

Reflected Appraisals

The Newsletter of the ASA Section on Social Psychology

Volume 26

Winter 2022

Issue 1

Remarks from the Chair

Happy New Year, Everyone! I hope this newsletter finds you healthy and well, or on the mend if you are one of the many who have come down with COVID in recent weeks. I know that this was not the start to 2022 that any of us hoped for, but I remain optimistic. It might be my appreciation for the socially constructed, but very real, nature of time and transitions that affects my outlook, but it



might be the almost always sunny California. I hope to share some of that sunshine with all of you later

this year when we convene for the 2022 ASA Meetings in Los Angeles in August!

In the meantime, I'm thrilled to share a few remarks at the outset of this collection of news from our thriving section. Last year, our tremendous newsletter

editors, Jon Overton and Nicholas Heiserman, stepped down from their positions. They had done a great job with newsletters and announcements and, lucky for us, they passed on all they had learned to our newest newsletter editors, Ben Fields and Zara Jillani. Ben and Zara introduce themselves (and this issue) on the pg 2., but they have been a phenomenal team to work with. I thank them for all the time and thoughtfulness they put into this issue and am confident you'll appreciate what they've laid out for you to read. Not only are there classic columns, including updates from *Social Psychology Quarterly*, award calls, Voices of Experience, and more, but we also have a new column on Junior

Voices from the Field and the new newsletter title: *Reflected Appraisals*.

Our section continues to thrive thanks to our amazing members. I want to thank everyone who stepped up to fill a spot in our section committees and positions this year. You can see them all listed on pg. 14 of the newsletter, but I appreciate the graduate students, faculty and private sector social psychologists, and emeritus faculty who keep this section running by volunteering their time, insight, and money to make us what we are.

Speaking of money—the section benefited from a \$10,000 gift from Peter Burke last summer, royalties from this popular book, *Contemporary Social Psychological Theories* (now in its second edition from Stanford University Press). Thank you, Peter! And now we have a new gift to celebrate. Two anonymous section donors are hoping to reinvigorate fundraising for the Graduate Student Investigator Fund with a matching campaign. They are willing to donate up to \$12,000 in matching funds for donations. They will match donations under \$500 dollar-for-dollar. However, if you donate more than \$500, they will match it

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at 1.5x the contribution (so \$500 is matched with \$750!!). We kicked this off in December. In that month alone, \$925 in donations was matched at \$1200 (a total of \$2125 for the section). It was a fantastic start and I hope you'll join in (see pg. 3 for the link). Whether you give \$10 or \$1000, it's an amazing opportunity for the section.

I want to express special thanks to Steve Hitlin, our past Section Chair, and Carla Goar, the section's outgoing Secretary-Treasurer. Both have made the transition an easy one. Steve also set the groundwork for an invited session this coming ASA that I'm quite excited about "What's Right About Social Psychology?" (the other section sessions are listed on pg. 8 of the newsletter). A direct response to Steve's invited session last asking what's wrong with social psychology, this session brings together standout earlier career faculty—Maria Abascal, Christopher Bail, Max Besbris, and Natasha Quadlin—to demonstrate how social psychology is enhancing their work and sociological insight. Cecilia Ridgeway has agreed to join as a discussant. It is sure to be an exciting, relevant, and generative conversation and I hope many of you will attend.

Thank you again to all of you that make this session a great one to be a part of and to lead. We will send another newsletter before the August meetings, but in the meantime, be safe and be well.

~Jessica

Remarks from the Newsletter Editors

We're excited to introduce you to the first newsletter in our tenures as editors. We will begin by introducing ourselves and then describing what's upcoming in the



newsletter.

Ben is a graduate student at University of California, Riverside where he

studies identity theory and education. Zara is a graduate student at the University of North Carolina at Charlotte studying status processes.

First, we want to draw your attention to the new name for our newsletter, *Reflected Appraisals*. We felt that, like all good newspapers, we should have a fun name for our biannual missive. Please enjoy the pun, and don't think too badly of us for resorting to word play.

As we go through this issue, we'll first point you to the next page in which you'll find recent awards and acknowledgements. This includes several recent publications as well as the past two years of section award recipients. This page also includes information and a link to donate to the section endowment. Our thanks to Lisa Walker and the Endowment Development Committee for their work and updates on this.

