



Social Psychology

Fall 1999



SECTION OFFICERS

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Washington State University
stets@wsu.edu

CHAIR'S REMARKS

Lynn Smith-Lovin, *University of Arizona*
smithlov@u.arizona.edu



The new numbers from ASA confirm what we could all see at the Chicago meetings: we are a vital, growing, successful section. After hovering around 600 members for years (and thus fighting to keep our four meeting slots), we now have 685 members at meeting time. That's up from 652 this time last year. We need to thank Jan Stets and her membership committee for the great work they've done this year. She set as a goal to try for 700 this year, and I think we'll make it before the year's numbers are closed out on October 1. Only six out of the 40 sections have a larger membership than ours now. We'll soon be positioned to make the push for the magic 800 number, which would bring us another session at the meetings. As many sections fight for their lives under the new ASA structure, it's great to see ours growing through the interest and activity of its members. A welcome to our new members (and thanks to our continuing faithful). I hope everyone will help Diane Felmlee, our new membership chair, to keep this good news coming.

I'm sure you all enjoyed the program in Chicago, highlighted by Hal Kelley's Cooley-Mead address on "The Proper Study of Sociology." It was great to see the inter-disciplinary roots of our work celebrated by honoring this great scholar. If you missed the talk, see the March issue of *Social Psychology Quarterly*. The mini-conference on Social Psychological Perspectives on Inequality brought in researchers from all of our faces, highlighting our theoretical work and how it applies to this important policy issue.

Our theme for the 2000 meetings in Washington DC also will be organized as a mini-conference. This gives a focus to the section day that sets it apart from the other social psychology-relevant sessions. Because of the millennium year, I will have three panels (organized by Jim House, Cecilia Ridgeway and me) that highlight work in the three faces of our subdiscipline (see page 3). I'd like these panels to spark audience discussion of where we are in our research programs and what are the questions that we should be addressing in the next decades of work. The International Sociological Association Social Psychology Committee (chaired by Ed Lawler) will be co-sponsoring these three sessions, the section roundtables (organized by Lisa Troyer) and our reception. We hope that this co-sponsorship will give the committee visibility and signal our encouragement of international attendance and participation in these audience-oriented panels.

As we head into our mid-year activities, I want to thank all of the people who agreed to chair and serve on the section committees (see page 4). Please give them your help and encouragement during the coming year. In particular, send nominations to Karen Hegtvedt for the Cooley-Mead Award and get your graduate students to send their papers to Jodi O'Brien for the Graduate Student Paper Award. And let me know if you have any good ideas for promoting the section or its activities.



1999-2001

Social Psychology Section Chairs

Peter J. Burke, Chair-Elect
(*Washington State University*)
Lynn Smith-Lovin, Current Chair
(*University of Arizona*)
Linda D. Molm, Past Chair
(*University of Arizona*) ♦

EDITOR'S COLUMN

Jan E. Stets

Washington State University

stets@wsu.edu



The Windy City turned out to be a great place for our national meetings this past August. Activities carried us through four full days beginning with the Group Processes conference at the University of Illinois at Chicago on Thursday, August 5. The following evening, we had a fun-filled reception with members of the emotions and rational choice sections at the Chicago Hilton. Saturday, our official section day, bustled with our three section sessions (organized around the theme of Social Psychological Perspectives on Inequality), our business meeting (among other things, Linda Molm officially passed section chair duties to Lynn Smith-Lovin), and we recognized our award winners. The following day, we completed our activities with the section referred roundtables. This issue of the newsletter highlights some of the above mentioned activities through photographs.

We begin another year with section committees and organizers for conferences and ASA sessions already in place. Pages 3 and 4 present this. Note the dates for the different deadlines. On page 5, I am pleased to present insights on theory and research from Jane Sell (*Texas A&M*) and teaching ideas from Spencer Cahill (*U of S. Florida*). Following this, Jeremy Freese (*IU*) and Beth Mabry (*Virginia Polytech*) present themselves in the graduate profiles.

