

# SOCIAL PSYCHOLOGY

Newsletter of the Social Psychology Section of the American Sociological Association Summer 2014

## Remarks from the Chair

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Slang dictionaries list "hooroo" as Australian for "goodbye," but I've never heard an real Australian say this. My wife says it would be like an English person actually telling you to "tally-ho." Even so, here is my hooroo as your section Chair, as I'm nearing the end after having served virtually

my whole term in Australia or other outposts outside the US. I'm looking forward to coming back to the US for the ASA meetings, and to seeing many of you there. At our business meeting on Monday, I'll also be passing on the gavel to the next Chair, Tim Owens.

Since our last newsletter, our election results have come in, and Cathryn Johnson will be the Chair after Tim. I want to thank all of our election winners, and, even more, everyone who agreed to stand on the ballot for consideration. The spirit of so many being willing so serve is what keeps our section strong.

We have also in the past couple months given out all of our section awards. The winners are listed elsewhere in this newsletter, but I want to take the opportunity to again thank the colleagues who served on these committees, and especially the chairs: Gary Alan Fine, John DeLamater, Matt Hunt, and David Schaefer. We had a robust number of nominees for every award, which makes their jobs more difficult but shows the great health of our section. We will be giving plaques to the winners at our business meeting.

We have a great lineup of sessions at the meeting. Once more, I want to thank Chris Bail, Jessica Collett, and Michael Shanahan for their work in putting these together. As I said earlier, our thinking was to take the three traditional "faces"

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## Note from the Editor

**Bridget K. Welch**

**Western Illinois University**

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Here's the deal. I really need to get one of those professional academic headshots taken. I just never seem to find (prioritize) the time. That means you get random pictures of



me. Until I can find a tame kangaroo in the Midwest, you'll have deal with me hanging off a trolley at the last ASA in San Fran ... the month before I started my job as a professor. I suppose you can compare pre-professor me to nearing tenure me live at ASA. I wonder if the comparison

will resemble those made of American presidents .. Obviously aged and worn? Gah! Don't tell me.

While Jeremy's goodbye (pg. 1 & 2) may have left you sad, this edition of the newsletter shows that there is a lot to celebrate in our section. This year's winner of the Cooley-Mead Award, Thomas Pettigrew, is featured in this edition's Voices of Experience (page 3 & 4). He sent me a preview of his talk and it looks amazing. Find out where you can hear it (and other sessions) on page 5.

Will Kalkhoff at Kent State has started a fascinating new lab that allows him and other researchers to examine the neurological effects of social processes. I'm looking forward to reading these papers! Find out more on page 4.

Speaking of papers, check out all of our award winners on page 5. The following pages give you a more in-depth look at the writers and an extended abstract of each winning project. While these articles will keep you busy reading, also make sure to check out the newly published books in Book Notes (pg. 11-13).

Finally, a lot of our members have won other awards, advanced through their careers, and have been honored in other ways. See Congratulatory Notes on page 13.

Thank you to everyone who submitted a piece for inclusion. Without these submissions, there would be no newsletter. Have something to submit for fall? Send me an email. Want to be fabulously featured? Bribe me with a drink at the reception. (I'm even funnier [actually funny?] on alcohol). See you soon!

## Remarks from Chair

(Continued from Page 1)

of social psychology and put together three sessions focusing on one emerging frontier for each face. I'm excited about the overall lineup and hope you are too.

I also want to encourage you to look more broadly at the program for sessions of interests to social psychologists. We considered including these in the Newsletter, but if you do a search for work related to our section on the program website, so many results come up there would be no way to include them all and no obvious way of determining what to put in and what to leave out. A few years ago the section printed up buttons saying, "Social Psychology: It's Actually Everywhere." Bridget and I can vouch that "It's Actually Everywhere" is Actually True.

We will be having our section reception on Saturday night, once again with the Sociology of Emotions section. Jody Clay-Warner is the chair of the Emotions section--and one of our newly elected Council members--and it was delightful working with her on the reception. I do think we both had sticker shock looking at the prices: as you will see, our selections were by no means extravagant, and nevertheless having an on-site reception is extremely expensive. It will be a question for the section going forward how much of our section dues we want to spend on this event, and whether we should be following the lead of various other sections and having our reception off-site. This year, however, let's all have a great time in the Hilton, and do not let the overall expense of the reception deter you from buying the outgoing Chair a glass of white wine at the cash bar.

In closing, I do want to make plain my gratitude for all the section members who have made the job of Chairing from nine thousand miles away easy and enjoyable. Jessica Collett deserves a whole billabong of thanks for all the help and diligent work she has provided as our section chair. And no marsupial has a pouch big enough to hold all my appreciation for Bridget Welch's wonderful work in putting together this newsletter. I am honored to have been your Chair, and, genuinely, it has been fun. Hooroo!