The next several pages feature this issue's "Voices of Experience" interview with Lisa Walker. This is a fun and informative interview chock-full of good advice

and interesting stories. On pages 7 and 8, we introduce a new feature we're calling "Junior Voices from the Field." Here we interview younger social psychologists to get their take on all things academia. Please enjoy this interview with Mike Deland.

Following our two interviews, we include calls for papers at this year's ASA meeting in sunny Los Angeles, several section award calls, and a call for papers from *The International Journal on Responsibility*. Next, you'll find this issue's updates from the editors of *SPQ*.

On the ensuing pages, we include information about two new books in social psychology:

The Handbook of Contemporary Inequalities and the Life Course and *Unequals: The Power of Status and Expectations in our Social Lives*. We also include an update from the organizers of this year's Group Processes Conference, and information on the new identity theory website being put together by Peter Burke and Jan Stets.

Special thanks to Jon Overton and Nick Heiserman for showing us the ropes as we have begun our time as editors and webmasters. Thanks also to all of those who sent us information and articles, we could not produce this without you. Please enjoy our first issue of *Reflected Appraisals*!



3 Awards & Acknowledgements

Winter 2022

Congratulations to...

**Pamela Braboy
Jackson**

who won the Tracy M.
Sonneborn Award and has
been named Provost Professor
at Indiana University,
Bloomington!

Recent Section Award Recipients

Cooley-Mead Award

2021: *Neil MacKinnon*

2020: *Jan Stets*

Outstanding Recent Contribution Award

2021: *Anne Nassauer*

2020: *Chase Raymond*

Student Paper Award

2021: *Nicholas Heiserman*

2021: *Peter Francis Harvey*

2021: *Joseph Wallerstein*

2020: *Bethany J. Nichols*

2020: *Peter Francis Harvey*

Graduate Student Investigator Award

2021: *Kate Hawks*

2020: *Reilly Kate Kincaid*

2020: *Phoenicia Fares* (Hon.
Mention)

*For more information about
nominating for this year's
awards, see Page 9.*

**Be sure to send news
and accomplishments
to us!**

Ben Fields, bfiel007@ucr.edu
Zara Jillani, zjillani@uncc.edu

Recent and Notable Publications

Carbone, Luca and Jonathan J.B. Mijs. 2022. "Sounds like meritocracy to my ears: exploring the link between inequality in popular music and personal culture." *Information, Communication and Society*, In press.

Guo, Weirong, and Bin Xu. 2021. "Dignity in Red Envelopes: Disreputable Exchange and Cultural Reproduction of Inequality in Informal Medical Payment." *Social Psychology Quarterly*.

Hanson, Kenneth R. 2021. "The Silicone Self: Examining Sexual Selfhood and Stigma within the Love and Sex Doll Community." *Symbolic Interaction*.

Hunt, Matthew, and Ryan Smith. 2021. "White Americans' Opposition to Affirmative Action, Revisited: New Racism, Principled Objections, or Both?" *Social Currents*, 1-11.

Mijs, Jonathan J.B., Willem de Koster and Jeroen van der Waal. 2021. "Belief change in times of crisis: Providing facts about COVID-19-induced inequalities closes the partisan divide but fuels Republican intra-partisan polarization about inequality." *Social Science Research*, In press.

Shifrer, Dara, and Heili Pals. 2021. "Social Mobility, Adolescents' Psycho-Social Dispositions, and Parenting." *Research in Social Stratification and Mobility* 75:1-19.

Tilbrook, Ned, and Dara Shifrer. 2021. "Domain-Specific Cultural Capital and Persistence in College." *Social Science Research*, In press.

Willer, David and Pamela Emanuelson. 2021. "Theory and the Replication Problem." *Sociological Methodology*. 1-20.

Donate to the Social Psychology Section Endowment Today

Thanks to two anonymous donors, gifts will be
matched up to \$12,000!

Any gift up to \$500 will be matched dollar-for-dollar

Any gift above \$500 will be matched at \$1.50 per
dollar.

Donors may use their donation to honor or
memorialize someone important to them.

