

Social Psychology

Volume 25

Winter 2021

No. 1

Remarks from the Chair

In 1983, Erving Goffman published his noted article, “The Interaction Order” in ASR, the written version of his ASA presidential address. This



Steven Hitlin

paper explains that he was unable to actually deliver his 1982 Presidential Address at the previous ASA Annual Meetings: “But in fact, I wasn’t there either. What I offer the reader then is vicarious participation in something that did not itself take

place.”

This comes to mind as we look back at and forward to the 2020 and 2021 quasi-meetings in Zoomland. For two years, we will miss interaction rituals, emotional exchanges, status signaling, and other social psychological processes that occur when we are physically co-present. While bigger things are going on in the world, we share a feeling of loss.

We will have our sessions and are well underway in populating them. Hopefully the exchange of ideas and the airing of insights from experienced and new scholars will go on, as always. But we will have to wait another 18 months, hopefully, before we can all be together.

The role of chair mostly means calling on people to do work and seeing behind the scenes at how many members of our section selflessly offer their time and expertise to make the trains run on time. Remarks from the Chair tend to involve a great deal of gratitude, and I am seeing firsthand that this is necessary and appropriate.

I would like to thank Past-Chair Richard Serpe along with stalwart secretary-treasurer Carla Goar for

their efforts on behalf of the section. I’m also grateful to the dozens and dozens of veterans and students who agreed to serve on the range of standing committees this year.

I need to echo previous compliments for all the work behind the scenes that our newsletter editors and webmasters, Nicholas Heiserman and Jon Overton, contribute to the section. They have created and host our excellent website ([see here](#)), and respond immediately to inquiries and help keep me on task. They handle this newsletter, as well, and deserve any thanks you care to send their way.

As I mentioned in an email to the Section, we are living through a historical Breaching Experiment, one that highlights the taken-for-granted processes that we, as a Section, study and elucidate. In that vein, our work has never been timelier. I invite members to share their insights with the newsletter.

If you have teaching tips, methodological innovations, or other pandemic-fueled notions of interest to Section members, please let us know.

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As always, please recruit members for the section where you can. The numbers last year stayed solid, given the strange world we are living through, but we always want to keep ourselves over 600 members to have more Program Space in future ASAs. The website and ASA have details on how to gift memberships if you are so inclined.

Finally, I sincerely hope everyone out there is holding up. Whether you are isolated or spending too much quality time with housemates, a key to life seems to be moderation in all things; we are not afforded that during this time. Life's typical work and home responsibilities are complicated to the extreme; we can only hope this historical era passes quickly and safely. Please reach out if you need help thinking of ways to get through this mess.

-Steve

Share your news and accomplishments with the section by sending your announcements to Jon Overton

(joverto1@kent.edu) OR
Nicholas Heiserman
(heisermn@email.sc.edu)

Remarks from the Newsletter Editors

Hello fellow social psychologists. We bring you the latest edition of the section newsletter, which stops for no national or international crisis. Social psychology carries on!



Jon Overton

First, we direct you to a new way to follow the section: on Twitter! For all the latest section-relevant news, you can follow the section on Twitter: [@ASASocPsych](https://twitter.com/ASASocPsych).

On the next page you'll find the section award calls as well as an invitation to contribute to the fund that supports the Graduate Student Investigator Award. Our thanks to the members of the Endowment Committee (chaired by Jane Sell), Treasurer Carla Goar, and Section Chair Steve Hitlin for updating the donation process. This important fund supported our own research in the past, and with section members' continued generosity supports future generations of students.

Section members' recent awards and accomplishments, including recent articles, are highlighted on page 4. That is also where you can find a

call for abstracts for the Group Processes Conference.



Nick Heiserman

Bill Corsaro, an accomplished sociologist of childhood and winner of the section's Cooley-Mead Award in 2019 is featured in this issue's Voices of Experience interview on pages 5—8.

