



Newsletter of the
Social Psychology
Section of the
American Sociological
Association

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Newsletter of the Social Psychology Section of the American Sociological Association

Volume 22; Number II

Summer 2018

Remarks from the Chair:

Matthew O. Hunt, Northeastern University, m.hunt@northeastern.edu

Greetings from New England, land of clam chowder (aka "chowdah"), Dunkin Donuts, and candlepin bowling. Our section has been busy this Spring and Summer as reflected in the contents of this newsletter, expertly compiled by outgoing editor Jennifer McLeer and her able successors Jon Overton and Nicholas Heiserman.



Our award committees have selected this year's winners (and two honorable mentions), all of whom are featured in this newsletter. As announced previously, the winner of the Cooley-Mead Award is Doug Maynard. The winner of the Outstanding Recent Contribution in Social Psychology Award is Mario Small for his book *Someone to Talk To*, with an Honorable Mention to Corey Fields for his book *Black Elephants in the Room*. And, this year's Graduate Student Paper Award goes to Emily Carian for her paper "The Inversive Sexism Scale: Endorsements of the Belief that Women are Privileged and Other Contemporary Sexist Attitudes," with an Honorable Mention to Jessica Pfaffendorf for her paper "Wayward Elites: Social Restoration through Stigma Allure in a Therapeutic Boarding School." Congratulations to Doug, Mario, Corey, Emily and Jennifer! I would like to thank our hard-working award committees, chaired this year by Jeremy Freese (Cooley-Mead), Dina Okamoto (Outstanding Recently Contribution), Corey Fields (Graduate Student Paper), and Ellen Granberg (Graduate Student Investigator). As was also announced previously, our section election results are in and we welcome Richard Serpe as Chair-Elect and Gretchen Peterson, Jenny Davis, and Maria Ramos as new Council members. Congratulations, all! Sincere thanks to our section's Nominations Committee, chaired by David Melamed, for compiling such an excellent slate of candidates.

The ASA conference is just around the corner, and I encourage you to review the portions of this newsletter outlining the stellar set of section sessions and events at this year's meeting. Thanks are due to our Program Committee (Richard Serpe, Kristin Marcussen, Carla Goar, Susan Fisk, and Lynn Chin) for their hard work in organizing this year's paper sessions. Our section reception is on Sunday, August 12th from 7:30-9:30 at City Tap House Logan Square, and is being co-sponsored by the Sociology of Emotions section. We have ordered a large amount of food, so please bring a healthy appetite to this gathering. We will also have free drink coupons for the first 75 guests, so consider coming early! Please also mark your calendars for Doug Maynard's Cooley-Mead address, which is on Monday at 4:30pm, followed by our business meeting; see Jeremy Freese's tribute to Doug's outstanding career later in this newsletter. Finally, let me direct your attention to two other highlights (among many) of this newsletter: a report from SPQ editors Matt Brashears and Brent Simpson, and a profile of Cecilia Ridgeway in the Voices of Experience section.

I wish to thank Jennifer McLeer for her consistently stellar work updating our webpage, editing our newsletters, and compiling our regular announcements for dissemination by email. I would also like to thank our secretary-treasurer, Jody Clay-Warner, for her steadfast efforts on behalf of the section, and past-Chair Amy Kroska who was generous with her time in answering my many questions while I served my term this year. It was my honor to do so. I hope you will attend the business meeting where I will pass the gavel and kendama to Brent Simpson he embarks on his term as section Chair.

See you in Philly!

Matt

Notes from the Editor:

Jennifer McLeer, *University of Hartford*

Hello Everyone!

I am happy to bring to you the Summer 2018 newsletter... the last newsletter of my tenure in this position! It's been a wild ride of news and interviews and mastering Adobe Pro. Thank you to all of the section members who tirelessly contribute to the activity of the section and who have graciously accommodated my pestering for news pieces and the like over the past 3 years.

Moving forward, Nicholas Heiserman, a graduate student at the University of South Carolina, and Jon Overton, a graduate student at Kent State University, will compile these newsletters and gather news items throughout the month. You can reach them at heisermn@email.sc.edu and jovertol@kent.edu, respectively. To get their feet wet, Nicholas and Jon also assisted me with the current newsletter and their help was invaluable.

As for the content of this newsletter, we have some very fun pieces! I would like to draw your attention to Page 4 where Cecilia Ridgeway gives particularly thoughtful and inspiring advice in her Voices of Experience feature. Pages 11, 13, 14, 15, and 16 showcase our section award winners alongside a synopsis of their work.

Congratulations to them for their achievements! Brent Simpson and Matthew Brashears inform the section of the work being done at SPQ on Page 3, including their impressive 27.8 day turnaround on manuscripts. Finally, Pages 7-10 detail the events that are planned for later this week at ASA, including an informative session on how to navigate the job market.

Cheers!

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.

Social Psychology Quarterly

An Official Journal of the American Sociological Association



Dear Social Psychologists,

We have now been guiding manuscripts through the review process for one year and are pleased to have two full issues under our belt and one more in the pipeline. The recently published June issue contains articles on factors shaping the perceptions of procedural justice of law enforcement; how same-sex couples anticipate stressors, and the consequences of that anticipation; the consensus or dissensus in the impressions that people within the same macro-culture form of events; and evidence that Republicans and Democrats differ in how they value agency versus communion, and that each group tends to view their own group as superior on their more valued dimensions. As you can see, we have been successful in publishing excellent social psychology on a variety of topics and using an array of methods.

The September issue, currently in press, will address an equally wide array of problems, including:

- o Who's on Top? Gender Differences in Risk-Taking Produce Unequal Outcomes for High-Ability Women and Men (Susan R. Fisk)
- o Exchange, Identity Verification, and Social Bonds (Jan E. Stets, Peter J. Burke, and Scott V. Savage)
- o Villains, Victims, and Heroes in Character Theory and Affect Control Theory (Kelly Bergstrand and Jasper M. James)
- o Frame-Induced Group Polarization in Small Discussion Networks (Michael Gabbay, Zane Kelly, Justin Reedy, and John Gastil)

We continue to work hard to get feedback to authors of submitted manuscripts as quickly as possible. For manuscripts considered in our first year, the average decision times (for initial submissions and resubmissions combined) has been 27.8 days. Our ability to do this is a direct consequence of reviewers' willingness to produce high quality reviews in the short timeframes that SPQ has been known for. We really appreciate it! We would especially like to thank our excellent Deputy Editors (Jessica Collett, Monica Kirkpatrick Johnson and Doug Maynard) and Managing Editor (Laura Brashears) for all of their dedicated work.

