

# Social Psychology

Newsletter of the Social Psychology Section of the American Sociological Association

Vol. 13 - No. 2 - Summer 2009

## IN THIS ISSUE...

Remarks from the Chair	pg. 1
Notes from the Editor	pg. 2
Molm Receives Cooley-Mead Award	pg. 3
Voices of Experience	pg. 3
ASA Meeting Program	pg. 4
Social Psychologists Win Major ASA Awards	pg. 4
Section Election Results	pg. 4
Graduate Student Paper Award	pg. 6
New Book of the Issue	pg. 6
Symposium on Family Issues	pg. 7
Annual Group Processes Conf.	pg. 7
Section Membership Form	pg. 8

## NEW EDITOR COMING SOON

Watch for a new editor for the newsletter to be appointed soon. Please consider submitting something for the fall issue--either a column, a suggestion for a new feature, or just some information. You may also check the section website at <http://www.ssc.wisc.edu/socpsych/ASA/> for the most current information.



## REMARKS FROM THE CHAIR

Karen Hegtvedt  
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In the last few weeks, I made numerous trips across Tavistock Square and to King's Cross (underground and train) station in London. I directed my department's summer study abroad program on comparative health systems and the route from dormitory to classroom skirted the square and field trips took us to the station. Both *looked* much like they have for the 23 years that I've been involved in the program. But, for me, the meaning of each changed dramatically when I was last here in July 2005. That source of change stems from events – and particularly the emotional response to those events – that occurred on July 6 and 7, 2005.

On July 6, 2005, Londoners were glued to their information sources, nervously awaiting the announcement from the International Olympic Committee in Singapore. Who would win the bid to host the 2012 Olympics? At lunchtime while I dined with my students at the Salvation Army cafeteria, the surprising news arrived: London had edged out (by four votes) the favored Paris to win the bid! The cafeteria erupted in jubilation. News reports showed then Prime Minister Tony Blair exclaiming "Well done!" and being showered with confetti.

The joy and pride so evident on the 6<sup>th</sup> was dashed on July 7, 2005 by the three bombings in the London underground (including one at King's Cross station) and the explosion of a bus in Tavistock Square. Forever etched into my memory is the stunned, yet horrified, expression on the faces of three students from another program when they burst into the dorm lobby (where half of my students and I were preparing to depart for a field trip) and announced, "We just saw a bus explode!" With that announcement, I first made sure that all of my students who had departed for their internships were safe (they were). Then many of us hunkered down in front of TV or computer screens. Images of people crying in each others arms were numerous yet interviews with rescue workers revealed calm and resolve to deal with what one news source called an unprovoked act of evil. City streets were eerily silent, except for the periodic sound of the sirens of racing

emergency vehicles. By the next morning, the victims were being honored: flowers at King's Cross and near Tavistock square, candle-light vigils, moments of silence, and the like. Other nations expressed their shock, sympathy, sorrow, and solidarity with the British people who showed great tenacity in denying the terrorists success. London Mayor Ken Livingston vehemently decried, "You will fail" to divide Londoners of different social classes and of different ethnic groups, to weaken their freedom, and to destroy their harmony with one another.

As a social psychologist remembering those two days, I can not but reflect on how even in the face of the "radical mood swing" (as one writer described those two days), cultural and structural factors shaped the emotional responses of a city, a nation. In one of our program's readings, Lynn Payer contrasts the "culture" of medical practice in Britain and the U.S., noting how the practice of medicine in Britain mirrors the stereotypical image of Brits holding a "stiff upper lip." Assuming that image has some basis in reality, it is not surprising that "well done" is intended to convey the highest acclaim and the most intense excitement offered in the wake of winning the Olympics or that "resolve" characterized first rescue workers' responses and then that of ordinary Londoners. Indeed, Britain's resolve during World War II is legendary. The shared horror of the terrorists' deeds across British class and ethnic groups coupled with that determined resolve support Livingston's conviction that the city will stand united. Of course, groups that are distinct from Britain both culturally and structurally may have responded differently; in some circles, the terrorist attacks may have fomented glee. As social psychologists one of our tasks is to understand how these larger factors – cultural beliefs and values and structural positions – impact the individual, the dynamics within groups, and collective responses of individuals.

