



Social Psychology

Winter/Spring 1999



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CHAIR'S REMARKS

Linda D. Molm, *University of Arizona*
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At midyear, I am pleased to report that the "state of the section" is excellent. The 1999 program is taking shape nicely, section committees have been hard at work, and our membership continues to grow.

The 1999 section program consists of our usual luncheon roundtables, organized by Bob Shelly, and a three-session mini-conference on "Social Psychological Perspectives on Inequality." For the mini-conference, I've organized a session of invited papers on theoretical frameworks that contribute to our understanding of the causes and consequences of inequality, Lynn Smith-Lovin has organized a session of invited panelists who will discuss the implications of our research for problems of inequality, and Henry Walker has organized a session of submitted papers. Many thanks to Lynn, Henry, and Bob for their hard work in creating a stimulating program. Social psychology will also be represented in other sessions, including those organized by Peter Adler, Michael Lovaglia, and Lisa Troyer.

This year, our section day is the second day of the ASA meetings (August 7). Because the ASA presidential address, awards ceremony, and reception also take place that afternoon, no other events may be scheduled between 4:30 and 7:30. Consequently, we have decided to hold our reception--jointly sponsored with the Rational Choice and Emotions sections--at 6:30 the evening before. The loss of the 4:30-6:30 slot also means that one of our sessions will be scheduled on the third day. We'll keep you informed of the schedule with the aid of the listserv that ASA is developing for the section. In the meantime, please note these important dates and events, and plan to attend. Join us at the business meeting, honor the Cooley-Mead recipient with your attendance, and participate in as many sessions as possible.

Other section activities are proceeding smoothly. As you will read about in this issue, two of the committees--the Cooley-Mead Committee, chaired by Peter Kollock, and the Nominations Committee, chaired by Cathryn Johnson--have already completed their work. The Membership Committee, chaired by Jan Stets, continues to strengthen our membership. Jan also continues her superb job as newsletter editor. The Graduate Affairs Committee, chaired by Spencer Cahill, is beginning the task of judging submissions for the student paper competition. And last year's committee chairs have contributed to our "institutional memory" by writing short summaries of each chair's responsibilities, which Peter Burke has posted on our web page.

All is well with the section, but new ideas are always welcome. Please let me know of any concerns that should be discussed at the August meetings. I look forward to seeing all of you in Chicago. ♦



EDITOR'S COLUMN

Jan E. Stets
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There is much activity going on in the section and this issue highlights some of it. Our annual national meetings are approaching and our social psychology sessions are listed on page 3. I also wanted to highlight a few social psychological sessions that are slated at some upcoming regional meetings (p. 3 and p. 7). Section members Lynn Smith-Lovin (*University of Arizona*, President of the Southern meetings) and Cecilia L. Ridgeway (*Stanford University*, President of the Pacific meetings) are to be recognized for their leadership role at these regional meetings.

In terms of committee activities, the Cooley-Mead Award committee has decided the 1999 recipient: Harold H. Kelley. Peter Kollock, Committee Chair, pays tribute to Harold's contributions (p. 4). The nominations committee also announces the nominees for chair-elect and section council (p. 4). Finally, I provide a brief update on the section's membership (next column). The social psychology web site continues to grow, storing a wealth of information that section members now have access to. I am indebted to Peter J. Burke for his constant help in the development of the site. Peter provides an update on the web site for section members (p. 8).

The contributors of this issue's theory and research and teaching columns (p. 5) provide thoughtful discussions on improving our communication not only with our colleagues but also our students. The graduate and (post) graduate columns (p. 6) highlight two more members in the section and the exciting ideas they are working on. And, we have a special column this issue that discusses how the web can be used in experimental research (p. 7).

I thank the contributors of this issue for their efforts in making this newsletter highly informative for section members. Remember that feature articles are always welcomed so if you have important ideas to share with the section, feel free to contact me.

Best wishes in the new year!

FORTHCOMING ISSUES:

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
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According to the most recent membership counts from the ASA, our section membership is 666 as of September 30, 1998, up 45 members from this same time last year. Of the 39 sections in the ASA, we are in the top quartile in terms of membership. Highest membership is in the Sex and Gender section followed by Organizations, Occupations, and Work; Medical Sociology; Sociology of Culture; Race, Gender, and Class; Sociology of the Family; Theory; and Racial and Ethnic Minorities.

