

Wise Interventions (Psych 138/238; PubPol 238)

Instructor: Greg Walton
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 Email: gwalton@stanford.edu
 Pronouns: He/him

Website/Forum: On Canvas once you have registered
 Class meets: Monday and Wednesday 11:30 am -1:00 pm, in Building 200-205
 Office Hours: By appointment
 Enrollment Limit: 138: 65 students
 238: 10 students
 Ways Certification: Social Inquiry

Welcome!

This course is primarily intended for upper-year undergraduates and for graduate students, especially students with an interest in psychology and in how psychological principles can be used to make the world a better place. No background in psychology is required. In fact, expertise in other areas may be valuable. Psychology majors or students who have taken courses in social psychology may find that they have been exposed to some of the material before but I expect you will see this course will cover that material in a new way.

Writing-in-the-Major Requirement

This course fulfills the Writing-in-the-Major requirement for psychology majors.

Teaching Team

We are lucky to have four wonderful TAs for this course. Here is more about them, and me:

Instructor	Research and Fun Facts
Danielle Boles (Head TA) 	<i>Danielle's research focuses on how health promotion efforts can better attune to people's social identities and mindsets about health behaviors. She develops interventions within health education that help people recognize how nutritious foods and physical activities are inherently appealing and identity-affirming. Danielle has never had a pet but has recurring, very realistic dreams of having 3 dogs.</i> Contact: dboles@stanford.edu
Ayo Dada (TA) 	<i>Ayo's research focuses on communities with gender disparities in education and how interventions aligned to the people's cultural values (e.g., the desire to leave a legacy for their grandchildren) could help parents recognize the importance of keeping their daughters in school. He is finding that parents who are led to think of the legacy they could leave for their grandchildren report more willingness to invest in education for their daughters.</i> Contact: ayo.dada@stanford.edu

<p>Kris Evans (TA)</p> 	<p><i>Kris's research focuses on how meta-beliefs and awareness impact our ability to notice and regulate mindsets. He develops interventions to empower people to use mindsets (i.e., exercise, intelligence, stress) to enhance health and well-being. Kris graduated from Stanford in 2010 after majoring in sociology and communications. Kris enjoys spending time with his family, anime, and teaching yoga.</i></p> <p>Contact: kris@stanford.edu</p>
<p>Ellen Reinhart (TA)</p> 	<p><i>Ellen's research centers on how cultural biases based on social class and race perpetuate social inequalities. In one line of work, she studies what it means to contribute to society and whose contributions count, focusing on social class contexts. In another line of work, Ellen investigates how the race-crime association shapes how people infer threat from body movement in the criminal justice context.</i></p> <p><i>Ellen is from Dayton, Ohio and earned a B.A. in Psychology from Haverford College. She's the proud cat mom of Howie and spent a lot of time with her family's adopted goat, Humphrey, growing up.</i></p> <p>Contact: ereinhar@stanford.edu</p>
<p>Greg Walton (Professor)</p> 	<p><i>My research explores psychological processes that contribute to major social problems, especially processes that undermine belonging and contribute to inequality in education, and psychologically "wise" interventions that can address these processes and help people flourish. To learn more about me and my research, go here: http://gregorywalton-stanford.weebly.com/.</i></p> <p><i>I graduated from Stanford with A. B. in 2000, where I majored in philosophy and minored in psychology (and did an honors thesis in psychology). I am also a direct descendant of a woman convicted of being a witch and killed in the Salem Witch Trials. My wife (also Stanford class of 2000) and I and our two kids, Lucy and Oliver, live on campus.</i></p>

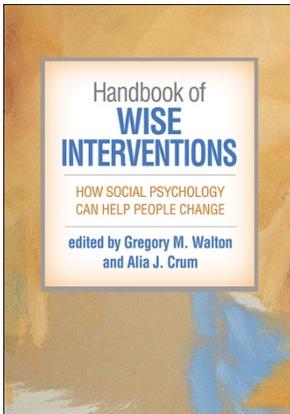
For course logistics, questions about assignments, and related matters, the TA who leads your section should be your first point of contact. Ask your TA how to schedule meetings with them (by appointment, via youcanbook.me, regular office hours). Danielle Boles is the head TA for the class. You may always contact her or any of us as well.

