Newsletter of the Social Psychology Section of the American Sociological Association

Social Psychology

Fall 1998

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CHAIR'S REMARKS

Linda D. Molm, *University of Arizona*
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At a time when some sections are struggling for survival, the Social Psychology Section is stronger than ever. For as long as I can remember, our membership has hovered around the 600 mark, creating some anxiety each year about whether we would qualify for four sessions on the ASA program. This past year, thanks to Ed Lawler's leadership and the hard work of the membership committee (chaired by Doug Maynard), we boosted our numbers to a far more comfortable level: 652! Thanks and congratulations to all of you who made this possible. And, a special welcome to our new members. Please continue to encourage your colleagues and graduate students to support social psychology by joining the section.

I'm sure that all of you who attended the social psychology sessions at this year's ASA meetings found them as stimulating as I did. It was a great program, highlighted by David Heise's receipt of the Cooley-Mead Award. I hope next year's program in Chicago will be equally exciting. Our theme for 1999 will be "Social Psychological Perspectives on Inequality." Not only is inequality a core concern of both our discipline and our society, it is a topic that has concerned social psychologists from all of our "faces." Often, though, social psychological contributions to understanding inequality are overlooked by other sociologists and by policy makers. By focusing on how social psychologists from diverse perspectives have explained the causes and consequences of inequality, I hope to showcase our contributions and encourage us to think about how our different perspectives complement each other, and how our work as a whole relates to the larger discipline.

Three sessions of the program will be organized as a mini-conference on this theme (see page 3). The first session will feature invited papers on theoretical frameworks that explain how inequality is created, sustained, and challenged, and its implications for individuals. The second session will bring together a group of invited panelists to explore the implications of social psychological research for problems of inequality in society, such as poverty, welfare, and discrimination of various kinds. The third session is open to submissions of papers on all aspects of inequality, from all social psychological traditions. In addition to the mini-conference, we will have our usual session of roundtables, which are open to any topic. If you have suggestions for the program or other section activities, please let me know.

Finally, let me thank those who agreed to chair, or serve on, section committees next year (listed on page 4). I appreciate your hard work on behalf of the section and look forward to working with you and the other section members in the year ahead.
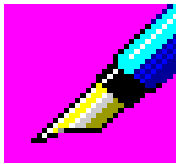
1998-2000
Social Psychology Section Chairs
Lynn Smith-Lovin, Chair-Elect
(*University of Arizona*)

Linda D. Molm, Current Chair
(*University of Arizona*)

Edward J. Lawler, Past Chair
(*Cornell University*) ♦

EDITOR'S COLUMN

Jan E. Stets
Washington State University
stets@wsu.edu

This issue is a backward-looking and forward-looking report. While I highlight activities from our August conference, I also inform you of upcoming conferences, list the members for the 1998-99 section committees, and announce upcoming section awards. During section day, William Kalkhoff and Christopher Barnum (*University of Iowa*) received the 1998 Graduate Student Award for their paper, "The Effects of Status-Organizing and Social Identity Processes on Patterns of Social Influence in Task-and-Collectively-Oriented Settings." David R. Heise (*Indiana University*) received the Cooley-Mead Award for his lifetime contribution to social psychology. Upon receipt of the award, he presented "Controlling Affective Experience Interpersonally" and received a standing ovation from a full room. Other section activities included paper presentations at the "Miniconference on Micro Social Orders" and the roundtable presentations. Finally, Edward J. Lawler (*Cornell University*) passed the gavel to the incoming section chair, Linda D. Molm (*University of Arizona)*. Thank you Ed for all your work this past year!

This issue also includes section members sharing their theoretical, research, and teaching ideas, profiles on two graduate students, and new books by section members. Peter J. Burke (*Washington State University*) gives us an update on the section's web site, and I make some remarks (next column) regarding our section's membership, a committee that I am chairing this year.

Below lists the contributors for the next four issues of the newsletter. I thank these colleagues for graciously agreeing to write for the theory/research and teaching columns. And, I thank those colleagues who identified their graduate students to be profiled. I will continue to include feature articles (for example, David Willer, *University of South Carolina* will write a column in the next issue on Web-Labs) so send me your ideas, issues, events, and people for newsletter coverage.

