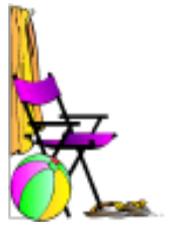


# Social Psychology

Summer 1998



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## FROM THE CHAIR

Edward J. Lawler, *Cornell University*  
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How small, everyday orders in relations and small groups are created and sustained is a central theme of sociological approaches to social psychology. To the extent that we can link these micro orders to larger social processes, they offer us another slice on the micro-macro problem. The Miniconference on Micro Social Orders hopefully will generate some worthwhile discussion of such issues within and across the multiple faces of sociological social psychology. As explained previously, three of the section sessions are devoted to this theme – one on theoretical approaches (organized by me), one on exchange and rational choice approaches (organized by Karen Cook), and one on interactionist approaches (organized by Gary Fine). A range of other topics will be found in luncheon roundtables (listed in this issue) organized by Terri Orbuch. Please note that while section day is August 21, at least one of our sessions likely will fall on another day.

One advantage of section day being the first day of the ASA meeting is that the Annual Group Processes Conference is the day before (August 20). Being on a contiguous day, more of you might arrange to attend this conference, and I strongly encourage you to consider this. These sessions are typically lively and interesting. This year's conference is organized by Joe Berger, Cecilia Ridgeway, and Geoffrey Tootell and includes sessions on major theoretical traditions – expectation states theory, exchange network theory, and identity theory – as well as a session on theoretical integrations.

In this final "from the chair" column, I would like to make two pitches to section members. First of all, the approach of the meetings is another occasion to encourage colleagues and graduate students to join the section so that we maintain a sufficient cushion above the 600 mark needed for our current number of sessions at the meetings. Second, as you write or revise those papers you present at the meetings, you should consider *SPQ* as a possible outlet. While *SPQ* is not a section journal, we do have an important stake in making sure there is a steady flow of quality manuscripts to the journal.

Section committees have been well-run this year, and I thank all of the committee chairs for their important contributions to a smooth functioning section: Lynn Smith-Lovin (Cooley-Mead), Doug Maynard (Membership), Tim Owens (Nominations), Lisa Troyer (Graduate Student Paper Award), and Jeylan Mortimer (Professional Affairs). Also, Jan Stets has done a nice job with the newsletter, as has Brian Powell with the section budget. It has been nice to work with all of you.

Hopefully, this San Francisco in August will not live up to Mark Twain's well-known comment about summer in San Francisco. See you there. ♦



SAN FRANCISCO

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## FROM THE EDITOR

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This issue completes my first year as editor of the newsletter. By now you should have a sense of my vision of this newsletter for the section. While it informs ASA section members of upcoming meetings, section activities, and (new) books by section members, it also provides an in-depth analysis of section members theoretical, research, and teaching ideas, and it profiles our youngest members in the section (and our future): our graduate students. Periodically, I will include feature columns on other issues. Past newsletters as well as the current newsletter and important additional section information are now available on the web. Thus, section members have greater access to our previous accomplishments, present activities, and future plans.

In this issue, Ed Lawler provides his last column as section chair. As busy as Ed's schedule has been as Dean at Cornell University, he has organized an excellent section day for the ASA meetings. I've enjoyed working with Ed, and I look forward to working with Linda Molm (*University of Arizona*), the 1998-99 section chair.

This issue provides the roundtables listing for our section day at the ASA. Also, the Graduate Student Award committee has decided the recipients of this year's award. Lisa Troyer (*University of Iowa*), the committee chair, profiles the students in this issue. The award will be presented at the Business Meeting. Please be sure to attend the Business Meeting, the Cooley-Mead Award Ceremony, and the Section Reception during the meetings.

