

Social Psychology

Newsletter of the Social Psychology Section of the American Sociological Association

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CALL FOR SUBMISSIONS

Future issues of the newsletter depend on contributions from ASA members. We welcome submissions for articles, suggestions for Graduate Student Profiles, New Books, and Voices of Experience columns, or other announcements. They should be sent to the newsletter editor, Kathy J. Kuipers, at kathy.kuipers@umontana.edu.
Next Issue: July 2, 2007
Submission Deadline: June 15, 2007



REMARKS FROM THE CHAIR

Judy Howard
University of Washington
jhoward@u.washington.edu

I thought I'd use this Chair's Column to address the world we live in at least nine months of the year, our world of the academy and higher education. One of the session themes that was proposed for the summer ASA meetings is "Social Psychology as a Critical Tool in Higher Education." There weren't enough submissions to support this session. This surprised me, since it seems that every day generates examples of how social psychological theories and research can illuminate the dynamics we experience in higher education. I thought I would suggest a few such themes, in hopes some of you might be impelled to bring your research to bear on these and related concerns.

One focus is the cultures of academic department. *Inside Higher Education* (March 19, 2007) included a relevant story about the Sociology Department at the University of Florida. [www.insidehighereducation.com/layout/set/print/news/2007/03/19.ufl]

The story indicated that graduate students had deep concerns about the lack of respect accorded to them, including even instances of sexual harassment. This is an unusually striking example, but probably most academics can recall periods during which department cultures have gotten out of hand. The collegial climate of a department is a slippery concept. Yet climate makes an enormous difference in the daily experiences of those who are members of departmental communities. Social psychology has a great deal to tell us about organizational cultures. Theories of interpersonal relationships, of communication, of information exchange, of social exchange, of the importance of social recognition, the power dynamics of different models of communication, the importance of network structures, all help us to understand and to intervene in the construction and reconstruction of organizational cultures.

Among the most critical tasks in which departments engage are the all-important challenge of faculty hiring and, for a good number of faculty at some point, of faculty retention. Hiring entails so many social psychological processes. How do we evaluate

the quality of applicants? How do we assess the quality of institutions they come from? Of those who write their reference letters? Of the journals in which they publish? How do we weigh the excellence of their CVs with the quality of their in-person interviews? To elaborate upon this last question, what do we learn – and for how long – about the relative importance of the information available on a CV, information about a number of years of scholarship and collegiality, as opposed to the power of the brief, but face-to-face, quality of an interview? How do we deal with the phenomenon of always feeling – and being – assessed and judged? How do the reputational dynamics of the academy affect self-esteem? Why is it that women, racial and ethnic minorities, those who come from socioeconomically disadvantaged backgrounds, those, in short, who have experienced being an "other" have experiences in the academy that differ systematically from the experiences of their majority counterparts? Again, social psychology has much to say about these patterns.

How do faculty and students deal with the dynamics of affirmative action programs, in those states that have them? Those who are referred to as "target of opportunity" hires have to deal with a host of interpersonal attributions that can be interpreted as suggesting they would not otherwise have been hired, that they don't "measure up", that they do not fully belong. Social psychology offers a wealth of theoretical advice on how departments, their chairs, and other administrators can work to counter-act these dynamics?

And consider the world of academic administration. How do scholars, trained to do individual research and to teach in isolated classrooms (if trained to teach at all), learn the skills of leadership and community building? Social psychology has a great deal to offer to those seeking to actively adopt an institutional perspective and a different perspective on an institution of which they already feel a part.

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NOTES FROM THE EDITOR

Kathy J. Kuipers
 University of Montana
 kathy.kuipers@umontana.edu



This issue marks the first in my position as newsletter editor. The newsletter will be a work-in-progress for several issues while I figure out how to use the software (ARGHHH!) and plan what should be included in each issue. You'll notice that the structure of the newsletter remains basically the same, with our chair's column on the first page and my column on the inside. The "Graduate Student Profiles" column, started by Tim Owens when he was newsletter editor in the 1990's, will continue. This month, we feature Yan Li, one of Cecilia Ridgeway's graduate students at Stanford. I welcome nominations from members for other graduate students who might be featured in future issues. Please send me email or speak to me at the meetings about your graduate students who are doing work that might be of interest to other members of our section.

I begin a new column in this issue called "Voices of Experience," featuring very senior and emeritus members (or former members) of the section. Tim Owens first suggested this column and my hope is that readers will be interested in a sort of biography/interview with very successful and influential social psychologists. My plan is to interview "experienced" social psychologists and write their responses in their own words. Obvious choices for social psychologists to feature will be recently retired or semi-retired members who've made significant contributions to our field, our Cooley-Mead winner, or others who recently have won awards, such as Joe Berger who was awarded the prestigious W.E.B. DuBois award this year. We feature Joe in this issue but, unfortunately, deadlines prevented us from compiling a true "Voices of Experience" column directly from Joe's voice. Murray Webster writes this column based

on his long friendship with Joe and many conversations. For future issues, I encourage your nominations for biography candidates (and for interviewers to write the column) who meet the above qualifications and are willing to be interviewed about their professional and personal lives

For the spring issue, it seems appropriate to include some comments and announcements about our regional meetings that have just taken place. Regional meetings are a wonderful opportunity for us to disseminate our research findings and to socialize our student members in a more relaxed and personal setting. Alison Bianchi shares information on the Group Processes Mini-Conference and I include a summary of the recent PSA meetings. In the future, I welcome contributions summarizing or presenting impressions of regional or specialty meetings that might be of interest to our members.

