

The Official Newsletter of the Society for Personality and Social Psychology

## Short-Term Gains Will Bring Long-Term Pains at NIMH

By Steven Breckler  
APA Science Directorate

It seems like everyone is talking about NIMH lately. Have you heard the news? New leadership and a major re-organization is creating havoc for NIMH funding of basic research in social and personality psychology. By some accounts, grant support has completely evaporated. Others are getting the word that NIMH funding will only be available for “translational” research. Familiar program officers are gone, and their replacements are nowhere in sight. The sky is falling! The sky is falling!

### Some Historical Perspective

Social and personality psychologists have good reason to worry. NIMH has been our principle source of federal research funding for many decades. Just take a look at the acknowledgement footnotes for articles published in *JPSP*, *JESP*, and *PSPB*. For as long as any of us can remember, a large

number of those articles have recognized support provided by NIMH grants. How many of us have NIMH to thank for research assistantships in graduate school, post-doctoral fellowships, starter grants, regular research grants, instrumentation grants, or workshop funding? Most of us have been touched, in one way or another, by NIMH funding.

The fact that NIMH has always provided support for basic research in social and personality psychology is not simply a matter of luck or good fortune—it is a matter of legal mandate. Title 42 of the U.S. Code explains the purpose of the NIMH as “the conduct and support of biomedical and behavioral research, health services research, research training, and health information dissemination with respect to the cause, diagnosis, treatment, control and prevention of mental illness.” The code goes on to say

(Continued on page 4)

Chris Crandall &  
Monica Biernat,  
Co-Editors

### Inside the Current Issue:

News of the Society	2
2005 Convention Update	3
Letters, Announcements	5, 30
Society Awards	6, 7, 23, 29
APA Convention Submissions	9
Passings, Comings and Goings	10, 12
Editorial: Allawi, Violence, and Future Peace	11
Forsyth on IRBism	14
Report from the Graduate Student Committee	16
Insel on What is Going on at NIMH?	17
APA Council Report	18
President's Column — Hazel Rose Markus	19
SISP in Ann Arbor in 2005	21
Story on Funding at NSF	22
Harry Reis' Parting News as EO of SPSP	26
Comment on Zajonc' Dangers of Unanimity	28

## Major, Leary, & Swim Elected Society Officers

The results of the spring elections were announced at the Executive Committee meeting in Honolulu. The new President-Elect is Brenda Major, the new Member-At-Large is Mark Leary, and the new APA Council Representative is Janet Swim.

Brenda Major will serve a three-year term, one year each as President-Elect, President, and Past-President. Dr. Major

received a Ph.D. from Purdue University in 1978, has been on the faculty of SUNY-Buffalo, and is currently Professor at the University of California, Santa Barbara. Mark Leary will serve a three-year term as member-at-large, and will serve as chair and member of some of the standing committees. Dr. Leary received a Ph.D. from the University of Florida in 1980, and is Professor at Wake Forest University. Janet Swim will serve a three-year

term as Council Representative. She will serve along with continuing Representative Ed Diener. Dr. Swim received a Ph.D. in 1988 from the University of Minnesota, and is Professor at the Pennsylvania State University. All officers of the Society begin serving on the 1st of January, 2005, and will attend the Executive Committee meeting at the SPSP Meeting in New Orleans. ■

# SPSP Executive Committee Views Future with Significant Concerns, Hope

The Summer Meeting of the SPSP Executive Committee convened in Honolulu, Hawaii, on August 1<sup>st</sup> and 2<sup>nd</sup>. After expressions of regret for the long distance necessary to travel to this inconvenient location, a large part of the meeting was given over to the significant changes being implemented at NIMH. The food choices for lunch included vegetarian and seafood, but the tone of the meeting was entirely Chicken Little. The important difference between the concern of the meeting participants and the children's story is that, indeed, the sky *is* falling (indeed, it *has* fallen; see Steve Breckler's article on p. 1).

The meeting was convened by President Hazel Markus, and the first order of business was the President's Report. Dr. Markus focused on the proposed changes in store for the National Institute for Mental Health (NIMH, which is a semi-autonomous institute within the National Institute of Health, a federal government agency that funds a significant amount of research in psychology, and is the largest single source of basic and applied research funds in social-personality psychology).

The new NIMH Director is Tom Insel, who has outlined changes for NIMH that nearly eviscerates all current social-personality research funding. The priorities are to shift from the wide-ranging basic *and* applied research approach that characterizes the past several decades, to a more narrowly focused applied research program specifically aimed at severe mental illness, largely from a biological model. Insel's program is close to the program promoted by the National Association of the Mentally Ill (NAMI), a families-of-the-severely-mentally-ill group that is finely focused on direct, preferably pharmaceutical treatment of psychoses, to the

exclusion of all other psychological processes, concerns, abilities, or disturbances. The proposed agenda is every bit as narrow as it sounds; things are Very Bad. However, there is some indication that other institutes—such as the NCI (National Cancer Institute) and NHLBI (National Heart, Lung, & Blood Institute)—are increasingly receptive to grant submissions from social psychologists.

*APA Division 8 Business.* Batja Mesquita reported on the Division 8 presence at APA. Honolulu is a difficult location for a variety of reasons—the distance from most psychologists is great, the cost of the flight and hotels is high, and competition from local attractions is intense. In spite of these difficulties, the attendance at the program was at least as good as expected. Sessions were well-attended for most everything (ranging from modestly good to very good). As is typical for APA, attendance toward the end of the conference became smaller. Some of the normal difficulties appeared—some rooms were the wrong size—one session had more than 80 attendees, but was in a room with 870 seats. Another routine difficulty was the limited audiovisual support. The cost of computer-driven projectors is still high enough that most of the sessions did not have them; overhead transparencies were still the most common presentation tool. Despite the good quality of the program, Division 8 attendance at APA is not as high as it is for clinical and applied psychology divisions. Submission for next year's APA Convention is described by the Chair of the Convention Committee, Jud Mills, on p. 9 of this issue.

*APA Council.* June Tangney and Ed Diener, the APA Council Representatives from Division 8 reported on recent events relevant to

APA's Council of Representatives (see p. 18 for a full report). The biggest and most exciting development is that long-time Division 8/SPSP member Steve Breckler has left his position at NSF to head the APA Science Directorate. Dr. Breckler has been remarkably effective at NSF, and we have high hopes for his influence at APA. Some of the things that the Science Directorate may address during his tenure are IRB issues, building of infrastructure, creating training workshops, and focusing on education of scientists. Of course, the Science Directorate may have to spend significant time on developments at NIMH.

*Sharon Brehm for APA President.* Division 8 formally supports the candidacy of Division 8's own Sharon Brehm for the APA Presidency. Prof. Brehm received a Ph.D. from Duke University in clinical psychology, and has published extensively in social-personality psychology since then, including a 1981 book on *Psychological Reactance* (with Jack Brehm), and a 1985 book on *Intimate Relationships*. Her administrative experience includes being Dean of Arts and Sciences at SUNY-Binghamton, Provost at Ohio University, and Chancellor at Indiana University-Bloomington. [for more information on Sharon Brehm, visit [www.brehm4apa.com](http://www.brehm4apa.com)]. APA members should have received their ballots by now; return ballots are due to APA by November 29. The Executive Committee considered the other four candidates on the election slate and concluded that none of them deserved our endorsement.

*Elections.* The spring election results were announced. The President-Elect of SPSP is Brenda Major, the new Member-At-Large is Mark Leary, and the new APA Council Representative

(Continued on page 3)

## 2005 Convention: SPSP Goes to *The Big Easy*

By Lynne Cooper

The 6th Annual Meeting of the Society for Personality and Social Psychology will be held in New Orleans January 20-22, 2005. New Orleans, known for its fine cuisine, Old World charm, and good time living, is an ideal location for the upcoming meeting. Expect temperate weather (average day time highs in the 50s), and come prepared to have fun!

The recently renovated Sheraton New Orleans is the site for this year's meeting. The Sheraton is located on Canal Street, overlooking the Mississippi River and Harrah's Casino and bordering the French Quarter. This world famous area features exquisite architecture, elegant shops and restaurants, jazz clubs, and of course, Bourbon Street. The hotel is within walking distance of the Riverwalk Marketplace, the Warehouse Arts district, and other sites of interest including the Aquarium of the Americas and IMAX. New Orleans International Airport is 16 miles away. Find out more about the hotel at <http://www.sheratonneworleans.com>, or visit the Convention and Visitor's Bureau at [http://www.neworleanscvb.com/new\\_site/visitorsite.cfm](http://www.neworleanscvb.com/new_site/visitorsite.cfm) to learn more about the city itself.

The program committee, chaired by Ed Diener, has put together the most varied and extensive SPSP program ever. The conference officially opens Thursday evening at 5:30, with a special session on the future of social/personality psychology, featuring perspectives from Hazel Markus, Dan Wegner, and Walter Mischel.

Immediately following this session will be an informal reception, including light appetizers and a cash bar, as well as a poster session.

Programming runs from 8:00 a.m. to 7:00 p.m. on both Friday and Saturday. You will be able to choose from an array of exciting symposia, workshops, and invited speakers and panels. Some highlights include invited addresses by Margaret Clark, incoming president of SPSP, Robert Zajonc, Mark Snyder, Harrison Gough, and Phil Zimbardo. Symposia cover a wide range of contemporary and enduring issues in social/personality psychology, from the neural basis of social perception to the influences of social relationships on health. As always, lunch is provided on both days to allow you to take a leisurely look at posters while catching up with friends.

This year's program also includes a number of special sessions aimed at enhancing social/personality psychologists' ability to compete

effectively for funds in a climate that many see as increasingly antithetical to basic social science research. Staff from the National Institute of Mental Health, the National Science Foundation, the National Cancer Institute, and the John Templeton Foundation will join us in New Orleans to discuss what they see as the best funding opportunities, but also some potential hurdles, for social/personality psychologists. Michael Micklin, from the NIH Center for Scientific Review, will also join us to provide an insider's perspective on preparing a fundable grant proposal. Moreover, if you are worried about recent developments on Capitol Hill and would like to know how you can make a difference, then attend APA's Science Advocacy Training Workshop where Steve Breckler, Heather Kelly and Karen Studwell will provide you with specific guidance on how to become involved.

Finally, we are happy to announce that this year, thanks to the hard work and efforts of Randy Gordon, the Saturday night jam session will return to SPSP. This is a not-to-be-missed opportunity to share your talents, as well as learn about the hidden talents of your colleagues.

For more information or to register for the convention, please visit the convention website at <http://www.taramillerevents.com/spsp05/spsp.htm>. Please encourage your faculty and student colleagues to join us in New Orleans for what promises to be another exciting and informative gathering of personality and social psychologists. See you all in N'Awlins!

The 2005 Convention Committee is Lynne Cooper (Chair), Ed Diener (Program Committee Chair), Tim Strauman, and Steve Harkins. ■

### Executive Committee, Continued

(Continued from page 2)  
(representing Div. 8) is Janet Swim (see p.1).

**Membership.** SPSP had 4117 members at the end of 2003, a record for the Society; we expect to set a new record by the end of 2004. For the first time in several years, there has been an increase in APA members who are cross-listed with Division 8. The

Society and Division benefits when APA members list Division 8 membership; APA members who are also in the Society should list Division 8 on their APA membership dues form.

