

# Social Psychology

Newsletter of the Social Psychology Section of the American Sociological Association

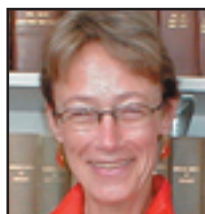
Vol. 11 - No. 2 - Summer 2007

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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](mailto:kathy.kuipers@umontana.edu).  
Next Issue: November 1, 2007  
Submission Deadline: October 1, 2007



## REMARKS FROM THE CHAIR

Judy Howard

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Summer is well upon us now, and so everyone's thoughts are no doubt turning to the upcoming ASA meetings in New York City. Social Psychology Section day is Tuesday August 14, but because we now include 650 section members (!), our session activities will begin the preceding day, Monday August 13. It is customary to use the summer newsletter to provide an overview of the rich program of social psychological delights we have in store for you, and I am delighted to continue this tradition. First, I note our specific section activities, and then I will mention other ASA-wide sessions and activities that may be of special interest to social psychologists. For paper titles and presenters, refer to the program listed elsewhere in this issue.

### Sunday, August 12

Jobs Reception 6:30 – 8 PM

As many of you will remember, for the past two years we have convened a Jobs Reception, directed particularly to everyone whose department is considering hiring social psychologists this year, and everyone who is on the market for a position in social psychology. All members of the section are more than welcome, of course, but we especially hope that those of you with special interest in the social psychological market will make it a point to attend. The reception will be held at Papillon restaurant, located at 22 E. 54th Street, very near the conference hotels. Their phone number is 212-754-9006.

### Monday, August 13

Critical Social Psychology 2:30 – 4:10 PM

Session Organizer, Peter L. Callero

Technical & Methodological Advances in Social Psychological Research 4:30 – 6:10 PM

Session Organizer, Lisa Troyer

Social Psychology Section Reception, joint with Section on Emotions 6:30 – 8 PM

### Tuesday, August 14

Critical Social Psychological Perspectives on Social Power and Justice 8:30 – 10:10 AM

Session Organizer, Karen A. Hegtvedt

Memorial Session in Honor of Spencer E. Cahill, co-sponsored by the Section on Emotions and the Society for the Study of Social Interaction 10:30 AM – 12:10 PM

Remarks will be offered by Michael G. Flaherty, Sara L. Crawley, and Linda Francis (the latter on behalf of the Section on Emotions). There will be time for attendees to offer their personal reflections and memories.

Social Psychology Section Roundtables 12:30 – 2:10 PM

Session Organizers: Judith A. Howard, Daniel G. Renfrow, and Deborah Warnock. There are nine roundtables, focused on the topics of: (1) Emotion work in social psychological process; (2) Esteem, efficacy, and self-concept; (3) Exchange and trust; (4) Group processes; (5) Justification and accounts; (6) Self-work; (7) Social psychology: Where we've been and where we're going; (8) Status; (9) Negotiating social statuses.

Social Psychology Section Business Meeting/Cooley-Mead Award and Lecture 2:30 – 4:10 PM

This session will begin with a Business Meeting, scheduled for approximately half an hour. This will be followed by the official Cooley-Mead Award ceremony and a lecture by this year's Cooley-Mead Award recipient, James S. House. Jim's lecture is titled: "Sociology, Psychology, Social Psychology, Economics, and Social Science: 20<sup>th</sup> Century Progress and Problems, 21<sup>st</sup> Century Prospects."

### Other Highlights

**Monday, August 13, 8:30 – 10:10 AM**

Regular Session - Social Psychology: Social Structure and Personality

Organized by Deborah Carr. Papers include:

"Expressive orders of the sacred and religious: Cross-cultural similarities and differences," by Herman W. Smith, Andreas Schneider, Linda E. Francis; "Intracultural variation in everyday concepts: Exploring racial differences in the family," by Abigail A. Sewell; "Social change and psychological change in rural Mali," by Carmi Schooler, Pierre Pakuy Mounkoro, Chiaka Diakite, and Leslie J. Caplan; "Work complexity and cognitive functioning at midlife: Cross-validating the Kohn-Schooler hypothesis," by Robert M. Hauser and Carol Roan; and Scott Schieman will

Continued on Page 8  
See Chair's Remarks Continued

## NOTES FROM THE EDITOR

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The summer newsletter is typically designed and timed to give section members the most up-to-date information about items that may be of interest when attending the annual ASA meetings in August. Therefore this issue includes a complete list of papers to be presented this year in both section and regular social psychology sessions.

The "Voices of Experience," column features this year's recipient of the Cooley-Mead Award, James S. House. Jill Kiecolt, chair of the Cooley-Mead Award Committee introduces Jim with a few comments about what the committee considered most important in his selection. Recently, in addition to the Cooley-Mead award in 2007, Jim also was one of only two sociologists (with Karen Cook) to be elected as a member of the National Academy of Sciences. He graciously shares his perspective on our discipline and sub-discipline and gives us a glimpse of the man behind his work. As described in the previous issue, this column focuses on very senior and emeritus members (or former members) of the section who have been successful and influential in social psychology. I use an interview format and write their responses to questions, with only minor editing, in their own words. I've received nominations for this column and for the "Graduate Student Profiles" column so the next issues are already shaping up, but I encourage your nominations for future candidates who meet the above qualifications and are willing to be interviewed about their professional and personal lives.

This month, we feature Stephen Benard for the "Graduate Student Profiles," one of Shelley Correll's graduate students at Cornell University. Reading Stephen's profile will make you run

out of breath with all of his current projects: how does he do it? We're always happy to showcase our talented graduate students. Watch for a "Graduate Student Showcase" in the fall issue, spotlighting some of those on the job market. Please

let me know if you have nominations for your students (or for yourself if you're a graduate student.)