This issue also continues the tradition of the Theory and Research Corner (Cecilia L. Ridgeway, *Stanford University*), Teaching Corner (Judith A. Howard, *University of Washington*), and graduate student profiles (Kristan L. Glasgow, *Stanford University* and Shane R. Thye, *Cornell University*). The last in the column series on *SPQ* by the co-editors provides advice to those reviewing for the journal. And, John Mirowsky (*Ohio State University*) provides us with some important information on *SPQ*'s ranking in the discipline.

On the back page of this newsletter, Barry Markovsky (*University of Iowa*), the current Sociology Program Director, addresses issues relevant for section members regarding NSF funding. I would urge you to consider your research for funding.

I send my sincere thanks to those who were very helpful in my first year as editor. A special thanks goes to the contributors of each issue. They helped disseminate important information to section members.

### **Fall (1998) Issue:**

Theory and Research: Neil J. MacKinnon (*University of Guelph*);  
Teaching: Peter L. Callero (*Western Oregon University*);  
Graduate Student Profiles: Laurie Ervin (*Indiana University*) and  
Sharon E. Preves (*University of Minnesota*)

### **Winter/Spring (1999) Issue:**

Theory and Research: David R. Heise (*Indiana University*);  
Teaching: Lisa Troyer (*University of Iowa*);  
Graduate Student Profile: Alex Mason (*University of Nevada, Reno*) ♦

## SOCIAL PSYCHOLOGY ON THE WEB

<http://stets.libarts.wsu.edu/spnews/>

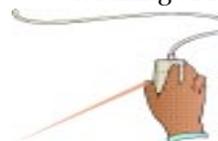
Peter J. Burke  
*Washington State University*  
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The social psychology section web site is moving toward its first birthday, and it is working well as a source of information about the section and its activities, as a number of members have commented to me. It is becoming clear, however, that section members are not very interested in using the web site as a location for an open discussion forum. Almost no one has been willing to pen a provocative thought or comment to start a discussion thread (only two or three persons had posted any messages on the open discussion forum) or for feedback and discussions surrounding the newsletter (only one message there, and that one was blank). As a consequence, we need to find other ways to serve the interests of the section members. We are always open to suggestions.

One new feature of the web site with which we are experimenting is a page on which members can post their own announcements. We have posted announcements of interest to members from the section, from ISA, and from other sections. We will continue to post these timely messages as a service to the section when we are alerted. However, we are making available a way that members can post their own announcements about items of interest, calls for papers, programs of meetings, interesting URLs, etc. These can be typed right onto the page or pasted in from another source. They will be reviewed periodically and old items will be deleted so that no one will have to wade through announcements that are no longer relevant. Additionally, items that have a more permanent appeal may be added to regular pages on the web site.

As the web comes to be a more relevant resource for social psychologists, I expect that the usefulness of the section pages will increase. To this end, I would like to add a continually updated list of useful URLs organized by type and topic. In order to centralize and facilitate this, let me ask readers either to send to me or post to the web site any URLs that you feel might be helpful to others. Such suggestions might include information sources, electronic journal locations, discussion sites, listserves, Java-based demonstrations, bibliographies, etc. Together we can create a first rate listing that will be of use to social psychologists for teaching or for research. ♦



**Go to the web site mid-summer  
for the section election results**



1998 ASA Social Psychology Section Roundtables  
San Francisco, California, Hilton and Towers  
August 20, 1998



Organizer: **Terri L. Orbuch**, *University of Michigan*, orbuch@psc.lsa.umich.edu

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1. Interaction and the Construction of Meaning

"Administrative Bureaucracy as a Collaborative Effort"  
**Sylvia Ansay**, *University of Florida*

"Framing and the Construction of Social Consciousness"  
**Janes A. Vela-McConnell**, *Augsburg College*

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2. The Structuring of Social Interaction

"Egocentric Bias or Information Management?"  
**James Kitts**, *Cornell University*

"Nonverbal Behaviors in Interactional Context"  
**Lisa Slattery Rashotte**, *University of Arizona*

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3. Link Between Social Structure and the Self/Self-Change

