Newsletter of the Social Psychology Section of the American Sociological Association

Social Psychology

Summer 2001

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CHAIR'S REMARKS

Peter J. Burke
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The Spring semester/quarter is now done (thank you – though it did seem to go by almost too fast), and it is time to begin looking forward to the ASA meetings in Anaheim. I hope that the fact that Anaheim is the Mickey Mouse center of the world does not have any implications for the association or for the Social Psychology Section. Indeed, from my perspective, there is a great deal of intellectual activity and theory growth within social psychology that is taking us far away from that cartoon realm. By now, I am sure most of you are aware of the new four-day schedule for the ASA meetings. This has meant some reorganization and rescheduling of section days with the result that the Social Psychology Section is now scheduled for day two. The emotions section is on day one, while the rational choice and family sections are on day four. Other sections with which we have strong overlapping membership are Sex & Gender (day 3), Mental Health (day 3), and Medical Sociology (day 1). Overall, we are quite spread out, which encourages a longer stay. On the other hand, we social psychologists have less overlap among our various topical interests.

The program theme for the section this year is Agency, Interaction and Social Structure. Three of the sessions will be organized around this theme. An invited panel including Michael Lovaglia (Iowa), Jan Stets (Washington State), Carmi Schooler (NIMH), and Jonathon Turner (UC Riverside) will discuss issues relating to the agency of humans from a number of perspectives. This session is shaping up to provide a very provocative and thoughtful discussion. Our discussants clearly do not all have the same viewpoint. Turner suggests "the issue of agency has been overblown." He tends to "side with those who see structure and culture as constraining," but has "some thoughts on the conditions under which micro-level processes can change meso and macro level ones." Lovaglia points out that "the triumph of symbolic interaction showed us that agency produces structure through interaction." Yet, he goes on to say, "it would be a mistake, however, to infer that the structure that agency produces is any less constraining than traditional conceptions of it. The reality constructed through human agency is as constraining and as resistant to "deconstruction" as any other kind of reality we can imagine." Schooler claims that he "may be a bit of a maverick on the subject of agency." He has a conception of the meaning of agency that is "rather limited" and is "somewhat dour" with respect to the less limited conceptions. Stets sees value in agency but would argue "that's not the whole story; social structure is equally important." She thinks that we should "merge the analytic dualism of agency and social structure," and argues that while "structures are the accomplishments of actors, actors always act within the structures they create." I want to thank all of these panelists for agreeing to participate in the session, and I want to invite you to be in the audience. There will be time for audience participation!

Two other open paper sessions and a set of roundtables will continue with the theme. Peter Callero (Western Oregon State) has organized a session with four very interesting papers oriented around the idea of "agency in social interaction," and Jeylan Mortimer (Minnesota) has organized a session oriented to "agency in organizations" with four excellent papers and a discussant. Cathryn Johnson (Emory) has "rounded" out the program with a great set of roundtable presentations. More on all of these sessions is inside the newsletter. Again, thanks to these hardworking organizers who have done a marvelous job.

And, last but not least, a round of thanks for to all of those whose hard work has made the section great and my job easy. First, Jane Sell (*Texas A&M*), who has taken over the newsletter this year, has done a marvelous job of keeping up the quality of that important outlet of the section. Second, Don Reitzes has continued to provide excellent service in his role as Secretary/Treasurer. The council, whose names appear at the left, have been especially valuable members of the section.

And, finally, I want to acknowledge the help provided by all the members and chairs of the section committees. They have contributed greatly to the section, its quality and growth: The Cooley-Mead committee (chaired by Jonathan Turner, *UC Riverside*), the nominations committee (chaired by Dawn Robinson, *University of Iowa*), the Graduate Student Affairs/Award committee (chaired by Herman W. Smith, *University of Missouri, St. Louis*), and Membership Committee (chaired by Susan Sprecher, *Illinois State University*), and last, but not least, the Professional Affairs Committee (chaired by Elizabeth Menaghan, *The Ohio State University*). Let's give a rousing cheer for all of these wonderful people.

