

# Kody J. Manke

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## Education

- 2016  
(expected)      PhD, Social Psychology  
Stanford University  
Advisor: Geoffrey L. Cohen
- 2009              BS, Psychology; Minor, Religious Studies  
*Summa Cum Laude*  
Arizona State University  
Thesis: *Misdirected compassion: Why compassionate release is not a  
compassionate policy.*

## Research Interests

My research focuses on social identity, especially in the context of stereotypes and culture. Using lab and field studies, I test how people's construal of social situations (and of themselves within those situations) affects both immediate and long-term outcomes. I also conduct intervention research in real-world contexts, improving outcomes in domains such as academic performance, belonging, and wellbeing. One of my lines of research examines how even a single experience of stereotype threat can have lasting effects on belonging and motivation. Another line of research examines how culturally embedded social experiences are related to wellbeing and longevity, and how these processes differ between Spanish and U.S. cultural contexts.

## Research Experience

- 2010 – Present    Graduate Researcher, *Stanford University*
- Faculty Collaborators: Geoffrey Cohen, Hazel Markus, Greg Walton, Pablo Briñol, Claudia Mueller, and Daniel Effron
- 2009 – 2010      Post-Baccalaureate Researcher, *University of Wisconsin – Madison*
- PI: Patricia Devine
- 2008 – 2009      Research Assistant, *Arizona State University*
- PIs: Steven Neuberg and Douglas Kenrick

## Awards and Honors

- 2015              Albert Hastorf Prize for Excellence in Teaching, Stanford Psychology  
Department
- 2015              Graduate Teaching Fellow, Center for Comparative Studies in Race and  
Ethnicity

2015	Mentor in Teaching Fellow, Vice Provost for Teaching and Learning
2014	Graduate Teaching Award, Department of Psychology
2014	Graduate Teaching Training Grant, Center for Teaching and Learning
2013	Graduate Student Grant, Europe Center at Stanford University
2013	SPSP Graduate Student Travel Award
2012	SPSP Graduate Student Travel Award
2011 – 2013	Quantitative Education Policy Analysis Fellow, Institution for Education Sciences, Stanford University
2010	University of Wisconsin – Madison University Fellowship ( <i>Declined</i> )
2004 – 2009	Dean’s List, Arizona State University
2004	National Merit Scholar

## Publications

Manke, K.J., & Cohen, G.L. Stereotype threat perseverance: Experiences with stereotype threat can lead to deleterious effects over time. *Manuscript in preparation.*

Manke, K. J., Brady, S. T., Park, S. M., & Cohen, G. L. Affirmation in your pocket: Text-based affirmation bolsters well-being and lowers stress. *Manuscript in preparation.*

Mueller, C.M., Manke, K.J., Fotuhi, O., Wright, R. & Cohen, G.L. Implicit Theories of Health among Type 1 Diabetic Adolescents and Adherence to Treatment Monitoring. *Manuscript in preparation.*

Manke, K.J., & Cohen, G.L. (2011). More than inspiration: Role models convey multiple and multifaceted messages. *Psychological Inquiry*, 22, 275-279.

## Teaching

### *Primary Instructor*

2016 (Spring)	<p>Navigating Race and Identity in America, <i>Stanford University</i></p> <ul style="list-style-type: none"> <li>• Expected: ~20 students</li> <li>• Created new course for Center for Comparative Studies in Race and Ethnicity</li> <li>• Designed course proposal and syllabus; will prepare exams, lectures (two per week), and sections (one per week)</li> </ul>
2015, 2014	<p>General Psychology, <i>Stanford University</i></p> <ul style="list-style-type: none"> <li>• 45 students (each year)</li> <li>• Designed course syllabus; created essay assignments and exams; prepared and delivered two lectures per week</li> </ul>
2014, 2013	<p>Teaching Development Workshop (Director), <i>Stanford University</i></p> <ul style="list-style-type: none"> <li>• Designed and led PhD student workshop, with sessions focusing on teaching skills and professional development; coordinated talks from professors</li> </ul>
2013	<p>Social Psychology, <i>Stanford University</i></p> <ul style="list-style-type: none"> <li>• 40 students, co-taught with two other PhD students</li> </ul>

