

# SOCIAL PSYCHOLOGY

Newsletter of the Social Psychology Section of the American Sociological Association

Spring, 2014

## Remarks from the Chair



**Jeremy Freese,**  
**Northwestern University**  
[jfreese@northwestern.edu](mailto:jfreese@northwestern.edu)

Hello from Athens! I am writing this from a Mediterranean tour that I am taking prior to spending April at SciencesPo in Paris.

The big news of recent days for the section is that Jan Stets (UC-Riverside) and Richard Serpe (Kent State) will be taking over the editorship of Social Psychology Quarterly. Jan did

exceptional work as my predecessor as section chair, and Jan and Richard have both served the section in so many other ways over the years. I am sure all of us are extremely happy to know that the journal will be in such capable hands for the next term. Of course, we have been spoiled by a long run of strong and effective editorships, the latest of which has been all the great work done by Karen Hedgvedt and Cathy Johnson and the rest of the team at Emory. All these people have been key to the ongoing strength of the journal and its reputations both for quality and for efficient and wise administration.

Everything with the section is going well. I want to thank Chris Bail, Jessica Collett, and Mike Shanahan for organizing our section sessions. The ASA program schedule will be announced soon, and I think everyone will be proud of what they have out together for our section. Of course, there will be many other social psych talks at the meetings, and we will be announcing those before the meetings. We will once again be having our reception with our splendid partners in the Sociology of Emotions section. The business meeting will have the Cooley-Mead address featuring Thomas Pettigrew, this year's winner (*see pages 6 and 7 for more information*).

We are currently in the process of judging for several of our section awards. I want to thank everyone who is serving on these committees. Special praise, of course, to the Chairs. Gary Fine chaired the Cooley-

## Inside this Issue:

<u>Story</u>	<u>Page</u>
Remarks from the Chair	1-2
Note from the Editor	2
Slate of Candidates for 2014 Elections	2
Voice of Experience: Jonathan Turner	3-5
Cooley-Mead Award: Thomas Pettigrew	6-7
GSIA Award Winner: Trenton Mize	8
Book Notes	9-10
Call For Papers	10
How to Contribute to GSIA	11
Special issue of <i>SPQ</i>	12
Current Officers and Committee Members	13
Membership Form	14

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

Mead committee. Matt Hunt is chairing the committee for Outstanding Research Contribution. John DeLamater is chairing the committee for the Graduate Student Paper competition. David Schafer is chairing the committee for the Graduate Investigator Award, now in its second year (*read about our most recent winner on page 8*). We are still fundraising to increase this award, and members are now able to donate using their credit cards by using PayPal (see *page 11 for more details*). We've sent information to the section listserv about this, but feel free to contact me if you'd more details.

I cannot emphasize enough how much the section benefits from the wonderful collective spirit of its members, exemplified by the people mentioned above, but of course also by many others. Serving as chair has provided a great vantage for me to appreciate just how strong and delightful our community is, and this makes my job all the more of an honor. No expression of thanks would be completely without a special shout-out to Bridget Welch, and her work in taking on the newsletter you are reading now.

## 2014 ASA Election Slate

### **CHAIR**

Cathryn Johnson  
Professor of Sociology Emory University  
([cjohns@emory.edu](mailto:cjohns@emory.edu))

Brent Simpson  
Professor of Sociology University of South Carolina  
([BTS@mailbox.sc.edu](mailto:BTS@mailbox.sc.edu))

### **COUNCIL MEMBER (Vote for 2)**

Stephen Benard, Assistant Professor of Sociology, Indiana University ([sbenard@indiana.edu](mailto:sbenard@indiana.edu))  
Jody Clay-Warner, Professor of Sociology, University of Georgia ([jclayw@uga.edu](mailto:jclayw@uga.edu))  
Ellen Granberg, Associate Professor of Sociology, Clemson University ([granber@clemson.edu](mailto:granber@clemson.edu))  
Kathryn Lively, Associate Professor of Sociology, Dartmouth College ([kathryn.j.lively@dartmouth.edu](mailto:kathryn.j.lively@dartmouth.edu))

### **STUDENT REPRESENTATIVE TO COUNCIL**

Elizabeth Cullatta, Doctoral Student, University of Georgia ([culatta@uga.edu](mailto:culatta@uga.edu))  
Long Doan, Doctoral Student, Indiana University ([longdoan@indiana.edu](mailto:longdoan@indiana.edu))

Please contact Deborah Carr ([carrds@rutgers.edu](mailto:carrds@rutgers.edu)) if you have questions or require further information.

## Note from the Editor

**Bridget K. Welch**

**Western Illinois University**

[bk-welch@wiu.edu](mailto:bk-welch@wiu.edu)

Spring means — Daylight Savings Time (ick), Mardi Gras (YAY! —> my son and I celebrating for your viewing pleasure), and the first newsletter of the year.



In this edition, I continue my reign of terror selecting the sociologists I have long admired to feature in the “Voices of Experience” section. This time it’s Jonathan Turner who tells us about his time playing with rats, life on the high seas, and how wandering into a sociology class with the right professor can change your life.

