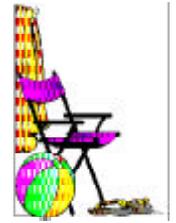


# Social Psychology

Summer 2000



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## CHAIR'S COLUMN

Lynn Smith-Lovin, *University of Arizona*  
smithlov@u.arizona.edu



By the time you receive this newsletter, the preliminary program for the ASA meetings in Washington DC should be posted on the ASA's web page and I hope you'll all be making your plans to attend the meeting. For the first time in several years, our section activities will be clustered around our section day, Monday August 14<sup>th</sup>. The three panels comprising our Mini-Conference on the State of Social Psychology at the Millennium will provide a lively, useful chance to take stock of what we know and the questions we still need to answer. My thanks to Cecilia Ridgeway and Jim House for helping to organize these panels. Council and business meetings, the Cooley-Mead Address, and our reception (joint with Emotions and Rational Choice) will all occur on Monday too. The roundtables, organized by Lisa Troyer, will be held on an adjoining day. You may wish to attend the Group Processes Conference, organized by Barbara Meeker and Murray Webster, the day before the ASA meetings, Friday August 11. Our Mini-conference and other section day activities are sponsored jointly this year with the Social Psychology Committee of the International Sociological Association (currently chaired by section member and former section chair Ed Lawler). Please welcome and include fully all of the international scholars who we hope will join us in DC.

I'm hoping that we can have a real discussion with our international counterparts given the highly participatory nature of the mini-conference panels. The idea is to start with short statements by each of our panelists, then provide a framework in which a lively discussion can ensue. The participants will start with a succinct statement of what we know in their domain of research (sessions will be on symbolic interaction, group processes and social structure and personality). Then the panelists will move quickly to the future. What are the questions that need to be addressed next? What new data will we need to answer those questions? What debates need to be resolved? How will new methods or conceptualizations that are developing move us forward? Cecilia, Jim and I have urged panelists to make forward-looking, possibly controversial statements of where we are and where we're going. Then, the panel organizers will lead an audience-based discussion. Think about these issues as you work this summer, and come ready to speak up and share your ideas.

As you work this summer, writing papers, please consider sending those new manuscripts to the incoming editor of *Social Psychology Quarterly*, Cecilia Ridgeway at Stanford, effective July 1. Linda Molm and I have been excited by the range and quality of work we've received at *SPQ* over the past four years. While *SPQ* is not a section journal, it's important to our intellectual community in sociological social psychology to keep the journal strong by subscribing, sending it our best work, and participating in the review process.

As a final note in this, my last, column, I'd like to thank those whose hard work has made this year a pleasant, productive one. First, I'd like to thank Jan Stets for doing such a great job with the newsletter; this issue will be her last as editor. She's produced a wonderful vehicle for our section news for three years and we really appreciate it. Karen Hegtvedt (Cooley-Mead Award) and Jodi O'Brien (Graduate Student Affairs) skillfully led their committees through the awards selection process. We'll be honoring Buzz Zelditch and graduate student paper award winners in DC. Richard Serpe (Nominations), Diane Felmlee (Membership), Mary Glenn Wiley (Professional Affairs), Don Reitzes (Secretary-Treasurer) and Peter Burke (Webmaster) all did a great job of keeping the section running smoothly and successfully. Thank you all! ♦

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## EDITOR'S COLUMN

Jan E. Stets  
*Washington State University*  
stets@wsu.edu



This newsletter reports on activities related to our upcoming national meeting in DC. Page 3 gives the listing of the section's roundtables at the meeting. Lisa Troyer (*University of Iowa*) has done a great job of organizing a multitude of research papers by social psychologists. Page 4 provides a preliminary program of the 13th Annual Group Processes Conference which will be held the day before the meetings in DC. On Page 6, Jodi O'Brien (*Seattle University*), Chair of the Graduate Student Affairs Committee, reports on the winners of the Graduate Student Paper Award. There are two winners this year and an honorable mention. Please be sure to attend the business meeting on Monday, August 14th where these students will be honored and the Cooley-Mead Award will be presented to Morris Zelditch Jr., (Professor Emeritus, *Stanford University*).

