

Social Psychology

Volume 25

Summer 2021

No. 2

Remarks from the Chair

Welcome to the Summer, 2021 newsletter, and my summary remarks from a virtual year chairing a virtual section for a virtual meeting that we hope you all can virtually attend.



Steven Hitlin

Having co-written a paper on co-presence, I am distinctly aware of how this is an imperfect substitute for our usual rituals. Perhaps it is

time to modify Allport's infamous definition of social psychology: the science of how individuals' thoughts, feelings, and behavior are influenced by the actual, imagined, implied, or *virtual* presence of others.

We have the opportunity in a few days to be together, if partly implied and imagined, but hopefully we can still facilitate the section's scholarship, social support, and camaraderie. The Program our members have put together is elsewhere in this newsletter, I encourage you to check it out and attend the sessions. Depending on your career stage, these are opportunities to learn from established scholars or give support and attention to our newer colleagues.

I would like to put in a quick plug for a session titled "What's Wrong with Social Psychology?", where I've asked a set of luminaries with different perspectives on microsociological work to share their responses to an intentionally provocative question. We are in an era of interdisciplinarity, intersectionality, and as members of a section with a broad array of theories, methods, we should be in dialogue about how our work is perceived by, and can in-

form, other areas, fields, and disciplines.

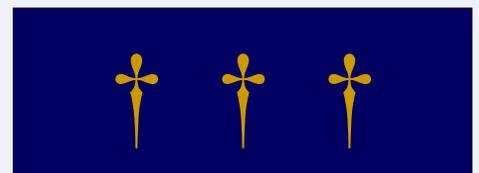
I've heard through the grapevine that we also have two excellent Cooley-Mead award presentations this year, that will be delivered back-to-back as we try to recover from 2020 and keep momentum while recognizing two of our esteemed colleagues. Please also show your support for Professors Stets and MacKinnon for their decades of contributions to social psychology.

The section is in great hands, starting with our incoming Chair, Jessica Collett, ranging through our intrepid secretary-treasurer (Carla Goar), and the dozens of section members willing to serve on council and/or committees and who have kept the lights on during a challenging time. Thanks, as always, to our committed and dependable newsletter/webmasters, Nick and Jon. Best wishes to everyone in the Section, and hopefully we will all "see" each other soon.

-Steve

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Remarks from the Newsletter Editors

Hello social psychologists! We are happy to bring you a newsletter.



Jon Overton

We want to thank Lesley Watson of NORC for writing an explainer on job options in evaluation research, as well as Jane Sell of Texas A&M for her thoughtful reflections in this issue's Voices of Experience.

Congratulations to all of our award winners who graciously agreed to share a bit about their research with the section in short descriptions of their work. Congratulations as well to our job-earning, tenure-and-promotion-getting, and otherwise award winning colleagues who you can read about on subsequent pages.

And our thanks to the industrious editors of *SPQ* for taking the time to update the section on developments in this community's flagship journal.



Nick Heiserman

Finally, this will be our last newsletter, and we are excited to hand off the torch to one of our section's other rising stars. This role is an excellent way to get involved and meet social psychologists from across our section's community. If that sounds interesting to you, please reach out to our incoming chair, Jessica Collett.

See you all at ASA!

-Jon & Nick

Anyone interested in taking over the Social Psych newsletter from Nick and Jon should contact the incoming Chair, Jessica Collett (collett@soc.ucla.edu)

For up-to-date news on social psychology, follow the section on Twitter:



[@ASASocPsych](https://twitter.com/ASASocPsych)

Social Psychologists Pay It Forward

DONATE to the **Endowment Development**

Fund to support the Graduate Student Investigator Award

[Contribute Here](#)

Karen Hegtvedt

Emory University

In memory of

Richard Emerson

University of Washington

Lisa Walker

University of North Carolina-Charlotte

In honor of

The Retirement of Murray Webster

University of North Carolina-Charlotte

Jane Sell

Texas A&M University

In honor of

Murray Webster

University of North Carolina-Charlotte

Carla Goar

Kent State University

In honor of

Jane Sell

Texas A&M University

Friday, August 6

33rd Annual Group Processes Conference

Organizers: Alicia Cast, *UC-Riverside*, Jessica Collett, *UCLA*, Rengin Firat, *UC-Riverside*, Amy Kroska, *UC-Riverside*, David Schaefer, *UC-Irvine*, and Jan Stets, *UC-Riverside*

Graduate Student Organizers: Phoenicia Fares, Benjamin Fields, Melanie Kushida, and Bryce Ritt, *UC-Riverside*

10:30am to 6:00pm EDT

[Register here](#)

[See program here](#)

Publishing in and Reviewing for ASA Journals: Roundtable Conversation with the Editors of *Social Psychology Quarterly*

Panelists: Jody Clay-Warner, Dawn Robinson, and Justine Tinkler, *University of Georgia*

Presider and Zoom Meeting Host: Jody Clay-Warner

2:30pm to 3:55pm EDT, VAM, Room 35

Saturday, August 7

Section on Social Psychology Council Meeting

Organizer: Celeste Campos-Castillo, *University of Wisconsin-Milwaukee*

Zoom Meeting Host: Steven Hitlin, *University of Iowa*

10:00am to 10:45am EDT, VAM, Room 66

What's Wrong with Social Psychology?

Panelists: Jeremy Freese, *Stanford University*, Ellis Monk, *Harvard*, Lynn Smith-Lovin, *Duke*, Omar Lizardo, *UCLA*, and Brea Perry, *Indiana University*

Organizer, Presider, and Zoom Meeting Host: Steven Hitlin, *University of Iowa*

12:45pm to 2:10pm EDT, Room 17

Social Cohesions, Social Divisions

Presider: Amanda Brockman, *Vanderbilt*

Organizer: Jenny Davis, *Australian National University*

Zoom Meeting Host: Amanda Brockman, *Vanderbilt*

2:30pm to 3:55pm EDT, VAM, Room 19

Americans' attitudes towards status, forgiveness, and revenge in everyday intergroup conflicts

Stephen Benard, *Indiana University*

Better Together: Third Party Helping is Enhanced When the Decision to Help is Made Jointly

Ashley Harrell, *Duke*

Can Mind Perception Explain Virtuous Character Judgments of Artificial Intelligence?