Continued on Page 8  
See Chair's Remarks Continued

## NOTES FROM THE EDITOR

Kathy J. Kuipers

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Because we are seeking a new newsletter editor, I've been reflecting on why someone might want to take the job. The pros and cons are not always apparent but because exchange is the way that I see the world, I seem to have a running score card in my head to consult in this last issue as editor. My list of costs begins with time, and lots of it. The newsletter is produced three times a year and it takes time to produce: soliciting contributions, writing the editor's column, emailing with the chair about the newsletter content, gathering materials from various web locations, and reading, editing, and formatting everything for the InDesign software.

So, why invest so much time in editing the newsletter for our section? What are the benefits? Of course, it's a wonderful way to engage in professional service. As a member of the board and the "press" for our section chair, I get to find out what's going on in the section and in our little corner of the discipline before most others do, and I influence its dissemination throughout the section.

But even better, over my three year term as editor, I've gotten to meet and communicate with many wonderful, gracious social psychologists: Judy Howard, Jim

House, Jane Piliavin, and Tim Owens were some I had not known before. Many others I knew only through minimal professional contacts and, as editor, had a chance to re-connect with them, using the newsletter as an excuse. I also met a slew of impressive graduate students who have become or are becoming great colleagues for our section. One of the editor's jobs is to find photos to go along with the news and, in the footsteps of previous editors, Jane Sell, Jan Stets, and Gretchen Peterson, I get to take pictures at the meetings and other functions. This is a perfect opening to meet and talk with people, and to solicit contributions.

With the help of many others, the newsletter comes together. In this, my final newsletter, we (the contributors and I) give you the most recent information about

**"Over my three year term as editor, I've gotten to meet and communicate with many wonderful, gracious social psychologists."**

items that may be of interest when attending the annual meetings in August. Because there are often last-minute changes, I

caution you to check the final program on the ASA website for the final word on times and locations.

The "Voices of Experience," column features our 2009 Cooley-Mead recipient, Linda Molm, who graciously answered my interview questions and shows us the personal side of a scholastic and professional leader in the section. Cecilia Ridgeway, chair of the

Cooley-Mead Award Committee, introduces Linda with a column summarizing the significant contributions throughout Linda's career and what the committee considered most important in her selection. Please try to attend Cecilia's introduction and Linda's address at the meetings in San Francisco (time and place listed elsewhere in this issue.)

The "Graduate Student Profiles" column is not included in this issue because I haven't received any suggestions for students to profile recently. The fall newsletter, however, usually features a column called the "Graduate Student Showcase" that spotlights some of the graduate students on the job market. Graduate students, (or, faculty, if you have a student to recommend) if you are interested in being featured, check with the new editor(s), by introducing yourselves at the meetings and letting them know if you're interested in being featured. Take a look at the fall 2007 and 2008 issues to get an idea of what information you might need to provide.

The book feature in this issue highlights a new release by Christine Horne that should be of interest not only for its theoretical explanation of norm enforcement but also for how that explanation may be applied in a variety of situations.

As always, I thank all of the contributors to this issue, particularly those who struggled with the short, summertime deadlines. And I thank all of you who have contributed and helped me as newsletter editor over the past three years—your contributions are what made the newsletter worth reading. Karen Hegtvedt has some hot prospects for my replacement so watch the list serve for the submission deadline for the next issue and for contact information.

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# Molm Receives 2009 Cooley-Mead Award

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*Ed.—The following excerpt is taken from Cecilia Ridgeway's introduction of Linda D. Molm at the Cooley-Mead Award ceremony. (The entire introduction is typically published in the spring issue of the Social Psychology Quarterly in the year following the award.) Linda will receive her award and deliver an acceptance address at the ASA meetings in San Francisco on Sunday, August 9 at the Hilton from 2:30 to 3:30. Members of the 2009 Cooley-Mead Award Committee are Cecilia Ridgeway, Stanford University, Rebecca Erickson, University of Akron, Brian Powell, Indiana University, Donald Reitzes, Georgia State University, and Jane Sell, Texas A & M University.*

It is not only an honor but a genuine pleasure to introduce Linda Molm, Professor of Sociology at the University of Arizona, as the winner of the 2009 Cooley-Mead Award for distinguished career contributions to social psychology. My goal in this introduction is to give you a sense of how Linda's research career has developed and to sketch for you her remarkable contributions to social psychological knowledge. As you will see, this award is richly deserved.

