

Newsletter of the Social Psychology Section of the American Sociological Association

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Winter 2015

Newsletter of the
Social Psychology
Section of the
American Sociological
Association

Inside this issue:

Remarks from the Chair	1
Notes from the Editor	2
Upcoming Conferences	3
Voices of Experience	4
Section Committees	7
New and Noteworthy Books	8
Feature: SPQ Snaps	9
Section Award Nominations	11
ASA Session Topics	12

Remarks from the Chair:

Cathryn Johnson, *Emory University*, cjohnson@emory.edu



Welcome to the Winter Social Psychology Section Newsletter! It was good to see many of you at the ASA meetings! This is the first of two newsletters this year to provide you with interesting pieces and important news. I am providing time-sensitive announcements regularly via the section listserv.

We have had a busy fall for our section, and the generosity of our members was clearly evident, as committees easily formed, volunteers for chair positions agreed readily, and our sessions were effortlessly organized. In addition, Council members voted to put on the ballot in spring 2016 a proposed amendment to the section's bylaws that officially recognizes another committee: the Graduate Student Advisory Committee. An ad hoc Graduate Advisory Committee has been in existence for four years. The students are very active and provide a lively creative energy that is vital to our section. They have planned a well-attended student gathering at ASA for the last several years, and are in the process of creating a graduate student mentoring program. You should have a chance to vote to make this committee official. Stay tuned!

Thanks to the program committee (Corey Fields, Steven Foy, Brent Simpson, and me), we have four open sessions that offer a broad representation of our field and its connection to other fields in sociology. These sessions include the interconnections of social psychology with culture, organizations, social movements and collective action (see descriptions inside). Our session on social psychological approaches to collective action and social movements ties in nicely with the theme of next year's meetings "Rethinking Social Movements: Can Changing the Conversation Change the World?" And be sure to submit to our open Roundtables session, which we are coordinating with the Sections on Mental Health and the on Sociology of Emotions. Start preparing your submissions now for the meetings in Seattle! Also, be sure to send your nominations for our sections awards—nominate yourself or someone you believe should receive one (see inside for more information).

A key transition this year for our section is the Newsletter editorship. Special thanks goes to Jennifer McLeer, our new newsletter editor, for providing inspiring pieces in this issue, including the Voices of Experience, where she interviews David Wagner from SUNY Albany. Bridget Diamond-Welch, our former newsletter editor, began Voices of Experience, and she provided guidance to Jennifer in this transition. Thanks also to Tim Hallett and Alyssa Powers for sharing their perspective on SPQ Snaps as an effective resource for our scholarship and our teaching in the classroom. As Tim notes, SPQ Snaps was Gary Alan Fine's "brainchild." Tim explains the process he experienced writing a Snaps piece, and Alyssa provides her perspective on using the Snaps version of the article in the classroom.

Jennifer is also our new Webmaster this year. Jessica Collett graciously held two positions last year as secretary-treasurer and webmaster, which was much appreciated. Now Jessica is relieved of holding the Webmaster position. Jennifer reveals the changes underway for our section website and new URL in this newsletter!

I want to recognize Tim Owens for all his work as section chair in 2014-15, and helping me through my transition to this position. In addition, even though Alison Bianchi and Tim Hallett rolled off the Council this year, Alison agreed to be the Chair of the Nominations Committee and Tim is going to act as the discussant for the session on Interconnections: Social Psychology and Organizational Processes. Thank you both! I also want to express my deepest appreciation to Jessica for her guidance this year. Tim told me how much he counted on Jessica last year, and now I am doing the same!

Finally, thanks to you all for keeping our section so vibrant. And, it is good to know that our section members are often called upon to comment on the tragic events occurring on a seemingly regular basis. Thank you to those members who have responded to these calls. May the holidays be peaceful and joyful.

Warm regards, Cathy

Mark these Dates:

Group Processes Mini-
Conference in
Chicago from **March
23rd- 26th.**

American Sociological
Association Annual
Meeting in Seattle
August 22nd-25th.

The due date for all
submissions is **January
6th at 3:00 PM EST.**

Notes from the Editor

Jennifer McLeer, *Christopher Newport University*, jennifer.mcleer@cnu.edu



Hi Everyone! Thanks for reading this edition of the Social Psychology newsletter! It's been a fun and smooth transition into editorship thanks to previous editor, **Bridget Diamond-Welch**, and the kind and patient section officers, **Cathy Johnson** and **Jessica Collett**.

In this edition, we bring to you many fun stories! **Tim Hallett** and **Alyssa Powers** take us on an SPQ Snaps journey, from the conception of an article or research note through the use of this piece in the classroom. It sounds like Snaps are a great way to distill complex research findings into bite-size peices for an undergraduate audience. You can view previous Snaps here: <http://www.asanet.org/journals/spq/snaps.cfm>. See Page 9 for the full story.

