

Social Psychology

Fall 2000

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CHAIR'S REMARKS



Peter J. Burke
Washington State University
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I have just returned (as have many of us) from a very successful Social Psychology Section set of sessions at the meetings of the ASA. I wish to join my fellow section members and thank Lynn Smith-Lovin, past chair of the section, for organizing this very interesting, and well-attended feast about social psychology in the new millennium for us. Great work, Lynn.

Our membership numbers have slipped a little bit at the time of the meetings from last year when we had about 680 and we reached a high of 693 on the October (1999) count. This year we have about 640 at the time of the meetings, and that will grow a little bit before the official October count is taken. The importance of the October count is that number determines how many sessions at the ASA meeting are allotted to sections. Above 600 members we will have four sessions (which has been the case for several years). If we can move our membership above the 800 mark we would gain a fifth session. I think it is not unreasonable for us to be able to move our membership levels up to that mark as there are certainly that many ASA members that have social psychological interests. I urge all of you who have not yet renewed your membership in the section to do so. Encourage your students to also join or sponsor them. There is a membership form on our web site (<http://burkep.libarts.wsu.edu/spnews/MembershipApp.pdf>)

Our theme for the 2001 meetings is "Agency in Social Interaction and Social Structure." Three of our sessions will be organized around this theme. The first will be an invited panel that will discuss the theoretical and research issues with respect to the concept of agency as it is manifest both in social interactions and in social structures. A second session will be an open submission paper session that will be organized by Peter Callero (Western Oregon State University, callerp@fsa.wosc.osshe.edu) on Agency in Social Interaction. The third session will also be an open paper submission session that will be organized by Jeylan Mortimer (University of Minnesota, morti002@atlas.socsci.umn.edu) on Agency in Social Organizations. The purpose of the theme is to help rekindle interest in questions of individual initiative, goal setting and seeking, motivation, resistance to social pressures, etc. As most are aware, with some notable exceptions, much of social psychology examines the impacts of social structure and the situation on the individual and puts little emphasis on the reverse process. This reverse process is where the initiative lies within the individual, where the individual resists social pressures, where the individual helps to create or modify the structures and situations within which interaction takes place. Our fourth session this next year will continue our tradition of having open submission round-tables. Cathryn Johnson (Emory University, cjohns@social-sci.ss.emory.edu) will organize these sessions. They will be open to all social psychology topics, including those that do not fit in with this year's theme.

Finally, I want to thank all those who agreed to chair and serve on the standing committees of the section. (See page 8). I especially want to thank Jane Sell (Texas A&M, j-sell@tamu.edu) who has taken over the Section Newsletter. These people are the real workers for the section and their efforts deserve recognition and support. Please be thinking of deserving candidates for the Cooley-Mead Award for next year (nominations to Jonathan Turner, jonathan.turner@ucr.edu), and encourage your students to submit their work for consideration for the Graduate Student Paper Award (Herman Smith, Chair, HWSmith@umsl.edu). I look forward to working with the section and its members in the year to come.

EDITOR'S COLUMN

Jane Sell
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I would like to begin by thanking Lynn Smith-Lovin for her energetic leadership over the past year. The 2000 meetings were a great success. There were three well-attended and lively meetings on the State of Social Psychology at the Millennium. The roundtable sessions covered a wide variety of social psychological issues and featured spirited conversations. On our section day, we honored our student award winners, Jeffrey Lucas and D. Angus Vail and our Cooley-Mead Winner, Morris Zelditch, Jr. (For an interview with Professor Zelditch, see page 3.) Lynn passed the leadership of the section to Peter Burke for the year 2001. Peter has organized the 2001 meetings around the general theme of "Agency in Social Interaction and Social Structure," and announcements concerning the coming year and the new committee can be found in Peter's column (page 1) and on page 8.

I want to thank Jan Stets for her incredible work on the newsletter for the past few years. I have to admit that I have felt completely overwhelmed in taking over the newsletter. I really appreciate all the help Jan has graciously provided. In addition I thank Barbara Meeker for her photography help and Krista May for all her patience.