Daniel Shank, *Missouri University of Science and Technology*, Mallory North, *Missouri University of Science and Technology*, Carson Arnold, *University of Missouri*, and Patrick Gamez

Free Speech, Hate Speech, and Moral Meanings

Julia Goldman-Hasbun, *University of British Columbia*

Strategic Stigma: A Synthetic Theory of Stigma and Privilege

Jessica Pfaffendorf, *North Carolina State University*

Saturday, August 7

Graduate Student Speed Networking with the Emotions and Social Psychology Sections

Organizer and Zoom Meeting Host: Malissa Alinor, *University of Georgia*
7:30pm to 8:30pm, EDT, VAM, Room 37

Sunday, August 8

Section on Social Psychology Business Meeting

Organizer: Celeste Campos-Castillo, *University of Wisconsin-Milwaukee*
Zoom Meeting Host: Steven Hitlin, *University of Iowa*
11:00am to 11:30am EDT, VAM, Room 67

Roundtables

Organizer: Andrew Miles, *University of Toronto*
11:30am to 12:25am EDT, VAM

Social Psychological Perspectives on Stigma (Room 50)

Social Psychological Perspectives on Small Group Processes (Room 52)

Social Psychological Perspectives on Status (Room 47)

Shifting Realities in the Wake of COVID-19 (Room 49)

Meanings and Emotions (Room 51)

Narrated and Embodied Identities (Room 48)

Cooley-Mead Award Ceremony and Address

Presider and Zoom Meeting Host: C. Andre Christie-Mizell, *Vanderbilt*
Organizer: Celeste Campos-Castillo, *University of Wisconsin-Milwaukee*
12:45pm to 2:45pm EDT, VAM, Room 17

Panelists: Jan Stets, UC-Riverside and Neil MacKinnon, University of Guelph

Tumultuous Times: Social Psychology Amidst Social Upheaval

Presider and Zoom Meeting Host: Katherine Craig
Organizer: Celeste Campos-Castillo, *University of Wisconsin-Milwaukee*
2:30pm to 3:55pm EDT, VAM, Room 18

'Black Lives Matter' matters: Political solidarity and civic engagement in the Black Lives Matter movement

Lauren Benditt and Ann Comoglio, *YouGov*

Gender, Communal Language, and Voter Perceptions in the 2020 Democratic Presidential Race

Christianne Corbett and Marianne Cooper, *Stanford University*

Marginalized and Stigmatized: Navigating Complex Identities Within the Queer Community

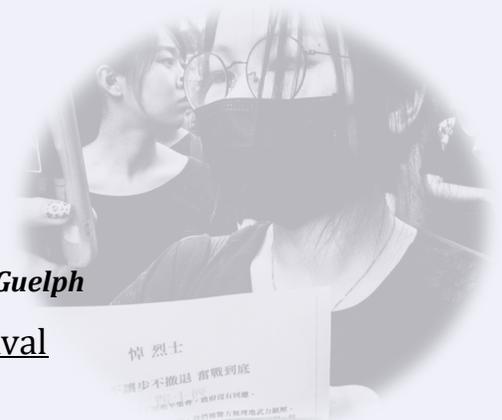
Sarah Groh, *University of Georgia*

The Sociality of Vicarious Trauma: COVID-19 and Healthcare Workers

stef shuster and Noah Riley Lubben, *Michigan State*

Intergroup Relations and Prosocial Behavior in the Wake of the COVID-19 Pandemic

Jun Zhao, *Georgia State University*, Justine Tinkler, *University of Georgia*, Kristen Clayton, *Oglethorpe University*



Sunday, August 8

Rotten Trees and Bad Apples: Social Psychological Insights into Discrimination

Organizer: Rengin Firat, *UC-Riverside*

Presider and Zoom Meeting Host: Shayna La Scala, *UC-Riverside*

4:15pm to 5:40pm EDT, VAM, Room 17

'How Does it Feel to Be a Problem?': Exploring the Feeling Rules of Experiencing Racial Discrimination

Malissa Alinor, *University of Georgia*

Identity, Stigma Resistance, and the Mark of a Criminal Record

Lesley Erin Schneider, Michael Vuolo, and Eric LaPlant, *(The) Ohio State University*

Perceived Discrimination and Mental Health from Early Adulthood to Mid-Life

Xiaowen Han, Jeylan Mortimer, and Tom VanHeuvelen, *University of Minnesota*

'She's a Real Bitch": Student-Teacher Relationships and Disciplinary Discrimination

Peter Francis Harvey, *University of Pennsylvania*

Discussant: Alannah Sheri Caisey, *University of Pittsburgh*

Tuesday, August 10

Identities and the Social Structure

Organizer: Jenny Davis, *Australian National University*

Presider and Zoom Meeting Host: Anne Groggel, *North Central College*

2:30pm to 3:55pm EDT, VAM, Room 30

An Ecology of the Embedded Self: How Identity Structure Matters for Mental Health

Eun Hye Lee, *Indiana University*

Defining Blackness: The Haitian Experience of the Looking Glass

Mollie Innocent-Cupid, *Georgia State University*

Modifying Stereotyping of Mexican Americans through Framing Social Norms and through Interactions

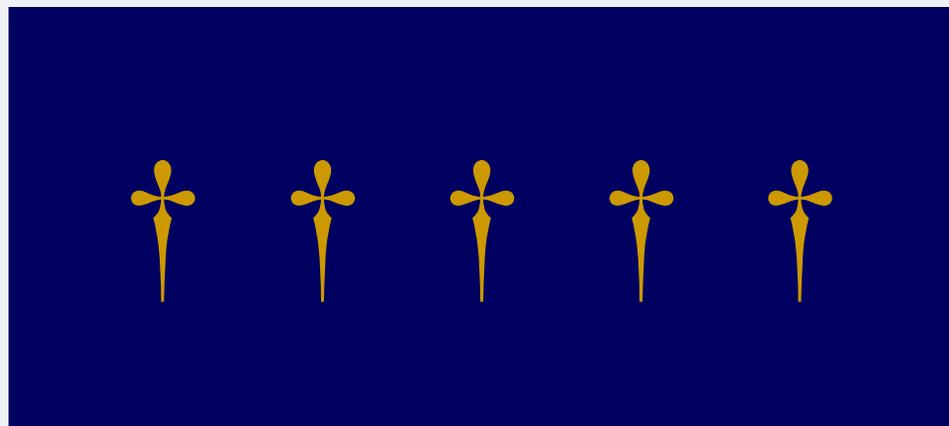
Jasmine Banks, *University of Michigan*, Valerie Barron, *University of South Carolina*, Mario Paez-Arellano, *University of Iowa*, and Jane Sell, *Texas A&M*

Pragmatic Bias Impedes Women's Access to Leadership

Christianne Corbett, Jan Gerrit Voelkel, Marianne Cooper, and Robb Willer, *Stanford University*

"Walking on 'Mars'": Gendered Group Processes in Space Analog Missions

Inga Popovaite and Alison Bianchi, *University of Iowa*



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Translating Your Research Skills into a Career in Evaluation

By Lesley Watson, National Opinion Research Center

A column from the Professional and External Affairs Committee

What is evaluation?