Once again, I'd like to thank Linda Molm for all her work as section chair last year. I look forward to working with Lynn Smith-Lovin in the coming year. And, I'd like to thank Peter Burke for all his work on the web site. Oftentimes, when I have been unable to fit a section member's request in a newsletter issue, Peter's work in getting the request posted on the web site has provided an alternative outlet for section members. Thanks Peter!

Below lists the contributors for the last two issues of my term as editor of the section newsletter. The success of this newsletter has been due largely to section members help, and I am grateful to the individuals below who will be writing in the forthcoming issues. As a reminder, please consider yourself as newsletter editor or share with me individuals who you think would be good for the position. This is a great opportunity to get involved and meet many good people in the section.

Continue to send me your ideas, events, and books you would like to have featured in the newsletter. I will make every effort to accommodate you. I look forward to a feature column in the next issue by David Franks (*Virginia Commonwealth University*) on neurosociology and social psychology.

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*)

Summer (2000) Issue:

Theory and Research: Duane Alwin (*University of Michigan*)

Teaching: Marta Elliot (*University of Nevada at Reno*)

Graduate Student Profiles: Stuart J. Hysom (*Emory University*), Adam B. King (*Indiana University*), and Jason S. Schnittker (*Indiana University*) ♦

SECTION MEMBERSHIP

Diane H. Felmlee

University of California at Davis

dhfelmlee@ucdavis.edu



This year we are the seventh largest ASA section, out of a total of 40 sections. Membership in our section is up to 685. This is an increase in membership of 33 individuals over last year, primarily due to the persistent efforts of Jan Stets, the previous chair of the Membership Committee.

I will continue to attempt to increase section membership by contacting non-members who participate in social psychology sessions at the ASA or regional meetings. I will mail them a letter, section membership form, and sample newsletter. These individuals are active in the field and may have an interest in becoming members.

Please encourage relevant faculty and graduate students to join the section. Membership forms are available at the following website: <http://stets.libarts.wsu.edu/spnews/applicat.htm>. Recall that the number of sessions allotted to each sub-field at the ASA meetings is a function of the section size. Section benefits include receiving the newsletter and participation in nominations for graduate student and faculty scholarship awards.

Other current members of the Membership Committee are: Shelley Correll, Michael Lovaglia, Lisa Rashotte, and Susan Sprecher.

ASA HIGHLIGHTS

SPQ Editorial Board Luncheon



Mary Clare Lennon, Michael Macy, Linda Molm, Lynn Smith-Lovin, John Skvoretz, and Jo Phelan



Richard Serpe, Bill Corsaro, David Snow, Michael Flaherty, Barbara Meeker, Dina Okamoto, and Gretchen Peterson ♦



CONFERENCES



13th Annual Group Processes Conference Washington, DC August 11, 2000

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

Murray Webster, Jr. (mwebster@nsf.gov)
or

Barbara F. Meeker (meeker@bss1.umd.edu)

ASA SOCIAL PSYCHOLOGY HIGHLIGHTS Saturday, August 7, 1999, Section Business Meeting



Social Psychology Section Members



David Mechanic, Harold Kelley, and Bill Sewell



American Sociological Association Meetings Washington, DC Hilton and Towers August 12-16, 2000 Theme: "Sociological Social Psychology at the Millennium" (Co-Sponsored with the International Sociological Association Social Psychology Committee)

"The State and Future of Symbolic Interactionism"
(Invited Panel Session)

Organizer: Lynn Smith-Lovin, University of Arizona

"The State and Future of Group Processes Research"
(Invited Panel Session)

Organizer: Cecilia Ridgeway, Stanford University

"The State and Future of Social Structure and Personality
Research"
(Invited Panel Session)

Organizer: James S. House, University of Michigan

Roundtables Organizer: Lisa Troyer, *University of Iowa*

2000 ASA Program Deadlines

January 10, 2000: Deadline for paper submissions to organizers

February 1, 2000: Deadline for closed/invited session

February 15, 2000: Deadline for open submission paper session

February 28, 2000: Deadline for roundtable session

Section Day Assignments

Saturday, August 12: Aging & the Life Course; Alcohol & Drugs; Culture; International Migration; Mathematical Sociology; Political Economy & the World System; Theory; Undergraduate Education