While we do not publish book announcements (those should be sent to the section website and webmaster, Tim Owens), we feature summaries in this issue of three books that will likely be of interest to section members. The "New Book of the Issue" is not really such a new book: *The Handbook of Social Psychology* was published in 2003. It is featured, however, because of its general appeal to social psychologists. I have asked John DeLamater to write something about how his book may be used either in the classroom or as a reference book for graduate students and researchers. Two other books, recently released in 2007, should be of interest not only to experimental social psychologists but also to those who are interested in understanding how experimental methods may be used to answer their social psychological questions. Murray Webster and Jane Sell describe the motivation for their book on both the design of and issues for laboratory experiments. David Willer and Henry Walker suggest that the relationship between theory and experimental research is often misunderstood and use that misunderstanding in organizing their book.

I thank all of the contributors to this issue, particularly those who struggled with short, summertime deadlines. I especially thank Jim House who kindly answered my questions and met our very short deadlines after ISR kept deleting my emails as SPAM. The submission deadline for the next issue and my contact information are on the front page.

## Social Psychology News, Events, and Meetings

### Social Psychologists Make Us Proud

Congratulations to Karen Cook and Jim House who were elected to the National Academy of Sciences this year. As stated on their website, the National Academy of Sciences is a "private organization of scientists and engineers dedicated to the furtherance of science and its use for the general welfare. It was established in 1863 by a congressional act of incorporation signed by Abraham Lincoln that calls on the Academy to act as an official adviser to the federal government, upon request, in any matter of science or technology." Nominations for new members may be suggested only by one of the Academy's current 2,100 members and seventy-two new members were elected in 2007. Members are elected in recognition of their distinguished and continuing achievements in original research and "election to the Academy is considered one of the highest honors that can be accorded a scientist or engineer." What an honor to have the only two sociologists elected in our social psychology section! ([www.nasonline.org/site/PageServer](http://www.nasonline.org/site/PageServer))

### Annual Group Processes Meeting

August 15, 2007 is the date for the 19<sup>th</sup> Annual Group Processes Meeting at the CUNY Graduate Center. The program includes sessions on *Prosocial Behavior in Groups*, organized by Brent Simpson and Irena Stepanikova; *Graduate Student Round Tables*; *ICS: Euro Research in Group Process*, organized by Frans N. Stokman and David Willer; and *Experimental Methods*, organized by Jeff Lucas. More information about the program and registration can be found on their website at <http://gpc.cas.sc.edu/>.

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# James S. House receives Cooley-Mead Award

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The Cooley-Mead Award, which is given annually, recognizes career contributions to sociological social psychology.

The award is based not only on the quality and breadth of contributions to social psychology, but also to the larger community of sociologists and even to other disciplines.

James S. House of the University of Michigan, this year's recipient, is well known for his summary of the three "faces" of sociological social psychology

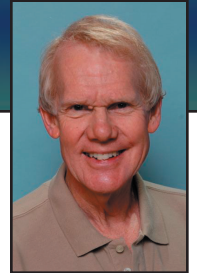


**Taking care of business:** James S. House (left) with associate Jeffrey Morenoff (right) working on the Chicago Community Adult Health Study

(1977), which he followed with his seminal exposition of the social structure and personality "face" (1981) and his co-editorship (with Karen S. Cook and Gary Alan Fine) of *Sociological Perspectives on Social Psychology* (1995).

He also is a leading figure in the sociology of health, in which he applies a social structure and personality perspective to understanding health outcomes. You'll hear much more about Jim in Jane McLeod's introduction at the award ceremony.

## Voices Of Experience: James S. House



James S. House interview with  
editor, Kathy J. Kuipers

*James S. House is the 2007 recipient of the Cooley-Mead Award and was recently elected as a member of the National Academy of Sciences. While most sociologists know his work, only a portion of us have had the privilege of knowing him personally. To give readers an opportunity to get to know a little bit about the man behind the work, he kindly agreed to respond to my email interview, which I edited to produce the following. His responses also share with us his unique perspective on social psychology, reflections on life as a social scientist, and sage advice for those beginning such a career—his own Voice of Experience.*

**KJK:** Can you tell us where you were born, where you grew up, and your family and siblings?

**JSH:** I was born in Philadelphia, the second of two sons of James House, Jr. and Virginia Sturgis House, and grew up in Springfield (Delaware County), a southwestern suburb of Philadelphia. My brother, Halsey, was four years older and the better athlete, starring in high school basketball and baseball, before going on to a career as a chemical engineer in the oil industry, and retiring early to become an award-winning middle school science teacher. I was the better student, and found tennis as a sport that I could compete in (on low-key and small high school and college teams) before it became really popular. My father was an artist who was on the

faculty for the graduate Department of Fine Arts at the University of Pennsylvania. He worked in a variety of media, but was most noted in his early and mid-career for caricature, and in the later decades of his career for wood sculpture. He was born and raised in Michigan, and began his post-secondary education at the University of Michigan before moving to the Philadelphia area to study and practice art. He and my mother met there when she was a staff member of the Fine Arts Department, having begun her career as a children's librarian and finishing it as a homemaker and mother. Ironically, I ended up going to graduate school and spending most of my career at the University of Michigan.

**KJK:** Have you had any life-shaping experiences? If so, can you describe one for us?

**JSH:** No singular event. I feel fortunate to have had loving and supportive parents, who never quite fit into the 1950s suburban world in which they lived for the sake of their children, as did so many in those years. My college and graduate school years were particularly formative, as noted below, not only academically and interpersonally, but also in terms of the broader social and political context of the later 1950s and 1960s.