One of the traditional ways we've recruited section members has been to send letters to current members encouraging them to renew their membership and asking them to recruit new members. In late September, I did something a little different. I sent letters to ASA members who had identified an interest in social psychology but were not current members of the section. I obtained this information from the ASA. The letter encouraged them to join by discussing what membership in the section provided: the section newsletter, recognition of an outstanding graduate student, recognition of an outstanding scholar in the field of social psychology, and communication of our scholarly work at several sessions at our national meetings. I enclosed a brochure that summarized the history and activities of the section. I also included an application for membership. The mailing went to about 1,400 nonsection members. My hope is that this mailing will have reached social psychologists who will join the section given the interest they reported to the ASA.

Please encourage your colleagues and graduate students to join the section to help keep the section vital and strong. Given the large number of sociologists who are interested in social psychology but not section members, I see no reason why we cannot exceed our current membership of over 600 to 800 and increase our allocation of sessions at our national meeting from four to five.

Think about underwriting a social psychology graduate student's section membership for the first year. It's only \$5.00. Also, think about cutting out the membership form on the back of the newsletter and passing it along to someone in your department who might be interested in the section. Or, mail it to someone across the country who you think might be interested in becoming a section member. You can even email the membership form by going to the section's web site. If each of us does one or both of the above suggestions just once this year, think of the possibilities in terms of vitality for the section! Please help me in this effort. ♦



1999 CONFERENCES



Regional Meeting Conferences (Social Psychology Sessions)

Southern Sociological Association



Nashville, Tennessee
April 8-11, 1999

Thematic Session: "Building on Core Concepts:
Social Structures and Interpersonal Processes"

Organizers: **James W. Balkwell**, *University of Georgia*
Dawn T. Robinson, *Louisiana State University* and
University of Iowa

President: **Dawn T. Robinson**, *Louisiana State University*
and *University of Iowa*

Peggy A. Thoits, *Vanderbilt University*
"Stress and Identity Change"

Jody Clay-Warner, *University of Georgia*
"The Effects of Ascribed Status and Group Membership
on Perceptions of Procedural Justice"

Christine Horne, *Louisiana State University*
"Community and the State: The Relationship Between
Normative and Legal Controls"

Robb Willer, *University of Iowa*

David Willer, *University of South Carolina*
"From Comparative Statics to Network Exchange
Dynamics"

Discussant: **James W. Balkwell**, *University of Georgia*

Pacific Sociological Association



Portland, Oregon
April 15-18, 1999

Session Title: "Theoretical and Empirical Advances in
Social Psychology"

Organizer: **Jan E. Stets**, *Washington State University*
President: **Jan E. Stets**, *Washington State University*

Peter J. Burke, *Washington State University*
"New Directions in Identity Theory"

Linda D. Molm, *University of Arizona*
"Theoretical Comparisons of Negotiated and
Reciprocal Exchange"

Barry Markovsky, *National Science Foundation* and
University of Iowa

"Between Micro and Macro: Social Psychology in
Complex Systems Analyses"

Martha Foschi, *University of British Columbia*
"Status, Expectations, and Double Standards for
Competence" ♦



Go to Page 7 for more social
psychology sessions at
regional meetings.

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



Theme: "Social Psychological Perspectives on Inequality"

Social Psychological Perspectives on Inequality I: "Theoretical Frameworks" (Invited Papers)

Organizer: **Linda D. Molm**, *University of Arizona*

Karen S. Cook, *Center for Advanced Study and Stanford University*
"Social Exchange and Inequality: Back to the Basics"

John Skvoretz, *University of South Carolina*

"Inequality and Status: Resources, Expectations, and Advan-
tage"

David A. Snow, *University of Arizona*

Leon Anderson, *Ohio University*

"Inequality and the Self: Exploring their Connections from an
Interactionist Perspective"

Neil J. MacKinnon, *University of Guelph*

"Identities and Social Inequality from an Affective Control
Theory Perspective: Emotional, Behavioral, and Motivational
Implications"

Social Psychological Perspectives on Inequality II: "Research Applications" (Invited Panel)