Finally, if you or one of your colleagues are doing research on creativity, the deadline for submissions to our first planned special issue on creativity is just around the corner (September 1). For more information, please see the call (<http://www.asanet.org/news-events/asa-news/call-papers-social-psychology-creativity>) or contact one of us (brasheam@mailbox.sc.edu or bts@mailbox.sc.edu) or one of the special issue editors (John Parker, john.parker@asu.edu, Ugo Corte, ugo.corte@helsinki.fi, and Gary Alan Fine, g-fine@northwestern.edu).

We look forward to seeing you all in Philadelphia.

Sincerely,

Matthew E. Brashears and Brent Simpson



Cecilia at Stanford University

Thank you to
Nicholas
Heiserman,
graduate
student at
the
University of
South
Carolina, for
interviewing
Cecilia for
this feature!

Voices of Experience

Featuring Cecilia Ridgeway, Stanford University

Cecilia Ridgeway received her BA in sociology from the University of Michigan in 1967. She entered graduate school in sociology at Cornell University where she earned her masters and doctorate in 1969 and 1972, respectively. She is the Lucie Stern Professor in the Social Sciences in Stanford University's Sociology Department, where she has been a professor since 1991 and served a term as department chair from 1993-1996. Prior to her appointment at Stanford, she held professorships at the University of Wisconsin-Milwaukee (1978-1985) and the University of Iowa (1985-1991).

*Cecilia's record of service is extensive, and includes serving on the editorial boards of numerous journals, including *Social Psychology Quarterly*, *Social Justice Research*, and *Sociological Theory*, serving as Chair of the Social Psychology Section (1991-1992), and President of the American Sociological Association (2012-2013). She is a Fellow of the American Association for the Advancement of Science (2009), Sociological Research Association (1995), and the Society for Experimental Social Psychology (1990).*

*Cecilia has also received numerous awards for her work. She was awarded the 2005 ASA Social Psychology Section Cooley-Mead Award for her contributions to social psychology. For her contributions to gender and feminist research, in 2008 she was awarded the Distinguished Feminist Lecturer Award by Sociologists for Women in Society, and in 2009 she was awarded the Jessie Bernard Award by the American Sociological Association. In 2012 she was awarded the 2012 Outstanding Recent Contribution Award from the Social Psychology Section for her 2011 book, *Framed by Gender*.*

How did your life experiences contribute to your interest in social psychology?

My whole family was sensitive to inequality even though we were middle-class suburban types with education. My mother was an early feminist and the Civil Rights Movement was going on when I was in high school. My high school had some Spanish speaking areas, some super bourgeois areas all smashed together. At that point, it was my main encounter with the American class system, so I think all that pointed me toward sociology, although I didn't know it.

When I went to college at age 16, I immediately enrolled in a big intro physics class at the University of Michigan. I took it with engineering majors: 250 men and two women. I couldn't handle it. I couldn't understand why. I just knew I couldn't bear to be there. So I started thinking about other majors and that led me to sociology indirectly.

I took this honors intro class that was social psychology jointly taught by a sociologist and a psychologist. We would enact all the famous experiments—Asch, autokinetic, and prisoner's dilemma—before reading about them. It hooked me and made me a sociology major. It was social psychology that brought me into the social sciences.

Can you tell us about your current book project?

Status is a form of inequality, but it's always been the weak stepsister of power and wealth. Traditionally it's acknowledged, but not thought to be as important. And yet it is absolutely everywhere. So why? What is it? I've come to the conclusion that it's best to think of status as a cultural schema of human invention to manage situations that are fundamental to the human condition, which is to be cooperatively interdependent to achieve things we want or need. That's us as a species.

But it takes a village. That interdependence creates nested competitive interests because as soon as you say "we're going to do it together" then, on whose terms are we doing it? My way? Your way? Who gets what? Who does what? All that arises. Status is a cultural schema that people put together to manage that. I develop that argument and then I try to look at why it matters for broader patterns of inequality.

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Voices of Experience

Featuring Cecilia Ridgeway, Stanford University

What have been your interests and hobbies outside of academia?

I'm a scholar first and I am a political activist very much second. Nevertheless, social justice politics, especially race and gender, are important to me. I've also always tried to be active on campus in terms of how universities are run and how students are treated. I helped establish the Clayman Institute for Gender Research and things of that sort as a political activist.

Outside of all that, I'm an outdoors person. I like to hike. I also like travel. I did a lot of backpacking in the Arctic, Alaska, and the Amazon. I'm also really interested in literature and the arts.

Is there something you wish you'd known when your career started?

When I started out, I did a lot of the things I do now, but I kind of did it crawling on my hands and knees blindly. I only later developed a greater appreciation of what I was doing right. I had to learn how to shut off that neurotic voice: 'I have to do it' – 'I can't do it' – 'I can't, I can't' – 'it won't work' – 'make yourself do it,' back and forth, back and forth. I learned how to push past that and find a quiet place and do it. So just focus on work and shut out the voices, shut out battles, shut out all that. It's hard to do and I felt that especially in the beginning.

What kind of advice would you give a graduate student or an assistant professor who's just starting out?

The system rewards persistence. Keep doing it. Keep trying. Keep at it. Keep thinking. Don't give up. Don't get daunted. Don't you allow yourself to be washed away by the complexity of feedback and don't think 'I can't do it.' Almost anything can be learned. You don't need to look at some new statistical technique and think 'I'll never figure it out.' Yes, you will. Just spend some time on it. Keep at it. That's key for both graduate students and assistant professors.

For assistant professors, there's the desperate struggle to get stuff out, get stuff published. That gives you license to do all kinds of projects you might not normally have thought about. But in the process of doing that, you also need to try to find your own voice. You need to find a set of topics that you can speak to that you really have something to say on because in the long run, getting tenure and then making a name for yourself in the discipline comes from finding that voice, and not just having a string of publications that no one would think to associate with one another.