We also feature the life advice of SUNY Albany social psychologist, **David Wagner** (see Page 4 for the entire interview). Did you know that, in addition to being a well-known figure in the group processes world, David also has a trained tenor singing voice and sings in a renowned vocal group? Well, thanks to our section *Voices of Experience*, now you do! Perhaps, we can get him to carry a tune for us at the next meeting!

The other big news that we have to share with you concerns our makeover of the section's website. In an attempt to keep up with the times aesthetically, we have moved our website to a new location: <http://socialpsychologyasasection.com/>. This site gives us much more functionality and options for use. Plus, now it's easy on the eyes! Turn to Page 13 for a more detailed explanation of how this change might affect your social psychology web browsing plans.

I would also like to draw everyone's attention to the call for award nominations on Page 11. You've probably been working hard so why not let us award you for that? We are specifically looking for nominations for Outstanding Contribution to Social Psychology (article or chapter), Best Graduate Student Paper, and the Graduate Student Investigator Award.

Speaking of the Graduate Student Investigator Award, if you are in a position to donate towards our future leaders and scholars, please see the call for contributions on Page 10. So far, we have benefited from the generosity of many section members and are moving towards our goal of creating a sustaining pool of money for this award. Thank you to everyone who has already contributed!

As a reminder, with the new year comes new dues! Please remember to renew your membership in the ASA and in the Social Psychology section. And remember that as the section grows larger and larger, we are awarded more and more sessions at the annual meetings. So, certainly recruit your colleagues and students! You can also gift a section membership to others. It is the season of giving, afterall. For details on how to gift section memberships, please see Page 9.

Finally, this newsletter would not be possible without the contributions of section members so thank you to everyone who took part in this collective effort to inform and educate our section members about what's been going on in the world of social psychology!

Until the Spring/Summer edition!

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.

Upcoming Conferences

16th Annual Group Processes Mini-Conference: March 23-26 in Chicago (at the Midwest Sociological Society-North Central Sociological Association's Joint Conference)

Organized By: Alison Bianchi, *University of Iowa*, alison-bianchi@uiowa.edu

Bob Shelly, *Ohio University*, shelly@ohio.edu

Simulating Violence and Mass Killings in Response to Threatened Masculinity

Christopher D. Moore, Purdue University, North Central; Christabel L. Rogalin, Purdue University, North Central

Status and Phenotypical Hegemony: Exploring the Racial Invariance Hypothesis

David Biagas, College of Wooster

Different Interpretations of a Status Cue

Kayla D Pierce, University of Notre Dame

Role Congruity and Crime Clearance: The Effect of Gendered Expectations for Crime

Lisa M Dilks, West Virginia University

Tucker McGrimmon, University of Pretoria

Two Studies on Whether Race and Sex are Master Statuses in the United States

David Melamed, The Ohio State University

Society for the Study of Symbolic Interactionism Conference: August 19-21 in Seattle, Washington

Organized By: Dennis Waskul, *Minnesota State University- Mankato*, dennis.waskul@mnsu.edu

Patrick McGinty, *Western Illinois University*, pj-mcginty@wiu.edu

“Environment, Body, and Other Complex Systems in Symbolic Interactionism”
 The Annual Meeting of the Society for the Study of Symbolic Interaction (SSSI)
August 19-21, 2016
Seattle, Washington
Distinguished Lecturer:
Joseph A. Kotarba, Ph.D.
Texas State University



Call for Papers: January 2016

If you have questions, suggestions, require details or simply want to lend assistance, please contact:
 Patrick McGinty
 PJ-McGinty@wiu.edu
 309-208-1281




Voices of Experience

Featuring David Wagner, SUNY Albany

David Wagner is Professor of Sociology at the University at Albany- SUNY. He received his graduate degree from Stanford University in 1978. He has received awards for his excellence in research, teaching, and service. His work has been featured in such venues as the American Sociological Review, the American Journal of Sociology, and Social Forces. His research interests are in theory construction and group processes. This fun little interview was conducted over the phone and it was a pleasure to hear his story!



We're always interested to know what brought you to social psychology? So, what life experiences contributed to you wanting to become a social psychologist?

I have to go all the way back to the environment I grew up in. My father was a minister, my mother a public school teacher, mainly in small towns in Pennsylvania and Ohio. When you're in small communities like that and your parents have those kinds of occupations, you're in the public eye pretty much all the time. And in the denomination that my father was in, Methodism, you moved every two or three years. So I was accustomed to having to learn a new world every two or three years. As a consequence, I pretty quickly developed an interest in other people and how their lives went and, for that matter, in dealing with social and moral issues given my upbringing as the son of a minister. I wouldn't say that at that time the experiences were gearing me specifically towards social psychology, but they were certainly developing my interest in and a sensitivity to sociological kinds of questions.