Shortly after the publication of the Fall/Winter newsletter, Judy Howard and I requested submissions for this issue including announcements and graduate student news. I received several announcements of recently published books and articles. After checking with former editors, I found that our section has a policy of not publishing book announcements or lists of articles authored by members. Book announcements and similar information should go to the section website and webmaster, Tim Owens. We will continue to feature summaries or brief reviews of books that might be of interest to social psychologists. In this issue, a new social psychology text is featured because of its general appeal to members of the section. There have been quite a few very good social psychology texts edited or authored by our members

and published within the last few years. They range from very introductory, undergraduate-friendly paperbacks, to edited volumes for more advanced students summarizing selected major contributions, to full-blown textbooks that cover the entire field. In this issue, David Rohall describes how their new book can meet teaching needs for an introductory social psychology class of undergraduate students.

Also in this issue is an article by Murray Webster, previously posted on our website. Murray kindly allowed me to include it in the newsletter in case you missed it. He offers a valuable perspective on participation in the peer review process for journal articles and grants. His perspective is a new one for junior faculty, like me, who face huge struggles with managing time while always keeping tenure and promotion needs in the backs of our minds. Non-junior faculty will also appreciate the discussion of how they can have an influence on our field. And, as an exchange theorist, I'm of course reminded that there's much more to be gained from reviewing than just feeling good about myself as a responsible citizen of the sociological community.

I thank all of the contributors to this issue for their help with our goal of providing information of interest to our section members. A huge thank you to Gretchen Peterson, the former newsletter editor, for providing a template from which to work and for helpful hints and suggestions. Additionally, I want to note the significant help I've received from my son, Jake, with InDesign, the software we're using for the newsletter. This has been the most difficult (and time-consuming) part of assuming the job. Thanks, Jake. Remember that feature articles, other items for inclusion, comments, and helpful hints are always welcome! You will notice the submission deadline for the next issue on the front page along with my contact information. Please use it.

"I thank all of the contributors to this issue for their help with our goal of providing information of interest to our section members."

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	Karen Hegtvedt (2008) Emory University khegtve@emory.edu		

Joseph Berger Receives DuBois Award

Jane McLeod

Indiana University
jmcleod@indiana.edu

Recently announced, a prominent social psychologist, Joe Berger, is the 2007 recipient of the W.E.B. DuBois Career of Distinguished Scholarship Award. The selection committee (Richard Alba, Naomi Gerstel, Phyllis Moen, Edward Murguia, Jill Quadagno, and Jane McLeod, chair) unanimously agreed in their evaluation of Joe's work, on both its quality and its influence on the discipline. The formal awards ceremony will take place at the ASA meetings in New York in August. Not only is the award a great honor for Joe, but it also reflects positively on the area of group processes to have one of our own scholars chosen as the recipient.

The following statement was submitted by Jane McLeod, Chair of the W.E.B. DuBois Career of Distinguished Scholarship Award Committee, for the American Sociological Association, and is

published on our website. - KJK

The W.E.B. DuBois Career of Distinguished Scholarship Award honors scholars whose cumulative body of work has reoriented the discipline theoretically or methodologically. Joseph Berger has accomplished both. From his earliest writings on status characteristics and expectation states through his statements on the importance of theoretical research programs to the advancement of the discipline, Berger has pioneered an approach to sociology characterized by rigorous scientific theorizing accompanied by systematic empirical research. His influence has spread beyond his intellectual home in social psychology to many other subfields of our discipline.

Berger is most strongly identified with expectation states theory, a set of interrelated theories that focus on the conditions and processes by which status characteristics affect evaluations of competence and performance expectations, the maintenance of those expectations, and the

consequences of those expectations for interpersonal behaviors, such as assertion, deference, and influence. The foundational insights of the theory, first explicated by Berger and his colleagues in the mid-1960s ("Status Characteristics and Expectation States"), have been extended through his own program of research as well as those of scholars concerned with power and prestige, distributive justice and reward expectations, legitimation processes, and status construction. The resultant programs of research engage fundamental sociological questions about how social interactions maintain and legitimate larger systems of inequality.

In addition to yielding a deep understanding of how social distinctions — such as gender, race, and educational attainment — shape behaviors and expectations, Berger's research program ushered in a new methodological approach to sociological social psychology. Expectation states theory's general principles support precise predictions about the social

influence patterns that one would expect in situations involving persons with different combinations of status characteristics. To test those predictions, Berger developed a standardized experimental situation that is now used widely in the field. Although experimental methods were considered novel at the time, Berger's adoption and advocacy of them encouraged a broadening of the methodological tools available to sociologists interested in social inequalities.