In this edition, Martha Foschi (University of British Columbia) writes about her research in double standards for our Theory and Research column. Martha Copp (East Tennessee State University) discusses her teaching approaches in our Teaching Column. Two graduate students are highlighted and profiled: Alison J. Bianchi (Stanford University) and Douglas Marshall (University of Virginia).

In the next edition of the newsletter (Spring), we will feature a discussion of human subjects' issues. Our research is always filtered through human subject concerns, but both the concerns and the way they are managed changes. There have been some recent occurrences that have raised awareness of human subjects — since the Fall of 1998, federally funded research programs have been stopped (for varying lengths of time) at eight institutions. Recent articles have highlighted various aspects of research programs and the internal review boards that review them. For example, the September edition of *Lingua Franca* features an article by Christopher Shea, "Don't Talk to Humans: The Crackdown on Social Science Research." Sociologists are featured prominently in the article and many raise concerns about the nature of the monitoring process. I have asked several researchers from different social psychological approaches to address human subjects' issues. In particular, I have asked these researchers to consider how human subjects concerns affect their research designs or approaches and how the actual bureaucratic procedures for human subjects review affect them. If any of you would like to share your experiences or concerns, please contact me.

Finally, I would like to encourage all of you to submit your ideas and announcements for the newsletter!

SECTION MEMBERSHIP

Susan Sprecher
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Presently, our section has 650 members. This is a slight decrease in membership from last year, but approximately equal to the number in 1998.

The other members of the Membership Committee and I will engage in various efforts to maintain and possibly increase section membership. These efforts will include: 1) identifying and contacting non-members who have participated in social psychology sections at ASA or regional meetings and encouraging them to join; 2) sending an e-mail message to all current members to remind them (you!) to renew your membership in the section and to identify other faculty and graduate students who might want to join the section.

We also will use this newsletter column as a way to remind you to renew your membership in the section for next year. In addition, we encourage you to consider offering your graduate students complimentary section memberships (at a cost of only \$5.00 per student).

The committee and I would like to thank Diane Felmlee and Jan Stets, the past two chairs of the Membership Committee, for their diligent efforts to maintain and increase our membership.

Membership forms are available at the following web site: <http://burkep.libarts.wsu.edu/spnews/applicat.htm>. If you would like a text version, please contact me at sprecher@ilstu.edu.

Other members of the Membership committee are: Matt Hunt (Northeastern University), Shane Thye (University of South Carolina), Kathleen Crittenden (University of Illinois, Chicago), and Anna LoMascolo (Virginia Tech).

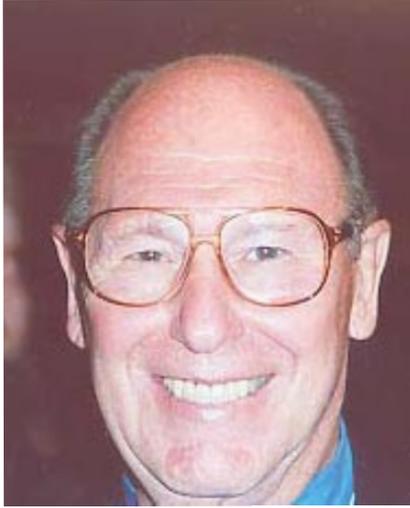
CONTEMPORARY SOCIOLOGY

The new editors of *Contemporary Sociology* are exploring ways in which ASA sections might have their interests represented. They are inviting the Social Psychology Section members to suggest themes and authors for featured reviews or invited symposia. If you have suggestions, please send them to:

JoAnn Miller and Robert Perrucci
Co-editors, *Contemporary Sociology*
Purdue University
Department of Sociology and Anthropology
1365 Stone Hall
West Lafayette, IN 47907-13645

A DISCUSSION WITH BUZZ ZELDITCH: OPTIMISM ABOUT SOCIAL PSYCHOLOGY AND PREDICTIONS ABOUT THE FUTURE

Jane Sell



At the 2000 ASA meetings Professor Morris Zelditch, Jr. Professor of Sociology at Stanford University, received the highest award given by the Social Psychology Section, the Cooley-Mead Award. The Cooley-Mead Award is given for distinguished and long lasting contributions to the field of sociological social psychology.