Also in this issue, Duane Alwin (*University of Michigan*) writes for the Theory and Research Column, and Marta Elliott (*University of Nevada at Reno*) shares her teaching ideas in the Teaching Column (page 5). Three section graduate students are profiled in this issue: Stuart J. Hysom (*Emory University*), Adam B. King (*Indiana University*) and Jason S. Schnittker (*Indiana University*).

I'd like to thank Lynn Smith-Lovin for her hard work as section chair this past year. She has put together three very good sessions for the section on Monday, August 14th in DC. I hope you will make an effort to attend these sessions and discuss the state and future of social psychology.

Beginning the Fall, 2000 issue, Jane Sell takes over as the new section newsletter editor. The column that follows introduces you to her.

Have a great summer! See you in August in DC!

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## SECTION MEMBERSHIP

Diane H. Felmlee  
*University of California at Davis*  
dhfelmlee@ucdavis.edu



The membership drive for the section is continuing. Most recently, committee members decided to distribute copies of a pamphlet on the Social Psychology Section at several regional and national meetings of interest to social psychologists. If anyone would like copies of the Social Psychology Section pamphlet, which includes the social psychology membership form, to make available at a relevant conference or professional meeting, please let me know. The preliminary current membership count is approximately 574, and it appears that membership may be down somewhat from last year. We do expect to get a number of membership applications in before the ASA meetings this summer, and we're hoping that those additional applications will enable the section size to surpass, once again, the 600 mark. Meanwhile, if anyone has other suggestions as to how to reach that goal, please inform me, or one of the other committee members (Michael Lovaglia, Lisa Rashotte, Susan Sprecher, and Shelley Correll). ♦

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## PROFILE ON NEW SECTION NEWSLETTER EDITOR

Jane Sell  
*Texas A&M University*  
j-sell@tamu.edu



Profile by Jan E. Stets, Newsletter Editor

Jane Sell received her MS in Sociology from *Texas A&M University* in 1974 and her Ph.D from *Washington State University* in 1979. In 1978, Jane returned to *Texas A&M* as an Assistant Professor. She is currently Professor of Sociology at *Texas A&M*. Jane has been Graduate Advisor in the Sociology Department (1986-1989) and Associate Department Head (1993-1995). She has received numerous honors from the university including the Distinguished Teaching Award which she received twice (1985, 1991) and the Graduate Student Association Award (1998).

Jane has been very involved in the Social Psychology section. She has been Secretary-Treasurer (1992-1995), has chaired the Cooley-Mead Award (1991-1992), and has organized the section's roundtables (1997). Jane has also been an editorial board member of *Social Psychology Quarterly* (1993-1998).

Jane is currently an editorial board member of *American Sociological Review*. She has been a member of the ASA's Dissertation Award Committee (1994-1996) and co-chaired the Dissertation committee (1995-1996). Jane has also been a panelist for the Sociology Program at the National Science Foundation.

Jane's research is in the area of small groups. Her research has examined the status generalization process, justice issues, and more recently, processes emerging out of social dilemmas. Her research has been published in our top journals including the *American Sociological Review*, *Social Forces*, *Social Psychology Quarterly*, and *The Sociological Quarterly*.

**Personal Observation:** Over the years, I've come to know Jane both professionally and personally. Professionally, she values the development of cumulative science and the contribution that social psychologists can make to sociology. Personally, she's one of the most pleasant people I know.

I look forward to Jane's contributions to the section's newsletter. Please give her your help and support. It will make her job easier.

Good luck, Jane!





## 2000 ASA Social Psychology Section Roundtables

Organizer: Lisa Troyer, *University of Iowa*  
lisa-troyer@uiowa.edu



### 1) Personality and Social Roles

President: **Will Kalkhoff**, *University of Iowa*

#### 1. "Role Repertoires"

**A. Paul Hare**, *Ben-Gurion University* and Sharon Hare

#### 2. "Still Stable After All Those Years? Personality Stability Theory Revisited"

**Monika Ardel**, *University of Florida*

#### 3. "Personality Development and Life Experiences in Young Adulthood"

**Yumei Sun**, *Iowa State University*

### 2) Social Psychology and Health

President: **Kristen Marcussen**, *University of Iowa* and *Kent State University*