Berger's program of research serves as a model of collaborative sociology. Virtually all of his published works are co-authored, although his unique contributions shine through. Graduate students from his home institution of Stanford University and beyond testify to the enormous influence he has had on their developing careers, from brief spontaneous comments offered on paper presentations through career-long mentoring partnerships. That his work has

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Voices Of Experience: Joseph Berger

Murray Webster, Jr.

University of North Carolina, Charlotte
mawebste@email.uncc.edu

Two themes are crucial in describing Joseph Berger: his work and his family. While many sociologists know his work, I would like to outline a few interconnected elements of the man from the perspective of someone who has had the privilege of knowing Joe for many years.

Joseph Berger was born April 3, 1924, in Brooklyn, where his parents had met and married. Both of them emigrated from Poland to the U.S.; many in their families who remained in Europe failed to survive the Holocaust. With others of The Greatest Generation, Joe joined the U.S. Army, serving at the Headquarters of the European Theater of Operations in London and after D-Day, in France and Germany. A New Yorker, Joe had to learn to drive in the Army. After the War, the G.I. Bill made it possible for Joe to

attend Brooklyn College and then graduate study at Harvard.

In high school, Joe must have been a bright student, for he read Sorokin's *Contemporary Sociological Theories* (1928). Joe's high school yearbook lists as his future aspiration to become an "Instructor to the science of Sociology." One of Joe's high school teachers, Dr. Philip Gordon, taught a European History course that Joe loved. The world can sometimes retain a bit of magic when one is teenager, and Joe would stare fixedly at his watch, hoping to slow down time so the class could last a little longer.

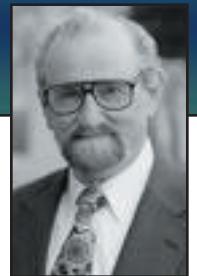
The Army experience may have helped shape Joe's future orientation to sociology for it was there he began thinking about topics including authority, leadership, legitimacy, performance expectations, and status. His approach was different from the more common interests in phenomena and settings that still can be found in sociology. Joe was interested in formulating general concepts and principles that might be apparent

in the Army and also in many other settings. A concern with generality marks his sociological contributions, and helps account for the immense range of phenomena to which his theories have been applied.

Joe brought his interest in developing general theories to his graduate study at Harvard, where he was a student of Robert Freed Bales. Bales wanted to understand all aspects of activity in small groups, to study them "in the round." Joe wished instead to abstract certain aspects of groups, seeking to formulate principles that might describe, for instance, effects of performance evaluations in Bales groups and also in Army units.

Bales' students learned to score interaction using the famous 12 categories, and of course

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See Voices of Experience Continued



How to Become a Gatekeeper*

Murray Webster, Jr.

University of North Carolina, Charlotte
mawebste@email.uncc.edu

Have you ever read a paper in a journal and wondered how such inadequate work got published? Do you sometimes think the wrong kinds of social psychology or sociology dominate our discipline? If you have never felt similar thoughts, you are well satisfied and I am happy for you. Yet most sociologists I talk with—beginning in graduate school and continuing up to this morning—express dismay about various aspects of our discipline. Not always, to be sure; just often enough that dissatisfaction seems to be a common sub-theme in many professional discussions.

The good news is that a relatively easy step can turn things more in the way you know they should go. In fact, you can be more influential more quickly now than at any time in the last fifty years. What is the secret? One word: *review*. Review manuscripts for journals. Review proposals for federal funding agencies. If someone sends you a manuscript and asks what you think, respond to the request. Reviewing is not particularly difficult, and it even can be fun. Reviews are far and away the most important factor in determining what gets published, funded, presented at meetings, included in textbooks, and otherwise promoted as the knowledge of our field.

Never doubt the significance of reviewers. Journals and funding agencies list and thank reviewers regularly. Researchers who submit proposals to NSF, NIH, NIJ and most of the private foundations that fund our work receive verbatim copies of reviews when their proposals are funded or declined. Reviews tell what the discipline thinks about new work. Of course journal editors also form their own judgments about manuscripts, and they rely on deputy editors' judgments, but I have never heard an editor deny that reviews play the biggest part in their decisions. The same is true of federal agency and private foundation program officers. Editors and program officers ask you to review precisely because they need your special expertise and judgment for the work under consideration.

What makes this a particularly opportune time to exercise influence is that other people are getting less and less willing to review. This means that people who are willing to review, such as you and I, have a great opportunity to shape our field. We could lament a declining sense of societal citizenship, but that is not my point here. Forget appeals to good citizenship and the like. Here we are talking about getting things your way. If they don't want to vote, that is fine.

You and I can tell them how things are going to go.