Land

I recognize that Stanford sits on the ancestral land of the Muwekma Ohlone Tribe. This land is of great importance to the Ohlone people, and has been since time immemorial. Consistent with our values of community and diversity, we have a responsibility to acknowledge, honor and make visible the university's relationship to Native peoples.

Major Elements of the Class

Readings



The course textbook is the *Handbook of Wise Interventions: How Social Psychology Can Help People Change*. An online version is available for free through the Stanford library. You can also get a print copy at the bookstore, from the publisher's website (<https://www.guilford.com/books/Handbook-of-Wise-Interventions/Walton-Crum/9781462543830>), or on Amazon. Additional readings will be posted on Canvas.

Section (Undergrads)

Section is mandatory for undergraduates. Graduate students (including co-terms) do not attend section. For undergraduates, participation in section contributes to your final grade. In section you will review and discuss readings and lectures, form research groups, present and discuss research proposal and provide helpful, critical feedback to other students when they present their proposals.

We have tried to distribute sections across the day in an effort to accommodate students who are taking this course from around the world.

The section times are:

Danielle: Wednesdays at 2:45-3:45 pm in 300-303
 Kris: Thursdays at 9:45-10:45 am in 160-322
 Ellen: Thursdays at 1:30-2:30 pm in 80-115
 Ayo: Thursdays at 4-5 pm in 50-52H

Provide your preferences for sections here by Monday 9/20 at 10pm PST:
<https://forms.gle/E8M7TSY48o2rn1Q28>

If you don't fill out the form by Monday 9/20, at 10pm PST, you will be assigned a section.

The section times are set. If you cannot make any of the section times or the section time that you are assigned if you did not fill out the form by the deadline, please do not take the course. The enrollment limit for each section is 17.

Class Sessions

This class is designed for interactivity, with lecture interspersed with questions, dialogue, and small- and large-group conversations.

How can I learn best? First, pay attention and stay engaged. Second, what you see on slides will generally be the structure of a study or background, such as methods and results. But often the most important take-aways are what is said. *Please review the discussion of the goals of the tests below.* Our focus is not on memorization but on conceptual understanding.

Readings

Readings will be posted on Canvas. A reading schedule is below. You are expected to do the readings before class. Readings are mandatory and will be on the tests.

Certain sections will begin with a 7-minute quiz on the recent readings. Generally, this will be composed of 1 or at most 2 open-ended questions. The reading quiz will cover the readings for

the most recent two lectures that week. The purpose of this quiz is to give you the chance to organize your thoughts and focus the discussion. It will contribute to your section grade.

Assignments and Grading

Grades and Due Dates

Grades will be determined as follows:

	<i>% of Final Grade</i>	<i>Due Date</i>
Grant Topic	5%	Sept 27
Test 1	15%	Oct 20
Letter of Intent for Grant	10%	Oct 22
LOI Review	15%	Oct 29
Full Grant Proposal	20%	Nov 19
Test 2	20%	Dec 1
Final Presentation	5%	[Last section]
Section Participation	10%	-

Graduate students including co-terms who do not take part in section will not receive a section grade or complete the Grant Topic assignment. For them, the Final Grant Proposal will be worth 35%. These students will complete all other assignments.

Students with Documented Disabilities

Students who have a disability that may necessitate an academic accommodation or the use of auxiliary aids and services in a class, must initiate the request with the Office of Accessible Education (OAE). The OAE will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the OAE as soon as possible; timely notice is needed to arrange for appropriate accommodations. **Please upload your OAE letter when you sign up for section** (<https://forms.gle/E8M7TSY48o2rn1Q28>). If you are still awaiting your letter, you may email it to Danielle (dboles@stanford.edu) no later than Monday, 9/27 at 10pm PST.

Late Policy

Without an adequate excuse, late assignments will be penalized 1/3 of a grade point each day (a perfect assignment 1 day late receives an A-; 2 days late a B+, etc.).

Tests

When and what is covered? There will be two tests. Both will be administered in class.

- Test 1 will be October 20. It will cover material through October 18
- Test 2 will be December 1. It will cover material through November 29, but may also include some material from the first half of the course.