#### 1. "Abortion and Women's Psychology: Reinventing the Abortion "Problem" in Anti-Abortion Discourse"

**Ellie Lee**, *University of Kent at Canterbury*

#### 2. "The Health Benefits of Emotional Narratives: Why and How Do They Work?"

**Linda E. Francis**, *State University of New York at Stony Brook*

#### 3. "AIDS Preventive Behavior among Taiwanese University Students"

**Ya-Chien Wang**, *University of North Texas*

### 3) Status, Expectations, and Interaction

President: **Shelley Correll**, *Stanford University*

#### 1. "Physical Attractiveness and Vocal Accommodation"

**Anne Elizabeth Haas**, *The Ohio State University*

**Stanford W. Gregory**, *Kent State University*

#### 2. "Experimental Research on Gender as Status: Challenges and Solutions"

**Martha Foschi**, *University of British Columbia*

#### 3. "Sentiment and Status Processes: A Test between Constitutive and Mediator Models in the Expectation States Tradition"

**Alison J. Bianchi**, *Stanford University*

#### 4. "Determinants of Performance Expectations"

**Brent Simpson**, *Cornell University* and

**Henry A. Walker**, *University of Arizona*

#### 5. "Do Mistakes Matter? Examining the Impact of Status Mistakes on Interaction"

**Chris Bourg**, *Stanford University* ♦

### 4) Social Relations and Social Psychological Outcomes

President: **Gretchen Peterson**, *University of Arizona*

#### 1. "Social Relationships and Social Psychology: Beginnings and Future Possibilities"

**Diane Felmlee**, *University of California at Davis* and

**Susan Sprecher**, *Illinois State University*

#### 2. "Social Support and Professional Commitment Among Teachers in South Korea: A Structural Equation Approach"

**Young-Choon Kim**, *Stanford University*

#### 3. "Applying the Social Interactionist Perspective to Understanding the Impact of Domestic Violence on the Children"

**Lori Collins-Hall**, *Hartwick College*

#### 4. "Family Time and Experience of Happiness among Adolescents: Effects of Interpersonal Processes and Structural Resources of the Family"

**Qin Chen**, *University of Chicago*

### 5) Social Psychology of Self and Identity

President: **Alicia D. Cast**, *Iowa State University*

#### 1. "The Relationship between Positive Self-Esteem and Moral Reasoning Ability"

**Deborah Cummins**, *American Medical Association* and

**Donnie J. Self**, *Texas A&M University*

#### 2. "Adverse Social Comparison Processes and Negative Self-Feelings"

**Beverly L. Stiles**, *Texas A&M University* and

**Howard B. Kaplan**, *Texas A&M University*

#### 3. "Evolutionary Social Psychology of the Self"

**Derek S. Reiners**, *Indiana University*

#### 4. Identity Breakthroughs: Youth at Risk Design Possible Selves

**Seana S. Lowe**, *University of Colorado*

#### 5. "Living as an Imposter: False Identity and Impression Management Techniques"

**Kevin D. Vryan**, *Indiana University*

### 6) Structure, Culture, and Values

President: **Paulette Lloyd**, *University of California at Los Angeles*

#### 1. "Ratings or Rankings? Measuring Value Change in Societies"

**Seth Ovadia**, *University of Maryland*

#### 2. "Why Do People Donate to Charity? Values and Prosocial Decision Making"

**Mark Konty**, *University of Arizona*,

**Nobuyuki Takahashi**, *University of Arizona*, and

**Elizabeth Borland**, *University of Arizona*

#### 3. "The Mobius Strip: An Answer to Cartesian Thought's Inconsistencies"

**Prudence Stone**, *New York University*

#### 3. "Socialization in Modern Society"

**Gordon J. DiRenzo**, *University of Delaware*

#### 4. "Individualism and Opposition to Affirmative Action: Evidence from Priming Experiments"

**Markus Kemmelmeier**, *University of Michigan* ♦



## 13<sup>th</sup> Annual Group Processes Conference

Washington, DC, Friday, August 11, 2000

Co-Organizers: **Murray Webster**, *National Science Foundation* and  
*North Carolina State University at Charlotte*, [mwebster@nsf.gov](mailto:mwebster@nsf.gov)  
**Barbara F. Meeker**, *University of Maryland*, [meeker@bss1.umd.edu](mailto:meeker@bss1.umd.edu)

Location: Monroe East Room, First Floor, Washington Hilton  
Registration: \$50; \$20 (Students)

The Sociology Department at the University of Maryland has offered  
\$1,000 to help fund the conference. Thank you MD!

