

Social Psychology

Newsletter of the Social Psychology Section of the
American Sociological Association



Remarks from the Chair

Jane D. McLeod, Indiana University Bloomington
(jmcleod@indiana.edu)

The theme for
the 2011
Annual Meeting

is *Social Conflict: Multiple Dimensions and Arenas*. Somehow, the theme seems especially appropriate this spring. U.S.-waged wars overseas, Midwest protests over collective bargaining rights, revolutions in the Middle East and North Africa, a divisive federal budget process—conflict is in the air. I suspect that many of us have found ourselves drawn into one or more of these conflicts, if not directly then through media coverage, Facebook postings, and the like. Our social psychological lenses offer unique insights into how conflict is generated, enacted, constructed, and resolved, and into its implications for individual and collective well-being. I encourage us all to take advantage of opportunities to bring those insights to professional and public audiences.

Amidst this social turmoil, the Section Council and committees have been busily preparing for our August meeting. Some of

their work is complete. The Cooley-Mead Award Committee (chaired by Richard Serpe) has announced that Professor Jeylan Mortimer, University of Minnesota, will receive the 2011 Cooley-Mead award. The award will be presented before the Section business meeting (on August 22nd or 23rd), at which time Professor Mortimer will present an address entitled, “The Evolution, Contributions and Prospects of the Youth Development Study: An Investigation in Life Course Social Psychology.” I hope you are able to join us for what will surely be a stimulating and engaging hour.

The session organizers—Alicia Cast, Doug Maynard, Ross Matsueda, Cecilia Ridgeway, Peggy Thoits, and Justine Tinkler (with Christopher Moore)—have assembled outstanding sessions on topics including new directions in social psychology, mental health, criminology, conflict in

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Remarks from the Chair
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Greetings! We hope that spring has found you. When we think of spring, we think of new beginnings,

something new and fresh. We would like to take inspiration from spring and apply it to both our editor's column and the newsletter itself. We hope you find the change refreshing, rather than uninspiring!

As you will see, we have changed how we present the information about books. Given the high level of productivity among section members, we are no longer going to present detailed information about each new book in our section "Book News." Don't worry, we are still going to publish citation information about all new and upcoming books! However, we will reserve space to profile one book in depth each newsletter and will publish this in "Bookshelf Notes." This means that we are going to be looking for solicitations from you. You can do a write-up on your own book or on a book published by someone else. The book can be a classic, but it also can be a relatively new contribution to the field. Please keep the contributions to 500 words or less and focus on why this book is of importance to social psychologists and why you think it should be on all of our shelves!

The other big change, which you may have already noticed, is this column. Rather than

Note From the Editors

taking the time to summarize all the information presented in this newsletter, we are going to keep our column short and sweet so that you can spend your time reading the remainder of the newsletter (and not reading about the material that you will find in the newsletter), once you are done with this column.

That being said, we just wanted to briefly highlight a few things in this newsletter, including an overview of the Social Psychology sections at the annual meeting to be held in Las Vegas (see pages 18-19) and the slate of nominees for the section (see pages 12-15). We also profile Allison Cantwell in our Graduate Student Profile (page 5) and Henry Walker in "Voices of Experience" (see pages 3-4, and 20-21). Lastly, check out the photographs from last year's social psychology events at the ASA meeting in Atlanta (pages 7-8) – you just might catch a glimpse of yourself! We will be profiling our 2011 Cooley-Mead winner, Jeylan Mortimer, in the summer newsletter.

As always, we would like to thank all of our contributors to this newsletter. We would not be able to do it, if it were not for you!

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

The submission deadline for the summer issue is June 24, 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!



Voices of Experience:

Henry Walker, University of Arizona

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

Looking back, I guess it's possible to make everything fit. My research focuses on stratification, power and the legitimation of inequality. The study of legitimacy and inequality raises questions about distributive and procedural justice. I have also published research on family, gender, and race relations. My interest in developing and testing explanations by theory probably ties all of my work together.

My life experiences motivated my interest in research and in the issues I study. That statement notwithstanding, my biography traces a long and torturous path to sociology. I was the fourth child and fourth son of Frank and Thelma (Burgin) Walker. Neither finished high school. I was born a couple of years after Pearl Harbor in the colored ward at the Kansas University Medical Center in Kansas City, Kansas. After finally meeting Howard Becker a few years ago, I told him where I was born. KUMC was the site he and his colleagues studied for *Boys in White*.

My family lived about 15 miles northwest of the hospital in a

rural part of the county. My dad had grown up near the Italian-American community in Kansas City, Missouri's tough North End. As a teenager during Prohibition, he lived with, and ran whiskey for, a local *capo*. To keep the streets from claiming his three sons, Dad moved with my mother to the "country" in the late 1930s. I was the first of five more children born after the move.

I was a shy, inquisitive child and a precocious reader. From about two years on, I read everything I could get my hands on. Reading fueled two lifelong tendencies: tolerance of—maybe a preference for—solitude, and a tendency to question everything.

I began formal education in a setting that was unusual even for racially segregated systems. Kansas law permitted, but did not require, segregation in communities with populations greater than 15,000 but there were not enough blacks in our small community to warrant a separate elementary school. Instead, black students were given a single room for eight grades and a single teacher. The white students had one room and one teacher for each grade.

Mrs. Burnell, my first teacher, was my best teacher. She was very organized in a classroom that had a row (or sometimes a half row) for each grade. That made it easy for her to deal with me. I read all the first grade books by the end of my second day of school. Unable

to keep me occupied, she quickly moved me to the second row. About four weeks later, after I had "performed" for the county superintendent of schools and a few others, she got permission to move me to the third row—third grade. That slowed me down considerably. I joined the other third graders who were learning to write in cursive. But in order to write, I had to learn the alphabet. Nobody in the family had bothered teaching the alphabet to a kid who could read. At some point, I learned to print by watching my younger sister and brothers.

I got my first lesson in social activism during my early school years. My mother was a life member of the NAACP and in 1951, my second year of school, she and some other women in our little community approached a Kansas City attorney about filing a lawsuit. Their intention was to force the county to allow our black students to attend the local white high school about 3 miles away rather than travel 12 miles to attend the all-black Sumner High School which served all black students in Kansas City, Kansas. They believed that desegregating the high school would lead to desegregation of all schools in the county. Their attorney told them that a similar case had been filed recently in Topeka, the state capital. Incidentally, the county officials correctly read the writing on the wall; our schools desegregated two years before the Brown case was decided. I was living in a sociology laboratory.