**Budget.** The Secretary-Treasurer (Tim Wilson) presented the budget report. The budget has been stable for several years, growing slightly larger each year, commensurate with the growth of the Society. An unusual expense for the year has been the transfer of the

(Continued on page 25)

## Breckler on Long-Term Pains at NIMH, Continued

(Continued from page 1)

that the research program “shall include support for biomedical and behavioral neuroscience and shall be designed to further the treatment and prevention of mental illness, the promotion of mental health, and the study of the psychological, social and legal factors that influence behavior.”

Legislators demonstrated considerable wisdom and foresight in the way they articulated the purpose of the NIMH in Title 42. They recognized that treating and preventing mental illness depends on a deep understanding of fundamental behavioral, cognitive, and emotional processes. Given the recent amendment to cut off funding from two basic behavioral research grants—whether motivated by election year politics or fiscal discipline—scientists have an even greater responsibility to reassure members of Congress that basic research in disciplines such as personality and social psychology will ultimately provide a solid and reliable foundation on which to build new and effective approaches to treatment and intervention. NIMH bears the chief responsibility for building that foundation.

### *New Construction*

The leadership at NIMH clearly sees the value in building a strong foundation. Indeed, the NIH website explains that “investments made over the past 50 years in basic brain and behavioral science have positioned NIMH to exploit recent advances in neuroscience, molecular genetics, behavioral science and brain imaging” and “to translate new knowledge about fundamental processes into researchable clinical questions.” By investing in basic research over a long period of time, NIMH can properly claim credit for producing the knowledge that is now ripe for translation.

The idea of exploiting basic behavioral

research is at the heart of the new organization at NIMH. The newly focused goal of NIMH is to “facilitate translation of basic science discoveries into new interventions.” This is great news. It is an important development, and we should all feel a sense of pride that our collective research efforts have finally matured to the point of being translatable and put into action in relieving the burden of mental illness.

It is gratifying to know that some of the foundation on which we have been laboring for so many years is now ready to support the considerable weight of translational research. But let’s not get carried away. There is plenty of work still to do—the foundation is only partially completed. This point seems to be lost on NIMH and its new Director, Thomas Insel who recently told *The Scientist* magazine, “We are looking for areas where people can complete a study and go on—not just add a brick to the wall, but start a new wall and finish it.” At the risk of pushing this metaphor too far, it is worth pointing out that brick walls are only as good as the foundation on which they rest.

NIMH has not yet completed its foundation. As it begins to spread its wings and embrace translational research, the Institute must not forget that it still has considerable work to do in finishing what it started.

### *The Forest and the Trees*

I like the building metaphor, but I think another one better captures a productive approach for NIMH. Pine trees are grown and harvested for their lumber and for pulp in making paper. It takes a long time for a pine tree to reach useful maturity. Once it is cut down, a product can be produced almost immediately. But the tree is gone. To sustain the unceasing appetite for wood and paper, tree farmers are very careful to replace every harvested crop with a new crop—one that will not

reach maturity for 20 or 30 years. The newly planted trees are carefully cultivated and cared for, because the farmers know that this is the only way to ensure future productivity. Each season brings one new crop of trees ready to harvest, but most of the farmers’ energy and attention is focused on the 20 or 30 crops still growing—the ones that ensure future harvests.

Perhaps NIMH should think of its responsibility in much the same way as the tree farmer. It is appropriate—even expected—that some resources be invested in exploiting the mature trees, the ones that are ready to bring to market. In the case of NIMH, to invest some money in translational research. It would not be prudent, however, to raze the entire crop—for NIMH to invest all of its resources in translational research. I have no doubt that this would produce an enormous short term windfall, but what a terrible price to pay—with little or no investment in future maturing research, there will quickly cease to be any future knowledge to translate.

To be fair, the new organization at NIMH does continue to provide a home for basic behavioral research. Yet, the relative priorities seem to be way out of proportion. Most of the resources appear to be destined for translational research, with only meager investments in basic research. I think NIMH is better advised to take a cue from the tree farmer, and devote relatively more of its resources to basic research. Otherwise, NIMH is pursuing a strategy of short-term gains that will carry long-term pains.

### *A Narrowing Mission*

The current mission statement of NIMH states that the Institute aims to “reduce the burden of mental illness

(Continued on page 7)

## Letters to the Editors

Dear Monica and Christian:

This is in reference to the p.7 accounting of *PSPB* and *PSPR* editors in the Spring *Dialogue*.

You might at some point wish to mention for historical accuracy that although the *Personality and Social Psychology Review* was indeed started in 1997, it was a direct outgrowth of the annual *Review of Personality and Social Psychology*, published 1980-1995. The Editors were:

Ladd Wheeler, 1980-83  
Phil Shaver, 1983-86  
Clyde Hendrick, 1986-90.  
Margaret Clark, 1990-95

It was the custom for the previous Editor to overlap one year with the subsequent Editor.

By 1995, Sage Publications was demanding control of the content, wanting each volume to be thematic and to appeal to audiences in addition to social and personality psychologists. Peggy Clark suggested that we publish it as a journal (rather than annual volume) for personality and social psychologists.

And so the *Personality and Social Psychology Review* rose out of the ashes of the *Review of Personality and Social Psychology*.

Best regards, and thanks for the terrific

job you are doing with *Dialogue*!

—Ladd Wheeler and Peggy Clark  
June 22, 2004

Chris, Monica,

I really enjoyed the contributions to the Undervalued Classics column in the latest *SPSP Dialogue*. The following two papers are not exactly undervalued classics, because I don't think that many social psychologists ever knew about them in the first place. But people *should* have known, and if they didn't know part of the fault is mine, so please let me take your series on Undervalued Classics as the opportunity to correct an error of omission.

In our papers encouraging personality and social psychologists to take an interest in neuropsychological evidence (SESP 1993, *JEP:General* 1996, and *PSPR* 1998), Stan Klein and I unaccountably neglected to cite two articles by Ray Jackendoff that influenced our thinking (I heard Ray give a colloquium based on the 1992 paper at Arizona sometime before I left in 1994). Neither paper made it into the *Foundations in Social Neuroscience* volume recently edited by John Cacioppo et al. (MIT Press, 2001), either, so I don't feel so bad, but they are so interesting that they ought to be more widely read. Jackendoff, R. (1992). Is there a faculty

of social cognition? In R. Jackendoff, *Languages of the Mind: Essays on Mental Representation* (pp. 69-81). Cambridge, MA: MIT Press. Jackendoff is a linguist and cognitive scientist at Brandeis University, very much influenced by the arguments of Chomsky and Fodor that the mind can be construed as a collection of "mental modules" each responsible for performing some cognitive task (broadly construed). While most cognitive scientists have focused on "input-output" modules associated with language and perception, Jackendoff lays out the arguments that one or mental modules are specifically devoted to social cognition. As with other modularity arguments, the implication is that each of these mental modules is associated with a specific brain module or system—hence the connection to social neuropsychology (we preferred "neuropsychology" to neuroscience" on the ground that psychology is primarily concerned with mind and behavior, while neuroscience is concerned with—well, neurons): Jackendoff, R. (1994). Social organization. In R. Jackendoff, *Patterns in the Mind: Language and Human Nature* (pp. 204-222). New York: Basic Books.

In this paper, Jackendoff extends the analysis to consider precisely what aspects of social cognition might be so universal as to be plausibly modularized. Based in part on the work of Alan Fiske, he argues that there are specialized modules for face and voice perception, and for processing information about kinship, group membership, and dominance. The proposal for a face module anticipates the current controversy over the nature of the "fusiform face area", and there is a discussion about the "theory of mind" in humans and nonhuman animals that foreshadows more recent interest in mindreading in children (and chimpanzees) and mindblindness in people with autism.

Thanks for listening.

—John Kihlstrom  
June 25, 2004 ■

### Dialogue's First Limerick

"The More We Read It, the More We Like It,"  
Say Editors.

By William Ickes and Gordon Bear

"Repeated exposure," said Zajonc,  
"Makes liking increase," in defajonc  
of maxims that said  
contempt comes instead.  
Thus witness the triumph of scajonc.

## Salvatore Maddi Wins Henry A. Murray Award

By Nicole Barenbaum

The Murray Award committee has chosen Salvatore R. Maddi as the 2004 recipient of the award. Dr. Maddi is Professor of Psychology at the University of California, Irvine.

The committee recognizes Professor Maddi's important contributions to the "grand theory" tradition in personality psychology. This tradition is exemplified by his classic text, *Personality Theories: A Comparative Analysis* (1st edition, 1968; 6th edition, 1996).

The Committee paid special note of his attention to a number of vital issues in personality, but especially for the need for vigorous theorizing in personality psychology.

Several former Murray award recipients recommended Professor Maddi for this award, including, Ravenna Helson, Suzanne Ouellette and M. Brewster Smith. The committee uniformly agreed, finding that Professor Maddi's work was a strong example of several of the criteria of the Murray Award.

His work on hardiness as a measure of existential courage is interdisciplinary, combines "tough" and "tender" approaches to personality, and has inspired a great deal of promising research.

The members of the Murray Award Committee were June Tangney, Dan Ogilvie, Jim Anderson, and the Chair was Nicole Barenbaum.

See the call for nominations for the 2005 Henry A. Murray Award in the article below. ■

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

Nominations are being sought for the Henry A. Murray Award for distinguished contributions to the study of individual lives and whole persons. 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.

*Salvatore Maddi, the 2004 Henry A. Murray Award winner, will be honored at the 2005 APA meeting.*

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 Daniel M. Ogilvie,

Chair, Henry A. Murray Award Committee, Department of Psychology, Rutgers University, 53 Avenue E, Piscataway, NJ 08854 (email: [ogilvie@rci.rutgers.edu](mailto:ogilvie@rci.rutgers.edu); phone: 732-445-3105).

Nominations should include three letters of recommendation that describe how the candidate meets the award criteria, a copy of the nominee's CV, and no more than 5 reprints of his/her work selected for their relevance to Award's criteria. Nominations are due by May 1, 2005.

Salvatore Maddi, the most recent Murray Award winner (see article above), will be honored at the American Psychological Association meeting in August of 2005. Other recent winners include Seymour Epstein, David Winter, and Carol Ryff. ■

## Mark Snyder Wins 2004 Donald T. Campbell Award

By David Dunning

The 2004 Donald T. Campbell Award Committee recommended, and the Executive Committee of the Society approved Mark Snyder of University of Minnesota, as this year's Donald T. Campbell award recipient.

The committee was gratified to discover that recommending a name was a difficult task, requiring us to choose among several eminent scholars with astonishing records of productivity, innovation, impact, and service to the field.

We chose Mark Snyder because his many theoretical and empirical contributions have had a broad and lasting impact on social psychology, personality psychology, and beyond. His work is methodologically rich, diverse, and rigorous. By all criteria, Mark Snyder is a distinguished scholar. His ground-breaking research on

self-monitoring inspired an astonishing range of work. His elegant proposals about the person/situation debate, mapping the ways in which people influence their situations as well as are influenced by them, provided a fresh direction for resolving one of psychology's enduring questions. His research on behavioral confirmation processes demonstrated in elegant detail how social expectancies lead to the self-perpetuating nature of social stereotypes. His more recent efforts have turned to volunteerism; in doing so, he has reintroduced social psychology to the value of functional approaches to social behavior.

