Stanford



Geoffrey Cohen

James G. March Professor of Organizational Studies in Education and Business, Professor of Psychology and, by courtesy, of Organizational Behavior at the Graduate School of Business

Graduate School of Education

Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

  Casey Chamberlain

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Bio

BIO

Professor Cohen's research examines processes that shape people's sense of belonging and self and implications for social problems. He studies the big and small threats to belonging and self-integrity that people encounter in school, work, and health care settings, and strategies to create more inclusive spaces for people from all walks of life. He believes that the development of psychological theory is facilitated not only by descriptive and observational research but by theory-driven intervention. He has long been inspired by Kurt Lewin's quip, "The best way to try to understand something is to try to change it."

He is the author of a forthcoming book about the causes and consequences of a sense of belonging in school, work, our politics, health care, and other arenas of social life, Belonging: The Science of Creating Connection and Bridging Divides (Norton, September 2022). Learn more about Geoff and his new book at www.geoffreylcohen.com.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education
- Professor, Psychology
- Professor (By courtesy), Organizational Behavior
- Faculty Affiliate, Institute for Human-Centered Artificial Intelligence (HAI)
- Member, Wu Tsai Human Performance Alliance

ADMINISTRATIVE APPOINTMENTS

- Associate Professor, Psychology, University of Colorado, Boulder, (2006-2009)
- Associate Professor, Psychology, Yale University, (2005-2006)
- Affiliated Appointment, Institute for Social and Policy Studies, Yale University, (2003-2006)
- Assistant Professor, Psychology, Yale University, (1999-2005)

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

PROFESSIONAL EDUCATION

- Ph.D., Stanford University , Psychology (1998)
- Bachelor of Arts, Cornell University , Psychology

LINKS

- Lab Website: http://cohenlab.stanford.edu/
- Google Scholar: https://scholar.google.com/citations?user=ywxN9o3_-_cC&hl=en
- Personal Website: http://www.geoffreylcohen.com/

Research & Scholarship

RESEARCH INTERESTS

- Assessment & Evaluation
- Child and Adolescent Development
- Design-based research
- Education Policy
- Educational Inequality
- Leadership
- Race, Culture, and Identity
- Social Movements
- Social-Emotional Learning
- Youth Identity, Agency, and Voice

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Much of my research examines processes related to identity maintenance and their implications for social problems. One primary aim of my research is the development of theory-driven, rigorously tested intervention strategies that further our understanding of the processes underpinning social problems and that offer solutions to alleviate them. Two key questions lie at the core of my research: “Given that a problem exists, what are its underlying processes?” And, “Once identified, how can these processes be overcome?” One reason for this interest in intervention is my belief that a useful way to understand psychological processes and social systems is to try to change them. We also are interested in how and when seemingly brief interventions, attuned to underlying psychological processes, produce large and long-lasting psychological and behavioral change.

The methods that my lab uses include laboratory experiments, longitudinal studies, content analyses, and randomized field experiments. One specific area of research addresses the effects of group identity on achievement, with a focus on under-performance and racial and gender achievement gaps. Additional research programs address hiring discrimination, the psychology of closed-mindedness and inter-group conflict, and psychological processes underlying anti-social and health-risk behavior.

Teaching

COURSES

2026-27

- Advanced Topics in Research on Self and Stigma: EDUC 425 (Aut, Win)
- Research Methods in Social Psychology and Allied Fields: EDUC 497, PSYCH 297 (Aut)
- Social Psychology and Social Change: EDUC 371, PSYCH 265 (Win)

2025-26

- Advanced Topics in Research on Self and Stigma: EDUC 425 (Aut, Win)
- Research Methods in Social Psychology and Allied Fields: EDUC 497, PSYCH 297 (Aut)
- Social Psychology and Social Change: EDUC 371, PSYCH 265 (Win, Spr)

2024-25

- Advanced Topics in Research on Self and Stigma: EDUC 425 (Win)
- Research Methods in Social Psychology and Allied Fields: EDUC 497, PSYCH 297 (Win)
- Social Psychology and Social Change: EDUC 371, PSYCH 265 (Spr)
- The Social Psychology of Belonging: OSPBER 89 (Aut)