"Gender Differences in Attempts at Self-Change"  
**K. Jill Kiecolt**, *Virginia Polytechnic Inst. and State University*  
**J. Beth Mabry**, *Virginia PolyTechnic Inst. and State University*

"The Ghetto Underclass Experience: A Social Psychological Analysis"  
**Anna Riley**, *University of Missouri*

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4. Personal Efficacy and Structural Correlates

"Personal Efficacy, Distress and Gender Differences"  
**Xiaoqin Wu**, *Lenoir-Rhyne College*

"Fatalism, an Alternative Measure of Personal Efficacy; Its Demographic Event Correlates"  
**Cardell K. Jacobson**, *Brigham Young University*

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5. Intervening Factors Between Stress and Distress

"Explaining Gender Differences in Symptoms of Subjective Distress in Young Adolescents"  
**Xiaoru Liu**, *San Diego State University*  
**Howard Kaplan**, *Texas A & M*

"Health Inequalities in Later Life: Convergence or Divergence? And Why?"  
**Megan Beckett**, *RAND* ♦

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6. Social Structure in Task Groups

"Gender, Status, and Influence in Task Groups"  
**Martha Foschi**, *University of British Columbia*

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7. Social Psychology and the Consequences of Trauma

"In Search of Meaning: The Role of Religion for Cancer Patients"  
**Monika Ardelt**, *University of Florida*  
**Susan Eichenberger-Levy**, *University of Florida*

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8. The Construction and Management of Gender and Gender Identities

"Self-Structure, Identity and Commitment: Promise Keepers' Godly Man Project"  
**Michael Armato**, *University of Florida*  
**William Marsiglio**, *University of Florida*

"The Affective Bases for the Gendering Traits: Comparing the United States and Canada"  
**Tom Langford**, *University of Calgary*  
**Neil J. MacKinnon**, *University of Guelph*

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9. Power and Exchange Patterns in Groups

"Expressive and Instrumental Use of Punitive Tactics in Bargaining"  
**Michael D. Large**, *Indiana University*

"Network Morphology and Exchange Relations"  
**Gordon Abra**, *University of Arizona*

"Mediation and Exchange: A Framework for Viewing a Case Study of Coalition Conflict Resolution"  
**Sandra Fromson**, *University of Connecticut*

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10. Social Roles, Social Identities

"The Grandparent Role: A Social Psychological View"  
**Florence R. Rosenberg**, *University of Maryland*

"Self Schemas and Role Identity Measurement: A Field Study"  
**Peter J. Collier**, *Portland State University* ♦

Go to: <http://stets.libarts.wsu.edu/spnews/>  
for the ASA Emotions Section Roundtables listing



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## 1998 GRADUATE STUDENT PAPER AWARD RECIPIENTS:

"The Effects of Status-Organizing and Social Identity Processes on Patterns of Social Influence in Task-and-Collectively-Oriented Settings: Experimental Data and Conclusions"  
Will Kalkhoff and Chris Barnum, *University of Iowa*



Comments by Lisa Troyer, Chair,  
Graduate Student Award Committee  
*University of Iowa*  
lisa-troyer@uiowa.edu



The Graduate Student Award Committee is pleased to announce the winners of this year's competition, Will Kalkhoff and Chris Barnum, University of Iowa, Department of Sociology, for their paper, "The Effects of Status-Organizing and Social Identity Processes on Patterns of Social Influence in Task- and Collectively-Oriented Settings: Experimental Data and Conclusions." Thirteen papers were submitted for competition relating social psychological processes to such domains as justice, work, family, education, and race. The quality of the papers was impressive, making the evaluations both a pleasure and demanding. Reviewers' comments on the winning paper included, "This is a top-notch paper. I am impressed with the authors' ingenuity in combining two disparate theories..." Another reviewer noted, "This is a masterful integration of status characteristics theory and social identity theory...the modification of status characteristics 'standardized experimental setting' ... was also brilliant."