I made my first career decision in

high school. My chemistry teacher wore a white lab coat and I thought that was cool. I decided to become a scientist. Curiously, I never thought about college. I graduated at fifteen. Too young to get a job, and at my mother's insistence, I entered Kansas City Kansas Junior College. I would major in chemistry. An aunt, Lillian Burgin, gave my mother \$50 for my first semester's tuition; I was standing there at the time. Aunt Lillian, my mother's sister-in-law, was the only college graduate I knew on a personal level. A few years later I learned that she had run out of money during the Great Depression, left school and never completed her M. A. in sociology at the University of Kansas. Years later, I repaid her support of my education in the only way that could have mattered. She was the first person I told that I had accepted an appointment to Yale.

I could only work odd jobs before I was eighteen so, by design, I spent five semesters in junior college. One of my smartest decisions because I met, Joyce, my wife in that last semester. We were married about five years later.

I completed my A. A. and got my first punch-a-time-clock job. I was a janitor responsible for cleaning the kitchen at a local hospital. I had avoided applying for janitorial or busboy jobs. I knew, and knew that others knew, that those were "colored jobs." I thought that it would be hard to move up to better work once I was stereotyped as a "janitor" or "kitchen worker." But we were just coming out of a recession so I took the worst job I ever had. Fortunately, I was fired. I took a job as a sales clerk at a store on "The Avenue," the main shopping district in Kansas City, Kansas. It was early 1962 and I was the first black male sales clerk on "The Avenue."

Now that I was working 40 hours a week I began studies at National College, a small college in Kansas City, Missouri. I went one semester, smelled the college's demise and left school. National declared bankruptcy at the end of that academic year. The

following fall I began studying at Kansas City University which eventually became the University of Missouri's Kansas City campus. I was still majoring in biology and chemistry. I managed to flunk out without ever failing a course. I left the sales clerk job for better paying work at the post office. By then it was early 1965. I had been out of

high school six years and was not a sociologist or social psychologist.

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 stumbled into sociology after flunking out of college. Like a lot of people from my generation, I had a strong interest in changing the world. James Meredith was a cousin of my best friend in high school and my mother, some aunts, an uncle and several older cousins were active in the Civil Rights Movement. In the early 1960s, I began reading a lot on revolutions, black liberation, etc. I read all of Martin Luther King, Jr.'s books but, at the time, the ideas of Malcolm X, Marx, Fanon, Regis Debray (and others) were more compatible with my world view. I served a tour of duty in Vietnam (1968-1969) and, while there, spent a lot of time reading about war, including *War and Peace*, Matthew Ridgway's account of the Korean War and General Giap's books—*Dien Bien Phu* and *People's War*. *The Art of War* is still one of my favorite books.

Somehow I decided that sociology was the key to changing the world. I was discharged in late August 1969 and immediately reentered the University of Missouri-Kansas City. At UMKC I studied with Edward Tomich, Lee Hearn, Ernest Manheim and others. I suppose the first social psychology course I took was with Ed Tomich. Tomich and

Hearn were symbolic interactionists as was Oscar Eggers. I completed requirements for the B. A. in three semesters.

I worked as an interviewer on one of Lee Hearn's projects and it was Lee who first suggested that I get graduate training in sociology. I learned later that he put his reputation on the line to get me admitted to UMKC's M.A. program. My sociology grades were stellar but there was a

little matter of my flunking out almost a decade earlier. UMKC is also where I first met Dave Willer when he spoke at a graduate student-sponsored colloquium. He was on the University of Kansas faculty then. I could not foresee that he would become eventually a mentor, collaborator and fast friend.

Ernest Manheim was my most influential teacher. He is not as well known in the U. S. as his cousin Karl; Ernest dropped one "n" from his surname. But he was a real inspiration. Ernest withdrew his habilitation thesis (a step above the Ph.D. in the German system) after the faculty at Leipzig had accepted it. The Nazi's had come to power and he assumed that they wouldn't approve it. Like many other Jews during that period, he left Germany. He went to the University of London, working as Karl's assistant, while earning a Ph.D. in anthropology.

Karl recommended Ernest to the faculty at Chicago. But after a year or two at Chicago, he left for the upstart Kansas City University. Chicago's loss was a net gain for the city of Kansas City, UMKC, and generations of students. His empirical research on race, poverty and crime changed city leaders' ideas about race and, in turn, influenced race relations in the region. I wrote him a congratulatory note on his "retirement" in 1972. I talked with him last in spring 1991 which, I think, was his last year of teaching. Last summer, I had my picture taken standing in front of Manheim Hall—the current home of UMKC's sociology department.

Voices of Experience

Allison M. Cantwell, University of California, Riverside**Dissertation Title:** *Dispersion of Identity Meanings: Exploration and Implications***Email:** allison.cantwell@email.ucr.edu

Graduate Student Profile

Allison M. Cantwell is a Ph.D. Candidate at University of California, Riverside. Allison's research interests include social psychology, identity theory, identity processes, sociology of education, the undergraduate experience, and sociological theory. Allison currently holds a Dean's Dissertation Year Fellowship from UC Riverside for her dissertation, "Dispersion of Identity Meanings: Exploration and Implications". Her dissertation focuses on understanding the role of the control system in identity theory when people receive discrepant feedback not consistent with their self-view. She examines the sensitivity of one's control system through measuring the dispersion or variability in identity meanings.

The data for her dissertation come from a series of three surveys tracking students over 6 weeks in a course. Surveys gather baseline student identity data, emotions, reflected appraisals after receiving a grade on a mid-term exam, and study behaviors in preparation for exams in the course. She finds that people with more dispersion in identity meanings are less affected by an identity discrepancy, feeling less negative emotion and engaging in fewer reparative behaviors than individuals with less dispersion in identity meanings. Those with more rather than less dispersion also experience more identity change. These findings will help us to further understand the strength of the identity control process and the responses people have to discrepancy.

Allison has a diverse research background and interest in quantitative methodology. She has experience in survey research, experiments, interviews, and focus groups. Most recently, she was involved in developing and implementing experiment protocol on the dominance identity at the

Social Psychology Research Laboratory at UC Riverside. The study used confederates to provide feedback to participants that they were either dominant or submissive. The study focuses on understanding how feedback from strangers affects the intensity of reaction when receiving disconfirming feedback about the self. Allison managed and trained a staff of 15 graduate and undergraduate research assistants to successfully run approximately 200 participants through an experiment in 5 weeks.

