

Psych 212 – Social Psychology

Instructor:	Greg Walton Email: gwalton@stanford.edu
Teaching Assistant:	Stacia King Email: staciak@stanford.edu
Website/Forum:	On Canvas
Class meets:	Monday/Wednesday 11:30-12:50, in 160-328
Grading:	Letter grades
Enrollment:	Restricted to doctoral students in psychology and students with prior consent.

The purpose of this class is to introduce some of the major ideas and themes of social psychology at a graduate level. We will give special attention to primary theoretical and methodological advances, seminal research studies, and Stanford contributions.

I hope you will learn how social-psychological studies, including laboratory experiments, can capture important aspects of the human experience; major theories in social psychology, how these are tested, and develop over time; how social psychology interacts with other disciplines in psychology and other fields; and what social psychology looks like on a large scale.

Class Requirements

1. Class participation
2. Midterm check in
3. Final project

Class Participation: Weekly Reaction Papers

Class participation is achieved primarily by submitting weekly reaction papers. In reaction papers, I encourage you to explore themes in the readings of particular interest to you, including to current events, personal interests, and relevant lines of research. You might consider how the readings inform an understanding or analysis of contemporary social events; how contemporary social events address, extend, or qualify theories discussed; draw connections between the readings and other literatures; and/or propose extensions of past research and methods you might use to do so. Please bring up issues related to your academic interests wherever relevant.

Reaction papers should be 2 pages double spaced. They are due each **Sunday evening by midnight, beginning in Week 2**. Each reaction paper should address the readings from the prior Wednesday and the upcoming Monday. Be sure to address readings from both days; however, it's fine to focus primarily on one set of readings, or even one reading, if that is of particular interest to you. Submit reaction papers by responding to the appropriate assignment file on Canvas. Please know you may be asked about your reaction paper in class.

Midterm Check In

Prepare a sketch, outline, or first draft of your final project (see below) and schedule a time to meet with either Greg or Stacia in Week 5 or Week 6 to discuss that.

Final Project

Prepare a final project that allows you to consolidate your knowledge and understanding of some of the topics and themes covered in the course. It could be:

1. An integrative essay describing one or more core themes of particular interest to you, drawing on and connecting readings from throughout the course. You might comment on how themes in the course challenge or inform each other or your research, building on and going beyond what we have discussed in class.
2. A proposal for a study or series of studies, drawing on, extending, or challenging core theories discussed in the course, or connecting these theories to current events or social problems or other areas of research.
3. Something else, as long as you run it by the teaching team first and get our approval.

Please keep this to 5-10 pages double-spaced.

In addition, add one page reflecting on the goals you articulated on the first day of class. These might have stayed the same or they might have changed or become more complex. How well did you meet your goals? Or if you accomplished other goals along the way describe those.

Grading

The emphasis in this course is on understanding, mastery, and critical analysis of the central ideas and psychological concepts. The basis of evaluation is how much you learn and grow, not how well you do compared to others in class. A major lesson of social psychology involves the benefits of intrinsic sources of motivation, including the importance of learning as a primary goal in education. Yet worrying about grades and performance can undermine motivation (see Koenka et al., 2021; Supiano, 2019). **Therefore, this course uses an ‘UNGRADING’ system: You will receive frequent feedback from the teaching team without numeric grades. At three points during the quarter, you will grade yourself, including a one-paragraph reflection on your self-regulated learning and justification for your grade.** If needed, we will discuss adjusting your grade with you, especially if you have not given yourself a high enough grade.¹

No Tech Policy

So everyone can be fully present and interactive, this will be a no-tech class. Please do not use laptops or phones during class (except where specifically needed).