Session I: How group processes effect important outcomes in natural  
settings: schools, business, and families.

Lunch and Roundtables: Variety of Group Processes Topics.

Session II: Research extending theories of behavior in social networks to  
incorporate additional phenomena.

Session III: Recent recipients of NSF Dissertation Improvement Awards  
will present preliminary results of their research.

### Preliminary Program

**8:30—9:30:** Breakfast and Organizational Topics

**9:30—11:30:** Session I: The Interplay of Basic and Applied Studies of  
Group Processes.

1. "What Happens to Theory When You Move Into Action?"

**Elizabeth G. Cohen**, *Stanford University*

2. "The Construction of Status and the Conservation of  
Gender Inequality"

**Cecilia L. Ridgeway**, *Stanford University*

3. "Toward the Relevance of Group Processes to Applied Settings"

**Robert K. Leik**, *University of Minnesota*

**11:30—1:30:** Lunch and Roundtables

1. "Justice Beyond the Individual: A Future with Legitimation"

**Cathryn Johnson** and **Karen Hegtvedt**, *Emory University*

2. "Justice Evaluations: The Impact of Penalties vs. Rewards"

**Edward N. Fortson III**, *Washington State University*

Other Roundtables (To be announced)

**1:30—3:00:** Session II: Network Structures, Power,  
and Communication Patterns

1. "Simulations and Experiments on the Evolution  
of Exchange Networks"

**Philip Bonacich**, *University of California at Los Angeles*

2. "Control Loss in Organizational Hierarchies"

**Noah E. Friedkin** and **Eugene C. Johnsen**,

*University of California at Santa Barbara*

3. "Identity, Trust and Cooperation in the U. S. and Japan"

**Michael W. Macy**, *Cornell University*

**3:00—3:30:** Break

**3:30—5:00:** The New Generation of Group Processes Researchers  
(NSF Dissertation Award Recipients)

**5:00—5:30:** Summaries, Planning for 2001, Adjournment ♦

## FINAL THOUGHTS FROM THE EDITOR



Jan E. Stets

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As I finish this, my last issue of the newsletter, I find myself reflecting upon the past three years as editor. It has been a great experience. In my view, this section is made up of so many bright sociologists, some of the brightest I know in the discipline. Consequently, I felt honored to have served the section in the capacity of newsletter editor. I worked with three great section chairs: Edward J. Lawler, *Cornell University*, Linda D. Molm, *University of Arizona*, and Lynn Smith-Lovin, *University of Arizona*. They moved the section ahead in important ways. They helped increase section membership and enabled us to get connected to each other more easily through the listserv. It was truly a pleasure to work with each of them.

I also very much appreciated all of the work of Peter J. Burke in the design and maintenance of the section's web site during my term. He worked for what seemed like endless hours and created a wonderful web site for the section. It has enabled section members to gain access to information that they otherwise did not have.

And, I am grateful to all of those who made important contributions to this newsletter while I was editor by writing on theory and research, teaching, or writing feature columns. Your ideas made this newsletter worth reading. Below lists these colleagues. It was a pleasure to share your thoughts with the section. Thank you.