Organizer: **Lynn Smith-Lovin**, *University of Arizona*

Duane Alwin, *University of Michigan*

Glen H. Elder Jr., *University of North Carolina*

Elizabeth G. Menaghan, *Ohio State University*

Bernice Pescosolido, *Indiana University*

Social Psychological Perspectives on Inequality III: (Open Submissions)

Organizer: **Henry A. Walker**, *Cornell University*

Noah Mark, *Stanford University*

"The Emergence of Status Inequality"

Ann Branaman, *Florida Atlantic University*

"Do They Really Think She's Stupid?": Goffman and Status
Characteristic Theory on Interaction and Inequality"

John F. Stolte, *Northern Illinois University*

"Stratification, Religious Commitment, and Self-reported Health:
Probing the Empirical and Theoretical Distinction Between
Social Structure and Culture"

Melvin L. Kohn, *Johns Hopkins University*, **Wojciech Zaborowski**
and **Bogdan W. Mach**, *Polish Academy of Sciences*

Valeriy Khmelko, *National University of Kiev-Mohyla Academy*

Corey Heyman and **Bruce Podobnik**, *Johns Hopkins University*
"Complexity of Activities and Personality Under Conditions of
Radical Social Change: A Comparative Analysis of Poland and
Ukraine"

David Willer, *University of South Carolina*

"Acting Collectively and Countervailing Power"

Roundtables Organizer: **Robert K. Shelly**, *Ohio University*
(To be announced in the Summer, 1999 Issue) ♦



1999 COOLEY-MEAD AWARD
RECIPIENT: Harold H. Kelley
 Professor Emeritus of Psychology
 University of California, Los Angeles

by
 Peter Kollock, Chair
 Cooley-Mead Award

University of California, Los Angeles
 kollock@ucla.edu



Professor Kelley stands as one of the rare scholars in social psychology to have had great influence in both Psychology and Sociology. Throughout his long career, he has made fundamental contributions to several areas of research, including the social psychology of groups and interdependence, attribution theory, and social and personal relationships. Working with his close collaborator John Thibaut, the two scholars published *The Social Psychology of Groups* in 1959. Considered to be among the founding statements of social exchange theory, their 1959 book inspired research across the social sciences. Professors Kelley and Thibaut produced a second influential book which elaborated their theory of social interdependence in 1978, when they published *Interpersonal Relations: A Theory of Interdependence*. Professor Kelley was also instrumental in helping establish and promote research on personal relationships, and with several other colleagues published one of the key volumes in the area in 1983 - *Close Relationships*. He also served as the first president of the International Society for the Study of Personal Relationships.

He received his undergraduate degree and MA in psychology from the University of California, Berkeley in 1942 and 1943. After working in the Aviation Psychology Program of the US Army Air Force, Professor Kelley enrolled in the Group Psychology Program at MIT, from which he received his Ph.D. in 1948. He was an Assistant Professor at Yale from 1950-55, and was Associate Professor and then Professor of Psychology at the University of Minnesota (in the Laboratory for Research in Social Relations). In 1961 he moved to UCLA, where he has spent the rest of his career.

Professor Kelley is a member of the American Academy of Arts and Sciences, and the National Academy of Sciences. He was selected as the William James Fellow by the American Psychological Society, and has received numerous awards, including the Distinguished Scientific Contribution Award from the American Psychological Association, the Distinguished Scientific Award from the Society of Experimental Social Psychology, and the Kurt Lewin Memorial Award from the Society for the Psychological Study of Social Issues.

Professor Kelley will give the Cooley-Mead lecture at the American Sociological Association meetings in Chicago. The Cooley-Mead committee (Duane Alwin, Peter J. Burke, William Corsaro, Karen A. Hegtvedt, and myself) invite all section members to attend and help in honoring the exceptional accomplishments and career of Hal Kelley. ♦

SECTION OFFICER CANDIDATES

Cathryn Johnson, Chair, Nominations
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Chair-Elect:

Peter J. Burke, *Washington State University*
 Judith A. Howard, *University of Washington*

Council (Vote is for 2 members):

Spencer E. Cahill, *University of South Florida*
 Terri L. Orbuch, *Oakland University*
 Timothy J. Owens, *Indiana University at Indianapolis*
 Jane Sell, *Texas A&M University*

PLEASE VOTE WHEN YOU RECEIVE YOUR BALLOT.