Congratulations to Professor Thomas Pettigrew this year’s Cooley-Mead Award Winner! Read the nomination letter by Marylee Taylor. Then stay tuned for the Summer newsletter where I will get to highlight him for Voices of Experience. He will tell us about his career and his forthcoming publication in THE AMERICAN PSYCHOLOGIST with Tony Greenwald where they argue that ingroup favorability is more important than prejudice for racial discrimination in the US.

The rest of the is full of information and resources, such as: new books (pg. 9 & 10), information on the GSIA award winner and how to contribute to future awards (pg. 8 & 11), a call for papers on radical interactionism (pg. 10), and info on a special edition coming up in *SPQ*.

Thank you to everyone who submitted a piece for inclusion. Without these submissions, there would be no newsletter. Have something to submit for summer? Email me at [bk-welch@wiu.edu](mailto:bk-welch@wiu.edu).



## Voices of Experience: Jonathan Turner, University of California: Riverside

*Jonathan Turner received his B.A. degree from the University of California, Santa Barbara, in 1965, his M.A. from Cornell University in 1966, and his Ph.D. from Cornell in 1968. His first university position was at the University of Hawaii in the academic year 1968-69, and then, he moved to the University of California, Riverside in the academic year 1969-70, where he has been a professor now for 45 years. He was promoted to Associate Professor in 1972, Professor in 1977, Distinguished Professor in 1997, and University Professor (for the U.C. system) in 2010.*

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

Both of my parents were political liberals with graduate degrees. Public and political issues were constantly discussed in the home, making it virtually impossible to be unaware of the social world, particularly injustices. Try as I might, I could not avoid engagement with these issues from a very early age, although it was not until high school that I actually became serious about anything except sports. Despite the high level of education of my parents, I grew up in a financially strapped and dysfunctional family, leading me to wonder about the rather subtle but draining emotional dynamics around me. As a result I began to think that I should become a psychiatrist and help others with the kinds of problems that I was constantly confronting.

### Where did you spend the early part of your sociological career (first as a student and then as faculty)?

When I entered the University of California at Riverside as a freshman, I still thought about becoming a psychiatrist and thus majored in psychology. I soon learned that psychology was not very concerned with the issues that interested me. Indeed, the psychology department then was heavily behaviorist in orientation, with the result that I ran rats in the laboratory for psychology 1 and 2. I left Riverside after my freshman year and transferred to the University of California at Santa Barbara, where by chance I took a social psychology course in the sociology department from Tamotsu Shibutani. The small and growing department began to fill up with symbolic interactionist-oriented professors—Walter Buckley, Donald R. Cressey, David Arnold, and Thomas Scheff—and so I got a heavy dose of SI theory. I was also exposed personally to such great scholars as Erving Goffman, Ralph H. Turner, and Herbert Blumer who, while visitors to UCSB, inspired me even more. I began to make trips to Berkeley and UCLA to ask them questions; and they were kind enough to receive this naïve but bright-eyed student.

At UCSB, I was selected for an experimental program (funded by the Ford Foundation) that allowed me to read extensively in psychoanalytic theory and general systems theory. So, by the time I graduated in 1965, I had taken many directed studies courses in social psychology and psychiatry, as well as many theory courses. I was accepted at some really top schools but I decided to go east and learn more sociology proper, especially macro-level sociological analysis. I selected Cornell but continued to keep social psychology as my major, but over the next couple of years, I was increasingly drawn to alternative theories and to macro-level sociological analysis. My master's thesis was a test of several propositions from Thomas Scheff's formalization of labeling theory; my dissertation drew some elements from psychoanalytic theory in the analysis of achievement motivation. Thus, even as I defended my dissertation, which was decidedly social psychological, my real interest had become general theory and, more specifically, theory on macrodynamic processes.

## Voice of Experience: Jonathan Turner

(Continued from Page 3)

### How have your specific interests in sociology changed over time?

Yes, indeed. If you look at my vita, the first three published articles were from my dissertation, but by the time they were published in the early 1970s, I was fully engaged in macro sociology and general theory. I had, in essence, left social psychology. For several years, I published normative books and articles on social problems and ills, books with titles like *American Society: Problems of Structure* (note: no social psychology), *Inequality: Privilege and Poverty in America*, *American Dilemmas: An Inquiring into Enduring Social Issues*, and *Social Problems in America*. I wrote article on ethnic discrimination, stratification, and ecological problems. Still, even as I was doing this, I wrote a book on *Social Institutions* in 1972 (my first book) and, then, in 1974, I published the first edition of *The Structure of Sociological Theory*, followed in 1978 by *The Emergence of Sociological Theory*. And, in the end, it was the theory that captivated me; and I can began to preach value-neutrality and hard-social science sociology, revolving around modeling and formal theory.