How did your experiences as editor of SPQ and President of the ASA shape how you think about the institution of sociology?

I believe in our institutions and I believe we're responsible for them. You can't assume they're going to operate and you just get to float. I have no love for higher-level administration jobs. But if you think there are better or worse ways to do it, you need to step up a little bit.

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Continued from Page 5.

Voices of Experience

Featuring Cecilia Ridgeway, Stanford University

I edited **SPQ** because it's a journal I wanted to support and I wanted to see good work there, but I experienced something I never anticipated. As the editor, you see the earnestness and the seriousness with which a large community of people pursues social scientific knowledge. It's heartening. It's like building something together and as editor, you are at the center of it. It gave me a sense of the hard, serious cooperative work that so many people try to do even though a lot of things crash and burn.

As far as being **ASA** President, you get nominated—so what the heck. Although worth doing, that was definitely less heartening. The field is fragmented, first, by subfields. People are off in their corners with dim awareness of one another. Second, it's highly stratified. There are very privileged actors and very unprivileged actors and that activates all sorts of mutual resentments.

People are less interested in the core of the association and want to belong to different sub-societies. I belong to a lot of those and like them, but I believe in maintaining a core. People have also argued, 'fine, who says we need the disciplines we do? Maybe we could change things.' As sociologists who study organizations and institutions, we know that's not so easy to do. I'm not clinging to the old structure. I think there is value in a centralized organization. We're not the most respected social science. We think we should be. But we're not. Because of that, we need our central organization to protect our status in universities. So I hope we will tend these central institutions, rather than abandon them for political reasons.

For more news and information, visit: <http://www.socialpsychologyasasection.com/>.

Ever considered joining SSSI?

The Society for the Study of Symbolic Interaction is an international professional organization of scholars interested in the study of a wide range of social issues with an emphasis on identity, everyday practice, and language. Membership in SSSI comes with benefits that may complement your current research and teaching interests.

For more information about SSSI, visit: <https://sites.google.com/site/sssiinteraction>. To join SSSI and subscribe to Symbolic Interaction, visit <http://bit.ly/2hm8sY8>.

Contribute to the Graduate Student Investigator Award

You can donate to the endowment, via PayPal at the following link (<http://tinyurl.com/givetoGSIA>).



113TH 2018 ANNUAL MEETING | AUGUST 11-14, 2018 | PHILADELPHIA, PA UNITED STATES



Section Sessions and Events Overview

Social Psychology and Inequality (open session)

Topics in Social Psychology I (open session)

Topics in Social Psychology II (open session)

Regular Session on Social Psychology (open session)

Cooley-Mead Award Address and Business Meeting

Roundtables (co-organized with the Emotions section)

Section Reception (off-site, and co-organized with the Emotions section)

Graduate Student Reception (off-site)

Job Market Seminar

A suggestion and a proposal from last year's GSAC committee was approved for this year, and we are pleased to report that our section has organized and is hosting ASA's only job market workshop at this year's annual meeting. Because this is a workshop rather than a panel discussion or something similar, we have planned for it to be as interactive, engaging, and useful for the attendees as we can. We have 5 panelists for this workshop: Karen Hegtvedt, Bianca Manago, Steve Hitlin, Lisa Walker, and Ashley Reichelmann. Amy Kroska will serve as presider.

The seminar will take place the morning of Sunday, August 12th, from 8:30-10:10am in the Pennsylvania Conference Center, Level 100, room 111A. The plan for the workshop is to have an initial overview for attendees of What the Job Market Looks Like (how timelines go, what materials are needed and how those should look, what configurations of possible positions are potentially out there, how the process works). This will be followed by a short presentation/discussion by the panelists, each speaking from a different contextualized area of expertise (perspective of a recently successful applicant, perspective of a job search committee member, what you can expect to be asked and by whom while on an interview, etc.). Afterward, attendees will flash-speed workshop their job market materials in small groups based on the advice from the panel, and the workshop will close with a final questions Q and A.

ASA Meeting in Philadelphia

Social Psychology Sessions and Events

Joint Reception: Sections on Social Psychology and the Sociology of Emotions

Sunday, August 12, 7:30 – 9:30 pm at City Tap House, 2 Logan Square (ADA Accessible)

Social Psychology Open Topics Session I

Monday, August 13, 8:30 – 10:10 am

Organizers: Richard T. Serpe, Kristen Marcussen, Carla Goar, and Susan Rebecca Fisk,
Kent State University

Presider: Kristen Marcussen, *Kent State University*

“Imagining Violent Criminals: Examining the Effect of Rap Music Stereotypes on Personality Judgments.”

Adam Dunbar, *University of Delaware*; and Charis E. Kubrin, *University of California, Irvine*

“The Effect of Uncertainty on Justice Evaluations.”

Hyomin Park, *Sungkyunkwan University*

“The Departure from Perfect Justice: Unjust Desserts and Job Satisfaction.”

Atsushi Narisada and Scott Schieman, *University of Toronto*

Social Psychology Open Topics Session II

Monday, August 13, 10:30 am – 12:10 pm

Organizers: Richard T. Serpe, Kristen Marcussen, Carla Goar, and Susan Rebecca Fisk,
Kent State University

Presider: Carla Goar, *Kent State University*

“Distance and Acceptance: Identity Formation in Young Adults with Chronic Health Conditions.”

Hillary Steinberg, *University of Colorado, Boulder*

“Major Reactions to Minor Events: A Bayesian Approach to Identity Disruption.”

Kimberly Brooke Rogers, *Dartmouth College*

“Racial Resentment, Competitive Threat, and Perceptions of Reverse Discrimination Among Whites.”

Shaun Genter, *University of Maryland*

“Why Do Good People Condone Bad Things? How War Demoralizes the Nation.”