Winter/Spring (1999) Issue:
Theory and Research: David R. Heise (*Indiana University)*
Teaching: Lisa Troyer (*University of Iowa*)
Graduate Student Profiles: Alex Mason *(University of Nevada, Reno)* and Shirley A. Keeton (*Louisiana State University*)

Summer (1999) Issue:
Theory and Research: Viktor Gecas (*Washington State University*)
Teaching: Jill Kiecolt (*Virginia Polytechnic Inst. & State University)*
Graduate Student Profiles: Robert J. Moore (*Indiana University*) and Marc A. Smith (*University of California at Los Angeles*)
(Post) Graduate Student Profile: Alicia D. Cast (*Indiana University*)

Fall (1999) Issue:
Theory and Research: Jane Sell (*Texas A&M University*)
Teaching: Spencer Cahill (*University of South Florida*)
Graduate Student Profiles: Jeremy Freese (*Indiana University*) and J. Beth Mabry (*Virginia Polytechnic Inst. & State University)*

Winter/Spring (2000) Issue:
Theory and Research: Peter J. Burke (*Washington State University*)
Teaching: Michael L. Schwalbe (*North Carolina State University*)
Graduate Student Profiles: William Kalkhoff (*University of Iowa*) and William C. Carter (*Louisiana State University*) ♦

SECTION MEMBERSHIP

Jan E. Stets, Chair
Washington State University
stets@wsu.edu

Currently, our section membership is 652, up 54 members from this time last year. This count (probably the highest it has been in years) is largely due to the efforts of Douglas W. Maynard (*Indiana University*) who chaired this committee last year and who oversaw a strong membership drive. I hope to continue this increase in membership.

To begin this effort, ASA has provided the names and addresses of ASA members who have identified an interest in social psychology. This is 1, 378 people excluding those who are already section members! Thanks to the efforts of the graduate student on the membership committee this year (Teresa M. Tsushima, *Washington State University*), these non-section members are now identified. This fall, as sociologists renew their ASA membership, I will send a letter to these non-section members, encourage them to join the section, and enclose a section membership form.

Please encourage interested colleagues and graduate students to become members of this section. At *WSU*, some of us underwrite social psychology graduate student's section membership for the first year. It demonstrates support and encourages them to get involved in the section at an early stage in their career. ♦

SOCIAL PSYCHOLOGY ON THE WEB
http://stets.libarts.wsu.edu/spnews/

Peter J. Burke
Washington State University
burkep@wsu.edu

The summer is gone and we are all back in school which means that the social psychology section has completed its first year on the world wide web. Some things have worked well (as a repository of section history and information), and some have not (an open discussion page). I am still learning what role the web site is to play for the section, and the future is hard to predict (easily realized when looking back even three years ago when the thought of anything on the web was remote). The newest feature to the site is a searchable database of section members with addresses, telephone numbers and e-mail addresses (gathered from the ASA listings). In addition, a listing of the members is available in a form that can be browsed (pdf). Let me know if there are errors or changes that need to be made in your information (also let the ASA know). If you have suggestions for the web site, please send them to me as they are always welcomed. ♦

12th Annual Group Processes Conference
Chicago, Illinois
August 5, 1999

Theme: "New Horizons and Expanding Domains"

Those who have not previously attended a group processes conference and are interested in more information about the conference, please contact:

Mary Glenn Wiley (mgwiley@uic.edu)

International Sociological Association Meetings
Brisbane, Australia
2002
Research Committee on Social Psychology (RC 42)

Chair: Edward J. Lawler
Secretary-Treasurer: Murray Webster, Jr.
On-site Coordinator : Margaret Foddy

If you have program ideas, please send them to Ed, Murray, or Margaret. It is also important that more ASA section members join the Research Committee to help us maintain a strong presence for social psychology at the ISA. If you would like to join, please contact:

Murray Webster, Jr. (m.webster@worldnet.att.net)

Section Members Currently Presidents of Regional Conferences

Cecilia L. Ridgeway, *Stanford University*
Pacific Sociological Association
April 15-18, 1999
Portland, Oregon

Lynn Smith-Lovin, *University of Arizona*
Southern Sociological Association
April 8-11, 1999
Nashville, Tennessee ♦

American Sociological Association Meetin
Chicago, Illinois
Hilton and Towers
August 6-10, 1999

Theme: "Social Psychological Perspectives on Inequality"

Social Psychological Perspectives on Inequality I:
"Theoretical Frameworks" (Invited Session)
Organizer: Linda D. Molm, *University of Arizona*

Social Psychological Perspectives on Inequality II:
"Research Applications" (Invited Session)
Organizer: Lynn Smith-Lovin, *University of Arizona*