When I first worked at NSF in 1989-91, we sent each proposal to 6 outside reviewers. I was surprised to learn (I was much younger then) that we usually got only 3 or 4 reviews back from the 6 requests. In hindsight, that was an unusually public-spirited time. Dr. Patricia White and Dr. Beth Rubin, the NSF Program Directors for Sociology, told me this spring that they often must send a proposal to 10 or 12 outside reviewers to get enough reviews back. To appreciate those numbers, you should know how many reviews they want before writing up a funding recommendation: two. That's right; they need reviews from two other sociologists before disposing of a proposal. Sometimes they have to ask a dozen of our colleagues to find two who care enough to read a 15-page proposal and write a page of assessment.

The situation is no better at our journals. Dr. James Wright, who has served as Associate Editor and Editor of *Social Science Research* since 1978, is painfully aware of the problem. When Jim became Editor in 1988, he sent manuscripts to 3, sometimes to 4 potential reviewers, and counted on getting 2 or 3 reviews back within a month. Nowadays he typically sends a manuscript to at least 6, and counts himself lucky to get 2 reviews back within two months. If 10 requests do not yield even 2 reviews, he contacts the manuscript authors and asks them to suggest reviewers who might respond. If that doesn't seem extraordinary—he has to ask 10 people in order to get 2 of them to respond—you haven't thought much about the future of our discipline. Incidentally, Jim wrote and asked other editors if they too faced

difficulties, and virtually all reported similar problems.

As at NSF, journal editors do not like to dispose of a submission until they have heard from at least two outside reviewers. Repeated requests to get even the two are a main reason journal reviews take as long as they sometimes do.

Imagine what it means if you are one of two reviewers whose suggestions guide a program officer or an editor. You will have a large influence on what research gets supported by the federal government, and what papers make it into our journals. And you can do that without having to compete with many others whose views might differ from yours (and therefore could be wrong) because they are unlikely to bother writing a review. If they don't vote, they may still complain, but you will be in the driver's seat. Impotent outrage is a specialty in some corners of sociology. So be it.

Reviewing is not difficult.

You can usually review a paper in your field—and they try to pick you as a reviewer because a manuscript or proposal is in your field—in a couple of hours once you get the hang of it. If you devote two hours of each work week to reviewing, by the end of a year you will have influenced the outcome of 52 manuscripts and proposals. When you think about it, that's a great deal of influence for one person to have. And who better to exert that influence than you?

There are several ways to start becoming a gatekeeper. The easiest way is to review quickly and conscientiously whatever you get. The person who sent it will recognize you because

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CHAIR'S REMARKS CONTINUED

There are numerous other issues of higher education for which social psychology provides illumination; the themes I suggest above are sufficient, I hope, to pique our scholarly curiosity. We social psychologists may want to hire out as consultants for higher education – our expertise is needed!

Before closing, I'd like to provide a short update on our program for the 2007 ASA Meeting. As you know, we will be convening sessions on: "Critical Social Psychological Perspectives on Social Power and Justice" (organized by Karen Hegtvedt); "Critical Social Psychology" (organized by Peter Callero); and "Technical and Methodological Advances in Social Psychological Research" (organized by Lisa Troyer). We will have eight roundtables,

focusing on the themes of "Emotion Work in Social Psychological Processes"; "Esteem, Efficacy, and Self-Concept"; "Exchange and Trust"; "Group Processes"; "Justification and Accounts"; "Self-Work"; "Social Psychology: Where We've Been and Where We're Going"; and "Status." These roundtables were organized by Dan Renfrow, Debbie Warnock, and me. And, as the 2007 recipient of the Cooley-Mead Award, Jim House will be giving the annual Cooley-Mead Address. In addition, we will be organizing a memorial and celebration of the many contributions Spencer Cahill made to social psychology. I should add that we will be joining with the Section on Emotions for our annual section reception; this will be held on Monday night, August 13. More details to follow in our next newsletter!

Yan Li from Stanford University

Graduate Student

Profile:

Yan Li is a doctoral candidate in sociology at Stanford University. Her primary research interests are social psychology, race and gender, and immigration. Her dissertation, "Immigrants' Changing Ideologies of Race and Gender Inequalities," studies whether and how immigrants to the United States acquire dominant ideologies of social inequalities in the forms of racial and gender stereotypes, perceptions of and rationales for existing inequalities, and policy attitudes.

Yan's dissertation is driven by the goal of understanding the social psychological process of intergroup stereotype and ideology change, and its implied effect on sustaining or ameliorating long-term social inequality. Immigrants to the U.S. are a unique population to study this with because their experience highlights the process of acquisition of the dominant ideology that can be too subtle to observe in those who are native to the culture. The dissertation has both a social psychological component and a sociological component. The social psychological component argues that two bases of intergroup stereotypes and attitudes, especially in the immigrant's case, are social categorization and cultural values. Many immigrants to the United States have to learn a new set of socially relevant categories—e.g., while the peasants-urbanites distinction may have been prominent in the home country, immigrants may realize that in the U.S., the distinctions of immigrant versus native-born and Asian versus White may now have more social and interpersonal consequences. Also, different cultural tendencies such as collectivism and

individualism place different values on personal achievement and social hierarchy, which has implications for intergroup stereotypes and attitudes.