Allison has also worked with faculty on research projects using the University of California Undergraduate Experience Survey (UCUES) to better understand the undergraduate student experience. She currently has a co-authored paper under review at Research in Higher Education that focuses on differences in critical thinking, academic conscientiousness, active participation, and study behaviors between humanities, social sciences and hard science disciplines. Findings suggest that educators should learn from the strengths in classroom teaching of various disciplines so as to provide a more well-rounded set of skills and improve academic outcomes of undergraduate students.

Allison has co-authored articles on the undergraduate student experience in Research in Higher Education and Teachers College Record and has published on identity theory in Social Psychology Quarterly. Her most recent publication is a first-authored essay in the December 2010 issue of Social Psychology Quarterly that discusses bridging ideas between identity theory and social identity theory.

Remarks from the Chair

(continued from page 1)

everyday life, the future of the “faces” of social psychology, along with the roundtables (see session listings on p. 18-19). Continuing our tradition of reaching out to other sections, two of the sessions are co-sponsored (with Crime, Law, and Deviance, and with the Sociology of Mental Health). To these six sessions, we add two regular Social Psychology sessions (organized by Kathy Kuipers). This year’s meetings will also feature sessions on Microsociologies, Conversation Analysis, Ethnomethodology, Cultural and Identity, and Group Processes. By my count, that adds up to at least thirteen social psychology sessions—and that doesn’t even include all of the social psychology that will appear in other sessions under other names. ☺ Whatever your theoretical and methodological orientation, you should find plenty to keep you interested this year.

The Nominations Committee (chaired by Shane Thye) submitted the election slate to ASA in December. This year, we will elect a Chair-elect, two Council members, and a student member of Council. Biographical information for the candidates is included in the newsletter. Please take a moment to inform yourself before your election ballot arrives.

This year’s election ballots will also include four proposed revisions to the section by-laws: merging the Professional Affairs and External Affairs Committees, adding the Past Chair to Council, making the size of the Graduate Student Affairs Committee flexible, and establishing a new Section award. The text of the proposed revisions and their rationales are given on p. 16-17 of the Newsletter for your review.

As often happens in the spring, our membership numbers have declined and we are now below the critical 600-member mark

that gives us four sessions at the annual meeting. I am not overly concerned—many people renew their ASA and section memberships closer to the time of the annual meeting—but we will keep an eye on the situation throughout the spring and summer. Section memberships contribute to the financial vitality of the section and, as noted, determine our session allocation. Our membership committee (chaired by Koji Ueno, kueno@fsu.edu) has been working diligently to keep our numbers up. If you have specific suggestions for how we can attract new members and retain our current members, please send them Koji’s way.

While the work of these groups is more or less complete, the Graduate Student Affairs Committee is still busy reviewing the usual bumper crop of submissions for the Graduate Student Paper Award. We will announce the recipient in the Summer Newsletter. The award will be presented at the Section business meeting.

All of which puts me in a Las Vegas kind of mood. The move to Las Vegas and the new annual meeting dates have occasioned at least one change to social psychology related activities. The Thematic Session on “Macro-processes and Micro-orders: Mechanisms of Intergroup Conflict” has been cancelled because several participants are no longer able to attend the meetings. With that exception, however, our plans remain intact.

One final note: The beautiful newsletter you are now reading is the product of the hard work of our dedicated Newsletter editors, Christabel Rogalin and Laura Aufderheide Brashears. If you are as impressed with their work as I, please take a few moments to thank them, either by e-mail or at the meetings. You can also thank them by sending them professional news you wish to share with Section members—books, awards, honors, jobs etc. By helping them, you will help us all stay informed.

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)

Social Psychology at the 2010 ASA Annual Meeting AWARDS

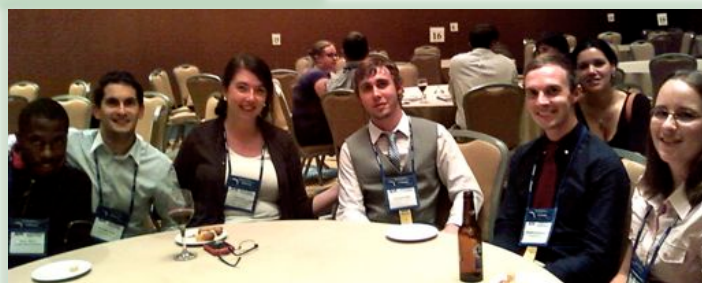


Peggy Thoits delivering the 2010 Cooley-Mead Award Address



Sarah Thebaud accepting the 2010 Social Psychology Section Graduate Student Paper Award

Social Psychology at the 2010 ASA Annual Meeting *RECEPTION*



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, Ross Matsueda, Doug
Maynard, Cecilia Ridgeway,
Peggy Thoits, Justine Tinkler
(session organizers)

Professional Affairs Committee

Elaine Wethington (Chair)

External Affairs Committee

Linda Francis (Chair)

Handbook of Social Psychology 2nd Ed. Moving Forward

John DeLamater has been given the go ahead by Springer to proceed with the proposal for a second edition of the Handbook of Social Psychology. It will be part of Springer's prestigious Handbook of Sociology series under the general Editorship of Howard Kaplan. Professor DeLamater proposed an outline for the second edition based on input from a number of Section members, and discussions with faculty and graduate students. The outline includes four new chapters, and chapters combining some chapters that were separate in the first edition. John welcomes feedback on the proposed outline, and volunteers to contribute chapters!

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

The outline is as follows:

1. Introduction
 - Development of the Field 2000-2011 & Changes in 2nd Ed.
 - Brief history of the field

I. THEORETICAL PERSPECTIVES

2. Interactionist Perspectives
3. Identity Theory (New to 2nd Ed.)
4. Social Exchange Theory
 - Including Rational Choice
5. Social Structure and the Person
6. Evolutionary Perspectives: Adaptive Predispositions and Human Culture

II. DEVELOPMENT AND SOCIALIZATION

7. Socialization in Childhood and Adolescence
8. Development and Socialization Through the Adult Life Course

III. PERSONAL PROCESSES

9. Social Psychology and the Body (New to 2nd Ed.)
10. Self

11. Language and Social Interaction
12. Social Motivation (New to 2nd Ed.)
13. Ideologies, Values, Attitudes, and Behavior
14. Emotions and Sentiments

IV. INTERPERSONAL PROCESSES

15. Interpersonal and Romantic Relationships
16. Interaction in Small Groups
 - Including Expectation States Theory
17. Interaction in Social Networks
 - Including Networks and Health
18. Social Psychology of Stress and Coping

V. THE PERSON IN SOCIOCULTURAL CONTEXT

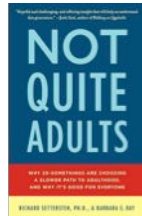
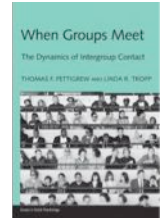
19. Social Psychology of Race and Gender (New to 2nd Ed.)
20. Intergroup Relations
21. Social Psychological Perspectives on Crowds and Social Movements
22. Social Psychological Perspectives on Deviance
23. Cross-Cultural and International Perspectives

Book News



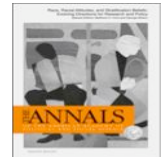
Recent Book Release: *Self, Identity, and Social Institutions*
by Neil J. MacKinnon and David R. Heise. 2010. Palgrave Macmillan.
[20% off code: P356ED]

New Book Release: *When Groups Meet: Dynamics of Intergroup Contact*
by Thomas Pettigrew and Linda Tropp. 2011. Psychology Press.