ASA Social Psychology Paper Sessions

Agency in Social Interaction

Organizer and Presider: Peter L. Callero, Western Oregon University

Steven Hitlin, Department of Sociology, University of Wisconsin-Madison, "Measuring the Real Self: Reports of Authentic Experiences as an Extension of a Sociological Theory of Motivation."

Alicia D. Cast, Department of Sociology, Iowa State University, "Status, Identity and Behavior."

Peter Collier, Department of Sociology, Portland State University, "Why Seniors Understand the College Student Role Differently than Freshmen: A Review of Research Using the Differentiated Model of Role-Identity Acquisition."

Susan McWilliams, Department of Sociology, University of Southern Maine, "The Social Construction of Complementarity in Close Friendships."

Agency in Social Structures

Organizer: Jeylan T. Mortimer, University of Minnesota

Amy Kroska, Kent State University, "How Good, Potent, and Lively is Domestic Work?: Investigating Gender and Gender-Ideological Differences in the Meaning of Household Chores and Child Care."

Sylvia J. Ansay, University of Florida, "Boundary Making/Boundary Taking: The Family Side of House Arrest."

J. David Knottnerus, Oklahoma State University, "Agency and Deritualization: A Comparative Investigation of Extreme Disruptions of Social Order."

Joanna Heidtman, Jagiellonian University, Poland, "Structural and Individual Forces of Power Attenuation in Conflict Networks."

Discussant: Kenneth Spenner, Duke University

ASA Social Psychology Roundtables
Organizer: Cathryn Johnson, Emory University

Social Psychology of Self and Identity
Table Presider: Kim Lupo, Emory University

Heather Kohler, University of California, Davis, "Self-Esteem Theory and Measurement: Ethnocentrism in a Globalized Context."

Monica Longmore, Peggy C. Giordano, Wendy D. Manning, Jennifer Duette-Goode, Bowling Green State University, "Adolescent Girls Body Image, Self-Esteem, and Frequency of Non-Romantic Sexual Encounters."

J. M. Larshus, State University of New York-Albany. "Maintenance of Primary Reference Group in Conflicting Task Behavior."

Robert M. Carrothers and Denzel E. Benson, Kent State University, "Symbolic Interactionism in Introductory Textbooks: Coverage and Implications."

Status, Expectations, and Interaction
Table Presider: Stuart Hysom, Emory University

Martha Foschi, University of British Columbia, "Performance Expectations, Influence Behavior, and Self-Reports"

Scott J. Carter, University of South Carolina, "The Effect of Group Size and Status on Social Influence."

Carla Goar, Northern Illinois University, "Task Definition and the Minimization of Inequality."

Social Cognition and Exchange
Table Presider: David Daniel Bogumil, Wright State University

Gretchen Peterson, California State University-Los Angeles, "Whose Behavior Counts in Fairness Evaluations?: Considering the Behavior of Peripheral Actors in Evaluations of Direct Exchange Partner."

David Daniel Bogumil, Wright State University, "Reciprocity and Attribution: International Relations."

Stereotypes, Discrimination, and Interaction
Table Presider: Michael J. Lovaglia, University of Iowa

Michael J. Lovaglia, Reef Youngreen, Leda E. Kanellakos, University of Iowa, Jeffrey W. Lucas, University of Akron, and Elisabeth Rutstrom and David Willer, University of South Carolina, "Stereotype Threat or Shadow of the Future: Explaining Group Differences in Mental Ability Test Scores."

Jerry Kimery, University of California, at Los Angeles, "Left Holding the Bag: Union and Nonunion Package Handlers in East Los Angeles."

Erika L. Linnander and Katherine McClelland, Franklin and Marshall College, "The Effect of Contact on Intergroup Attitudes: The Role of the Broader Context of Contact."

Structure, Culture, and Values
Table Presider: Stefanie Bailey, Stanford University

Scott Schieman, University of Maryland, and John Taylor, Florida International University, "Statuses, Roles, and Sense of Mattering."

Stefanie Bailey, Stanford University, "Teenage Family Formation, Gender, and School Dropout: An Event History Analysis."

Suzanne R. Goodney, Indiana University, "A Proposal for Exploring the Sentiments and Life Course of the LoneViolent Offender."

