

Social Psychology

Newsletter of the Social Psychology Section of the
American Sociological Association



Remarks from the Chair

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I am delighted to report that the Section on Social Psychology is in excellent condition. We boast 634

members as of September 30th, a very strong showing in a year of declining ASA memberships. As noteworthy, 83 people attended the business meeting in August. We may be among the very few sections that can pack a room to discuss by-laws revisions and the like, the draw of Peggy Thoits' outstanding Cooley-Mead address notwithstanding. That's what I call commitment!

As pleased as we should be with the continued health of the section, I think that we can do even more to boost our profile within sociology. The perceived marginalization of social psychology is a common topic of conversation at the annual meeting. I suspect that all of us can identify examples of implicit social psychological theories in mainstream sociological research that are not grounded in the relevant social psychological literatures. While there may someday be a "glorious triumph" in this (to borrow from our outgoing *Social Psychology Quarterly* editor), it seems more like a "mysterious disappearance" at the moment. This should concern all of us, regardless of our theoretical and methodological orientations. When scholars fail to recognize the social psychological underpinnings of their work, both social psychology and the discipline lose. My goal for the coming year is to promote greater recognition of the contributions of social psychology to sociology.

Achieving this goal requires that we look both outward and inward—outward to embrace social psychological research

throughout the discipline, inward to revitalize our collective identity and sense of purpose. The sessions for the 2011 meeting are designed to encourage both. We will offer two co-sponsored sessions, one with the Section on the Sociology of Mental Health (organized by the 2010 Cooley-Mead Award recipient, Peggy Thoits) and one with the Section on Crime, Law, and Deviance (organized by Ross Matsueda). These sessions will highlight the relevance of social psychological theories and research to understanding major social issues. We will also offer two invited sessions. The first, organized by Doug Maynard, is on "Managing Conflict in Settings of Everyday Life: Interaction and Practices." It will feature the work of social psychologists from diverse theoretical and methodological traditions all of whom focus on conflict in interpersonal interaction. (You may recall that the theme of the 2011 meeting is "Social Conflict: Multiple Dimensions and Arenas"). The second, organized by Cecilia Ridgeway, is on "The Future of the 'Faces' of Social Psychology." Panelists will offer comments about the current varieties of sociological social psychology; how they relate to one another as well as how the whole enterprise of social psychology is perceived by the broader discipline. The final two sessions include an open paper session on "New Directions in Social Psychology," organized by Alicia Cast, and our annual roundtable session, co-sponsored with the Section on Emotions and co-organized by Justine Tinkler and Christopher Moore. Please see the feature on the open sessions for submission details. I would also like to draw your attention to an ASA-

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sponsored Thematic Session on "Macro-processes and Micro-orders: Mechanisms of Intergroup Conflict" that will feature presentations by Ed Lawler, Larry Bobo, Elijah Anderson, and Kathleen Blee. The goal of the session is to bring together scholars of intergroup conflict from diverse intellectual and methodological

Note From the Editors

Greetings!
Welcome to
the Fall

2010 of the Social Psychology Newsletter. This is our first edition as co-editors together. We want to thank Shirley Keeton for all of her hard work on the previous editions. As Christabel and Shirley said in their first issue as co-editors, the newsletter will be a work in-progress for several issues while we figure out the software and firm up our plans for content. We plan to follow the same way that Christabel and Shirley had used: Christabel will serve as the primary liaison for contributors and section members and Laura will have primary responsibility for design and construction.

In this issue we are introducing several new columns, the first of which is *Research Spotlight* (p. 10). In this column we would like submissions about works in progress, preliminary findings, research problems that would benefit from feedback, links to publically available data, emerging issues with Institutional Review Boards, or similar issues. We ask that you keep submissions brief (no more than 500 words); Please include your contact information, if you are seeking feedback. In this issue, Abby Reiter is asking for guidance in her research on the social identity characteristics of teacher educators.

In *Voices of Experience* (p. 3-4, 16) you can learn more about Barry Markovsky. The *Voices of Experience* interviews focus on senior and emeritus members of the section who have been influential in social psychology. We use a telephone interview format where Christabel transcribes the interviewee's responses, and the transcript is shared with the person being profiled so that s/he may clarify or refine responses. We are currently looking for nominations for future *Voices of Experience*.

This month in the *Graduate Student Profiles* (p. 5-6), we are spotlighting two social psychologists who are currently on the job market—Vernon A. Woodley (University of Iowa) and Dena T. Smith (Rutgers University). Allison Cantwell (University of California, Riverside) and Erica Siegel (University of Wisconsin) will be included in the spring newsletter, but we have room for one more. If you know of someone who is either a graduate student or a postdoctoral fellow, please let us know. Don't be shy, it is fine to nominate yourself!

In the *Congratulatory Notes* (p. 8) we list the numerous reasons to celebrate the accomplishments of section members. Another new column that we are introducing this issue is the *Teaching Corner* (p. 9). We have some fascinating submissions by David Orzechowicz and Nicole Civettini that could be incorporated into our courses. For the *Teaching Corner* we seek descriptions of class activities/books/films for use in undergraduate

social psychology or group processes classes or general tips and strategies for teaching at both the graduate and undergraduate level. Again, we ask for you to keep your submissions brief (no more than 500-750 words).

Then we have our final new edition to the newsletter, *Bookshelf Notes* (p. 10) in which Karen Hegvedt highlights a new book release—*Handbook of Social Psychology* (5th edition) which is edited by Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey. For this column, we would like recommendations for classic or new works that should be in the personal library of social psychologists. We welcome suggestions for titles of your own works or those of others, along with a few sentences about why you view the book as essential or how it has been useful to you. We also highlight three recent (and forthcoming) books in *Book News* (p. 11-12): *Neurosociology: The Nexus between Neuroscience and Social Psychology* (David Franks), *Counted Out: Same-Sex Relations and Americans' Definitions of Family* (Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman) and *The Textures of Time: Agency and Temporal Experience* (Michael Flaherty).

We wrap up the issue with lots of information about various conferences, the Graduate Student Paper Award and the *Handbook of Social Psychology*. If you know of an upcoming conference of interest to section members please let us know. Do you know the history behind a particular conference? We would like to include that with announcements when possible. On the subject of conferences, we would also like to publish photos and happenings of conferences that members attend. We will be publishing photos from the 2010 American Sociological Association Meetings in the spring issue.

