

Supplement to:

Kroneberg, Clemens, and Mark Wittek. 2023. "The Ethnic Lens: Social Networks and the Salience of Ethnicity in the School Context." *Sociological Science* 10: 613-639.

Appendix

Table A1. Descriptive statistics

<i>Individual-level</i>	Mean	SD	Min.	Max
N=2999				
Female	0.52		0	1
Migration background (1 st or 2 nd generation)	0.52		0	1
Migration background (1 st , 2 nd or 3 rd gen.)	0.72		0	1
Muslim	0.24		0	1
Ethnic identification: minority students	4.21	0.89	1	5
Ethnic identification: majority students	3.38	0.96	1	5
<i>Grade-level</i>	Mean	SD	Min.	Max
N=39				
Share of female students	0.20	0.08	0.46	0.63
Share of migrants	0.61	0.20	0.25	0.96
Ethnic diversity (HHI migrant group)	0.87	0.06	0.69	0.95
<i>Type of school</i>				
Upper secondary	0.33		0	1
Lower secondary	0.26		0	1
Comprehensive	0.18		0	1
Intermediate secondary	0.23		0	1
Mean ethnic identification (minority students only)	4.11	0.36	3.46	4.65
Size	76.9	33.48	21	158
<i>Clique-level</i>	Mean	SD	Min.	Max
N=4934				
Share of female students	0.49	0.46	0	1
Share of migrants	0.57	0.34	0	1
Ethnic diversity (Num. ethnic groups)	2.88	1.50	0	9
Mean ethnic identification	3.89	0.66	1	5
Size	4.44	2.10	1	10

Table A2. Clique descriptions that were classified as containing an ethno-racial label

<p>[1] "kanaken" = plural of <i>Kanake</i>¹</p>	<p>[30] "manche nenen sie die aslak gang und sie reden eigentlich nur und machen nicht wirklich was. aber wenn jemand sie beleidigt dann beleidigen sie zurück und man hat keiche chance gegen sie." = "some call them the aslak² gang and they actually just talk and don't do anything. But if someone insults (them), then they insult (them) back and one has not chance against them."</p>
<p>[2] "die grösstem kanacken" = "the biggest kanacken (plural of <i>Kanake</i>¹)"</p>	<p>[31] "Die kanax in vochem" = plural of <i>Kanake</i>¹ in Vochem (= district of the city of Brühl)</p>
<p>[3] "kanaken" = plural of <i>Kanake</i>¹</p>	<p>[32] "die türkische gruppe" = "The Turkish group"</p>
<p>[4] "KMN GANG &AFRICANISCHE GRUPPE MIT DER NUMMER 303" = "KMN GANG & African group with the number 303"</p>	<p>[33] "unterhalten ,lachen, erzählen Name:Kanacken Gangster cool,witzig, nett ,zuvertraulich" = "chatting , laughing, talking Name: Kanacken Gangster cool,funny,nice trustworthy"</p>
<p>[5] "kanacken" = plural of <i>Kanake</i>¹</p>	<p>[34] "Die chinesische Mauer" = "The Chinese wall"</p>
<p>[6] "sie können halt ncht so gut Deutsch und gehen halt zu ihren Freunden" = "they can't speak German well and go to their friends"</p>	<p>[35] "türken_gang" = "Gang of Turks"</p>
<p>[7] "kanax" = lexical variant of <i>Kanake</i>¹</p>	<p>[36] "kanaken treppe" = "kanaken stairway"</p>
<p>[8] "(Kanaks Family) heißt unsere Gruppe. Wir spielen in den Pausen immer mit einem Ball an der TischTennisplatte wo wir unser eigenes Spiel erfunden haben." = "(Kanaks Family) is the name of our group. During school breaks, we play with a ball at the table tennis table where we created our own game."</p>	<p>[37] "Beleidigen gerne Mädchen.(Möchte gern \"Kanake\")" = "Like to insult girls.(Wanna-be \"Kanake\")"</p>
<p>[9] "kanax family wir chillen oder gehen nach bk bürger king" = "kanax family we</p>	<p>[38] "Kanaken Gang.Sonnenblumenkerne essen und dieSchale aus spucken" =</p>