**Duane Alwin**, *University of Michigan*

**Peter J. Burke**, *Washington State University*

**Spencer Cahill**, *University of South Florida*

**Peter L. Callero**, *Western Oregon University*

**John DeLamater**, *University of Wisconsin*

**David Franks**, *Virginia Commonwealth Univ.*

**Marta Elliott**, *University of Nevada at Reno*

**Viktor Gecas**, *Washington State University*

**David R. Heise**, *Indiana University*

**Judith A. Howard**, *University of Washington*

**Jill Kiecolt**, *Virginia Polytech Inst. & State Univ.*

**Neil MacKinnon**, *University of Guelph*

**Barry Markovsky**, *University of Iowa*

**Cecilia L. Ridgeway**, *Stanford University*

**Dawn T. Robinson**, *Louisiana State University*

**Michael L. Schwalbe**, *North Carolina State Univ.*

**Jane Sell**, *Texas A&M University*

**Lisa Troyer**, *University of Iowa*

**Jonathan Turner**, *Univ. of California at Riverside*

**David Willer**, *University of South Carolina* ♦

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## THEORY & RESEARCH COLUMN

Duane Alwin  
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The discussion of issues connected to the *macro-micro linkage* in sociology is a fruitful one for several reasons. It stimulates conversations across various parts of our discipline. It forces us to come to terms with the meaning of theoretical concepts like “macro” and “micro” and “social structure” and “personality” and their interrelations. And, it helps us see the value of other theoretical and methodological approaches. Social psychologists, especially those of us who consider ourselves “structural” social psychologists, have a lot to contribute to these discussions.

I have been working on developing an elementary understanding of the macro-micro linkage, and what I find amazing is how prevalent there is a certain lack of clarity with respect to the meaning of the most elementary concepts. It is often the case, for example, that sociologists make the mistake of equating “the person” with the “micro” and “society” with the “macro.” The person or the individual (usually sets of them) is certainly a part of the micro-setting, as for example, conceived by ecological social psychologists, *but micro does not refer to just the person*. The person brings a number of resources and dispositions to the situation, but these are only part of the “micro” level. In addition to individual actors and their activities, micro-systems are composed of other elements, e.g. group resources, roles and relationships, among other things. In some instances individual dispositions or “what the individual carries around in her head” is more often associated with the macro-level, namely widely shared cultural values and orientations, and imprecise to think of these as simply micro-level phenomena. It is true that individuals inhabit micro-settings, but there are other elements of micro-systems that matter.

Our colleagues interested in group processes no doubt have the edge in understanding these matters because they have been actively studying and theorizing about micro-systems (i.e. small groups) and their actors especially in relation to structural issues. Those of us who study *personality and social structure* (PSS) using surveys, on the other hand, often confuse the *social address* with *social structure*. It is a mistake to conceptualize the concept of structure purely in terms of individual-level properties. We can do a better job of conceptualizing these in terms of the micro-settings which people inhabit and where they deal with opportunities and constraints of positions and macro-level content involving beliefs, expectations and values. There is much more to be said here, for example about how we conceptualize the inter-relations or networks linking the various micro-settings persons inhabit and how we think about the impact of these structural elements on individuals lives. Such discussions can move us to a better understanding of the nature of society and the linkage of the person to social groups, and they can generate efforts to better theorize about the “social” and the “person” or social structure and personality. ♦

## TEACHING COLUMN

Marta Elliott  
University of Nevada at Reno  
melliott@unr.edu



Do you want to know how to meet your teaching, research, and services obligations in one fell swoop, as well as provide an excellent learning opportunity for graduate students in social psychology? I believe I accomplished all this in a survey research methods course I recently taught to doctoral candidates in social psychology at the University of Nevada, Reno. The foundation of the course was an original data collection project, funded by the university, to study work and family issues among university employees. The students learned Dillman’s “total design method” by direct experience - they helped me conceptualize the survey objectives; write, pre-test, and re-write the questions; administer the survey; code and analyze the data; and write the final report. The end results include twelve students with substantial social- psychological research experience under their belts, an informative report to the university community, and high-quality survey data on work, family, and psychological well-being. Mind you, this feat took a lot of work. However, the efficiency of simultaneously meeting teaching, service, and research obligations more than compensated for the drudgery.

As with all teaching experiences, I learned from my mistakes. One that I am all too familiar with is trying to do too much in too little time. Trying to fit the entire project into one semester meant that I did most of the questionnaire development before the semester began, and wrote most of the report way after the students had finished the class. The unfortunate result was that the students were not as invested in the project as I had hoped, since they didn’t partake in planning the fundamentals, or in polishing off the final package.