Snyder's work is characterized by its depth and breadth of thought. His work on any topic often contains not a specific theory but rather a more wide-ranging meta-theoretical framework for the study of human behavior. For example, his scholarship on the person/

situation interface provided a more meta-theoretical approach to how personalities and situations interact to produce social behavior. His work on volunteerism does not focus on a specific variable influencing pro-social behavior, but rather on how a more general functional approach can be exploited to provide fundamental insights into human action.

The committee also noted his other contributions to the field. Mark Snyder has served as President of the SPSP, and on the board of the American Psychological Society. He has served on many award committees, editorial boards, search committees, and grant review boards.

The 2004 Campbell Award Committee consisted of Nalini Ambady, Robert Cialdini, and David Dunning, Chair. ■

### Breckler on NIMH, *Cont.*

(Continued from page 4)

and behavioral disorders." This does indeed reflect the legislative mandate to "further the treatment and prevention of mental illness". But that is only one part of the mandate. NIMH is also charged with responsibility for supporting research aimed at promoting positive mental health, and research on the psychological, social, and legal factors that influence behavior. It would appear that NIMH has elected to focus on only a portion of its legislative mandate—the portion having to do with mental illness. Without diminishing the importance of this facet of the mandate, NIMH

should be reminded that its responsibility is much broader.

This is an important point, because I suspect that most (not all) of the personality and social psychology research funded in the past by NIMH has focused on understanding psychological and social factors that influence behavior, often with the ultimate goal of learning how to promote positive mental health. It is this facet of the legislative intent that NIMH, through its actions and its reorganization, threatens to diminish or even eliminate.

*What Can We Do?*

Thomas Insel is careful to justify his course of action. His goals and motivations are honorable and well-

intentioned. It is high time that NIMH invest more resources in translational research. But the pendulum must not be allowed to swing too far in the other direction, as many signs suggest it is. Program officers who are able to represent the interests and expertise of personality and social psychology are found in far fewer numbers among the staff at NIMH. Social and personality psychologists are reporting in alarming numbers that their grant applications are being returned unreviewed. Descriptions of funding priorities are noticeably silent when it comes to research on psychological and social factors that influence behavior. Every indication suggests that too few new trees are being planted by NIMH.

(Continued on page 8)

## Call for Nominations

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 Review*. The editor's term will be for 4 years (with a mutual option to renew for 2 additional years); receipt of manuscripts will begin on or about January 1, 2006. The editor's stature in the field should be commensurate with *PSPR*'s high quality and 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 via email ([rwrobins@ucdavis.edu](mailto:rwrobins@ucdavis.edu)) or regular mail:

Richard W. Robins  
 Department of Psychology  
 University of California, Davis  
 One Shields Ave.  
 Davis, CA 95616-8686

Review of nominations will begin as nominations are received, with initial deliberations for recommendations to the Executive Committee beginning November 1, 2004.

### Breckler on NIMH, *Cont.*

(Continued from page 7)

APA has been working hard to make our concerns known. Norman Anderson (APA CEO) and I met privately with Thomas Insel about these issues, and the APA Science Directorate has taken every opportunity to address Insel and the NIMH Council at their public meetings. We have made our concerns known to those in the media—a good example is the recent short piece in *Science* magazine. We have also been working with our partners in advocacy, most notably the Federation for Behavioral, Psychological, and Cognitive Sciences.

So what else can we do? I am a little worried about social and personality psychologists who are so quickly playing the role of victim. Rather than feeling sorry for ourselves, we can devote some attention and energy to at least the following things:

*We can do a much better job in making the case for the value and importance of basic behavioral research.* And if we are seeking funding from NIMH, we can do better in explaining why our

research is relevant to the mission of the Institute. I have talked with a number of colleagues who feel that this should not be necessary. After all, NIMH has appreciated the importance of our research for so many years, why must we now stop to explain it? Let's consider ourselves fortunate for past indulgences, and apply ourselves more vigorously to future education and advocacy.

*Make your opinions known.* Contact the leadership at NIMH and NIH, and explain as persuasively as you can why they are pursuing a flawed course of action. Contact your congressional representative or your state's senators, and explain why the changes at NIMH are producing unfortunate consequences for you at home. Write letters or opinion columns for newspapers, magazines, and newsletters to get the word out. Speak up! But do it in a thoughtful and persuasive manner. The APA Science Public Policy Office can provide substantial guidance and help in these efforts. Make it a habit to visit our public policy website regularly at <http://www.apa.org/ppo/scippo.html>, and please contact us at APA for assistance.

This one is tough, and requires a little altruistic behavior: *Continue submitting your proposals to NIMH.* We must not let the proposal load dwindle, because that would simply reinforce and justify NIMH's actions. It is perfectly appropriate to submit the same or similar proposals to other funding agencies, so you need not cut off other potential sources of funding. Proposal pressure is an important factor in determining funding priorities at agencies such as NIH and NSF, so don't give up.

*Many of us serve on NIH review panels and study sections. We must maintain our presence on those panels.* Part of the NIMH strategy has been to skirt around the priority scores generated by peer reviewers, sometimes funding proposals with lower ratings because they fit better with new institute priorities. This flexibility has always existed at NIH, but it can only be pushed so far without completely dismissing peer review. Good behavioral science proposals must continue to receive high marks from review, as a way of signaling that high-quality science is available for funding. It is also important that high review

(Continued on page 23)

## Submissions Guidelines for the 2005 APA Convention

By Judson Mills

The 2005 APA Convention will be held Thursday, August 18 through Sunday, August 21 in Washington, DC. Most meetings will be in the Washington Convention Center. Information and forms for registration and housing will appear on the APA Web site: [www.apa.org/convention](http://www.apa.org/convention).

The following information concerning submissions to the program comes from the Call for Programs. Proposals for presentations will be considered if received by December 3, 2004. (Note: Only posters and symposia will be considered for the program of SPSP, which is APA Division 8). A nonmember of APA may submit a proposal if an APA member is a coauthor of the presentation or sponsors the proposal. All chairpersons of sessions must be APA members. All program participants (members, nonmembers, and students) are expected to register for the meeting and pay registration fees. Individuals are limited to two participations in the program. Participation refers to the actual presentation of a paper in a poster session or in a symposium, but does not include being a symposium chair who does not present or being a symposium discussant. **ALL PROPOSALS MUST BE SUBMITTED VIA THE APA ONLINE CALL FOR PROGRAMS** located at: <http://apacustomout.apa.org/ConvCall/>.

This web site will guide you through the submission process for your poster and/or symposium proposal. Only Internet Explorer 5.0+ and Netscape 6.0+ are

supported. For poster proposals, you must enter all information from beginning to end, review your work, and then submit it. For symposium proposals, a login ID and password are required. Your login ID will allow you to begin a symposium proposal, save your work as you complete each screen of data, and optionally return later to finish the submission. One login ID can submit multiple symposia proposals. When a proposal has been submitted successfully, you will see a screen acknowledging your submission with a proposal ID. Print that screen and save the proposal ID for future reference. If you do not receive a proposal ID at the end of your submission, retry.

Titles of presentations must not exceed 10 words. Poster proposals require a 500- to 1,000-word summary that should include a statement of the problem, subjects used, procedure, results, and conclusions. Symposium proposals require a 300-word general summary AND a 300-word summary of each presenters' contribution. Discussants' comments need not be submitted. All arrangements for the proposed symposium, including written acceptance by each participant, must be complete when the symposium is submitted. Symposia may be planned for 50 minutes *or* for 1 hour and 50 minutes.

APA encourages participants to use handouts to present graphic materials. If the use of audiovisual equipment is absolutely necessary, APA will provide only one of the following pieces of equipment for any single presentation (no projectionists will be provided):

Audiotape cassette recorder for playback only. LCD projectors (on a limited basis). Overhead projector for transparencies; *35mm slide projectors will not be provided*. If additional equipment is required for a presentation, APA will bill the presenter at cost. If presenters request equipment other than that listed (e.g., a videotape playback unit and one monitor, \$185, or [if not provided by APA] an LCD computer projector, stand, and cabling, \$356), they must be prepared to cover any expenses incurred. In an effort to respond to participants who require PowerPoint and videotape playback equipment for their presentations, APA will set aside several rooms where this equipment will be provided. Sessions for which an LCD projector or 1/2" VHS video equipment is required will be scheduled insofar as possible in these rooms. When submitting your proposals for consideration, indicate whether you plan to use PowerPoint (with or without sound) or video equipment. If sessions using PowerPoint or video cannot be accommodated in these rooms, presenters will be asked to take responsibility for rental charges as noted above. The Convention Office must receive all requests for equipment from presenters by June 15. Requests for equipment received after June 15 will be provided only at the expense of the presenter.

Again, the deadline for submissions for posters and symposia is Dec. 3 (at midnight), all submissions must be sponsored by an APA member, and all submissions must be made via the APA website: <http://apacustomout.apa.org/ConvCall/>. ■

## 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

### James Dabbs, Jr.

August 2004

James “Jim” Dabbs, Jr. received a Ph.D. from Yale University in 1962. He served in the U.S. Army as an intelligence officer, and held research positions at Yale University and the University of Michigan. He joined the faculty of Georgia State University in 1970, and spent the rest of his academic career there until his retirement in June, 2004.

Dabbs was best known for his research on the role of testosterone in social behavior, and published about 40 articles in scientific journals on the relationship between androgens and human behavior. This work culminated in a well-received book *Heroes, Rogues and Lovers: Testosterone and Behavior* (2001), New York: McGraw-Hill, with his wife Mary Dabbs.

Dabbs demonstrated that high levels of testosterone, as measured in saliva, was an excellent predictor of a wide range of behavior long believed to be primarily based in personality, attitudes, or other social phenomena. A higher level of testosterone is associated with including phony-looking smiles, dressing more attractively by women, rough tactics in domestic disputes, playful as opposed to spontaneous homicides, greater apparent confidence when meeting with strangers, moodiness in children, being a trial lawyer as opposed non-trial lawyer, aggression

and crudeness among fraternity men, higher rates of both marriage and divorce, incarceration rates, lower levels of career achievement, and a wide range of antisocial behavior. Dabbs also showed that testosterone levels are influenced by social factors such as success at chess or other indicators of prestige.

### Elizabeth Kübler-Ross

August 2004

Elizabeth Kübler-Ross was a Swiss-born psychiatrist who received an M.D. from the University of Zurich in 1958. She is best known for her book *On Death and Dying* (1969), New York: Publisher, which suggested that each dying person goes through five stages of coping with death: denial, anger, bargaining, depression, and finally acceptance,

The research evidence for the invariance of the stage model of coping with dying did not accumulate substantially beyond Kübler-Ross' own interviews, and the stress and coping literatures have not been exactly kind to the scientific aspects of the stage model. Later investigations in near-death experience and evidence of life beyond the grave were also met with substantial resistance from the medical and psychological communities.

Despite the failure of the stage model in a research context, the legacy of Kübler-Ross in the humane treatment of dying people is unmatched; she profoundly changed the way health care professionals view the dying person. It was shortly after her book was published that the American hospice movement took hold. Palliative and psychological care of dying people is now widely (although not universally) available.

In the early 1980's, Kübler-Ross turned to providing care and support for babies born with HIV infection, at a time when little other care was provided.

As a result of Kübler-Ross' work, a large number of psychology courses on Death and Dying were created in the 1970's and 1980's. Many colleges and universities still teach this often popular course, and a death and dying curriculum is required for many health professionals..