THEORY COLUMN—Putting the "Social" into Theory about Social Dilemmas

Margaret Foddy
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Social dilemmas are situations defined by an incentive structure that, according to rational choice theories, pits individual self-interest against the collective good. Each individual's rewards are greater if s/he acts selfishly, compared to what would have resulted from a collectively-oriented choice. However, in a dilemma incentive structure, when everyone pursues individual self-interest, poorer outcomes are the result; all would be better off if none had chosen the self-serving alternative.

Such social dilemma incentive structures characterize a wide range of settings, including those that require individuals to contribute to public goods (e.g. public radio; blood banks; internet resources), and those where refraining from over-consumption is the collectively beneficial action (e.g. reduced use of water during shortages; utilization of public parks). According to economists and many rational choice theorists, the individually rational choice should dominate—public goods should not be provided, and common pool resources should be exhausted, unless individual incentives are put in place to change the structure of interdependence in which individual and collective interests coincide

The fascination of social dilemmas for social psychologists is that economic theory is partly wrong and partly right. Public goods are frequently provided, and common pool resources sometimes survive, even when supposedly objective incentive structures have not been altered. The key challenge for social psychologists is to provide systematic theoretical accounts of the conditions that make the difference between collective disaster and success. In my view, these accounts are likely to come from theories that do not take "isolated individualism" as a natural state, theories that can provide clear articulation of the relationship between groups of various types and sizes, and the individual. There are many theories which do not privilege individual self-interest, but rather, build on the central assumption that humans would not have succeeded as they have without a mechanism that guarantees strong group-directed behavior. While it is by no means the only candidate, I would like to elaborate my claim by indicating how social identity theory can provide a more social view of rationality. I will then note some ways in which I think sociological social psychologists can provide valuable new insights into social identity processes, that are not immediately apparent to psychological social psychologists. The latter constitute the main group currently working on social identity and self-categorization theory (probably best known to sociologists via the work of Henri Tajfel, John Turner, and Michael Hogg).

An important insight of these social identity theorists is that, under certain conditions, people do not distinguish between their own individual interests and those of others in the groups or categories with whom they identify. These groups may be extant, face-to-face groups, larger unacquainted groups, such as football teams, or simple categories where a shared common fate is much more difficult to demonstrate. A central claim, supported by empirical evidence, is that people favor their own group in the distribution of rewards and favorable evaluations; controlling for individual gain, it seems that people act as if gain to members of one's group are indistinguishable from self-gain. In this view, the boundaries of "self-interest" can be fluid, and subject to situational variables that determine whether that boundary defines the person as a unique individual, a member of a subgroup in competition with another group, or part of a larger superordinate group. Further, as I have discovered in recent laboratory experiments, people have well-defined expectations of reciprocity and fair treatment from members of their own salient in-groups, allowing them to trust ingroup members, an important condition for cooperation. To the extent that social identity theory can provide a clear statement of the conditions under different levels or "boundaries" of identity will be salient, it also offers a basis to predict when social dilemmas may be easily resolved (i.e. when there is no perceived misalignment of self and collective interest), and when the dilemma will be very stark indeed. It also has the potential to explain a number of phenomena of interest to social dilemma researchers by reference to social identity processes, for example: 1) acceptance of structural "solutions" to dilemmas, such as the appointment of leaders; 2) differential trust in, and preference for interaction with, certain types of people in dilemma settings and related rules of inclusion and exclusion (3) differential impact of group norms on individual tendencies to contribute to a public good, or to refrain from exploitation of a common pool resource, and 4) the unreliable efficacy of communication as a means of encouraging cooperation among individuals and groups. In my own research, I have found that ingroup identification has powerful effects in all of these domains.

While I have emphasized the potential of one social psychological theory to reframe seemingly intractable dilemmas or conflicts between individuals and society, I also believe that theories from sociology have an equally important contribution to make, both independently, and jointly with social identity theory. Having edited a recent book on dilemmas (Resolving Social Dilemmas, 1999, edited by Foddy, Smithson, Schneider & Hogg; Psychology Press), I am aware that this area needs input from sociologists about norm formation and adherence, about definitions of social structure and structural change, and about sociological perspectives on rational choice. Social identity perspectives would benefit from a systematic consideration of "real" and "symbolic" incentive structures, given social identity theory's almost entire reliance on the latter. To mention only one area that would benefit from developments of this sort, cross-societal studies of differences in rates of cooperation in social dilemmas, and the relative efficacy of structural interventions, should gain from theoretical input from sociologists, who are well-placed to offer conceptualizations of the group and its influences on the individual.