Becoming ever-more the general theorist, I kept exploring new topics theoretically, which also meant that I had to learn the empirical literature in new fields. And so, since the early 1980s, I have just kept moving into new fields. I get bored with one line of research, prompting me to move into new substantive fields in order to become an ever-more general theorist. I moved into stratification, wrote two more books on institutions, began to become fascinated with reviving evolutionary analysis in sociology, saw that detailed knowledge of primates was critical to understanding humans (as simply evolved apes), became intrigued with world systems analysis, general modeling and theory construction, and so it went. Inevitably, having left the field for twenty years, I came back to social psychology in the late 1980s. If one is to develop theories about all domains of social reality, obviously it is necessary to theorize about micro-level processes. I did not, at this time, consider myself a social psychologists, and even today, I am not sure that I am. Rather, I am a general theorists who theorizes about micro interpersonal processes—which is different than the way social psychology is today.

Indeed, unlike many social psychologists, I am the opposite of a specialist, and I cannot label myself by any of the names for various theoretical research programs in social psychology, even symbolic interactionism where I had my early training. And, I often make the plea that social psychology needs to be less partitioned and specialized.

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



Since I was not always been academically inclined—indeed just the opposite in my younger years—I have always had many not-so-intellectual interests. One passion has stayed with me since I was five years old: the love of sailing, which is something that I do all of the time today. When young, I played sports in high school and during early years of college as well. As a professor, I played in student intramural leagues until my body fell part in my early 40s. In my 20s, I raced motor-cross until I came to my senses after a few spectacular crashes. Then, I spend years walking and hiking each day, again until my body declined some more. Now cycling, where I await the other shoe to fall on this seeming benign activity like all other vigorous things that I have done in the past. But there is always sailing.

I should also emphasize that raising three children—now middle aged—was something that I had to take an interest in, and indeed, has been perhaps the best influence on me in terms of not taking my academic work too seriously. My nine grandchildren—ranging in age from 25 to 9 years old—have continued to be a major source of interest outside academia, even though all of my children and all of my children's spouses, except one, are in employed education in some fashion. And, two the three former spouses are university professors. This large family keeps life meaningful in ways not possible with the narrow pursuit of academic goals, even as the topic of education is never very far away from most discussions.



## Voice of Experience: Jonathan Turner

(Continued from Page 4)

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

This is an important issue, especially for academics who can become so wrapped up in their work. I have always had way too many interests in non-academic areas of life to let this happen. Kids certainly pulled me out of my work, often against my will but to my ultimate benefit. Also, I find that I work better when I break up days and weeks with other activities because, when I come back to academic work, I focus so much better. My love of sailboats also pulls me away from work. I may take my work to the boat, but rarely do I actually work; instead, play, sail, and talk to friends on the dock over beer and, sinfully, an occasional cigar. There are times when I over-work, but my body tells me to stop, and I have learned to listen and go have some fun, if only a walk around the neighborhood and talk with neighbors. All of us have to find the right balance that works for our respective temperaments. I work steady hours, virtually every day of the week, but I do not work long hours (indeed, I am in bed by 9:30pm most nights), and I make sure that I engage in non-academic, more physical activity for some part of each day. That is enough for me to keep the right balance. For others, some other pattern may work to maintain balance, but it is balance in life, however achieved, that is important.

Oh, I should close by noting something else: over the years, with some degree of success, I worry less about work; and, yet, I find work ever-more gratifying. It is fun to sit and write for several hours each morning. It is not even work like it was at the beginning of my career before I knew where I was going. Now I know where I have gone, I can relax and enjoy academic work for the intrinsic pleasure that playing with ideas brings. Indeed, finally at the age of 71, I have become a real academic.

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

Well, if I left academia at my age, it would normally be called retirement. I don't think about this issue now, but at one time I did. In fact, in my late 30s I contemplated doing something that fascinated me when I was young, and still does: architecture. I love building, whether it is theory or houses. I still occasionally draw house plans, just for the fun of it. And, I read about architecture. What kept me from making this leap in my late 30s was the sunk costs and investments in academia. But, the interests has never gone away. Indeed, one of my activities that kept me grounded when I was young was carpentry—remodeling the many houses that my wife and I have owned. I could, I imagine, build a house from the ground up, if my body would allow it.

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

It is actually more than one thing. First, I would have taken some of the pressure off myself when I was starting out, as difficult as that can be. I wasted a lot of energy worrying about whether or not I could be successful. Second, I would come to realize a decade earlier that, as wonderful as academia is, there is often intellectual bigotry and pettiness that even today still surprises me. If I could do it over again, I avoid department politics; they sap your energy and, in the end, do not help you accomplish the really important things: research and teaching.

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

For starters, just what I said above. For graduate students, I would offer two pieces of additional advice that might seem to contradict each other. First, do not close your mind off to potential areas of inquiry by committing too early to a particular specialization. Second, keep your eye on the prize: a Ph.D. These days one needs publications and that can often keep you from finishing your degree work, but don't pursue publications at the expense of finishing the Ph.D. Many would disagree, but getting the degree is still the most important goal.