[Click Here to Donate!](#)

Voices of Experience

with

*Lisa Walker,**Professor of Sociology and Associate Dean at UNC Charlotte***Interviewed by Zara Jillani***What life experiences, if any, contributed to your interest in social psychology, in general or towards specific research areas?*

I went through a lot of different academic interests as a college student. When I discovered social psychology, it helped me to understand a lot of things I'd been interested in, or confused about, including in my own life. I always had this interest in, "How come things work so well?". I've read a lot of dystopian science fiction and thinking about how come things are not as bad as they could be.

It's something that a psychology professor explained to me once about why they were interested in abnormal psych: by understanding why and when things go wrong, you can understand how they work. That's what social psych does for me: it helps me to understand the world, both my personal world and also politics and the societal world. I think it was that my worldview fit

very closely with structural social psychology.

Where did you spend the early part of your sociological career, first as a student, and then as faculty?

I was an undergrad at Florida State. I was a psychology major, and there was a class in the sociology department called social psychology and I thought, "Well, that's sort of interesting". I had never taken an intro class at that point.

I had taken a social science core course, so I kind of had a vague understanding of what sociology was, but I didn't really know, and so I took that class. I was immediately converted to being a sociologist.

I have two bachelor's degree, the other one in classics with a minor in communication, but I only really considered moving on academically in sociology. I had that class with a great sociologist with a very social psychological approach named Mike Armer who really encouraged me to think about grad

school and was very instrumental in helping me figure it out, because nobody in my family had ever gone to graduate school. I ended up at the University of Arizona for the opportunity to work with Lynn Smith-Lovin and Linda Molm, who were both great experimental social psychologists, which is really where my heart was. So, I did master's and PhD at Arizona and then straight out of that got a job here at Charlotte as an assistant professor, and never looked back.

How have your specific interests in sociology changed over time, if they have?

I think it's more that I accumulate interests than anything else, so my undergraduate honors research was on nonverbal communication, particularly in how people detect emotion from nonverbal cues. I did a cool little experiment, if I do say so myself, where I had an actor saying completely neutral content—the quick brown fox jumps over the lazy dog—assess different emotional cues and then tried to see how people detected emotion, and who was better at it than others, and are there gender or race differences? Lower status

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Voices, continued from Page 4

people are better at detecting emotion, because they have to be. So that work wasn't really about status, but it was about emotion and nonverbal behavior, both of which are things I still am interested in, especially in how they interplay, but then I kind of got into status because of what I learned in that study. Then graduate school, getting exposed to really strong theoretical research programs in structural social psychology, helped me shape my interests. This has spun into multiple lines of interest within the status research.

What is your current or recent research focus?

I find the further I get in my career, the more things I'm working on at any given time. With Murray Webster, I've got a project on task cues. We have finished data collection and are working on writing that up. I'm working on a paper with Murray and Will Kalkhoff on second order expectations. This is work that Murray and I have done, and Will has done, using slightly different approaches, and there's actually a third approach out there, so this paper synthesizes those three approaches and uses some data across studies, using these theories to test the same data multiple ways.

I'm working on a paper with Gretchen Peterson on how people describe the emotions that

they experience and correlating that with EPA dimensions from affect control theory. I'm working on a paper with some graduate students in Organizational Science on conflict management in the workplace and how status is related to the ways in which people approach conflict. I'm also working on a paper with Tonya Frevert on the status meaning of skin tone and facial features as a way to identify how people are processing race to make status distinctions.

Then there's the virtual work, so I'm researching virtual teams with some colleagues from the psychology department on entitativity and how people establish those connections in online group settings.

You currently serve as core faculty in both sociology and organizational science. In what ways, if any, has that influenced your research?

I've told many people over the years of working in the interdisciplinary setting that I find it absolutely enriching in the sense that it helps me think more broadly about the things I'm interested in and exposes me to new interests. The opportunity to work with doctoral students was really what got me into the program in the first place, but what keeps me in is not just the great students, but the opportunity to continue to build collaborations.

I have now worked with,

and published with, faculty in management and psychology. I'm supposed to be starting a project with communication studies soon. I think that working in an interdisciplinary program forces you to really think through what you think, and why you think it, in a way that has only been extraordinarily productive for me. It also, as I said, exposes me to new ideas or new ways of thinking about things that sometimes takes me off in a little bit of a different direction, but it's good.