In this vein, a particularly memorable experience as a child was a trip to Virginia in the mid-1950s, I think after the 1954 Supreme Court decision on school desegregation, where I was fascinated and appalled to experience

first hand the full and pervasive nature of de jure segregation in all aspects of public and private facilities and life (with signs everywhere denoting where whites and "coloreds" could go and what they could do). My wife and I returned to the South in 1968 on a research visit to Florida State University in Tallahassee FL. The legal signs and trappings of the Jim Crow era were gone, but we saw the worst rural, mainly black, poverty we had ever seen just blocks off the FSU campus, and discovered that no downtown stores were open on Saturday. When we asked why, we were told that formerly whites had shopped in the morning on Saturday and blacks in the afternoon, but when such overt segregation and discrimination became illegal, the white merchants chose to close their stores all day on Saturday rather than serve blacks and whites together. Even when we moved to Durham NC in 1970, the downtown stores had just been desegregated two years earlier via direct action. Of course many things were then changing and have continued to change for the better, with many African-Americans now choosing to "move home" to the South from a North that no longer seems a better or even as good a place for them. Such experiences impressed on us, more

Continued on Page 7  
See Voices of Experience Continued



# Experiments for social science research

## *Laboratory Experiments in the Social Sciences* by Murray Webster Jr. and Jane Sell

**T**his summer, 2007, not one but TWO books were published that address the use of experiments in the social sciences. Both books are written or edited by members of our section and both highlight the utility of experiments for social science research beyond the areas of group processes and social psychology. The books complement each other: Webster and Sell's book focuses on the design and implementation of experiments; Willer and Walker's book expands the focus on the important relationship between theory and experimental research.

Jane Sell

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**J**ane Sell and Murray Webster, former chairs of the Social Psychology Section, describe how they came to develop their book published this summer by Elsevier.

Our book grew out of a frustration sometimes expressed in the Social Psychology Section and other places over a lack of codified information about the theory, design, and uses of experiments in the social sciences. The experiment is the gold standard for research design in many fields and statisticians have developed sophisticated ways to analyze experimental data, but we lack useful manuals on how to design good data collection experiments. Thus we focus our book on actual design and implementation issues.

The book also reflects our love for experimental methods. Both of us learned through apprenticeships in programs where experimenters met frequently and discussed theory and design. The excitement and socialization experiences were electrifying and we hope that we pass on those traditions to our students. But training still relies on settings that are local and idiosyncratic. It is strange that a field that stresses public knowledge, replication and intersubjectivity remains guild-like in its training.

We hope to democratize the process so that those wishing to begin an experimental program, those unacquainted with particular research agendas, and those who wish to assess or reassess their and others' research might have the information they need.

Scott Bentley, General Editor at Elsevier, first presented to us his vision to create this book, and his views initially shaped its design. Scott believed, and we agreed, that it should be interdisciplinary, international and practical. The intellectual value of the finished book, as well as its style, now reflect the chapter authors, most of whom are well known to members of our Section. They write from their years of experience with these methods and their years thinking about what makes good research.

*Laboratory Experiments in the Social Sciences* has four sections:

Section 1 examines philosophical and methodological foundations of experiments.

1. Murray Webster and Jane Sell: Why Do Experiments?

2. Henry A. Walker and David Willer: Experiments and the Science of Sociology

3. Shane R. Thye: Logical and Philosophical Foundations of Experimental Research in the Social Sciences

4. Morris Zelditch, Jr.: The External Validity of Experiments that Test Theories

5. Martha Foschi: Hypotheses, Operationalizations, and Manipulation Checks

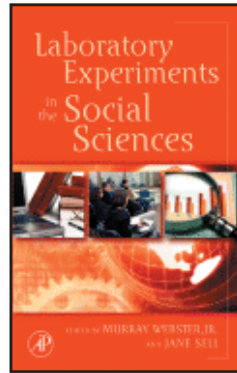
Section 2 considers practical considerations of actually doing experimental research.

6. Karen A. Hegtvold: Ethics and Experiments

7. Lisa Troyer: Technological Issues Related to Experiments

8. Murray Webster: Funding Experiments, Writing Proposals

9. Lisa Slattery Rashotte: Developing Your Experiment



10. Will Kalkhoff, Reef Younggreen, Leda Nath and Michael Lovaglia: Human Participants in Laboratory Experiments in the Social Sciences

11. Robert K. Shelly: Training Interviewers and Experimenters

12. Kathy J. Kuipers and Stuart J. Hysom: Common Problems and Solutions

Section 3 describes and analyzes experimental research programs.

13. James E. Driskell and Jennifer King: Conducting Applied Experimental Research

14. Joseph Berger: The Standardized Experimental Situation in Expectation States Research

15. Linda D. Molm: Experiments on Exchange Relations and Networks in

Sociology

16. Giovanna Devetag and Andreas Ortmann: Solving Coordination Problems, Experimentally

17. Rick K. Wilson: Voting and Agenda Setting in Political Science and Economics

18. Jane Sell: Social Dilemma Experiments

Section 4 presents overviews of three social sciences and suggests avenues for future research.

19. Rose McDermott: Experimental Political Science

20. Catherine Eckel: Economic Games for Social Scientists

21. Morris Zelditch, Jr.: Laboratory Experiments in Sociology

We often commented to each other how enthusiastic the authors were in their writing. We hope and believe that readers will share this enthusiasm for laboratory experiments.

*Building Experiments*  
by David Willer and  
Henry A. Walker

Henry A. Walker

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Laboratory experimentation is underutilized in sociology

and misunderstandings about science and the role of experimentation in science are largely to blame. Those misunderstandings retard the growth of cumulative, theoretical knowledge in sociology and other social sciences. We make this claim because experimentation is the methodological ideal that other forms of investigation emulate.

We designed *Building Experiments* to introduce a broader audience to the logic that underlies the design and conduct of scientific experiments and to emphasize their utility for social science research. In that regard, *Building Experiments* is a methods text but it is something more than a methods text. As a text it is designed for use in methodology courses where current texts do a poor job of presenting experimental methods. Unlike other methods texts, we offer step-by-step instructions to assist those readers new to experimentation in the

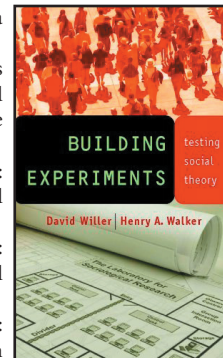
design and execution of experiments. The differences between our text and others begin with their origins.

