (*N*=61) involved valence judgments. The task instructions were the same as the previous study, except that they were translated and adapted to Portuguese. As in the prior study, participants made their judgments on semantic differentials. In version 1, the anchors were as follows: 1 – "Extremely likely of Whites", 5 – "Equally likely of Whites and Blacks", and 9 – "Extremely likely of Blacks". In version 2, the anchors were: 1 – "Extremely negative", 5 – "Nor negative neither positive", and 9 – "Extremely positive".

Lastly, participants completed some socio-demographic questions (age, gender, race, and educational level), and were thanked and debriefed.

Results and discussion

As in the previous study, we assessed whether the average judgments for each behavioral description were significantly different from the middle point of the scale (i.e., 5). Stereotypical and valence judgments were independently tested and can be found in Appendix 1.

We follow the same behavior selection procedure as previously described. By checking Table 1, it is possible to conclude that behaviors were distributed as follows: 57 were stereotypical of black, and 61 were stereotypical of white. Within the stereotypical behaviors of black, 20 are positive (e.g., *He cooked exotic gypsy food for his friends.*) and 37 are negative (e.g., *He said Africa is a country in the south of Spain.*); while within the stereotypical behaviors of white 45 are positive (e.g., *He enjoys spending time in the countryside.*) and 16 are negative (e.g*., He clearly has an attitude of*

superiority over others.). In addition to this, we obtained 23 neutral behaviors – eight positive (e.g., *Although not very fond of pizza, he agreed to go*.) and 15 negatives (e.g., *He never listens to anyone.*).

Table 1

Number (N) and percentage (%) of significant stereotypical (black vs. white) behavioral descriptions according to valence (positive vs. negative) between samples (United States of America, USA vs. Portugal, PT)

Sample	Stereotypicality	Valence	N	%
USA	black	negative	18	25
USA	black	positive	16	22
USA	white	negative	13	18
USA	white	positive	26	36
PT	black	negative	37	31
PT	black	positive	20	17
PT	white	negative	16	14
PT	white	positive	45	38

Once again, to study the role of valence on the average judgments of stereotypicality, we computed the dependent variable as described in Experiment 1. A 2 (race: white, black) x 2 (valence: positive, negative) between-subjects ANOVA on the average judgments of stereotypicality, as previously, revealed a main effect of race, $F(1,114)=8.210$, $p<.005$, $\eta^2_p=.067$, which means that behavioral descriptions of black ($M=1.30$, $SD=0.55$) are more stereotypical than behavioral descriptions of white ($M=1.10$, $SD=0.51$). We found a main effect of valence, $F(1,114)=5.700$, $p<.019$, $\eta^2_p=.048$, where positive behaviors ($M=1.26$, $SD=0.58$) are more stereotypical than negative behaviors ($M=1.12$, $SD=0.48$). The interaction did not reach significance ($F<1$, $p=.509$; Figure 2).
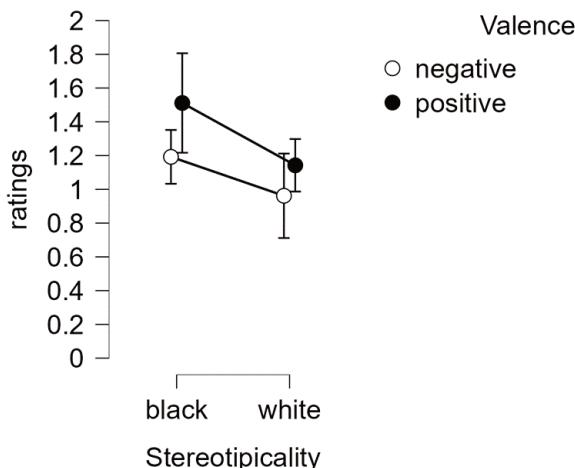

Figure 2. Average judgments as a function of stereotypicality and valence

Note. Error bars represent 95% confidence intervals.

Comparison between samples

Finally, we compared the significant stereotypic evaluations, as before, between nationalities. To do so, on the average judgments of stereotypicality, we run a 2 (race: white, black) x 2 (valence:

positive, negative) x 2 (sample: American *vs.* Portuguese) ANOVA, with race and valence as within-subjects and nationality as a between-subjects factor.

This analysis revealed a main effect of race, $F(1,183)=7.55$, $p<.007$, $\eta^2_p=.04$, where black-stereotypical behaviors ($M=1.22$, $SD=0.51$) were considered more stereotypical than white-stereotypical behaviors ($M=1.07$, $SD=0.45$). We found a main effect of valence, $F(1,183)=14.67$, $p<.001$, $\eta^2_p=.07$, with positive behaviors ($M=1.22$, $SD=0.52$) being judged as more stereotypical than negative behaviors ($M=1.04$, $SD=0.43$). And we also found a main effect of the sample, $F(1,183)=4.38$, $p<.038$, $\eta^2_p=.02$, which revealed that the Portuguese sample ($M=1.20$, $SD=0.54$) judged the behaviors as more stereotypical than the American sample ($M=1.05$, $SD=0.38$), as shown in Figure 3. Even though a visual inspection may suggest greater differences related to valence between stereotypical black behaviors than in the stereotypical white behaviors, that interaction as the remaining effects do not reach statistical significance ($Fs<2.31$ and $ps>.131$). Table 1 shows the distribution of behavioral descriptions according to the sample, stereotypicality, and valence.
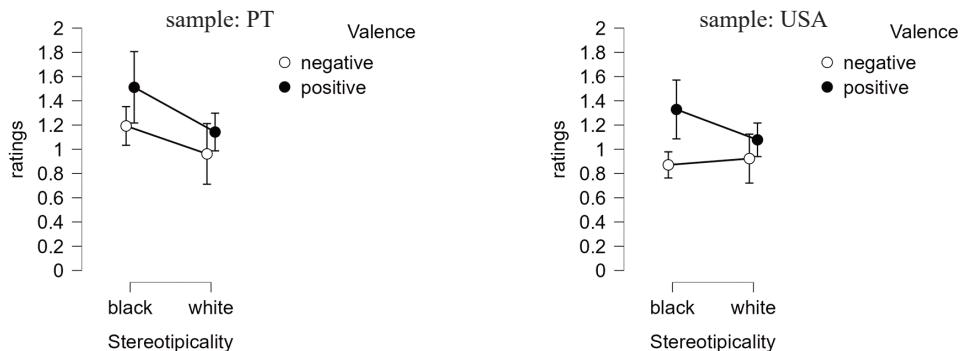
Figure 3. Between samples comparison of the average judgments of stereotypicality according to valence

Note. Error bars represent 95% confidence intervals.

From the comparison of both studies, it also stands out that, in absolute values and disregarding valence, more stereotypical behaviors were obtained in the Portuguese sample ($N=118$) than in the American sample ($N=73$).

When comparing the percentage of common stereotypical behaviors, that is, when analyzing the percentage of behavioral descriptions judged in the same direction by both samples, we found differences. Of the 37 black negative stereotypical descriptions in the Portuguese sample, only 45,9% ($N=17$) obtained the same judgments in the American sample. When comparing the black positive stereotypical descriptions, from the 20 obtained in the Portuguese sample, 75% ($N=15$) were judged in the same way in the American sample. Through the comparison of white negative stereotypical behaviors, from the 16 found in the Portuguese sample, we found an agreement of 56,3% ($N=9$) by the American sample. And when comparing positive stereotypical white behaviors, from the 45 behaviors obtained in the Portuguese sample, the agreement in the American sample was 53,3% ($N=24$).

General discussion

The two main goals of this article were to pretest a set of behavioral descriptions regarding its racial stereotypicality and valence, in American and Portuguese samples, for future use in the Social Psychology field, and to examine whether these two samples have different perceptions

regarding the same behavioral descriptions. The behavioral descriptions were rated both by American and Portuguese samples, and they varied in their stereotypical degree of white and black and also varied in valence. It should be noted that, despite the dissemination of the Afro-American stereotype in the literature, the present article aimed to develop stereotypical behavioral descriptions of black people and to compare both stereotypes. We presented 154 descriptions and asked participants to rate them in two semantic differentials: one related to valence, and the other to stereotypicality – whether the presented behavior was more likely of whites or blacks. Although there are some pre-tested behavioral descriptions in the literature, there's a lack of quantity and diversity in racial descriptions, hence the need to fill this gap. And since this type of material is broadly used in Social Sciences research, namely, stereotypes, spontaneous trait inferences, impression formation, person memory, just to name a few, the goal was also to validate these descriptions for two distinct populations. In this regard, the sample of Study 1 was American, while the sample of Study 2 was Portuguese.