Professor Zelditch (Buzz) claimed that the award was a great honor to him, but a bit embarrassing. Why would this be embarrassing? Zelditch maintains that he was never trained as a social psychologist – indeed while he received his degree from Harvard, he never studied nor took courses from Bales. (Although almost everyone thought he had.) In fact, Zelditch was trained in comparative politics. His thesis work involved participant observation of Navajo, Mormon and Anglo-American communities in the Southwest. For this study, he read an incredible array of structural functional literature, and the result of his own study – “I became a non-functionalist, but remained a structuralist.”

In 1955, Buzz Zelditch took a job at Columbia University. He and most of the other assistant professors taught four courses a semester – but *only* three preparations. There were, of course, high research expectations but, no committee work. (Also, Buzz noted that he examined in twenty-two fields at Columbia!) Because he graduated from Harvard, he found that everyone expected that he could teach group dynamics, and so he did. In fact, “I turned myself into an experimentalist while at Columbia.” How does he teach himself? He read a book that was available then – *Experimental Sociology*. “Then Terry Hopkins and I did an experiment on what we would call now status cues. This study involved asking people to listen to various voices – and then people would assign gender, occupation or class and ethnicity.” Signaling his long-term research interests in legitimacy, Zelditch noted his first experimental organization study. “Bill Evan and I then did an experiment in which we created forty-five organizations and manipulated settings to examine how legitimacy might be undermined. We never did that again – why? It was too much coordination and work. In the experiment we hired undergraduates, that is they thought that they were work-

ing for the university. After the study was over, we couldn’t just tell them that the study was done. We had to find jobs for everyone!” (By the way, an article resulting from this research appeared in the *American Sociological Review*. This is, indeed, an excellent example of theoretical principles of organizations created in a laboratory context.)

Buzz arrived at Stanford in 1961. He credits Sandy Dornbush with bringing together a group of sociologists who were dedicated to the development of abstract theory. He was excited to come to Stanford and pleased that he stayed all these years. And does he feel any confusion about differing identities – organizational theorist, methodologist, social psychologist? No, not at all. “I am simply a sociologist.”

In his article, “Levels of Specificity within Theoretical Strategies,” (*Sociological Perspectives*, 1991, 34: 303-312), Zelditch writes that while speculating about the world without order is foolish and “that I prefer not to be thought a fool” such beliefs are not founded upon reason and are untestable and therefore incorrigible. “On the other hand, there is a sense in which working strategies are corrigible. I will not try to actually prove that a situational social psychology is preferable to a dispositional one, because it would take a considerable amount of space to marshal the evidence. But I do want to argue that I *could* prove it. Or, perhaps better, I want to argue that I accept the fact that I could be proven wrong.” Further “...even if my neo-Kantian epistemology implies that there is more than one correct description of the world, the presupposition of orderly process implies that not *every* description of the world is equally correct, (Zelditch 1991:308).” In line with my questions concerning the link with post modernism and this general view that there is “more than one correct description of the world,” Zelditch noted, that although he was not all that sympathetic to some expressions of post-modernism, “I am a post-positivist in the sense that theory is the essential component of knowledge.”

And how about the state of social psychology? Zelditch replied that “I am optimistic about the state of social psychology. I see big divisions eroding and I really believe that divergences seem to be converging. Even areas that are disparate seem to be coming together.” This disparate perspectives include symbolic interaction, exchange frameworks, ethnomethodology and expectation states, etc. In particular, Zelditch noted that “I am an avid reader of ethnomethodology.” All of these different areas are really focused upon the central issues of interaction. “For me social psychology is the effect of the group on the individual and the individual upon the group – this is what group process is.”