An update from the editors of *Social Psychology Quarterly* can be found on pages 9 and 10. See page 11 the announced special issue on Race, Racism, and Discrimination, to be edited by Corey Fields, Verna Keith, and Justine Tinkler. This includes a call for submissions to the special issue.

And finally, if you need a little reading material to get you through the pandemic, the productive minds of the Social Psychology Section have you covered with new books on pages 12—14.

Thanks as always to everyone who shared news with us in this issue of the newsletter. We couldn't do it without you!

Keep on Zoomin' on.

-Jon and Nick



For up-to-date news on social psychology, follow the section on Twitter: [@ASASocPsych](https://twitter.com/ASASocPsych)

DONATE

to the

Endowment

Development

Fund to support graduate student research

This fund supports the Graduate Student Investigator Award

Donors may also choose to honor someone important to them

[Contribute Here!](#)

ATTENTION:

GRADUATE STUDENTS
Need funding for your research?

APPLY for the Graduate Student Investigator Award \$1,000 Prize

DEADLINE:

March 1, 2021

[Learn More Here!](#)

WHILE YOU'RE AT IT, YOU SHOULD ALSO...

SUBMIT your papers for the Graduate Student Paper Award \$500 Prize

DEADLINE:

March 1, 2021

[Learn More Here!](#)

Jeylan Mortimer won the 2020 John Bynner Distinguished Scholar Award.

Congratulations, Jeylan!

Lilla Pivnick received the 2020 Louise Johnson Scholar Award from ASA Section on Medical Sociology for her paper entitled "Occupational Requirements of Care Work and Inflammation among Early Career Care Workers."

Congratulations, Lilla!

Andrea Laurent-Simpson of Southern Methodist University was interviewed by Quartz about the evolution of companion animals as family members in the American family: Staley, Oliver. "How America's Love for Its Cats and Dogs Built the Pet Industrial Complex." *Quartz News*, January 10. <https://qz.com/1954821/how-america-is-changing-the-global-pet-industry/>

Check out her work!

New and Notable Publications

Hallett, Tim, and Amelia Hawbeaker. 2020. "The case for an inhabited institutionalism in organizational research: interaction, coupling, and change reconsidered." *Theory and Society* 50:1-32. <https://link.springer.com/article/10.1007/s11186-020-09412-2>

Hong, Pamela M., and Clayton D. Peoples. 2020. "The ties that mobilize us: Networks, intergroup contact, and participation in the Black Lives Matter movement." *Analyses of Social Issues and Public Policy* <https://doi.org/10.1111/asap.12230>

Luft, Aliza (2020). "Theorizing Moral Cognition: Culture in Action, Situations, and Relationships." *Socius: Sociological Research for a Dynamic World*. 6:1-15. <https://doi.org/10.1177%2F2378023120916125>

Pivnick, Lilla K., Rachel A. Gordon, and Robert Crosnoe. 2020. "Crowd Sourcing: Do Peer Crowd Prototypes Match Reality?" *Social Psychology Quarterly* 83(3):272-293 <https://doi.org/10.1177%2F0190272520936228>

2021 Group Processes Conference

Like the 2021 ASA meetings the 33rd Group Processes Conference will be held virtually. It is being organized by Alicia Cast, Jessica Collett, Rengin Firat, Amy Kroska, David Schaefer, and Jan Stets.

Please go to groupprocesses.com for plans for the conference. **The conference will be held on August 6, 2021. The deadline for submissions is April 30, 2021.** We hope that you will participate in this virtual conference and share your ongoing work. We are looking forward to an engaging conference!