Many methods texts begin with either or both of two ideas: (1) Methods are used to discover scientific laws or (2) (statistical) methods are "means to answer substantive questions about social

relations" (Knoke and Bohrnstedt 1994). We are interested in the development of sociological laws and we use statistics to help us make sense of data. But for us, *theory is the method of science*. That assertion is this book's point of origin and its guiding principle. (From the Preface to *Building Experiments: Testing Social Theory*. David Willer and Henry A. Walker, Stanford University Press, 2007.)

Chapters include:

1. What is an Experiment?
2. Theory and the Scientific Method
3. Empirically Driven Experiments
4. Theory-Driven Experiments
5. Experiments As Social Relations
6. The Forms of Controlled Investigation



# Profile:

## Stephen Benard from Cornell University

Stephen Benard is a Ph.D. candidate in sociology at Cornell University. His research uses experiments, agent-based models, and survey data to address the dynamics of intergroup conflict and the persistence of inequality. Steve's dissertation committee includes Michael Macy, Shelley Correll, Edward Lawler, and Douglas Heckathorn.

His NSF-funded dissertation, "Intergroup Conflict and Intragroup Dynamics: How Conflict Creates Norms and Hierarchies", examines whether and how conflict causes groups to develop stricter norms and more centralized authority structures. This question has a long history in sociology and social psychology, yet the answer has proven elusive. Prior cross-sectional studies present a causality problem: are strict, hierarchical groups more conflict-prone, or does conflict produce strict norms and hierarchies? Furthermore, earlier work suggests that important, but untheorized, mediating factors may exist.

Steve's dissertation begins to untangle these issues by using laboratory experiments in which pairs of small groups interact under varying levels of conflict. Participants decide whether to make sacrifices for the group benefit, whether to enforce norms requiring such sacrifices, and whether to grant authority to a leader. The results show that conflict influences group cohesion, the emergence of social norms, and the creation of hierarchies. The project has broader implications for the study of institutions, social control, and collective action, and relevance for developing conflict resolution strategies.

Steve is also pursuing collaborative projects linked to his dissertation research.

In a federally-funded project with Michael Macy, Lisa Troyer, and Elisa Bienenstock, he is investigating structural factors promoting conflict escalation and de-escalation, using an online gaming environment that allows for hundreds of simultaneous participants. With Ed Lawler, he is examining ways in which individuals can intervene in conflict by productively harnessing the emotions of the disputants. With Robb Willer, Steve



is studying connections between conflict and status.

Steve's secondary research area is the study of inequality, with a focus on gender inequality in labor markets. A key research program examines hiring discrimination against mothers. An article in the *American Journal of Sociology* (with Shelley Correll and In Paik) uses a laboratory experiment and an audit study to show that employers discriminate against mothers because they assume they are less competent and committed than other workers.

Steve and Shelley Correll also obtained a grant from the NSF to test a theory predicting that mothers who overcome these biases then face "normative discrimination" based on cultural beliefs that mothers should not display agency. Preliminary findings generally support this hypothesis. In addition, with support from the NSF's TESS program, Steve, Shelley Correll, and In Paik will test the normative discrimination hypotheses with a national probability sample.

Related work includes a project with Emilio Castilla on the relation between meritocratic beliefs and gender bias, a chapter in *Social Psychology of the Workplace* (with Shelley Correll) comparing status-based and statistical discrimination, and an overview chapter in *Social Psychology of Gender* (with Shelley Correll and Sarah Thébaud).

A recent paper (with Robb Willer) in the *Journal of Mathematical Sociology* extends Steve's social psychological research by demonstrating how individual-level inequality might produce population-level changes. Using an agent-based model, they show that wealth and status could shape patterns of residential segregation. This paper won the 2006 graduate student paper award from the ASA's Mathematical Sociology section.

In addition to his research, Steve enjoys teaching and working with students. He taught a course on conflict and conflict resolution, and worked as a teaching assistant for courses on group solidarity and gender. He also regularly supervises undergraduate independent study projects in sociology. For more information, please visit Steve's webpage at [www.people.cornell.edu/pages/swb24/](http://www.people.cornell.edu/pages/swb24/).

### 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](mailto:kathy.kuipers@umontana.edu).

### Social Psychology News, Events, and Meetings

#### Social Psychology Quarterly News

SPQ announces a call for papers for a special issue: Small Groups in Social Life. The editors are looking for papers that "examine issues of group structure, process, participation, discourse, and culture...for papers that will broaden the discussion of groups, particularly linking groups to both micro-and macro-social theory." The deadline for submissions is January 1, 2008 and those interested in submitting should consult the journal front matter or the website: [www.asanet.org/spq](http://www.asanet.org/spq).

Are you a photographer—amateur or otherwise? The editors of

SPQ are also looking for cover photographs with brief essays (1000 words) about the photograph. They have published two in their first two issues—I especially like the way Howard Becker captures the networking and socializing of the meetings in his "ASA Convention" photo. If the photos have provoked thoughts or comments, we'd enjoy reading them on the SPQ discussion board. It can be accessed from the above site.

#### New Section Officers

Congratulations to the winners of the Social Psychology Section 2007 elections: Chair-Elect: Karen Hegtvedt; Secretary-Treasurer: Amy Kroska; and Council Members: Martha Foschi; Matthew Hunt



# ASA meeting program

Excerpts from the Program for the Annual Meetings of the American Sociological Association: Social Psychology

## Sunday, August 12 (6:30 – 8:00): Jobs Reception

The section is sponsoring a Jobs Reception for anyone who is on the job market, for anyone from a department who has searches this year, and for any section members who want to have a chance to get to visit with other section members! The reception will be held at Papillon restaurant, located at 22 E. 54th Street, very near the conference hotels.

