

The Official Newsletter of the Society for Personality and Social Psychology

## 2004 Convention: Looking Forward to Austin, Texas

By Rick Hoyle

Arrangements for the 2004 convention, to be held January 29-31 in Austin, Texas, are nearly complete. Construction of the new Hilton Austin, convention headquarters, is ahead of schedule.

Hotel management projects a "soft opening" by November and a full opening by early January. As one of the first organizations to stage a

meeting in this new property, we anticipate an enthusiastic reception by hotel management and staff.

The program committee, led by Mark Leary, has put together the most varied and extensive SPSP program ever (see p. 8 for an article from the Program Chair about how the decisions were made).

If you can make it to Austin a day early, then you'll have the option of participating in

one of a dozen preconferences ranging in focus from the latest research findings in specific areas of personality and social psychology, to career development, to the art and science of teaching psychology.

The convention officially opens with a welcome reception at 5:30 on Thursday the 29<sup>th</sup>. As a reward for our willingness to commit to holding our

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## SPSP Election Results: New Officers Chosen

SPSP Elections were held this spring; the Society elected a new President-Elect, Secretary-Treasurer, APA Council Representative and Member-at-Large.

The President-Elect is Margaret Clark, of Carnegie-Mellon University. Dr. Clark received a Ph.D. from the University of Maryland. Although the position of President-Elect is elected each year it is, in effect, a three year term. Each SPSP President serves one year each as President-elect, President, and Past-President, with substantive duties in each year. Dr. Clark replaces Hazel Markus, who will become President. Jim

Blascovich will become Past-President.

The new Secretary-Treasurer is Timothy Wilson, of the University of Virginia. Dr. Wilson received a Ph.D. from the University of Michigan. Dr. Wilson replaces Sharon Brehm and Leslie Zebrowitz who were simultaneously elected Secretary-Treasurer. The Secretary-Treasurer serves a three year term.

The new APA Council Representative is Ed Deiner of University of Illinois-Champaign. Dr. Deiner received a Ph.D. from the University of Washington. The APA Council Representative serves a 3-year

term, and represents the interests of Div. 8 at APA Council meetings twice a year. Dr. Deiner is a former SPSP President.

The new Member-at-Large is Nalani Ambady of Harvard University. Dr. Ambady received a Ph.D. from Harvard University. The Member-at-Large serves a 3-year term, and represents the interests of the SPSP membership.

All elected office are voting members of the Executive Committee, and attend the twice-a-year council meetings, once at the SPSP conference, and once at the APA Convention. ■

Chris Crandall &  
Monica Biernat,  
Co-Editors

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# The State of the Society: Report from the Executive Committee

Despite concerns about SARS, terrorism, and power outages, the SPSP Executive Committee met in Toronto, August 10, 2003 for what we believe was the 30th annual meeting. President Jim Blascovich welcomed the Executive Committee and other members, and then related a disturbing story that a provost at a prominent university, who suggested publicly that "social psychology is dead" and that further hires in social psychology should be avoided (see p. 9 for the Presidential Column which relates the story).

And so the meeting began with serious discussion for about raising the visibility of social/personality psychology in circles such as National Research Council, where science policy is made for Congress and Executive branch. More local to psychology, a new Director for the Board of Scientific Affairs (within APA) will soon be chosen, and it is important that the position is filled by someone with respect for and understanding of social-personality psychology. In addition, the APA Chief Executive Office will soon be choosing a new head of the Scientific Directorate, and this person will have the opportunity to shape lobbying of Congress (purse strings) and executive branches (actual disbursement). SPSP members are currently working to advise the responsible parties, and trying to shape these policies.

**Elections.** The results of the recent elections was announced (see p. 1). Peggy Clark will be the new President-Elect, Tim Wilson will be the new Secretary-Treasurer, Nalani Ambady will be the new Member-at-Large, and Ed Deiner will be the new APA Council Representative.

**Membership.** Harry Reis reported that the membership in the Society is now

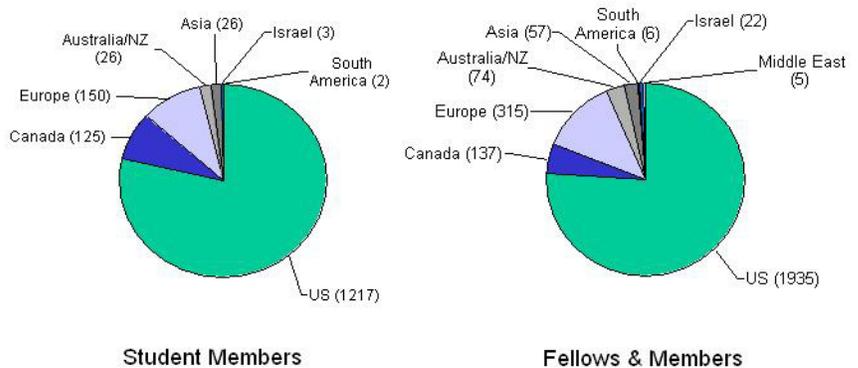
at 3,892, the largest in our history, and it's expected to crack 4,000 in 2004. In the figure below, you can see the breakdown of the nationality of SPSP membership, separately for Student and Full status. We do not know—because we do not ask—about the gender or the ethnicity of the membership. Another trend in the Society is that fewer SPSP members are also members in APA. This trend is a continuing concern in the Executive Committee, and several past Dialogue articles and columns have discussed the value of a strong connection between SPSP and APA. Is there a perception that APA is not responsive to personality/social scientists', scholars' and teachers' needs? Harry Reis pointed out that to make APA serve personality/social's needs, we must make APA know what our wishes are—historically APA has been able to deliver on our request—when we ask.

In addition to the issue of membership, we do not have a large SPSP/Div. 8 presence at APA conventions. This, too, is a continuing problem, and the APA convention program committee is working hard to create something desirable for personality/social psychologists. Next year's convention will be in Hawaii, and a strong program that emphasizes personality psychology (and is tied to the Association for Research in Personality) is expected.

**Budget.** As in the past few years, SPSP finances are in good shape. Compared to many comparable organizations, things are very good—we're showing a modest surplus from last year, and we expect to run a modest surplus next year. The Executive Committee is considering ways to use these small amounts of extra money in ways to benefit the Society and its membership. Members should feel free to contact the

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Where Does SPSP Live?



# Executive Committee Appoints David Dunning Next Executive Officer

Recently, Harry Reis informed the Executive Committee that he intended to resign his position as Executive Officer of SPSP at the end of calendar year 2004.

The subsequent search has been successful. The Committee has unanimously approved and is pleased to announce the appointment of Prof. David Dunning as Executive Officer-Designate for calendar 2004 and Executive Officer for a five-year term commencing on January 1, 2005.

Reis will serve as Past-Executive Officer during calendar 2005. Hence, there will be a two-year transition period so that the changeover will be as

smooth as possible.

Dunning is Professor of Psychology at Cornell University. He received a Ph.D. in psychology from Stanford University in 1986. He is a past member and Chair of the SPSP Publication Committee and is currently a Member-at-Large on the Executive Committee. Such experience is one of his many qualifications for the new position. David will resign his position as Member-at-Large when he takes over as Executive Officer in 2005.

The Executive Officer is perhaps the most important office in SPSP, as the EO oversees all meetings, keeps track of the business of the society, oversees

contracts with publishers and maintains the membership lists, handles all Society funds, and serves as the institutional memory for the organization, among many other duties.

Harry Reis will have served the organization as Executive Officer for a decade. His contributions to SPSP have been immeasurable. He will leave the organization with strong fiscal foundations and multiple programs for the membership, not the least of which is the annual SPSP Convention. On behalf of the membership, the Executive Committee wishes to express its sincere gratitude to Harry for his unparalleled service. ■

## Convention 2004: Austin, TX

*(Continued from page 1)*

meeting at the hotel before construction was complete, the Hilton will provide free "heavy" appetizers and two free drinks per person at the reception. Plan

*Because of our willingness to commit to the hotel before construction is complete, the Hilton will provide free "heavy" appetizers and two free drinks per person at the reception.*

to arrive by 5:30, grab a drink and some food, and tune into two bits of programming before heading to one of the nearby restaurants or music clubs.

At about 6:00, there will be a brief program featuring welcoming remarks, announcements, and recognition of winners of several awards given by SPSP. Then, in an area adjacent to the welcome reception, a poster session will run from 6:15 to 7:45.

For complete information about the convention, including the list of preconferences, the convention schedule, the list of speakers, information about travel awards, and instructions for registering for the convention, booking a hotel room, and arranging transportation, consult the convention Web site. All of this information can be accessed from the convention home page, at

<http://www.taramillerevents.com/SPSP/spsp>.

*htm* (Inoperative links will become operative as the information to which they lead becomes available.)

New this year is the capacity to pay for convention registration by credit card through this Web site. Look for this feature to come online in late September. Plan now to join my colleagues on the convention committee, Lynne Cooper, Mark Leary, and Tim Strauman, and me in Austin for the 2004 Convention. ■



### Additional SPSP Convention information:

The application deadline for the SPSP Diversity Awards is October 23, 2003. Visit the Awards web site at <http://www.spsp.org/divtrav.htm>

## Scheepers Wins SPSP Student Publication Award

The Society for Personality and Social Psychology announces that the recipient of the 2002 Student Publication Award is Daan Scheepers of the University of Amsterdam for his article (co-authored with Russell Spears, Bertjan Doosje, and Antony S. R. Manstead), "Integrating identity and instrumental approaches to intergroup differentiation: Different contexts, different motives," published in *Personality and Social Psychology Bulletin*, November 2002 (vol. 28, pp. 1455-1467).

An honorable mention was awarded to David M. Marx of Harvard University for his article (co-authored with Jasmin S. Roman), "Female role models: Protecting women's math test performance," published in *Personality and Social Psychology Bulletin*, September 2002 (vol. 28, pp. 1183-1193).

Papers authored by predoctoral students and accepted for publication in a society journal (*Personality and Social Psychology Bulletin* or

*Personality and Social Psychology Review*) by December 31, 2002, were eligible.

A total of 27 papers were eligible this year, and the selection was made by the award committee consisting of Jack Dovidio, Andrew Elliot, and Joanne Wood (Chair).■



## Theoretical Innovation Prize Winners Announced

We are pleased to announce this year's winners of the SPSP Theoretical Innovation prize. The SPSP Prize Committee (Robert Zajonc, Chair; Members of the Committee, Goeff Cohen, Bob Krauss, Shelley Taylor, Giff Weary) reviewed 22 outstanding nominations for the SPSP Theoretical Innovation Prize. The following three contributions will share the prize:

John T. Jost and Orsolya Hunyady, *The Psychology of System Justification and the Palliative Function of Ideology*.

Paula M. Niedenthal, Lawrence W. Barsalou, Piotr Winkielman, Silvia Krauth-Gruber, and François Ric, *Embodiment in attitudes, social perception and emotion*.

Fritz Strack and Roland Deutsch, *Reflective and Impulsive Determinants of Social Behavior*.

Congratulations to all of these outstanding contributions! Look for an announcement in the next issue of Dialogue regarding applications for the next TIP Award.■

## Organization of Empirical Articles: Description and Illustration of a Simple Heuristic *By Don Carlston*

It is difficult to teach technical writing to young psychologists – even to those whose general writing abilities are well developed. I have found it useful to reduce the organizational structure of technical articles (specifically, empirical ones) to one simple heuristic that repeats at virtually every level of organization. This heuristic involves these four steps: introduction, specification, resolution and discussion.

Although these steps are readily recognized as the major sections of an article (with specification referring to the method, and resolution to results), they

apply equally well to paragraphs within sections, and to sentences within paragraphs.

Novice writers may benefit considerably from thinking about the normative purpose of each element of an empirical article and by forcing themselves to adhere to the four-step structure described here. This may be particularly true for the most difficult sections to write, such as the results. In that section, especially, the heuristic described here summarizes some of the sage advice provided by Daryl Bem in his classic 1987 chapter on empirical writing.

A results paragraph needs to begin with an introduction ("Remind us of the conceptual question you are asking"), followed by specification ("Remind us of the actual operation performed or the actual behavior measures"), resolution ("Tell us the answer immediately and in English"), and finally, a conclusion ("End each section of the results with a summary of where things stand"). Note how the sequence mimics the major sections of the complete article.

To illustrate the application of the organizational heuristic, I provide a brief,

*(Continued on page 26)*

# The First SISP in Colorado: A Terrific Start

By Chick Judd and  
Leaf Van Boven

When future social psychologists consider the development of their field, they will certainly recognize SISP 2003 as a pivotal event. The first Summer Institute in Social Psychology (SISP), was held this past July 13–26, at the beautiful campus of the University of Colorado, Boulder, nestled between the plains and Rocky Mountains. Hosted by the Social Psychology Program at the University, more than 80 PhD students and 13 instructors spent two weeks expanding their social psychological expertise, embarking on new collaborations, and meeting new friends. By unanimous consensus, this first SISP was a tremendous success.

Like many good ideas, the notion of an intensive summer school for social psychologists comes from Europe. Since 1967 the European Association of Experimental Social Psychology (EAESP) has organized (lately) biennial Summer Schools for advanced graduate students in social psychology from countries throughout Europe. Many, if not most, prominent European social psychologists are graduates of the summer school; most European social psychologists have shared an intense learning experience. And like so many boys at summer camp struggling with a “broken” bus, this shared experience has built collaborative bridges between graduate programs and across nations.

Inspired by the Europeans, Eliot Smith and Chick Judd suggested to Steve Breckler at NSF and Harry Reis of SPSP, that American social psychologists establish their own summer school. Harry believed the school could be an important function of SPSP, and Steve encouraged Harry, Elliot, and Chick to write a proposal for initial funding from NSF. Reviewers were enthusiastic about the summer school and granted five years’ funding to SPSP for the first three SISPs.