2023-24

- Advanced Topics in Research on Self and Stigma: EDUC 425 (Win, Spr)
- Research Methods in Social Psychology and Allied Fields: EDUC 497, PSYCH 297 (Aut)
- Social Psychology and Social Change: EDUC 371, PSYCH 265 (Spr)

STANFORD ADVISEES

Doctoral Dissertation Advisor (AC)

Yue Jia, Steve Juarez, Morgan Tompkins

Doctoral (Program)

Reagan Allvin, Will Blakey, Yue Jia, Steve Juarez, Ramya Kumar

Publications

PUBLICATIONS

- **A brief social-belonging intervention in college improves adult outcomes for black Americans.** *Science advances*
  Brady, S. T., Cohen, G. L., Jarvis, S. N., Walton, G. M.
  2020; 6 (18): eaay3689
- **Stereotype threat and working memory among surgical residents (vol 216, pg 824, 2018)** *AMERICAN JOURNAL OF SURGERY*
  Milam, L. A., Cohen, G. L., Mueller, C., Salles, A.
  2019; 218 (3): 668
- **Targeted Identity-Safety Interventions Cause Lasting Reductions in Discipline Citations Among Negatively Stereotyped Boys** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Goyer, J., Cohen, G. L., Cook, J. E., Master, A., Apfel, N., Lee, W., Henderson, A. G., Reeves, S. L., Okonofua, J. A., Walton, G. M.
  2019; 117 (2): 229–59
- **Bolstering trust and reducing discipline incidents at a diverse middle school: How self-affirmation affects behavioral conduct during the transition to adolescence.** *Journal of school psychology*
  Binning, K. R., Cook, J. E., Purdie-Greenaway, V., Garcia, J., Chen, S., Apfel, N., Sherman, D. K., Cohen, G. L.
  2019; 75: 74–88
- **Why is it so hard to change? The role of self-integrity threat and affirmation in weight loss** *EUROPEAN JOURNAL OF SOCIAL PSYCHOLOGY*
  Logel, C., Hall, W., Page-Gould, E., Cohen, G. L.