At the University of North Carolina-Chapel Hill where she attended graduate school, Linda began to develop some of the touchstones of what we now know as her distinctive intellectual approach. One of these was a deep interest in everyday interaction and the way that relationships develop and change through the interaction process. Another was a thorough-going commitment to a scientific

approach that emphasizes systematic theory tested by logically tight experiments. These early commitments during graduate school led her to a lifelong focus on the contingent, back and forth, give and take nature of social relationships. They also led her to the broad field of social exchange theory as the way to conceptualize that give and take.

At the end of the 1970s, while at Emory University, Linda became interested in Emerson's power-dependence theory and this led Linda to the first of her programs of research that have made perspective changing contributions to the modern body of knowledge on social exchange. Through a series of major papers, Linda demonstrated that while structural advantage is indeed related to power use, the relationship is only a moderate one. As a result,

Continued on Page 4

See Molm Receives Award Continued

## Voices of Experience: Linda D. Molm

Linda D. Molm interview with  
Editor, Kathy J. Kuipers

*Linda Molm is the 2008 recipient of the Cooley-Mead Award. Linda will receive her award from Cecilia Ridgeway at the ASA meetings in San Francisco in August. While most social psychologists know her work, only a portion of us have had the privilege of knowing her personally. To give readers an opportunity to get to know a little bit about the woman behind the work, she kindly agreed to respond to my email interview, which I edited to produce the following. Her responses also share with us her unique perspective on social psychology, early influences and the importance of her mentors, and sage advice for those beginning such a career—her own Voice of Experience.*

**KJK:** Can you tell us a bit about your early life: where you were born, where you grew up,

family and siblings?

**LDM:** I was born in Fargo, North Dakota, in 1948, and grew up in a small town (pop. 400) in southeastern North Dakota. When I was 12 we moved to our farm, 15 miles away, where I lived until I left for college. My father owned a car dealership during the early years of my life, but then began farming and later learned to fly and built his own aerial spraying business. He became a prominent figure in agricultural aviation and was inducted into the North Dakota Aviation Hall of Fame two years before his death—all accomplished with only an 8<sup>th</sup> grade education. I have one brother, Larry, who is 4 years older than I am and who continued the family farming and spraying businesses until his retirement two years ago. My mother was a homemaker and farm wife who contributed substantially to both

of the family businesses.

**KJK:** Where were you educated?

**LDM:** Both my brother and I attended North Dakota State University in Fargo for our undergraduate degrees. My graduate degrees are from the University of North Carolina at Chapel Hill.

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

**LDM:** I think all life transitions—geographic moves, new educational and work experiences, new personal relationships—are in some ways life-shaping experiences, so, like most people, I have had many. But for me, probably the most important transition was leaving rural North Dakota and experiencing a fundamentally new world: attending graduate school and learning about academia,



living on the East Coast (in the South) and learning about a whole new part of the country, and becoming acquainted with a very different lifestyle than the one I grew up with.

**KJK:** When did you first become aware of sociology as a discipline? How? What made you pursue it as a profession?

**LDM:** I didn't become aware of sociology until fairly late in my undergraduate career. I was originally planning to become a hospital pharmacist (my sister-in-law's career) and was immersed in basic science courses, which I loved, until my junior year in

Continued on Page 5

See Voices Continued

## MOLM RECEIVES AWARD CONTINUED

people in contingent interactions only rarely fully convert their structural potential for power over others to actual power over them.