The other thing that probably more specifically led me to focus on things that were social psychological and sort of group processes-oriented were my experiences in college. I was a student in the '60s and at that time a lot of the way in which students interacted with each other and worked on social issues and other things that interested them was in small group settings. A very common kind of phenomenon at the time was something called sensitivity groups. These were sessions in which group members were geared to studying the ways in which their group worked. They also focused on what the interests and concerns and needs of each member of the group were as a means of helping those groups work more effectively. I got interested enough in studying this that I ended up writing my honor's thesis on sensitivity groups. Part of the thesis dealt with what I would call a social movement analysis. The phenomenon had actually started back in the late 1940s in the work of Kurt Lewin who was organizing leadership training sessions primarily for business folk. It diversified into really quite a social phenomenon with a wide variety of different kinds of groups, from leadership training sessions to groups as exotic as the nude encounter sessions held at the Esalen Institute in California.

But the part of my thesis that ended up being of greater and longer term interest to me was looking at how training groups and sensitivity groups worked. Did they, in fact, successfully change people's sensitivity towards other group members? Did they develop effective leaders? I was looking at the research and theoretical ideas that people had developed to try to account for those things. Now, at that time I wouldn't have described this work specifically as social psychology and group processes. However, by the time I got into graduate school, I realized that was part of what I had been interested in all the time.

Tell us about your early career.

As I suspect you know, my graduate training was at Stanford and that was really the most formative experience in terms of my sociological identity. Coming out of college, I was really enamored of C. Wright Mills and very antagonist towards a lot

continued from Page 4



Voices of Experience

Featuring David Wagner, SUNY Albany

of traditional sociology. Mills talked about the notion of an anti-sociology and I sort of thought of myself as an anti-sociologist.

In more positive terms, a book had just been published a couple of years before I had graduated: Berger and Luckman's "Social Construction of Reality" and I was really really into that. You should see how marked up my copy from college is of that book. When I got out to Stanford, I realized I was kind of lucky that I ended up there. Damned if they weren't able to meet every objection and criticism I had to the way in which sociology was practiced, suggesting, in fact, there was a way to build a more robust sociology. It was really quite convincing to me and I embarked on a much more positive path than I ever would have prior to that. I found myself most interested in the Expectation States program that Berger, Cohen, and Zelditch had all been working on. I was an assistant for Joe. That worked out very fortunately because we shared a variety of interests and he sort of shepherded me early on. Toward the end of my graduate training, I got an opportunity for a job at the University of Toronto. I hadn't finished my dissertation, but Jim Moore at York and John Kervin at Toronto wanted to build a Canadian school of social psychology. That school would focus especially on Expectation States work, but also on other group processes, to build a Stanford of the North, if you will. I interviewed for a job at Toronto while a colleague and good friend of mine in graduate school interviewed for a job at York. We both got offers and had we both gone there, I think we would have been quite successful in developing a good social psych program at Toronto and York. Unfortunately, my friend took a job at South Carolina instead and I ended up staying at U of T only two years. I finished my dissertation and moved from there to Iowa, where I did all of my early work. That's where I published my first book on theory growth and where I worked with Becky and Tom Ford on a couple of experiments concerned with whether gender inequalities can be reduced.

Do you find that your specific interests have changed at all over time?

Not in any dramatic sort of way. In part, it's because I've had sort of a dual track career with interests both in expectation states processes and in theory and theory growth. So, whenever I get tired of doing one thing or something's not going particularly well in one of those areas, I jump track to the other area. I've moved back and forth quite a bit over my career. But in terms of the kinds of things that I got interested in in graduate school, those are still pretty much the things that I'm interested in now. In terms of advice to people, have alternatives! Don't just have one track of things you're in pursuit of because things don't always go right. And if they don't, if you have some sort of alternative direction that you can pursue, then, let me tell you, it makes life a lot simpler.

Your most current research that you're focusing on, do you want to share some info?

The work that I'm doing right now is concerned with what I call status deviance. It's actually based on some work I published in *Group Processes* in '88. It dealt with what happens in groups when you have somebody who you really think should be the leader in the group and that person simply does not perform that role effectively at all. He or she is just a bump on the log, if you will. How does the group respond to that? What kinds of evaluations do they have of such a group member? Do they even want that member to continue in the group? And at the other end of the scale, suppose you have someone in the group who is really expected to be just one of the followers in the group and not expected to do very much. Suppose that person attempts to take control of the group, to become the

continued from Page 5



Voices of Experience

Featuring David Wagner, SUNY Albany

leader and take charge of things. How does the group respond to that person? Do they really want that person in the group? I developed an informal version of the theoretical argument about that back in '88. More recently, I have formalized the theory and right now we're involved in pre-testing some experiments that deal with the general question. We are also focusing on the more specific question of what difference does it make if you started out with higher or lower status in the group when you begin to behave in either of these deviant ways. What effect does that have? Based on my '88 paper, Chris Moore and Reef Youngreen did a partial study of this about a decade ago, but nobody had really done very much work on it since. I'm realizing why now. It's definitely a challenge to figure out how to test this. It's the sort of work that I couldn't have done much earlier in my career because it's much more risky. There's still a possibility, although the pre-testing is going really well, that nothing will come from it. At this stage in my career, I can just say "oh well" and go on to something else. I have plenty of other things in the fire. But, if it bears fruit, I will feel a very real sense of accomplishment.

