

# ASA SECTION ON SOCIAL PSYCHOLOGY

2010-11 Annual Report

*Submitted by Jane D. McLeod, Past Chair*

## **I. Review of 2010-11 Section Activities**

This year, the Social Psychology section considered and adopted several changes to its by-laws. These include adding the past Chair as a non-voting Council member, increasing flexibility in the number of members on the Graduate Student Affairs Committee (from 5 to 5-7), merging the Professional Affairs Committee with the External Affairs Committee, and establishing a new section award for recent outstanding contributions.

The section committees and council kept the section running smoothly, developing a strong slate of candidates for the 2011 election, awarding the 2011 Cooley-Mead Award to Jeylan Mortimer, awarding the Outstanding Graduate Student Paper Award to Jeff Denis (with an honorable mention to Long Doan), developing a mission statement for the new Professional and External Affairs Committee, developing guidelines for the new section award, and moving towards the establishment of a section endowment to benefit graduate student members. The details of these efforts appear in the reports below.

The section had an engaging, high quality, and intellectually diverse presence on this year's ASA program. We offered two invited panels, one on "Managing Conflict in Settings of Everyday Life" (organized by Doug Maynard) and another on "The Future of the 'Faces' of Social Psychology" (organized by Cecilia Ridgeway). Both sessions highlighted the centrality of social psychology to major disciplinary concerns. An open submission session on "New Directions in Social Psychology," organized by Alicia Cast, featured an outstanding and diverse set of papers from both junior and senior scholars. A session co-sponsored with Crime, Law, Deviance, organized by Ross Matsueda, featured work from members of both sections focused on micro-dynamics of crime and deviance. This was the second of a two-year co-sponsorship agreement. Another co-sponsored session with the Mental Health section, organized by Peggy Thoits, included research on the social psychology of mental health. Both co-sponsored sessions were well-attended by members of both sections. Finally, a roundtable session, co-sponsored with the Sociology of Emotion section and organized by Justine Tinkler and Christopher Moore, continued a tradition of joint activities with that section.

## **II. 2010-11 Section Budget Report**

As of June 30th, we had \$13,009 in the budget. That figure does not include ASA-related expenses (reception, council lunch, travel money for graduate student paper winner, plaque expenses for Cooley-Mead and student award winners). Those expenses will amount to at least \$3,000. The section has a reasonable surplus in the budget and remains financially stable. Also, despite some declines in ASA membership over the past few years, our section's membership has remained stable. Indeed, as of August 17th, we had 656 members, an increase over last year's membership. In addition to our steady membership-based income, we continue to receive royalty donations (from Peter Burke) and anticipate future royalty donations from the upcoming *Handbook of Social Psychology* and the *Handbook of the Social Psychology of Inequality*.

### **III. Plans for 2011-12 Section Activities**

The sessions for the 2012 meetings continue the efforts of past section chairs to build bridges between the social psychology section and other sections within ASA, and to make the contributions of social psychology to the broader discipline more visible. We will offer one co-sponsored session with the Section on the Sociology of Mental Health. This session will highlight the relevance of social psychological theories and research to understanding major social issues. We will offer one invited session. The editors of *The Handbook of the Social Psychology of Inequality* (Jane McLeod, Ed Lawler, Michael Schwalbe) will organize a panel on the most interesting and innovative work being done on inequality across different areas of sociological social psychology. We will also offer two open sessions which will be organized by a team of scholars from Kent State University. We will round out our offerings with our annual roundtable session.

The new council is busy at work on two initiatives: developing guidelines for a section endowment fund and a fundraising plan, and setting up the committee for our new section publication award. An ad hoc committee was formed to work on the endowment fund. Proposals regarding the endowment fund will be discussed throughout the year electronically with the goal of bringing a proposal to membership for discussion at next year's business meeting. Our new section publication award will be given for the first time at next year's business meeting. The incoming chair, Brian Powell, will propose selection committee members to Council for its approval.

### **IV. Report on Section Council Meetings**

The Social Psychology Section Council met electronically as needed throughout the year to discuss policy and section initiatives. We had our annual meeting at 12:30pm on August 22, 2011 at Café Lago buffet just outside the conference hotel. The agenda and minutes from that meeting are below.

ASA SECTION ON SOCIAL PSYCHOLOGY  
COUNCIL MEETING  
August 22, 2011 12:30pm  
AGENDA

Welcome and introductions (Jane McLeod)  
Highlights of 2010-11 (Jane McLeod)  
Brief report on committee activities (Jane McLeod)  
Secretary/Treasurer's report (Pam Jackson)  
Newsletter report (Jane McLeod)  
Webmaster report (Philip Brenner)  
Update from SPQ editors (Karen Hegtvedt and Cathy Johnson)  
Old business  
    Outstanding Recent Contribution in Social Psychology Award  
New business  
    Social psychology section fellowship fund

## MINUTES

The meeting convened at 12:35pm and adjourned at 2:00pm. Minutes were taken by Pamela Jackson, Secretary-Treasurer.

**In attendance:** Jane McLeod (chair), Nick Berigan, Philip Brenner, Celeste Campos-Castillo, Deborah Carr, Shelley Correll, Karen Hegtvedt, Pamela Braboy Jackson, Will Kalkhoff, Melissa Milkie, Brian Powell, Robin Simon, Jan Stets, Robb Willer

### **HIGHLIGHTS OF 2010-11**

Jane McLeod reported that all by-laws revisions included on this year's ballot were passed. The Chair elect is now a non-voting member of council. The number of committee members on the graduate student affairs committee has been made flexible, to be between 5 and 7 rather than 5, depending on the number of submissions that come in. The Professional Affairs Committee and External Affairs Committee have been formally merged into a new committee that is called the Professional and External Affairs Committee. The section will now offer an award for Outstanding Recent Contribution. Membership also increased over the past year. Current membership is at 656.

### **BRIEF REPORT ON COMMITTEE ACTIVITIES**

All section committees were active this year. The Program Committee organized the sessions for this year's meetings. The Cooley-Mead Award Committee selected this year's recipient, Jeylan Mortimer. The Graduate Student Affairs Committee selected the recipient of this year's student paper award, Jeff Denis of Harvard University. They also awarded an honorable mention to Long Doan of Indiana University. The Nominations Committee developed the slate for this year's election. The Membership Committee worked actively through the year to increase membership. The chairs of the Professional Affairs and External Affairs committees developed a new mission statement for a merged committee. McLeod thanked all members of the committees for their dedicated service to the section.

### **SECRETARY/TREASURER'S REPORT**

Pam Jackson reported that, as of June 30, 2011, the balance in the section account was \$13,009. This does not reflect expenses for the 2011 meetings. Expenses will include about \$2,200 for the joint reception with the Sociology of Emotions section, \$650 for the graduate student paper award winner's travel expenses, \$100 for award plaques, and roughly \$400 for the Council meeting. Questions were raised about the consistency of our allocation from the ASA and about royalty income. Powell noted that our section allocation is tied to our membership numbers and has risen and fallen accordingly. McLeod noted that two new volumes in the Handbook series (*Handbook of Social Psychology* and *Handbook of the Social Psychology of Inequality*) will donate some or all of their royalties to the section.

### **OTHER REPORTS**

**Newsletter:** The newsletter editors were not able to attend the meetings. Jane McLeod thanked them for their outstanding work and encouraged Council members to send information to the editors for inclusion in the newsletter.

**Website:** Philip Brenner reported that, due to a hard drive failure, all of the original files that generated the website were lost. He is hand editing the HTML to restore the website and, in that process, hopes to make the website more dynamic. For example, he will create a form that section members can use to submit information for posting. He invited suggestions for improvements to the website. McLeod thanked him for taking on the difficult task for regenerating the HTML code.

**Social Psychology Quarterly:** Karen Hegtvedt reported that they have received 170 submissions since assuming the editorship in August, 2010. The average time from submission to decision is now about 60 days. Several issues were discussed including whether the current level of submissions justifies requesting more pages for the journal and whether it would be desirable to limit the length of articles so that more articles could be accommodated within the current allocation. There currently is not a large backlog of articles but that situation could change quickly as articles in “revise and resubmit” status move through the review process.

## **OLD BUSINESS**

Council members discussed guidelines for the new Outstanding Recent Contribution to Social Psychology award. Several specific issues were discussed:

**Eligibility:** Articles, book chapters, and books are eligible for nomination. The decision to add book chapters was made in order to make the award more inclusive and because there is some ambiguity about whether certain volumes (e.g., *Advances in Group Processes*) should be considered books or journals.

**Nomination window:** Two years.

**Who can nominate:** Section members, although nominated authors need not be section members.

**Selection committee membership:** We discussed the possibility of adding a student member to the selection committee. Because discussions about publications can sometimes be frank and might place students in awkward positions, the decision was that the committee will not include a student member.

## **NEW BUSINESS**

A senior social psychologist who prefers to remain anonymous has pledged \$10,000 to open a section endowment account. The account would be used to support graduate student members of the section. After lively discussion, Council decided that announcing the endowment to membership at this year’s business meeting would be premature as the uses for the fund have not yet been determined. In order to honor the donation with a successful fundraising campaign, Council appointed an ad hoc committee that will develop a proposal for use of the funds and develop a campaign to raise additional funds for the endowment.

**Chair-elect report:** Brian Powell announced plans for next year’s meetings. A team of scholars from Kent State University (Richard Serpe, Will Kalkhoff, Kristen Marcussen) will organize two open sessions and the roundtables. Jane McLeod, Ed Lawler, and Michael Schwalbe will organize an invited panel on the social psychology of inequality. The section will also co-

sponsor a session with Sociology of Mental Health, as part of a two-year agreement with that section.

Jane McLeod thanked outgoing members of Council for their service: Deborah Carr, Tim Owens, and Celeste Campos-Castillo.

## **V. Report on the Annual Section Business Meeting.**

The section held its 2011 Business meeting and Cooley Mead Award Ceremony on August 23, 2011.

The Award Ceremony convened at 8:30a.m. The business meeting portion of the session convened at 9:35am and adjourned at 10:15 am. Sixty four people attended, 58 of whom indicated that they were section members. The agenda and minutes from that meeting are below. Minutes were taken by Pamela Jackson, section Secretary-Treasurer.

### COOLEY MEAD AWARD CEREMONY AND BUSINESS MEETING AGENDA

#### **Cooley-Mead Award Ceremony**

Welcome (Jane McLeod)

Presentation of the Cooley-Mead Award (Richard Serpe)

Introduction to the Cooley-Mead Address (Michael Shanahan)

Cooley-Mead Address

Jeylan Mortimer, Professor of Sociology, University of Minnesota

“The Evolution, Contributions and Prospects of the Youth Development Study: An Investigation in Life Course Social Psychology”

#### **Business Meeting**

Announcements and highlights of 2010-11 (Jane McLeod)

Secretary/treasurer’s report (Pam Jackson)

Update from SPQ Editors (Karen Hegtvedt)

Webmaster report (Philip Brenner)

Newsletter report (Jane McLeod)

Committee reports

Cooley-Mead Award Committee (Richard Serpe)

Graduate Student Affairs Committee (Ellen Granberg)

Nominations Committee (Jane McLeod)

Professional and External Affairs Committee (Jane McLeod)

Ad hoc Membership Committee (Koji Ueno)

Old Business

Outstanding Recent Contribution in Social Psychology Award

New Business

Remarks and announcements from the Chair-elect (Brian Powell)

## MINUTES

The meeting began with a welcome by Dr. Jane McLeod.

### **COOLEY-MEAD AWARD CEREMONY**

The Cooley-Mead Award was presented to Dr. Jeylan Mortimer by Dr. Richard Serpe. Following an introduction by Dr. Mike Shanahan, Dr. Mortimer gave her address.

### **BUSINESS MEETING**

#### **Welcome and Highlights Of 2010-11**

Dr. Jane McLeod opened the meeting with a report on section highlights for 2010-11. All by-laws revisions included on this year's ballot were passed. The Chair elect is now a non-voting member of council. The number of committee members on the graduate student affairs committee has been made flexible, to be between 5 and 7 rather than 5, depending on the number of submissions that come in. The Professional and External Affairs Committees have been formally merged into a new committee that is called the Professional and External Affairs Committee. The section will now offer an award for Outstanding Recent Contribution.

#### **Secretary/Treasurer's Report**

The financial report was provided by Dr. Pamela Jackson. She reported that the beginning budget for the year was \$13,009. The costs accrued so far for the 2011 ASA meetings will include a joint reception with the section on Emotions at approximately \$2,200, \$720 allocated to awards and plagues, and the council meeting lunch which is expected to be about \$400. The current approximate balance for the section on Social Psychology is \$10,089. She then asked if there were any questions regarding the budget. There were none.

#### **Update from SPQ Editors**

Dr. Karen Hegtvedt, co-editor of *Social Psychology Quarterly*, informed the group that the journal is doing well. They have received about 170 submissions since August 1<sup>st</sup> and there is currently a 60 day turn-around between the time of submission to the time when an author receives a decision letter. She thanked the SPQ staff and editorial board for making manageable the job of editor.

#### **Webmaster Report**

Dr. Philip Brenner, our current webmaster, informed the group of a recent hard drive failure that resulted in the loss of the original files that generated the website. He assured the group that the website is up and running soon and that he is working on improvements. One addition will be adding a form on the website so that viewers can submit information they would like to share with other members or visitors to the site. He welcomed all suggestions and comments.

#### **Committee Reports**

**Graduate Student Affairs Committee:** Dr. Jackson read the report submitted by Dr. Ellen Granberg, Committee Chair, who was unable to attend the meeting. The report included thanks

to members of the committee: Nikki Khanna Sherwin, Jill Kiecolt, David Schaefer, and Shane Sharp. Dr. Jackson then presented the Graduate Student Paper Award to Dr. Jeff Denis (in absentia), and the Honorable Mention to Long Doan.

**Nominations Committee:** Dr. McLeod read the report submitted via e-mail by Dr. Shane Thye on behalf of the Nominations Committee. As read by Dr. McLeod: “The nominations committee accepted nominations for the position of student representative (1 position) council (2 positions) and chair elect (1 position). The committee received nominations from a number of outside sources and members of the committee also made a number of recommendations. A total of 4 people were nominated for the position of student representative, 8 were nominated for council, and 6 for chair elect. Each member of the committee rank ordered the candidates and the chair then compiled these rankings. Candidates were contacted in the order of their ranking until a minimum number needed to complete the slate had agreed to run for the position.” Dr. McLeod congratulated the newly-elected council members, thanked all who ran for office, and thanked the committee members for their service (Mike Shanahan, Karen Miller-Loessi, Doug Schrock, Alec Watts).

**Professional and External Affairs Committee:** Dr. McLeod then read the submitted report offered by Drs. Linda Francis and Elaine Wethington who could not attend the business meeting. They reported on updates for the Professional and External Affairs Committee. They wanted to encourage section members, especially those interested in the Sociology of Emotions, to be aware of upcoming meetings by the International Society for Research on Emotion. The second topic in their report dealt with grant writing, targeting the National Cancer Institute whose budget is separate from the National Institute of Health. They are a social science-friendly institute that has a large budget for funding research related to emotions tied to cancer diagnosis, treatment, cure, survivorship, dying, bereavement, etc. The third item to report to the membership was a series of upcoming conferences: Gerontological Society of American in November (Boston), International Society for Traumatic Stress Studies in November (Baltimore), and Society of Behavioral Medicine in April (New Orleans).

**Membership Committee:** Dr. Koji Ueno then provided an update on section membership noting that we have 656 section members. His committee is attempting to increase section membership using information received from the ASA office along with the newsletter to encourage faculty/regular members to help their students sign up as members. Committee members were Corey Fields, Pam Hunt, and Daniel Shank.

## **OLD BUSINESS**

Last year, Council submitted a motion to membership to establish a Outstanding Recent Contributions in Social Psychology award. The relevant by-laws revision passed in the most recent election and the award will be established in the coming year. Council presented guidelines for the award and that information will be posted to our website. The award will cover articles, chapters, and books. There will be a two-year window for submission and the nominated item must be submitted by a section member. Self-nominations are welcomed. There will be a call this year.

## **NEW BUSINESS**

Dr. Brian Powell, chair-elect, came forward with remarks and announcements. After some commentary, the audience offered applause for the work of Dr. McLeod's service contribution. Dr. Powell then provided a brief agenda for the year including trying to get more people who actually do social psychological research or research from a social psychological view to be aware of the fact that they are social psychologists. There will be continued collaborations with other sections such as Emotions and Mental Health. The 2012 reception will be held jointly with both sections in order to increase the amount of food available to all members. One session will be co-sponsored with Mental Health. A team from Kent State University will organize the open sessions and roundtables. There will be an invited session on the social psychology of inequality as well. The program is due in three weeks so Dr. Powell will be in touch regarding your participation. He asked that members contact him as soon as possible if interested in being on a committee.

Dr. McLeod then closed the meeting with words of encouragement and acknowledging those who have rotated off of council, those who served as past organizers of sessions, members of other committees for the section, people who presented papers at the 2011 meetings, and those who attended the business meeting. She then passed on the token of the dragon to Dr. Powell to close the meeting.

### **VI. Copies of Newsletters Published Electronically** (included at end of report)

### **VII. 2010-11 Section Officers and Committee Members**

#### **Chair**

Jane McLeod, Indiana University

#### **Secretary-Treasurer**

Pamela Braboy Jackson, Indiana University

#### **Chair Elect**

Brian Powell, Indiana University

#### **Council**

Celeste Campos Castillo, University of Iowa (student)

Deborah Carr, Rutgers University

Shelley Correll, Stanford University

Rebecca Erickson, University of Akron

Will Kalkhoff, Kent State University

Timothy Owens, Purdue University

Robb Willer, University of California – Berkeley

#### **Newsletter Editors**

Christabel Rogalin, Purdue University

Laura auf der Heide Brashears, Cornell University

#### **Webmaster**

Philip Brenner, University of Michigan

## **Social Psychology Quarterly Editors**

Karen Hegtvedt and Cathryn Johnson, Emory University

## **Standing Committees**

### **Professional Affairs**

Elaine Wethington, Cornell University

### **Graduate Student Affairs**

Ellen Granberg (Chair), Clemson University  
Nikki Khanna Sherwin, University of Vermont  
David Schaefer, Arizona State University  
Jill Kiecolt, Virginia Polytechnic University  
Shane Sharp (student), University of Wisconsin

### **Nominations**

Shane Thye (Chair), University of South Carolina  
Karen Miller-Loessi, Southern Oregon University  
Mike Shanahan, University of North Carolina  
Doug Schrock, Florida State University  
Alec Watts (student), Stanford University

### **Cooley-Mead Award**

Richard Serpe (Chair), Kent State University  
Dawn Robinson, University of Georgia  
Glen Elder, University of North Carolina  
Karen Cook, Stanford University  
Peter Callero, Western Oregon University

### **Program Committee**

Jane McLeod (Chair), Indiana University  
*Session Organizers*  
Alicia Cast, Iowa State University  
Ross Matsueda, University of Washington  
Doug Maynard, University of Wisconsin - Madison  
Cecilia Ridgeway, Stanford University  
Peggy Thoits, Indiana University  
Justine Tinkler, Louisiana State University

### **Ad Hoc Committees**

#### **Membership Committee**

Koji Ueno (Chair), Florida State University  
Corey Fields, Stanford University  
Pam Hunt, University of Western Georgia  
Daniel Shank (student), University of Georgia

## **Committee on External Affairs**

Linda Francis, Case Western Reserve

### **VIII. Nomination Procedures**

The section's nominations procedures for awards and elected offices are described in our "Committee Guidelines" that are posted on the section website. Below is the description of the nomination procedures for elected offices, as excerpted from the online guidelines for the Nominations Committee (last revised 10/09/09):

Compile initial roster of candidates, by position.

1. In November, the ASA sends the nominations chair a list of section offices to be filled. As soon as you have this information, e-mail each of the committee members (who are appointed by the section chair) and request nominations for each open position. In addition, request that the section chair post a call for nominations to the listserv. The posting should indicate that section members may send nominations to the nominations committee chair by a certain date. The requests for nominations sent to committee and section members should, remind people that there is a great deal of diversity in a section of 600 members and that they may consider diversity in making their nominations. In addition, each nomination should include the following: name of candidate, position (e.g., assistant, associate, full professor), university affiliation, and main research area (e.g., group processes, symbolic interactionism, social structure and personality). The information is intended to allow the committee members to be able to assess the diversity of the pool of candidates prior to their decision-making. Committee and section members are allowed to submit multiple nominations and may nominate the same person for more than one category.
2. Have each committee member (including the chair) provide a list of potential candidates, by position, in late November.
3. By early December the chair should combine and alphabetize nominations made by committee members as well as those from the section membership. This combined list should be returned to the committee. Each committee member (including the chair) should assign each candidate a numerical priority rating (1=highest).
4. Candidates who are not section members are dropped from further consideration, per ASA rules. You may include people who were in the section the prior year but have not yet renewed their membership in the ASA (many people do not pay their dues by January). Persons who have renewed their current ASA membership but have not selected the social psychology section for membership need to be dropped from further consideration. (This information is available from the ASA governance coordinator. The coordinator will send the nominations chair a complete list of members as of October 1. The list can be offered to all the committee members for reference.)
5. If people who are currently serving on the nominations committee are nominated by others to fill one or more positions, they must be dropped from further consideration, per ASA rules.
6. In mid December, everyone on the committee should return their ratings to the nominations chair.

Select the slate.

1. With scores in hand (lowest scores indicating the top candidates), construct an initial list of candidates. Share this list with committee members. Then begin contacting the candidates.

2. Build the slate with at two candidates for each vacancy; e.g., for two council vacancies, there should be four candidates.
3. When contacting potential candidates, simply work down the priority list as you inquire whether people want or do not want to run. If a person chooses not to run, contact the next person on the list until all vacancies have a competitive slate.