From the American sample data (Study 1), we obtained 34 stereotypical behavioral descriptions of blacks (16 positives and 18 negatives), 39 stereotypical behavioral descriptions of whites (26 positives and 13 negatives), and 52 neutral behavioral descriptions (19 positives and 33 negatives).

From the Portuguese sample, we obtained 57 stereotypical behavioral descriptions of blacks (20 positives and 37 negatives), 61 stereotypical behavioral descriptions of whites (45 positives and 16 negatives), and 23 neutral behavioral descriptions (eight positives and 15 negatives). All behavioral descriptions are available in the appendices section of this article.

When comparing the two studies regarding the number of stereotypic behaviors, it is quite clear that whites tend to be associated with a greater number of positive valenced behaviors while blacks tend to be more associated with negative valenced behaviors, which is consistent with previous research (Devine & Elliot, 1995; Falvello et al., 2015; Fazio et al., 1995; Livingston & Brewer, 2002). And when comparing the percentage of behavior that were judged similarly, in terms of stereotycality and valence, by both samples, the most pronounced differences can be found in the black negative stereotypical behaviors, thus supporting the claim of the existence of two different stereotypes (Afro-American *vs.* Black). Even though the similarities between the Afro-American and Black stereotypes, dissimilarities do exist. As Fiske (2017) stated race/ethnicity tend to be categories of social construction, thus permeable to the influence of historical and cultural events. The agreement of 75% of positive stereotypical behaviors of black between the American and Portuguese samples suggest a much higher consensus regarding the positive features related to the Black stereotype. However, it remains unknown whether this positive agreement is due to a higher awareness or familiarity of Blacks involved in politics, entertainment, and sports (Jewell, 1985) which in turn may influence positive black stereotypes. Or whether, we found support for Fiske's (2017) warmth-competence space when she refers that black people tend to be moderately evaluated in this space, both by the Americans and Portugueses. Attending to the percentages of common agreement in the behavioral descriptions of whites, we are led to believe that there are also differences related to the white stereotype depending on the country where stereotypes are studied, which is not unexpected given differences in the historical, cultural, and social context (Fiske, 2017), between the United States of America (USA) and Portugal. A large body of research already revealed that *a positive sense of national identity is pervasive in the United States* (Citrin et al., 2001, p. 95) as the sense that the USA is a superior country compared with others. Still, would it be the case that the Portuguese sample in this specific study had stronger and more varied representations of the black stereotype? Would the American sample be more reticent to explicitly judge how stereotypical the behaviors were perceived? We would not predict old-fashioned racism, characterized for being blatant and obvious (Pettigrew & Meertens, 1995; Ziegert & Hanges, 2005), and none of the behaviors obtained extreme judgments. However, being the modern racism more indirect, subtle, where people are capable of masking negative attitudes toward blacks (Pettigrew & Meertens, 1995;

Ziegert & Hanges, 2005), it is possible that we could not capture the most intimate or deeper personal perceptions from the American sample. Furthermore, other studies stereotypes-related have already noticed possible concerns regarding being rational (Miranda, 2014).

Although we had reached a set of behavioral sentences, stereotypical of blacks and whites, varying in its valence, for two samples, American and Portuguese, we find potential limitations of the present work. In Study 1, besides the sample being small, the sample is not independent, that is, although the order of valence and stereotype judgments was counterbalanced between participants, the same participants evaluated each behavioral description twice. Methodologically, despite the semantic differentials entailing several advantages (are closed-ended items, present a gradation of responses, Friborg et al., 2006; Furr, 2011), the inverted presentation of the semantic differentials, in half of the trials, would have been more correct to reduce the potential bias of the participants' response. A more general constraint is related to the object of study: stereotypes. These types of studies raise issues of social desirability that are difficult to control and that lead to social disapproval (Kawakami et al., 2009; Tourangeau & Yan, 2007).

Despite these limitations, we reduced the literature gap concerning the stereotypical behavior descriptions, by providing a set of sentences perceived as stereotypical of white and black, varying in its stereotypical degree and in valence. Furthermore, this set of descriptions was validated using both, a Portuguese and also an American sample.

Declaration of conflicting of interests

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Authors contribution

Conceptualization: JQ, TP, ASS; Data curation: JQ, TP, ASS; Formal analysis: JQ; Funding Acquisition: TP, ASS; Investigation: JQ, TP, ASS; Methodology: JQ, TP, ASS; Project administration: TP, ASS; Resources: JQ, TP, ASS; Software: JQ, TP, ASS; Supervision: TP, ASS, JC; Validation: TP, ASS, JQ; Visualization: JQ, TP; Writing – Original draft: JQ; Writing – Review and edit: TP, ASS, JC.

All the authors read and approved the final manuscript.