Thus, in the middle of an unusually hot July, several score of Ph.D. students—mostly from the US and Canada, but also from Australia, Hong Kong, and, with funding from EAESP, five Europeans—descended on Boulder, where they emptied the local Target of small fans to cool their cozy accommodations. Students participated in one of five two-week long courses:

*Methods of Implicit Social Cognition* (Mahazarin Banaji, Irene Blair, and Brian Nosek), *Relationship Processes* (Margaret Clark and Jean-Philippe Laurenceau), *Social Identity and Intergroup Relations* (Amelie Mummendey and Stephen Wright) *Terror Management Theory and Research* (Jeff Greenberg and Tom Pyszczynski), and *Social Neuroscience* (Eddie Harmon-Jones and Tiffany Ito)

Each course established its own internal norms, expectations, and schedules, which ranged from an assignment-intensive “boot camp” to more relaxed, cinematic friendly, intellectual jam sessions. In class, students pondered fundamental motivations, romantic interpersonal relations, in-group/out-group representations, and their electrocardiographic and implicit manifestations. The courses accomplished several goals. Students gained a thorough understanding of theory and methods in the relevant areas. Equally important, especially for budding scholars, students developed preliminary research agendas in their area and many began collaborative research to be continued in their home programs. In addition to these two-week long courses students enrolled in one of two day-long methods workshops on the intervening Saturday: David MacKinnon’s *Mediation Analysis* and Dacher Keltner’s *Methods of Assessing Emotions*.

Students’ noses were not always kept to the grindstone. Warm mountain nights were filled with performances of the Colorado Shakespeare Festival, visits to the local bars, and at least one

late evening party hosted by Geoff Urland and Greg Webster (CU PhD students) featuring copious libations and *bad* karaoke. There was also a character-building visit to Rocky Mountain National Park; some of these 40 students were even foolish enough (or brave enough, depending on one’s perspective) to join Leaf Van Boven hiking through hail, rain and lightning to the top of Bear Peak.

The final evening featured a banquet and student presentations, covering everything from research conducted and planned, theoretical development, illustrations of students’ skilled use of PhotoShop and Powerpoint, and, of course, bad acting. Whether funny or factual, all of the instructors had clearly done a wonderful job, and students were uniformly enthusiastic—a conclusion supported by more formal analysis of quantitative data utilizing sophisticated methods well-understood by Chick, who promises to distill them to a sign test.

By all accounts, this first SISP was a tremendous and significant ( $p < .05$ ) success. Everyone who participated, particularly the course instructors who took two weeks away from their busy summer “work,” helped make possible a great learning experience. Obviously the support of the National Science Foundation, SPSP, and the encouragement of Steve Breckler at NSF were instrumental and greatly appreciated. And, of course, there would be no SISP without students. Their enthusiasm and hard work made clear the future vitality of our discipline and the excitement that creative minds engender.

The success of the first SISP promises that this will become a very important ongoing activity of the Society. The next SISP is being planned for summer 2005. Applications will be solicited by notices to the SPSP email list in the fall of 2004, with the deadline on or around Jan. 1, 2005. ■

## Submit to PSPB Online: New Procedures Described

By Fred Rhodewalt

*Personality and Social Psychology Bulletin* is now receiving manuscript submissions through a web-based system called Rapid Review. Authors should register at the Rapid Review homepage:  
<http://www.rapidreview.com/SAGE2/CALogon.jsp>

Authors will be issued a password and login ID that will be used any time they want to contact the system and for all future manuscript submissions. Manuscripts can then be uploaded into the system through an easy, step-by-step process.

The Rapid Review system will also serve as the center for editorial staff to communicate with authors, editors, and reviewers electronically, and will function as the platform for the review process.

Please note that although Rapid Review gives authors the option to complete the Submission Form online but submit the manuscript by mail, this option should only be used if the author is unable to upload the manuscript file(s). In this case, the author must still provide an electronic copy of the manuscript, and should contact the journal office for further instructions before mailing any materials. ■

### Publications Committee, Continued

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to Joanne Wood, University of Waterloo, [jwood@watarts.uwaterloo.ca](mailto:jwood@watarts.uwaterloo.ca), incoming Chair of the Publications Committee. Your responses will be an important consideration when deliberations resume at the next Executive Committee meeting.

Finally, the Publications Committee clarified some current policies. One set of clarifications involved eligibility for the Student Publication Award. The Committee revised the eligibility guidelines to be more specific about what is meant by student status (those currently enrolled in a program, who have not yet received their Ph.D. or appropriate terminal degree, and who are not yet employed full-time in the profession) and about when membership in the Society is expected (at the time of the award committee's deliberations). A second focus of clarifications, based on the policies of the journals' publishers, related to when papers can be posted on Websites. PSPB manuscripts can be posted up until the time the manuscript appears in print; after that, no version of the manuscript or article can be posted on the Web. PSPR manuscripts can be posted before publication; they can remain posted after publication if accompanied by the information that the article has been published in PSPR and that Erlbaum holds the copyright.

In closing, I would like to announce that Rick Robins, University of California–Davis, has agreed to serve on the Publications Committee, replacing me. As I complete my term on the Publications Committee, I want to express my appreciation to all of those who give their time generously serving the Society on committees and the journals as editors, associate editors, consulting editors, and reviewers. Each of you contributes in meaningful ways to the success of the Society and its publications, as well as to the health and vitality of the field. ■

## Call for Nominations: New PSPB Editor Sought for 2005-2009 Term

The Publications Committee and the Executive Committee of the Society for Personality and Social Psychology, Inc., has opened nominations for the editorship of *Personality and Social Psychology Bulletin*. The editor will begin receiving manuscripts on January 1, 2005, and the term will be for 4 years. The editor's stature in the field should be commensurate with *PSPB*'s high quality and strong impact; the editor typically holds the rank of professor. Nominations, which may include self-nominations, should be in the form of a statement of one page or less. All inquiries or nominations should be submitted to:

Gifford Weary  
Department of Psychology  
Ohio State University  
1885 Neil Avenue  
Columbus, Ohio 43210

Review of nominations will begin as nominations are received, with initial deliberations for recommendations to the Executive Committee beginning December 1, 2003. ■

## Report from the Publication Committee: Publications are Healthy, and Mostly Profitable

By Jack Dovidio

The report from the Publications Committee (Jack Dovidio, Joanne Wood, and Gifford Weary) at the summer meetings of the Executive Committee was upbeat and encouraging. By all conventional measures, the Society's publications are very healthy.

Submissions to *Personality and Social Psychology Bulletin (PSPB)* are on track to match last year's total of 451 manuscripts. Fred Rhodewalt, *PSPB* Editor, reports that the acceptance rate for the journal has stabilized between 20% and 25%, the publication lag is about 10 months, and the editorial turn-around time is under 10 weeks. In addition, the journal's Institute for Scientific Information (ISI) citation impact factor in 2002 equaled its highest level since 1995. The new centralized office has improved efficiency, and a new electronic manuscript processing and tracking system promises to streamline the

*At PSPB, the editorial turn-around time is under 10 weeks and citation impact is at its highest level since 1995.*

operation further. Despite enjoying the momentum of the journal, Fred will be stepping down from his editorial duties on December 31, 2004. The Publications and Executive Committees expressed their gratitude to Fred and his editorial team (Vicki Helgeson, Margo Monteith, Paula Niedenthal, William Rholes, William von Hippel, and Stephen Wright) for their hard work, which has paid off in terms of the success of *PSPB*. A search for a successor will begin immediately. Giff Weary, Ohio State University, will chair the search committee for a new

editor. Other members at this time include Joanne Wood and Jack Dovidio. The new *PSPB* editor will begin receiving manuscripts on January 1, 2005, and the term will be for 4 years. Nominations, which should be submitted to Giff Weary, [weary.1@osu.edu](mailto:weary.1@osu.edu), will begin to be reviewed as materials arrive; the initial deliberations for recommendations to the Executive Committee begin December 1, 2003. Self-nominations are, of course, welcomed. Given the short timeline, we urge people to make their nominations as soon as possible.

Eliot Smith's report on *Personality and Social Psychology Review (PSPR)* also contained good news. The journal is on pace to match its record number of submissions, 73, attained last year. Publication lag has risen to 13 months with the publication of two special issues—but a downward trend is anticipated. Eliot and the Publications Committee do not anticipate any more special issues in the near future in an effort to limit the journal's publication lag for regularly submitted papers. Editorial lag remains at 12 weeks. Of significant note was the debut of *PSPR* in the ISI citation rankings. In 2002, *PSPR*'s citation impact factor was 3.22, second in terms of regular journals, behind *Journal of Personality and Social Psychology* (3.65). Moreover, *PSPR* is first among all journals in the *immediacy index*, which is a measure of how quickly the "average article" in an issue is cited. This information will serve as the "headline" for Elrbaum's new marketing campaign for the journal. If your library does not yet subscribe, we urge you to take advantage of the book credit incentive that Erlbaum will be offering people whose libraries add a subscription to *PSPR* on their recommendation. Journal revenues are a major source of income supporting the activities of the Society.

The Publications Committee also recognized the success of *Dialogue*.

*PSPR's citation impact factor was second in terms of regular journals, behind JPSP, and first among all journals in the immediacy index.*

The Executive Committee accepted the recommendation to increase the length of *Dialogue* regularly to 32 pages per issue to accommodate the demand for space and interest in the newsletter. The Executive Committee also enthusiastically endorsed the Publications Committee's recommendation to extend Chris Crandall's and Monica Biernat's term as *Dialogue* Editors another four years.

With respect to new developments, the Publications Committee and the Executive Committee considered a proposal for establishing a new Society book series, perhaps modeled after the earlier *Review of Personality and Social Psychology* series in which SPSP sponsored an edited book or two a year on important and emerging topics in the field. The committees wrestled with the advantages and disadvantages of such an enterprise. On the positive side, a book series would help maintain a valuable mechanism for disseminating information within the field, edited volumes, while also highlighting particular areas of personality and social psychology. On the negative side, the editorial demands will be considerable, and the income from a book series is likely to be limited. The Publication seeks the input of the members of SPSP on the advisability of pursuing a book series initiative. Please send your comments

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## Planning the 2004 SPSP Convention Program (or Why Was My Submission Rejected?)

By Mark Leary,  
Program Chair

When the SPSP Executive Committee first discussed the viability of an annual SPSP convention several years ago, it spent considerable time trying to project how many might attend the meeting. In those early days, estimates ranged from 300 to 800 attendees, and some committee members wondered whether it would be possible to offer a broad program of interest to all factions of the organization. As it turns out, they needn't have worried. The first meeting in Nashville far exceeded even the most optimistic expectations, and the 4<sup>th</sup> meeting in L.A. last year had nearly 1600 in attendance.

As exciting as the convention has been, its popularity has raised the question of how to maximize the number of papers presented and the number of SPSP members who are on the program each year. Previous program committees have made many decisions toward those two goals, and this year's committee has continued to expand the program's offerings without increasing the length of the convention itself. For example, we were able to add four more symposia and 108 more posters than last year, but with 67 symposia and 983 posters submitted, we still had far more submissions than room on the program. Given that we were able to accept only 40 symposia and 822 posters, a number of strong, deserving submissions could not be included, and those who received rejection notices are entitled to an explanation of how the choices were made.

Seven people served on the symposia review committee, and each submission was reviewed by four people (with diverse areas in social and personality psychology). Each reviewer's ratings were z-transformed within reviewer to adjust for levels of reviewer leniency

and averaged. We then accepted the 36 symposia with the highest average ratings, all of which had ratings indicating that at least three of the four reviewers thought that the symposium should definitely be accepted. Then, the next highest eight submissions, which were essentially tied for 37<sup>th</sup> place, were reread by four raters who made their choices for the best four. When these votes were tallied, the four submissions with the highest number of points were added—totaling 40 symposia out of 67 submissions—an acceptance rate of 60%.

Fifteen individuals served on the poster selection committee. Three reviewers read each of the 983 poster submissions, the three ratings were z-transformed and averaged, and the

*We were able to accept only 40 symposia and 822 posters; a number of strong, deserving submissions could not be included, and those who received rejection notices are entitled to an explanation of how the choices were made.*

highest-scoring papers were accepted until the program was full. Again, we had some ties on the acceptance-rejection cusp, which required a second look at several submissions. In addition, I personally read all of the rejected submissions both to see if there was any reason for me to override the reviewers' judgments and to get a sense of why posters submissions were rejected. For the first 100 or so of the 161 rejected poster submissions, I could see why the reviewers had given low ratings. The most common

weaknesses were that the study had not been conducted at the time of submission (and the submission guidelines indicated that the submission must present results) or the results were so vaguely described that it was not clear what the study had found. Other common weaknesses included null findings, findings that merely replicated previous research, or smallish findings (a single correlation, for example). We also had a surprising number of submissions that could be construed only with difficulty as lying within social or personality psychology.

I must admit, however, that as I read past the 100 or so submissions with the lowest ratings, I became increasingly uneasy about the distinctions between accepted and rejected posters. I am not at all convinced, for example, that the 143<sup>rd</sup> lowest-rated submission, which was not included on the program, was a *jnd* lower in quality or impact than the 163<sup>rd</sup> lowest-rated one, which *is* on the program. Of course, given the convention's constraints of space and time, a line between accept and reject must be drawn somewhere. But I think the reviewers would agree that several of the rejected submissions were of sufficient quality to be included had there been room on the program.

The upside of the selectivity of the process is that the quality of this year's program is quite high. Furthermore, the symposia and poster sessions will be supplemented by a variety of featured speakers, presentations by SPSP award winners, workshops, special functions for graduate students, and meetings of special-interest groups, as well as a Presidential session. I genuinely appreciate the considerable time and effort that the symposia and poster reviewers contributed to selecting the program, and look forward to an outstanding convention in Austin. ■

PRESIDENT'S COLUMN

# Rumors of the Demise of Personality and Social Psychology Greatly Exaggerated?

By Jim Blascovich

A colleague recently related an incident that grabbed my attention. The provost—a psychologist no less—at a university with a traditionally excellent doctoral training program in personality and social psychology, reportedly had informed the faculty that the psychology department there should not recruit new personality and social psychologists because the field is “dying.”

