Newsletter of the Social Psychology Section of the American Sociological Association

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Newsletter of the Social Psychology Section of the American Sociological Association

Volume 22; Number 1 **Winter 2017**

Remarks from the Chair:

Matthew O. Hunt, *Northeastern University*, m.hunt@northeastern.edu

Greetings from chilly New England and welcome to the Winter installment of your Social Psychology section newsletter! I'm excited to be serving as your section chair, and am pleased to introduce this newsletter – the first of two you will receive during my tenure. I will also, of course, continue to post time-sensitive announcements to the section listserv.

Our section is off to a great start, following a busy fall. I am grateful to everyone who agreed to serve as a member or chair of a section committee this year. The generosity and commitment to service exhibited by section members in accepting these invitations was truly humbling. The roster of committee members appears in this newsletter.

I wish to thank my predecessor, Amy Kroska, for her assistance with the section Chair transition. Amy left the section in outstanding shape and has been supremely patient and supportive in answering my questions over the prior months. I would also like to recognize Jody Clay-Warner for her stellar performance as our section's secretary-treasurer; she's done a terrific job managing the section's finances and in advising me on all budget-related matters.

Thanks are also due to our two Council members whose terms ended in 2017: Corey Fields and Kathryn Lively. We are fortunate that both of these colleagues are staying centrally involved in section matters via their roles as Chair of the Graduate Student Affairs Committee (Fields) and the Professional and External Affairs Committee (Lively).

Having reached the all-important 600-member threshold as a section this Fall, we have retained our customary four open section sessions for the 2018 meeting in Philadelphia. I have entrusted a superb program committee (Susan Fisk, Carla Goar, Kristen Marcussen, and Richard Serpe) to organize a session on Social Psychology and Inequality, as well as two other open sessions highlighting important and cutting-edge scholarship representing our field and its links to other fields in sociology. Please submit your work for consideration in these open sessions, and also consider submitting or our open Roundtables session which Lynn Chin is organizing in coordination with Natalia Ruiz-Junco from the Emotions section. Finally, as is customary, in addition to the open sessions, we will have a session devoted to our business meeting and the Cooley-Mead award ceremony and address.

This newsletter contains a number of important announcements and statements I'd like to highlight. Please see the call for 2018 award nominations, and consider nominating yourself, a colleague, or a deserving graduate student for these awards. Please also take the time to read the statement from our Junior Faculty Mentorship Committee (Lisa Walker, Jane Sell, and Dawn Robinson), and keep an eye out for the survey they will be circulating in January. Inside, we also hear from Karen Hegtvedt, who has graciously taken on a two-year term as our inaugural Public Engagement Liaison – a new position created this year by the ASA. Please read Karen's statement on the aim and goals of this new initiative. I also encourage you to read the statement from our new/incoming SPQ editors: Matthew Brashears and Brent Simpson. They provide information on their Deputy Editor and Editorial Board, as well as a useful overview of their vision and goals for their term as editors. Finally, you'll want to read Phoenicia Fares' compelling interview with Peter Burke in the Voices of Experience section of this newsletter.

Last, but certainly not least, I would like to thank our newsletter editor Jennifer McLeer for her multiple and noteworthy contributions to our section. In addition to editing our outstanding Newsletters, Jennifer serves as section Webmaster and compiles the periodic sets of announcements you receive from me via the listserv. Jennifer does an amazing job at these tasks, and we are truly in her debt as a section.

I wish you all a safe and relaxing holiday break, and I very much look forward to seeing you at the meetings in Philadelphia in August.

With best wishes,
Matt

AMERICAN SOCIOLOGICAL ASSOCIATION

Notes from the Editor:

Jennifer McLeer, *The George Washington University*

Hello Everyone! Please take some time to read through the Winter 2017 American Sociological Association Social Psychology Section newsletter!

Shortly, I will detail all of the exciting features of the newseltter, but I wanted to first call your attention to an upcoming vacancy. As August draws near, the section will be in need of a new newsletter editor and webmaster. The role requires minimal time bi-weekly to prepare the section's announcements and maintain the section's website. You would also get to put together these informative newsletters twice a year. I will, of course, show you the ropes! Please consider this exciting opportunity and contact me at jmcmac205@gmail.com for more information.

Now, on to the fun of the current newsletter! We have featured many interesting peices about the section's committees and roles. Please see Page 10 for more details about the Public Engagement Liaison position. Page 12 includes updates from the Junior Faculty Mentorship Committee and the Membership Committee.

Please see Page 3 for a call for your best work from the incoming Social Psychology Quarterly editors, Brent Simpson and Matt Brashears. On Pages 4-6, Peter Burke takes us on a journey throughout his professional life and dispenses some valuable advice in the Voices of Experience section. The ASA meetings in Philadelphia are right around the corner so please see Page 7 for a list of the section's planned sessions and activities. Also, please consider making a nomination for the awards that are listed on Page 8. Finally, Page 9 announces the 2018 Cooley-Mead award winner, Doug Maynard.

Cheers!

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.