# Voices of Experience: Thomas Pettigrew, University of California at Santa Cruz

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

I grew up in Richmond, Va. in the 1930s and 1940s. I was appalled as a child at the racism and discrimination that Black Richmonders faced daily in those years and wanted to work to end it. When I discovered social psychology in my second year of college at the University of Virginia, I knew immediately this was the field I wished to enter and intergroup relations was what I wanted to specialize in.

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

Thomas started his BA at Virginia Tech (1948-9) and would graduate with a BA in Psychology from University of Virginia in 1952. He received both his MA and PhD in Social Psychology from Harvard, finishing in 1956. He began as a professor at the University of Northern Carolina (1956-1957), was at Harvard for a few years (1957-1980), was at the University of Amsterdam for a few years (1986-1991), and is now at the University of California, Santa Cruz (198-current).



Thomas Pettigrew received his Masters and Ph.D. from Harvard University. He has taught at several universities and is now a research professor at University of California at Santa Cruz. He has won several awards including: The Career Contribution Award from the Society for Personality and Social Psychology, The William Foote Whyte Distinguished Career Award from the Sociological Practice and Public Sociology section of ASA. He is this year's winner of the Cooley-Mead Award for Lifetime Contributions to Social Psychology.

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

No.

## What is your current (or recent) research focus?

On relative deprivation – see my Cooley-Mead address in March 2015.

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

Travel and chess – in the past, tennis though I can no longer play at 83 years of age.

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

My wife is an MD - so we had to learn to balance together.

We had only one child (son – Mark Pettigrew who is an Arabist with a Berkeley Ph.D.) and each of us tended to those matters that we were best at.

## Voice of Experience: Thomas Pettigrew

(Continued from Page 3)

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

Earlier I tried architecture – but I could not draw! The academic life proved perfect for me, and I have no idea of what else I could do well.

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

To get a deeper math and statistics background.

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

For grad students, take all the statistics and math you can acquire. The same for assistant professors plus work on that which you care deeply – not just research for the sake of publishing.

**Thank you to the committee members Gary Fine (chair), Jan Stets, Alison Bianchi, Brian Powell, & Lynn Smith-Lovin for their work in selecting the winner.**

## SPOTLIGHT: Kent Electrical Neuroscience Laboratory



Faculty at Kent State in Biology, Psychology, and Sociology have joined together under the direction of Will Kalkhoff in a new collaborative program to use “neuroscience to study basic, translational, and clinical aspects of normative and disordered biobehavioral functioning.” With the help of a 128-channel electroencephalography (EEG) system, Will and his colleagues have begun collecting data on two new projects. The first is an event-related potential (ERP) study of identity discrepancies with Richard Serpe, Josh Pollock, and KSU master’s students Brennan Miller and Matthew Pfeiffer. The second, with Shane Thye, Josh Pollock, and Ed Lawler, is “a replication of Lawler and Yoon’s (1996) test of relational cohesion theory” that “adds an EEG coherence analysis of interbrain-synchronization during the original exchange task.” You can read more about the lab [here](#).

## Social Psychology Sessions at 2014 ASA in San Francisco

### Saturday, August 16

**6:30-8:30**

Joint Reception: Section on Social Psychology and Section on Sociology of Emotions

### Monday, August 18

**8:30-10:10**

Biosocial Contributions to Social Structure and Person Research

**10:30-12:10**

Computational Social Science and Studying Social Behavior

**2:30-4:10**

Roundtable Sessions (Co-sponsored with the Section on the Sociology of Emotions)

Table 1. Status Processes

Table 2. Altruism

Table 3. Social Relationships and Health

Table 4. Identity Processes

Table 5. Self-Efficacy and Self-Esteem

Table 6. Emotions and Theory Construction

Table 7. Family Dynamics and the Life course

Table 8. Organizational Dynamics

Table 9. Self Processes, Values, and Mental Health

**4:30-5:30**

Cooley-Mead Award Ceremony and Address

**5:30-6:10**

Social Psychology Business Meeting

### Tuesday, August 19

**10:30-12:10**

Culture, Social Psychology, and Everyday Practice

## 2014 Section Awards

The Social Psychology Section is also pleased to announce the winners of different section awards. These are listed below. Winners were be honored at our business meeting during the ASA meetings. I want to also thank everyone who was involved on the committees for these awards, and especially the committee chairs: Gary Alan Fine, David Schaefer, John DeLamater, and Matt Hunt.

### Cooley-Mead Award:

**Thomas Pettigrew**, University of California-Santa Cruz

### Outstanding Recent Contribution to Social Psychology Award:

**Willer, Robb, Christabel L. Rogalin, Bridget Conlon, and Michael T. Wojnowicz.** 2013. "Overdoing Gender: A Test of the Masculine Overcompensation Thesis." *American Journal of Sociology*, 118: 980-1022.

### (Honorable mention)

**Lucas, Jeffrey W. and Jo C. Phelan.** 2012. "Stigma and Status: The Interrelation of Two Theoretical Perspectives." *Social Psychology Quarterly*, 75: 310-33.