Involving students in research via course work raises an important ethical dilemma – namely, how much of the work can I justify requiring students to do in the name of learning? Fortunately, I had a paid R.A. who did most of the routine tasks, but I know the students still resented some of their work, because I felt it!

Next time I teach the course, I will offer students more opportunities to deepen their investment in the project. I hope they will take me up on it, and all of us will feel a stronger communal sense of responsibility and pride in our work together. ♦

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## 2000 GRADUATE STUDENT PAPER AWARD



Comments by Jodi O'Brien, Chair, Graduate Student Affairs  
*Seattle University*, [jobrien@seattleu.edu](mailto:jobrien@seattleu.edu)

The Graduate Student Award Committee reviewed eight papers for this year's award. All of the papers were outstanding. We were impressed with high quality and rigor of the submissions. We also noted the range of topics and methodologies represented by this group of papers. If these papers are any indication of future directions in social psychology, we can look forward to many lively and robust contributions to the field in the future. This year the committee decided on two first place winners. It is our assessment that both papers make a theoretical and methodological contribution in their respective areas of study.

The First Place Winners are: Jeffrey Lucas (*University of Iowa*) for "Status, Legitimacy, and Institutionalization of Women as Leaders" and D. Angus Vail (*University of Connecticut*) for "The Commodification of Time in Two Art Worlds." Lucas synthesizes research from status characteristics/expectations states theories with legitimacy theory and institutional theory to generate formal hypotheses regarding the persistent underevaluation of women's performance in high status positions. He presents both the theory and the results of an experimental test of the theory in this paper. Vail presents an ethnographic account of the ways in which opera fans and tattoo collectors determine what counts as 'art.' Based on his emergent interpretations, he develops the concept of the "commodification of time" as a discursive means whereby patrons and collectors claim 'expert' status. Vail organizes his observations into five time dimensions according to which one can claim to be an expert (e.g., educational time, autodidactic time, consumption time, contiguous consumption time, and painful time).

We also announce an Honorable Mention to Jennifer Lois (*University of Colorado*) for "Managing Emotions, Intimacy, and Relationships in a Volunteer Search and Rescue Group." In this paper, Lois uses social psychological emotion theories as a framework for interpreting intra- and interpersonal behavior among rescuers who must cope with shocking tragedies and engage in the exhausting work of retrieving dead and dismembered bodies from precarious locations.

We appreciate each of the submissions and wish the authors well in their on-going research. The committee for this year included David Diekma (*Seattle Pacific University*), Jocelyn Hollander (*University of Oregon*), Stuart Hysom (*Emory University*), Shane Thye (*University of South Carolina*), and Kevin David Vryan (*Indiana University*). As chair of the committee, I want to thank each of the committee members for their timely and engaged participation.

**(Go to Page 8 for Brief Biographical Sketches and Pictures of the winners!) ♦**

## GRADUATE STUDENT PROFILE



Stuart J. Hysom  
*Emory University*  
[shysom@emory.edu](mailto:shysom@emory.edu)

Stuart J. Hysom is a doctoral candidate at Emory University. His research interests include status processes, legitimacy, theory construction, gender, and organizational theory. Currently, he is installing video equipment, computers, and an ICOM in Emory's Social Psychology laboratory in preparation for his dissertation data collection. He plans on completing his degree in the Summer of 2001.

Hysom's dissertation will test predictions derived from reward expectations theory that the differential distribution of status-valued goal objects, (e.g., honorific titles, or access to an executive washroom or prized office space) can lead to corresponding differences in performance expectations among task group members. While past research has shown that the allocation of exchangeable rewards can lead to performance expectations, no one has shown the effect using purely status-valued goal objects. Hysom's dissertation work is seen as a necessary first step in evaluating Webster and Hysom's extension of Ridgeway's (1991) status construction theory. Webster and Hysom's extension, which appeared in *American Sociological Review*, argues that the mechanism explicated by Ridgeway would apply to the creation of many types of status characteristics other than gender, such as beauty and sexual orientation, if it operated through status-valued goal objects as well as through the exchangeable resources that Ridgeway discusses. Hysom and his advisor Cathryn Johnson received an NSF dissertation improvement grant for the project in the Spring of 1999. Collection of data from pilot groups is slated to begin during summer 2000.