Feeling challenged (but not threatened), my initial almost reflexive response was to invite this person to the Society’s annual meeting in Austin this coming winter.

Surely, this provost would recant such a morbid opinion after listening to, reading the work of, and experiencing the enthusiasm of 1500 active participants, over a third of whom are graduate students.

*“What we do is important dammit!” Then it hit me once again, “But, to whom?”*

Surely, this individual would be awakened by the fact that membership in our Society has increased by a third (to approximately 4000) in the last ten years.

Surely, this person would be impressed by the knowledge that the most profitable APA journal is our prestigious flagship journal, *JPSP*, not to mention the success of our own Society journals, *PSPB* and *PSPR*.

Surely, he or she would be convinced by the data analysis conducted, I recall, by a past president of SPSP demonstrating that overall psychology department rankings were nearly perfectly predicted by the strength of their respective personality and social psychology training programs, indeed, more strongly predicted than by the strength of training programs in any other subdiscipline.

Such arguments aside, however, I wondered why this administrator had developed such a belief. Did his or her counterparts at other universities share it? I thought, “What we do is important dammit!” Then it hit me once again, “But, to whom?” Perhaps she or he hadn’t noticed our work because it hasn’t been informative enough outside our field.

I recalled what I had written in this column last Spring. Stimulated by the invasion of Iraq, I argued that, with a relatively few notable exceptions, our field seems to shy away from some important “big picture” personality and social psychological issues; for example, those pertinent to war, social justice, politics, religion, etc. Why? In part, they represent very complex problems. In part, our conclusions in these sensitive areas tend to debunk implicit personality and social psychological theories (i.e., conventional personality and social psychological wisdom) leading to public backlash.

As recent reactions (e.g., Ann Coulter, Cal Thomas, George Will) to John Jost, Jack Glaser, Arie Kruglanski, and Frank Sulloway’s *Psychological Bulletin* articles on personality and political liberalism-conservatism demonstrate, such attempts can create

much furor (Jost et al., 2003). I for one believe that such backlash is a likely indicator of the importance of an issue. And, I am impressed by the example of “taking on the critics” provided by our colleagues’ op-ed rebuttal in the *Washington Post* (Kruglanski & Jost, 2003).

*We need to better promote the practical value of the good theories that we spend so much effort honing.*

Perhaps as a field, we need to better promote the practical value of the good theories that we spend so much effort honing. In my opinion, shying away from doing so invites the morbid view of our field such as the one held by our not so favorite provost.

Jost, J.T., Glaser, J., Kruglanski, A., Sulloway, F.J. Political conservatism as motivated social cognition. *Psychological Bulletin*, 129, 339-375.

Kruglanski, A. & Jost, J.T. (2003, August 28). Political Opinion, Not Pathology. *Washington Post*, Page A27. ■



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# Science Talk: Discovery and Debate

By Daniel M. Wegner

There are two ways to talk about science. One is a language of discovery (Eureka!) the other a language of debate (Victory!). Each one captures a truth about science. But when it comes to science writing, discovery trumps debate every time. Here's why.

## Discovery and Debate

Discovery talk is about exploring and looking and suspecting and learning, full of images of science as a search. We think of Galileo gazing into the heavens to see what no one had seen before. Images arise of truth-seekers through the ages, of Newton, Faraday, Edison, Pasteur, Curie, each entranced by the search for knowledge. Discovery talk produces visions of light bulbs going on over our heads.

Debate talk is about claiming and arguing and maintaining and holding, a

language that captures science as a struggle of competing views. We think of Galileo incarcerated by the Pope for his rejection of geocentric theory, taking a stand and then suffering in its

*Discovery talk is about exploring and looking and suspecting and learning, full of images of science as a search.*

defense. Science in this light is value-laden and personal, a battle with other scientists in their roles as reviewers and editors, or a confrontation with the press, or for that matter, a hasty retreat from villagers wielding pitchforks.

Which is the real language of science? Well obviously, both languages describe parts of the animal. Science does involve finding things out, as well as pressing for one's personal views. The social pursuit of knowledge needs

both. A discovery not proposed and defended might as well never have been found. And a fight that is joined without any basis in discovery would soon devolve into pointless bickering.

## Science Between the Lines

Still, each of these languages brings with it a special flavor, a "take" on science that carries unspoken

*Debate talk is about claiming and arguing and maintaining and holding, a language that captures science as a struggle of competing views.*

implications. Considered in this light, the language of discovery is much more convincing.

(Continued on page 11)

## Discovery Words

Suspect (We suspect that...)  
 Find (I found...)  
 Learn (We learned that...)  
 Possibility (It is possible that...)  
 Suggest (We suggest...)  
 Indicate (The findings indicate...)  
 Idea (Our idea is...)  
 See (We can see that...)  
 Expect (We expect to find that...)  
 Wonder, ask, explore, hypothesize,  
 observe, measure, test, track,  
 reveal, investigate, conceive,  
 check, look, uncover, examine...

## Debate Words

Argue (We argue that...)  
 Show (I showed...)  
 Maintain (We maintain that...)  
 Position (Our position is that...)  
 Claim (We claim...)  
 Demonstrate (The findings demonstrate...)  
 Point (Our point is...)  
 Hold (We hold that...)  
 Hope (We hope to find that...)  
 Defend, attack, oppose, conjecture,  
 condemn, criticize, counter, reply,  
 agree, disagree, surrender, contend,  
 venture, insist, propose...

## Science Talk

(Continued from page 10)

When science is pressed as a debate, after all, the possibility that there will be opposition is implied even as the discoveries are being described. Papers that make “claims” introduce their ideas as though they are in doubt, already criticized by a band of implied opponents who have a better idea and for sure won’t believe this one. Science presented as debate is defensive. It has already lost a battle, and is returning the fray, bloodied and punchy. Debate language suggests itself into oblivion, creating by innuendo the expectancy that there is no reality being discovered, only an arbitrary, socially determined judgment being negotiated.

The language of discovery, in turn, conveys a single reality, an underlying truth that is being found by this

scientist, this day, and that is now open to observation by all. Papers that introduce a “finding” imply a focus on what the world is like rather than on what you or I or someone else *thinks* it is like. The language of discovery suggests that what has been found is so powerful that no opposition could possibly arise. Discovery words convey wonder and astonishment. They are the things we say when we either know the truth or believe there is such a thing.

There are other undercurrents to these language choices. When we speak of discovery, we talk of a cooperative process, one in which any reasonable person would look at the evidence and agree that, darn it, this is the way things are! Everyone is a winner when a discovery is made. When we cloak our science as debate, in contrast, we use “fighting words” that foment controversy even when it did not exist.

There will be winners, yes, but there will also be losers. Debate language presumes competition, clashing self-interests, haggling, and trying to “work it out”—all the trappings of life by committee. Debate language makes us all into attorneys.

### How to Write

In good science writing, discovery is what it is all about. Although debate exists and is essential to our field, it is not what we should highlight when we write. The language of discovery seems, all things considered, far more likely to win friends and influence people. When you write your next scientific paper, you might pause to reflect on this: Do you want to draw readers’ attention to the way things seem to be, or would you rather impress them that this is the way you see it? ■

## I’m a Member of SPSP/Division 8/APA but ...

By Harry Reis

It has been said that organizations exist so as to confuse their members about what they belong to. Experience suggests that this is an apt description of the confusing state of affairs with regard to membership in SPSP, APA, and Division 8. We may have our Ph.D.s, or be studying for one, but that doesn’t mean we are up to understanding this Gordian knot. Nevertheless, I’ll give a try.

First, the easy part: SPSP and APA are *fully independent* organizations. SPSP became a separately incorporated not-for-profit organization in 1975 (at the behest of APA, but that’s another story). The first president was Paul Secord. One becomes a member of SPSP by applying to our central office, currently in Rochester. Provided that one is qualified and pays annual dues,

one receives all the benefits of membership: PSPB, PSPR, Dialogue, our conference, training, award, and fellowship programs, etc. One also gets to identify with the world’s largest organization of personality and social psychologists, with more than 4,000 members.

One joins APA by applying to the APA Membership office in Washington. Ph.D.s can become full members of APA, students can become student affiliates, and non-Ph.D.s can become associate members. SPSP has no role in this process. Division 8 is an interest group within APA. It was formed in 1947; the first chair was Gordon Allport. The only way to become a member of Division 8 is to express an interest in membership on the division interest form that accompanies the annual APA dues statement.

Membership applications are approved

by the Division 8 membership office. If Division 8 is your first APA division, membership costs nothing above your APA dues; if it is your second or beyond, it costs an additional \$2. The major benefits of membership in Division 8 are a strong and active voice in APA governance and lobbying, and the Division 8 contribution to the annual APA convention. I suspect that a major source of confusion is the assumption that, if one is a member of APA and of SPSP, one is automatically a member of Division 8. This is not true, however. The only way to join Division 8 is through the process described above.

Still confused? Send us an email and we will try to answer your questions. (These rules were brought to you by the same people who wrote the rules for determining NFL playoff teams the results of elections in Florida.) ■

# On the Value of Retirement

By *Melvin Manis*

Our esteemed editors asked if I would try my hand at a piece on retirement. And as you can see, I agreed, in recognition of the widespread belief (hope) that we senior citizens may have some special oldie wisdom, worth sharing.

Nonetheless, I found the assignment a bit daunting, since like many social psychologists my past writing has been mainly data-based—an attempt to explicate some interesting (to me at least), reliable patterning of social/cognitive processes. My writing style in these papers usually involved an implicit attempt to hide any private hopes and insights in the interests of empiricism, objectivity, and generality. But a piece on retirement, I concluded, would inevitably be importantly influenced by my own experience, and the experiences of friends and acquaintances—hardly a representative sample. Hence I start with some mild trepidation.

But enough throat-clearing. When to retire? My own career was mainly in the academic world, and hence my comments will be probably be most pertinent to other academics. Happily, for many professors of my generation, the magic of capitalism, as expressed in our TIAA-CREF portfolios, made early retirement a feasible financial option—sometime in the 1990s I realized that retirement was unlikely to involve any significant reduction in my standard of living. Given that I could afford it, for me the decision to retire was importantly influenced by my recognition that while I was quite healthy in my late 60s, I nonetheless had less total energy than I did when I was younger. This meant that if I was to maintain my academic responsibilities at what I considered an acceptable level, I might not have the

time and energy to pursue other worthwhile things that I had been doing for some time, things that continued to interest me: tennis, travel, photography, reading for fun, playing in a recorder ensemble, staying up late to watch Charlie Rose and various old movies, and spending time with friends (some of whom had already retired). And so I concluded that for me, retirement was an attractive option. I could continue to fulfill my interest in psychology, but not as a real “player.” I would attend colloquia (usually about two a week) and read the occasional journal, but I would give up teaching and research. Hence, in 1999, after 45 years as a fulltime psychologist, at the ripe young age of 68 I joined the army of the retired.

In thinking about retirement it is natural to consider how such a change would affect our own happiness. But there are also social considerations that might be relevant. Many years ago, one of my colleagues (Jack Atkinson) observed that many of us were blessed in our academic careers. We had entered what turned out to be a “growth industry.” We consequently had decent salaries and working conditions, time to pursue our research interests, the opportunity to work with gifted undergraduate and graduate students (like our esteemed editors); and we even had some freedom in the very courses we offered. All this, plus sabbaticals!!! But, Jack noted, these terrific jobs might not be available to many of our students (an observation that is even truer today), particularly if we held on to them till the last possible moment. There might, in brief, be some altruistic reasons to retire.

These social concerns seemed reasonable to me, and they were reinforced when I contrasted the energy and eagerness with which my young colleagues pursued their careers, in contrast to the more settled, relaxed

style of many senior faculty. While many older professors have a lot to offer -- maturity, patience, historical perspective, and yes, occasional flashes of wisdom, I could not overlook the possibility that a younger professor might fill my slot with a vigor and enthusiasm that I could not easily sustain, and that our students might profit accordingly.

How has it worked out? My own experience in retirement has been overwhelmingly positive. Yes, I occasionally miss the give-and-take with students, participation in collaborative research efforts, and the sense of identification with ongoing scientific and university issues. But overall, I spend little time wondering if I did the right thing in retiring when I did. Judging from the many retirees I know, my positive experience is not uncommon. Indeed, I can think of only one retired professor of the many I know who has expressed any regret about his decision to retire when he did, and in this case the retirement experience was complicated by an unexpected late divorce.

Some people, I am told, worry about how they will spend their time once they are substantially freed from professional responsibilities. I have not found this to be a problem, nor does it appear to be much of an issue with others. Parkinson’s Law tells us that work inevitably expands to fill the available time and I have personally found this to be true. My diminished professional obligations fit quite nicely into the larger time frame that is available with no “extra” time left over. And happily, I have been able to maintain and expand the time I devote to the nonprofessional interests I noted earlier in this essay. I have, for example, been playing tennis 2-3 times a week, plus regular swimming and weight-lifting sessions. I have also taken courses in photography, in Photoshop, and in the History of Western Music, and read many fine books (most recently, R. Caro’s latest LBJ volume *Master of the Senate* and

*(Continued on page 13)*

# Robert Cialdini receives 2003 Donald T. Campbell Award

*By David Dunning*

The recipient of the 2003 Donald T. Campbell Award for contributions to social psychology is Robert B. Cialdini, of the Arizona State University.

Robert Cialdini has distinguished himself for the broad appeal and impact of his contributions to social and personality psychology. He is by all measures an eminent scholar, best-known for his ground-breaking work on influence tactics. Indeed, he literally wrote the book on influence tactics, and his ideas continue to have a prominent and far-reaching impact on theory and application.