In asking about the micro-macro issues, I wondered whether linking the two seemed more accepted by the Micro theorists than Macro theorists. Zelditch disagreed however, and argued that uniting micro and macro was endorsed by both. “If action is written out of the setting then no micro-macro link can exist, there is no agency.” Further, he maintained that there are an increasing number of macro-level theorists who “buy agency” – “Sewell for

see next page...

(continued from p. 3)

example starts as a macrotheorist as well as Alexander." But, did he see such a link in areas such as demography? Yes, Zelditch again argued that he saw a definite step toward linkage. For example, he offered "when demographers deal with fertility, they are pure social psychologists." Summarizing his comments here, Zelditch offered a bona fide prophecy: "Pure macro and pure micro studies will disappear in a generation."

Zelditch has combined his interest in micro-macro links and theory of knowledge issues in his long and innovative research history in legitimacy, expectation states and methodological and theoretical issues. His Cooley-Mead Address centered upon the development and future of research in legitimacy issues and echoes the optimism expressed in this interview. Watch for this address (as well as the introduction by Henry Walker) which will appear in *Social Psychology Quarterly*.

TEACHING CORNER

Martha Copp
East Tennessee State University
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What would you do if your department could regularly offer only one course in social psychology? The logical answer would be to design an introductory course for first-year students and sophomores. But you know what would happen. It would be irresistible to unambitious students (those who maintain a steady diet of introductory courses until they graduate). In no time, administrators would pick up the scent of fresh enrollment, and you'd watch in horror as it morphed into a basic service course. What if you taught your sole social psychology course to seniors and graduate students in a master's program? That's what I inherited: a grad-undergrad elective in social psychology with no prerequisites other than intro sociology. Someone virtuous would provide a guided tour of social psychology as a whole. Great idea, but who wants to be a martyr? Instead, I use this opportunity to share something I love: symbolic interaction (SI).

Even though students rarely know what SI is beforehand, by the time they enroll in my course they've got a fair amount of sociology under their belts and they recognize the names of a few authors. Rather than worry that they're learning about SI too late, it's nicer to think that now they're ready to appreciate it. We read classic and contemporary SI articles and we discuss concrete examples of basic tenets in SI. We try to make sense of the self and argue about the American predilection for a true self. We analyze the social production of reality.

While content is never a problem, figuring out what to have students *do* that's worthwhile took me longer to sort out. Students keep a journal on the readings, which helps them stay ahead and come to class ready to talk. And they generate broad essay questions in class and write take-home exams. In the past, eager to make the course live up to its upper-level number and to present myself as an enthusiastic but "demanding" teacher, I assigned writing projects that pushed undergraduates to act as graduate students. They obliged, but I was never satisfied with their work, and they rarely enjoyed their research projects. From their perspective, the course was too abstract and spacy: "The social production of *what*?" To make SI concepts more explicit, I developed some simple research

assignments where students collect data and analyze real-life examples in short papers and then discuss them in class. Students can study the presentation of self, emotion norms and emotion management, reality breaches, and the construction of reality in mass media. These assignments generate excitement and help students see all the interesting stuff that's going on around them in everyday life.

The graduate students need something more. Faculty in our department rarely take time to explain how manuscripts get published. I designed an assignment that gives graduate students the chance to practice academic writing and experience the publishing process. They read a book related to social psychology, draft reviews (500-700 words), and then give each other comments. Then they must put their review in the correct format of a sociological journal that publishes book reviews. They submit it to me along with a page copied from that journal (so I can see the proper format), and I make an editorial decision (accept with revisions, revise and resubmit, or reject). I edit the reviews line-by-line before I hand them back, and we talk about the value of treating every word as guilty until it's proven useful. Students then revise their reviews and go through a second editorial round. Both editorial rounds get a grade, so that students learn to polish their writing before they submit manuscripts to a journal.

