

Social Psychology

Newsletter of the Social Psychology Section of the
American Sociological Association



Remarks from the Chair

Jan E. Stets, *University of California, Riverside*
(jan.stets@ucr.edu)

Before I brief you on the exciting things that are happening in the section, I want to thank our outgoing chair Brian Powell (*Indiana University*) for his tireless efforts this past year. As chair-elect, I watched Brian respond to section matters with clarity,

swiftness, and vision. Thank you Brian for your leadership!

Let me turn to section news. An anonymous section member last year graciously donated a significant sum of money to seed an award for graduate students in the section. In response, an endowment committee was created. Section members have been very responsive and generous to the initial campaign that we are able to inaugurate the *Graduate Student Investigator Award* in 2013. However, more monies are needed so the campaign will go full scale this year. Please help us support this important endeavor!

To brief you further on the endowment campaign and graduate award, I've asked the chairs of each of these committees to contribute a column to this issue. Karen Hegtvedt (*Emory University*) will summarize the fund-raising activities to date, and Alicia Cast (*University of California, Santa Barbara*) will discuss some of the guidelines of the graduate student award. We are very grateful to the section member who planted the seed for this great investment, and to the section members who have

already built upon this gift and whose names are listed in the current issue.

Because our graduate students comprise a significant pool of our section members, it is important that we hear from them more. I am continuing Brian Powell's idea of a Graduate Student Advisory Committee. This year's committee has been quite active, and I have asked the committee chair, Ryan Trettevik (*University of California, Riverside*), to report on their work thus far.

Six graduate students who are out on the job market are profiled in this newsletter. In the future, all graduate students will be profiled in the graduate student area of our section's website rather than in the newsletter. This will provide one place throughout the year where everyone can find section graduate students who are seeking jobs. Our webmaster, Philip Brenner (*University of Massachusetts, Boston*) has done a great job in designing this area.

You will notice that the section's website has been moved from the University of Wisconsin host to

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Note from the Editor

Laura Aufderheide Brashears
Cornell University



Greetings! I hope that your semester is progressing well.

You'll find this newsletter full of important section

information, with timely reports from the chairs of many of the newer social psychology standing committees. And we have a Voices of Experience interview with Larry Bobo, the 2012 Cooley-Mead Award Winner.

As usual, you will also find graduate student profiles on six students currently on the job market. However, this is the last time that graduate students will be profiled in the newsletter. From now on, you can find current students on the job market posted on the website.

In addition, Research Briefs are now being posted online; check out Theodore Kemper's "Voicing the Body."

The new link for the Social Psychology section is:

<http://www2.asanet.org/socialpsychology/> Please contact Philip Brenner, the webmaster, for more information on Graduate Student Profiles and Research Briefs (Philip.Brenner@umb.edu).

As always, thank you all for your contributions – you've truly made the newsletter your own! And I'll be accepting contributions for the Spring newsletter until **February 22**. I wish you a productive and healthy end to 2012!

Remarks from the Chair (cont. from pg. 1)

the American Sociological Association host. This move is important since the section should be associated with the ASA rather than a particular university. My thanks to Philip Brenner for getting this done and keeping the website updated with the latest section information.

The membership committee is working hard to increase membership. Committee chair, Jessica Collett (*University of Notre Dame*), reports on their activities in this issue. Please help increase membership by sponsoring a graduate student or encouraging your colleagues who carry out social psychological research to join!

We are honored to have the 2012 Cooley-Mead Award winner, Larry Bobo (*Harvard University*), share his voice of experience in this issue. The room was packed for his Cooley-Mead talk at this past year's ASA meetings, which was very interesting and insightful. Look for his talk in a forthcoming *Social Psychology Quarterly* issue.

Plans are underway for the 2013 ASA meetings. We are honored to have section member Cecilia Ridgeway (*Stanford University*) as ASA President this year. In the current newsletter, you'll find the four sessions for the 2013 Social Psychology Section. There will be three open sessions, two of which will be focused on the self in social psychology, broadly defined. The idea is to span an analysis of the self from the micro level to the macro level. We will continue the tradition of co-sponsoring the roundtables with the Sociology of Emotions section. Please consider submitting your work to these sessions and roundtables for our New York meetings!

You'll find a listing of the 2012-13 Committees for the section in this issue. I am very grateful to these section members for agreeing to serve. Their willingness to get involved shows how generous our section members are with their time in making this one of the premier sections in the association.

Finally, I want to thank our section newsletter editor, Laura Aufderheide Brashears (*Cornell University*) for her hard work in assembling this newsletter. She's organized and on top of everything. So, thank you, Laura, for your continued commitment to doing this great work for the section!

2012 Social Psychology Award Winners

(Photos generously provided by *Peter Burke*)



Larry Bobo accepts the 2012 Cooley-Mead Award from Karen Cook



Alex Lu accepts the 2012 Graduate Student Paper Award from Jill Kiecolt



Cecilia Ridgeway accepts the 2012 Outstanding Recent Contribution in Social Psychology Award from Jane Piliavin



Larry Bobo presents the 2012 Cooley-Mead Address

2012-2013 Social Psychology Section Officers

Chair: Jan Stets, *University of California, Riverside*

Chair-Elect: Jeremy Freese, *Northwestern University*

Past-Chair: Brian Powell, *Indiana University*

Secretary-Treasurer: Pamela Braboy Jackson (2013), *Indiana University*

Council:

- Alison Bianchi (2015), *University of Iowa*
- Tim Hallett (2015), *Indiana University*
- Will Kalkhoff (2013), *Kent State University*
- Melissa Milkie (2014), *University of Maryland*
- Robin Simon (2014), *Wake Forest University*
- Robb Willer (2013), *University of California, Berkeley*
- Traci Tucker (2013), *Stanford University* – student member of council

Editors SPQ: Karen Hegtvedt and Cathy Johnson, *Emory University*

Newsletter Editor: Laura Aufderheide Brashears, *Cornell University*

Webmaster: Philip Brenner, *University of Massachusetts, Boston*

25th ANNUAL GROUP PROCESSES CONFERENCE

Friday, August 9, 2012 in New York, NY

The Silver Anniversary Group Processes Conference will be held August 9 in New York, immediately preceding the American Sociological Association Annual Meeting. Planning is underway under the direction of Bob Shelly, Ann Shelly, Dave Wagner, and Ted Welser. Please communicate suggestions for sessions and papers to Bob Shelly at shelly@ohio.edu. Details about venue, times, and costs will be forthcoming after the first of the year. We have also created a blog for updates as plans progress at: <http://groupprocesses2013@blogspot.com/>.

Conference News

CALL FOR SUBMISSIONS

26TH Annual Conference of the International Association for Conflict Management
June 30-July 3, 2013 in Tacoma, WA

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 2013 meeting of IACM to be held in Tacoma, Washington.

Program Content Areas: *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, Mediation, Negotiation Processes, Organizational and Workplace Conflict, Power and Status in Conflict, Peacemaking, Peacekeeping, and Peacebuilding, 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*

Methodological Approaches: *Archival Research, Case Study, Field Study, Laboratory Study, Meta-Analysis, Multi-Method /Hybrid Research, Novel methods of conflict intervention, Qualitative Research*

Conference Site and Accommodations: The Conference will take place at the Hotel Murano, (<http://www.hotelmuranotacoma.com/>). Hotel Murano is a boutique luxury hotel with world class artworks on display throughout the hotel. The hotel is within walking distance of museums and restaurants.

Please visit the IACM website for more information and regular updates regarding the conference. The submission website will be active in mid-January, 2013. Submission Deadline: February 8, 2013, 5:00 p.m. US Eastern Standard Time.

<http://www.iacm-conflict.org>

Announcements

Cooley-Mead Award

The Social Psychology Section is seeking nominations for the 2013 Cooley-Mead Award. The Cooley-Mead Award is given annually to an individual who has made lifetime contributions to distinguished scholarship in sociological social psychology. In addition to receiving the award, the recipient presents an address to the Social Psychology Section at the American Sociological Association Annual Meeting. A list of all prior awardees can be found at http://www2.asanet.org/socialpsychology/Cooley_Mead_history.html

Nominations must be received by **October 15, 2012** and should include a brief description of the career contributions that make the candidate deserving of the award. Please send nominations to Lynn Smith-Lovin, Committee Chair, at smithlov@soc.duke.edu

Graduate Student Paper Award

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 2012 and March 2013, 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, 2013** to John DeLamater, Committee Chair, at delamate@ssc.wisc.edu

Outstanding Recent Contribution in Social Psychology Award

The Social Psychology Section invites submissions for the 2013 Outstanding Research Contribution in Social Psychology Award. In 2013, the award will be given to an article or chapter published between January 1, 2011 and December 31, 2012. Nominations for articles or chapters must include a PDF copy of the article or chapter and a brief statement (1-2 paragraphs) regarding its merits. Nominators must be members of the ASA Social Psychology Section; self-nominations are welcome. Please send submissions by **February 1, 2013** to Linda Molm, Committee Chair, at molml@u.arizona.edu

Grad Student Investigator Award

The Social Psychology Section invites submissions for the Graduate Student Investigator Award. This award is designed to provide support for an innovative and outstanding research project that makes a significant contribution to social psychological scholarship. The proposed research may serve as the applicant's dissertation, thesis, or other publishable research. The award provides \$1,000 to meet some of the research expenses associated with the proposed research. More information on submission guidelines can be found at

http://www2.asanet.org/socialpsychology/GSI_Award.html

Interested graduate students should submit a proposal of no more than 10 double-spaced pages and attach a budget describing how the funds will be used to support the research, a curriculum vita, and a supporting faculty reference form (see the above link) should also be submitted. Applications will be evaluated using the following criteria: theoretical significance, creativity of the research, the appropriateness of the methods, and the potential contribution to the field of social psychology. The student should be a current member of the ASA Social Psychology Section. A student may only submit one application for consideration each year. Please send an electronic version of the proposal by **March 1, 2013** to Alicia Cast, Committee Chair, at acast@soc.ucsb.edu

SOCIAL PSYCHOLOGY at the 2013 ASA ANNUAL CONFERENCE

1. **Cooley-Mead Award Ceremony and Business Meeting**
2. **The Self in Social Psychology – Session I:** This session focuses on work in social psychology that emphasizes the role of the self, broadly defined, in one's research. Submissions can include but are not limited to an analysis of identity, self-esteem, self-efficacy, self in interaction, self in groups, self in institutions, and culture and the self. Session Organizer: Jan E. Stets, *University of California, Riverside*
3. **The Self in Social Psychology – Session II:** This session focuses on work in social psychology that emphasizes the role of the self, broadly defined, in one's research. Submissions can include but are not limited to an analysis of identity, self-esteem, self-efficacy, self in interaction, self in groups, self in institutions, and culture and the self. Session Organizer: Peter J. Burke, *University of California, Riverside*
4. **Open Topic on Social Psychology:** This section invites submissions for an open paper session. Session Organizer: Jonathan Turner, *University of California, Riverside*
5. **Section on Social Psychology Roundtables (co-sponsored with Section on Sociology of Emotions)** Session Organizer: Scott Savage, *University of California, Riverside*