For both tests, all material, from both lectures and readings, is fair game, including material covered in one context but not the other.

What is the format? Both tests will feature (1) short identifications and (2) short essays. There will be no multiple choice. For short identifications, you will receive a term, concept, or topic of

investigation and be asked to show your understanding by (a) identifying/defining it, (b) explaining its significance, (c) citing and describing research, where relevant, and (d) explaining the psychological process at play, where relevant. For short essays, you will receive a multipart question to answer in a narrative form. Be sure to cite and describe relevant research, and describe the key psychological processes.

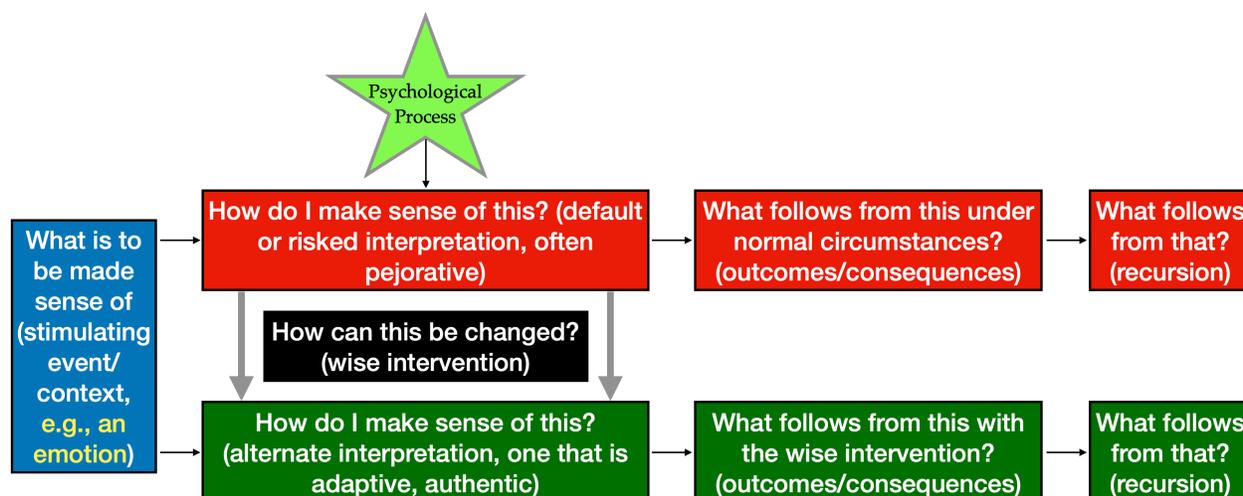
What are the goals of the tests and how can I study effectively for them? This class is designed to push your thinking—to understand what makes a study and a given intervention “wise,” how it relates to other wise interventions, and how you can apply this psychological wisdom to new contexts. It’s essential to understand the critical psychological processes.

Accordingly, while the tests and your responses in them will and should reference particular studies and interventions we have learned about in class, they will also ask you to go beyond memorizing and reproducing existing facts that were on the lecture slides. For instance, you may be asked to describe how two interventions relate to one another, how multiple interventions could apply to one problem and which you think might be more effective and why, or whether an intervention examined in one context might be effective or not in another context and why.

In some other psychology classes, the tests, especially the early tests, focus on memorizing what happened in each study while conceptual material comes later. In this class, the tests will be conceptual and broad-base from the beginning.

As a way to push your thinking—and as a tip for studying—consider the figure below (from Class 1). For each study we discuss, can you complete each of the boxes (some will be more relevant in some studies than others)? When you do, can you tell the “story” the study tells about people’s experience and behavior in both normal conditions and with the intervention?