I use a social psychological perspective whenever I teach, but in most courses, I rarely get the chance to make that explicit. By teaching a course in SI, I can do that and have fun with it.

COOLEY-MEAD AWARD

The Cooley-Mead award is given annually to an individual who has made lifetime contributions to distinguished scholarship in social psychology. In addition to receiving the Award, the person presents an address to the Social Psychology Section at the American Sociological Association's Annual meetings. To nominate an individual or for more information contact::

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Double Standards for Competence

This research area concerns the evaluation of performances in task settings, ranging from informal problem-solving groups to classrooms and the workplace. By “double standards for competence,” I refer to the application of different criteria to infer ability from performances of the same (or highly similar) quality, depending on who the performers are. I find this practice to be a fascinating research topic, and I am interested in contributing to the systematic understanding of the various forms it takes, its conditions, and its consequences. Status differences between performers commonly activate such double standards. In that case, these typically consist of requiring, for the inference of the same level of ability, that lower-status actors demonstrate better performances, at a larger number of tasks of increased complexity, than their higher-status counterparts. The practice constitutes a powerful exclusion mechanism. At the same time, it is both subtle (as the person using a double standard does not have to label the lower-status actor’s performance as “poor,” but simply deem it to be “not good enough”), and not necessarily conscious. Although double standards are also commonly applied with respect to the inference of other attributes (for example, beauty and morality), the use of double standards for competence benefiting individuals from one social category while disadvantaging those from another has particular important consequences in achievement-oriented societies.

Over the last few years, considerable theoretical development and research evidence has accumulated on the use of competence double standards. Thus, experimental work shows substantial support for the main hypothesis that a status difference between actors activates standards of different levels of strictness. The following are some of the key conditions facilitating this practice: (a) the actors are differentiated with respect to a characteristic that has status value for the assessor; (b) the status factor is seen as directly relevant to the task (e.g., the task is considered to be masculine rather than either feminine or gender-neutral); (c) the equivalent performances by the two actors are of average rather than outstanding quality; (d) the person applying the two standards enjoys low accountability for his or her assessments of competence; and (e) the decision to be made is whether or not a performer definitely has ability (rather than, for example, whether or not he or she meets minimum entry level requirements). The evidence for these double standards originates in studies employing different types of research settings and including both direct and indirect measures of standards - a variety that strengthens the findings. Although in most of the research, status has been operationalized by gender, there is also work where other variables (namely skin color and ethnicity) are used as the status factors. Moreover, although the research utilizes two performers differing in status level and is therefore properly described as concerning “double standards,” the theoretical ideas allow for various levels of status differences (e.g. three socio-economic classes) and more than two performers, and therefore concern, more generally, the use of “multiple standards.” (I present a recent review and assessment of this work in “Double Standards

for Competence: Theory and Research.” 2000. Annual Review of Sociology 26: 21-42. In that article I also discuss “reverse” double standards, namely those favoring the lower-status actor.)

The central factors in the operation of stricter competence standards for the lower-status performer have now been identified, and considerable research has accumulated in this area. There is, however, much that yet needs to be done to increase our knowledge of this practice. In my view, the following are two areas that would be especially worthwhile to investigate.

(i) Research carried out so far has examined the effects on double standards from a single status characteristic that differentiates the performers. It is important that, in subsequent work, we learn about the joint effects on this practice from several such characteristics. A thorough treatment of this topic would examine situations where each characteristic either equates or differentiates the performers, and is perceived to be either directly or indirectly relevant to the task at hand. (ii) I would also like to extend the study of competence double standards to include the role of non-status factors. I believe it would be particularly important to examine whether and, if so, to what extent, affect levels activate this practice. Consider, for example, the case of an assessor who likes one of the two performers and dislikes the other. Assume, further, that the performers are equated on status factors, and that the assessor understands that sentiments are not an appropriate basis for public judgments of competence. Under these conditions, double standards would appear to be ideally suited to the assessor who is nevertheless inclined to use sentiments in making those judgments: rather than including his or her sentiments explicitly, the person can often and without difficulty do so implicitly by invoking “higher standards” for the disliked actor. Expanded knowledge to include these two research areas will greatly increase our understanding of competence double standards. This, in turn, will enhance our ability to design sound interventions to suppress their use.