In the late 1980s, Linda moved to the University of Arizona. There she began a major research program by observing that in everyday relationships, people don't just use power by giving or withholding rewards, they also use power coercively, by doing something aversive to the other (e.g., criticizing) in order to get the other to give them more. Linda showed that when the only power people have available to them is punishment power, they use it and

it can be quite effective. But when people have reward power as well as punishment power available, they rarely use the punishment power. Why? Because people view punishment power as risky and it is also perceived as more unjust and, so, invites retaliation. Her rigorously logical program of scientific research yielded truly insightful knowledge of how power use actually works in social relationships. The book that reports this research, *Coercive Power in Social Exchange*, won a "best book" prize from the Theory Section of the American Sociological Association.

Although Linda transformed the way power use is understood in social exchange, power itself was never her central concern, relationships were. In the late 1990s, Linda returned to a theme that has always been present in her work, the development of commitment and solidarity in relationships and the connections of these to perceptions of fairness and trust. Her analysis of risk in exchange, and especially in reciprocal exchange, clarified for us the role of risk in the development of trust and affective bonds between people. Social scientists have known for some time that reciprocity builds

bonds, but why? Linda shows that the answer is paradoxical. In reciprocal exchange, nothing guarantees that the other will give back when you give. But when, in the face of this risk, the other does give back, it generates feelings of warmth and trust—the beginnings of commitment and solidarity. This, she argues, is the "value of reciprocity." It is difficult to discuss either exchange theory or the actual process of social exchange without constant reference to the work of Linda Molm. This is a scholar who has transformed one of the core theoretical perspectives of sociological social psychology.

## ASA Meeting Program

### Excerpts from the Program for the Annual Meetings of the American Sociological Association

*The following incomplete list includes both section activities and sessions and a selection of other sessions that may be of interest to social psychologists. Please consult the online program for more detailed information and locations. \*\*Indicates section activities. These are given in more detail.*

#### **Saturday, August 8**

**10:30 - 12:10: Regular Session. From Actors to Groups, and Back: Networks, Norms and Behavior**

**2:30 - 4:10: Regular Session. Behavior Meanings and Morality**

**4:30 - 6:10: Theory Section Paper Session. Theory Section Mini-Conference. Issues in Micro Theory**

**\*\*4:30 - 6:10: Regular Session. Microsociologies**

**\*\*6:30 - 8:10: Section Reception (Joint Reception with the Sociology of Emotions Section)**

#### **Sunday, August 9**

**\*\*8:30 - 10:10: Social Psychology Paper Session. Theory-Driven Practice**

Organizer: Deborah Carr

Presider: Ellen M. Granberg

"Promoting the Social Competence of Children and Adolescents: A Research

Review." Steven R. Rose

"Race Sensitive Choices by Police Officers in Traffic Stop Encounters: Three Conceptual Models." Christopher C. Barnum, Robert Louis Perfetti

"Resistance to Equal Opportunity: The Threat of Affirmative Action to Beliefs, Privileges and Interaction Norms." Justine Eatenson Tinkler

"Identity and the Development of Trust and Commitment in the Context of Tanzanian AIDS Epidemic" Megan Klein Hattori

"Yellow with Green Dots: Healthcare Administrators' Views on Changing Demographics in New Destinations" Sarah E. Cribbs

**\*\*10:30 - 12:10: Refereed Roundtables (Co-sponsored with Sociology of Emotions Section)**

Organizer: Alicia D. Cast and Jeffrey W. Lucas

Table 1. Affect

Table 2. Emotion at Work

Table 3. Group Processes and Collective Behavior

Table 4. Identities in Practice

Table 5. Managing Emotions and Identity

Table 6. Networks of Status and Exchange

Table 7. Social Psychology and Health

Table 8. Social Psychology and Risk Perception

Table 9. Social Structure and social Psychology

Continued on Page 7  
See ASA Program Continued

## Social Psychologists Win Major Awards

Although these awards have been announced previously, we want to recognize two leaders in our section who have received high honors this year for their contributions to sociology. Cecilia Ridgeway has been awarded the Jesse Bernard Award. The Jesse Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society.

Sheldon Stryker was the recipient of the WEB Dubois Award for a Career of Distinguished Scholarship. The W.E.B. DuBois Career of Distinguished Scholarship Award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. Work may include theoretical and/or methodological contributions and substantially reorients the field in general or in a particular subfield.