# Social Psychology

Newsletter of the Social Psychology Section of the  
American Sociological Association



## Remarks from the Chair

Jane D. McLeod, Indiana University Bloomington  
(jmcleod@indianta.edu)

I am delighted to report that the Section on Social Psychology is an excellent condition. We boast 634

members as of September 30<sup>th</sup>, a very strong showing in a year of declining ASA memberships. As noteworthy, 83 people attended the business meeting in August. We may be among the very few sections that can pack a room to discuss by-laws revisions and the like, the draw of Peggy Thoits' outstanding Cooley-Mead address notwithstanding. That's what I call commitment!

As pleased as we should be with the continued health of the section, I think that we can do even more to boost our profile within sociology. The perceived marginalization of social psychology is a common topic of conversation at the annual meeting. I suspect that all of us can identify examples of implicit social psychological theories in mainstream sociological research that are not grounded in the relevant social psychological literatures. While there may someday be a "glorious triumph" in this (to borrow from our outgoing *Social Psychology Quarterly* editor), it seems more like a "mysterious disappearance" at the moment. This should concern all of us, regardless of our theoretical and methodological orientations. When scholars fail to recognize the social psychological underpinnings of their work, both social psychology and the discipline lose. My goal for the coming year is to promote greater recognition of the contributions of social psychology to sociology.

Achieving this goal requires that we look both outward and inward—outward to embrace social psychological research

throughout the discipline, inward to revitalize our collective identity and sense of purpose. The sessions for the 2011 meeting are designed to encourage both. We will offer two co-sponsored sessions, one with the Section on the Sociology of Mental Health (organized by the 2010 Cooley-Mead Award recipient, Peggy Thoits) and one with the Section on Crime, Law, and Deviance (organized by Ross Matsueda). These sessions will highlight the relevance of social psychological theories and research to understanding major social issues. We will also offer two invited sessions. The first, organized by Doug Maynard, is on "Managing Conflict in Settings of Everyday Life: Interaction and Practices." It will feature the work of social psychologists from diverse theoretical and methodological traditions all of whom focus on conflict in interpersonal interaction. (You may recall that the theme of the 2011 meeting is "Social Conflict: Multiple Dimensions and Arenas"). The second, organized by Cecilia Ridgeway, is on "The Future of the 'Faces' of Social Psychology." Panelists will offer comments about the current varieties of sociological social psychology; how they relate to one another as well as how the whole enterprise of social psychology is perceived by the broader discipline. The final two sessions include an open paper session on "New Directions in Social Psychology," organized by Alicia Cast, and our annual roundtable session, co-sponsored with the Section on Emotions and co-organized by Justine Tinkler and Christopher Moore. Please see the feature on the open sessions for submission details. I would also like to draw your attention to an ASA-

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sponsored Thematic Session on "Macro-processes and Micro-orders: Mechanisms of Intergroup Conflict" that will feature presentations by Ed Lawler, Larry Bobo, Elijah Anderson, and Kathleen Blee. The goal of the session is to bring together scholars of intergroup conflict from diverse intellectual and methodological

## Note From the Editors

Greetings!  
Welcome to  
the Fall

2010 of the Social Psychology Newsletter. This is our first edition as co-editors together. We want to thank Shirley Keeton for all of her hard work on the previous editions. As Christabel and Shirley said in their first issue as co-editors, the newsletter will be a work in-progress for several issues while we figure out the software and firm up our plans for content. We plan to follow the same way that Christabel and Shirley had used: Christabel will serve as the primary liaison for contributors and section members and Laura will have primary responsibility for design and construction.

In this issue we are introducing several new columns, the first of which is *Research Spotlight* (p. 10). In this column we would like submissions about works in progress, preliminary findings, research problems that would benefit from feedback, links to publically available data, emerging issues with Institutional Review Boards, or similar issues. We ask that you keep submissions brief (no more than 500 words); Please include your contact information, if you are seeking feedback. In this issue, Abby Reiter is asking for guidance in her research on the social identity characteristics of teacher educators.

In *Voices of Experience* (p. 3-4, 16) you can learn more about Barry Markovsky. The *Voices of Experience* interviews focus on senior and emeritus members of the section who have been influential in social psychology. We use a telephone interview format where Christabel transcribes the interviewee's responses, and the transcript is shared with the person being profiled so that s/he may clarify or refine responses. We are currently looking for nominations for future *Voices of Experience*.

This month in the *Graduate Student Profiles* (p. 5-6), we are spotlighting two social psychologists who are currently on the job market—Vernon A. Woodley (University of Iowa) and Dena T. Smith (Rutgers University). Allison Cantwell (University of California, Riverside) and Erica Siegel (University of Wisconsin) will be included in the spring newsletter, but we have room for one more. If you know of someone who is either a graduate student or a postdoctoral fellow, please let us know. Don't be shy, it is fine to nominate yourself!

In the *Congratulatory Notes* (p. 8) we list the numerous reasons to celebrate the accomplishments of section members. Another new column that we are introducing this issue is the *Teaching Corner* (p. 9). We have some fascinating submissions by David Orzechowicz and Nicole Civettini that could be incorporated into our courses. For the *Teaching Corner* we seek descriptions of class activities/books/films for use in undergraduate

social psychology or group processes classes or general tips and strategies for teaching at both the graduate and undergraduate level. Again, we ask for you to keep your submissions brief (no more than 500-750 words).

Then we have our final new edition to the newsletter, *Bookshelf Notes* (p. 10) in which Karen Hegvedt highlights a new book release—*Handbook of Social Psychology* (5<sup>th</sup> edition) which is edited by Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey. For this column, we would like recommendations for classic or new works that should be in the personal library of social psychologists. We welcome suggestions for titles of your own works or those of others, along with a few sentences about why you view the book as essential or how it has been useful to you. We also highlight three recent (and forthcoming) books in *Book News* (p. 11-12): *Neurosociology: The Nexus between Neuroscience and Social Psychology* (David Franks), *Counted Out: Same-Sex Relations and Americans' Definitions of Family* (Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman) and *The Textures of Time: Agency and Temporal Experience* (Michael Flaherty).

We wrap up the issue with lots of information about various conferences, the Graduate Student Paper Award and the *Handbook of Social Psychology*. If you know of an upcoming conference of interest to section members please let us know. Do you know the history behind a particular conference? We would like to include that with announcements when possible. On the subject of conferences, we would also like to publish photos and happenings of conferences that members attend. We will be publishing photos from the 2010 American Sociological Association Meetings in the spring issue.

The deadline for submissions for the spring issue is **March 4, 2011**. Have you seen an interesting idea for the newsletter from another venue or do you have a great new idea for the newsletter, if so contact Christabel at [crogalin@pnc.edu](mailto:crogalin@pnc.edu). We are open to your suggestions!

- Christabel Rogalin (Purdue University North Central) and Laura Aufderhiede Brashears (Cornell University)





## Voices of Experience:

### Barry Markovsky, University of South Carolina

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

I can definitely trace my academic interests to early experiences in my life. I was born in 1956 and raised with an older brother in a lower-middle-class family outside Boston. I started becoming aware of the world around me during a time of social upheaval and transformation: the cold war and the nuclear arms race, the dawn of the space age, the rise of rock & roll music, the civil rights movement, the sexual revolution, the women's liberation movement, and so on. Change was the norm.

At the same time, I was a shy and introspective kid, and felt quite the little oddball in my own family. I probably had more than the usual adolescent dose of feeling like an alien looking in from the outside, or sometimes feeling like an actor in a play. Ironically, starting in my junior in high school I began trying out for plays and musicals to help me address the shyness and also a fear of public speaking. I was actually very successful at that and even continued it into college—one of the best choices I ever made, despite resistance from my parents who thought it was pretty weird.

As for research interests, I've had

quite few. Apart from the desire to do work that's interesting, creative, useful and sound, I'm not aware of any more specific agenda that unifies those interests. Agendas and perspectives are constraining and potentially misleading. I honestly never adopted any particular sociological perspective or "ism," a True Believer in nothing except that the scientific method is our best hope for developing reliable and valid knowledge of the social universe. Given that, I think that some compelling theories are formal and some are informal; sometimes appropriate methods are quantitative and sometimes they are qualitative; interesting phenomena happen both at micro levels and at macro levels. My choices as to what projects to pursue are influenced by several things: personal experiences and concerns, mentors' interests, available resources, conversations and collaborations with students and colleagues, reading books from other fields, and so on.

**Where did you spend the early part of your sociological career (first as a student and then as faculty)? How have your specific interests in sociology changed over time?**

I began college as a psychology major, but took just as many sociology classes from the outset. Social psychology was the natural bridge, and there was a good strong group of social psychologists in the psych

department at University of Massachusetts, Amherst where I attended college. Seymour Berger, George Levinger and Jim Averill were all mentors. In sociology I received a nice introduction to symbolic interactionism from Jack Hewitt, deviance and criminology from Tony Harris, and research methods and statistics from Jim Wright and Pete Rossi. I loved college and I think that I probably distinguished myself not (at all) as a brilliant or sophisticated student, but as interested, engaged and hard-working.

I ended up enrolling in the honors program and conducted thesis projects in both psychology and sociology. Although UMass is a mega-university, by the time I was a junior I had exclusive access to my advisor's well-equipped psychophysiological laboratory, and in sociology I was helping to TA a methods course and shared an office with graduate students.

Nobody else in my family went to college. I still remember the phone conversation when I told my parents I was doing well in school, learning a lot, and thinking about applying to graduate schools. They didn't get it. They just assumed I'd graduate and find a job somewhere. I had no academic role models in my life, and I didn't really know where I might be heading. I did know that I wanted to keep learning, and I heard that the better grad schools will help pay your way if you're good. My advisors seemed almost as skeptical of my grad school aspirations as my parents, but they wrote their reference letters and I finished my theses in time to graduate a semester early,<sup>3</sup> work and save some money.

I only applied to three graduate programs in sociology and one in psychology. I also applied for an NSF Graduate Fellowship, which I knew was a long-shot. I was living in Eugene, Oregon while awaiting those decisions, working awful jobs like stocking shelves in a record store and waiting tables. Spring finally came and I learned that all four programs accepted me. Even better, NSF offered me the fellowship, making me all the more desirable to those four grad programs. That was an incredible time for me. I had real doubts about getting into graduate school, and real fears that I would be stuck working unfulfilling jobs. Then all of a sudden grad programs were recruiting ME! After nine months of drudge work, I was ready to give grad school all I had. With apologies to my mentors, I chose to go to Stanford not because of who was there, but because it was the smallest of the four programs, a very high proportion of its students completed their Ph.D.'s, and I knew they had a good reputation in social psychology. Palo Alto also seemed like it would be a nice place to live for a while.

I had so many great influences at Stanford. My earliest included Pat Barchas who was blazing trails in socio-physiology, and Barbara Rosenblum who was making a name for herself in symbolic interactionist and ethnographic circles. I also learned statistics from Mike Hannan, organizations from Dick Scott, theory from Buzz Zelditch, and theory construction from Bernie Cohen. Later on I developed a project with Joe Berger. Despite all these wonderful influences, I can't say that I ever developed a strong tie with any faculty member. I regret this, and don't recommend it to students. I was hard-working and autonomous, but simply not very assertive or confident. Still, along the way, I gained deeper respect and appreciation for a variety of subject areas and methodological approaches.

I moved relatively quickly through the grad program, but largely under the radar. I wasn't flashy and did not have

much interaction with faculty, mainly due to the old lack of confidence. That had a real downside. For instance, when I interviewed for a faculty position at University of Washington I was just 25, a third-year student still in the early stages of my dissertation, completely uncoached in the Art of the Interview. It was a useful experience, but very humbling to say the least. A year later I was finished with the dissertation and a little better prepared to interview. The job market then was horrific and I only had two interviews. One of them was at the University of Iowa.

## Voices of Experience

My professional socialization continued at Iowa, thanks especially to my colleagues Jae Kim, Ed Lawler and Chuck Mueller, each in their own way showing me what it meant to be a working sociologist. My main interests coming out of grad school included justice perceptions, status processes and theory construction. I think I was quickly labeled an experimentalist, but I'm actually a multi-methodologist. "Experimentalist" is a rather misunderstood and deviant identity in sociology, and so that's the one that tends to stick. On the other hand, I think that some of my best empirical publications are based on experiments, so I wear the label with some pride.

I was also labeled early on as having a kind of fetish with formal theory. That's based on a misunderstanding and I don't accept that characterization at all. I've believed since grad school that our job is to invent new theories and/or to strengthen existing ones, this accomplished through an endless process of testing and revising. Since well-tested formal theories don't spring fully-formed out of the minds of sociologists, and since many of our field's most interesting theoretical ideas are not formalized, demeaning or outright

rejecting non-formal theories is counter-productive. On the other hand, I believe in being very tough on our theories. We should always treat them as provisional, always regard them with a measure of skepticism, always try to make them better insofar as clarifying their terms and arguments for the benefit of others and subjecting them to the strongest possible attempts to disprove them. On the theoretical side, formalization is the best tool we have for accomplishing these things. But you have to evaluate a theory in the context of its level of development and that of its alternatives. If there are no formalized alternatives or predecessors to a theory, then merely defining a single key term may be a valuable incremental improvement.

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

These days my time and my mind are mainly occupied with three projects. I'm working with Chris Barnum (former student from Iowa and now on the faculty at St. Ambrose College) on an NSF-funded project that bridges social identity and status characteristics theories. Jennifer McLeer is serving as graduate assistant, and also working on her own status-related NSF-funded dissertation project. I'm also working with another of our grad students, Nick Berigan, on a second NSF grant project, that one dealing with perceptions of justice in public goods settings.

I'm especially excited about a third project, a long-term collaborative endeavor that combines several of my interests. Eventually I want to help establish a dynamic, on-line toolkit and library for building and sharing "modular" sociological theories. My hope is to make this "Wikitheoria" rewarding and enjoyable to use so people will contribute to the library, improve on existing modules and, most importantly, be able to locate and assemble components in ways that help to solve real-world problems. I know how pie-in-the-sky that sounds at this point, but obviously there's a lot more to it and a lot of work to be done. I'm currently developing the system with a colleague in Computer Science and <sup>4</sup>

**Graduate Student Profile:** Vernon A. Woodley, University of Iowa

**Dissertation Title:** *Gender in the Workplace: The Effects of Networks and Status in Team-Structured Organizations*

**Email:** [vernon-woodley@uiowa.edu](mailto:vernon-woodley@uiowa.edu)



Vernon A. Woodley is a PhD candidate in the Department of Sociology at the University of Iowa with emphasis in complex organizations and social psychology. Vernon draws on

theories and research in organizations, social networks and social psychology to examine two substantive issues that affect women and minorities social position: workplace inequality and teen sexual attitudes and behavior.

Vernon's dissertation "Gender in the Workplace: The Effects of Networks and Status in Team-Structured Organizations" addresses the broader issue of employee involvement and reward distribution. Specifically, Vernon examines how the now widespread use of project teams in work organizations affects women's networks, earnings, satisfaction and mobility. Scholars have studied how changes in the organization of work affect employees, but the arguments and results have been largely contradictory. On the one hand, some researchers suggest that changes in the structure of work that emphasize employee involvement, such as the use of self-managing project teams, could potentially improve women and minorities opportunities and career outcomes. However, there is currently little empirical evidence to support this argument. On the other hand, social psychologists have generally shown that, because of cultural beliefs about women and minorities competence relative to

white men, they are less likely to occupy leadership positions even in project teams. From this perspective, then, simply organizing workers into teams is unlikely to reduce ascriptive inequality in the workplace.

One way in which, scholars suggest that women and minorities may benefit from the use of teams is through expansion of their personal networks. However, researchers have yet to examine the structure of employees' personal networks in organizations that use teams. Vernon's research fills a gap in the literature by analyzing the structure and effects of men's and women's personal networks in the investments division of a multinational insurance company that uses project teams. His study consisted of a survey, six months of weekly team observations, and in-depth interviews with the four senior managers and twenty-five randomly selected nonmanagerial employees.

Vernon's research recently earned him a research fellowship from Rutgers University School of Management and Labor Relations. He was also named as a finalist for a dissertation proposal award from the Aspen Institute Center for Business Education, and will be recognized at the Aspen Institute Annual Business Forum in New York at the end of October. Vernon is also conducting research with faculty at Rutgers University, looking at the impact of teams on women and minorities in employee owned companies, using data from the National Bureau of Economic Research. He currently has two coauthored and one sole author paper under review.

**Graduate Student Profile:** Dena T. Smith, Rutgers University**Dissertation Title:** *On the Boundaries between Meaning-making and Medicalization in Contemporary American Psychiatry***Email:** dsmith@sociology.rutgers.edu

Dena T. Smith is a doctoral candidate in Sociology at Rutgers University. She received her BA in Sociology and French in 2003 from Goucher College, where her undergraduate honors thesis involved interviews about experiences of 9/11 with residents of New York City and Washington, D.C. She discussed the perceptions of how America and Americans were changed by the terrorist attacks. She also used these data in her masters thesis, which further explored the collective memory of 9/11. Dena received her MA from Rutgers in 2006. Dena's interests lie in the sociology of mental health and illness, social psychology, cognitive sociology, sociology of psychiatry, medicine and health care, sociological theory and qualitative research methods. She has researched disparities in mental health care and the experience of mental illness based on race and gender and co-authored a chapter with Sarah Rosenfield in the Handbook for the Study of Mental Health: Social Contexts, Theories and Systems (2009), titled "Gender and Mental Health: Do Men and Women Have Different Amounts or Types of Problems?"

Dena's primary focus is on the social history of the mental health professions - particularly 20th century American Psychiatric constructions of illness and suffering. Her dissertation, to be completed in 2011, is titled "On the Boundaries between Meaning-making and Medicalization in Contemporary American Psychiatry." The project involves interviews with 40 psychiatrists, psychologists and psychoanalysts in and around New York City. The interviews speak to the state of contemporary psychiatric practice, the role of medication in treatment, the centrality of the medical model and the dwindling role of

psychoanalysis in treatment. Dena's recent work addresses the ways in which psychiatric and psychoanalytic training programs prevent doctors from experiencing cognitive dissonance

using what she calls *tacit strategies*. She has two manuscripts currently under review. The first describes the ways in which training institutes provide psychiatrists with a set of strategies for avoiding the tensions between medically-oriented and talk-based therapeutic treatments. In a profession dominated by medicine and biological thinking, psychiatrists who practice intensive talk therapy (which is largely at odds with the medical model) must have a method to avoid the experience of cognitive dissonance. The second paper addresses the medicalization of suffering in contemporary American Psychiatry and the need for a multidimensional analysis of suffering, which, Dena claims, sociology is uniquely situated to offer. Specifically, she suggests, the combination of micro and macro sociological approaches provides the best chance to truly understand and alleviate suffering.

Dena also has extensive teaching experience. She has taught Introduction to Sociology, Social Problems, Sociology of Deviant Behavior, Sociology of Mental Illness, Classical Sociological Theory and Expository Writing for the English Department at Rutgers. She is also prepared to teach Social Psychology and is interested in designing a curriculum on the social history of psychiatry. Dena is a founding co-editor of a graduate-student-run journal, *The Rutgers Journal of Sociology: Emerging Areas in Sociological Inquiry*, which will publish its first volume in 2011. She is also a News Editor for *Sociology 6* Lens, a webpage for *Sociology Compass*.



## Remarks from the Chair

(continued from page 1)

traditions to identify commonalities and strengthen linkages among these traditions. Please keep an eye out for this session when the Preliminary Program comes out—it is sure to be lively and engaging.

The sessions we have planned for the coming year extend the outstanding efforts of past section chairs to strengthen the ties between the section, sociologists outside the section, and external organizations. Dawn Robinson deserves special recognition for her efforts during the 2009-10 business year. Together with the Program Committee (Jody Clay-Warner, Jessica Collett, Omar Lizardo, Robin Simon, Reef Younggreen), she organized an outstanding set of sessions for the 2010 meeting that included co-sponsored sessions with the Section on Sociology of Culture and with Crime, Law, and Deviance, a session on the sociology of good and evil, an open session with a nice mix of work from junior and senior scholars, and the popular roundtables. Dawn also appointed the first External Affairs Committee to strengthen ties with other organizations, and shepherded through very necessary revisions to the procedures for our Nominations and Graduate Affairs committees. I also wish to thank the other departing Council members for their dedicated service to the Section: Amy Kroska (Secretary/Treasurer), Matthew Hunt, and Martha Foschi. Council service is not onerous but it does require a willingness to set other things aside when pressing matters arise and to think beyond one's narrow interests about how best to serve our diverse membership. Council members deserve our gratitude for their dedication.

The new council is busy at work on several items of business that were introduced at the business meeting: a proposal for a section publication award (with David Willer's help); a proposal to merge the Professional Affairs and External Affairs committees (from Linda Francis and Elaine Wethington); and a proposal to allow for additional members to be added to the Graduate Affairs committee. These proposals will come to membership for a vote this spring. Prior to the vote, the full proposals and their rationales will be posted on the Section website and publicized to Section members. Please feel free to contact council members with comments. They serve as your elected representatives and are eager to hear from you.

Let me close by acknowledging the important behind-the-scenes work that keeps our section running. Laura Aufderheide Brashears joins Christabel Rogalin as co-editor of the newsletter this fall. Putting together the newsletter is a big job; please let them know you appreciate what they do. Philip Brenner continues on as webmaster. If there is information you would like to see added to the section website, please send it to Phil (pbrenner@umich.edu) or me (jmcleod@indiana.edu) for consideration. You can see Phil's outstanding work at <http://www.ssc.wisc.edu/socpsych/ASA/index.html>.

Last but not least, I wish to express my deep personal gratitude to Gary Fine for his stewardship of *Social Psychology Quarterly* over the past four years. He introduced several innovations that energized the journal and brought it into the

digital age, including an increased web presence, SPQ Snaps, and video lectures. He published a "Bill of Rights for Authors" and worked assiduously to treat authors with respect and dignity. And, despite the long hours he logged, he made editing a journal seem like a lot of fun.