Social Psychology Quarterly
An Official Journal of the American Sociological Association

Dear Social Psychologists.

We write to you as the new/incoming editors of Social Psychology Quarterly. Although our official term does not technically begin until January, we have been busy handling all newly submitted manuscripts since August 1.

We are joined in this effort by our Managing Editor, Laura Aufderheide Brashears, and three Deputy Editors (Jessica Collett, Monica Kirkpatrick Johnson, and Douglas Maynard). We hope that the diversity of our Deputy Editors' methodological skills and substantive interests convey our wish to publish the broadest possible range of social psychology during our term as editors of SPQ. In addition to these Deputy Editors, we would like to welcome the following scholars who will join the editorial board members effective January 1, 2018: Stephen Benard, Janel E. Benson, Jessica McCrory Calarco, Kimmo Eriksson, Corey D. Fields, Jennifer Glanville, David Grazian, Steven Hitlin, Christine Horne, Pamela Braboy Jackson, Amy Kroska, Stefanie Mollborn, Richard N. Pitt, and Tanya Stivers. Again, our core goal was to add further depth and breadth to the editorial board, which already contains members from all corners of social psychology.

We obviously do not have to promote the virtues of submitting to and publishing in SPQ to the readers of this newsletter. The number of submissions we have been receiving from mainline sociological social psychologists is quite high. We would, however, like to encourage you to nudge your colleagues who may not consider themselves social psychologists, but who are doing work that is social psychological in approach to submit their best work to SPQ. One of our goals is to show the breadth and power of social psychology in understanding a range of social phenomena. One of the best ways to do so is to encourage others to engage in an active dialogue with us.

We are committed to maintaining the rapid turnaround times of recent editorial teams. Indeed, we want people to submit their best work to SPQ because they know they will get smart reviews quickly. In the four months that we have been handling submissions, the average time to decision has been 28.74 days. Obviously, one of the biggest reasons for this success is the incredible work of our reviewers, which likely includes (or soon WILL include) you. We really appreciate your efforts in helping us turn manuscripts around quickly. Please keep it up! If we all stay committed, SPQ may one day have the distinction of being the only ASA journal where turnaround times are measured in hours.*

In closing we would like to thank Jan and Richard for their phenomenal work on the journal and also for their incredible helpfulness in the transition. They, as well as their Managing Editor Ryan Trettevik, were especially giving as we were preparing our editorial office and we can only hope that our successors find us as useful as we did Richard, Jan and Ryan. They are finishing out a highly successful term with an excellent December issue, including the following four pieces of original research:

"Is it a Masterpiece? Social Construction and Objective Constraint in the Evaluation of Excellence" by Stoyan V. Sgourev and Niek Althuizen

"Does Aggression Deter or Invite Reciprocal Behavior? Considering Coercive Capacity" by Stephen Benard, Mark T. Berg, and Trenton D. Mize

"Heinous Crime or Unfortunate Incident: Does Gender Matter?" by Jun Zhao and Christabel L. Rogalin

"Nonverbal Vocal Adaptation and Audience Perceptions of Dominance and Prestige" by Will Kalkhoff, Shane R. Thye, and Stanford W. Gregory, Jr.

We look forward to receiving your submissions to SPQ, and to using this newsletter to keep you abreast of SPQ happenings.

Sincerely,
Matthew E. Brashears and Brent Simpson
Coeditors, Social Psychology Quarterly

*we joke

Voices of Experience

Featuring Peter J. Burke, University of California- Riverside

Peter at the University of California- Riverside, 2003.

Thank you to Phoenicia Fares, graduate student at the University of California-Riverside, for interviewing Peter for this feature!

Peter J. Burke received his BA in sociology from the University of Massachusetts in 1961. He entered graduate school in sociology at Yale University where he earned his masters and doctorate in 1964 and 1965, respectively. It was while at Yale, working with Theodore Mills, that he became interested in group processes, the focus of his work when he joined the faculty at Indiana University as an assistant professor. Promoted to Associate Professor in 1969 and Professor in 1975, he served as chair from 1978-1982. In 1988, he joined the faculty at Washington State University as Professor and Research Scientist. In 2002, he joined the faculty at UC Riverside, and served as Chair from 2003-2005. He retired in 2014.

Burke served as Editor of Social Psychology Quarterly from 1982-1988, as Chair of the Social Psychology Section, 2000-2001, and as Chair of the Theory Section 2008-2009. He was awarded the ASA Social Psychology Section Cooley-Mead Award for life contributions to social psychology in 2003. In 2004 he was named Fellow of the American Association for the Advancement of Science and appointed to the Sociological Research Association. In 2006 he was named Fellow of the Association for Psychological Science.

What life experiences would you say put you on a path towards sociology and social psychology? Why sociological social psychology?

I wouldn't say it was any particular life experiences that moved me in that direction. It was more of an accidental thing. I started college in 1957 at UMass and lived at home in Amherst. My parents were divorced the year before I started college and with the divorce, I could afford college only if I lived at home and worked summers to earn tuition.