### Graduate Student Investigator Award:

**Kaitlin Boyle**, University of Georgia, "The Effects of Self-Sentiments, Self-Deflection, and Commitment to 'Victim' and 'Survivor' Identities on Outcomes of Sexual Assault"

### Graduate Student Paper Award:

**Christina Diaz**, University of Wisconsin-Madison ("Social Mobility in the Context of Fathering: The intergenerational link in parenting among co-resident fathers")

**M.B. Fallin Hunzacker**, Duke University ("Making Sense of Misfortune: Cultural Schemas, Victim Redefinition, and the Perpetuation of Stereotypes")

Congratulations again to all these people, and the nominations and submissions we received for all these awards underscores the strength and bright future of our section!!

-Jeremy Freese

## 2014 Outstanding Recent Contribution in Social Psychology

**Robb Willer, Christabel L. Rogalin, Bridget Conlon, and Michael T. Wojnowicz. 2013. "Overdoing Gender: A Test of the Masculine Overcompensation Thesis." *American Journal of Sociology*, 118(4): 980-1022.**

The purpose of the paper is to subject to careful empirical test the idea of "masculine overcompensation," which we define as the claim that men react to masculinity threats with extreme demonstrations of masculinity. Results of three laboratory experiments, and analysis of data from a large-scale survey, provide consistent support for the claim, while also clarifying some aspects of the phenomenon.

In the first experiment we found that men whose masculinity was threatened via feedback suggesting they had scored as "feminine" on a gender identity survey, were subsequently more supportive of the (then ongoing) war in Iraq, more supportive of a ban on same-sex marriage, and more interested in purchasing an SUV, in comparison to men whose masculinity was not threatened in this way.

In a second experiment, we found that men whose masculinity was threatened expressed greater support for, and desire to advance in, dominance hierarchies, in comparison to men whose masculinity was not threatened. In both these experiments, women were unaffected by comparable feedback.

In our third study, using a large-scale survey of a diverse sample of Americans, men who reported that social changes threatened the status of men also reported more homophobic and pro-dominance attitudes, support for war, and belief in male superiority. Women's attitudes showed no such correlations.

In a final experimental study we found that men's responses to masculinity threats were conditioned by their basal testosterone levels; higher testosterone men reacted significantly more to masculinity threats than did their lower testosterone counterparts. Notably, while this study shows a hormonal influence on the dynamic, we found no differences in the attitudes of *unthreatened* men of different testosterone levels. Thus, there was no influence of this biological factor unless a contextual factor "activated" it, suggesting a critical role of social context in the influence of testosterone on the performance of masculinity.

Our studies not only speak to the validity of the masculine overcompensation thesis and masculinity threats as a source of hypermasculine attitudes and behaviors, they also demonstrate the diversity of attitudes and behaviors affected by men's responses to masculinity threats, including views of commodities, foreign and domestic policy, gender, and the family.

Robb Willer is an Associate Professor in the Departments of Sociology, Psychology (by courtesy), and the Graduate School of Business (by courtesy) at Stanford University. He received his Ph.D. and M.A. in Sociology from Cornell University and his B.A. in Sociology from the University of Iowa.



Willer does research in two main areas. One line of his work investigates the factors driving the emergence of collective action, norms, solidarity, generosity, and status hierarchies. In other research, he explores the social psychology of political attitudes, including the effects of fear, prejudice, and masculinity in contemporary U.S. politics. Most recently, his research has focused on morality, studying how people reason about what is right and wrong and the social consequences of their judgments. His research involves various empirical and theoretical methods, including laboratory and field experiments, surveys, direct observation, archival research, physiological measurement, agent-based modeling, and social network analysis.

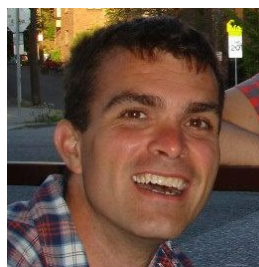


Christabel L. Rogalin is Associate Professor of Sociology at Purdue University, North Central. She received her B.S., M.A. and Ph.D. in Sociology from the University of Iowa. As a social psychologist, she focuses her research on the maintenance and disruption of identity processes. Her three current research projects are on the: (1) intersections of gender and leadership identities, (2) intersections of gender, parenthood and worker identities, and (3) collective management of masculinity.

Bridget Conlon Mayfield recently accepted an Assistant Professor position at St. Cloud State University. She is originally from Albuquerque, NM and completed her M.A. and Ph.D at the University of Iowa. Her primary areas of interest include social psychology, sociology of mental health, and family. She is especially interested in children's mental health, and served as a faculty fellow at the Central California Children's Institute in Fresno, CA. The Institute, headed by Dr. Cassandra Joubert, gave her the opportunity to study issues affecting children in California's Central Valley and infant mental health.