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

There's a lot. I'm very connected in the community to lots of different organizations that I care about. I work with organizations that work with girls and women. I work with educational based organizations. I have a fair bit of connection with the arts organizations in town. I'm a big theater fan, so I've been involved in local theaters and go to the theater a lot.

Then I'm a reader and a writer. I'm involved in writing groups and things like that. I've done these writing sprints and writing challenges where you write a lot every day for a period of time. It helps my academic writing, because it jumpstarts you, and then you're in the habit of writing, and you find that hour every day to do some writing. One of the things with creative writing

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that you have to learn is how to get over your need for perfection, or your fear of your writing being bad, and just get it out on the paper and deal with what you've got later, even if it means throwing some of it away. For me, that was a hard lesson to learn in terms of my academic writing. I've realized in the last 10 or 12 years that it's better to just get it out there and then revise it.

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

I always object to this idea of balance. For me, balance indicates you have a pile of stuff on one side of a balance beam and a pile of stuff on the other side of a balance beam, and you want them to be equalized to some extent. I don't feel like balance is the right metaphor for me. I try to make sure that everything I'm doing is something that I'm enjoying and is making me happy.

Certainly, there are times in my career of a given year or a given month where I am doing a lot of work and not much of anything else. Then there are periods of times where maybe I'm doing less work and more of other things. But by and large, I don't make a clean distinction between "this is a work thing" and "this is a not work thing." The one thing I would say is sort of a balanced thing is that even starting when I was in graduate school, I realized

that if I worked as much as I really wanted to, I would work too much, and I would probably end up burned out, so I pick one day every week to not work.

Is there something you wish you had known when your career started?

I have to say that I think I was extraordinarily lucky. I had the best advisor in graduate school that I can imagine; extraordinarily supportive in every possible way, including doing a very good job of helping me understand what a career in academia was going to look like, and also what the options are, so never painting the picture that there's only one way to do an academic career. So, I feel like I was fairly well prepared in that sense.

The one thing that I heard all the time as a graduate student, not so much from my advisor, but from other faculty, was that administrative work is like death: once you go over to the dark side, there's no getting back, and that has not been my experience at all. I've done stints as an administrator and then going back to faculty. I'm going to do that again in a few years, so I think that's the one thing that I think I was misinformed about, was that you couldn't go back and forth between those different kinds of roles. You can find a path through administrative work. It doesn't mean you have to disconnect from the other parts of the job.

What advice would you give to a graduate student or an assistant professor?

With the caveat that free advice is always worth what you pay for it: advice that I find myself giving to graduate students frequently, to what I was mentioning a minute ago, is to realize there's no one kind of academic career. Because I work with many graduate students who do not even want academic careers, I think there's no one way to move through academia towards whatever comes next.

Honestly, careers are not linear. It's not simply a matter of getting a tenure track job, earning tenure, or getting promoted. There's a lot of room, both in academia and outside of academia, to really create a path that makes the most sense for you. I think that's the one bit of advice I would give is to have folks really think carefully about what they want in terms of the characteristics of the work they want to do rather than think about what they want in terms of some predefined timeline or set of goals.

In terms of assistant professor, I think it's similar, except it's a lesson about delayed gratification. If you're an assistant professor, I think you still have the ability to carve out a job and a way of life that can suit your interests and suit your responsibilities. You're a little more constrained in the short run, but the payoff is worth it.

Junior Voices from the Field

with

*Mike DeLand,**Assistant Professor of Sociology and Criminology at Gonzaga University***Interviewed via email by Ben Fields***Where did you attend graduate school?*

I got my PhD in Sociology from UCLA.

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

When I was an undergraduate (also at UCLA) I participated in an NSF funded summer ethnographic research internship called LA at Play. I spent the summer learning the craft of ethnographic fieldwork from Drs. Jack Katz and Bob Emerson. I played basketball in high school and so I did my observations at public park basketball games around Los Angeles. Part of that summer course was learning to write interaction sensitive ethnographic fieldnotes. I found writing field notes challenging but it also pushed me to be a more acute observer of everyday life in a way that I really enjoyed. And

so I got excited about bridging humanistic ethnographic portraits of real people with interactionist studies everyday life. And public park basketball games seemed like a great place to practice that, with real world implications for how we think about public space and cities.

