



Social Psychology

Winter/Spring 1998



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FROM THE CHAIR

Edward J. Lawler, *Cornell University*

It is now the midpoint of my year as chair of the section, and I am pleased to report that the section activities are moving along on schedule. The 1998 section program, consisting of a mini-conference on "micro social orders" and the usual luncheon roundtables, is nearly finished. For this mini-conference, Karen Cook has organized an open session entitled "Micro Social Orders: Social Exchange and Rational Choice;" Gary Fine has organized an open session entitled "Micro Social Orders: Interactionist Approaches;" and I have organized an invited session on "Micro Social Orders: Theoretical Frameworks." Terri Orbuch is the organizer for the luncheon roundtables. Many thanks to Karen, Gary, and Terri for their work on behalf of the Section. I am confident it will be an exciting and well-attended program.

I should forewarn you that the fact that our section day is the first day of the ASA meetings is creating some scheduling problems for our section-day activities. We cannot schedule the 4:30 to 6:30pm slot that day because the ASA has a Plenary session then. We have one more activity than time slots available, so one of our sessions will be scheduled for Saturday. Other adjustments may become necessary as the ASA puts together the overall program, so stay tuned. We will make every effort to have everything but one session on section day.

Section committees have been hard at work and, in fact, many have completed their main tasks. The Cooley-Mead Award Committee (with Lynn Smith-Lovin as chair) finished its task in record time, and the Membership Committee (with Doug Maynard as chair) has been actively attempting to increase our membership so that it does not hover so close to that critical 600 mark. As of the end of September, we had 621 members in the section, and if we all do our part, we may see some increase during this year. The Nominations Committee (with Tim Owens as chair) has completed its slate of candidates which you will be reading about in this issue, and the Graduate Student Paper Award Committee (with Lisa Troyer as chair) will do its work in the Spring as is typical. Jan Stets is doing a great job in her first year as newsletter editor and being very tolerant of the fact that I seem to miss every deadline. I am very fortunate to have highly organized and dedicated people around me in these key section positions because my hands are more than full right now.

You have probably read about the changes in section governance that were under consideration this past year or so. These now have been adopted by the ASA Council. Of particular relevance, a new budget formula effective in 1999 gives each section a base budget of \$2000 and an add-on of \$2 per section member. We should have more revenues under this scheme, but also more expenditures. My best guess (and that's all it is!) is that we will reap a small benefit from this formula. Of course, by the time we determine and experience its impact, the formula will probably change again.

Hope all is well. We are having a very mild winter weather in Upstate NY, while those in the West suffer. I look forward to seeing you in San Francisco. ♦

FROM THE EDITOR

Jan E. Stets, *Washington State University*



In this issue of the section newsletter, Jonathan Turner (*University of California, Riverside*) writes for the Theory and Research Corner, Dawn T. Robinson (*Louisiana State University*) contributes to the Teaching Corner, and Karen Lutfey (*Indiana University*) and Josh Rossol (*University of Wisconsin-Madison*) are profiled in the Graduate Student columns. In the *Social Psychology Quarterly* column, the editors provide advice to authors in submitting their work. A notice on the back page of the newsletter encourages section members to submit their work to *SPQ*.

This issue also includes future section activities at our national meetings. You'll find the 1998 ASA section session program. The 1998 roundtables program will appear in the Summer issue. Also included is the 1998 Annual Group Processes Conference program.

The Cooley-Mead Award committee has decided the recipient for this year's award: David R. Heise (*Indiana University*). Lynn Smith-Lovin, the committee chair, offers a column in this issue that pays tribute to David's contributions to the social psychology area. David will make a formal presentation at the 1998 ASA Cooley-Mead Award Ceremony. The Business Meeting precedes the ceremony and our Section Reception follows the ceremony. David's presentation will appear in a forthcoming issue of *SPQ*. And, as you will see below, David will contribute to the Theory and Research Corner for the 1999 Winter/Spring issue.

I have asked Peter J. Burke to take over the web site column that follows this column given his appointment as the 'Webmaster' at the business meeting last year. His column will inform you as to the current capabilities of the web site as well as future plans.

Continue to send me information you think is pertinent for section members to know about. Some have requested that I include advertisements for social psychology jobs. I prefer not to use the newsletter for this purpose. There are already available outlets for this advertisement. Once again I am very grateful for the willingness of section members to contribute to this newsletter. It is important that we share our ideas, plans, and activities and I will continue to see that the newsletter accomplishes this goal. Below outlines forthcoming issues and the contributors.