Congratulatory Notes

- **Michael G. Flaherty** (Eckerd College) won the 2012 Charles Horton Cooley Award from the Society for the Study of Symbolic Interaction for his book *The Textures of Time: Agency and Temporal Experience* (Temple University Press, 2011).
- **Pamela Braboy Jackson**, (Indiana University), has been named Inaugural Director of the Center for Research on Race and Ethnicity in Society (CRRES). For more information regarding the center, visit <http://www.indiana.edu/~crres/index.shtml>.
- **David Knottnerus** (Oklahoma State University) was awarded the honorary title of Regents Professor.
- **Stefanie Mollborn** (University of Colorado - Boulder) has been tenured and promoted to associate professor in Sociology and the Institute of Behavioral Science.
- **Alex Thompson** (University of Colorado - Boulder) won the 2012 graduate student paper award from the SSSP Disabilities Division for his paper "'Sometimes, I think I might say too much:' Dark Secrets and the Performance of Inflammatory Bowel Disease." For the same paper, he also won first place in the Alpha Kappa Delta graduate student paper competition and the SSSI Herbert Blumer graduate student paper award.
- **Bin Xu** (Florida International University) won the Fund for the Advancement of the Discipline from the American Sociological Association and the National Science Foundation for his project "Some Sufferings Are More Equal Than Others: Collective Memory of the Zhiqing Generation."



Voices of Experience:

Lawrence Bobo, Harvard University

Submitted by Christabel Rogalin

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

From a very young age I have seen people in their interconnectedness. For good or ill, I have been blessed with a sociological eye. I won't claim any edge on deep sociological wisdom or insight, but I have always recognized and attended to the ways that the presence of others, be they friends, family, a particular group or organization, or an even larger social units like communities or nations, at once figure (and prefigure) our lives. In part, this inclination may have been rooted in an early awareness of race, racial difference, and prejudice. Listening to my parents talk about clearly racialized experiences, thinking about the adaptations they were making, or even learning about slavery in school all made an impression on me. In 1965, when I was 7 years old, the family planned a cross-country drive from Los Angeles to see, among other things, the World's Fair in New York. The trip would include visiting relatives

in Atlanta, Georgia and possibly in Florida as well. This occasioned serious discussion of the potential difficulty to finding hotels or places where we (the kids) might go to the restroom without a problem. In part, this inclination is the natural result of being a product of Martin Luther King's America. I was old enough to witness the Civil Rights and Black Power Movements on television—though not old enough to actually take part. But this sparked a concern to make the world a better place. Hence, my enduring scholarly and social psychologically inflected interest in matters of race, politics, and social inequality.

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?

My interest in sociology began as an undergraduate at Loyola Marymount University in Los Angeles. Like so many young people with an interest in politics and changing the world I began college thinking political science was the logical pre-law major. For one reason

or another the courses did not excite me but a friend convinced me to take a class on "Social Deviance" taught by Professor Nicholas Curcione. Wow! What an exciting class and what a dynamic and engaged scholar. Curcione had us reading Laud Humphries (on tearoom trade), Howard Becker (on becoming a marijuana user), Erving Goffman (Asylum, and the presentation of self in everyday life). I was a sociology major before the end of my sophomore year.

Eventually, I decided to give up law aspirations (years of participation in speech and debate convinced me that I want to seek and create real knowledge, not merely prepare to argue either side of a case). This choice was made easier by the fact that my mother had grown up in Atlanta, going to school on the Spelman/Morehouse campus. This meant that for a time she would see Dr. W. E. B. Du Bois, sporting his Homburg hat, gloves, and cane, as she walked into school. So I grew up being regaled with tales of my mother saying "Good morning Dr. Du Bois" each day (who guessed her son would grow up to hold the W. E. B. Du Bois Chair at Harvard!).

Moreover, E. Franklin Frazier, the first African American president of the American Sociological Association, was a close family friend and her godfather.

As events played out and I became serious about graduate study I ended up at the University of Michigan for graduate study. This was the perfect intellectual fit for me. As an undergraduate I had crafted a sort of senior thesis project (LMU really did not have this option when I was a student there) that involved analyzing data from the General Social Survey on white public opinion on the use of school busing for school integration. I advocated in favor of Herbert Blumer's theory of group position versus David Sears's theory of symbolic racism. Much of my argument on the nature of racial attitudes was based on the work of Howard Schuman and Mary Jackman, both of whom, it turned out, were faculty at Michigan. Bear in mind, my decision to apply there was serendipitous in that I only did so because a roommate had written off for the Michigan application materials and decided not to use them. So, he let me have the forms. I worked for Howard Schuman for 4 years as a research assistant and he chaired my dissertation committee which also included Mary Jackman and Jim House. The rest, as they say, is history.

My first tenure track appointment was at the University of Wisconsin, Madison. At the time I chose Madison over Berkeley, Penn, and Indiana, each of whom had also made me offers. For me, I felt an immediate connection to

folks like David Featherman, Robert Hauser, Franklin Wilson, Cora Marrett, Karl Taeuber, and Jane Piliavin. This seemed, for me, the best mix of race, social psychology, and normal science as I understood it.

What is your current (or recent) research focus?

I am currently working on two books. The first will involve an elaboration of the theory of laissez faire racism. The book is an extended interrogation of the notion of post racialism in the U.S. The second book is on the scourge of racialized mass incarceration, a more social psychological and political analysis of the emergence of historic levels of reliance on formal incarceration as our societal response to the problem of crime.