## Monday, August 13 (8:30 – 10:10): Regular Session - Social Psychology: Social Structure and Personality

Organizer, *Deborah Carr*

"Expressive Orders of the Sacred and Religious: Cross-cultural Similarities and Differences" *Herman W. Smith, Andreas Schneider, and Linda E. Francis*

"Intracultural Variation in Everyday Concepts: Exploring Racial Differences in the Family" *Abigail A. Sewell*

"Social Change and Psychological Change in Rural Mali" *Carmi Schooler, Pierre Pakuy Mounkoro, Chiaka Diakite, and Leslie J. Caplan*

"Work Complexity and Cognitive Functioning at Midlife: Cross-validating the Kohn-Schooler Hypothesis" *Robert M. Hauser and Carol Roan*  
Discussant, *Scott Schieman*

## Monday, August 13 (10:30 – 12:10): Regular Session - Social Psychology II: Racial and Ethnic Identities.

Organizer, *Deborah Carr*

"Currents in a Stream: College Students and Ethnic Identities and Their Relationship with Self-Esteem, Efficacy, and GPA" *Charles Jaret and Donald C. Reitzes*

"Feeling Good in Spite of Failure: Understanding Race-Based Differences in Academic Achievement and Self-Esteem" *Laura Ann Auf der heide*

"It's Not all Black and White: How Observer and Target Characteristics Affect Perceptions of Multiraciality" *Melissa Herman*

"Toward the confluence of social psychological theories of identity and racial/ethnic identity" *Dina G. Okamoto and Jesse D. Rude*

"Feeling Like a Minority": A Symbolic Interactionist Approach to Racial and Academic Identities in Higher Education" *Janice M. McCabe*

## Monday, August 13 (2:30 – 4:10): Section Session - Critical Social Psychology.

Organizer, *Peter L. Callero*

"Rationalizing Social Inequality: Is Self-deception the Key?" *Martin A. Monto and Alexander Monto*

"Role Mastery as Cultural Capital" *Peter J. Collier and David L. Morgan*

"The Sociological Significance of and Theoretical Distinction between Double Consciousness and Marginality" *Sean Elias*

"Reconceptualizing Punk through Ideology and Authenticity" *Philip George Lewin and J. Patrick Williams*

## Monday, August 13 (4:30 – 6:10): Section Session - Technical & Methodological Advances in Social Psychological Research.

Organizer, *Lisa Troyer*

"Computerized Multivariate Factorial Survey" *Jui-Chung Allen Li, Erike Chihhung Chang, and Guillermina Jasso*

"The Experience Sampling Method and Social Psychological Research" *Shelley Noelle Osborn and Jan E. Stets*

"Toward an Unobtrusive Measure of Emotions During Social Interaction" *Dawn T. Robinson, Jody Clay-Warner, Christopher D. Moore, Alexander*

Continued on Page 8

See Excerpts from the ASA Meeting Program

## New Book of the Issue

### *Handbook of Social Psychology*

by John DeLamater

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The *Handbook of Social Psychology* (2003) was intended to provide a sociologically oriented review of the field of social psychology. Jim House (1977) suggested that social psychology had three "faces," one psychological and one sociological. Several major efforts have been made in the past 40 years to review the psychological face. The first effort to review the sociological face was the volume edited by Rosenberg and Turner, *Social psychology: Sociological perspectives* (1981). This volume was sponsored by the Social Psychology Section. I used it regularly as a textbook in

my graduate courses in social psychology in the 1980s, as did many others. The need for an updating and expansion of that volume to reflect new trends in our field led the Section to sponsor a new book, published in 1996 as *Sociological perspectives in social psychology*, edited by Cook, Fine and House. This became the basic text in my graduate social psychology courses for the next several years. By 2001, I felt that a new book was needed. Conversations with members and officers of the Section indicated that the Section had no plans to sponsor such a volume. At about this time, Howard Kaplan, General Editor of a series of handbooks, invited me to edit a volume on

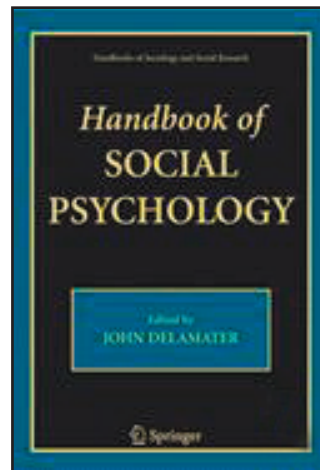
social psychology, and I accepted. Given the Section's interest in the project, and the fact that royalties from the first two books were given to the Section, I pledged one-half of the royalties from the *Handbook* to the Section

One goal in soliciting contributions for the *Handbook* was to provide a sourcebook for graduate students and researchers, a standard professional reference for the field. The other goal was to provide an opportunity for scholars to take stock of and

reflect on work in their areas of expertise. I was fortunate in that virtually everyone I asked to provide a chapter did so. In several cases the senior author enlisted the participation of a younger colleague, to their mutual benefit. I have used the book as a text in graduate courses

three times, and gotten very positive feedback from students. I understand that it is a standard source for those preparing to take written exams in social psychology. I am very pleased that the book has been successful in these regards.

*Editor's note:* Chair, Judy Howard, recently thanked John for his sizeable donation to the Social Psychology Section—half of the book royalties for the past year—from this edited collection. If you'd like to get a copy of the book (and indirectly support the section), section members may purchase copies from Kluwer Academic/Plenum Publishers, ISBN 0-306-47695-9 at 50% of list price. Call 1-888-640-7378 and use code number 070308 for the discount.



## VOICES OF EXPERIENCE CONTINUED

vividly than anything that we had read or seen at a distance, the depth of racism and social injustice in American and world society, and the great difficulties of transcending it, even today.

The McCarthy era, the civil rights movement, and the Vietnam War left indelible impressions on me and most who came of age in the 1950s and 1960s, even if we were not centrally involved in them. The assassinations of John and Robert Kennedy and of Martin Luther King Jr. were especially tragic events, which probably altered the post-1968 world in ways that we have not yet recovered from. Nevertheless, the world is a better and safer place today on the whole than it was in the first three quarters of the 20<sup>th</sup> century, albeit with many old as well as newly emerging problems still to be solved.