Over the years, Cialdini has also produced thought-provoking work challenging whether altruistic behavior

is ever free of self-interest, an issue that touches the core of fields as diverse as philosophy and economics. He has also demonstrated, through his influential research on basking in reflected glory, how people manage their associations with others to maintain a sense of self-regard.

In more recent work, he has carefully laid out how social norms influence—and fail to influence—social behavior in real-world contexts, bringing some clarity to a fundamental research topic that has been plagued by a complicated and contradictory empirical history.

Cialdini's scholarship shows a true flair for studying everyday phenomena and illuminating the social psychological mechanisms by which they function. His work is marked by its rigor and

seemingly effortless elegance—work that takes care to subject his ideas to tests in both laboratory and field settings.

Robert Cialdini's other contributions to the field should not be overlooked. He has served as the president of SPSP, as well as an associate editor of the *Journal of Personality and Social Psychology*. He is also well-known as an influential ambassador of our field to other disciplines as well as the public at large. He is a brilliant speaker, who easily conveys the importance of social psychological research.

Members of the 2003 Campbell Award committee were David Dunning (chair), Alice Eagly, and Hazel Markus. ■

## On retirement, Continued

*(Continued from page 12)*

T. M. Luhrmann's *Of Two Minds: The Growing Disorder in American Psychiatry*). My wife and I have also gone on several interesting trips, and we get to see many weekday movies, plays, and concerts, all without worrying about preparation for the next day's classes.

Are there some people who would not be happy in retirement? Doubtless there are. I note, however, that there are very few professors at my university who are carrying on into their seventies and beyond. Nonetheless, there are undoubtedly some people whose intense involvement in professional activities and the rewards they derive from these activities are of continuing paramount importance. People like this may feel that the alleged joys of retirement could not plausibly substitute for the sense of pleasure,

pride, and accomplishment that they experience in their professional lives, and they may consequently be reluctant to retire (even though retirement is a very effective way to get out of unwelcome committee meetings).

When I was a young professor I thought I would want to carry on my scholarly and research activities as long as possible. I admired mentors like my dissertation chair, J. McV. Hunt, who seemed to continue in their work for one decade after the next. And when I talk with younger colleagues they sometimes assume that in retirement I might use my freed-up time to write further scholarly pieces (they may feel that this is the course they would follow if, like me, they had a chance to be on a perpetual sabbatical). This is surely a path that some retired professors have followed with considerable success. But not me. I do get occasional ideas for research and for think pieces, but I find that I am

increasingly aware of the many foundational steps that would be necessary to execute such plans. I am discouraged by these necessary "next steps," mainly because the preliminary activities that were once routine and that may have even had a charm of their own (e.g. checking the relevant literature, getting approval from the local authorities who provide access to human subjects), now seem like a series of daunting, effortful hurdles. And this is before we get to those ever-present, genial gatekeepers we call editors.

These ruminations suggest a possible kernel of advice: if the preliminaries and the ongoing details of your work (as distinct from the rewards that derive from the successful completion of that work) are no longer joyous in their own right, and if your TIAA-CREF account makes you smile, it may be reasonable to start thinking about retirement.

*(Continued on page 32)*

## Update from the Graduate Student Committee

*By Jennifer Harman  
President, SPSP Graduate  
Student Committee*

On behalf of the Graduate Student Committee (GSC), I am happy to report on several exciting projects that we have been developing and maintaining over the last 6 months. The current committee is made up of Jacek Jonca-Jasinski (Texas Tech), Arlen Moller (Rochester), Chandra Osborn (Connecticut), Michele Schlehofer-Sutton (Claremont Graduate U.), and Camille Johnson (Ohio State) and me. Although we have been busy on many projects, I will highlight a few important ones here.

*SPSP Student Web page:* As of January, 2003, the graduate student website (<http://www.spsp.org/student/>) has been providing student members with information on SPSP student awards, fellowships, stipends, and programs. There is also a career resource link that contains information on interviewing tips and nonacademic and academic careers. Links to grant funding sources are also provided.

*The Student Listserv:* This moderated listserv distributes information to SPSP graduate students. The volume of email is limited to about 3-4 emails a month. Non-academic job opportunities are posted on a monthly basis, and there is also a venue called "Dear Sigmunda," where students confidentially seek opinions and give advice to each other about issues and problems they are facing. Occasionally, student's opinions on various committee issues are also sought on the listserv. Students can join the listserv easily, just by sending an email to: [studentlistserv@spsp.org](mailto:studentlistserv@spsp.org) with the following message: subscribe Firstname Lastname.

*The Forum.* This newsletter is produced on a quarterly basis and distributed to students via the student listserv and is also posted on the

student website. The newsletter contains important GSC and project updates, news on student-related conference activities, and also highlights student research.

*Graduate Student Survey.* This Spring, the GSC conducted a web-based survey of graduate student members. Students were surveyed on a wide variety of questions related to their training programs. Over 250 graduate students responded, and preliminary findings were published in the summer issue of the Forum (which can be accessed on the student web site). Additional findings will be published in the fall issue of the Forum, and a final draft of the survey results will be distributed on the student Listserv and posted on the student website sometime this Fall.

*Pre-conference: Academic and Non-academic Careers and Transitioning to Employment.* The GSC is working on a collaboration with APA this year to hold a pre-conference at the 2004 SPSP conference. Half of the day will contain information on academic careers, hosted by APA. The second half of the pre-conference we will be dedicated to non-academic careers and transitioning to employment, hosted by the GSC. The second half will contain two components: 1) representatives from 4 or 5 non-academic careers (e.g., marketing and non-profit sectors) will present information about their fields, offer suggestions and answer student's questions about how to enter their field, etc.; and 2) a panel discussion with 5-6 people in the first 3 years of employment outside of graduate school in both academic and non-academic careers will talk about tactics to aid in making a smooth transition from student to employee. We are very excited about this pre-conference, and hope that it is as popular as the "Alternatives to Academia" symposium that was sponsored last year by the GSC.

*Graduate Student Poster Award:* The GPA will again be offered at the 2004

SPSP conference in Austin. One award will be granted during each poster session to students whose poster presentation reflect excellence in research, clarity in presentation, and personal knowledge in a discussion with judges. Students who enter the competition are interviewed by three "secret" judges during the first hour of the poster session. At the conclusion of the session, winners are publicly recognized, given a small monetary award, and have their poster moved to a permanent display area for the remainder of the conference. Information about applying for the award is available on the student web site. A call for judges will be made shortly, so if you are interested, please contact Camille Johnson at [johnson.1967@osu.edu](mailto:johnson.1967@osu.edu) or Jennifer Harman at [jennifer.harman@uconn.edu](mailto:jennifer.harman@uconn.edu).

*Mentoring Luncheon:* We are also working on collaborating with the Training Committee, to sponsor a new event at the 2004 SPSP conference. At the mentoring luncheon, students will be able to interact with both Ph.D.-level and other student attendees in a comfortable setting, and receive informal professional development and training through networking and discussion. Fifty students will be able to register to have lunch with one of 10 mentors who are knowledgeable about student-generated core topics. A coffee/dessert social will then take place after the luncheon that is open to all SPSP members. Mentoring topics will be elicited from graduate students early in the Fall, and we will then be seeking volunteer mentors. Stay tuned for more information about this event!

Our work from last year has also been recognized by other professional societies. For instance, SPSSI regularly forwards our monthly non-academic career opportunities to their student members and gives credit to our committee. In addition, APS recently

*(Continued on page 32)*

## State of the Society, Continued

(Continued from page 2)  
voting members of the Executive Council with their ideas (these are the people with a \* in the box on the back page of Dialogue).

**Research Awards.** Several awards were announced at the meeting. The recipient of the Henry A. Murray is Carol Ryff, the winner of the Donald T. Campbell Award is Robert Cialdini, and the winner of the Jack Block Award is Ravenna Helson (see stories on pp. 13, 19). There are three winners of the Theoretical Innovation Prize; the first authors of these papers are John Jost of New York University, Paula Niedenthal of Université Blaise Pascal, and Fritz Strack of University of Wuerzburg (see p. 4).

**Service Awards.** The Society's second round of Service Awards were given in the two established categories: Service to the Society, and Service on Behalf of

the Social-Personality Psychology. The winners for Service to the Society are Scott Plous of Wesleyan University, Chuck Huff of St. Olaf College, and Marilynn Brewer of Ohio State University. The winners for Service on Behalf of Social-Personality Psychology are Nancy Cantor of University of Illinois-Champaign and Bob Croyle of the National Cancer Institute (see p. 17).

**More Awards.** Although the Society is involved in six awards or prizes, there is continuing interest in expanding the amount of formal recognition that the Society confers. There is a general sense that we, as a field, tend to be stingy and self-punishing. There is little downside to having more awards, as long as there are enough people to deserve them; we don't think there is any shortage of merit worthy of recognition in SPSP's ranks. Many

other comparable scientific fields have a wide array of awards available to them; social-personality psychology is well under the level of their neighbor fields. Awards play a large role in identifying excellence to non-social/personality psychologists, notably Chairs, Deans, Provosts, hiring Committees, and so on.

One important issue for the creation of prizes is underwriting them—a substantial prize requires an endowment of about 15-20 times its yearly spending. These prize endowments may come from direct yearly donations (e.g., the Theoretical Innovation Prize is supported by Mark Schaller), or endowments and estate donations. It was suggested that the Society seek professional assistance for generating and managing donations; the Society is considering this possibility.

Several new award possibilities were discussed at the meeting, including

(Continued on page 17)

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# The Summer Institute of Social Psychology: A Student's Perspective

By Scott Eidelman

No one was sure what to expect when over 70 eager graduate students and a few post-docs convened in Boulder, for the first ever Summer Institute in Social Psychology. We knew enthusiasm was high, that Boulder was beautifully situated outside the Rockies, and that our instructors were as in the dark as the rest of us. Everything else (including the heat), was to be a surprise. Quite a pleasant one, as it turns out, for with time, we soon became well-acquainted with dormitory-living (*sans* air-conditioning), at least one topic in social psychology, and—most notably—each other.

For most SISP attendees, standing in line for the shower, finishing dinner by 6:30, and having strangers make our beds each morning took some getting used to. More than a few participants (and at least two nameless instructors) noted that 9 a.m. seemed awfully early to start a class. But this was summer school, after all. Classes met daily, with format varying across courses.

Seminar-style discussions were the norm, though small-groups work, specialized equipment training, and movie viewing were all used as methods of instruction. All courses built on the instructors' area of expertise, as well as their passion for the material. Despite differences in topics, social comparison outside of the classroom confirmed important commonalities in our experiences. We all learned a great deal about a sub-area in the field, developed significant friendships with our future colleagues, gained a newfound appreciation for the effort-attraction link (we LOVED our courses!) and—sooner or later—were cajoled into taking an IAT or two for the Implicit Social Cognition class. Being in class a mere 8 hours a day left

plenty of time for other activities. Many took advantage of the Colorado Shakespeare festival, nearby hiking trails, and pick-up games of Ultimate Frisbee and soccer. An indefatigable, few put forth the effort to go white water tubing. "The Hill," complete with undergraduate bars and local color, served as a frequent hangout. Most nights, however, were spent relaxing around the dormitory and its pond. If you could navigate around the geese and what they left behind, you were likely to hear familiar tales the highs and lows of graduate student life, the pleasure and the pain, and, naturally, more than one funny advisor story.

*We all gained a newfound appreciation for the effort-attraction link—we LOVED our courses!*

Local graduate students Geoff Urland and Greg Webster were kind enough to share their (and their neighbors') courtyard on one particularly pleasant Colorado evening. All had fun, most imbibed, and a lucky few listened as a nameless instructor gave an impromptu history lesson (read: gossip session) about those who came (drank, shouted, and offended) before us.

No SISP (not even the first!) would have been complete without a final banquet. No one seemed to know what was to take place at the plenary session scheduled to precede this event; or, more precisely, who was to say what to whom (though the stories circulating would have made Festinger very, very proud). After some goading, telling, and last-minute planning, five marvelous student presentations emerged. The Close Relationships group introduced us to different theoretical models in the area and a

bachelor named Tex. The Social Neuroscience group shared funny pictures, bad data, and, well, lubricant. Most interesting was the Terror Management group's keen analysis of the war in Iraq (a distal defense mechanism to deal with a certain leader's fragile existence). The Implicit Social Cognition group marched to a different beat, sharing fascinating research proposals; and Social Identity and Intergroup Relations offered their own insights as to how we all might come together under the banner of unlimited love.

Specifics aside, the presentations were fun, informative, and touching. All along we knew we were a part of something significant, but—for most of us, at least—it took the end in sight to make the obvious even more so. After some drinks, dinner, more drinks, a few toasts, and some particularly moving words from Amelie Mummendey, most of us found our way back to the Hill for a final night of photos, friends, and fun.

By all accounts, SISP was an amazing success. Of course, we encourage Chick to perform the sign test, but note that a more telling statistic would be a measure of effect size. We're sure Jacob Cohen would agree that the impact of this first Summer Institute in Social Psychology was—and will continue to be—quite large.

On behalf of all those attending the first SISP, we would like to say thank you, to Chick Judd and Eliot Smith for acting on their hunch, to Harry Reis and Steve Breckler for their support and encouragement, to NSF for their financial backing, to Chick, Leaf Van Boven, and Geoff Urland for being stellar organizers, and—of course—to all of the instructors, who shared with us their time, knowledge, and enthusiasm. All of you helped to make our two weeks in Boulder an unforgettable experience. ■

# Second SPSP Service Awards Go to Brewer, Cantor, Croyle Huff and Plous

By *Claude Steele*

As a Society, we are blessed that many people have—and continue to be—willing to contribute their time and hard work to the Society's development and prosperity. This generosity has made the Society healthy, wealthy (kind of) and wise (certainly). The Executive Committee has long wanted to reward this generosity; last year it developed two awards to be given in recognition of outstanding service, one for contributions to the Society directly, and the other for contributions in behalf of the Society and its members in other venues. This year's winners are honored below.