What’s a “psychological process”? ***How does a “wise” intervention affect it?***



Laptop Policy

To help everyone focus, no laptops during class. FYI:

Logged In and Zoned Out: How Laptop Internet Use Relates to Classroom Learning

Psychological Science
1-10
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pss.sagepub.com


**Susan M. Ravizza, Mitchell G. Uitvlugt, and
Kimberly M. Fenn**

Department of Psychology, Michigan State University, East Lansing

Abstract

Laptop computers are widely prevalent in university classrooms. Although laptops are a valuable tool, they offer access to a distracting temptation: the Internet. In the study reported here, we assessed the relationship between classroom performance and actual Internet usage for academic and nonacademic purposes. Students who were enrolled in an introductory psychology course logged into a proxy server that monitored their online activity during class. Past research relied on self-report, but the current methodology objectively measured time, frequency, and browsing history of participants' Internet usage. In addition, we assessed whether intelligence, motivation, and interest in course material could account for the relationship between Internet use and performance. Our results showed that nonacademic Internet use was common among students who brought laptops to class and was inversely related to class performance. This relationship was upheld after we accounted for motivation, interest, and intelligence. Class-related Internet use was not associated with a benefit to classroom performance.

The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking

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DOI: 10.1177/0956797614524581
pss.sagepub.com




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¹Princeton University and ²University of California, Los Angeles

Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

Online Repositories of Psychological Wise Interventions

[Wiseinterventions.org](https://www.wiseinterventions.org) summarizes more than 325 interventions drawn from Walton & Wilson (2018). If you want to learn more about a specific intervention, type of intervention, or problem space, play with this.

WISE INTERVENTIONS

GLOSSARY

* THE BIG PICTURE

* THREE FAMILIES OF PSYCHOLOGICAL PROCESSES

* INTERVENTION TECHNIQUES

* REFERENCES

Search by, reference, research topic, social area, title... Search

Search the database using the **search bar** above or the **filters** below

- By the **family of psychological process the intervention targets**. These families represent three basic motivations that drive how people make sense of important matters in their lives.
 - To understand things as best they can (*Need to Understand*)
 - To think well of themselves (*Need for Self-Integrity*)
 - To feel connected to others (*Need to Belong*)

To learn more, click [here](#).
- By the specific **psychological question** people have about themselves, others, or a situation. *These questions are nested within the three families of psychological processes. You need to filter by the family of psychological process to use this filter.*
- By the **social area** (e.g., health, education, work) addressed by the intervention.
- By the **intervention technique** used to help people make sense of matters constructively. To learn more, click [here](#)

FAMILY OF PSYCHOLOGICAL PROCESS PSYCHOLOGICAL QUESTION SOCIAL AREA INTERVENTION TECHNIQUE

All All All All

The **SPARQ Solutions Catalog** (<https://sparq.stanford.edu/solutions>) provides accessible and slightly longer summaries of a smaller number of interventions.

SEARCH

Action Area

Bias
Civil Society
Conflict Resolution
Criminal Justice
Economic Development
Education
Environment
Health
Parenting

Reset

CONTRIBUTE

Add your solution to the Catalog with our submission form.

SOLUTIONS CATALOG

The SPARQ Solutions Catalog helps practitioners apply social psychological insights to their work in:

CIVIL SOCIETY CONFLICT RESOLUTION CRIMINAL JUSTICE ECONOMIC DEVELOPMENT EDUCATION ENVIRONMENT HEALTH

PARENTING RELATIONSHIPS

Lessen Prejudice With Teamwork

Problem
People from different social groups tend to fear and mistrust one another.

Solution
Teaming up as equals and collaborating towards a common goal reduces prejudice between people with different backgrounds.

CIVIL SOCIETY
CONFLICT RESOLUTION
RELATIONSHIPS

Reface the Space to Keep Women in Tech

Problem
Stereotypically "geeky" spaces discourage women from pursuing science, technology, engineering, and math.

Solution
A few changes in room decorations can help women feel like they belong in STEM.

ECONOMIC DEVELOPMENT
EDUCATION

Resources to Help You Write

Hume Writing Center

This is a Writing-in-the-Major (WIM) class. The Hume Center for Writing & Speaking works with Stanford students taking WIM classes and any course that includes writing assignments. In free one-to-one sessions, trained writing consultants help students brainstorm and get started on assignments; learn strategies for revising, editing, and proofreading; and improve organization, flow, and argumentation. Hume also has digital media consultants who work with students to develop strategies to improve visual and multimodal communication in media such as research posters and PowerPoint and oral communication tutors to help students prepare or refine a presentation. Students can make an appointment with a lecturer or advanced graduate student consultant or drop in to meet with an undergraduate peer tutor. For further information, to see hours and locations, or to schedule an appointment, visit the Hume website at: <http://hume.stanford.edu>.

