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SOCIAL PSYCHOLOGY

Newsletter of the Social Psychology Section of the American Sociological Association Summer 2015

Remarks from the Chair

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Greetings from Ohio. Here is your summer newsletter, ably constructed by our wonderful newsletter editor, **Bridget Welch**. Thank you, Bridget.

As I set off to celebrate the Fourth of July at my daughter's house in Iowa City, I feel so grateful for so many things, not the least of which is a strong section. It is because of the self-less behind-the-scenes efforts of our section officers and committee members that the Section on Social Psychology's health and vitality are secure. But I want to send a very special thank you to **Jessica Collett**, our tireless secretary-treasurer. She has also been serving as the section's interim webmaster.

Please join me in congratulating **Amy Kroska** (University of Oklahoma) as the new chair-elect, and **Stephen Benard** (Indiana University) and **David Schaefer** (Arizona State University) as the new council members. Elections for secretary-treasurer and student representative will take place next year.

Now that the regular academic year is over, and with the annual meetings in Chicago less than two months away, it is worth noting that the Section on Social Psychology is in good shape. Our finances are sound and our current membership count is a healthy 600+. As I mentioned in the spring newsletter, our census will undoubtedly increase as people renew their ASA and section memberships throughout the summer. At the close of 2014, for in-

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Note from the Editor

Bridget Diamond-Welch
University of South Dakota
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I love the summer newsletter because we get to highlight all the award winners and learn about them and their work. I hope you spend some of your time reading through each of these. Plus, if you read Murray Webster's interview (performed by Sharon Doerer) you will finally have an answer to what I know has been a burning question for me: Just how do you code a participant flipping the bird?

In these pages, you will find information about several calls for papers and conferences which may be useful to you. Jan Stets also lets us know about the GSS Emotions module from Jan Stets (both start page 12). Daniel Shank highlights his research on using MTurk to perform research (page 11). Richard Serpe & Jan Stets, editors of SPQ, provide information on SNAPs (page 10). As always, take a gander at the new books published (page 15).

Besides all of this interesting and potentially useful information, pay special attention to page 6 where we post two wanted ads. Jessica Collett has been kindly pulling double duty as both secretary-treasurer and as the webmaster. We are looking for someone to take over the website (contact Tim Owens for more). I am also stepping down as newsletter editor. It's been a lot of fun. Highlights for me have included:

- Interviewing Shel Stryker (I mean, come on!) and all the other Voices of Experiences (you can interview anyone who will say yes!)
- Learning that Joe Berger's wife is named Theory (that really just tickled me)
- Getting to get to know Murray Webster more (He's seriously the nicest man ever)
- Exchanging emails with people I admire so much, like Jan Stets and Jane Sell.

I want to thank Alicia Cast for suggesting me for this gig. But, it's time for someone else to have the fun! If you want to know more about it, send me an email and/or catch me at ASA. I'm hoping to step down before November's newsletter.

As always, this newsletter would not be possible without the work of members who send in information and write short articles for it. Thank you so much!

Remarks from Chair

(Continued from Page 1)

stance, we were nearly 700 strong. Still, the membership committee and I will continue to monitor the section's census. In the meantime, please remind your colleagues and students to renew their membership.

One area that needs more work is the endowment for the relatively new Graduate Student Investigator Award (GSIA —see page 9 for this year's winner and more details on donating). The section's goal is to raise $100,000 dollars in order to make the endowment is self-sustaining. As of this writing, approximately $40,931 has been received from a total of $41,580 in pledges. Deducting the $1,000 award made in 2013 and 2014 leaves us with $38,931. If you are ready to donate to the endowment, you may do so via PayPal or by sending a check or money order to Jessica Collett, Section Treasurer, Section on Social Psychology, 810 Flanner Hall, University of Notre Dame, Notre Dame, IN 46556. Please make **checks payable** to ASA and write GSIA in the "memo" area.

Because our section days are on the last two days of the meetings, the ASA granted us an extra session. That gives us four sessions, plus the Cooley-Mead Award address. See page 3 for a quick overview of the section's activities in Chicago. All of our sessions will take place in the Hilton Hotel. The exact rooms, however, have not yet been assigned.

With very best wishes,

Tim

Enjoy your work.

-Murray Webster, Jr.

Social Psychology Sessions at 2015 ASA in Chicago

Reception
(co-sponsored with the Section on Emotions and the Section on Altruism, Morality and Social Solidarity)
Sunday, August 23, 7:30 to 9:30 p.m., Bar Below

Session 432 - Section on Social Psychology Paper Session. Social Psychology in Context: Dimensions of Health, Stress, Danger, and Subjective Experience
Monday, August 24, 2:30 to 4:10 p.m., organized by Timothy J. Owens (Kent State University)

- "Adult Mortality Five Years after a Natural Disaster: Evidence from the Indian Ocean Tsunami" by *Jessica Y. Ho (* Duke U), *Elizabeth Frankenberg* (Duke U), *Cecep Sumantri (*SurveyMETER), *Duncan Thomas (*Duke U).
- "Identifying Same-Sex Couples' Unique Experiences of Minority Stress: A Dyadic Mixed Methods Analysis" by *David M. Frost* (Columbia U), *Allen J. LeBlanc* (San Francisco State U), *Brian de Vries* (San Francisco State U), *Eli Alston-Stepnitz* (San Francisco State U), *Rob Stephenson* (Emory U), *Cory Woodyatt* (Emory U)
- "Jurors' Subjective Experiences of Deliberations: The Tangled Nature of Status Characteristics" by *Alix Winter (*Harvard U)
- "Perceptions of Neighborhood Danger in Older Adulthood: An Individual Differences Perspective" *by James Duncan Iveniuk* (U of Chicago)
- "Patterns of Psycho-Social Distress among Middle-Aged and Elderly Swedes" by *Miia Bask* (U of Bergen)

Session 475 - Section on Social Psychology Paper Session. Social Psychology of Health and Well-Being
Monday, August 24, 4:30 to 6:10 p.m., organized by Sarah Mustillo (University of Notre Dame)

- "Self-perceived Centrality and Origins of Asymmetric Ties in Friendship Networks" by *Weihua An (*Indiana U)
- "Fear of Fraudulence in Graduate School: The Social Psychology of the Impostor Phenomenon" by *Emma Dolores Cohen (*Indiana), *William R. McConnell (*Indiana U)
- "The Surprising Effects of Gendered Networks on Depression Contagion in School" by *Jun Zhao (U of* Georgia), *Dawn T. Robinson (*Georgia), *Chyi-In Wu (*Academia Sinica)

Discussant
*David R. Schaefer (*Arizona State U)

Session 511 - Section on Social Psychology Paper Session. Ethnographic Contributions to Social Psychology
Tuesday, August 25, 8:30 to 10:10 a.m., organized by Brian C. Kelly (Purdue University)

- "Bystander Assessment: Understanding Processes of Meaning-Making in Protest Situations" by *Justin C. Van Ness* (U of Notre Dame)
- "Should I Trust the Bank or the Social Movement? Motivated Reasoning and Acceptance of Misinformation" by *Sebastián G. Guzmán* (New School for Social Research)
- "Cultivating Work Devotees in Professional Socialization" by *Alexandra H Vinson* (UC-San Diego)
- "Performing Parenthood: Implications for Inequality in Healthcare" by *Amanda Marie Gengler* (Wake Forest U)

Session 544 - Section on Social Psychology Invited Session (one-hour). Cooley-Mead Award Ceremony and Address
Tuesday, August 25, 10:30 to 11:30 a.m.