At the beginning, I found so many of the subjects I studied very interesting. I drove my freshman advisor crazy by changing my major every month or two. I started in Chemistry, but decided I did not want to be in a smelly lab for the rest of my life. I toyed with biology (special interest in slime molds), physics, economics and some others (though I never found psychology attractive). Toward the end of my freshman year, I was in an introductory sociology class. Now sociology was a subject that I had never heard of in high school. I found it better than psychology, but I did not find it that interesting until, one day, I was reading some unassigned chapters in the accompanying reader. Those, I found fascinating and so took a second course, and a third, and so on. The more classes I took, the better I liked the subject matter.

I ended up taking eight or ten sociology courses – but none of them were social psychology, as that was not in the curriculum. Indeed, I didn't even know there was a social psychology. It wasn't until graduate school, when I was working with Ted Mills (a student of Robert Bales at Harvard) in small group processes that I moved in the direction of social psychology, though I didn't know it at the time, i.e., it wasn't called social psychology. I was interested in the development of structure in small groups, so I viewed myself as a social structural person, though at a micro level.

It wasn't until I took a job at Indiana University, in 1961, that I discovered I was a social psychologist. Sociology at Indiana divided between structural sociology (which I thought I was) and social psychology. According to their view, my research on small group processes put me in the social psychology category and I was assigned to teach social psychology. Alfred Lindesmith oversaw social psychology at the time, and we were told what books to use in class (it was only another year or two before such mandates were removed), and so I used the Lindesmith and Strauss, Social Psychology (Lindesmith and Strauss 1956) to teach an introductory course named the individual and society. Sociology could not name their course social psychology because psychology had that name for a course. But then, the text for their social psychology course was Krech and Crutchfield's Individual in Society.

It was by reading (and teaching from) the Lindesmith and Strauss book that I learned what social psychology was, especially the symbolic interaction approach from a

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Peter in graduate school photographed above New Haven, 1963.

Voices of Experience

Featuring Peter J. Burke, University of California- Riverside

Meadian point of view, and, indeed, that fit my thinking like a glove; that was me – I just didn't know it. That is where I picked up an understanding of signs and symbols, role taking, and interpersonal processes. Of course, I still was interested in small group processes and the development of leadership structures, especially development of role differentiation with task leaders and socioemotional leaders, and so my early research continued with that for several years before turning to the study of identity processes.

Even the move to study identity processes was somewhat fortuitous. In about 1974, I was approached by a graduate student, Judy Tully, who was working with John Liell, another faculty member, on a study of almost 2000 6th, 7th, and 8th grade school kids in Indianapolis. She was interested in looking at the gender identities of these kids. At the time, my colleague, Sheldon Stryker, had been developing identity theory and through discussions with him I was familiar with his work and understood that identities were composed of meanings. But, I also had been reading Osgood, et al.'s (1957) work on the measurement of meaning. I had an idea that perhaps we could measure the gender meanings of the self-concepts of these school students. So, Judy and I worked out a series of bi-polar adjectives trying to capture gender meanings. We interviewed several kids to see what they thought as to what it meant to be a girl or a boy (my first experience with something like focus groups). This all worked out quite well, and we published the results in Social Forces. Of course, this was just the beginning. Now, we had a tool, and like the two-year-old who has a hammer and discovers that everything needs to be hammered, I found lots of applications for this measurement method. I also found how much easier it is to develop theory when there are solid measurements of the concepts being theorized.

What was your favorite part of being a young scholar (in graduate school or pre-tenure)?

I was doing something I liked. I enjoyed the research and writing. I was with a set of excellent colleagues and mentors at Indiana. There were lots of discussions in the hallways and over lunches. It was a time when people went to a coffee lounge at 10:00am, there was always a group for lunch, often off campus, and again a coffee break around 3:00pm. Of course, there was also lots of work happening, researching, writing, preparing classes. But, it was the colleagues that made it great. They, too, were interested in ideas and learning. Elton Jackson and I sat in on a math course every semester for my first five years: calculus at several levels, linear algebra, mathematical statistics, differential equation. Some of those I took two or three times to finally absorb the material. I also learned in sitting in on those courses that I am not inclined as a real mathematician. Some of those undergraduate math majors just left us in the dust. Now, I know enough to get by.

It was the colleagues that made graduate school fun also. There were 10 persons in my cohort and we all got along well with each other. There were always discussions about our work, about what we were reading, and about life in general. It was a great time of intellectual growth and discovery. Graduate school is when I started buying books. I didn't like to go to the library, so I bought most of what I read. I bought all of Freud, all of Parsons, all of Weber and Durkheim and on and on. I was always fascinated by ideas and I discovered those in plenty by all that reading.

Continued on Page 6.

Continued from Page 6.

Voices of Experience

Featuring Peter J. Burke, University of California- Riverside

What advice do you have for graduate students on the market today?