2019; 49 (4): 748–59

- **The Relationship Between Self-Efficacy and Well-Being Among Surgical Residents** *JOURNAL OF SURGICAL EDUCATION*
  Milam, L. A., Cohen, G. L., Mueller, C., Salles, A.
  2019; 76 (2): 321–28
- **Affirmation prevents long-term weight gain** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
  Logel, C., Kathmandu, A., Cohen, G. L.
  2019; 81: 70–75
- **Feasibility of a 'Psychologically Smart' Community Pharmacy Intervention to Improve Patient Recognition and Response Time in Stroke.**
  Malcolm, E., Spokoyny, I., Safaeinili, N., Tai, A., Govindarajan, P., Donelson, S., Door, T., Fotuhi, O., Wu, W., Cohen, G.
  LIPPINCOTT WILLIAMS & WILKINS.2019
- **A Randomized Study of Values Affirmation to Promote Interest in Diabetes Prevention Among Women With a History of Gestational Diabetes.** *Medical care*
  Brown, S. D., Fotuhi, O. n., Grijalva, C. S., Tsai, A. L., Quesenberry, C. P., Ritchie, J. L., Cohen, G. L., Ferrara, A. n.
  2019
- **Corrigendum to 'Stereotype threat and working memory among surgical residents' [Am J Orthop Surg 216 (2018) 824-829].** *American journal of surgery*
  Milam, L. A., Cohen, G. L., Mueller, C., Salles, A.
  2018
- **Reconceptualizing Self-Affirmation With the Trigger and Channel Framework: Lessons From the Health Domain.** *Personality and social psychology review : an official journal of the Society for Personality and Social Psychology, Inc*
  Ferrer, R. A., Cohen, G. L.
  2018: 1088868318797036
- **Stereotype threat and working memory among surgical residents** *AMERICAN JOURNAL OF SURGERY*
  Milam, L. A., Cohen, G. L., Mueller, C., Salles, A.
  2018; 216 (4): 824–29
- **The Relationship Between Self-Efficacy and Well-Being Among Surgical Residents.** *Journal of surgical education*
  Milam, L. A., Cohen, G. L., Mueller, C., Salles, A.
  2018
- **PROMOTING PROGRAMS FOR DIABETES PREVENTION: A RANDOMIZED TRIAL TO DESIGN THEORY-BASED OUTREACH STRATEGIES**
  Brown, S. D., Fotuhi, O., Grijalva, C., Tsai, A., Cohen, G., Ferrara, A.
  OXFORD UNIV PRESS INC.2018: S550
- **The relationship between perceived gender judgment and well-being among surgical residents** *AMERICAN JOURNAL OF SURGERY*
  Salles, A., Milam, L., Cohen, G., Mueller, C.
  2018; 215 (2): 233–37
- **Solace in Solidarity: Disability Friendship Networks Buffer Well-Being** *REHABILITATION PSYCHOLOGY*
  Silverman, A. M., Molton, I. R., Smith, A. E., Jensen, M. P., Cohen, G. L.
  2017; 62 (4): 525–33
- **Self-Efficacy, Sex, and Resident Performance**
  Milam, L., Mueller, C., Cohen, G., Salles, A.
  ELSEVIER SCIENCE INC.2017: E159–E160
- **Eight-minute self-regulation intervention raises educational attainment at scale in individualist but not collectivist cultures** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
  Kizilcec, R. F., Cohen, G. L.
  2017; 114 (17): 4348-4353
- **Attainable and Relevant Moral Exemplars Are More Effective than Extraordinary Exemplars in Promoting Voluntary Service Engagement** *FRONTIERS IN PSYCHOLOGY*
  Han, H., Kim, J., Jeong, C., Cohen, G. L.

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- **Feeling left out, but affirmed: Protecting against the negative effects of low belonging in college** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
  Layous, K., Davis, E. M., Garcia, J., Purdie-Vaughns, V., Cook, J. E., Cohen, G. L.
  2017; 69: 227-231

- **Loss of Institutional Trust Among Racial and Ethnic Minority Adolescents: A Consequence of Procedural Injustice and a Cause of Life-Span Outcomes** *CHILD DEVELOPMENT*
  Yeager, D. S., Purdie-Vaughns, V., Hooper, S. Y., Cohen, G. L.
  2017; 88 (2): 658-676

- **Closing global achievement gaps in MOOCs** *SCIENCE*
  Kizilcec, R. F., Saltarelli, A. J., Reich, J., Cohen, G. L.
  2017; 355 (6322): 251–52

- **Self-affirmation facilitates minority middle schoolers' progress along college trajectories.** *Proceedings of the National Academy of Sciences of the United States of America*
  Goyer, J. P., Garcia, J. n., Purdie-Vaughns, V. n., Binning, K. R., Cook, J. E., Reeves, S. L., Apfel, N. n., Taborsky-Barba, S. n., Sherman, D. K., Cohen, G. L.
  2017; 114 (29): 7594–99

- **No Researcher Is an Island** *Collaboration in psychological science behind the scenes*
  Cohen, G. L., Garcia, J.
  edited by Zweigenhaft, R. L., Borgida, E.
  New York: Worth Publishers.2017: 215–229

- **Turning Point: Targeted, Tailored, and Timely Psychological Intervention** *Handbook of Competence and Motivation*
  Cohen, G. L., Garcia, J., Parker Goyer, J.
  New York, NY: Guilford Press.2017; 2: 657–686

- **Teaching a lay theory before college narrows achievement gaps at scale** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
  Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, et al
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- **The Psychology of the Affirmed Learner: Spontaneous Self-Affirmation in the Face of Stress** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Brady, S. T., Reeves, S. L., Garcia, J., Purdie-Vaughns, V., Cook, J. E., Taborsky-Barba, S., Tomasetti, S., Davis, E. M., Cohen, G. L.
  2016; 108 (3): 353-373