Honor Code (Including Generative AI)

Students are expected to adhere to [Stanford’s Honor Code](#) and are responsible for understanding the University rules regarding academic integrity. **Given our interest in your thinking and your ideas, the use of generative AI is not allowed.**

Assignment Schedule

Sunday, Sept 28:	Weekly Reaction Paper
Sunday, Oct 5:	Weekly Reaction Paper

¹ This approach is inspired by former Stanford grad student Allison Master, “Ungrading in Educational Psychology: How a Motivation Researcher Motivates Her Students,” in D. Buffalari, E. Carpenter, & K. Skogsberg, *Getting Started With Alternative Grading in the Psychology Classroom: Rationale and Resources*. Society for the Teaching of Psychology. <https://teachpsych.org/ebooks/altgrading>.

Sunday, Oct 12:	Weekly Reaction Paper
Sunday, Oct 12:	Ungrading Response #1
Sunday, Oct 19:	Weekly Reaction Paper
Sunday, Oct 26:	Weekly Reaction Paper
Week 5 or 6	Midterm Check In
Sunday, Nov 2:	Weekly Reaction Paper
Sunday, Nov 9:	Ungrading Response #2
Sunday, Nov 9:	Weekly Reaction Paper
Sunday, Nov 16:	Weekly Reaction Paper
Sunday, Nov 30:	Weekly Reaction Paper
Tuesday, Dec 2:	Weekly Reaction Paper (for readings on Dec 4 only)
Monday, Dec 8:	Final Project
Monday, Dec 8:	Ungrading Response #3

COURSE AND READING SCHEDULE

****A general reading tip:** Read older papers first. Sometimes more recent papers refer to prior papers and, when this is the case, you'll know what they're talking about. **

“Required” readings are required. You are expected to read them before class. “Supplementary” readings are not required. You're free to dig into them as you wish. I also include them as a reference in case they become relevant and helpful in the future. Supplementary readings are not posted on Canvas but if you can't find and would like one ask me and I may have it handy.

Even as the required readings are required, I know there will be places where you will want to dig deep and go slow, where the ideas are rich and connect to your interests, and places where you can go faster, for instance concerning details of methods that are not as of broad relevance.

Unless noted, all readings are posted on Canvas.

WEEK 1

SEPT 22: Introduction, Course Goals and Overview

Themes: Background & Your Goals

SEPT 24: What is Social Psychology?

Themes: Subjective construal

Required

- Ross & Nisbett (1991). *The Person and the Situation*, Chapters 1 and 2 (pp. 1-58).
- Wilson (2022). What is social psychology? The construal principle. *Psychological Review*.

WEEK 2

SEPT 29: History of this Course: (Special Guest: Mark Lepper)

Themes: History of social psychology

Required

- Ross, Lepper, & Ward (2010). History of social psychology: Insights, challenges, and contributions to theory and application. *Handbook of Social Psychology*.

OCT 1: Origins of Social Psychology

Themes: Classic studies on group dynamics.

Required

- Asch (1952). *Social Psychology*. Chapter 16
- Lewin (1958). Group decision and social change. In Maccoby, Newcomb, & Hartley (Eds.) *Readings in social psychology* (pp. 197-211).
- Milgram (1965). Some conditions of obedience and disobedience to authority. *Human Relations*.
- Sherif (1966). The experiments (Chapter 5). In Sherif, *In common predicament* (pp. 71-93). (*Not on Canvas. Full text of "In common predicament" is available as an online resource through Stanford Library.*)

Supplementary

Applications of social psychological theory to the Holocaust

- Browning (1992). *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Introduction and Chapters 1, 2, 7, 8, 9, 14, 18.
- Goldhagen (1997). *Hitler's Willing Executioners*. Chapters 8, 15, 16

Group dynamics and social influence

- Darley & Latané (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*.
- Hastorf & Cantril (1954). They saw a game: A case study. *The Journal of Abnormal and Social Psychology*.
- Newcomb (1958). Attitude development as a function of reference groups: The Bennington study. In Maccoby, Newcomb, & Hartley (Eds.) *Readings in social psychology* (pp. 265-275).
- Sherif (1956). Experiments in group conflict.
- Sherif (1958). Superordinate goals in the reduction of intergroup conflict. *American Journal of Sociology*.