The sociological component of Yan's dissertation examines the effects of opportunity structure and interest structure on immigrants' ideological outcomes. Specifically, she focuses on motivation to migrate, length of stay



in the host country, socioeconomic status before and after migration, and geographic location. She argues that these factors jointly determine the availability of and access to ethnic goods (e.g., ethnic media and cultural activities) and co-ethnic networks as well as exposure to racial/ethnic outgroups which, consequently, affect how likely and at what rate immigrants acquire dominant or alternative ideologies in the host society. For her dissertation, Yan is conducting an online survey of Chinese immigrants, but

hopes to expand the study to immigrants of other backgrounds in the future.

Aside from her dissertation, Yan has worked on various projects using experimental methods or survey data. Her forthcoming article in *Social Psychology Quarterly*, "Can Legal Interventions Change Beliefs? The Effect of Sexual Harassment Policies on Men's Gender Beliefs," is based on an experiment she conducted with fellow graduate students Justine Tinkler and Stefanie Mollborn. They found that exposure to sexual harassment policies activates men's *implicit* stereotypes about men's higher status over women. Yan's 2005 ASA presentation "Competent And/Or Warm? Dimensions of Racial Stereotypes" used survey data from the Multi-City Study of Urban Inequality to examine the competence and warmth dimensions of interracial stereotypes among Whites, Blacks, Asians, and Hispanics. She found that perceived level of resources has different effects on competence and warmth stereotypes depending upon the target racial groups' status. Inspired by findings from this paper, Yan and colleague Justine Tinkler are currently working on a quasi-experimental study examining the interlacing effects of status, resources and competition on perceptions of an outgroup's competence and warmth.

Yan's graduate career has been supported by a Stanford Graduate Fellowship and a Larry Yung Fellowship. In addition to research, Yan works as a statistical and qualitative software consultant at the Stanford Library. She is also editor-in-chief for the interdisciplinary online journal *Perspectives: China and the World*.

NOMINATE GRAD STUDENTS

Do you know a graduate student who would be a good candidate to profile? Submit your nominations to the newsletter editor, Kathy J. Kuipers, at kathy.kuipers@umontana.edu.

GATEKEEPER CONTINUED

you will stand out by your promptness and the simple fact that you did it. You will receive more manuscripts and proposals as a consequence. If you have never reviewed, shoot an email or speak with the editors and program officers at ASA this August. Let them know you are interested in reviewing and give them an idea of fields in which you are expert. You will find them more than receptive; grateful and welcoming is more like what you will find.

Above I wrote that I'm not concerned here to scold those who don't

review, nor to appeal to good citizenship. The strongest reason I see for reviewing is to shape the future. I like that feeling of being in charge, and you may, too. If you a good person and derive pleasure from doing what is right, from sharing professional and disciplinary responsibilities, I certainly applaud those motives as well. There are many reasons why reviewing is a good thing. **Whatever one's motivations, however, the bottom line is the same: review.**

Online location:

http://web.ics.purdue.edu/~towens/socialpsych/announcements/how_to_become_a_gatekeeper.pdf

Group Processes Meeting Announcement

The 19th Annual Group Process Meeting will be held August 15, 2007 at the CUNY Graduate Center, 365 Fifth Avenue, NYC. Please note that this year the meetings will be held the day after the ASAs. That day was chosen because Social Psychology day is the last day of the ASAs, August 14th. Also note that the meetings will not be held in either convention hotel: their costs are prohibitive. Fortunately, the CUNY Graduate Center is only one mile from those hotels. The University of Maryland and The University of South Carolina are co-sponsors of this year's meeting.

The committee is very excited about the planned program. The meeting will kick off at 8:30 with a continental breakfast and be called to order at 9:15. Following opening remarks, the first session, 9:30 - 11:00, will be on Prosocial Behavior. Highlighting the next generation, Graduate Student Round Tables run from 11:15 - 12:15. Round tables will be followed by lunch lasting an hour and a quarter so that participants will have opportunities to chat and share ideas with others.

There will be two afternoon sessions. In the first, running 1:30 - 3:00, European colleagues will offer papers on political bargaining, rational models, exchange externalities, and trust. After a short break, the second afternoon session, running 3:15 - 4:45 focuses on the role of experiments in group process research. The meetings will conclude with an open discussion including thoughts toward the organization of the 2008 meeting. A more detailed program will follow early in May. Graduate students seeking to give round tables should contact Brent Simpson (bts@sc.edu).

The cost this year is \$75 for faculty and \$35 for graduate students. Space is limited, so register early in order to guarantee a spot. To be placed on the mailing list and to obtain registration forms, contact Dave Willer at dwiller@sc.edu. Payments should be made by check.

Recent Regional Meetings of Interest to Social Psychologists

Group Processes Mini-Conference Held in Chicago

Alison Bianchi

Kent State University
abianchi@kent.edu

On April 5, 2007, the 3rd Annual Group Processes Mini-Conference was held at the joint Midwestern Sociological Society and North Central Sociological Association's Annual Meeting in Chicago. This "spring-time" conference is held so that group processes researchers can have two concentrated opportunities per year to share their unique work. This community's plan is to rotate the mini-conference amongst the regional sociological society's meetings so that scholars from around the country can support regional societies. This year's mini-conference was organized by Alison Bianchi of Kent State University and Lisa Troyer of The University

of Iowa.