The deadline for submissions for the spring issue is **March 4, 2011**. Have you seen an interesting idea for the newsletter from another venue or do you have a great new idea for the newsletter, if so contact Christabel at crogalin@pnc.edu. We are open to your suggestions!

- Christabel Rogalin (Purdue University North Central) and Laura Aufderhiede Brashears (Cornell University)





Voices of Experience:

Barry Markovsky, University of South Carolina

What life experiences have contributed to your interest in social psychology in general and/or your specific research areas?

I can definitely trace my academic interests to early experiences in my life. I was born in 1956 and raised with an older brother in a lower-middle-class family outside Boston. I started becoming aware of the world around me during a time of social upheaval and transformation: the cold war and the nuclear arms race, the dawn of the space age, the rise of rock & roll music, the civil rights movement, the sexual revolution, the women's liberation movement, and so on. Change was the norm.

At the same time, I was a shy and introspective kid, and felt quite the little oddball in my own family. I probably had more than the usual adolescent dose of feeling like an alien looking in from the outside, or sometimes feeling like an actor in a play. Ironically, starting in my junior in high school I began trying out for plays and musicals to help me address the shyness and also a fear of public speaking. I was actually very successful at that and even continued it into college—one of the best choices I ever made, despite resistance from my parents who thought it was pretty weird.

As for research interests, I've had

quite few. Apart from the desire to do work that's interesting, creative, useful and sound, I'm not aware of any more specific agenda that unifies those interests. Agendas and perspectives are constraining and potentially misleading. I honestly never adopted any particular sociological perspective or "ism," a True Believer in nothing except that the scientific method is our best hope for developing reliable and valid knowledge of the social universe. Given that, I think that some compelling theories are formal and some are informal; sometimes appropriate methods are quantitative and sometimes they are qualitative; interesting phenomena happen both at micro levels and at macro levels. My choices as to what projects to pursue are influenced by several things: personal experiences and concerns, mentors' interests, available resources, conversations and collaborations with students and colleagues, reading books from other fields, and so on.

Where did you spend the early part of your sociological career (first as a student and then as faculty)? How have your specific interests in sociology changed over time?

I began college as a psychology major, but took just as many sociology classes from the outset. Social psychology was the natural bridge, and there was a good strong group of social psychologists in the psych

department at University of Massachusetts, Amherst where I attended college. Seymour Berger, George Levinger and Jim Averill were all mentors. In sociology I received a nice introduction to symbolic interactionism from Jack Hewitt, deviance and criminology from Tony Harris, and research methods and statistics from Jim Wright and Pete Rossi. I loved college and I think that I probably distinguished myself not (at all) as a brilliant or sophisticated student, but as interested, engaged and hard-working.

I ended up enrolling in the honors program and conducted thesis projects in both psychology and sociology. Although UMass is a mega-university, by the time I was a junior I had exclusive access to my advisor's well-equipped psychophysiological laboratory, and in sociology I was helping to TA a methods course and shared an office with graduate students.

Nobody else in my family went to college. I still remember the phone conversation when I told my parents I was doing well in school, learning a lot, and thinking about applying to graduate schools. They didn't get it. They just assumed I'd graduate and find a job somewhere. I had no academic role models in my life, and I didn't really know where I might be heading. I did know that I wanted to keep learning, and I heard that the better grad schools will help pay your way if you're good. My advisors seemed almost as skeptical of my grad school aspirations as my parents, but they wrote their reference letters and I finished my theses in time to graduate a semester early,³ work and save some money.

I only applied to three graduate programs in sociology and one in psychology. I also applied for an NSF Graduate Fellowship, which I knew was a long-shot. I was living in Eugene, Oregon while awaiting those decisions, working awful jobs like stocking shelves in a record store and waiting tables. Spring finally came and I learned that all four programs accepted me. Even better, NSF offered me the fellowship, making me all the more desirable to those four grad programs. That was an incredible time for me. I had real doubts about getting into graduate school, and real fears that I would be stuck working unfulfilling jobs. Then all of a sudden grad programs were recruiting ME! After nine months of drudge work, I was ready to give grad school all I had. With apologies to my mentors, I chose to go to Stanford not because of who was there, but because it was the smallest of the four programs, a very high proportion of its students completed their Ph.D.'s, and I knew they had a good reputation in social psychology. Palo Alto also seemed like it would be a nice place to live for a while.

I had so many great influences at Stanford. My earliest included Pat Barchas who was blazing trails in socio-physiology, and Barbara Rosenblum who was making a name for herself in symbolic interactionist and ethnographic circles. I also learned statistics from Mike Hannan, organizations from Dick Scott, theory from Buzz Zelditch, and theory construction from Bernie Cohen. Later on I developed a project with Joe Berger. Despite all these wonderful influences, I can't say that I ever developed a strong tie with any faculty member. I regret this, and don't recommend it to students. I was hard-working and autonomous, but simply not very assertive or confident. Still, along the way, I gained deeper respect and appreciation for a variety of subject areas and methodological approaches.

I moved relatively quickly through the grad program, but largely under the radar. I wasn't flashy and did not have

much interaction with faculty, mainly due to the old lack of confidence. That had a real downside. For instance, when I interviewed for a faculty position at University of Washington I was just 25, a third-year student still in the early stages of my dissertation, completely uncoached in the Art of the Interview. It was a useful experience, but very humbling to say the least. A year later I was finished with the dissertation and a little better prepared to interview. The job market then was horrific and I only had two interviews. One of them was at the University of Iowa.

My professional socialization continued at Iowa, thanks especially to my colleagues Jae Kim, Ed Lawler and Chuck Mueller, each in their own way showing me what it meant to be a working sociologist. My main interests coming out of grad school included justice perceptions, status processes and theory construction. I think I was quickly labeled an experimentalist, but I'm actually a multi-methodologist. "Experimentalist" is a rather misunderstood and deviant identity in sociology, and so that's the one that tends to stick. On the other hand, I think that some of my best empirical publications are based on experiments, so I wear the label with some pride.