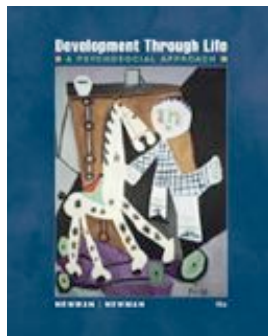


New Book Release: *Not Quite Adults: Why 20-Somethings are Choosing a Slower Path to Adulthood, & Why It's Good for Everyone*
by Richard A. Settersen and Barbara E. Ray. 2010. Random House/Bantam.
For information see <http://www.notquiteadults.com>

New Book Release: *Race, Racial Attitudes, and Stratification Beliefs: Evolving Directions for Research and Policy*. Co-edited by Matthew O. Hunt and George Wilson. 2011. *Annals of the American Academy of Political and Social Science*. Volume 634.



Bookshelf Notes



New Book Release: *Development Through Life: A Psychosocial Approach (11th Ed.)*
by Barbara M. Newman and Philip R. Newman. 2011.
Belmont, CA: Wadsworth, Cengage Learning

The text provides social psychologists with a coherent organizational structure for studying psychosocial development over the lifespan. It presents an analysis of physical, intellectual, social, and emotional growth in each of eleven life stages emphasizing the idea that development results from the interdependence of these areas at each life

stage. In addition, development is described as the product of individual characteristics and diverse interaction contexts. This edition features an increased emphasis on brain development and social neuroscience.

– *Philip Newman, University of Rhode Island*

Conference News

Annual Group Processes Mini-Conferences

On February 24th, 2011, the 7th Annual Group Processes Mini-Conference was held at Eastern Sociological Association's Annual Meeting in Philadelphia. This "spring-time" conference is held so that group processes researchers can have two concentrated opportunities per year to share their unique work. This community's plan is to rotate the mini-conference amongst the regional sociological society's meetings so that scholars from around the country can support regional societies. This year's mini-conference was organized by Paul Munroe of Towson University.

Papers were presented by researchers from Yale, Harvard, Iowa, South Carolina, The University at Albany, and other fine institutions. Two discussants, Lisa Slattery Walker from The University of North Carolina-Charlotte and Alison Bianchi from The University of Iowa, provided feedback for the participants. The diversity of topics and methodologies presented truly epitomized the cutting edge of group processes research.

Please watch the ASA Social Psychology Website and Newsletter for notification about the date of the 8th Annual Group Processes Mini-Conference for Spring 2012. Lisa Slattery Walker will be the organizer, and the mini-conference will be held during the Southern Sociological Society's 2012 Annual Meeting in New Orleans. All are welcome!



Dr. Paul Munroe – organizer of the 7th Annual Group Processes Mini-Conference

Applications Being Accepted 2011 Summer Institute in Political Psychology

Applications are being accepted now for the 19th Annual Summer Institute in Political Psychology, to be held at Stanford University July 10-29, 2011.

The Summer Institute offers 3 weeks of intensive training in political psychology. Political psychology is an exciting and thriving field that explores the origins of political behavior and the causes of political events, with a special focus on the psychological mechanisms at work. Research findings in political psychology advance basic theory of human social interaction and social organizations and are an important basis for political decision-making in practice.

SIPP was founded in 1991 at Ohio State University, and Stanford has hosted SIPP since 2005, with support from Stanford University and from the National Science Foundation. Hundreds of participants have attended SIPP during these years.

The 2011 SIPP curriculum is designed to (1) provide broad exposure to theories, empirical findings, and research traditions; (2) illustrate successful cross-disciplinary research and integration; (3) enhance methodological pluralism; and (4) strengthen networks among scholars from around the world.

SIPP activities will include lectures by world-class faculty, discussion groups, research/interest group meetings, group projects, and an array of social activities.

Some of the topics covered in past SIPP programs include race relations, conflict and dispute resolution, voting and elections, international conflict, decision-making by political elites, moral disengagement and violence, social networks, activism and social protest, political socialization, and justice.

In 2011, SIPP will accept up to 60 participants, including graduate students, faculty, professionals, and advanced undergraduates.

For detailed information and to apply, visit this website:

<http://www.stanford.edu/group/sipp>

Applicants are accepted on a rolling basis until all slots are filled, so applying soon maximizes chances of acceptance.

Candidates for Section Chair

Brent Simpson, Associate Professor of Sociology, University of South Carolina, 2006-Present

Previous Professional Positions

- Assistant Professor, University of South Carolina, 2002-2006

Education

- Ph.D., Cornell University, 2001
- M.A., University of South Carolina, 1997
- B.A., University of South Carolina, 1995

Publications

- Simpson, B., B. Markovsky, and M. Steketee. 2011. "Power and Perception of Social Networks." *Forthcoming in Social Networks*.
- Simpson, B. and R. Willer. 2008. "Altruism and Indirect Reciprocity: The Interaction of Person and Situation in Prosocial Behavior." *Social Psychology Quarterly* 71: 37-52.
- Simpson, B. and T. McGrimmon. 2008. "Trust and Embedded Markets." *Social Networks* 30:1-15.
- Simpson, B., T. McGrimmon, and K. Irwin. 2007. "Are Blacks Really Less Trusting than Whites? Revisiting the Race and Trust Question." *Social Forces* 86:525-52.
- Simpson, B. 2006. "The Poverty of Trust in the Southern United States." *Social Forces*. 84: 1625-38.