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Appendix 1

Means, standard deviations and t-test for each behavior

Behaviors	Stereotypicality ratings					Valence ratings					Stereotypicity	Valence
	N	Mean	SD	t	Sig. (2-tailed)	N	Mean	SD	t	Sig. (2-tailed)		
Ele comeu um hambúrguer ao almoço.	63	5,21	0,70	2,342	0,022*	61	5,31	1,19	2,043	0,045*	black	positive
Ele desiste facilmente em situações de pressão.	63	5,38	1,35	2,241	0,029*	61	3,18	0,99	-14,330	0,000***	black	negative
Ele não se conseguiu orientar com um mapa simples de ruas.	63	5,43	1,43	2,373	0,021*	61	3,66	0,93	-11,303	0,000***	black	negative
Ele não assume posições fortes em assuntos importantes.	63	5,44	1,55	2,271	0,027*	61	4,08	1,39	-5,144	0,000***	black	negative
Ele reparou o seu carro sozinho.	63	5,44	1,56	2,256	0,028*	61	7,41	1,01	18,704	0,000***	black	positive
Ele tem muita dificuldade em resumir uma história simples.	63	5,48	1,03	3,671	0,001**	61	3,54	1,06	-10,772	0,000***	black	negative
Ele não percebeu nenhuma das piadas que foram contadas naquela noite.	63	5,56	1,42	3,099	0,003**	61	3,59	1,22	-9,053	0,000***	black	negative
Ele não conseguiu ficar quieto mais do que 10 minutos.	63	5,60	1,14	4,187	0,000***	61	3,66	1,08	-9,736	0,000***	black	negative
Ele disse que a América do Sul é um país junto ao Chile.	63	5,63	1,80	2,802	0,007**	61	3,20	1,70	-8,279	0,000***	black	negative
Ele aprecia a diferença e acha que a diversidade de valores é essencial.	63	5,70	2,00	2,776	0,007**	61	6,38	1,59	6,750	0,000***	black	positive
O dentista disse-lhe que precisava de lavar os dentes mais frequentemente.	63	5,73	1,65	3,516	0,001**	61	3,67	1,70	-6,100	0,000***	black	negative
Ele cozinhou comida exótica para os amigos.	63	5,73	1,98	2,931	0,005**	61	5,98	1,49	5,160	0,000***	black	positive
Ele escovou os dentes com lixívia para os branquear.	63	5,76	1,80	3,355	0,001**	61	1,77	1,12	-22,592	0,000***	black	negative
Ele acendeu um fósforo para ver se havia uma fuga de gás.	63	5,78	1,16	5,339	0,000***	61	1,98	1,53	-15,369	0,000***	black	negative
Dizem-lhe frequentemente que a sua voz é capaz de acordar os mortos.	63	5,84	1,42	4,714	0,000***	61	3,95	1,69	-4,856	0,000***	black	negative
Ele tem um tal ouvido para a música que está sempre afinado.	63	5,84	1,71	3,914	0,000***	61	7,03	1,25	12,689	0,000***	black	positive
Ele estava a reparar uma instalação elétrica com as mãos molhadas.	63	5,87	1,45	4,767	0,000***	61	1,98	1,24	-18,925	0,000***	black	negative
Na escola era muitas vezes castigado por gritar com os colegas.	63	5,90	1,66	4,319	0,000***	61	3,25	1,35	-10,150	0,000***	black	negative
Ele chumbou no exame de código pela quarta vez.	63	5,95	1,57	4,814	0,000***	61	2,26	1,15	-18,540	0,000***	black	negative
Ele não consegue expressar sequer uma ideia simples.	63	5,97	1,24	6,178	0,000***	61	2,90	1,08	-15,237	0,000***	black	negative
No seu roupeiro, não separa as roupas sujas das limpas.	63	6,16	1,22	7,533	0,000***	61	2,28	1,08	-19,641	0,000***	black	negative
Ele esquece-se de lavar os dentes com frequência.	63	6,16	1,42	6,493	0,000***	61	2,52	1,10	-17,502	0,000***	black	negative
Ele não sabe como usar o cartão multibanco para levantar dinheiro.	63	6,22	1,21	8,012	0,000***	61	3,39	1,28	-9,790	0,000***	black	negative
A sua voz sobressai pelo volume incrivelmente alto.	63	6,24	1,59	6,167	0,000***	61	3,95	1,59	-5,168	0,000***	black	negative
Ele féz os exames nacionais três vezes, sem sucesso.	63	6,33	1,36	7,805	0,000***	61	2,57	1,18	-16,119	0,000***	black	negative
As roupas dele estão cheias de nódoas.	63	6,37	1,44	7,523	0,000***	61	2,67	1,22	-14,891	0,000***	black	negative
Ele não está habituado a tomar banho todos os dias.	63	6,40	1,39	8,000	0,000***	61	3,03	1,33	-11,563	0,000***	black	negative
A coreografia da sua equipa é muito animada.	63	6,40	1,43	7,744	0,000***	61	6,51	1,30	9,068	0,000***	black	positive
Pratica boxe durante uma hora todas as manhãs, antes de ir trabalhar.	63	6,43	1,42	7,972	0,000***	61	6,07	1,29	6,455	0,000***	black	positive
O saldo da sua conta bancária é negativo.	63	6,44	1,25	9,140	0,000***	61	2,67	1,23	-14,727	0,000***	black	negative
No último ano do secundário, ele foi nomeado o melhor atleta regional do ano.	63	6,49	1,80	6,565	0,000***	61	7,44	1,12	17,058	0,000***	black	positive
Ele usa as mesmas roupas de ginásio durante várias semanas.	63	6,51	1,32	9,079	0,000***	61	2,69	1,22	-14,816	0,000***	black	negative
Ele raramente consegue comprar roupa nova.	63	6,51	1,28	9,343	0,000***	61	3,80	0,93	-10,075	0,000***	black	negative
Tudo o que ele faz gera imenso barulho.	63	6,52	1,34	9,010	0,000***	61	3,08	1,20	-12,470	0,000***	black	negative
Ele criou uma coreografia inovadora.	63	6,52	1,42	8,494	0,000***	61	6,39	1,36	8,017	0,000***	black	positive
Ele não tem dinheiro para comprar um carro.	63	6,54	1,39	8,797	0,000***	61	3,52	1,03	-11,227	0,000***	black	negative
Ele usa roupa em segunda mão regularmente.	63	6,54	1,29	9,452	0,000***	61	4,62	1,60	-1,836	0,071	black	neutral
Ele teve dificuldade em pagar a renda.	63	6,60	1,34	9,507	0,000***	61	3,30	1,15	-11,628	0,000***	black	negative
Ele consegue criar o ritmo musical, sem estar a ouvir qualquer música.	63	6,60	1,53	8,318	0,000***	61	6,61	1,35	9,328	0,000***	black	positive
Ele tem as unhas dos pés compridas e sujas.	63	6,62	1,41	9,129	0,000***	61	2,34	1,17	-17,768	0,000***	black	negative
Por vezes precisa de recorrer a um banco alimentar.	63	6,62	1,21	10,616	0,000***	61	3,46	1,19	-10,103	0,000***	black	negative

Appendix 1 (cont.)

Behaviors	Stereotypicality ratings					Valence ratings					Stereotypicity	Valence
	N	Mean	SD	t	Sig. (2-tailed)	N	Mean	SD	t	Sig. (2-tailed)		
Ele não conseguia comprar os ténis que todos os seus amigos usavam.	63	6,62	1,42	9,056	0,000****	61	4,13	1,02	-6,625	0,000****	black	negative
Ele comporta-se de forma barulhenta em qualquer circunstância.	63	6,63	1,44	9,010	0,000****	61	2,62	1,29	-14,357	0,000****	black	negative
Ele alimenta-se mal porque não tem dinheiro.	63	6,65	1,40	9,329	0,000****	61	3,20	1,34	-10,515	0,000****	black	negative
Ele está sempre no meio da multidão, a lutar pelos seus direitos.	63	6,71	1,65	8,245	0,000****	61	6,31	1,61	6,371	0,000****	black	positive
Ele não tem dinheiro suficiente para ter uma vida normal e com conforto.	63	6,73	1,31	10,482	0,000****	61	3,20	1,31	-10,716	0,000****	black	negative
Ele quando está a dançar parece que adivinha a sequência da música com muita facilidade.	63	6,73	1,42	9,694	0,000****	61	6,34	1,30	8,061	0,000****	black	positive
Ele tem uma coordenação extraordinária quando dança.	63	6,76	1,65	8,460	0,000****	61	6,77	1,33	10,365	0,000****	black	positive
Ele vai frequentemente à cozinha comunitária.	63	6,81	1,18	12,215	0,000****	61	4,72	1,72	-1,263	0,212	black	neutral
Ele adapta-se instantaneamente ao ritmo da música que está a tocar.	63	6,86	1,49	9,891	0,000****	61	6,57	1,20	10,212	0,000****	black	positive
Quando dança, os seus movimentos encaixam perfeitamente na música.	63	6,89	1,55	9,697	0,000****	61	6,79	1,33	10,489	0,000****	black	positive
Estabeleceu o novo recorde do ensino secundário na corrida dos 110 metros com obstáculos.	63	6,90	1,76	8,604	0,000****	61	7,21	1,24	13,942	0,000****	black	positive
As reuniões familiares dele são barulhentas e exuberantes.	63	6,92	1,48	10,270	0,000****	61	4,08	1,74	-4,110	0,000****	black	negative
Ele depende frequentemente de caridade para comer.	63	6,98	1,26	12,464	0,000****	61	3,20	1,09	-12,889	0,000****	black	negative
As pessoas afastam-se dele no autocarro porque ele cheira mal.	63	7,03	1,45	11,140	0,000****	61	2,31	1,53	-13,694	0,000****	black	negative
Ele marcou o cesto da vitória da sua equipa.	63	7,05	1,50	10,860	0,000****	61	7,48	1,16	16,618	0,000****	black	positive
Terminou em 1º numa competição regional de salto em comprimento.	63	7,16	1,78	9,627	0,000****	61	7,38	1,20	15,478	0,000****	black	positive
Correu 100m em menos de 11 segundos.	63	7,22	1,49	11,871	0,000****	61	7,16	1,56	10,821	0,000****	black	positive
Ele ficou em primeiro lugar numa competição individual de basquetebol de rua.	63	7,59	1,32	15,613	0,000****	61	6,75	1,35	10,150	0,000****	black	positive
Ele obedece sempre.	63	4,59	1,76	-1,865	0,067	61	6,31	1,74	5,896	0,000****	neutral	positive
Ele frequentemente não consegue evitar prolongar as conversas.	63	4,73	1,25	-1,718	0,091	61	4,31	0,96	-5,612	0,000****	neutral	negative
No domingo, ele acordou por volta das 10 da manhã.	63	4,73	1,19	-1,794	0,078	61	5,30	1,33	1,728	0,089	neutral	neutral
Os seus amigos dizem que ele é um excelente contador de histórias.	63	4,73	1,27	-1,683	0,097	61	7,05	1,23	13,006	0,000****	neutral	positive
Apesar de não gostar de pizza, ele concordou em ir à pizzaria.	63	4,78	1,18	-1,490	0,141	61	5,56	1,32	3,290	0,002**	neutral	positive
Ele fica nervoso com as perguntas do professor, mesmo quando sabe a resposta.	63	4,81	1,27	-1,192	0,238	61	3,95	0,99	-8,274	0,000****	neutral	negative
Ele não gosta da experimentar novos restaurantes.	63	4,81	1,24	-1,217	0,228	61	4,23	1,04	-5,791	0,000****	neutral	negative
Ele sente-se embaraçado e nervoso quando está com outras pessoas.	63	4,84	1,05	-1,199	0,235	61	3,79	1,30	-9,457	0,000****	neutral	negative
Ele sente-se muito desconfortável a falar em público.	63	4,86	1,16	-0,976	0,333	61	3,84	1,13	-8,058	0,000****	neutral	negative
Ele nunca ouve ninguém.	63	4,87	1,41	-0,716	0,477	61	2,51	1,12	-17,379	0,000****	neutral	negative
Quando recebe um elogio, ele não sabe o que dizer ou como se comportar.	63	4,89	1,31	-0,674	0,503	61	4,72	0,99	-2,209	0,031*	neutral	neutral
Ele tirou as chaves do bolso para abrir a porta.	63	4,90	0,56	-1,350	0,182	61	5,30	0,99	2,330	0,023*	neutral	positive
Ele vai ao ginásio todos os dias para levantar pesos.	63	4,95	1,63	-0,232	0,817	61	5,79	1,47	4,172	0,000****	neutral	positive
Ele é um tagarela.	63	5,00	1,36	0,000	1,000	61	4,26	1,38	-4,184	0,000****	neutral	negative
Ele concorda com as opiniões dos outros com muita facilidade.	63	5,00	1,19	0,000	1,000	61	4,51	1,46	-2,638	0,011*	neutral	negative
Inovações ou ideias novas deixam-no desconfortável.	63	5,02	1,10	0,115	0,909	61	4,13	1,06	-6,424	0,000****	neutral	negative
Ele sente relutância em queixar-se quando discorda.	63	5,02	1,44	0,087	0,931	61	4,31	1,16	-4,626	0,000****	neutral	negative
Ele passou a tarde toda a falar com amigos.	63	5,08	1,22	0,515	0,608	61	5,67	1,52	3,443	0,001**	neutral	positive
O cabelo dele tem geralmente um aspecto oleoso e seboso.	63	5,11	2,19	0,402	0,689	61	2,41	1,12	-18,124	0,000****	neutral	negative
Ele não gosta de rotinas e nunca vai ao mesmo sítio.	63	5,13	1,02	0,984	0,329	61	4,89	1,34	-0,667	0,507	neutral	neutral
Ele gosta de relaxar e viver em paz.	63	5,17	1,60	0,865	0,390	61	6,67	1,50	9,415	0,000****	neutral	positive
Ele arranjou os problemas eléctricos do carro.	63	5,21	1,42	1,157	0,252	61	6,70	1,50	8,887	0,000****	neutral	positive
Ele não se calou um segundo.	63	5,27	1,32	1,620	0,110	61	3,25	1,35	-10,150	0,000****	neutral	negative
Quando deparado com dificuldades, ele desiste facilmente dos seus objetivos.	63	5,41	1,66	1,971	0,053	61	2,97	1,12	-14,113	0,000****	neutral	negative