Summer (1998) Issue:

Theory and Research: Cecilia L. Ridgeway (*Stanford University*);
Teaching: Judith A. Howard (*University of Washington*);
Graduate Student Profile: Kristan L. Glasgow (*Stanford University*);
(Post) Graduate Student Profile: Shane R. Thye (*Cornell University*)

Fall (1998) Issue:

Theory and Research: Neil J. MacKinnon (*University of Guelph*);
Teaching: Peter L. Callero (*Western Oregon University*);
Graduate Student Profiles: Laurie Ervin (*Indiana University*) and
Sharon E. Preves (*University of Minnesota*)

Winter/Spring (1999) Issue:

Theory and Research: David R. Heise (*Indiana University*);
Teaching: Lisa Troyer (*University of Iowa*);
Graduate Student Profile: Alex Mason (*University of Nevada, Reno*) ♦

SOCIAL PSYCHOLOGY ON THE WEB

<http://stets.libarts.wsu.edu/spnews/>

Peter J. Burke

Washington State University



The social psychology section began its own web site after approval from the council at the August 1997 meeting. I am still exploring the best role of the web site for the section and its members and suggestions are welcomed (email me at burkep@wsu.edu). To facilitate increased site usage, let me indicate some of its current features.

The fall 1997 newsletter is available on line. In some ways, with color and hyperlinks, it is even better than the print copy. My plan is to keep old newsletters on line as new issues come out. By the time you read this, the present issue will also be available on line. Check it out.

The site also contains information on the section and its history. Included is information on the current officers, committees and members, bylaws, and a history of the council membership since it started in 1961. Also available are section announcements and a history of the section awards and recipients.

Highlights of the revised *Manual on Sections* from the ASA have been posted. This contains information on key ASA procedures and policies that will be included in the next revision of the Manual. You may want to read this and provide feedback to the ASA.

The International Sociological Association (ISA) information page contains links to the ISA homepage, information about RC42 (Research Committee on Social Psychology), an application forms for both ISA and RC42, and a link to the ISA meetings in Montreal July 26 – August 1, 1998.

Finally, there was a discussion listserv that received almost no use. It was one feature that did not meet any needs for members and has been removed. However, I still think that a public forum for ongoing discussions on the profession or theoretical and research issues could be an active and lively place for the exchange of ideas. Perhaps the prior format was too open-ended and people were reluctant to start a discussion. I have two thoughts on this. One is to invite a monthly contributor who would initiate a topic and act as moderator for the month. The other is to have an opinion and comments page on which people could respond to issues and points made in the newsletter to get a discussion started. The newsletter reactions page will have been implemented by the time you read this. I will not start the monthly discussion topics unless there is demand for it. Let me know what you think directly or on the reactions page. ♦



1998 CONFERENCES



**11th Annual Group Processes Conference
San Francisco, California, Hilton and Towers
August 20, 1998**

Preliminary Program

Theme: "Advances in Theoretical Research Programs
in Social Psychology"

8:15-9:00: Continental Breakfast

9:00-9:15: Opening Remarks

9:15-9:35: "Expectations States Theory"

David G. Wagner, *State University of New York at Albany*

9:35-9:55: "Elementary Theory"

David Willer, *University of South Carolina*

9:55-10:10: Discussant

Michael J. Lovaglia, *University of Iowa*

10:10-10:30 Open Discussion

10:30-10:45: Break

10:45-11:05: "Exchange Network Theory"

Karen S. Cook, *Duke University*

11:05-11:25: "Exchange Relations Theory"

Linda D. Molm, *University of Arizona*

11:25-11:40: Discussant

Elisa Bienenstock, *Stanford University*

11:40-12:00: Open Discussion

12:00-1:30: Lunch and Roundtables

1:30-1:50: "Identity Theory"

Peter J. Burke, *Washington State University*

1:50-2:10: "Affect Control Theory"

Lynn Smith-Lovin, *University of Arizona*

2:10-2:35: Discussant

Cecilia L. Ridgeway, *Stanford University*

2:35-2:55: Open Discussion

2:55-3:25: "Theoretical Integrations"