Social Psychological Perspectives on Inequality III:
"Submitted Papers" (Open Session)
Organizer: Henry A. Walker, *Cornell University*

Roundtables Organizer: Robert K. Shelly, *Ohio University*

1999 ASA Program Deadlines

January 10, 1999: Deadline for paper submissions to organizers
February 1, 1999: Deadline for closed/invited session
February 15, 1999: Deadline for open submission paper session
February 28, 1999: Deadline for roundtable session

Section Day Assignments

Friday, August 6: Emotions; Latina/o Sociology; Peace, War and Social Conflict; Political Sociology; Population; Religion; Sex & Gender

Saturday, August 7: Asia and Asian American Education; Education; History of Sociology; Marxist Sociology, Rational Choice; Social Psychology; Sociological Practice; Computers

Sunday, August 8: Collective Behavior & Social Movements; Community & Urban Sociology; Crime, Law & Deviance; Family; Mental Health; Organizations, Occupations, & Work; Race, Gender, & Class; Science, Knowledge, & Technology

Monday, August 9: Children; Comparative & Historical Sociology; Environment & Technology; Law; Medical Sociology; Methodology; Racial & Ethnic Minorities; Sexualities

Tuesday, August 10: Aging & the Life Course; Alcohol & Drugs; Culture; International Migration; Mathematical Sociology; Political Economy & the World System; Theory; Undergraduate Education ♦

SECTION COMMITTEES
1998-1999

Cooley-Mead Award

Chair: Peter Kollock, *University of California at Los Angeles*
Members: Duane Alwin, *University of Michigan*
Peter J. Burke, *Washington State University*
William Corsaro, *Indiana University*
Karen A. Hegtvedt, *Emory University*

Graduate Student Award

Chair: Spencer Cahill, *University of South Florida*
Members: Amy Kroska, *Kent State University*
Jodi O'Brien, *Seattle University*
Irving Tallman, *Washington State University*
Shelley Correll, *Stanford University* (Student Member)

Membership

Chair: Jan E. Stets, *Washington State University*
Members: Diane H. Felmlee, *University of California at Davis*
Stan A. Kaplowitz, *Michigan State University*
Joseph M. Whitmeyer, *University of North Carolina at Charlotte*
Teresa M. Tsushima, *Washington State University* (Student Member)

Nominations

Chair: Cathryn J. Johnson, *Emory University*
Members: Noah Friedkin, *University of California at Santa Barbara*
Jane A. Piliavin, *University of Wisconsin at Madison*
Richard T. Serpe, *California State University at San Marcos*
Todd Goodwin, *Indiana University* (Student Member)

Professional Affairs

Chair: Jacqueline Cashen, *Sociometrics Corporation*
Members: Peter L. Callero, *Western Oregon University*
Elizabeth G. Menaghan, *Ohio State University*
Mary Glenn Wiley, *University of Illinois at Chicago*

SECTION ANNOUNCEMENTS

Cooley-Mead Award

This award is given annually to an individual who has made lifetime contributions to distinguished scholarship in social psychology. In addition to receiving the Award, this person makes a scholarly presentation to the Social Psychology Section at the ASA Annual Meetings. To nominate an individual or for more information, contact: Peter Kollock, Department of Sociology, University of California at Los Angeles, Los Angeles, CA 90095

Graduate Student Paper Award

The Social Psychology Section of the ASA is presenting an award for the best paper written in Social Psychology by a graduate student in Sociology. The paper should be article length. It can be based on a master's or doctoral thesis, course paper, or a paper submitted to a journal or conference. Co-authored papers are accepted if all authors are students, but the prize must be shared. The recipient will receive financial support to attend the ASA meetings in August in Chicago, where the prize will be awarded. Send five copies of the paper by February 15, 1999 to: Spencer Cahill, Interdisciplinary Social Sciences, SOC107 University of South Florida, Tampa, FL 33620 ◆

Liaison for the Society for the Study of Symbolic Interaction

Viktor Gecas
Washington State University

ASA Award Highlights

Cooley-Mead Award

Lynn Smith-Lovin, *University of Arizona* (Chair, Cooley-Mead Award Committee)

David R. Heise, *Indiana University* (Cooley-Mead Award Recipient)

Graduate Student Paper Award

Christopher Barnum, *University of Iowa*
and
William Kalkhoff, *University of Iowa* ◆