Short answer: Evaluation is applied research. Evaluators use the same skills as researchers, but apply them to answering questions about specific programs or activities. Evaluators and researchers do similar things, they just use different language to talk about it.

There are [several types of evaluation](#). Formative evaluations use data to help develop new programs. Process evaluations examine how programs are implemented. Outcome evaluations determine if programs meet their objectives, and impact evaluations assess their effectiveness at achieving long-term goals. Where a researcher might use a theoretical model to understand the causal mechanisms driving an outcome, an evaluator would use a [logic model](#) to talk about the activities and inputs a program uses to achieve an outcome.

What kind of evaluation jobs are out there?

I used to think applied research = statistics, but I was wrong. While outcome and impact evaluation are often very quantitative, formative and process evaluation are usually more qualitative. Nearly every evaluation I work on is mixed methods.

There are also lots of different kinds of employers for evaluators. Evaluators work in government agencies, non-profits, for-profits, and foundations. Some are in-house evaluators examining their organization's own programs, and some are external evaluators who are brought in as external consultants and contractors. There are tons of options, and the right one will depend on your methodological skills, subject matter expertise, or where you want to live.

Interested in a career in evaluation?

Don't feel hemmed in by your subject matter expertise. I'm a social psychologist who specialized in identity processes and I've made a thriving career in public health. I learned everything I know about the subject on the job. I have colleagues with backgrounds in psychology, political science, and linguistics. There is a definite benefit to having expertise in a topic, but one of the greatest skills advanced academic training gives you is the ability to develop expertise quickly.

Keep honing your design and methods skills. Your design, data collection, and analysis skills can open the door to an evaluation job, regardless of your subject matter expertise. Take any opportunity to improve these transferrable skills.

Look for opportunities to work in teams. Academia prizes individual efforts (e.g., sole authorship), but evaluators almost always work in teams. Demonstrating you are a good team player is valuable. Work with your mentors counts, but so does working with undergraduates or your peers.

Leverage the strength of weak ties. It's likely that many folks who have come through your department ended up as evaluators. See if your department has an alumni list, or encourage them to start one. Look those folks up on LinkedIn and read up on their current and past employers. Better yet, reach out to them to ask about their jobs and the organizations or clients they work for.

The Social Psychology Section 2021 Cooley-Mead Award

Neil MacKinnon

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.

Congratulations, Neil MacKinnon, Winner of the 2021 Cooley-Mead Award!

From a field of several impressive nominees, this year's Cooley-Mead Committee is delighted to announce that the 2021 recipient of the Cooley-Mead Award is Neil J. MacKinnon, Professor Emeritus, University of Guelph. In his distinguished career of fifty years, Mackinnon's pathbreaking theoretical and empirical work has had tremendous impact on our understanding of institutions, emotions, culture, identities, the self, and impression-formation.

Mackinnon's numerous books and articles represent the type of intellectual rigor that defines our field and inspires new scholarship. Further, his highly influential scholarly contributions are accompanied by his remarkable generosity to others in the discipline in terms of leadership, teaching, and mentoring.

Below are representative quotes from his nomination letters:

"He both works at the cutting edge of mathematical formal theory and connects these ideas in a meaningful substantive way to our core canon of theoretical ideas. He both specializes in affect control theory and reaches out to the broader sociological social psychology community to make intellectual connections. No wonder his work so often inspires the research of young social psychologists."

"Symbolic Interaction as Affect Control...is a theoretical tour de force that elucidates the theoretical roots of affect control theory, translates its complex mathematical models to propositional form, shows how the theory addresses fundamental issues of motivation, and applies the theory [to questions of role enactment, emotions, attributions, and reidentifications]."

"Neil J. MacKinnon is a quiet, humble, intellectual powerhouse. He is a scholar of the highest order and has made transformative and longstanding contributions to our state of knowledge in sociological psychology. Over a long career, he has made several distinct contributions that would, on their own, merit our section's highest commendation."

"Neil is also an outstanding mentor, advocate, and encouragement to young scholars coming up in the field. He treats them as intellectual peers, always putting the ideas first, and takes every opportunity to elevate the voices of those early in their careers."

"The astonishing theoretical rigor and thoroughness in [his] books truly showcase Neil's intellectual depth and talent. [His work] represent[s] a clear paradigm shift in the approach to understanding self, one that breaks down the theoretical and methodological [silos...]. Indeed, Neil's writings do not rest on denying the validity of other perspectives, but rather engage them in a theoretical dialogue from which new constructs emerge. The results discipline-spanning treatises that I do not doubt will become classics read by future generations of social psychologists."



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“Without Neil’s work the vast community of Affect Control Theorists, let alone researchers in related disciplines, would not be able to understand the complex qualitative and quantitative research as cybernetic symbolic interactionism. Visionaries might develop important ideas, but if they fail to communicate these ideas effectively, they will never become knowledge on which the future is built. Neil is both, a visionary, and an excellent communicator/teacher.

Please join us in congratulating Neil J. Mackinnon as the 2021 ASA Cooley-Mead Award recipient. He will give a Cooley-Mead address at the ASA meetings in August.

Outstanding Recent Contribution in Social Psychology

Situational Breakdowns: Understanding Protest Violence and Other Surprising Outcomes by Anne Nassauer

Why do some protests end in clashes with the police, while the great majority stays peaceful? Why do uprisings erupt and escalate? And how come some armed robbers are unable to obtain money from an unarmed store clerk and instead run away in panic? In our everyday lives, we rely on routines that facilitate tasks and interactions and provide a sense of order—routines of greeting each other, getting to work, organizing the things we do on the job, at the gym, or during family dinners. Yet, we have all experienced situations where routines fail and people behave contrary to expectations.

In *Situational Breakdowns*, Anne Nassauer demonstrates that when routines break down, surprising outcomes often emerge. The book discusses factors that can draw us into violent situations and describes how and why we make uncommon individual and collective decisions. Focusing on detailed accounts of peaceful and violent protests, the first chapters study protest violence in the United States and Germany from 1960 until 2010, by systematically examining what happens between the start of a protest and violence eruption or its peaceful conclusion. The chapters compare the impact of such dynamics to the role of police strategies and culture, protesters’ claims and violent motivations, and the presence of the black bloc and agents provocateurs. The book shows how escalation happens and violence is triggered, studies what determines its intensity, and discusses detailed measures to avoid violent outbreaks. In an outlook, the book explores whether we find similar situational patterns leading to surprising outcomes in other types of small- and large-scale events: uprisings turning violent, such as Ferguson in 2014 and Baltimore in 2015, and failed armed store robberies. Employing over 1,000 visual recordings, documentary sources, interviews with participants, and participant observation the book shows which factors can draw us into violent situations and discusses how and why we make uncommon individual and collective decisions.