- **Instructional Interventions That Motivate Classroom Learning INTRODUCTION** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Lin-Siegler, X., Dweck, C. S., Cohen, G. L.
  2016; 108 (3): 295–99

- **Changing Environments by Changing Individuals: The Emergent Effects of Psychological Intervention** *PSYCHOLOGICAL SCIENCE*
  Powers, J. T., Cook, J. E., Purdie-Vaughns, V., Garcia, J., Apfel, N., Cohen, G. L.
  2016; 27 (2): 150-160

- **Exploring the Relationship Between Stereotype Perception and Residents' Well-Being** *JOURNAL OF THE AMERICAN COLLEGE OF SURGEONS*
  Salles, A., Mueller, C. M., Cohen, G. L.
  2016; 222 (1): 52-58

- **A values affirmation intervention to improve female residents' surgical performance** *Journal of graduate medical education*
  Salles, A., Mueller, C. M., Cohen, G. L.
  2016; 8 (3): 378-383

- **Peer Influence, Peer Status, and Prosocial Behavior: An Experimental Investigation of Peer Socialization of Adolescents' Intentions to Volunteer** *JOURNAL OF YOUTH AND ADOLESCENCE*
  Choukas-Bradley, S., Giletta, M., Cohen, G. L., Prinstein, M. J.

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- **Threats to Social Identity Can Trigger Social Deviance** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
  Belmi, P., Barragan, R. C., Neale, M. A., Cohen, G. L.
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- **Going along versus getting it right: The role of self-integrity in political conformity** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
  Binning, K. R., Brick, C., Cohen, G. L., Sherman, D. K.
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- **Adolescents Misperceive and Are Influenced by High-Status Peers' Health Risk, Deviant, and Adaptive Behavior** *DEVELOPMENTAL PSYCHOLOGY*
  Helms, S. W., Choukas-Bradley, S., Widman, L., Giletta, M., Cohen, G. L., Prinstein, M. J.
  2014; 50 (12): 2697-2714

- **Stereotypes as Stumbling-Blocks: How Coping With Stereotype Threat Affects Life Outcomes for People With Physical Disabilities** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
  Silverman, A. M., Cohen, G. L.
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- **Stereotypes as stumbling-blocks: how coping with stereotype threat affects life outcomes for people with physical disabilities.** *Personality & social psychology bulletin*
  Silverman, A. M., Cohen, G. L.
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- **Experimentally Measured Susceptibility to Peer Influence and Adolescent Sexual Behavior Trajectories: A Preliminary Study** *DEVELOPMENTAL PSYCHOLOGY*
  Choukas-Bradley, S., Giletta, M., Widman, L., Cohen, G. L., Prinstein, M. J.
  2014; 50 (9): 2221-2227

- **An Experimental Examination of Peers' Influence on Adolescent Girls' Intent to Engage in Maladaptive Weight-Related Behaviors** *INTERNATIONAL JOURNAL OF EATING DISORDERS*
  Rancourt, D., Choukas-Bradley, S., Cohen, G. L., Prinstein, M. J.
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- **Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide** *JOURNAL OF EXPERIMENTAL PSYCHOLOGY-GENERAL*
  Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., Williams, M. E., Cohen, G. L.
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- **The relationship between grit and resident well-being.** *American journal of surgery*
  Salles, A., Cohen, G. L., Mueller, C. M.
  2014; 207 (2): 251-254

- **The psychology of change: self-affirmation and social psychological intervention.** *Annual review of psychology*
  Cohen, G. L., Sherman, D. K.
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- **FOSTERING POSITIVE NARRATIVES: SOCIAL-PSYCHOLOGICAL INTERVENTIONS TO MAXIMIZE MOTIVATION IN THE CLASSROOM AND BEYOND** *MOTIVATIONAL INTERVENTIONS*
  Silverman, A., Cohen, G.
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  2014; 18: 177–211

- **Educational theory, practice, and policy and the wisdom of social psychology** *Policy Insights from the Behavioral and Brain Sciences*
  Cohen, G. L., Garcia, J.
  2014; 1 (1): 13-20