I was also labeled early on as having a kind of fetish with formal theory. That's based on a misunderstanding and I don't accept that characterization at all. I've believed since grad school that our job is to invent new theories and/or to strengthen existing ones, this accomplished through an endless process of testing and revising. Since well-tested formal theories don't spring fully-formed out of the minds of sociologists, and since many of our field's most interesting theoretical ideas are not formalized, demeaning or outright

rejecting non-formal theories is counter-productive. On the other hand, I believe in being very tough on our theories. We should always treat them as provisional, always regard them with a measure of skepticism, always try to make them better insofar as clarifying their terms and arguments for the benefit of others and subjecting them to the strongest possible attempts to disprove them. On the theoretical side, formalization is the best tool we have for accomplishing these things. But you have to evaluate a theory in the context of its level of development and that of its alternatives. If there are no formalized alternatives or predecessors to a theory, then merely defining a single key term may be a valuable incremental improvement.

What is your current (or recent) research focus?

These days my time and my mind are mainly occupied with three projects. I'm working with Chris Barnum (former student from Iowa and now on the faculty at St. Ambrose College) on an NSF-funded project that bridges social identity and status characteristics theories. Jennifer McLeer is serving as graduate assistant, and also working on her own status-related NSF-funded dissertation project. I'm also working with another of our grad students, Nick Berigan, on a second NSF grant project, that one dealing with perceptions of justice in public goods settings.

I'm especially excited about a third project, a long-term collaborative endeavor that combines several of my interests. Eventually I want to help establish a dynamic, on-line toolkit and library for building and sharing "modular" sociological theories. My hope is to make this "Wikitheoria" rewarding and enjoyable to use so people will contribute to the library, improve on existing modules and, most importantly, be able to locate and assemble components in ways that help to solve real-world problems. I know how pie-in-the-sky that sounds at this point, but obviously there's a lot more to it and a lot of work to be done. I'm currently developing the system with a colleague in Computer Science and ⁴

Voices of Experience

Graduate Student Profile: Vernon A. Woodley, University of Iowa

Dissertation Title: *Gender in the Workplace: The Effects of Networks and Status in Team-Structured Organizations*

Email: vernon-woodley@uiowa.edu



Vernon A. Woodley is a PhD candidate in the Department of Sociology at the University of Iowa with emphasis in complex organizations and social psychology. Vernon draws on

theories and research in organizations, social networks and social psychology to examine two substantive issues that affect women and minorities social position: workplace inequality and teen sexual attitudes and behavior.

Vernon's dissertation "Gender in the Workplace: The Effects of Networks and Status in Team-Structured Organizations" addresses the broader issue of employee involvement and reward distribution. Specifically, Vernon examines how the now widespread use of project teams in work organizations affects women's networks, earnings, satisfaction and mobility. Scholars have studied how changes in the organization of work affect employees, but the arguments and results have been largely contradictory. On the one hand, some researchers suggest that changes in the structure of work that emphasize employee involvement, such as the use of self-managing project teams, could potentially improve women and minorities opportunities and career outcomes. However, there is currently little empirical evidence to support this argument. On the other hand, social psychologists have generally shown that, because of cultural beliefs about women and minorities competence relative to

white men, they are less likely to occupy leadership positions even in project teams. From this perspective, then, simply organizing workers into teams is unlikely to reduce ascriptive inequality in the workplace.

One way in which, scholars suggest that women and minorities may benefit from the use of teams is through expansion of their personal networks. However, researchers have yet to examine the structure of employees' personal networks in organizations that use teams. Vernon's research fills a gap in the literature by analyzing the structure and effects of men's and women's personal networks in the investments division of a multinational insurance company that uses project teams. His study consisted of a survey, six months of weekly team observations, and in-depth interviews with the four senior managers and twenty-five randomly selected nonmanagerial employees.

Vernon's research recently earned him a research fellowship from Rutgers University School of Management and Labor Relations. He was also named as a finalist for a dissertation proposal award from the Aspen Institute Center for Business Education, and will be recognized at the Aspen Institute Annual Business Forum in New York at the end of October. Vernon is also conducting research with faculty at Rutgers University, looking at the impact of teams on women and minorities in employee owned companies, using data from the National Bureau of Economic Research. He currently has two coauthored and one sole author paper under review.

Graduate Student Profile

Graduate Student Profile: Dena T. Smith, Rutgers University**Dissertation Title:** *On the Boundaries between Meaning-making and Medicalization in Contemporary American Psychiatry***Email:** dsmith@sociology.rutgers.edu

Dena T. Smith is a doctoral candidate in Sociology at Rutgers University. She received her BA in Sociology and French in 2003 from Goucher College, where her undergraduate honors thesis involved interviews about experiences of 9/11 with residents of New York City and Washington, D.C. She discussed the perceptions of how America and Americans were changed by the terrorist attacks. She also used these data in her masters thesis, which further explored the collective memory of 9/11. Dena received her MA from Rutgers in 2006. Dena's interests lie in the sociology of mental health and illness, social psychology, cognitive sociology, sociology of psychiatry, medicine and health care, sociological theory and qualitative research methods. She has researched disparities in mental health care and the experience of mental illness based on race and gender and co-authored a chapter with Sarah Rosenfield in the Handbook for the Study of Mental Health: Social Contexts, Theories and Systems (2009), titled "Gender and Mental Health: Do Men and Women Have Different Amounts or Types of Problems?"

Dena's primary focus is on the social history of the mental health professions - particularly 20th century American Psychiatric constructions of illness and suffering. Her dissertation, to be completed in 2011, is titled "On the Boundaries between Meaning-making and Medicalization in Contemporary American Psychiatry." The project involves interviews with 40 psychiatrists, psychologists and psychoanalysts in and around New York City. The interviews speak to the state of contemporary psychiatric practice, the role of medication in treatment, the centrality of the medical model and the dwindling role of

psychoanalysis in treatment. Dena's recent work addresses the ways in which psychiatric and psychoanalytic training programs prevent doctors from experiencing cognitive dissonance

using what she calls *tacit strategies*. She has two manuscripts currently under review. The first describes the ways in which training institutes provide psychiatrists with a set of strategies for avoiding the tensions between medically-oriented and talk-based therapeutic treatments. In a profession dominated by medicine and biological thinking, psychiatrists who practice intensive talk therapy (which is largely at odds with the medical model) must have a method to avoid the experience of cognitive dissonance. The second paper addresses the medicalization of suffering in contemporary American Psychiatry and the need for a multidimensional analysis of suffering, which, Dena claims, sociology is uniquely situated to offer. Specifically, she suggests, the combination of micro and macro sociological approaches provides the best chance to truly understand and alleviate suffering.