Dr. Conlon Mayfield enjoys teaching research methods and loves teaching students about the practical use of sociology. This fall, she will be teaching social psychology, sociological practice, and race and ethnicity. Her new position at St. Cloud State will give her an opportunity to incorporate advocacy in her work. She is an advocate for people with mental illness and people who are homeless.



Michael Wojnowicz earned a Ph.D. in psychology from Cornell University in 2012. During that time he became interested in mathematical and statistical modeling, and he is currently working on a second Ph.D. in statistics from the University of California at Irvine.

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## 2014 Outstanding Recent Contribution in Social Psychology: Honorable Mention (cont. from page 6)

**Jeffrey Lucas and Jo C. Phelan. 2012. "Stigma and Status: The Interrelation of Two Theoretical Perspectives." *Social Psychology Quarterly*, 75(4): 310-333.**

Stigma and status are the major concepts in two traditions of theory and research that have independently proliferated but that describe related processes. Both traditions focus on how the characteristics of individuals lead to inequalities in interpersonal interactions and both attend to the power of expectations in producing those unequal outcomes. The literatures differ, however, in the outcomes to which they attend and the characteristics on which they focus. This paper describes research aimed at identifying points of departure and integration between the two programs. Theory and research on status in general has attended to the mechanisms that lead from the characteristics of group members to influence and evaluation differences in task groups. Theory and research on stigma tends to focus on the co-occurrence of components of labeling, stereotyping, and cognitive us-them separations that lead to social rejection and discrimination.

This paper describes an experimental study in which college student participants were assigned interaction partners before completing a task in which they had opportunities to be influenced (a common outcome variable in the status tradition) by the partners and opportunities to socially reject (a common outcome variable in the stigma tradition) the partners. The partners in the study were fictitious and varied on educational attainment (college students or persons with 10<sup>th</sup> grade educations), inpatient hospitalization in the prior 12 months (no hospitalization, hospitalization for mental illness, or hospitalization due to a physical disability), and ability at the group's task (high, low, or no information on task ability). Educational attainment and task ability are commonly studied status characteristics, whereas mental illness and physical disability are more typically studied in the stigma tradition.

Results showed clear *influence* effects of educational attainment, task ability, and mental illness, but no effects for physical disability. On *social distance*, results show effects for mental illness and physical disability, but not for educational attainment. Additionally, results show that the stigmatizing attributes combined with task ability in affecting influence and also indicate that task ability might reduce social rejection.

The results contribute to the status and stigma literatures in several ways. Findings of the study show that mental illness behaved as a status characteristic in the sample. Additionally, the stigmatizing attributes (mental illness and physical disability) led to social distance not produced by differentiation on traditionally studied status attributes. And, for both influence effects and social distance, stigmatized attributes combined with other characteristics in a process consistent with that described by status characteristics theory. This final finding has implications for contact interventions aimed at reducing stigma, indicating that highlighting competence in these interventions may further enhance their stigma-reducing consequences.

Jeff Lucas is Professor and Director of Research in the Department of Sociology at the University of Maryland. He received his B.B.A. in Business Administration (1992) and PhD in sociology (2000) from the University of Iowa and joined the Maryland faculty in 2004. He operates an active experimental laboratory at Maryland in which he works with faculty colleagues, graduate students, and undergraduate students to carry out research on group processes, particularly power, status, and leadership. His current research includes projects examining (1) effects of social structure on cognitive orientation, trust, and commitment in groups in the United States and China (with Carmi Schooler, Delei Zhao, and Marek Posard, funded by the National Science Foundation), (2) stigma- and status-related consequences of mental illness diagnoses (with Jo Phelan) (3) how perceptions of competence influence adherence to rules, procedure, and tradition (with Wesley Huey and Michael Lovaglia) and (4) ways in which age, gender, and perceptions of leadership ability interact to affect the influence of women and men (with Amy Baxter, Michael Lovaglia, Christabel Rogalin, Christopher Kelley, and Shane Soboroff).



Jo Phelan is a professor of sociomedical sciences in the Mailman School of Public Health at Columbia University. Her research focuses on two areas: (1) stigma, prejudice and discrimination, primarily relating to mental illness but also to obesity, race, ethnicity, and low social status; and (2) socioeconomic inequalities in health and mortality. She is particularly interested in the interplay between structural conditions and social psychological processes in the creation and reproduction of inequalities.

Within these broad areas, Dr. Phelan has focused on several specific issues. She has studied how the genomic revolution may be affecting mental-illness stigma and racial attitudes via social psychological processes of causal attribution and genetic essentialism. For example, she found support for Troy Duster's idea that information about specific racial differences in genetic bases of disease, in part because they are presented in the media as objective facts whose social implications are not readily apparent, heighten public belief in more pervasive racial differences. With Bruce Link, she developed and has empirically tested the idea that social conditions like socioeconomic status are "fundamental causes" of disease that, because they embody access to important resources, affect multiple disease outcomes through multiple mechanisms, and consequently maintain an association with disease even when intervening mechanism change. With Jeffrey Lucas, she is developing theory and research to understand whether and how the social processes described in the stigma literature may fundamentally differ from those studied in the literature on status characteristics.