Special Millennium Issue of *Social Psychology Quarterly*
 on the State of Sociological Social Psychology
 Edited by Lynn Smith-Lovin and Linda D. Molm

To mark the millennium, we plan to publish a special issue of *Social Psychology Quarterly* in December 2000 to review the state of our field and its knowledge about basic social processes. We request submissions that are short, succinct summaries of what we know about important substantive questions and, more importantly, where our future research should take us in the new millennium. We hope that most contributions will be research note length approximately 5000 to 8000 words so that we can include a wide variety of substantive, theoretical and methodological approaches. Contributions can be organized about research questions, important independent variables, important dependent variables, theoretical research programs, or broader treatments of one of the "faces" of sociological social psychology. As always, contributions that integrate work from different disciplines or approaches are welcome. What we hope to publish are cogent summaries of what we know and what we need to learn to understand the basic processes that organize social interaction and understanding. The usual ASA requirements for submission will apply (see "Notice to Contributors" in this journal). Please send five copies of the paper and the submission fee to the editors at Special Millennium Issue, *Social Psychology Quarterly*, Department of Sociology, University of Arizona, Tucson, AZ 85721. Prospective authors are invited to communicate with the editors about the appropriateness of their papers if they wish. Encouragement of submission will not, of course, imply eventual acceptance of the paper. Submissions should be received by October 31, 1999, to be considered for the millennium special issue. ♦

THEORY & RESEARCH CORNER

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Unifying Themes

Sociological social psychologists study everything from an individual's attitudes to transformations of whole nations, with methods ranging through experiments, ethnographies, sample surveys, text analyses, and computer simulations. Unifying themes are important for such a diverse group of researchers. Unifying themes would mean that we have a coherent enterprise despite our diversity, and we can learn from one another. Some themes do unite all of us sociological social psychologists, I think.

Sociological social psychologists study how people create and reproduce social structures, or how social structures affect individual opportunities and experiences. Compared to other sociologists, we orient more to minds and interpersonal processes, trying to understand even large-scale societal phenomena as being created and sustained in the social interactions of thinking individuals. Compared to psychological social psychologists we are more tuned to culture and social-structure constraints, and we see the social and the material environments as co-constructors of humans' actions rather than as mere arrays of stimuli.

Social psychological knowledge gains independence from the where, when, or who of development because we keep a key interactant – social reality – involved in our studies, regardless of our perspective. We acquire messages from social reality through our social science methodologies, and our interpretations of those messages build social science knowledge. Our empiricism assures that the social psychological knowledge we gain becomes increasingly determined by the subject of study rather than by any particular research voice.

We are convinced that true improvements in the human condition require understanding how individuals socially organize themselves. The best and the worst features of our species emerge in encounters with each other, so controlling evil and advancing virtue requires deep understanding of how social organization controls individuals and – for better or worse – how it empowers individuals. Understanding what virtue and evil mean is a social psychological matter, too.

How can you use these unifying themes? Tell your colleagues in sociological social psychology about empirical evidence of how social structure relates to minds or interpersonal processes, and explain how your research might improve human encounters and organizations. That professional communication is our path to solidarity.

I presume these claims benefit our discipline. If everyone agrees, then we know what unites us. If these claims create controversy, then we gain a useful conversation about our enterprise. ♦

TEACHING CORNER

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Using the Web to Facilitate Teaching and Learning

The pressure to “get on the Web” is increasing in many institutions. We don't *need* the Web, just as we don't *need* chalkboards, or overheads, or even textbooks. What we need is technologies that facilitate teaching and learning. I'll outline some ways I've used the Web in my courses.

Web Tutorials: In one course, 300+ students analyze data using software. Initially, about half the students are unfamiliar with the software. I provide tutorials on a Web site, and in lecture we spend more time with the *substance*, rather than mechanics, of the analysis. The tutorials could be distributed on paper; however, navigating the on-line tutorial further improves students' computing skills.

Multimedia on the Web: Some advanced students took pictures of everyday life to document processes like altruism, conformity, and influence. They posted the pictures on the Web and students in another course wrote essays describing the processes *they* thought the pictures represented. This enhanced the students' understanding of abstract social processes. Also, when they discussed the different interpretations given to the pictures, they developed a deeper understanding of the social construction of reality. Posting the pictures on the Web was relatively quick and cost-free compared to distributing print copies.