are chilling or go to bk burger king"	"Kanacken Gang. Eat sunflower seeds and spit out the shells"
[10] "kanax" = lexical variant of <i>Kanake</i> ¹	[39] "in der gruppe bin ich auch und alle sind russen außer ich\aber sie sind sehr nett und die 322 ist ein super kumpel" = "I am part of this group and everyone expect me is Russian\but they are very nice and the number 322 is a super buddy"
[11] "KanaxFamily wenn einer beleidigt wird schlagen sie drauf aber nur weil deren freuden beschützen wollen aber unsere süßester ist 321" = "KanaxFamily if some gets insulted [by someone] they beat [someone] up, but only because they want to protect their friends, but our sweetest one is 321"	[40] "Sie sagen sie wären die KANACKEN sie essen Döner oder machen anderes ich gehöre zu ihnen" = "They call themselves KANACKEN they eat Döner Kebab or do other stuff; I belong to them"
[12] "die kanaken" = plural of <i>Kanake</i> ¹	[41] "KANAX" = lexical variant of <i>Kanake</i> ¹
[13] "name: kanaken" = plural of <i>Kanake</i> ¹	[42] "Nafri und Kanaken" = students of Nothern-African origin and <i>Kanake</i> ¹
[14] "Die Azzlack Mädchen aus unserer Klasse. Benehmen sich im Unterricht alles andere ,als gut" = "The Azzlack ² girls from our school class. They do everything but „behaving well“ during school lessons"	[43] "Nafri und Kanaken" = students of Nothern-African origin and <i>Kanake</i> ¹
[15] "kanax" = lexical variant of <i>Kanake</i> ¹	[44] "chillen nafri kånaks" = "chilling, students of Nothern-African origin and <i>Kanake</i> ¹ "
[16] "ausländer" = "foreigners"	[45] "mischlinge" = students of mixed origins
[17] "wir sind auslender \ wir sind nett und coll\" = "we are foreigners \ we are nice and cool\""	[46] "Kanaken" = plural of <i>Kanake</i> ¹
[18] "Grupeausländer" = "Group foreigners"	[47] "Die Kanax" = lexical variant of <i>Kanake</i> ¹
[19] "Kanacken \U0001f60e" = plural of <i>Kanake</i> ¹	[48] "kånax" = lexical variant of <i>Kanake</i> ¹

[20] "TeamKanaXX" = "Team" + lexical variant of <i>Kanake</i> ¹	[49] "Sie gehen meistens zu den eltern Türkren" = "They go to the older Turks most of the time"
[21] "Die kanakxs" = lexical variant of <i>Kanake</i> ¹	[50] "wir reden oft über unsere religion" = "we often talk about our religion"
[22] "Ausländer und wir spielen oder reden" = "Foreigners and we play or talk"	[51] "Der Name wäre: \"Die Alman Gangster\" und sie gehen eigentlich nur rum und essen was." = "The name would be: \"The Alman (= slang word for German) Gangster\" and they actually just walk around and eat."
[23] "KANAKEN GANG MAROCS, ALLMMANS, TÜRKEN, CHICHENIA = "KANAKEN GANG, MAROCS [= Moroccan origin], ALLMMANS [= German origin], TÜRKEN [= Turkish origin], CHICHENIA [= Chechen origin]"	[52] "Die Kanacken, Shadowclan " = plural of <i>Kanake</i> ¹ "Shadow Clan"
[24] "7c, und andere, die ausländer" = "[school class] 7c, and others, the foreigners"	[53] "das sind halt 3 türken die immer zusammen sind nh normale gang" = "They are three Turks who are always together (nh?) normal gang"
[25] "Die Ausländer" = "the foreigners"	[54] "schieben lachkick und die gruppe heiß made for kanax" = "(they) get the giggles and the group's name is Made for Kanacken"
[26] "Kanacken, dumm, nichts normales" = "Kanacken, stupid, nothing normal"	[55] "kanackengruppe" = "Kanacken group"
[27] "AUSLÄNDER BANDE" = "Foreigner gang"	[56] "das ist eine Türkische gruppe die sich schon länger kennen" = "This is a Turkish group who know each other already for some time"
[28] "Ausländer bande" = "Foreigner gang"	[57] "ausländer" = "foreigners"
[29] "Die Azzlacks" = "The Azzlacks" ²	[58] "kanaks" = lexical variant of <i>Kanake</i> ¹