## **For contributions to the Society:**

**Marilynn Brewer.** Marilynn has given generously to the Society throughout her career, serving in just about every one of its elected offices. And during the period when APS was being formed as a separate society, and the role of scientists in APA was being diminished, Marilynn's experience, wisdom and energy were critical in enabling SPSP to find its footing as an independently incorporated Society. This took hour upon hour of work—negotiating, strategizing and following through. The Society is now a secure

and flourishing enterprise, in significant part, because of Marilynn's contributions during this period. We take this opportunity to express our heartfelt thanks.

**Scott Plous.** Scott single-handedly developed the cutting-edge website that SPSP now enjoys, and with this contribution, brought the Society into the modern internet age. He began this website and has managed it from its inception, with truly creative content and great responsiveness to issues such as fixing the spam problem. We all owe him a great debt and make this award as a token of our appreciation.

**Chuck Huff.** Chuck Huff too has helped the Society move into the modern information age. He developed the idea of having Listservs for the Society—one for announcements and the other for announcements and discussion—and then single-handedly did the work of setting them up. He has managed them tirelessly—even while on sabbatical—and has made them an essential communication medium of our discipline. We make this award in appreciation of Chuck's innovative and sustained commitment to this service.

## **For contributions on behalf of the Society:**

**Nancy Cantor.** Nancy has served the

Society tirelessly throughout her academic career. She, like Marilynn Brewer, has been elected to virtually all of its offices. But this award is in special recognition of her contributions to maintaining a commitment to social psychology in the reorganization of NSF that occurred in the early 1990's. Her vigilance, organizational mastery, and hard work helped to assure NSF's commitment to its program in social psychology. In appreciation of her being there at the right time, her recognizing what was at stake, and her sustained commitment to furthering the field's interest in that agency, we offer this award.

**Robert Croyle.** Bob is currently a Program Director at the National Cancer Institute. This award is being made in recognition of his effective efforts to further behavioral approaches in that Institute, that is, to convince the leadership of the value of behavioral approaches in understanding and managing cancer. He has lobbied tirelessly in this effort. And as a result, the list of research projects funded by the Cancer Institute includes a large and growing number of social psychology projects. In appreciation of Bob's helping to develop this new outlet for social psychological research, we make this award. ■

## **State of the Society, Continued**

*(Continued from page 15)*

awards for research creativity, applications of social-personality research, scholarly connectedness to other disciplines, special awards for younger scholars (e.g., a Presidential Young Scholar who would be pre-tenure), book awards, and service to public policy. If you have ideas or opinions on these matters, you should feel free to contact any of the voting members (see p. 32) of the Society, or the Executive Officer or the Executive Officer-designate. We hope

to cover this issue more fully in future issues of Dialogue.

*Conference.* The review process for the 4th SPSP Conference in Austin (starting January 29, 2004) was under way during the meeting, and the results of that deliberation have now been made public. Serious attention was paid to including more talks, symposia, papers, and posters during the conference. Currently, many worthy and interesting research and ideas are prevented from appearing at the conference due to space limitations; even having six simultaneous sessions

resulted in a 50% acceptance/rejection rate. It is structurally very difficult to increase the size of the conference—there are few venues that allow for enough sessions to co-occur, and still offer the right size room for plenary sessions, posters, distribution of box lunches, and the other needs of our large and highly successful conference. There is still likely to be substantial overlap between poster session, social hour, and award and other announcements. The Executive Committee was unanimous in its desire to increase the access to symposia and

*(Continued on page 20)*

# EAESP Summer School 2004: A Significant Opportunity for American Graduate Students

*By Harry Reis*

We are pleased to announce that SPSP will again be sponsoring five North American graduate students in the biennial EAESP Summer School. The summer school is described below. Application procedures will be announced soon on the SPSP website.

## **August 1–August 15, University of Groningen, The Netherlands**

The EAESP Summer School 2004 will take place from August 1–August 15 in Groningen, a medium-sized, pretty and lively city in the north of the Netherlands.

Following the great tradition of the previous EAESP summer schools, two major goals will be pursued: First, the intention is to familiarize students with the latest theoretical, methodological and empirical developments in various fields in experimental social psychology. This, in turn, should contribute to the individual dissertation projects. Second, the summer school will aim at facilitating contacts between young scholars from different European and non-European countries,

encouraging friendships and collaborative research. At its heart, the *teaching program* will consist of five workgroups covering five main domains of research in current

*SPSP will sponsor five North American graduate students for the EAESP Summer School. The official language during the summer school will be English.*

experimental social psychology. Each participant will participate in one of these workgroups. Per workgroup there will be 12 students and two teachers, both experts in the respective field. We will offer the following tracks in the table below.

In addition to the workgroups, all teachers will present their current work in plenary sessions. Moreover, we invited some guest speakers whose work represents social-psychological research domains that are not (or not

strongly) covered by the five tracks. We are lucky that Kees van den Bos (justice; University of Utrecht), Catrin Finkenauer (interpersonal relations; Free University, Amsterdam), Rob Holland (attitudes; Nijmegen University) and Karen van der Zee-van Oudenhoven (cultural psychology; University of Groningen) agreed to give talks about their field of expertise. After their talks, they will be available for further discussion and individual questions. Finally, we are happy to announce that Marcello Galucci (Free University, Amsterdam) agreed to give an afternoon methods workshop. The official language during the summer school will be English.

Students' accommodations will be in international student houses (2-person rooms). The student houses are equipped with kitchens, but except on weekends students will be provided with breakfast, lunch and dinner.

Further information is available at <http://www.spsp.org/eaespsum.htm> ■

## ***EAESP Summer School Courses and Instructors, August 2004, Groningen, The Netherlands:***

<i>Automaticity and goals</i>	Tanya Chartrand (Duke University, USA) & Ap Dijksterhuis (University of Amsterdam, The Netherlands)
<i>Stereotyping</i>	Bernd Wittenbrink (University of Chicago, USA) & Olivier Corneille (Catholic University of Louvain, Belgium)
<i>Intergroup relations</i>	Russell Spears (University of Cardiff, United Kingdom) & Sabine Otten (University of Groningen, The Netherlands)
<i>Emotions, motivation, and decision making</i>	Nira Liberman (Tel Aviv University, Israel) & Marcel Zeelenberg (Tilburg University, The Netherlands)
<i>The self</i>	Brett Pelham (University at Buffalo, USA) & Diederik Stapel (University of Groningen, The Netherlands)

# Carol Ryff Wins 2003 Henry Murray Award

*By Jefferson Singer*

As the outgoing chair of the Henry A. Murray Award Committee for Division 8, it is my pleasure to announce the 2003 winner of the Henry A. Murray award—Carol Ryff, Department of Psychology, University of Wisconsin-Madison. The committee chose Prof. Ryff for the enormous breadth of her research, spanning fields of development, aging, personality, interpersonal relations and health psychology.

Her multi-dimensional model of well-being, examined through longitudinal data sensitive to sociocultural and socioeconomic variables, exemplifies the Murray tradition that the whole individual can best be understood through an analysis of both internal needs and the "press" of the external environment. Her ability to blend

quantitative data with incisive, textured qualitative assessments captures the best spirit of Murray's multimethod approach to understanding personality. In a recent chapter, her integration of biographical material from the lives of Goethe, Leo and Sonja Tolstoy, Robert and Elizabeth Barrett Browning, and Frida Kahlo and Diego Rivera parallels Murray's efforts to draw on the insights of literature, arts and the humanities to extend the lens of personological analysis. Her sensitivity to person-centered life history analysis in her ongoing multi-site MIDUS project indicates that she will take the Murray tradition forward to a new generation of younger researchers. For all these reasons, she was an ideal choice for the Murray award.

Established in 1978, the Henry Murray Award is made annually, if warranted, to recognize the outstanding

contributions of those working in the demanding kind of inquiry pioneered by Henry Murray (1893-1988). The Murray tradition includes a receptiveness to the integration of a variety of theoretical viewpoints and research techniques, the development of tools that enable the bringing together of the "tough and tender" in personality research, recognition of the thematic unity of individual lives, the biological, social, and cultural contexts of personality, and a style of intellectual leadership that exhibits and inspires several of these characteristics in others. Previous winners include David Winter, Seymour Epstein, and Robert White.

The incoming chair for the Murray award is Nicole Barenbaum. The article below details information on nominating candidates for the 2004 award. ■

## Call for Nominations for the 2004 Henry A. Murray Award

Nominations are being sought for the Henry A. Murray Award. The Award, established in 1978, is made annually to recognize and encourage those working in the demanding and difficult tradition pioneered by Professor Murray. The awardee receives \$1,000 and is asked to present a Murray Award address at the meeting of the APA the following year.

The Murray tradition may be characterized as follows:

(a) Receptiveness to the value of bringing together a variety of disciplines, theoretical viewpoints, and research techniques.

(b) Conceptual tools that lend themselves to the integration of the tough and tender in personality research.

(c) A theoretical outlook that recognizes intrapsychic structure and the thematic unity of individual lives in the midst of phenotypic diversity.

(d) Interest in imagination and in biography, literature, and myth as psychological data.

(e) Interest in the biological, social, and cultural contexts of personality.

(f) A style of intellectual leadership that has contributed to outstanding work that exhibits several of these characteristics.

Nominating materials should be sent to Professor Nicole B. Barenbaum, Chair, Henry A. Murray Award Committee, Department of Psychology, University of the South, Sewanee, TN 37383-1000 (email: [nbarenba@sewanee.edu](mailto:nbarenba@sewanee.edu);

phone: 931-598-1302).

Nominations should include three letters of recommendation that describe how the candidate meets the award criteria, a copy of the nominee's CV, and reprints of his/her relevant work.

Nominations are due by May 1, 2004. Carol Ryff, the most recent Murray Award winner, will be honored at the American Psychological Association meeting in August of 2004. ■



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# Ravenna Helson Receives Block Award

By Brent Roberts

Ravenna Helson is this year's much deserved recipient of the Jack Block Award from the Society for Personality and Social Psychology. Dr. Helson is a leading scholar in at least three fields of inquiry: adult personality development, women's development, and the field of creativity research. She has published many of the definitive studies of the continuity and changeability of personality in adulthood, the patterns of development unique to women's lives, and insightful analyses of the creative personality. Dr. Helson's research is remarkable for both its span of topics as well as its breadth of methods. She has made significant contributions to our understanding of the rank-order consistency and changeability of personality traits across the life course (Helson & Moane, 1987; Helson, Jones, & Kwan, 2002), the role of social clock projects in personality

development (Helson, Mitchell, & Moane, 1984), and of experiences in work, marriage, parenthood, the women's movement on personality change (e.g., Helson, Kwan, John, & Jones, 2002), and the psychological underpinnings of creativity in authors and mathematicians (Helson, 1973; Helson & Crutchfield, 1970). Her creativity and insight in these areas of research was recently acknowledged when she and her colleagues received the award for the best article in the *Journal of Research in Personality*, on the growing evidence for personality change in adulthood.

Methodologically, she seamlessly incorporates multiple methods, such as self-reports, observer ratings, text analysis, and projective techniques in her effort to triangulate on the issues in any given research project. Throughout her career, Dr. Helson has been ahead of the curve on numerous fronts. She was one of the first to

establish that personality was both consistent *and* changeable in adulthood, and has been a persistent and clarifying voice in that controversy for many years. She was also one of the first to study the lives of women using longitudinal methods, having tracked the Mills Longitudinal Sample for over 40 years. Using that sample, she was one of the first to highlight the importance of midlife, well before the baby boomers motivated increased attention to the topic. She also used that sample to ask important questions about women's lives in particular. For example, she asked: Is the traditional role bad for women? Are the 50s the prime of life for women? And how do women manifest their creative potential across the life course? Her ability to combine creative insights with multiple methodological techniques in her efforts to study lives the long way makes her a fitting recipient of the Block Award. ■

## State of the Society, Continued

(Continued from page 17)

other speaking slots at the SPSP conferences. But the practical limitations are very difficult—every session of the Executive Committee for the last three years has discussed this question seriously. Mark Leary, chair of the Program Committee has written a short article (see p. 8) that explains the process of selection; he describes the difficulty associated with making these selections, and acknowledges the large number of excellent submissions which go unrecognized.

The program for the Austin conference is certain to be excellent, and the conference will offer a few extra niceties; there will be some free food at welcoming reception, and two (2) free drinks per person! Another nice result of the Society's fiscal solvency is that registration for the conference will be the same price as last year.

The location for the 2005 conference is as yet undetermined, although negotiations are currently under way. At this point, only locations in the South are being considered, and the preference is for a location on the east coast (e.g., Florida, South Carolina).

*Training Committee.* The Training Committee is interested in moving toward helping interested SPSP scientists to be involved in public policy, including planning an SPSP symposium. GASP had a high profile at SPSP in LA, and is one visible outcome of the Training Committee's commitment and support of inclusion. There was a lengthy discussion about how to begin training people in policy work, and also in terms of turning the findings of our vibrant and exciting field into useful policy. The Training Committee is looking for people with public policy experience; members who wish to be of assistance might profitably contact the chair of the

committee, Allen Omoto, Claremont Graduate School.

*Two Summer Institutes.* The Summer Institute for Social Psychology was quite a big success, early data from students gives very high marks to the Institute. We have a report from the organizers (see p. 5) and a report from a student participant (see p. 16). Expectation ran high for SISP, and all early reports suggest these expectations were met.

The European Association for Experimental Social Psychology Summer School will be in Gronigen, The Netherlands in July. There are several dedicated positions for North Americans; applications are encouraged (see p. 18).