Web Discussions: I regularly use e-mail and chat rooms with my students. On-line communication with students who rarely participate in face-to-face discussions (perhaps due to shyness or disabilities that inhibit oral interaction) allows for high-rate participators in on-line discussions.

Experiential Learning on the Web: Many theories emphasize complex, dynamic social systems. Increasingly, tools on the Web make it possible to work with these theories and their predictions. David Heise's on-line INTERACT program is a wonderful example. Students acquire a rich hands-on understanding of Affect Control Theory after trying out INTERACT on Heise's Web site.

Web Administration: I use software that automates the administration and grading of open-book, objective-content quizzes. The time I formerly spent administering quizzes in class and grading them outside of class is now available for more class discussions and extended office hours.

The Web is not a replacement for the teacher. Rather, it can be used to facilitate interaction and hands-on experience. There are some accessibility issues. For instance, Web materials may be less accessible to those with visual or hearing disabilities or who lack adequate Internet connectivity. Also, it takes time to develop Web content. I try to focus on Web technologies that are easy to learn and execute and which provide a quick return on my investment. Examples (and links to sites relevant to this discussion) are at: <http://troyer.sociology.uiowa.edu>. ♦

GRADUATE STUDENT

Shirley A. Keeton
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Shirley Keeton is a sociology doctoral student (ABD) at Louisiana State University. Her research concerns identities, social networks, gender, life course studies and psychological well-being. Her dissertation focuses on competition among the identities held by individuals and the ways they manage such competition in an effort to protect numerous and valued social relationships and their own sense of authenticity.

Shirley's dissertation, "To Thine Own Self (and Thine Associates) Be True: The Strategic Management of Competing Identities Among Academic Women," is being directed by Dr. Dawn Robinson. Shirley's work extends Identity Theory by addressing the issue of how the various identities held by an individual interact and compete with one another. In her dissertation, she proposes three strategies that people may use to manage competing or conflicting identities and identifies factors that influence which of these strategies is likely to be used. Shirley is testing some of the propositions developed in her dissertation using data she has collected from more than 300 respondents. She anticipates completing her degree in 1999.

Keeton is also working with Robinson on an experiment that examines the relationship between network structure and self-presentation. In this study, they test the prediction that individuals' self-presentations are more constrained and less variable in highly dense communication networks.

Shirley is a coauthor of an article in *Social Forces* (with Jill Suitor and Karl Pillemer) that explored the importance of experiential versus structural similarity in the provision of social support. She also coauthored a *Social Networks* paper (with Jill Suitor) that explored the long-term importance of experiential similarity on the provision of interpersonal support. She is a coauthor for the entries addressing "Remarriage" and "Intergenerational Relations" in the forthcoming *Encyclopedia of Sociology* and a chapter in *The Handbook of Aging and the Family*. Finally, she has been author or coauthor of more than seven conference presentations.

Shirley is interested in teaching courses in social structure and personality, theories of social psychology, social networks, gender, collective behavior and life course studies. Her teaching has included undergraduate courses in "Introduction to Sociology" and "Sociology of Marriage and the Family."

Statement: I am interested in the interactions among the various identities held by an individual. In particular, I am interested in situations where two or more of the identities that are highly important to an individual are in competition or conflict with one another. I seek to understand how individuals actively manage such conflict through the strategic utilization of time allocation, social relationships, and language. In summary, I am interested in answers to the question of, "How do individuals manage to remain true to the image they have of themselves while fulfilling the expectations of their associates and social norms?" ♦

(POST) GRADUATE STUDENT

W. Alex Mason
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Alex Mason is a postdoctoral Research Associate at the University of Alabama at Birmingham. He received his Ph.D. in 1998 from the Interdisciplinary Ph.D. Program in Social Psychology at the University of Nevada, Reno. At UNR, Alex had the opportunity to develop his broad, multidisciplinary research interests in the self, human development, and criminology. Currently, he is investigating the stability and discontinuity of adolescent delinquency as a function of both self-control and social control using latent growth curve methodology.