For Assistant Professors, a variant on the earlier advice: be cordial and pleasant; respect all your colleagues; don't get pulled into department battles; and instead, write and teach. And another point, try not to let your chair push on you tasks and obligations that would get in the way of your research. It is important to protect your time, and it is unfair if senior people push time-consuming tasks on those who need to develop their careers. So, in nice, pleasant, and collegial way (something that I preach now but did not always practice when I was young), say "no" to anything that is going to drag you away from the really important work necessary to get tenure. Obvious advice, I know, but often hard to follow.



# The Cooley-Mead Award Winner 2014: Thomas Pettigrew, University of California at Santa Cruz

*The Cooley-Mead Award Committee is very pleased to announce that the 2014 Award is given to Thomas Pettigrew, Professor Emeritus at the University of California at Santa Cruz. As always, the deliberation was very difficult with several strong candidates.*

*Professor Pettigrew's many accomplishments are elegantly described in a nomination letter submitted by Marylee Taylor of Pennsylvania State University:*

Tom Pettigrew's early research, conducted in the United States and South Africa, provided persuasive evidence that social norms rather than personality predispositions are pivotal in generating and sustaining racial prejudice and discrimination. This work propelled a shift in race relations scholarship, away from a focus on pathology in white individuals, toward a more sociological perspective.



Pettigrew's use and development of the "relative deprivation" concept has been another important contribution. His 1967 *Nebraska Symposium on Motivation* chapter "Social evaluation theory: Convergences and applications" was called a landmark publication in the 2002 *Relative Deprivation* volume that editors Walker and Smith say "provides testimony to Pettigrew's lasting influence on the field." Walker and Smith note the multidisciplinary character of Pettigrew's 1967 piece, "drawing examples from theory and research in psychology, social psychology, sociology, education, economics, and political science...notable in its application of sometimes esoteric social scientific theory and research to significant social problems." These editors conclude: "In many ways, Pettigrew's chapter is a prototype of the sort of social psychology that significant pioneers of social psychology such as Kurt Lewin envisaged."

Later, in a 1979 article and elsewhere, Pettigrew used attribution theory to describe white Americans' racial perspectives, developing a concept he called "the ultimate attribution error." The contribution of cognitive processes to intergroup relations is a theme running through his research, from the earliest to the most recent.

The 1987 *Journal of Social Issues* article Pettigrew wrote with Joanne Martin, "Shaping the Organizational Context for Black American Inclusion," drew on social psychology and sociology literatures to offer an encyclopedic analysis of challenges faced by African American pioneers in predominantly white job settings, along with potential strategies for meeting those challenges. This work was considered an essential source for students, scholars, and practitioners concerned with the economic progress of black Americans.

Thomas Pettigrew's early work in South Africa was only the beginning of his comparative research. Benefiting from a 1986–1991 appointment at the University of Amsterdam, he developed collaborative relationships with a number of Western European scholars. One outgrowth of that work was the conceptualization of "subtle" and "blatant" prejudice, which has become a core element of the literature on new forms of racism in America and Europe. More broadly, his analyses of race relations in the U.S.

## Cooley-Mead Award: Thomas Pettigrew

(Continued from Page 6)

have been enriched by insights about intergroup relations elsewhere, and his American scholarship has proved most useful to scholars studying racial/ethnic discrimination and inequity in other societies.

Tom Pettigrew's early books, *A Profile of the Negro American* (1964) and *Racially Separate or Together?* (1971) were staples of race relations scholarship four decades ago. His most recent book (with Linda Tropp) *When Groups Meet: The Dynamics of Intergroup Contact* (2011), is an empirical compilation and theoretical synthesis of the voluminous contact literature, assessing the potential of contact to improve intergroup attitudes; describing factors that promote positive outcomes after intergroup contact; and outlining dynamics that may underlie such positive change. Pettigrew's work on intergroup contact effects, born of his interest in reducing racial prejudice, broadened to become the primary touchstone for research on intergroup contact of many kinds, between straights and gays, between homeless and domiciled people, and on.

The preceding paragraphs highlight especially important contributions, but those are only a sample of the innovative and influential scholarship authored by Tom Pettigrew. Between his early and recent books came literally hundreds of other publications—monographs, edited works, reports to official commissions, chapters, and articles.

Thomas Pettigrew's scholarship provided a foundation for noteworthy service to the profession and the public. Again, I provide only a sample: Pettigrew served as president of the Society for the Psychological Study of Social Issues and Chair of the Social Psychology Section of ASA. In the 1960s, he served on the Massachusetts Governor's Advisory Committee on Civil Rights. In the 1970s he was on the Advisory Committee for the U.S. Office of Education's "Coleman Report," and the National Task Force on Desegregation Strategies of the U.S. Education Commission. In the 1980s, he was a member of the Committee on the Status of Black Americans, National Research Council of the National Academy of Sciences. And from 2003 to 2007 he served on the German Government Scientific Advisory Committee on Intercultural Conflicts and Social Integration.