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

Always a bookish sort, I enjoy reading murder mysteries, especially British police

procedural mysteries (Dorothy L. Sayers, P. D. James, Elizabeth George) but also some American detective fiction (Walter Moseley). I am an avid jazz fan, enjoy watching professional football and basketball. And I spend as much as of the summer months as possible riding a bike on Martha's Vineyard.

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

An awfully good question. Never take myself too seriously. Get out to the movies. Never pass up a good martini or fine bottle of wine (preferably at a great restaurant).

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

Investment banker, with some combination of an MBA and/or law degree.

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

Academe is actually a small world. Be diplomatic.

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

Endowment for the Graduate Student Investigator Award

Chair: Karen Hegtvedt, *Emory University*



Last spring, the section launched a campaign to raise funds to support a *Graduate Student Investigator Award*. The

intent of this award is to signal investment in the future of social psychological research and to bring an element of prestige and resources to talented young scholars. The award of \$1000 will be given annually, starting in 2013, to an outstanding research proposal written by a member of the section who does not yet have a PhD. The proposed research can be intended to serve as the applicant's dissertation, thesis, or other publishable research.

The award will be funded by a section endowment. An anonymous donor pledged seed funds for this endeavor. The "silent phase" of our fundraising endeavors began in May, with invitations to Cooley-Mead award winners, and former section chairs and council members to contribute. When the award and its endowment campaign were announced at the section business meeting at ASA, a number of individuals filled out white index cards indicating their pledges. The hope is that, with an ongoing campaign, this endowment will grow and that, in the future, the award amount will grow with it.

To date, with \$36,600 in pledges, the section is over one third of the way to the goal of \$100,000 to support the annual award in perpetuity. Sixty percent of former Cooley-Mead Award winners along with slightly more than 50 percent of former section chairs (who are not counted among the C-M winners) have pledged.

The 2011-12 endowment committee of Jan Stets, Dawn Robinson, Pam Jackson, Karen Hegtvedt (chair), and Brian Powell (ex officio) thanks all those who have contributed. The generosity of these founding donors is particularly appreciated; their names are listed in this issue of the newsletter. The 2012-13 committee (Dawn Robinson, Pam Jackson, Karen Hegtvedt, Jane McLeod, Jeremy Freese, and

Jane Sell) invites the full section membership to participate in the on-going development of this fund. Our goal is to reach at least \$50,000 by January 1, 2013.

No amount is too small and pledges in excess of \$200 may be paid over multiple years. To facilitate pledging (and beat the rush before the launch of the general invitation), please see the "pledge card" posted on the website at: <http://www2.asanet.org/socialpsychology/PledgeCard.pdf> The committee hopes that scholars will see this award as an investment in the future of the community to which they belong. Thank you in advance for making this award a reality.

Founding Endowment Contributors

Anonymous	Edward Lawler
Duane Alwin	Monica Longmore
Philip Bonacich	Michael Lovaglia
Peter Burke	Barry Markovsky
Allison Cantwell	Jane McLeod
Alicia Cast	Barbara Meeker
Jessica Collett	Melissa Milkie
D'Lane Compton	Stephanie Mollborn
Karen Cook	Linda Molm
Sanford Dornbusch	Jeylan Mortimer
Glen Elder	Timothy Owens
Rebecca Erickson	Gretchen Peterson
Gary Alan Fine	Brian Powell
Martha Foschi	Cecilia Ridgeway
Linda Francis	Dawn Robinson
Ellen Granberg	David Schaefer
Karen Hegtvedt	Melvin Seeman
David & Elsa Heise	Jane Sell
Judy Howard	Shane Sharp
Matthew Hunt	Robert & Ann Shelly
Herbert Kelman	Jan Stets
Darys Krisel	Sheldon Stryker
Amy Kroska	Peggy Thoits
	Morris Zelditch, Jr.

Inauguration of the Graduate Student Investigator Award

Chair: Alicia Cast, University of California, Santa Barbara



It is with great pleasure and excitement that the Social Psychology Section is announcing a new graduate student award: The Graduate Student Investigator Award. The impetus for this award was a generous donation by a section member to support talented young scholars in their quest to do important and innovative social psychological research. After this initial donation, a lot of hard work by a lot of different people went into securing additional funds and establishing guidelines for the award.

This summer, many of you were contacted by the section's Endowment Committee (Karen Hegtvedt, Chair, Pamela Jackson, Dawn Robinson, and Jan Stets) and a very successful fundraising drive has been taking place over the summer and into the fall. These funds will allow the award to be offered annually. The hope is that this endowment will grow and that, in the future, the award amount will grow with it.

In addition to the Endowment Committee's efforts to raise funds for the award, the very first Graduate Student Investigator Award Committee (Alicia Cast, Chair, Timothy Hallett, Jason Schnittker, and Shane Thye) was established. This committee spent the summer working on developing a description of the award, guidelines for submission, and evaluation criteria. It is the committee's hope that these guidelines

will facilitate the selection of the proposal that best fits with the intended spirit of the award.

In addition to the element of prestige associated with winning the award, the award provides \$1,000 to meet some of the research expenses associated with the proposed research. The funds can be used for research expenses such as data collection, data analysis software packages (e.g. quantitative and/or qualitative programs), equipment, and travel. Proposals will be evaluated on the following: theoretical significance, creativity of the research, the appropriateness of the methods, and the overall potential contribution to the field of social psychology.