Kalkhoff and Barnum's paper draws on two social psychological theories related to social influence processes: status characteristics and social identity theory. The paper builds on earlier work by Barnum ("A Reformulated Social Identity Theory," *Advances in Group Processes*, 1997). Based on his Masters thesis, Barnum articulated the structure of social identity theory, generating testable claims on social influence in groups. Kalkhoff's Masters thesis, drawing on Barnum's work, addressed the issue of the joint effects of social identity and status-organizing processes on social influence. While status characteristics theory focuses on the relative influence of status-differentiated actors in groups, social identity theory examines the relative influence of in-group vs. out-group members.

In their co-authored paper, Kalkhoff and Barnum argue as to how the two processes operate simultaneously and offer an experimental test of the two processes when they operate independently and simultaneously. The results indicate that when both processes operate independently, they generate comparable levels of influence. An important finding of the study was that when both processes operate simultaneously, one does not exclude the other. And, the analysis suggests that the processes combine to generate social influence in a manner consistent with status characteristics theory's aggregation assumption. The authors note that both social identity and status characteristics theory are important to the social value an actor places on other group members. Status characteristics theory posits that greater social value is placed on higher status than lower status group members, while

social identity theory offers that greater social value is accorded to in-group rather than out-group members. They suggest that their results may be indicative of a single process involving social value that underlies influence. Michael Lovaglia, who conducted a social psychology seminar in which the collaborative project began notes, "Their results could open a new area of social psychological research."

Chris Barnum's areas of interest are group processes, status, and distributive justice. He continues to study the impact of group membership on status structures, and is continuing his collaboration with Kalkhoff on another front. The two are planning to investigate an underlying exchange dimension that they believe may also affect social influence as it arises from status-organizing and social identity processes. In addition, Barnum is working on formulating mathematical models of distributive justice (drawing on psychophysical laws) with plans to test them using magnitude scaling techniques. His career goal is to obtain a tenure-line position at a research university.

Barry Markovsky, Barnum's thesis advisor and a member of Kalkhoff's thesis committee stated, "The entire Sociology Department at Iowa is delighted in Chris and Will's accomplishments — not just the award, but also the project behind their winning paper." He also sees this project as typical of what is being produced at the Center for the Study of Group Processes (which supported Barnum and Kalkhoff's research and is directed by Markovsky). Markovsky noted, "With skilled motivated students like Will Kalkhoff and Chris Barnum, plus space, equipment, and funds, good science and award-winning projects are the inevitable outcome."

Kalkhoff also aspires to a tenure-line position in a research university after his Ph.D. Along with his work with Barnum, Kalkhoff is working with Markovsky on a survey examining how sociological theory is taught in top US Sociology graduate programs. With Douglas Thompkins (another sociology Ph.D. candidate at Iowa), Kalkhoff is exploring the role of social networks in the politicization of street gangs. This merges his interests in social psychology and deviance. His other interests include social theory and mental health (as reflected in a project exploring the effects of relative income on the psychological well-being of married individuals).

This award will be presented at the Social Psychology Section meeting at the ASA in August. The Graduate Award Committee hopes that section members will attend to honor these students for their exceptional work. ♦



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## THEORY AND RESEARCH CORNER

Cecilia L. Ridgeway  
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*A Fight For Love and Glory*



Except for love, nothing seems to preoccupy people more than esteem in the eyes of others. Given the primacy of status in human affairs, it is surprising that sociology approaches are disjointed. Micro sociologists consider status as a problem in the organization of interaction. Macro sociologists reduce status to occupational prestige or as a attribute of group membership (e.g., elite lifestyles). Few attempt links between these levels of analysis.