- "Research Opportunities" by Murray Webster (University of North Carolina, Charlotte)

Session 578 - Section on Social Psychology Paper Session. Social Psychology of Sex, Sexualities, and Romantic Relationships
Tuesday, August 25, 12:30 to 2:10 p.m., organized by *John D. DeLamater* (University of Wisconsin-Madison)

- "Completely Blinded by Love: Women, Men, and Gendered Maturity in Relationship Stories" by *Cristen N. Dalessandro* (UC-Boulder), *Amy C. Wilkins* (UC-Boulder)
- "Naked Intimacy: Connection in Collective Sexual Spaces" by *Jason Ronald Orne* (UW-Madison)
- "What's Love Got to Do with It: Women's Constructions of the Reality of Romantic Love" by *Amanda Koontz Anthony* (U of Central Florida), *Lauren Norman* (Central Florida), *Sarah Okorie,* (Central Florida)

Session 606: Section on Social Psychology Roundtable Session (co-sponsored with Section on Sociology of Emotions).
Tuesday, August 25, 2:30 to 4:10 p.m., organized by *Marta Elliott* (University of Nevada, Reno)

All of our sessions will be in the Hilton Hotel — exact rooms are still being determined.
Details on the time and place of the Graduate Student Social will be announced via the listserv.

2015 Section Awards

Dear Fellow Social Psychologists:

I am pleased to announce the following Section on Social Psychology award winners.

GRADUATE STUDENT INVESTIGATOR AWARD*
Bianca Manago, Indiana University

GRADUATE STUDENT PAPER AWARD**
Doan, Long; Annalise Loehr; and Lisa R. Miller. 2014. "Formal Rights and Informal Privileges for Same-Sex Couples: Evidence from a National Survey Experiment." *American Sociological Review* 79:1172-1195.
All from Indiana University

OUTSTANDING RECENT CONTRIBUTIONS IN SOCIAL PSYCHOLOGY AWARD (BOOK)***
Kolb, Kenneth H. 2014. *Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling*. Berkeley, CA: University of California Press.
Dr. Kolb is an associate professor of sociology at Furman University.

(Note: This year's committee only reviewed books. Next year it will review articles.)

-Tim Owens

Congratulations to all award winners. Please see the following pages for a spotlight of each. A special thank you to all the committee chairs and members what worked on the selections.

Cooley-Mead Award & Voices of Experience: Murray Webster, Jr.

As interviewed by Sharon C. Doerer

Murray Webster is Professor of Sociology at UNC-Charlotte. His degrees are all in sociology from Stanford University. In August, he will receive the Social Psychology Section's Cooley-Mead Award.

Sharon C. Doerer is a Manager in Talent Management at TIAA-CREF. She earned her B.A. and M.A. in sociology and her Ph.D. in Organizational Science from UNC-Charlotte. Her dissertation research, which was supported by an NSF Dissertation Improvement Grant to her and Webster, adapted Martha Foschi's application folders design to study racial double standards in hiring.

How did you get interested in sociology and social psychology?

It was just luck. In high school I took a one-semester course called sociology, and all I can remember about it is thinking "How could anyone want to study this?" The textbook gave the impression that there was no knowledge in the field, only conflicting opinions with no way to decide among them, and moral injunctions that lacked empirical support. You couldn't design a better way to turn off a teenager.

My first year of college I enrolled in an introductory sociology course taught by Sandy Dornbusch because the student course review book described him as "ebullient." He was, and is. His impression of evangelical preachers is classic. He assigned a paper he had published with S. Frank Miyamoto testing predictions regarding the importance of specific others and the generalized other in forming the self-concept (AJS 1956). That paper got me thinking about the significance of social structure and the importance of interaction in creating and maintaining the social world. Remember, I grew up in rural Illinois, a stable society with few people around, an only child, and in a culture that promoted individualism and self-reliance. I wanted to understand how social structures get built up and maintained and the place of interaction within structures.

My term paper for that course was on race and intelligence. It could easily have degenerated into moral platitudes—as in my high school class—but Sandy only accepted evidence. I learned that the research showed lower mean IQ scores for African American kids than for white kids. But every time you control a factor—parents' income, teacher's experience, rural vs. urban school, section of the country, summer classes, etc.—the gap lessens. I concluded that if we knew and controlled all the social factors affecting test scores, the group difference would disappear. I'm pleased that I figured that out before I learned statistical regression modeling.

Where did you spend the early years, student and faculty member?

After the Intro course, I enrolled in more sociology courses, becoming a major and entering the small honors program. The honors students—there were four of us—met weekly in Sandy Dornbusch's office and discussed topics in theory and research. I also took several psychology courses, but the psychology department was overreacting against the complicated non-empirical formulations of the psychoanalysts. Instructors said "There's no such thing as theory; all we have are findings." I know that's hard to square with Leon Festinger's presence as he published his theories of social comparison processes and cognitive dissonance, but it's what I remember. Without theory to organize findings and show their interrelations memorizing them all seemed hopeless. The sociology department, in contrast, emphasized developing general theory, and findings were important only as they helped to assess theories.

To earn money, I got a job as an experimental confederate in Bernie Cohen's conformity experiments, which used the basic Asch situation. At the end, an experimenter would ask the group, among other things, whether they thought anyone in the group was pre-instructed to behave in a particular way. One time, he asked specifically about me. The high point of that career was when an actual participant replied "Not him; he looks really confused." Joe Berger also was beginning the earliest expectation experiments using machine-controlled disagreements, and with a recommendation from Bernie, I began working on those. The experience of experimental sociology was eye-opening because of the quality of data. You cannot take on too many research questions in a single experimental condition, but usually you can be quite confident in the findings and less troubled by alternate interpretations than with other designs.

For graduate school I wanted to learn other kinds of sociology and applied to the program at UCLA and was accepted. At UCLA

Voices of Experience continued on Page 5

I became an r.a. for Oscar (Ike) Grusky and Lindsay Churchill, who were conducting Bales-type discussion groups. We coded speech and gestures. A raised middle finger is category 12 "seems unfriendly." I studied classical theory, survey design, and culture and personality. I also worked as an r.a. in Public Health, where I learned about differences in design and interpretation of applied and basic research. But I missed the experimental laboratory, so applied and returned to Stanford the next year.

Murray in his Elvis phase, About 1960

Joe Berger accepted me as one of his students. That lucky event shaped my intellectual life for all the years since, and Joe has become my best friend as well. I worked on several different experiments, the most memorable being with Staff Sergeants at Travis Air Force Base that was used to hone the theory of status characteristics and expectation states (*ASR* 1972). The space that the Air Force gave us to work was close to a runway with planes taking off every few minutes headed for Vietnam. Everyone, experimenters and Sergeants, wore headphones so we could read the instructions and communicate.