Dena also has extensive teaching experience. She has taught Introduction to Sociology, Social Problems, Sociology of Deviant Behavior, Sociology of Mental Illness, Classical Sociological Theory and Expository Writing for the English Department at Rutgers. She is also prepared to teach Social Psychology and is interested in designing a curriculum on the social history of psychiatry. Dena is a founding co-editor of a graduate-student-run journal, *The Rutgers Journal of Sociology: Emerging Areas in Sociological Inquiry*, which will publish its first volume in 2011. She is also a News Editor for Sociology 6 Lens, a webpage for Sociology Compass.



Remarks from the Chair

(continued from page 1)

traditions to identify commonalities and strengthen linkages among these traditions. Please keep an eye out for this session when the Preliminary Program comes out—it is sure to be lively and engaging.

The sessions we have planned for the coming year extend the outstanding efforts of past section chairs to strengthen the ties between the section, sociologists outside the section, and external organizations. Dawn Robinson deserves special recognition for her efforts during the 2009-10 business year. Together with the Program Committee (Jody Clay-Warner, Jessica Collett, Omar Lizardo, Robin Simon, Reef Younggreen), she organized an outstanding set of sessions for the 2010 meeting that included co-sponsored sessions with the Section on Sociology of Culture and with Crime, Law, and Deviance, a session on the sociology of good and evil, an open session with a nice mix of work from junior and senior scholars, and the popular roundtables. Dawn also appointed the first External Affairs Committee to strengthen ties with other organizations, and shepherded through very necessary revisions to the procedures for our Nominations and Graduate Affairs committees. I also wish to thank the other departing Council members for their dedicated service to the Section: Amy Kroska (Secretary/Treasurer), Matthew Hunt, and Martha Foschi. Council service is not onerous but it does require a willingness to set other things aside when pressing matters arise and to think beyond one's narrow interests about how best to serve our diverse membership. Council members deserve our gratitude for their dedication.

The new council is busy at work on several items of business that were introduced at the business meeting: a proposal for a section publication award (with David Willer's help); a proposal to merge the Professional Affairs and External Affairs committees (from Linda Francis and Elaine Wethington); and a proposal to allow for additional members to be added to the Graduate Affairs committee. These proposals will come to membership for a vote this spring. Prior to the vote, the full proposals and their rationales will be posted on the Section website and publicized to Section members. Please feel free to contact council members with comments. They serve as your elected representatives and are eager to hear from you.

Let me close by acknowledging the important behind-the-scenes work that keeps our section running. Laura Aufderheide Brashears joins Christabel Rogalin as co-editor of the newsletter this fall. Putting together the newsletter is a big job; please let them know you appreciate what they do. Philip Brenner continues on as webmaster. If there is information you would like to see added to the section website, please send it to Phil (pbrenner@umich.edu) or me (jmcleod@indiana.edu) for consideration. You can see Phil's outstanding work at <http://www.ssc.wisc.edu/socpsych/ASA/index.html>.

Last but not least, I wish to express my deep personal gratitude to Gary Fine for his stewardship of *Social Psychology Quarterly* over the past four years. He introduced several innovations that energized the journal and brought it into the

digital age, including an increased web presence, SPQ Snaps, and video lectures. He published a "Bill of Rights for Authors" and worked assiduously to treat authors with respect and dignity. And, despite the long hours he logged, he made editing a journal seem like a lot of fun.

With that, I remind you that the section belongs to all of us; we are the community we create. Please do not hesitate to contact committee chairs, section officers, or me with ideas about how to keep our section strong, intellectually vibrant, and welcoming.

Renew Your Section Membership!

When you renew your ASA membership, please remember to renew your section membership, too! Dues are only \$12 for regular, \$10 for low-income, and \$5 for student members. Your membership helps the section sustain (and hopefully increase) the number of section sessions in the annual meetings. Your membership renewal will also allow you to continue receiving newsletters, participating in section activities, and voting in section elections. Please invite your students and colleagues to join the section, so we can keep growing. To encourage your students' participation, you can pay for their membership fees by filling out the application form in the last page of this newsletter.

If you are not already a member, you can join the section by filling out the same newsletter form or an online form at http://www.asanet.org/sections/fee_s.cfm. Section membership is available to all ASA members.

Congratulatory Notes

- **Mamadi Corra** received tenure and promotion to the rank of Associate Professor during the Spring of 2010, effective August 20, 2010.
- The *Handbook of Neurosociology*, edited by **David Franks** and **Jonathan Turner** is due to come out in the winter of 2012.
- **C. Lee Harrington** (Miami University – Oxford) and **Denise D. Bielby** (University of California – Santa Barbara) received a Top Paper Award from the International Communication Association's Division on Popular Communication for their article "A Life Course Perspective on Fandom," which appeared in the *International Journal of Cultural Studies* (2010).
- The *Handbook of the Sociology of Morality*, edited by **Steven Hitlin** (University of Iowa) and **Stephen Vaisey** (University of California, Berkeley) is due to come out this winter.
- **Layana Navarre-Jackson** (Ph.D. Candidate, University of Iowa) was awarded the Ballard and Seashore Dissertation-Year Fellowship by the University of Iowa for the 2010-2011 year.
- **Jonathan H. Turner** (University of California, Riverside) has been named a University Professor by the University of California Regents. Turner will be spotlighted for this award in the upcoming edition of *ASA Footnotes*.
- *Theoretical Principles of Sociology, Volume 2 on Microdynamics* by **Jonathan H. Turner** has been recently released. 2010, Springer: New York. (Volume 1 is on Macrodynamics and Volume 3 is on Mesodynamics).
- *The Problem with Emotions in Societies* by **Jonathan H. Turner** is now in press. 2010, New York: Routledge.
- **Monica Whitham** (Ph.D. Candidate) and **Professor Linda D. Molm** of the University of Arizona received a \$8,736 National Science Foundation Dissertation Improvement Grant for Whitham's Doctoral Dissertation Research *Social Identity, Cooperation, and Social Exchanges*.