Appendix 1 (cont.)

Behaviors	Stereotypicality ratings					Valence ratings					Stereotypicity	Valence
	N	Mean	SD	t	Sig. (2-tailed)	N	Mean	SD	t	Sig. (2-tailed)		
O diretor escolar falou com os seus pais porque ele não falava com ninguém.	63	5,41	1,93	1,696	0,095	61	3,75	1,71	-5,693	0,000****	neutral	negative
Ele gosta de estudar física quântica nos tempos livres.	63	2,92	1,57	-10,520	0,000****	61	6,43	1,44	7,720	0,000****	white	positive
Até ao momento, o seu maior objetivo foi o livro de 500 páginas que ele escreveu.	63	2,95	1,31	-12,380	0,000****	61	6,41	1,38	7,962	0,000****	white	positive
Ele resolveu o problema de química facilmente.	63	3,00	1,32	-12,028	0,000****	61	7,15	1,14	14,742	0,000****	white	positive
Ele resolveu o teorema matemático com que o seu professor se andava a debater.	63	3,06	1,39	-11,060	0,000****	61	7,48	1,46	13,278	0,000****	white	positive
Ele criou uma nova linguagem computacional.	63	3,10	1,42	-10,629	0,000****	61	7,23	1,24	14,003	0,000****	white	positive
Ele resolveu um problema informático complicado para a sua empresa.	63	3,14	1,31	-11,289	0,000****	61	7,52	1,09	18,099	0,000****	white	positive
Ele debateu com o seu colega de quarto algumas das teorias mais recentes de Física.	63	3,21	1,50	-9,463	0,000****	61	6,13	1,35	6,556	0,000****	white	positive
Ele sabe que vai ser bem-sucedido na sua profissão.	63	3,21	1,33	-10,673	0,000****	61	6,90	1,47	10,113	0,000****	white	positive
Ele resolveu o cubo Rubik em menos de 2 minutos.	63	3,22	1,50	-9,428	0,000****	61	7,28	1,25	14,199	0,000****	white	positive
Ele tem um forte desejo de poder.	63	3,27	1,53	-8,998	0,000****	61	4,41	1,66	-2,782	0,007**	white	negative
Ele adora ler no terraço.	63	3,33	1,41	-9,354	0,000****	61	6,23	1,26	7,640	0,000****	white	positive
Ele considera-se excessivamente importante e capaz.	63	3,38	1,57	-8,184	0,000****	61	3,84	1,60	-5,668	0,000****	white	negative
Ele tem um modo de vestir convencional.	63	3,38	1,43	-8,984	0,000****	61	5,98	1,26	6,106	0,000****	white	positive
Ele diz que ninguém consegue fazer o seu trabalho melhor que ele.	63	3,46	1,45	-8,451	0,000****	61	4,05	1,56	-4,747	0,000****	white	negative
Ele destaca-se em debates pelos argumentos inovadores que usa.	63	3,46	1,35	-9,026	0,000****	61	6,98	1,16	13,335	0,000****	white	positive
Ele escolhe os destinos de viagem que lhe despertam mais curiosidade e novas experiências.	63	3,49	1,61	-7,456	0,000****	61	6,85	1,24	11,705	0,000****	white	positive
Ele olhou a pessoa de alto a baixo antes de responder.	63	3,51	1,88	-6,291	0,000****	61	2,66	1,25	-14,646	0,000****	white	negative
Ele dança sapateados desde os 6 anos.	63	3,59	1,83	-6,133	0,000****	61	6,10	1,46	5,887	0,000****	white	positive
Ele acredita no valor das instituições e no poder da sociedade.	63	3,59	1,80	-6,223	0,000****	61	6,36	1,48	7,163	0,000****	white	positive
Ele está disposto a fazer o que for necessário para ser promovido no trabalho.	63	3,65	1,58	-6,788	0,000****	61	5,44	2,03	1,704	0,094	white	neutral
Ele tem claramente uma atitude de superioridade em relação aos outros.	63	3,67	1,89	-5,593	0,000****	61	2,57	1,35	-14,064	0,000****	white	negative
Ele estabelece objetivos exigentes no que quer que faça.	63	3,71	1,59	-6,416	0,000****	61	6,70	1,09	12,268	0,000****	white	positive
Ele acha que cozinha melhor do que um Chef profissional.	63	3,73	1,43	-7,059	0,000****	61	4,18	1,86	-3,447	0,001**	white	negative
Ele não tolera cometer erros.	63	3,79	1,12	-8,519	0,000****	61	4,95	1,85	-0,208	0,836	white	neutral
Os vizinhos mal dão por ele.	63	3,79	1,52	-6,320	0,000****	61	5,23	1,91	0,939	0,352	white	neutral
Ele foi ao centro comercial comprar uma camisola de lã.	63	3,79	1,36	-7,052	0,000****	61	5,41	0,97	3,291	0,002**	white	positive
Ele saiu para ir tomar o pequeno-almoço.	63	3,79	1,42	-6,762	0,000****	61	5,48	1,15	3,232	0,002**	white	positive
Ele define-se a si próprio como uma pessoa imparcial e neutra.	63	3,79	1,45	-6,604	0,000****	61	5,82	1,45	4,400	0,000****	white	positive
Ele não incomoda ninguém.	63	3,79	1,56	-6,149	0,000****	61	6,82	1,25	11,414	0,000****	white	positive
Ele gosta de passar tempo no campo.	63	3,81	1,44	-6,584	0,000****	61	6,57	1,16	10,584	0,000****	white	positive
Comprou uma revista a caminho do trabalho.	63	3,83	1,20	-7,778	0,000****	61	5,28	0,82	2,657	0,010*	white	positive
Ele acredita que as tradições devem ser mantidas.	63	3,83	1,65	-5,646	0,000****	61	6,36	1,51	7,057	0,000****	white	positive
Ele passou a noite de quarta-feira a ver Netflix.	63	3,89	1,45	-6,085	0,000****	61	4,77	1,33	-1,344	0,184	white	neutral
Ele saiu de manhã para tomar café.	63	3,89	1,32	-6,675	0,000****	61	5,74	1,25	4,608	0,000****	white	positive
Ele pensa que é melhor que todos os outros.	63	3,92	1,95	-4,404	0,000****	61	2,69	1,49	-12,122	0,000****	white	negative
Ele prefere música pop a rap.	63	3,97	2,12	-3,854	0,000****	61	5,67	1,19	4,399	0,000****	white	positive
Ele exigiu de si próprio até à exaustão, para ter sucesso.	63	3,98	1,82	-4,435	0,000****	61	5,39	1,93	1,596	0,116	white	neutral
Ele ambiciona ser um locutor de rádio porque adora comunicar.	63	4,00	1,45	-5,481	0,000****	61	6,51	1,22	9,658	0,000****	white	positive
Ele fala com qualquer um sobre qualquer tópico, por mero prazer.	63	4,08	1,47	-4,959	0,000****	61	6,70	1,54	8,635	0,000****	white	positive
Alguns consideram a sua voz estridente e aguda.	63	4,10	1,75	-4,108	0,000****	61	3,62	1,02	-10,552	0,000****	white	negative