*Australasian Fellow.* There is money for an Australasian Fellow. These funds go to a member of the

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# Passings

This continues our section of very brief obituaries of psychologists of interest to members of SPSP. If you wish to contribute an obituary, or bring our attention to people we have overlooked, please e-mail the editors, and we will be happy to include them. —The Editors

## Eugene Hartley, September 2002

Eugene Hartley received a Ph.D. from Columbia University, and was a pioneer in the study of racial and ethnic prejudice. Hartley spent 1939 until 1968 at the College of the City of New York (now part of CUNY), with later appointments at the University of Wisconsin-Milwaukee and Murdoch University, Perth, Western Australia. Hartley served with the military during WWII, including year as a bombing analyst with the U.S. Strategic Bombing Survey, studying the psychological effects of battle noise. He was also a consultant to Gunnar Myrdal on the Carnegie Endowment study, "The Negro in America."

Hartley was the chair of the Committee on Intergroup Relations when Dan Katz and Kenneth Clark joined the committee (this committee later developed the "Social Science Statement" that played a role in *Brown v. Board of Education of Topeka*), and was President of SPSSI from 1953-1954.

Hartley's publications ran from 1946 until 1989, a span of 43 years. Along with Theodore Newcomb, Hartley edited the highly influential *Readings in Social Psychology* (Hartley & Newcomb, 1947), which went through two subsequent editions (Swanson, Newcomb, & Hartley, 1952) and (Maccoby, Newcomb & Hartley, 1958). Hartley also studied the effects of television and passive learning, and the "absence of aroused resistance" to what is learned, see Krugman, H.E. & Hartley, E.L. (1970). Passive learning from television *Public Opinion Quarterly*, 34, 184-90.

He is probably best known for his (1946) *Problems in Prejudice*. New York: King's Crown Press. In this monograph, Hartley first demonstrated the high degree of correlation among different ethnic prejudices, and using data on attitudes toward the "Nonesuch" groups of Wallonians, Danireans, and Pireneans, suggested that fear of the unknown might underlie a substantial amount of ethnic prejudice.

## Vincent Nowlis, May 2003

Vincent Nowlis received a Ph.D. from Yale in 1939, where he was a classmate of Eleanor Gibson, David McClelland and Irvin Child, and spent the majority of his career at the University of Rochester. Nowlis was best known for work on mood and states of consciousness, notably as a function of drug use.

Nowlis was among the first psychologists to make the still-controversial argument that positive and negative moods represent separate and independent dimensions of affective experience. He developed the Mood Adjective Check List, among the first measures of mood, and still in use today. Nowlis participated in the first Nebraska Symposium on Motivation (1953) on motivational systems in personality with Ted Newcomb, Harry Harlow, O.H. Mowrer, Judson Brown, and Leo Postman, he co-edited *The Graduate Student as Teacher* with Kenneth E. Clark and Miriam Rock.

## Norman Endler, May 2003

Norman Endler received his Ph.D. in 1958 from the University of Illinois, Urbana-Champaign, and other than brief stints at Pennsylvania State University and the University of Illinois, Urbana-Champaign, he spent nearly 40 years at York University. A fellow of the Royal Society of Canada, he received its Innis-Gernin medal in 1997, the same year he won the D.O. Hebb award, the highest honor bestowed by the Canadian Psychological Association.

His work ranged widely, from personality to electroconvulsive therapy,

and conformity, and depression. He may be best known to SPSP members for his work on the Interaction Model of Personality, which encouraged research into the mutually reciprocal effects between personality and situations, see Endler, N.S. & Magnusson, D. (1976). Toward an interactional psychology of personality. *Psychological Bulletin*, 83, 956-974.

In addition, his work in scientometrics was influential and widely read, see Endler, N. S., Rushton, J. P., & Roediger, H. L. (1978). Productivity and scholarly impact (citations) of British, Canadian, and US departments of psychology. *American Psychologist*, 33, 1064-1083.

## Richard Wenzlaff, August 2003

Rich Wenzlaff, Professor of Psychology and Chair of the psychology department, died suddenly while playing tennis; he was 50 years old. Wenzlaff was a graduate of UTSA, and received a M.A. from Trinity University, and a Ph.D. from UT-Austin in clinical psychology.

While formally trained in clinical psychology, Wenzlaff also did social psychology research with Dan Wegner while at Trinity and with Bill Swann at UT-Austin. His research spanned and integrated clinical and social psychology. At the time of his death, Wenzlaff was in the midst of a major research project relating depression and thought suppression, early reports of which can be found in Wenzlaff, R.M., Meieir, J. & Salas, D.M. (2002). Thought suppression and memory biases during and after depressive moods. *Cognition and Emotion*, 16, 403-422, and Wenzlaff, R.M. & Wegner, D.M. (2000). Thought suppression. *Annual Review of Psychology*, 51, 59-91.

Wenzlaff was the winner of the Social Psychologists In Texas' 2001 Spirit Award. He is survived by his wife, Ann Eisenberg, a developmental psychologist at UTSA, and his children Rachel (9) and Adam (5). ■

## Comings and Goings

*Back by popular demand — below is an alphabetical list of recent job moves of social/personality psychologists. Though surely incomplete, this includes all information that was sent to us. All moves happened this fall except where otherwise noted; year and location of Ph.D. appear in parentheses:*

- Bill Altermatt (2001, University of Illinois at Urbana-Champaign), from the University of Michigan-Flint to Hanover College
- Cameron P Anderson (2001, UC-Berkeley), from a post-doc at the Kellogg School of Management, Northwestern University to the Stern School of Business, New York University
- Hillary Anger Elfenbein (2001, Harvard University) from a post-doc at Harvard Business School to Haas School of Business, University of California, Berkeley
- Leslie Ashburn-Nardo (2003, University of Kentucky) to Indiana University-Purdue University Indianapolis
- John Bargh (1981, University of Michigan) to Yale University from New York University
- Veronica Benet-Martinez (1995, UC-Davis), from the University of Michigan to UC-Riverside
- Elisabeth Brauner (1993, University of Goettingen, Germany), from Humboldt-University in Berlin, Germany to Brooklyn College, The City University of New York
- Amy M. Buddie (2001, Miami University, Oxford, OH), from a post-doc at the Research Institute on Addictions at the University of Buffalo to Kennesaw State University, Kennesaw, GA.
- Brad J. Bushman, (1989, University of Missouri) from Iowa State University to the University of Michigan
- Kevin Carlsmith (2001, Princeton University) from a post-doc at the University of Virginia to Colgate University, Hamilton NY
- Tanya Chartrand (1999, NYU), from the Ohio State University to Duke University (Psychology and Business School)
- Natalie Ciarocco (2003, Case Western Reserve University) to Florida Atlantic University
- Harris Cooper (1976, University of Connecticut), from University of Missouri to Duke University (Psychology, and Director of the Program in Education).
- Henry A. Danso (2001, University of Western Ontario), from a post-doc at the University of Waterloo to Wesleyan University
- Erica Dawson (2003, Cornell University) to the Yale School of Management
- Emer Day (2003, University of Kansas) to Kansas State University
- Shelley Dean Kilpatrick (1998, UNC-Chapel Hill) from UCLA/RAND Center for Adolescent Health Promotion to Southwest Baptist University, Bolivar, MO
- Amanda Diekman (2000, Northwestern University), from Purdue University to Miami University, Oxford, OH
- Brent Donnellan (2001, UC-Davis), from a post-doc at UC-Davis to Michigan State University
- Roger Drake (1981, University of Tennessee), temporarily from Western State College of Colorado to Transdisciplinary Drug Abuse Prevention Research Center, Keck School of Medicine, University of Southern California
- Jacob Eisenberg (2001, Colorado State University), from the Cyprus International Institute of Management to the Quinn School of Business, University College, Dublin, Ireland
- Steven M. Elias (2001, Colorado State University), from Colorado State University to Western Carolina University
- Jennifer S. Feenstra (2003, University of New Hampshire) to Northwestern College, Orange City, Iowa
- Eli Finkel (2001, UNC-Chapel Hill), from a post-doc at Carnegie Mellon University to Northwestern University
- Christine Harris (1998, University of California at San Diego), from a post-doc at UCSD to a faculty job at UCSD
- Kathi L. Heffner (2001, University of Nevada, Reno), from a post-doc at Ohio State University to Ohio University
- Tony Herman (2002, Ohio State University), from Kalamazoo College to Willamette University, Salem, Oregon
- Rick Hoyle (1988, UNC-Chapel Hill), from the University of Kentucky to Duke University (Psychology and the Center for Child and Family Policy)
- Crystal Hoyt (2003, UC-Santa Barbara) to the University of Richmond Jepson School of Leadership.

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## Comings and Goings, Continued

*(Continued from page 22)*

Kurt Hugenberg (2003, Northwestern University) to Miami University, Oxford, OH

John T. Jost, (1995, Yale University), from Stanford University's Graduate School of Business to New York University's Department of Psychology.

Cheryl Kaiser (2001, University of Vermont), from a post-doc at UC-SB to Michigan State University

Kerry Kawakami (1995, University of Toronto), from University of Nijmegen, the Netherlands to York University

Saera Khan (1999, Washington University in St. Louis), from Western Washington University to the University of San Francisco

Heejung Kim, Ph. D. 2001 (Stanford University), from Harvey Mudd College to University of California, Santa Barbara.

Josephine D. Korchmaros (2003, University of Connecticut) to Southern Illinois University

Robin Kowalski, (1990, UNC-Greenboro) from Western Carolina University to Clemson University

Jennifer La Guardia (2001, University of Rochester) from a post-doc at the University of Wisconsin to the University of Waterloo

Jessica L. Lakin (2003, Ohio State University) to Drew University

Janet Landman (1984, University of Michigan, 1984) from Babson College to The Writing Program, Boston University

Jay A. Linn (2003, University of Arkansas) to Widener University, Chester, PA.

Tim Loving (2001, Purdue University), from a post-doc at The Ohio State University to the University of Texas at Austin, Department of Human Ecology

Rene Martin (1996, University of Iowa), from Assistant Research Scientist in Psychology at the University of Iowa to Assistant Professor in the College of Nursing, University of Iowa

David Marx, (2001, Harvard University), from a post-doc at the University of Colorado to the University of Groningen, The Netherlands

Tracy McLaughlin-Volpe (2003, State University of New York at Stony Brook), from a post-doc at the Graduate Center, CUNY to the University of Vermont

Dawn McQuiston (2003, University of Texas at El Paso) to Arizona State University West

Daniel C. Molden (2003, Columbia University) to Northwestern University

Carolyn C. Morf (1994, University of Utah), from position as Chief, Personality and Social Cognition Program National Institute of Mental Health (NIMH) to Institut fur Psychologie, Universitat Bern, Switzerland.

Beth Morling (1996, University of Massachusetts, Amherst), from Muhlenberg College to University of Delaware

Nora A. Murphy (2003, Northeastern University) to the University of Florida

Lou Penner (1969, Michigan State University), from the University of South Florida to the Karmanos Cancer Institute, Department of Family Medicine, Wayne State University and adjunct research scientist in the Research Center for Group Dynamics at ISR, Ann Arbor.

Michael Platow (1991, UC-Santa Barbara), from La Trobe University to Australian National University

Barton Poulson (1999, Graduate Center of the CUNY), from Brigham Young University to Utah Valley State College

Emily Pronin (2001, Stanford University), from a post-doc at Harvard University to Princeton University

Jane Richards (2000, Stanford University), from the University of Washington to the University of Texas, Austin

Paul Rose (2003, University at Buffalo-SUNY) to Union College, Schenectady, NY

Jonathan Rottenberg (2003, Stanford University) to the University of South Florida

Michael T. Schmitt (2002, University of Kansas) from a post-doc at Dartmouth College, Tuck School of Business to the Department of Psychological Sciences, Purdue University

*(Continued on page 24)*

## Comings and Goings, Continued

David Sherman, Ph. D. 2000 (Stanford University), from post-doc at UCLA to visiting assistant professor, Department of Psychology, University of California, Santa Barbara.

Jefferson Singer (1987, Yale University), temporarily from Connecticut College to the University of Durham, England, on a Fulbright Scholarship

Laura Smart Richman (1997, University of Virginia), from Harvard School of Public Health to Duke University.

Jessi Smith (2002, University of Utah) to the Ohio State University-Newark

Sam Sommers (2002, University of Michigan) to Tufts University

Tracie Stewart (1995, Purdue University), from Mississippi State University to Georgia State University

Amber Story (1992, Cornell University), from George Washington University to the National Science Foundation (Program Director, Social Psychology)

Eunkook M. Suh (1999, Univ. of Illinois at Urbana-Champaign), from UC-Irvine to Yonsei University Shinchon-dong, Seoul, Korea

Nan M. Sussman (1973, University of Kansas), temporarily from City University of New York Graduate Center and College of Staten Island to City University of Hong Kong as a Fulbright Scholar (January 2004)

Jennifer J. Tickle (2002, Dartmouth College), from Dartmouth College to St. Mary's College of Maryland

Zakary Tormala (2003, Ohio State University) to Indiana University

Kali H. Trzesniewski (2003, University of California, Davis) to a post-doc at the Social, Genetic, and Developmental Psychiatry Centre, Institute of Psychiatry, King's College London, UK

Leaf Van Boven (2000, Cornell University), from Department of Marketing, University of British Columbia to Department of Psychology, University of Colorado at Boulder (2002)

Kathleen Vohs (2000, Dartmouth College), from a post-doc at the University of Utah to the University of British Columbia

Harry Wallace (2001, Case Western Reserve University), from a post-doc at the University of Florida to Trinity University (San Antonio, TX)

Piotr Winkielman (1997, University of Michigan), from the University of Denver to the University of California, San Diego

Wendy Wood (1980, University of Massachusetts), from Texas A&M University to Duke University ■

### State of the Society, Continued

*(Continued from page 20)*

Australasian Society, for a visit to a North American institution (the next time, the funds go to a North America SPSP member to visit the Australasian region). The money goes to the Fellow, and travel is typically picked up by the host institution. The Fellow is expected to visit a North American institution, and put on a seminar that is made widely available to scholars and students in the region of the host institution (which publicizes the event). Applications are available from the Society (see Announcements, p. 31).