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

of public parks, biographical descriptions based on in-depth interviews, and more micro-interactionist descriptions from videos that I recorded of live-action game play. Bridging these different levels of description and analysis has been a central methodological, theoretical, and writing challenge.

What are your current research projects?

My project began with on-site observations at public park basketball games. But over time I added layers of description-historical descriptions about the urban environment and the building

I'm still making sense of and writing about public park basketball games as part of a book manuscript. I'm thinking a lot about the appeal of organizing play as "pick-up" games rather than in a league setting. The open and improvisational quality of play in public parks comes with certain challenges and certain pleasures that are worth unpacking. I'm looking forward to a next major phase of data collection organized around the "sociology of fun". It's a theme I talk to my students about a lot and I think has important and fascinating dimensions for an interactionist social psychology.

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

I'm a huge sports fan. I love watching basketball, soccer, tennis, among others. I'm an active member of my local Jewish community. And I also love a good dance party with my partner and my 3 year-old daughter.

What was your experience on the job market like?

Stressful. After grad school I was very fortunate to get a

Jr. Voices Continues on Page 8

Jr. Voices, continued from Page 7

postdoctoral position at the Urban Ethnography Project in Yale's Sociology Department. That was a great experience where I got to meet a ton of brilliant sociologists and work closely with one of my heroes, Dr. Elijah Anderson. That position supported me while I was on the job market twice. Each time I was on the market I got a little closer. I gradually was invited for more video interviews and then eventually for some campus visits. Even then I had several misses. I'll be forever grateful that my colleagues at Gonzaga saw the potential for me to become a teacher-scholar here in Spokane, WA.

Similarly, what led you to your

current position, and what was it about the school that appealed to you?

Gonzaga is a really community oriented place. My colleagues care about each other and we have a really collegial atmosphere on our floor. When I first arrived my colleagues would always tell me that they hired me to be the best version of the sociologist that I want to be. That felt really good. I also appreciated that the department had a robust undergraduate research program set up. Since we don't have graduate students, I was excited to participate in that program and try to inspire students to develop their own scholarly voice and interests.

What one or two pieces of advice

would you give graduate students?

As a graduate student I never heard much about what a career at a liberal arts institution would look or feel like. From my perspective now it often feels like graduate programs put too heavy a focus on the number of publications their students have. Publications obviously matter. But I've seen plenty of cases where candidates with more CV lines get passed over for candidates with a more creative research program, with more teaching experience, and with more pedagogical training. So do work you're proud of, prepare to talk about why you're proud of it, and think broadly about the kinds of institutions that might be able to support you in continuing to do that work.

Upcoming ASA Meeting Sessions

Advancing Social Psychology Theory and Research

This session invites submissions for an open paper session on research engaging social psychological theories or concepts.

Shane Soboroff, Saint Ambrose University

Social Psychological Mechanisms of Exclusion and Marginalization

We seek papers that interrogate the interpersonal dynamics leading to "displacement" from core social worlds, whether literal (e.g., through violence; bureaucratic or algorithmic discrimination; social shunning, "cancellation," or exile) or symbolic (e.g., through identity challenges; micro-aggressions; bullying and harassment). We are also interested in papers that examine the social-psychological sequelae of such displacements. This call is open to proposals from scholars working in both digital spaces and traditional (analog) organizational contexts

Spencer Garrison and Elizabeth Armstrong, University of Michigan

Joint Roundtables Session: Sociology of Emotions and Social Psychology Sections

Elizabeth Culatta, Augusta University and Jun Zhao, Georgia State University

Winter 2022

Cooley-Mead Award

Deadline: January 31, 2022

The Social Psychology Section is seeking nominations for the 2021 Cooley-Mead Award. The Cooley-Mead Award is given annually to an individual who has made lifetime contributions to distinguished scholarship in sociological social psychology. In addition to receiving the award, the recipient presents an address to the Social Psychology Section at the 2022 American Sociological Association Annual Meeting. In 2021 the award went to Neil MacKinnon. Prior winners of the Cooley-Mead Award are listed at: <https://www.socialpsychologyasasection.com/cooley-mead-award.html>

Nominations must be received (email only) by **January 31, 2022**, and should include a brief description of the career contributions that make the candidate deserving of the award. Nominations may include supporting letters in addition to the nominating letter. Please send to David Schaefer, Committee Chair, at drshaef@uci.edu. The Committee this year is: Deborah Carr (Boston University), Tim Hallett (Indiana University), Kim Rogers (Dartmouth), and Neil MacKinnon (University of Guelph).