Status between and within groups clearly co-determine one another – but what does this mean and how does it occur? Expectation states research shows that widely held beliefs about the status value of people’s attributes organize interaction, creating hierarchies of influence and esteem. In fact, the attributes about which people hold shared status beliefs are usually signs of membership in significant social groups (e.g., gender, race, or occupation). Thus cultural status beliefs are the link between macro and micro status relations. How do such beliefs arise?

For the past several years I have been working on this by developing and testing status construction theory. If interaction is where status beliefs operate, it may also be an arena for creating or changing those beliefs. Thus, the theory examines: 1) who encounters whom in society and 2) what hierarchies of influence and esteem likely develop in those encounters. If people from different social groups interact, say As and Bs, their influence and esteem will likely affect their expectations for the next A or B they meet. Any factor that biases encounters between As and Bs, e.g., As become more influential than Bs, can create a diffusion of widely held status beliefs of As over Bs.

At first, I focused on wealth (e.g., more As than Bs are rich) as the biasing factor. My experiments confirmed that pay differences, if they lead to influence hierarchies favoring the better paid (as they usually do), induce people to form beliefs that those in the better paid person’s group are more respected, higher status, and more competent than those in the lesser paid person’s group.

Later experiments have shown that any factor (e.g., access to technology) that biases the development of influence hierarchies between people from different groups will engender status beliefs. Further experiments suggest that once people hold status beliefs about a social distinction, they teach them to others by treating others according to the beliefs. Interaction not only creates but spreads status beliefs. It creates local realities that suggest consensus about the status value of a social distinction. People generalize this local consensus to working assumptions about the broader social reality. These working assumptions, in turn, bootstrap the development of a wider consensus in the culture that creates status beliefs. ♦



## TEACHING CORNER

Judith A. Howard  
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I want to take up a more general issue in this Teaching Corner: tactics of professional development, specifically, the usefulness of developing a teaching portfolio. First, what is a Teaching Portfolio? A portfolio is a collection of material that illustrates the nature and quality of an individual’s teaching and students’ learning. Portfolios provide specific evidence of instructional strategies and effectiveness – they are not trunks full of teaching artifacts and memorabilia.

What are the Components of Teaching Portfolios? They include: a description of your teaching training, experience, and responsibilities; statement of teaching philosophy; methods and strategies (including rationales); description of course materials: Syllabi, assignments, handouts, exams, evaluations (from students, peers, faculty); philosophy of examination and assessment; efforts to improve teaching (curricular revisions; experiments in pedagogy and methodology; conferences and workshops); teaching goals: Short- and long-term. This whole statement might be 5-6 pages. You might want to develop several versions of a portfolio, one for yourself and your community, and at least one directed toward those to whom you are accountable.

What are the Purposes of Teaching Portfolios? (1) Portfolios serve as a useful tool for tracking and stimulating one’s growth as a teacher. In preparing them, one is encouraged to think, actively, about teaching. Ideally, development of a portfolio would start the day you enter a classroom for the first time – your first assignment as a TA. (2) Portfolios also serve as a tool for assessing how effective one is in communicating what we intend, to our students. (3) Portfolios contribute to developing a pedagogical community, serving as a tool for conversations with others about teaching. Portfolios thus contribute to creating and sustaining a culture that not only values, but is purposeful about, teaching. (4) Portfolios are also tools for accountability. They can be one component of tenure, promotion, and merit reviews. Portfolios can be used to demonstrate what we do in the classroom, and why, to legislatures, parents, and accrediting bodies. For graduate students, portfolios are already becoming a vital part of a job application package.