TEACHING COLUMN
On-line Teaching Resource

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I devoted much of my sabbatical leave in 2000-1 to developing educational resources for social psychologists. The results are available on the World Wide Web for public use.

Files for these resources are stored on stable Internet servers at Indiana University where they should be available for five or more years. Thus it is reasonably safe to integrate these materials into your courses. However, be sure to test the materials first in order to guarantee that they will work on the computer systems used in your locale.

"Sociograms: Visualizing Social Networks".

http://www.indiana.edu/~socpsy/public_files/
Sociogram/FRAME.htm

This resource consists of forms to measure and display the social structure of a group that a student has observed. The resource provides an engaging introduction to network research.

The student defines a relational question that can be answered for every pair in the group (e.g., Does X telephone Y). Then the student enters the names of people in a group, perhaps marking individuals as being in some category, (e.g., sports fans) to be highlighted in the picture of social structure. Thereupon a JavaScript routine presents relational questions for the student to answer (e.g., Does Mary telephone Tom?). When all relationships have been defined, a Java program creates a sociogram, which is adjusted dynamically until it shows the group structure clearly.

"SYMLOG Questionnaires".

http://www.indiana.edu/~socpsy/public_files/
SYMLOG/FRAME.htm

This resource, based on Bales' theory of groups, shows how individuals' values and personalities interact to generate group structure. A JavaScript program administers questionnaires from Robert Freed Bales, *SYMLOG Case Study Kit,* Free Press, 1980. Then a Java program draws pictures of the group's social structure. First the student enters the names of people in a group. Then the student goes through the SYMLOG questionnaires, identifying group members' behaviors and attitudes. The answers are translated to a directional profile for each group member, and the Java program uses these coordinates to draw a Field Diagram for the group. The student can interpret the Field Diagram with guidance from the *SYMLOG Case Study Kit* text.

Affect Control Theory Resources.

http://www.indiana.edu/~socpsy/ACT/acttutorial/
basicideas.htm

http://www.indiana.edu/~socpsy/ACT/online.html

http://www.indiana.edu/~socpsy/ACT/interact.htm

http://www.indiana.edu/~socpsy/ACT/

This cluster of resources is designed to introduce Affect Control Theory (ACT). The essence of ACT consists of three basic ideas. (1) You (and every individual) create events to confirm the sentiments that you have about yourself and others in the current situation. (2) If events don't work to maintain sentiments then you re-identify others or yourself. (3) In the process of building events to confirm sentiments, you are performing social roles that operate society.

The ACT tutorial elaborates the basic ideas and shows how the general framework relates to many social psychological topics. Separate web pages in the tutorial are devoted to sentiments, situations, events, behaviors, emotions, impressions, likelihoods, social interaction, re-identifications, social roles, cultures, consensus, sub-cultures, and gender. A JavaScript questionnaire allows students to determine whether the theory accounts for their own actions and reactions.

Several on-line programs (second link) allow students to obtain experience with assessing sentiments and impressions. In particular, they can get hands-on practice in making ratings on three affective dimensions.

Interact (third link) is the flagship exhibit of ACT. *Interact* is a Java program allowing students to see how predictions about individuals' behavior, emotions, and thoughts follow from verbally-specified definitions of situations. Results are reported verbally and through computer-drawn pictures of human faces. The latest revision of the program opens in a "basic" level of functionality, allowing newcomers to get started with minimum complexity. Functionality can be increased to an "advanced" level for graduate students, or to an "expert" level for knowledgeable researchers.

Other resources, such as a bibliography of ACT publications, are available at the ACT web site (fourth link).