2010-2011 Social Psychology Section Officers

Chair: Jane D. McLeod (Indiana University)

Chair-Elect: Brian Powell (Indiana University)

Past-Chair: Dawn Robinson (University of Georgia)

Secretary-Treasurer: Pamela Brayboy Jackson (Indiana University)

Council: Deborah Carr (Rutgers University), Shelley Correll (Stanford University), Rebecca Erickson (University of Akron), Will Kalkhoff (Kent State University), Timothy Owens (Kent State University), Robb Willer (University of California – Berkeley), Celeste Campos (University of Iowa)

Editors SPQ: Karen Hegtvedt and Cathy Johnson (Emory University)

Newsletter Editors: Christabel Rogalin (Purdue University North Central) and Laura Aufderheide Brashears (Cornell University)

Webmaster: Philip Brenner (University of Michigan)

2010-2011 Social Psychology Section Committee Members

Cooley-Mead Award Committee

Richard Serpe (Chair), Peter Callero, Karen Cook, Glen Elder, Dawn Robinson

Graduate Student Affairs Committee

Ellen Granberg (Chair), Jill Kiecolt, David Schaefer, Shane Sharp, Nikki Khanna Sherwin

Nominations Committee

Shane Thye (Chair), Karen Miller-Loessi, Doug Schrock, Mike Shanahan, Alec Watts

Membership Committee

Koji Ueno (Chair), Corey Fields, Pam Hunt, Daniel Shank

Program Committee

Jane McLeod (Chair); Alicia Cast, Doug Maynard, Cecilia Ridgeway, Peggy Thoits, Justine Tinkler (session organizers)

Professional Affairs Committee

Elaine Wethington (Chair)

External Affairs Committee

Linda Francis (Chair)

TEACHING CORNER

“Privileged Emotion Managers: The Case of Actors”

Social Psychology Quarterly has just loaded a very special video on their website. The video was designed to be used in conjunction with section member David Orzechowicz’s creative and thoughtful article, “Privileged Emotion Managers: The Case of Actors” (*Social Psychology Quarterly* 71, 2008, 143-56). This seventeen-minute teaching video can be used to supplement a discussion of David’s work or emotion management more generally. This may be the *first time* that a journal has provided a teaching video to supplement one of its articles. The

article is available at <http://www.asanet.org/journals/spq/actors.cfm>. Take a look. If you use this video in your teaching, please drop a note to Gary Alan Fine (outgoing *SPQ* editor) or Karen Hegtvedt and Cathryn Johnson (*SPQ*’s editors-designate) and let them know how it was used and with what effects. If you find this a success, it could be the first of many such video supplements in this or in other journals.

- David Orzechowicz, University of California, Davis

“Invention of Lying” (2009)

Description from the Production Notes (available at <http://the-invention-of-lying.warnerbros.com/>):

In a world without lies, everyone is a realist. Life is straightforward and simple. There is no imagination, no fiction, nothing that isn’t the absolute truth. So if you were the only person in the world who could lie, what would you do?

This film is a wonderful foray into impression management and the formation of an agreed-upon definition of the situation. Rather than showing students how we do these things, the film is a

demonstration of what would happen if we didn’t manage impressions and situations were defined literally and aloud, rather than negotiated. For example, in the opening scene, Anna (Jennifer Garner) straightforwardly expresses her dismay to her date Mark (Ricky Gervais) when he not only arrives early, having rudely interrupted her preparations, but is less attractive than she’d hoped. If you prefer not to show the entire film, the first 30 minutes are sufficient to establish an understanding of the film’s

premise and its effect on social life and will spur much discussion. Showing just the first 30 minutes also avoids the portion of the film where the world begins to view Mark as a religious prophet, which may be preferable for the purposes of a general social psychology course, as students tend to get hung up on the equation of religion with lies.

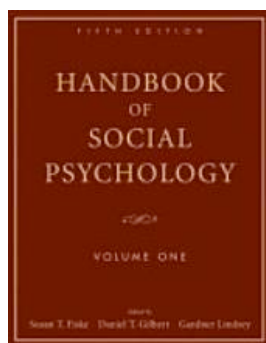
- Nicole Civettini, Winona State University
(Please email Nicole for a wonderful list of conversation starters to use after showing this film: ncivettini@winona.edu)

Research Spotlight

This work concerns the social identity characteristics of teacher educators, as they relate to these educators' levels of comfort while teaching future teachers about issues of diversity, which tend to be potentially sensitive topics. Although this research is probably more closely related to the fields of education and sociology, it has much potential to benefit from a social psychology lens. I'd appreciate any guidance as to where I might find relevant sources, related research, and other potentially useful information that will assist me in this work. Specifically, I'd like to examine the effect that certain characteristics of these teacher educators (race, sex, religion, sexuality, etc), have on their levels of comfort while teaching pre-service teachers about issues of diversity/multiculturalism (race, sex, class, religion, sexuality, etc). Any suggestions would be very helpful.

Abby Reiter, George Mason University Sociology (areiter12@gmail.com)

Bookshelf Note: *Handbook of Social Psychology (5th Edition)* edited by Susan T. Fiske, Daniel T. Gilbert, and Gardner Lindzey



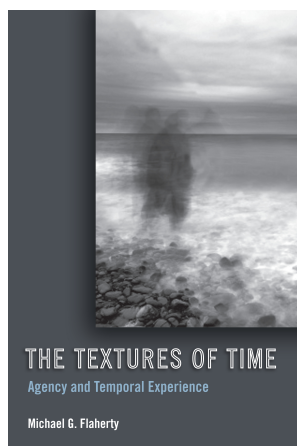
2010, John Wiley and Sons Inc.

The 5th edition of the seminal *Handbook of Social Psychology* (2010; John Wiley) hit the market last spring. Editors for this edition are Susan T. Fiske, Daniel T. Gilbert, and Gardner Lindzey, who was the founding editor of the *Handbook*, which was first published in 1935. (Lindzey passed away in 2008 at the age of 87.) The new edition is certainly a must-have reference book for libraries. And if space and finances allow, should

grace the shelves of all social psychologists. The two volumes contain 37 chapters, divided into three parts: The Science of Social Psychology; The Social Being; and The Social World. Chapters with a more sociological ring to them include: morality; interpersonal stratification – status, power and subordination; social justice; intergroup relations, and the like. Well-known scholars from the United States, The Netherlands, Scotland, and Canada contributed chapters.

- Karent A. Hegvedt, Emory University

New Book Release: *The Textures of Time: Agency and Temporal Experience* by Michael Flaherty



2011, Temple University Press.