Outstanding Recent Contribution in Social Psychology

Deadline: February 1, 2022

The Social Psychology Section of the ASA invites submissions for the 2022 Outstanding Recent Contribution in Social Psychology Award. In 2021, the award will be given to an article published between 1 January 2019 and 31 December 2021.

Nominations must include a .pdf of the article or chapter and a brief statement (one or two paragraphs) regarding its merits. To be eligible

for the award, the first author of the article must be a member of the Social Psychology Section. In addition, nominators must be members of the ASA Social Psychology Section. Self-nominations are welcome. Please send submissions by February 1, 2022 to the chair of the committee, Ashley Harrell (Duke University), ashley.l.harrell@duke.edu.

Graduate Student Paper Award

Deadline: March 15, 2022

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 2021 and March 2022, 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; or published. Authors of eligible papers must be graduate students and members of

the Social Psychology Section at the time of the paper submission. Authors may only submit one paper for consideration each year. Multi-authored papers may be submitted if all authors are students and section members, but the prize must be shared. The recipient(s) will receive \$500.

Please send a .pdf version of the paper by March 15, 2022 to Yongren Shi (University of Iowa), yongren-shi@uiowa.edu, chair of the committee.

Graduate Student Investigator Award

Deadline: March 1, 2022

The Social Psychology Section of the ASA invites submissions for the Graduate Student Investigator Award. The award provides support for an innovative and outstanding research project that makes a significant contribution to social psychological scholarship. The proposed research may serve as the applicant's dissertation, thesis, or other publishable research. The award provides up to \$1,000 to meet some of the research expenses associated with the proposed research. Interested graduate students should submit: (1) a proposal of no more than 8 double-spaced pages (page count does not include references, figures, tables, or appendices), (2) a budget describing how the funds will be used, (3) a curriculum vitae, and (4) a supporting faculty reference. The graduate student applicant should first fill out the form at this link; the faculty reference form and the faculty reference letter can be submitted at this link.

The proposals should be organized as: a) introduction, b) background/theory, c) methodology (specifying data, sampling, measurement, and IRB approval plans/status), and d) significance/impact for sociology and social psychology. Measurement instruments and other supplementary material can be included as an appendix to the proposal.

Applications will be evaluated using the following criteria: theoretical significance, creativity of the research, the appropriateness and quality of the methods, and the potential contribution to the field of social psychology. The student applicant must be a current member of the ASA Social Psychology Section. A student may only submit one application for consideration each year. Please send a PDF version of the proposal, CV, and budget in one document by March 1, 2022, to Bianca Manago (bianca.manago@vanderbilt.edu), chair of the committee.

Call For Papers - Miscarriages of Justice and Responsibility

The International Journal on Responsibility (IJR), an international, peer-reviewed, interdisciplinary journal housed at James Madison University, is seeking submissions for a special issue on miscarriages of justice. The journal focuses on theoretical, practical, and methodological issues related to the concept of responsibility, and seeks to answer: "Who or what is responsible to do what for whom?" With this question in mind, this special issue will center on the complex nuances associated with responsibility for producing and rectifying erroneous outcomes in the criminal justice system.

Recent attention to wrongful convictions has highlighted how the routine operation of the criminal justice system can affect errors of justice. The criminology of wrongful conviction is a developing field that attempts to explain why the conviction of the innocent occurs and to identify systemic criminal justice policy reforms that would reduce or eliminate wrongful convictions. Although scholarship on miscarriages of justice has advanced, there is a need for a critical criminological approach to the study of wrongful conviction to understand how social forces and institutional logics, along with human error, coalesce to convict the innocent.