What interests and activities besides sociology are important to you? What do you do besides sociology?

I sing with a group called Albany Pro Musica. APM is probably the most accomplished and highly recognized amateur singing group in the Northeast. We've cut several CDs and have had some of our recordings played on NPR. We perform in the Troy Music Hall. That venue is considered one of the most acoustically perfect music halls in the world! And we perform there quite regularly. Anyway, I have the good fortune of having a trained tenor singing voice and that's a fairly rare breed. I've been singing with Pro Musica for about 20 years. I don't do a lot of solo work these days, but I do sing pretty regularly with APM. I've had singing as a part of my life for a long, long time. I've been in other kinds of choral groups and university choirs. When I was a kid, I sang in church choirs from second grade on. So, I've clearly had a lot of music in my life. I had piano lessons for 11 years and played the trumpet and the French horn in high school and I still play the piano, but my best musical instrument is still my voice. And that's what I've pursued most commonly outside academic work.

I'm also really interested in words and word play--- crossword puzzles and varieties of that sort of thing. I definitely do the New York Times puzzle, which I've gotten quite good at. It's an acquired skill. I've even constructed and published a few crossword puzzles of my own, although only in really minor venues. But mainly I'm a solver, not a constructor.

That kind of leads into the idea of how to balance professional and personal demands. How have you been able to do that?

I'd have to say: begin by recognizing that there is something other than one's academic life and attending to that to some degree. I think of it primarily in terms of family. If you have a life partner or simply someone else who is important to you, maintain a degree of consciousness in that person's life. Their concerns are important as well. Take time to make sure you're not sacrificing their concerns in pursuit of your own. Sometimes you need to make some sacrifices in terms of the things you pursue.

Social Psychology Section Committees

2015-2016 Standing Committees

COOLEY-MEAD AWARD COMMITTEE

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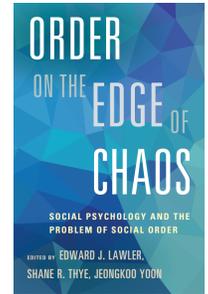
Thank you
for the work
that each of
you
contribute to
the well-being
of our
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ORDER ON THE EDGE OF CHAOS: Social Psychology and the Problem of Social Order

Cambridge University Press, 2015

Edited by: Edward J. Lawler (Cornell University), Shane R. Thye (University of South Carolina), Jeongkoo Yoon (Ewha Women's University, South Korea)



Order and stability are highly tenuous and fragile in the world today. People have to work to create and sustain a semblance of stability and order in their lives and in their organizations and larger communities. This book compares different theoretical ideas about how people coordinate and cooperate to do this. The ideas come from “micro-sociology,” and they offer new answers to the classic question of Thomas Hobbes: “How is social order possible?” The most common answers in sociology, political science, and economics assume a fundamental tension between individual and group interests. This volume reveals that social orders are problematic even without such tension, because when people interact with each other, they verify their identities, feel and respond to emotions, combine different goal frames, and develop shared responsibility. The ties of people to groups result from many aspects their social interactions, and these cannot be explained by individual self-interest.

Contents

- | | |
|---|---|
| 1. Social Psychology of Social Order: An Introduction
<i>Edward J. Lawler, Shane R. Thye, and Jeongkoo Yoon</i> | 8. Identity Verification and the Social Order
<i>Peter J. Burke and Jan E. Stets</i> |
| 2. The Evolutionary Biology and Sociology of Social Order
<i>Jonathan H. Turner</i> | 9. Identities, Roles, and Social Institutions: An Affect Control Account of Social Order
<i>David R. Heise, Neil J. MacKinnon, and Wolfgang Scholl</i> |
| 3. Social Rationality and Weak Solidarity: A Coevolutionary Approach to Social Order
<i>Siegwart Lindenberg</i> | 10. The Gender Frame and Social Order
<i>Cecilia L. Ridgeway</i> |
| 4. An Integrative Theory of Action: The Model of Frame Selection
<i>Hartmut Esser and Clemens Kroneberg</i> | 11. Status, Power, and Social Order
<i>Theodore D. Kemper</i> |
| 5. The Center Cannot Hold: Networks, Echo Chambers, and Polarization
<i>Daniel J. DellaPosta and Michael W. Macy</i> | 12. Interaction Order: The Making of Social Facts
<i>Anne Warfield Rawls</i> |
| 6. Social Exchange and Social Order: An Affect Theory Approach
<i>Edward J. Lawler, Shane R. Thye, and Jeongkoo Yoon</i> | 13. The Arts of Together: Social Coordination as Dyadic Achievement
<i>Hannah Wohl and Gary Alan Fine</i> |
| 7. Institutions, Trust, and Social Order
<i>Karen S. Cook</i> | 14. Dignity as Moral Motivation: The Problem of Social Order
<i>Writ Small</i>
<i>Steven Hitlin and Matthew A. Andersson</i> |
| | 15. The Legitimacy of Groups and the Mobilization of Resources
<i>Morris Zelditch</i> |
| | Commentary: Contrasts and Complementarities |
| | 16. Social Order from the Bottom Up?
<i>Peter V. Marsden</i> |