Voices of Experience:

Featuring William Corsaro, Indiana University



William A. Corsaro received his BA degree from Indiana University in 1970 and his Ph.D. from the University of North Carolina in sociology in 1974. He was Robert H. Shaffer Class of 1967 Endowed Chair and is now Professor Emeritus in the Department of Sociology at Indiana University, Bloomington where he won the President's Award for Distinguished Teaching in 1988. He was chair of the department from 1990-1994 and interim chair in 2009. Corsaro was a Fulbright Senior Research Fellow in Bologna, Italy, in 1983-1984 and a Fulbright Senior Specialist Fellow in Trondheim, Norway, in 2003. He received an honorary doctorate from Uppsala University, Sweden in 2016. He was the first recipient of the Distinguished Career Award for the Section on Children and Youth of the American Sociological Association in 2013 and recipient of the Cooley-Mead Award from the Social Psychology Section of the American Sociological Association in 2019.

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

I grew up in a working-class family of eight children in Indianapolis. We were widely spread out in age and I was in the middle. My early childhood was pretty good, but I began working in my father's business when I was just six years old. He had a retail produce business in a large city market in the city center. Due to the competition of supermarkets the business eventually failed, and our family was in economic distress. I was caught in the middle of this struggle and had to take on extra jobs while continuing to work for my father. He eventually started over in low-level illegal gambling. Meanwhile, I was doing well in high school and was encouraged to go to university, but no one in my immediate family nor most relatives had gone to college. Given my father's illegal work I could not apply for financial aid and worked over 40 hours a week in high school to save money for college.

I chose Purdue and tried to become an engineer because a cousin had done so. I quickly realized engineering was not for me. I took an aptitude test which indicated social sciences to be a good fit. So, in the second semester I enrolled in introductory courses in sociology and psychology. Before this I had no idea what sociology or social psychology even were. But these courses provided me an academic lens to make sense of my past and guide my future. Especially important was my discovery of G. H. Mead and symbolic interactionism as well as the Chicago School.

VOICES continues page 6



VOICES, continued from page 5

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

After Purdue I spent one year at the Indianapolis campus of IU where I established my major in sociology. When I arrived in Bloomington my junior year, I became a fixture on the seventh floor of Ballantine Hall. Inspired by Alfred Lindesmith, Sheldon Stryker, Allen Grimshaw, Peter Burke and others, I literally fell in love with social psychology. Sheldon and Allen were mentors, colleagues, and dear friends from my first days at Bloomington to my return to IUB as an assistant professor in 1975 until they passed near the end of my 39 years in the department. Sheldon created a special undergraduate teaching assistantship for me in his introductory social psychology course my senior year right as I was running out of money for tuition and living expenses. Allen was an unwavering champion in his support, and his interest in sociolinguistics led me to children and childhood as my main area of research as a social psychologist.

When I arrived for graduate school at North Carolina, I knew that the department was highly quantitative with much less interest in social psychology than Indiana. However, I was surprised to discover several of the social psychologists there were Skinnerian behaviorists. My struggle with behaviorism and my developing interests in sociolinguistics led me to take special interest in language acquisition and children's communicative competence. With the mentorship and economic support of Leonard Cottrell (an actual student of G.H. Mead) I developed a radical dissertation study at the time (the first qualitative one at UNC and the first involving videorecording in sociological social psychology) in which I videorecorded the naturally occurring interactions of three children in their families and in a playroom, I set up in the department. In the dissertation chaired by my long-term mentor Glen Elder and with mentor and later colleague at Indiana Dave Heise along with Cottrell I focused mainly on the data collected in the home settings and on how adults talked to children expanding another mentor Aaron Cicourel's early work on socialization.

While struck by the complexity of the adult-child interaction, I was overwhelmed by the peer interaction I recorded. Here were young kids who Piaget and most all developmental psychologists claimed were egocentric and not capable of sustained interaction with peers. This claim was clearly not the case in my data. The fantasy and role play I recorded was complex, innovative and creative. These findings led me to postdoctoral work in a preschool in Berkeley, California in 1974 where I documented that children not only had agency, complex social interactive skills, and played a major role in their socialization, but also created and shared their own peer cultures. These findings were presented in numerous articles and my book *Friendship and Peer Culture in the Early Years* and later my text *The Sociology of Childhood* which established the field of the sociology of childhood and in which I offered an alternative to traditional views of socialization with my concept of *interpretive reproduction*.