THEORY & RESEARCH CORNER

Neil MacKinnon, *University of Guelph*
nmackinn@uoguelph.ca

Combining ideas from identity theory with Rosenberg's theory of self-esteem suggests that global self-esteem can be predicted from self-assessments of identities weighted by identity salience. This idea is explicit in Jerold Heiss's statement "that [global]self-esteem may be viewed as a *weighted average* of a person's self-evaluations[those "tied to specific *identities* and qualities"], the assumption being "that greater weight is given to self-evaluations which are high on the hierarchy of prominence (emphases added)" (*The Social Psychology of Interactionism*. Englewood Cliffs, N.J., 1981, pp. 62-3).

One of several studies funded by the Social Sciences and Humanities Research Council of Canada explores this. Using the method for measuring identity sentiments established by affect control theory, we had university students rate 63 identities on EPA (evaluation, potency, and activity) semantic differential scales. We measured the cognitive salience of identities by having them rate the same identities in terms of their importance to the way they *see* themselves. Rosenberg's index was used for global self-esteem.

Self-esteem on EPA ratings of positively evaluated identities weighted by salience and averaged across identities for each of E, P, and A yields an RSQ of .29 (p< .0001 for 3 and 87 df). For negatively evaluated identities, an RSQ of .24 (p<.0001) was obtained.

While promising, these findings are preliminary. The above analysis uses a weighted *averaging* model, and we will be assessing a weighted *additive* model. There has been discussion as to the merits of averaging and additive models in the impression-formation/person perception literature, which can be extended to self-concept/self-esteem research. An averaging model predicts, as in E (evaluation) for instance, that low positive identities will dampen the effects of high positive identities on overall self-evaluation, and that negatively evaluated identities might wash these effects out. Thus, we have analyzed positively and negatively evaluated identities separately. An *additive model* predicts that identities will contribute to overall self-evaluation in a cumulative fashion, avoiding the dampening effects of low positive identities and the washing-out effects of negatively evaluated ones.

There are other aspects to this research which space does not permit. These include weighting identities by their affective salience (the importance of identities to the way people *feel* about themselves), discussed in my 1994 book (SUNY Press); incorporating Owens' self-deprecation and positive self-worth; and relating identity potency and activity to Gecas' self-efficacy. ♦

TEACHING CORNER

Peter L. Callero, *Western Oregon University*
callerp@wou.edu

Crisis and Reform in the Classroom

Some may say it's because I'm a forty-something full Professor. Others might argue it has to do with the fact that my first born child has just left for college. Call it an academic mid-career crisis – but lately I have been questioning the relevance of the traditional undergraduate social psychology course.

For most of the past 15 years, I have taught undergraduate social psychology in a fairly traditional manner. You know the routine - introduce and explain key concepts, read and discuss classic articles, review major theorists and theoretical perspectives, require a project or two, facilitate class discussions, and assess student progress with a couple of exams. While I have experimented with different projects and readings, my syllabus has always been structured by the same assumption: that I must offer a more or less systematic survey of the discipline.

I now believe that this is misguided. If our goal is to prepare students for graduate school and facilitate the development of professional social psychologists, then the traditional course structure works well. Indeed, it is probably the ideal strategy for preparing students to take a comprehensive graduate exam. However, the majority of students in our social psychology courses will not go on to graduate school. For these students, the traditional survey formula may actually detract from the larger, more basic goal of facilitating a sociological imagination.

It has been my experience that the push to cover it all (from Altruism to Zurcher) can produce a numbing array of theories, concepts, and studies that can blunt the enthusiasm of the most independently imaginative student. Thinking back to my own interest in social psychology, what motivated me was a relatively focused intellectual curiosity of specific research questions, and a vague desire to contribute to emancipatory social change. I know I was NOT driven by some intrinsic desire to perform well on graduate school comprehensive exams.

I no longer teach "Social Psychology." In asking myself, How can I nurture the intellectual imagination of sociological social psychology in a manner that is both rigorous and inviting? I first decided to change the course title to "Self and Society." I then settled on three principles that I now apply to all of my courses: 1) Sacrifice breadth for depth; limit the range of material in favor of a more intensive explanation of a few key ideas; 2) Scrap the survey style textbook and lengthy anthology for a few interesting contemporary monographs; 3) Develop group projects directed at positive social change (identify controversial topics that require real world application of course material).