How To Write Better

This 1-page document from SPARQshop provides some tips about how to make your writing more powerful and more persuasive. Available on Canvas.

Draft No. 4 by John McPhee

This wonderful piece by the famed author and long-time Princeton writing instructor shares the difficulties and aggravations of writing first drafts—and their importance, as all problems you identify in writing the first draft, which can feel so frustrating, are part of the process of refining your work in a second draft. Available on Canvas.

THE WRITING LIFE APRIL 29, 2013 ISSUE

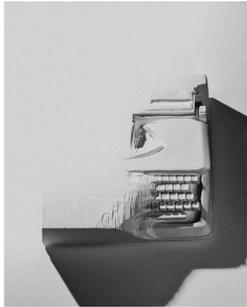
DRAFT NO. 4

Replacing the words in boxes.

By John McPhee

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Block. It puts some writers down for months. It puts some writers down for life. A not always brief or minor form of it mutes all writers from the outset of every day. “Dear Joel . . .” This is just a random sample from letters written to former students in response to their howling cries as they suffer the masochistic self-inflicted paralysis of a writer’s normal routine. “Dear Joel . . .” This Joel will win huge awards and write countless books and a nationally syndicated column, but at the time of this letter he has just been finding out that to cross the electric fence from the actual world to the writing world requires at least as much invention as the writing itself. “Dear Joel: You are writing, say, about a grizzly bear. No words are forthcoming. For six, seven, ten hours no words have been forthcoming. You are blocked, frustrated, in despair. You are nowhere, and that’s



Construction by Stephen Doyle;
Photograph by Grant Cornett

MARK YOUR CALENDARS!
Important Dates and Deadlines

9/27 - **Due** Grant Topic by 5pm PST on Canvas

10/8 - **Due** Research Group Division of Labor by 5pm PST on Canvas

10/20 - Test #1 (in class)

10/22 - **Due** Letter of Intent by 5pm PST on Canvas

10/24 - *Receive* LOI to review by 5pm PST

10/29 - **Due** LOI Review by 5pm PST on Canvas

11/1 - *Receive* LOIs and reviewer and TA comments by 5pm PST on Canvas

11/19 - **Due** Final Grant Proposal and Final Presentation Slide by 5pm PST on Canvas

12/1 - Test #2 (in class)

12/3 - **Due** Full Circle Evaluation at 5pm PST on Canvas

Course 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.

Note: We may revise reading assignments as class proceeds.

		Lecture and Readings	Section
Week 1	Sept 20	<u>Introduction</u> Themes <ul style="list-style-type: none"> • Introductions • Social problems we care about • Definitions: What is “wise”? What is a “psychological process”? What is “recursion”? • Course overview 	Get to know each other; Reading reactions
	Sept 22	<u>Three Approaches to Social Problems</u> Reading(s): <ul style="list-style-type: none"> • McCord (1978). A thirty-year follow-up of treatment effects. • Walton & Wilson (2018). Wise interventions, pages 617-625. Themes <ul style="list-style-type: none"> • Objective change in situations • Objective change in people • Psychologically wise interventions change <i>meanings</i> 	
Week 2	Sept 27	<u>Psychologically Wise Interventions</u> Reading(s): <ul style="list-style-type: none"> • Lewin (1958). Group decision and social change. • Walton & Wilson (2018). Wise interventions, pages 625-640. Themes <ul style="list-style-type: none"> • Sweetmeats • Toxic questions • Three needs: To make sense of matters reasonably, to belong and for self-integrity. • Intervening <i>on</i> vs. intervening <i>with</i>; <i>offering</i> ideas <p>**ASSIGNMENT DUE (9/27 by 5 pm on Canvas)**</p> <ul style="list-style-type: none"> • Grant Topic 	Assigned to research work groups; Read group members' grant topic assignment; Discuss common interests.
	Sept 29	<u>Making Sense of Selves I: Self-Identity (Who Am I?)</u> Reading(s): <ul style="list-style-type: none"> • Bryan, Walton, Rogers, & Dweck (2011). Motivating voter turnout by invoking the self. • Hameiri, Porat, Bar-Tal, & Halperin (2016). Moderating attitudes in times of violence through paradoxical thinking intervention. Themes <ul style="list-style-type: none"> • Attribution theory: People as lay scientists trying to figure things out as best they can. • Who am I? Who do I want to be? Who do I not want to be? • Implications for prosocial behavior and achievement, civic engagement, health, and intergroup attitudes and relationships 	
Week 3	Oct 4	<u>Making Sense of Selves II: Self-Identity (How Might I Be Seen?)</u> Reading(s):	