VOICES continues, page 7



VOICES, continued from page 6

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

Over the next 39 years through a series of longitudinal studies that built on one another across different social class, ethnic and racial groups in the US as well as work in Norway and especially Italy, I provided generalizability for my empirical findings and theoretical views. I also discovered new aspects of peer cultures (for example important differences in the peer cultures of Italian and African American children compared to American white middle-class children in terms of interactive communicative styles and the nature of friendship relations). In Modena, Italy 1996 in a seven-year longitudinal study I undertook groundbreaking work on highly important transitions in the lives of young children that being from preschool to elementary school, to middle school and beyond. I developed the concept of *priming events* and its implications for life transitions over the life course for children, youth and adults. Finally, I conducted research on comparative early education (most especially in Italy, the US, and Scandinavia) and its policy implications for not only innovative pedagogies but also the general well being of young children and their involvement in their families and communities. In all this work *with* rather than *on* children, children and childhood were the central focus of my research methods and interpretation of findings and not just their social, emotional and educational development or their futures as adults. In short, I argued relentlessly that the future of childhood is the present.

What are your current research projects?

Since my retirement from Indiana University in 2013 I ended my active research projects. However, I completed the 4th and 5th editions of my text *The Sociology of Childhood* and steadily work on a 6th edition that I expect will be published in 2022 or so depending on the effect of the pandemic. I was a visiting professor in the Department of Education at Uppsala University from 2017 to 2019 and participated in many research projects with faculty and graduate students. I continue to mentor to younger faculty and many graduate students throughout the world.

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

I love baseball first following the Brooklyn Dodgers until they moved to LA and then suffered with the Chicago Cubs and was overjoyed when they finally won the world series in 2016. I also enjoy horse racing and handicapping with modest success. Growing up in Indiana and then living in North Carolina I have been an avid college basketball fan.

From my time at IU, I developed an interest in Opera and my daughter, Veronica, as a member of the IU children's choir performed in several productions in Bloomington. I expanded this interest and the arts more generally during time in Italy especially classical painting, sculpture and architecture. From her preteen years Veronica enjoy a keen interest in film making, direction and cinematography. Finally, I enjoy reading nonfiction but with recent deaths of my two favorite authors Patricia Highsmith and Gabriel García Márquez I have struggled to find adequate replacements.

VOICES, continues page 8



VOICES, continued from page 7

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

In truth I have to say not very well. However, I love spending time with young children and being able to do research with them the professional was highly satisfying personally. Also, having done research in Italy and Scandinavia for many years I learned much about these cultures which is related to some of the interests described above. However, during travel work giving lectures and consulting was always involved. When I finished my time as a visiting professor in Sweden in late 2019, I vowed more leisure travel but then came the pandemic.

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

Be open to cross cultural research and learning new languages and about new cultures. Not only will it improve your research and theoretical views but also make you a better person.

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

First, push to do the kind of research you want to do even if it is out of the mainstream and embrace and appreciate your mentors. Ply it forward by being a good mentor yourself. Second, avoid getting caught up in departmental conflicts and always give your fellow graduate students and colleagues the benefit of the doubt. Third, invest time in your teaching and focus on, appreciate, and emotionally support your good students especially those who need more attention. For those who act entitled and who are just pains, invest as little emotional time as possible.

The COVID-19 pandemic is disrupting much of children's everyday routines. As best as you can tell, how do you think their peer cultures and the processes by which they create meaning are changing in light of restrictions on face-to-face interaction?

I am cautious because we need to do the research to really know. We need studies like those of other upheavals of children's lives like Fothergill and Peek's brilliant *Children of Katrina*. However, it will be challenging to gain access for longitudinal ethnography and intensive interviews of children, youth and families in and even after a pandemic as these authors were able to do for the hurricane.