### *Teaching Assistant*

- 2015 Comparative Studies in Race and Ethnicity, *Stanford University*
- 55 students, taught section of 20 students, created section plans
- 2015 Social Psychology (Head TA), *Stanford University*
- 230 students, coordinated 10 TAs and 20 sections
- 2015 Statistical Methods (Head TA), *Stanford University*
- 250 students, coordinated 11 TAs and 22 sections, taught 2 sections, and gave one guest lecture
- 2014 Cognitive Development, *Stanford University*
- 40 students, led exam reviews, provided weekly lecture feedback to instructor
- 2014 Abnormal Psychology, *Stanford University*
- 75 students, led exam reviews
- 2014 Cellular Neuroscience, *Stanford University*
- 75 students, led exam reviews and gave one guest lecture
- 2013 Statistical Methods, *Stanford University*
- 475 students, taught 2 open sections (average ~35 students/section)
- 2012 Statistical Methods, *Stanford University*
- 430 students, taught 2 open sections (average ~15 students/section)
- 2011 Cultural Psychology, *Stanford University*
- 200 students, taught section of 25 students, created section plans
- 2007 Psychology of Effective Thinking, *Arizona State University*
- 20 students, undergraduate tutor/grader for 5 students

### **Conference Presentations**

- Manke, K.J., Brady, S.T., & Cohen, G.L. (2016). Affirmation on the go: Affirmation via text message enhances wellbeing in times of stress. Symposium presentation at Society for Personality and Social Psychology. San Diego, CA.
- Manke, K.J. (2014). Cumulative consequences: The link between life course processes and intervention processes. Symposium organizer and chair at Society for Personality and Social Psychology. Austin, TX.
- Manke, K.J., & Cohen, G.L. (2014). Stereotype threat perseverance: A single experience with stigmatization can have persistent effects. Symposium presentation at Society for Personality and Social Psychology. Austin, TX.
- Manke, K.J., & Cohen, G.L. (2013). Stereotype threat perseverance: Different effects for different threats. Poster presented at Society for Personality and Social Psychology. New Orleans, LA.
- Manke, K.J., & Cohen, G.L. (2012). Stereotype threat perseverance: A process over time. Poster presented at Society for Personality and Social Psychology. San Diego, CA.

## Broader Media

Manke, K.J. (2015, September). Supporting vulnerable students. Webpage for Vice Provost for Teaching and Learning at Stanford University.

Manke, K.J., & Binning, K.R. (2014, April 1). Mighty oaks from little (psychological) acorns grow. *SPSP: Character & Context*. <http://www.spspblog.org/mighty-oaks-from-little-psychological-acorns-grow/>

## Invited Talks

- 2014            Stereotype threat perseverance. Presented at University of San Francisco.  
2014            Threat perseverance. Presented at Universidad Autónoma de Madrid.  
                  Stereotype threat perseverance. Presented at Stanford University.  
2014            Psychological interventions: How seemingly small interventions have large  
2011            and recursive effects. Presented at Stanford University.  
                  Putting research into practice: Lessons from social psychology. Presented at I  
2011            Have a Dream program summer retreat, San Francisco, CA.

## Service

- 2014 – 2015    Teaching Assistant Mentor  
                  Department of Psychology  
2013 – 2015    Director, Graduate Teaching Development Workshop  
                  Department of Psychology  
2013 – 2015    Department Teaching Liaison  
                  Vice Provost for Teaching and Learning  
2013            Co-organizer, Affirmation Conference  
                  Cohen Lab, Department of Psychology and Graduate School of Education  
2012 – 2013    Early Childhood Literacy Tutor (Costaño Elementary, East Palo Alto)  
                  Haas Center for Public Service, Stanford University  
2011 – 2014    Organizer, Cohen Lab Research Group  
                  Department of Psychology and Graduate School of Education

## Other Experience

- 2014            Education Policy Lab, *Stanford Law School*
- Working with law and education faculty and students, conducted research on the role of parents in pre-matriculation for low-income students
  - Wrote policy paper and executive summary that was distributed to several educational organizations (e.g., QuestBridge)
- 2012            Consultant, *Stupski Foundation*
- Collected data about psychological variables related to student success (e.g., mindset, grit) from a large network of schools
  - Created handbook for educators summarizing results and extant literature, explaining and clarifying variables and their relationships with student success, and providing practical suggestions for student improvement

## **Mentoring**

Robert Wright, M.A., San Jose State University ('09). PhD student in Social Psychology at University of California-Riverside.

Soo Mhin Park, B.A., Emory University ('14). Clinical research assistant at Stanford University School of Medicine.

Kathryn Dos Santos, M.A., Pepperdine University ('14). Research assistant in Cohen Lab at Stanford University.

## **Professional Affiliations**

*Member*, Society for Personality and Social Psychology

*Member*, American Educational Research Association