With that, I remind you that the section belongs to all of us; we are the community we create. Please do not hesitate to contact committee chairs, section officers, or me with ideas about how to keep our section strong, intellectually vibrant, and welcoming.

### Renew Your Section Membership!

When you renew your ASA membership, please remember to renew your section membership, too! Dues are only \$12 for regular, \$10 for low-income, and \$5 for student members. Your membership helps the section sustain (and hopefully increase) the number of section sessions in the annual meetings. Your membership renewal will also allow you to continue receiving newsletters, participating in section activities, and voting in section elections. Please invite your students and colleagues to join the section, so we can keep growing. To encourage your students' participation, you can pay for their membership fees by filling out the application form in the last page of this newsletter.

If you are not already a member, you can join the section by filling out the same newsletter form or an online form at [http://www.asanet.org/sections/fee\\_s.cfm](http://www.asanet.org/sections/fee_s.cfm). Section membership is available to all ASA members.

# Congratulatory Notes

- **Mamadi Corra** received tenure and promotion to the rank of Associate Professor during the Spring of 2010, effective August 20, 2010.
- The *Handbook of Neurosociology*, edited by **David Franks** and **Jonathan Turner** is due to come out in the winter of 2012.
- **C. Lee Harrington** (Miami University – Oxford) and **Denise D. Bielby** (University of California – Santa Barbara) received a Top Paper Award from the International Communication Association's Division on Popular Communication for their article "A Life Course Perspective on Fandom," which appeared in the *International Journal of Cultural Studies* (2010).
- The *Handbook of the Sociology of Morality*, edited by **Steven Hitlin** (University of Iowa) and **Stephen Vaisey** (University of California, Berkeley) is due to come out this winter.
- **Layana Navarre-Jackson** (Ph.D. Candidate, University of Iowa) was awarded the Ballard and Seashore Dissertation-Year Fellowship by the University of Iowa for the 2010-2011 year.
- **Jonathan H. Turner** (University of California, Riverside) has been named a University Professor by the University of California Regents. Turner will be spotlighted for this award in the upcoming edition of *ASA Footnotes*.
- *Theoretical Principles of Sociology, Volume 2 on Microdynamics* by **Jonathan H. Turner** has been recently released. 2010, Springer: New York. (Volume 1 is on Macrodynamics and Volume 3 is on Mesodynamics).
- *The Problem with Emotions in Societies* by **Jonathan H. Turner** is now in press. 2010, New York: Routledge.
- **Monica Whitham** (Ph.D. Candidate) and **Professor Linda D. Molm** of the University of Arizona received a \$8,736 National Science Foundation Dissertation Improvement Grant for Whitham's Doctoral Dissertation Research *Social Identity, Cooperation, and Social Exchanges*.

## 2010-2011 Social Psychology Section Officers

**Chair:** Jane D. McLeod (Indiana University)

**Chair-Elect:** Brian Powell (Indiana University)

**Past-Chair:** Dawn Robinson (University of Georgia)

**Secretary-Treasurer:** Pamela Brayboy Jackson (Indiana University)

**Council:** Deborah Carr (Rutgers University), Shelley Correll (Stanford University), Rebecca Erickson (University of Akron), Will Kalkhoff (Kent State University), Timothy Owens (Kent State University), Robb Willer (University of California – Berkeley), Celeste Campos (University of Iowa)

**Editors SPQ:** Karen Hegtvedt and Cathy Johnson (Emory University)

**Newsletter Editors:** Christabel Rogalin (Purdue University North Central) and Laura Aufderheide Brashears (Cornell University)

**Webmaster:** Philip Brenner (University of Michigan)

## 2010-2011 Social Psychology Section Committee Members

### Cooley-Mead Award Committee

Richard Serpe (Chair), Peter Callero, Karen Cook, Glen Elder, Dawn Robinson

### Graduate Student Affairs Committee

Ellen Granberg (Chair), Jill Kiecolt, David Schaefer, Shane Sharp, Nikki Khanna Sherwin

### Nominations Committee

Shane Thye (Chair), Karen Miller-Loessi, Doug Schrock, Mike Shanahan, Alec Watts

### Membership Committee

Koji Ueno (Chair), Corey Fields, Pam Hunt, Daniel Shank

### Program Committee

Jane McLeod (Chair); Alicia Cast, Doug Maynard, Cecilia Ridgeway, Peggy Thoits, Justine Tinkler (session organizers)

### Professional Affairs Committee

Elaine Wethington (Chair)

### External Affairs Committee

Linda Francis (Chair)

## TEACHING CORNER

## “Privileged Emotion Managers: The Case of Actors”

*Social Psychology Quarterly* has just loaded a very special video on their website. The video was designed to be used in conjunction with section member David Orzechowicz’s creative and thoughtful article, “Privileged Emotion Managers: The Case of Actors” (*Social Psychology Quarterly* 71, 2008, 143-56). This seventeen-minute teaching video can be used to supplement a discussion of David’s work or emotion management more generally. This may be the *first time* that a journal has provided a teaching video to supplement one of its articles. The

article is available at <http://www.asanet.org/journals/spq/actors.cfm>. Take a look. If you use this video in your teaching, please drop a note to Gary Alan Fine (outgoing *SPQ* editor) or Karen Hegtvedt and Cathryn Johnson (*SPQ*’s editors-designate) and let them know how it was used and with what effects. If you find this a success, it could be the first of many such video supplements in this or in other journals.

- David Orzechowicz, University of California, Davis

## “Invention of Lying” (2009)

Description from the Production Notes (available at <http://the-invention-of-lying.warnerbros.com/>):

*In a world without lies, everyone is a realist. Life is straightforward and simple. There is no imagination, no fiction, nothing that isn’t the absolute truth. So if you were the only person in the world who could lie, what would you do?*

This film is a wonderful foray into impression management and the formation of an agreed-upon definition of the situation. Rather than showing students how we do these things, the film is a

demonstration of what would happen if we didn’t manage impressions and situations were defined literally and aloud, rather than negotiated. For example, in the opening scene, Anna (Jennifer Garner) straightforwardly expresses her dismay to her date Mark (Ricky Gervais) when he not only arrives early, having rudely interrupted her preparations, but is less attractive than she’d hoped. If you prefer not to show the entire film, the first 30 minutes are sufficient to establish an understanding of the film’s

premise and its effect on social life and will spur much discussion. Showing just the first 30 minutes also avoids the portion of the film where the world begins to view Mark as a religious prophet, which may be preferable for the purposes of a general social psychology course, as students tend to get hung up on the equation of religion with lies.

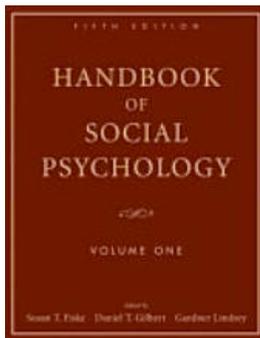
- Nicole Civettini, Winona State University  
(Please email Nicole for a wonderful list of conversation starters to use after showing this film:  
[ncivettini@winona.edu](mailto:ncivettini@winona.edu))

### Research Spotlight

This work concerns the social identity characteristics of teacher educators, as they relate to these educators' levels of comfort while teaching future teachers about issues of diversity, which tend to be potentially sensitive topics. Although this research is probably more closely related to the fields of education and sociology, it has much potential to benefit from a social psychology lens. I'd appreciate any guidance as to where I might find relevant sources, related research, and other potentially useful information that will assist me in this work. Specifically, I'd like to examine the effect that certain characteristics of these teacher educators (race, sex, religion, sexuality, etc), have on their levels of comfort while teaching pre-service teachers about issues of diversity/multiculturalism (race, sex, class, religion, sexuality, etc). Any suggestions would be very helpful.

*Abby Reiter, George Mason University Sociology (areiter12@gmail.com)*

### Bookshelf Note: *Handbook of Social Psychology (5<sup>th</sup> Edition)* edited by Susan T. Fiske, Daniel T. Gilbert, and Gardner Lindzey



2010, John Wiley and Sons Inc.

The 5<sup>th</sup> edition of the seminal *Handbook of Social Psychology* (2010; John Wiley) hit the market last spring. Editors for this edition are Susan T. Fiske, Daniel T. Gilbert, and Gardner Lindzey, who was the founding editor of the *Handbook*, which was first published in 1935. (Lindzey passed away in 2008 at the age of 87.) The new edition is certainly a must-have reference book for libraries. And if space and finances allow, should

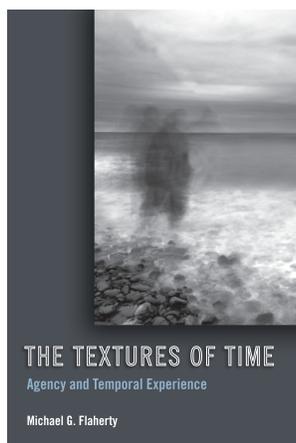
grace the shelves of all social psychologists. The two volumes contain 37 chapters, divided into three parts: The Science of Social Psychology; The Social Being; and The Social World. Chapters with a more sociological ring to them include: morality; interpersonal stratification – status, power and subordination; social justice; intergroup relations, and the like. Well-known scholars from the United States, The Netherlands, Scotland, and Canada contributed chapters.

*- Karent A. Hegvedt, Emory University*

## New Book Release: *The Textures of Time: Agency and Temporal Experience* by Michael Flaherty

2011, Temple University Press.

Michael Flaherty is the author of a forthcoming book, *The Textures of Time: Agency and Temporal Experience* (Temple University Press, 2011). In this book, he examines how we alter or customize our experience of time and formulates a theory of agency. His analysis concerns the etiology of temporal experience through empirical study of the relationship between determinism and self-determination. This study reveals the different strategies we use to manipulate time along six dimensions: duration, frequency, sequence, timing, allocation, and stealing time.



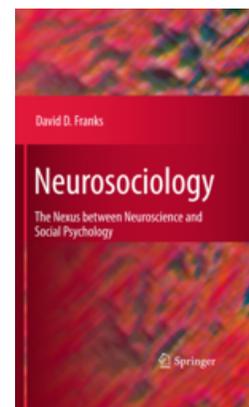
Using in-depth interviews with people from all walks of life, Flaherty unearths folk theories and practices, which he calls “time work,” that we use to construct circumstances in order to provoke desired forms of temporal experience. As such, time is not just inflicted on us; rather, its various textures result from our agentic intervention or efforts to create different forms of temporal experience. These first-person accounts highlight ongoing tensions between agency and determinism in social groups. The strategies he describes reveal the profound and inventive ways in which we manage our experience of time.

## Recent Book Release: *Neurosociology: The Nexus between Neuroscience and Social Psychology* by David Franks

2010, New York, Dordrecht, Heidelberg, & London: Springer

This book will be of interest to many social psychologists because it presents difficult issues of reductionism, agency and free will in an entirely new light. It presents evidence of mirror neurons that support

the pragmatism of The Chicago Pragmatists and the critical importance of the “new unconscious” and how political structures manipulate the minds and emotions of their citizens. The social nature of the human brain is thoroughly documented and students should know about this as well as faculty.



**Recent Book Release: *Counted Out: Same-Sex Relations and Americans' Definitions of Family*, by Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman**

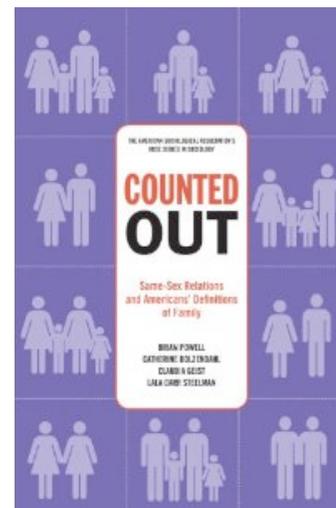
September 15, 2010, Russell Sage Foundation: New York. Part of the ASA's Rose Series in Sociology

**BOOK DESCRIPTION:** When state voters passed the California Marriage Protection Act (Proposition 8) in 2008, it restricted the definition of marriage to a legal union between a man and a woman. The act's passage further agitated an already roiling national debate about whether American notions of family could or should expand to include, for example, same-sex marriage, unmarried cohabitation, and gay adoption. But how do Americans really define family? The first study to explore this largely overlooked question, *Counted Out* examines currents in public opinion to assess their policy implications and predict how Americans' definitions of family may change in the future.

*Counted Out* broadens the scope of previous studies by moving beyond efforts to understand how Americans view their own families to examine the way Americans characterize the concept of family in general. The book reports on and analyzes the results of the authors' Constructing the Family

Surveys (2003 and 2006), which asked more than 1,500 people to explain their stances on a broad range of issues, including gay marriage and adoption, single parenthood, the influence of biological and social factors in child development, religious ideology, and the legal rights of unmarried partners. Not surprisingly, the authors find that the standard bearer for public conceptions of family continues to be a married, heterosexual couple with children. More than half of Americans also consider same-sex couples with children as family, and from 2003 to 2006 the percentages of those who believe so increased dramatically. Americans also are increasing their recognition of heterosexual cohabitating couples and same-sex couples without children as family. *Counted Out* shows that for most Americans, the boundaries around what they define as family are becoming more malleable with time.

*Counted Out* also identifies the extent to which these attitudes vary across social groups, are intertwined with religious and gender ideology, and are linked to the beliefs regarding the role of parenting, genetics, and other factors in shaping children's behaviors



and traits. In examining how Americans are making sense of, and in some cases are struggling with, changes in living arrangements in the United States, the authors make predictions regarding the likely changes in Americans' definitions over the next decade and discuss how Americans' responses should compel sociologists to reevaluate some of their own assumptions regarding family, gender, and social behavior.

## Attention Graduate Students!!!

The Social Psychology Section of the ASA invites submissions for the Graduate Student Paper Award. The paper should be article length. Eligible papers include those that, between March 2010 and March 2011, were: submitted for a class, or seminar; filed as a thesis or dissertation; presented at a professional meeting; submitted or accepted for publication; pre-published on a journal website; published. Authors of eligible papers must be graduate students at the time of the paper submission. Authors may only submit one paper for consideration each year. Multi authored papers may be submitted if all authors are students, but the prize must be shared. The recipient(s) will receive financial support to attend the ASA meetings in August in Chicago where the prize will be awarded. Please send an electronic version of the paper by March 1, 2011 to: Ellen Granberg, Committee Chair, at [granber@clemson.edu](mailto:granber@clemson.edu).

## Handbook of Social Psychology, Second Edition?

The Handbook of Social Psychology was published in 2003, and is thus seven years old. It is a successor to two volumes published under the auspices of the Section, in 1981 and 1995. Thanks very much to all of you who contributed to the book and have used it.

The field of sociological social psychology has continued to grow, and the topics studied by researchers have continued to expand. The editor for the series of Handbooks in Sociology and Social Research, published by Springer, has asked me to consider preparing a second edition of the Handbook. As part of the process, I would like to get as much input as possible from the members of the Section.

The topic outline of the current edition is reproduced below. I welcome any and all comments. Would you like to see a second edition published? If so, what changes would you suggest? Are there chapters that could be combined or eliminated? Topics/chapters that should be added? Suggestions for chapter authors and volunteers most welcome. Please give me your feedback by November 15, 2010.

John DeLamater ([delamate@ssc.wisc.edu](mailto:delamate@ssc.wisc.edu))  
Conway-Bascom Professor of Sociology  
University of Wisconsin-Madison

### I. THEORETICAL PERSPECTIVES

1. The Symbolic Interactionist Frame  
– *Sheldon Stryker and Kevin D. Vryan*
2. Expectation States Theory  
– *Shelley J. Correll and Cecelia L. Ridgeway*
3. Social Exchange Theory  
– *Karen Cook*
4. Social Structure and Personality  
– *Jane D. McLeod and Kathryn J. Lively*
5. Evolutionary Social Psychology: Adaptive Predispositions and Human Culture  
– *Douglas Kenrick, Josh Ackerman, and Susan Ledlow*

### II. DEVELOPMENT AND SOCIALIZATION

6. Development and Socialization in Childhood  
– *William A. Corsaro and Laura Fingerman*
7. Socialization in Adolescence  
– *Donna Eder and Sandy Kawecka Nenga*
8. Development and Socialization Through the Adult Life Course  
– *Karen Lutfey and Jeylan T. Mortimer*

### III. INTRAPERSONAL PROCESSES

9. Self and Identity  
– *Timothy J. Owens*
10. Language and Social Interaction  
– *Douglas Maynard and Anssi Perakyla*
11. Social Cognition  
– *Judith Howard and Daniel G. Renfrow*
12. Ideologies, Attitudes, Values, and Behavior  
– *Gregory R. Maio, James M. Olson, Mark M. Bernard, and Michelle A. Luke*
13. Emotions and Sentiments – *Jan E. Stets*

### IV. INTERPERSONAL PROCESSES

14. Attraction and Interpersonal Relationships  
– *Terri L. Orbuch and Susan Sprecher*
15. Interaction in Small Groups – *Peter J. Burke*
16. Interaction in Social Networks  
– *Diane H. Felmler*
17. Social Structure and Psychological Functioning: Distress, Perceived Control, and Trust  
– *Catherine E. Ross and John Mirowsky*

### V. THE INDIVIDUAL IN SOCIOCULTURAL CONTEXT

18. Social Psychological Perspectives on Deviance  
– *Howard B. Kaplan*
19. Intergroup Relations  
– *Michael A. Hogg*
20. Social Psychological Perspectives on Crowds and Social Movements  
– *Deana A. Rohlinger and David A. Snow*
21. Cross-Cultural Social Psychology  
– *Karen Miller-Loessi and John N. Parker*

# Conference News

## **2011 ASA Section on Social Psychology Open Sessions**

**Social Psychological Approaches to the Study of Mental Health**, organized by Peggy Thoits, Indiana University (pthoits@indiana.edu)

This session will feature research that illustrates the value of social psychological theories and concepts to the study of mental health.

**Crime and Social Psychology**, organized by Ross Matsueda, University of Washington ([matsueda@u.washington.edu](mailto:matsueda@u.washington.edu))

Session co-sponsored with Section on Crime, Law, and Deviance

**New Directions in Social Psychology**, organized by Alicia Cast, Iowa State University ([acast@iastate.edu](mailto:acast@iastate.edu))

This session will highlight new research from diverse theoretical and methodological traditions in social psychology.

**Social Psychology Roundtables**, organized by Justine Tinkler, Louisiana State University ([jtinkler@lsu.edu](mailto:jtinkler@lsu.edu)) and Christopher Moore, Lakeland College ([moorec@lakeland.edu](mailto:moorec@lakeland.edu))

Roundtables co-sponsored with the Section on Emotions

***Watch for the official call for submissions from the ASA!!!***

## **Call for Papers - 2011 International Conference on Success and Well-Being in Education and Employment**

Research on success and well-being has a long tradition in psychology and sociology. Even though socio-psychological approaches integrated both perspectives for a considerable time, a much greater interdisciplinary potential remains to be discovered on a theoretical, conceptual, and empirical level. The aim of the conference is to discuss criteria and predictors for successful development, most notably with regard to educational and occupational contexts. An emphasis will be placed on attempts at integrating psychological and sociological views on success and well-being. Junior and senior researchers, members of research institutions, think tanks, and organizations working in relevant fields with a disciplinary background in psychology and sociology are invited to submit a one-page abstract to the organizers by 31 December 2010. Contributions are selected and peer-reviewed by a scientific board. We intend to publish an edited book on this topic. Disciplinary, multidisciplinary, and interdisciplinary contributions may cover one or several of the following topics: theoretical frameworks of success and well-being; methodological problems attached to the analysis of the complex constructs success and well-being; development and comparison of indicators on success and well-being; comparative analyses (cultures, nations); innovative research designs (qualitative, quantitative, mixed methods design) on success and well-being. The conference will take place on 8 September 2011 and will be hosted by the University of Basel, Switzerland. Visit our website for further information and to submit an abstract: <http://tree.unibas.ch/conferences/success-well-being-2011/>

# Conference News

## Call for Submissions

### Worldwide Developments in Conversation Analysis and Ethnomethodology

An International Conference on Conversation Analysis (ICCA) was held in Mannheim, Germany this past summer (July), at which there were over 650 attendees and presenters from around the world with 330 lectures, 37 panels, and 35 posters being given. This attendance almost doubled that at the previous 2005 ICCA, which was held in Helsinki, Finland, and signifies an amazing growth pattern in this dynamic subfield.

In addition to and because of the excitement and energy at the Mannheim conference, it was decided to establish an International Society for Conversation Analysis (ISCA), whose purposes include making conversation analysis (CA) as an approach to the study of social interaction more available, cooperating with national and regional societies or sections thereof that include studies of language and social interaction, supporting the institutionalization of CA as an academic field, organizing regular general conferences, summer/winter schools and specialized meetings on CA and the study of social interaction, and helping to provide for student and faculty training and research in CA. More information can be found at [http://www.icca10.org/isca/invitation\\_to\\_isca/](http://www.icca10.org/isca/invitation_to_isca/).

Next summer, ISCA's related organization, the International Institute for Ethnomethodology and Conversation Analysis (IEMCA) is to hold its 10<sup>th</sup> meeting, this one at the University of Fribourg in Switzerland from July 10-14, 2011. The aim of the conference is to promote the study of practical action and social interaction and to provide an international forum for researchers working within the domains of both ethnomethodology and CA. Information about this conference (paper and poster submissions are due by November 1, 2010) is online at <http://www.iemca-conference.org/>.

### 24th Annual Conference of the International Association for Conflict Management July 3-6, 2011 Istanbul, Turkey

Submission Deadline:

February 11, 2011, 5:00 p.m. PST

The International Association for Conflict Management (IACM) was founded to encourage scholars and practitioners to develop and disseminate theory, research, and experience that are useful for understanding and improving conflict management in organizational, societal, family, and international settings. We invite papers as well as proposals for symposia and workshops for the 2011 meeting of IACM to be held in Istanbul, Turkey.