Sunday, August 13: Emotions; Latina/o Sociology; Peace, War and Social Conflict; Political Sociology; Population; Religion; Sex & Gender

Monday, August 14: Asia and Asian American Education; Education; History of Sociology; Marxist Sociology, Rational Choice; Social Psychology; Sociological Practice; Computers

Tuesday, August 15: Collective Behavior & Social Movements; Community & Urban Sociology; Crime, Law & Deviance; Family; Mental Health; Organizations, Occupations, & Work; Race, Gender, & Class; Science, Knowledge, & Technology

Wednesday, August 16: Children; Comparative & Historical Sociology; Environment & Technology; Law; Medical Sociology; Methodology; Racial & Ethnic Minorities; Sexualities ♦



**SECTION COMMITTEES
1999-2000**

Cooley-Mead Award

Chair: Karen A. Hegtvedt, *Emory University*
Members: Michael G. Flaherty, *Eckerd College*
Margaret M. Marini, *University of Minnesota*
Karen A. Miller-Loessi, *Arizona State University*
Jonathan H. Turner, *University of California at Riverside*

Graduate Student Affairs

Chair: Jodi O'Brien, *Seattle University*
Members: Jocelyn Hollander, *University of Oregon*
Herman W. Smith, *University of Missouri at St. Louis*
Shane Thye, *University of South Carolina*
Kevin Vyran, *Indiana University (Student Member)*

Membership

Chair: Diane H. Felmlee, *University of California at Davis*
Members: Michael J. Lovaglia, *University of Iowa*
Lisa S. Rashotte, *University of North Carolina at Charlotte*
Susan Sprecher, *Illinois State University*
Shelley Correll, *Stanford University (Student member)*

Nominations

Chair: Richard T. Serpe, *California State University at San Marcos*
Members: Wayne Osgood, *Pennsylvania State University*
Dawn T. Robinson, *Louisiana State University and University of Iowa*
Michael L. Schwalbe, *North Carolina State University*
William Kalkhoff, *University of Iowa (Student member)*

Professional Affairs

Chair: Geoffery Tootell, *California State University at San Jose*
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: Karen A. Hegtvedt, Department of Sociology, Emory University, Atlanta, GA 30322

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: Jodi O'Brien, Department of Sociology, Seattle University, Seattle, WA 98122 ♦

**Liaison for the Society for the Study
of Symbolic Interaction**
David D. Franks
Virginia Commonwealth University

**ASA
SOCIAL PSYCHOLOGY
HIGHLIGHTS
Saturday, August 7, 1999
Awards Ceremony**



Cooley-Mead Award



Harold H. Kelley
Professor Emeritus of Psychology
University of California at Los Angeles
(Cooley-Mead Award Recipient)

Peter Kollock
University of California at Los Angeles
(Chair, Cooley-Mead Award Committee)



Graduate Student Paper Award



C. Lynn Carr, *Rutgers University*
(Winner, Graduate Student Paper Award)

Spencer Cahill, *University of South Florida*
(Chair, Graduate Student Paper Award)

Honorable Mentions:
Kathryn Lively, *Vanderbilt University*
and
Kevin Mihata, *University of Washington*
♦

THEORY & RESEARCH CORNER

Jane Sell, *Texas A&M University*
e303dd@tamvm1.tamu.edu



First Times

Love at first sight, the first day of school, and the first meeting among nation states are all beginnings. As social psychologists, we are familiar with the importance of firsts. Of course new interactions within groups do not construct a social reality that completely differs from that outside the group. For example, research in expectation states points out that the perpetuation of stereotyping is the default process; any interruption in that process must be clear, convincing and powerful.