**Thank you to the committee members Matthew Hunt, Steve Hitlin, Ellen Granberg, David Melamed, & Carla Goar for their work in selecting the winner and honorable mention.**



## GSIA AWARD WINNER 2014: Kaitlin M. Boyle

University of Georgia, Department of Sociology, kmboyle@uga.edu

### “The Effects of Self-Sentiments, Self-Deflection, and Commitment to ‘Victim’ and ‘Survivor’ Identities on Outcomes of Sexual Assault”

College women who experience an event consistent with the definition of rape often do not label themselves as “victims of rape.” It has been suggested that acknowledgment as a “victim” is a positive step in the recovery process, though this idea has received mixed empirical support. This is not surprising from a social psychological perspective, as acceptance of a stigmatized label produces negative self-attributions and identity conflict. Kait’s dissertation connects rape acknowledgment, discursive identity studies, and formalized theories of identity to increase understanding of affective, cognitive, and behavioral outcomes of traumatic events.

Kait applies identity theory and affect control theory to examine how commitment to “victim” and “survivor” identities and deflection produced by unwanted sexual experiences influence responses to sexual assault. She also tests a new measurement of identity, operationalizing Mackinnon and Heise’s (2010) “persona.” Testing propositions from all three theories with the same data not only contributes to their respective empirical literatures but allows for systematic comparison of their suitability for predicting responses to identity-disruption and psychological distress.

The proposed study is a longitudinal survey of female college students. Kait will examine how commitment, deflection, and persona disruption influence shame and anger, posttraumatic stress, hazardous drinking, disclosure, and other important post-assault outcomes. While most assault labeling studies analyze cross-sectional surveys or narratives, Kait will also collect a second wave of data to examine revictimization and other longer-term outcomes of rape. Thus, the study adds theoretical depth and methodological rigor to better understand rape acknowledgment from a social psychological perspective.

Kait will use this award to support participant compensation and her travel to the International Sociological Association meetings in Yokohama, Japan where she will present findings from a pilot of her dissertation.



Kaitlin Boyle is a doctoral candidate at the University of Georgia. Her research investigates the effects of violence on identity and emotion. Specifically, Kaitlin has explored how cultural sexual scripts and relational contexts shape cognitive and affective responses to sexual assault. While the core of her research uses affect control theory, she is also interested in connections between status, power, and identity.

**Thank you to the committee members David Schafer (chair), Tim Hallett, and Justine Tinkler for their work in selecting the winner.**



## Graduate Student Paper Award 2014: M.B. Fallin Hunzacker

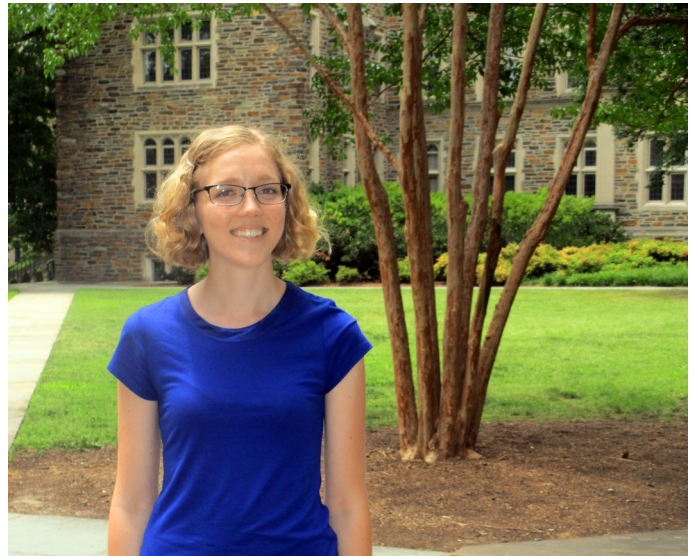
**Hunzaker, M.B. Fallin. 2014. "Making Sense of Misfortune: Cultural Schemas, Victim Redefinition, and the Perpetuation of Stereotypes." *Social Psychology Quarterly* 77(2): 166-184.**

Previous social psychological research has found that negative stereotypes are particularly insidious because of their ability to reproduce the inequalities they reflect. Theories of legitimacy and justice suggest that this occurs as individuals use negative attributions to justify others' undeserved misfortunes in order to maintain a belief society's justness. Insufficient attention has been paid, however, to the cultural and cognitive factors involved in these victim redefinition processes. In this article, I argue that these issues can be better understood through insights from cultural sociology's work on schemas and their role in the interpreting ambiguous or incomplete information. Specifically, I propose that negative stereotype-based schemas provide a readily available resource to justify others' adversities through the filling-in of missing or ambiguous information—and that in communication this leads to the perpetuation of negative stereotypes.