Event Structure Analysis

http://www.indiana.edu/~socpsy/ESA/

Event structure analysis is concerned with understanding the logical structure of events, and *Ethno* is an on-line Java program for analyzing event sequences. Though mainly a methodology for qualitative researchers, *Ethno* can be used in social psychology classes, too, to demonstrate how social outcomes get built logically, step by step, from contributions of multiple participants. For example, students can analyze their own experiences of making purchases in stores.

Ethno's prerequisite analysis produces a diagram showing how some events are necessary for other events, and how abstract events are represented in concrete happenings. The model can be tested to see if it works as a grammar explaining a sequence of events. Composition analysis in *Ethno* involves coding agent, action, object, instrument, setting, alignment, product, and beneficiary of each event. Then the program creates tables showing how the events associated people with each other and with non-human entities.

The ESA web site (the link above) gives access to *Ethno* and also offers a tutorial, a bibliography, and some on-line reading material related to event structure analysis.

5

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David Boyns is a doctoral candidate in Sociology at the University of California, Riverside where he is specializing in Social Psychology and Sociological Theory. His primary research areas are the sociology of the self, social interaction, sociology of emotions, sociological theory, postmodern theory, and mass media. His teaching areas include social psychology, sociological theory, mass communications, urban sociology, emotions, and research methods.

David traces his interest in sociology to a long-standing concern with the nature of human identity in the modern world. Receiving B.A. degrees in Anthropology, Psychology, and Sociology from the University of California, Irvine, David discovered that it was Sociology that gave him the most insightful understanding into the dynamics of the self and its interrelationship with social experience. As his interests developed he came to UC Riverside specifically to study micro-sociological theory with Jonathan Turner and Randall Collins.

Working with both Turner and Collins, David began to explore the dynamics of the self, interaction, and emotional experience. His master's thesis was the culmination of this investigation. Here, David utilized Collins' theory of interaction rituals to critique the theories of the self that stem from George Herbert Mead and the tradition of Symbolic Interaction. He theorized that the self is not a process driven by looking-glass self-conceptions, but is more fundamentally an emotional phenomenon organized around the storing of emotional energy within self-conceptions.

For his dissertation, David has expanded this focus to include one of his other enduring interests, the mass media. This work is an investigation of the postmodern claims about self, identity, and emotions as they are affected by simulations and postmodern semiotics. Entitled "Rethinking Postmodernism: The Micro-Theoretical Implications of Postmodern Theory," David's dissertation seeks to specify the theoretical circumstances in which the fragmented self, and post-emotionalism can be made possible, or at least probable. Driving this argument is the contention that mass media have become increasingly prominent forms of interaction, and that by understanding mass media as producing new forms of interaction the theoretical claims of postmodernism can be either confirmed or challenged.

David is the current Managing Editor for the ASA journal *Sociological Theory*, under the general editorship of Jonathan Turner. He also is a Research Fellow in the School of Education at UC Riverside where he is studying the role of mentorship in the experience of first-year school teachers.

Statement: Sociology is a broad discipline and I embrace its diversity and critical nature. My work is organized around the advancement of general theoretical principles of the social world, particularly those involving the self, emotions, and interaction. I feel that the future of Sociology will be dependent upon its ability to construct a strong theoretical foundation that can be used to guide both research and policy. I also believe that Sociology is a transformative discipline with the power to enact social change through its research and teaching. I embrace these goals and reflect them in my sociological endeavors.

Teresa M. Tsushima is a Ph.D. candidate at Washington State University. Her research interests involve the exploration of micro-macro linkages in sociology by drawing upon theory in social psychology, especially identity theory, status characteristics theory, and cost-equalization theory, and theory in social stratification. She is particularly interested in understanding how the concept of human agency can be meaningfully defined in a way that bridges micro- and macro-levels of analysis. She is also interested in exploring the social psychological processes that reveal themselves in systems of social interaction whose outcomes involve things such as high levels of inequality, conflict, and even deviant behavior against self and society. By questioning the role of human agency in the creation and maintenance of such small and large scale interaction patterns, Teresa hopes to help to unravel, using the tools of science, the nature of the self-society dynamic.