Fifteen papers were presented by researchers from as far away as The University of Hong Kong, as well as by local scholars – from The University of Kansas, for example. The papers' subjects represented quite a range, including: a content analysis of group processes contributions to *Social Psychology Quarterly* from 1975 to 2005, a virtual reality experiment of "copesence," a participant observation study of a historical reenactment group, an analysis of secondary survey data concerning legitimation and the identity standard of the sexually responsible adolescent, two studies of sexist humor in groups, a dynamic multilevel model of 2,951 conversation turns, a methodological analysis of attitudinal and behavioral measures of influence, an examination of group interaction

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See Conferences Continued

New Book of the Issue

Social Psychology: Sociological Perspectives by David Rohall, Melissa Milkie, and Jeff Lucas

David Rohall

Western Illinois University
DE-Rohall@wiu.edu

This text focuses on sociological theories and research in social psychology from a sociological point of view. The book's 11 chapters use three major paradigms in sociological social psychology (symbolic interaction, social structure and personality, and group processes) to study traditional topics in the field such as deviance, attitudes, and emotions. It also emphasizes the construction and effects of social inequality in everyday life. The book is written in a student-friendly manner with many personal examples to illustrate concepts and theories. Important psychological theories are reviewed in the form of separate textboxes, to give students a sense of how psychologists approach some of the same topics or take a different point of view from the one taken by sociologists.

The book is divided into three main parts: the first examines the relationships among sociology, psychology, and social psychology. Notably, the first chapter delineates microsociology (defined as sociological social psychology in the book) from macrosociology and reviews similarities and differences in how sociologists and psychologists approach the field. Subsequent chapters in this section review three major perspectives in the field in detail: symbolic interaction, social structure and personality, and group processes, followed by a chapter on research methods, emphasizing the differences between qualitative and quantitative approaches, the steps in

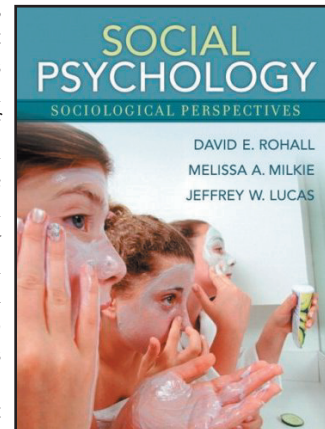
developing a research project, and the format for sociological papers.

The second part of the book examines foundational topics in sociological social psychology including stratification, self and identity, and socialization. These chapters emphasize the ways that sociological social psychologists study those topics. For instance, the chapter on stratification examines the Wisconsin model of status attainment and Kohn and Schooler's model relating class and

personality from the social structure and personality perspective. Status characteristics theory is used to illustrate the group processes approach to stratification while the symbolic interactionist approach is used to explain how individuals construct their lives in a stratified society.

The last part of the text reviews a mix of other topics traditionally found in social psychology books including deviance, mental health, attitudes, emotions, and collective behavior. Uniquely sociological approaches to social psychology are emphasized here. For example, the chapter on mental health reviews Pearlin's stress process model and the epidemiology of mental health. It also addresses mental health as an indicator of status and focuses on the stigma associated it.

This book reflects some of the changes in sociological social psychology in the last 20 years by emphasizing the unique contributions of sociologists to the field. It will be particularly useful for undergraduate, introductory social psychology classes because it's designed to provide an overview of the field.



VOICES OF EXPERIENCE CONTINUED

the criterion was being able to score acts as Bales scored them. Bales considered the distinction of task-focused and socio-emotional to be crucial, as, later, did Talcott Parsons. Bales found Joe's scoring of task-focused acts (categories 4-9) excellent but his scoring of socio-emotional (1-3 and 10-12) somewhat lacking. To develop skill scoring socio-emotional acts, Bales suggested that Joe score dialogue from radio soap operas. I imagine Joe tuning in and coding *The Romance of Helen Trent—which proves that because a woman is 35, or older, romance in life need not be over, that the romance of youth can be extended into middle life and even beyond.*

Joe's first academic appointment was at Dartmouth College, where he met and worked with the mathematician J. Laurie Snell. Joe brought with him a Bales Interaction Process Recorder, a machine that facilitates scoring interaction using a moving roll of paper and 12 colored light bands. Some of Joe's new colleagues regarded the machine with trepidation. Apparently it reminded them of a lie detector, and they thought it could read minds.

In 1959, Sanford M. Dornbusch became chair of the sociology department at Stanford, and soon afterwards he was joined with Joe Berger, Bernard P. Cohen, Morris Zelditch, Jr., and others who built an exciting and supportive atmosphere. Over the years, BCZ and numerous collaborators have worked to develop, test, and extend abstract general theories of social processes and social structures.