Appendix 1 (cont.)

Behaviors	Stereotypicality ratings					Valence ratings					Stereotypicity	Valence
	N	Mean	SD	t	Sig. (2-tailed)	N	Mean	SD	t	Sig. (2-tailed)		
Ele corou quando foi chamado ao palco para cantar os parabéns.	63	4,10	1,62	-4,423	0,000***	61	5,18	1,04	1,353	0,181	white	neutral
Ele quase nunca eleva a sua voz.	63	4,11	1,63	-4,335	0,000***	61	6,20	1,46	6,408	0,000***	white	positive
Ele não consegue desistir quanto traça um objetivo.	63	4,13	1,29	-5,377	0,000***	61	6,69	1,29	10,262	0,000***	white	positive
Ele queria ouvir ambas as partes da discussão antes de tomar uma decisão.	63	4,13	1,30	-5,325	0,000***	61	6,92	1,29	11,570	0,000***	white	positive
Ele chamou o empregado e fez o pedido.	63	4,14	1,28	-5,312	0,000***	61	5,48	1,06	3,508	0,001**	white	positive
Ele está determinado em tornar-se famoso.	63	4,22	1,35	-4,575	0,000***	61	5,08	1,50	0,427	0,671	white	neutral
Ele perde horas no supermercado porque diz "olá" a toda a gente.	63	4,24	1,58	-3,819	0,000***	61	4,61	1,56	-1,966	0,054	white	neutral
Ele levou o chapéu de chuva consigo.	63	4,25	0,93	-6,349	0,000***	61	5,59	0,97	4,739	0,000***	white	positive
Ele nunca usaria uma roupa tão vistosa.	63	4,27	1,94	-2,993	0,004**	61	5,54	1,15	3,679	0,001**	white	positive
Ele cede o seu lugar nas filas.	63	4,27	1,45	-3,996	0,000***	61	6,92	1,28	11,686	0,000***	white	positive
Ele é demasiado arrogante para aprender com os erros.	63	4,30	1,84	-3,017	0,004**	61	2,48	1,21	-16,355	0,000***	white	negative
Ele estacionou o carro perto de casa.	63	4,30	1,16	-4,783	0,000***	61	6,00	1,44	5,433	0,000***	white	positive
Ele agiu como se fosse dono do lugar.	63	4,32	2,13	-2,542	0,014*	61	2,84	1,23	-13,772	0,000***	white	negative
Ele nunca discute com ninguém, mesmo quando discorda.	63	4,33	1,36	-3,902	0,000***	61	5,16	1,78	0,719	0,475	white	neutral
Ele prefere mudanças lentas e graduais.	63	4,33	1,30	-4,086	0,000***	61	5,39	1,08	2,834	0,006**	white	positive
Ele não parou de se vangloriar no dia em que conheceu a sua namorada.	63	4,37	1,64	-3,074	0,003**	61	4,31	1,63	-3,303	0,002**	white	negative
Ele deu um passeio à tarde.	63	4,37	1,13	-4,476	0,000***	61	6,18	1,26	7,326	0,000***	white	positive
É do seu temperamento não incomodar a vida de ninguém.	63	4,37	1,62	-3,112	0,003**	61	6,70	1,48	9,022	0,000***	white	positive
Ele é avesso a mudanças.	63	4,40	1,19	-4,040	0,000***	61	4,18	0,89	-7,232	0,000***	white	negative
Ele apanhou o elevador para o nono andar.	63	4,43	1,33	-3,414	0,001**	61	5,30	1,01	2,292	0,025*	white	positive
Ele é demasiado orgulhoso para admitir um erro.	63	4,49	1,61	-2,512	0,015*	61	3,15	1,36	-10,605	0,000***	white	negative
Ele não é grande fã de mudanças.	63	4,51	1,12	-3,488	0,001**	61	4,52	1,12	-3,316	0,002**	white	negative
Ele abriu a caixa do correio e tirou a correspondência.	63	4,52	0,98	-3,851	0,000***	61	5,31	0,96	2,539	0,014*	white	positive
Ele está sempre receptivo a novas ideias.	63	4,54	1,20	-3,038	0,003**	61	6,43	1,50	7,428	0,000***	white	positive
Parece que nada o irrita.	63	4,57	1,43	-2,373	0,021*	61	5,82	1,59	4,035	0,000***	white	positive
Ele está sempre perdido nos seus próprios pensamentos.	63	4,59	1,06	-3,099	0,003**	61	3,84	1,21	-7,491	0,000***	white	negative
Ele raramente dá a sua opinião, mesmo em contextos familiares.	63	4,59	1,40	-2,342	0,022*	61	4,20	1,34	-4,684	0,000***	white	negative
Ele é flexível em relação a argumentos contrários aos seus.	63	4,60	1,24	-2,543	0,013*	61	6,67	1,34	9,759	0,000***	white	positive
Ele ligou a um amigo e deixou-lhe uma mensagem.	63	4,63	0,83	-3,496	0,001**	61	5,70	1,19	4,634	0,000***	white	positive
Ele viu um programa de televisão depois de jantar.	63	4,70	0,59	-4,087	0,000***	61	5,79	1,20	5,127	0,000***	white	positive