Anastasiia Kuptsevykh-Timmer, Robert J. Johnson, Olena Antonaccio, *University of Miami*;
Ekaterina Botchkovar, *Northeastern University*

Refereed Roundtables, co-sponsored with the Section on the Sociology of Emotions

Monday, August 13, 2:30 – 4:10 pm

Organizers: Lynn Chin, *Washington and Lee University*; and Natalia Ruiz-Junco, *Auburn University*

ASA Meeting in Philadelphia

Social Psychology Sessions and Events

Cooley-Mead Award Ceremony and Address

Monday, August 13, 4:30 – 5:30 pm

Organizer: Matthew Hunt, *Northeastern University*

President: Jeremy Freese, *Stanford University*

“Why Autism Needs Social Psychology, and Why Social Psychology Needs Autism.”

Douglas Maynard, *University of Wisconsin, Madison*

Section on Social Psychology Business Meeting

Monday, August 13, 5:30 - 6:10 pm

Social Psychology and Inequality

Tuesday, August 14, 8:30 - 10:10 am

Organizers: Richard T. Serpe, Kristen Marcussen, Carla Goar, and Susan Rebecca Fisk,
Kent State University

President: Susan Rebecca Fisk, *Kent State University*

“Breaking the Illusion: How Perceived Economic Well-being affects Attitudes Toward Inequality and Redistribution.”

Fangqi Wen, *New York University*

“Gender, Motherhood, and the Perception of Just Earnings: Results of a Multifactorial (Vignette) Study.”

Kinga Anna Wysienska Di Carlo, Zbigniew Karpinski, *Polish Academy of Sciences*

“Race/Ethnicity, Identity, and Trust.”

Jan E. Stets and Phoenicia Nicole Fares, *University of California, Riverside*

“Well-off but Powerless: Status Incongruence and Psychological Well-being in Contemporary China.”

Lei Jin and Tony Tam, *Chinese University of Hong Kong*

Group Processes Conference

Friday, August 10

Thanks to generous support from the University of Maryland, Washington and Lee University, Towson University, and the University of Memphis, the registration fees this year are \$50. ASA attendees can add the Group Processes conference to their ASA registration, and ASA student members receive a discounted registration fee of \$10. We will also accept on-site registration for non-ASA attendees.

See groupprocesses.com for more information.

Schedule

8:45-9:45 Individual & Institutional Frames
9:45-10:45 Navigating Diversity
11:00-11:45 Remembrance of Buzz Zelditch
1:15-1:45 Roundtables
2:00-3:00 Prosociality & Inequality
3:00-4:00 Interrogating Methods
4:00-4:50 Panel on Expanding the Horizons of Groups Research

ASA Meeting in Philadelphia

Social Psychology Sessions and Events

Social Psychology Regular Session

Tuesday, August 14, 12:30 - 2:10 pm

Organizer and Presider: Matthew Hunt, Northeastern University

"It's Not Really about How the Game is Played; It's about Whether You Win or Lose."

Mario Molina, Mauricio Bucca, and Michael Macy, *Cornell University*

"Moral Boundaries Across Societies."

Steve Hitlin and Hye Won Kwon, *University of Iowa*

"Multi-Group Attitudes towards Contemporary Black Political Action."

Karen Lee, *University of Texas, Austin*

"Socioeconomic Status and Risk Perceptions: Evidence from the Zika Epidemic in Brazil."

Abigail Weitzman and Leticia Marteleto, *University of Texas, Austin*;
and Raquel Coutinho, *University of North Carolina, Chapel Hill*

"Who is Called by the Dog Whistle? Political Ideology Conditions Responses to Racially-Encoded Messages."

Rachel Wetts, *University of California, Berkeley*; and Robb Willer, *Stanford University*

Other Events of Interest

Section Graduate Student Mixer

Monday, August 13, 6:30 pm

ATTENTION GRADUATE STUDENTS

Join your peers at Field House Philly,
1150 Filbert Street, for drinks and good
conversation

YOUR FIRST DRINK IS FREE!

Contact Marshall Schmidt at
mschmidt@osu.edu for details

Coleman Address

Lynn Smith-Lovin of Duke University received the James S. Coleman Award for Lifetime Achievement from the ASA section on Mathematical Sociology last year. She will give the Coleman Address, "Cross-cultural Interactions in an Uncertain World," at 10:30-11:30 Tuesday, August 15, at the Mathematical Sociology business meeting, Philadelphia Marriott Downtown, Level 4, Franklin Hall 13. The talk will feature new developments in affect control theory, a formal mathematical theory of identity, action and emotion. Smith-Lovin is a longtime member of the Section on Social Psychology, and received our Cooley-Mead Award in 2006. She has also received lifetime achievement awards from the sections on Emotions (2005) and on Altruism, Morality and Social Solidarity (2017).

ASA Meeting in Philadelphia

The Social Psychology Section's Cooley-Mead Award

Douglas W. Maynard, University of Wisconsin-Madison



The Cooley-Mead Award is given annually to an individual who has made lifetime contributions to distinguished scholarship in sociological social psychology. In addition to receiving the award, the recipient presents an address to the Social Psychology Section at the American Sociological Association Annual Meeting.

Douglas W. Maynard is the recipient of this year's Cooley-Mead Award. Maynard is not only the Conway-Bascom Professor of Sociology at the University of Wisconsin-Madison, but is also its Harold Garfinkel Faculty Fellow. Holding a position named for Harold Garfinkel — the 1995 Cooley-Mead award winner — is especially appropriate because much of Maynard's work has followed in the theoretical tradition pioneered by Garfinkel's ethnomethodology, and specifically the offshoot of ethnomethodology known as conversation analysis.

Central to conversation analysis is close attention to the details of specific interactions, and one of Maynard's recommenders praised his "ability to work in fine detail while never missing the wood for the trees." They said that Maynard's "work is deeply illuminating because he is continually aware of the larger social and institutional contexts in which the activities he studies are embedded, and of the larger context of social theory and practice in which his own work is located."

Maynard has been a leading figure in the expansion of conversation analysis from studies of ordinary, everyday conversations to especially consequential interactions that take place in specific institutional contexts. His earliest work on this studied attorney negotiations of criminal punishments, which was the basis from his dissertation at the University of California-Santa Barbara and culminated in his 1984 book *Inside Plea Bargaining*. While conventional work on plea bargaining might look at how characteristics of defendants and charges predict the plea bargaining outcome, Maynard looked at the details of how those outcomes were arrived at in attorneys' interactions.