Hysom is also working with Cathryn Johnson and two other Emory graduate students (Amy Fasula and Kim Lupo) on a study that examines gender, formal authority, and legitimacy in task groups meeting in different types of organizational settings. Data collection from forty, three person discussion groups was recently completed for the project.

Finally, Hysom received the Dean's Teaching Fellowship at Emory for the 1999-2000 school year. Emory graduate students from all departments compete each year for the fellowship, and Hysom is proud to have received the award.

**Statement:** The development of formally stated theoretical explanations for social psychological phenomena and the testing of predictions derived from those theories using laboratory methodologies captivates me. Additionally, I believe that teaching, both about what we substantively know and about how we have gained that knowledge, is an integral part the research process. Only when the work we do is understood by the public will its full value in addressing 'real world' problems be realized. ♦

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## GRADUATE STUDENT PROFILES

Adam B. King  
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adking@indiana.edu



Adam B. King is a doctoral candidate in sociology at Indiana University. His research is in the areas of symbolic interaction and impression management. In particular, he is interested in how the emotional roots of social interaction energize and structure the processes of everyday life.

Adam's dissertation examines the affective dimensions of Internet culture. As the digital computer caused researchers to re-examine their assumptions about mind and self, computer networks are leading them to re-examine issues of sociability and community. Using a web-based survey in a unique collaboration with Yahoo!, Adam collected almost 2500 Internet users' sentiments towards a variety of online identities, settings and behaviors. These data, combined with others, form an "affective portrait" of the Internet. By investigating this "portrait" in an affect control theory framework, Adam hopes to generate a better theoretical and empirical understanding of both the stability of the online social environment and its surprising volatility. Ultimately, his dissertation (to be completed in Spring, 2001) will extend some of the theoretical constructs that explain the emotional roots of culture, identity, and community. In keeping with these interests, Adam is editing (with David Heise) a special issue of *Social Science Computer Review* on "Affect in Cyberspace." By focusing on affect and emotion, the issue (<http://php.indiana.edu/~adking/sscore.htm>), will bring together perspectives from the still-developing Internet research field.

Currently, Adam is doing research with Rob Kling on the Scientific Communication and Information Technology project (NSF award #9872961). On the SCIT project, he examines how scientists build relationships and knowledge networks using new electronic communication tools. It has become clear that technological determinist explanations for information technology practices are insufficient; social factors are vital components to our understanding of the Internet's potential for scientists and scholars.

Adam also examines more-traditional social psychological problems. He studied (with Gary Alan Fine) how the Ford Motor Company managed the reputation of Henry Ford as a social and political resource. This was recently published in the *Journal of Management Inquiry*. Work with Timothy Owens on bi-dimensional self-esteem models and adolescent minority members is forthcoming in "Self-Esteem Research: Sociological and Psychological Currents" (T. Owens, S. Stryker, and N. Goodman, eds).

**Statement:** I'm curious about how social structures and cultural influences are played out in everyday interactions. By looking into some of the unique modern occasions for social interaction, and studying the computational and mathematical models of interaction now being developed, I hope to understand how social interactions evolve in situations from the checkout line to the riot. ♦

Jason S. Schnittker  
Indiana University  
jschnitt@indiana.edu



Jason Schnittker is a doctoral candidate in sociology at Indiana University and a NIMH pre-doctoral fellow in the Program on Identity, Self, Role, and Mental Health. His dissertation focuses on the link between stratification and mental and physical health. In his dissertation, he explores the contributions that social psychological theory can make to emerging debates on inequality and health.