- **Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning.** *Bill & Melinda Gates Foundation*
  Dweck, C. S., Walton, G. M., Cohen, G. L.
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- **An experimental study on the effects of peer drinking norms on adolescents' drinker prototypes** *ADDICTIVE BEHAVIORS*
  Teunissen, H. A., Spijkerman, R., Cohen, G. L., Prinstein, M. J., Engels, R. C., Scholte, R. H.
  2014; 39 (1): 85-93
- **Demystifying Values-Affirmation Interventions: Writing About Social Belonging Is a Key to Buffering Against Identity Threat** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
  Shnabel, N., Purdie-Vaughns, V., Cook, J. E., Garcia, J., Cohen, G. L.
  2013; 39 (5): 663–76
- **Deflecting the Trajectory and Changing the Narrative: How Self-Affirmation Affects Academic Performance and Motivation Under Identity Threat** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Sherman, D. K., Hartson, K. A., Binning, K. R., Purdie-Vaughns, V., Garcia, J., Taborsky-Barba, S., Tomassetti, S., Nussbaum, A. D., Cohen, G. L.
  2013; 104 (4): 591-618
- **Self-affirmation as a deliberate coping strategy: The moderating role of choice** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
  Silverman, A., Logel, C., Cohen, G. L.
  2013; 49 (1): 93-98
- **A social-psychological approach to educational intervention** *Behavioral foundations of policy*
  Garcia, J., Cohen, G. L.
  edited by Shafir, E.
  2013
- **The Effect of Values Affirmation on Race-Discordant Patient-Provider Communication** *ARCHIVES OF INTERNAL MEDICINE*
  Havranek, E. P., Hanratty, R., Tate, C., Dickinson, L. M., Steiner, J. F., Cohen, G., Blair, I. A.
  2012; 172 (21): 1662-1667
- **Adolescents' Conformity to Their Peers' Pro-Alcohol and Anti-Alcohol Norms: The Power of Popularity** *ALCOHOLISM-CLINICAL AND EXPERIMENTAL RESEARCH*
  Teunissen, H. A., Spijkerman, R., Prinstein, M. J., Cohen, G. L., Engels, R. C., Scholte, R. H.
  2012; 36 (7): 1257-1267
- **THE EFFECT OF A SELF-AFFIRMATION WRITING EXERCISE ON RACE-DISCORDANT PATIENT-PROVIDER COMMUNICATION**
  Hanratty, R., Havranek, E. P., Tate, C., Dickinson, L., Steiner, J. F., Cohen, G., Blair, I. V.
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- **Mere Belonging: The Power of Social Connections** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Walton, G. M., Cohen, G. L., Cwir, D., Spencer, S. J.
  2012; 102 (3): 513-532
- **Chronic Threat and Contingent Belonging: Protective Benefits of Values Affirmation on Identity Development** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Cook, J. E., Purdie-Vaughns, V., Garcia, J., Cohen, G. L.
  2012; 102 (3): 479-496
- **The Role of the Self in Physical Health: Testing the Effect of a Values-Affirmation Intervention on Weight Loss** *PSYCHOLOGICAL SCIENCE*
  Logel, C., Cohen, G. L.
  2012; 23 (1): 53-55
- **An identity threat perspective on intervention** *Stereotype threat: Theory, Process, and Application*
  Cohen, G. L., Purdie-Vaughns, V., Garcia, J.
  edited by Inzlicht, M., Schmader, T.
  New York: Oxford University Press.2012
- **Identity, belief, and bias** *Ideology, psychology, and law*
  Cohen, G. L.
  2012: 385-403
- **A social psychological approach to educational intervention** *Behavioral foundations of public policy*
  Garcia, J., Cohen, G.