My newly structured courses are "high maintenance." They are time consuming and student intensive. Yet I have gained a renewed energy for the classroom, a greater motivation to teach, and a diffuse sense of personal liberation. Even more important, my students have expressed similar positive sentiments about the reforms– despite the fact that they may have to study a little longer to pass a graduate school comprehensive exam. ♦

Laurie Ervin
Indiana University
lervin@indiana.edu

Laurie Ervin is a sociology doctoral candidate and a NIMH pre-doctoral fellow in the Program on Identity, Self, Role and Mental Health at Indiana University. Her research includes role-identities, mental health, criminology and statistics. Her dissertation focuses on the social support networks tied to social roles and their relationship to emotional well-being. With Sheldon Stryker as her advisor, Laurie is collecting data for her dissertation and anticipates completing her degree in 2000.

Laurie's dissertation, "Role-Specific Self-Concepts, Social Networks and Emotional Well-Being in Women," extends Identity Theory by examining women's social networks and explores the effect of network on self-concept and emotional well-being. Instead of looking at the social support network as a group, she will examine the networks tied to salient roles and the degree of overlap or separation of those role-specific networks. This research is also unique in that rather than using a predefined set of roles, Ervin conducts in-depth interviews asking respondents to identify their most meaningful roles and to describe the positive and negative responses they receive from social network members. This allows her to address how the overall pattern of network structure as well as the women's perception of social support affect role-specific self-concepts, global self-esteem, and emotional health.

Ervin has published several articles in criminology and is the author or co-author of 13 presentations. She has a chapter forthcoming (with Sheldon Stryker) exploring the theoretical linkages between identity and self-esteem and has a paper under review (with J. Scott Long) examining the small sample behavior of various methods to correct for heteroscedasticity in the linear regression model. Ervin has taught undergraduate criminology and graduate statistics labs. She is also interested in teaching social psychology, statistics, deviance, and research methods.

Statement: The interactions of people in their social environment, the meanings they apply to interactions, and the attributions they make to self fascinated me long before I had classes in sociology or psychology. The discovery of a science that studied these issues has allowed me to pursue my research interests. Teaching allows me to share that interest and the insights from social psychological research. My research focuses on the meaningful construction of the individual's social environment and its impact on the self and on mental health. The integration of social network and symbolic interaction perspectives provides an explication of the impact of the social environment on the self. In future work, I want to use this integrated perspective to explore the conditions under which people are better able to act on their own preferences and when they are more restricted by their social environment. ♦

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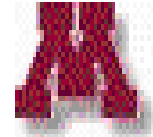
Sharon Preves is a Ph. D student in sociology and feminist studies at the University of Minnesota. Her focus is on identity, with an emphasis on the medicalization of gender and sexuality. Other interests include research methods, deviance, and the life course. Under Jeylan Mortimer, Jane McLeod, and Ira Reiss, Preves has combined these foci in her dissertation, which will be completed in the Spring of 1999. She is currently on the job market.

Preves' dissertation investigates identity development among individuals who were born sexually ambiguous (intersexed) and medically assigned to a category of female or male. She explores the social process by which marginalized persons experience stigma, the ways in which they cope, and the impact of this stigma on the formation of their identities. Intersex is incongruent with the predominant binary understanding of sex and gender, thus generating the potential for social stigma and identity confusion. To preclude such trauma, psychologists developed recommendations for sex assignment to ensure unambiguous sexual development. Recently, scholars and adult intersexuals are questioning the ethics and effectiveness of such medical intervention on intersexed children. The recent emergence of 16 intersex support groups across North America has provided an opportunity to access such an ill-understood population and to further theoretical and empirical understandings of the development of gender and sexual identity. Preves examines adult intersexuals' experiences through in-depth life history interviews with 40 North American intersex adults. In her future research, she will study family members of intersexuals and relevant practitioners, as well as the intersex social movement.

Preves has excelled in research and teaching throughout her graduate career. Currently on full fellowship from the University of Minnesota's Graduate School, Preves received the 1998 Graduate Teaching Excellence Award and the 1997 Anna Welsh Bright Memorial Research Grant from the University of Minnesota's Department of Sociology. Preves has two sole-authored publications, three manuscripts under review, and another in preparation. She has presented papers at nine scholarly conferences and has taught seven courses at the University of Minnesota and Hamline University including Social Psychology, Research Methods, Human Sexuality, and Introduction to Sociology.