Jan E. Stets, Professor and Co-Director of Social Psychology Research Laboratory, University of California, Riverside, 2002-Present

Previous Professional Positions

- Sociology Program Director, National Science Foundation, 2008-2010
- Associate Professor, Washington State University, 1994-2002
- Assistant Professor, Washington State University, 1988-1994

Education

- Ph.D., Indiana University, 1987
- M.A., Indiana University, 1983
- B.A., University of Dayton, 1980

Publications

- Stets, Jan E. and Michael J. Carter. 2011. "Understanding the Moral Self: Applying Identity Theory." *Social Psychology Quarterly*, Vol. 74.
- Burke, Peter J. and Jan E. Stets. 2009. *Identity Theory*. New York: Oxford University Press.
- Stets, Jan E. and Emily K. Asencio. 2008. "Consistency and Enhancement Processes in Understanding Emotions." *Social Forces* 86: 1055-1078.
- Stets, Jan E. and Jonathan H. Turner. 2006. *Handbook of the Sociology of Emotions*. New York: Springer.
- Turner, Jonathan H. and Jan E. Stets. 2005. *The Sociology of Emotions*. New York: Cambridge University Press (translated and reprinted into Chinese, Polish, and Croatian).

Candidates for Council

K. Jill Kiecolt, Associate Professor of Sociology, Virginia Polytechnic Institute and State University, 1993-Present

Previous Professional Positions

- Assistant to Associate Professor, Arizona State University, 1990-1993
- Postdoctoral Fellow, Training Program in Social Psychology, Department of Sociology, Indiana University, 1989-1990
- Assistant Professor of Research, Center for Life Course and Population Studies, Louisiana State University, 1988-1989

Education

- Ph.D., UCLA, 1982
- M.A., UCLA, 1976
- B.A., University of Oklahoma, 1971

Publications

- Kiecolt, K. Jill, Rosemary Blieszner, and Jyoti Savla. 2011. "Long-Term Influences of Intergenerational Ambivalence on Midlife Parents' Psychological Well-being." *Journal of Marriage and Family* 60:369-382.
- Kiecolt, K. Jill, Michael Hughes, and Verna M. Keith. 2009. "Can a High Sense of Control and John Henryism Be Bad for Mental Health?" *The Sociological Quarterly* 50:693-714.
- Kiecolt, K. Jill, Michael Hughes, and Verna M. Keith. 2008. "Race, Social Relationships, and Mental Health." *Personal Relationships* 15:229-245.
- Calasanti, Toni, and K. Jill Kiecolt. 2007. "Diversity among Late-life Couples." *Generations* 31:10-17.
- Mabry, J. Beth and K. Jill Kiecolt. 2005. "Anger in Black and White: Race, Alienation, and Anger." *Journal of Health and Social Behavior* 46:85-101.

Jeff Lucas, Associate Professor, University of Maryland, College Park, 2004-Present

Previous Professional Positions

- Assistant to Associate Professor, University of Akron, 2000-2004

Education

- Ph.D., University of Iowa, 2000
- M.A., University of Iowa, 1996
- B.A. in Business Administration, University of Iowa, 1992

Publications

- Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. 2010. *Social Psychology: Sociological Perspectives, 2nd Edition*. Boston, MA: Allyn and Bacon.
- Lucas, Jeffrey W., and Michael J. Lovaglia. 2006. "Legitimation and Institutionalization as Trust-Building: Reducing Resistance to Power and Influence in Organizations." *Advances in Group Processes* 23: 229-252.
- Lucas, Jeffrey W., Corina Graif, and Michael J. Lovaglia. 2006. "Misconduct in the Prosecution of Severe Crimes: Theory and Experimental Test." *Social Psychology Quarterly* 69: 97-107.
- Lucas, Jeffrey W. 2003. "Status Processes and the Institutionalization of Women as Leaders." *American Sociological Review* 68: 464-480.
- Lucas, Jeffrey W. 2003. "Theory Testing, Generalization, and the Problem of External Validity." *Sociological Theory* 21: 236-253.

Candidates for Council

Melissa A. Milkie, Professor,
University of Maryland, 2009-Present

Previous Professional Positions

- Assistant to Associate Professor,
University of Maryland, 1996-2009

Education

- Ph.D., Indiana University, 1995
- M.A., Indiana University, 1990
- B.A. in Psychology, Indiana University, 1987

Publications

- Rohall, David E., Melissa A. Milkie and Jeffrey W. Lucas. 2011. *Social Psychology: Sociological Perspectives.*, 2nd edition. Boston: Allyn and Bacon.
- Milkie, Melissa A. and Catharine H. Warner. 2011. "The Classroom Learning Environment and the Mental Health of First Grade Children." *Journal of Health and Social Behavior* 72:1329-43.
- Milkie, Melissa A, Sarah M. Kendig, Kei M. Nomaguchi, and Kathleen E. Denny. 2010. "Time with Children, Children's Well-Being, and Work-Family Balance among Employed Parents." *Journal of Marriage and Family* 72:1329-1343.
- Milkie, Melissa A., Alex Bierman and Scott Schieman. 2008. "How Adult Children Influence Older Parents' Mental Health: Integrating Stress Process and Life Course Perspectives." *Social Psychology Quarterly* 71:86-105.
- Milkie, Melissa A. 1999. "Social Comparisons, Reflected Appraisals and Mass Media: The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts." *Social Psychology Quarterly* 62:190-210.

Robin W. Simon, Professor,
Department of Sociology, Wake Forest
University, 2009-Present

Previous Professional Positions

- Associate Professor, Florida State University, 2003-2009
- NIMH Post-Doctoral Fellow, Institute of Health, Health Care & Aging Research, Rutgers University, 2000-2003
- Assistant to Associate Professor, University of Iowa, 1992-2000

Education

- Ph.D., Indiana University, 1992
- M.A., Indiana University, 1986
- B.A., University of Massachusetts, 1984

Publications

- Simon, R. & K. Lively. 2010. "Sex, Anger, and Depression." *Social Forces* 88:1543-68.
- Simon, R. & A. Barrett. 2010. "Non-Marital Romantic Relationships and Mental Health in Early Adulthood" *Journal of Health & Social Behavior* 51:168-82.
- Simon, R. 2008. "The Joys of Parenthood, Reconsidered." *Contexts* 7:40-5.
- Simon, R. 2007. "Contributions of the Sociology of Mental Health for Understanding the Social Antecedents, Social Regulation, and Social Distribution of Emotion." Pages 239-274 in *Mental Health, Social Mirror*, edited by W. Avison, J. McLeod, & B. Pescosilido. NY: Springer
- Evenson, R. & R. Simon. 2005. "Clarifying the Relationship between Parenthood and Depression." *Journal of Health & Social Behavior* 46: 341-358.