Michael Flaherty is the author of a forthcoming book, *The Textures of Time: Agency and Temporal Experience* (Temple University Press, 2011). In this book, he examines how we alter or customize our experience of time and formulates a theory of agency. His analysis concerns the etiology of temporal experience through empirical study of the relationship between determinism and self-determination. This study reveals the different strategies we use to manipulate time along six dimensions: duration, frequency, sequence, timing, allocation, and stealing time.

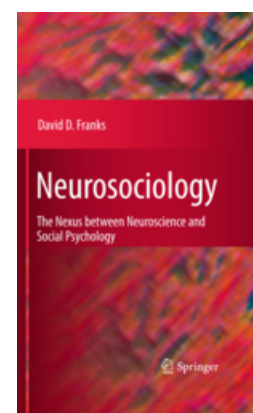
Using in-depth interviews with people from all walks of life, Flaherty unearths folk theories and practices, which he calls “time work,” that we use to construct circumstances in order to provoke desired forms of temporal experience. As such, time is not just inflicted on us; rather, its various textures result from our agentic intervention or efforts to create different forms of temporal experience. These first-person accounts highlight ongoing tensions between agency and determinism in social groups. The strategies he describes reveal the profound and inventive ways in which we manage our experience of time.

Recent Book Release: *Neurosociology: The Nexus between Neuroscience and Social Psychology* by David Franks

2010, New York, Dordrecht, Heidelberg, & London: Springer

This book will be of interest to many social psychologists because it presents difficult issues of reductionism, agency and free will in an entirely new light. It presents evidence of mirror neurons that support

the pragmatism of The Chicago Pragmatists and the critical importance of the “new unconscious” and how political structures manipulate the minds and emotions of their citizens. The social nature of the human brain is thoroughly documented and students should know about this as well as faculty.



Recent Book Release: *Counted Out: Same-Sex Relations and Americans' Definitions of Family*, by Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman

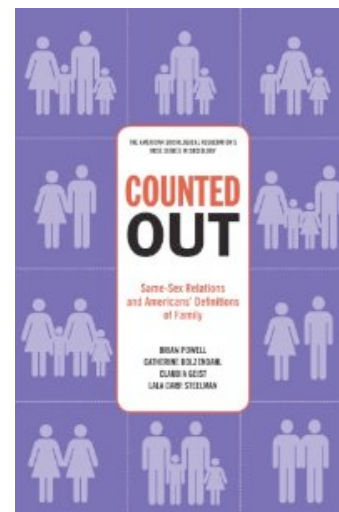
September 15, 2010, Russell Sage Foundation: New York. Part of the ASA's Rose Series in Sociology

BOOK DESCRIPTION: When state voters passed the California Marriage Protection Act (Proposition 8) in 2008, it restricted the definition of marriage to a legal union between a man and a woman. The act's passage further agitated an already roiling national debate about whether American notions of family could or should expand to include, for example, same-sex marriage, unmarried cohabitation, and gay adoption. But how do Americans really define family? The first study to explore this largely overlooked question, *Counted Out* examines currents in public opinion to assess their policy implications and predict how Americans' definitions of family may change in the future.

Counted Out broadens the scope of previous studies by moving beyond efforts to understand how Americans view their own families to examine the way Americans characterize the concept of family in general. The book reports on and analyzes the results of the authors' Constructing the Family

Surveys (2003 and 2006), which asked more than 1,500 people to explain their stances on a broad range of issues, including gay marriage and adoption, single parenthood, the influence of biological and social factors in child development, religious ideology, and the legal rights of unmarried partners. Not surprisingly, the authors find that the standard bearer for public conceptions of family continues to be a married, heterosexual couple with children. More than half of Americans also consider same-sex couples with children as family, and from 2003 to 2006 the percentages of those who believe so increased dramatically. Americans also are increasing their recognition of heterosexual cohabitating couples and same-sex couples without children as family. *Counted Out* shows that for most Americans, the boundaries around what they define as family are becoming more malleable with time.

Counted Out also identifies the extent to which these attitudes vary across social groups, are intertwined with religious and gender ideology, and are linked to the beliefs regarding the role of parenting, genetics, and other factors in shaping children's behaviors



and traits. In examining how Americans are making sense of, and in some cases are struggling with, changes in living arrangements in the United States, the authors make predictions regarding the likely changes in Americans' definitions over the next decade and discuss how Americans' responses should compel sociologists to reevaluate some of their own assumptions regarding family, gender, and social behavior.

Attention Graduate Students!!!

The Social Psychology Section of the ASA invites submissions for the Graduate Student Paper Award. The paper should be article length. Eligible papers include those that, between March 2010 and March 2011, were: submitted for a class, or seminar; filed as a thesis or dissertation; presented at a professional meeting; submitted or accepted for publication; pre-published on a journal website; published. Authors of eligible papers must be graduate students at the time of the paper submission. Authors may only submit one paper for consideration each year. Multi authored papers may be submitted if all authors are students, but the prize must be shared. The recipient(s) will receive financial support to attend the ASA meetings in August in Chicago where the prize will be awarded. Please send an electronic version of the paper by March 1, 2011 to: Ellen Granberg, Committee Chair, at granber@clemson.edu.

Handbook of Social Psychology, Second Edition?

The Handbook of Social Psychology was published in 2003, and is thus seven years old. It is a successor to two volumes published under the auspices of the Section, in 1981 and 1995. Thanks very much to all of you who contributed to the book and have used it.

The field of sociological social psychology has continued to grow, and the topics studied by researchers have continued to expand. The editor for the series of Handbooks in Sociology and Social Research, published by Springer, has asked me to consider preparing a second edition of the Handbook. As part of the process, I would like to get as much input as possible from the members of the Section.

The topic outline of the current edition is reproduced below. I welcome any and all comments. Would you like to see a second edition published? If so, what changes would you suggest? Are there chapters that could be combined or eliminated? Topics/chapters that should be added? Suggestions for chapter authors and volunteers most welcome. Please give me your feedback by November 15, 2010.