If the student is on the market, it is probably too late for advice. Graduate school is the time for mentored learning of everything you can get your hands on. Not just sociology, not just social psychology, but also philosophy of science, logic, psychology, economics. Read, read, read (including novels – my favorite is science fiction, lots of it). Read all the original research, not just summaries. Read it so you understand it and can replicate it. Also take as many research methods courses as you can possible get. This stuff is hard to learn on your own after graduate school when you should be using it not learning it. Also, get involved in doing research and writing papers, either working with someone else or on your own. Begin to keep a file of ideas you want to pursue. What I always find fascinating is that whatever research question I am working on, I learn, as I dig into it, that there is far more to the question than I ever imagined. I also learned that others have already explored much of what I think is new, so I had to go deeper. But, I also learned to always, always, always work with a theoretical focus. The contribution of research is not the findings, but in what those findings mean, theoretically. I think it is important to develop a line of work, rather than moving from topic to topic. I remember when I first heard of the concept of sink costs. These are the investments that must be made before anything else can happen. On my first sabbatical I toyed with the idea of changing from small groups to demography. But, I realized that the investment I had already made in social psychology and understanding group processes would be lost. All the knowledge and skills I had developed over the years would serve little purpose, and I would have to invest time, and effort into a new enterprise before I could make any contribution. I didn't make the change to demography. I did change focus a bit from small groups to identity theory, but as my thoughts evolved, I found the two areas were interrelated and I could use what I learned in each to bring them together.

Are there any surprising or unexpected directions your work on self and identity has taken you over the years?

Perhaps the most surprising aspect of my work with identity theory, and it continues to surprise me, is how well the theory has worked and how many areas it works in (Burke and Stets 2009). In the beginning, with the development of a method for measuring the meanings of an identity, we were only concerned with showing that people behaved in ways that were consistent with the meanings in their identities (Burke and Reitzes 1981). That part worked well. But the big development was the addition of Powers' perceptual control model to the idea of identities as meanings (Powers 1973). This turned much understanding of human behavior on its head. People do not control their behavior; they control their perceptions. This addition led naturally to the idea of identity verification and non-verification as part of the control of perceptions (meanings reflecting the identity). It also made it possible to understand both identity stability and change as part of the same verification process (Burke and Cast 1997). What was surprising to me was how well these ideas have been supported in research; even the idea that being evaluated more positively than our identity meanings makes us feel bad (Burke and Harrod 2005).

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Burke, Peter J. and Alicia D. Cast. 1997. "Stability and Change in the Gender Identities of Newly Married Couples." *Social Psychology Quarterly* 60:277-90.

Burke, Peter J. and Michael M. Harrod. 2005. "Too Much of a Good Thing?". *Social Psychology Quarterly* 68:359-74.

Burke, Peter J. and Jan E. Stets. 2009. *Identity Theory*. New York: Oxford University Press.

Lindesmith, Alfred R. and Anselm L. Strauss. 1956. *Social Psychology*. New York: Holt Rinehart and Winston.

Osgood, Charles E., George J. Suci, and Percy H. Tannenbaum. 1957. *The Measurement of Meaning*. Urbana: University of Illinois Press.

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ASA 113TH 2018 ANNUAL MEETING | AUGUST 11-14, 2018 | PHILADELPHIA, PA UNITED STATES

Social Psychology Sessions and Events

Social Psychology and Inequality (open session)

Topics in Social Psychology I (open session)

Topics in Social Psychology II (open session)

Cooley-Mead Award/Address and Business Meeting

Roundtables (co-organized by Lynn Chin and Natalia Ruiz-Junco, the Emotions section organizer)

Reception (off-site, and co-organized with the Emotions section)

For more news and information, visit: http://www.socialpsychologyasasection.com/.

Ever considered joining SSSI?

The Society for the Study of Symbolic Interaction is an international professional organization of scholars interested in the study of a wide range of social issues with an emphasis on identity, everyday practice, and language. Membership in SSSI comes with benefits that may complement your current research and teaching interests.

For more information about SSSI, visit: https://sites.google.com/site/sssinteraction. To join SSSI and subscribe to Symbolic Interaction, visit http://bit.ly/2hm8sY8.

Contribute to the Graduate Student Investigator Award

You can donate to the endowment, via PayPal at the following link (http://tinyurl.com/givetoGSIA).

ASA Meeting in Philadelphia

Section Award Calls

Outstanding Recent Contribution in Social Psychology Award
Deadline: **2/1/2018**

The Social Psychology Section of the ASA invites submissions for the 2018 Outstanding Recent Contribution in Social Psychology Award. In 2018, the award will be given to a book published between January 1, 2015, and December 31, 2017. Nominations must include the full reference of the book, including the ISBN number, contact information for the publishers, and a brief statement (1-2 paragraphs) regarding its merits. To be eligible for the award, the first author of the publication must be a member of the Social Psychology Section. Please send submissions by **February 1, 2018**, to Dina Okamoto (dokamoto@indiana.edu), chair of the committee. Both nominators and nominees must be members of the ASA Social Psychology Section. Self-nominations are welcome.