*Graduate Student Committee.* Jennifer

Harman of the University of Connecticut is the new GSC President. The Committee is remarkably active (see p. 14). There is a Student Web page associated with the SPSP Web Page (<http://www.spsp.org/student/>), a student listserv (which can be joined via the web page), and the Committee is responsible for organizing the Graduate Student Poster Awards. The Committee is in the process of building a larger infrastructure for Graduate Student Poster Award, including seeking support for prizes and empanelling a judging committee. A mentoring dessert and coffee event is planned for the Austin conference, along with more information about non-academic career opportunities; a pre-conference is in the planning

stages.

*Publication Committee.* PSPB is looking for a new editor; the call appears on p 6. Right now, the publication lag of 10 months is perceived as very good (6 months is the bare minimum to keep the journal office running and issues in the pipeline). The centralized office system is working very well. PSPB is moving to the CADMUS electronic tracking system; it's too soon to tell how well it is working--reviewers and authors are encouraged to give the Editor feedback.

Things at PSPR are also very good. The manuscript submission rate is high, about 70-75 year, publishing about 16

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**State of the Society,  
Continued**

*(Continued from page 24)*  
of them, with an effective rejection rate between 75-80%. The citation rate is very high (see p. 7). A new Associate Editor will soon replace outgoing Associate Editor Robert McRae. There is some thought being given to adding a book review section in *PSPR*. The new Editor at *Contemporary Psychology* is considered a "pure practice" person, which may create a need in the field for book reviews. We have no idea how many SPSP members receive or read *Contemporary Psychology*, and a book review section may serve a real need. Please feel free to contact the Editor (Elliot Smith) or the incoming Publication Committee Chair (Joanne Wood) if you have an opinion on this matter.

The Chair of the Publications Committee, Jack Dovidio reviewed the policy of SPSP on Internet posting of articles published in Society journals. Because copyright for the articles is assigned to the publisher (Sage or LEA), it is the publisher's rules which determine what authors may do. For *PSPB* articles, published by Sage, articles may be posted and made available up until the time it appears in *PSPB*. At that point, one must remove web access to articles. For *PSPR* (LEA), articles may appear before publication, but after publication, articles must state that the paper is published in *PSPR* and copyrighted by LEA. A PDF of a reprint is acceptable, because it states location of publication and copyright ownership.

Some time was spent at the meeting discussing a possible edited book series, proposed by LEA. This book series would be similar to the *Review of Social and Personality Psychology* series once published jointly by SPSP and Sage. This series was a critical success, but its financial success was spotty. However, with the substantial reduction in the publication of edited volumes, and the valuable imprimatur

of the Society, such a series might prove successful. Your opinions are solicited by the Executive Committee, and should be communicated to them or to the Publication Committee. Some time was spent discussing whether or not Kluwer/Academic Press might want to bring *Advances in Experimental Social Psychology* into the SPSP fold. No action was taken on this idea.

*APA Council Report.* The Society has

***SPSP endorses two candidates for APA President: Ron Levant of Nova Southeastern, and Larry Beutler of (UC-Santa-Barbara). Because APA uses the Hare system for elections, APA members are encouraged to vote for both candidates, in the order listed above.***

its relations with APA primarily through Division 8 (see the Executive Officer's description of the relationship on p. 11). The Society benefits from this relationship primarily by influencing APA's lobbying efforts (which are widely considered successful and valuable). June Tangney and Monica Biernat reported that APA is in good financial shape lately, with the refinancing of its two office buildings. APA has a new auditor, Price Waterhouse, which has brought about many accounting changes, but to the average member, things will remain much the same. The Executive Committee is very excited about APA's new CEO, Norman Anderson, who has substantial research and administrative experience. Dr. Anderson visited the SPSP Executive Committee meeting, and a lively exchange about APA's role and relation to Division 8/SPSP ensued.

As Monica Biernat rotates out as APA Council Representative, Ed Deiner rotates on. This gave way to discussion about maintaining highly visible scientists in the role of APA President. One of the important roles of the Society is providing opportunity and encouragement for social and personality psychologists to serve as APA President. SPSP encourages anyone seeking the APA Presidency to contact SPSP leadership, and to become involved in Society affairs as one potential stepping stone.

For the upcoming APA Presidential election, SPSP officially endorses two candidates, Ron Levant of Nova Southeastern, and Larry Beutler of (University of California, Santa-Barbara). Because APA uses the Hare system for elections, APA members are encouraged to vote for both candidates, in the order listed above.

Other news from APA is that American Psychologist will go from 12 issues a year down to 9 issues, although the total number of pages will remain the same. This is a cost-cutting measure. APA is also rolling out a new online database known as PsycExtra. This database will include conference papers, newspaper articles, and so on. The idea is that this (pay) service, will be good for public libraries (as compared to college libraries). Newsletters such as Dialogue might

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***crandall@ku.edu or biernat@ku.edu***

## Organization of Empirical Articles, continued

(Continued from page 4)

tongue-in-cheek, empirical article. Insofar as possible, each of the four steps composing the heuristic is accomplished as succinctly as possible; hence, most sections consist of four paragraphs, and most paragraphs consist of four sentences. And, of course, each of these elements is tailored to represent introduction, specification, resolution and conclusion, in that order.

### ***Bondage:***

#### ***A new method for retaining human subjects in lengthy experiments***

Today's youth often walk out on their responsibilities -- in fact, they even walk out in the middle of our experiments. In the lab, such irresponsibility results in "attrition," which wastes resources and threatens the internal validity of research. Techniques for reducing attrition could therefore be quite valuable to our field. The present research examines one possible technique for discouraging human subjects from walking out in the middle of a research project.

Past research indicates that subject attrition is a serious problem in studies that last more than a few minutes (Outahere, 1982). As many as 90% of research participants have been known to sneak out of some experiments (Jailbreak, 1983). Attempts to retain participants have had mixed, and often disappointing results (Beg and Cajole, 1984). Clearly a reliable technique for improving retention needs to be developed.

One under-used strategy for retaining subjects in experiments involves bondage. Tying people up is a common practice in contexts ranging from robbery to porn films. Yet, despite the strong likelihood that bondage would curtail the premature departure of re-

search participants, psychologists have been slow to introduce this procedure into the laboratory. Consequently, little hard evidence exists concerning its actual efficacy in reducing attrition.

The current research was designed to explore the effectiveness of bondage as a technique for retaining participants in lengthy experiments. In what was intended to be a longitudinal study, some subjects were tied into their chairs, whereas others were not. Attrition rates were calculated for each group, with the expectation that bondage would improve retention. Such results could improve prospects for the conduct of lengthy studies.

### Method

#### *Participants*

Participants were 50 male and 50 female University students who were recruited using SPAM e-mail promising a "spell-binding" experience. They were randomly assigned to either bondage or no bondage conditions, and were all run at once in a large laboratory room.

#### *Procedures*

Upon arrival, participants were told that the study involved Houdini's escape techniques. Participants in the bondage condition were then tied into their chairs, after which all participants were given a 5000 page questionnaire about Houdini's life. The first item asked participants to list things associated with Houdini, and these lists were coded for terms like "rope" and "handcuffs" that would betray implicit awareness of the bondage manipulation.

The experimenter left the room and positioned himself where he could see the laboratory exit. He faithfully re-

corded how long it took each participant to leave the laboratory, using either a stopwatch (no-bondage conditions) or a calendar (bondage conditions). As of this writing, no participants have been debriefed, but the researcher has been dismissed

### Results

#### *Bondage awareness*

Participants' lists of Houdini-associations were coded by a blind research assistant for terms associated with bondage. It was predicted that such terms would be used more by bondage participants than by no-bondage participants. However, the reverse occurred, with no-bondage participants producing more bondage-related items on average ( $m = 1.0$ ) than bondage participants ( $m = 0.0$ );  $F(1,99) = 5.12, p < .01$ . Possibly no-bondage participants failed to respond because their hands were tied, although this conclusion remains speculative at this point

#### *Subject attrition*

The experimenter intended to record the exact time (or date) at which each participant walked out of the experiment. Participants in the no-bondage condition were expected to depart sooner than those in the bondage condition. Unfortunately, all participants broke out of the experiment at the same time; consequently there were no reliable differences between conditions,  $F(1,99) < 1$ . It is theorized that disgruntled no-bondage participants may have untied those in the bondage condition.

#### *Questionnaire completion*

A subsidiary analysis was performed on the number of questionnaire pages completed by participants. It was

(Continued on page 29)



## CLASSIC BOOK REVIEW

# Media influence on violence and aggression: The anti-comics crusade of the 1950's

## *Seduction of the Innocent*

By Fredric Wertham, M.D.

Published 1954, New York: Rinehart.

By Daniel Cervone

Sometimes people are right for the wrong reasons. That's how it was with Fredric Wertham. There is much to admire about Wertham, a German-born psychiatrist who settled in the United States in 1922. Much of his career was devoted to providing mental health services to low-income people and members of underserved minority groups. In addition, a paper he wrote on the harmful effects of racial segregation in the schools was submitted to the Supreme Court during the arguments that led to the *Brown vs. Board of Education* ruling. He is most remembered, however, for his very prominent role in a major public controversy during the early 1950's: the debate over the role of comic books in causing anti-social behavior among children and adolescents. Although mostly forgotten today, this issue was the subject of a great deal of commentary by journalists and social scientists in the years following the Second World War. It even became the focus of a major investigation by a United States Senate Subcommittee on Juvenile Delinquency. Today, when comic books have moved to the fringes of popular culture, it might be hard to believe that they could ever have raised such a ruckus. But some surveys from the early 1950's indicated that more than 90% of elementary school children were regular comic book readers.

Wertham's major work on the topic was his book *Seduction of the Innocent*. In it, he addressed a question that will be quite familiar to social psychologists: can the depiction of people engaging in aggressive and violent behavior increase the probability that others exposed to those depictions will also act

aggressively? Wertham was convinced that the answer to that question was "yes", and his book was written to make the case that comic book characters can serve as models for violent behavior that is then imitated by children. Much of the book consists of descriptions of the contents of comics of the period, especially the "crime" books, which were the best sellers. Indeed, much of what the kids were buying and reading was pretty gruesome stuff. Murder, larceny, and sadism were prominent themes in comic book stories. One of them described (and partially reprinted) by Wertham involved two men being killed by having their feet tied to the back of a car and then dragged down a road on their faces. Another featured a baseball game in which body parts of murder victims were used to make up the playing field and equipment (intestines for baselines, heads for balls, limbs for bats, torsos as chest protectors, etc.). One short-lived comic even went by the name of *Teenage Dope Slaves*. (Issues of that comic are now much sought after by collectors). Wertham also took pains to point out that most of the cruel behavior presented in the pages of comic books went unpunished.

Well-written and well-drawn comic books were also being published at the time; many of those considered to be classics of the genre appeared during this period. Still, mindless violence was all too common, and the comic books featuring it were being marketed to young children and were available on newsstand racks alongside *Donald Duck* and *Little Lulu* (and outselling such tamer titles). What, though, of the evidence that the bloodbath on the comics pages was having deleterious effects on social behavior? Wertham's argument was based almost exclusively on anecdotal evidence. The 400 pages of the book consist to a great extent of endless case studies (many from Wertham's own practice) of children who engaged in shocking acts of violence. After each

account, the reader is told that interviews revealed that the children were regular readers of comic books. There is little discussion, however, of how many comic books were being read by children who were doing their homework, playing nicely with others, and helping senior citizens cross the street. More to the point, anything resembling data is noticeable primarily in its absence. In fact, elsewhere in his writings, Wertham expressed annoyance at other social scientists' fixation on measuring variables "quantitatively" and getting caught up in "the net of statistics". (Nevertheless, in *Seduction of the Innocent* Wertham might have set a record for the number of times explicitly referring to one's own work as "scientific research").

Ironically, though, it seems hard to escape the following conclusion: Wertham was probably right. Research on the effects of violence on television and in the movies has now yielded compelling evidence for a link between portrayals of violence in the media and actual interpersonal violence. There is no reason to suppose that violence in comic books would have qualitatively different psychological effects.

Wertham became a notorious and hated figure among fans of comic books; for that reason, *Seduction of the Innocent* has become a hard-to-find collector's item. (As this is being written the only used copy available on amazon.com is selling for \$192.50). Fortunately, many libraries still have copies (some that are even unmutated). Why, though, should members of SPSP care about this book?

First of all, instructors of social psychology classes might be interested in describing Wertham's book and the controversy of which it was a part when discussing the more general topic of the effects of media violence on behavior. Those discussions often focus on the difficulty of empirically validating the

(Continued on page 29)

## On Bondage, continued

(Continued from page 26)

hoped that this would provide an indirect measure of departure time, to substitute for missing direct observations. No-bondage participants completed more pages on average ( $m = 1.0$ ) than did bondage participants ( $m = 0.0$ );  $F(1,99) = 4.32, p < .01$ . Informal observations suggest that no-bondage participants worked on the questionnaires only briefly before working to free bondage participants, and that no-bondage participants were more interested in being freed than in our questionnaire.

### Discussion

The present research was designed to examine the efficacy of a new procedure for reducing attrition in lengthy laboratory experiments. This procedure involves tying participants into their chairs to discourage them from leaving an experiment prematurely.

Our initial findings provide little indication that this technique works. However, some of our results imply that shortcomings in the experiment may underlie the failure of our procedure.

Evidence from both the bondage awareness and questionnaire completion measures indicates that participants in the no-bondage condition may have had difficulty responding to our written measures. In fact, no participant in the no-bondage condition responded to as much as a single question. We theorize that this non-responsiveness was an unfortunate by-product of our bondage operationalization. Had their hands not been tied, and had they not been so pre-occupied with freeing themselves, no-bondage participants might have provided better questionnaire data.

The departure time data were also inconsistent with our hypothesis that no-bondage participants would depart

prior to bondage participants. In fact, all participants left at the same time. This results suggests that the two experimental groups may have conspired to escape together. Future research might usefully employ procedures that separate bondage and no-bondage participants into separate rooms.