Candidates for Student Representative

Joseph Dippong, Ph.D.
Candidate, Kent State University,
2009-Present

Former Professional Positions Held

- N/A

Education

- M.A., Kent State University, 2009
- B.A. in Social Sciences, Hiram College, 2006

Publications

- N/A

Nick Berigan, Ph.D. Candidate,
University of South Carolina, 2008-
Present

Former Professional Positions Held

- Undergraduate Research Assistant,
University of Iowa, 2005-2006

Education

- M.A., University of South Carolina,
2008
- B.A., University of Iowa, 2006

Publications

- Markovsky, Barry and Nick Berigan.
Forthcoming. "Fairness Perceptions in
Social Resource Dilemmas." In K.
Törnblom and A. Kazemi (Eds.)
Handbook of Social Resource Theory.

Congratulatory Notes

- **Matthew E. Brashers** (Cornell University) was awarded a two-year grant from the National Science Foundation for his study "Cognition and Social Network Structure."
- **Pamela Hunt** (University of West Georgia) was awarded a \$19,020 grant award to build a Qualitative/Experimental Laboratory. The Center for the Study of Social Dynamics will promote research enhancing the professional development of faculty and graduate students in the social sciences. The Center will also facilitate the development of proposals for external funding and strengthen the reputation of the College of Social Sciences as an innovative place for theory-based, scientific research. The Center will allow students in undergraduate and graduate programs to conduct extensive research projects that include testing instruments for data collection and conducting both qualitative-based and experimental research. Finally, the lab will provide a space for the teaching and learning of qualitative and experimental social science research methods.

The Council proposes four revisions to the Section by-laws. The revisions (proposed changes underlined) and the rationales are given here. Please contact the section chair, Jane McLeod (jmcleod@indiana.edu) if you have any questions or concerns about the proposals.

Revision 1: Merging the Professional Affairs and External Affairs committees

There shall be a Committee on Professional and External Affairs, appointed by the Council, membership to be for three years, with the term of at least one member expiring each year. The members with the longest tenure on the committee will serve as chair. The purpose of this committee shall be to monitor professional, political, federal funding, and federal regulatory developments as well as foster inter- and intra-disciplinary collaboration relevant to social psychologists. The committee shall report to the membership and the Council on matters affecting the discipline and the section.

Rationale: The Professional Affairs Committee has had little business over the past several years. In contrast, the ad hoc External Affairs Committee appointed by past chair Dawn Robinson was quite active in 2009-10. Section members affirmed the desirability of merging the committees at the business meeting in August, 2010. Current committee chairs Elaine Wethington and Linda Francis developed the proposed revisions to the by-laws.

Revision 2: Adding the Past Chair to Council

Officers of the Section: The officers of the Section shall be the Chair, the Chair-elect, the Secretary-treasurer, and Council members. The Chair-elect automatically becomes

Chair in the following year. The Secretary-treasurer shall be elected for a period of three years. The Council shall consist of seven elected members (one of whom is a graduate student at the time of election) and seven ex-officio members, with the secretary-treasurer and the chair as voting, ex-officio members and the rest non-voting, ex-officio. With the exception of the student member, the elected members serve for three years, with two of the six council seats being vacated each year. The student member will serve for a two-year term. The Chair, the Chair-elect, the Secretary-treasurer, the Past Chair, the Editor of *Social Psychology Quarterly*, the section newsletter Editor and the section Webmaster are the ex-officio members of Council. The Section Chair presides at Council meetings. Officers shall not succeed themselves in the same position. No person shall hold two elective offices in the Section simultaneously. If an elected officer is elected to another office, the prior office shall be declared vacant. When an elective office is vacated before the term is completed, it shall be filled through appointment by the Chair for the unexpired term, subject to confirmation by the Council.

Rationale: The Past Chair carries knowledge of past section activities to the Council and, thereby, provides continuity. We propose that the Past Chair be a non-voting member of Council to leave Council with an odd number of voting members (seven elected members plus the chair and secretary-treasurer)—important to avoid ties.

PROPOSED BY-LAWS CHANGES

Revision 3: Allowing the Committee on Graduate Student Affairs to add members when needed

Proposed By-Laws Changes Cont.

There shall be a Committee on Graduate Student Affairs, appointed each year by the Council. The Committee shall consist of five to seven members, one of whom is designed as the chair by the Council. The Committee chair shall have served as a member, but not the chair, of the Committee on Graduate Student Affairs the previous year. All other committee members shall be non-overlapping from year to year. One committee member shall be chosen from the graduate student members of the Section. The Committee shall be responsible for deciding each year on the recipient of the Graduate Student Paper Award.

Rationale: The number of submissions to the Graduate Student Paper Award competition has increased dramatically over the past few years. This change in the by-laws gives the Council flexibility to increase the size of the committee, as necessary, to make the committee's workload more manageable.

Revision 4: Establishing a new section award

There shall be a Committee on the Outstanding Recent Contribution in Social Psychology Award, appointed each year by the Section Chair with the approval of Council. The Committee shall consist of five members, one of whom is designated as Committee Chair. Typically, the Committee Chair will have served as a member, but not the chair, of the Outstanding Recent Contribution Award Committee the previous year. All other Committee members shall be non-overlapping from year to year. Council should strive to ensure a diverse committee membership that will be receptive to work from many different social psychological traditions. The Committee shall be responsible for deciding each year on the recipient of the Outstanding Recent Contribution in Social Psychology Award.

Rationale: This proposed by-laws revision establishes a new section award. The Social Psychology section does not currently have a mechanism to honor recent outstanding contributions to the field. Guidelines for the award (e.g., rotation between books and articles) will be discussed at the Council meeting in August.

Dear members of the ASA Social Psychology Section

I would like to bring the International Society for Justice Research to your attention. We are a group of scholars who encourage international and interdisciplinary cooperation for the development of justice theory and research. Exchange and dissemination of our scientific information and the creation of scientific networks is allowed by conduct of the ISJR's biennial scientific conferences, as well as through the publication of articles and book reviews in the Social Justice Research journal, the publication of announcements and updates of interest in the ISJR Newsletter, and informal discussions among eminent justice scholars of different disciplines from around the world.

For this purpose, we are inviting you to collaborate with ISJR in a variety of high quality research, as well as offering you opportunities for informal contact and exchange of ideas in an intimate atmosphere of scholars from different countries and disciplines. You may initiate this collaboration by considering a subscription to our listserv (send an email to csabbagh@construct.haifa.ac.il and type "SUBSCRIBE ISJR in the subject line) or/and by joining our society. More information about ISJR is available at <http://isjr.jimdo.com/>. Looking forward to hearing from you.