Have a new book? Let us showcase it here.
Send summaries to Jennifer McLeer
(jennifer.mcleer@cnu.edu).

From SPQ to the Classroom: Snaps as a Scholarly and Teaching Resource

Tim Hallett and Alyssa Powers, Indiana University

We write to sing the praises of SPQ Snaps, together as instructors and scholars who have benefitted from this unique publication format. We write from our own experiences as both an author of a Snaps article (Tim) and in using it as a teaching resource in the classroom (Alyssa). As many of the readers no doubt know, Snaps is the brainchild of Gary Alan Fine. When Gary was editor of SPQ from 2007-2010, one of his main goals was to expand the readership of SPQ. He wanted it to become “a journal for readers” that would appeal to the breadth of sociology as a discipline, as well as beyond. Snaps was a central part of his strategy. Via Snaps previously published SPQ articles are transformed into “shortened, lightened and focused versions” that are easy to read for “generalists, trainees, and undergraduates” (<http://www.asanet.org/journals/spq/snaps.cfm>). Snaps grew into adolescence under the SPQ editorship of Karen Hegtvedt and Cathy Johnson (2010-2013), and it continues to grow with the new editors, Richard Serpe and Jan Stets.

In selecting potential articles for Snaps, SPQ editors first consider which articles and topics would be most appealing to undergraduates. Then they seek articles that reflect the methodological diversity of the discipline, and they also approach authors from across the career stage—including graduate students who publish in SPQ. The charge to authors is to simplify their papers by eliminating unnecessary jargon, translating necessary jargon into lay terms, and to minimize all but the most important technical details. Since 2007, 33 SPQ articles have been republished in this reader-friendly format. Two of these Snaps articles have been reprinted in various editions of the well-known undergraduate textbook *Inside Social Life*, and the SPQ editors recall other Snaps articles being republished in various anthologies as well.

We remember quite clearly when Tim’s 2007 SPQ article “Between Deference and Distinction: Interaction Ritual though Symbolic Power in an Educational Institution” became a Snaps article. At the time I (Tim) was an assistant professor battling the tenure monster, but the story of this article’s journey from inception to SPQ to Snaps to the classroom starts earlier. Back in 2002 I presented an early

version of the article at the ASA meetings in a Symbolic Interaction Regular Session. Spencer Cahill was the organizer, presider, and discussant for the session, and he gave critical and supportive feedback on the draft. When Spencer became editor of SPQ (2004-2006), I submitted the article, and it received an encouraging revise and resubmit. After Spencer’s untimely death, Gary solemnly took the reins of SPQ and when the article was accepted and published in 2007, Gary saw it as a good candidate for Snaps.

I was honored to be considered for Snaps, but to be honest, at the time I was overwhelmed with tenure, and I was not quite sure how to transform the article. However, I couldn’t bring myself to say no to Gary. As it turns out saying “yes” was invaluable (Gary is usually right about things). I struggled at first because the paper has a number of complex concepts. As described in the abstract of the Snaps version, “The goal of this article is to juxtapose, integrate, and expand Pierre Bourdieu’s research on symbolic power (the power to define) with Erving Goffman’s analysis of deference and demeanor.” To do so the paper utilizes “field note, interview, and video data from a two-year study of ‘Costen Elementary School.’” (<http://www.asanet.org/journals/spq/HallettSnap.cfm>) On the Bourdieuan side, I had to figure out how to talk about habitus, cultural capital, fields, and social space in a simple way, and on the Goffmanesque side, I had to put deference and demeanor into lay terms.

After banging my head against the wall, the breakthrough came when I realized that I should start the revision with an engaging field note from my research: by putting some of the data first, I could discuss the concepts more clearly and succinctly. Once I had liberated myself from the traditional journal framework the article began to write itself. However, I was still constrained by my own reading and understanding of the article, and I had no idea how it might read to an undergraduate or a graduate student.