One well-known and widely-used product of those years was a standardized experimental situation for the study of status and expectation processes. (Joe developed the first version of the design at Dartmouth, as an attempt to abstract the performance-evaluation-behavior aspects of task-focused interaction in Bales groups, but the design was successively revised and refined at Stanford into the one known today.) It employs a Host Experimenter who provides information to participants about the setting, interaction

conditions, etc. The Host is usually named Dr. Gordon, honoring the high school teacher Joe so admired. Like Superman or James Bond, Dr. Gordon has been played by many individuals over the years, each a somewhat pale copy of the dynamic individual Joe knew in his youth.

In 1966 Joe married Margaret A. Smith, also known to family and friends as, Theory. The first impressions of Theory were of a beautiful woman, who had the taste and skills to design and make much of her own clothing. With time, one can feel the warmth of her kindness. Conversations reveal a perceptive and thoughtful person who graciously pretends that others actually come up with her own insights. Theory is an authority on clothing design of the late 19th century, and she lectures and presents workshops on related topics at professional meetings. She has started several businesses and worked for many years at the Hoover Institution. Theory has planted the large yard around their house with a great number of flowering plants. The two with the best perfume are a flowering lemon tree and a Carolina jasmine vine. With her other accomplishments, she is a superb cook, able to prepare everything from informal meals to memorable formal dinner parties for her and Joe's colleagues. Casual or elaborate meals take place in an atmosphere of warmth and good spirits. Joe and Theory raised Adam and Rachel from Joe's first marriage, and a few years later Gideon was born. Adam lives and works in San Francisco; Rachel, a television news producer, lives with her partner Joe Orlando and their two sons in Oakland; Gideon is completing a post-doctoral in chemistry at the University of Hawaii. The family is close and despite distance and demanding jobs, they get together many times each year. Joe loves his new role of grandfather. He has always believed that the world is full of delightful things to discover and investigate, and he is sharing that approach now with people who want to discover everything with him. A few years ago, a British-owned pub and restaurant in Palo

Alto held a 1940s celebration. Joe wore his Army uniform, which he fits as he did in 1945, and Theory designed and created an outfit for herself from that time. When they entered the restaurant, others in the room applauded.

Joe can be absent minded, and nearly every foray outside the house is preceded by a game of "find the keys." Many of his former students still survey a room when they leave it to be sure Joe has not left his briefcase, glasses, or his coat behind. Colleagues have to watch for cross traffic when Joe gets into a serious discussion as they walk. (And he really has turned sideways while driving on the freeway to be sure his passenger understood what he said, always a memorable experience.) Theory keeps the confusion to reasonable proportions at home, but nobody could completely organize Joe's life. In truth, he is not so much absent minded as he is focused. Joe can remember everything on a chalkboard filled with equations and data tables; he knows the names of his friends'

"Joe does not know how to act superficial or to fake interest."

relatives and details of their lives. For ten years, he chaired the department at Stanford, and the years were models of good organization. He just does not consider the location of keys or remote controls to be very important.

Anyone who has conferred with Joe knows how it feels to receive his attention. Nothing distracts him; he hears you and he carefully considers what you say. Theory has likened Joe's conversational attention to a searchlight. Surroundings fade into background while he focuses on the immediate discussion. Joe does not know how to act superficial or to fake interest. His expression and mannerisms show that you have his full attention. While that can be extremely flattering to Joe's sociological colleagues and students, it must have been disconcerting to his teenaged children's friends and dates they brought over to the house.

Joe's remarkable productivity—16 articles and 3 books published since he retired at age 70—reflects

his remarkable health and vitality. He keeps his cholesterol level so low it must be close to a world record. He exercises at a nearby gym where he sometimes encounters other Stanford faculty members. I like to imagine Joe on a treadmill, explaining some sociological point to someone on an adjacent treadmill. That might be fanciful, but I do know he has sent reprints to people from the gym when he found their understanding to contain some gaps.

Joe has never bought a new car, but for many years he has enjoyed his red, turbocharged 1986 Nissan 300ZX. Many of us find it harder and harder to get into and out of that car as years pass, but for Joe, it's easy.

Some scholars take credit for others' ideas; Joe often does exactly the opposite. He has always been extremely generous with his time and ideas. Most of his books and papers are collaborations, but here I am referring to work that appears under others' names, to which Joe has made significant contributions. It is impossible to know how many hours Joe has given this way, discussing others' ideas and making them better, or how many ideas he has given to someone who he thinks can develop these ideas. He suggests research topics, offers theoretical formulations and experimental designs, and finds ways to solve problems in others' research. To Joe this is part of the collective effort to develop abstract, rigorous and testable theories in Sociology.

If you ever feel discouraged or cynical about humanity, spend some time watching Joe interact with his family; you can see proof that human relations can be wonderful. Joe and Theory hold hands as they walk together, and sometimes he will kiss her cheek for no reason other than they are so deeply happy just to be in each other's company. Joe expresses love for his children and grandchildren through touch and smiles. Sitting with Rachel, he often puts an arm protectively around her shoulders, though Rachel is quite capable of taking care of herself. They all love each other very much and it shows in many small, beautiful ways.