GRADUATE STUDENT PAPER AWARD

The Social Psychology Section of the American Sociological Association is asking for nominations for the Graduate Student Paper Award. The paper should be article length. It can be based on a master’s or doctoral thesis, course paper, or a paper submitted to a journal or conference. Co-authored papers are acceptable if all authors are students, but the prize must be shared. The recipient will receive financial support to attend the ASA meetings in August in Anaheim where the prize will be awarded. Papers can be electronically transmitted (in Word) or 5 copies can be mailed to:

Herman W. Smith
Department of Sociology
University of Missouri-St. Louis
St. Louis, MO 63121
HWSmith@umsl.edu

GRADUATE STUDENT PROFILES

Douglas Marshall
University of Virginia



Douglas Marshall is a sociology doctoral candidate at the University of Virginia. His original graduate training was in Social Psychology in the psychology department at the University of North Carolina. He received his masters degree and then taught psychology at Georgia Southern University and later James Madison. He returned to graduate school in of sociology at the University of Virginia. In his graduate work he has worked most closely with Krishan Kuman and Stephan Fuchs. He has co-authored the article, "Beyond the Great and Small Divides" in *Social Systems*. In 1999 he won the departmental Outstanding Graduate Teaching Award at the University of Virginia. He is currently teaching at the College of William and Mary and finishing his dissertation.

Marshall's dissertation, "Beyond a Rational-Choice Sociology: A Sociology of Rationality," has two parts. The first is a critique, from a social psychological standpoint, of the rational choice paradigm in sociological theory. He examines not only the more common critique of how well human actors think, but also more fundamental assumption of *how* and *that* we think. In the second part of his dissertation, Marshall argues that while a Rational Choice Sociology is incomplete and insufficient as a basis for building a comprehensive theory of society, there is much to be gained by pursuing a sociology of rationality. That is, he argues that rather than treating rationality as an assumption to be either accepted or rejected in constructing a theory of society, sociology should treat it as an outcome of sociological variables. Rationality is an outcome, not an input, a variable, not an assumption. He then demonstrates how such a sociology of rationality might be achieved, drawing heavily on the social psychological literature, along with the work of Weber, Simmel, and other sociological theorists, as well as traditions, such as organizational research.

Statement: The classical sociological theorists were, among other things, astute social psychologists. The goal of my research is to renew this traditionally intimate, but often unrecognized, link between social psychological understandings of actors and mechanisms and the larger social patterns, properties, and structures that emerge from them. I aim to identify the myriad convergences between the fields, and to demonstrate how this confluence provides new and powerful means of understanding such vital domains of theory as rationality, social change, knowledge, religion and norms.

Alison J. Bianchi
Stanford University
bianchi@stanford.edu



Alison J. Bianchi is a doctoral candidate in sociology at Stanford University, and a pre-doctoral fellow at the Stanford Center on Adolescence. Her research interests include expectation states theory and group processes, mathematical sociology, the sociology of adolescence, gender and social networks. Her dissertation entitled "Justice Evaluations of High School Students: An Instantiation of Reward Expectations Theory," (expected completion: June 2001) incorporates all of these interests by examining the potential effects of status, reward legitimation, and network processes on adolescents' fairness judgments toward their grades. Alison obtained her Masters degree from San Jose State University. Her thesis, "Sentiment and Status Processes: A Test between the Constitutive and Mediator Models," won the 2000 ASA Theory Section's Shils-Coleman Memorial Award for Outstanding Graduate Student Paper.