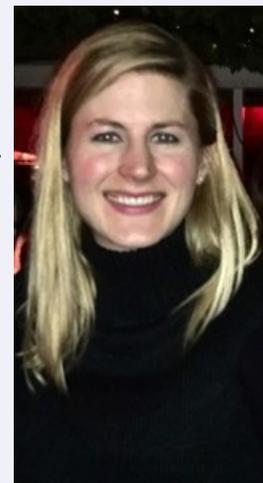
Drawing on insights from sociology, psychology, primatology, international relations, and neuroscience, *Situational Breakdowns* compares the role of situational interaction dynamics with human motivations and shows that our interactions, interpretations, and emotions greatly influence surprising outcomes. It argues that unfolding situations can override our motivations and strategies, but also shows how emotions and culture, as well as rational thinking, still play a part in these events. A novel interpretation of surprising social outcomes, *Situational Breakdowns* reveals that, despite the course of events overriding motivations, people can avoid being caught up in violence, if they know what to look for.



Graduate Student Investigator Award

“Human Values: Shaping Perceived Legitimacy of and Behavioral Compliance with Health Authorities during a Global Pandemic ” by Kate Hawks

How can the variety of responses to the COVID-19 pandemic in the U.S. be understood? Why do some groups and individuals comply with government and public health directives to wear masks, quarantine, and social distance while others refuse to do so? While some explanations in the popular media suggest that individuals' political affiliation or personal compassion versus selfishness explain disparate responses, I propose that basic human values may help explain compliance with health directives in the context of the pandemic. Furthermore, I argue that the effect of individuals' values on behavioral compliance operates through perceptions of the legitimacy of relevant health authorities, i.e., the extent to which those authorities are perceived as appropriate, taken-for-granted, and widely accepted.



My doctoral dissertation uniquely investigates the impact of values on perceived legitimacy of authorities and corresponding compliance behaviors. In my work, I aim to make the following overarching contributions to the fields of sociology, social psychology, and health research. First, I hope to illuminate some of the nuanced reasons and processes undergirding different responses to the COVID-19 pandemic that go beyond political partisanship and accusations of ignorance or selfishness. Second, my proposed work augments the small but growing literature examining the links between values and action and values and legitimacy. I contribute theoretically to these literatures through investigating how perceptions of legitimacy act as a mechanism through which people's values affect behavioral compliance. Finally, I expand the health literature by applying theoretical insights and measurement from the sociology of morality and social psychology to an important health topic.

The GSIA will contribute to the design and implementation of a survey instrument among a population of U.S. adults with the following guiding research questions in mind: How do values affect individuals' perceptions of the legitimacy of health authorities? To what extent does the perceived legitimacy of health authorities mediate the effect of values on health behaviors? As globalization continues at a rapid pace, new pandemics or other health related crises may arise that require national and international cooperation to protect the vulnerable and save lives. By investigating how values influence the extent to which people resist or embrace different recommendations and approaches to dealing with the current global pandemic, my work aims to make a small step toward better preparing for a response to a future health crisis. I argue that social psychological insights into the nature of the individual's interaction with the social world should be applied broadly to such social problems relating to health and beyond.

Additionally, my proposed research moves theoretical work on values, legitimacy, and compliance forward by showing how social dynamics represented by these concepts, of great interest to social psychologists, operate together. Although I focus on the legitimacy of health authorities and compliance with behavioral health directives, my theoretical model can be applied to and tested within a variety of contexts to shed light on how personal values influence the perceived legitimacy of and compliance with a wide array of social entities.

Kate Hawks is a PhD student in the Department of Sociology at Emory University. Her work focuses on the influence of basic human values on perceptions and behaviors relating to health outcomes. Her research interests also include social psychology, morality, legitimacy processes, and quantitative methods.

Graduate Student Paper Award

“Intersectional Complexity in Stereotype Content ”

by Nicholas Heiserman

Stereotypes—what ‘most people think’ of people in different social groups—are one of the most important social psychological factors that create and sustain inequality. But most research looks at the effects of stereotypes of a single category at a time, like gender, race, or class in isolation. Scholars of intersectionality have long pointed out that people are many things at once: a person cannot be African American without having a gender, or young without having a social class. The fact of intersectionality in daily life means that people are affected by multiple sets of stereotypes at once, but to date relatively little quantitative research has attempted to study intersectional variation in stereotypes.



I use a specially designed factorial survey experiment with a large and diverse sample (N=1,762) to examine intersectional stereotypes, or how people are seen based on multiple category memberships, across three hundred and sixty unique intersections of gender, sexuality, race, age, and class. This study thus provides an unprecedented look at how these categories intersect to create stereotypes. I examine two major kinds of stereotypes: warmth (how good and sociable are people in a group are seen as being) and competence (how driven and intelligent they are seen as being).

Warmth stereotypes depended heavily on the intersections between social categories. More than half of the variation in intersectional warmth stereotypes is associated with interactions between social categories rather than their averages. For example, stereotypes of women as warmer than men hold only for heterosexual women. For people seen as lesbian, gay, and bisexual, it is men who are stereotyped as warmer than women. Results such as these show that intersectional variation in stereotypes can influence, and sometimes radically change how people are seen by others.

In contrast to warmth, I find that competence stereotypes are relatively less complex. Social class alone accounts for more than half of the intersectional variation in competence stereotypes. (A second study in preparation finds that when social class is not fixed experimentally, race occupies this role.) However, even here a notable fraction of intersectional variation in competence stereotypes comes from interactions between social categories.

Finally, analysis revealed an intersectional double standard: overall, when people are stereotyped as more competent, participants expected them to have greater status and power. However, this correlation was stronger when people are seen as being more intersectionally advantaged (male, white, heterosexual, and middle or upper class), and weaker when they are more intersectionally marginalized (female, Black, Hispanic, or Asian; LGB, or lower class). At the same time, warmth stereotypes were least related to expected status and power for the advantaged, but gained importance for the marginalized. In other words, status for the advantaged is merely a matter of ability, while for the marginalized it is a matter of proving both ability and sociability.

Nicholas Heiserman is a PhD Candidate at the University of South Carolina specializing in social psychology and inequalities. In addition to his dissertation project on intersectional stereotypes, Nicholas has published research examining how Americans perceive income inequality and the consequences of those perceptions for beliefs about merit, meritocracy, and social policy. He has contributed to research on prosociality in exchange networks, and is currently pursuing research on workplace discrimination as well as status processes in groups. His work has been published in journals including the American Sociological Review, Social Psychology Quarterly, and Social Justice Research.

