

Rebecca M. Carey

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Academic Positions

2018 - Present **Kellogg School of Management, Northwestern University**
Postdoctoral Scholar

Education

2012 - 2018 **Stanford University, Stanford, CA**
Ph.D. in Psychology

Summer 2014 **Interuniversity Consortium for Political and Social Research**
Summer Program in Quantitative Methods of Social Research

2008 - 2012 **Trinity University, San Antonio, TX**
B.A. in Psychology
B.A. in Chinese

Research

Research culture, self/identity, social class, inequality, sociocultural shaping of
Interests relationships, intergroup dynamics, social class disparities

Dissertation *The sociocultural shaping of relationships in U.S. middle and working
class contexts*
Dissertation Committee: Hazel Rose Markus, Ph.D. (primary advisor)
Jeanne Tsai, Ph.D.,
Jennifer Eberhardt, Ph.D.

Publications

Carey, R.M., Stephens, N.M., Townsend, S. S. M., & Hamedani, M. G. (under review). Is Diversity Enough? Cross-Race and Cross-Class Interactions Occur Less Often than Expected, but Benefit Members of Lower-Status Groups When They Occur. Submitted to *Journal of Personality and Social Psychology*.

Carey, R. M., Stephens, N. M., & Markus, H. R. (under review). Can close relationships reduce social class health disparities?: Close, supportive, and trusting relationships are linked to health and well-being in lower social class contexts. Under extended review at *Psychological Science*.

Carey, R. M., & Markus, H. R. (under review). The ties that bind: Patterns of relationality across U.S. social class contexts and their implications for self and behavior. Revise and resubmit at *Journal of Personality and Social Psychology*.

Carey, R.M., & Zhang-Bencharit, L. (2018). Socioeconomic cultures: How education shapes the self. In Uskul & S. Oishi (Eds.), *Socioeconomic environment and human psychology: Social, ecological, and cultural perspectives*. New York: Oxford University Press.

Carey, R. M., & Markus, H. R. (2017). Social class shapes the form and function of relationships and selves. *Current Opinion in Psychology*, 18, 123-130.

Carey, R. M., & Markus, H. R. (2016). Social class matters: A rejoinder. *Journal of Consumer Psychology*, 26(4), 599-602.

Carey, R. M., & Markus, H. R. (2016). Understanding consumer psychology in working-class contexts. *Journal of Consumer Psychology*, 26(4), 568-582.

Manuscripts in Preparation

Stephens, N. M., **Carey, R. M.**, Townsend, S. S. M., Hamedani, M. G., Brannon, T. N., & Murphy, M. C. (in preparation). The academic benefits of difference-education and belongingness interventions extend to diverse higher education settings.

Carey, R. M., Dittmann, A. G., Reinhart, E., Birnbaum, H. J., Stephens, N. M. & Markus, H. R. (in preparation). COVID + Relationships

Reinhart, E., **Carey, R. M.**, Birnbaum, H. J., Dittmann, A. G., Stephens, N. M. & Markus, H. R. (in preparation). One country, two pandemics: The differential experience of the COVID-19 pandemic across U.S. social class contexts.

Birnbaum, H. J., Dittmann, A. G., Reinhart, E., **Carey, R. M.**, Stephens, N. M., & Markus, H. R. (in preparation). Adversity from COVID-19 shapes beliefs about inequality.

Stephens, N. M., **Carey, R. M.**, Dittmann, A. G., Birnbaum, H. J., Emery, L. F., & Townsend, S. S. M. (in preparation). Gender disparities in participation in MBA classes and the moderating role of classroom culture.

Carey, R. M., Ruedas-Gracia, N., Markus, H. R. (in preparation). Closing the academic gap among first-generation college students: The role of stress and belonging.

Carey, R. M., Markus, H. R. (in preparation) What is loyalty?: Dimensions of loyalty.

Bencharit, L.Z., **Carey, R.M.**, Fu, A., Markus, H. (in preparation). There's no "I" in "Team": Interdependent Motivation and Consequences for Teamwork Across Cultures.

Carey, R.M., Bencharit, L.Z., Tsai, J.L., Markus, H. (in preparation). Race or social class?: Intersecting identities shape health and self-construal.

Presentations

Carey, R.M., Markus, H. R. (Feb 2021). Lower social class shapes binding relationships. Symposium to be presented at Society for Personality and Social Psychology Convention, New Orleans, LA.

Carey, R.M., Stephens, N. M. (Feb 2020). The frequency, quality, and consequences of cross-class interactions. Symposium presented at Society for Personality and Social Psychology Convention, New Orleans, LA.

Carey, R.M., Markus, H. R. (Mar 2018). The strength of strong ties: Close relationships predict better outcomes for first-generation college students. Poster presented at Society for Personality and Social Psychology Convention, Atlanta, GA.

Torrez, B., **Carey, R.M.**, Conner, A., Markus, H. R. (Feb. 2017). High in the sky or down in the gutter: the effect of name verticality on self-esteem. Poster presented at Society for Personality and Social Psychology Conference, San Antonio, TX

Carey, R.M., Markus, H. R. (Feb 2015). Social class and in-group loyalty. Poster presented at Society for Personality and Social Psychology Convention, Long Beach, CA.

Carey, R. M., Markus, H. R. (May 2014). Stand by your man (or not?): Social class differences in relationship construal. Poster presented at Association for Psychological Science Convention, San Francisco, CA.