### Douglas N. Jackson

September 2004

Douglas Jackson received a Ph.D. from Purdue University in 1955, and spent most of his career at the University of Western Ontario. Jackson's work was primarily in the measurement of personality, skills, and abilities.

In the 1950's and 1960's, personality trait scales and inventories were under substantial attack from several quarters about their content validity. One controversial issue was the question of *response sets*, patterns of reliable response to items that are unrelated to the the “true variance” or manifest content of the item, for example, the tendency to respond in a socially desirable manner. Jackson and his colleagues focused on acquiescence—a bias toward saying “yes” to personality and attitude items. Jackson and his colleagues showed that this was a powerful tendency, accounting for substantial variance in such measures as the MMPI. Along with other researchers such as Jack Block, Jackson showed that response set tendencies were associated with important, interpretable variance with psychological meaning, rather than being mere nuisance variables. ■

## Allawi's "Violent Past:" A Signal of Future Peace?

By Ryan Beasley and  
Chris Crandall

The rumors of savagery began shortly after interim Iraqi Prime Minister Iyad Allawi took office. The prime minister had shot car thieves, chopped off a hand during an interrogation, executed suspects in a Baghdad jail. The details were vivid and gruesome, but the response of many Iraqis has been positive. Voices in the Western media immediately questioned Allawi's fitness for office—how was such a violent strongman chosen for leadership into freedom and democracy? If the rumors were doubted (and they are dubious), why are such ugly anecdotes so eagerly reproduced?

Western reporters have dutifully tried to verify the truth of these rumors. But focusing on fact-checking misses how these stories illuminate present day Iraq. The rumors tell us less about what kind of man Mr. Allawi is than about the psychological processes that Iraqis have gone through facing disruptive social and political change.

One interpretation is that Iraqis, with their decades of dictatorship, know only strong, aggressive leadership; they are incapable of following a leader who is not forceful or violent. Another explanation is that a cultural history of barbarism and brutal suppression has left Iraqi society with no vision of stability or justice without quick and bloody retribution. These conclusions are inconsistent with the nature of these rumors, each of which ends with a simple moral: a proclamation of strength, dogged determination, and hint of hope for the future.

These tales play a useful role of developing support for Mr. Allawi's leadership. They confer legitimacy on his leadership, and promote his ability to lead Iraq away from the past of both Saddam Hussein and the occupation. One important component of a leader's

legitimacy is the extent to which there is a perceived "fit" between what the nation is like and what the leader is like (Crandall & Beasley, 2001). A legitimate leader properly represents the group, and has the moral stature to fit the office. A legitimate church leader should lead a pure and blameless life, but a legitimate leader of a criminal enterprise should be dangerously ruthless. A leader who is perceived to be similar to the nation can use this legitimacy to wield influence.

We have studied the "moral match" between the leader and his country. When our participants were given a choice between hypothetical leaders of good or bad moral character, they preferred the leader of good character. However, an elected leader of bad moral character (cheated on his wives, used illegal business practices, and practiced dishonesty) was thought to be a more legitimate leader in a lawless and ungovernable country than in a peaceable and well-behaved country. Legitimacy depends on a good fit between country and leader; countries that are dangerous and unpredictable—like the current Iraq—need a leader who displays the same characteristics.

The rumors about Allawi bear a surprising resemblance to the legitimacy of another leader and crisis—the impeachment of President Bill Clinton. In surveys, we found that Americans supported the impeachment of President Clinton to the extent that they had a vision of America as pure and perfect. Because President Clinton did not fit their sense of the country, they supported his removal. Americans who had a morally complex view of the nation, accepting the good with bad in our history, did not favor impeachment.

The rumors about Allawi are the mirror image of Clinton's impeachment. Iraqis are fully aware of the violence of their country, of the disarray of the economic and social system; they live

with military occupation, car bombings, sabotage, assassinations, kidnappings and beheadings. Their contemporary world is economically and morally suspect, violent, and dangerous. A proper and legitimate leader must share these characteristics, and if Allawi does not fit this description, the rumors can make it so.

Reports suggest the most common response to the rumors is not to believe them, but rather to wish they were true. This is not bloodthirstiness; in fact it is quite the opposite. The rumors of violence are a sign of support for Allawi, an indication that the population hopes for him to succeed, that he has the necessary qualifications to rule an unruly country.

Allawi's legitimacy as a leader is substantially enhanced by these rumors, so much so that counter-rumors exist suggesting Allawi spread the tales himself. Allawi has denied the violence. "It's a rumor by our enemies" he's said, which has done little to stop the rumors' spread along the Arab street. Both the rumors and their denial build legitimacy to separate constituencies. If these rumors are being spread by Allawi's enemies, they are friendly enemies indeed.

### Reference

Crandall, C.S. & Beasley, R.K. (2001). The perceptual basis of legitimacy of governmental leaders, the justice system, and prejudice: Psychological balance, attribution, and the perception of essence. In J. Jost and B. Major (Eds.). *The psychology of legitimacy: Emerging perspectives on ideology, justice, and intergroup relations* (pp. 77-102). New York: Cambridge University Press.

*Note: Since the time that this op-ed piece was written (a few months ago), Iraqi public opinion toward Allawi has changed. The Prime Minister endorsed the controversial invasion of Falluja, his popularity has decreased, and the rumors of his savagery in defense of Iraqi justice have ceased. ■*

## Comings and Goings

*Where have your colleagues moved? Below is an alphabetical list of recent job moves that social/personality psychologists have made. This list is surely not complete, but we've included everything that was sent to us. All moves happened this fall except where otherwise noted; year and location of Ph.D. appear in parentheses:*

- Bruce D. Bartholow (2000, University of Missouri-Columbia) from the University of North Carolina at Chapel Hill to the University of Missouri-Columbia
- Jennifer Beer (2002, UC - Berkeley) to the University of California at Davis
- Wendy Berry Mendes (2002, UC-Santa Barbara) from a post-doc at UC-San Francisco to Harvard University
- Zachary Birchmeier (2004, Miami University) to Miami University
- Steven Breckler (1983, Ohio State University) from the National Science Foundation to the American Psychological Association
- Noel T. Brewer (2002, Rutgers University) from Rutgers University to the University of North Carolina.
- Margaret Bull Kovera (1994, University of Minnesota) from Florida International University to John Jay College of Criminal Justice, City University of New York
- Brad J. Bushman, Ph.D. (1989, University of Missouri) from Iowa State University to the University of Michigan
- Catherine C. Byrne (2002, University of Nevada-Reno) from the Solomon Asch Center for the Study of Ethnopolitical Conflict (University of Pennsylvania) to the University of California, Santa Cruz
- Kathleen Catanese (2004, Case Western Reserve University) to Saint Leo University
- Emily Chan (2003, University of Michigan) to Colorado College
- Charlene Christie (2004, SUNY University at Albany) to Indiana University-Purdue University at Columbus
- Cathy Cozzarelli, (1991, SUNY Buffalo) from Kansas State University and the Children's Defense Fund, to the US Agency for International Development (USAID)
- Alex Czopp (2004, University of Kentucky) to University of Toledo
- Linda J. Demaine (1999, Arizona State University; J.D. 1993) to the College of Law and Department of Psychology, Arizona State University
- Stephan Desrochers (2001, University of Nevada-Reno) from Claremont McKenna College to the University of Maine at Farmington
- Sally Dickerson (2004, UCLA) to the University of California, Irvine
- Elizabeth Dunn (2004, University of Virginia) to University of British Columbia (via a post-doc at University of New South Wales)
- Scott Eidelman (2004, University of Kansas) to the University of Maine
- Amani El-Alayli (2002, Michigan State University) from the University of Florida to Eastern Washington University (2003)
- Steven M. Elias (2001, Colorado State University) from Western Carolina University to Auburn University Montgomery
- Christian End (2002, Miami University) from University of Missouri-Rolla to Xavier University
- Nicholas Epley (2001, Cornell University) from Harvard University to the University of Chicago (January, 2005)
- Heidi Eyre (2004, University of Kentucky) to Delta State University, Cleveland, MS
- Grainne Fitzsimons (2004, New York University) to Stanford University, Graduate School of Business
- R. Chris Fraley (1999, University of California, Davis) from University of Illinois at Chicago to University of Illinois at Urbana-Champaign
- Mike Furr (2000, University of California - Riverside) from Appalachian State University to Wake Forest University
- Bertram Gawronski (2001, Humboldt-University Berlin, Germany) from a post-doc at Northwestern University to the University of Western Ontario
- Phillip Goff (2004, Stanford University) to Penn State
- Wind Goodfriend (2004, Purdue University) to Boise State University
- Heidi Grant (2001, Columbia University) from a post-doc at NYU to Lehigh University
- Amy Hackney (2003, Saint Louis University) to Georgia Southern University

Eddie Harmon-Jones (1995, University of Arizona) from University of Wisconsin-Madison to Texas A&M University

P.J. Henry (2001, UCLA) from a post-doc at UC-Santa Barbara to DePaul University

Sarah A. Hill (2000, Queen's University, Kingston, Canada) from Canadian Forces Leadership Institute (Kingston) to Directorate of Strategic Human Resources, National Defence Headquarters (Ottawa)

Michael Inzlicht (2001, Brown University) from New York University to Wilfrid Laurier University

Aarti Iyer (2004, University of California, Santa Cruz) to a three-year post-doctoral research fellow position at the University of Exeter (England)

Marty Kaplan (1965, University of Iowa) from Northern Illinois University to Directorship of Osher Institute of Lifelong Learning, California State University Channel Islands

Emiko Kashima (1989, University of Illinois, Urbana-Champaign) from Swinburne University of Technology to La Trobe University

Jon A. Krosnick (1986, University of Michigan) from Ohio State University to Stanford University

Geoffrey Leonardelli (2002, Ohio State University) from Northwestern University (Kellogg School of Management) to the University of Toronto (Rotman School of Management)

Antony Manstead (1978, University of Sussex), from the University of Amsterdam to Cardiff University.

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

Matthias R. Mehl (2004, University of Texas) to the University of Arizona

Stacey L. Nairn (2004, University of Calgary) to the University of Prince Edward Island

Christie Napa Scollon (2004, University of Illinois at Urbana-Champaign) to Texas Christian University

Clayton Neighbors (2000, University of Houston) from North Dakota State University to the University of Washington (Department of Psychiatry and Behavioral Sciences)

Michael A. Olson (2003, Indiana University) from Ohio State University to the University of Tennessee

Jennifer Overbeck (2001, University of Colorado-Boulder) from a post-doc at Stanford University to the University of Southern California, Marshall School of Business

Susannah B. F. Paletz (2003, UC Berkeley) to NASA Ames Research Center

Cynthia L. Pickett (1999, Ohio State University) from the University of Chicago to the University of California at Davis

Christine Rini (2001, UCLA) from the Rutenberg Cancer Center, Mount Sinai School of Medicine, New York, to Hofstra University

S. Ann Ropp (2003, University of California Santa Cruz) to the University of Alaska Southeast

Donald A. Saucier (2001, University of Vermont) from the University of Kentucky to Kansas State University

Jeff Sherman (1994, UC - Santa Barbara) from Northwestern University to U of California at Davis

Donna Shestowsky (2003, Stanford University) from Northwestern University (School of Management and School of Law) to University of California - Davis, School of Law

Jeff Simpson (1986, University of Minnesota) from Texas A&M University to the University of Minnesota

Deborah A. Small (2004, Carnegie Mellon University) to the Wharton School, University of Pennsylvania

Russell Spears (1985, University of Exeter), from the University of Amsterdam to Cardiff University.