Graduate Student Paper Award

Honorable Mention

“Everyone Thinks They’re Special’: Socialization, Dispositions, and Cultural Logics in Two Elementary Schools” by Peter Francis Harvey

Scholars have long argued that middle-class and working-class children are taught opposing dispositions. Middle-class children are encouraged to be “entitled” and “autonomous,” while working-class children are taught to be “constrained” and “obedient.” And yet, recent studies show that parents’ socialization preferences have converged, with families across the class spectrum adopting traditionally middle-class methods whereby their children are intensively, concertedly cultivated.

Given this convergence, I ask whether other aspects of cultural socialization remain divergent by class. I focus on the sense of self – or “self-concept” – that children are taught. I use three years of ethnographic observations in two elementary schools, one private and upper-middle-class, one public and working-class, both racially diverse. I supplement these observations with 90 interviews with students, parents, and teachers.

I find that routine aspects of school life (e.g., curricula, disciplinary systems, and teacher-student interactions) convey powerful normative messages about self-concept. In particular, children learn about their relative identity (i.e., uniqueness), their moral worth (i.e., inherent value), and their position in the world (i.e., self-efficacy and imagined futures).

Overall, I find that children at the upper-middle-class school are taught to see themselves as always-already special. That is, various school practices encourage these children from predominantly wealthy backgrounds to see themselves as unique, inherently worthy, and with unlimited prospects. For instance, discipline at the private school was designed to correct students’ behavioral blips (i.e., what students do), while affirming, never questioning, children’s inherent internal moral qualities (i.e., who they are). As such, teachers would never tell students they were “bad,” only that “You’re not being your best self.” Likewise, they positioned students as experts at knowing themselves via sanctions like “take-a-break” where children determined for themselves when to return to work. This disciplinary system did little to stop issues like students constantly interrupting teachers, but appeared to cultivate children’s sense that they are special.

Meanwhile, children at the working-class school are taught to see themselves as temporarily good; they are one of many within the school community, their worth is contingent upon their behavior, and they must overcome challenging futures. Teachers used behavioral charts as their primary disciplinary tool. Students’ names were moved up or down the chart based on “good” or “bad” behavior. Charts were public, determined solely by teachers, and repeated misbehavior evoked stronger punishments. Crucially, students began each day in a neutral position. Yesterday’s merits did not discount today’s failings. This system ensured “respectful” behavior, while also encouraging children to repeatedly prove that they are good.



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Important variations were also visible. The minority of teachers at the private school from working-class backgrounds were more likely to be critical of the school's approach, worrying that it made children entitled. At the public school, racial discrimination was visible, with Black students often given less opportunity to appear "good."

These findings suggest that self-concept is one area of cultural socialization where class differences remain. However, in teaching children to see themselves as "special" or "good" schools are not clearly promoting entirely

Graduate Student Paper Award

Honorable Mention

"Ideal Foes? How Risky Ties Help" by Joseph Wallerstein

Ties to individuals who exert negative influences persist in many personal networks, challenging the common wisdom that people will drop or avoid negative ties. In light of this conundrum, several recent studies of dyads and egocentric networks have pointed to *constraining pressures*, which coerce people into maintaining ties they would otherwise discard. In other words, although people generally would prefer to dissolve negative ties, sometimes they are unable to.

To date, however, formal tests of the constraint perspective have yielded quite modest empirical support. If constraints account only partially for the persistence of negative ties in personal networks, how else can we make sense of the phenomenon? This paper offers one answer. It disentangles two critical, but commonly conflated, dimensions of negative ties: the degree to which ties are negative *to* an individual, or *taxing* (a more subjective category), and the degree to which they are negative *for* an individual, or *risky* (a more objective category). It argues that, independently of constraints, negative ties can persist if they are negative *for* an individual but not *to* an individual, or if they are more the former than the latter.

To ground this perspective empirically, the paper employs a case study of network ties among individuals trying to overcome drug addictions. The focal individuals universally understood certain ties as negative *for* them (*risky*), but in practice only some of the ties were negative *to* them (*taxing*). In fact, some of the ties furnished distinct advantages *by virtue of* the attributes that made them negative *for* participants: the objective downsides of certain ties, oddly enough, supplied individuals with motive to retain the ties.

Broadly, this article points to retention as a general mechanism of negative ties' persistence, centers the multidimensional nature of ties' negativity, and highlights the unexpected roles negative ties play in individuals' transitions into and out of life circumstances.

Joseph is a PhD Candidate in Sociology at Harvard University. His core interests include urban sociology, homelessness and housing, poverty alleviation, organizations, and networks, and his research draws on an array of qualitative methods. The dissertation he is working on uses the novel coronavirus pandemic to explore how nonprofit homeless shelters react to and maintain service continuity during major shocks. It will draw on two rounds of interviews, the first initiated shortly after state governments began to issue lockdown orders and the second a year later, with staff members from 73 nonprofit shelters in 69 different US cities.



Strengthening Democracy Challenge

We are announcing the [Strengthening Democracy Challenge](#), a large-scale competition that evaluates the effectiveness of interventions designed to reduce (a) anti-democratic attitudes, (b) support for partisan violence, and/or (c) partisan animosity.

We invite you to join the Strengthening Democracy Challenge by [submitting an intervention](#) that reduces one or more of these outcomes. [Interventions should be](#) short (up to 8 minutes long) and deployable online. They may involve any text, videos, images, or audio that can be incorporated in an online survey. We will evaluate up to 25 interventions in a massive online experiment (total n = up to 30,000 participants) and share the results widely to inform our shared efforts to reduce support for anti-democratic attitudes, partisan violence, and partisan animosity.

We hope you will consider partnering with us in this collective effort. In addition to the opportunity to test your interventions in a high quality study, contributors will have opportunities to receive public recognition and co-authorship in published research. The teams who submitted interventions that successfully reduce at least one of the outcomes will be honored at a large public convening and split cash prizes of \$5,000, for each of the three outcomes.

If you are interested in submitting an intervention, please visit our [website](#) to learn more!

Robb Willer (Stanford University), James Druckman (Northwestern University), David Rand (MIT), Jan Voelkel (Stanford University), James Chu (Columbia University), Nick Stagnaro (MIT), Chrystal Redekopp (Stanford University), Joe Mernyk (Stanford University), and Sophia Pink (Stanford University).



Call for Volunteers for the Social Psychology Section Mentoring Program

The Graduate Student Advisory Committee (GSAC) is soliciting Section members to participate in our Section mentoring program.