John DeLamater (delamate@ssc.wisc.edu)
Conway-Bascom Professor of Sociology
University of Wisconsin-Madison

I. THEORETICAL PERSPECTIVES

1. The Symbolic Interactionist Frame
– *Sheldon Stryker and Kevin D. Vryan*
2. Expectation States Theory
– *Shelley J. Correll and Cecelia L. Ridgeway*
3. Social Exchange Theory
– *Karen Cook*
4. Social Structure and Personality
– *Jane D. McLeod and Kathryn J. Lively*
5. Evolutionary Social Psychology: Adaptive Predispositions and Human Culture
– *Douglas Kenrick, Josh Ackerman, and Susan Ledlow*

II. DEVELOPMENT AND SOCIALIZATION

6. Development and Socialization in Childhood
– *William A. Corsaro and Laura Fingerman*
7. Socialization in Adolescence
– *Donna Eder and Sandy Kawecka Nenga*
8. Development and Socialization Through the Adult Life Course
– *Karen Lutfey and Jeylan T. Mortimer*

III. INTRAPERSONAL PROCESSES

9. Self and Identity
– *Timothy J. Owens*
10. Language and Social Interaction
– *Douglas Maynard and Anssi Perakyla*
11. Social Cognition
– *Judith Howard and Daniel G. Renfrow*
12. Ideologies, Attitudes, Values, and Behavior
– *Gregory R. Maio, James M. Olson, Mark M. Bernard, and Michelle A. Luke*
13. Emotions and Sentiments – *Jan E. Stets*

IV. INTERPERSONAL PROCESSES

14. Attraction and Interpersonal Relationships
– *Terri L. Orbuch and Susan Sprecher*
15. Interaction in Small Groups – *Peter J. Burke*
16. Interaction in Social Networks
– *Diane H. Felmlee*
17. Social Structure and Psychological Functioning: Distress, Perceived Control, and Trust
– *Catherine E. Ross and John Mirowsky*

V. THE INDIVIDUAL IN SOCIOCULTURAL CONTEXT

18. Social Psychological Perspectives on Deviance
– *Howard B. Kaplan*
19. Intergroup Relations
– *Michael A. Hogg*
20. Social Psychological Perspectives on Crowds and Social Movements
– *Deana A. Rohlinger and David A. Snow*
21. Cross-Cultural Social Psychology
– *Karen Miller-Loessi and John N. Parker*

2011 ASA Section on Social Psychology Open Sessions

Social Psychological Approaches to the Study of Mental Health, organized by Peggy Thoits, Indiana University (pthoits@indiana.edu)

This session will feature research that illustrates the value of social psychological theories and concepts to the study of mental health.

Crime and Social Psychology, organized by Ross Matsueda, University of Washington (matsueda@u.washington.edu)

Session co-sponsored with Section on Crime, Law, and Deviance

New Directions in Social Psychology, organized by Alicia Cast, Iowa State University (acast@iastate.edu)

This session will highlight new research from diverse theoretical and methodological traditions in social psychology.

Social Psychology Roundtables, organized by Justine Tinkler, Louisiana State University (jtinkler@lsu.edu) and Christopher Moore, Lakeland College (moorec@lakeland.edu)

Roundtables co-sponsored with the Section on Emotions

Watch for the official call for submissions from the ASA!!!

Conference News

Call for Papers - 2011 International Conference on Success and Well-Being in Education and Employment

Research on success and well-being has a long tradition in psychology and sociology. Even though socio-psychological approaches integrated both perspectives for a considerable time, a much greater interdisciplinary potential remains to be discovered on a theoretical, conceptual, and empirical level. The aim of the conference is to discuss criteria and predictors for successful development, most notably with regard to educational and occupational contexts. An emphasis will be placed on attempts at integrating psychological and sociological views on success and well-being. Junior and senior researchers, members of research institutions, think tanks, and organizations working in relevant fields with a disciplinary background in psychology and sociology are invited to submit a one-page abstract to the organizers by 31 December 2010. Contributions are selected and peer-reviewed by a scientific board. We intend to publish an edited book on this topic. Disciplinary, multidisciplinary, and interdisciplinary contributions may cover one or several of the following topics: theoretical frameworks of success and well-being; methodological problems attached to the analysis of the complex constructs success and well-being; development and comparison of indicators on success and well-being; comparative analyses (cultures, nations); innovative research designs (qualitative, quantitative, mixed methods design) on success and well-being. The conference will take place on 8 September 2011 and will be hosted by the University of Basel, Switzerland. Visit our website for further information and to submit an abstract: <http://tree.unibas.ch/conferences/success-well-being-2011/>

Conference News

Call for Submissions

Worldwide Developments in Conversation Analysis and Ethnomethodology

An International Conference on Conversation Analysis (ICCA) was held in Mannheim, Germany this past summer (July), at which there were over 650 attendees and presenters from around the world with 330 lectures, 37 panels, and 35 posters being given. This attendance almost doubled that at the previous 2005 ICCA, which was held in Helsinki, Finland, and signifies an amazing growth pattern in this dynamic subfield.

In addition to and because of the excitement and energy at the Mannheim conference, it was decided to establish an International Society for Conversation Analysis (ISCA), whose purposes include making conversation analysis (CA) as an approach to the study of social interaction more available, cooperating with national and regional societies or sections thereof that include studies of language and social interaction, supporting the institutionalization of CA as an academic field, organizing regular general conferences, summer/winter schools and specialized meetings on CA and the study of social interaction, and helping to provide for student and faculty training and research in CA. More information can be found at http://www.icca10.org/isca/invitation_to_isca/.

Next summer, ISCA's related organization, the International Institute for Ethnomethodology and Conversation Analysis (IEMCA) is to hold its 10th meeting, this one at the University of Fribourg in Switzerland from July 10-14, 2011. The aim of the conference is to promote the study of practical action and social interaction and to provide an international forum for researchers working within the domains of both ethnomethodology and CA. Information about this conference (paper and poster submissions are due by November 1, 2010) is online at <http://www.iemca-conference.org/>.

24th Annual Conference of the International Association for Conflict Management

July 3-6, 2011 Istanbul, Turkey

Submission Deadline:

February 11, 2011, 5:00 p.m. PST

The International Association for Conflict Management (IACM) was founded to encourage scholars and practitioners to develop and disseminate theory, research, and experience that are useful for understanding and improving conflict management in organizational, societal, family, and international settings. We invite papers as well as proposals for symposia and workshops for the 2011 meeting of IACM to be held in Istanbul, Turkey.

You are invited to submit a paper, symposium or workshop. Submissions should present new material, distinct from published works (including those that will appear in-print before the conference) and presentations at other conferences. Submissions should be consistent with one or more of the general content areas listed below. We encourage a broad range of topic areas, and priority is given to those with clear relevance to conflict and conflict management research. We encourage innovative submissions that highlight dialogues between theory and practice, different cultures, different content areas, and different disciplines.