You are invited to submit a paper, symposium or workshop. Submissions should present new material, distinct from published works (including those that will appear in-print before the conference) and presentations at other conferences. Submissions should be consistent with one or more of the general content areas listed below. We encourage a broad range of topic areas, and priority is given to those with clear relevance to conflict and conflict management research. We encourage innovative submissions that highlight dialogues between theory and practice, different cultures, different content areas, and different disciplines.

Program content areas include: conflict frames and dimensions; conflict research methods; cultural dimensions of conflict; emotions and conflict; environmental and public resource conflict; ethnic, religious and regional conflicts; decision processes in conflict; diversity and identity in conflict; games and social dilemmas; individuals in conflict (i.e., individual differences and cognitions); intergovernmental conflict; intra- and inter-group conflict; law and social conflict; negotiation processes; organizational and workplace conflict; power and status in conflict; relational and family conflict; social and organizational justice; third party intervention and alternative dispute resolution; technology or communication media for managing conflicts; terrorism; trust and conflict; verbal and nonverbal communication in conflict.

For more information on submission procedures, conference travel arrangements, and student scholarships, please see our website: [www.iacm\\_conflict.org](http://www.iacm_conflict.org)

**Voices of Experience: Barry Markovsky** (continued from page 4)

some of his students, starting with a couple of dozen modules contributed mostly by grad students in my department.

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

Aside from my family which is more important to me than anything, I put a pretty good amount of energy into music. For the last seven years or so I've been playing guitar, bass guitar, and singing in a band called Second Honeymoon. (We have some recordings on-line at [second-honeymoon.com](http://second-honeymoon.com)). We've actually been getting hired regularly to play around the Columbia and Charleston areas here in South Carolina. This has been important to me as a different kind of creative outlet. After 25 years of only playing in front of my immediate family, the band motivated me to learn a new instrument (bass guitar), get comfortable performing in front of all kinds of people, broaden my musical horizons, write some original tunes, and move in some different networks. It definitely rounds me out as a person.

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

I probably worked 80-90 hours/week as an assistant professor, and fortunately my spouse was very understanding. I never took my career for granted and felt like I had to work twice as hard to keep up with all those people who were twice as smart.

Soon after I was tenured we adopted my daughter. A couple years later my wife had a life-threatening illness. My priorities shifted during that period, but not at all reluctantly. I was figuring out what was truly important, and I was glad to be working fewer hours and spending more time with my family. Sure, I felt that I could be accomplishing more in my work, but I also felt that way when I was working most of my waking hours! So shifting the balance toward my personal life only made me happier. Although that choice made me somewhat less productive, I don't regret it at all.

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

When I wasn't sure I could get into grad school, or write a dissertation, or get a job, or get tenure, I always considered music and computer programming as my fall-back interests. I count myself as incredibly fortunate that I didn't have to pursue those career paths. Music is a very tough business, and I'm not sure I ever would have succeeded as a programmer. If I had to find a new career today, I'd consider being a chef or having a small restaurant. I really enjoy being creative with cooking, as well as the immediate gratification of seeing others appreciate what I make.

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

Sure, lots of things, but how about one bad and one good? I wish that I had known how resistant our field is as a whole

to raising its standards of scientific scholarship. None of us—but especially not our grad students and younger scholars—should have to fight an uphill battle against referees, editors and even colleagues just because we are explicit in our theorizing, critical of illogical or vague theorizing, or using rigorous methodologies that are widely accepted across legitimate sciences. If I had known how truly pervasive these attitudes are in sociology, I'd have been better prepared for lots and lots of rejections, and probably would have been more aggressive earlier in my career insofar as battling misconceptions head-on. Biologists such as Stephen Jay Gould and Richard Dawkins have written quite a lot about their battles with young-earth creationists in the field of biology. They say that they'd prefer to devote none of their time to fighting their pseudoscience because it takes time away from their real work. The situation in sociology is much worse in that a far greater proportion of our field's members are indifferent or hostile to what it really means to do science. At least Gould and Dawkins could be reasonably assured that their journal submissions and grant proposals would not be reviewed by creationists. Sociological social psychologists still have to take in stride the fact that often half or more of the reviewers assigned to our submissions will call for rejection of our work on purely non-scientific grounds, however sound that work may be.

On the positive side, I wish I had known sooner how satisfying certain teaching and administrative work can be. This is partly due to the reward system in our field, but also to personal choices that were not so well-informed. Now I enjoy teaching and mentoring as much as doing research and my administrative experiences—particularly as a program director at NSF for two years and as a department chair for seven years—showed me that there are many ways to make useful non-research contributions, such as by facilitating the work of others.

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

To graduate students, I'd say that grad school is a chance to vastly increase your knowledge in a relatively short span of time, more so than at any other stage of your lives. Take advantage of it! Don't approach it as "school." Regard it as a once-in-a-lifetime opportunity.

To assistant professors my advice is to keep your head down and stay focused on your work, but avoid burn-out by taking care of yourself and the people you care most about. On the work front, this means making yourself aware of the documented expectations for tenure and doing your best to exceed them. Take on manageable projects and do work you can be proud of. Balance teaching, research and service, but favor your research when push comes to shove. Your department's politics pre-date you and you can't change them, so don't be tempted to engage in them. Above all, keep in mind how lucky you are to earn a living doing this!

**Social Psychology Section Membership Form**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_ I am an ASA member and want to join the Social Psychology Section. Enclosed is a check for \$12.00 for section dues this year (\$5.00 for students). Please make checks payable to the American Sociological Association.

\_\_\_\_\_ I am not an ASA member, but am interested in joining the Social Psychology Section. Please send me information about membership in the ASA.

\_\_\_\_\_ I am a Social Psychology Section member and want to pay for my student's section membership. Student Name: \_\_\_\_\_; Student Address \_\_\_\_\_; Student Email: \_\_\_\_\_ Enclosed is a check for \$5.00. Please note that your student must be an ASA member to join the section.

Mail form and check to: Membership Services

American Sociological Association

1307 New York Avenue NW, Suite 700

Washington, DC 20005-4701

**For more news  
and  
information  
visit the section  
on the web at:**

**<http://www.ssc.wisc.edu/socpsych/ASA/index.html>**

**Who We Are**

The Social Psychology Section of the ASA works to keep the spirit of social psychology alive in sociology. We are over 600 scholars whose interests include self-conceptions and identity, social cognition, the shaping of emotions by culture and social structure, the creation of meaning and the negotiation of social order in everyday life, small group dynamics, and the psychological consequences of inequality.

While we also identify with other areas of sociological research, we all bring to our research and teaching a special interest in the individual as both a social product and a social force. Our common desire is to understand the many connections between individuals and the groups to which they belong.

We invite all sociologists who are interested in social psychology, or who take a social-psychological approach to some other area of research, to join the Social Psychology Section and to get involved in Section activities.

# Social Psychology

Newsletter of the Social Psychology Section of the  
American Sociological Association



## Remarks from the Chair

Jane D. McLeod, Indiana University Bloomington  
(jmcleod@indiana.edu)

The theme for  
the 2011  
Annual Meeting

is *Social Conflict: Multiple Dimensions and Arenas*. Somehow, the theme seems especially appropriate this spring. U.S.-waged wars overseas, Midwest protests over collective bargaining rights, revolutions in the Middle East and North Africa, a divisive federal budget process—conflict is in the air. I suspect that many of us have found ourselves drawn into one or more of these conflicts, if not directly then through media coverage, Facebook postings, and the like. Our social psychological lenses offer unique insights into how conflict is generated, enacted, constructed, and resolved, and into its implications for individual and collective well-being. I encourage us all to take advantage of opportunities to bring those insights to professional and public audiences.

Amidst this social turmoil, the Section Council and committees have been busily preparing for our August meeting. Some of

their work is complete. The Cooley-Mead Award Committee (chaired by Richard Serpe) has announced that Professor Jeylan Mortimer, University of Minnesota, will receive the 2011 Cooley-Mead award. The award will be presented before the Section business meeting (on August 22<sup>nd</sup> or 23<sup>rd</sup>), at which time Professor Mortimer will present an address entitled, “The Evolution, Contributions and Prospects of the Youth Development Study: An Investigation in Life Course Social Psychology.” I hope you are able to join us for what will surely be a stimulating and engaging hour.

The session organizers—Alicia Cast, Doug Maynard, Ross Matsueda, Cecilia Ridgeway, Peggy Thoits, and Justine Tinkler (with Christopher Moore)—have assembled outstanding sessions on topics including new directions in social psychology, mental health, criminology, conflict in

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**Remarks from the Chair**  
Continued on page 6



Greetings! We hope that spring has found you. When we think of spring, we think of new beginnings,

something new and fresh. We would like to take inspiration from spring and apply it to both our editor's column and the newsletter itself. We hope you find the change refreshing, rather than uninspiring!

As you will see, we have changed how we present the information about books. Given the high level of productivity among section members, we are no longer going to present detailed information about each new book in our section "Book News." Don't worry, we are still going to publish citation information about all new and upcoming books! However, we will reserve space to profile one book in depth each newsletter and will publish this in "Bookshelf Notes." This means that we are going to be looking for solicitations from you. You can do a write-up on your own book or on a book published by someone else. The book can be a classic, but it also can be a relatively new contribution to the field. Please keep the contributions to 500 words or less and focus on why this book is of importance to social psychologists and why you think it should be on all of our shelves!

The other big change, which you may have already noticed, is this column. Rather than

## Note From the Editors

taking the time to summarize all the information presented in this newsletter, we are going to keep our column short and sweet so that you can spend your time reading the remainder of the newsletter (and not reading about the material that you will find in the newsletter), once you are done with this column.

That being said, we just wanted to briefly highlight a few things in this newsletter, including an overview of the Social Psychology sections at the annual meeting to be held in Las Vegas (see pages 18-19) and the slate of nominees for the section (see pages 12-15). We also profile Allison Cantwell in our Graduate Student Profile (page 5) and Henry Walker in "Voices of Experience" (see pages 3-4, and 20-21). Lastly, check out the photographs from last year's social psychology events at the ASA meeting in Atlanta (pages 7-8) – you just might catch a glimpse of yourself! We will be profiling our 2011 Cooley-Mead winner, Jeylan Mortimor, in the summer newsletter.

As always, we would like to thank all of our contributors to this newsletter. We would not be able to do it, if it were not for you!

*Christabel Rogalin*  
(Purdue University North Central)  
and  
*Laura Aufderhiede Brashears*  
(Cornell University)

The submission deadline for the summer issue is **June 24, 2011**. Have you seen an interesting idea for the newsletter from another venue or do you have a great new idea for the newsletter? If so, contact Christabel at [crogalin@pnc.edu](mailto:crogalin@pnc.edu). We are open to your suggestions!



## Voices of Experience:

### Henry Walker, University of Arizona

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

Looking back, I guess it's possible to make everything fit. My research focuses on stratification, power and the legitimation of inequality. The study of legitimacy and inequality raises questions about distributive and procedural justice. I have also published research on family, gender, and race relations. My interest in developing and testing explanations by theory probably ties all of my work together.

My life experiences motivated my interest in research and in the issues I study. That statement notwithstanding, my biography traces a long and torturous path to sociology. I was the fourth child and fourth son of Frank and Thelma (Burgin) Walker. Neither finished high school. I was born a couple of years after Pearl Harbor in the colored ward at the Kansas University Medical Center in Kansas City, Kansas. After finally meeting Howard Becker a few years ago, I told him where I was born. KUMC was the site he and his colleagues studied for *Boys in White*.

My family lived about 15 miles northwest of the hospital in a

rural part of the county. My dad had grown up near the Italian-American community in Kansas City, Missouri's tough North End. As a teenager during Prohibition, he lived with, and ran whiskey for, a local *capo*. To keep the streets from claiming his three sons, Dad moved with my mother to the "country" in the late 1930s. I was the first of five more children born after the move.

I was a shy, inquisitive child and a precocious reader. From about two years on, I read everything I could get my hands on. Reading fueled two lifelong tendencies: tolerance of—maybe a preference for—solitude, and a tendency to question everything.

I began formal education in a setting that was unusual even for racially segregated systems. Kansas law permitted, but did not require, segregation in communities with populations greater than 15,000 but there were not enough blacks in our small community to warrant a separate elementary school. Instead, black students were given a single room for eight grades and a single teacher. The white students had one room and one teacher for each grade.

Mrs. Burnell, my first teacher, was my best teacher. She was very organized in a classroom that had a row (or sometimes a half row) for each grade. That made it easy for her to deal with me. I read all the first grade books by the end of my second day of school. Unable

to keep me occupied, she quickly moved me to the second row. About four weeks later, after I had "performed" for the county superintendent of schools and a few others, she got permission to move me to the third row—third grade. That slowed me down considerably. I joined the other third graders who were learning to write in cursive. But in order to write, I had to learn the alphabet. Nobody in the family had bothered teaching the alphabet to a kid who could read. At some point, I learned to print by watching my younger sister and brothers.

I got my first lesson in social activism during my early school years. My mother was a life member of the NAACP and in 1951, my second year of school, she and some other women in our little community approached a Kansas City attorney about filing a lawsuit. Their intention was to force the county to allow our black students to attend the local white high school about 3 miles away rather than travel 12 miles to attend the all-black Sumner High School which served all black students in Kansas City, Kansas. They believed that desegregating the high school would lead to desegregation of all schools in the county. Their attorney told them that a similar case had been filed recently in Topeka, the state capital. Incidentally, the county officials correctly read the writing on the wall; our schools desegregated two years before the Brown case was decided. I was living in a sociology laboratory.

I made my first career decision in

high school. My chemistry teacher wore a white lab coat and I thought that was cool. I decided to become a scientist. Curiously, I never thought about college. I graduated at fifteen. Too young to get a job, and at my mother's insistence, I entered Kansas City Kansas Junior College. I would major in chemistry. An aunt, Lillian Burgin, gave my mother \$50 for my first semester's

tuition; I was standing there at the time. Aunt Lillian, my mother's sister-in-law, was the only college graduate I knew on a personal level. A few years later I learned that she had run out of money during the Great Depression, left school and never completed her M. A. in sociology at the University of Kansas. Years later, I repaid her support of my education in the only way that could have mattered. She was the first person I told that I had accepted an appointment to Yale.

I could only work odd jobs before I was eighteen so, by design, I spent five semesters in junior college. One of my smartest decisions because I met, Joyce, my wife in that last semester. We were married about five years later.

I completed my A. A. and got my first punch-a-time-clock job. I was a janitor responsible for cleaning the kitchen at a local hospital. I had avoided applying for janitorial or busboy jobs. I knew, and knew that others knew, that those were "colored jobs." I thought that it would be hard to move up to better work once I was stereotyped as a "janitor" or "kitchen worker." But we were just coming out of a recession so I took the worst job I ever had. Fortunately, I was fired. I took a job as a sales clerk at a store on "The Avenue," the main shopping district in Kansas City, Kansas. It was early 1962 and I was the first black male sales clerk on "The Avenue."

Now that I was working 40 hours a week I began studies at National College, a small college in Kansas City, Missouri. I went one semester, smelled the college's demise and left school. National declared bankruptcy at the end of that academic year. The

following fall I began studying at Kansas City University which eventually became the University of Missouri's Kansas City campus. I was still majoring in biology and chemistry. I managed to flunk out without ever failing a course. I left the sales clerk job for better paying work at the post office. By then it was early 1965. I had been out of

high school six years and was not a sociologist or social psychologist.

**Where did you spend the early part of your sociological career (first as a student and then as faculty)? How have your specific interests in sociology changed over time?**

I stumbled into sociology after flunking out of college. Like a lot of people from my generation, I had a strong interest in changing the world. James Meredith was a cousin of my best friend in high school and my mother, some aunts, an uncle and several older cousins were active in the Civil Rights Movement. In the early 1960s, I began reading a lot on revolutions, black liberation, etc. I read all of Martin Luther King, Jr.'s books but, at the time, the ideas of Malcolm X, Marx, Fanon, Regis Debray (and others) were more compatible with my world view. I served a tour of duty in Vietnam (1968-1969) and, while there, spent a lot of time reading about war, including *War and Peace*, Matthew Ridgway's account of the Korean War and General Giap's books—*Dien Bien Phu* and *People's War*. *The Art of War* is still one of my favorite books.

Somehow I decided that sociology was the key to changing the world. I was discharged in late August 1969 and immediately reentered the University of Missouri-Kansas City. At UMKC I studied with Edward Tomich, Lee Hearn, Ernest Manheim and others. I suppose the first social psychology course I took was with Ed Tomich. Tomich and

Hearn were symbolic interactionists as was Oscar Eggert. I completed requirements for the B. A. in three semesters.

I worked as an interviewer on one of Lee Hearn's projects and it was Lee who first suggested that I get graduate training in sociology. I learned later that he put his reputation on the line to get me admitted to UMKC's M.A. program. My sociology grades were stellar but there was a

little matter of my flunking out almost a decade earlier. UMKC is also where I first met Dave Willer when he spoke at a graduate student-sponsored colloquium. He was on the University of Kansas faculty then. I could not foresee that he would become eventually a mentor, collaborator and fast friend.

Ernest Manheim was my most influential teacher. He is not as well known in the U. S. as his cousin Karl; Ernest dropped one "n" from his surname. But he was a real inspiration. Ernest withdrew his habilitation thesis (a step above the Ph.D. in the German system) after the faculty at Leipzig had accepted it. The Nazi's had come to power and he assumed that they wouldn't approve it. Like many other Jews during that period, he left Germany. He went to the University of London, working as Karl's assistant, while earning a Ph.D. in anthropology.

Karl recommended Ernest to the faculty at Chicago. But after a year or two at Chicago, he left for the upstart Kansas City University. Chicago's loss was a net gain for the city of Kansas City, UMKC, and generations of students. His empirical research on race, poverty and crime changed city leaders' ideas about race and, in turn, influenced race relations in the region. I wrote him a congratulatory note on his "retirement" in 1972. I talked with him last in spring 1991 which, I think, was his last year of teaching. Last summer, I had my picture taken standing in front of Manheim Hall—the current home of UMKC's sociology department.

## Voices of Experience

## Allison M. Cantwell, University of California, Riverside

**Dissertation Title:** *Dispersion of Identity Meanings: Exploration and Implications*

**Email:** allison.cantwell@email.ucr.edu



# Graduate Student Profile

Allison M. Cantwell is a Ph.D. Candidate at University of California, Riverside. Allison's research interests include social psychology, identity theory, identity processes, sociology of education, the undergraduate experience, and sociological theory. Allison currently holds a Dean's Dissertation Year Fellowship from UC Riverside for her dissertation, "Dispersion of Identity Meanings: Exploration and Implications". Her dissertation focuses on understanding the role of the control system in identity theory when people receive discrepant feedback not consistent with their self-view. She examines the sensitivity of one's control system through measuring the dispersion or variability in identity meanings.

The data for her dissertation come from a series of three surveys tracking students over 6 weeks in a course. Surveys gather baseline student identity data, emotions, reflected appraisals after receiving a grade on a mid-term exam, and study behaviors in preparation for exams in the course. She finds that people with more dispersion in identity meanings are less affected by an identity discrepancy, feeling less negative emotion and engaging in fewer reparative behaviors than individuals with less dispersion in identity meanings. Those with more rather than less dispersion also experience more identity change. These findings will help us to further understand the strength of the identity control process and the responses people have to discrepancy.

Allison has a diverse research background and interest in quantitative methodology. She has experience in survey research, experiments, interviews, and focus groups. Most recently, she was involved in developing and implementing experiment protocol on the dominance identity at the

Social Psychology Research Laboratory at UC Riverside. The study used confederates to provide feedback to participants that they were either dominant or submissive. The study focuses on understanding how feedback from strangers affects the intensity of reaction when receiving disconfirming feedback about the self. Allison managed and trained a staff of 15 graduate and undergraduate research assistants to successfully run approximately 200 participants through an experiment in 5 weeks.

Allison has also worked with faculty on research projects using the University of California Undergraduate Experience Survey (UCUES) to better understand the undergraduate student experience. She currently has a co-authored paper under review at Research in Higher Education that focuses on differences in critical thinking, academic conscientiousness, active participation, and study behaviors between humanities, social sciences and hard science disciplines. Findings suggest that educators should learn from the strengths in classroom teaching of various disciplines so as to provide a more well-rounded set of skills and improve academic outcomes of undergraduate students.

Allison has co-authored articles on the undergraduate student experience in Research in Higher Education and Teachers College Record and has published on identity theory in Social Psychology Quarterly. Her most recent publication is a first-authored essay in the December 2010 issue of Social Psychology Quarterly that discusses bridging ideas between identity theory and social identity theory.

## Remarks from the Chair

(continued from page 1)

everyday life, the future of the “faces” of social psychology, along with the roundtables (see session listings on p. 18-19). Continuing our tradition of reaching out to other sections, two of the sessions are co-sponsored (with Crime, Law, and Deviance, and with the Sociology of Mental Health). To these six sessions, we add two regular Social Psychology sessions (organized by Kathy Kuipers). This year’s meetings will also feature sessions on Microsociologies, Conversation Analysis, Ethnomethodology, Cultural and Identity, and Group Processes. By my count, that adds up to at least thirteen social psychology sessions—and that doesn’t even include all of the social psychology that will appear in other sessions under other names. ☺ Whatever your theoretical and methodological orientation, you should find plenty to keep you interested this year.

The Nominations Committee (chaired by Shane Thye) submitted the election slate to ASA in December. This year, we will elect a Chair-elect, two Council members, and a student member of Council. Biographical information for the candidates is included in the newsletter. Please take a moment to inform yourself before your election ballot arrives.

This year’s election ballots will also include four proposed revisions to the section by-laws: merging the Professional Affairs and External Affairs Committees, adding the Past Chair to Council, making the size of the Graduate Student Affairs Committee flexible, and establishing a new Section award. The text of the proposed revisions and their rationales are given on p. 16-17 of the Newsletter for your review.