The Social Psychology Section Graduate Student Paper Award
Deadline: **3/1/2018**

The Social Psychology Section of the ASA invites submissions for the Graduate Student Paper Award. The paper should be article length. Eligible papers include those that, between March 2017 and March 2018, were submitted for a class or seminar; filed as a thesis or dissertation; presented at a professional meeting; submitted or accepted for publication; pre-published on a journal website; or published. Authors of eligible papers must be graduate students and members of the Social Psychology Section at the time of the paper submission. Authors may only submit one paper for consideration each year. Multi-authored papers may be submitted if all authors are students and section members, but the prize must be shared. The recipient(s) will receive $500. Please send a PDF version of the paper by **March 1, 2018**, to Corey Fields (corey.fields@georgetown.edu), chair of the committee.

The Social Psychology Section Graduate Student Investigator Award
Deadline: **3/15/2018**

The Social Psychology Section of the ASA invites submissions for the Graduate Student Investigator Award. This award is designed to provide support for an innovative and outstanding research project that makes a significant contribution to social psychological scholarship. The proposed research may serve as the applicant's dissertation, thesis, or other publishable research. The award provides $1,000 to meet some of the research expenses associated with the proposed research. Interested graduate students should submit (1) a proposal of no more than 10 double-spaced pages, (2) a budget describing how the funds will be used, (3) a curriculum vitae, and (4) a supporting faculty reference. Applicants will be evaluated using the following criteria: theoretical significance, creativity of the research, the appropriateness of the methods, and the potential contribution to the field of social psychology. The student must be a current member of the ASA Social Psychology Section. A student may only submit one application for consideration each year. Please send a PDF version of the proposal, CV, and budget by **March 15, 2018**, to Ellen Granberg (Granber@clemson.edu), chair of the committee. The applicant's part of the faculty reference form should be submitted through this link: http://www.socialpsychologyasasection.com/gsia-faculty-reference-form-part-i.html, and the faculty letter of reference should be submitted through this link: http://www.socialpsychologyasasection.com/gsia-faculty-reference-form-part-i.html.

Congratulations to the 2018 Cooley-Mead Award Winner, Doug Maynard

By: Cooley-Mead Award Committee Chair, Jeremy Freese

From among several outstanding nominees representing the liveliness and intellectual diversity of the Social Psychology Section, the Cooley-Mead committee has chosen Doug Maynard for this year's award.

Here are a few of the praises of Doug Maynard and his work that were provided in his nomination letters:

"Above all, [Maynard] has the ability to work in fine detail while never missing the wood for the trees. His work is deeply illuminating because he is continually aware of the larger social and institutional contexts in which the activities he studies are embedded, and of the larger context of social theory and practice in which his own work is located."

"I've been inspired also to see how thoroughly Doug invests in his students — the social psychologists, microsociologists, and interaction analysts of the future. He spends countless hours with them in our social psychology brownbag, in his office hours, in data sessions, and in group project meetings hosted at his home."

"For me, most important, I have been struck by Maynard's commitment to furthering the rigor of our field. Maynard has a remarkable even-handedness in terms of his capacity to evaluate work. No matter what type of method or question is involved, he is looking for people who are consistently rigorous and fair in their treatment of the evidence. He models this for others, serving as an 'existence proof' of the possibility of something approaching social science."

"[Maynard's] book Good News, Bad News is a well-deserved classic of our discipline: socio-linguistic but institutional as well. It is a profound work that allows us to understand medical transactions as situated in organizations and in social relations. More than almost any scholar that I can think of Doug Maynard has erased the lines between qualitative and quantitative sociology, but always with a microsociological imagination. He is a scholar who career has brought luster to social psychology."

We will look forward to giving Doug the award and hearing his address at this summer's meetings in Philadelphia.

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New Section Role: Public Engagement Liaison

This piece was contributed by our current Public Engagement Liaison, Karen Hegdvedt, Emory University.

Public Engagement Liaison

As part of ASA efforts to encourage and facilitate public engagement with Sociology, in fall 2017, the organization asked all sections to nominate a "Public Engagement Liaison" (PEL). Section chair, Matthew Hunt, asked me to serve in this capacity for the designated two-year term. I agreed based on the worthiness of ASA's goal and my own commitment to demonstrating how sociological/social psychological knowledge can inform issues subject to public debate and dynamics among debaters. The role a PEL is evolving as ASA outlines tasks and sections identify ways their members and their members' research bear upon demonstrating the value of sociology to public concerns.

Spearheading the work of the PELs is ASA's recently named director of communications, Carmen Russell. He has been working with other ASA staff and officers to develop strategies for public engagement, noting its increased importance in the current political climate. Using various platforms (e.g., blogs, radio programs, videos), ASA intends to devise means to present (often complex) research findings that bear upon socio-political questions for a range of (non-academic) audiences. Section PELs will assist in these efforts in several ways.

First, PELs will help to identify experts on specific topics who can respond to media inquiries regarding particular issues or in translating messages from journal articles. Second, they will perform outreach services, disseminating messages constructed by communications staff (e.g., action alerts to send letters to Members of Congress regarding legislation that bears upon sociological work) to sociologists and others. And, third, ASA encourages PELs to offer ideas about issues suitable for sociological comment.