In retrospect, I also feel fortunate to have had my post-secondary education at a small Quaker college (Haverford College in Pennsylvania) and a large public research university (University of Michigan) because in different ways they both consider values and public responsibility an integral part of academic and scientific life, while also recognizing that academics and science involve more than just the expression of one's values.

**KJK:** *When did you first become aware of sociology as a discipline? How?*

**JSH:** I knew nothing of social science before I got to college, though I had long been interested in history, especially what now is termed social history. History, geography, and civics were all there was of social science in my elementary and secondary education, and I went on to major in history in college. But in my sophomore year, I discovered psychology, and then social psychology, which seemed to me to offer a more systematic and scientific way to study social life and history. Hence I went on to minor in psychology and to attend graduate school in a then interdisciplinary Ph.D. program in social psychology at the University of Michigan, one that I still feel fortunate to have been

a part of, even in its twilight years.

It was there that I took my first courses in sociology, and confirmed that my interests were in the more social/sociological and quantitative/survey/non-experimental aspects of social psychology, leading me to take a position in a sociology, rather than a psychology, department when I left graduate school.

Sociological social psychology seemed then like the perfect lens for understanding and improving social life and society, and it still does.

**KJK:** *Where did you spend the early part of your sociological career? What were your sociological interests? How have they changed?*

**JSH:** I entered graduate school mainly interested in using social psychology to understand social, political and historical behavior, events, movements, and historical trends. Social and personal strain or stress seemed to play a major role in all of this, and in seeking a broad and integrative theory of the nature of stress/strain and how individuals and groups react and adapt to it, I discovered the physiological stress theory of Hans Selye. This theory was being used to understand how a wide range of environmental stressors (social and psychological as well as physical, chemical, and biological) produced physiological changes in animals and humans, which, if sufficiently intense or prolonged, could lead to physical as well as mental disease/disorder and even death. I pursued both lines of interest in graduate school, but ended up working with a group at the Institute for Social Research that was studying occupational stress and health, and doing my dissertation on occupational stress and coronary heart disease risk factors.

My first academic position was very fortunately in the Sociology Department at Duke University. The Department was distinctively strong in social psychology and in medical sociology (with Kurt Back, Alan Kerckhoff, and George Maddox in different ways being very important and supportive senior mentors). It was located near the University of North Carolina at Chapel Hill, which perhaps then

had the leading program in social epidemiology (led by John Cassell) in the country, if not the world. Thus I was able to pursue my interests in general quantitative/survey/non-experimental social psychology, and its application to both health and social/political events and movements, as well as to experience a balance of undergraduate and graduate teaching that I wanted.

In 1978, I was offered and accepted a position in the Survey Research Center of the Institute for Social Research at the University of Michigan, again a very fortunate opportunity that I have become increasingly grateful for over the years, with an associate professorial title in the Sociology Department. There I continued to pursue my full range of interests, but by the mid 1980s constraints of time and research funding led me to begin to focus increasingly heavily on my work on psychosocial determinants of health. Initially I focused on occupational stress and health, then social relationships and supports and health, and since the late 1980s, socioeconomic disparities in health and the way health changes with age over the life course.

**KJK:** *Can you tell us a little bit about your private life—your hobbies and interests besides sociology?*

**JSH:** I have continued to play tennis regularly for fun, and occasionally at low levels of competition, since high school and enjoy watching it. I also enjoy watching other sports, especially basketball (which I began watching my brother play, and later observed as a manager of the basketball team in junior and senior high school, when I was no longer good enough to play.) I also enjoy reading (mainly nonfiction), traveling, hiking, and gardening, and look forward to having more time for all of these things when I retire from formal academic life.

**KJK:** *Are you married? Do you have kids? How did you manage high productivity with competing family demands?*

**JSH:** I married a fellow graduate student in social psychology, Wendy Fisher House, in 1967, and we have just celebrated our 40<sup>th</sup> anniversary. Over time, I moved more

and more into sociology and she transitioned into a very successful career in clinical psychology, first in community mental health and then private practice. We have a son (Jeff, born in 1970) and a daughter (Erin, born in 1974). Jeff has gone on to become a teacher, and will soon be a principal, in inner city charter schools, and Erin is a special assistant attorney general for the prosecution of domestic violence. We became grandparents about a year ago.

It is always a struggle to balance multiple roles, but I have always felt that my spouse and children were the most important people and sources of satisfaction and joy in my life, and what I have done with and for them were the most important, meaningful, enjoyable, and fulfilling things that I have done. So, I have tried to always prioritize them, while taking very seriously my scientific and academic work and duties.

**KJK:** *Do you know something today that you wish that you had known when you started in sociology? What is it?*

**JSH:** That there is a lot more to academic and scientific life than just doing your teaching and research, and that academics and scientists are more like other people, for better and worse, than I or they would like to believe, and certainly than I believed when I entered graduate school, even having grown up in a somewhat academic family. But it still beats any other kind of work or profession that I know of.

**KJK:** *What were your thoughts, if any, when the social psych section was in abeyance in the mid-1970s?*

**JSH:** Seemed to me like a great shame and mistake, largely perpetrated by one of my former professors and soon to be colleague. I tried to do what I could at my age and career stage to help to revitalize the section and sociological social psychology, which I, like Auguste Comte, have always seen as the core and essence of social science.