A link to a description of the award and the submission process for the award can be found on the section's web-site at: http://www2.asanet.org/socialpsychology/GSI_Award.html

This award is one of many signs of the continued commitment of the section to our graduate student members. It is also a tangible indication of the investment that section members are making in the future of social psychological research.

Be sure to watch for the formal call for proposals this fall! Submission deadline is **March 1, 2013.**



Graduate Student Advisory Committee Report

Chair: Ryan Trettevik, *University of California, Riverside*

The social psychology graduate student committee is working

to identify ways in which graduate students can be more involved in the section. We would like to implement increased opportunities for graduate students to collaborate and interact through the social psychology section. You are welcome to email us with input on how the section could better serve you or with questions regarding the projects we are working on (rtre001@ucr.edu). We are currently working on the following:

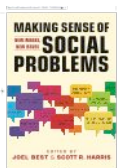
1. We want to gather input from the graduate student section members regarding how the section could be of benefit to them. Watch out for a survey soliciting your feedback on this matter.
2. We are creating a private online "writer's workshop" to provide graduate students with an opportunity to work with other graduate students and receive feedback on ongoing

projects. The online forum will be used to allow students to read and critique each other's works in progress. This also will give graduate students a chance to network with others who share their research interests. Please contact us if you would like to participate in this workshop either through reviewing others work or submitting your own work.

3. A social psychology graduate student event at the ASA meeting in 2013 is also in the works. Look for upcoming details.
4. If you are on the job market, please contact our webmaster, Phillip Brenner, to have yourself featured in the area now designated on the section's website for this purpose.

We will keep you updated on our progress on these projects in future newsletters and emails. We hope that you take advantage of opportunities to participate in the section activities, and we look forward to serving your needs throughout the year.

Book News



New Book Release: *Making Sense of Social Problems: New Images, New Issues* by Joel Best and Scott R. Harris. 2013. Lynne Rienner Publications.

https://www.rienner.com/title/Making_Sense_of_Social_Problems_New_Images_New_Issues

2011-2012 Social Psychology Graduate Student Advisory Committee Report on Survey of Student Members Now Available

Committee Members: Daniel Shank (Chair), Elizabeth Culatta, Eric Anthony Grollman, and Alec Watts

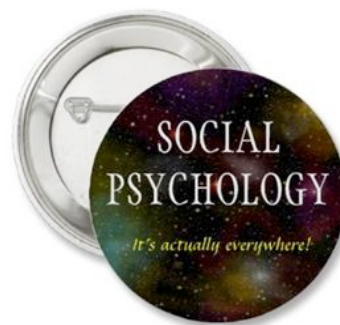
In the 2011-2012 academic year, the chair of the ASA Section on Social Psychology, Brian Powell, created the Social Psychology Graduate Student Advisory Committee to address the needs of the student members of our section. As the committee, we decided to survey the student members of the section to document both who those members are and how well they feel their needs are being met by the section.

While the main survey findings are discussed in more detail on the section's website, here are a couple key findings. We found that the Section on Social Psychology has highly overlapping student membership in ASA not only with the Sections on Emotions (23 percent) and Mental Health (20 percent), but also with the Section on Altruism, Morality, and Social Solidarity (17 percent) and the Section on Race, Gender, and Class (17 percent). As for methodological diversity, the majority of the sample (56 percent) reported using surveys as one of their methodological approaches; secondary data analyses (47 percent), interviews (41 percent), and experiments (39 percent) were other commonly used methods of research. Finally, we were pleased to find that, overall, students reported few complaints, and did not describe feeling marginalized within the section. Indeed, the Section on Social Psychology seems to be doing a great job of addressing the needs of its student members!

Please find more information on our online report. A detailed report of those results can be found at this link:

http://www2.asanet.org/socialpsychology/GSA_Committee_Report_2012.pdf

Did you know that section members (well, anyone) can order the buttons from this summer's ASA meeting on [zazzle.com](http://www.zazzle.com)?



http://www.zazzle.com/social_psychology_button-145577907398408278

2013: The Year of the New Member Report from the Membership Committee

Chair: Jessica Collett, *University of Notre Dame*



We have long been a healthy and vibrant section but we know that we could be bigger. After all, social psychology is actually everywhere! We see this next year as the ideal time to really push our growth forward for a number of reasons.

- The theme of next year's meeting, organized by ASA President and section member Cecilia Ridgeway, "Interrogating Inequality: Linking Micro and Macro," is sure to highlight the importance of social psychology and microsociology for sociologists.
- New York, the site of the meeting, is a truly international city and will attract sociologists and psychologists from throughout the world. Many of these folks are natural fits for our section.
- Our new Graduate Student Investigator Award should pique student interest in our section.

So, we need your help. To get 800 members and earn an extra session at the 2014 meetings, we need to increase current membership by almost 20%. We are asking members to commit to doing at least one of the following to help us achieve our goal:

- ☒ Send an email over another section's listserv, sharing the benefits of joint membership or the relevance of social psychology to sociologists in that section. Highlight a section member who was recognized as a social psychologist. For example, "Did you know that Larry Bobo is an award-

winning social psychologist? You can be too!"

- ☒ If you belong to a psychological and/or international association, post a message on that listserv or bulletin board, inviting members to the New York meetings and highlighting the significance of next year's program to members of these associations.
- ☒ Talk to your students or colleagues about becoming members. Many are doing social psychology, but don't realize how well they'd fit in the section.
- ☒ Sponsor a student. You can do this by giving them \$5 to join or filling out the appropriate information on the membership form located on the last page of the newsletter.
- ☒ If you are a student who would like to remain a member, or you know students who would like to be members but find the \$5 fee prohibitive, contact Jessica Collett (jcollett@nd.edu) about the possibility of benefitting from the aforementioned donations.
- ☒ Share other ideas on how to increase membership with the membership committee (Jessica Collett, jcollett@nd.edu, Committee Chair; Steve Benard, sbenard@indiana.edu, Philip Brenner, philip.brenner@umb.edu; or Mike Harrod, harrodm@cwu.edu).