Building interaction patterns is different from destroying or changing existing patterns. The first interaction among group members assumes disproportionate strength relative to any other single interaction. I have been impressed with the power of first interactions in my research in social dilemmas: a setting in which conflict between individual short-term interests and group long-term interest exists. Such dilemmas are pervasive in our lives. Groups organizing to preserve rainforests, to preserve academic freedom, and to create civil rights movements all face social dilemmas. The two "problems" that make these settings dilemmas are the incentive and coordination problems — both are of interest to social psychologists because they address the nature of motivation and the processing of information.

One finding about social dilemma resolution is that when cooperation within a group is high initially, cooperation is likely to be maintained; when cooperation within a group is low initially, cooperation is less likely to be maintained. This relationship between first and later decisions can be derived from many social psychological theories that have different premises.

So, first decisions form precedents and precedents are more difficult to change than to form. Ironically, first decisions seem "less rational" and predictable because there is less information available: knowledge of other group members is minimal, and there is no history to follow. But, first interactions are not random; rather, small differences in information at first meetings can fundamentally transform groups. Recently, we have found that differences in expectations about other group members and differences in information presentation can create large differences in cooperation even when the costs and benefits for decisions are the same.

This research is exciting from two standpoints. First, I believe that social psychological insight clearly demonstrates theoretical power for areas not traditionally seen as compatible, for example, game theory. Second, I believe that the importance of first interactions for social dilemma solution can be seen as optimistic for application. Early interventions can have long-lasting effects. ♦

TEACHING CORNER

Spencer Cahill, *University of South Florida*
scahill@luna.cas.usf.edu



The Pleasures of Primary Sources

Textbooks are wonderful things. The best of them concisely summarize a wealth of information and clearly explain complex ideas. Instructors can assume that most students possess the requisite skills to penetrate their prose.

Yet, something important is lost in the translation of complex information and ideas into the concise, clear, and simple prose of textbooks. Neither their prose (nor their graphics and photographs) can convey the ingenuity and elegance of their sources. They consequently rob fields of study, including sociological social psychology, of at least some of their intellectual excitement. Far too many students whose only exposure to sociological social psychology is through textbooks conclude that it is an occasionally interesting but mostly tedious laboring of the obvious. It is an understandable conclusion.

Students who read only textbooks do not have the pleasures of the elegant arguments and clever turns of phrase that surprise, delight, and enlighten. "After a self has arisen . . . we can think of a person in solitary confinement for the rest of his life, but who still has himself as a companion" (Mead, *Mind, Self, and Society*). "For a complete [hu]man to be expressed, individuals must hold hands in a chain of ceremony" (Goffman, *Interaction Ritual*). These are only two of many such clever turns of phrase in our primary sources. They are the kind of aphorisms that stay with you and are repeatedly recalled.

That is why I am convinced that we should assign primary texts in our courses, even at the introductory level. I want the ideas and information we teach students to stay with them and be repeatedly recalled. Teachers of English Literature would never dream of relying exclusively on synopses of primary texts and neither should we. Yes, we will have to spend some time teaching our students how to read complex prose and texts, but perhaps we should, if not out of commitment to our scholarly enterprise and students, then at least out of self interest.

Few of our former students will ever pick up a social psychology textbook again. However, those who have been exposed to primary texts just might pick up a social psychological monograph about some topic of interest to them. Teaching primary texts just might help expand the audience for our work beyond our own small circle. I think we deserve a larger audience for our work, but we will have to earn it in the classroom.

From David D. Franks, SSSI Liaison:



The 2000 Couch/Stone Symposium on Ethnography for the 21st Century: Alternatives and Opportunities will be held January 27-30, 2000 at the Dolphin Beach Resort on St. Petersburg Beach, Florida. The date of submission has passed, but those wishing to attend should contact Carolyn Ellis at:

cellis@chumal.cas.usf.edu ♦

GRADUATE STUDENT
PROFILES



Jeremy Freese
Indiana University
jfreese@indiana.edu



Jeremy Freese is a sociology doctoral candidate and an NIMH pre-doctoral fellow in the Program on Identity, Self, Role, and Mental Health at Indiana University. His research focuses on the cognitive foundations of social action and how they operate in social interaction, family life, and cooperative behavior. He is currently working on his dissertation and anticipates completing his degree in the spring of 2000.