Our goal is to pair graduate students and faculty members who share mentoring and research interests. Your survey responses will help the GSAC match prospective mentors and mentees. Responses will only be shared with the GSAC members tasked with gathering data on and matching participants. Mentoring pairs will negotiate contact over email and a short virtual or phone meeting. More contact or meetings are up to the mentoring pair's discretion. Upon GSAC matching, we will put mentoring matches in contact over email. While the GSAC will attempt to provide all volunteers with the best match possible, there may not be enough participants with whom to do this. You will be notified of your status in the program by email. Mentees can only be graduate students. Mentors must be faculty.

This survey should take less than 5 minutes. If you have any questions please contact the graduate student advisory chair, Malissa Alinor (m.alinor@uga.edu). Please respond to the survey by August 15.

Take the survey here: https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_09uyK6jH5dXzpwW

Kayla Pierce recently accepted a position as a User Experience Researcher (specialist) at Vanguard.

Congratulations Kayla!

Susan Fisk recently received tenure and was promoted to Associate Professor of Sociology at Kent State University.

Congratulations Susan!

Rengin Firat was awarded a Hellman Fellowship by the University of California, Riverside Hellman Fellow Funds.

Congratulations Rengin!

Kimberly Rogers was promoted to Associate Professor and granted tenure at Dartmouth College.

Congratulations Kim!

Jonathan Mijs was hired as an Assistant Professor at Boston University.

Congratulations Jonathan!

New and Notable Articles

Firat, Rengin. 2021. "[A Neurosociological Theory of Culturally and Structurally Situated Cognition and Ethno-Racial Stress.](#)" *Frontiers in Sociology* 6:695042.

Firat, Rengin. 2020. "[Covid-19, Agency and Communities of Color.](#)" *Contexts* 19(4):77-79.

Hitlin, Steven, Hye Won Kwon and Rengin Firat. 2021. "[In- and Out-Groups across Cultures: Identities and Perceived Group Values.](#)" *Social Science Research* 97(102569).

Jasso, Guillermina. 2021. "[Analyzing Migration Restriction Regimes.](#)" *Frontiers in Sociology* 6:610432.

Jasso, Guillermina. 2021. "Inequality and Justice." Pp. 209-243 in Seth Abrutyn and Kevin McCaffree (eds.), *Theoretical Sociology: The Future of a Disciplinary Foundation*. New York, NY: Routledge.

Jasso, Guillermina. 2021. "[New Results Linking Inequality and Justice.](#)" *Journal of Mathematical Sociology* 45(1):1-21.

Mijs, Jonathan J.B. 2021. "[Earning Rent with Your Talent: Modern-Day Inequality Rests on the Power to Define, Transfer and Institutionalize Talent](#)" *Educational Philosophy and Theory* 53(8): 810-18.

Mijs, Jonathan J.B and Christopher Hoy. 2021. "[How Information About Inequality Impacts Belief in Meritocracy: Evidence from a Randomized Survey Experiment in Australia, Indonesia and Mexico.](#)" *Social Problems* (in press) 1-32

Mijs, Jonathan J.B. and Elizabeth L. Roe. 2021. "[Is America Coming Apart? Socioeconomic Segregation in Neighborhoods, Schools, Workplaces, and Social Networks, 1970 – 2020](#)" *Sociology Compass* 15(6):e12884

Schrock, Douglas, Shantel Gabriel Buggs, Bertan Buyukozturk, Kristen Erichsen, and Andre Ivey. "[Signifying Aggrieved White Selves: Trump Supporters' Racial Identity Work.](#)" *Sociology of Race and Ethnicity*

Paul Joose received the 2021 ASA Theory Section Junior Theorist Award for his article with Robin Willey in *Theory and Society*: "Gender and Charismatic Power."

Congratulations Paul!

Voices of Experience:

Featuring Jane Sell, Texas A&M University

Jane Sell received her B.S. from the University of Wisconsin-Madison in 1971, her M.S. from Texas A&M in 1974, and her Ph.D from Washington State University in 1979. She was Department Head of the Department of Sociology at Texas A&M for several years and served on the ASA Council. Jane has been an active member in the scholarly community—at different times, Chair of the ASA Sections on Social Psychology, Mathematical Sociology, and Rationality & Society. She was Deputy Editor at Social Psychology Quarterly and an editorial board member for numerous other ASA journals. Finally, she has served on several merit review panels for various National Science Foundation programs. Jane was the recipient of the 2017 Cooley-Mead Award from the ASA Section on Social Psychology.



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

I grew up in Madison, Wisconsin and had advantages because of that location. I benefited from a wonderful public school system. For example, My 7th grade science teacher let me take a microscope home over the winter break so I could work on a special experiment I had concocted about amoebas. (This scared my mother, both because the microscope was so expensive and because she thought my interest was too obsessive.) I was always so interested in experiments!

My interest in social inequality was probably prompted through my mother's large family in West Virginia. Many in the family had to rely on the government for help. For them, politics was not something abstract, it was about whether you could eat or have a roof over your head. According to my grandpa, the worst name you could ever call someone was a "Hoover." When I was little, I thought he was calling people a vacuum cleaner, and only later learned that it referred to a reviled President.

Can you tell us about where you spent the early part of your sociological career (first as a student and then as faculty)?

I was extremely lucky to have mentors and colleagues that allowed me to grow and make lots of mistakes along the way. I received my PhD from Washington State University. There was a very large group of social psychologists there, spanning different perspectives and methodologies. Not only were there eminent faculty, but there were many graduate students interested in social psychology. I have great memories of invigorating meetings late at night with my fellow graduate students –we discussed all kinds of issues/problems and approaches. My mentor, Lee Freese, was kind, bright, demanding and prickly. He did not want to hear half-baked ideas. His disciplined approach made me a better sociologist (and person).

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The job market was difficult the year I went out. I was extremely lucky to get a job at Texas A&M University. At the time, the department there was expanding due to rapidly growing enrollment, so, they could afford to hire someone who was “different.” I spent my first two years, developing a lab in conjunction with the (welcoming) political science department and continued work I had started while in graduate school. Although there was no one in the department who worked in my area, my colleagues were supportive in important ways.

How has your thinking about your subject matter evolved over time?

I would like to think that I am wiser, but I’m not sure. I was always attracted to social psychology and experimental methods because it gave the promise of creating new settings that might not exist in our everyday world. I think that studying philosophy and mathematics later in my graduate career (vs earlier) gave me more appreciation for how ideas develop and how they are intertwined in the language/mathematics used to develop them. So, I think that I have become more skeptical of some types of research but at the same time, more enthralled with other types. I worry that our discipline sometimes rewards the wrong things. Carefully done research in which you gather your own data is particularly time consuming and because of this, is risky in terms of career practicalities. So, as a mentor, I feel torn in advising people. You have to be practical in publishing or you won’t be able to stay (or move) in institutions. But, at the same time, I’ve seen people become “academic entrepreneurs,” people who are quite talented and productive but who do not really love or even believe in the research itself.