My first job was at Johns Hopkins University where Pete Rossi took a chance and hired me. A huge benefit of being at Hopkins was knowing Doris Entwisle, with whom I did several experiments in school classrooms. We showed that we could raise children's expectations for success, and those changed expectations affected behaviors that improve learning. My biggest regret when I left Hopkins for South Carolina in 1974 was leaving the research program with Doris. We saw each other only rarely for many years, but a few years ago we reconnected when Hopkins established a graduate fellowship in her name. The wonderful thing about friendship is that it resumes at the same place where it left off. Doris and I were laughing at the same things as before, and finishing each other's sentences. Friendship may be unique in that way. Certainly status relations, dominance relations, romantic relations, and other types don't resume unchanged after a long period.

I know you love theatre. Tell me what draws you to live theatre.

Live theater is an astonishing art form. Unlike movies, every performance is slightly different so the experience of watching also is different. The performance vanishes the instant after its creation, and it never reappears in exactly the same way. That evanescence is what I think people mean when they speak of the magic of theater.

Murray, Kenita & Sharon

I am in awe of the performers. On Broadway, they create characters and relationships eight times a week. Most of the audience will see a show only once, and it always has to look fresh for them. Actors have to love their work for it's hard, there is no job security, and, with few exceptions, they aren't paid much. For many actors, TV shows—The Good Wife, Law & Order, the soaps—pay the bills when they aren't on stage. One of my New York friends used to ride two different subways to get to the TV studio for 6 a.m. call.

Bob Shelly likened pretesting an experiment to a dress rehearsal of a show, and the metaphor seems apt. Both efforts involve creating a short-term alternate reality, and you always have to see how others interpret the experience. However there are limits to the metaphor. An experiment is a very simplified situation and usually it should not remind anyone of any real social situation to avoid bringing in unwanted suppositions.

What is your favorite show? Why? What show have you seen the most?

Xanadu, which opened in 2007. Believe it or not, I saw it 80 times on Broadway, plus a dozen or so times on tour. I can't give a rational answer to why I love it, but I always walk out in a good mood. They use stage seating, and you can see me on YouTube with Mary Testa turning my head. Not surprisingly, I got to know the actors. One, Kenita Miller, later came to Charlotte as lead in *The Color Purple*. After the show you and I and your husband Brian spoke with her and he took the picture.

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

I feel presumptuous giving advice. (People usually stop listening after "If you ask me….") For whatever they're worth, though, here are some thoughts.

Graduate school is tough and every student feels at some point as though she or he is not going to make it. Remember that everyone around you often feels the same way. Help each other. Sociology, like the world, is not zero-sum. Some of the most valuable experiences of graduate school come from talking with other graduate students. A fundamental decision is whether you aim to work at a four-year college, a university, or a research institute because that affects the distribution of skills that you

Voices of Experience continued on Page 6

want to acquire. Four-year colleges want faculty who teach well, so practice as a teaching assistant and consider taking a course from the school of education. Universities and research institutes want research, so make sure you are as good at it as you can be. Consider taking a course in advanced statistics or in modeling from the mathematics department.

When it comes to picking a dissertation topic, there is no shortage of advice. Here's mine: A good research question is one that sociologists want to know the answer to. Notice I did NOT say to choose something you're passionate about. Passion is OK but optional. (Passionate interests often reflect your own life. Tell your therapist but don't write it for publication.) Attracting the interest of sociologists is crucial. How do you know what questions sociologists want to answer? Read the journals. Most articles state "next steps" or "further questions" in the discussion section. Those are guaranteed to be of interest to at least a few sociologists. Please do not try to justify a topic with "Nobody has yet studied…." There are plenty of topics that nobody has yet studied for the very good reason that they are silly topics. Remember that the goal of a dissertation is to show that you can formulate and conduct an investigation of a good research topic. The goal is not to radically change everyone's thinking. That's delusional, and if you take it seriously, you will find yourself becoming the world's oldest graduate student. Not a pretty picture.

Assistant professors should emphasize research. You don't want to generate complaints from students (and nowadays, from their parents), but teaching really isn't the central focus of your job. Research matters. When you go up for promotion, the p & t (promotion and tenure) committee will scrutinize your research productivity, and probably from only the first four years, so don't waste time getting started. And of course if you look for a job elsewhere, they have no reliable way to assess teaching or service, so it's all on your research record. Teaching and service can be seductive and demanding, yet nobody is likely to tell you "Put a little more time on your research today." You have to tell that to yourself.

If you have an opportunity to work with a more senior member of your department, that can be valuable. You can learn new research skills and you will have someone to ask for advice and to help with writing for publication. Collaborating with another assistant professor can be almost as valuable. Teach yourself quickly how to write research proposals. There are many benefits of this—you learn to express ideas clearly and you begin to integrate with the community of researchers, among them—and also, p & t committees smile if you get grants or at least show that you are trying to do so. Stay open to new ideas and research topics, talk with as many people as you can at meetings and through email, Especially in the social psychology section, there are many more smart people who are generous with their ideas than you might imagine. You will find time spent with them to be exciting and enormously satisfying. Enjoy your work.

If you ask me.

Webmaster Needed

Our section is in search of a new webmaster to handle our section's website. It's a very simple job that requires no coding skill or computer expertise and takes less than an hour every month or so. The page is currently quite simple, with section officers, awards, and other basic information, but could certainly be spiffed up if our new webmaster was so inclined. This would be a great way to get involved in the section with very little commitment and lots of flexibility. The current site can be seen at: http://www.asanet.org/socialpsychology/social.cfm.

Please send enquiries to: Tim Owens, Chair, Section on Social Psychology, at tjowens@kent.edu.

Newsletter Editor Needed

Three times a year our section sends out a newsletter. Being the editor involves you: (1) Putting out the call for included information; (2) Selecting & arranging an interview with the featured "Voice of Experience; (3) Contacting the SPQ editors to find out about any information they would like to share with the membership of the section; and (4) Formatting and double checking all included information.

You work closely with the section chair to make the newsletter as interesting and informative as possible. You also get to talk to a lot of social psychologists and even interview your personal heroes.

If you have questions about the position, please email our current editor, Bridget at Bridget.K.Welch@usd.edu.

It is our hope that we will have a new editor in place for the Fall newsletter.

2015 Outstanding Recent Contributions in Social Psychology (Book) Award

Based on over a year of fieldwork by a man in a setting many assume to be hostile to men, *Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling* offers the reader a vivid and in-depth look into what it is like to work inside an agency that assists victims of domestic violence and sexual assault. Unlike most research that focuses on either the victims or perpetrators of abuse, this ethnographic account focuses exclusively on the perspective of the service providers in the middle.

As most people recognize, assisting victims of domestic violence and sexual assault is incredibly difficult. Victim advocates and counselors work under challenging conditions (high stress, vulnerable clientele) and in return receive relatively few extrinsic rewards (like pay, power, or prestige). However, less understood is why they sign up—and stay on—for this line of work. Put simply, why do they do what they do?