Sanjay Srivastava (2002, University of California, Berkeley) to the University of Oregon

Jennifer Steele (2003, Harvard University) to York University (in 2005)

Michael Tagler (2003, Kansas State University) from DePaul University to Nebraska Wesleyan University

Stephanie J. Tobin (2004, Ohio State University) to the University of Houston

Michele M. Tugade, (2001, University of Michigan) from a post-doc at Boston College to Vassar College

John Updegraff (2002, UCLA) from a postdoc at University of California, Irvine, to Kent State University

Kip Williams (1981, Ohio State University) from Macquarie University (Sydney, Australia) to Purdue University

Michael J. A. Wohl (2003, University of Alberta) to Carleton University, Ottawa

Virgil Zeigler-Hill (2004, University of Oklahoma) to the University of Southern Mississippi ■

## IRBism: Prejudice Against Institutional Review Boards

*By Donelson Forsyth*

Alexander Pope, who opined that "the proper study of man is man," did not have to convince an Institutional Review Board (IRB) of the wisdom of his words. Just this week I was told that I could not use the question "What city does your romantic partner live in?" to check if the subject was in a long-distant relationship (made the partner too identifiable). Earlier in the year a reviewer objected to asking students about their mother and father's parenting style (reports on the behavior of unconsented third parties). When I said I would recruit participants from classes, the reviewer wanted to know the precise wording of the speech that would be used in the recruitment, and warned that ad libs would not be tolerated. I comply with these requests, feeling very much like a subject in Milgram's obedience study pushing the lever down one more time.

But my university's IRB, despite its persistent intrusion into the research process, is better than the IRB I had in the 1990s. That IRB rarely quibbled with the research methods I used, for it concentrated its attention on the work being done on the medical campus of my university. I was sometimes upsetting people for a couple of minutes by telling them they failed on a bogus test of social sensitivity, but people were dying in the studies conducted by medical researchers; the IRB felt that behavioral research was small potatoes. But that IRB did not meet the standards set forth by the Office for Human Research Protection (OHRP, formerly OPRR) in the U.S. Department of Health and Human Services (DHHS, formerly DHEW). Its inadequacies were so worrisome that on January 11, 2000 OHRP suspended all human-subjects research at my university after receiving an insufficient response to its complaints about procedures and omissions in oversight. This OHRP "death penalty"

was triggered by two specific incidents in which subjects in studies conducted on the medical campus of the university complained to OHRP. No one was physically injured in the research, but OHRP was displeased by virtually all aspects of our regulatory system: our IRB was not correctly constituted, panel members were not trained in IRB regulations, the outcome of studies were not being monitored, and most behavioral sciences studies were being reviewed by a shadow IRB rather than the university-level IRB. The costs of this shut-down in terms of science, education, and health-care were extraordinary. All research stopped, completely. Patients in clinical trials could not be given their treatments for several weeks. Their treatment could be resumed when researchers received approval on a case-by-case basis. Grant-supported and industry-sponsored research ceased, along with all locally funded research, including student theses and dissertations. To jumpstart these studies the university contracted with an external, pay-by-the-study, IRB, and for a year researchers submitted their protocols to this group. These reviews took several months to complete, and in many cases only studies that were part of multisite projects were green-lighted. Since medical grants received priority in that review, and the review was very expensive, very few behavioral studies were reviewed.

Because of the shut-down some investigators could not start studies that were funded and so surrendered federal funds back to the sponsor. At least 2 researchers in psychology who were conducting longitudinal studies were unable to collect data for 6 months, creating a clump of missing data that reduced the value of the data set. Because untenured faculty could no longer conduct research their tenure clocks had to be reset, and standards for merit pay were revised downward. Several older faculty who were active

researchers before the shutdown did not have the drive to restart their research programs. And some faculty changed their areas of research and their methods, recognizing that procedures they had used in the past would be too hard to move through the IRB process.

Students also suffered as a consequence of the death penalty. Some departments waived the requirement for data-based dissertations for 2 years, and many students had to receive additional funding for that period. The number of new students admitted into programs was reduced for 2 admissions cycles since funds were being used to support students whose research was blocked by the IRB crisis. Many students also made use of data collected by faculty on large grants for their theses and dissertations rather than collecting their own data.

This disaster also triggered a substantial change in our local IRB. It took nearly a year for the university to build an IRB system that met standards set by the federal government. The number of staff members who worked in the IRB office increased ten-fold, as did paperwork and time commitments to the task. Web sites were built, forms generated, submission guidelines hammered out, and training workshops were put in place for all investigators. Now we have four IRB panels that review every study—from studies conducted by undergraduates in their research-methods classes to multisite mega-grants—in a carefully managed process. I am a member of one of these panels, for I wanted to watch the group at work and learn how to get my studies and my students' studies approved. Our panel strives to apply, systematically and without bias, the federal regulations to each proposal but an IRB is a group and hence displays some of the decisional biases that social psychologists have come to

*(Continued on page 15)*

**Prejudice Against IRBs,  
Continued**

*(Continued from page 14)*

expect from groups. Rarely do any disastrous group processes set in--we don't experience groupthink (because we don't like each other much), we don't oversample shared information (mostly because we use the two-reader method in which each protocol is reviewed by the entire group but two members are primary and secondary readers), and we use appropriate decision rules. But we are sensitive to reading into the proposals evidence of the investigator's savvy regarding ethics. Like a manuscript reviewer who begins to question the quality of a paper because there are just too many typos in the references, each inattention to some (admittedly small) detail of ethics raises a red flag. If too many flags are raised, then the protocol is in trouble. Investigators who are precise in their attention to the details of the ethics of their work move quickly through the review. Investigators who commit basic errors in the protocols (e.g., they fail to use the word "research" in the consent form; they do not describe steps to take to protect the confidentiality of the data; they do not explain the risks clearly; they do not provide a contact address of the office which processes complaints about the ethics of research; they do not provide a verbatim list of each and every question they will include on their surveys and questionnaires; they do not provide assent forms even though they will be studying students who are 17 years old your younger; they ask questions that are considered highly risky, such as "have you ever felt so angry you wanted to harm someone else" or "are you ever bothered by thoughts of suicide?") find that their work is bogged down. But once an investigator establishes a reputation for being aware of, and in compliance, with the "rules," then their protocols are reviewed more expeditiously.

The IRB also has a poor memory, as most groups do. If a protocol comes

back after a year has passed, an entirely new set of issues may be raised and the group may reverse its earlier decision. Hence the researcher who helps the IRB remember key aspects of its earlier decision will be rewarded. The IRB also has a fascination for minutia, and so sometimes obeys Parkinson's *Law of Triviality*, which states that the time a group spends discussing any issue will be in inverse proportion to the

minds do not actually exist). These shifts are natural and unavoidable, and are caused both by changes in federal focuses and by local events. For example, our university's standard template made no mention of the requirements of "recruitment of subjects" until a subject complained to the ethics office that she was being called, repeatedly, by a researcher who was pressuring her to take part in his

*Where did Part 46 of the Code of Federal Regulations, titled Protection of Human Subjects, come from? According to OHRP lore the federal regs were developed by a group—an unhappy, unstable triad, in fact. When issues of subject abuse in the medical profession arose in the 1970s DHEW staff members were asked to draw up federal regulations for improving oversight in the area of medical and social science research. Two members of the group disliked each other so much that they refused to talk to one another, and so communicated all their points to the third person—who created the basic tenets of the current regulations. And while we many not agree with the content of the regulations, they are so deeply enmeshed in the documents of so many governmental entities they can probably never be amended in a substantial way.*

consequentiality of the issue. Undeniably, social and personality research often raises questions about ethics and human rights. Do we have the right to intrude on the privacy of others? Do we have the right to deceive others by giving them a cover story that provides a rationale for the manipulations and measurements, or expose them to noxious stimuli to test their reactions? Unfortunately, IRBs spend so much time dealing with typos and the size of the check boxes on the consent form that they sometimes overlook these more fundamental matters.

Perhaps even more irritating is the tendency for IRBs to change their collective mind (even though collective

study. A meeting was held on the matter, and from that moment on all protocols needed to describe their recruitment methods, and to be approved they needed to use such language as "no subject will be contacted a second time if he or she declines participation initially". Because of the IRBs' sensitivity to emerging issues, researchers must also be ready to comply with the demands of the system--even when the rules change rapidly.

These limitations of IRBs, although frustrating, are not sufficiently grating that they justify IRBism: an irrational hatred of Institutional Review Boards. Perhaps my own tolerance of IRBs

*(Continued on page 29)*

## Activities of the SPSP Graduate Student Committee

By Michèle M. Schlehofer  
President, SPSP Graduate  
Student Committee

Ever since its formation, the SPSP GSC has continually expanded upon its projects, seeking to increase student visibility and communication, and offer opportunities for professional development to student members. This year is no exception, and I am happy to report that the SPSP GSC has made significant strides in getting several of our goals accomplished. In particular, we are offering a wide array of activities at this year's SPSP convention, and it is these activities that I'd like to take this opportunity to first describe to you.

Perhaps the biggest change to this year's convention activities will be our Career Pre-Conference. The Career Pre-Conference has its roots in a symposium on non-academic career opportunities the GSC hosted two years ago, at the 2003 SPSP Convention in Los Angeles. Due to interest generated from this presentation, we co-hosted with APA a

half-day long career pre-conference at the 2004 SPSP Convention in Austin. This year, we've made the event bigger than ever, and are pleased to announce we will be independently hosting a day long Career Pre-Conference at the 2005 convention! In addition to information on non-academic careers, this year's pre-conference will feature training and discussion on interviewing skills and the interview process, post-doctoral fellowships, and grantwriting tactics, all geared toward individuals who are either students or in the beginning stages of their careers. The modest registration fee (\$35.00) includes breakfast and a mid-afternoon snack. Additionally, the committee will be coordinating lunch reservations for those interested, to encourage networking and communication. We on the GSC are looking forward to this event, and hope that you can attend! Based on the success of last year's mentoring luncheon, we are again pleased to sponsor, with co-sponsorship from the Training Committee, a second mentoring luncheon, also to be held at the 2005 SPSP Convention in New Orleans. This year's event will be

bigger and better than last year's: not only will we be able to accommodate more students, we will be offering more mentoring topics from which to choose (roughly 18 in all!). Student SPSP members had many great recommendations for mentoring topics and mentors. If you are a Ph.D.-level member, don't be surprised if you receive an invitation to serve as a mentor for the luncheon! Students, although attendance at the event is free, you will be asked to pre-register so that we can best match mentors and mentees. Look for registration information posted on the SPSP student listserv.

For the third year in a row, the GSC will again be holding the Graduate Poster Award competition at the SPSP convention. With an October 31<sup>st</sup> deadline, the applications for the award have been rolling in! As in past years, secret judges will select one graduate student during each poster session whose presentation reflects excellence in research, clarity in presentation, and personal knowledge to receive an

*(Continued on page 31)*

## Executive Committee Future Concerns, Hope, Continued

*(Continued from page 25)*

and the Social Psychology Network was pleased to announce the receipt of additional funding from NSF to support the site. Traffic to the website is up, and Scott reported tremendous interest in the Stanford Prison Experiment website—a quarter of a million hits per day during the Abu Ghraib prison scandal.