Currently, Alison is completing a research apprenticeship with Sanford Dornbusch. Sponsored by the W. T. Grant Foundation, she studies the behavior and attitudes of high school students. Dr. Dornbusch, I-Chun Lin, Paul Munroe, and Alison have published "Adolescent Polydrug Use and Violence in the United States" in the *International Journal of Adolescent Medicine and Health* (2000). Dr. Dornbusch and she are also collaborating on two other papers: one which explores the relative impact of adolescents' work orientation and effort-engagement behaviors on grades, and another which compares the effects of five different types of parental reactions to their adolescent's poor and good grades.

An interest in theory and theory construction has led to another fruitful collaboration with Geoffrey Tootell and Paul Munroe (their publications include "Understanding the Nature of Scope Conditions: Some Considerations and Consequences, Including Hybrid Theories as a Step Forward" in *Advances in Group Processes* (1998) and "Formalization and Inference" (forthcoming). For the research program recently launched by this team, "Status Generalization as a Mathematical Game," Alison has designed an experiment that will test the sequencing proposition of status characteristics theory, and will act as a springboard for examining n-person games that may be embedded within the status organizing process.

Finally, Alison has received Stanford University's Centennial Award For Outstanding Teaching (2000), the Stanford Sociology Department's Outstanding Social Psychology Graduate Student Award (2000), and the Department's Cilker Award for Outstanding Teaching Assistant (1999). Her teaching awards result from teaching assistantships under the direction of Cecilia Ridgeway and Carol Caronna.

Statement: Following Clinton's (Hillary's, that is) aphorism, that "it takes a village to raise a child," my village has been the faculty and graduate students at San Jose State and Stanford Universities. I hope to take the best of what I have learned from these distinguished individuals, and give back to the field of sociological social psychology. If I can return half of the knowledge and concern that I have received, I will have had a great career."

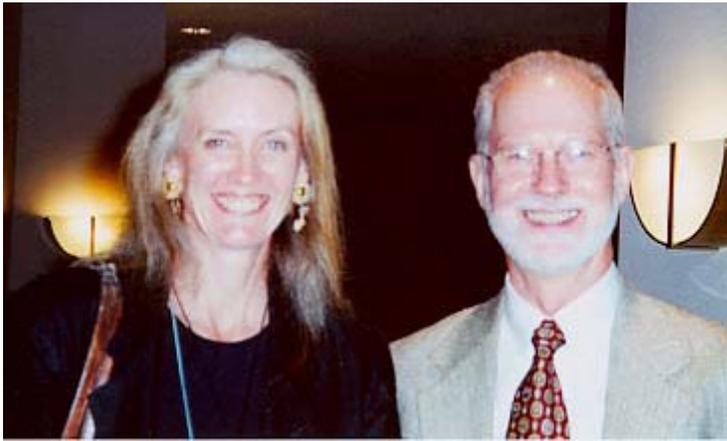
ASA SOCIAL PSYCHOLOGY AND GROUP PROCESS CONFERENCE PHOTOS



Dawn Robinson, Shelly Correel, Lisa Troyer, Dana Haynie, David Wagner, Phillip Bonacich (President Elect of the Section), Eugene Johnson



Jonathan Turner



Lynn Smith-Lovin (past Section Chair), Peter Burke (Section Chair)



David Willer and Bill Falk



Jan Stets, Alison Bianchi, Karen Hegtvedt, Robert Leik, Siegwart Lindenberg, Michael Macy, Peter Burke



Melvin Kohn, Carmi Schooler, Linda Molm

Social Psychology Section: Committees 2000-2001

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Jan Stets, Washington State University
Howard Taylor, Princeton University
Judith Howard, University of Washington
May Takeuchi, Washington State University*

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Cooley-Mead Award

Jonathan Turner, UC Riverside, Chair
David Willer, University of South Carolina
Guillermina Jasso, New York University
Peggy Thoits, Vanderbilt University
Michael Macy, Cornell University

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Shane Thye, University of South Carolina
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*Student members



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 Section. Please send me information about membership in the ASA.

Mail to:

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