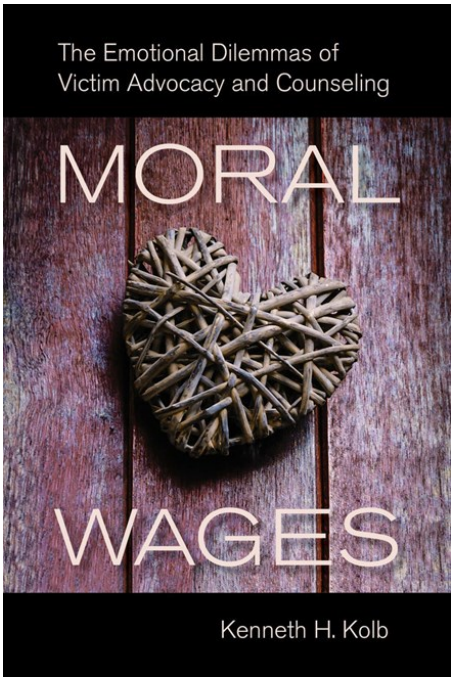
The primary thesis of the book is that, so long as advocates and counselors can see themselves as especially caring and compassionate individuals, they earn a special kind of emotional reward reserved for those who help others in need: moral wages. It is this form of symbolic compensation that sustains them through the most trying parts of their job and enables them to extract joy from the smallest of victories at work.

However, before they can earn this intrinsic reward, the book details how advocates and counselors must first overcome a number of common workplace dilemmas for those who work with victims of domestic violence and sexual assault. They feel overworked, yet do not want to turn away potential clients. They want to "empower" victims by letting them decide how best to recover, but they fear that some of their clients' decisions are dangerously ill-advised. They want to like—and be liked by—their clients, yet they sometimes find it hard to sympathize with clients who lie to them, get angry, or break rules. They are trained to be skeptical of the criminal-justice system, but they find working in and around courtrooms to be one of the few ways to garner respect for their unique skills. They fear that some men want to harm them and their clients, but turning away too many men can feed into the "man-hater" stereotype that makes it hard to help their clients.

Although *Moral Wages* is an ethnography about one agency in particular, it seeks to put this kind of work into a broader context. Advocacy and counseling are not the only jobs that offer workers the chance to earn moral wages. By comparing the workplace that is the focus of this book to other organizations, we see that many jobs call upon workers to "feel good about doing good." The reason they do this is because many of these workplaces simply cannot afford to offer their employees enough extrinsic rewards to make up for the challenging emotional demands of their job.

Kolb, Kenneth. 2014. *Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling.* University of California Press.

Ken Kolb is an associate professor of sociology at Furman University in Greenville, SC. He earned his Ph.D. and M.A. at the University of North Carolina at Chapel Hill, and his B.A. at Bates College in Lewiston, ME. His current research project is on the experiences and strategies of individuals who live within officially designated urban "food deserts."



Thank you to Steve Hitlin (chair) and the rest of the Outstanding Recent Contribution in Social Psychology Award Committee for their service.

2015 Graduate Student Paper Award

Previous research has found that Americans' attitudes toward lesbians and gays have become increasingly favorable over the past few decades. Much of this research has focused on issues of civil rights for lesbians and gays, but less is known about attitudes toward more subtle forms of prejudice toward lesbians and gays. Using data from the Time-sharing Experiments for the Social Sciences (TESS) program, we examine whether people distinguish between legalistic issues, which we call *formal rights* (e.g., partnership benefits), and more subtle, everyday interactions with lesbians and gays, which we call *informal privileges* (e.g., public displays of affection) in their attitudes toward same-sex couples. We investigate whether Americans are more willing to grant formal rights and informal privileges to heterosexual couples than to same-sex couples, and whether these patterns vary across heterosexual, lesbian, and gay respondents.

Drawing on theories of modern prejudice and intergroup relations, we hypothesize group differences in attitudes based on sexual identity. Research in modern prejudice demonstrates that contemporary prejudice has evolved into subtler forms that are not as easily detected by traditional survey measures. In addition to ideas from the modern prejudice literature, we synthesize group position theory and social identity theory to guide our hypotheses and explain motivations underlying sexual prejudice. To test these hypotheses, we randomly assign participants to read one of three vignettes after blocking by participants' sexual identity. These vignettes each describe an unmarried heterosexual, gay, or lesbian couple that has been in a relationship for three years and cohabiting for two years. We experimentally manipulate the sexual identity of the couple using names and respective pronouns in the vignettes. Participants are then asked to answer a series of questions about their views toward granting formal rights, informal privileges, and legal marriage to the couple.

Our results indicate that heterosexuals do not favor heterosexual couples over same-sex couples when it comes to formal rights, but they *are* less approving of informal privileges for same-sex couples. Heterosexuals are also significantly less approving of the same-sex couple getting married compared to the heterosexual couple. Although heterosexuals indicate a preference for equality in terms of formal rights, somewhat paradoxically, they are relatively opposed to the very policy that would grant same-sex couples these formal rights. Indeed, factor analyses suggest that heterosexuals do not seem to be thinking of marriage in terms of rights, but instead in more symbolic, informal terms.

Lesbians and gays are significantly more approving of formal rights for their in-group couple than for the heterosexual couple. However, regarding informal privileges and marriage, lesbians and gays do not exhibit in-group favoritism in attitudes. In fact, for some of the informal privileges items, lesbians and gays are significantly less approving of the in-group couple compared to the heterosexual couple. We interpret this to suggest that lesbians and gays are keenly aware of same-sex couples' vulnerability to homophobic hate crimes and harassment, and that this lower level of approval may be due to safety concerns for the couple rather than internalized stigma or out-group favoritism.

Overall, our findings suggest a synergy among theories of modern prejudice, intergroup relations, and the distinction between formal rights and informal privileges in the study of prejudice. Using these approaches together moves the modern prejudice literature beyond its focus on the dominant group, the intergroup relations literature beyond its focus on competition, and the attitudinal literature beyond its focus on civil rights. Results from this study also underscore the necessity of examining multiple dimensions of sexual prejudice; with such an examination, we may better understand how and why inequality persists at the structural and interactional levels as minority groups achieve formal legal recognition and protections.

Doan, Long, Annalise Loehr and Lisa R. Miller. 2014. "Formal Rights and Informal Privileges for Same-Sex Couples: Evidence from a National Survey Experi-ment." *American Sociological Review* 79(6): 1172-95.

Left to Right: Annalise, Long & Lisa

Long Doan is a PhD candidate in the Department of Sociology and an MS in the Department of Statistics. He uses primarily experimental and survey methods to examine how various social psychological processes motivate behavior and explain patterns of sexuality, gender, and race-based inequalities. His dissertation examines the ways in which people's gender and race jointly affect others' interpretations of their emotion displays and, in turn, subsequent evaluations of them. Other ongoing projects explore (1) Americans' attitudes toward the division of housework in same-sex families compared to heterosexual families; (2) the role of status, power, and emotions in escalating or reducing intergroup conflict; and (3) the differential causes and effects of identity disclosure for lesbians, gays, and bisexuals.

Annalise Loehr is a PhD student in the Department of Sociology at Indiana University. In addition to social psychology, her primary areas of interest include gender, sexualities, deviance, crime, and the scholarship of teaching and learning. She has taught courses in Introductory Sociology, Criminology, and Research Methods at Indiana University, and is currently teaching international students in Germany as well. She has co-authored publications in the *American Sociological Review*, *Social Forces*, the *Archives of Sexual Behavior*, and *Teaching Sociology*.

Lisa R. Miller is a PhD candidate in the Department of Sociology at Indiana University. She specializes in the sociology of gender, sexualities, aging and the life course, families, and health. Her recent research investigates the nature and consequences of prejudice and discrimination against LGBTQ individuals and has been published in the *American Sociological Review*, *Social Forces*, *Sociological Forum,* and the *Archives of Sexual Behavior*. Lisa's dissertation examines how American singles navigate dating and sexual partnerships throughout the life course.