As often happens in the spring, our membership numbers have declined and we are now below the critical 600-member mark

that gives us four sessions at the annual meeting. I am not overly concerned—many people renew their ASA and section memberships closer to the time of the annual meeting—but we will keep an eye on the situation throughout the spring and summer. Section memberships contribute to the financial vitality of the section and, as noted, determine our session allocation. Our membership committee (chaired by Koji Ueno, [kueno@fsu.edu](mailto:kueno@fsu.edu)) has been working diligently to keep our numbers up. If you have specific suggestions for how we can attract new members and retain our current members, please send them Koji’s way.

While the work of these groups is more or less complete, the Graduate Student Affairs Committee is still busy reviewing the usual bumper crop of submissions for the Graduate Student Paper Award. We will announce the recipient in the Summer Newsletter. The award will be presented at the Section business meeting.

All of which puts me in a Las Vegas kind of mood. The move to Las Vegas and the new annual meeting dates have occasioned at least one change to social psychology related activities. The Thematic Session on “Macro-processes and Micro-orders: Mechanisms of Intergroup Conflict” has been cancelled because several participants are no longer able to attend the meetings. With that exception, however, our plans remain intact.

One final note: The beautiful newsletter you are now reading is the product of the hard work of our dedicated Newsletter editors, Christabel Rogalin and Laura Aufderheide Brashears. If you are as impressed with their work as I, please take a few moments to thank them, either by e-mail or at the meetings. You can also thank them by sending them professional news you wish to share with Section members—books, awards, honors, jobs etc. By helping them, you will help us all stay informed.

### ***2010-2011 Social Psychology Section Officers***

**Chair:** Jane D. McLeod (Indiana University)

**Chair-Elect:** Brian Powell (Indiana University)

**Past-Chair:** Dawn Robinson (University of Georgia)

**Secretary-Treasurer:** Pamela Brayboy Jackson (Indiana University)

#### **Council:**

- Deborah Carr (Rutgers University)
- Shelley Correll (Stanford University)
- Rebecca Erickson (University of Akron)
- Will Kalkhoff (Kent State University)
- Timothy Owens (Kent State University)
- Robb Willer (University of California – Berkeley)
- Celeste Campos (University of Iowa)

**Editors SPQ:** Karen Hegtvedt and Cathy Johnson (Emory University)

**Newsletter Editors:** Christabel Rogalin (Purdue University North Central) and Laura Aufderheide Brashears (Cornell University)

**Webmaster:** Philip Brenner (University of Michigan)

### **Social Psychology at the 2010 ASA Annual Meeting AWARDS**



*Peggy Thoits delivering the 2010 Cooley-Mead Award Address*



*Sarah Thebaud accepting the 2010 Social Psychology Section Graduate Student Paper Award*

## Social Psychology at the 2010 ASA Annual Meeting *RECEPTION*



### ***2010-2011 Social Psychology Section Committee Members***

#### Cooley-Mead Award Committee

Richard Serpe (Chair), Peter Callero, Karen Cook, Glen Elder, Dawn Robinson

#### Graduate Student Affairs Committee

Ellen Granberg (Chair), Jill Kiecolt, David Schaefer, Shane Sharp, Nikki Khanna Sherwin

#### Nominations Committee

Shane Thye (Chair), Karen Miller-Loessi, Doug Schrock, Mike Shanahan, Alec Watts

#### Membership Committee

Koji Ueno (Chair), Corey Fields, Pam Hunt, Daniel Shank

#### Program Committee

Jane McLeod (Chair); Alicia Cast, Ross Matsueda, Doug Maynard, Cecilia Ridgeway, Peggy Thoits, Justine Tinkler (session organizers)

#### Professional Affairs Committee

Elaine Wethington (Chair)

#### External Affairs Committee

Linda Francis (Chair)

## Handbook of Social Psychology 2<sup>nd</sup> Ed. Moving Forward

John DeLamater has been given the go ahead by Springer to proceed with the proposal for a second edition of the Handbook of Social Psychology. It will be part of Springer's prestigious Handbook of Sociology series under the general Editorship of Howard Kaplan. Professor DeLamater proposed an outline for the second edition based on input from a number of Section members, and discussions with faculty and graduate students. The outline includes four new chapters, and chapters combining some chapters that were separate in the first edition. John welcomes feedback on the proposed outline, and volunteers to contribute chapters!

John DeLamater ([delamate@ssc.wisc.edu](mailto:delamate@ssc.wisc.edu))  
Conway-Bascom Professor of Sociology  
University of Wisconsin-Madison

*The outline is as follows:*

1. Introduction
  - Development of the Field 2000-2011 & Changes in 2<sup>nd</sup> Ed.
  - Brief history of the field

### **I. THEORETICAL PERSPECTIVES**

2. Interactionist Perspectives
3. Identity Theory (New to 2<sup>nd</sup> Ed.)
4. Social Exchange Theory
  - Including Rational Choice
5. Social Structure and the Person
6. Evolutionary Perspectives: Adaptive Predispositions and Human Culture

### **II. DEVELOPMENT AND SOCIALIZATION**

7. Socialization in Childhood and Adolescence
8. Development and Socialization Through the Adult Life Course

### **III. PERSONAL PROCESSES**

9. Social Psychology and the Body (New to 2<sup>nd</sup> Ed.)
10. Self

11. Language and Social Interaction
12. Social Motivation (New to 2<sup>nd</sup> Ed.)
13. Ideologies, Values, Attitudes, and Behavior
14. Emotions and Sentiments

### **IV. INTERPERSONAL PROCESSES**

15. Interpersonal and Romantic Relationships
16. Interaction in Small Groups
  - Including Expectation States Theory
17. Interaction in Social Networks
  - Including Networks and Health
18. Social Psychology of Stress and Coping

### **V. THE PERSON IN SOCIOCULTURAL CONTEXT**

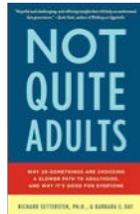
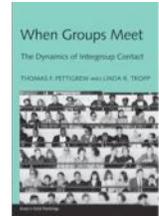
19. Social Psychology of Race and Gender (New to 2<sup>nd</sup> Ed.)
20. Intergroup Relations
21. Social Psychological Perspectives on Crowds and Social Movements
22. Social Psychological Perspectives on Deviance
23. Cross-Cultural and International Perspectives

## Book News



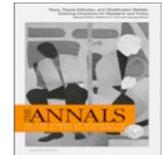
**Recent Book Release: *Self, Identity, and Social Institutions*** by Neil J. MacKinnon and David R. Heise. 2010. Palgrave Macmillan. [20% off code: P356ED]

**New Book Release: *When Groups Meet: Dynamics of Intergroup Contact*** by Thomas Pettigrew and Linda Tropp. 2011. Psychology Press.

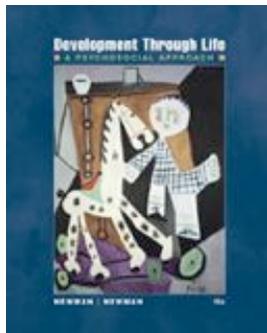


**New Book Release: *Not Quite Adults: Why 20-Somethings are Choosing a Slower Path to Adulthood, & Why It's Good for Everyone*** by Richard A. Settersen and Barbara E. Ray. 2010. Random House/Bantam. For information see <http://www.notquiteadults.com>

**New Book Release: Race, Racial Attitudes, and Stratification Beliefs: Evolving Directions for Research and Policy.** Co-edited by Matthew O. Hunt and George Wilson. 2011. *Annals of the American Academy of Political and Social Science*. Volume 634.



## Bookshelf Notes



**New Book Release: *Development Through Life: A Psychosocial Approach (11<sup>th</sup> Ed.)*** by Barbara M. Newman and Philip R. Newman. 2011. Belmont, CA: Wadsworth, Cengage Learning

The text provides social psychologists with a coherent organizational structure for studying psychosocial development over the lifespan. It presents an analysis of physical, intellectual, social, and emotional growth in each of eleven life stages emphasizing the idea that development results from the interdependence of these areas at each life

stage. In addition, development is described as the product of individual characteristics and diverse interaction contexts. This edition features an increased emphasis on brain development and social neuroscience.

– *Philip Newman, University of Rhode Island*

# Conference News

## Annual Group Processes Mini-Conferences

On February 24th, 2011, the 7th Annual Group Processes Mini-Conference was held at Eastern Sociological Association's Annual Meeting in Philadelphia. This "spring-time" conference is held so that group processes researchers can have two concentrated opportunities per year to share their unique work. This community's plan is to rotate the mini-conference amongst the regional sociological society's meetings so that scholars from around the country can support regional societies. This year's mini-conference was organized by Paul Munroe of Towson University.

Papers were presented by researchers from Yale, Harvard, Iowa, South Carolina, The University at Albany, and other fine institutions. Two discussants, Lisa Slattery Walker from The University of North Carolina-Charlotte and Alison Bianchi from The University of Iowa, provided feedback for the participants. The diversity of topics and methodologies presented truly epitomized the cutting edge of group processes research.

Please watch the ASA Social Psychology Website and Newsletter for notification about the date of the 8th Annual Group Processes Mini-Conference for Spring 2012. Lisa Slattery Walker will be the organizer, and the mini-conference will be held during the Southern Sociological Society's 2012 Annual Meeting in New Orleans. All are welcome!



*Dr. Paul Munroe – organizer of the 7<sup>th</sup> Annual Group Processes Mini-Conference*

## Applications Being Accepted 2011 Summer Institute in Political Psychology

Applications are being accepted now for the 19<sup>th</sup> Annual Summer Institute in Political Psychology, to be held at Stanford University July 10-29, 2011.

The Summer Institute offers 3 weeks of intensive training in political psychology. Political psychology is an exciting and thriving field that explores the origins of political behavior and the causes of political events, with a special focus on the psychological mechanisms at work. Research findings in political psychology advance basic theory of human social interaction and social organizations and are an important basis for political decision-making in practice.

SIPP was founded in 1991 at Ohio State University, and Stanford has hosted SIPP since 2005, with support from Stanford University and from the National Science Foundation. Hundreds of participants have attended SIPP during these years.

The 2011 SIPP curriculum is designed to (1) provide broad exposure to theories, empirical findings, and research traditions; (2) illustrate successful cross-disciplinary research and integration; (3) enhance methodological pluralism; and (4) strengthen networks among scholars from around the world.

SIPP activities will include lectures by world-class faculty, discussion groups, research/interest group meetings, group projects, and an array of social activities.

Some of the topics covered in past SIPP programs include race relations, conflict and dispute resolution, voting and elections, international conflict, decision-making by political elites, moral disengagement and violence, social networks, activism and social protest, political socialization, and justice.

In 2011, SIPP will accept up to 60 participants, including graduate students, faculty, professionals, and advanced undergraduates.

For detailed information and to apply, visit this website:

<http://www.stanford.edu/group/sipp>

Applicants are accepted on a rolling basis until all slots are filled, so applying soon maximizes chances of acceptance.

## Candidates for Section Chair

**Brent Simpson**, Associate Professor of Sociology, University of South Carolina, 2006-Present

### Previous Professional Positions

- Assistant Professor, University of South Carolina, 2002-2006

### Education

- Ph.D., Cornell University, 2001
- M.A., University of South Carolina, 1997
- B.A., University of South Carolina, 1995

### Publications

- Simpson, B., B. Markovsky, and M. Steketee. 2011. "Power and Perception of Social Networks." *Forthcoming in Social Networks*.
- Simpson, B. and R. Willer. 2008. "Altruism and Indirect Reciprocity: The Interaction of Person and Situation in Prosocial Behavior." *Social Psychology Quarterly* 71: 37-52.
- Simpson, B. and T. McGrimmon. 2008. "Trust and Embedded Markets." *Social Networks* 30:1-15.
- Simpson, B., T. McGrimmon, and K. Irwin. 2007. "Are Blacks Really Less Trusting than Whites? Revisiting the Race and Trust Question." *Social Forces* 86:525-52.
- Simpson, B. 2006. "The Poverty of Trust in the Southern United States." *Social Forces*. 84: 1625-38.

**Jan E. Stets**, Professor and Co-Director of Social Psychology Research Laboratory, University of California, Riverside, 2002-Present

### Previous Professional Positions

- Sociology Program Director, National Science Foundation, 2008-2010
- Associate Professor, Washington State University, 1994-2002
- Assistant Professor, Washington State University, 1988-1994

### Education

- Ph.D., Indiana University, 1987
- M.A., Indiana University, 1983
- B.A., University of Dayton, 1980

### Publications

- Stets, Jan E. and Michael J. Carter. 2011. "Understanding the Moral Self: Applying Identity Theory." *Social Psychology Quarterly*, Vol. 74.
- Burke, Peter J. and Jan E. Stets. 2009. *Identity Theory*. New York: Oxford University Press.
- Stets, Jan E. and Emily K. Asencio. 2008. "Consistency and Enhancement Processes in Understanding Emotions." *Social Forces* 86: 1055-1078.
- Stets, Jan E. and Jonathan H. Turner. 2006. *Handbook of the Sociology of Emotions*. New York: Springer.
- Turner, Jonathan H. and Jan E. Stets. 2005. *The Sociology of Emotions*. New York: Cambridge University Press (translated and reprinted into Chinese, Polish, and Croatian).

## Candidates for Council

**K. Jill Kiecolt**, Associate Professor of Sociology, Virginia Polytechnic Institute and State University, 1993-Present

### Previous Professional Positions

- Assistant to Associate Professor, Arizona State University, 1990-1993
- Postdoctoral Fellow, Training Program in Social Psychology, Department of Sociology, Indiana University, 1989-1990
- Assistant Professor of Research, Center for Life Course and Population Studies, Louisiana State University, 1988-1989

### Education

- Ph.D., UCLA, 1982
- M.A., UCLA, 1976
- B.A., University of Oklahoma, 1971

### Publications

- Kiecolt, K. Jill, Rosemary Blieszner, and Jyoti Savla. 2011. "Long-Term Influences of Intergenerational Ambivalence on Midlife Parents' Psychological Well-being." *Journal of Marriage and Family* 60:369-382.
- Kiecolt, K. Jill, Michael Hughes, and Verna M. Keith. 2009. "Can a High Sense of Control and John Henryism Be Bad for Mental Health?" *The Sociological Quarterly* 50:693-714.
- Kiecolt, K. Jill, Michael Hughes, and Verna M. Keith. 2008. "Race, Social Relationships, and Mental Health." *Personal Relationships* 15:229-245.
- Calasanti, Toni, and K. Jill Kiecolt. 2007. "Diversity among Late-life Couples." *Generations* 31:10-17.
- Mabry, J. Beth and K. Jill Kiecolt. 2005. "Anger in Black and White: Race, Alienation, and Anger." *Journal of Health and Social Behavior* 46:85-101.

**Jeff Lucas**, Associate Professor, University of Maryland, College Park, 2004-Present

### Previous Professional Positions

- Assistant to Associate Professor, University of Akron, 2000-2004

### Education

- Ph.D., University of Iowa, 2000
- M.A., University of Iowa, 1996
- B.A. in Business Administration, University of Iowa, 1992

### Publications

- Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. 2010. *Social Psychology: Sociological Perspectives, 2nd Edition*. Boston, MA: Allyn and Bacon.
- Lucas, Jeffrey W., and Michael J. Lovaglia. 2006. "Legitimation and Institutionalization as Trust-Building: Reducing Resistance to Power and Influence in Organizations." *Advances in Group Processes* 23: 229-252.
- Lucas, Jeffrey W., Corina Graif, and Michael J. Lovaglia. 2006. "Misconduct in the Prosecution of Severe Crimes: Theory and Experimental Test." *Social Psychology Quarterly* 69: 97-107.
- Lucas, Jeffrey W. 2003. "Status Processes and the Institutionalization of Women as Leaders." *American Sociological Review* 68: 464-480.
- Lucas, Jeffrey W. 2003. "Theory Testing, Generalization, and the Problem of External Validity." *Sociological Theory* 21: 236-253.

## Candidates for Council

**Melissa A. Milkie**, Professor,  
University of Maryland, 2009-Present

### Previous Professional Positions

- Assistant to Associate Professor,  
University of Maryland, 1996-2009

### Education

- Ph.D., Indiana University, 1995
- M.A., Indiana University, 1990
- B.A. in Psychology, Indiana University,  
1987

### Publications

- Rohall, David E., Melissa A. Milkie and Jeffrey W. Lucas. 2011. *Social Psychology: Sociological Perspectives.*, 2<sup>nd</sup> edition. Boston: Allyn and Bacon.
- Milkie, Melissa A. and Catharine H. Warner. 2011. "The Classroom Learning Environment and the Mental Health of First Grade Children." *Journal of Health and Social Behavior* 72:1329-43.
- Milkie, Melissa A, Sarah M. Kendig, Kei M. Nomaguchi, and Kathleen E. Denny. 2010. "Time with Children, Children's Well-Being, and Work-Family Balance among Employed Parents." *Journal of Marriage and Family* 72:1329-1343.
- Milkie, Melissa A., Alex Bierman and Scott Schieman. 2008. "How Adult Children Influence Older Parents' Mental Health: Integrating Stress Process and Life Course Perspectives." *Social Psychology Quarterly* 71:86-105.
- Milkie, Melissa A. 1999. "Social Comparisons, Reflected Appraisals and Mass Media: The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts." *Social Psychology Quarterly* 62:190-210.

**Robin W. Simon**, Professor,  
Department of Sociology, Wake Forest  
University, 2009-Present

### Previous Professional Positions

- Associate Professor, Florida State  
University, 2003-2009
- NIMH Post-Doctoral Fellow, Institute of  
Health, Health Care & Aging Research,  
Rutgers University, 2000-2003
- Assistant to Associate Professor,  
University of Iowa, 1992-2000

### Education

- Ph.D., Indiana University, 1992
- M.A., Indiana University, 1986
- B.A., University of Massachusetts,  
1984

### Publications

- Simon, R. & K. Lively. 2010. "Sex, Anger, and Depression." *Social Forces* 88:1543-68.
- Simon, R. & A. Barrett. 2010. "Non-Marital Romantic Relationships and Mental Health in Early Adulthood" *Journal of Health & Social Behavior* 51:168-82.
- Simon, R. 2008. "The Joys of Parenthood, Reconsidered." *Contexts* 7:40-5.
- Simon, R. 2007. "Contributions of the Sociology of Mental Health for Understanding the Social Antecedents, Social Regulation, and Social Distribution of Emotion." Pages 239-274 in *Mental Health, Social Mirror*, edited by W. Avison, J. McLeod, & B. Pescosilido. NY: Springer
- Evenson, R. & R. Simon. 2005. "Clarifying the Relationship between Parenthood and Depression." *Journal of Health & Social Behavior* 46: 341-358.

## Candidates for Student Representative

**Joseph Dippong, Ph.D.**  
Candidate, Kent State University,  
2009-Present

### Former Professional Positions Held

- N/A

### Education

- M.A., Kent State University, 2009
- B.A. in Social Sciences, Hiram College, 2006

### Publications

- N/A

**Nick Berigan, Ph.D. Candidate,**  
University of South Carolina, 2008-  
Present

### Former Professional Positions Held

- Undergraduate Research Assistant,  
University of Iowa, 2005-2006

### Education

- M.A., University of South Carolina,  
2008
- B.A., University of Iowa, 2006

### Publications

- Markovsky, Barry and Nick Berigan.  
*Forthcoming*. "Fairness Perceptions in  
Social Resource Dilemmas." In K.  
Törnblom and A. Kazemi (Eds.)  
*Handbook of Social Resource Theory*.

## Congratulatory Notes

- **Matthew E. Brashears** (Cornell University) was awarded a two-year grant from the National Science Foundation for his study "Cognition and Social Network Structure."
- **Pamela Hunt** (University of West Georgia) was awarded a \$19,020 grant award to build a Qualitative/Experimental Laboratory. The Center for the Study of Social Dynamics will promote research enhancing the professional development of faculty and graduate students in the social sciences. The Center will also facilitate the development of proposals for external funding and strengthen the reputation of the College of Social Sciences as an innovative place for theory-based, scientific research. The Center will allow students in undergraduate and graduate programs to conduct extensive research projects that include testing instruments for data collection and conducting both qualitative-based and experimental research. Finally, the lab will provide a space for the teaching and learning of qualitative and experimental social science research methods.

**The Council proposes four revisions to the Section by-laws. The revisions (proposed changes underlined) and the rationales are given here. Please contact the section chair, Jane McLeod ([jmcleod@indiana.edu](mailto:jmcleod@indiana.edu)) if you have any questions or concerns about the proposals.**

**Revision 1: Merging the Professional Affairs and External Affairs committees**

There shall be a Committee on Professional and External Affairs, appointed by the Council, membership to be for three years, with the term of at least one member expiring each year. The members with the longest tenure on the committee will serve as chair. The purpose of this committee shall be to monitor professional, political, federal funding, and federal regulatory developments as well as foster inter- and intra-disciplinary collaboration relevant to social psychologists. The committee shall report to the membership and the Council on matters affecting the discipline and the section.

*Rationale: The Professional Affairs Committee has had little business over the past several years. In contrast, the ad hoc External Affairs Committee appointed by past chair Dawn Robinson was quite active in 2009-10. Section members affirmed the desirability of merging the committees at the business meeting in August, 2010. Current committee chairs Elaine Wethington and Linda Francis developed the proposed revisions to the by-laws.*

**Revision 2: Adding the Past Chair to Council**

**Officers of the Section:** The officers of the Section shall be the Chair, the Chair-elect, the Secretary-treasurer, and Council members. The Chair-elect automatically becomes

Chair in the following year. The Secretary-treasurer shall be elected for a period of three years. The Council shall consist of seven elected members (one of whom is a graduate student at the time of election) and seven ex-officio members, with the secretary-treasurer and the chair as voting, ex-officio members and the rest non-voting, ex-officio. With the exception of the student member, the elected members serve for three years, with two of the six council seats being vacated each year. The student member will serve for a two-year term. The Chair, the Chair-elect, the Secretary-treasurer, the Past Chair, the Editor of *Social Psychology Quarterly*, the section newsletter Editor and the section Webmaster are the ex-officio members of Council. The Section Chair presides at Council meetings. Officers shall not succeed themselves in the same position. No person shall hold two elective offices in the Section simultaneously. If an elected officer is elected to another office, the prior office shall be declared vacant. When an elective office is vacated before the term is completed, it shall be filled through appointment by the Chair for the unexpired term, subject to confirmation by the Council.