While pursuing his scholarly career, Thomas Pettigrew has been a tireless advocate for social justice. His experience growing up in the American South instilled a sensitivity to racial inequity that has fueled not only his career-long study of prejudice and discrimination, but countless contributions as an advocate, providing courtroom testimony and leadership for progressive policy efforts. His scholarship and advocacy is acknowledged in the 2008 edited volume *Improving Intergroup Relations: Building on the Legacy of Thomas F. Pettigrew*.

Importantly, Pettigrew's broad portrayals of race in America have served as cornerstones for the work of generations of younger scholars. He has been mentor and loyal supporter to many. For countless others, who have never had the chance to meet him, his work has provided direction and inspiration.



### Membership Update: Help Us Grow!

We are very close to the magical number 800 that would earn us an additional session at the 2015 meetings, but we need your help. Now - while so many of are in the process of registering for the summer meetings - is an ideal time to recruit students and colleagues to the social psychology section. The section has many benefits for students, including financial support of research through our Graduate Investigator Award. Remember, student memberships are only \$5 and it is easy for faculty to sponsor them. If you have questions about how to do this, please contact Steve Benard at [sbenard@indiana.edu](mailto:sbenard@indiana.edu).

# GSIA AWARD WINNER 2013: Trenton D. Mize

Indiana University, Department of Sociology & Statistics, [tdmize@indiana.edu](mailto:tdmize@indiana.edu)

My first years of graduate school were full of grand ideas and a healthy lack of knowledge for what was possible. In the infinite wisdom of my second year of graduate school I designed a 16 condition experimental study that sought to examine every independent variable I have ever been interested in. With a little bit of reflection (and reality checks from Steve Benard) I pared down the design to an 8 condition study designed to parse out the unique effects of sex category from gender and sexual orientation. While more plausible at 8 conditions, I would never have been able to complete the study without the support of the ASA Social Psychology section Graduate Student Investigator Award.

In the six months since receiving the award I have completed the majority of the study running over 200 participants. The funds from the GSIA award have been used to directly fund participation in the experiment. With the support of the GSIA award I expect to complete data collection on the project within the next few months.

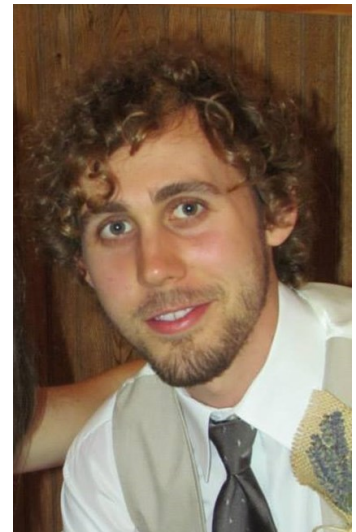
My ideas for the study came from interests in gender and status. Social scientists have long recognized the difference between sex and gender, but few studies explicitly attempt to separate out the two concepts. We can send out identical resumes, one with the name of 'Emily' and one with the name of 'Michael', but when 'Emily' receives fewer call-backs are we to conclude that discrimination exists based on sex category or based on gender? That is, is the disadvantage based on discrimination against females or is it based on an assumption that 'Emily' is feminine?

Any attempt to empirically separate sex and gender must consider the stereotypes surrounding sexual orientation. It becomes abundantly clear that examining 'masculine females' and 'feminine males' is necessary to separate the concepts of sex and gender, but that assumptions of sexual orientation are intimately connected with gender non-conformity. Sexual orientation carries strong stereotypes of gender presentation. Lesbians and gay men are assumed to be gender non-conforming, and many gender non-conforming individuals are assumed to be gay or lesbian. While research has detailed discrimination and disadvantage for sexual minorities, we have little direct evidence as to why.

To address these issues I designed an experimental study to disentangle the effects of sex category from gender (masculinity/femininity) from sexual orientation. To test competing theoretical predictions I designed a study where participants meet a 'partner' online by sharing screenshots of their Facebook page. Participants are instructed to share screenshots that represent themselves as a way to introduce themselves to their partner. The college students that make up my sample have thought this was a "cool" and "good way to learn a lot about a person" (the saddest thing about this study has been telling participants their partner was not real after they disclosed that they wanted to be friends with them). I experimentally manipulated the partner's Facebook information to indicate that they were a male or female, heterosexual or gay/lesbian, and had masculine or feminine interests and activities. Participants then work with their partner on a group task used in previous status research and finally evaluate their partner on a range of items from competence to likeability.

As of the writing of this note I have collected almost 75% of the data for the study. The GSIA award has allowed me to pay a majority of the participants in the study. In addition, nine undergraduate research assistants have been exposed to the ideas of the study and learned experimental methods by working on this project. It would not have been possible to conduct this study in such a short period of time without the help of the GSIA award.

I anxiously await sharing not only the ideas, but the results of the study with you soon. I thank the GSIA Award Committee and the ASA Social Psychology section for giving me the chance to conduct this study and hope the GSIA Award remains a fixture of our section for many years to come.