In addition to his dissertation, Jason is working on a series of projects related to these substantive interests. In "Nature, Nurture, Neither, Nor: Black-White Differences in Beliefs about the Causes and Appropriate Treatment of Mental Illness" (March 2000, *Social Forces*), Jason, along with Jeremy Freese and Brian Powell, explores racial differences in endorsement of social, biological, and other arguments regarding the etiology of mental illness. Finding significant race differences that do not fall neatly into a nature-nurture dichotomy, he argues that such racial differences in beliefs about the causes of mental illness may provide insight into the reluctance of African Americans to recommend treatment for some mental illnesses. In "Gender and Reactions to Psychological Problems: An Examination of Social Tolerance and Perceived Dangerousness" (June 2000, *The Journal of Health and Social Behavior*), Jason explores the effects of the gender of a hypothetical person and the gender of an evaluator on social tolerance and perceived dangerousness. Furthermore, he explores the effects of sex-symmetry between the evaluated and evaluator. Following the symbolic interactionist tradition of Morris Rosenberg, Jason argues that sex-symmetry might facilitate role-taking, which, in turn, facilitates more empathetic responses to deviance. He also argues, however, that symmetry might be more limited in its consequences than suggested by claims of a general "empathy."

He is currently working on a series of papers that explore the role of class and race in self-perception. In one paper, he examines the role of neighborhood ethnic composition, language use, and cultural participation on the self-esteem of first generation Chinese immigrants. In another, he explores the role of racial identification in how prejudice is experienced and perceived. Jason is primarily a quantitative researcher and will join the staff of the Inter-University Consortium for Political and Social Research Summer Program this year as a teaching assistant.

**Statement:** Following a variety of social psychological frameworks, especially social structure and personality, I am interested in how race, class, and gender inequality intersect with health. To those ends, I have worked to combine substantive interests in medical sociology with theoretical interests in social psychology while here at Indiana University. My dissertation is an attempt to combine these interests in a manner that is both theoretically informed and policy relevant. ♦

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NEW BOOK



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***Making a Life in Yorkville: Experience and Meaning in the Life Course Narrative of an Urban Working-Class Man***

Gerald Handel

Westport, CT: Greenwood Publishing Group, 2000

\$59.95 (cloth); ISBN: 0-313-31307-5

***Making a Life in Yorkville***, based on the verbatim, unedited life-course narrative of an urban, working-class, middle-aged man, expands our understanding of the human life course beyond the currently dominant approaches. It presents a comprehensive and rounded life-course narrative of an ordinary man through a systematic analysis. By utilizing some established concepts and by formulating some new concepts, particularly relating childhood to adulthood and concepts related to how time is interpreted, Handel offers an advance both in methodology and in the theoretical approach to the study of the life course. Theoretically, the work falls broadly within the symbolic interactionist framework of sociological and social psychological thought. Methodologically, it argues for the careful study of the lives of ordinary people, people who are not celebrities or exotics, thus people who have no claim on public attention. This important new work will be a welcome addition to the literature on life course studies.

The first part of the book explores the idea of the life course in its various contexts: the community, the historical, the narrative, and the theoretical. The second part introduces and reproduces verbatim the life history of Tony Santangelo, an ordinary, working-class man. The third part discusses and analyzes the life history presented. Because most life histories are edited, this book, unique in its exact reproduction of the subject's narrative, makes it possible for the reader to use the information in the life history in ways different from Handel's use.

Contents: Preface; Making a Life; The Multiple Contexts of an Experienced Life Course; Tony Santangelo's Life History; Making Mean: Toward Understanding Tony Santangelo's Experienced Life Course; Appendix: Life Course Interview Guide; Bibliography; Index. ♦

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2000 GRADUATE STUDENT  
PAPER AWARD RECIPIENTS



(Jeffrey Lucas)



(D. Angus Vail)

Jeffrey Lucas has completed his Ph.D. at the University of Iowa and begins as an Assistant Professor at the *University of Akron* in Fall 2000. His primary research interests are social psychology and organizations. He recently received the University of Iowa Outstanding Graduate Student Teaching Award for his courses in quantitative methodology, sociological theory, and social psychology. His article "Behavioral and Emotional Outcomes of Leadership in Task Groups" was published in *Social Forces* in December 1999.

D. Angus Vail has studied cultural production from a conflict/interactionist perspective for the past six years at the University of Connecticut. His dissertation, "The Tattoos We Deserve: Producing Culture and Constructing Elitism," is an ethnographic study of tattoo artists and collectors in California. He will be an Assistant Professor in Sociology at *Willamette University* in Salem, Oregon in the fall. ♦



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

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\_\_\_\_ 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**.

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