Alex was awarded the UNR Graduate School's 1997-1998 Humanities and Social Sciences Dissertation Year Fellowship (with advisor Marta Elliott) to examine aggression among young men. He proposed that violence is an interpersonal phenomenon, and that being aggressive is one way in which young men acquire, maintain, and protect valued presentations of self. These self-conceptualizations, in turn, are instrumental for the acquisition of material and social rewards. A primary goal of Alex's dissertation was to use these ideas to explain an emerging puzzle in social psychological research, namely, the finding that some persons who hold highly favorable views of self are prone to violence. Alex used structural equation modeling to reanalyze a longitudinal data set of adolescent boys. His hypotheses were partially supported, and he is currently preparing portions of his dissertation to submit for publication.

Alex is first author on a recent article published in *Child Abuse and Neglect*. He has co-authored three additional articles published in such refereed journals as *Journal of Social Psychology*. He has presented at the Pacific Sociological Association and the Society for Research on Adolescence. He is preparing a research proposal (with mentor Michael Windle) for a NIH Mentored Research Scientist Award. Alex's plans are to obtain an academic position to pursue further his research and teaching interests in social psychology.

Statement: My research interests tend to be interdisciplinary in scope. For example, in my work on crime and delinquency across the life course I strive for the integration of diverse theoretical traditions that focus attention on the individual, social, and structural levels of analysis. Approaching research questions in this manner has encouraged me to develop an understanding of both qualitative and quantitative research methods and data analysis procedures. As my career develops I look forward to the challenges and rewards that come from applying this truly social psychological perspective to the research process. ♦

EXNET III: A NEW WEB-BASED RESOURCE FOR EXPERIMENTAL RESEARCH



Dudley Girard and David Willer
University of South Carolina

Over the last decade, software systems for sociological experiments have been developed which allow subjects, usually seated in separate rooms, to interact using PCs. The development of these systems has been time consuming and costly such that research has been slowed and only a few researchers have been able to afford their development. We describe a first step toward an important change in experimental sociology. Funded by NSF, ExNet III will be a Web-based experimental tool for conducting Network Exchange experiments. ExNet III is 3rd generation software: By Summer, 1999, it will be available to interested uses.

ExNet III is being created using Java language. Java was chosen for its ability to generate graphical user interface's (GUI's), manage network communication, and allow much of the interface processing to be done on user machines rather than on the server. ExNet III will allow the gathering of data from social exchange networks with human users, stimulants, or a mixture. Four areas had to be addressed for the entire project to function properly: managing the user base, managing the data files, the ability to construct experiments, and the ability to run experiments.

Managing the user base concerns allowing for new users and logging into the web center. The method that will be used will allow anyone to register themselves with the web site and have access to the program. A process will be set up to clean out users that have not been active for a period of time. Logging on will involve requesting a user name and a password.

Managing the data files concerns saving, loading, downloading, and deleting files. These operations will be done through a second server running on the web site. The saving and loading of files for the user will be done through the constructor where they can be edited and modified by users. The downloading and deleting of files will be in a separate section of the web site. Each user will only have access to his or her own files and none others.

Constructing experiments is done through a GUI reminiscent of a paint program that allows the user to build a social exchange network by adding nodes and edges. Additional options are made available through a menu for setting such features as exchange rates, how many rounds the experiment will run, how many actors will be human and how many will be stimulants, etc.

The problem of running an experiment includes starting an experiment and allowing the proper users to join. An experiment that is started will register itself with the server that will then make this knowledge available to any user. Each experiment that allows for human users will have passwords attached to each user position to control which users join a specific experiment. A user may join an experiment by selecting it, a position available within it, and giving the proper password for that position.

With these problems solved, a web site will exist to conduct exchange theory experiments, needing only a computer connected to the web and a browser that understands Java. The web site will also have constructors for building stimulant actors and tutorials that can be used as instructions attached to experiments. ♦



Pacific Sociological Association
Portland, Oregon
April 15-18, 1999

Session Title: "Group Processes"

Organizer: **Karen A. Hegtvedt**, *Emory University*
Presider: **Karen A. Hegtvedt**, *Emory University*

Cathryn Johnson, *Emory University*
"Authority Structures, Legitimate Authority, and
Manager-Subordinate Interaction"
Edward J. Lawler, *Cornell University*
Shane Thye, *University of South Carolina*
Jeongkoo Yoon, *Ajoy University*
"Emotion and Cohesion in Productive Exchange"
Dawn T. Robinson, *Louisiana State University* and
University of Iowa
"Networks Structure and Identity Expansion"
Morris Zelditch, Jr., *Stanford University*
"The Normative Regulation of Power"

International Sociological Association
South Africa
July 4-6, 1999

Theme: "Social Identities, Groups,
and Social Change"

The ISA Research Committee 42 on Social Psychology announces a small conference in South Africa. It will link up with the South African Sociological Association (SASA) Congress which will be held from July 6-9, 1999.