**Publications.** Generally, the Society publications are doing well. The *PSPR* contract with Erlbaum ends in 2006, and the Society is forming a committee to explore options from other publishers. Several highly visible publishers have expressed an interest in taking on the journal, and we can hope

for greater visibility and/or income. As Eliot Smith's tenure as Editor is nearing its end, there is an ongoing search for a new editor for *PSPR*. The search is in its earliest stages (see announcement on p. 8).

**Planning and development committee.** The Society is forming a Planning Committee, which will consider a number of programs for the Society's and field's future. This committee will work on development issues, particularly fund-raising. Possible specific targets for gifts include an international student's scholarship fund, a research grants program, support of congressional fellows, an endowment to expand training

committee's purview (e.g., production of brochures), future funding for Summer Institute, and an endowment for the Diversity Fund.

**Thanks to Harry Reis.** The Editors of *Dialogue* take this opportunity to thank Harry Reis for his long and productive leadership as Executive Director of the Society (see parting words from Harry on p. 26). His service has been characterized by growth, stability, and a wide variety of new initiatives coupled with fiscal soundness. The Society has been prospered for several years, and the security and constancy is due in large part to Harry's good offices. We also thank him for his constant support of *Dialogue* and its Editors. ■

# Behavioral Research at NIMH: What is going on?

By Thomas R. Insel, MD,  
Director NIMH

The public health mission of NIMH is to reduce the burden of mental and behavioral disorders through research on mind, brain, and behavior. The burden of these disorders is staggering in terms of both morbidity and mortality. Mental illness represents four of the top six sources of disability from medical causes for Americans ages 15-44; suicide accounts for more deaths each year than either homicide or AIDS. Recent estimates put the economic costs of treating mental disorders at \$150 billion, with elements of these costs increasing beyond 20 percent per year. To reduce this burden, NIMH has \$1.4 billion per year to support research, increasing in the near term at roughly 3 percent per year. Clearly, we have a formidable challenge, one that will require the creativity and dedication of basic and applied scientists in many disciplines.

Behavioral science is crucial to our success in meeting these challenges. Refining phenotypes, detecting gene-behavior-environment interactions, developing diagnostic tests and new interventions for prevention and treatment, and enhancing rehabilitation and recovery all require basic behavioral science. The methods, skills, and principles of behavioral science provide fundamental knowledge about mental and social processes, how and why certain behaviors occur in specific situations, and provide the tools by which behavior can be accurately measured, shaped and changed. The Institute has an extraordinary record of achievement in this area, but with an increasing burden and slowing fiscal growth, we must seek ways in which we can push the envelope of scientific discovery and optimize our impact on public health.

To help NIMH with this process, several workgroups of the National Advisory Mental Health Council (NAMHC) have been convened over the past five years to address both clinical and basic research priorities. Reports from two of these

workgroups—*Translating Behavioral Science into Action* (2000) and *Setting Priorities for the Basic Sciences of Brain and Behavior* (2004)—specifically address how the behavioral science of mental health can help us reach our public health goals (see <http://www.nimh.nih.gov/council/advis.cfm> for full copies of each report).

The *Translating Behavioral Science into Action* report describes the critical role of the behavioral sciences in building translational clinical science. The report notes the large, extant body of research that identifies the specificity and variability of basic behavioral processes in normal populations and that describe a powerful range of methods and technologies for studying behavior. “This work now needs to be extended to include clinical populations, both to test the generalizability of the basic findings and to clarify how people with certain illnesses or symptoms differ from the population at large” (p. 15). The body of the report provides rich examples of basic behavioral science ripe for translation in three priority areas: (1) how basic behavioral processes are altered in mental illness and how these basic processes relate to neurobiological functioning; (2) how mental illnesses and their interventions affect the abilities of individuals to function in diverse settings and roles; and, (3) how social and other environmental contexts influence the etiology, prevention, treatment, and care of those suffering from mental disorders.

The second report, *Setting Priorities for the Basic Sciences of Brain and Behavior*, builds on these priorities by recommending additional strategies to sharpen the focus and impact of the basic science portfolio to better serve the mission of the institute. The over-arching principles that guided this report provide a frame of reference for advancing basic behavioral science in mental health.

These include: (1) basic brain and behavioral research should be undertaken in the service of the public health mission of NIMH; (2) basic research that integrates or translates across levels of analysis – from genetic, to molecular, to cellular, to systems, to complex overt behaviors and situations – should be

given high priority; (3) research and training that is interdisciplinary should be more heavily emphasized in the basic portfolio; and, (4) the time is right to invest more in developing the tools that will allow intensive study of how complex interpersonal, social, and cultural environments affect behavior at the integrative systems level. Based on these principles, the report goes on to outline specific tools and areas of research particularly ripe for increased investment, areas ready for refocus, and areas better served by other Institutes.

Taking these reports into account, as well as solicited input from our various stakeholders—patients and their advocates, scientists, physicians and their professional societies, Congress, and the NAMHC, which includes public members—NIMH is re-setting priorities for the research portfolio. Three key factors are being used to evaluate new applications submitted for funding: relevance to the mission, traction for making rapid progress, and innovation. Given that some areas of basic behavioral science are far removed from rapid application to etiology, diagnosis, or interventions, how can these criteria be applied? We are looking for basic research that (a) links behavior, brain, and experience and (b) is informed by and, in turn, informs our understanding of etiology, our need for diagnostics, and our quest for new interventions to prevent or treat mental and behavioral disorders. Let me clearly state that not every basic science grant must focus on a specific disorder, nor include clinical populations, nor have a disorder named in its title, nor include measures of brain, behavior, and environment. However, we are placing higher priority on basic behavioral research that either is informed by biology or seeks to translate to solving mental health problems.

Also important is the appraisal of a line of research. At some point, lines of research should move forward to application. What is the point at which basic research should advance to directly inform clinical understanding? It varies tremendously across the many facets of

(Continued on page 32)

## APA COUNCIL REPORT — July/August 2004

By Ed Diener & June Tangney

Ed Diener and June Tangney attended the APA Council of Representatives meetings in a dark hotel ballroom, steps from Waikiki Beach in Honolulu, representing Division 8.

The APA science community is alive and excited by the arrival of Steve Breckler as the new Executive Director of the Science Directorate. At the helm a mere two or three months, Steve has worked with BSA to obtain funding (about \$500K over the first two years) to support a new initiative – PSY21: Leading Psychological Science into the 21st Century. Initial efforts of PSY21 will be organized around three themes: *Responsible conduct of research (RCR)* –building on the BSA Task Force on Research Regulation. The task force has been reviewing the current regulations governing IRBs to identify ways in which review of minimal risk psychological research might be streamlined (e.g., clarifying criteria for expedited review, identifying requirements that do not pertain to non-medical behavioral research), and to develop resources for behavioral scientists and their IRBs.

*Culture of Service to the Discipline (COS)* – encouraging scientists in serve activities (governance, journal editing, journal and grant reviewing, administration, etc.) by providing programs that train for, recognize, and motivate service.

*Infrastructure for the Science of Psychology (ISP)* – identifying infrastructure needs and advocating for support for technology related to cognitive neuroscience, longitudinal data sets, virtual environment technology, etc.

Regarding the multimillion dollar Public Education Campaign (PEC) run out of the Practice Directorate, June Tangney introduced motions that asked that in future years, the PEC include mention of empirical support for the message content. Council agreed that

the Practice Directorate and the Science Directorate would work together to insure that the scientific basis of public education messages was included when appropriate to effectively and accurately communicate the message. In addition, it was agreed that Science and Practice directors work together on future program evaluation of the PEC's reach and impact.

*APA believes that it is unfair and discriminatory to deny same-sex couples legal access to civil marriage and to all its attendant benefits, rights, and privileges.*

The Association's financial situation is much improved, in part due to last year's restructuring of the real estate debt, and improvement in other investment returns. Membership remains stagnant, although attendance at the APA convention was strong.

The Council enthusiastically endorsed a *Resolution on Sexual Orientation and Marriage*, including a fine summary of the relevant theoretical and empirical literature. The motion that was approved states that "APA believes that it is unfair and discriminatory to deny same-sex couples legal access to civil marriage and to all its attendant benefits, rights, and privileges."

In addition, Council voted to reaffirm its policy of opposition to all discrimination of GLBT individuals in the military, and to end the "Don't Ask, Don't Tell" current policy.

Louisiana recently joined New Mexico in allowing prescription privileges for psychologists. Council welcomed this as a major victory for the profession and for the many individuals with

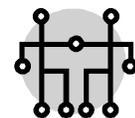
mental illness currently untreated.

*APA Council voted to reaffirm its policy of opposition to all discrimination of GLBT individuals in the military, and to end the "Don't Ask, Don't Tell" current policy.*

The race for APA president is heating up. This year, especially, we need your vote and the vote of your colleagues and friends. The SPSP Executive Committee has unanimously endorsed Sharon Brehm for President. APA uses the Hare system, thus your ranking of other candidates is important, as well as your first place vote.

Please let your Div. 8 representatives know what APA might do further to enhance Personality and Social Psychology, and psychological science more generally. Direct your thoughts to Ed Diener [ediener@s.psych.uiuc.edu](mailto:ediener@s.psych.uiuc.edu).

This is June Tangney's final meeting as representative to the Council of Representations. She is delighted to welcome Janet Swim, your incoming representative. ■



*Society for Personality and Social Psychology*

*Visit us at [www.spsp.org](http://www.spsp.org)*

## PRESIDENT'S COLUMN

# Thinking Outside the Person

By Hazel Rose Markus

If I ask you to play psychology word association and I say "cognitive psychology," what comes to mind? If the collection of people in my wing of Jordan Hall is a reasonable sample, you are likely to say "memory." If I say neuroscience, you will say "brain." If I say developmental psychology, you will say "babies," and if I say "clinical psychology," you will say "depression." But what if I say "social psychology?" You are likely to say "uhhhhh," and then to say, "can I use a phrase?" I have been worried that social psychology is not having the impact it could have in science or in the larger world. When I saw that the few bad apples theory dominated the mainstream media coverage of Abu Ghraib, and there was virtually no counterpoint, I began to think that we need to work together to create and distribute a simple and compelling social representation of ourselves. The long latency in the word association game is instructive. Social psychology covers many topics—attitudes, stereotyping, prejudice, self, identity, group dynamics – but very significantly, it is also a particular approach to human behavior. And none of this is easy to communicate.

In the Spring *Dialogue*, I wrote about an impending reorganization of NIMH and about a potential cut in funding for basic behavioral science research. The threatened reorganization has occurred and the Division of Basic Behavioral Science Division has been elided and now appears within the Division of Neuroscience and Basic Behavioral Science. The full consequences of this action are unclear, but some moves are clearly indicated. We should work with our colleagues throughout the field and seize every opportunity to lobby for the importance of basic behavioral science. We should also look to the other

divisions of NIMH (i.e., the Divisions of Adult Translational and Treatment Development, the Division of Services and Intervention Research), and to other agencies and foundations for funding. To increase our chances of success in both of these endeavors, we could do ourselves some good by devising what I called in the last *Dialogue* "a communicable and applicable social psychological model of behavior." We have been too modest. We need to devise ways to represent our perspective more simply and more effectively. We need a signature, a brand.