What are your current research projects?

I am working on several different projects. All of these projects are collaborative with present or past students as well as other colleagues. Along with Bianca Manago and Carla Goar I am investigating different kinds of interventions to decrease inequality in groups composed of people of different races and ethnicities. I also have a long-term interest in public goods and cooperation and along with Katie Constantin and CJ Murphy, I am looking at the issue of forgiveness: specifically how groups or individuals with “bad” reputations can seek and receive forgiveness. I am involved in several studies with colleagues that relate to theories behind diversity programs. These projects have encouraged me to investigate many different literatures and I am struck by how little cross-disciplinary work we encourage, even in social psychology, a designed, cross-disciplinary field. I have also wanted to write more on theory construction and I hope to explore this as well. For part of the fall, I will be in residence at the Ostrom Workshop at Indiana University.

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

I have been involved in some nonprofits that relate to health and to education, and I hope to continue some work in that area. My husband and I are pretty avid hikers and in the last year, during the pandemic, we were lucky to be relatively close to many beautiful hiking areas. My husband’s research area is environmental planning so he has dragged me to many memorable places—usually enthralling, sometimes scary. And, of course our family and extended family are full of surprises and keep us grounded.

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

Balance is a myth!! Organizations are still stuck on this concept that the ideal worker is someone who is an automaton. We all have different times in our lives which require different kinds of scheduling. When our kids were very young, I worked very late at night and somehow did without much sleep. When my parents needed help with health issues, I had to say no to many kinds of service. Later in my career, I could say yes to more service because I had more time and felt that I should contribute to the organizations/institutions from which I benefited.

I was lucky to be part of a department at Texas A&M in which faculty and students helped each other out when we could. But it was ad hoc and relied on patching together modifications. In some ways this allowed us to “skate” by some bureaucratic roadblocks, but in other ways it can make it easy to advantage some over others.

Of course, there are micro-balancing strategies that are important. I learned that to work out or to see friends, you just have to make it part of your schedule and try not to give up those times.

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

I wish that I had thought more about the discipline of sociology as a community and as a network. I think that it is ironic and naïve that I didn't really stop to think about the entire network of scholars as a community. Instead, I thought about myself as a tiny speck of a researcher with a few friends/colleagues. The discipline doesn't always encourage openness, but I think that is changing and we can all help by sharing our research, both “successes” and “misses or failures” more openly. Our Group Process group was originally designed by Linda Molm and Karen Hegtvedt to support researchers coming together and sharing research problems and designs not just triumphs. I think I would have been more encouraged if I knew earlier that others struggled as well.

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

I couldn't narrow it down to ONE piece of advice, I have two pieces of advice and they are the same for all of us, I think.

Tenacity and perseverance are the keys to everything. It is common to feel overwhelmed by requirements and (perceived) failures or roadblocks. But, really, the key is to just keep going, even if it is slow, even if you feel stuck and unappreciated. Just keep going.

Secondly, choose your community carefully. Find people that make you better: people who are supportive but who are also honest and critical. Life as a graduate student and assistant professor can be disheartening, but also, with the right groups, exhilarating. Search out mentors but also try to mentor others when you can. Helping others is one of the surest ways to find purpose, even in small acts.





**Social Psychology
Quarterly**

An Official Journal of the
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Association



In 2003, SPQ published a special issue edited by Dr. Lawrence Bobo on the social psychology of race, racism, and discrimination. We are organizing a 20th anniversary special issue on the same topic to appear in 2023.

This special issue calls for article-length and research note-length papers that seek to understand the social psychological processes that shape and are shaped by racialized social structures. We understand race to be a social construction and are open to papers that conceive of race as an independent or dependent variable. We invite empirical articles that employ quantitative and/or qualitative methods as well as theoretical articles that make important contributions to social psychological knowledge. Data collection may be conducted in the field, online, or in the laboratory, and investigations can occur at one or multiple levels of analysis. We are particularly interested in research that includes groups that have been historically underrepresented in research on race and racism (e.g., indigenous populations) and that examines social psychological processes in racialized institutions like the family, criminal justice system, education system, and in healthcare. The social psychology of race, racism, and discrimination includes but is not limited to the following topics:

- Discrimination and bias
- Identity
- Intergroup relations
- Social cognition
- Implicit and explicit racial attitudes
- Power and status
- Social networks and social capital
- Discrimination and bias
- Identity
- Intergroup relations
- Social cognition
- Implicit and explicit racial attitudes
- Power and status
- Social networks and social capital

Full papers should be submitted at <http://mc.manuscriptcentral.com/spq> by **January 15, 2022**. See “Notice for Contributors” for the submission requirements. Please indicate in a cover letter that the paper is to be considered for the special issue on “Race, Racism, and Discrimination”.

For more information on the special issue, please feel free to contact our editorial office (socpsyc@uga.edu) or the special issue editors, Corey D. Fields (cdf46@georgetown.edu), Verna M. Keith (vmkeith@uab.edu), and Justine Tinkler (jtinkler@uga.edu).



Social Psychology Quarterly

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Announcing the September
2021 Issue of

Social Psychology Quarterly

*Believing in the American Dream
Sustains Negative Attitudes toward
Those in Poverty*

Crystal L. Hoyt, Jeni L. Burnette,
Rachel B. Forsyth, Mitchell Parry,
and Brenten H. DeShields

*Social Bonding in Initial Acquaintance:
Effects of Modality and Modality Order*

Susan Sprecher

Comparing the Slider Measure of
Social Value Orientation with Its
Main Alternatives

Dieko M. Bakker and Jacob Dijkstra

TWO PAPERS ON TRUST

*The Effect of Cultural Trust on Co-
operation in Two Behavioral Experi-
ments*

Joshua Doyle

*Words beyond the Partial Deed:
Prosocial Framing of a Partial-
Trust Act Promotes Reciprocation
between Strangers*

Dejun Tony Kong and Jinjing Yao

Publishing and Reviewing in *Social Psychology Quarterly*

A Roundtable Conversation with the Editors

Jody Clay-Warner, Dawn T Robinson, Justine Eatenson Tinkler

Part of the American Sociological Association Virtual Meeting

Fri, August 6, 2021 ~ 2:30 to 3:55pm EDT ~ Room 35 (Table 6)

The editors of *Social Psychology Quarterly* invite you to join us for a virtual roundtable conversation about publishing in and reviewing for *SPQ*. Stop in for all or part of the session. Access the session via the Virtual Annual Meeting Portal on the American Sociological Association website.