Congratulations to both of them! Be sure to attend the awards ceremony at the August 2009 ASA meetings this year in San Francisco.

## Election Results for New Section Officers

The results of our section election have been announced on the website but we also recognize them here.

**Chair-Elect:** Jane D. McLeod, Indiana University  
**Council Members:** Shelley Correll, Stanford University; Rebecca J. Erickson, The University of Akron

**Student Representative:** Celeste Campos, University of Iowa

New officers will assume their positions after the business meeting at the August 2009 ASA meetings in San Francisco.

## VOICES CONTINUED

college. Then, I took my first pharmacy course and *hated* it—it was boring, rote memorization. I took a sociology course (my first) simply to get as far away from pharmacy as I could. I quickly took other sociology courses and became more and more interested in the field. Late in my junior year I changed my major to sociology (my minor was in chemistry). My intention at that time was not to become an academic, however, but rather to somehow use sociology to save the world — after all, this was the late sixties!

Graduate school changed all of that. I entered graduate school planning to get a terminal M.A. degree, to specialize in juvenile delinquency, and to pursue a nonacademic career of some sort. By the end of my first year in graduate school, my career goals were entirely different. I had decided to obtain a Ph.D., to pursue an academic career in research and teaching, and to specialize in social psychology. I discovered I loved research (probably related to my love of science, more generally), and I never took a single course in juvenile delinquency or criminology.

My career goals were strengthened further, oddly enough, by two years that I spent working in Washington, D.C., after obtaining my M.A. my first year in graduate school (I was married at that time to a law student attending Georgetown University, and we were taking turns getting our degrees). I worked as an analyst in the Research Office at the American Council of Education, conducting longitudinal survey research on college impact on students, with a fabulous group of sociologists, psychologists, and economists — a truly wonderful experience that both matured me as a social scientist and confirmed that it really was an academic career that I wanted. I then returned to Chapel Hill and completed my Ph.D. in 1976, specializing in social psychology and, secondarily, in the sociology of education (which I taught for a few years but never pursued further).

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

**LDM:** In graduate school my mentor, James Wiggins, introduced me to social exchange theory, behavioral sociology, and the work of Richard Emerson. My dissertation was an experimental test of a theory of the development of social exchange in dyadic relations, and I have been a social exchange theorist and an

experimental researcher ever since.

My first job was at Emory University, where I served on the faculty for 12 years. I obtained a small NIMH grant my first year and set up a laboratory for the study of dyadic exchange relations, using electromechanical relay circuitry (which I had learned to wire in graduate school) to run lights and counters and record button presses on “human test consoles.” The transition to a computerized laboratory gradually followed.

Changes in my sociological interests have been modest ones, all variations on my enduring interest in the experimental analysis of theories of social exchange. My early years were devoted to studying the establishment, maintenance, and change of dyadic exchange relations. I later became interested in power and inequality, like so many of my colleagues, and concerns with power and injustice dominated my research for many years. In the last 10 years I’ve shifted to studying how different forms of exchange, with different structures of reciprocity, affect the emergence of integrative bonds of trust, affect, and solidarity, but power and justice have remained part of that work.

**KJK:** *Are you married? Do you have kids? If yes to either, how did you manage high productivity with competing family demands?*

**LDM:** I am not married (my earlier marriage ended in divorce in 1981), but I have been with my partner, Bill Dixon (a political scientist), for over 25 years. We don’t have children, but we do have two much loved and very spoiled Siamese cats. Being part of an academic couple has helped my career in many ways, because we support and understand each other’s work.

**KJK:** *Can you tell us a little bit about your private life—for example, do you play bridge, sail, do country line dancing, or have other hobbies and interests besides sociology?*

**LDM:** I enjoy reading British mysteries, watching old movies, attending the theater, dining out, taking long walks, and spending

time with my cats. My most recent hobby is a fish pond and watergarden that we added to our yard a year ago. I also love to travel, especially to Europe.