Appendix 2

Means, standard deviations and t-test for each behavior

Behaviors	N	Stereotypicality ratings				Valence ratings				Stereotype	Valence
		Mean	SD	t	Sig.(2-tailed)	Mean	SD	t	Sig. (2-tailed)		
His clothes are covered with stains.	31	5,55	1,29	2,373	0,024*	3,10	0,98	-10,832	0,000***	black	negative
He can rarely buy new clothes.	31	5,55	1,23	2,474	0,019*	3,52	1,23	-6,691	0,000***	black	negative
People move away from him on the bus because he stinks.	31	5,65	1,43	2,517	0,017*	2,16	1,19	-13,327	0,000***	black	negative
He failed his written drivers license test for the fourth time.	31	5,65	1,50	2,402	0,023*	2,42	0,92	-15,570	0,000***	black	negative
He didn't realize how to use the ATM card to withdraw money.	31	5,68	1,17	3,235	0,003**	3,74	1,15	-6,071	0,000***	black	negative
He is often warned his voice could wake the dead.	31	5,71	1,27	3,111	0,004**	3,58	1,31	-6,029	0,000***	black	negative
He usually wears hand-me-downs.	31	5,71	1,44	2,740	0,010*	4,55	1,06	-2,373	0,024*	black	negative
At school, he was often punished for yelling at his classmates.	31	5,81	1,56	2,882	0,007**	2,77	1,26	-9,857	0,000***	black	negative
He instantly synchronizes his body movements with musical records.	31	5,84	1,16	4,034	0,000***	6,58	1,31	6,714	0,000***	black	positive
He easily predicts changes in music sequences.	31	5,84	1,21	3,847	0,001**	6,32	1,05	7,045	0,000***	black	positive
The choreography of this crew is very cheerful.	31	5,84	1,55	3,010	0,005**	7,03	1,30	8,681	0,000***	black	positive
Scored the winning touchdown for his football team.	31	5,84	1,66	2,821	0,008**	7,52	1,41	9,927	0,000***	black	positive
Everything he does makes an incredible amount of noise.	31	5,87	1,52	3,186	0,003**	3,42	1,20	-7,304	0,000***	black	negative
He frequently goes to a community kitchen.	31	5,87	1,26	3,855	0,001**	4,71	1,16	-1,393	0,174	black	neutral
Pratices boxing for one hour every morning before going to work.	31	5,87	1,23	3,938	0,000***	6,58	1,31	6,714	0,000***	black	positive
He behaves noisily in any environment.	31	5,90	1,66	3,029	0,005**	3,26	1,24	-7,838	0,000***	black	negative
He came up with an innovative choreography.	31	5,90	1,74	2,892	0,007**	7,00	1,18	9,411	0,000***	black	positive
He took the GRE three times, but without success.	31	5,94	1,81	2,884	0,007**	2,90	1,25	-9,356	0,000***	black	negative
He was having a hard time paying the rent.	31	5,97	1,28	4,217	0,000***	2,77	1,31	-9,466	0,000***	black	negative
He couldn't afford the sneakers all of his friends had.	31	6,06	1,29	4,597	0,000***	3,68	1,05	-7,045	0,000***	black	negative
He frequently relies on charity to eat.	31	6,06	1,24	4,793	0,000***	3,97	1,25	-4,593	0,000***	black	negative
He doesn't have enough money to live normally and comfortably.	31	6,10	1,47	4,158	0,000***	2,74	1,15	-10,897	0,000***	black	negative
He can't afford to buy a car.	31	6,13	1,54	4,072	0,000***	3,39	1,17	-7,649	0,000***	black	negative
He has a poor diet due to lack of resources.	31	6,16	1,44	4,491	0,000***	2,61	1,26	-10,579	0,000***	black	negative
Sometimes he needs to go to the food bank.	31	6,19	1,42	4,667	0,000***	4,13	1,15	-4,227	0,000***	black	negative
In the last year of high school, he was distinguished as the best regional athlete of the year.	31	6,26	1,41	4,956	0,000***	7,68	1,40	10,650	0,000***	black	positive
He can generate the musical beat internally without external stimulation.	31	6,26	1,37	5,130	0,000***	6,65	1,20	7,642	0,000***	black	positive
When he dances, his movements perfectly fit the music.	31	6,42	1,31	6,029	0,000***	7,06	1,21	9,505	0,000***	black	positive
Finished 1st in a regional long jump competition.	31	6,52	1,75	4,827	0,000***	7,45	1,46	9,369	0,000***	black	positive
Ran 100m in less than 11 seconds.	31	6,52	1,63	5,178	0,000***	7,39	1,28	10,362	0,000***	black	positive
Set the new high school record in the 110m hurdles race.	31	6,58	1,50	5,865	0,000***	7,39	1,41	9,449	0,000***	black	positive
He's always in the middle of a crowd, fighting for his rights.	31	6,65	1,62	5,641	0,000***	6,71	1,42	6,709	0,000***	black	positive
He has extraordinary coordination when dancing.	31	6,68	1,28	7,325	0,000***	7,32	1,01	12,768	0,000***	black	positive
His family reunions are loud and exuberant.	31	6,90	1,56	6,807	0,000***	5,81	1,54	2,922	0,007**	black	positive
Took first place in a street basketball slam dunk contest.	31	7,35	1,40	9,342	0,000***	7,45	1,39	9,844	0,000***	black	positive
He believes traditions are meant to be kept.	31	4,42	1,61	-2,011	0,053	5,32	1,87	0,961	0,344	neutral	neutral
He acted like he owned the place.	31	4,42	1,71	-1,892	0,068	3,61	1,41	-5,491	0,000***	neutral	negative
The school principal called his parents because he usually sat by himself and didn't talk with other students during lunch.	31	4,45	1,71	-1,786	0,084	3,77	1,02	-6,669	0,000***	neutral	negative
He wanted to hear both sides of the arguments before he made a decision.	31	4,48	1,43	-2,003	0,054	7,81	0,98	15,937	0,000***	neutral	positive
He aspires to be a radio announcer because he loves to communicate.	31	4,61	1,67	-1,293	0,206	6,45	1,21	6,698	0,000***	neutral	positive

Appendix 2 (cont.)