What are the Contributions of Portfolios to Graduate Training in Teaching? It encourages you to start your teaching career purposefully. For example, keeping track of what works and what doesn’t is hard to do during a busy academic term. A portfolio helps you take a few minutes after a class to jot down notes on what was successful and what was not. It also aids in developing a sense of one’s self as a teacher; learning and applying good habits: organization, purposefulness, self-assessment; improves your teaching; develops a pedagogical community for students, and helps you get a job: 90% of the jobs in sociology available today are institutions that emphasize teaching. ♦

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## GRADUATE STUDENT PROFILE

Kristan L. Glasgow  
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Kristan Glasgow Erickson is a sociology Ph.D. student at Stanford University. Her areas of specialization include social psychology, group processes, sociology of education, the family, and adolescence. Kristan's experimental research (with Cecilia Ridgeway) focuses on the social construction and transfer of cultural status beliefs through interaction. Nonexperimental work with Sanford Dornbusch examine relations between family interaction patterns and adolescent adjustment. She will enter the job market during the 1998-99 year and will complete her dissertation in June.

Her dissertation, "The Impact of Cultural Status Beliefs on Individual Task Performance in Evaluative Settings: A New Direction in Expectation States Research," supported by a National Science Foundation grant, locates another context in which status relations are enacted and maintained. Research on group dynamics shows how status processes organize interaction during collective tasks. Actors generalize beliefs about the status value of their social characteristics into assumptions on task competence. In turn, this works in a self-fulfilling way to informal positions of power and prestige.

Erickson examines whether status generalization operates outside interaction. She experimentally tests a theory on how status influences performance on individual tasks. She uses the logic of status characteristics theory and ideas from social facilitation research. Since expectation states theory focuses on the emergence of social inequalities during group tasks, it cannot apply to individual settings without modification. Kristan extends its scope to situations that do not require a collective-task orientation and reformulates core assumptions.

Erickson is co-author on three papers and a manuscript under review. She is currently working on a project that explores the intersection of community context, family processes, and adolescent deviance. Kristan has won departmental awards for outstanding scholarship in Social Psychology and teaching excellence. Teaching interests include: Social Psychology, Gender, Family, and the Sociology of Education.

**Statement:** As a social psychologist, my work concentrates on interpersonal determinants of thought and action and on social processes operating in small groups. This dual emphasis is reflected in my applied research on adolescence and basic research on status processes. Understanding the complexities of adolescence requires a multidisciplinary approach. Social psychology reveals mechanisms through which school personnel, parents, and peers influence adolescent development. The exercises of basic research include testing, refining, and extending general social theory. My dissertation adheres to these objectives by examining the effects of status generalization under a new set of task conditions. I appreciate how the diverse faces of sociological social psychology provide the flexibility to pursue different problems and types of research. ♦

## (POST) GRADUATE STUDENT PROFILE

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Shane Thye is a post doctoral Research Associate at the Cornell University School of Industrial & Labor Relations. In 1991 he received a B.S. in Experimental Psychology and in 1997 a Ph.D. in Sociology, both earned at the *University of Iowa*. At Iowa he studied social psychology and served four years as assistant director of the Center for the Study of Group Processes. He is interested in an array of group processes, theoretical perspectives, and quantitative techniques. He is currently examining commitment in exchange relations, power from status in networks, and the structural barriers to cooperation in social dilemmas.

Last year Shane received an NSF Dissertation Improvement Grant (with advisor Barry Markovsky) to investigate status characteristics in social exchange systems. Here, he developed a "status-value theory of power" to link exchange theories of power with the status characteristics research program. This formulation asserts that under certain conditions, the value associated with positive status characteristics can transfer to goods held by higher status individuals. This is predicted to confer a bargaining advantage (or power) for those who possess positive status characteristics. In his dissertation, Thye designed a series of lab experiments to test this new theory. The hypotheses were supported in two, three, and four-person groups.

Shane has recently published articles in *Social Forces*, *The Social Science Computer Review*, and has another forthcoming article (with other Iowa colleagues) in the *American Journal of Sociology*. He is preparing a chapter with Edward J. Lawler to appear in *Annual Review of Sociology*, and recently joined the editorial board for *Advances in Group Processes*. Thye will join the faculty at the *University of South Carolina* this fall where he will continue his research and teaching in social psychology, critical thinking, and introductory sociology.