Discussion of Milgram's work

- Berger (2009). Replicating Milgram: Would people obey today? *American Psychologist*.
- Brannigan et al. (2015). Introduction to the special issue: Unplugging the Milgram machine. *Theory & Psychology*
- Milgram (1963). Behavioral study of obedience. *Journal of Ab. & Social Psychology*.
- Milgram (1964). Issues in the study of obedience. *American Psychologist*.
- Orne & Holland (1968). On the ecological validity of laboratory deceptions. *International Journal of Psychiatry*.

WEEK 3

OCT 6: Cognitive Dissonance, Self-Perception, and Self-Affirmation Theories (Special Guest: Claude Steele)

Themes: Making sense of what I've done.

Required

- Aronson (1969). The theory of cognitive dissonance: A current perspective. *Advances in Experimental Social Psychology*.
- Bem (1972). Self-perception theory. *Advances in Experimental Social Psychology*.
- Steele (1988). The psychology of self-affirmation: Sustaining the integrity of the self. *Advances in Experimental Social Psychology*.

Supplementary

- Festinger & Carlsmith (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*.
- Steele & Liu (1983). Dissonance processes as self-affirmation. *Journal of Personality and Social Psychology*.
- Zanna & Cooper (1974). Dissonance and the pill: An attribution approach to studying the arousal properties of dissonance. *Journal of Personality and Social Psychology*.

OCT 8: Attribution Theory and Some of Its Applications

Themes: Making sense of why.

Required

- Crocker, Voelkl, Testa, & Major (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology*.
- Lepper, Greene, & Nisbett (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*.
- Wilson & Linville (1982). Improving the academic performance of college freshmen: Attribution therapy revisited. *Journal of Personality and Social Psychology*.

Supplementary

- Crocker & Major (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*.
- Kelley (1973). The processes of causal attribution. *American Psychologist*.
- Schachter & Singer (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review*.
- Wilson, Damiani, & Shelton (2002). Improving the academic performance of college students with brief attributional interventions. In Aronson *Improving academic achievement: Impact of psychological factors on education*. (pp. 88-108).
- Wilson & Linville (1985). Improving the academic performance of college freshmen with attributional techniques. *Journal of Personality and Social Psychology*.

WEEK 4

OCT 13: Self-Identity: How I (Want to) See Me

Themes: Making sense of me: Who am I? What are my qualities? Who could I be?

Required

- Bryan, Walton, Rogers, & Dweck (2012). Motivating voter turnout by invoking the self. *Proceedings of the National Academy of Sciences*.
- Kunda (1987). Motivated inference: Self-serving generation and evaluation of causal theories. *Journal of Personality and Social Psychology*.
- Miller, Brickman, & Bolen (1975). Attribution versus persuasion as a means for modifying behavior. *Journal of Personality and Social Psychology*.
- Taylor (1983). Adjustment to threatening life events: A theory of cognitive adaptation. *American Psychologist*.

Supplementary

- Kunda (1990). The case for motivated reasoning. *Psychological Bulletin*.
- McGuire, McGuire, Child, & Fujioka (1978). Salience of ethnicity in the spontaneous self-concept as a function of one's ethnic distinctiveness in the social environment. *Journal of Personality and Social Psychology*.

- Pronin, Steele, & Ross (2004). Identity bifurcation in response to stereotype threat: Women and mathematics. *Journal of Experimental Social Psychology*.
- Taylor, Kemeny, Reed, Bower, & Gruenewald (2000). Psychological resources, positive illusions, and health. *American Psychologist*
- Wilson, Gunn, & Ross (2009). The role of subjective time in identity regulation. *Applied Cognitive Psychology*.

OCT 15: Cultural Variability in How I (Want to) See Me (Special Guest: Hazel Markus)

Themes: There's more than one way to be.