**KJK:** *Please reflect on how you see the current state of social psychology. Where do you think it is going, and is it going in the right direction?*

**LDM:** A few years ago I participated in an intergenerational panel on the “Future of Social Psychology” at the Pacific Sociological Association meetings. I think my comments then still hold: I greatly appreciate the theoretical and methodological diversity that characterizes our field, but I would like to see more of the “sociological” in sociological social psychology. Our field has been moving in a more psychological direction for some time now, with increased emphasis on cognitive processes and emotions, and I’d like to see us balance that work with greater emphasis on social structures, social relationships, and collectivities. I’d also

“I would urge new graduate students to give themselves time to explore different areas and methods of sociology before settling on a field of specialization - the discipline is so much broader than any of us realize as undergraduate students.”

like to see us actively work at linking our theories with those of other, more macro fields of sociology. I’m pleased to see a number of efforts in that direction quite recently, and I believe it is one of the things that will help our field continue to grow and remain vibrant and relevant in sociology.

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

**LDM:** I have one piece of advice for beginning graduate students, and a second for advanced graduate students and assistant professors. I would urge new graduate students to give themselves time to explore different areas and methods of sociology before settling on a field of specialization — the discipline is so much broader than any of us realize (or are introduced to) as undergraduate students. For advanced graduate students and assistant professors, I would advise finding a theoretical or substantive problem that is deep and broad enough, and fascinating to you, to form a research agenda that you can pursue for at least 4-5 years and that will produce a coherent, cumulative body of work by tenure time.

# Shank Wins Graduate Student Paper Award

Alicia D. Cast

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The Graduate Student Affairs Committee is pleased to announce that Daniel B. Shank of the University of Georgia is the 2009 award winner for his paper entitled "Perceived Justice of Coercive Computers." This paper makes an important contribution to research on human-technology interaction by examining perceptions of the justness of computer behavior. To examine this, Shank conducted an experiment in which he manipulated exchange partner identity as a computer or human and analyzed reactions to the interaction. Results suggest that when coercive power was not used, computer or human identity and subject's gender do not affect perceptions of justice. When coercive power was used, however, computers were perceived as more just than humans. Perceptions of injustice with a human partner led to increases in resistance and retaliation.

The abstract for his paper follows:

*"Human-computer interaction has become a normative part of modern social life and, although social in nature, these interactions have been underresearched by sociologists. A specific area of interest is how computer's behavior, specifically coercion, is perceived to be just or unjust, and how this affects responses to them.*

*In this paper I conduct a reciprocal social exchange experiment where previous research indicates a coercive strategy will decrease perceived procedural justice which leads to the behavioral responses of resistance and retaliation. I manipulate the exchange partners' identity as a computer or human and analyze computer or human identity and subject's gender as potential antecedents to perceived procedural justice. The data show that when coercive power was not used, computer or human identity and subject's gender make no difference in perceived justice. Yet when coercive power was used, the exchange partner was rated less just with both partner's identity and subject's gender moderating this effect. Coercive behavior enacted by computers was perceived as more just than the same behavior enacted by humans. These decreases in perceived procedural justice led to an increase in resistance and retaliation. Real world examples are discussed with suggestions for a social theory of human-technology*

*interaction."*

Committee members Alicia Cast (Iowa State University), Richard T. Serpe (Kent State University), Jessica L. Collett (University of Notre Dame), David E. Rohall (Western Illinois University), and Barret Michalec (Emory University) reviewed a total of thirty-one papers and found that this paper made the most contribution in terms of theory, substantive focus, methodological approach, and compelling findings. Please plan on attending the presentation of the award at the



Photo Credit: The University of Georgia Sociology Department

section Business Meeting in San Francisco. (The Business Meeting will be held on Sunday, August 9 from 3:30 to 4:10 at the San Francisco Hilton, and follows the Cooley-Mead address by this year's winner, Dr. Linda Molm.)

## NOMINATE GRAD STUDENTS

Do you know a graduate student who would be a good candidate to profile?  
Submit your nominations to the new newsletter editor(s).