Maynard has also studied interactions in health settings between doctors and patients. A major product from this work considered how doctors delivered good and bad news to patients, and how patients received this news. This work also involved the study of ordinary conversation, and showed that many phenomena from ordinary "news deliveries" have analogues in clinical settings, and that clinical news deliveries may go more smoothly when devices used similar to those of ordinary conversation are used. Specifically, sometimes doctors approached delivering bad news with a bluntness that is uncommon in ordinary conversation, and interactional difficulties often ensued.

Maynard's work on how people deliver news is presented in his 2003's book *Bad News, Good News: Conversational Order in Everyday Talk and Clinical Settings*. One recommender described the book as "a well-deserved classic of our discipline: socio-linguistic but institutional as well. It is a profound work that allows us to understand medical transactions as situated in organizations and in social relations. More than almost any scholar that I can think of Doug Maynard has erased the lines between qualitative and quantitative sociology, but always with a microsociological imagination."

Maynard has more recently been working on projects related to Autism Spectrum Disorder (ASD). Part of this work concerns the interaction between examiners and children used to diagnose and assess the severity of ASD. Maynard's close examination of these interactions reveals ways in which children's responses do not simply reflect their own capacities but also the delivery of items by clinicians and the structure and sequence of items within the broader assessment instrument. Maynard and his students have also studied interactions in which clinicians present diagnostic information about children to their parents.

With collaborators, Maynard has also studied interactions between interviewers and research participants in survey interviews. Some of this work involves the tension for interviewers between their training to conduct interviews in standardized ways and the real-time need to handle unexpected events and responses that might happen during interviews. Other research addresses efforts of interviewers to get respondents to agree to participate in surveys, especially as they try to tailor requests to individual respondents and to address different reservations that prospective participants might raise.

Continued on Page 12

**Congratulations
on a lifetime of
achievement!!!**

Continued from Page 11

The Social Psychology Section's Cooley-Mead Award

Douglas W. Maynard, University of Wisconsin-Madison

Recognition of Maynard's research achievements have included winning Fulbright and NEH Fellowships, serving as President of the International Society on Conversational Analysis, and being awarded an Honorary Doctorate from the University of Helsinki.

Alongside these accolades Maynard is known for being an excellent and devoted mentor. One recommender wrote of being "inspired to see how thoroughly Doug invests in his students — the social psychologists, microsociologists, and interaction analysts of the future. He spends countless hours with them in our social psychology brownbag, in his office hours, in data sessions, and in group project meetings hosted at his home."

The Cooley-Award committee is enthusiastic to be able to bestow the Social Psychology Section's highest honor to Maynard for this exemplary career of research and mentoring. The committee also wishes to emphasize how impressed it was with the number of outstanding social psychologists that were nominated for the award, and the examples of Maynard and other nominees provide great examples to all of us of the vitality of the section.

The selection committee members this year were: Jeremy Freese, Stanford University; Cathryn Johnson, Emory University; Rashawn Ray, University of Maryland; Michael Schwalbe, North Carolina State University; and Jane Sell, Texas A&M University.

Congratulatory Notes

*Mamadi Corra, of East Carolina University, received a Science and Technology Fellowship and is now a Judicial Fellow (2018 - 2019) at the American Association for the Advancement of Science at the Federal Judicial Center in Washington DC.

*Thomas F. Pettigrew at the University of California, Santa Cruz has received the Society for Experimental Social Psychology's Scientific Impact Award. He shares the award with co-author Linda Tropp of the University of Massachusetts, Amherst. The award honors social psychological articles that have proven "highly influential" during past decades. The winning paper, published in 2006, "A Meta-Analytic Test of Intergroup Contact Theory," has been cited more than 5,400 times. It meta-analyzed 515 studies and found that intergroup contact tends to reduce prejudice of many types.

*Andrea Laurent-Simpson, Southern Methodist University, won the 2017 Herbert Blumer Graduate Student Award from the Society for the Study of Symbolic Interaction for her paper, "Considering Alternate Sources of Role Identity: Childless Parents and Their Animal 'Kids.'"

Outstanding Recent Contribution in Social Psychology Award

Mario L. Small, Harvard University

Someone To Talk To

The Outstanding Recent Contribution in Social Psychology Award honors the best article, chapter, or book in sociological social psychology that was published in the last three calendar years.

Someone To Talk To, a study of how people decide whom to approach when seeking support, is an inquiry into human nature, a critique of network analysis, and a discourse on the role of qualitative research in the big-data era.

One of the most common ways people cope with the difficulties of loss, failure, poverty, or illness is to talk about them. Confiding in others is an elementary way of seeking social support. It is an essential component of our mental health and well-being, a need that cuts across class, race, gender, and other differences and advantages, and a fundamental part of how we relate to our social networks. The well-documented importance of having someone to talk to is a major reason sociologists and psychologists have called attention to this form of network mobilization. This book proposes that both common sense and network theory have undermined our ability to understand this fundamental form of support.

The book is entirely devoted to a simple but consequential question: **When people need a confidant, when they need someone to talk to, how do they decide whom to talk to?** In theory, the answer is obvious: if the matter is personal, they will choose a spouse, a family member, or someone close. In fact, this answer is expressly predicted by formal network analysis, as evidenced in the rule of thumb made famous by Mark Granovetter that “weak ties” are good for information and “strong ties,” for support. *Someone To Talk To* tests this idea by examining people’s actual behavior and finds that what they do in practice often belies these expectations.

Based on in-depth interviews with graduate students coping with stress, self-doubt, failure, health care, and poverty, on nationally representative surveys of adult Americans of all ages and demographic backgrounds, and on case studies of people as varied as doctors in hospitals, teachers in schools, and soldiers at war, the book finds that people do not quite do what they say—or social scientists propose—they are inclined to do. Rather than consistently relying on their “strong ties,” Americans often take pains to avoid close friends and family, as these relationships are both complex and fraught with expectations. In contrast, people often confide in “weak ties,” as their need for understanding or empathy trumps their fear of misplaced trust; in fact, Americans seem to confide in weak ties more than half the time they discuss the matters that most concern them. They often find themselves confiding in acquaintances, and at times strangers, unexpectedly, sometimes without even having reflected on the consequences.