The focus of this special volume will advance theoretical and methodological scholarship on miscarriages of justice through the lens of responsibility, and inform policy relating to the responsibilities of various criminal justice actors for either producing or rectifying errors of justice. In doing so, scholars in criminology, criminal justice, sociology, psychology, or the law, may wish to focus not only on wrongful convictions, but on factors that affect whether innocents are rightly, or the guilty are wrongly, filtered out of the criminal justice system (Leo, 2017).

This volume of IJR will be guest edited by Heather L. Scheuerman of James Madison University. Manuscripts should be submitted to scheuehl@jmu.edu and should not exceed approximately 40 double-spaced pages (including Tables, Figures, and references). Submission of a manuscript indicates a commitment to publish in IJR; therefore, manuscripts should not reflect previously published work and should not be under consideration elsewhere. Manuscripts must also conform to APA format. All manuscript submissions will undergo a peer review process. The deadline to submit a manuscript for consideration is May 1, 2022. Questions regarding this call for papers can be directed to the guest editor at scheuehl@jmu.edu.

Remarks from the Editors of Social Psychology Quarterly

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

We hope that you have had the opportunity to see the December, 2021 issue of *Social Psychology Quarterly* with the address by 2020 Cooley-Mead Award recipient Jan E. Stets and introduction by Cecilia L. Ridgeway. Due to the pandemic-related rescheduling of the recent Cooley-Mead addresses, our next issue (March 2022) will feature the address of 2021 Cooley-Mead Award recipient, Neil J. MacKinnon and introduction by Amy Kroska, David R. Heise, and Lynn Smith-Lovin. Please check out these contributions by both of these outstanding scholars.

In the December issue we also thanked our hardworking reviewers and editorial board members for their gracious efforts on behalf of the *SPQ* publishing community and we would like to express that gratitude here as well. Your willingness to provide your expert feedback in a timely

manner is what keeps the journal going. If you have not been asked to review for *SPQ* and would be willing to share your insights, please join our reviewer team by answering some quick questions here:

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

We would like to give a special thanks to outgoing board members: Susan Rebecca Fisk, Ara Allene Francis, Judith A. Howard, Ko Kuwabara,

Christabel L. Rogalin, Hana Shepherd, Erika Summers-Effler, Linda R. Tropp, Murray A. Webster, Jr., and Geoffrey Thomas Wodtke. And, we would like to welcome Elisa Jayne Bienenstock, Jamillah E. Bowman Williams, Kait M. Boyle, Lynn

thank them in advance for their intellectual efforts on behalf of our community. We would also like to thank *SPQ* Deputy Editors, Corey Fields, Matthew Hunt, and Stefanie Mollborn, for their continued hard work on the journal.

Lastly, we are grateful to all of the authors submitting such excellent social psychological scholarship. Please continue to send us your good work. *SPQ* articles are generally 10,000 words or less. We also invite notes, which are manuscripts in which the contribution can be communicated in no more than about 5,000 words. Notes may provide new empirical tests of existing theory, replicate previous empirical findings, primarily make a theoretical contribution, or offer a methodological advance. Notes go through the same review process as articles. We encourage authors of articles and notes to make use of online-only appendices as needed to elaborate on methods, procedures, data, code, instruments, as well as to present any supplemental analyses and/or discussion. There is no word limit for the online-only component.



A Journal of the American Sociological Association
journals.sagepub.com/home/spq ■ ISSN: 0100-2725



Genciano Chin, Kristen Annette Clayton, Ludwin E. Molina, Chantrey J. Murphy, David Pedulla, Doug Schrock, Allison Skinner-Dorkenoo, and Lisa Slattery Walker to the *SPQ* board this month. We

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*The Handbook of Contemporary Inequalities
and the Life Course*