Under the guidance of professors Peter J. Burke (chair), Jan E. Stets, and Viktor Gecas, Teresa's master's thesis used identity control theory to examine the concept of human agency in the context of the family. She considered how the experience of agency in the parent identity was associated with the ability to link abstract parenting values (higher order perceptions) with practical activities whose meanings reflected those values, and with the ability to access parenting resources, both within the home and in broader social contexts, such as the school and community. This research was published in the *Social Psychology Quarterly* (Tsushima and Burke, 1999).

In a subsequent paper with Viktor Gecas in the *Journal of Family Issues* (Tsushima and Gecas, 2001), she used the data from her master's thesis to consider why role-taking, a critical process in parent-child relations, might be hindered in single-parent homes. This paper considers how small-group interactions that occur in the family are shaped by family structures, on the one hand, and the experience of resource deprivation or abundance, on the other. As such, this paper implicitly addresses the question of agency in its analysis of the ways that parental behavior and parent-child interactions are shaped by micro- and macro-level phenomenon. For her dissertation, to be defended during the spring of 2002, Teresa examines the ways that identities themselves engender and constrain human agency, and how group processes and interactions serve to shape the identity meanings that engender self-directed and group-directed behavior.

Teresa's recent published work includes a paper that examines emotions in the identity model (Stets and Tsushima, *Social Psychology Quarterly*, forthcoming), and an entry in the *International Encyclopedia on the Sociology of the Family*

Edward J. Lawler to Receive 2001 Cooley-Mead Award

by Shane Thye

Edward J. Lawler, Professor of Sociology and Organizational Behavior and Dean of the New York State School of Industrial and Labor Relations at Cornell University, is the 2001 winner of the Cooley-Mead Award. This award, the highest award given by the social psychology session, honors scholars who have, over the course of a career, made significant and long-lasting contributions to social psychology, especially sociological social psychology.

Ed's first academic appointment was at the University of Iowa in 1971, where, in less than a decade he became chair of the department. One of the first of his many accomplishments as chair was the founding of *Advances in Group Processes*, a unique series that pushed formal abstract theory of group phenomena to the forefront of social psychology. During the 70s and 80s, Ed and his collaborators developed a prolific research program on power and conflict. In the 1990's, while still concerned with power and conflict, Ed focused upon the venerable sociological question of how commitment arises in social relations.

Ed's work is marked by careful attention to developing theories that bridge prior theoretical advancements and then demonstrating the newly developed theories in empirical context. Examples of this work include his two well-known books (written in collaboration with Samuel Bacharach), Bargaining: Power Tactics and Outcomes and Power and Politics in Organizations. Another recent example is the series of articles published with Jeongkoo Yoon.

Ed will be presented with the Cooley-Mead Award then will deliver the Cooley-Mead Address during the upcoming ASA meeting in Anaheim.

Call for Papers
International Sociological Association (ISA)
Research Committee #42 (Social Psychology)
Program for 2002 Meetings
July 7-13, 2002
Brisbane, Austrialia

Micro Perspectives on Social Inequality
   Organizer: Judith Howard (University of Washington, USA); jhoward@u.washington.edu
Social Identity and Status Processes
   Organizer: Michael Hogg (University of Queensland, Australia)
         mike@psy.uq.edu.au
Social Psychology of Work
   Organizer: Jeylan Mortimer (University of Minnesota, Twin Cities, USA)
         morti002@umn.edu
Exchange, Affect, and Trust
   Organizers: Karen S. Cook (Stanford University, USA); kcook@stanford.edu
            Edward J. Lawler (Cornell University, USA); ejl3@cornell.edu
Inclusion and Exclusion in Social Dilemmas
   Organizers: Margaret Foddy (La Trobe University, Australia); m.foddy@latrobe.edu
            Toshio Yamagishi (Hokkaido University, Japan); toshio@letters.hokudai.ac.jp
Research and Theory in Self and Identity
   Organizer: Timothy J. Owens (Purdue University, USA)
         towens@purdue.edu
 Applied Social Psychology
   Organizer: Murray Webster (University of North Carolina, Charlotte, USA)
         mawebst@email.uncc.edu
Cross Cultural Social Psychology
   Organizer: Yoshi Kashima (University of Melbourne, Australia)
         ykashima@unimelb.edu.au
Recent Developments in Justice Analysis
   Organizer: Guillermina Jasso (New York University, USA)
         guillermina.jasso@nyu.edu

(Gecas and Tsushima, forthcoming). Teresa is currently working on an NSF grant awarded to Stets (entitled "Identity Theory, Justice, and Emotions") where she is expanding her methodological repertoire and asking critical questions as to how persons' perceptions of justice is related to their feelings regarding themselves, others, and their situations.