In short, strong and weak ties do not always operate as theorized. **What people do in practice undermines the elegant but troublesome rules of thumb frequently employed by scientists studying networks in our big-data era.** Amid a growing wave of large-scale network analysis, *Someone To Talk To* hopes to make clear the importance of returning to foundational questions of how we, as individuals, make decisions about those around us.

Mario L. Small, Ph.D., Grafstein Family Professor at Harvard University, is the author of award-winning books and articles on networks, poverty, organizations, culture, methods, epistemology, neighborhoods, institutions, and other topics. He is currently using large-scale administrative data to understand isolation in cities, studying how people use their networks to meet their needs, and exploring the epistemological foundations of qualitative research. *Someone To Talk To* is his latest book.



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Honorable Mention, Outstanding Recent Contribution in Social Psychology Award

Corey D. Fields, Georgetown University

*Black Elephants in the Room:
The Unexpected Politics of African American Republicans*

Drawing on data from African-American Republican activists, *Black Elephants in the Room: The Unexpected Politics of African-American Republicans* examines the dynamic relationship between racial identity and political behavior in the supposedly “post-racial” context of US politics. The central question at the heart of the book is straightforward: How does racial identity structure the political behavior of African-American Republicans? African-American Republicans are often assumed to lack racial identity, or, at the very least, be willing to ignore their racial identity in service to their partisan beliefs. This attitude towards African-American Republicans reflects much of the scholarship on identity and politics which treats race as an identity that drives political behavior. So in the same way that being “rich” might make an individual Republican, being “black” makes one more likely to be Democrat. For instance, analysts of black political behavior treat race almost exclusively as a characteristic of individuals, measured by the level of identification with the group an individual expresses. This notion of race is then used to explain political behavior in a straightforward manner: the extent to which one feels connected to other blacks drives African American political behavior. It is the presence or absence of racial identity that determines political behavior.

In contrast, the central argument of *Black Elephants in the Room* is that the meanings attached to black racial identity are most important in understanding which African Americans express support for the Republican Party, as well as how that support will manifest itself in actions. Rather than focus exclusively on treating race as an identity that black people have, I shift the focus to the meaning African Americans attach to racial identity, and how political context facilitates and inhibits the meaning making process. The book reveals that, contrary to perception, African-American Republicans express high levels of racial identification, and see themselves as linked to a broader black community. However, there is a sharp divide in the meanings African-American Republicans attach to membership in their racial community. The book illustrates how these feelings about racial identity are correlated with political behavior within the Republican Party. I also argue that African-American Republicans’ understanding, attachment, and expression of racial identity are constrained by the demands and desires of the politicians and leaders within the Republican Party.

Current research often asks, “Does identity matter?” and contents itself to find correlations between group membership and political behaviors like voting and partisanship. *Black Elephants in the Room* asks what does it mean to be black and how do those meanings animate political engagement. The book advances our understanding of race and politics by being attuned to the increasing variation in how African Americans personally experience their racial identity, as well as the multiple ways that race is deployed in the political arena. In doing so, the book attempts to address important questions related to politics and identity by drawing on a cultural analysis, while providing empirical insight into an interesting and understudied population.

Corey D. Fields is Associate Professor and Idol Family Chair in Sociology at Georgetown University. His research explores the role of identity – at both the individual and collective level – in structuring social life, and contributes to the ongoing analysis of the relationship between identity, experience, and culture.





The Social Psychology Section Graduate Student Paper Award

Emily Carian, Stanford University

“The Inverse Sexism Scale: Endorsements of the Belief that Women are Privileged and Other Contemporary Sexist Attitudes.”

The Graduate Student Paper Award is awarded to an article-length paper that was submitted between March 2017 and March 2018 for a class or seminar; filed as a thesis or dissertation; presented at a professional meeting; submitted or accepted for publication; pre-published on a journal website; or published. Authors of eligible papers must be graduate students and members of the Social Psychology Section at the time of the paper submission. Authors may only submit one paper for consideration each year. Multi authored papers may be submitted if all authors are students and section members, but the prize must be shared. The recipient(s) will receive financial support to attend the ASA meetings in August in Philadelphia where the prize will be awarded.

Women’s persistently unequal outcomes are in part due to cultural narratives about gender inequality, which explain if and why men and women are unequal, whether inequality is legitimate, and what—if anything—should be done about it. These cultural narratives reflect both a society’s historical trajectory and its current conditions. The current political moment in the United States is one of increased demonstrations of women’s empowerment. For instance, Hillary Clinton became the first woman presidential nominee for a major political party and women across diverse industries have publicly accused powerful men of sexual harassment and assault via the “#MeToo” movement. Yet, these displays of empowerment have provoked backlash. For example, numerous commentators have accused whistleblowers of lying or only seeking attention. These instances of backlash are reactions to culturally salient events and movements, like Clinton’s nomination and “#MeToo”, that challenge men’s status in the gender hierarchy. They provide evidence of a new cultural narrative that is taking form: the idea that women’s empowerment has gone too far and now women are granted more opportunities than men.

I term this narrative “inverse sexism” for the way it inverts the gender order empirically documented by sociologists: in this worldview, women hold a dominant position in the gender hierarchy compared to men. In this paper, I devise a scale for measuring the inverse sexism ideology using posts from one men’s rights forum as source material. The men’s rights movement is founded upon the claim that women are privileged and men are disadvantaged, and thus is ideal for this task.

I generated 24 scale items that were representative of the themes that emerged from the data in two rounds of coding. Using a preliminary sample from Amazon Mechanical Turk, I reduced the scale to 11 total items. Data show that the scale has high internal consistency and represents a single component in principal components analysis.