Required

- Brannon, Markus, & Taylor (2015): "Two souls, two thoughts," two self-schemas: Double consciousness can have positive academic consequences for African Americans. *Journal of Personality and Social Psychology*.
- Iyengar & Lepper (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*.
- Markus & Kitayama (2010). Cultures and selves: A cycle of mutual constitution: *Perspectives on Psychological Science*.

Supplementary

- Hamedani, Markus & Fu (2013). In the land of the free, interdependent action undermines motivation. *Psychological Science*.
- Kim (2002). We talk, therefore we think? A cultural analysis of the effect of talking on thinking. *Journal of Personality and Social Psychology*.
- Markus & Kitayama (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*.
- Ross, Xun, & Wilson (2002). Language and the bicultural self. *Personality and Social Psychology Bulletin*.
- Tsai, Knutson, & Fung (2006). Cultural variation in affect valuation. *Journal of Personality and Social Psychology*.

WEEK 5

OCT 20: Mindsets (Special Guest: Carol Dweck)

Themes: Can I change? Is this bad? Am I limited?

Required

- Blackwell, Trzesniewski, & Dweck (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*.
- Job, Dweck, & Walton (2010). Ego depletion—Is it all in your head? Implicit theories about willpower affect self-regulation. *Psychological Science*.
- Zion, Schapira, Berek, Spiegel, Dweck, & Crum (2023). Changing cancer mindsets. A randomized controlled feasibility and efficacy trial. *Psycho-Oncology*.

Supplementary

- Aronson, Fried, & Good (2001). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*.
- Baumeister, Vohs, & Tice (2007). The strength model of self-control. *Current Directions in Psychological Science*.

- Dweck & Leggett (1988). A social-cognitive approach to motivation and personality. *Psychological Review*.
- Howe et al. (2019). Changing patient mindsets about non-life-threatening symptoms during oral immunotherapy: A randomized clinical trial. *The Journal of Allergy and Clinical Immunology: In Practice*.
- Mueller & Dweck (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*.
- Zion, Schapira, & Crum (2019). Targeting mindsets, not just tumors. *Trends in Cancer*.

OCT 22: Social Affiliation (Special Guest: Steven Roberts)

Themes

- With whom do I affiliate and why?

Required

- Clark (1984). Record keeping in two types of relationships. *Journal of Personality and Social Psychology*.
- Leary (2010). Affiliation, acceptance, and belonging: The pursuit of social connection. *Handbook of Social Psychology*.
- Roberts, Bareket-Shavit, & Wang (2021). The souls of Black folk (and the weight of Black ancestry) in U.S. Black Americans' racial categorization. *Journal of Personality and Social Psychology*.

Supplementary

- Baumeister & Leary (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*.
- Brannon & Walton (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group's culture. *Psychological Science*.
- Brewer (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*.
- Festinger, Schachter, & Back (1950). The spatial ecology of group formation. In Festinger, Schachter, & Back (Eds.), *Social pressure in informal groups*, Chapter 4 (pp. 146-161).
- Walton, Cohen, Cwir, & Spencer (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology*.

WEEK 6

OCT 27: Close Relationships

Themes: What is love, and how does it work?

Required

- Aron, Aron, Tudor, M., & Nelson (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology*.
- Marigold & Anderson (2016). Shifting expectations of partners' responsiveness changes outcomes of conflict discussions. *Personal Relationships*.
- Murray, Ross, Bellavia, Holmes, & Kusche (2002). When rejection stings: How self-esteem constrains relationship-enhancement processes. *Journal of Personality and Social Psychology*.

Supplementary

- Aron, McLaughlin-Volpe, Mashek, Lewandowski, Wright, & Aron (2004). Including others in the self. *European Review of Social Psychology*.

OCT 29: Social Norms: What Do We Think? What Do We Do? (Special Guest: Chelsey Clark [last 30 minutes])

Themes: How do social norms work?