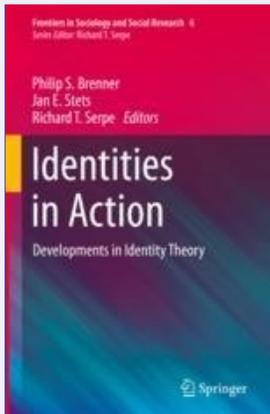
Social Psychology Quarterly is Seeking to Expand our Reviewer Pool

We can always use more reviewers in all areas but we are especially interested in scholars with expertise to review papers for the special issue on Race, Racism, and Discrimination. If you are interested in being added to our reviewer pool, please click on the link below to provide your contact information. Being added to our reviewer database does not obligate you to review for us. Thanks!

Volunteer to be a reviewer here:

https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_cMVpQodckju9yhE

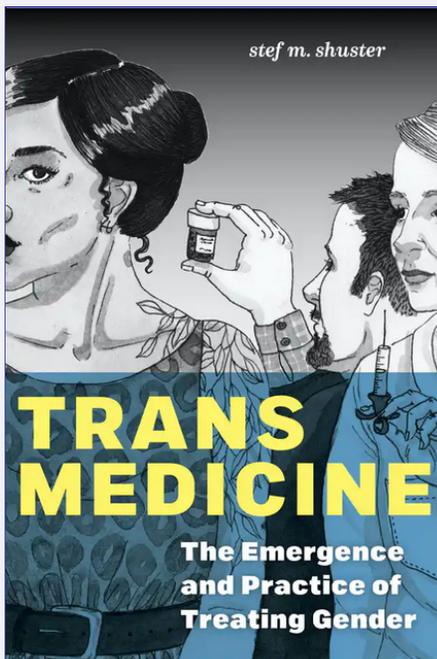
NEW Books by Section Members



[Identities in Action: Developments in Identity Theory](#)

Edited by Philip S. Brenner, Jan E. Stets, and Richard T. Serpe

This volume presents recent developments in identity theory and research. Identities are the basic building blocks of society and hold a central place in every social science discipline. Identity theory provides a systematic conceptualization of identities and their relationship to behavior. The research in this volume demonstrates the usefulness of this theory for understanding identities in action in a variety of areas and settings. The volume is organized into three general areas: ethnicity and race; family, religion, and work; and networks, homophily, and the physical environment. This comprehensive and authoritative volume is of interest to a wide readership in the social and behavioral sciences, including students and researchers of sociology, social psychology, psychology, and other social science disciplines.



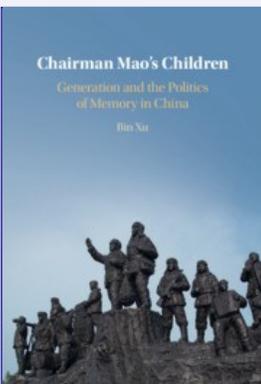
[Trans Medicine: The Emergence and Practice of Treating Gender](#)

By stef shuster

Surfacing in the mid-twentieth century, yet shrouded in social stigma, transgender medicine is now a rapidly growing medical field. In *Trans Medicine*, stef shuster makes an important intervention in how we understand the development of this field and how it is being used to “treat” gender identity today.

Drawing on interviews with medical providers as well as ethnographic and archival research, shuster examines how health professionals approach patients who seek gender-affirming care. From genital reconstructions to hormone injections, the practice of trans medicine charts new medical ground, compelling medical professionals to plan treatments without widescale clinical trials to back them up. Relying on cultural norms and gut instincts to inform their treatment plans, shuster shows how medical providers’ lack of clinical experience and scientific research undermines their ability to interact with patients, craft treatment plans, and make medical decisions. This situation defies how providers are trained to work with patients and creates uncertainty. As providers navigate the developing knowledge surrounding the medical care of trans folk, *Trans Medicine* offers a rare opportunity to understand how providers make decisions while facing challenges to their expertise and, in the process, have acquired authority not only over clinical outcomes, but over gender itself.

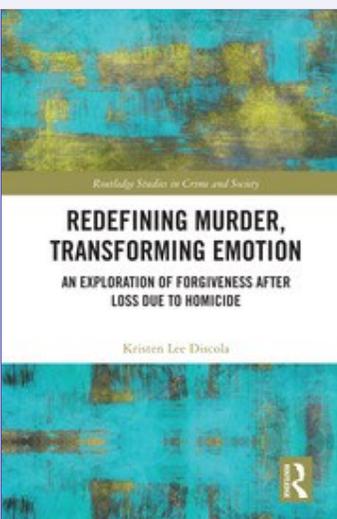




[Chairman Mao's Children: Generation and the Politics of Memory in China](#)

By Bin Xu

In the 1960s and 1970s, around 17 million Chinese youths were mobilized or forced by the state to migrate to rural villages and China's frontiers. Bin Xu tells the story of how this 'sent-down' generation have come to terms with their difficult past. Exploring representations of memory including personal life stories, literature, museum exhibits, and acts of commemoration, he argues that these representations are defined by a struggle to reconcile worthiness with the political upheavals of the Mao years. These memories, however, are used by the state to construct an official narrative that weaves this generation's experiences into an upbeat story of the 'China dream'. This marginalizes those still suffering and obscures voices of self-reflection on their moral-political responsibility for their actions. Xu provides careful analysis of this generation of 'Chairman Mao's children', caught between the political and the personal, past and present, nostalgia and regret, and pride and trauma.



[Redefining Murder, Transforming Emotion: An Exploration of Forgiveness after Loss Due to Homicide](#)

By Kristen Lee Discola

Offering insights based on years of original research, *Redefining Murder, Transforming Emotion: An Exploration of Forgiveness after Loss Due to Homicide* investigates the ideas and experiences of individuals who have lost loved ones to homicide (co-victims) in order to advance our understanding of the emotional transformation of forgiveness. It stands at the crux of two vibrant, growing fields: criminal victimology and the sociology of emotion. Analysis of 36 intensive interviews with co-victims and three years of participant observation of self-help groups and other victim-centered events offers a multidimensional understanding of forgiveness.

Specifically, this book answers the questions of "What?," "When?," "How?," and "Why?" forgiveness occurs by exploring co-victims' ideas about forgiveness, the differential experiences of various groups of people, the processes through which forgiveness occurs in a variety of extreme circumstances of homicide, and co-victims' motivations toward forgiveness. The book concludes with commentary on overarching conclusions based on this work; theoretical and practical implications; suggestions for directions for future inquiry; and an in-depth account of the methodological strategies employed to gather such rich and nuanced data.

This book will appeal to academics and students alike, within relevant fields, including sociology, criminology, restorative justice, victim services, psychology, and social welfare, as well as individuals seeking a better understanding of their own experiences, including co-victims or others whose lives have been altered by extreme forms of violence and upheaval. Its detailed postscript will also serve well those interested in qualitative methodology in social science research.

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