He is an extraordinary man.

CONFERENCES CONTINUED

on *The Apprentice*, and four superb experiments, three conducted by graduate students and one by a senior faculty member. Three discussants, Paul Munroe of Towson University, Will Kalkhoff of Kent State University, and Jessica Collett of The University of Notre Dame, provided excellent feedback for the participants. This diversity of topics and methodologies truly epitomized the cutting edge of group processes research.

Please watch the ASA Social Psychology Website and Newsletter for notification about the location and date of the 4th Annual Group Processes Mini-Conference. All are welcome!

PSA Held in Oakland and NCSA-MSS Held in Chicago

Kathy J. Kuipers

University of Montana

kathy.kuipers@umontana.edu

Oakland, California, was the site of the 78th Annual Meeting of the Pacific Sociological Association Meetings this year. The theme, "Sociology in the Academy: its Current & Prospective Position" allowed for a variety of sessions, many of them with graduate student

participants. Of interest to social psychologists was a current research session organized by Michael Harrod, University of California, Riverside. Papers were mostly identity- and self-focused with one on feeling management. Another session on the "Social Construction of Identity" organized by Virginia Mulle, from the University of Alaska provided opportunities for undergraduates to present papers. Many other sessions included papers with social psychological content on topics such as masculinities, ethnic identities, social support across the lifespan, the role of technology in relationships, identities and bodies, body image, and sociology's connection to psychology.

Next year's PSA meetings will be held in Portland, Oregon, (April 10-13) and Jodi O'Brien, one of our section members is President. The theme, "the Messiness of Human Social Life: complexity, contradiction, tension & ambiguity," has lots of room for social psychological ideas. The deadline for session proposals is May 1 and more information is available online at pacificsoc.org.

By all reports, the joint meetings of the North Central Sociological Association and the Midwest Sociological Society were excellent this year. In addition to the Group Processes Mini-

Conference organized by Alison Bianchi and Lisa Troyer (read about it elsewhere in this issue), there were an enviable (from a non-attendee's point of view) number of social psychology sessions. Other sessions of interest to social psychologists include social psychology in or related to organizational settings, interpersonal relationships, health, social change, race, class, and gender, self and identity, identity work, performing identities, and symbolic interaction and cultural studies. Students from a number of social psychology programs were well-represented. Bob Shelly, Ohio University, and another one of our members, is now president of NCSA so next year's meetings, "Common Situations—Complex Realities," should have much to entice social psychologists. They will be held in Cincinnati from March 27-29. Look for more information online at ncsanet.org. The MSS will be meeting next year in St. Louis (March 26-30) with the theme, "Making Sociology More Public." Their online information is available at themss.org.

If you attend any of the regional meetings and would like to contribute a few sentences or even a few paragraphs about your impressions, please forward the information to me at kathy.kuipers@umontana.edu.

BERGER AWARD CONTINUED

personal generosity but also to the precision of his theoretical propositions. They have spawned a body of knowledge that is unique in its conceptual and methodological coherence.

Moreover, Berger's influence has extended far beyond the boundaries of sociology into psychology, law and criminology, organizational behavior, and education. The broad relevance of the core tenets of expectation states theory has supported their successful application to issues ranging from gender relations on police teams to the influence of professional status hierarchies on the functionality of teams of health-care workers. They serve as the foundation for a nationally and internationally-renowned instructional program (designed by Elizabeth Cohen) that promotes equity in elementary and middle-school classrooms with diverse student bodies.

Both by example, and through his writings on cumulative theory development, Berger has also made lasting contributions to formal theory and mathematical sociology. His first book, *Types of Formalization in Small Groups Research*, linked mathematical reasoning to the goals of formal theory. He followed this book with several co-edited volumes including the

meant so much to so many sociologists is testament not only to his

recent *New Directions in Contemporary Sociological Theory* (with Morris Zelditch, Jr., 2002), that built the case for the importance of theoretical research programs to the advancement of the discipline of sociology. Rather than despair the oft-noted lack of theoretical progress in our field, Berger identifies exemplary theoretical programs and, thereby, provides a blueprint for disciplinary growth.

Joseph Berger has remained as prolific in retirement as he was in the earliest years of his career. His recent publications include a stunning defense of the potential for growth in sociological theory ("Theory Programs and Theoretical Problems," with Willer and Zelditch in *Sociological Theory* 2005), and a formal theory of the social construction of diffuse status characteristics ("Diffuse Status Characteristics and the Spread of Status Value: A Formal Theory," with M. Hamit Fisek, *American Journal of Sociology* 2006). All told, his work has been cited over 2100 times.

In summary, Joseph Berger's long-standing investment in research on the causes and consequences of status hierarchies, and his continuing efforts to promote the growth of sociological theories, have paid enormous dividends to our discipline. He received the Cooley-Mead Award from the Social Psychology section of the ASA in 1991. With this award, we acknowledge the full reach of his lifetime contributions to our discipline.

Section Membership Form

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_____ 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 checks payable to the **American Sociological Association**.

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