Some of you may have already helped advance ASA's efforts by responding to the posting in the Social Psychology section announcements in November, which asked for profiles of "sociology serving organizations." ASA was looking for people involved in public or non-profit projects where sociological expertise had been employed.

Additionally, ASA is establishing the Sociology Action Network (SAN) that would help to bring sociological expertise to public and non-profit organizations. Volunteering sociologists would provide substantive or methodological advice to organizations for particular projects or campaigns. To that end, ASA is developing a lists of organizations who might want to participate in that program and of sociologists who might be interested in such work. If you know of such an organization or would like to volunteer to be part of the expert network, please contact me (khegtve@emory.edu).

As the liaison, think of me as a messenger… conveying to you ASA's needs as they work to broaden the audience for sociological knowledge and conveying to ASA how members of our section can inform issues identified by ASA. While the communications staff will work to identify issues, please let me know of issues that you think ASA might address as well.

International Society for Justice Research

July 25-28, 2018
Emory University, Atlanta, GA

Call for Papers
Interrogating Injustice

The hosts (Emory University, in conjunction with Georgia State University and University of Georgia) invite paper and poster submissions for the 2018 biennial conference of the International Society for Justice Research. The theme, Interrogating Injustice, will highlight issues related to race and to the distribution of health care resources. Scholars from an array of disciplines whose work touches upon social justice concerns from both basic and applied perspectives are encouraged to submit their research for presentation.

Submission Details

The submission portal opens November 15, 2017. Scholars may submit individual papers, paper symposia including 3-5 papers from individual scholars, or posters. For submission and conference details, see: http://sociology.emory.edu/isjr2018 or a link at https://www.isjr.org/.

The submission deadline is **February 1, 2018**.

Conference Information

In addition to program sessions, a training workshop for graduate students will be held on July 25. Conference attendees may opt to attend: the gala dinner at the Carter Presidential Center and Library; a tour of the Martin Luther King Center and the Center for Civil and Human Rights; and an evening excursion to Ponce City Market.

Accommodations are available at the Emory Conference Center and in university residence halls.

Registration opens **February 1, 2018**. For further inquiries, please email isjr2018@emory.edu.

Please remember to renew your ASA membership for the upcoming year!

If you'd like to give the gift of section membership to a student, please follow the guidelines posted here: http://asa.enoah.com/Home/My-ASA/Gift-Section

Junior Faculty Mentorship Committee

The Junior Faculty Mentorship Committee was created in Fall of 2016 to provide opportunities for junior faculty members to receive support and guidance from more senior colleagues. While many of participate in graduate student mentoring (from both sides), less common is the opportunity for scholars who are still relatively early in their careers, but who are no longer in the role of graduate students, to have the dedicated time of an established scholar. The first committee consisted of Jane Sell (Chair), Lisa Walker, and Kathryn Lively. The committee developed an online survey which was sent to section members. Junior faculty who wished to be mentored and those senior faculty who were willing to serve as mentors were asked to respond. As Chair of the section, Amy Kroska sent the survey through the listserv. As luck would have it, the committee received 11 requests for a mentor and 11 folks volunteered to be mentors. The committee paired people by virtue of their areas of interest – both scholarly and professional – and sent emails to each pair. The committee asked the mentees and mentors to communicate and arrange meetings. Most arranged to meet at the annual meeting in Montreal. The informal feedback was that the program worked well, and that mentees were happy to receive feedback on tenure issues, research trajectories, adjustment to faculty life, and other topics.

Given the initial success of the program, it was decided that the committee should be formalized and the program should continue. This year's committee consists of Lisa Walker (Chair), Jane Sell, and Dawn Robinson. The three-person committee will have staggered terms, with Jane's term ending in 2018, Lisa's in 2019, and Dawn's in 2020. Shortly, Lisa will be sending out a more formal request for feedback from last year's participants. Following that, in January, a survey will once again be sent out. Pairings will be made in February and participants will be notified. The committee is hopeful that we can increase participation this year, so be on the lookout for the survey and please join in!

Membership Committee

Happy New Year from the Membership Committee! Our membership numbers surpassed the critical 600 mark during this summer's membership drive. This means that we can retain the same number of sessions at this year's ASAs. Thanks to everyone for their efforts!

In order to keep our numbers strong, we encourage everyone to renew their Social Psychology Section membership for 2018. We would also like to continue encouraging sponsorship of graduate students' memberships, so please reach out to me at sarah-harkness@uiowa.edu if you would like to sponsor a graduate student's membership for this year. The cost for sponsorship is only $5 per student.

Graduate students: please let me know if you would like to be sponsored or know of any fellow students who would like to be this upcoming year. Remember that a membership nets you the following benefits:

- Networking with your colleagues through our faculty-graduate student mentoring program, which matches graduate students with faculty that share academic or professional interests, as well as at our Graduate Student Mixer at the ASA.