**KJK:** *Please reflect on how you see the current state of sociology in general and social psychology in particular. Where do you think the latter is going, and is it going in the*

Continued on Page 9

See Voices of Experience Continued

## CHAIR'S REMARKS CONTINUED

serve as a discussant

Regular Session - Social Psychology II: Racial and Ethnic Identities 10:30 AM – 12:10 PM

Organized by Deborah Carr. Papers include:

“Currents in a stream: College students and ethnic identities and their relationship with self-esteem, efficacy, and GPA,” by Charles Jaret and Donald C. Reitzes; “Feeling good in spite of failure: Understanding race-based differences in academic achievement and self-esteem,” by Laura Ann Auf der heide; “It’s not all black and white: How observer and target characteristics affect perceptions of multiraciality,” by Melissa Herman; “Toward the confluence of social psychological theories of identity and racial/ethnic identity,” by Dina G. Okamoto and Jesse D. Rude; and “Feeling like a minority”: A symbolic interactionist approach to racial and academic identities in higher education,” by Janice M. McCabe

The Group Processes Conference is scheduled for Wednesday August 15 at the CUNY Graduate Center. Further information and the conference program can be found at: <http://gpc.cas.sc.edu>.

### A Look Ahead to Next Year's Program

Browsing through this year's program, there does not appear to be a significant presence of social psychology except through our section's program. The titles for the Authors Meet Critics sessions, the themes for the presidential panels,

the thematic sessions, the plenaries show little evidence of a social psychological perspective. With that in mind, it might be useful if we all think about how we might ensure a greater social psychological presence throughout the full ASA program next year. President-Elect Arne Kalleberg's theme for the 2008 ASA meeting is “Worlds of Work.” The program will focus on the interconnections between work—broadly conceived—and society. There are two sub-themes.

The program title underscores the increasing diversity by which work is organized and experienced in societies. Work activities can: take place formally in organizations or informally between individuals; be labeled as illegal or legal; be unpaid, well-paid, or poorly paid; and involve considerable security for some or be unstable for others. People may also regard their work activities as more or less important to them at various stages of their lives. Second, the program title emphasizes the cross-national and historical diversity in work activities, work-related institutions, and the experience of work. Outsourcing of production, global human rights, immigration, and cultural differences all provide fertile ground for a comparative understanding of the many varieties of work. Both these sub-themes, but especially the first, offer many opportunities for social psychological analyses.

## In Closing

As you can see from the above, this year's program offers many rich opportunities to deepen our social psychological understanding. And that's just inside the walls of the Hilton and the Sheraton. This year's conference site offers so many more rich opportunities to experience social psychological phenomena first hand that one would not necessarily even need to attend the conference itself: an afternoon riding the subway, a visit to the World Trade Center Memorial site, a sampling of some of the city's museums: [www.ny.com/museums/all.museums.html](http://www.ny.com/museums/all.museums.html).

At the risk of personal indulgence, I thought I'd close with two recommendations, based on completely idiosyncratic preferences and experiences, that offer us social psychology through theatre. If you can get tickets, reserve a seat right now to see *Frost/Nixon*. Frank Langella's Tony award-winning performance as Nixon does the seemingly impossible – it makes you feel a deep empathy for Richard M. Nixon.

Vanessa Redgrave's portrait of Joan Didion in *The Year of Magical Thinking* is also riveting. Painful, to be sure, but a one-of-a-kind performance. Both productions speak to the power of identity, of personal recognition, of memory, of social relationships, of the searing power of emotions – in short, to the necessity of social psychology.

## EXCERPTS FROM THE ASA MEETING PROGRAM

Watts, Tiffani Everett, Laura Aikens, and Chi Thai  
Discussant, Will Kalkhoff

**Monday, August 13 (6:30 – 8:00): Social Psychology Section Reception, joint with Section on Emotions**

**Tuesday, August 14 (8:30 – 10:10): Section Session - Critical Social Psychological Perspectives on Social Power and Justice**

Organizer, Karen A. Hegtvedt

“Power, Status and Emotional Reactions to Injustice” Jody Clay-Warner

“Power and Justice: Toward an Understanding of Legitimacy” Cathryn Johnson and Karen A. Hegtvedt

“The Structure of Justice” Linda D. Molm

“From Power to Perception, and Back Again” Brent Simpson.

**Tuesday, August 14 (10:30 – 12:10): Memorial Session in Honor of Spencer E. Cahill (co-sponsored by the Section on Emotions and the Society for the Study of Social Interaction)**

Reflections by Michael G. Flaherty, Sara L. Crawley, and Linda Francis (the latter on behalf of the Section on Emotions). Attendees also may offer personal reflections and memories.

**Tuesday, August 14 (12:30 – 2:10): Social Psychology Section Roundtables.**

Co-organizers: Judith A. Howard, Daniel G. Renfrow, and Deborah Warnock

**Table 1. Emotion Work in Social Psychological Processes**

Presider, Jean-Anne Sutherland

“Becoming a Survivor: The Ritual Production of Cancer Identity” Taryn Kudler

“Healthcare Chaplaincy The Foundation for Guilt and Shame: African-American and White Mothers' Experiences” Jean-Anne Sutherland

“Examining the ‘Micro’ in Dancer/Customer interactions in Exotic Dance Clubs” Jacob Avery

“Exploring the Modified Labeling Theory of Mental Illness Using Affect Control Theory Simulations” Amy Kroska and Sarah Harkness

“Membership & Subcultural Identity Meaning: Exploring Two Continuous Measures of Membership in the Jamband Subculture” Pamela M. Hunt.

**Table 2. Esteem, Efficacy, and Self-Concept**

Presider, Nathan D Shippee

“Do Victimization and Perceived Crime Affect Locus of Control?” Nathan D Shippee

“Self-efficacy, Motivation and Employee Engagement: Empowering Workers Using Forum Theatre” Richard Carter

“148 Subjective Accounts of the Causes of Mental Illness” Marta Elliott and Erik Dylan Schwinger

“Life After Death: How College Students Cope with Dead Parents (A Preliminary and Personal Investigation)” Danielle Gibbs and Jason B. Jimerson

“Nerd, Thug, or Player? Group Membership and Adolescent Identity” Angie Lynn Andriot.