*Rationale: The Past Chair carries knowledge of past section activities to the Council and, thereby, provides continuity. We propose that the Past Chair be a non-voting member of Council to leave Council with an odd number of voting members (seven elected members plus the chair and secretary-treasurer)—important to avoid ties.*

PROPOSED BY-LAWS CHANGES

**Revision 3: Allowing the Committee on Graduate Student Affairs to add members when needed**

**Proposed By-Laws Changes Cont.**

There shall be a Committee on Graduate Student Affairs, appointed each year by the Council. The Committee shall consist of five to seven members, one of whom is designed as the chair by the Council. The Committee chair shall have served as a member, but not the chair, of the Committee on Graduate Student Affairs the previous year. All other committee members shall be non-overlapping from year to year. One committee member shall be chosen from the graduate student members of the Section. The Committee shall be responsible for deciding each year on the recipient of the Graduate Student Paper Award.

*Rationale: The number of submissions to the Graduate Student Paper Award competition has increased dramatically over the past few years. This change in the by-laws gives the Council flexibility to increase the size of the committee, as necessary, to make the committee's workload more manageable.*

**Revision 4: Establishing a new section award**

There shall be a Committee on the Outstanding Recent Contribution in Social Psychology Award, appointed each year by the Section Chair with the approval of Council. The Committee shall consist of five members, one of whom is designated as Committee Chair. Typically, the Committee Chair will have served as a member, but not the chair, of the Outstanding Recent Contribution Award Committee the previous year. All other Committee members shall be non-overlapping from year to year. Council should strive to ensure a diverse committee membership that will be receptive to work from many different social psychological traditions. The Committee shall be responsible for deciding each year on the recipient of the Outstanding Recent Contribution in Social Psychology Award.

*Rationale: This proposed by-laws revision establishes a new section award. The Social Psychology section does not currently have a mechanism to honor recent outstanding contributions to the field. Guidelines for the award (e.g., rotation between books and articles) will be discussed at the Council meeting in August.*

*Dear members of the ASA Social Psychology Section*

*I would like to bring the International Society for Justice Research to your attention. We are a group of scholars who encourage international and interdisciplinary cooperation for the development of justice theory and research. Exchange and dissemination of our scientific information and the creation of scientific networks is allowed by conduct of the ISJR's biennial scientific conferences, as well as through the publication of articles and book reviews in the Social Justice Research journal, the publication of announcements and updates of interest in the ISJR Newsletter, and informal discussions among eminent justice scholars of different disciplines from around the world.*

*For this purpose, we are inviting you to collaborate with ISJR in a variety of high quality research, as well as offering you opportunities for informal contact and exchange of ideas in an intimate atmosphere of scholars from different countries and disciplines. You may initiate this collaboration by considering a subscription to our listserv (send an email to [csabbagh@construct.haifa.ac.il](mailto:csabbagh@construct.haifa.ac.il) and type "SUBSCRIBE ISJR in the subject line) or/and by joining our society. More information about ISJR is available at <http://isjr.jimdo.com/>. Looking forward to hearing from you.*

*Truly yours, Clara Sabbagh, ISJR President*

## Social Psychology Sessions at the 2011 Annual ASA Meeting

### New Directions in Social Psychology

**Organizer:** Alicia Cast, Iowa State University

**Presider and Discussant:** Steve Hitlin, The University of Iowa

- *A New Paradigm for Measuring Laboratory Aggression Using Accelerometers and Avatars* - Christin L. Munsch, Cornell University
- *Hidden Paths from Morality to Social Order: Moral Judgments Promote Prosocial Behavior* - Brent Simpson, University of South Carolina; Ashley Lauren Harrell, University of South Carolina; Robb Willer, University of California, Berkeley
- *Moral Emotions and Racial Prejudice: A Neurosociological Approach* - Rengin Bahar Firat, The University of Iowa
- *The Bases of Self-Esteem* – Jan E. Stets and Peter J. Burke, University of California, Riverside

### Sociological Approaches to the Study of Mental Health (co-sponsored with Sociology of Mental Health section)

**Organizer and Presider:** Peggy A. Thoits, Indiana University

**Discussant:** Ellen Granberg, Clemson University

- *Better to Give than to Receive? Equity in Social Support Exchanges and Mental Health* - Anastasia S. Vogt Yuan, Virginia Tech
- *Linking Social Disorganization, Urban Homeownership, and Mental Health* - Kimberly R. Manturuk, University of North Carolina-Chapel Hill
- *The Effects of Multiple Forms of Perceived Discrimination on Health Among Adolescents and Young Adults* - Eric Anthony Grollman, Indiana University
- *Revisiting Racial Differences in the Etiology of Mental Illness: Changes from 1996 to 2006* - Christopher Prener and Rachael Gorab, Northeastern University

### Crime and Social Psychology (co-sponsored with Crime, Law, and Deviance)

**Organizer and Presider:** Ross L. Matsueda, University of Washington

**Discussant:** Christopher Lyons, University of New Mexico

- *Interpersonal Racial Discrimination and Crime: Risk and Protective Factors* - Callie Harbin Burt, University of Massachusetts, Amherst
- *Gender and Status in Networks of Victimization* - Robert Faris and Diane Felmlee, University of California, Davis
- *Get Happy! Positive Emotion, Depression and Juvenile Crime* - Bill McCarthy and Teresa Casey, University of California, Davis
- *An Examination of Socialization Processes behind Adolescent Smoking Behavior* - David R. Schaefer, Steven N. Haas, and Nicholas Bishop, Arizona State University

### Managing Conflict in Settings of Everyday Life: Interaction and Practices

**Organizer:** Doug Maynard, University of Wisconsin, Madison

**Panel Members:**

- Danielle Pillet-Shore, University of New Hampshire
- Geoffrey Raymond, University of California, Santa Barbara
- Nikki Jones, University of California, Santa Barbara
- Iddo Tavory, The New School for Social Research
- Jaeyoung Lee, University of Toronto

**Social Psychology Sessions  
Continued on Page 19...**

## Social Psychology Sessions at the 2011 Annual ASA Meeting

### The Future of the 'Faces' of Social Psychology

*Organizer and Presider:* Cecilia Ridgeway, Stanford University

- *Symbolic Interaction, Microsociology, and the Promise of Social Psychology* - Timothy Hallett, Indiana University
- *Sociological Social Psychology: Delineating Micro- and Multi-level Social Processes in Theoretical Terms* - Amy Kroska, University of Oklahoma
- *Speaking to Two Disciplines: The Disciplinary Contributions of Sociological Social Psychology* - Robb Willer, University of California, Berkeley
- *Confederacy of Faces: Sociological Social Psychology in the Genomic Age* - Jeremy Freese, Northwestern University

### **Additional Sessions of Interest for Social Psychologists**

#### Social Psychology I (Regular Session)

*Organizer:* Kathy Kuipers, University of Montana

*Discussant:* Timothy Owens, Kent State University

- *Does This Article Make Me Look Fat? How Exposure to News Reporting Shapes Anti-Fat Attitudes* – David A. Frederick, Abigail C. Saguy, and Kjerstin Gruys, UCLA
- *Segregation in Gay, Lesbian, and Bisexual Youth's Personal Networks: Testing Structural Constraint, Choice Homophily, and Compartmentalization Hypotheses* - Koji Ueno, Florida State University; Eric R. Wright, Indiana University Purdue University Indianapolis; Mathew D. Gayman, Georgia State University; Janice M. McCabe, Florida State University
- *Work Value Change and the U.S. Economic Recession* - Monica Kirkpatrick Johnson and Rayna Sage, Washington State University
- *Better Sorry than Safe: the Effect of Social Stereotypes on Risk-Taking Behavior* - Susan Fisk, Stanford University

#### Social Psychology II (Regular Session)

*Organizer:* Kathy Kuipers, University of Montana

*Discussant:* Paul Monroe, Towson University

*Ecology of Culture: Social Position and Connectedness as Predictors of Systemic Variation in Affective Meaning* - Kimberly B. Rogers, Duke University

*It's the Conventional Thought that Counts: The Origins of Status Advantage in Third-Order Inference* - Shelley Correll, Stanford University; Cecilia Ridgeway, Stanford University; Ezra W. Zuckerman, MIT Sloan School of Management; Sara Bloch, Stanford University; Sharon Jank, Stanford University

*Social Values, Perceived Motives, and Reciprocity in Direct Favor Exchange* – Matthew D. Hoffberg, Cornell University

*The Embedded Self: A Social Networks Approach to Identity Theory* – Mark Walker, The University of Iowa

## Voices of Experience: Henry Walker

(continued from page 4)

Students in UMKC's graduate program were required to take Ernest's two theory seminars. Manheim immersed us in the classical works in sociology and introduced us to Abraham Kaplan, Carl Hempel, Paul Oppenheim, and lots of other work in the philosophy of science. I completed my M.A. thesis in 1974, got a fellowship at the eleventh hour and, that fall, headed west with my wife and young son to enroll in Stanford's doctoral program.

Stanford was the smallest of the departments that had granted me admission and I was intrigued by its focus on what I now call theoretical methods—ideas I had begun learning in Ernest's seminars. Department size was important because I was determined not to get lost in graduate school. Joe Berger, Bernie Cohen, Dick Scott, Buzz Zelditch and the rest of the gang kept me on the straight and narrow during my four years there. But without support of the National Fellowships Fund for Black Americans I would not have attended Stanford.

Finally, I can tell you how I became a social psychologist. Fall quarter 1977, my fourth year. Bernie Cohen called me to his office. He asked if I could teach introduction to social psychology. I told him that I could teach intro physics if given enough lead time. His response: "Good. You are a social psychologist. Apply for this job (at Iowa)." I didn't get the job. It went to our good friend and fellow social psychologist, Dave Wagner, who preceded me by a few years at Stanford.

I began sociology with a desire to change the world and an obsession with the state of blacks in America and how it could be improved. Over time, my goals changed, but not my research interests. I adopted an aphorism from Marx and turned it on its head: "The point of sociology is not to change the world but to understand it."

I have moved around a lot. Donnelly Community College (a Catholic community college where I taught while getting the M. A.); Yale, Stanford, Iowa, Cornell and Arizona. I managed to gain something at each stop—important sociological insights from, among others, Wendell Bell and Rosabeth Kanter at Yale; Carl Couch at Iowa; Robin Williams, Jr. at Cornell. At Arizona, my ideas about political culture in university towns and on university campuses began to crystallize.

My principal interests haven't changed much. My M. A. thesis was on black postal workers. My concern was with race stratification within the agency. Blacks were over represented—twice their population proportion—but concentrated in the bottom six of twenty-two grades. There were no blacks in the top two grades. Yet, blacks rarely filed grievances. I didn't know at the time but I was studying nondecisionmaking. I learned that term at Stanford after beginning work with Buzz Zelditch who was running an unfunded project with a handful of graduate students and post docs. The project eventually became the Zelditch-

Walker program on legitimacy and authority.

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

At some point I am going to try my hand at writing a general theory of legitimacy. Not sure if it can be done but now I have more time to commit to the project. Expanding the scope of Status Characteristics Theory is high on my list. I continue to work with two doctoral students on issues related to SCT. I have also a keen interest in complexity/chaos theory. I am convinced that Wolfram's *New Kind of Science* will fit into the Popper-Lakatosian model of science. Last, but not least, I have a longtime interest in the social and political economy of education in America. My theoretical ideas are tied to the political culture, organization and political economy of higher education. I am particularly interested in understanding the lagging academic achievements of blacks, the general erosion of academic standards and grade inflation/grade compression. I have become convinced that universities play a key role in what I have begun to call the institutionalization of mediocrity. Those who know of my interest in this last topic, also know that I have drawn my keenest insights from my love of basketball and University of Kansas basketball in particular.

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

Genealogy. Mine in particular. Family is important to me. My mother was motherless at two and an orphan before she was 10. My father was abandoned by his natural father and was adopted at age two after his mother died. Within two months of my retirement last summer I found some second-cousins on my dad's side, located and visited my paternal grandfather's grave at Arlington Cemetery and learned the identity of dad's paternal grandparents.

Another passion is music although I seem to have inherited only a small fraction of the talent in my family. Many relatives on both sides were/are skilled musicians. Some have made a living at it. I will dabble in music during my retirement, if I can find the time between visits to see our three grandchildren in Oregon.

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

I count my success in terms of having lasted, not particularly in terms of impact. I think for someone in my position that I have an unusual orientation to my occupation/profession. I am still a working-class kid at heart. I never thought of sociology as more than a J-O-B and as a means to my only stable life goal—survival. My wife, Joyce, hates for me to say that, but it is true. I finished high school because my mother demanded it. I knew that when I graduated I would need a job to survive. The biggest personal demand has been providing for me and my family. Having a steady job was key to doing that. Luckily, I married a professional woman and for forty-five years we have lived a comfortable life.

**Voices of Experience: Henry Walker**

(continued from page 16)

I have been driven to solve puzzles but was never driven to publish. I typically publish with others as a logical consequence of completing a project. My collaborators expect to publish; that is why I have published as much as I have. I probably have two file drawers of drafts that could be turned into publishable papers if I had the inclination to do so. And I will probably polish some of them in retirement. I spent lots of time preparing to teach and spending less time publishing gave me time to do other things, like helping raise two children. By the way, I don't recommend de-emphasizing publishing as a strategy for newcomers to the field.

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

If I had been smarter, I would have worked harder at sport. I come from a family of athletes. My mother played basketball and dad played semi-pro baseball. An older brother and two older cousins played in the Kansas City Monarchs organization—arguably the most successful of the old Negro Baseball League teams. I played a lot of playground basketball but never worked at it. I taught the game to my two younger brothers who played in community college. I might have been a good coach.

Again, with more work, I could have done something in the music industry—probably writing or producing more than performing. Writing and photography. Although I hate writing for sociology audiences, I love to write. A lot of essays sit on my computer's hard drive. I also love photography and my wife thinks I am good at it when I work at it. More realistically, a research career dealing with policy research, maybe doing historical research. Puzzle-solving, raising and answering questions, has been an important driver since my preschool years.

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

Two things stand out. First, I decided about three months into my first teaching job that “teaching” is a misnomer. No one teaches anyone anything. I tried to be a good instructor—an instructor can only provide guidance and opportunities to learn. Learning is an active process. The academy needs more activists.

The second thing I learned took longer. I naively assumed that truth, even the conditional truth of science, would win out in the end. I was wrong. As one who has read a reasonable amount of work in the history of science, I am embarrassed to admit that the evidence against that assumption was always before me. I wish I had been more active in pushing theoretical science—a term that expresses a redundancy. Today, I believe that we should have gone to the barricades to fight off the empiricists. Even if it destroyed the discipline. As Liz Cohen once said in a private conversation, had the discipline collapsed, we could have reinvented it.

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

Normally, I don't give advice. I put stuff on the table and leave it to people to decide if any of it is worthwhile. I have generally thought about the profession much as I have thought about my favorite ideas and theories. Under what conditions would I be willing to give it up? I decided that I would leave the profession if I could not be true to the values that served me so well. I urge newcomers to think about the values they bring to the profession. I learned science from a host of people, many of whom were biologists and chemists. All had high academic standards and challenged me in the classroom and in research. They would not lower their standards. I am particularly grateful that none of them seemed to have “cut me some slack” because I was black. Throughout my career I have tried to do the same.

I have told generations of graduate students—and more than a few undergraduates—that adherence to high standards is a guard against my worst nightmare. In that scene, a former teacher, typically Joe Berger, engages one of my students in a discussion about his or her dissertation or paper. The paper uses SCT or some related idea very poorly. After some questioning, the student reveals that the work was done under my supervision.

To avoid that scenario, I tried to be as demanding of my students as those who taught me. My good friend Bernie Cohen told me that I was more demanding. Today, people decry the deterioration of standards in the academy. I join them in their concerns. But I sleep well. Joe has yet to inhabit my dreams and I convince myself that I did little to contribute to the current state of affairs.

### Social Psychology Section Membership Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_ I am an ASA member and want to join the Social Psychology Section. Enclosed is a check for \$12.00 for section dues this year (\$5.00 for students). Please make checks payable to the American Sociological Association.

\_\_\_\_\_ I am not an ASA member, but am interested in joining the Social Psychology Section. Please send me information about membership in the ASA.

\_\_\_\_\_ I am a Social Psychology Section member and want to pay for my student's section membership. Student Name: \_\_\_\_\_; Student Address \_\_\_\_\_; Student Email: \_\_\_\_\_.  
Enclosed is a check for \$5.00. Please note that your student must be an ASA member to join the section.

Mail form and check to: Membership Services

American Sociological Association

1307 New York Avenue NW, Suite 700

Washington, DC 20005-4701

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visit the section  
on the web at:**

**[http://www.ssc  
.wisc.edu/socp  
sych/ASA/inde  
x.html](http://www.ssc.wisc.edu/socpsych/ASA/index.html)**

### Who We Are

The Social Psychology Section of the ASA works to keep the spirit of social psychology alive in sociology. We are over 600 scholars whose interests include self-conceptions and identity, social cognition, the shaping of emotions by culture and social structure, the creation of meaning and the negotiation of social order in everyday life, small group dynamics, and the psychological consequences of inequality.

While we also identify with other areas of sociological research, we all bring to our research and teaching a special interest in the individual as both a social product and a social force. Our common desire is to understand the many connections between individuals and the groups to which they belong.

We invite all sociologists who are interested in social psychology, or who take a social-psychological approach to some other area of research, to join the Social Psychology Section and to get involved in Section activities.

# Social Psychology

Newsletter of the Social Psychology Section of the  
American Sociological Association



## Remarks from the Chair

Jane D. McLeod, Indiana University Bloomington  
(jmcLeod@indiana.edu)

I can hardly believe that, as I write these

comments, the ASA meetings are less than two months away. The Council and committees of the Social Psychology section have been hard at work since last year's meetings preparing by-laws revisions, generating election slates, awarding honors, and developing what looks to be a very exciting program. We have a lot to celebrate during our brief time together in August!

I would like to begin my final remarks as section chair by thanking members of our hard-working committees. Koji Ueno (chair) and the other members of the Membership Committee (Corey Fields, Pam Hunt, and Daniel Shank) helped boost our membership by almost 10% compared to this time last year. The Nominations Committee—Shane Thye (chair), Karen Miller-Loessi, Doug Schrock, Mike

Shanahan, and Alec Watts—developed an outstanding slate of nominees for our officer elections. All of those who agreed to stand for election deserve our thanks for their willingness to serve the section. Our new officers will be: Chair-elect, Jan Stets; Council members: Melissa Milkie and Robin Simon; and Student representative: Nick Berigan. Congratulations and welcome to Council!

The Professional Relations and External Relations committee chairs, Linda Francis and Elaine Wethington, ably crafted the language for the proposed merger of those committees. That revision to the by-laws along with several others (making Past Chair a member of Council, adding flexibility to the membership of the Graduate Student Affairs Committee, and instituting a new publication award) passed with the overwhelming support of section members. Council will discuss guidelines for the publication award at its August meeting based on a

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**Remarks from the Chair**  
*Continued on page 7*

## Note From the Editors

Greetings! We hope that you are enjoying your summer—either through productivity or relaxation (or a combination of both)!

We just wanted to briefly highlight a few things in this newsletter, including an overview of the Social Psychology sections at the annual meeting to be held in Las Vegas (see pages 12-15), and a Guide to Las Vegas for all of us, written by Dara Shifrer (see pages 16-17). We also profile Celeste Campos (University of Iowa), David Melamed (University of Arizona) and Christin Munsch (Cornell University) in our Graduate Student Profiles (see pages 8-10) and our 2011 Cooley-Mead winner Jeylan Mortimor in “Voices of Experience” (see pages 3-4, 18). Look for Graduate Student Profiles on Lara Perez-Felkner (University of Chicago), Maren Scull (Indiana University), J. Sumerau (Florida State University), and Elizabeth Williamson (Rutgers University) in the fall newsletter.

As always, we would like to thank all of our contributors to this newsletter. We would not be able to do it, if it were not for you. (Deadline for the fall newsletter is October 7!)

Lastly, we would like to extend our condolences to the family and friends of Stuart Hysom of Texas A&M University. Professor Hysom was in a serious car accident in June and passed away this past week. He will be missed.

*Christabel Rogalin*  
(Purdue University North Central)  
and

*Laura Aufderhiede Brashears*  
(Cornell University)



## 2010-2011 Social Psychology Section Officers

**Chair:** Jane D. McLeod (Indiana University)

**Chair-Elect:** Brian Powell (Indiana University)

**Past-Chair:** Dawn Robinson (University of Georgia)

**Secretary-Treasurer:** Pamela Brayboy Jackson (Indiana University)

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- Deborah Carr (Rutgers University)
- Shelley Correll (Stanford University)
- Rebecca Erickson (University of Akron)
- Will Kalkhoff (Kent State University)
- Timothy Owens (Kent State University)
- Robb Willer (University of California – Berkeley)
- Celeste Campos (University of Iowa)

**Editors SPQ:** Karen Hegtvedt and Cathy Johnson (Emory University)

**Newsletter Editors:** Christabel Rogalin (Purdue University North Central) and Laura Aufderhiede Brashears (Cornell University)

**Webmaster:** Philip Brenner (University of Michigan)



## *Voices of Experience:*

### **Jeylan Mortimer, University of Minnesota**

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

There are a lot of different things that contribute to how interests develop, and it's difficult to pinpoint specific things. I have always been interested in science and the diversity among people. My mother was an anthropologist and my father was an immigrant from Turkey. I believe that my parents helped me to be sensitive to variation in norms and values cross-culturally. I have had wonderful teachers along the way that have been highly influential.