Thank you to Sarah Thébaud (chair) and the rest of the Graduate Affairs Committee for their service.

GSI AWARD WINNER 2015: Bianca Manago

Indiana University, Department of Sociology & Department of Statistics, bmanago@umail.iu.edu

Bianca Manago is a graduate student in the departments of sociology and statistics at Indiana University. Broadly, her research examines how small group interactions reflect and reinforce larger institutional structures. To develop new insights, much of her research builds bridges between existing theoretical programs. For example, some of her work focuses on processes of status, stigma, and labeling as they vary across particular settings such as mental illness, physical disability, sexual orientation, race/ethnicity, and gender. Finally, Bianca is interested in methodology and employs a variety of methods in her own work including: experiments, interviews, survey research, and observational data collection.

Due to the ever-rising number of diagnoses in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM), behaviors that were considered socially eccentric only 10 years earlier are now classified as clinical symptoms and labeled as mental disorders (Conrad 1975). These new labels, and the legitimacy they bestow upon social differences, carry both positive and negative social consequences. To examine these nuanced effects, this project asks: "*How does the addition of a medical label to deviant behavior affect the individual and those with whom he or she interacts?*"

To illustrate, consider an obstinate child. If the child has the medical diagnosis of oppositional defiant disorder (ODD), she may be presumed to be less competent in a number of areas unrelated to the disorder (e.g., learning ability or social skills with peers). However, if the child does not have this diagnostic label, but still exhibits the same symptomatic behavior, teachers may simply assume she is a "bad kid" and hold the child responsible for her deviant behavior. That is, a label legitimizes and externalizes social differences creating both positive and negative consequences for the labeled individual.

Additionally, the features of the labeled condition may interact with the legitimizing effects of the label. For example, we know that fear is an important component of stigma. However, the legitimizing and externalizing effects of labels (external to behavior) have yet to be studied for conditions associated with fear.

To answer these questions, I integrate insights from modified labeling theory, stigma research, and status characteristics theory to develop a model that explains differences in the evaluations of labeled and non-labeled individuals who share a common, devalued behavior. Using a series of experiments, I investigate how medicalized labels affect stigmatization and stratification. Specifically, I create a description of and label for a two fictional mental illnesses that differ in associations with fear (i.e., "Social Awareness Disorder" and "Erratic Affect Disorder"). These fictitious labels allow for a theoretical test of the power of medicalized labels, independent of existing social and cultural associations.

I build on this research for my dissertation, which broadly investigates the effects of labels on processes of stigmatization and stratification. By turning my focus away from the label itself, to the sources, targets, and features of labels in general, I more clearly articulate the function of labels for processes of stigmatization and stratification. Specifically, using a series of experiments, I examine: (1) differences in processes of self- and other-labeling, (2) if positive and negative labels are similar in strength of effect, (3) how the label's legitimacy affects its potency, and (4) how onlookers' awareness of a label affects processes of self- and other-labeling. This theoretical model extends beyond particular empirical cases to encompass the labeling of a number of different kinds of characteristics (e.g., medical, educational, and physical).

I plan to use funds from the GSIA award to compensate participants in multiple experiments dedicated to examining the role of labels in processes of stigmatization and status-based stratification.

Thank you to Justine Tinkler (chair) and the rest of the Graduate Student Investigator Committee for their service.

SUPPORT THE GSIA!

The section launched a campaign to raise funds to support a Graduate Student Investigator Award (GSIA) in 2012. The annual award of $1,000 signals of our Section's investment in the future of social psychological research while also bringing an element of prestige and concrete resources to talented young scholars. There are three convenient ways to make a contribution:

1. **CHECK OR MONEY ORDER:** Make checks payable to ASA, but indicate in the "memo" area that the funds are intended for the Social Psychology Section Graduate Student Investigator Award. Send checks to: Jessica Collett, Social Psychology Section Treasurer, 810 Flanner Hall, University of Notre Dame, Notre Dame, IN 46556.
2. **PAYPAL:** The section has set up a PayPal. Donations may be made with credit and debit cards or directly from bank accounts. See: http://tinyurl.com/givetoGSIA. (Note: PayPal requires a minimum contribution of $25 and charges 2.2% (plus 30 cents) for each donation received. Thus a $100 donation yields the section $97.50.)
3. **PLEDGE:** Email pledge to Tim Owens (tjowens@kent.edu)

Yes, I _____(name) am willing to pledge: _____ (amount).
My pledge of: _____ will be paid by _____(date).
_____ will be paid over ___ years in increments of _____.

* Note: While ASA encourages members to make tax-deductible contributions to worthy causes like this one, please consult your tax advisor for specifics on allowable deductions.

Social Psychology Quarterly

An Official Journal of the American Sociological Association

Dear Colleagues,

Over this past year, we have been working hard to ensure Social Psychology Quarterly continues to bring you interesting and scientifically sophisticated research that advances or uses social psychological theory. As you may know by now, we are planning a special issue entitled "Methodological Advances and Applications in Social Psychology" to showcase new qualitative and quantitative methodological approaches for social psychologists. We are seeking manuscripts that focus on the link between social psychological theory and methodological developments. The coeditors for this special issue are Kathy Charmaz (*Sonoma State University*) and Jane Sell (*Texas A&M University*). The deadline for submitting papers is December 2015, and we anticipate publishing the special issue in December 2016 or March 2017. For the full text of the "Call for Papers" please go to our website.

Jan Stets & Richard Serpe

Additionally, we are continuing to add papers to *SPQ* SNAPS. SNAPS attempts to reach a broader audience by providing the latest social psychological research in a format that is assessable to undergraduates. We want to encourage you to explore the SPQ SNAPS catalog and to consider using these articles in the classroom. Our goal is to add one new SNAPS paper for each issue of *SPQ*. For the first three issues of 2015, you will be able to consider using:

- Racial Identity and Well-Being among African Americans," which examines the relationship between social identity and internalized racism on self-esteem and psychological well-being (Michael Hughes, K. Jill Kiecolt, Verna M. Keith and David Demo);
- "Stopping the Drama: Gendered Influence in a Network Field Experiment," which addresses how girls and boys engage in reducing peer conflict and harassment (Hana Shepherd and Elizabeth Levy Paluck); and,
- In September, we will add "Working the Boardwalk: Trust in a Public Marketplace," an ethnographic look at how everyday life of vendors, artists, and performers in a public marketplace develop trust through interaction (Laura A. Orrico).

There are over two dozen *SPQ* SNAPS for your use. Here are just a few of the other topics that are included in the SNAP catalog:

- Alex Bierman and Ryan Kelly offer research on how the threat of war impacts civilians.
- Jessica Calarco uses ethnographic research to examine how culture, institutions expectations, and individual behavior can help us understand inequality.
- Sarah Mustillo, Kristen Budd and Kimber Hendrix present how black and white girls experience the stigma of childhood obesity.

We hope you have been enjoying *SPQ's* social media engagement. Please follow us on Facebook and Twitter and share these links with your colleagues and friends. We are trying to cast as wide a net as possible so that *SPQ* can be visible and have a significant impact not only inside the sociological community but also outside this research community.