Truly yours, Clara Sabbagh, ISJR President

Social Psychology Sessions at the 2011 Annual ASA Meeting

New Directions in Social Psychology

Organizer: Alicia Cast, Iowa State University

Presider and Discussant: Steve Hitlin, The University of Iowa

- *A New Paradigm for Measuring Laboratory Aggression Using Accelerometers and Avatars* - Christin L. Munsch, Cornell University
- *Hidden Paths from Morality to Social Order: Moral Judgments Promote Prosocial Behavior* - Brent Simpson, University of South Carolina; Ashley Lauren Harrell, University of South Carolina; Robb Willer, University of California, Berkeley
- *Moral Emotions and Racial Prejudice: A Neurosociological Approach* - Rengin Bahar Firat, The University of Iowa
- *The Bases of Self-Esteem* - Jan E. Stets and Peter J. Burke, University of California, Riverside

Sociological Approaches to the Study of Mental Health (co-sponsored with Sociology of Mental Health section)

Organizer and Presider: Peggy A. Thoits, Indiana University

Discussant: Ellen Granberg, Clemson University

- *Better to Give than to Receive? Equity in Social Support Exchanges and Mental Health* - Anastasia S. Vogt Yuan, Virginia Tech
- *Linking Social Disorganization, Urban Homeownership, and Mental Health* - Kimberly R. Manturuk, University of North Carolina-Chapel Hill
- *The Effects of Multiple Forms of Perceived Discrimination on Health Among Adolescents and Young Adults* - Eric Anthony Grollman, Indiana University
- *Revisiting Racial Differences in the Etiology of Mental Illness: Changes from 1996 to 2006* - Christopher Prener and Rachael Gorab, Northeastern University

Crime and Social Psychology (co-sponsored with Crime, Law, and Deviance)

Organizer and Presider: Ross L. Matsueda, University of Washington

Discussant: Christopher Lyons, University of New Mexico

- *Interpersonal Racial Discrimination and Crime: Risk and Protective Factors* - Callie Harbin Burt, University of Massachusetts, Amherst
- *Gender and Status in Networks of Victimization* - Robert Faris and Diane Felmlee, University of California, Davis
- *Get Happy! Positive Emotion, Depression and Juvenile Crime* - Bill McCarthy and Teresa Casey, University of California, Davis
- *An Examination of Socialization Processes behind Adolescent Smoking Behavior* - David R. Schaefer, Steven N. Haas, and Nicholas Bishop, Arizona State University

Managing Conflict in Settings of Everyday Life: Interaction and Practices

Organizer: Doug Maynard, University of Wisconsin, Madison

Panel Members:

- Danielle Pillet-Shore, University of New Hampshire
- Geoffrey Raymond, University of California, Santa Barbara
- Nikki Jones, University of California, Santa Barbara
- Iddo Tavory, The New School for Social Research
- Jaeyoung Lee, University of Toronto

**Social Psychology Sessions
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Social Psychology Sessions at the 2011 Annual ASA Meeting

The Future of the 'Faces' of Social Psychology

Organizer and Presider: Cecilia Ridgeway, Stanford University

- *Symbolic Interaction, Microsociology, and the Promise of Social Psychology* - Timothy Hallett, Indiana University
- *Sociological Social Psychology: Delineating Micro- and Multi-level Social Processes in Theoretical Terms* - Amy Kroska, University of Oklahoma
- *Speaking to Two Disciplines: The Disciplinary Contributions of Sociological Social Psychology* - Robb Willer, University of California, Berkeley
- *Confederacy of Faces: Sociological Social Psychology in the Genomic Age* - Jeremy Freese, Northwestern University

Additional Sessions of Interest for Social Psychologists

Social Psychology I (Regular Session)

Organizer: Kathy Kuipers, University of Montana

Discussant: Timothy Owens, Kent State University

- *Does This Article Make Me Look Fat? How Exposure to News Reporting Shapes Anti-Fat Attitudes* – David A. Frederick, Abigail C. Saguy, and Kjerstin Gruys, UCLA
- *Segregation in Gay, Lesbian, and Bisexual Youth's Personal Networks: Testing Structural Constraint, Choice Homophily, and Compartmentalization Hypotheses* - Koji Ueno, Florida State University; Eric R. Wright, Indiana University Purdue University Indianapolis; Mathew D. Gayman, Georgia State University; Janice M. McCabe, Florida State University
- *Work Value Change and the U.S. Economic Recession* - Monica Kirkpatrick Johnson and Rayna Sage, Washington State University
- *Better Sorry than Safe: the Effect of Social Stereotypes on Risk-Taking Behavior* - Susan Fisk, Stanford University

Social Psychology II (Regular Session)

Organizer: Kathy Kuipers, University of Montana

Discussant: Paul Monroe, Towson University

Ecology of Culture: Social Position and Connectedness as Predictors of Systemic Variation in Affective Meaning - Kimberly B. Rogers, Duke University

It's the Conventional Thought that Counts: The Origins of Status Advantage in Third-Order Inference - Shelley Correll, Stanford University; Cecilia Ridgeway, Stanford University; Ezra W. Zuckerman, MIT Sloan School of Management; Sara Bloch, Stanford University; Sharon Jank, Stanford University

Social Values, Perceived Motives, and Reciprocity in Direct Favor Exchange – Matthew D. Hoffberg, Cornell University

The Embedded Self: A Social Networks Approach to Identity Theory – Mark Walker, The University of Iowa

Voices of Experience: Henry Walker

(continued from page 4)

Students in UMKC's graduate program were required to take Ernest's two theory seminars. Manheim immersed us in the classical works in sociology and introduced us to Abraham Kaplan, Carl Hempel, Paul Oppenheim, and lots of other work in the philosophy of science. I completed my M.A. thesis in 1974, got a fellowship at the eleventh hour and, that fall, headed west with my wife and young son to enroll in Stanford's doctoral program.

Stanford was the smallest of the departments that had granted me admission and I was intrigued by its focus on what I now call theoretical methods—ideas I had begun learning in Ernest's seminars. Department size was important because I was determined not to get lost in graduate school. Joe Berger, Bernie Cohen, Dick Scott, Buzz Zelditch and the rest of the gang kept me on the straight and narrow during my four years there. But without support of the National Fellowships Fund for Black Americans I would not have attended Stanford.

Finally, I can tell you how I became a social psychologist. Fall quarter 1977, my fourth year. Bernie Cohen called me to his office. He asked if I could teach introduction to social psychology. I told him that I could teach intro physics if given enough lead time. His response: "Good. You are a social psychologist. Apply for this job (at Iowa)." I didn't get the job. It went to our good friend and fellow social psychologist, Dave Wagner, who preceded me by a few years at Stanford.