- Eligibility for the Graduate Student Investigator Award to help fund research projects and Graduate Student Paper Awards to assist funding travel to meetings.

- Keeping up-to-date with new developments (e.g., conferences, fellowships, recent publications) in your field through listservs and newsletters.

- Getting involved in the discipline by serving on committees, including those that directly affect graduate students.

2017-2018 Section Committees

Cooley-Mead Award Committee
Jeremy Freese, Stanford University (Chair)
Cathryn Johnson, Emory University
Rashawn Ray, University of Maryland
Michael Schwalbe, North Carolina State University
Jane Sell, Texas A&M University

Outstanding Recent Contribution in Social Psychology Award Committee
Dina Okamoto, Indiana University (Chair)
Peter Callero, Western Oregon University
Catherine Harnois, Wake Forest University
David Schaefer, UC-Irvine
Alicia Simmons, Colgate University

Graduate Student Affairs Committee
Corey Fields, Georgetown University (Chair)
Jessica Collett, University of Notre Dame
Carla Goar, Kent State University
Hye Won Kwon, University of Iowa (graduate student member)
Fabiana Silva, University of Michigan

Nominations Committee
Dave Melamed, Ohio State University (Chair)
Long Doan, University of Maryland
Linda Francis, Cleveland State University
Jennifer Hayward, Emory University (graduate student member)
Jill Kiecolt, Virginia Tech University

Professional and External Affairs Committee
Kathryn Lively, Dartmouth College (2015-18) (Chair)
Deborah Carr, Boston University (2016-19)
Lynn Smith-Lovin, Duke University (2017-2020)
Brent Simpson, University of South Carolina (2016-19)

Membership Committee
Sarah Harkness, University of Iowa (Chair)
D'Lane Compton University of New Orleans
Mamadi Corra, East Carolina University
Jon Overton, Kent State University (graduate student member)
Ashley Reichelmann, Virginia Tech University

Graduate Student Advisory Committee
Chelsea Kelly, University of Georgia (2016-18) (Chair)
Kelly Markowski, Kent State University (2017-19)
Bethany Nichols, Stanford University (2017-19)
Bruce Reese, Texas A&M University (2016-18)
Jordan Sannito, University of Notre Dame (2016-18)
Marshall Schmidt, University of Oklahoma (2016-18)
Nicholas Smith, Indiana University (2017-19)

Graduate Student Investigator Committee
Ellen Granberg, Clemson University (Chair)
Christopher Kelley, United States Air Force Academy
Kristin Kelley, Indiana University (graduate student member)
David Merolla, Wayne State University
Richard Serpe, Kent State University

Endowment Development Committee
Gretchen Peterson, University of Memphis (Chair)
Lynn Chin, Washington and Lee University
Jeff Lucas, University of Maryland
Shane Thye, University of South Carolina

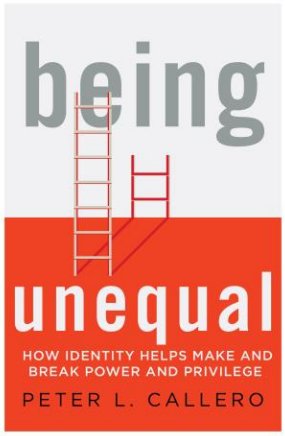
Junior Faculty Mentorship Committee
Lisa Slattery Walker, University of North Carolina at Charlotte (Chair) (2016-19)
Jane Sell, Texas A&M University (2016-18)
Dawn Robinson, University of Georgia (2017-20)

Public Engagement Liaison
Karen Hegtvedt, Emory University (2017-19)

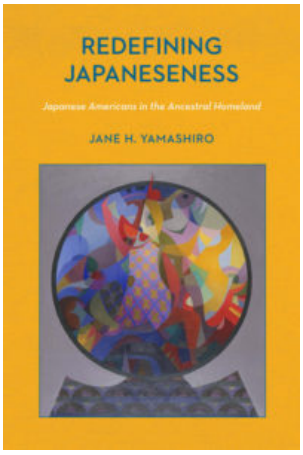
Program Committee
Lynn Chin, Washington and Lee University
Susan Fisk, Kent State University
Carla Goar, Kent State University
Kristen Marcussen, Kent State University
Richard Serpe, Kent State University

Thank you for all of the work that you do for the section!

Newsworthy New Books



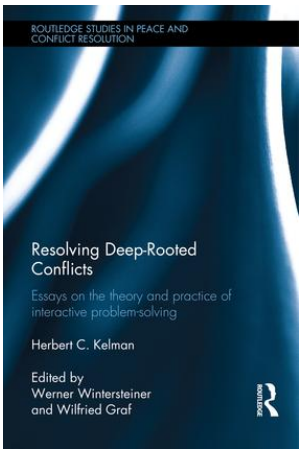
Being Unequal argues that identities matter because they are a critical part of a complex social process in which everyday interactions contribute to larger systems of structural inequality. By recognizing the links between identity and inequality, Being Unequal also highlights the power of collective action to resist and oppose domination and exploitation. Filled with engaging real-world examples ranging from the social construction of momentary high school cliques to the emergence of momentous social movements, Being Unequal is a powerful introduction to social identities and the ways they shape our world.