Carey, R. M., Markus, H. R. (Feb 2014). U.S. social class differences in the ties that bind. Poster presented at Society for Personality and Social Psychology Convention, Austin, TX.

Carey, R. M., McIntyre, K.P., Gallegos, J.M. (Jan. 2012). High in the sky or down in the gutter: the effect of name verticality on self-esteem. Poster presented at Society for Personality and Social Psychology Conference, San Diego, CA.

Carey, R. M., McIntyre, K.P. (2011). High in the sky or down in the gutter: the effect of name verticality on self-esteem. Poster presented at Meeting of the Mind Science Foundation, San Antonio, TX.

Carey, R. M., McIntyre, K.P. (2011). High in the sky or down in the gutter: the effect of name verticality on self-esteem. Poster presented at Trinity University Summer Undergraduate Research Conference, San Antonio, TX.

Wallace, H., **Carey, R.M.**, & Hitti, K. (2011). Social anxiety predicts and narcissism prevents coming up short (literally) under pressure. Poster presented at Association for Psychological Science, Washington, D.C.

McIntyre, K. P., Mattingly, B. A., Lewandowski, G. W., **Carey, R.M.**, Nieman, L., Russak, D. (Jan. 2011). Motivation and prospects of self-concept change affect desire to form friendships. Poster presented at Society for Personality and Social Psychology Conference, San Antonio, TX.

McIntyre, K.P., Hicks, J.A., **Carey, R.M.**, Nieman, L., & Russak, D. (Jan. 2011). The effects of open vs. closed body postures on perceptions of truth. Informal paper presentation at the Embodiment Preconference of the Society of Personality and Social Psychology, San Antonio, TX.

Awards and Fellowships

2016 - 2018 | Diversifying Academia, Recruiting Excellence Fellowship

\$120,000

	<i>Vice Provost of Graduate Education (VPGE), Stanford University</i> <i>Two years of tuition, stipend, and professional development</i>	
2016	Stanford University Centennial Teaching Assistant Award <i>Office of the Vice Provost for Teaching & Learning (VPTL), Stanford University</i>	\$500
2013 - 2016	Graduate Research Fellowship <i>National Science Foundation</i> <i>Three years of tuition and stipend</i>	\$132,000
2012 - 2018	Enhancing Diversity in Graduate Education Doctoral Fellowship <i>Vice Provost of Graduate Education (VPGE), Stanford University</i> <i>Financial support, research and travel funding</i>	\$7,300
2010 - 2012	Ronald E. McNair Postbaccalaureate Achievement Program Scholar <i>Trinity University, San Antonio, TX</i>	\$8,000

Grants and Funding

Fall 2020	DRRC Research Grant <i>Dispute Resolution Research Center, Northwestern University</i>	\$5,000
Winter 2018	Diversity Dissertation Research Opportunity Award <i>Vice Provost for Graduate Education, Stanford University</i>	\$4,000
Fall 2016	Computational Social Science Grant <i>Center for Computational Social Science, Stanford University</i>	\$2,000

Teaching and Mentorship

Courses

Spring 2016	Statistical Theory, Models, and Methodology (PSYCH 253) <i>Teaching Assistant</i>
Winter 2016	Mind, Culture, and Society (PSYCH 215) <i>Teaching Assistant</i>
Summer 2015	Introduction to Social Psychology (PSYCH 108S) <i>Teaching Instructor</i>
Spring 2015	Intergroup Communication (PSYCH 103)

	<i>Teaching Assistant</i>
Spring 2015	Introduction to Social Psychology (PSYCH 70) <i>Teaching Assistant</i>
Winter 2015	Comparative Studies in Race and Ethnicity (PSYCH 155) <i>Head Teaching Assistant</i>
Fall 2014	Statistical Methods for Behavioral and Social Sciences (PSYCH 252) <i>Teaching Assistant</i>
Spring 2014	Introduction to Cultural Psychology (PSYCH 75) <i>Teaching Assistant</i>

Lectures

Fall 2016	“Latino American Culture Cycles” <i>Introduction to Cultural Psychology (PSYCH 75)</i>
Spring 2016	“Linear Mixed Models” <i>Statistical Theory, Models, and Methodology (PSYCH 253)</i>
Winter 2016	“How Mind, Culture and Society Make Each Other Up” <i>Mind, Culture, and Society (PSYCH 215)</i>
Spring 2014	“Mexican-American Cultural Models” <i>Introduction to Cultural Psychology (PSYCH 75)</i>

Workshops

Fall 2014	“Introduction to R”
Fall 2015	<i>Beginner and intermediate tutorial on using R software for statistical analyses</i>
Fall 2016	

Mentorship

Fall 2014 – Summer 2016	EDGE-SBEH Student Mentor <i>Stanford University, mentored diverse 1st- and 2nd-year PhD students</i>
Fall 2013 – Summer 2016	Mind, Culture, and Society Lab Mentor <i>Stanford University, mentored undergraduate research assistants</i>
Summer 2011	Summer Bridge Program Mentor <i>Trinity University, mentored first-generation high school junior and seniors</i>

Professional Experience

May 2015 – Aug 2015	Writing Assistant for <i>Social Psychology (Eds. Kassin, Fein, Markus)</i> -Assisted in updating Social Psychology textbook
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Jan 2014

Hiram College Consultant – First in the World Grant

-Consult for statistics and methods

-Write up statistics, methods and expected results section of grant