We are very grateful for the team of deputy editors, editorial board members, reviewers, and staff we have assembled to continue the tradition of making *SPQ* a first-rate publication outlet for social psychologists. They have been terrific both in terms of the timeliness and quality of their work. Without their help, we simply would not be able to accomplish our goals. Our thanks to each of you!

Jan E. Stets and Richard T. Serpe
Coeditors, *Social Psychology Quarterly*

Follow *SPQ* on

Research Note from Daniel B. Shank:

Using Amazon Mechanical Turk for Research

This past year at the 2014 Group Processes miniconference I was struck by the number of presentations using data from online samples recruited using Amazon Mechanical Turk (Mturk), a crowdsourcing marketplace website (Shepherd 2012). Since around this same time I also had begun using Mturk samples for my own research I began to wonder if this was a new trend in the social psychological 'face' of group processes, how common this was in sociology at large, how it could be used with a range of sociological methods, and what were the larger implications of this collection technique.

My wondering soon turned into searching which then turned into a short paper in *The American Sociologist* in which I address several of these questions (Shank 2015). At the time I found only 15 articles in sociology journals that collected data using Mturk with a number of those from interdisciplinary social science journals. Experiments were the most common method in these articles, which is also true of the Mturk academic research in general, which is primarily conducted by psychologists and economists. Therefore, it only makes sense to me that this data collection tool would be embraced sooner by those within our section, and perhaps more specifically by those researching group processes, as we commonly conduct experiments.

In my article I argue that Mturk should be important for more than just experimental research in sociology and could be used along with our rich diversity of methods. For example, Mturk is potentially a good source for targeted surveys where the focus is on specific groups or people with particular characteristics. Additionally, crowdsourcing can also simplify quantitative or qualitative coding tasks that would normally take a great deal of time and money to complete. In fact saving time and money are two of the primary reasons scholars are turning to Mturk.

Notwithstanding its benefits, using Mturk participants for research can lead to ethical issues both similar to and different from other techniques for participant recruitment. Individual research ethics issues can include determining a fair payment policy and negotiating with one's IRB about using crowdsourcing marketplaces for data-collection.

Yet this sort of research also highlights widespread ethics issues related to people doing "microwork" through crowdsourcing websites. A recent article in *The Chronicle of Higher Education* (Schneider 2015) suggests that Mturk, including academics using it for research, poses serious ethical issues by creating and then exploiting a class of digital laborers. The author quotes Trebor Scholtz, associate professor of media studies, as saying, "The crowdsourcing industry is wiping away a century of labor struggles. A democracy shouldn't tolerate workplaces like that." While I wouldn't characterize the situation as that dire, as sociologists and researchers – or even as citizens and activists – I do think microwork and crowdsourcing techniques should be something we are aware and concerned about.

I hope this newsletter note and my article help increase your awareness and instigate important discussions about the different aspects of using crowdsourcing for research.

REFERENCES:

Schneider, Nathan. 2015. "Intellectual Piecework: Increasingly Used in Research, Platforms Like Mechanical Turk Pose New Ethical Dilemmas." *The Chronicle of Higher Education*.

Shank, Daniel B. 2015. "Using Crowdsourcing Websites for Sociological Research: The Case of Amazon Mechanical Turk." *The American Sociologist*:1-9.

Shepherd, Hana. 2012. "Crowdsourcing." *Contexts* 11:10-11.

Link to my article: http://link.springer.com/article/10.1007%2Fs12108-015-9266-9#

-Daniel B. Shank, University of Melbourne
daniel.shank@unimelb.edu.au

Congratulatory Notes

Thomas Pettigrew has a forthcoming publication in the *Annual Review of Psychology!*
Pettigrew, T. F. (2016). In pursuit of three theories: Authoritarianism, relative deprivation, and intergroup contact. *Annual Review of Psychology*. (In press).

Matthew Edward Brashears will be starting as an Associate Professor with Tenure at the University of South Carolina in the Fall of 2015!

General Social Survey 2014 Identity Module

A one-time topical module on identities is now available in the 2014 General Social Survey (GSS). It operationalizes three identities (race/ethnicity, gender, and parent) and measures five dimensions of an identity (importance, salience, verification, private regard, and public regard). Given space limitations in the GSS, all of these measures are single-item. What is exciting about this module is that it is the first to have appeared in the GSS.

The GSS, which is funded by the National Science Foundation (NSF) and is carried out by the National Opinion Research Center (NORC), is the single best data source for monitoring social trends in America. It tracks the opinions of the average American over time on issues such as crime, abortion, gender roles, family arrangements, work orientation, civil liberties, and national spending. It identifies the socio-demographic profile of Americans along characteristics such as marital status, educational attainment, racial composition, political affiliation, and religious membership.

Every two years, NORC draws a nationally representative cross-section of US adults and conducts a face-to-face interview with them. Questions asked in prior years are repeated (known as the replicating core) to study social and demographic trends. There is also a set of questions (modules) that are asked every two years on a subset of respondents on topics needing further investigation or more detailed coverage than in the GSS replicating core. The Identity Module (what NORC has labeled the "Social Identity" Module) is a topical module.

Beginning in 2006, the GSS added a panel component in which respondents from the cross-sectional sample were re-interviewed in each of the two subsequent GSS time periods, producing a three-wave, two-year interval panel. Three panels now have complete data (2006-2010; 2008-2012; 2010-2014). Due to a cut in NSF funding for the GSS in 2014, the future of the panel design is unclear. In 2014, the 2012 respondents were not re-interviewed, and topical modules in 2014 were conducted on those individuals who were interviewed in 2010 and re-interviewed in 2012. This applies to the 2014 Social Identity Module. There are about 1300 cases.

For those interested in the science of identities, I encourage you to examine this data. Given the limits of time and space in the GSS, there was a concerted effort to operationalize key dimensions of identities. I am indebted to the following scholars who worked with me to make this module possible to sociologists including: Peter Burke (University of California, Riverside), Alicia Cast (University of California, Santa Barbara), Kay Deaux (CUNY), Jill Kiecolt (Virginia Tech), Bert Klandermans (VU-University, Amsterdam), Richard Serpe (Kent State University), Sheldon Stryker (Indiana University), Verta Taylor (University of California, Santa Barbara), and Nancy Whittier (Smith College).

If you have any questions, feel free to email me jan.stets@ucr.edu or Tom Smith SMITH-TOM@norc.org.

-Jan E. Stets
University of California, Riverside

Conference News/ Call for Papers

Call for Submissions to the
2015 AOM Professional Development Workshop (PDW)
"Trust between Individuals and Organizations"
Saturday, Aug 8 2015 8:00AM-10:00AM
Offsite in UBC Robson Square- Room C180

§ Organizer: Bart A. de Jong; VU U. Amsterdam;
§ Organizer: Oliver Schilke; U. of Arizona;
§ Speaker: Mike Baer; Arizona State U.;
§ Facilitator: Cecily D Cooper; U. of Miami;
§ Speaker: Rekha Krishnan; Simon Fraser U.;
§ Facilitator: Dora C. Lau; Chinese U. of Hong Kong;
§ Facilitator: Scott W Lester; U. of Wisconsin, Eau Claire;
§ Speaker: Roy J. Lewicki; The Ohio State U.;
§ Speaker: Niels G. Noorderhaven; Tilburg U.;
§ Facilitator: Fabrice Lumineau; Purdue U.;
§ Speaker: Sandra Robinson; U. of British Columbia;
§ Facilitator: Ed Tomlinson; West Virginia U.;
§ Facilitator: Bart Vanneste; UCL

Trust is a fundamental characteristic of work relationships and one of the most frequently studied concepts in organizational research today. This PDW is aimed at advancing research on trust by serving as a platform for scholars to discuss fundamental issues, engage in dialogue, and help further research-in-progress.