Behaviors	N	Stereotypicality ratings				Valence ratings				Stereotype	Valence
		Mean	SD	t	Sig.(2-tailed)	Mean	SD	t	Sig. (2-tailed)		
He spends hours in the grocery store because he's always saying "hi" to everyone.	31	4,65	1,50	-1,321	0,196	5,65	1,38	2,604	0,014*	neutral	positive
He called a friend and left him a message.	31	4,65	1,02	-1,941	0,062	5,77	1,20	3,583	0,001**	neutral	positive
He's averse to changes.	31	4,65	1,05	-1,881	0,070	3,90	1,37	-4,442	0,000***	neutral	negative
He's always lost in his own thoughts.	31	4,65	1,43	-1,384	0,176	4,94	0,73	-0,494	0,625	neutral	neutral
He can't give up when he sets a goal.	31	4,65	0,98	-2,006	0,054	6,61	1,45	6,180	0,000***	neutral	positive
He repaired the car's electrical wiring.	31	4,65	1,58	-1,249	0,221	6,97	1,14	9,613	0,000***	neutral	positive
He always does what he's told.	31	4,65	1,50	-1,321	0,196	5,03	1,68	0,107	0,916	neutral	neutral
He is always receptive to new ideas.	31	4,68	1,40	-1,283	0,209	7,35	1,20	10,939	0,000***	neutral	positive
Enjoys relaxing and living in peace.	31	4,68	1,05	-1,718	0,096	7,48	1,09	12,670	0,000***	neutral	positive
He doesn't bother anyone.	31	4,68	1,11	-1,622	0,115	6,52	1,36	6,193	0,000***	neutral	positive
He rarely gives his opinion, even in familiar contexts.	31	4,71	1,24	-1,300	0,204	4,19	1,05	-4,292	0,000***	neutral	negative
His temper doesn't interfere with anyone's life.	31	4,71	1,30	-1,247	0,222	7,03	1,30	8,681	0,000***	neutral	positive
He gets nervous about the teacher's questions even when he knows the answers.	31	4,74	1,57	-0,915	0,367	4,29	0,59	-6,715	0,000***	neutral	negative
He opened the mailbox and took the mail.	31	4,74	0,86	-1,680	0,103	5,13	0,56	1,278	0,211	neutral	neutral
He often stretches the conversation because he can't help it.	31	4,77	1,50	-0,839	0,408	4,45	1,03	-2,971	0,006**	neutral	negative
He never argues with anyone even when he disagrees.	31	4,77	1,36	-0,925	0,362	4,90	1,62	-0,333	0,742	neutral	neutral
He looked the person up and down before answering.	31	4,77	1,75	-0,720	0,477	3,94	1,31	-4,507	0,000***	neutral	negative
He missed all of the jokes that were told that night.	31	4,77	1,31	-0,960	0,345	3,90	1,04	-5,848	0,000***	neutral	negative
He's not a big fan of changes.	31	4,81	1,05	-1,030	0,311	4,29	1,22	-3,248	0,003**	neutral	negative
It is very uncomfortable for him to intervene in public.	31	4,81	1,85	-0,582	0,565	4,19	1,05	-4,292	0,000***	neutral	negative
He parked the car near home.	31	4,81	0,83	-1,293	0,206	5,19	0,54	1,985	0,000*	neutral	neutral
He's usually reluctant to complain when he disagrees.	31	4,84	1,73	-0,518	0,608	4,68	1,38	-1,306	0,202	neutral	neutral
On Sunday, he woke up about 10am.	31	4,84	1,04	-0,867	0,393	5,06	0,63	0,571	0,572	neutral	neutral
He took the elevator to the ninth floor.	31	4,84	0,78	-1,153	0,258	5,06	0,36	1,000	0,325	neutral	neutral
He didn't shut up for a second.	31	4,87	1,59	-0,453	0,654	3,52	1,21	-6,842	0,000***	neutral	negative
He has a flexible attitude towards arguments against his own.	31	4,87	1,34	-0,538	0,595	6,84	1,34	7,617	0,000***	neutral	positive
He has a musical sophistication which facilitates synchronization.	31	4,87	1,80	-0,399	0,693	6,87	1,23	8,460	0,000***	neutral	positive
His hair is usually oily and greasy.	31	4,87	2,40	-0,299	0,767	3,06	1,06	-10,142	0,000***	neutral	negative
He did all of the repair work on his car.	31	4,87	1,67	-0,431	0,670	7,29	1,16	10,990	0,000***	neutral	positive
He easily gives up in a pressure situation.	31	4,94	1,24	-0,290	0,773	3,10	1,14	-9,329	0,000***	neutral	negative
When he receives a compliment, he doesn't know what to say or how to behave.	31	4,94	1,26	-0,284	0,778	4,87	0,88	-0,812	0,423	neutral	neutral
He pushed himself to exhaustion in order to succeed.	31	4,94	1,81	-0,199	0,844	4,97	2,06	-0,087	0,931	neutral	neutral
He does not like routines and never goes to the same place every day.	31	4,94	1,06	-0,338	0,738	5,23	0,62	2,038	0,050	neutral	neutral
He was repairing an electrical installation with wet hands.	31	4,94	1,12	-0,320	0,751	1,87	1,26	-13,848	0,000***	neutral	negative
Novelty disturbs him.	31	4,97	1,38	-0,130	0,897	4,39	1,20	-2,839	0,008**	neutral	negative
His friends say he is a real storyteller.	31	4,97	1,33	-0,135	0,893	6,32	1,22	6,028	0,000***	neutral	positive
He ate a hamburger for lunch.	31	4,97	0,18	-1,000	0,325	5,26	0,77	1,858	0,073	neutral	neutral
He doesn't take strong positions on important matters.	31	5,00	1,37	0,000	1,000	4,03	1,43	-3,780	0,001**	neutral	negative
He gives up his place in line.	31	5,00	1,34	0,000	1,000	6,55	1,36	6,328	0,000***	neutral	positive
He brushed his teeth with bleach to make them whiter.	31	5,03	1,25	0,144	0,887	2,94	1,81	-6,364	0,000***	neutral	negative
He never listens to anyone.	31	5,06	1,48	0,242	0,810	2,77	1,36	-9,118	0,000***	neutral	negative
Nothing seems to get on his nerves.	31	5,06	1,29	0,279	0,782	6,52	1,23	6,836	0,000***	neutral	positive
He took the key out of his pocket to open the door.	31	5,10	0,40	1,360	0,184	5,32	0,94	1,901	0,067	neutral	neutral
He is determined to be famous.	31	5,13	1,52	0,472	0,640	5,16	1,27	0,709	0,484	neutral	neutral

Appendix 2 (cont.)

Behaviors	N	Stereotypicality ratings				Valence ratings				Stereotype	Valence
		Mean	SD	t	Sig.(2-tailed)	Mean	SD	t	Sig. (2-tailed)		
He could not understand the simple street map.	31	5,16	1,53	0,587	0,562	3,26	1,24	-7,838	0,000****	neutral	negative
He's a chatterbox.	31	5,19	1,42	0,757	0,455	4,42	0,76	-4,227	0,000****	neutral	negative
He spent the whole afternoon talking with his friends.	31	5,19	0,60	1,793	0,083	6,03	1,17	4,918	0,000****	neutral	positive
His voice has an unusually high volume.	31	5,19	1,82	0,594	0,557	4,06	1,12	-4,636	0,000****	neutral	negative
He lit a match to see if there was a gas leak.	31	5,26	1,41	1,017	0,317	2,45	1,75	-8,117	0,000****	neutral	negative
Lifts weights at the local gym every day.	31	5,26	1,21	1,187	0,244	6,87	1,12	9,319	0,000****	neutral	positive
In his closet, he doesn't separate the dirty clothes from the clean ones.	31	5,29	1,19	1,360	0,184	2,68	1,25	-10,356	0,000****	neutral	negative
His dental hygienist told him that he needed to brush more frequently, at least once a day.	31	5,29	1,60	1,013	0,319	3,61	1,38	-5,586	0,000****	neutral	negative
He couldn't keep quiet for 10 minutes at a time.	31	5,32	1,38	1,306	0,202	3,42	1,06	-8,322	0,000****	neutral	negative
He appreciates difference and believes that diversity of values is essential.	31	5,32	1,51	1,186	0,245	8,03	1,08	15,638	0,000****	neutral	positive
He isn't used to taking a shower every day.	31	5,35	1,72	1,146	0,261	3,39	1,48	-6,084	0,000****	neutral	negative
He uses the same gym clothes for week or so.	31	5,35	1,25	1,577	0,125	3,13	1,38	-7,525	0,000****	neutral	negative
He frequently forgets to brush his teeth.	31	5,39	1,76	1,222	0,231	2,71	1,22	-10,484	0,000****	neutral	negative
He could not express even a simple idea.	31	5,42	1,18	1,984	0,056	3,23	1,31	-7,545	0,000****	neutral	negative
He had enormous difficulty summarizing a simple story.	31	5,42	1,43	1,630	0,114	3,61	1,09	-7,114	0,000****	neutral	negative
He has long and untidy toenails.	31	5,45	1,55	1,627	0,114	2,42	1,15	-12,514	0,000****	neutral	negative
Faced with difficulties, he easily gives up on his goals.	31	5,45	1,23	2,038	0,050	2,74	1,32	-9,555	0,000****	neutral	negative
His bank account is overdrawn.	31	5,48	1,59	1,696	0,100	2,58	1,20	-11,180	0,000****	neutral	negative
He prefers classical music instead of pop music.	31	3,29	1,57	-6,045	0,000****	5,35	0,88	2,252	0,032*	white	positive
He enjoys spending time in the countryside.	31	3,42	1,41	-6,247	0,000****	6,35	1,36	5,566	0,000****	white	positive
He discussed some new physics theories with his roommate.	31	3,45	1,46	-5,917	0,000****	6,45	1,29	6,281	0,000****	white	positive
He enjoys studying quantum physics in his spare time.	31	3,48	1,55	-5,459	0,000****	6,48	1,65	5,005	0,000****	white	positive
He said Africa is a country in the south of Spain.	31	3,52	2,10	-3,943	0,000****	2,84	1,46	-8,226	0,000****	white	negative
He created a new computer language.	31	3,58	1,43	-5,517	0,000****	7,29	1,13	11,273	0,000****	white	positive
He solved the math theorem with which his professor was struggling.	31	3,58	1,59	-4,980	0,000****	7,42	1,26	10,700	0,000****	white	positive
He solved a tricky computer problem for his company.	31	3,65	1,43	-5,286	0,000****	7,45	1,03	13,284	0,000****	white	positive
He clearly has an attitude of superiority over others.	31	3,68	1,64	-4,488	0,000****	2,55	1,41	-9,678	0,000****	white	negative
He kept talking about his self-worth on the first date.	31	3,71	1,37	-5,240	0,000****	3,48	1,31	-6,428	0,000****	white	negative
He has tap danced since he was 6 years old.	31	3,74	1,50	-4,655	0,000****	6,06	1,12	5,275	0,000****	white	positive
He cooked exotic gypsy food for his friends.	31	3,77	1,48	-4,622	0,000****	5,87	1,18	4,124	0,000****	white	positive
Some consider his voice shrill and high-pitched.	31	3,77	1,43	-4,770	0,000****	3,84	1,16	-5,586	0,000****	white	negative
He easily solved the chemistry problem.	31	3,84	1,42	-4,565	0,000****	7,19	1,11	11,021	0,000****	white	positive
He loves reading on the porch.	31	3,84	1,32	-4,902	0,000****	6,81	1,42	7,063	0,000****	white	positive
He knows he will succeed in his profession.	31	3,84	1,53	-4,227	0,000****	6,84	1,16	8,845	0,000****	white	positive
He went to the mall to buy a wool sweater.	31	3,87	1,38	-4,541	0,000****	5,39	0,88	2,443	0,021*	white	neutral
He believes in the value of institutions and the power of society.	31	3,87	1,31	-4,799	0,000****	5,65	1,92	1,867	0,072	white	neutral
He went out to get coffee in the morning.	31	3,87	1,28	-4,895	0,000****	5,35	0,84	2,356	0,025*	white	positive
He considers himself overly important and capable.	31	3,97	1,72	-3,337	0,002	3,90	1,90	-3,208	0,003**	white	negative
He doesn't allow himself to make mistakes.	31	3,97	1,38	-4,171	0,000****	5,26	1,79	0,803	0,428	white	neutral
He chooses his travel destinations based on curiosity and desire for new experiences.	31	4,00	1,37	-4,075	0,000****	6,77	1,23	8,028	0,000****	white	positive
He has a strong desire for power.	31	4,03	1,45	-3,719	0,001**	3,74	1,59	-4,403	0,000****	white	negative
He solved the rubik's cube in less than 2 minutes.	31	4,03	1,25	-4,306	0,000****	7,26	1,29	9,745	0,000****	white	positive
He's very conventional in choosing clothes.	31	4,06	1,67	-3,115	0,004**	5,10	0,94	0,571	0,572	white	neutral