## Book Notes

### ***Defining Student Success: The Role of School and Culture***

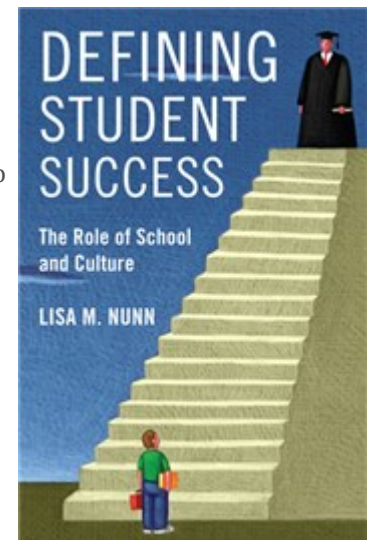
Lisa M. Nunn

Rutgers 2014

The key to success, our culture tells us, is a combination of talent and hard work. Why then, do high schools that supposedly subscribe to this view send students to college at such dramatically different rates? Why do students from one school succeed while students from another struggle? To the usual answer—an imbalance in resources—this book adds a far more subtle and complicated explanation. *Defining Student Success* shows how different schools foster dissimilar and sometimes conflicting ideas about what it takes to succeed—ideas that do more to preserve the status quo than to promote upward mobility.

Lisa Nunn's study of three public high schools reveals how students' beliefs about their own success are shaped by their particular school environment and reinforced by curriculum and teaching practices. While American culture broadly defines success as a product of hard work or talent (at school, intelligence is the talent that matters most), Nunn shows that each school refines and adapts this American cultural wisdom in its own distinct way—reflecting the sensibilities and concerns of the people who inhabit each school. While one school fosters the belief that effort is all it takes to succeed, another fosters the belief that hard work will only get you so far because you have to be smart enough to master course concepts. Ultimately, Nunn argues that these school-level adaptations of cultural ideas about success become invisible advantages and disadvantages for students' college-going futures. Some schools' definitions of success match seamlessly with elite college admissions' definition of the ideal college applicant, while others more closely align with the expectations of middle or low-tier institutions of higher education.

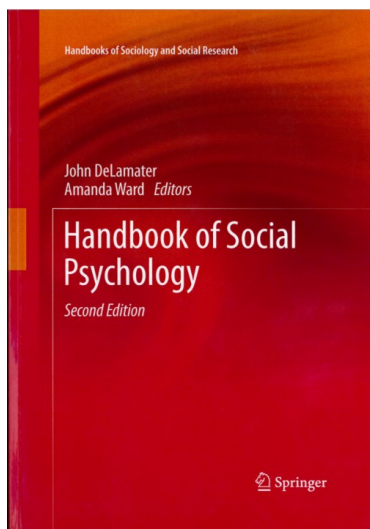
With its insights into the transmission of ideas of success from society to school to student, this provocative work should prompt a reevaluation of the culture of secondary education. Only with a thorough understanding of this process will we ever find more consistent means of inculcating success, by any measure.



### ***Handbook of Social Psychology, 2nd Edition***

Edited by John DeLamater and Amanda Ward

Springer 2013



This handbook provides a broad overview of the field of social psychology and up-to-date coverage of current social psychological topics. It reflects the recent and substantial development of the field, both with regard to theory and empirical research. It starts out by covering major theoretical perspectives, including the interactionist, identity, social exchange, social structure and the person perspectives. Next, it discusses development and socialization in childhood, adolescence and adulthood. In addition to updated discussions of topics that were included in the first edition, the part examining personal processes includes entirely new topics, such as social psychology and the body and individual agency and social motivation. Interpersonal processes are discussed from a contemporary perspective with a focus on stress and health. The final section examines the person in sociocultural context, and includes another topic new to the second edition, the social psychology of race and gender and intersectionality.

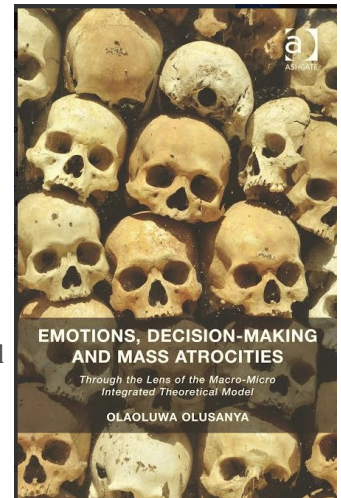
## Book Notes (Continued from Page 9)

### ***Emotions, Decision-Making and Mass Atrocities: Through the Lens of the Macro-Micro Integrated Theoretical Model***

Ola Olusanya

UK Ashgate 2014

Within sociology and criminology the dominant view is that genocide and other mass atrocities are committed by technologically-lobotomized perpetrators. Somehow the process of rationalization is believed to have transformed these people from emotionally healthy people into hollow soulless shells of human beings or zombies, devoid of a full range of normal emotions. However it is difficult to imagine crime without emotions. There is, therefore, a need to revisit existing assumptions around the role of emotions in mass atrocities. This book rehumanizes perpetrators of mass atrocities.