### New Book of the Issue

*The Rewards of Punishment* by Christine Horne

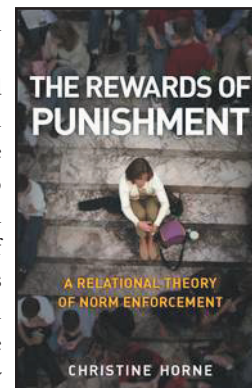
Christine Horne  
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*The Rewards of Punishment* describes a new theory of social norms that explains why people punish. Identifying mechanisms that link interdependence with norm enforcement, it shows how social

relations lead individuals to enforce norms, even when doing so makes little apparent sense. The theory is supported by evidence from a series of laboratory experiments. In addition to describing the experimental evidence, the book explores the implications of the theory for substantive issues including norms regulating sex,

crime, and international human rights.

The book is intended for scholars interested in social norms. It will be of particular interest to members of the social psychology section of the ASA. The book is concise and written in non-technical language – making it potentially useful for courses that address norms or social dilemmas. In addition, it provides an example



of a research program that systematically develops and tests theory using experimental methods, and then applies the theory to naturally occurring settings. The book could therefore be useful in methods and theory courses, and for graduate students beginning their own research programs.

**ASA PROGRAM CONTINUED**

Table 10. Status in Groups

Table 11. Status Processes

Table 12. Potpourri

**\*\*12:30 – 2:10: Section on Social Psychology Invited Session. Social Psychology: Processes Underlying Dynamics**

Organizer and Presider: Melissa A. Milkie

“The Importance of Culture for Understanding Group Differences in Health and Emotion.” Robin W. Simon.

“Dual-Process Dynamics: Cultural and Social Psychological Approaches to Morality.” Steven Hitlin

“Social Psychological Processes as Mechanisms for the Explanation of Cultural Phenomena.” Omar A. Lizardo

Discussant: Garry Alan Fine

**\*\*2:30 – 3:30: Social Psychology Section Cooley-Mead Award Ceremony**Cooley-Mead Award presentation and address: *Linda Molm*, “The Structure of Reciprocity”**\*\*3:30 – 4:10: Section on Social Psychology Business Meeting****Monday, August 10****\*\*10:30 – 12:10: Section on Social Psychology Invited Session. Social Psychology: Processes Underlying Stratification**

Organizer and Presider: Shelley J. Correll

“Race Attitudes and the Maintenance of Inequality. Do They Matter and Why?.” Lawrence D. Bobo.

“Social Exclusion and Stratification.” Jane D. McLeod

“Race, Crime, and Processes of Inequality.” Devah Pager

“Why the Micro-dynamics of Status and Difference Matter.” Cecilia Ridgeway

**4:30 – 6:10: Regular Session. Social Structure and Personality: Values, Self-Efficacy, and Well-Being**

## CALL FOR SUBMISSIONS

The section membership will be notified when new editors have been appointed and a call for submissions will be announced. You may also check the section website at <http://www.ssc.wisc.edu/socpsych/ASA/> for the most current information.

## Annual Symposium on Family Issues

“Biosocial Research Contributions to Understanding Family Processes and Problems,” is the title of Penn State’s 17th Annual Symposium on Family Issues. The conference will take place October 8-9, 2009 on Penn State’s University Park campus.

Alan Booth, Distinguished Professor of Sociology, Demography, and Family Studies, explains, “Conceptual shifts and technological breakthroughs have placed new emphasis on the importance of combining nature and nurture to understand family processes and problems. The link between biology and behavior is no longer regarded as a simple, unidirectional, cause and effect process.” Today’s researchers emphasize bi-directional relations between physiological processes and behavior, processes that operate in the context of previous experience and the demands of a multi-layered ecology. Booth explains, “Biological factors mediate and moderate behavioral adaptation to a range of environmental challenges. At the same time, environmental challenges and behavioral responses affect biological processes.” Family relationships are at the intersection of many biological and environmental influences.

The goal of this symposium is to stimulate conversation among scholars who construct and use biosocial models, as well as among those who want to know more about biosocial processes. Researchers interested in both biological and social/environmental influences on behavior, health, and development will be represented, including researchers whose work emphasizes behavioral endocrinology, behavior genetics, neuroscience, evolutionary psychology, sociology, demography, anthropology, economics,

and psychology. Sixteen symposium presenters will consider physiological and social environmental influences on parenting and early childhood development, followed by adolescent adjustment, and family formation. Finally, factors that influence how families adapt to social inequalities will be examined.