Thomas J. Fararo, *University of Pittsburgh and*

John Skvoretz, *University of South Carolina*

3:25-3:55: "Applications of Group Process Theories"

Murray Webster, *University of North Carolina, Charlotte*

3:55-4:15: Open Discussion

4:15-4:30: Break

4:30-4:45: Planning for Next Meeting

1998 Organizing Committee:

Joseph Berger, *Stanford University*

Cecilia L. Ridgeway, *Stanford University*

Geoffrey Tootell, *San Jose State University* ♦

**American Sociological Association Meetings
San Francisco, California, Hilton and Towers
August 21-25, 1998**

Theme: "Micro Social Orders"

Micro Social Orders I: "Theoretical Frameworks" (Invited)

Organizer: **Edward J. Lawler**, *Cornell University*

Peter J. Burke and Jan E. Stets, *Washington State University*

"Identity Theory and Social Identity Theory: Two Theories or One?"

Peter Kollock, *University of California at Los Angeles*

"The Production of Trust in Informal Markets"

Douglas W. Maynard, *Indiana University*

"Ethnomethodological Order: Gestalt Perception as an Embodied Telling of a Seeing"

Cecilia L. Ridgeway, *Stanford University*

"Creating Status Beliefs"

Micro Social Orders II: "Social Exchange and Rational Choice" (Open) [Co-sponsored with the Rational Choice Section]

Organizer: **Karen S. Cook**, *Duke University*

Michael Macy, *Cornell University*

"Dependence, Selectivity and Cooperation"

John F. Stolte, *Northern Illinois University*

"Beyond the Concept of Value in Power-Dependence Theory: Expanding a Model of the 'Whole Actor'"

Joseph M. Whitmeyer, *University of North Carolina, Charlotte*

"Reconceptualizing Power in Exchange Networks"

Shane R. Thye and Edward J. Lawler, *Cornell University*

Jeongkoo Yoon, *Ajou University, Korea*

"Commitment and Productive Exchange Relations"

Gary A. Fine, *Northwestern University*

Karen S. Cook, *Duke University*

"Microsocial Perspectives on Order"

Micro Social Orders III: "Interactionist Approaches" (Open) [Co-sponsored with SSSI]

Organizer: **Gary A. Fine**, *Northwestern University*

Jean Bacon, *Williams College*

"Public Rhetoric and the Management of Private Troubles"

Loren Demerath, *Centenary College*

"Articulation Theory: A New Conceptualization of Identity Maintenance and Commitment"

Robert Dingwall, *University of Nottingham*

"Micro-Order and Macro-Politics: Goffman, Schegloff and Adam Smith"

Ann Branaman, *Florida Atlantic University*

"Interaction Dynamics and the Defense of Hierarchy: A Goffmanian Approach to the Analysis of Gender, Interaction, and Inequality"

Mary Elizabeth Gatta, *Rutgers University*

"Toward a Sociology of Emotional Balancing"

Roundtables Organizer: **Terri L. Orbuch**, *University of Michigan*
(To be announced in the Summer, 1998 Issue) ♦



**1998 COOLEY-MEAD AWARD
RECIPIENT**

David R. Heise, Indiana University

David R. Heise, Rudy Professor of Sociology at Indiana University, will receive the 1998 Cooley-Mead Award for distinguished and lasting contributions to the field of sociological social psychology. Professor Heise was the first to develop the control system perspective on role-identity, identity meanings and social action that dominates structural symbolic interaction today. His own version of the control perspective, affect control theory, is a sophisticated, mathematical statement of how people act to maintain meanings in social interaction. His initial book-length statement of affect control theory, *Experiencing Events: Affect and the Construction of Social Action* (Cambridge University Press, 1979) has inspired work in Canada, Northern Ireland, Germany and Japan, as well as the United States. Affect control theory also has influenced the growing sub-field of sociology of emotions, making explicit how emotions act as a social signal of how events are maintaining or disconfirming identities that are evoked by the definition of the situation. Professor Heise also made key contributions to both social psychology and the larger discipline in methodology. In his early career, he was known for his work in structural equation modeling and measurement models. He served as editor of *Sociological Methodology* from 1974-1976, and published *Causal Analysis* (Wiley-Interscience, 1975) during that period. He also edited *Sociological Methods and Research* from 1980-83. Later, he became interested in the formal analysis of qualitative data, developing a system called Event Structure Analysis. ESA has had an impact both in the analysis of field observations (cf. "Event structure models from ethnographic data" with Bill Corsaro in *Sociological Methodology* 1990), in the larger discipline through its application to historical analysis, and in artificial intelligence (cf. "Artificial social intelligence" with Bill Bainbridge and others in the 1994 *Annual Review of Sociology*).