Program content areas include: conflict frames and dimensions; conflict research methods; cultural dimensions of conflict; emotions and conflict; environmental and public resource conflict; ethnic, religious and regional conflicts; decision processes in conflict; diversity and identity in conflict; games and social dilemmas; individuals in conflict (i.e., individual differences and cognitions); intergovernmental conflict; intra- and inter-group conflict; law and social conflict; negotiation processes; organizational and workplace conflict; power and status in conflict; relational and family conflict; social and organizational justice; third party intervention and alternative dispute resolution; technology or communication media for managing conflicts; terrorism; trust and conflict; verbal and nonverbal communication in conflict.

For more information on submission procedures, conference travel arrangements, and student scholarships, please see our website: www.iacm_conflict.org

Voices of Experience: Barry Markovsky (continued from page 4)

some of his students, starting with a couple of dozen modules contributed mostly by grad students in my department.

What interests and/or activities, outside of sociology, are important to you?

Aside from my family which is more important to me than anything, I put a pretty good amount of energy into music. For the last seven years or so I've been playing guitar, bass guitar, and singing in a band called Second Honeymoon. (We have some recordings on-line at second-honeymoon.com). We've actually been getting hired regularly to play around the Columbia and Charleston areas here in South Carolina. This has been important to me as a different kind of creative outlet. After 25 years of only playing in front of my immediate family, the band motivated me to learn a new instrument (bass guitar), get comfortable performing in front of all kinds of people, broaden my musical horizons, write some original tunes, and move in some different networks. It definitely rounds me out as a person.

Given your success in the field, how do you balance professional and personal demands?

I probably worked 80-90 hours/week as an assistant professor, and fortunately my spouse was very understanding. I never took my career for granted and felt like I had to work twice as hard to keep up with all those people who were twice as smart.

Soon after I was tenured we adopted my daughter. A couple years later my wife had a life-threatening illness. My priorities shifted during that period, but not at all reluctantly. I was figuring out what was truly important, and I was glad to be working fewer hours and spending more time with my family. Sure, I felt that I could be accomplishing more in my work, but I also felt that way when I was working most of my waking hours! So shifting the balance toward my personal life only made me happier. Although that choice made me somewhat less productive, I don't regret it at all.

If you had to leave academia, what career would you choose?

When I wasn't sure I could get into grad school, or write a dissertation, or get a job, or get tenure, I always considered music and computer programming as my fall-back interests. I count myself as incredibly fortunate that I didn't have to pursue those career paths. Music is a very tough business, and I'm not sure I ever would have succeeded as a programmer. If I had to find a new career today, I'd consider being a chef or having a small restaurant. I really enjoy being creative with cooking, as well as the immediate gratification of seeing others appreciate what I make.

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

Sure, lots of things, but how about one bad and one good? I wish that I had known how resistant our field is as a whole

to raising its standards of scientific scholarship. None of us—but especially not our grad students and younger scholars—should have to fight an uphill battle against referees, editors and even colleagues just because we are explicit in our theorizing, critical of illogical or vague theorizing, or using rigorous methodologies that are widely accepted across legitimate sciences. If I had known how truly pervasive these attitudes are in sociology, I'd have been better prepared for lots and lots of rejections, and probably would have been more aggressive earlier in my career insofar as battling misconceptions head-on. Biologists such as Stephen Jay Gould and Richard Dawkins have written quite a lot about their battles with young-earth creationists in the field of biology. They say that they'd prefer to devote none of their time to fighting their pseudoscience because it takes time away from their real work. The situation in sociology is much worse in that a far greater proportion of our field's members are indifferent or hostile to what it really means to do science. At least Gould and Dawkins could be reasonably assured that their journal submissions and grant proposals would not be reviewed by creationists. Sociological social psychologists still have to take in stride the fact that often half or more of the reviewers assigned to our submissions will call for rejection of our work on purely non-scientific grounds, however sound that work may be.

On the positive side, I wish I had known sooner how satisfying certain teaching and administrative work can be. This is partly due to the reward system in our field, but also to personal choices that were not so well-informed. Now I enjoy teaching and mentoring as much as doing research and my administrative experiences—particularly as a program director at NSF for two years and as a department chair for seven years—showed me that there are many ways to make useful non-research contributions, such as by facilitating the work of others.

What one piece of advice would you give a graduate student? What about an assistant professor?

To graduate students, I'd say that grad school is a chance to vastly increase your knowledge in a relatively short span of time, more so than at any other stage of your lives. Take advantage of it! Don't approach it as "school." Regard it as a once-in-a-lifetime opportunity.

To assistant professors my advice is to keep your head down and stay focused on your work, but avoid burn-out by taking care of yourself and the people you care most about. On the work front, this means making yourself aware of the documented expectations for tenure and doing your best to exceed them. Take on manageable projects and do work you can be proud of. Balance teaching, research and service, but favor your research when push comes to shove. Your department's politics pre-date you and you can't change them, so don't be tempted to engage in them. Above all, keep in mind how lucky you are to earn a living doing this!

Social Psychology Section Membership Form

Name: _____

Address: _____

Email: _____

_____ 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). Please 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.

_____ I am a Social Psychology Section member and want to pay for my student's section membership. Student Name: _____; Student Address _____; Student Email: _____. Enclosed is a check for \$5.00. Please note that your student must be an ASA member to join the section.

Mail form and check to: Membership Services

American Sociological Association

1307 New York Avenue NW, Suite 700

Washington, DC 20005-4701

**For more news
and
information
visit the section
on the web at:**

**[http://www.ssc
.wisc.edu/socp
sysh/ASA/inde
x.html](http://www.ssc.wisc.edu/socpsych/ASA/index.html)**

Who We Are

The Social Psychology Section of the ASA works to keep the spirit of social psychology alive in sociology. We are over 600 scholars whose interests include self-conceptions and identity, social cognition, the shaping of emotions by culture and social structure, the creation of meaning and the negotiation of social order in everyday life, small group dynamics, and the psychological consequences of inequality.

While we also identify with other areas of sociological research, we all bring to our research and teaching a special interest in the individual as both a social product and a social force. Our common desire is to understand the many connections between individuals and the groups to which they belong.

We invite all sociologists who are interested in social psychology, or who take a social-psychological approach to some other area of research, to join the Social Psychology Section and to get involved in Section activities.