Lead speakers include: Alison Fleming, University of Toronto at Mississauga, Jenae Neiderhiser, Penn State, Steven Gangestad, University of New Mexico, and Guang Guo, University of North Carolina, Chapel Hill. For a complete list of presenters and to register, visit <http://www.pop.psu.edu/events/symposium/2009.htm>. The Symposium is supported by a grant from the Eunice Kennedy Shriver National Institute for Child Health and Human Development.

## Annual Group Processes Conference

The annual Group Processes Conference will be held Friday, August 7th at the Hilton Hotel. For those who are not already on the Group Processes Conference email list, you may contact Gretchen Peterson ([gpeters@calstatela.edu](mailto:gpeters@calstatela.edu)) to be added for future information about the conferences.

If you have not already done so, and you are interested in registering, please submit your registration for the conference as soon as possible. To facilitate planning, first send an email to one of the organizers (see the website listed below) indicating your intention to attend. Registration forms and checks (made payable to Robb Willer) may be sent to Robb Willer, 410 Barrows Hall, University of California, Berkeley, CA 94720.

This year, registration fees are \$85 for faculty and \$45 for students. The conference website is posted at the following address: <http://www.calstatela.edu/academic/soc/gphome.htm>

## CHAIR'S REMARKS CONTINUED

To ensure a full understanding of these forms of social behavior, many social psychologists are bridging their work to theorizing and research in other sub-disciplines of sociology. The social psychology section program for the ASA meetings this year highlights this bridging. (The Newsletter lists the full contents of the section's sessions.) Of the three regular section sessions, two include invited panelists whose work represents the integration or juxtaposition of social psychology and culture or stratification. Melissa Milkie has organized a session on social psychological processes underlying cultural dynamics and Shelley Correll has done the same for social psychological processes underlying stratification. In constituting the open paper session on theory-driven practice, Deborah Carr selected papers that illustrate how social psychological theorizing helps to understand issues of adolescence, race, health, and more. And, in joining with the Emotions section, our roundtable session (organized by Jeff Lucas and Alicia Cast) includes a wide variety of

papers representing various branches within social psychology and emotions. I am deeply grateful to the organizers of these sessions for supporting my theme for the section program, for soliciting panelists, and for reading paper submissions.

In addition, the 2009 Cooley-Mead Award recipient, Linda Molm, will present on "The Structure of Reciprocity." Her talk will precede the annual section business meeting, at which time I will verbally and in person, I hope, be able to thank the many section members who served on committees this year. Foremost among these are Cecilia Ridgeway, who chaired the Cooley-Mead Award committee, Alicia Cast, who took on the arduous task of organizing for review the near-record number of submissions for the Graduate Student Award (see related Newsletter article), and Christine Horne, who headed the Nominations Committee. Thanks also go to Carmi Schooler, who once again chaired our Professional Affairs Committee (and once again we are grateful that no issues arose), and Michael Flaherty, the section's SSSI Liaison. And, I appreciate the work of Robb

Willer and Rob Parker in helping with local arrangements for section activities. Given the willingness – eagerness even – of so many talented people to assist with the section's endeavors, it has been a pleasure to serve as chair. I expect that the incoming chair, Dawn Robinson, and chair elect, Jane McLeod, will have a similar experience.

My experience in London this summer was – thankfully -- not at all as eventful of that of 2005. The experiences of four years ago, however, were unforgotten. I was, admittedly, a bit more reverent when I crossed Tavistock Square; I silently lectured myself every time I got on the "tube" at King's Cross station about the low probability of terrorist attacks; and I observed that Londoners appeared to "carry on" as they did four years ago (there are, however, many more bicyclists -- whether as a result of an effort to avoid public transportation, "go green," or enhance health through exercise, I do not know). "Carrying on" may be engrained in British culture, but the way in which they do it may be forever changed as a result of the events of the summer of 2005.



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# 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.