Professor Heise received undergraduate degrees in journalism and mathematics from the University of Missouri in 1958 and 1959. After working for periods as a technical writer and research assistant at the University of Chicago, he joined Fred Strodbeck's NIMH Fellowship Program, receiving his M.A. in Sociology in 1962 and his Ph.D. in 1964. He was a post-doc and Assistant Professor at the University of Wisconsin in the mid-to late-60s, where he published much of his dissertation work on needs and values, the early impression-formation work that laid the groundwork for affect control theory, and many often-cited methodology papers. After a brief period



by

Lynn Smith-Lovin, Chair
Cooley-Mead Award
University of Arizona

from 1969-71 as Associate Professor at Queens College of CUNY, Heise became Professor of Sociology at the University of North Carolina at Chapel Hill. He published two edited books on personality and social structure – *Personality and Socialization* (Rand McNally, 1972) and *Personality: Biosocial Bases* (Rand McNally, 1973), his major methodological statement on *Causal Analysis* (Wiley Interscience, 1975), and served as editor of *Sociological Methodology* during his years of peak visibility as a methodologist in the mid-70s. In 1973, he presented the first public statement of the control theory ideas at the Southern Sociological Society meetings, "A control system model for norms, attitudes and behavior." In the late 70s, the first formal statements of Affect Control Theory began to appear, first in *Behavioral Science* (1978) and in his book *Experiencing Events* (Cambridge, 1979). After inspiring a generation of young social psychologists (and quite a few psychologists and anthropologists) at North Carolina, Professor Heise moved to Indiana University in 1981, where he became Rudy Professor in 1990. At Indiana, he continued to work with students on affect control projects, including some of the major international efforts in Japan and Germany. His colleagues spurred his interest in the sociology of emotions, which led to elaborations of the affect control model in *Analyzing Social Interaction: Advances in Affect Control Theory* (with Lynn Smith-Lovin, Gordon and Breach, 1988) and in the representation of qualitative data, which led to the development of Event Structure Analysis.

In addition to his own scholarly contributions, Professor Heise has helped administer NIMH training programs at Wisconsin, North Carolina and Indiana that nurtured generations of students in methodology and social psychology. Throughout his career, he has contributed fundamental ideas that inspired students, a wide range of methods with which to approach those problems, and a generous social support to foster the careers of others. His career contributions to both sociological social psychology and the wider discipline made him an enthusiastic, consensus choice by this year's committee, which was composed of myself as chair, Viktor Gecas, Peter Kollock, Catherine E. Ross and Cecilia L. Ridgeway.

Professor Heise will give the traditional Cooley-Mead lecture at the American Sociological Association meetings in San Francisco. The Cooley-Mead committee invites all section members to attend and help in honoring this exceptional career. ♦

THEORY AND RESEARCH CORNER

Jonathan Turner
University of California, Riverside



Re-Orienting the Sociology of Emotions

An interesting development in micro sociology over the last three decades has been the effort to theorize about human emotions. We now have a set of theories on the dynamics behind the production of emotions during interaction; and yet, there is little effort to integrate these theories. Instead, researchers work within *their* framework, casting somewhat suspicious glances at other's work. I would argue that the sociology of emotions has quietly become somewhat balkanized, leading those in different schools to cast aspersions on work that does not conform to *their* views of how emotions operate. We do not need more partitions in sociology; instead we need to integrate the various approaches not only in the sociology of emotions but in virtually every area in the discipline.

Currently, problems with theories of emotions are evident. First, the theories are too focused, highlighting only one set of forces and then viewing these to be complete. Second, theories tend to focus on too few emotions, claiming these to be the master emotions. Third, most theories underplay the complexity of emotional production. Fourth, many theories portray emotions in rather vague terms like positive and negative, thereby ignoring the rich diversity of human emotional responses. And fifth, most theories ignore the biology of emotions.