Statement: I am fascinated by the sociological investigation of everyday life. I am most drawn to understanding issues of identity, social categorization, social norms, and social deviance. I find a social psychological approach particularly meaningful because of its efforts to situate micro-level phenomena within broader socio-cultural contexts. Throughresearch and teaching, I aim to further understand identity management and development. ♦

SAN FRANCISCO

Micro Social Orders I: Theoretical Frameworks Session

Panelists: Peter J. Burke, Peter Kollock,
Cecilia L. Ridgeway and Douglas W. Maynard

SPQ Editorial Board Luncheon

Viktor Gecas, Linda D. Molm and
Lynn Smith-Lovin (Co-Editors) and others

Social Psychology and Rational Choice Joint Reception

Florence R. Rosenberg,
Jeylan Mortimer, Judith A. Howard
and others

Lisa Troyer, Geoffrey Tootell,
Paul Munroe, and Michael Lovaglia

Sheldon Stryker, Duane Alwin,
Peter J. Burke and David L. Morgan

11TH ANNUAL GROUP PROCESSES CONFERENCE
Thursday, August 20, 1998, San Francisco, California

Expectations States and Elementary Theory Session

Joseph Berger (Introduction); Panelists: David G. Wagner
and David Willer; Michael Lovaglia (Discussant)

Roundtable Luncheon

Group Processes Participants ♦

Jewish Choices: American Jewish Denominationalism
Bernard Lazerwitz, *Bar Ilan University,* Israel
J. Alan Winter, *Conneticut College*
Arnold Dashefsky, *University of Conneticut*
and Ephraim Tabory, *Bar Ilan University,* Israel
State University of New York Press. 1998.
$59.50 (cloth); $19.95 (paperback)
ISBN: 0-7914-3581-4 (cloth)
ISBN: 0-7914-3582-2 (paper)

Having a religious preference and expressing it via a denominational choice is a fundamental way Americans relate to their society. Similarly, American Jews have divided their religion into four parts -- Orthodox, Conservative, Reform, and no preference Jews. This book focuses on how Jewish lifestyles are expressed through denominational affiliation.

The development of American Jewish denominations is viewed as more a matter of individual choice than family heritage. The characteristics of individual adherents of the three major denominations vary systematically as does one's involvement both in local Jewish communities and in the community-at-large. The authors show that as one goes from Orthodox to no preference Jews, the extent of religious expression, ethnic attachments, and Jewish community involvement declines. They project that distribution of denominational preference in 2010 and conclude with recommendations for those who wish to see Jewish identity survive and thrive in America.

A volume in the SUNY series in American Jewish Society in the 1990s
Barry A. Kosmin and Sidney Goldstein, editors

An individul must be a member of ASA to join a section. ♦

Status, Power, and Legitimacy
Joseph Berger, *Stanford University*
Morris Zelditch, *Stanford University*
Transaction. 1998. $49.95 (cloth); ISBN: 156000-343-X

Status, Power, and Legitimacy presents methodological, theoretical, and empirical essays by two of the leading contributors to the Stanford tradition in the study of microprocesses. This three-part volume brings together major contributions to the development of the tradition, in addition to a number of newly written essays published here for the first time. Berger and Zelditch integrate the essays and relate them to a larger body of theory and research as they explore the importance of a generalizing orientation in sociology.

Status, Power, and Legitimacy explores the relation between the scope of a theory and testing, applying, and developing it; the relation between abstract, general theories and empirical generalizations; and how to use an understanding of this relation to construct theories that are neither historically nor culturally bound. In the first part, Berger and Zelditch discuss strategies of theory construction, the development of abstract, general theories of social processes, and the different ways in which theories grow. Status processes are the focus of the second part, which includes: the formation of reward expectations; the role of status cues in interaction; the evolution of status expectations; and the application of status characteristics theory to male-female interaction. Lastly, the authors dissect power and legitimacy; the effect of expectations on power; the legitimation of power and its effect on the stability of authority; and legitimation under conditions of dissensus. ♦

Application for Membership in the ASA Social Psychology Section

Name:_____

Address:_____

_____

_____ I am an ASA member and want to joint the Social Psychology Section. Enclosed is a check for $12.00 for section dues this year ($5.00 for students). Make check payable to the **American Sociological Association.**

_____ I am not an ASA member but am interested in joining the Section. Please send me information about membership in the ASA.

Mail to:
Membership Services
American Sociological Association
1722 N Street NW
Washington, DC 20036-2981