#### **Where did you spend the early part of your career as a student and then as faculty? How have your specific interests in sociology changed over time?**

I did my undergraduate work at Tufts University, outside of Boston. I went to the University of Michigan for my PhD. My first academic appointment was at the

University of Maryland, after which I moved to Minnesota in 1973. Over the years, there has been considerable continuity in my interests. I began working in the social structure and personality tradition of social psychology, highly influenced by Melvin Kohn and Carmi Schooler's pathbreaking work, and later became increasingly interested in aging and the life course, following Glen Elder and Frank Furstenberg. Using longitudinal data from the Michigan Student Study (Theodore Newcomb and Gerald Gurin were Principal Investigators), I started studying the linkages between occupational values and occupational choices, and how both are influenced by social origins. Following that group over time, I moved on to a consideration of how values are accentuated in the early occupational career in ways consistent with the occupational rewards that are actually received. Later, with Jon Lorence, using data from the Quality of Employment Survey, I examined how individuals' psychological orientations are affected by their work experiences, and the differences between age groups in their responsiveness to work. We noticed that the youngest, novice workers were more responsive to their work experiences than those who

were older. Later, psychological orientations become more stable. I then became interested in the very youngest workers, who hold part-time (and sometimes full-time) jobs during the teen years. In the datasets available at that time, there really wasn't an opportunity to study the work quality of teen workers, which led me to embark on my current work on adolescents during the transition to workforce.

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

My current research focuses on how early work experiences impact psychological development and socio-economic attainment, including education, income, and careers establishment. While early work is highly prevalent, it had been given very little scholarly when I began the Youth Development Study in the mid-80s. At that time, developmental psychologists thought working was detrimental for youth—that work caused adolescents to disengage from school and take on precocious behaviors (like drinking and smoking). They thought that youth should be discouraged from paid employment. The existing studies utilized

cross-sectional data and I thought this issue should be studied longitudinally. I and my collaborators, including Mike Shanahan and Kathleen Call, were interested not only in how many hours young people worked, but also the quality of their experiences on job (whether stressful, intrinsically rewarding, extrinsically rewarding, the character of their relationships with supervisors and others, etc.). We thought that the quality of youth work would have important influence on the development and achievement of adolescents, paralleling findings for adults. Monica Johnson, Jeremy Staff, and I found that youth followed different trajectories of work experience, leading to different socioeconomic outcomes. The most positive trajectory with respect to educational attainment was the steady working pattern, with long-term involvement and limited hours.

As the youth in the "Youth Development Study" grew older, we were able to observe the long-term consequences of work, as well as different patterns of transition to adulthood. With Mike Vuolo and Jeremy Staff, I am also studying different patterns of school-

to-work transition, some involving floundering and others more straightforward movement into careers.

Most recently, with Mike Vuolo and Jeremy Staff, we are finding that

## Voices of Experience

manifestations of agency through the decade of the 20's have long-term socioeconomic implications. Youth who exhibited more agentic behaviors (involving the crystallization of occupational goals, high aspiration levels, and active job search) experienced less unemployment and wage loss during the current economic recession, and the effects persisted even when controlling educational attainment. Consistent with the emphasis on cumulative experience in life course social psychology, it is the trajectory of orientations and behaviors, not simply end points, that matter with respect to adult adaptation to challenge and hardship.

In another line of research we are examining parents' financial and residential help to children as they transition to adulthood. We are looking at the circumstances in adult children's lives that lead parents to provide assistance. With my

collaborators, Teresa Swartz, Minzee Kim, Mayumi Uno, and Kirsten O'Brien, we have discovered that parents are responding to what may be considered very legitimate needs, acting as safety nets and scaffolds

as children make the transition to adulthood. This

work was published in the current issue of the *Journal of Marriage and the Family*. We have yet to learn what impacts parental assistance has on young adult children. For example, if economic independence is a hallmark of transition to adulthood, economic dependence on parents could erode efficacy. On the other hand, parental aid at key junctures, for example, when adult children return to school to get post-secondary degrees, may significantly facilitate their socioeconomic attainment.

The YDS team has recently begun studying the children of the cohort we have been following since the age of 14 and 15. With the YDS panel now 37 and 38 years old, many of their children are now old enough to study. My colleagues and I, including Teresa Swartz, Ann Meier, Chris Uggen, and others, are interested in how parents' trajectories in adolescence and the transition to adulthood



Jeff Denis is this year's winner of the Social Psychology Section's Graduate Student Paper Award. Denis' paper is titled "A Tenuous Balance: How Contact and Prejudice Coexist in a Northwestern Ontario Town."

The paper is an ethnographic examination of the contact hypothesis – the expectation that intergroup interactions should, over time, reduce prejudice by discrediting stereotypes and alleviating hostility. Denis portrays social life in a small town in Northwestern Ontario in which indigenous and white residents form long lasting and close personal relationships and yet whites sustain prejudicial beliefs about aboriginal residents and aboriginal residents report being the target of discriminatory treatment.

## GRADUATE STUDENT PAPER AWARD WINNER

*Jeff Denis*

Denis said the idea for the paper developed after a call from his partner who had taken a job in the town where Denis eventually did his research. "She told me about racist comments her co-workers were making about aboriginal people; when I visited, I noticed lots of co-mingling and mixing between aboriginals and whites and lots of friendliness," Denis said. "The level of contact was quite high and yet there seemed to be pervasive prejudiced attitudes towards aboriginal people."

Recognizing that the patterns he was observing contradicted the contact hypothesis, Denis set about asking why. "Originally I thought the groups co-existed in space but didn't necessarily have meaningful interactions with one another," Denis said. "To my surprise, though, the two groups did interact in meaningful ways. There were intermarriages, close friendships, and cross-racial groups, and yet prejudicial attitudes remained even among many of those individuals."

The paper answers Denis' questions by combining social psychology and careful ethnographic field work. His results do not refute the contact hypothesis but rather extend and refine it by identifying a set of interrelated social processes that help sustain feelings of group superiority even in the face of intimate intergroup contact.

Denis recently defended his doctoral dissertation at Harvard University and will begin a position in the sociology department at McMaster University this fall. As an undergraduate at University of Toronto he studied both sociology and psychology. He said he ultimately chose to pursue sociology as a career because he appreciated the priority placed on social structure, meaning, and historical context as a lens for understanding how different aspects of society fit together.

Denis will receive his award at the business meeting of the Social Psychology Section which will be held Tuesday August 22 at the ASA meetings in Las Vegas Nevada.

- Submitted by Ellen Granberg

## GRADUATE STUDENT PAPER HONORABLE MENTION

*Long Doan*

Long Doan, a rising third year graduate student at Indiana University's Department of Sociology, received an honorable mention in the 2011 Social Psychology Graduate Student Paper Competition. His paper, "A Social Model of Persistent Mood States," explores the social causes of moods.



Doan said the inspiration for the paper came from his senior thesis which he completed as an undergraduate. "I was trying to predict characteristic emotions using occupational identities," he said. "From there I got interested in moods and I realized there wasn't much done on moods in sociological social psychology." Doan developed this idea during his graduate training; his award winning paper is adapted from his master's thesis. - Submitted by Ellen Granberg

## Congratulatory Notes

- **Celeste Campos** and **Alison Bianchi** (University of Iowa) received an NSF doctoral dissertation improvement award (from the SBE division) for "Status Characteristics and Differential Patterns of Trust" (\$5,115).
- **Shelia Cotton** (University of Alabama at Birmingham) will be promoted to full professor, effective October 1, 2011.
- **Scott Harris** (Saint Louis University) receives SSSI award for his book *What Is Constructionism? Navigating Its Use in Sociology*. Every year, the Society for the Study of Symbolic Interaction gives the Charles Horton Cooley Award to recognize the author of the best book (or article) in the interactionist tradition. This year, Scott Harris received the award for *What Is Constructionism? Navigating Its Use in Sociology* (Lynne Rienner, 2010). In this book, Harris compares and contrasts recent research on mind, emotions, family diversity, marital equality, and social inequality. Harris demonstrates how the same concepts---construct, create, generate, maintain, and so on---can be given an objective or interpretive spin, depending on an author's purpose or perspective. Social constructionism, Harris argues, is a flexible theoretical framework that allows researchers to highlight the work that people do to produce real phenomena as well as interpretations of those phenomena. Harris clarifies the different assumptions and arguments that tend to accompany objective and interpretive versions of constructionist analysis, in order to reduce confusion and help scholars (and their students) use the framework more effectively.

[https://www.rienner.com/title/What\\_Is\\_Constructionism\\_Navigating\\_Its\\_Use\\_in\\_Sociology](https://www.rienner.com/title/What_Is_Constructionism_Navigating_Its_Use_in_Sociology)

## Remarks from the Chair

(continued from page 1)

proposal that Dave Willer developed at our request (thanks, Dave!). If you have suggestions, please feel free to send them my way (jmcleod@indiana.edu).

I would also like to thank our Graduate Student Affairs Committee which selected the recipient of the Graduate Student Paper Award. Ellen Granberg served as chair; other committee members were Jill Kiecolt, Nikki Khanna Sherwin, David Schaefer, and Shane Sharp. As has become the norm, the committee received many outstanding submissions and faced a difficult choice. I am pleased to announce that the recipient of this year's award is Jeff Denis of Harvard University for his paper entitled, "A Tenuous Balance: How Contact and Prejudice Coexist in a Northwestern Ontario Town." The committee also awarded Long Doan from Indiana University an honorable mention for his paper, "A Social Model of Persistent Mood States." Congratulations to both! I'm sure we will hear more from these fine young scholars in the years to come.

The highlight of our activities at this year's meetings will be the Cooley-Mead Award Ceremony and Address. This year's recipient of our section's highest honor is Jeylan Mortimer, Professor of Sociology at the University of Minnesota. She will receive her award and deliver her address, "The Evolution, Contributions and Prospects of the Youth Development Study: An Investigation in Life Course Social Psychology" at 8:30 a.m. on Tuesday, August 23<sup>rd</sup>. Many thanks to the Cooley-Mead Award Committee—Richard Serpe (chair), Peter Callero, Karen Cook, Glen

Elder, and Dawn Robinson—for their efforts.

The business meeting will follow directly after the Award Ceremony. Please plan to arrive on-time (or even a little early!) despite the hour and to stay through the business meeting. Among other items, the council will bring proposed guidelines for the new section publication award for discussion and I will present our chair-elect, Brian Powell, with the mystical and empowering dragon necklace that marks his transition to the role of section chair. A moment not to be missed!

You can see from the listings that follow that we have a very full program this year, with section sessions spanning two days. The section has six sponsored paper and roundtable sessions – three of which are co-sponsored with other ASA sections (crime, law, deviance; mental health; and emotions). Many thanks to the Program Committee—Alicia Cast, Ross Matsueda, Doug Maynard, Cecilia Ridgeway, Peggy Thoits, and Justine Tinkler for developing these wonderful opportunities for intellectual exchange. The Section reception will be held on Monday, August 22<sup>nd</sup> beginning at 6:30p.m., joint with the Section on Emotions. The reception is a lovely opportunity to meet professional colleagues and renew old acquaintanceships in a relaxed setting. I hope you are able to join us!

Let me close by expressing deep gratitude to all of the committee members, the elected officers, our webmaster Philip Brenner, and our newsletter editors, Christabel Rogalin and Laura Aufderheide Brashears, who kept the section running smoothly. Their commitment, energy, and generosity of spirit have made my term as chair very rewarding!

## Celeste Campos, University of Iowa

**Dissertation Title:** *Status Characteristics and Differential Patterns of Trust*

**Email:** celeste-campos@uiowa.edu



# Graduate Student Profile

Celeste Campos-Castillo is a Ph.D. candidate in the Department of Sociology at the University of Iowa. Her primary research and teaching areas are in social psychology, work and occupations, medical sociology, and research methods.

Celeste's dissertation research centers around the following research question: How is trust organized in task groups where the goal is to improve the situation of a single member? Oftentimes an individual will seek the advice of others to benefit his or her own situation: patients seek physicians for health advice, students attend tutoring sessions to improve their grades, and defendants waiting to stand trial request assistance from a lawyer. In these situations, appropriate levels of trust in those providing advice become critical for improving outcomes. These situations can become complex with the presence of the primary carriers of expert knowledge – professionals – as this introduces both status and role-identity distinctions that may jointly govern the interaction process. Status characteristics theory (SCT) provides insight into how status shapes influence processes, but says little about how trust emerges in these group situations or how status and role-identities simultaneously affect outcomes. Two studies, each using a different methodological technique, reveal that SCT can be extended to understand processes in these groups: 1) a secondary analysis of survey data on patient-provider dyads; and 2) a laboratory experiment with dyads whose goal is to assist one member in obtaining a high score on a task. Celeste plans on extending this research using in-depth interviews with patients who self-identify as Latino, an ethnic group whose relative status to other ethnic groups in the United States' is yet to be fully understood.

Celeste is thankful for all the opportunities that have been afforded by the University of Iowa.

Her research has received financial support from the National Science Foundation. The American Sociological Association's Minority Fellowship Program (National Institute of Mental Health track) and the Graduate College at the University of Iowa have financially supported her graduate training. Celeste has also received a mentoring award from the Graduate College for her demonstrated commitment to the training of undergraduate and junior graduate students.

Celeste has taught Organizations in Modern Society, Introduction to Sociology, and Social Problems. She has been a teaching assistant for Small Group Analysis and Linear Models in Sociological Research (graduate seminar). In addition, she has also been a guest lecturer in courses such as Health Communication and Social Inequality.

Besides holding teaching and research apprenticeships in the Department of Sociology, Celeste has also held professional appointments across the university. She has been a statistics tutor for graduate students in the School of Social Work and a statistical consultant for the university's Women in Science and Engineering program. Currently, she is a statistical consultant for the Center for Health Communication and Social Marketing, located within the university's College of Public Health. There, she is assisting in the program evaluation of social marketing programs dedicated to improving knowledge of and access to family planning services across the state of Iowa.

## David Melamed, University of Arizona

**Dissertation Title:** *Using Graded Status Characteristics to Estimate Just Rewards*

**Email:** melamed@email.arizona.edu



David Melamed is a Ph.D. candidate in Sociology at the University of Arizona. David began the

program in the fall of 2007 after earning an M.A. degree in Sociology from Kent State University. While at Kent, David worked with Professors Alison Bianchi, Stanford Gregory and Will Kalkhoff. As a result of working with Professors Bianchi and Kalkhoff, he became interested in social psychology. As such he moved to the University of Arizona to work with Professors Linda Molm and Henry A. Walker. While at Arizona, his interests broadened to include quantitative methods, social network analysis and stratification/mobility. These interests are reflective of his dissertation committee, which consists of Ronald Breiger and Scott Eliason, along with Professors Molm and Walker.

David is fortunate to have worked with several mentoring-focused faculty members. He has published with Stanford Gregory and Will Kalkhoff on the processing of verbal signals in dyads. This paper was published in *Perceptual and Motor Skills*. David is also working on a series of papers with Linda Molm and another graduate student on the effects of embedding reciprocal exchanges into negotiated exchanges and vice-versa. One of these papers is under review and another will be sent out for review soon. He has also been working with Ronald Breiger on a Defense Threat Reduction Agency grant that focuses on applying new analytic techniques to open-sourced data on terrorist organizations. So far this research has produced one published paper and several more are in the works, including a first-

authored paper to be sent to *Sociological Methods and Research* and an invited paper to *Social Networks*. Lastly, David is working with Henry A. Walker on a paper within the expectation states tradition.

David's dissertation, which was funded by the National Science Foundation and the Mathematical Sociology Section of the American Sociological Association, is a mixed-methods study of the formation of just rewards. He uses experimental, vignette, and secondary data to triangulate the theoretical developments in the dissertation. In addition to developing an account of how status characteristics are related to perceptions of just rewards, the research also formally models graded characteristics within the expectation states tradition. Three of an anticipated four papers from this research are currently under review.

In addition to his dissertation research, David is working on several other projects. More recently he is working with another Arizona graduate student on a series of papers related to the distribution of influence in groups larger than two. In an experimental study, they've found that the effect of status on influence is moderated by the number of people who are attempting to influence subjects. Presently, they anticipate at least two manuscripts from this research, one of which is currently under review. This research has also produced several directions for future work. Some of David's earlier research has been published in *Sociological Focus*, *Social Psychology Quarterly*, and *Sociological Spectrum*. Finally, David has had the opportunity to teach group processes, introduction to sociology and statistics, and looks forward to teaching networks, stratification and methods.

## Christin L. Munsch, Cornell University

**Dissertation Title:** *Gender Identity Threat and Compensation: An Interactional Theory of Gendered Behavior*

**Email:** [clm73@cornell.edu](mailto:clm73@cornell.edu)



# Graduate Student Profile

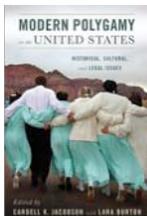
Christin L. Munsch is a PhD candidate in Sociology at Cornell University with interests in gender, identity and social psychology. Her dissertation, to be completed in May 2012, examines how gender identity influences a range of social behaviors. For example, sexual promiscuity, homophobia, criminality, and violence are overwhelmingly male phenomena. Why? Drawing on social identity theory and interactional theories of gender, three methodologically diverse studies demonstrate that under gender identity threat men are likely to engage in compensatory behaviors culturally associated with masculinity. Study 1 uses panel data from the 1997 National Longitudinal Survey of Youth (NLSY97) to examine the role of economic dependency on infidelity. She finds that married men who are economically dependent on their wives are *more* likely to engage in infidelity. Economic dependence does not impact the likelihood of engaging in infidelity for women. Study 2 experimentally manipulates gender identity threat and examines its impact on gender violence. She is currently in the data collection phase of this study. Study 3 is a series of 45-indepth, semi-structured interviews with heterosexual, undergraduate men that seeks to better understand the diverse ways young men define their gender identity, experience threats to their gender identity, and respond to gender identity threats. Each of these studies highlight specific mechanisms that lead to gendered behaviors – as opposed to characteristics of individuals or the environment – a perspective that is uniquely social psychological.

Christin is also conducting research that examines the forces that effect perceptions of gender identity and expression. For example, in a recently published paper with Beth Hirsh, she examines the institutional and situational factors that lead to gender identity and expression nondiscrimination policy adoption in the Fortune 500. In another project (with Ali Fogarty) she examines how transgendered persons and transgendered issues are portrayed in the mainstream news media and how has this presentation has changed over the last 20 years as medical, scientific, cultural and legal advances have been made.

Christin's research recently earned her the Robert McGinnis Best Paper Award at Cornell University, as well as the Activism Award from the Lesbian, Gay, Bisexual and Transgender Resource Center at Cornell.

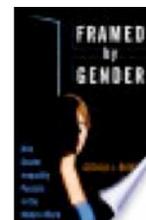
Christin also has extensive teaching experience. She has taught Introduction to Sociology three times, as well as a course in negotiations. She has worked as a teaching assistant for seven courses. She is an active member in the American Sociological Association's section on teaching and learning, and is working on a paper for submission to *Teaching Sociology* that involves an active and collaborative learning activity designed to introduce students to fundamental theories within the sociology of gender. She recently won the SAGE and Pine Forge Teaching Innovations and Professional Development Award. These experiences are evidence of her deep-seated passion and commitment to teaching sociology.

## Book News



**New Book Release: *Modern Polygamy in the United States: Historical, Cultural and Legal Issues*** co-edited by Cardell K. Jacobson and Lara Burton. 2011. Oxford University Press.

**New Book Release: *Framed by Gender: How Gender Inequality Persists in the Modern World*** by Cecilia L. Ridgeway. 2011. Oxford University Press.



**New Book Release: *White Parents, Black Children*** by Darron T. Smith, Cardell K. Jacobson, and Brenda G. Juarez. 2011. Rowman and Littlefield.

## Conference News

### SOCIETY FOR THE STUDY OF SYMBOLIC INTERACTION (SSSI) MEETING

August 18-20 at the Westin Casuarina Las Vegas Hotel, Casino, and Spa

Participants include Donileen Loseke, Joe Kotarba, Joel Best, Kathy Charmaz, Ruth Horowitz, Carol Brooks Gardner, and Doug Schrock. Clinton Sanders will give the Distinguished Lecture from 3:30-5:00 p.m. on Saturday, August 20.

### HONG KONG SOCIOLOGICAL ASSOCIATION 13th ANNUAL CONFERENCE - Call for Papers

December 3rd, 2011 (Saturday) at The Chinese University of Hong Kong

#### Conference Theme: Global Sociology for a Global World

In the process of globalization, sociological research has transcended national and trans-national levels of analysis. Important issues remain with regard to our understanding about the complex interplays between the global and the local. The conference aims to draw discussions about this valuable theme and encourage presentations contributing to the development of a more global sociology, or to a better understanding of local issues in the global context. Topics of interest include but not limited to: Global, Regional and Local Dynamics; Education and Stratification; Social Inequality and Poverty; Migration/Immigration and Race/Ethnicity; Universal Values and Cultural Diversity; Civil Society and Democracy; Gender and Family; Youth and the Elderly; Health and Well-Being; Deviance, Crime and Law

#### Keynote Speaker: *Prof. Francisco Ramirez, Stanford University*

Prof. Francisco Ramirez is well-known in the field of Sociology of Education. He also serves as a faculty member in the Center on Democracy, Development and the Rule of Law, Stanford University. His research interests mainly include cross-national studies on the role of education in the formation of world society, and the influence of world society on educational developments.