Required

- Cialdini et al. (1990). A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology*.
- Clark et al. (2023). Effects of a US Supreme Court ruling to restrict abortion rights. *Nature Human Behaviour*.
- Kalkstein, Hook, Hard, & Walton (2023). Social norms govern what behaviors come to mind—And what do not. *Journal of Personality and Social Psychology*.
- Prentice & Miller (1993). Pluralistic ignorance and alcohol use on campus. Some consequences of misperceiving the norm. *Journal of Personality and Social Psychology*.

Supplementary

- Cohen (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*.
- Gelfand et al (2011). Differences between tight and loose cultures: A 33-nation study. *Science*.
- Keizer, Lindenberg, & Steg (2008). The spreading of disorder. *Science*.
- Miller (1999). The norm of self-interest. *American Psychologist*.
- Sparkman & Walton (2017). Dynamic norms promote sustainable behavior, even if it is counternormative. *Psychological Science*.

WEEK 7

NOV 3: Cooperation

Themes: Our superpower?

Required

- Axelrod (1984). *The Evolution of Cooperation*. Chapters 1, 2, and 4
- Carr & Walton (2014). Cues of working together fuel intrinsic motivation. *Journal of Experimental Social Psychology*.
- Tomasello, Carpenter, Call, Behne, & Moll (2005). Understanding and sharing intentions: The origins of cultural cognition. *Behavioral and Brain Sciences*.
- Zajonc (1965). Social facilitation: A solution is suggested for an old unresolved social psychological problem. *Science*.

Supplementary

- Butler & Walton (2013). The opportunity to collaborate increases preschoolers' motivation for challenging tasks. *Journal of Experimental Child Psychology*.
- Howe, Carr, & Walton (2021). Normative appeals motivate people to contribute to collective action problems more when they invite people to work toward a common cause. *Journal of Personality and Social Psychology*.
- Nowak (2006). Five rules for the evolution of cooperation. *Science*.
- Triplett (1898). The dynamogenic factors in pacemaking and competition. *The American Journal of Psychology*.

NOV 5: Conflict and Misunderstanding

Themes: When we aren't working together...

Required

- Eyal, Steffel, & Epley (2018). Perspective mistaking: Accurately understanding the mind of another requires getting perspective, not taking perspective. *Journal of Personality and Social Psychology*.
- Ross & Ward (1996). Naive realism: Implications for social conflict and misunderstanding. In Brown, Reed, & Turiel (Eds.), *Values and knowledge* (pp. 103-135).
- Yeager, Trzesniewski, & Dweck (2013). An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child Development*.

Supplementary

- Lord, Ross, & Lepper (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequently considered evidence. *Journal of Personality and Social Psychology*.
- Okonofua, Paunesku, & Walton (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*.
- Pronin, Lin, & Ross (2002). The bias blind spot. Perceptions of bias in self versus others. *Personality and Social Psychology Bulletin*.
- Pronin (2008). How we see others and ourselves. *Science*
- Ross & Ward (1995). Psychological barriers to dispute resolution. *Advances in Experimental Social Psychology*
- Vallone, Ross, & Lepper (1985). The hostile media phenomenon: Biased perception and perceptions of media bias in coverage of the "Beirut Massacre." *Journal of Personality and Social Psychology*.
- Yeager, Johnson, Spitzer, Trzesniewski, Powers, & Dweck (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology*.

WEEK 8

NOV 10: Intergroup Bias

Themes: The origins and functions of intergroup biases

Required

- Goff, Eberhardt, Williams, & Jackson (2008). Not yet human: Implicit knowledge, historical dehumanization, and contemporary consequences. *Journal of Personality and Social Psychology*.
- Voigt, Camp, Prabhakaran, Hamilton, Hetey, Griffiths, Jurgens, Jurafsky, & Eberhardt (2017). Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences*
- Weisbuch, Pauker, & Ambady (2009). The subtle transmission of race bias via televised non-verbal behavior. *Science*.