**Statement:** "Nearly all of my research has some manner of theoretical integration. I have used psychological theories to study the transmission of paranormal beliefs. In my dissertation I used concepts from status characteristics theory to understand the development of power in exchange networks. More recently I have found connections between emotion theories and structural theories of group solidarity. The only thing more exciting than unearthing a new theoretical link, is designing procedures to serve as a good test. With each new hypothesis comes a new sense of discovery. Overall I have found this process to be very rewarding. I hope that as my career unfolds I can make further contributions to sociological social psychology." ♦



### Publishing in SPQ: Advice to Reviewers

In this final column on publishing in SPQ, we direct our remarks to reviewers. Good reviews are critical to the review process. We offer some recommendations about reviews that are most helpful to us and to authors.

1. Begin your review by summarizing the major contributions or problems with the paper, along with suggestions for addressing the problems. Minor recommendations and page-by-page comments should follow your summary of the major issues. Reviews that are solely a series of page-by-page comments, with no overall evaluation and no distinction between major and minor problems, aren't very helpful to us or the author.

2. Please don't include your recommendation to the editor (to accept, reject, or revise/resubmit) in your comments to the author. Your comments to the author should justify and support your recommendation, but we'd prefer that you don't actually state it in that report.

3. Try to make your recommendation to the editor consistent with your comments to the author. For example, don't recommend rejection to us but make only minor suggestions in your comments to the author. This discrepancy can be difficult for us to explain to the author.

4. Use "Comments to the Editor Only" for confidential remarks to the editor that you would not feel comfortable sharing with the author. It is not intended for your general evaluation of the paper.

5. Keep your reviews professional and constructive. Hostile comments and gratuitous insults are inappropriate in the review process. Editors don't use reviewers who engage in such behavior, and they are likely to dismiss their advice. Receiving criticism and negative reviews is never easy; please put yourself in the author's place and do everything you can to help us keep this process civil.

6. Help us to preserve the full anonymity of the review process. Even if you are certain that you know who an author is, or if the author is self-identified in the paper, do not refer to the author by name in your review. If you are concerned that your possible knowledge of the author might bias your review, then inform us in your "Comments to the Editor Only." Never send your review to the presumed author. Never contact a person whom you presume to be one of the reviewers. And, if you are an author, never contact a presumed reviewer. All of these steps violate the anonymity of the review process, and it is precisely that anonymity that allows us, as a scholarly community, to engage in professional reviews of each other's work without personal animosities developing or becoming overt. We recognize that both authors and reviewers are sometimes known to each other, and that true anonymity is not always possible. But we also know that reviewers and authors are sometimes mistaken in their presumptions.

7. Please appreciate the extent to which we and the authors rely on timely reviews. Try to review papers promptly; if you are unable to review a paper that we send you, please email or fax us IMMEDIATELY so that we can assign a new reviewer without delay.

Finally, please accept our sincere thanks for your contribution to the process of peer review. Without your willingness to engage in this form of generalized exchange, SPQ would be a very different journal, and the work that we produce as social psychologists would not be nearly so good.

NOTE: If you are not currently reviewing for SPQ and would like to, please email your name and address to us ([spq@u.arizona.edu](mailto:spq@u.arizona.edu)), and we will send you a reviewer form to complete for our database. ♦

**TOP**

### **SPQ in Sociology's Top 20**

John Mirowsky, Ohio State University, [mirowsky.1@osu.edu](mailto:mirowsky.1@osu.edu)

*Social Psychology Quarterly* ranks as one of Sociology's top 20 journals. Each year the Social Sciences Citation Index (SSCI) ranks journals based on the rate of citations per article. SPQ's "impact factor" puts it on a par with *Social Forces*, well into the top 20. A table published in the February 1998 *Footnotes* gave a different impression. It appeared to show the 30 highest-ranked journals in sociology. SPQ was not in the table. Where did it go?