Papers are welcome from sociologists and colleagues in the social sciences. Prospective participants can apply to present a paper, organize a panel, or attend the conference with a 250 word abstract. *For submission information* and further enquiries, please contact Miss Queena NG of Department of Sociology, The Chinese University of Hong Kong at HKSA2011@cuhk.edu.hk.

**Monday, August 22****8:30 am****Regular Session. Social Psychology**Session Organizer and Presider: *Kathy J. Kuipers*, University of MontanaDiscussant: *Timothy J. Owens*, Kent State University

- Work Value Change and the U.S. Economic Recession. *Monica Kirkpatrick Johnson*, Washington State University; *Rayna Amber Sage*, Washington State University
- Does this article make me look fat? How exposure to news reporting shapes anti-fat attitudes. *David Frederick*, UCLA; *Abigail C. Saguy*, UCLA; *Kjerstin Gruys*, UCLA
- Segregation in Gay, Lesbian, and Bisexual Youth's Personal Networks. *Koji Ueno*, Florida State University; *Eric R. Wright*, Indiana University-Purdue University Indianapolis; *Mathew D. Gayman*, Georgia State University; *Janice McCabe*, Florida State University
- Better Sorry Than Safe: The Effect of Social Stereotypes on Risk-Taking Behavior. *Susan Rebecca Fisk*, Stanford

**10:30 am****Regular Session. Social Psychology II**Session Organizer and Presider: *Kathy J. Kuipers*, University of MontanaDiscussant: *Paul T. Monroe*, Towson University

- Ecology of Culture: Social Position and Connectedness as Predictors of Systematic Variation in Affective Meaning. *Kimberly Brooke Rogers*, Duke University
- It's the Conventional Thought That Counts: The Origins of Status Advantage in Third-Order Inference. *Shelley J. Correll*, Stanford University; *Cecilia L. Ridgeway*, Stanford University; *Ezra W. Zuckerman*, Massachusetts Institute of Technology; *Sara Bloch*, Stanford University; *Sharon Jank*, Stanford University
- Social Values, Perceived Motives, and Reciprocity in Direct Favor Exchange. *Matthew Hoffberg*, Cornell University
- The Embedded Self: A Social Networks Approach to Identity Theory. *Mark Henry Walker*, University of Iowa

**10:30 am****Section on Crime, Law, & Deviance. Crime and Social Psychology Paper Session (co-sponsored with Section on Social Psychology)**Session Organizer and Presider: *Ross L. Matsueda*, University of WashingtonDiscussant: *Christopher J. Lyons*, University of New Mexico

- Interpersonal Racial Discrimination and Crime: Risk Pathways and Protective Factors. *Callie Harbin Burt*, University of Massachusetts, Amherst
- Gender and Status in Networks of Victimization. *Robert W. Faris*, UC Davis; *Diane H. Felmlee*, University of California-Davis
- Get Happy! Positive Emotion, Depression and Juvenile Crime. *Bill McCarthy*, UC Davis; *Teresa Casey*, UC Davis
- An Examination of Socialization Processes behind Adolescent Smoking Behavior. *David R. Schaefer*, Arizona State University; *Steven Haas*, Arizona State University; *Nicholas Bishop*, Arizona State University

**2:30 pm****Section on Social Psychology Invited Session - Managing Conflict in Settings of Everyday Life: Interaction and Practices**Session Organizer: *Douglas W. Maynard*, University of Wisconsin

- Citizen Complaints and the Organization of Authority and Accountability in Police-Initiated 'Stop-and-Frisk' Encounters. *Geoffrey Raymond*, UC Santa Barbara; *Nikki Jones*, UC Santa Barbara
- Interactional Genres and Symbolic Degradation: The Situational Construction of Non-Jews in Jewish Orthodox Community. *Iddo Tavory*, The New School for Social Research
- Avoiding Conflict in Parent-Teacher Conferences. *Danielle Pilet-Shore*, University of New Hampshire
- Wounded: Life after the Shooting. *Jooyoung Kim Lee*, University of Pennsylvania

**Monday, August 22 (cont.)****4:30 pm****Section on Social Psychology Paper Session. Social Psychological Approaches to the Study of Mental Health (co-sponsored with the Sociology of Mental Health).**

Session Organizer and Presider: *Peggy A. Thoits*, Indiana University  
 Discussant: *Ellen M. Granberg*, Clemson University

- Better to Give than to Receive? Equity in Social Support Exchanges and Mental Health. *Anastasia S. Vogt Yuan*, Virginia Tech
- Linking Social Disorganization, Urban Homeownership, and Mental Health. *Kimberly R. Manturuk*, Univ of North Carolina-Chapel Hill
- The Effects of Multiple Forms of Perceived Discrimination on Health Among Adolescents and Young Adults. *Eric Anthony Grollman*, Indiana University
- Revisiting Racial Differences in the Etiology of Mental Illness: Changes from 1996 to 2006. *Christopher Prener*, Northeastern University; *Rachael Gorab*, Northeastern University

**6:30 pm****Section Reception****Tuesday, August 23****8:30 am****Section on Social Psychology Invited Session. The Evolution, Contributions and Prospects of the Youth Development Study: An Investigation in Life Course Social Psychology (one-hour)**

Session Organizers: *Jane D. McLeod*, Indiana University  
*Jeylan T. Mortimer*, University of Minnesota

**9:30 am****Section on Social Psychology Business Meeting****10:30-12:10 pm****Section on Social Psychology Roundtable Session. (cosponsored with the Sociology of Emotions)**

Session Organizers: *Justine Eatenson Tinkler*, Louisiana State University;

*Christopher D. Moore*, Lakeland College  
 Table 1. Emotion Work

Table Presider: *Tiffani Everett*, University of Georgia

- Emotions, Solidarity, and Online Mobilization. *Noona Oh*, Cornell University
- Organizing Emotions: Professionalization, Rationalization, and Emotions in the Marriage Equality Movement. *Mary Clare Burke*, University of Connecticut
- Patterns in the Logics of Patient Care Delivery in Hospital Nursing. *John William Kaiser*, UC Berkeley
- The Complexities of Deviant Identity: Event Maintenance Strategies. *William C. Carter*, Middle Tennessee State University; *Kristi L. Stringer*, University of Alabama at Birmingham

Table 2. Exchange

Table Presider: *DLane R. Compton*, University of New Orleans

- Growing Together: Productive Exchange, Group Identity, and Cohesion in a Nested Exchange Environment. *Melissa F. Pirkey*, University of Notre Dame
- How Actors with Differing Social Values Exchange: Preliminary Results. *Danielle Lewis*, University of South Carolina; *David Willer*, University of South Carolina
- Making Good Things Happen: Optimism and the Range of Personal Social Networks. *Matthew Andersson*, University of Iowa
- Weak Ties and Contact Initiation in Everyday Life: Evidence from Contact Diaries. *Hsiu-man Chen*, Academia Sinica; *Yang-Chih Fu*, Academia Sinica; *Hwai-Chung Ho*, Academia Sinica

**Tuesday, August 23 (cont.)**

## Table 3. Health

Table President: *Alexander Lu*, Indiana University

- A Distressing Orientation: Gender Role Orientation and Depressive Symptoms. *Philip Gibson*, University of Alabama at Birmingham
- College Aspiration Discrepancies and Changes in Depressive Symptoms. *Mary Gallagher*, Kent State University
- Explaining Mechanisms of Norms and Networks on Heavy Drinking and Alcohol Consequences Among Youth. *Chien-fei Chen*, University of Tennessee; *Husheng Li*, University of Tennessee; *Hannan Mar*, University of Tennessee
- Healthy Work Revisited: Does Reducing Time Strain Promote Women's and Men's Well-Being? *Phyllis Moen*, University of Minnesota; *Jack Lam*, University of Minnesota

## Table 4. Identity and Culture

Table President: *Susan A. Dumais*, Louisiana State University

- Determinants for Racial Identity of Biracial Individuals. *Chantray Joelle Murphy*, Texas A&M University
- Not Your Grandma's Knitting: Responses to Identity Threat as Mechanisms for Cultural Change. *Corey D Fields*, Stanford University
- Vacation Spaces: The Spatial Parameters of Identity Construction. *Karen Stein*, Rutgers University
- What is a Person?: Exploring Definitions of Personhood in the NYT, 1965-2009. *Rebecca Lori Conway*, Vanderbilt University

## Table 5. Identity Transitions

Table President: *Nicole H. W. Civettini*, Winona State University

- Identity as Chronic Strain and Coping Strategy in the Stress Process. *Dawn R. Norris*, University of Maryland-College Park
- Social Identity, Anticipatory Socialization and Harm Reduction: Helping the Homeless Transition to Housing. *Jennifer J Nargang*

*Chernega*, Winona State University; *Anne Figert*, Loyola University Chicago; *Christine C. George*, Loyola University Chicago; *Sarah Stawiski*, Center for Creative Leadership

- Social Psychological Concepts for Understanding the Long-term Effects of Incarceration. *Jason Schnittker*, University of Pennsylvania; *Michael Massoglia*, Pennsylvania State University

## Table 6. New Directions

Table President: *Daniel B. Shank*, University of Georgia

- A biosocial approach to resource theory. *Jeffrey A. Houser*, University of Northern Colorado; *J. Scott Lewis*, Pennsylvania State University Harrisburg
- Notes Toward A Neurosociology of Ethics. *David D. Franks*, Virginia Commonwealth University
- Symbolic Interactionism and Focus Groups: A Theory Meets a Method. *David L. Morgan*, Portland State University; *Peter J. Collier*, Portland State University
- Juvenile Street Violence as Shame Rituals. *Don Weenink*, Wageningen University and Research

## Table 7. Religion

Table President: *Alexander Watts*, Stanford University

- Becoming a Vegetarian in South Korea: The process of shaping, maintaining and developing a vegetarian identity. *Tae-Bum Yoo*,
- Emotions, Motivation, and Moral Selfhood: The Case of Faith-Based Simple Livers. *Kristina Kahl*, University of Colorado-Boulder
- Religious Attributions in Cross-Cultural Comparison. *Andreas Schneider*, Texas Tech University; *Herman Smith*, UM-St. Louis
- Self-Efficacy & Emotion as a Predictor of Trust: A Social Psychological Perspective. *Robert C Morris*, Purdue University

**Tuesday, August 23 (cont.)**

## Table 8. Sports

Table President: *Christopher Patrick Kelley*, The University of Iowa

- Attitudes, commitment and motivation amongst Icelandic elite athletes. *Vidar Halldorsson*, University of Iceland; *Thorolfur Thorlindsson*, University of Iceland
- Blood, Sweat and Sparkles: Varsity Cheerleading and The Managed Heart. *Leslie Cove*, McMaster University
- Football Fridays: Idealism, Race and Class in Suburban New York City High School Varsity Football. *Hans Tokke*, Eastern University
- A Refinement of the Theory of Collaborative Circles Through the Introduction of the Concept of Resources. *Ugo Corte*, Uppsala University

## Table 9. Status

Table President: *Justine Eatenson Tinkler*, Louisiana State University

- Attributions of Inequality in China: Effects of SES, Evaluations of Life, and Access to Information. *Chunping Han*, The University of Texas- Arlington
- Class and Gender: Intersections and Outcomes. *Donna A Lancianese*, The University of Iowa
- Equality and Socioemotional Reactions: Evidence from Simulated Dyads. *Louis N. Gray*, Washington State University; *May Takeuchi*, University of North Alabama; *Alexander Takeuchi*, University of North Alabama
- Holiday Decorations as Status Cues: Should I Decorate Like the Neighbor? *Robert K. Shelly*, Ohio University; *Donald J. Lacombe*, West Virginia University; *Ann Converse Shelly*, Ashland University

## Table 10. Family and Adolescence

Table President: *Michelle R. Walker*, University of Colorado at Boulder

- A Case for Maternal Ambivalence: Measuring Ambivalence in Early Motherhood. *Ivana Brown*, Rutgers University
- Gender, Obesity and Perceived Popularity in Young Adulthood. *Hilary M. Dotson*, University of South Florida; *Elizabeth Vaquera*, University of South Florida
- Weighing the Motherload: Security Expectations and the Mother-Child

Relationship. *Ana Villalobos*, Brandeis University

- Race/Ethnic and Class Differences in the Timing of First Sex and Adolescent Pregnancy: Considering Girls' Mattering. *Sarah M. Kendig*, University of Texas-Austin

**12:30 pm****Section on Social Psychology Invited Session. The Future of the "Faces" of Social Psychology**

Session Organizer: *Cecilia L. Ridgeway*, Stanford University

- Symbolic Interaction, Microsociology, and the Promise of Social Psychology. *Tim Hallett*, Indiana University
- Sociological Social Psychology: Delineating Micro- and Multi-level Social Processes in Theoretical Terms. *Amy Kroska*, University of Oklahoma
- Speaking to Two Disciplines: The Disciplinary Contributions of Sociological Social Psychology. *Robb Willer*, UC Berkeley
- Confederacy of Faces: Sociological Social Psychology in the Genomic Age. *Jeremy Freese*, Northwestern University

**2:30 pm****Section on Social Psychology Paper Session. New Directions in Social Psychology**

Session Organizer: *Alicia D. Cast*, Iowa State University

President and Discussant: *Steven Hitlin*, University of Iowa

- A New Paradigm for Measuring Laboratory Aggression Using Accelerometers and Avatars. *Christin L. Munsch*, Cornell University
- Hidden Paths from Morality to Social Order: Moral Judgments Promote Prosocial Behavior. *Brent Simpson*, University of South Carolina; *Ashley Lauren Harrell*, University of South Carolina
- Moral Emotions and Racial Prejudice: A Neurosociological Approach. *Rengin Bahar Firat*, The University of Iowa
- The Bases of Self-Esteem. *Jan E. Stets*, UC Riverside; *Peter J. Burke*, UC Riverside

**2010-2011 Social Psychology Section Committee Members**Cooley-Mead Award Committee

Richard Serpe (Chair), Peter Callero, Karen Cook, Glen Elder, Dawn Robinson

Graduate Student Affairs Committee

Ellen Granberg (Chair), Jill Kiecolt, David Schaefer, Shane Sharp, Nikki Khanna Sherwin

Nominations Committee

Shane Thye (Chair), Karen Miller-Loessi, Doug Schrock, Mike Shanahan, Alec Watts

Membership Committee

Koji Ueno (Chair), Corey Fields, Pam Hunt, Daniel Shank

Program Committee

Jane McLeod (Chair); Alicia Cast, Ross Matsueda, Doug Maynard, Cecilia Ridgeway, Peggy Thoits, Justine Tinkler (session organizers)

Professional Affairs Committee

Elaine Wethington (Chair)

External Affairs Committee

Linda Francis (Chair)

**Guide to Las Vegas****By: Dara Shifrer, [dshifrer@prc.utexas.edu](mailto:dshifrer@prc.utexas.edu)**

First, some pointers for those who find the Strip (or Las Vegas Blvd.) a scary expanse of humanity and lights. The major themed casino/hotels stretch from the 'fun' casinos at Tropicana Ave. (New York New York, MGM Grand), to the 'classier' casinos at Flamingo Rd. (Bellagio, Caesar's), to the extravaganzas of The Venetian and The Wynn north of Sands Ave. After the tall but faded Stratosphere at Sahara Ave., the Strip devolves into pawn shops, bail bonds, and wedding chapels until Fremont St. and the official 'downtown' of Las Vegas. This gentrifying area offers a family-friendly light show, The Fremont Experience, along a canopy covering a few blocks; the casinos that made Las Vegas the swinging destination for the Rat Pack in the 1960s (Golden Nugget, Binion's); and clubs and bars geared to the younger and hipper set. Most of the major casinos offer the range of gambling options, from slots to table games to poker rooms. Search for cheap slots and tables in the deepest corners of the major casinos, or in the drab casinos nestled among the giants.

For those who can't get over the fact that the house always wins, soak in some Vegas 'culture,' i.e., see a show. Current shows include the international acrobatic group, Cirque du Soleil; the musical, comedic, and visual antics of the Blue Man

# ASAS in Las Vegas

## Guide to Las Vegas Continued

Group; the “aqua theater-in-the-round” acrobatic show La Reve; the Tony Award winning musical The Lion King; and the Broadway play, Jersey Boys, documenting the rise of Frank Valli and The Four Seasons. In recent years, Las Vegas has transitioned from buffets and \$3.99 steak-and-egg-breakfasts to being “America’s hottest restaurant market.” Some highly acclaimed restaurants on or near the Strip include KOI Las Vegas, Jean Philippe Patisserie, Nobhill Tavern, Grand Lux Café, Mint Indian Bistro, Wicked Spoon Buffet, and Del Frisco’s. Other options include the well regarded restaurants of TV’s Chef Emeril Lagasse, or the cult favorite In-N-Out (those in the know order things like “Monster Style” or “Flying Dutchman” from the unposted secret menu). Serious shoppers can get their cardio and wallet workout in The Forum Shops, the Fashion Show Mall, the relatively new CityCenter, The Miracle Mile, or the open-air complex just south of the Strip, Town Square. Even non-shoppers will enjoy a visit to The Gold & Silver Pawn Shop, the site of the History Channel’s popular show Pawn Stars.

Contrary to first impressions, Las Vegas can also quench those who thirst for kitsch. Women of advanced age with long painted nails and even longer skinny cigarettes playing slots in the early AM hours. Tourists’ various interpretations of appropriate

Vegas apparel. People watch, people watch, people watch! Catch some kicking legs or a cover band at a casino lounge act. Visit Madame Tussaud’s Wax Museum or the Guinness World of Records Museum. The Peppermill Lounge is a long-time favorite of locals – make sure to walk past the unremarkable diner into the low-lit lounge with pools of water with flames in the center.

Alternatively, spend as little time on the Strip as possible. The Atomic Testing Museum, an affiliate of the Smithsonian Institution, explores Vegas’ nuclear history. Take the much acclaimed tour of the Hoover Dam, or visit the Natural History or Lied Discovery

Children’s Museums. Grand natural destinations surround Las Vegas, including Red Rock Canyons, Valley of Fire, and Mt. Charleston. The Springs Preserve is a newer 180-acre cultural institution offering museums, galleries, outdoor events, botanical gardens, and an interpretive trail system through a wetland habitat. Stop by the little parking lot on Sunset Blvd. situated next to the airport landing strip, tune your radio as directed by the signs, and partake visually and audibly in the landing of major commercial jets. Whatever you do, be prepared for some severe heat well into the evening hours and some serious air conditioning inside the casinos! And remember, what happens in Vegas might stay in Vegas for the average tourist, but sociologists probably aren’t that lucky!



## ***Voices of Experience Concluded***

influence their children. I am particularly interested in how economic losses during the current economic recession affect children's development. Following Glen Elder's study of the children of the Great Depression, we are studying children's achievement orientations, efficacy, self-esteem and depressed mood.

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

I am highly invested in my work, so don't have much in the way of hobbies. I do, however, have a family; my husband, children, and two grandchildren are tremendous sources of fulfillment. I am very close to my mother who just celebrated her 90th birthday. Since my extended family is spread out over the entire country, visiting my relatives is a special treat. I very much enjoy the outdoors, walking and swimming in season, visiting museums, and cooking on the weekends.

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

With difficulty, it is always a balancing act, since the demands of work are so open ended as well as engaging and interesting. I guess to survive one has to set aside time for recuperation—one can't maintain such intense level of intellectual concentration and engagement, needed for work, continuously. I try to set aside at least one day each weekend for other things.

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

If I had to leave now, I probably wouldn't enter another career, I would begin retirement. I don't really consider retirement leaving academia. I would stop teaching, attending committee meetings, etc., but continue research, writing, and attending conferences. If I were younger and had to choose another profession, I would probably choose journalism or some other career that involved evaluating, analyzing and writing about social trends. I enjoy writing a lot. I would definitely pick a career that involves writing and research.

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

One needs to realize that academic life is competitive, it involves very high standards, and often one is subject to criticism and rejection. Papers will be turned down for publication. Grant applications will be rejected. Class evaluations will be critical. I would advise the newcomer to not be discouraged and to be persistent—forge on. My experience is that perseverance is rewarded. Learn from your mistakes and try to do better next time. Graduate students who are interested in a research career should try to get involved in research as soon as possible with faculty or with your own projects. Research is a major source of excitement and fulfillment in sociology and in an academic career.

So my two pieces of advice are (1) persevere and not get discouraged and (2) if you are really interested in research, get involved as soon as possible.

### Social Psychology Section Membership Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_ I am an ASA member and want to join the Social Psychology Section. Enclosed is a check for \$12.00 for section dues this year (\$5.00 for students). Please make checks payable to the American Sociological Association.

\_\_\_\_\_ I am not an ASA member, but am interested in joining the Social Psychology Section. Please send me information about membership in the ASA.

\_\_\_\_\_ I am a Social Psychology Section member and want to pay for my student's section membership. Student Name: \_\_\_\_\_; Student Address \_\_\_\_\_; Student Email: \_\_\_\_\_.  
Enclosed is a check for \$5.00. Please note that your student must be an ASA member to join the section.

Mail form and check to: Membership Services

American Sociological Association

1307 New York Avenue NW, Suite 700

Washington, DC 20005-4701

**For more news  
and  
information  
visit the section  
on the web at:**

**<http://www.ssc.wisc.edu/socpsych/ASA/index.html>**

### Who We Are

The Social Psychology Section of the ASA works to keep the spirit of social psychology alive in sociology. We are over 600 scholars whose interests include self-conceptions and identity, social cognition, the shaping of emotions by culture and social structure, the creation of meaning and the negotiation of social order in everyday life, small group dynamics, and the psychological consequences of inequality.

While we also identify with other areas of sociological research, we all bring to our research and teaching a special interest in the individual as both a social product and a social force. Our common desire is to understand the many connections between individuals and the groups to which they belong.

We invite all sociologists who are interested in social psychology, or who take a social-psychological approach to some other area of research, to join the Social Psychology Section and to get involved in Section activities.