Perhaps in the ideal world we academics could stick to the science and leave it to others to make music with our theories and findings. Certainly, many of us were trained with this idea. Yet the imagined community who would translate from lab to everyday social problem is just that, imagined. Looking across a wide variety of domains—education, politics, interethnic and global relations, the law, business and economics, health—the mark of the social psychological is faint at best. For the most part, it is completely missing. Taking stock of what we agree on, developing a unified social psychological model, and finding ways to communicate this more broadly will illuminate the importance and distinctiveness of our approach and help justify ourselves to ourselves and to potential funders.

In many middle class American contexts, making the case that behavior is ineluctably social—a product of our relationships with other people and their products—is still a hard sell. Several events and experiences of the last few months have convinced me of the pressing need to be explicit about what it means to take a social psychological approach to behavior.

The first was a *New York Times* op ed (8/1/04) by Henry Louis Gates. Many groups in American have constricted life chances because of poverty, Gates writes, yet he worries that drawing attention to the of structural causes of unemployment, school dropout, drug abuse or crime gives the impression that people are helpless rag dolls. Gates equates explanations which emphasize factors outside the individual with saying "the devil made me do it." Why is focusing attention on the social structural factors that define our immediate situations viewed as excuse-making? And why is implicating situations and the ways they form our thoughts, feelings and actions system-blaming, weak, and generally un-American? Why is there no mark of social psychological thinking in the writing of the American intelligentsia?

The second experience was a remarkable conference called "Policing Racial Bias." Organized by Jennifer Eberhart, it included 25 social psychologists and an equal number of police chiefs and officers from cities across the country. Both camps were eager to be in conversation and saw the potential for collaboration. The first day focused on implicit stereotyping and featured great keynote talks by Jack Dovidio and Patricia Devine. Most police officers appeared fascinated with the scope and consequences of unconscious and automatic processing. They were eager to take part in IAT demonstrations and then were deeply gratified to learn that they were only garden variety racists, on par and no worse, than their social psychological counterparts.

On the second day of the conference, the police had their turn. They talked about policing in communities where trust was low and hostility was high. How to improve community/police relations was high on their collective agenda. They wanted help from us, the social psychologists, with what they perceived to be their problems. The

(Continued on page 20)

## Thinking Outside

*(Continued from page 19)*

previous day's presentations by the psychologists had not succeeded in communicating the idea that our implicit stereotypic attitudes are mental habits that arise from living in social worlds saturated with particular historically derived ideas about who is good and who is bad. Instead, many police officers had taken away the idea that it should be possible to develop a test to use at recruitment to find the flawed people and weed them out before they began policing. They proffered that although most of the police were "nice people who want to help others," that some among their ranks "had low self-esteem," "came from dysfunctional, often alcoholic parents" "were conservative" and "liked excitement too much." When the discussions turned to racial profiling, the police talked about how officers were "only human" and explained that they were "highly intuitive people" who in emotionally charged situations responded with their "fight or flight" instincts.

The police officers in this conference were very articulate about their shared theory of human behavior. Not surprisingly, their theory was the usual American theory. It is what's inside the person that counts – traits, instincts, intuition. People respond on the basis of these internal entities. That we can find some sources of behavior in a person's situation, that behavior emerges in relationship with others, and that if we want to change behavior, we can profitably look outside individuals to their situations and contexts are ideas that just don't stick.

Yet another source of my growing sense of the need to refine and articulate the notion of social influence came from a meeting with elementary school teachers. In an ongoing collaborative project with Claude and Dorothy Steele and a number of others, I have been examining integrated

elementary school classrooms and asking why it is that in some classrooms, the students perform relatively well compared with statewide averages, while in other classrooms, students, matched on a variety of SES factors, are performing relatively poorly. We theorized that in racially and ethnically integrated classrooms, some practices (e.g., tracking, color-blind approaches, rigid teaching strategies) will activate widely held negative stereotypes linking ethnicity to academic achievement and will be associated with reduced student performance. In contrast, other practices (e.g., a focus on positive classroom relationships, high expectations, challenging curriculum) will cultivate a sense of identity safety (a sense of freedom from stereotypes linking ethnicity to academic performance) and will be associated with improved academic performance.

The teachers were very receptive to the ideas and to our results which confirm the links between the students' ongoing classroom experience and achievement. Yet as with the police, teachers' theories of academic underperformance quickly drift back to the culturally pervasive "inside" theory. Many teachers are quick to implicate the attributes of students who are unhappy or who can't sit still and parents who say they value education but don't provide a living situation conducive to learning. These common everyday explanations are compelling, and the possibility that the teachers could reduce the identity threat inherent in many integrated classroom by rearranging classroom situations, relationships, and dynamics seems a difficult idea to hold onto. Saying that students behave differently depending on the classroom situation or that situations are powerful is not sufficiently persuasive. As a field we have yet to develop compelling language or images or examples for communicating in efficient and memorable ways how it is that social influence shapes behavior.

I was further reminded of the need to inject social psychological thinking into the public discourse by another collaborative project. This one is an analysis of media coverage of the Olympics of 2000 and 2002 in the United States and in Japan. In the U.S., across newspaper, magazines, and television, our studies find that athletes, commentators, and journalists share the same powerful model of behavior. In the U.S., good performance and bad performance alike are most often explained in terms of internal personal strengths or attributes – "he is built for speed," "a perfect blend of muscle and motivation," "She's a phenom, a prodigy who is peaking at just the right moment," or "don't shed a tear for him, he just wasn't hungry enough." In the Japanese coverage of the Olympics, athletes and commentators also focus on the role of physical attributes, but they have a much more holistic take on performance which includes frequent references to athlete's past experience and the training regime, ("he has been so serious about this event for four years,") the nature of relations with others ("her close ties with her coach should really help her") and how the athlete is feeling in the immediate situation. The American idea that it is what's inside that counts is not merely a cultural construal used to make sense of behavior after it has occurred, rather it is lived and in the process becomes the shape of everyday reality. We noticed that American coverage was most compelling when it engaged the common sense models, the models that focus on the athletes' internal attributes.

That the fundamental attribution tendency is pervasive and the stuff of everyday discourse by teachers and police and journalists and politicians (e.g., good leaders are those who stay the course, are steadfast, resolute and unyielding, regardless of the political situation) is not news, but it is a serious

*(Continued on page 21)*

## SPSP Announces 2005 Summer Institute in Social Psychology—Graduate Student Applications Invited

By Lou Penner

With funding from the National Science Foundation, SPSP will offer a two-week intensive summer school for *predoctoral* students in social psychology. The 2<sup>nd</sup> Summer Institute in Social Psychology (SISP) will be held at the University of Michigan, Ann Arbor, Jul. 24-Aug.6, 2005. The institute can accommodate a total of 100 students.

*Courses.* Each student will enroll in one of five full-length courses, each taught by two highly prominent instructors. For 2005, the instructors and courses are:

*Judgment and Decision Making:* Nick Epley (Harvard University), Reid Hastie (Univ. of Chicago),  
*Culture and Social Psychology:* Shinobu Kitayama (Univ. of Michigan), Hazel Markus (Stanford University),

*The Self:* Sander Koole (Free University, Amsterdam), Abraham Tesser (Univ. of Georgia),  
*Communication, Language and Cognition:* Robert Krauss (Columbia University), Gün R. Semin (Free University, Amsterdam),  
*Social Justice:* Linda Skitka (Univ. of Illinois, Chicago), Tom Tyler (New York University).

Students will also take one of two one-day methodological workshops held in the middle of the two-week course period. The one-day workshops and instructors are:

*Analysis of non-independent data:* Deborah Kashy (Michigan State University),  
*The psychology of self-reports: Implications for data collection and questionnaire construction:* Norbert Schwarz (Univ. of Michigan),

**Costs.** The fee for each student is \$200,

which covers tuition, housing in double-occupancy rooms, and meals. Students are also responsible for their own travel to and from the SISP site in Ann Arbor, Michigan. A limited number of scholarships (covering the \$200 fee and an additional amount toward travel expenses) will be awarded to students on the basis of financial need and academic merit.

*Eligibility.* Students who are members of SPSP and who are enrolled in graduate programs in the U.S. or Canada, who are in their second through fifth year of graduate study at the time of application, are eligible to apply. A limited number of predoctoral students from outside the U.S. will also be accepted. Applications must be received by Feb. 15, 2005.

Complete information on SISP, including important details regarding application procedures, is available at <http://www.sisp.org> [Note this URL has a double "i"]. ■

## Thinking Outside, Continued

(Continued from page 20)

problem for advancing the science of social psychology. Our social psychological insights have not trickled down and are missing in our everyday explanations of ourselves because we are swimming upstream against powerful cultural currents. The "inside" model of behavior reflects and buttresses the Protestant ethic, the American Dream, and a whole set of deeply entrenched ideas of individualism, independence self-reliance, control, and determination. Claiming that behavior varies with the situation can seem imprecise and unscientific, worse, it can appear unpatriotic. These realizations fuel

my belief that we need a concerted effort to spell out the basic social psychological model. Next we need a community wide effort, mobilizing all the resources we can imagine and muster, to effectively represent the ideas that individual behavior emerges in relationship with others and that the patterning and the dynamics of our social contexts matter.

Inscribing the social psychological model in the American imagination is a challenging task, but it doesn't seem impossible. We could be more simple and direct about what it means to take a social psychological perspective on behavior (for recent exceptions see a piece by Scott Plous and Philip Zimbardo on How Science Can Reduce Terrorism (<http://chronicle.com/cgi2-bin/printable.cgi?article>) and Steve Breckler's congressional briefing on psychological

research related to incidents at Abu Ghraib (<http://www.apa.org/ppo/issues/abughraibbrief04.html>). We can emphasize those elements of the general social model psychological that fit with popular cultural notions. In particular, we should stress that the social psychological actor is active and agentic. For example, above all, the social psychological model holds that people are malleable; it embraces change and makes a claim that people can change their contexts and become their better selves—always a winning idea in America. Encouraging people to think about their situations and how they can construct them differently also allows people to feel in control, optimistic and efficacious. Explaining that social contexts are not separate from people, but in fact the products of human activity may help dispel Gates' worry

(Continued on page 23)

## Funding Opportunities at the National Science Foundation

*By Amber Story*

These are challenging times for our discipline. The overarching perception among researchers in social psychology is that the reorganization of NIMH has substantially reduced the number of opportunities for federal funding of basic research in our field. Although there is some truth to this statement, basic research in Social Psychology will always have a home at the Social Psychology program at the National Science Foundation. That much is clear. But what is also clear is that for the next few years, our program budget is unlikely to increase, and yet our submission rate is very likely to increase given the current circumstances. What are we to do?

Fortunately, there are other opportunities for funding at NSF, though we might have to extend ourselves and our research interests in real and creative ways to take full advantage of them. Within the Directorate of Social, Behavioral, and Economic Sciences (SBE) at NSF, there are other programs that have historically supported social psychological research, including the Developmental and Learning Sciences and the Cognitive Neuroscience programs within the Division of Behavioral and Cognitive Sciences, and Decision, Risk and Management Sciences; Sociology; Methodology, Measurement and Statistics; and the Law and Social Sciences programs within the Division of Social and Economic Sciences. Go to the SBE website at <http://www.nsf.gov/home/sbe/> for information and for the name of the directors of these programs.

