

# Stanford

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## Gregg Muragishi

Ph.D. Student in Psychology, admitted Autumn 2015

### Bio

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#### BIO

My research focuses on how individuals interpret and derive meaning from positive and negative cues in the social environment. In particular, I am interested in how subtle gestures of respect can ignite change within an institution to increase belonging, interest, and motivation for underrepresented groups.

#### EDUCATION AND CERTIFICATIONS

- MA, California State University, Long Beach , Psychology (2014)
- BA, University of Southern California , Psychology (2010)

#### STANFORD ADVISORS

- Claude Steele, Doctoral Dissertation Reader (AC)
- Greg Walton, Doctoral Dissertation Advisor (AC)
- Hazel Markus, Doctoral Dissertation Reader (AC)
- Greg Walton, Doctoral (Program)

#### LINKS

- Website: <https://muragishi.weebly.com/>

### Teaching

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#### COURSES

##### 2018-19

- Wise Interventions: PSYCH 138, PSYCH 238, PUBLPOL 238 (Win)

##### 2017-18

- Introduction to Comparative Studies in Race and Ethnicity: CSRE 196C, ENGLISH 172D, PSYCH 155, SOC 146, TAPS 165 (Win)
- Introduction to Social Psychology: PSYCH 108S (Sum)

##### 2016-17

- Introduction to Social Psychology: PSYCH 108S (Sum)
- Self and Society: Introduction to Social Psychology: PSYCH 70 (Spr)

## Publications

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### PUBLICATIONS

- **Research Microcultures as Socialization Contexts for Underrepresented Science Students.** *Psychological science*  
Thoman, D. B., Muragishi, G. A., Smith, J. L.  
2017; 28 (6): 760-773
- **To Grab and To Hold: Cultivating communal goals to overcome cultural and structural barriers in first generation college students' science interest.** *Translational issues in psychological science*  
Allen, J. M., Muragishi, G. A., Smith, J. L., Thoman, D. B., Brown, E. R.  
2015; 1 (4): 331-341
- **From Bench to Bedside: A Communal Utility Value Intervention to Enhance Students' Biomedical Science Motivation** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*  
Brown, E. R., Thoman, D. B., Smith, J. L., Allen, J. M., Muragishi, G.  
2015; 107 (4): 1116-1135