I would offer as many developmental and social psychologists have that young children are resilient. For young children in interactions with siblings, parents and other adults (who are reactive and let themselves be drawn into children's spontaneous role and fantasy play), and even imaginary friends, peer cultures, meaning making and agency can remain intact and even expand to some degree. For older children and youth technology and the media can play a central role in the process. While not a big proponent of studying one's own children audiovisual recordings, reflective narratives, and diaries can capture these processes to some degree. However, in the end for children, youth and all of us at different places in the life cycle, the pandemic years have and will steal away more of our lives we will never fully recover. For young children, these lost years are especially precious, and we must do everything in our power to help children recover some part of them.





Social Psychology Quarterly

An Official Journal of the
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As we begin 2021, activities at *Social Psychology Quarterly* are humming along. We hope you have already seen the December issue, which is a special issue on Social Networks, co-edited by Weiihua An, Matthew E. Brashears, and Cathryn Johnson.

This month, we welcome new editorial board members: Seth Abrutyn, Mark Berg, Damon Centola, Sapna Cheryan, Coye Cheshire, Steve Clayman, Linda Francis, Carla Goar, Verna Keith, Nikki Khanna, David Rohall, Mary Rose, Alicia Simmons, and Catherine Taylor to the editorial board. We thank them in advance for their intellectual efforts on behalf of our community.

We would also like to thank the rest of our incredible SPQ reviewers and our deputy editors, Corey Fields, Matthew Hunt, and Stefanie Mollborn. Your willingness to provide your insight and expertise in a timely manner is what keeps the journal going. We are always looking to expand our database of potential reviewers. If you have not previously reviewed for SPQ and would be willing to lend your expertise, please let Managing Editor Malissa Alinor know of your willingness (socpsyq@uga.edu).

We look forward to your continued high quality submissions of social psychological research. SPQ articles are generally 10,000 words or less. We also invite notes, which are manuscripts in which the contribution can be communicated in no more than about 5,000 words. Notes may provide new empirical tests of existing theory, replicate previous empirical findings, primarily make a theoretical contribution, or offer a methodological advance. As with articles, we encourage authors of notes to make use of online-only appendices as needed to elaborate on methods, procedures, data, code, instruments, as well as to present any supplemental analyses and/or discussion. There is no word limit for the online-only component. Notes go through the same review process as articles.

Elsewhere in this newsletter you will see a call for submissions to a special issue on Race, Racism and Discrimination. This issue will be co-edited by Corey D. Fields, Verna M. Keith, and Justine E. Tinkler and is scheduled for the 20th anniversary of an SPQ special issue on the same topics edited by Lawrence Bobo.

Finally, we are pleased to introduce the next issue of SPQ. The articles will be available in print in March but are available now on-line through SAGE:

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Department of Sociology
Franklin College of Arts and Sciences
UNIVERSITY OF GEORGIA

SPQ, continued from page 9

Race and SES Differences in Psychosocial Resources: Implications for Social Stress Theory

Courtney S. Thomas Tobin, Christy L. Erving, and Apurva Barve

Managing "Stable" Cancer News

Wayne A. Beach

Category-Sensitive Actions in Interaction

Giovanni Rossi and Tanya Stivers

Impaired Face-to-Face Interaction among Cochlear Implant Users: Toward a Micro-sociological Framework

Kim Sune Karrasch Jepsen and Lasse Suonperä Liebst

Do White People See Variation in Black Skin Tones?: Reexamining a Purported Outgroup Homogeneity Effect

Lance Hannon, Verna M. Keith, Robert DeFina, and Mary E. Campbell

Jody Clay-Warner, Dawn T. Robinson, and Justine Tinkler

Social Psychology





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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. Dr. Bobo will write an introductory piece for the special issue.