Freese's dissertation examines evolutionary psychology and other programs of contemporary sociobiology and assesses how well this work addresses some of sociology's longstanding theoretical concerns. While he argues that Darwinian approaches may have several potentially important contributions to offer to sociology, most of his evaluation of these approaches is critical. The dissertation contains both a theoretical critique that looks broadly at evolutionary psychology and a series of empirical projects that engage specific claims that Darwinian social scientists have offered regarding family dynamics or social exchange. These projects employ a variety of methods, including the analysis of secondary data, experiments, and computer simulations of social agents. Articles based on parts of two of these dissertation projects have been published in the *American Sociological Review* (with Brian Powell and Lala Carr Steelman) and the *American Journal of Sociology* (with Brian Powell).

The dissertation reflects Freese's substantive interests not only in social psychology, family, and science/knowledge, as well as broader interests in social theory and quantitative methods. With Jason Schnittker and Brian Powell, Freese has written another paper on racial differences in beliefs about mental illness that is forthcoming in *Social Forces*. He is also currently working on a book with Scott Long on using *Stata* to do categorical data analysis. Additionally, Freese has done research in the sociology of language, publishing a paper with Doug Maynard (in *Language in Society*) on how speakers deliver good or bad news. He is currently writing a paper that applies insights on sequential cooperation from social exchange theory to behavior in ordinary conversation.

Statement: I am interested in the "cognitive turn" in social theory, for both what it can tell us about individual behavior and how it can serve as the microfoundations of organizational and institutional change. Critically reading the literature of evolutionary psychology offers social scientists an opportunity to reconceptualize the relationship between mind and society. I hope to develop my own ideas about this relationship further over the next several years of my career. ♦

J. Beth Mabry
Virginia Polytechnic Institute and State University
bethmabry@aol.com

Beth Mabry is a doctoral candidate in sociology at Virginia Tech. Her research interests include the self and identity, emotions, family, inequality, and the life course. This fall, Beth is finishing her dissertation, "Social Structure and Anger: Social Psychological Mediators," directed by K. Jill Kiecolt, and beginning a post-doctoral training fellowship under the mentorship of Vern L. Bengtson at the University of Southern California.

Beth's dissertation examines the effects of cultural beliefs and social and personal resources on anger. Similar to sociological studies of depression and distress, Beth's study moves beyond a medical model of anger as a randomly distributed and problematic emotion to examine anger as a social phenomenon. She views anger as a sociological concern: it is a social product stemming from unfair treatment and the failure of others to meet one's expectations; it is a social problem because anger must be controlled for social life to be possible; and anger is a social force as perhaps the single most important emotion in catalyzing social change. She reasons that since variation in social structural location contributes to differential experiences, it likely leads to differences in emotional experience, including anger. And, given that individuals' beliefs, social resources, and self-concepts also vary by social location, Beth proposes that these socially structured differences may mediate anger and contribute to further variations in emotional experience.

The forthcoming edition of *JAI's Advances in Life Course Research* includes an article Beth co-authored with Jill Kiecolt, "Agency in Young Adulthood: Intentional Self-Change Among College Students." With Rachel Parker-Gwin, Beth co-authored "Service-Learning as Pedagogy and Civic Education: Comparing Outcomes for Three Models," a research article published in *Teaching Sociology*. Beth also conducted a study, "Pedagogical Variations in Service-Learning and Student Outcomes: How Time, Contact, and Reflection Matter," published in the refereed *Michigan Journal of Community Service-Learning*. In addition to her ongoing training as a researcher, Beth's graduate work with the writing-across-the-curriculum and service-learning programs at Virginia Tech helped prepare her for teaching and complemented her M.S. in education.