**Table 3. Exchange and Trust**

Presider, Gretchen Peterson

“‘Going Middle’ in Adult Recreational Softball: An Example of Generalized Exchange” Gretchen Peterson

“The Role of Trust in Group-level Innovation” Shengsheng Huang and Jianming Shi

“Income Injustice and Voter Participation” Kai Muehleck.

**Table 4. Group Processes**

Presider, Gordon William Gauchat

Continued on Page 9

See Excerpts from the ASA Meeting Program



## EXCERPTS FROM THE ASA MEETING PROGRAM

"Scapegoats and Mediators" *A. Paul Hare and Sharon Elizabeth Hares*

"Joint Commitments and Social Groups" *Gordon William Gauchat and Casey A. Borch*

"The Science of Group Processes: Getting it Wrong, Getting It Right" *Barbara F. Meeker*

"An Inequality-Based Approach to the Social Psychology of Collective Action" *Stephen Valocchi*

"Consciousness and Social Movements" *Nehal A. Patel*

**Table 5. Justification and Accounts**

President, *J. Shane Sharp*

"Directions in Accounting Theory: A Research Note" *Stephen Chastain Poulson, Timothy J Carter and Daniel Max Crowley*

"Symbolic Boundary Repair: Theoretical Analysis and Empirical Case Study" *J. Shane Sharp*

"Identity Theory and Support for the War in Iraq: Preliminary Findings from a General Population Survey" *David E. Rohall*

"Reproduction of Charisma: Cultural Capital, Performance, Network, and Eleanor Roosevelt's Post-First Lady Reputation" *Bin Xu*

"Accounting for Unexpected Emotion: The Use of Accounts and Recall Errors in Managing Others' Identities" *Tiffani Everett*

**Table 6. Self-Work**

President, *John Eric Baugher*

"Gift of Self' and 'Listening Heart and Mind': Deep Self Work in a Mainstream and Buddhist Hospice" *John Eric Baugher*

"Exploring a Non-Finding: The Surprising Case of Body Size, Identity Salience, and Social Psychological Health" *Ellen M. Granberg*

"Reflected Appraisals: The Effects of Self-Esteem and Status on Self-Views" *Emily Katherine Asencio*

"Role-Identity Discrepancy and Satisfaction in the Nurse Role" *Kathleen M. Brennan*

**Table 7. Social Psychology: Where We've been and Where We're Going**

President, *Wendy J. Harrod*

"Towards a Phenomenology of Synchronization: A Study in Communion" *Iddo Tavory*

"Thirty-One Years of Sociological Social Psychology: An Analysis of Papers Published in SPQ, 1975-2005" *Wendy J. Harrod and Bridget Kathleen Diamond-Welch*

"Boundaries, Borders and Breaks" *Pamela E. Emanuelson, Marcel Van Assen, and David Willer*

"Expanding the Survivor Worldview: Transmitting and Bridging Trauma through Space and Time" *Thomas DeGloma*

**Table 8. Status**

President, *Sarah Harkness*

"Spread of Status Value: The Creation of Status Characteristics." *Sarah Harkness*

"Status, Labeling, and Youth: The Beginnings of a Spoiled Identity?" *Donna A. Lancianese*

"Challenging and Changing Stereotypes about the Gender of Business Leaders" *Mary E. Godwyn*

"Attitudes around Homosexuals: Contact Effects from a Lifecourse Perspective" *Eva Jaspers, Marcel Lubbers, and Duane F. Alwin*

**Table 9. Negotiating Social Statuses**

President, *Peter J. Collier*

"Mentoring as 'Imported' Cultural Capital: A Program to Facilitate 1st-generation Students' Transition to the University" *Peter J. Collier, David L. Morgan, Collin Eric Fellows*

"That's just not who I am': How Working Actors Negotiate Authenticity by Race" *Nancy Wang Yuen*

"Child Poverty Advertising: Are Charities Getting It Right?" *Yu-Kang Lee, Chun-*

*Tuan Chang, and Chyi-Lu Jang*

"Father's Education and Erotic Preference for Gender in a National Probability Sample: An Empirical Test of Compulsory Hetero-Eroticism" *Brian Emerson McCormick*

**Tuesday, August 14 (2:30 – 4:10): Social Psychology Section Business Meeting/ Cooley-Mead Award and Lecture**

Business Meeting, scheduled for approximately half an hour.

Cooley-Mead Award ceremony: *James S. House*, "Sociology, Psychology, Social Psychology, Economics, and Social Science: 20<sup>th</sup> Century Progress and Problems, 21<sup>st</sup> Century Prospects"

## VOICES OF EXPERIENCE CONTINUED

right direction?

**JSH:** Sociology and social science made enormous progress in terms of growth in size and scientific understanding in the twentieth century. In other ways, we are further from achieving, much less improving, the kind of unified science and understanding of social life and society, than we were at some earlier points and could and should be at this juncture. Social psychology, particularly in sociology, shares in and is very

emblematic of the larger problems of the discipline and the broader social sciences. My Cooley-Mead Award address/paper will speak more to these issues.

**KJK:** *What one piece of advice would you give a graduate student or an assistant professor?*

**JSH:** The most important thing to focus on at all times is doing the kind of things and being the kind of person, both personally and professionally, that in your heart and gut you want to be, and to try to find contexts where you can do that and feel efficacious and appreciated

for doing just that. Other things (relationships, courses, papers, jobs, tenure, grants, awards, etc.) will take care of themselves. Nothing is worth sacrificing your most important and central personal aspirations, goals, and values. Similarly, nothing is more rewarding and enjoyable than the feeling of having actualized those aspirations, goals, and values to the best of your ability. And nothing is more disappointing than knowing that you failed to do so when you had the opportunity, as we all do at one point or another.



## Section Membership Form

Name: \_\_\_\_\_ Address: \_\_\_\_\_  
E-mail: \_\_\_\_\_

\_\_\_\_\_ 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**.

\_\_\_\_\_ I am not an ASA member but am interested in joining the Social Psychology 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.