As to the last issue, efforts to examine the neurology of emotions can be found in sociology, but most inquiries are crude and do not show much understanding of the complexities of human neurology and the body systems involved in the production of emotions. Sociologists risk being left behind in the study of emotions if they do not begin to attend to advancing neuroscience within biology, medicine, and pharmacology. The nature, intensity, speed, and flow of emotions are biological processes that have effects on interaction. We need to know how these biological forces operate; we cannot develop adequate theories without some understanding of them.

Related to the above are topics of comparative anatomy and evolutionary biology. Most sociologists know little about humans closest relatives, the Great Apes. Yet humans share over 98% of their genes with chimpanzees. We can learn by examining the biology and behavior of chimpanzees. Neuroanatomy can help us understand how natural selection worked to create a species whose interactions are filled with emotional valences.

I encourage others to take a more global and integrative analysis of human emotions. For my part, I just completed *The Origins of Human Emotions* which explores biological and evolutionary issues. I am now working on *Face-to-Face: A General Sociological Theory of Human Emotions* which seeks to integrate the diverse theories that now exist. ♦

TEACHING CORNER

Dawn T. Robinson
Louisiana State University



I regularly teach an upper division Introduction to Social Interaction to 60-70 students. Typically, students do in-class demonstrations or complete short surveys where they provide information that I present to them in later classes to illustrate various points that we discuss in class. They enjoy seeing their own responses (in summary form) and develop a deeper understanding of the material.

I teach this course to a somewhat racially heterogeneous population against the more heterogeneous southern Louisiana. One of the daunting challenges comes from teaching about microsociological underpinnings of discrimination and inequality without evoking emotional responses that can interfere with learning. To avoid reactions like defensiveness and blame, I begin by illustrating some of the underlying processes using *nonsocial* demonstrations. Here is an example:

Consider a population of 72 creatures. There are two types of animals: dogs and cats. And, there are two colors: red and blue. They are distributed as follows:

Color	Animal		Total
	Dog	Cat	
Blue	3	15	18
Red	9	45	54
Total	12	60	72

Students see this distribution by showing 72 word pairs (e.g., blue cat, red dog) on flash cards for about 1.5 seconds each. After they see all pairs, they answer some questions. What percent of the animals were cats? dogs? What percent were red? blue? What percent of the cats were red? blue? What percent of the dogs were red? blue? Here are some responses from a recent semester:

	Actual	Section 1	Section 2
% of Animals who are			
Cats: 60/72=83%		79%	73%
Dogs: 12/72=17%		21%	27%
% of Animals who are			
Red: 54/72=75%		78%	81%
Blue: 18/72=25%		22%	19%
% of Cats who are			
Red: 45/60=75%		76%	84%
Blue: 15/60=25%		24%	16%
% of Dogs who are			
Red: 9/12=75%		40%	53%
Blue: 3/12=25%		60%	47%

Illusory correlation occurs when we overestimate the co-occurrence of rare events, creating apparent correlations between independent factors. Both classes created an illusory correlation between color and species by overestimating the number of dogs who were blue. I've never had a class in which the demonstration did not produce illusory correlations. After students are convinced that they are vulnerable to such processes, they find it easier to discuss the more sociologically relevant implications, for example, race relations, and other social consequence, for example, overestimating the rate of minority-perpetrated crime. ♦

GRADUATE STUDENT PROFILE

Karen Lutfey
Indiana University



Karen Lutfey 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 interests center on social interaction and the cultural and structural resources that individuals bring to their interactions. Specifically, Lutfey is interested in communication in medical settings, including patient-practitioner relationships and ideologies surrounding health care. With Douglas Maynard, Bernice Pescosolido, and Sheldon Stryker, and supported by NIH Diabetes Research and Treatment Center, Karen is collecting data for her dissertation, and anticipates completing her degree in 2000.

Her dissertation, "Social Dimensions of 'Noncompliance' with Medical Treatment Regimens: The Case of Diabetes," examines the ways in which medical practitioners develop ideas about how closely diabetes patients adhere to their regimens. Research in this area traditionally hinges on the notion that "compliance" is a characteristic of individuals, and that patients' "deviant" behavior needs to be changed to meet the functional needs of the medical system specifically and society generally. Lutfey explores how practitioners socially construct "noncompliance" through their interactions with one another and their patients. Instead of seeing compliance as an intrinsic and objective quality in patients, Lutfey examines how patients are labeled as "noncompliant." Data include ethnographic observations in two diabetes clinics, in-depth interviews with diabetes health care professionals, phone surveys with diabetes patients, and videorecordings of patient-practitioner clinical interactions.