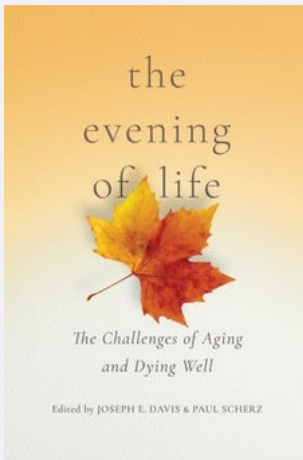
This special issue calls for papers that seek to understand the social psychological processes that shape and are shaped by racialized social structures. We understand race to be a social construction and are open to papers that conceive of race as an independent or dependent variable. We invite empirical 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).

NEW Books by Section Members

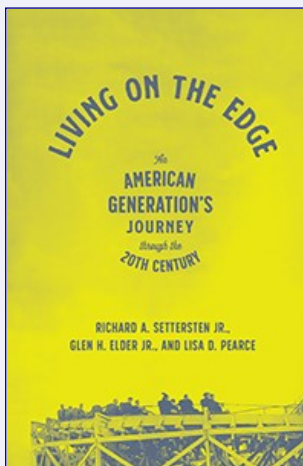


The Evening of Life: The Challenges of Aging and Dying Well

Edited, by Joseph E. Davis and Paul Scherz

Although philosophy, religion, and civic cultures used to help people prepare for aging and dying well, this is no longer the case. Today, aging is frequently seen as a problem to be solved and death as a harsh reality to be masked. In part, our cultural confusion is rooted in an inadequate conception of the human person, which is based on a notion of absolute individual autonomy that cannot but fail in the face of the dependency that comes with aging and decline at the end of life. To help correct the ethical impoverishment at the root of our contemporary social confusion, *The Evening of Life* provides an interdisciplinary examination of the challenges of aging and dying well. It calls for a re-

envisioning of cultural concepts, practices, and virtues that embraces decline, dependency, and finitude rather than stigmatizes them. Bringing together the work of sociologists, anthropologists, philosophers, theologians, and medical practitioners, this collection of essays develops an interrelated set of conceptual tools to discuss the current challenges posed to aging and dying well, such as flourishing, temporality, narrative, and friendship. Above all, it proposes a positive understanding of thriving in old age that is rooted in our shared vulnerability as human beings. It also suggests how some of these tools and concepts can be deployed to create a medical system that better responds to our contemporary needs. *The Evening of Life* will interest bioethicists, medical practitioners, clinicians, and others involved in the care of the aging and dying.



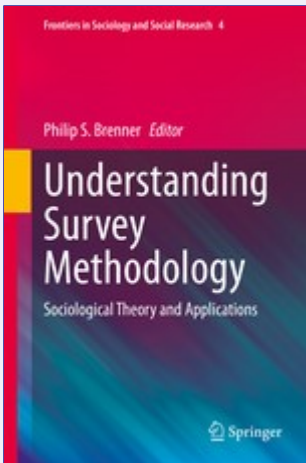
Living on the Edge: An American Generation's Journey Through the Twentieth Century

By Richard A. Setterstein Jr., Glen H. Elder Jr., and Lisa D. Pearce

History carves its imprint on human lives for generations after. When we think of the radical changes that transformed America during the twentieth century, our minds most often snap to the fifties and sixties: the Civil Rights Movement, changing gender roles, and new economic opportunities all point to a decisive turning point. But these were not the only changes that shaped our world, and in *Living on the Edge*, we learn that rapid social change and uncertainty also defined the lives of Americans born at the turn of the twentieth century. The changes they cultivated and witnessed affect our world as we un-

derstand it today.