Fortunately, at the time I was working with a fantastic graduate student, Alyssa Powers. Alyssa had been assigned as my graduate assistant for the semester, and Alyssa was not too far removed from her undergraduate experiences—she was in her first year as a graduate student at Indiana University. I asked Alyssa to read the article and to provide critical comments about clarity and

View previous
SPQ Snaps
here:
[http://
www.asanet.or
g/journals/spq/
snaps.cfm](http://www.asanet.org/journals/spq/snaps.cfm)

Please
remember to
renew
your ASA
membership for
the upcoming
year!

If you'd like to give
the gift of section
membership to a
student, please
follow the
guidelines posted
here: [http://
asa.enoah.com/
Home/My-ASA/
Gift-Section](http://asa.enoah.com/Home/My-ASA/Gift-Section)

Continued on Page 10

Contribute to the Graduate Student Investigator Award

You can donate to the endowment, via PayPal at the following link (<http://tinyurl.com/givetoGSIA>) or by sending a check or money order to Jessica Collett, Section Treasurer, Section on Social Psychology, 810 Flanner Hall, University of Notre Dame, Notre Dame, IN 46556. Please make checks payable to ASA and write GSIA in the "memo" area.

accessibility, and her reading helped me to clear the final hurdle.

My Snaps publishing experience proved to be gold: shortly after my article appeared on the ASA Snaps webpage, Kent Sandstrom contacted me. Kent was editing the 6th edition of *Inside Social Life: Readings in Social Psychology and Microsociology*, and he wanted to include the Snaps version because it was "insightful, clearly organized, and highly readable." Now in its 7th edition, *Inside Social Life* is itself an institution—the first edition, edited by Spencer Cahill, was published in 1995, and the textbook has been a choice reader for undergraduate classes pertaining to social psychology ever since. Thanks to Snaps, and via *Inside Social Life*, my article has reached an audience it never would have reached before: the 6th edition of *Inside Social Life* has sold over 4,200 copies. I find it hard to believe that Kent would have chosen my article had it not first been transformed into a Snaps version, and right before tenure, no less. It is difficult to put into words how much I have benefited from Snaps as a scholar and how thankful I am for this publishing outlet.

* * *

Of course, there are many articles in textbooks that go unread by undergraduates, but we know that the students in at least eight sections of the class "Society and the Individual" have engaged with the Snaps/ *Inside Social Life* reprint. When I (Alyssa) first had the opportunity to teach "Society and the Individual" at Indiana University, I was delighted to see that the reader I assigned, *Inside Social Life: Readings in Sociological Psychology and Microsociology*, included the Snaps version of Tim's article, and I have been teaching the article ever since.

At the point in the semester when I assign this reading, students have already read two excerpts from Goffman's writings on the presentation of self and interaction rituals. These earlier readings allow them to develop background knowledge on Goffman's ideas to set up the Snaps article, although this background would not be essential. The class topic for the day is stratification and power differences in interactions, which have not been discussed previously in the course. We first discuss how one's social position influences the people one comes into contact with and then turn to how social positions bestow different amounts of power in interactions. Next, I bring in this article to discuss more subtle social psychological processes that lead to having more power to define situations and to having others accept one's definition of the situation.

I begin by soliciting the students' general comments on the article. I ask them what they found interesting, if they have any critiques of the theoretical arguments or methodology, and what connections they noticed to other readings we have completed in the course. Then, I pull out concepts that are new to the students, such as cultural capital and symbolic power, to explicitly define for their class notes and to give additional examples. To link the concepts together and illustrate the article's theoretical contribution, I ask students to give examples of the concepts from the reading. In doing so, students get into the details of Tim's ethnographic case study and provide examples of the different cultural styles exhibited by the two administrators at the school, "Mrs. Kox" and "Mr. Carrol." Afterward, they discuss how these different cultural styles were activated in rituals of deference and demeanor, and how this led to different levels of symbolic power for these two administrators.

Next, to encourage students to think about the generalizability of the theoretical contribution, I ask them if the processes described in the article are also applicable to contexts outside of teacher and administrator interactions at an elementary school. Since the article focuses on a workplace setting, students initially come up with examples from other workplace settings that they have experienced or where they hope to have careers. For example, a student might mention how the cultural capital of different managers at a restaurant where they were employed elicited varying amounts of symbolic power and ultimately generated greater resistance or compliance when dictating rules to waiters and waitresses. Eventually, someone will remark that they feel it would apply to any workplace setting. I prod a little more and ask if the processes would also apply to contexts beyond workplaces. Students generally provide examples from other settings they have familiarity with, often coming up with a particular instance from a student organization they belong to or occasionally an interaction within their family. As a specific example, a student may relate how they felt the cultural capital of candidates for executive positions in their sorority impacted the reception of the candidates' ideas and the elections. After several more students have given examples, typically someone will observe that they think these processes would actually come into play anytime people are interacting with one another. After asking if other students agree and receiving acknowledgement that they do, I comment on the generalizability of the theoretical arguments.