Lutfey is the author or co-author of four national or international papers and has two manuscripts under review. She currently is working on a paper addressing the ways practitioners' assessments of patients' cognitive abilities relates to the development of diabetes treatment regimens. Lutfey has taught undergraduate courses in Introductory Sociology and Sociology of Gender Roles. She plans to teach Medical Sociology, Sociological Theory, and Social Psychology.

Statement: The ability of social psychology to explain social phenomena as they relate to the lives of people has always been a lure for me. My work focuses on these connections among theory, institutions, and lived social experiences — a perspective that gives sociology the potential to make important contributions. While my focus is in the area of medicine, this is only one of many topics that is theoretically rich and ripe for sociological analysis and social change. As methodological diversity continues to increase in our discipline, we will have better tools for understanding these relationships and the implications for society and individuals. I appreciate being in a department with such theoretical and methodological diversity, which supports and encourages innovative sociological perspectives and pursuits. ♦

GRADUATE STUDENT PROFILE

Josh Rossol
University of Wisconsin-Madison



Josh Rossol is a sociology doctoral candidate at the UW-Madison with specialties in social psychology, the sociology of deviance, criminology, and theory. Through his work with Jane A. Piliavin and Irving Piliavin, Josh's research uses social psychological models to examine how issues of interest to criminologists and to sociologists of deviance are constituted, engaged and adapted by societal members through interpersonal interaction. Rossol will enter the job market during the 1998-99 academic year and will complete his dissertation by the spring of 1999.

His dissertation examines a concept central to sociology: norms and normative structures. He utilizes the dynamic status of gambling and state lotteries in the U.S. as a case example to investigate social norms and their relationship with individual behavior and social interaction. Through assessments of survey and focus group data, the thesis utilizes quantitative and qualitative methods to address and expand distinct theoretical approaches to social norms at macro, micro, and intermediate levels of analysis. The micro level conceives of social norms at the level of individual attitudes and examines social psychological models linking attitudes regarding gambling with gambling behavior. The intermediate level turns more closely to the level of social interaction and analyzes people's use of and reliance on vocabularies of norms in their interactive construction, presentation and defense of claims regarding the normative status of gambling.

Rossol has applied his interests to his teaching. Josh has twice designed and lectured the UW-Madison's Sociology Deviance course and has lectured for the foundation undergraduate Social Psychology course. He has received a teaching award at UW-Madison.

Statement: As a social psychologist and a sociologist of deviance, my research examines the intersection of these two fields. I specify this intersection as the enumeration of the processes through which individuals work in interaction to define deviance. While the sociology of deviance has provided research on the process of deviance construction at the macro level of societal interest groups, I think that social psychology can help extend such research to the level of interaction. Simultaneously, current social psychology such as attitude and attribution theories can benefit from sociologists of deviance that address the techniques used by people and groups to define a situation as problematic. Through my current and future work, I hope to better bridge these two fields and to contribute to theoretical advances in each. ♦

Linda D. Molm and Lynn Smith-Lovin, Co-Editors
University of Arizona

Publishing in SPQ: Advice to Authors

Many authors, especially new authors, ask what they can do to increase the chances that their papers will be accepted for publication in *SPQ*. Here are some of our recommendations.