Using two additional samples from Amazon Mechanical Turk and these scale items, I ask (1) how common are inverse sexist beliefs and (2) is inverse sexism distinct from other previously measured forms of sexism? In study 1, I compare the endorsement and sociodemographic predictors of inverse sexism to that of hostile, benevolent, and modern sexism, three well-studied cultural narratives about gender inequality. I find that endorsement of inverse sexism reaches the same level as that of hostile and modern sexism and is more concentrated among the young and lower-middle class, and less concentrated among men. In study 2, I compare the predictive utility of inverse sexism to that of hostile, benevolent, and modern sexism. I find that inverse sexism is the best predictor of political behaviors and belief that women lie about sexual assault. These results suggest that inverse sexism is a unique cultural narrative rather than simply a new take on an old ideology, is motivated by desire to defend the gender hierarchy from symbolic threats, and is particularly relevant to the current cultural and political moment.

Emily K. Carian is a PhD candidate in the Department of Sociology at Stanford University. Her research draws on social psychological theories to investigate how identity, status, and cultural processes, particularly in regard to men and masculinity, contribute to persistent gender inequality. Her dissertation uses in-depth interviews of men who are feminists and men who are men’s rights activists to examine how identity motivates behaviors that challenge and reinforce the gender order. Drawing on this data and other theories, her dissertation also uses a series of original experiments to test several mechanisms underlying backlash, or those behaviors that work against efforts to reduce gender inequality.

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 Jody Clay-Warner, Section Treasurer, Section on Social Psychology, 113 Baldwin Hall, Athens, GA 30602. Please make checks payable to ASA and write GSIA in the “memo” area.

Honorable Mention: The Social Psychology Section Graduate Student Paper Award

Jessica Pfaffendorf, University of Arizona

"Wayward Elites: Social Restoration at a Therapeutic Boarding School."

What happens to wealthy kids who get in trouble? There are numerous high profile examples of elites who seem unencumbered by their rebellious pasts. Former President George W. Bush Jr., for instance, describes his younger years as a "nomadic period" of "irresponsible youth." During this time, Bush reportedly struggled with an alcohol and cocaine addiction, was arrested for drunken and disorderly conduct, and was charged with a DUI after running over a trashcan and continuing to drive with it lodged under the vehicle. Despite his colorful past, Bush was to follow in his father's footsteps, occupying the most prestigious position in the nation.

There is little sociological work that explains how a phenomenon like this occurs. Despite wide and prolific scholarship on the consequences of deviance and delinquency, almost all of this work focuses exclusively on marginalized, under-privileged, and under-served youth. In this study, I ask how privileged youth navigate deviant and stigmatized identities and toward what ends. How do problematic identities factor into processes of social reproduction, and the reproduction of privilege specifically? Can a past like this – one involving deviance and a stigma like drug addiction – be transformed and leveraged for gain?

In the past two decades, a multibillion-dollar industry has developed for upper class youth who exhibit periods similar to Bush's "irresponsible youth." At the core of this industry are residential treatment programs called "therapeutic boarding schools." Most are private residential communities, which target issues such as drug abuse, violence, depression, and anorexia. Like traditional boarding schools, what these programs usually have in common is cost. Tuition ranges from \$4,500-\$9,500—per month. Many programs have a minimum 18-month duration, which means the total expense frequently exceeds the average American annual family income by two to three times. As such, they are prohibitively expensive, making them available only to some of the wealthiest families in the United States.

Drawing on interviews and fieldwork inside a Western therapeutic boarding school for youth struggling with substance abuse, I explore how students manage deviant and stigmatized identities in ways that help them to reassert privilege – a process I call "social restoration." In outlining this process, I bridge recent symbolic interactionist work that suggests that privileged actors are able to – paradoxically – wield stigma in ways that reproduce privilege with theories of social reproduction – two areas that are rarely linked. Despite new research on how stigma might be mobilized to bolster privilege, however, there is still little on the precise mechanisms that drive this process.

I find that through the therapeutic boarding school experience, students learn various identity work and boundary maintenance strategies to restore privilege. In particular, they construct a valuable restorative narrative that operates through four primary mechanisms: 1) strategic framing of deviant experiences, 2) re-appropriated therapeutic discourse, 3) stigma allure, and 4) discursive othering. By (re)constructing themselves as certain kinds of people -- newly reformed, mature, service oriented, and trustworthy young men – students re-assert dominance over various others, restoring privileges that had become precarious. Using these findings, I theorize a new process of social restoration that helps to illuminate previously unexamined intersections between stigma, privilege, and inequality.

Jessica is a PhD candidate in the School of Sociology at the University of Arizona. Her research explores the social psychological and cultural underpinnings of inequality among individuals. Active projects use qualitative methods and experimental methods to examine class, gender, and racial inequality in therapeutic settings for privileged youth as well as in employment outcomes for ex-offenders and individuals with mental illnesses. Her work on these topics appears in *Gender & Society* and *The Sociological Quarterly*, and has also been featured in the press and in non-refereed public outlets.



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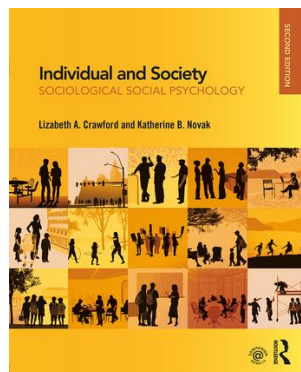
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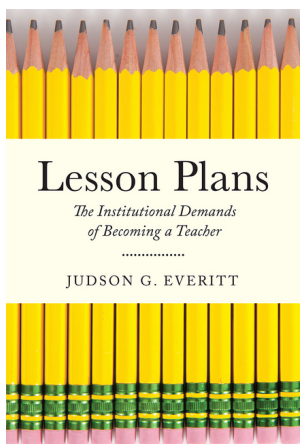
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**Thank you
for all of
the work
that you
do for the
section!**



This new, second edition of *Individual and Society: Sociological Social Psychology* by Elizabeth A. Crawford and Katherine B. Novak includes the latest research on topics related to current events and changing societal patterns; more detailed discussions on intersectionality, social media, and contemporary social movements; as well as a new concluding chapter that asks students to reflect on what they have learned about sociological social psychology and its applicability to contemporary social issues. Engaging exercises and group activities are also embedded within in each chapter to enhance students' understanding of key concepts, theories, methods and research findings within the field and how they relate to everyday life.