## Call For Papers

### **Special Edition of *Studies in Symbolic Interaction* on “Radical Interactionism” from Norman K. Denzin, the series’ founding editor**

In response to the great excitement and unprecedented interest that *Studies in Symbolic Interaction*’s special issue, “Radical Interactionism on the Rise” (vol.#41), generated in the academic community, I am pleased to announce a call for papers for a second special issue on this topic. The encore issue will be titled, “New Developments in Radical Interactionism: American and European Contributions.” It will focus on what radical interactionist’s exponent, Lonnie Athens calls “politics of everyday life” found, in among other research sites, marriage and the family, courtship and dating, religion, professions and occupations, (including academics), science, sports, health care, popular culture and leisure pursuits, sexuality, crime and deviance, print and broadcast journalism, the performing arts, race and ethnic relations, and urban areas and public spaces, educational and criminal justice institutions, social movements, and international relations.

We are especially interested in submissions from North, Central and South American, and European scholars. To encourage the generation of a cumulative body of empirical knowledge from the application of this new, interactional perspective, which provides an alternative to its conservative, turned rival cousin, symbolic interactionism, it is strongly recommended that those making submissions consult the papers published in volume #41 of *Studies in Symbolic Interaction* (2013).

Before submitting a completed paper, you should submit three to four page summary of your proposed project to Lonnie Athens ([athenslo@shu.edu](mailto:athenslo@shu.edu)) no later than July 1, 2014. All outlines and completed papers must be written in fluent English.

## CONTRIBUTE TO THE GRADUATE STUDENT INVESTIGATOR AWARD

In spring 2012, the section launched a campaign to raise funds to support a **Graduate Student Investigator Award** (GSIA). The intent of the 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.

In 2013, the first award of \$1000 was given to Trenton Mize of Indiana University. In a companion article in this issue of the newsletter (on page 8), Trenton describes how the award facilitated his research. This spring, the GSIA reward committee will again be reviewing research proposals (for dissertation thesis, or other publishable research) written by a member of the section who does not yet have a PhD. The 2014 award recipient will be named at the ASA meetings in San Francisco.

The award is funded by a section endowment. An anonymous donor pledged seed funds for this endeavor and a number of former Cooley-Mead award winners, section chairs, and council members contributed in the earliest phases of the campaign. Since then other section members have pledged tax deductible contributions in response to pitches at the business meeting and emailed invitations. To date, with about \$40,000 in pledges, the section is nearly half way to its goal of \$100,000 to support the annual award in perpetuity. Thanks all those who have contributed!

Our work, however, is not yet done. We aim to surpass the \$50,000 mark before the August meetings. And, now, there are multiple ways to pledge. Below, you will see the traditional "pledge card," which you can fill out and send in (along with a check to Social Psychology section treasurer, Jessica Collett).

In addition, however, the section has set up a PayPal account to make pledging easier! Donations may be made with credit and debit cards or directly from bank accounts. Check out the link: <http://tinyurl.com/givetoGSIA>

All donations are tax deductible! Note, however, that PayPal: 1) requires at least a \$25 contribution; and 2) charges a 2.2% (plus 30 cents) fee for each donation received (the section will use a portion of each donation to cover this fee (thus of a \$100 donation by credit or debit card, \$97.50 will go into the endowment). (Thus for smaller contributions and to avoid service charges, checks are certainly welcomed!)

We hope that section members will help support the GSIA; yearly pledges are particularly vital to attain our ultimate goal. The 2013-14 committee (Alicia Cast, Jessica Collett, Karen Hegtvedt, Jane Sell, and Richard Serpe, with Jeremy Freese [ex officio]) invites the full section membership to invest in the future of the community to which they belong. Thank you in advance for making this award a reality.

### PLEDGE CARD for Graduate Student Investigator Award Endowment

To pledge: Email or to Karen Hegtvedt ([khegtve@emory.edu](mailto:khegtve@emory.edu))

Yes, I \_\_\_\_\_ (name) am willing to pledge: \_\_\_\_\_ (amount).

**Make checks payable** to ASA, but indicate in the "memo" area that the funds are intended for the Social Psychology Section Graduate Student Investigator Award.

**Send checks** to: Jessica Collett, Social Psychology Section Treasurer, 810 Flanner Hall, University of Notre Dame, Notre Dame, IN 46556.

*Note: While ASA encourages members to make tax-deductible contributions to worthy causes like this one, please consult your tax advisor for specifics on allowable deductions.*

My pledged amount: \_\_\_\_\_ will be paid by \_\_\_\_\_ (date)

\_\_\_\_\_ will be paid by December 31, 2014

\_\_\_\_\_ will be paid over \_\_\_\_ years in increments of \_\_\_\_\_.