1. Read the journal to learn what it publishes. *SPQ* publishes contributions from all theoretical and methodological perspectives within sociological social psychology. Most of the work combines theory and research, qualitative or quantitative, but we also publish pure theory papers that represent theoretical advances. We don't publish nontheoretical empirical pieces. Social psychologists in sociology place a high premium on theoretical work, both inductive and deductive. This emphasis is reflected in the reviewers' and our judgments.
2. Read the journal to learn how to write good papers. Attend to how papers are structured, how the theory is developed, and how the results are written. Find papers in the areas you work in, and ask what makes them compelling. Good papers often have a clearly stated problem, a well-developed theory, and appropriate data to answer the problem.
3. Don't submit first drafts for review. Get comments from others and revise before you submit a paper. Remember, once a paper is rejected by a journal, it can't be revised and resubmitted to that same journal. Thus, using journal reviews to get comments is very costly – for us, for the reviewers, and for you.
4. Proofread your paper before submitting it and make sure that footnotes, references etc. are in the appropriate form. It annoys reviewers when papers are sloppily done. When reviewers see such a paper, they begin to wonder what other carelessness the paper might contain – say, in data analysis.
5. When you submit a paper, make sure you have the right number of copies and the required submission fee. Incomplete submissions slow down the process and our decision.
6. Once you receive the decision, read the editor's letter and the reviews carefully. If criticisms of your work tend to make you angry, put them away for a few days. Read them again: try to see the editor and reviewers' points. If they're misunderstanding your paper, your paper may not be written clearly.
7. Revise-a lot. If you get a rejection, don't dismiss the reviews and send your paper off to another journal. Chances are that it will be rejected again – and by some of the same reviewers. If you receive a revise and resubmit, take the recommendations seriously. Carefully address the major points by the editor and the reviews, and as many of the minor points. Explain in a memo how you addressed each of the points. If you didn't make some changes, explain why, but keep the explanations professional and respectful.
8. Be persistent. People who publish a lot also get rejected a lot. They submit a lot, and they're willing to revise. Don't take rejections personally. The best people have their papers rejected, many times, and they still do. Just learn from it, keep working, and keep submitting. We'll be looking for it. ♦



SECTION OFFICER CANDIDATES

Timothy J. Owens, Chair, Nominations
Indiana University, Indianapolis

Chair:

Peter J. Burke, *Washington State U.*
Lynn Smith-Lovin, *U. of Arizona*

Council (Vote is for 2 members):

Marta Elliot, *U. of Nevada, Reno*
Amy Kroska, *Kent State U.*
Michael J. Lovaglia, *U. of Iowa*
Robin W. Simon, *U. of Iowa*

Secretary/Treasurer:

Donald C. Reitzes, *Georgia State U.*
Herm Smith, *U. of Missouri, St. Louis*

Student Council Member:

Todd Goodwin, *Indiana U.*
Joanne Kaufman, *Emory U.*

PLEASE VOTE WHEN YOU RECEIVE
YOUR BALLOT!

(Only 25% of the section voted in last
year's election.)

ASA Election for President

Sheldon Stryker, *Indiana U.*, is on the 1998 ballot for ASA President. Sheldon Stryker was the Social Psychology Section Chair in 1979 and was a member of the Section Council in 1970 and 1980. He was the recipient of the Cooley-Mead Award in 1986. Please support his candidacy by voting when you receive your spring ballot from ASA.



ISA MEETINGS

Montreal, Canada, July 26-31, 1998

Go to:



<http://stets.libarts.wsu.edu/spnews/>
for more information on the International Sociological Association Meetings. ♦



NEW BOOK

Peer Power: Preadolescent Culture and Identity

by

Patricia A. Adler, *University of Colorado* and Peter Adler, *University of Denver*
Rutgers University Press. 1998. \$48.00 (cloth); ISBN: 0-8135-2460-1 (cloth)

Peer Power explodes existing myths about children's friendships, power, and popularity, and the gender chasm between elementary school boys and girls. Based on eight years of intensive insider participant observation in their own children's community, the book discusses the vital components in the lives of preadolescents: popularity, friendships, cliques, social status, social isolation, loyalty, bullying, boy-girl relationships, and afterschool activities. It describes how friendships shift and change, how children are drawn into groups and excluded from them, how clique leaders maintain their power and popularity, and how the individuals' social experiences and feelings about themselves differ from the top of the pecking order to the bottom. The Adlers focus their attention on the peer culture of the children themselves and the way this culture extracts and modifies elements from adult culture.

Children's peer culture, as it is nourished in those spaces where grownups cannot penetrate, stands between individual children and the larger adult society. As such, it is a mediator and shaper, influencing the way children collectively interpret their surroundings and deal with the common problems they face. The Adlers explore some of the patterns that develop in this social space, noting both the differences in the gendered cultures of boys and girls and their overlap into afterschool activities, role behavior, romantic inclinations, and social stratification.

Peer culture shows the informal social mechanisms through which children create their social order, determine their place and identity, and develop positive and negative feelings about themselves.

Patricia A. Adler is a professor of sociology at the *University of Colorado*. Peter Adler is a professor of sociology at the *University of Denver*. The Adlers have worked and written together for more than twenty-five years, producing ten books and more than fifty articles. ♦

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