		<ul style="list-style-type: none"> Bauer, Boemelbug, & Walton (2021). Resourceful actors, not weak victims: Reframing refugees' stigmatized identity enhances long-term academic engagement. Yeager et al. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide <p>Themes</p> <ul style="list-style-type: none"> Stereotype threat Wise feedback Identity reframing 	Reading reactions; Meet with research group, discuss Division of Labor; Plan intervention
	Oct 6	<p><u>Making Sense of Selves III: Of Emotions and Internal States</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> <i>Handbook of Wise Interventions</i> (Chapters 9 [Crum et al.] and 10 [Jamieson & Hangen]) <p>Themes</p> <ul style="list-style-type: none"> Test anxiety reframed <p>Expressive writing, achievement, and health</p> <p>**ASSIGNMENT DUE (10/8 by 5 pm on Canvas)**</p> <ul style="list-style-type: none"> Research Group Division of Labor 	
Week 4	Oct 11	<p><u>Making Sense of Selves IV: Of Goals and Control</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> <i>Handbook of Wise Interventions</i> (Chapter 11 [Bryan]) Langer & Rodin (1976). The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting. <p>Themes</p> <ul style="list-style-type: none"> Remind me again, what were my goals? Goal priming to promote safe sex and healthy eating How and when will I accomplish my goals? Flu shots and studying What are <i>my</i> goals? Adolescent healthy eating Can I control the things that matter to me? Improving retirement homes 	Reading reactions; Meet with research group; Plan intervention
	Oct 13	<p><u>Making Sense of Selves V: Of the Possibility of Change</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> <i>Handbook of Wise Interventions</i> (Chapter 1 [Dweck]) <p>Themes</p> <ul style="list-style-type: none"> Changing attributions for academic setbacks to raise achievement Growth mindsets to promote achievement (and reduce school bullying, improve health, and lose weight) 	
Week 5	Oct 18	<p><u>Making Sense of Other People and Groups</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> <i>Handbook of Wise Interventions</i> (Chapter 17 [Marigold]) <p>Themes</p> <ul style="list-style-type: none"> What do we expect of others? Implications for school achievement How am I seen? Improving achievement and dating relationships How do I make sense of other people and social groups? Implications for interpersonal and intergroup relationships 	Meet with research group, finish LOI
	Oct 20	<p><u>No Lecture: Test 1 and Finish Letter of Intent</u></p> <ul style="list-style-type: none"> Test 1 	