Notes.–¹ *Kanake* was originally used as a swear word for racialized people, mostly of Turkish origin, but is meanwhile also used by the children and grandchildren of immigrants in a self-empowering way to articulate their own identities (von Rath and Gasser 2021; Özbek 2017). ² *Azzlack* is a slang word that has been interpreted as originating from the

intersection of *asozial* and *Kanake*. In Germany, the word *asozial* has traditionally been used in an abusive way to denigrate people perceived as inferior or debased.

Appendix A3: Robustness checks

One possible concern regarding our measure of ethnicized group perceptions is that it might underestimate the ethnic imprinting of students' clique perceptions due to social desirability. Some students might not have used an ethno-racial label to describe a group of fellow students in their grade, even though it came to their mind immediately. Although the discourse on anti-racism is not as advanced in Germany as in the United States or Great Britain (Juang et al. 2021), it is still possible that some students engaged in such cognitively controlled and motivated non-reporting.

To address this potential problem, we conducted two robustness checks that replicated our analysis in subsamples in which social desirability tendencies should be much less pronounced if this was a driving force in students' response behavior. First, we contrasted different types of secondary schools in our sample. In Germany's highly stratified school system, students are channeled into different types of secondary schools around the age of 10, largely based on school performance in elementary school (Allmendinger 1989; Schindler 2017). Whereas the higher secondary schools and comprehensive schools are more demanding academically and allow students to attain a degree which directly allows for entry into higher education, the lower-track schools conclude 2-3 years earlier and traditionally prepared students mainly for vocational training. Given this difference in academic orientation and the strong socio-economic gradient that characterizes this dividing line, students in the lower and intermediate secondary schools ("Hauptschule" and "Realschule") can be expected to be considerably less motivated by political correctness and social desirability. Hence, to the extent that social desirability is an issue, we should at least see ethno-racial labels to be more frequently used by students at these schools. As shown in Table A3, however, there is no systematic difference in the use of ethno-racial labels across these types of secondary schools.

In a second robustness check, we examined whether the use of ethno-racial labels varies systematically depending on how strongly students embrace cosmopolitan statements. As part of our survey, we asked students to what extent they agree with the following two statements: “I am happy when I meet people from other countries.” and “The country a person comes from does not matter to me.” Students who agree strongly with both of these items (4 or 5 on a 1 to 5 Likert scale) either hold strong cosmopolitan attitudes or feel urged to answer in this way due to the perceived social desirability of such beliefs. This is true for about 70% of respondents (2013 out of 2891). In comparison, the remaining 30% of respondents seem to have no problem in reporting attitudes that qualify or contradict a full embrace of cosmopolitanism. However, as shown in Table A3, even in this subgroup, the prevalence of ethno-racial labels is very low. Taken together, the results of both robustness checks suggest that our finding of a low prevalence and salience of ethno-racial labels is not mainly driven by social desirability.

Table A3. Use of ethno-racial labels by school type and agreement with cosmopolitan statements

	School types		Cosmopolitan statements	
	Lower and intermediate	Upper and comprehensive	No strong agreement (68%)	Strongly agree (32%)
Prevalence of ethno-racial labels	0.0362	0.0313	0.030	0.036
t test	p-value= 0.59; t = 0.54		p-value = 0.54, t = -0 .61	

Note.– † p < 0.10 * p < 0.05 ** p < 0.01 (two-sided). Here, we used the part of the sample that reported at least one qualitative group description (N=1849). Numbers depict the shares of students in this sample reporting an ethno-racial label.