Supplementary

- Broockman & Kalla (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*.
- Correll, Park, Judd, & Wittenbrink (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*.

- Devine (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*.
- Eberhardt, Goff, Purdie, & Davies (2004). Seeing black: Race, crime, and visual processing. *Journal of Personality and Social Psychology*.
- Fiske, Cuddy, Glick, & Xu (2002). A model of (often mixed) stereotype content: competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*.
- Greenwald & Banaji (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*.
- Kalla & Broockman (2023). Which narrative strategies durably reduce prejudice? Evidence from field and survey experiments supporting the efficacy of perspective-getting. *American Journal of Political Science*.
- Okonofua & Eberhardt (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*.
- Okonofua, Harris, & Walton (2022). Sidelining bias: A situationist approach to reduce the consequences of bias in real-world contexts. *Current Directions in Psychological Science*.

NOV 12: Identity Threat: How I'm Seen

Themes: The "target's perspective"

Required

- Steele (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*.
- Steele & Aronson (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*.
- Yeager, Purdie-Vaughns, Garcia, Apfel, Brzustoski, Master, Hessert, Williams, & Cohen (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*.

Supplementary

- Cohen, Steele, & Ross (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*.
- Spencer, Steele, & Quinn (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*.
- Steele, Spencer, & Aronson (2002). Contending with group image: The psychology of stereotype and social identity threat. *Advances in Experimental Social Psychology*.
- Walton & Spencer (2009). Latent ability: Grades and test scores systematically underestimate the intellectual potential of negatively stereotyped students. *Psychological Science*.
- Yeager, Purdie-Vaughns, Hooper, & Cohen (2017). Loss of institutional trust among racial and ethnic minority adolescents: A consequence of procedural injustice and a cause of life-span outcomes. *Child Development*.

WEEK 9

NOV 17: Belonging Uncertainty (Special Guest: Jordan Starck)

Themes: Relationships with places

Required

- Starck, Sinclair, & Shelton (2021). How university diversity rationales inform student preferences and outcomes. *Proceedings of the National Academy of Sciences*.
- Stephens, Fryberg, Markus, Johnson, & Covarrubias (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*.
- Walton, & Cohen (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology*.

Supplementary

- Cheryan, Plaut, Davies, & Steele (2009). Ambient belonging: How stereotypical cues impact gender participation in computer science. *Journal of Personality and Social Psychology*.
- Gaucher, Friesen, & Kay (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*.
- Logel, Walton, Spencer, Iserman, von Hippel, & Bell (2009). Interacting with sexist men triggers social identity threat among female engineers. *Journal of Personality and Social Psychology*.
- Muragishi, Aguilar, Carr, Walton (2023). Microinclusions: Treating women as respected work partners increases a sense of fit in technology companies. *Journal of Personality and Social Psychology*.
- Murphy, Steele, & Gross (2007). Signaling threat: How situational cues affect women in math, science, and engineering settings. *Psychological Science*.
- Trawalter, Hoffman, & Palmner (2021). Out of place: Socioeconomic status, use of public space, and belonging in higher education. *Journal of Personality and Social Psychology*.
- Walton & Brady (2017). The many questions of belonging. In Elliot, Dweck, & Yeager (Eds.) *Handbook of Competence and Motivation (2nd Edition): Theory and application*.
- Walton, Spencer, & Erman (2013). Affirmative meritocracy. *Social Issues and Policy Review*.

NOV 19: Self-Fulfilling Cycles in Dyadic and Intergroup Interactions

Themes: Spirals

Required

- Murray, Holmes, & Griffin (1996). The self-fulfilling nature of positive illusions in romantic relationships: Love is not blind, by prescient. *Journal of Personality and Social Psychology*.
- Okonofua, Walton, & Eberhardt (2016). A vicious cycle: A social-psychological account of extreme racial disparities in school discipline. *Perspectives on Psychological Science*.
- Rosenthal & Jacobson (1968). Pygmalion in the classroom. *Urban Review*.
- Word, Zanna, & Cooper (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*.