I test this proposed relationship using a cultural transmission experiment. In the study participants were asked to read and retell a short narrative to be read and retold by a subsequent participant. The original narratives contained a mixture of stereotype-consistent and stereotype-inconsistent information. To test the effects of victim redefinition on stereotype use, participants were assigned to read either a narrative in which a negatively stereotyped protagonist experiences an undeserved, negative outcome or one in which he experiences a positive outcome. Because the conditions share a core narrative, in each condition the protagonist expends the same amount of effort, but experiences different outcomes—either becoming a victim of adversity or not.

Consistent with my hypothesis, the results of this experiment find that individuals include significantly more negative stereotype consistent information when retelling narratives with undeserved negative outcomes than with positive outcomes. Descriptions of the protagonist provided by participants after the experiment further illustrated this trend. Despite the fact that the narrative's protagonist initially performed the same actions in both conditions, participants in the negative outcome condition tended to describe the him as "lazy," "irresponsible," and generally "unmotivated"; in contrast, those assigned to the positive outcome condition used descriptors such as "responsible," "hardworking," and "persistent." In either case, participants selectively emphasized certain actions and attributes to redefine the protagonist as someone who deserves the outcome he received.

Findings from this study suggest that at least part of negative stereotypes' durability can be explained by their ability to facilitate victim redefinition through their relation to internalized habits of interpretation (e.g., cultural schemas). This sort of schema-based misjudgment may allow individuals to efficiently avoid the experience of dissonance associated with observations of others' adversities, alleviating the impetus for behavioral responses. Beyond this, the present study finds that in the context of communication, these victim redefinition processes likely ensure the perpetuation of justificatory stereotypes and their motivating schemas.



M.B. Fallin Hunzacker is a PhD student at Duke University. Her research investigates the relationship between cultural schema-based cognition and information transmission, and the impact of this relationship on cultural stability and change. She explores these issues using a variety of research methods, including experimental methods and natural language processing. Her current research includes projects examining 1) the relationship between schema-based cognition and polarization of political discourse, 2) the impact of perceptions of distributive injustice on stereotype bias in communication, and 3) the role of Affect Control Theory's principles of deflection and meaning maintenance in stereotype transmission.

## Graduate Student Paper Award 2014: Christina Diaz

(continued from pg. 9)

### "Social Mobility in the Context of Fathering: The intergenerational link in parenting among co-resident fathers"

An emerging body of work examines the transmission of parenting between fathers and their adult sons. But by focusing on overall intergenerational similarity, these studies overlook systematic variation in the transmission process—particularly the possibility of upward mobility in fathering. This paper simultaneously examines the extent of modeling, which would predict father-son similarities in parenting, and reworking, which would predict upward mobility among sons of the harshest fathers. In this context, reworking indicates that men practice warmer, more involved fathering in spite of receiving harsh parenting.

Data for this study come from the nationally representative Early Childhood Longitudinal Study – Birth Cohort. The survey contains data on two generations of men: the grandfathers and fathers of the 2001 U.S. birth cohort. This cohort of children was approximately two years of age when the survey was administered. Outcomes of interest include self-assessed fathering, paternal stress, as well as indicators of men's engagement with their child—verbal stimulation, physical play, and caregiving. Men were also asked to report how their fathers treated them as children. Items ranged from harsh to comparably warmer fathering behaviors.

Results demonstrate a nonlinear relationship between fathering across generations. Men with the harshest and warmest fathers self-assessed as better fathers and also reported lower levels of paternal stress. It was those who ranked their fathers as slightly below-average on warmth that reported the highest stress and least favorable assessments of their own paternal ability. Analyses also indicate that the same nonlinear relationship applies to more objective measures of father engagement, mainly verbal stimulation and physical play. This lends further support to the reworking hypothesis in the sense that men are actively participating in their child's life despite not having a warm father figure.

Together, the results suggest that there is a link between the fathering one received and the fathering one engages in, but there is also evidence of upward mobility among men with the least warm fathers. These men systematically engage in a reworking process to be more effective parents for the next generation. While some scholars demonstrate concern with those offspring who receive the harshest parenting, these findings suggest that men with ambivalent fathers are struggling most as parents. Men who perceive their fathers as neither harsh nor warm may be unable to develop a strong reactionary approach to parenting. Although the correlation between perceived fathering received and subsequent fathering self-assessment is modest, it is robust and more complex than previously thought.

**Thank you to the committee members John DeLamater (Chair), Scott Savage, Celeste Campos-Castillo, Sarah Thébaud, & Karen Powroznik for their work in selecting the winners.**



Christina Diaz is a doctoral candidate in Sociology at the University of Wisconsin – Madison. She is also an affiliate of the Center for Demography and Ecology and a current Ford Foundation pre-doctoral fellow. Christina's work spans two areas of research: migration and social stratification. Her dissertation focuses on multidirectional processes of immigrant assimilation. Specifically, she compiled marketing data from a number of sources to investigate how American mainstream culture changes in response to the presence of immigrants and their children. In other projects, Christina explores the parent-child similarity in health as well as the effects of teenage pregnancy on women's socioeconomic outcomes.