Pavla Harris, University of Colorado - Boulder

Dissertation Title: *Worldwide Patterns of Determinants of National Identity: The Varied Influence of Education*

Email: pavla.harris@colorado.edu



Pavla Harris received her Ph.D. in Sociology in May 2012 from the University of Colorado at Boulder. Her

dissertation combines micro and macro approaches to the topic of national identity by considering first the individual level characteristics that are associated with it, and, second, the macro-level ones that, in turn, might influence how micro factors determine national identity in the respective countries. Pavla theorizes that in developed countries national identity decreases with higher levels of education but that in developing countries the levels of national identity are higher among the more educated. The theory has a micro-component on how education affects individuals and a macro-component on how social and economic development shapes the meaning of education for national identity. The significance of the study comes from the deepening of the understanding of how country-level context shapes the stratification of values, meanings, and identities of individuals, i.e., how the micro- and the macro-level components are integrated in national contexts. The study design allows for multilevel analyses that link national identity and education under varied economic and cultural conditions. Pavla also tests her hypotheses by examining how people's education influences preferences for restrictive immigration policies across the countries of the world. That is a more practical application of the abstract concepts investigated in the dissertation. The results confirm Pavla's hypotheses about education, national identity, country-level variables, and attitudes toward immigration.

Pavla has been teaching on campus and

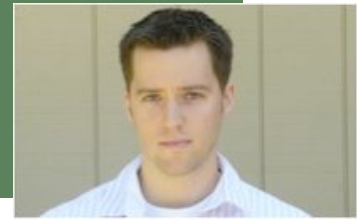
online since 2003. As an instructor of record she has taught multiple sections of lower and upper level classes: Introduction to Sociology; U.S. Race and Ethnic Relations; Perspectives on Race and Ethnicity with Focus on Immigration and Latin America; Race, Gender and Class; Introduction to Women's Studies; Social Stratification and Inequality; and Survey Methods. Pavla loves to teach, and she also has an active research program focused on cross-national patterns of nationalism and attitudes towards immigrants (one article under review at the *International Journal of Comparative Sociology* and one in progress). In addition to receiving scholarships, fellowships, grants, and a teaching award during the course of her graduate career, Pavla mentored new graduate students at the University of Colorado at Boulder and new faculty at Colorado Community Colleges Online. She was also an elected member of the Diversity Committee at the University of Colorado at Boulder.

Pavla wants to be a teaching and research role model to non-traditional students, especially single parents, who, she believes, can contribute much to the discipline of sociology in general and social psychology in particular. One of her dreams is to teach a collective memory class, perhaps as a study-abroad or a field-trip-based course. She plans to continue her research on attitudes toward immigrants, and on how immigrants construct the meaning of national identification. Having lived in two different cultures (Czech Republic and U.S.) Pavla's background affords her unique advantages with respect to both teaching and research that will bring richness and depth to any department of which she will become a part.

Daniel Herda, University of California - Davis

Dissertation Title: *Hostile Contact: Self-Reports of Interpersonal Discrimination among Blacks, Whites and Latinos in Chicago*

Email: deherda@ucdavis.edu



Graduate Student Profile

Daniel Herda is a graduate student in sociology at the University of California Davis, who will earn his PhD in 2013 and will enter the job market this fall. His dissertation uses survey data to study the victims of interpersonal racial discrimination. The first chapter examines the association between reported victimization and negative racial attitudes, and considers whether more positive interracial contacts can neutralize discrimination's attitudinal consequences. The second chapter studies the relationship between neighborhood racial composition and discrimination reports, testing predictions based on the contact hypothesis and group threat theory; it is the first such analysis using a sample of black, Hispanic and white young adults. The final chapter examines minority adolescents' discrimination fear, testing whether fear can produce attitudinal, mental health or behavioral consequences in the absence of discrimination experience.

This research builds upon Daniel's already impressive résumé. His master's thesis examined Europeans' misperceptions about immigrant population sizes; a curious phenomenon known as innumeracy. One portion, published in *Public Opinion Quarterly*, demonstrated the extent of these faulty perceptions across 21 countries. It also examined the development of innumeracy through hypothesized emotional and cognitive antecedents. Another paper, currently under review, examines innumeracy further with a focus on those who underestimate and guess correctly. It also considers the consequences of over-estimation for immigrant policy positions.

Daniel has also collaborated with colleagues on several research projects. He coauthored a paper with a fellow graduate student comparing the stability of same-race and cross-race friendships among adolescents. The research was published in *Social Forces* in 2010. He has coauthored several papers with an advisor examining the influence of extra-curricular activities and community based organizations on the adaptation experiences of immigrant youth. One of these was accepted recently for publication at *Social Science Research*.

He has also made a concerted effort to publicize his work through numerous professional presentations at the annual ASA, Pacific Sociological Association and Population Association of American meetings. Two projects have also been featured on the *Wall Street Journal* and *Psychology Today* websites. Based on his many accomplishments Daniel has been awarded the prestigious UC Davis Dissertation-Year Fellowship to fund his doctoral research. He was also a recent recipient of the Social Sciences Dean's Doctoral Fellowship for Excellence Award and the 2011 UCD & Humanities Graduate Research Award.