Tsushima has presented five conference papers, including one paper that served as a working paper for her dissertation ideas. She has taught Introductory Sociology, an introductory course in Social Psychology, an upper-level Social Psychology class, and an upper-level Social Inequality class. She has also facilitated local workshops on poverty and obtained funding for a project that invited low-income families to voice their concerns about policies such as welfare reform.

Statement: "I very much enjoy working with the seemingly disparate theoretical constructs that shape the areas of social psychology and social stratification and am delighted with the potential to examine linkages among some of these constructs in my research. I keep a research journal that is an invaluable tool for learning and thinking, and for keeping me engaged in and excited about my work. One of my goals is to keep asking (good) questions for the rest of my life and career, and to share this quest with my students and with the community of scholars with whom I work."

EDITOR'S COLUMN
Jane Sell
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In this summer newsletter, we feature the up-coming Anaheim ASA meetings. First, we congratulate Ed Lawler on the Cooley-Mead Award! In addition, we highlight the sessions for the section. Peter writes of the invited panel (see page 1) and the two paper sessions and roundtables are detailed. In the Theory Column, Margaret Foddy discusses her research on social dilemmas and David Heise provides valuable information on his newly developed web sites in the Teaching Column. (I am a frequent user of the affect-control web site and use it often for my social psychology classes. I highly recommend these web sites!) Two graduate students are featured. Teresa Tsushima, form Washington State University, writes of her varied theoretical interests, including emotions and identity, role-taking and perceptions of justice. David Boyns, University of California-Riverside, discusses his research examining the micro-theoretical implications of postmodern theory.

SPECIAL ISSUE OF JOURNAL OF HEALTH AND SOCIAL BEHAVIOR ON RACE, ETHNICITY, AND MENTAL HEALTH IN SOCIETY—
Call for Papers
Edited by David T. Takeuchi and David R. Williams

Evidence on mental health (mental well-being, psychological distress, and mental disorder) across racial and ethnic groups varies considerably across studies. Socioeconomic status, cultural differences, discrimination, stress, social mobility, and migration are among the factors and processes often suggested as explanations of differences across ethnic and racial groups. However, theoretical progress has not kept pace with the accumulation of empirical findings in this area. We are organizing a special issue of the Journal of Health and Social Behavior (JHSB) to examine how race and ethnicity are associated with mental health and what social structural contexts and social processes explain these linkages. We intend to publish empirical studies that can lead to theoretical progress in understanding how and why racial and ethnic status influences mental health. Papers that investigate race, ethnicity, and mental health using existing theoretical perspectives are welcome, but we are especially interested in studies that involve new directions in research and theory on this topic or that take a fresh look at established findings. Quantitative, qualitative, and combined approaches to the study of these issues will be welcomed.

The usual paper requirements for JHSB and the ASA (see "Notice to Contributors" in the March 2001 issue of the journal) will apply. Please submit five copies of the paper and the submission fee to the editor of JHSB, Michael Hughes, and send a single copy of the paper to each of the special issue editors, David T. Takeuchi, Department of Sociology, Indiana University, Ballantine 744, 1020 E. Kirkwood Avenue, Bloomington, Indiana 47405, and David R. Williams, Institute for Social Research, University of Michigan, P. O. Box 1248, Ann Arbor, MI 48106-1248. Prospective authors are invited to communicate with the editors about the appropriateness of their papers if they wish. Encouragement of submission will not imply eventual acceptance of the paper. Submissions should be received by December 31, 2001 to be considered for this special issue.

- - - - **Application for Membership in the ASA Social Psychology Section** - - - - -

Name:_____

Address:_____

_____

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

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

Mail to:
Membership Services, American Sociological Association
1307 New York Avenue NW, Suite 700
Washington, DC 20005-4701