The workshop consists of three segments:
1. The first segment starts off with a panel discussion, in which leading scholars share their thought-provoking ideas on the important topic of "the limits and liabilities of trust";
2. For the second segment, attendees break into groups that discuss questions previously submitted by work-shop participants. Submitting a discussion question on trust is a requirement for registration. These questions may include (but are not limited to):

- trust dynamics over time
- trust at and across levels of analysis
- interorganizational trust
- trust and control
- trust asymmetries
- trust versus distrust
- the role of emotions;

3. The third segment consists of a paper development workshop, in which the facilitators provide in-depth feedback on work-in- progress trust research previously submitted by workshop participants. These papers should be in an advanced developmental stage, targeted at a scholarly management journal, and no more than 40 double-spaced pages in length.

Registration requirements: to register only for the first and second segment (panel discussion and round tables), email one discussion question on trust. To register for all three segments (i.e., including paper development), e-mail a discussion question and working paper on trust. E-mails should be sent to trustpdw@gmail.com no later than July 25, 2015. You will then receive a code that will allow you to register for the PDW. More details at our website.

Conference News/Call for Papers continued on Page 13

Conference News/ Call for Papers

ISA – Forum of Sociology, Vienna, Austria, July 10-14, 2016
Research Committee: RC42
Social Psychology Session: Emotion and Inequalities

This session centers on the relationship between forms of social inequality and the sociology of emotion. Hochschild connects emotion to social inequalities through the term "feeling rules," which she sees as "the underside of ideology" (1979:557). New scholarship on "emotional regimes" and "emotional capital" attempt to further connect emotion with forms of inequality. Following this line of thought, this session welcomes scholarship that builds on established as well as emerging concepts within the sociology of emotion in order to illuminate the emotional dimensions of new and existing forms of social inequality. Emotion is conceptualized broadly to include the experience, expression, management of, as well as collective pat-terns of emotional norms across time and cultures. Inequalities based on gender, race/ethnicity, social class, nationality, and sexuality are shifting, yet durable features of societies in developed and developing nations. Increasingly, research on social inequalities conceptualizes these categories as interlocking structures that shape individual experiences and interactions. How do current configurations of emotion norms and "feeling rules" perpetuate the inequality of some over others? How might emotions themselves (quantitatively and qualitatively) be unequally distributed in societies and what might this signify in terms of distributions of power, status, and capital? Furthermore, research that examines the relationship between emotion and inequality might also focus on emotion within social movements and the forms of social change needed to create a better world for all. Scholarship that advances the cross-section of emotion and inequalities theoretically, empirically, and/or methodologically is welcome.

Deadline for submissions is September 30, 2015. Submit online: https://isaconf.confex.com/isaconf/forum2016/cfp.cgi

The Seventh Annual Meeting on "Psychodynamics of Self & Society"
August 20–21 2015
ASA Mini-Conference at Carboy Law Center, Loyola University

(Combined this year with the Alienation Theory + Research Group—RC36—of the International Sociological Association)
25 East Pearson Street, Chicago, Illinois 60611
(1 mile north of Hilton)
Registration begins at 1pm

Keynote speaker: Prof. George Steinmetz
August 20 5 – 6:30pm

Speakers include: Joan Braune, Nick Braune, Dan Krier, Laura Martucci, Roger Salerno, Vikash Singh, David Smith, Gilda Zwerman. (more to be confirmed)

To RSVP, or if you are interested in presenting (we still have some open slots), please contact Lynn Chancer (lchancer@hunter.cuny.edu) or Lauren Langman (11ang944@aol.com)

Building Just Communities: The 7th Annual ACMHE Conference
October 8-11, 2015
Howard University, Washington, D.C.

The 7th Annual Association for Contemplative Mind in Higher Education Conference will explore contemplative approaches to creating and sustaining just communities: approaches that foster connection while recognizing and honoring difference, with a commitment to the common flourishing of all. These approaches should examine the profound ways in which our social locations within higher education–based on age, gender, sexual orientation, discipline, ability, religion, race, social/economic class, nationality, contemplative tradition–affect and are affected by differing levels of advantage or disadvantage. As we recognize our interdependence and our responsibilities to one another, we can cultivate more ethical, compassionate, and more socially just communities.

We often see contemplative approaches as practices focused inward, as forms of self-inquiry and reflection for fostering intrapersonal development. However, we also know that they arise out of and influence broader human relations, developing and sustaining greater interpersonal connection. What is this connection? How can interpersonal connection be nurtured, especially in the service of social justice and the creation of "beloved communities" like those envisioned by Josiah Royce and the Rev. Dr. Martin Luther King, Jr.?

Presentations might address questions such as:

- How can we use contemplative approaches to create beloved community in our institutions of higher education?
- What have social movements (past and present) taught us about building just communities and the use of contemplative practices in creating a just world?
- How can contemplative practices help us honor differences between us, recognizing the sociopolitical dynamics that so often ac-company those differences?
- What is the responsibility of contemplative pedagogy with regard to social justice initiatives/movements?
- How can contemplative communities do the work of unsettling oppression, both within the communities and outside of them? How can we be guided by the work of contemplative and spiritually-based communities throughout history?
- How can we inspire students to engage in just community building through contemplative pedagogy?
- How can these initiatives more effectively engage marginalized students?

The conference begins with registration and a plenary on Thursday (Oct. 8th) at 5pm, and ends by 1pm on Sunday (Oct. 11th).
Rates: $407 – $535, depending on rate and meal options. Graduate Student Rates: $150 without meals, $223 with meals. Undergraduate Student Rates: $100 without meals, $173 with meals. ACMHE members receive an additional $50 discount and scholarships are also available. Register here.

More information on the conference can be found at http://www.acmheconference.org.

Conference News/ Call for Papers

Call for Papers: A proposal for a special section in the International Journal of Psychology
Youth and the Great Recession – are values, achievement orientation and health affected?
Ingrid Schoon and Jeylan Mortimer, Guest Editors

The recent global economic downturn has undermined employment prospects for young people and is likely to also undermine youth confidence, self perceptions, values, health, and outlook to the future. Increasing uncertainty about the future may especially affect young people who study towards or recently received an educational degree. How do young people navigate and respond to changing education and employment conditions, and how do they see their futures in times of economic instability? Initial evidence indicates that recessionary times undermine confidence in society and its institutions, yet the same effect is not necessarily apparent regarding achievement orientations, self concepts and health outcomes, at least in the immediate aftermath of the recession. Furthermore, there are great variations in adjustment between countries, suggesting that there might be country-specific pre-existing trends that have to be taken into account to understand the impact of the recession on young people. The question is whether confidence in societal institutions is indeed more responsive to current events, while achievement orientations, health and other outcomes are more enduring, carrying over from more prosperous to more difficult times.