2012: 329-347

- **Replicating a Self-Affirmation Intervention to Address Gender Differences: Successes and Challenges**
  Kost-Smith, L. E., Pollock, S. J., Finkelstein, N. D., Cohen, G. L., Ito, T. A., Miyake, A.
  edited by Rebello, N. S., Engelhardt, P. V., Singh, C.
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- **Susceptibility to Peer Influence: Using a Performance-Based Measure to Identify Adolescent Males at Heightened Risk for Deviant Peer Socialization** *DEVELOPMENTAL PSYCHOLOGY*
  Prinstein, M. J., Brechwald, W. A., Cohen, G. L.
  2011; 47 (4): 1167-1172
- **A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students** *SCIENCE*
  Walton, G. M., Cohen, G. L.
  2011; 331 (6023): 1447-1451
- **More Than Inspiration: Role Models Convey Multiple and Multifaceted Messages** *PSYCHOLOGICAL INQUIRY*
  Manke, K. J., Cohen, G. L.
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- **Social psychology and social change** *Science*
  Cohen, G. L.
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- **Sharing Motivation** *SOCIAL MOTIVATION*
  Walton, G. M., Cohen, G. L.
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- **Seeing the Other Side: Reducing Political Partisanship via Self-Affirmation in the 2008 Presidential Election** *ANALYSES OF SOCIAL ISSUES AND PUBLIC POLICY*
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- **Who Fears the HPV Vaccine, Who Doesn't, and Why? An Experimental Study of the Mechanisms of Cultural Cognition** *LAW AND HUMAN BEHAVIOR*
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- **Reducing the Gender Achievement Gap in College Science: A Classroom Study of Values Affirmation** *SCIENCE*
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- **Gender Differences in Physics 1: The Impact of a Self-Affirmation Intervention**
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- **Recursive Processes in Self-Affirmation: Intervening to Close the Minority Achievement Gap** *SCIENCE*
  Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., Brzustoski, P.
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- **Cultural cognition of the risks and benefits of nanotechnology** *NATURE NANOTECHNOLOGY*
  Kahan, D. M., Braman, D., Slovic, P., Gastil, J., Cohen, G.
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- **Reducing narcissistic aggression by buttressing self-esteem: An experimental field study** *Psychological Science*
  Thomaes, S., Bushman, B. J., de Castro, B. O., Cohen, G. L., Denissen, J. J.
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- **The defensive maintenance of egalitarian values: An idealistic fallacy**
  Hahn, A., Cohen, G.
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- **Identity, belonging, and achievement: A model, interventions, implications** *Current directions in psychological science*
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- **Bridging the partisan divide: Self-affirmation reduces ideological closed-mindedness and inflexibility in negotiation** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Cohen, G. L., Bastardi, A., Sherman, D. K., Hsu, L., McGoey, M., Ross, L.
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- **A question of belonging: Race, social fit, and achievement**
  Walton, G. M., Cohen, G. L.
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- **Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. School Leadership Study. Final Report.** *Stanford Educational Leadership Institute*
  Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., Cohen, C.
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  Cohen, G. L., Garcia, J., Apfel, N., Master, A.
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- **Peer contagion of aggression and health risk behavior among adolescent males: An experimental investigation of effects on public conduct and private attitudes** *Child development*
  Cohen, G. L., Prinstein, M. J.
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- **The psychology of self-defense: Self-affirmation theory** *Advances in Experimental Social Psychology*
  Sherman, D. K., Cohen, G. L.
  edited by Zanna, M. P.
  San Diego, CA: Academic Press.2006; 38: 183–242

- **"I am us": Negative stereotypes as collective threats** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Cohen, G. L., Garcia, J.
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- **Constructed criteria - Redefining merit to justify discrimination** *PSYCHOLOGICAL SCIENCE*
  Uhlmann, E. L., Cohen, G. L.
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- **Stereotype threat and the social and scientific contexts of the race achievement gap** *AMERICAN PSYCHOLOGIST*
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- **Party over policy: The dominating impact of group influence on political beliefs** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
  Cohen, G. L.
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PRESENTATIONS

- Turning Point: Targeted, Tailored, and Timely Psychological Intervention
- A Barrier of Mistrust: How Negative Stereotypes Affect Cross-Race Mentoring
- Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning
- Identity, Belief, and Bias
- Educational Theory, Practice, and Policy and the Wisdom of Social Psychology