		<p>**ASSIGNMENT DUE (10/22 by 5 pm on Canvas)**</p> <ul style="list-style-type: none"> Letter of Intent <p>**RECEIVE LOI TO REVIEW (10/24 by 5pm PST)**</p>	
Week 6	Oct 25	<p><u>Making Sense of Personal and Social Experiences I: Personal experiences at school and the doctor's office.</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> Crum, Leibowitz, & Verghese (2017). Making mindsets matter? Howe et al. (2019). Changing patient mindsets about non-life-threatening symptoms during oral immunotherapy: A randomized controlled trial. <p>Themes</p> <ul style="list-style-type: none"> Instilling meaning in school and at work Adaptive meanings of health-relevant experiences 	Reading reactions and discussion; Meet with research group.
	Oct 27	<p><u>Making Sense of Personal and Social Experiences II: Conflict</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> Bugental et al. (2002). A cognitive approach to child abuse prevention <p>Themes</p> <ul style="list-style-type: none"> With a difficult baby With a spouse you're fighting with With a misbehaving student <p>**ASSIGNMENT DUE (10/29 by 5 pm on Canvas)**</p> <ul style="list-style-type: none"> LOI Review 	
Week 7	Nov 1	<p><u>The Need to Belong I: Leveraging Social Norms and Identity Processes</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> <i>Handbook of Wise Interventions</i> (Chapters 18 [Nolan et al.] and 19 [Sparkman]) <p>Themes</p> <ul style="list-style-type: none"> The need to belong Leveraging the need to belong to motivate positive behaviors; Applications to sustainability and prosocial behavior To license positive behaviors; Sweetmeats Overcoming negative norms: Delicensing misbehavior, altering misperceived norms, changing norms, and critiquing norms; Applications to crime reduction, drinking, eating and body image <p>**ASSIGNMENT RETURNED (by 5 pm on Canvas)**</p> <ul style="list-style-type: none"> LOI with TA and reviewer comments 	Reading reactions and discussion; Meet with research group.
	Nov 3	<p><u>The Need to Belong II: Bolstering Belonging and Remediating Specific Threats to Belonging</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> Walton et al. (2020). Lifting the bar. A relationship-orienting intervention reduces recidivism among children reentering school from juvenile detention <p>Themes</p> <ul style="list-style-type: none"> Happiness and social relationships Academic probation Anti-suicide caring notes Supporting teacher-student relationships 	
Week 8	Nov 8	<p><u>The Need to Belong III: Belonging Mindsets</u></p> <p>Reading(s):</p>	

		<ul style="list-style-type: none"> • <i>Handbook of Wise Interventions</i> (Chapter 2 [Walton & Brady]) <p>Themes</p> <ul style="list-style-type: none"> • Belonging uncertainty and inequality in school achievement 	Reading reactions and discussion; Meet with research group.
	Nov 10	<p><u>The Need for Self-Integrity I: Provoking Threat to Motivate Positive Attitude or Behavior Change</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Stone et al. (1994). Inducing hypocrisy as a means of encouraging young adults to use condoms. • Rokeach (1971). Long-range experimental modification of values, attitudes, and behavior. <p>Themes</p> <ul style="list-style-type: none"> • Cognitive Dissonance • Leveraging dissonance to improve honesty, health, and intergroup attitudes 	Reading reactions and discussion; Meet with research group.
Week 9	Nov 15	<p><u>The Need for Self-Integrity II: Reducing Threat to Help People Flourish</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> • <i>Handbook of Wise Interventions</i> (Chapter 3 [Sherman et al.]) <p>Themes</p> <ul style="list-style-type: none"> • Values affirmation • Using affirmation to promote achievement and health 	Reading reactions and discussion; Meet with research group.
	Nov 16*	<p><u>Understanding and Changing Contexts (Alternative Online Meeting)</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Bryan, Tipton, & Yeager (2021). Behavioural science is unlikely to change the world without a heterogeneity revolution. • Walton & Yeager (2020). Seed and soil: Psychological affordances in contexts help to explain where wise interventions succeed and fail. <p>Themes</p> <ul style="list-style-type: none"> • Peer norms and bullying in school • Psychological affordances • Empowering teachers to improve learning environments • Wrap up <p><i>*Due to a conflict during the normal class time, we will meet at an alternative time online on Nov. 16. Please watch for a survey from Danielle with possible times. If you can't make the alternative time, you will be able to access the Zoom recording of the online class.</i></p> <p>**ASSIGNMENT DUE (11/19 by 5 pm on Canvas)**</p> <ul style="list-style-type: none"> • Final Grant Proposal and Final Presentation Slide 	
Week 10	Nov 29	<p><u>Lessons of Wise Interventions</u></p> <p>Reading(s):</p> <ul style="list-style-type: none"> • [none] <p>Themes</p> <ul style="list-style-type: none"> • Promise and challenges 	Final presentations
	Dec 1	<p><u>No Lecture: Test 2</u></p> <ul style="list-style-type: none"> • Test 2 <p>**ASSIGNMENT DUE (12/3 at 5 pm via Qualtrics survey)**</p> <ul style="list-style-type: none"> • Full Circle Evaluation 	