Supplementary

- Ambady & Rosenthal (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*.
- Mendoza-Denton, Downey, Purdie, Davis, & Pietrzak (2002). Sensitivity to status-based rejection: Implications for African American students' college experience. *Journal of Personality and Social Psychology*.
- Raudenbush (1984). Magnitude of teacher expectancy effects on pupil IQ as a function of the credibility of the expectancy induction: A synthesis of findings from 18 experiments. *Journal of Educational Psychology*.

- Snyder, Tanke, & Berscheid (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology*.

WEEK 10

DEC 1: “Wise” Psychological Intervention: Construals Over Time

Themes: How social psychologists produce change

Required

- Brady, Cohen, Jarvis, & Walton (2020). A brief social-belonging intervention in college improves adult outcomes for Black Americans. *Science Advances*.
- Walton & Wilson (2018). Wise interventions: Psychological remedies for social and personal problems. *Psychological Review*.

Supplementary

- Bugental, Ellerson, Lin, Rainey, & Kokotovic (2002). A cognitive approach to child abuse prevention. *Journal of Family Psychology*.
- Cohen, Garcia, Apfel, & Master (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*.
- Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustowski (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science*.
- Paunesku, Walton, Romero, Smith, Yeager, & Dweck (2015). Mindset interventions are a scalable treatment for academic underperformance. *Psychological Science*.
- Finkel, Slotter, Luchies, Walton, & Gross (2013). A brief intervention to promote conflict reappraisal preserves marital quality over time. *Psychological Science*.
- Goyer, Garcia, Purdie-Vaughns, & Cohen (2017). Self-affirmation facilitates minority middle schoolers’ progress along college trajectories. *Proceedings of the National Academy of Sciences*.
- Schumann, Ritchie, & Dragotta. (2021). Adapted self-affirmation and conflict management in romantic relationships.
- Yeager & Walton (2011). Social-psychological interventions in education: They’re not magic. *Review of Educational Research*.
- Yeager, Walton et al. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences*.

DEC 3: “Wise” Psychological Intervention: Contexts

Themes: How social psychologists contend with, and change, contexts

Required

- Paluck, Shepherd, & Aronow (2016). Changing climates of conflict: A social network experiment in 56 schools. *Proceedings of the National Academy of Sciences*.
- Hecht, Bryan, & Yeager (2023). A values-aligned intervention fosters growth mindset-supportive teaching and reduces inequality in educational outcomes. *Proceedings of the National Academy of Sciences*.
- Thomas, Premand, Bossuoy, Sambo, Markus, & Walton (in press). How culturally wise psychological interventions can help reduce poverty. *Proceedings of the National Academy of Sciences*.

Supplementary

- Bossuoy et al. (2022). Tackling psychosocial and capital constraints to alleviate poverty. *Nature*.

- Okonofua, Paunesku, & Walton (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*.
- Walton & Cohen (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*.
- Walton et al. (2023). Where and with whom does a brief social-belonging intervention promote progress in college? *Science*.
- Walton, Okonofua, Remington, Hurst, Pinedo, Weitz, Ospina, Tate, & Eberhardt (2021). Lifting the bar: A relationship-orienting intervention reduces recidivism among children reentering school from juvenile detention. *Psychological Science*.
- Walton & Yeager (2020). Seed and soil: Psychological affordances in contexts help to explain where wise interventions succeed or fail. *Current Directions in Psychological Science*.
- Yeager, Hanselman, et al. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*.
- Yeager, Carroll, et al. (2022). Teacher mindsets help explain where a growth-mindset intervention does and doesn't work. *Psychological Science*.