Appendix 2 (cont.)

Behaviors	N	Stereotypicality ratings				Valence ratings				Stereotype	Valence
		Mean	SD	t	Sig.(2-tailed)	Mean	SD	t	Sig. (2-tailed)		
He distinguishes himself in discussions by the innovative and ground-breaking arguments he uses.	31	4,10	1,30	-3,868	0,001**	6,61	1,28	7,001	0,000***	white	positive
His neighbors barely notice him.	31	4,10	1,66	-3,029	0,005**	4,74	0,93	-1,545	0,133	white	neutral
He blushed when he was called to center stage to sing happy birthday.	31	4,10	1,45	-3,478	0,002	5,48	0,96	2,802	0,009**	white	positive
He took the umbrella with him.	31	4,13	1,23	-3,938	0,000***	5,39	0,80	2,683	0,012*	white	positive
He's too full of himself to learn from mistakes.	31	4,13	1,82	-2,663	0,012*	2,55	1,23	-11,062	0,000***	white	negative
On his way to work, he bought a magazine.	31	4,13	1,12	-4,338	0,000***	5,10	0,75	0,722	0,476	white	neutral
He thinks he's better than everyone.	31	4,13	1,57	-3,098	0,004**	2,48	1,18	-11,876	0,000***	white	negative
He would never wear such a flashy outfit.	31	4,13	1,63	-2,979	0,006**	4,87	0,85	-0,849	0,403	white	neutral
He went out to breakfast.	31	4,16	1,19	-3,938	0,000***	5,32	0,79	2,270	0,031*	white	positive
So far, the 500-page book he wrote has been his most avid goal.	31	4,16	1,53	-3,053	0,005**	6,74	0,96	10,051	0,000***	white	positive
He took a walk in the afternoon.	31	4,26	1,29	-3,202	0,003**	6,13	1,06	5,950	0,000***	white	positive
He says no one can do his job better than him.	31	4,26	1,34	-3,081	0,004**	4,42	1,18	-2,747	0,010*	white	negative
He's too proud to admit a mistake.	31	4,35	1,23	-2,930	0,006**	2,97	1,14	-9,928	0,000***	white	negative
He's willing to do whatever it takes to get the promotion at work.	31	4,35	1,56	-2,301	0,029*	5,42	1,86	1,257	0,219	white	neutral
He sets demanding goals in everything he does.	31	4,35	1,23	-2,930	0,006**	6,13	1,63	3,862	0,001**	white	positive
He feels embarrassed and nervous when he is with other people.	31	4,42	1,52	-2,123	0,042*	4,23	1,09	-3,967	0,000***	white	negative
He spent Wednesday night watching Netflix.	31	4,42	1,34	-2,420	0,022*	5,35	0,98	2,006	0,054	white	neutral
Although not very fond of pizza, he agreed to go.	31	4,42	1,06	-3,057	0,005**	5,48	1,50	1,793	0,083	white	neutral
He almost never raises his voice.	31	4,45	1,36	-2,241	0,033*	6,32	1,40	5,261	0,000***	white	positive
Innovations or new ideas make him uncomfortable.	31	4,45	1,43	-2,129	0,042*	3,61	1,17	-6,578	0,000***	white	negative
He called the waitress and made his order.	31	4,48	1,06	-2,710	0,011*	5,03	0,75	0,239	0,813	white	neutral
He talks to anyone about any subject just for pleasure.	31	4,48	1,06	-2,710	0,011*	5,97	1,02	5,303	0,000***	white	positive
He characterizes himself by his neutrality and impartiality in the arguments.	31	4,52	1,23	-2,182	0,037*	5,71	1,70	2,329	0,027*	white	positive
He thinks he cooks better than a professional Chef.	31	4,55	1,15	-2,186	0,037*	4,61	1,09	-1,985	0,056	white	neutral
He is easily led to agree with others' opinions.	31	4,58	1,12	-2,087	0,045*	4,16	1,51	-3,097	0,004**	white	negative
He prefers slow and gradual changes.	31	4,68	0,83	-2,158	0,039*	5,16	0,73	1,222	0,231	white	neutral
He saw a TV show after dinner.	31	4,74	0,63	-2,278	0,030*	5,19	0,70	1,532	0,136	white	neutral

Descrições comportamentais pré-testadas para estereótipos raciais e valência: Dados de amostra Americana e portuguesa

Resumo: Na investigação em psicologia social, há vários tipos de materiais com conteúdo estereotípico que podem ser usados – faces, vídeos, listas de palavras, atributos. No entanto, no que diz respeito a descrições comportamentais, existe falta de estímulos raciais pré-testados na literatura. Para preencher esta lacuna, este artigo fornece duas listas de 154 descrições comportamentais curtas com avaliações de estereotipicidade (branco para negro) e valência (negativa para positiva). A primeira lista foi pré-testada com uma amostra Americana (Estudo 1), enquanto a segunda lista foi pré-testada com uma amostra Portuguesa (Estudo 2). Note-se ainda que este artigo se foca no conceito mais amplo do estereótipo de negro e não apenas na definição mais estreita do estereótipo de afro-americano, cujas diferenças são discutidas. Testes t identificaram 73 e 118 descrições estereotípicas, para uso futuro, respectivamente para a amostra americana e para a amostra portuguesa. Comparações adicionais dentro e entre as amostras também são fornecidas. Descrições comportamentais completas, juntamente com dados estatísticos pertinentes, estão disponíveis para o leitor, como um instrumento de trabalho útil para investigação futura.

Palavras-chave: Estereótipos, Raça, Valência, Descrições comportamentais.