The co-organizers are Tina Uys (South Africa) and Karen S. Cook (USA). If you would like to participate, please send a title and abstract (350 words) of the proposed paper to both of the co-organizers (preferably by email) by March 15, 1999. The notification by the organizers will be made by April 15, 1999.

The congress will take place on the Military Academy campus in Saldanha. Saldanha Bay is about 120 km (75 miles) from Cape Town. It is a picturesque seaside town on the West Coast of South Africa. Arrangements for hotels and meeting places will be made in conjunction with the SASA. SASA's congress organizers will assist with transport arrangements to and from Cape Town.

Contact: Tina Uys (jmu@lw.rau.ac.za) and
Karen S. Cook (kcook@stanford.edu)

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

Theme: "New Horizons and Expanding Domains"
Contact: Mary Glenn Wiley (mgwiley@uic.edu) ♦

NEW BOOKS



A Watched Pot: How We Experience Time

Michael G. Flaherty, *Eckerd College*
New York: New York University Press. 1998.
\$30.00 (cloth); ISBN: 0-8147-2687-9

Time, it has been said, is the enemy. In an era of harried lives, time seems increasingly precious as hours and days telescope and our lives often seem to be flitting past. And yet, at other times, the minutes drag on, each tick of the clock excruciatingly drawn out. What explains this seeming paradox? Based upon a full decade's empirical research, Michael G. Flaherty's new book offers remarkable insights on this most universal human experience. Flaherty surveyed hundreds of individuals of all ages in an attempt to ascertain how such phenomena as suffering, violence, danger, boredom, exhilaration, concentration, shock, and novelty influence our perception of time. Their stories make for intriguing reading, by turns familiar and exotic, mundane and dramatic, horrific and funny. A qualitative and quantitative tour de force, *A Watched Pot* presents what may be the first fully integrated theory of time and will be of interest to scientists, humanists, social scientist and the educated public alike.

Children of the Great Depression, 25th Anniversary Ed.

Glen H. Elder, Jr., *University of North Carolina*
Boulder, CO: Westview Press. 1999.
\$25.00 (paperback); ISBN: 9-8133-3342-3

Originally published in 1974, *Children of the Great Depression* presented the first longitudinal study of Depression cohort. This 25th anniversary edition of the much acclaimed work includes a new chapter by the author which explores how World War II and the Korean War changed the lives of these California youth who were born in 1920-21 and those of a younger birth cohort (1928-29). The chapter also reviews the project's contributions to theory and method in the study of lives. ♦

SOCIAL PSYCHOLOGY WEB SITE

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



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The web site for the Social Psychology Section continues to grow in usage as well as content. The searchable database of section members with addresses, telephone numbers and e-mail addresses has been updated from the ASA listings, and reflects the growth in membership. New additions include information on the duties and timetables for each of the standing section committees. The minutes of the section business meeting for the past year are also posted at <http://stets.libarts.wsu.edu/SPNews/social.htm>. Although not too many people have taken advantage of the post-your-own announcement page (<http://stets.libarts.wsu.edu/SPNews/Announce.htm>), an increasing number of "official" announcements have been sent to the web for posting (<http://stets.libarts.wsu.edu/SPNews/News.htm>). Most of these latter are calls for papers and other items of general interest. Because the changing and updating of the Social Psychology Web pages occurs irregularly, but at the same time may include information that is important and/or timely, a new feature has been added. For those with browsers that support channel subscriptions, you can subscribe to the web and be notified when changes are made. These changes are indicated at most once a week so that you will not be overly interrupted with notifications. At the same time, you can be informed when changes are made. To subscribe, you simply click on the appropriate spot on the home page. ♦



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