Finally, Daniel has also demonstrated a commitment to teaching. He has twice acted as instructor for an introductory-level statistical methods course and is scheduled to teach an upper division racial and ethnic relations course this summer. His efforts have earned a nomination for the 2012 ASUCD Excellence in Education Award. He looks forward to developing additional courses in the future as well as continuing his ambitious research agenda.

Jennifer McLeer, University of South Carolina

Dissertation Title: Social Status and Performance on Mental Ability Tests

Email: jmcmac205@gmail.com



Jennifer McLeer is a 5th year graduate student at the University of

South Carolina's Sociology Department specializing in sociological social psychology. Her dissertation research examines the consequences of status processes for educational outcomes, such as standardized test scores. In this project, she identifies in-group and out-group sanctioning as one source of test underperformance for low status individuals. Jennifer received a Nation Science Foundation Dissertation Improvement grant in order to pursue this work. Jennifer is further exploring consequences of status on intelligence test scores with Brent Simpson. They are examining how high status individuals perform on tests after they have been primed with low status traits.

For the past 3 years, Jennifer has served as principal research assistant for Barry Markovsky. In this time, she helped with a project that examines the joint effects of status and group membership on social influence in collective task settings. To date, this work has produced a paper in *Advances in Group Processes* that presents a standardized method for group interaction coding. This paper was recognized by the University of South Carolina's Sociology Department as honorable mention for the 2012 Best Co-authored Graduate

Student Publication. Jennifer has also presented her research at the American Sociological Association's Social Psychology panel and Group Processes Conference.

Jennifer holds a Masters degree in religious studies with a concentration on religion and society. She has studied the effects of religiosity on indicators of prosociality, such as cooperation and trust. She is currently re-working her Masters thesis which examines characteristics of monotheism, such as punishment and identifiability, as key aids to early societal stability.

In addition to research, Jennifer has served as the student director for the Laboratory for Sociological Research at University of South Carolina for 3 years, helping to organize and manage activities for this busy group processes lab. She also organizes a brownbag series wherein graduate students and faculty can share their research in progress.

Jennifer was slated to teach courses in Statistics and the Sociology of Religion this Fall semester. However, she is the recipient of the College of Arts and Sciences Deans Dissertation Fellowship which provides funding for one year of research activities. She plans on spending this year completing her dissertation research.

Basudhara Sen, Oklahoma State University

Dissertation Title: *Multi-ritual Ethnic Identity: An Analysis of First-generation Asian Indian Americans*

Email: basudha@ostatemail.okstate.edu



Graduate Student Profile

Basudhara Sen is a Ph.D. Candidate, Department of Sociology, Oklahoma State University, Stillwater, OK and plan to graduate in May 2013. Basudhara's research is on issues dealing with ethnicity, community, and especially identity construction among first-generation Asian Indian immigrants who reside in the Southern Plains region of the United States. By re-conceptualizing the nature of ethnic identity among first-generation Asian Indian Americans as "multi-ritual," the study explores various aspects of ritualized behaviors in ethnic identity construction. Employing Structural Ritualization Theory, a schematic model of ethnic identity construction suggests that dominant/highly ranked ritualized behaviors are not accepted uncritically by actors, but rather, individuals use their own cognitive processes to build their identities. This study helps to expand our understanding of the complexity of ethnic identity formation of Asian Indian Immigrants by emphasizing multiple dimensions of ritualized practices. Theoretically, the work stresses the relationships between ritual and ethnic identity which will provide an important framework for understanding the ethnic experiences of other ethnoracial groups with multiple identities. Multi-ritual ethnic identity

also contributes theoretically to the field of sociological social psychology by moving beyond a micro sociological understanding of role-identity.

She has presented various versions of her Ph.D. research work in regional conferences and the presented the theoretical model of ethnic identity formation and ritual dynamics in the American Sociological Association Meeting, Denver, Colorado, August 2012.

She has instructed both face-to-face and online Introduction to Sociology courses and has been nominated by my department (2012) for the university wide award for Outstanding Teaching Assistant. She also received the Richard Dodder Scholarship Award (2012) from the Department of Sociology, Oklahoma State University, for excellence in teaching, research, and community involvement.

She is actively involved in the Sociology Graduate Student Association (SGSA) and the Graduate and Professional Student Government Association (GPSGA). She has served as the Secretary (2010-2011) and Vice-President (2011-2012) of SGSA and as the Representative of SGSA in GPSGA (2011-2012).

Abigail A. Sewell, Indiana University

Dissertation Title: *Opening the Black Box of Segregation: The Structures of Racial Health Disparities*

Email: abigail.sewell@gmail.com



Abigail A. Sewell is a Ph.D. Candidate in the Department of Sociology at Indiana University. Her areas of interests are race and ethnicity,

quantitative research methodology, medical sociology, social psychology, Affect Control Theory, and economic sociology. Her dissertation, "Opening the Black Box of Segregation: The Structures of Racial Health Disparities", evaluates the health consequences of mortgage lending decision stages for youth participating in the Project of Human Development in Chicago Neighborhoods (PHDCN). The research project is guided by a paradox of structural discrimination research – that is, racial residential segregation is linked to poorer health outcomes but racial mortgage discrimination – a purported precedent of racial residential segregation – is linked to better health outcomes. Drawing upon conceptual and methodological insights from the "originate-to-distribute" model, this research clarifies, extends, and realigns the competing perspectives underlining the paradox by focusing on the ways that mortgage lending institutions steer minorities away from advantaged neighborhoods and towards disadvantaged neighborhoods. A multilevel root cause theory, the racism-race reification process (*R³p*), is proposed and tested, which holds that institutional structures of racism are linked to health disadvantages by way of the material quality and social composition of the neighborhood context in which racially

marginalized youth live. Neighborhood-level data from the Home Mortgage Disclosure Act and the Neighborhood Change Database are merged to individual- and neighborhood-level data from PHDCN.