In *Lesson Plans*, Judson G. Everitt takes readers into the everyday worlds of teacher training, and reveals the complexities and dilemmas teacher candidates confront as they learn how to perform a job that many people assume anybody can do. Using rich qualitative data, Everitt analyzes how people make sense of their prospective jobs as teachers, and how their introduction to this profession is shaped by the institutionalized rules and practices of higher education, K-12 education, and gender. Trained to constantly adapt to various contingencies that routinely arise in schools and classrooms, teacher candidates learn that they must continually try to reconcile the competing expectations of their jobs to meet students' needs in an era of accountability. *Lesson Plans* reveals how institutions shape the ways we produce teachers, and how new teachers make sense of the multiple and complicated demands they face in their efforts to educate students.



Transforming the Israeli-Palestinian Conflict: From Mutual Negation to Reconciliation is a collection of essential essays on resolving the Israeli-Palestinian conflict by eminent social psychologist Herbert C. Kelman.

Few experts or practitioners know the Israeli-Palestinian conflict as well as Kelman, and for over forty years he has conducted interactive problem-solving workshops at Harvard University and elsewhere, engaging more than one hundred Israeli, Arab and Palestinian political activists, journalists and intellectuals in constructive dialogue. Spanning the years 1978 to 2017, the essays gathered here are still relevant today, and attest to the author's broad empathy for Palestinians and Israelis and his passionate pursuit of a resolution of their conflict based on consistent principles that satisfy the essential psychological needs and minimum political interests of both. The selected essays are not only insightful academic papers, but also serve as snapshots-in-time of the ebb and flow of conflict and peace efforts as well as guideposts for future would-be negotiators and facilitators.

This volume will be of much interest to students of Middle Eastern politics, peace and conflict studies, and international relations, and will help would-be negotiators and mediators in practice.

Job Postings

Jobs at the Industrial and Labor Relations School at Cornell University

Open-Rank Tenure-Track Position in Human Resource Management

<https://academicjobsonline.org/ajol/jobs/11370>

The Human Resource Studies Department has an open rank position for a tenure track or tenured faculty member beginning in August, 2019. We are interested in applicants whose research and teaching focus on human resource management and employment relations in organizations more generally. We welcome applicants from a wide range of disciplinary perspectives, including strategic management, organization studies, human resource studies, organizational behavior, industrial relations, psychology, sociology, and economics, among others. Preference will be given to applicants with a strong research and publication record commensurate with their rank and to those with at least some experience in a faculty position. The deadline for submission of all application materials is September 15, 2018. Questions about this position should be addressed to Rosemary Batt at rb41@cornell.edu.

Tenure-Track Assistant or Associate Professor Position in International and Comparative Labor

<https://academicjobsonline.org/ajol/jobs/11374>

The Department of International and Comparative Labor invites applications to fill a tenure-track faculty position at the Assistant or Associate Professor level to begin August 2019. Applicants should have research and teaching interests related to international labor, work, and employment, either focused on particular regions of the world or on a theme studied across countries and regions. Applicants should have a Ph.D. in a relevant field such as industrial relations, sociology, political science, anthropology, economics, organization studies, management, or other related disciplines. A demonstrated potential for high quality teaching and research leading to publication in top-tier journals is essential. Interested candidates should submit a cover letter describing their research and teaching interests, a vita, a writing sample, and three references. Review of applications will begin October 1, 2018. Inquiries about this position should be directed to Prof. Virginia Doellgast (vld7@cornell.edu), Prof. Alex Colvin (ajc22@cornell.edu), Prof. Eli Friedman (edf48@cornell.edu), or Prof. Emily Zitek (emz34@cornell.edu).

Assistant Professor of U.S. History

<https://academicjobsonline.org/ajol/jobs/11376>

The Department of Labor Relations, Law and History invites applications for a tenure-track faculty position in U.S. history at the Assistant Professor level to begin August 2019. We are interested in social and political historians whose scholarship engages questions of work, inequality, the economy, or political and working-class culture. We are particularly interested in scholars whose research focuses on the experiences of African-American or Asian-American workers. This may involve workers' experiences in their jobs, organizations, and/or communities, or how their labor intersects with questions of citizenship, class, race/ethnicity, disability, and gender and sexuality, among other areas of inquiry. Preference will be given to candidates with demonstrated potential in scholarly research and teaching who will have completed their Ph.D. prior to August 2019. The deadline for receiving applications is October 15, 2018. Questions about this position should be directed to Professor Ileen DeVault, Search Committee Chair, at iad1@cornell.edu.

Tenure-Track Assistant or Associate Professor Position in Conflict Resolution

<https://academicjobsonline.org/ajol/jobs/11371>

The ILR School at Cornell University invites applications for a tenure-track faculty position in the area of conflict/dispute resolution at either the Assistant Professor or Associate Professor level, to begin August 2019. Applicants should have research and teaching interests related to topics such as arbitration, mediation, negotiation, conflict management, dispute resolution, collective action, and social movements. We are open to scholars using qualitative, quantitative, legal, and mixed methods, and studying conflict at various levels of analysis including societal, organizational, group, or individual. Applicants should have a doctorate (PhD or JD) in a relevant field, such as industrial relations, organizational behavior, law, psychology, sociology, or management. A successful candidate's appointment will be in either the Department of Labor Relations, Law, and History or the Department of Organizational Behavior. Faculty in these departments publish in top-tier journals in their field, such as *ILR Review*, *Industrial Relations*, *Administrative Science Quarterly*, *Academy of Management Journal*, *American Journal of Sociology*, *American Sociological Review*, *Journal of Personality and Social Psychology*, *Psychological Science*, *Journal of Experimental Social Psychology*, *Journal of Empirical Legal Studies*, and in major law reviews. Evidence of very strong research and teaching potential is essential. Review of applications will begin October 1, 2018. Direct questions about this position to Professor Alex Colvin (ajc22@cornell.edu), Professor Harry Katz (hck2@cornell.edu), Professor Marya Besharov (mlb363@cornell.edu), Professor Pam Tolbert (pam.tolbert@cornell.edu), or Professor Kate Griffith (kategriffith@cornell.edu).

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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 Winter 2018 issue to Jon Overton at joverto1@kent.edu or Nick Heiserman at heisermn@email.sc.edu.