I have found the Snaps version of the article to be very easy to use with undergraduate students. The

Section Award Nominations

Call for Graduate Student Paper Award Submissions

The Social Psychology Section of the ASA invites submissions for the Graduate Student Paper Award.

- ◆ The paper should be article length.
- ◆ Eligible papers include those:
 - submitted for a class or seminar;
 - filed as a thesis or dissertation;
 - presented at a professional meeting;
 - submitted or accepted for publication;
 - or published between March 2015 and March 2016.
- ◆ Authors of eligible papers must be graduate students at the time of the paper submission.
- ◆ Multi-authored papers may be submitted if all authors are students, but the prize must be shared.
- ◆ Authors may only submit one paper for consideration each year.

The recipient(s) will receive financial support to attend the ASA meetings in August in Seattle where the prize will be awarded. Please send an electronic version of the paper by **March 1, 2016** to: David Melamed at melamed.9@osu.edu.

Call for Recent Contribution in Social Psychology Award

Contribution in Social Psychology Award. In 2016, the award will be given to an article or chapter published between January 1, 2013 and December 31, 2015.

Nominations must include a PDF copy of the article or chapter and a brief statement (1-2 paragraphs) regarding its merits.

Please send submissions by **February 1, 2016** to Kathy J. Kuipers (kathy.kuipers@umontana.edu), Chair of committee.

Nominators must be members of the ASA Social Psychology Section; self-nominations are welcome.

Call for Graduate Student Investigator Award

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

the research expenses associated with the proposed research.

Interested graduate students should submit:

- ◆ a proposal of no more than 10 double-spaced pages
- ◆ a budget describing how the funds will be used to support the research
- ◆ a curriculum vita
- ◆ a supporting faculty reference form

Applications will be evaluated using the following criteria: theoretical significance, creativity of the research, the appropriateness of the methods, and the potential contribution to the field of social psychology. The student should be a current member of the ASA Social Psychology Section. A student may only submit one application for consideration each year. Please send an electronic version of the proposal by **March 15, 2016** to Gretchen Peterson, Committee Chair, at gpeters@exchange.calstatela.edu.

Social Psychology Paper Session Topics

ASA Conference
Seattle, Washington
August 22nd-25th

The program committee (Corey Fields, Steven Foy, Cathryn Johnson, and Brent Simpson) worked on the 2016 paper sessions. In addition to our roundtables (organized by Steven Foy), and our Cooley-Mead Award Address (Deborah Carr, Chair), we are organizing the following paper sessions listed below (all open sessions). Thanks to the program committee members for an exciting line-up! Start planning your submissions due **January 6th**.

Interconnections: Social Psychology and Cultural Sociology (open session): Corey Fields organizer

This session explores linkages between social psychology and cultural sociology. In a recent special issue of *Social Psychology Quarterly*, Jessica Collett and Omar Lizardo note that over 20 years ago cultural sociologists and social psychologists argued for the importance of linking “macro” cultural structures with the micro-dynamics of interaction to adequately explain social phenomena. Today, more than ever before, there is growing interest in how micro-situations serve as sites where culture is both produced and experienced. This session examines the interconnections of social psychological processes to the establishment, manipulation, and promotion of culture. For the purposes of this session, “culture” is broadly defined, including a broad range of social processes, institutions, objects, and value systems. Papers from diverse empirical and theoretical perspectives that link social psychological mechanisms to cultural processes to explain a wide variety of practices are welcome.

Social Psychological Approaches to Collective Action and Social Movements (open session): Brent Simpson organizer

For the last several decades, the literatures on collective action and social movements have largely developed independently of one another. Sociologists working in one tradition are often relatively unfamiliar with scholarship in the other tradition. Despite the closely related questions that the two literatures aim to address, the separation largely reflects the employment of different theoretical frameworks. Recent research in each discipline, however, has shown a renewed or increasing emphasis on social psychological explanations. In an effort to encourage conversation and collaboration among scholars working in these two research areas, this session emphasizes research that applies a social psychological perspective, broadly defined, to issues of collective action and/or social movements. This session also directly ties to the theme of the ASA 2016 annual meeting on Rethinking Social Movements: Can Changing the Conversation Change the World?

Interconnections: Social Psychology and Organizational Processes (open session): Cathryn Johnson organizer

As Hallett and Ventresca (2006) note, organizational scholars tend to perceive institutions as macro cultural logics, representations and schemata, with less attention to the notion that institutions are made up of people doing things together. Bureaucracies, for example, are “inhabited” by people who interact together, sometimes in cooperation, and sometimes in conflict. Of course, institutions like bureaucracies provide the rules, norms, and guidelines for social interactions, yet the meanings of institutions are also continually constructed, reproduced, and sometimes changed by social interactions and meaning-making processes. Papers suitable for this session include those that link organizational processes and practices to social psychological processes such as those involving status, power, social exchange, justice, identity, legitimacy and trust to explain social phenomena such as the reproduction of inequality in the workplace and social change in organizational settings.