## Book Notes

### ***Revolt from the Middle: Emotional Stratification and Change in Post-Industrial Societies***

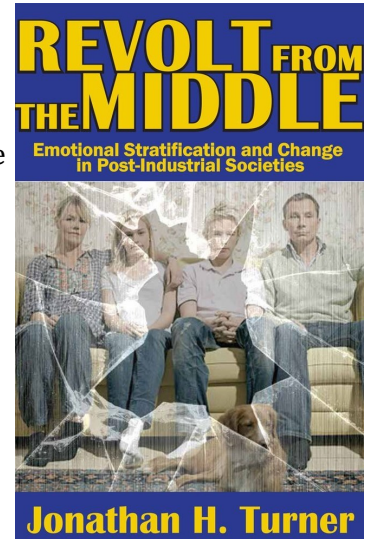
Jonathan H. Turner

Transaction Publishers 2014

Those who address conflict resulting from differing socio-economic groups (stratification systems) focus on the arousal of negative emotions. Less frequently explored are the effects of positive emotions, particularly among the middle classes in industrial and post-industrial societies. In more developed societies, those experiencing positive emotional energy far outnumber those who endure negative emotions.

Jonathan H. Turner sees the distribution of positive and negative emotions in developed societies as another basis for grouping people into socio-economic classifications. Such distribution explains the commitments of middle classes to the system and the lack of class-based social movements from lower classes. Turner argues for Marx's theory—when a population's vast majority is consistently experiencing negative emotions, the potential for revolution within society increases.

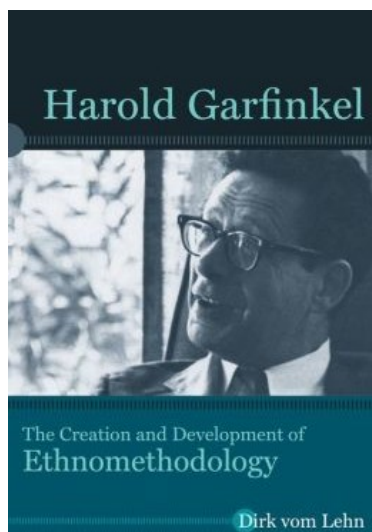
Turner explains why class-conflict potential is low in developed societies and how it might increase if the middle classes lose their share of resources. He notes the beginnings of this shift, but says that the overall positive emotions of the middle class have not yet transitioned from positive to negative. Capitalism will persist, but it will be a reformed capitalism, especially in the United States, as taxes and regulation by government assure higher levels of resource redistribution to members of a society.



### ***Harold Garfinkel: The Creation and Development of Ethnomethodology***

Dirk Com Lehn

Left Coast Press 2014



This book is a concise intellectual biography of Harold Garfinkel, a key figure in 20th-century social science. Garfinkel is practically synonymous with ethnomethodology, an approach that since the 1960s has led to major analytic and methodological developments in sociology and other disciplines. This introduction to Garfinkel explores how he developed ethnomethodology under the influence of Talcott Parsons and Alfred Schutz, situates it within sociology generally, and demonstrates its important influence on recent developments in the discipline, particularly the sociology of science and technology, gender studies, organization studies, and the computer sciences. The book will be of wide interest in the social sciences and a useful supplement to courses on intellectual history and methodology.

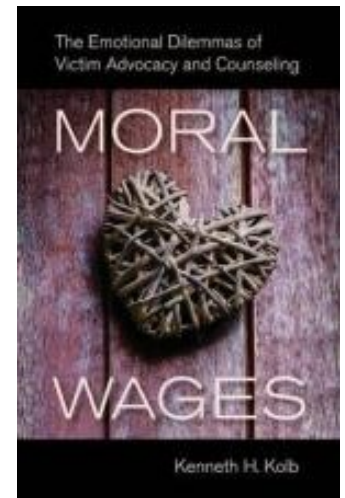
## Book Notes (Continued from Page 11)

### ***Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling***

Kenneth H. Kolb

University of California Press 2014

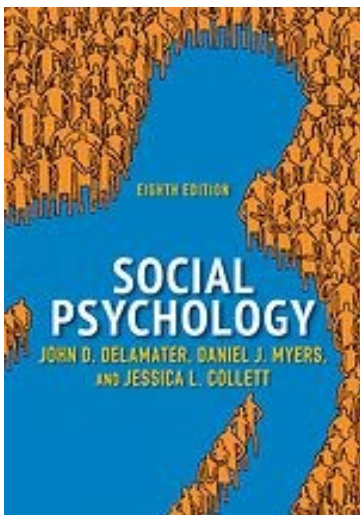
*Moral Wages* offers the reader a vivid depiction of what it is like to work inside an agency that assists victims of domestic violence and sexual assault. Based on over a year of fieldwork by a man in a setting many presume to be hostile to men, this ethnographic account is unlike most research on the topic of violence against women. Instead of focusing on the victims or perpetrators of abuse, *Moral Wages* focuses exclusively on the service providers in the middle. It shows how victim advocates and counselors—who don't enjoy extrinsic benefits like pay, power, and prestige—are sustained by a different kind of compensation. As long as they can overcome a number of workplace dilemmas, they earn a special type of emotional reward reserved for those who help others in need: moral wages. As their struggles mount, though, it becomes clear that their jobs often put them in impossible situations—requiring them to aid and feel for vulnerable clients, yet giving them few and feeble tools to combat a persistent social problem.