The Special Section aims to bring together contemporary evidence on how events at the macro level cascade down to individual level experiences, and to provide new insights into the impact of the recession on young people's evaluation of their situation in different countries characterized by distinct welfare regimes and economic circumstances. Studies may comprise quantitative and qualitative empirical studies of data gathered before and after the 2008 Great Recession, including work and family values, career goals, self concepts, the perceived likelihood of realizing one's goals in the future, mental health or physical health. The studies should address circumstances in the wider socio-economic context and include objective markers of economic hardship, information regarding concurrent welfare systems and assessment of individual level experiences. Bringing together evidence from different countries will facilitate a comparison of similarities and differences in the consequences of economic difficulties for young people. Identification of generalizable patterns across countries as well as differences in experiences due to country specific scenarios has the potential to inform ameliorative public policies.

Researchers interested in submitting an article to the Special Section should submit a letter of intent via email to Ingrid Schoon (I.Schoon@ioe.ac.uk) and Jeylan Mortimer (morti002@umn.edu) no later than September 1, 2015. The letter should include the tentative title and an abstract of 500 words maximum (including a short theoretical statement, sample description, preliminary results, and a sentence about the importance of the study for the field). The letters will be reviewed by the section editors and potential contributors will be selected based on the originality of the research, overall diversity of topics, and fit to the general theme of the Special Section. Successful authors will be notified within two weeks and invited to submit first drafts of manuscripts by January 1, 2016. Manuscripts should be no longer than 6,000 words (including footnotes, references, tables, and figures, but excluding the abstract), have no more than 30 references, and include a 200-word abstract. All manuscripts will be subject to an external review process.

For further questions concerning the Special Section, please contact Ingrid Schoon, (I.Schoon@ioe.ac.uk) and Jeylan Mortimer (morti002@umn.edu)
For further information concerning the International Journal of Psychology, visit the website or contact the Editor-in-Chief, Rainer K. Silbereisen.

Session Title: Youth and Climate Change
Organizer: Jeylan T. Mortimer, University of Minnesota
ISA Forum, Vienna, July 10-14, 2016

Climate scientists predict that intensifying planetary warming will cause more frequent severe weather events, droughts and water shortages. These will likely cause massive population migrations and wars over declining resources. Youth are often the most able and willing to migrate, and they become the soldiers in war, voluntarily or not. Such changes may disrupt the passage to adulthood, especially in the global South, as migrant youth experience difficulties in assimilating into new societies. Many youth may find it difficult to see ahead, to envision stable life courses for themselves and future generations. Failure of governments to act may foster a decline in confidence in, and disconnection from, societal institutions.

This session will draw attention to the challenges and potentially catastrophic consequences posed by climate change for present and future youth generations and encourage research on this topic. Illustrative questions to be considered: How have recent severe weather events impacted youth? Are youth becoming aware of the threat of climate change? How is it affecting their outlooks to the future? Are value shifts occurring among young people as it becomes increasingly evident that the planet's capacity to support life is eroding---e.g., values surrounding economic growth, population size, energy conservation, life styles and living arrangements? Are youth becoming attracted to social movements advocating governmental and individual ameliorative action, or are they increasingly acknowledging dystopian futures, assuming a fatalistic stance, and turning inward? To what extent are youth spearheading social movements to address climate change?

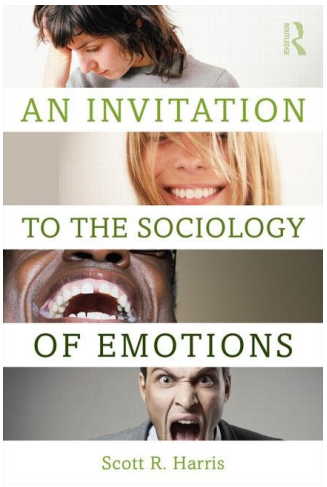
Abstract submission portal: http://www.isa-sociology.org/forum-2016/
Sponsored by RC34, Research Committee on Youth
Deadline: September 30, 2015

Book Notes

An Invitation to the Sociology of Emotions

Scott R. Harris

Routledge 2015



Invitation to the Sociology of Emotions guides students through some of the most interesting concepts and findings in the sociology of emotions. The text includes scores of empirical examples from the literature, is written in an engaging style, and provides exercises that can be used as assignments and prompts to discussion. Pitched at an introductory level, this short book is intended for courses on emotions, the body, social psychology, and introduction to sociology.

Contents (148 pages)

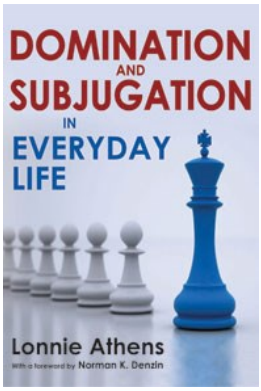
1. Thinking Sociologically about Emotions
2. Emotion Norms
3. Emotion Management
4. Exchanging Emotions
5. Emotional Labor
6. Identifying Emotions
7. Why Study the Sociology of Emotions?

Domination and Subjugation in Everyday Life

Lonnie Athens

Forward by Norman K. Denzin

Transaction 2015



Reputable scholars have long charged that symbolic interactionism, which is based on the principle of "sociality," discounts the importance that subordination plays in human groups. Emphasizing dominance and power, Athens explains how subordination operates in human group life from a new interactionist's perspective, aptly dubbed by him, "radical interactionism."

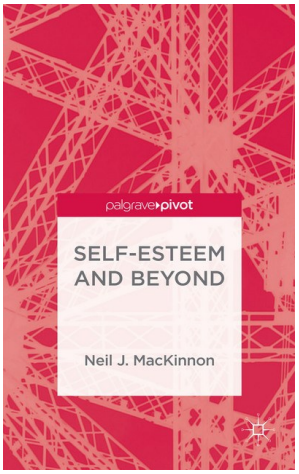
Expanding on the work of sociologist Robert E. Park, Athens explains the nature and operation of superordination and subordination, which he believes affects all social interaction between human beings and groups. He then develops a generic framework and a common terminology to help explain all forms of social conflicts. Athens argues that a radical interactionism disentangles the nature of domination, power and force, as well as the relationship among them, in a manner consistent with the basic premises of the Chicago school of pragmatism.

This book offers a provocative and intelligent outline of the development and evolution of radical interactionism, a perspective interactionists can add to their toolbox with profit.

Self-Esteem and Beyond

Neil J. MacKinnon

Palgrave MacMillan 2015



Self-esteem is a concept which everybody experiences, either positively or negatively, but there is some conceptual confusion in self-esteem theory and research arising from a failure to clearly distinguish between self-feelings and self-conceptions. This book addresses the issue by replicating past studies with analysis of original data and proposing a three-factor theory of self-sentiments consisting of self-esteem, self-efficacy and self activation.

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2. Self-Concept, Self-Sentiment, and Motivation
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4. Measuring Self-Sentiment
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6. The Failure to Confirm Rosenberg's Interactive Hypothesis
7. Rosenberg's Selectivity Hypothesis
8. Summary and Conclusion

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John DeLamater, Marta Elliot, Brian C. Kelly, Sarah A. Mustillo, & Timothy J. Owens

Who We Are

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

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

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

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

http://www.asanet.org/sections/socialpsychology.cfm

Or join the conversation on Facebook:

https://www.facebook.com/groups/653207201359090/

Social Psychology Section Membership Form

Name: _____

Address: _____

_____

Email: _____

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

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

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

Mail form and check to: Membership Services

American Sociological Association

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