Growing up in the United States, Japanese Americans learn to understand their Japanese heritage within US-based narratives of racism, cultural exclusion, and multiculturalism. What happens when they move to Japan, where different discourses and assumptions shape what it means to be "Japanese"? What difficulties do Japanese American migrants encounter in their daily interactions as they attempt to make themselves understandable in Japan?

Redefining Japaneseness chronicles how Japanese Americans' understandings of Japaneseness – including their own – transform while living in their ancestral homeland. Drawing from extensive fieldwork and interviews and using a transnational framework, Jane H. Yamashiro reveals the diverse processes and shifting strategies that Japanese American migrants in the Tokyo area utilize as they negotiate and challenge conventional social boundaries and meanings related to race, ethnicity, culture, and nationality.

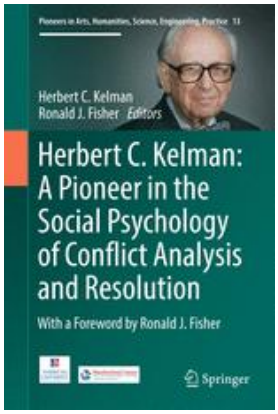
By reframing the relationship between Japanese Americans and Japan through the lens of "global ancestral groups," Redefining Japaneseness critically interrogates common assumptions about diasporic identification and ancestral homeland migration.



This book is a collection of articles and essays by Professor Herbert C. Kelman, a leading figure in the conflict resolution community and one of the most influential peace researchers.

Professor Kelman, a social psychologist, has been a pioneer of conflict resolution and peace research, and his work in conflict resolution has included a decades-long action research program on the Arab-Israeli conflict which has seen the development of Interactive Problem-Solving Workshops, an approach which has had a deep impact not only on research, but also on the practice of conflict resolution around the world, and especially in the Middle East. Focusing on Kelman's conflict resolution-related work, this volume comprises an important collection of articles written by Kelman across his career as academic and practitioner. By bringing together these carefully selected articles the book offers a concise overview of the body of Kelman's work and his intellectual biography. It traces the origins of the field of conflict resolution, the development of the study and practice of Interactive Problem Solving Workshops, and the wider challenges faced by conflict resolution research and practice.

This book will be of much interest to students of peace and conflict studies, conflict resolution, psychology and IR in general.



This edited volume presents selected papers capturing Herbert Kelman's uniqueand seminal contributions to the social psychology of conflict analysis and resolution, with a special emphasis on the utility of concepts for understanding and constructively addressing violent and intractable conflicts. Central concepts covered include perceptual processes, basic human needs, group and normative processes, social identity, and intergroup trust, which form the basis for developing interactive methods of conflict resolution.

This book is a collection of essential essays on resolving the Israeli-Palestinian conflict by eminent social psychologist Herbert C. Kelman.

Few experts or practitioners know the Israeli-Palestinian conflict as well as Kelman, and for over forty years he has conducted interactive problem-solving workshops at Harvard University and elsewhere, engaging more than one hundred Israeli, Arab and Palestinian political activists, journalists and intellectuals in constructive dialogue. Spanning the years 1978 to 2017, the essays gathered here are still relevant today, and attest to the author's broad empathy for Palestinians and Israelis and his passionate pursuit of a resolution of their conflict based on consistent principles that satisfy the essential psychological needs and minimum political interests of both. The selected essays are not only insightful academic papers, but also serve as snapshots-in-time of the ebb and flow of conflict and peace efforts as well as guideposts for future would-be negotiators and facilitators.

This volume will be of much interest to students of Middle Eastern politics, peace and conflict studies, and international relations, and will help would-be negotiators and mediators in practice.

Herbert C. Kelman (edited by Philip Mattar and Neil Caplan), *Transforming the Israeli-Palestinian Conflict: From Mutual Negation to Reconciliation* (Routledge, 2018).

Section Member Accomplishments

Congratulations to Jennifer Patrice Sims (PhD, Wisconsin), Assistant Professor at the University of Alabama in Huntsville (began Fall 2017).

Congratulations to Kathy Charmaz. She received the 2017 Leo G Reeder career award from the Medical Sociology Section of ASA and delivered the annual lecture at the Montreal meetings. The title of her talk was "The Value of 'Inductive' Qualitative Research for Medical Sociology—and Beyond."

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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.

Mail form and check to:

Membership Services
American Sociological Association
1307 New York Avenue NW,
Suite 700
Washington, DC 20005-4701

For information about ASA and section membership visit www.asanet.org

Join the Social Psychology conversation on Facebook: https://www.facebook.com/ASASocPsych/.

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Call for Submissions

Future issues of the newsletter depend on contributions from members. We welcome submissions of articles suggestions for Voice of Experience profiles, announcements of new books, calls for papers, conference announcements and reviews and other material that would be of interest to section members. Please send items for the Summer 2018 issue to Jennifer McLeer at jmcmac205@gmail.com.