I began sociology with a desire to change the world and an obsession with the state of blacks in America and how it could be improved. Over time, my goals changed, but not my research interests. I adopted an aphorism from Marx and turned it on its head: "The point of sociology is not to change the world but to understand it."

I have moved around a lot. Donnelly Community College (a Catholic community college where I taught while getting the M. A.); Yale, Stanford, Iowa, Cornell and Arizona. I managed to gain something at each stop—important sociological insights from, among others, Wendell Bell and Rosabeth Kanter at Yale; Carl Couch at Iowa; Robin Williams, Jr. at Cornell. At Arizona, my ideas about political culture in university towns and on university campuses began to crystallize.

My principal interests haven't changed much. My M. A. thesis was on black postal workers. My concern was with race stratification within the agency. Blacks were over represented—twice their population proportion—but concentrated in the bottom six of twenty-two grades. There were no blacks in the top two grades. Yet, blacks rarely filed grievances. I didn't know at the time but I was studying nondecisionmaking. I learned that term at Stanford after beginning work with Buzz Zelditch who was running an unfunded project with a handful of graduate students and post docs. The project eventually became the Zelditch-

Walker program on legitimacy and authority.

What is your current (or recent) research focus?

At some point I am going to try my hand at writing a general theory of legitimacy. Not sure if it can be done but now I have more time to commit to the project. Expanding the scope of Status Characteristics Theory is high on my list. I continue to work with two doctoral students on issues related to SCT. I have also a keen interest in complexity/chaos theory. I am convinced that Wolfram's *New Kind of Science* will fit into the Popper-Lakatosian model of science. Last, but not least, I have a longtime interest in the social and political economy of education in America. My theoretical ideas are tied to the political culture, organization and political economy of higher education. I am particularly interested in understanding the lagging academic achievements of blacks, the general erosion of academic standards and grade inflation/grade compression. I have become convinced that universities play a key role in what I have begun to call the institutionalization of mediocrity. Those who know of my interest in this last topic, also know that I have drawn my keenest insights from my love of basketball and University of Kansas basketball in particular.

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

Genealogy. Mine in particular. Family is important to me. My mother was motherless at two and an orphan before she was 10. My father was abandoned by his natural father and was adopted at age two after his mother died. Within two months of my retirement last summer I found some second-cousins on my dad's side, located and visited my paternal grandfather's grave at Arlington Cemetery and learned the identity of dad's paternal grandparents.

Another passion is music although I seem to have inherited only a small fraction of the talent in my family. Many relatives on both sides were/are skilled musicians. Some have made a living at it. I will dabble in music during my retirement, if I can find the time between visits to see our three grandchildren in Oregon.

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

I count my success in terms of having lasted, not particularly in terms of impact. I think for someone in my position that I have an unusual orientation to my occupation/profession. I am still a working-class kid at heart. I never thought of sociology as more than a J-O-B and as a means to my only stable life goal—survival. My wife, Joyce, hates for me to say that, but it is true. I finished high school because my mother demanded it. I knew that when I graduated I would need a job to survive. The biggest personal demand has been providing for me and my family. Having a steady job was key to doing that. Luckily, I married a professional woman and for forty-five years we have lived a comfortable life.

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Voices of Experience: Henry Walker

(continued from page 16)

I have been driven to solve puzzles but was never driven to publish. I typically publish with others as a logical consequence of completing a project. My collaborators expect to publish; that is why I have published as much as I have. I probably have two file drawers of drafts that could be turned into publishable papers if I had the inclination to do so. And I will probably polish some of them in retirement. I spent lots of time preparing to teach and spending less time publishing gave me time to do other things, like helping raise two children. By the way, I don't recommend de-emphasizing publishing as a strategy for newcomers to the field.

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

If I had been smarter, I would have worked harder at sport. I come from a family of athletes. My mother played basketball and dad played semi-pro baseball. An older brother and two older cousins played in the Kansas City Monarchs organization—arguably the most successful of the old Negro Baseball League teams. I played a lot of playground basketball but never worked at it. I taught the game to my two younger brothers who played in community college. I might have been a good coach.

Again, with more work, I could have done something in the music industry—probably writing or producing more than performing. Writing and photography. Although I hate writing for sociology audiences, I love to write. A lot of essays sit on my computer's hard drive. I also love photography and my wife thinks I am good at it when I work at it. More realistically, a research career dealing with policy research, maybe doing historical research. Puzzle-solving, raising and answering questions, has been an important driver since my preschool years.

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

Two things stand out. First, I decided about three months into my first teaching job that “teaching” is a misnomer. No one teaches anyone anything. I tried to be a good instructor—an instructor can only provide guidance and opportunities to learn. Learning is an active process. The academy needs more activists.

The second thing I learned took longer. I naively assumed that truth, even the conditional truth of science, would win out in the end. I was wrong. As one who has read a reasonable amount of work in the history of science, I am embarrassed to admit that the evidence against that assumption was always before me. I wish I had been more active in pushing theoretical science—a term that expresses a redundancy. Today, I believe that we should have gone to the barricades to fight off the empiricists. Even if it destroyed the discipline. As Liz Cohen once said in a private conversation, had the discipline collapsed, we could have reinvented it.

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

Normally, I don't give advice. I put stuff on the table and leave it to people to decide if any of it is worthwhile. I have generally thought about the profession much as I have thought about my favorite ideas and theories. Under what conditions would I be willing to give it up? I decided that I would leave the profession if I could not be true to the values that served me so well. I urge newcomers to think about the values they bring to the profession. I learned science from a host of people, many of whom were biologists and chemists. All had high academic standards and challenged me in the classroom and in research. They would not lower their standards. I am particularly grateful that none of them seemed to have “cut me some slack” because I was black. Throughout my career I have tried to do the same.

I have told generations of graduate students—and more than a few undergraduates—that adherence to high standards is a guard against my worst nightmare. In that scene, a former teacher, typically Joe Berger, engages one of my students in a discussion about his or her dissertation or paper. The paper uses SCT or some related idea very poorly. After some questioning, the student reveals that the work was done under my supervision.

To avoid that scenario, I tried to be as demanding of my students as those who taught me. My good friend Bernie Cohen told me that I was more demanding. Today, people decry the deterioration of standards in the academy. I join them in their concerns. But I sleep well. Joe has yet to inhabit my dreams and I convince myself that I did little to contribute to the current state of affairs.

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

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information
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**[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.