Although tying participants into their chairs failed to produce the desired effects in this experiment, the procedure might nonetheless prove useful in other contexts. People frequently depart prematurely from classes, bad movies, and dental appointments. In every instance, properly executed bondage might reduce attrition. It is therefore hoped that the present research will contribute to better understanding of the ties that bind participants to the experiments they participate in. ■



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## The anti-comics crusade, continued

(Continued from page 28)

media-aggression link. Wertham's approach could be presented as an example of a flawed approach to establishing that link. At the very least, examples of violence in comic books from the 1950s could be used to vividly introduce the issue. Because of the book's notoriety, a simple Google search should allow one to find a large number of web sites devoted to *Seduction of the Innocent*, and a number of those will include prototypical violent comic book panels that could easily be downloaded for a Powerpoint presentation.

But maybe more interesting is that the controversy over comic books in the 1950's illustrates an important aspect of the relationship between research and social policy. Brad Bushman and Craig Anderson (see their June/July 2001 *American Psychologist* article) note that research on the effects of media violence has had (at best) a limited impact on the nature of the television programs and

movies that are produced and presented to the public. In part, Bushman and Anderson argue, this is because the television and movie industries are, quite simply, very powerful. They have a vested interest in denying that their products could be negatively affecting people's lives. In addition, newspapers and magazines are often part of media conglomerates that also include television and movie production divisions; thus, it should not be surprising that the print media cannot be relied on to report objectively to the public the results of research on media violence.

In contrast, the comic book industry was far from a powerhouse. In addition, this marginalized and stigmatized industry (unlike the current movie and TV business) could not count many politicians and other important public opinion leaders among its customers. This, then, might account for an important difference between current attempts to educate media companies and the crusade against comic books in

the 1950's: the latter was a resounding success. Public outcry essentially forced publishers to regulate themselves and adopt what came to be known as the "Comics Code". The code contained a wide variety of restrictions about the depiction of violence (and, of course, sex), restrictions that directly led to the cancellation of a great many comic book titles. The comic book industry was overwhelmed by the pressure brought to bear on it, and many publishers went out of business. The publication of *Seduction of the Innocent* played an important role in these events.

In short, excellent research being conducted today on the effects of media violence is more or less being ignored by the public, the government, and the powerful industry that would be affected by it. On the other hand, seriously flawed research conducted on the effects of media violence in the 1950s devastated the weak and vulnerable industry that was the subject of that research. Therein lies a lesson. ■

# Announcements

## Social Psychology Winter Conference

The Social Psychology Winter Conference will be held in Park City, Utah on January 3-6, 2004. Participants arrive on Friday the 2nd and leave on Wednesday the 7th. The conference location is the Radisson Park City Hotel. The Social Psychology Program at the University of Utah, hosts of the conference, invite all who are interested in attending to consult the conference web page:

[www.psych.utah.edu/social/winterset.html](http://www.psych.utah.edu/social/winterset.html) or contact Fred Rhodewalt: [fred.rhodewalt@psych.utah.edu](mailto:fred.rhodewalt@psych.utah.edu) for more information.

## Steve Breckler Receives Award from APA's Board of Scientific Affairs

Steve Breckler of the National Science Foundation has received the 2003 APA Board of Scientific Affairs' Meritorious Research Citation, which recognizes outstanding service to psychological science by psychologists in the federal government.

## Dr. Amber Story New NSF Program Director for Social Psychology.

Dr. Amber Story has joined NSF as the Program Director for Social Psychology. Dr. Story comes most recently from George Washington University. Before that, she was a member of the faculty at the University of South Carolina- Aiken; she received a Ph.D. from Cornell University. Amber will assume primary responsibility for the day-to-day operation of the NSF Social Psychology Program. Steve Breckler will continue to work with the Program, but will be primarily working with the NSF Science of Learning Centers Program and with the new NSF priority area in Human and Social Dynamics. Dr. Story encourages contact for questions; she can be reached at [astory@nsf.gov](mailto:astory@nsf.gov) or (703) 292-8728.

## Gun Semin Receives Academy Professorship from RNAAS

Gun Semin was selected by the Royal Netherlands Academy of Arts and Sciences in its first endowing of

Academy Professorships. The Academy Professorships Program is designed to fund outstanding senior researchers who continue to address new research topics and who have demonstrated making way for younger researchers as the leaders of research groups. The nominations were assessed by an international assessment committee of members of foreign academies or scientists and scholars of comparable stature. The first 5 Academy professors come from the fields of physiology, theoretical physics, astronomy, organic chemistry, and social psychology.

## Call for Proposals: Hyde Graduate Student Research Grants in the Psychology of Women/Gender

Proposals are being sought for Hyde Graduate Student Research Grants. These grants (up to \$500), are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of Janet Hyde, who donates royalties from her book, *Half the Human Experience*. Past recipients of are not eligible to apply. The purpose of this award is to facilitate research that otherwise might not be possible; projects beyond the data analysis stage are not eligible.

**Requirements:** A full list of requirements can be found at the Div. 35 website:

<http://www.apa.org/divisions/div35/hyde.html>

They include a cover sheet, a 100-word abstract, a 5-page (maximum) proposal, a one-page statement articulating the study's relevance to feminist goals and importance to feminist research, an expected timeline for completion of the project, a faculty sponsor's recommendation, including why the research cannot be funded by other sources, the status of human research review process, an itemized budget and the applicant's curriculum vitae.

*Proposals that fail to meet the guidelines will not be reviewed.*

Hyde award winners will be announced at the APA convention during Division 35 Social Hour. The names of the Hyde

award winners may also be posted in Division 35 newsletter, web page and listserv. For further information and proposal submission, see the website, or contact Silvia Sara Canetto, Chair, Hyde Research Award Committee, Department of Psychology, Colorado State University, Fort Collins, CO 80523. Phone: 970-491-5415, Fax: 970-491-1032. E-mail: [scanetto@lamar.colostate.edu](mailto:scanetto@lamar.colostate.edu). Proposals should be postmarked by either March 15th or September 15th.

## Conference in Kansas on the 50th Anniversary of the *Brown v. Board of Education of Topeka*

The Social Psychology program at the University of Kansas is pleased to announce a conference to commemorate the 50th anniversary of the Brown v. Board of Education decision. The conference is sponsored by the Science Directorate of the APA and will be held on May 13-14, 2004 (to coincide with official commemoration ceremonies in nearby Topeka). The program features presentations from Faye Crosby, Joe Feagin, Stephanie Fryberg, Patricia Gurin, Linda Krieger, David Sears, Robert Sellers, Walter Stephan, Gerald Torres, and Larry Wrightsman. In addition, Tom Pettigrew will deliver a special address on the morning of Saturday, May 15. Besides these presentations, the program also features 4 symposia (see the call for papers below) and 2 poster exhibitions. The goal of the conference is to energize researchers in psychology and related fields to respond to the pressing need for socially relevant, activist research in the spirit represented by Brown v. Board of Education. **CALL FOR PAPERS:** In association with the conference, the Social Psychology program at the University of Kansas is inviting proposals for paper presentations as part of four different symposia:

1. An Indigenous Nations Perspective on Racism and Discrimination
2. Theory and Research on White Racial Identity
3. Psychology and Law Applied to Racism and Discrimination
4. Racism and Discrimination in the Classroom

Paper presentations will be 15-20

minutes in length. Besides relating to the theme of the specific symposium, presentations should emphasize an activist orientation to research or show broad engagement with theory and research in other social science disciplines. Please send an abstract of 250 words or less to Glenn Adams at [adamsg@ku.edu](mailto:adamsg@ku.edu). Deadline for submission is December 1, 2003.

#### **New book by Susan T. Fiske**

*Social beings: A core motives approach to social psychology*

New York: Wiley, 2004 (available August, 2003) 672 pages, Paper.

In the realm of textbook writing, what lies between the dull clones and the brilliant outliers? Into this vast space, I am launching a book that retains the familiar, safe outward structure of the standard texts, allowing professors to keep their hard-won lecture preps and retaining social psychology's intrinsic logic of intra-individual to inter-individual to group analyses.

Simultaneously, I import a point of view, a narrative flow, both across chapters and within each chapter. Across chapters, the linkages are core social motives, repeatedly identified by personality and social psychologists over the decades.

The book starts from the premise that people are adapted to live with other people and that social relations are the most relevant adaptation environment. This focuses, then, on the social psychology of people's adaptive, functional motives and goals. From a pragmatic point of view, people need other people to survive, and a few core social motives follow logically from that basic premise. These five motives (belonging, understanding, controlling, enhancing self, and trusting) go by the mnemonic BUCET, pronounced "bucket," as in a bucket of motives. As indicated in every chapter, they provide unity and continuity throughout the book, intellectual themes taken seriously, not merely as add-on boxes. Certainly the particular motives are debatable, but that makes them interesting to read, consider, and teach as they appear and reappear across chapters.

Within chapters, the book's aim is, first, to capture the imagination of students by relating social psychology to everyday life. Having taught introductory social psychology in large and small lectures, to honors and average students, in public and private institutions, for more than two decades, I have a sense of what engages students (and the rest of us as students for life). They care about their own lives, their relationships, and their futures, but they also care about making the world a better place. Social psychology provides a perfect forum for all these concerns. To this end, the book selectively covers the most intriguing theories within traditional chapter topics. It's easier to write enthusiastic prose when the author thinks the ideas are nifty, and I do.

#### **New book on cultural psychology**

*The psychological foundations of culture*

Edited by Mark Schaller and Chris Crandall, 2004 (available September 2003). Hillsdale, NJ: Lawrence Erlbaum Associates, 384 pages.

How is it that cultures come into existence at all? How do cultures develop particular customs and characteristics rather than others? How do cultures persist and change over time? Most previous attempts to address these questions have been descriptive and historical. The purpose of this book is to provide answers that are explanatory, predictive, and relevant to the emergence and continuing evolution of cultures past, present and future.

Typically, investigations into cultural psychology have focused on the impact that culture has on the psychology of the individual. The focus of this book is the reverse. How do individual psychological process shape, create, and perpetuate culture? The first section is "How cultures emerge at all," with chapters on terror management, dynamic social impact, language and communication, and epistemic motives. The second section focuses on "How specific cultural norms arise," with chapters on the biological foundations of moral norms, the rules affecting transmission of cultural beliefs, self-organizing norms in small groups, and the culture of

science. A third section focuses on "How cultures persist and change over time," with chapters on serial reproduction in experiments, the persistence of gender stereotypes, false consensus and the culture of honor, and the changing self-concept as a function of context. A final, cross-cutting chapter by Glenn Adams and Hazel Markus integrates the book, and assesses what and where the field is today.

#### **Australasian Fellows Program**

The Australasian Society of Social Psychologists (SASP) and the Society for Personality and Social Psychology (SPSP) are seeking applications for International Teaching Fellowships. A host institution invites a distinguished scholar from overseas to provide one week of tuition and supervision for a group of graduate students. The host institution, together with other participating departments, must cover all the costs of accommodation, meals, and entertainment. SASP and SPSP provide a stipend amounting to US\$2,000. This stipend may be used to cover travel or other expenses including those of companions.

The host institution organizer must be a member of SASP or SPSP, and the Fellow visiting North America must be a member of SASP. The host prepares a 2-page application that provides an explanation of how the expertise offered by the Fellow will provide education at the host departments. The application should describe how many students will participate, and from which departments or institutions. The application must include a copy of the proposed Fellow's vita, and a letter from the proposed Fellow stating that, if the fellowship is granted, s/he will accept the invitation.

The application should be submitted to either the SASP administrative secretary or to the SPSP office. Applications will be considered jointly by representatives of the Executive Committee of SASP and SPSP. Applications must be received by March 15th and September 15th.

This announcement was taken from the complete call, located at: <http://www.spsp.org/sasp.htm> ■

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News of the Society Since 1986

## On retirement, Continued

*(Continued from page 13)*

A few days ago a friend sent me an email joke concerning a retiree who looked himself in the mirror and wondered where the 20 year-old that he remembered so vividly had gone. I, by contrast, feel that my 20 year old self is still there, inside, eager to get out. My problem is that no one else seems to realize this. I long to have my driver's license checked when I claim to be a senior citizen. And if I tell someone that I've retired, I'm always waiting for an incredulous "No kidding" in reply; but alas, such responses are all too few. I guess I'm beginning to look like a senior citizen, which I am—and which is not so bad.

*Note: With thanks to Jean Manis and Janet Landman for editorial suggestions. ■*

## Grad Student Committee, Continued

*(Continued from page 14)*

wrote a section in their newsletter about the SPSP conference, and specifically talked about the success of last year's "Alternatives to Academia" symposium. The GSC has accomplished a lot, and we are continuing to work on behalf of our student members. Thanks for your support of the GSC, and if you have any suggestions, or would like to help us out in any way, please contact any one of us! ■

## SPSP Officers and Committee Members, 2003

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Hazel Markus*	President-Elect
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Gina Reisinger-Verdin	Office Manager

\*Denotes voting member of the SPSP Executive Committee

*The editors of Dialogue are always interested in article submissions from the readership. We are particularly interested in reports covering meta-theoretical issues. Do you have ideas or suggestions? Contact us about articles you'd like to see (or write!)*



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### Dialogue Mission Statement

*Dialogue* is the official newsletter of the Society for Personality and Social Psychology. It appears twice every year, in the spring and fall. Its intended readership is members of the Society. The purpose of *Dialogue* is to report news of the Society, stimulate debate on issues, and generally inform and occasionally entertain. *Dialogue* publishes summaries about meetings of the Society's executive committee and subcommittees, as well as announcements, opinion pieces, letters to the editor, humor, and other articles of general interest to personality and social psychologists. The Editors seek to publish all relevant and appropriate contributions, although the Editors reserve the right to determine publishability. Content may be solicited by the Editors or offered, unsolicited, by members. News of the Society and Committee Reports are reviewed for accuracy and content by officers or committee chairs of SPSP. All other content is reviewed at the discretion of the Editors.