Statement: Questions concerning how individuals are shaped by their social circumstances, while also active agents in shaping themselves, their lives, and their social worlds intrigue me. Social psychology often reveals the reciprocal relationships between social structure, culture, and individuals' thoughts, feelings, and actions. I hope to contribute to social psychology's rich history and great potential for enhancing our understanding of the social forces at work in everyday life. ♦



ASA SOCIAL PSYCHOLOGY HIGHLIGHTS

Friday, August 6, 1999, Chicago, Illinois
Social Psychology, Emotions, and
Rational Choice Joint Reception

John DeLamater, Jane Piliavin,
John Turner, Ralph Turner,
and David Franks



Lynn Smith-Lovin, Cecilia Ridgeway,
and Rob Parker



Mary Glenn Wiley, Jill Kiecolt, Bob Shelley, and Joe Berger



Elizabeth Menaghan, Marta Elliot, Jeylan Mortimer,
Melvin Kohn, Ralph LaRossa, Peter Burke, and Don Reitzes



Kathy Kuipers, Jane Sell, Hans Lee, and Mary Glenn Wiley

12TH ANNUAL GROUP PROCESSES CONFERENCE

Thursday, August 5, 1999, Chicago, Illinois



Cecilia Ridgeway, Lynn Smith-Lovin, Miller McPherson,
David Richmond, Noah Mark, Lisa Rashotte,
and John Skvoretz



Ed Lawler, Michael Macy, Siegwart Lindenberg, Noah Friedkin,
Dave Willer, Morris Zelditch, and Doug Heckathorn ♦

NEW BOOK



A Mind, Brain and Society: Toward a Neurosociology of Emotion. Social Perspectives on Emotions, Vol.V

David D. Franks and Thomas S. Smith, Eds.

Available Fall, 1999. JAI/ Ablex Press.

The rapid advances in neuroscience witnessed by this decade have produced findings of profound importance to the social sciences. The work done by social scientists in this decade has produced findings of importance to brain science. This volume is the first collection in sociology to present theoretical thinking, methodologies and research findings demonstrating the close interdependence of brain and social processes. Sociologists can not afford to ignore the implications of neuroscience for a long-sought theory of cognitive embodiment. Brain scientists can benefit from the growing understanding that the human brain took its evolutionary form in a thoroughly social context and that the individual brain is dependent on the existence of other brains.

This volume pulls together social psychological evidence for the effect of early human interactions on brain circuitry that form the emotional and cognitive foundations for the social control of behavior and rational choices. Although sensitive to the importance of semiotics, the collection stresses the importance of brain processes far removed from consciousness that impact our social interactions. Research is discussed demonstrating how diverse cultures employ right and left brain capacities differently resulting in different brain circuitry and different modes of perception and mentality. The same culturally varied use of frontal and posterior brain regions give rise to fundamentally diverse ways of experiencing time and being in the world. A meta-methodology is suggested geared to interdisciplinary research tailored to neurosociology that balances emergent and reductionist ways of thinking. ♦

SOCIAL PSYCHOLOGY ON THE WEB

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

Peter J. Burke

Washington State University

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I worried in my last column that we may not be delivering what people want or need on the section home page. For the most part, the results of the survey that we took (I apologize for the intrusiveness of the survey screen while it was up) suggest that, in fact, people are generally finding what they want. I have had a couple of suggestions that we include more information that would be helpful to persons teaching social psychology, for example, syllabi, course outlines, reviews of texts, and the like. I am reluctant to start something like this unless there is a strong demand for it among members. I also think that to do it well would take a person who wanted to oversee just that portion of the site, to collect and organize the material. Any feedback on this issue is welcome. Email me at burkep@wsu.edu with your thoughts. The other area in which there was some interest is to make more material available to students who are interested in or thinking about social psychology as an area of study. Again, to do this kind of thing well would take another person to collect and organize material, find relevant sites with additional information, etc. Again, I need your feedback to know where we should go. It is, after all, your web site. ♦

Go to the web site and click on "News and Announcements" for the table of contents of *A Mind, Brain and Society: Toward a Neurosociology of Emotion*



Application for Membership in the ASA Social Psychology Section

Name: _____

Address: _____

____ I am an ASA member and want to join 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
1307 New York Avenue NW, Suite 700
Washington, DC 20005-4701