Special Issue of *Social Psychology Quarterly*  
**SOCIAL PSYCHOLOGY AND CULTURE: ADVANCING CONNECTIONS**

In the last five years, several past ASA meetings have featured sessions devoted to bridging the realms of social psychology and culture. The June issue of *Social Psychology Quarterly* bolsters this trend. Inspired by discussions with the *SPQ* Editorial Board, then coeditors Karen Hegtvedt and Cathryn Johnson intended the special issue to highlight the deep connections between the omnipresent cultural context/processes and social psychological mechanisms in social life.

Special issue editors, Jessica Collett and Omar Lizardo (University of Notre Dame) note in their introduction that culture and interaction remain subjects of increasing interest and sustained research, yet their integration in empirical work is still relatively rare. The issue features five empirical studies and one theoretical piece that revolve around three themes: 1) the role of *identity* as a micro-level mechanism underlying the manifestation and reproduction of cultural patterns in interaction; 2) the way in which *cultural resources* (e.g. toolkits, competences, and forms of capital) matter for the expression and negotiation of identities and the contextual construction of symbolic boundaries; and 3) the importance of *schema accessibility* as a means to activate identities, categories, boundaries, and judgments of the moral and social worth of others.

The articles that will appear in the special issue “demonstrate the fruitfulness of linking macro and micro via an alliance of cultural sociology and social psychology” and represent a step in renewing the empirical and theoretical relationship between these two areas. Articles include:

Jessica L. Collett and Omar Lizardo

“Localizing Cultural Phenomena by Specifying Social Psychological Mechanisms: Introduction to the Special Issue”

Elizabeth A. Armstrong, Laura T. Hamilton, Elizabeth M. Armstrong, and J. Lotus Seeley

“Good Girls”: Gender, Class, and Slut Discourse on Campus”

Corey D. Fields

“Not Your Grandma’s Knitting: The Role of Identity Processes in the Transformation of Cultural Practices”

M. B. Fallin Hunzaker

“Making Sense of Misfortune: Cultural Schemas, Victim Redefinition, and the Perpetuation of Stereotypes”

Jessica McCrory Calarco

“The Inconsistent Curriculum: Cultural Tool Kits and Students’ Interpretations of Ambiguous Expectations”

Andrew Miles

“Addressing the Problem of Cultural Anchoring: An Identity-Based Model of Culture in Action”

Karen Cerulo and Janet M. Ruane (appearing in September)

“Apologies of the Rich and Famous: Social, Cultural and Cognitive Explanations of Why We Care and Why We Forgive”



## 2013-2014 Social Psychology Section Officers

Chair: Jeremy Freese, Northwestern University

Chair-Elect: Timothy J. Owens, Kent State University

Past-Chair: Jan Stets, University of California, Riverside

Secretary-Treasurer: Jessica L. Collett, University of Notre Dame

Council:

- ♦ Melissa A. Milkie, University of Maryland 2014
- ♦ Robin W. Simon, Wake Forest University 2014
- ♦ Alison J. Bianchi, University of Iowa 2015
- ♦ Tim Hallett, Indiana University 2015
- ♦ Richard T. Serpe, Kent State University 2016
- ♦ Peggy A. Thoits, Indiana University 2016

Student Representatives:  
Traci Tucker, Stanford University 2014 & Aaron Heshel Silverman, Stanford University 2016

Editors SPQ: Karen Hegtvedt & Cathy Johnson, Emory University

Newsletter Editor: Bridget K. Welch, Western Illinois University

Webmaster: Philip Brenner, University of Massachusetts, Boston

## 2013-2014 Social Psychology Committee Members

### Cooley-Mead Award Committee

Gary Fine (chair), Jan Stets, Alison Bianchi, Brian Powell, & Lynn Smith-Lovin

### Outstanding Recent Contribution in Social Psychology Award Committee

Matthew Hunt, Northeastern (chair), Steve Hitlin, Ellen Granberg, David Melamed, & Carla Goar

### Graduate Affairs Committee

John DeLamater (Chair), Scott Savage, Celeste Campos-Castillo, Sarah Thébaud, & Karen Powroznik

### Graduate Student Investigator Committee

David Schafer (chair), Tim Hallett, Justine Tinkler

### Nominations Committee

Debby Carr (chair), Shelley Correll, Dawn Robinson, Doug Maynard, & Trent Mize

### Professional and External Affairs Committee

Murray Webster (chair), David Merolla, Mamadi Corra, & Rashawn Ray

### Endowment Development Committee

Karen Hegtvedt (chair), Richard Serpe, Jane Sell, & Alicia Cast

### Membership Committee

Stephen Bernard (chair), Nobuyuki Takahashi, D'Lane Compton, Corey Fields

### Program Committee

Christopher Bail, Jessica Collett, Michael Shanahan

## 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 the Social Psychology Section and to get involved in Section activities.

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

[http://www.asanet.org/  
sections/  
socialpsychology.cfm](http://www.asanet.org/sections/socialpsychology.cfm)

**Or join the  
conversation  
on Facebook:**

[https://  
www.facebook.com/  
groups/65320720135909  
0/](https://www.facebook.com/groups/653207201359090/)

### 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