### ***Social Psychology, 8th Edition***

John DeLamater, Daniel Myers, & Jessica Collett

Westview 2014



The eighth edition of *Social Psychology*, the undergraduate text by John DeLamater, Daniel J. Myers, and Jessica Collett, will be published by Westview Press in August. The first edition of this text was published in 1986, and it has been in print continuously since. For 28 years, this book has been read by tens of thousands of undergrads, and introduced them to one of the major areas on sociology. The longevity of the text reflects its quality and the fact that it meets the needs of faculty all over the US, and beyond. It is likely that many members of the Social Psychology section have used the text over the years. Recent editions of the book were published by Cengage, who has been raising the list price of the hard cover 10% or more per year. DeLamater and Myers waged a successful campaign to regain the copyright from Cengage, and entered a new agreement with Westview. Publication by Westview marks the first time the book will be available in paper back and resulted in a reduction of more than \$100.00 in the cost of the printed book. Information about the eighth edition is online at <http://www.westviewpress.com/book.php?isbn=9780813349503>

## Book Notes (Continued from Page 12)

### ***Worried Sick: How Stress Hurts Us and How to Bounce Back***

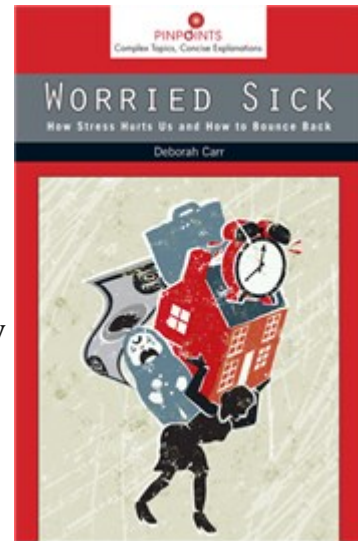
Deborah Carr

Rutgers 2014, available as an e-book only

Comments like “I’m worried sick” convey the conventional wisdom that being “stressed out” will harm our health. Thousands of academic studies reveal that stressful life events (like a job loss), ongoing strains (like burdensome caregiving duties), and even daily hassles (like traffic jams on the commute to work) affect every aspect of our physical and emotional well-being. Cutting through a sea of scientific research and theories, *Worried Sick* answers many questions about how stress gets under our skin, makes us sick, and how and why people cope with stress differently. Included are several standard stress and coping checklists, allowing readers to gauge their own stress levels.

We have all experienced stressful times—maybe a major work deadline or relocating cross-country for a new job—when we came out unscathed, feeling not only emotionally and physically healthy, but better than we did prior to the crisis. Why do some people withstand adversity without a scratch, while others fall ill or become emotionally despondent when faced with even a seemingly minor hassle? Without oversimplifying the discussion, Deborah Carr succinctly provides readers with key themes and contemporary research on the concept of stress. Understanding individuals’ own sources of strength and vulnerability is an important step toward developing personal strategies to minimize stress and its unhealthy consequences. Yet Carr also challenges the notion that merely reducing stress in our lives will help us to stay healthy. Many of the stressors that we face in everyday life are not our problems alone; rather, they are symptoms of much larger, sweeping problems in contemporary U.S. society.

To readers interested in the broad range of chronic, acute, and daily life stressors facing Americans in the twenty-first century, as well as those with interest in the many ways that our physical and emotional health is shaped by our experiences, this brief book will be an immediate and quick look at these significant issues.



## Congratulatory Notes

**Karen Cook** was elected to the Council of the National Academy of Sciences for a three year term beginning this summer.

**Pamela Hunt** was awarded tenure with promotion to Associate Professor at University of West Georgia.

**Matthew Hunt** was promoted this July to Full Professor of Sociology. He is also the new chair of the Department of Sociology & Anthropology at Northeastern University.

**Herbert C. Kelman** received the Change Maker Award from Artsbridge, “for [his] dedication and commitment to making our world a better place,” in May 2014.

**Arnout van de Rijt** and his colleagues Soong Moon Kang, Michael Restivo, and Akshay Patil recently published “[Field Experiments of Success-Breeds-Success Dynamics](#)” in *PNAS*. The article has also recently been highlighted in [The Economist](#).

## 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

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- ◆ 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 (chair), Steve Hitlin, Ellen Granberg, David Melamed, & Carla Goar

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### 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>

**Or join the conversation on Facebook:**

<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