SSCI ranks SPQ among journals of "Psychology, Social." In the most recent data it placed seventh in that list, a nose behind the *British Journal of Social Psychology*. SSCI puts a number of sociology's specialty journals in tables other than the one labeled as "Sociology." The *Journal of Health and Social Behavior* is ranked among journals of "Public, Environmental, and Occupational Health." *Demography* and other population and family planning journals appear in a separate table labeled "Demography." *Criminology* appears in a separate ranking of journals on "Criminology and Penology." Wherever SSCI ranks these journals, we should not forget they are among sociology's finest. ♦

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## SOCIAL PSYCHOLOGY AT THE NATIONAL SCIENCE FOUNDATION

Barry Markovsky, Sociology Program Officer  
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This may be the best time ever to submit a grant proposal to the National Science Foundation. A fairly wide – and potentially confusing – array of programs and initiatives support work in and related to social psychology. I'll review some of these below, but you also should seek more information. Contact one or more of your friendly N.S.F. program officers by e-mail or telephone – each and every one of whom is motivated to serve his or her academic community. Alternatively, browse N.S.F.'s beautifully organized web site <<http://www.nsf.gov>>. It contains links to programs, lets you download your own copies of instruction and application forms, provides abstracts of funded projects, and even explains how to submit electronic proposals.



**The Social Psychology Program:** Though lacking a distinct program in psychology, there is a Social Psychology Program <[www.nsf.gov/sbe/sber/socpsy](http://www.nsf.gov/sbe/sber/socpsy)>, with Steven Breckler currently serving as Program Director. From their home page:

Among the many research topics supported are: attitude formation and change, social cognition, personality processes, interpersonal relations and group processes, the self, emotion, social comparison and social influence, the social psychology of health, and the psychophysiological correlates of social behavior.

You can view abstracts of recently funded projects by clicking on "Social Psychology Program Awards Search." Target dates for submitting proposals are 1/15 and 7/15.

**The Sociology Program:** The Sociology Program (for which I'm Program Director) has a long tradition of funding projects in and around Social Psychology (see [www.nsf.gov/sbe/sber/sociol/](http://www.nsf.gov/sbe/sber/sociol/)). Although not mentioned

in its topic descriptions, our subdiscipline generally is well-represented in the Sociology review panel and among funded projects. Of course, when writing a proposal, it generally pays to stress the broader relevance of the social psychological processes to be studied. Target dates are 1/15 and 8/15 for the regular grant competition, 2/15 and 10/15 for the Dissertation Improvement Award competition.

**Cross-cutting Programs:** A variety of competitions bridge across directorates, divisions and programs (see [www.nsf.gov/home/crssprgm/start.htm](http://www.nsf.gov/home/crssprgm/start.htm)). These programs are targeted to specific issues and change from year to year. The two newest – Knowledge and Distributed Intelligence and the Urban Research Initiative – both are attracting interest from social psychologists with relevant interests. Presently there are fourteen other cross-cutting programs, however, so do take a close look.

**Submit!** A few things to keep in mind. First, "proposal pressure" is an important determinant of the emphasis accorded to subdisciplines. The more proposals from social psychologists, the more likely we will become an increasingly vibrant and well-supported area.

Second, propose the research that you are most qualified and motivated to conduct, and emphasize its importance. Scientifically meritorious proposals will be funded on any sociological or social psychological topic, employing any rigorous and appropriate methodology.

Finally, be persistent. If your proposal is declined, revise it in light of your reviews and then resubmit. The success rate currently is around 30%, up to *triple* that of our leading journals! Although that's far from a "sure bet," one thing is for certain: No proposal, no grant. So let us hear from you. ♦



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### Application for Membership in the ASA Social Psychology Section

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

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

\_\_\_\_ 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). Make check 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.

Mail to:  
Membership Services  
American Sociological Association  
1722 N Street NW  
Washington, DC 20036-2981