Congratulatory Notes

Nicole Civettini was elected sociology program coordinator in May and was also awarded tenure and promotion in June at Winona State University. Congratulations, Nicole!

Thomas DeGloma of Hunter College won the 2015 Charles Horton Cooley Award for Best Book from the Society for the Study of Symbolic Interaction for *Seeing the Light: The Social Logic of Personal Discovery* (2014, University of Chicago Press). Way to go, Thomas!

William A. Corsaro, Professor Emeritus at Indiana University, will receive an honorary doctorate through the Faculty of Educational Sciences at Uppsala University, Sweden. The doctorate will be conferred on January 29, 2016. Congratulations, William!

SPQ Snaps (continued from page 10))

condensed format is manageable for a general education class that is mostly undergrads majoring in other disciplines, but still retains advanced theoretical arguments combining and expanding on Goffman's and Bourdieu's work. When I asked my students directly about their experiences with and opinion of the Snaps version of this article, they reported that they found it quite accessible and that they felt like they were able to grasp the theoretical arguments being made. As a check on their self-reported understanding, in two recent semesters I asked students to write two paragraphs summarizing the main arguments of the article and describing some examples that illustrated the main arguments as a part of a reading quiz before we had discussed the article in class. The majority of the students in the classes (86%) were able to demonstrate their understanding and accurately reflect the main arguments. Only 2% of students had read the article but misunderstood a point or were confused about some aspect of the arguments being made. The remaining students (12%) had either not completed the reading or were absent.

We have found SPQ Snaps to be a fantastic teaching and scholarly resource. As our story represents just one of the 33 Snaps experiences, we marvel at the possibilities inherent in this publishing format. For anyone looking for classroom resources, Snaps is a treasure-trove, and for future SPQ authors Snaps provides an avenue to spread the good news about your research.

References:

- American Sociological Association 2015. "SPQ Snaps." Washington, DC: American Sociological Association. Retrieved November 29, 2015 (<http://www.asanet.org/journals/spq/snaps.cfm>).
- Cahill, Spencer E. and Kent Sandstrom, eds. 2011. *Inside Social Life: Readings in Sociological Psychology and Microsociology*. 6th Edition. New York: Oxford University Press.
- Hallett, Tim. 2007. "Between Deference and Distinction: Interaction Ritual through Symbolic Power in an Educational Institution." *Social Psychology Quarterly Snaps* 70: 48-71.
- Schwartz, Barry. 2009. "Collective Forgetting and the Symbolic Power of Oneness: The Strange Apotheosis of Rosa Parks." *Social Psychology Quarterly Snaps* 72(2): 123:142.

New Section Website Design and URL

Changes are underway! While the overall ASA website is undergoing changes to improve both design and user experience, our section has also given our individual website an upgrade. The new URL for the section's website is: <http://www.socialpsychologyasasection.com/>. You can still find this site through the ASA's main page regarding sections by clicking on the link for Section Website.

Important: this means that many of the previously published links from years past will not function anymore. Don't fret, however. You can still find all of your favorites on our new site, including previous newsletters, chair reports, section committees, award recipients, section bylaws, and other general information and resources regarding sociological social psychology.

Additionally, you will now be able to browse section announcements in the format of a blog! Very modern. See the top drop-down menu labeled Announcements to enjoy the experience. You can also browse past announcements by following the links on the right side of the page labeled Archives. Want your friends and colleagues to know about a cool social psychology announcement? Use the share features to re-post the announcements on your Facebook page or Twitter feed,

Murray State Job Ad

The Department of Political Science and Sociology at Murray State University invites applications for a tenure-track Assistant Professor position in Sociology beginning in the fall of 2016.

Responsibilities:
The successful candidate will be responsible for teaching introductory courses in Sociology, upper level courses in his/her area of expertise, and other courses that will help the program grow and develop. Areas of expertise are open but preference will be given to candidates that specialize in at least one or more of the following areas: Medical Sociology, Political Sociology, and Social Psychology. An ability to teach research methods is desirable.
The successful candidate will also be expected to demonstrate a commitment to scholarship and service as well as excellence in teaching.

Application deadline and instruction:
Application deadline is January 9, 2016.

See ASA Job Bank Job ID: 11684 for more information.

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.

Mail form and check to: Membership Services
 American Sociological Association
 1307 New York Avenue NW,
 Suite 700
 Washington, DC 20005-4701

For information about ASA and section membership visit www.asanet.org

Join the Social Psychology conversation on Facebook:
<https://www.facebook.com/ASASocPsych/>

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Call for Submissions

Future issues of the newsletter depend on contributions from members. We welcome submissions of articles suggestions for Voice of Experience profiles, announcements of new books, calls for papers, conference announcements and reviews and other material that would be of interest to section members. Please send items for the 2016 issue to Jennifer McLeer jennifer.mcleer@cnu.edu.