Abigail's research has been supported by a Ronald E. McNair Graduate Fellowship, a Ford Foundation Predoctoral Fellowship, a National Science Foundation Graduate Research Fellowship, a Schuessler Scholarship for Study at ICPSR, and a Schuessler Exchange Fellowship. She is a recipient of several research paper and mentoring awards. Her research has been published in the *International Journal of Intercultural Relations* (first author with David Heise), the *Journal of Negro Education* (second author with Leon Caldwell and Ivory Toldson), the *Journal of Undergraduate Research* (solo author) and as chapters in *Rethinking Race and Ethnicity in Research Methods* (second author with Quincy Thomas Stewart) and *Race and Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy* (solo author).

She is an instructor of research methodology on race and ethnicity at ICPSR's Summer Program in Quantitative Methods of Social Research.

She graduated from the University of Florida *summa cum laude* with a Bachelor's of Arts in Sociology and a Minor in Women's Studies.

Monica Whitham, University of Arizona

Dissertation Title: *Symbolic Social Network Ties: Motivating Cooperative Collective Action*

Email: mwhitham@email.arizona.edu



Graduate Student Profile

Monica Whitham is a Ph.D. candidate in Sociology at the University of Arizona. Her primary research interests are group processes, social networks, community and urban sociology, and organizations. Broadly, her research agenda examines the effects of social connectedness on processes and outcomes requiring cooperative collective input. More specifically, she studies the impact of various types of social ties, such as formal and informal social capital and social identity, on collective behaviors and consequences. These include cooperation in generalized exchange systems, motivations for community involvement, and the achievement of community success.

This theme is reflected in her recent *Sociological Forum* publication, "Community Connections: Social Capital and Community Success." In this paper, Monica examines survey data from 99 small towns in Iowa to assess the relationship between formal and informal forms of community-level social capital and residents' assessments of community success. Her findings indicate that both types of social capital are positively and significantly associated with resident ratings of community success.

Her dissertation research, funded by a National Science Foundation Doctoral Dissertation Improvement Grant, is a study of social identity and cooperative collective action. Monica expands the concept of social identity to the collective-level by conceptualizing it as a connecting force—a form of network tie—creating a symbolic social network. Her multi-method dissertation involves two distinct but related projects, each considering the impact of symbolic social network ties on cooperation

in a particular form of collective action. The first study is an experimental test of the effects of symbolic social network ties, and social identity more broadly, on cooperation in generalized exchange. Among other findings, her results indicate that cooperation in generalized exchange, like many other social contexts (e.g., negotiated exchange systems, commons dilemmas), is enhanced by a shared social identity in the system. The second study uses survey data from an extensive study of small towns in Iowa to assess the relationship between symbolic social network ties and community involvement. Her findings suggest that the strength of symbolic social network ties in a community is positively associated with residents' cooperative participation in the community, including volunteer work and organizational memberships.

Monica has also collaborated on several projects. She co-authored two papers with Dr. Molm and fellow graduate student David Melamed (now at the University of South Carolina), including a manuscript published in the February 2012 issue of the *American Sociological Review* and another currently under review. Their work bridges two sociological research traditions: experimental social exchange research on negotiated and reciprocal forms of exchange and organizational research on embedded versus arms-length ties. We examine the effects of embedding reciprocal exchanges into relationships primarily characterized by negotiated exchanges (and vice-versa) on the development of integrative bonds, such as solidarity and trust, and behavioral consequences, including commitment and inequality.

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Voices of Experience Concluded

different areas and unconstrained time to reflect will be very hard to find later. For a more negative framing, don't become too narrow too soon.

For young faculty, my main advice on the positive tip is produce, produce, produce. To wit, keep your head down and do your research. Write, write some more, and get it out there. Repeat. Spun in a more negative fashion, what I am saying is ignore the status striving, petty politics, and departmental and disciplinary intrigue that defines altogether too much of life in the academy.

Join the Society for the Study of Human Development (SSHD)

SSHD is the only organization in the U.S. devoted to fostering research in human development across the life course.

Our biennial meetings – in Nov 2013 we expect to be on the ocean in Fort Lauderdale, FL -- and our listserv provide forums for the exchange of ideas across boundaries of age and discipline as we continue to promote scholarly work at the vanguard of the study of human development. Our journal, *Research in Human Development*, is at the cutting edge of the field and is now available to members fully online.

Membership in the society affords opportunities to both senior and young scholars to interact with others from a wide range of disciplines including sociology, psychology, family studies, biology, economics, cultural studies, and history. To facilitate communication among members, SSHD is proud to announce the launching of interactive webinars that will connect members with leaders in the field to engage in rich discussions of theory and innovative methodologies, and to provide opportunities for members to enhance their professional networks. We also have an Emerging Scholars program to promote the careers of young scholars and ensure interaction across experience levels.

Our regular memberships are now only \$75 per year and our three-year memberships are only \$225. Student memberships are still only \$40 per year. All members receive online access to the journal and, of course, a reduced rate at our 2013 conference.

To find out more about the Society and to join, log on to our NEW web site:
<http://www.sshdonline.org>.

We hope many will join us in forming a broad community of scholars concerned with developmental issues across the life course.

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_____ I am not an ASA member, but am interested in joining the Social Psychology Section. Please send me information about membership in the ASA.

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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.