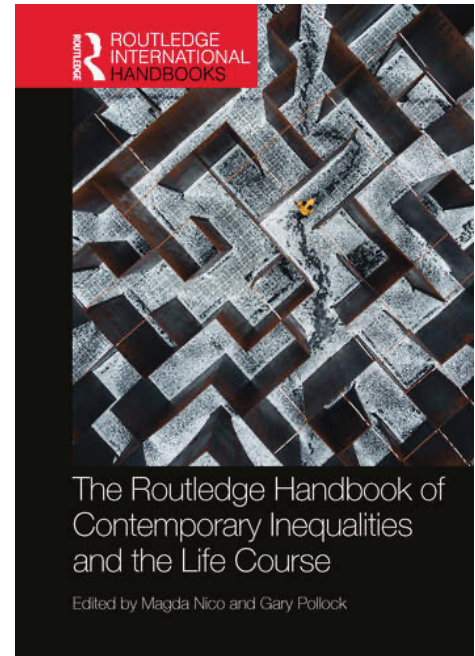
Edited by Magda Nico and Gary Pollock

Drawing upon perspectives from across the globe and employing an interdisciplinary life course approach, this handbook explores the production and reproduction of different types of inequality across a variety of social contexts.

Inequalities are not static, easily measurable, and essentially quantifiable circumstances of life. They are processes which impact on individuals throughout the life course, interacting with each other, accumulating, attenuating, reproducing, or distorting themselves along the way. The chapters in this handbook examine various

types of inequality, such as economic, gender, racial, and ethnic inequalities, and analyse how these inequalities manifest themselves within different aspects of society, including health, education, and the family, at multiple levels and dimensions. The handbook also tackles the global COVID-19 pandemic and its striking impact on the production and intensification of inequalities.

The interdisciplinary life course approach utilised in this handbook combines quantitative and qualitative methods to bridge the gap between theory and practice and offer strategies and principles for identifying and tackling issues of inequality. This



book will be indispensable for students and researchers as well as activists and policy makers interested in understanding and eradicating the processes of production, reproduction, and perpetuation of inequalities.

[Book Available Here](#)

New Identity Theory Website

www.identitytheory.org

by Jan Stets and Peter Burke

A new website has been created for the community of identity theory (IT) scholars, students, and interested others. It is a space where scholars can come together and discuss IT, share their ideas and work, keep up on current information on IT research, conferences, and news on IT scholars. The site provides a clearing house of IT publications as well as

information on IT community members.

If you would like to join this community, please send a small head-and-shoulders picture, a 100-word brief bio on you, a list of your identity publications, and your email and website location (if you have one) to peter.burke@ucr.edu.

People are encouraged to sign up on the discussion page to received notification of new postings.

***For more
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Unequals: The Power of Status and Expectations in our Social Lives

EDITED BY MURRAY WEBSTER JR. & LISA SLATTERY WALKER

Edited by Murray Webster and Lisa Walker

This book presents the latest research on status generalization in a variety of settings, examining new interventions for its negative effects. Drawing from research on status processes in sociology, social psychology, education, organizations, mental health, and other fields, the book connects to several bodies of research that include stigma and stereotyping, exchange and power, and organizations.

The first part of the book establishes the foundations and recent developments. Next, the book delves into elaborations, variants, and interrelations. Throughout, the book illustrates

how status processes are evident in settings like school classrooms and others, where interventions can improve interaction and participation between advantaged and disadvantaged students, genders, organizational positions, races, other dynamics that may be impacted by social status and expectation. The book concludes with chapters on applications and interventions to reduce unwanted inequalities in social interactions and institutions.

With its balanced, multidisciplinary approach to the challenges of social hierarchies and deep-rooted expectations, *Unequals* is an essential volume

UNEQUALS



The Power of Status and Expectations in our Social Lives

OXFORD

for all academic and scholarly readers interested in status processes and inequalities in our social lives.

[Book Available Here](#)

Updates on the Groups Processes Conference

Mark your calendars to join us for the 2022 Group Processes Meeting. Our current plan is to be in-person at a venue near the conference site. Although we typically schedule our meeting as a pre-conference, this year's meeting will be immediately following ASA, on Wednesday, August 10th. The Social Psychology section

sessions occur on the last day of ASA, and therefore we have scheduled the group processes meeting to coincide with that and maximize your participation.

We are presently working on the website with a tentative submission deadline of April 1st. Consider submitting your work and works-in-progress. Please join us and see you in LA!

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Mary Rose, UT, Austin
Jane Sell, Texas A&M
Zara Jillani, UNC, Charlotte
Kayla Pierce, Vanguard
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