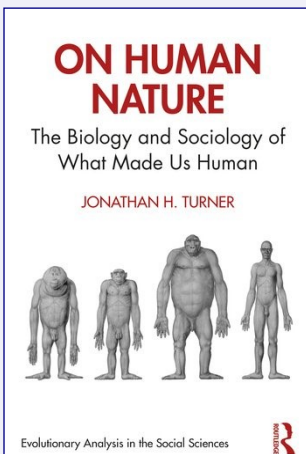
Drawing from the iconic longitudinal Berkeley Guidance Study, *Living on the Edge* reveals the hopes, struggles, and daily lives of the 1900 generation. Most surprising is how relevant and relatable the lives and experiences of this generation are today, despite the gap of a century. From the reorganization of marriage and family roles and relationships to strategies for adapting to a dramatically changing economy, the challenges faced by this earlier generation echo our own time. *Living on the Edge* offers an intimate glimpse into not just the history of our country, but the feelings, dreams, and fears of a generation remarkably kindred to the present day.



Understanding Survey Methodology: Sociological Theory and Applications

Edited by Philip S. Brenner.

This volume ambitiously applies sociological theory to create an understanding of aspects of survey methodology. It focuses on the interplay between sociology and survey methodology: what sociological theory and approaches can offer to survey research and vice versa. The volume starts with a focus on direct connections between sociological theories and their applications in survey research. It further presents cutting-edge, original research that applies the “sociological imagination” to substantive concerns important to sociologists, survey methodologists, and social scientists and includes issues such as health, immigration, race/ethnicity, gender and sexuality, and criminal justice.



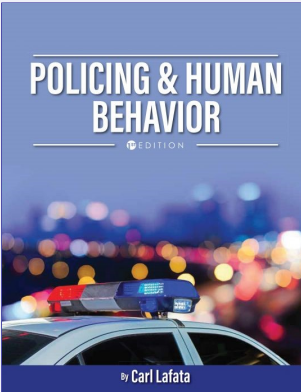
On Human Nature: The Biology and Sociology of What Made Us Human

By Jonathan H. Turner.

In this book, Jonathan H. Turner combines sociology, evolutionary biology, cladistic analysis from biology, and comparative neuroanatomy to examine human nature as inherited from common ancestors shared by humans and present-day great apes. Selection pressures altered this inherited legacy for the ancestors of humans—termed hominins for being bipedal—and forced greater organization than extant great apes when the hominins moved into open-country terrestrial habitats. The effects of these selection pressures increased hominin ancestors’ emotional capacities through greater social and group orientation. This shift, in turn, enabled further selection for a larger brain, articulated speech, and culture along the human line. Turner elaborates human nature as a series of overlapping complexes that are the outcome of the inherited legacy of great apes being fed through the transforming effects of a larger brain, speech, and culture. These complexes, he shows, can be understood as the cognitive complex, the psychological complex, the emotions complex, the interaction complex, and the community complex.

Social Psychology





Policing and Human Behavior

By Carl Lafata.

Recognizing that peace officers have become this nation's first responders for calls involving those experiencing mental health crises, *Policing and Human Behavior* provides readers with information that will help them gain a better understanding of those living with mental illness, and people in general.

The textbook uses theoretical concepts in sociology, social psychology, psychology, and criminology to explain the factors that influence human behavior in a variety of situations. It also uses those same concepts to explain how the peace officer personality is developed and how it influences a peace officer's on-duty and off-duty behaviors.

Readers are given in-depth information on the most common mental illnesses encountered in the field, as well as alcohol and other drugs that can negatively impact behavior, to include their history, appearance, and psychological and physiological effects. The textbook thoroughly explores topics such as authoritarianism, cognitive dissonance, and suicide.

Providing future peace officers and other criminal justice professionals with vital knowledge, *Policing and Human Behavior* is an exemplary resource for courses and programs in law enforcement, criminal justice, and the social sciences.

Social Psychology



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Outstanding Recent Contribution in Social**Psychology Award Committee**

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Nominations Committee

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 Rengin Firat, University of California—Riverside
 Gary Alan Fine, Northwestern University
 Krysia Mossakowski, University of Hawaii at Manoa
 Tagart Sobotka, Stanford University (graduate student member)

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