Outside the SBE Directorate, there are other opportunities. Take, for example, the Research on Learning and Education program (ROLE) within the Directorate of Education and Human Resources ([http://](http://www.ehr.nsf.gov/rec/programs/research)

[www.ehr.nsf.gov/rec/programs/research](http://www.ehr.nsf.gov/rec/programs/research)). A great deal of social psychological research has implications for understanding the foundations of learning and the promotion of academic equality and achievement. The ROLE program supports such research, as it relates to education in Science, Technology, Engineering and Mathematics (STEM). One of the program directors, Gregg Solomon, has a background in Social Psychology and would be happy to field your questions ([gesolomo@nsf.gov](mailto:gesolomo@nsf.gov)).

*For the next few years, our budget is unlikely to increase, and yet our submission rate is very likely to increase given the current circumstances. What are we to do?*

Are you in need of funding to develop or acquire equipment and instrumentation for your research? The Major Research Instrumentation program (MRI) may be ideal for you. This is a cross-directorate program, and each directorate receives a budget for this activity, including money set aside for non-Ph.D. granting institutions. A successful proposal would describe how the equipment would broaden scientific inquiry, how it would promote collaboration with other institutions or within a department, or how it might be used for educational purposes or to meet a need in the regional community. The important consideration is that any one given institution may only submit three MRI proposals (2 acquisition proposals maximum) so many universities have within-institution competitions. The Social and Behavioral sciences typically aren't as costly as other sciences, in terms of needed equipment, so our SBE directorate does not receive many proposals. However, we have money to spend, so please consider this program as a way to meet your major

research instrumentation needs. The 2005 announcement has been posted recently and can be found at <http://www.nsf.gov/od/oia/programs/mri/start.htm>.

There are also the NSF-wide priority areas. The Human and Social Dynamics (HSD) priority area represents an important and exciting opportunity for social psychology. Social Psychology has much to contribute to understanding how people react and adapt to change within their social, physical, political and technological environments, as well as how people affect change within those environments. HSD is designed to support research that addresses fundamental questions about how and why people do what they do, and the answers to such questions will require innovative and interdisciplinary teams of strong researchers. The overall focus is on change at multiple scales and there will be three specific competitions reflecting the differing scales of change—Dynamics of Human Behavior, Decision Making, Risk and Uncertainty, and Agents of Change. We need to be a part of this opportunity and the research it supports. By the time you read this article, the announcement for the 2005 HSD competition will be posted (<http://www.nsf.gov/home/crssprgm/hsd/start.htm>) and I encourage you to read about and consider this competition carefully. The HSD priority area will be continuing annually until 2008.

Other programs stemming out of priority areas that may be relevant to research in social psychology include the Mathematical Social and Behavioral Sciences program within the Mathematical Sciences priority area (SBE representative is Cheryl Eavey, [ceavey@nsf.gov](mailto:ceavey@nsf.gov)) and the Dynamics of Coupled Natural and Human Systems program stemming from the Biocomplexity in the Environment priority area (SBE

*(Continued on page 23)*

## Theoretical Innovation Prize Winner Announced

The Theoretical Innovation Prize (TIP) for 2003 has been announced. The committee was chaired by John Levine and included Jenny Crocker, Jack Dovidio, Jeff Simpson, and Wendy Wood. The committee members read and evaluated 33 submissions, and are pleased to announce that this year's winner is

Dean Keith Simonton, for this paper:

Simonton, D. K. (2003). Scientific creativity as constrained stochastic behavior: The integration of product, person, and process perspectives. *Psychological Bulletin*, 129, 475-494.

An honorable mention was also awarded to:

Jost, J. T., Glaser, J., Kruglanski, A. W., & Sulloway, F. J. (2003). Political conservatism as motivated social cognition. *Psychological Bulletin*, 129, 339-375. ■

### Funding at NSF, Continued

(Continued from page 22)  
representative is Tom Baerwald, [tbaerwal@nsf.gov](mailto:tbaerwal@nsf.gov)). In both of these programs, new announcements are anticipated in spring or summer of 2005, but for information you can look at the previous competition announcement. See <http://www.nsf.gov/pubs/2004/nsf04548/nsf04548.htm> for the previous announcement of the Mathematical Social and Behavioral Science program and <http://www.nsf.gov/geo/ere/ereweb/fund-biocomplex.cfm> for the previous announcement of the Dynamics of Coupled Natural and Human Systems program.

As always, read the program solicitations carefully and talk to the program officers involved. Each program has different priorities and you must respond to those to maximize your chance of success.

These are challenging times for our discipline. However, with challenges come new opportunities—opportunities to broaden ourselves and our interests, to trumpet our past achievements and to plan our future ones, to reach out and link to other sciences, and to put into action the important implications of our accumulated knowledge. And I, for one, think that we are up to that challenge. ■

### Breckler on NIMH, Continued

(Continued from page 8)

standards are applied to all NIH proposals. Proposals do not merit funding simply because they happen to fit better with new priorities; they must also exhibit technical and scientific merit. If the review panels do not continue to include behavioral scientists, then who will be left to judge the merit of proposals that rely on behavioral science?

*Think hard about whether NIMH is really the most appropriate place from which to seek funding.* Perhaps your research will have a better home at one of the other NIH institutes—NCI, NIDA, or NICHD. Consider other agencies, such as NSF. Keep in mind, however, that other agencies (such as NSF) may not be prepared for a sudden surge in proposals, and an increase in proposal load elsewhere may take some time to accommodate in terms of budget allocations. Also, some friendly advice if you do this: do your homework, and be sure you understand the rules and the priorities of those other funding sources—they are not all the same. Sometimes, the very same proposal can be submitted to both NIMH and NSF; other times, you will need to submit different proposals.

The changes at NIMH threaten the future vitality of social and personality psychology. But that is not why we need to be vocal and vigorous in expressing our concerns. Rather, it is

the long-term cost to society and to science that we need to worry about. Our goal should be to produce the best outcome in support of the NIMH mission, to put others' interests ahead of our own. In the end, we will all be winners. ■

### Thinking Outside, Continued

(Continued from page 21)

that a focus on situations leaves us human actors looking like rag dolls. Spelling out the way in which people actively construct their worlds and create meaning with other people, appropriating some aspects of their contexts while resisting others, and how the result is a diversity of ways of being can mitigate the fear that social engineering will reduce unique and special individuals to replicas of one another.

We might begin the project of building a unified and general social psychological model through a series of short papers drawing out the social psychological approach to a whole variety of topics, particularly topics that tie to the concerns of various national agencies and foundations—mental health (e.g., depression, alcoholism and drug abuse), physical health, happiness and well-being, delinquency, violence, academic achievement and underperformance, economic decision-making, etc. This

(Continued on page 29)



## Executive Committee: Concerns, Hope, Continued

(Continued from page 3)

Executive Office from the Harry Reis's University of Rochester to David Dunning's Cornell University. This has required a short period of simultaneous expenditure.

The SPSP Conference in Austin made a good profit—this was due to some very favorable circumstances. The hotel in Austin offered a very good financial deal to the Society because the contract was signed while the hotel was still under construction and nearly a year from opening. We will not be able to repeat that profit next time; New Orleans does not offer quite the same opportunity for budget accommodations.

*Convention Committee.* The 2005 Convention is slated for New Orleans on January 20-22 (with pre-conferences on Thursday, January 20). Lynne Cooper's story on p. 3 offers a quick glimpse at the event. Because of the desirability of New Orleans, especially at this time of the year, conference expenses will be higher. Registration fees will increase by \$20 across-the-board, for members, non-members, and students alike. (Much of the increase comes in the form of meal costs, soft drinks or bottled water costing the Society \$4.65 each!) The Convention will continue to feature box lunches and sodas because lunch time and poster sessions have been remarkably successful at keeping attendees on-site, facilitating interaction.

The Program Coordinator, Ed Diener, reported that there were 1,120 poster submissions, and the committee anticipated a 15% rejection rate. There were 83 symposia submissions, which is a 36% increase over last year. About half of these have been worked into the schedule. The committee is planning for six simultaneous sessions during the conference. This has increased the symposium acceptance rate but may reduce people's ability to attend the

talks they'd like to see. Not all conference locations can provide six meeting places at the same time, so this arrangement will likely change in future years. There were requests for scheduling 14 separate pre-conferences, and the Society should be able to accommodate all of them. The pre-conferences have been a huge success and their cost to the Society is minimal in dollars (although substantial in time, energy and coordination).

The 2006 convention will be in Palm Springs, CA, January 25-29. Look for more information in the next issue of Dialogue.

*Awards.* The recipient of the 2005 Donald T. Campbell Award was Mark Snyder of the University of Minnesota (see p. 7). The recipient of the 2005 Henry A. Murray Award was Salvatore Maddi of the University of California, Irvine/Riverside (see p. 6).

The winner of the third SPSP Theoretical Innovation Prize was the paper "Scientific creativity as sustained stochastic behavior: The integration of product, person, and process perspectives" by Dean Keith Simonton, published in *Psychological Bulletin* (2003), 129, 475-494 (see p. 23).

The SPSP Award for Service to the Society was given to Jim Blascovich; for Service on behalf of Social/Personality psychology, the co-winners were Todd Heatherton and Molly Oliveri.

The Executive Committee also discussed developing several other new awards. More information on these awards will appear in the next issue of Dialogue.

*Training Committee.* The purview of the Training Committee has broadened beyond the graduate student years, creating a network of graduate training directors, along with a training listserv. The committee has focused on creating

advocacy skills for working scientists and scholars. There was a very well-attended workshop at last year's Convention.

The committee is now considering working on issues related to career transitions, particularly retiring, leaving academe, or shifting career areas. If you would like to contribute to these initiatives, contact the new chair of the committee, Yuichi Shoda at the University of Washington.

*Graduate Student Committee.* The GSC is planning a variety of activities—many linked to the upcoming convention—that build on its mission of focusing on professional development for student members. The New Orleans convention will feature a day-long Career Pre-Conference, a mentoring lunch, and a Graduate Poster Award competition (see more news in the article on p. 16).

*Summer training for graduate students in social psychology.* The Summer Institute in Social Psychology (SISP) will be held in 2005 in Ann Arbor, Michigan. Announcements and application forms are available at [www.siisp.org](http://www.siisp.org). The local organizer for SISP is Lou Penner (see p. 21).

The European Association for Experimental Social Psychology has run a summer institute for many years, and by arrangement with the Society, five students affiliated with SPSP will be able to go to the EAESP summer school in 2006.

*Diversity Committee.* Michael Zárate, the new head of this committee, gave a brief report on activities and plans. This group is working with the Training Committee and Graduate Student committee, and is interested in advocacy for ethnic/minority interest.

*Website info.* Scott Plous, who does a wonderful job maintaining our website

(Continued on page 16)

## What's Next? Some Parting Comments from the Outgoing Executive Officer

By Harry Reis  
SPSP Executive Officer

As my decade-long term as your Executive Officer winds down—officially the move 90 miles southeast, from Rochester to Cornell, past the glorious Seneca Lake vineyards, will take place on December 31<sup>st</sup>, at the stroke of midnight, with a celebratory transitional bottle of *Veuve Clicquot Grande Dame* at my side—I am reminded of a question a colleague once asked, with a quizzical, almost sheepish look: “What is an Executive Officer?” I guess I should have asked Jim Blascovich, my predecessor, that question before accepting the post. But I didn’t, and because Dave Dunning has already agreed to accept the torch, maybe it’s time to take a stab. The temptation is to explain by analogy—an Executive Officer is to SPSP as an administrative assistant is to a department. That’s a bit glib, though, and besides, even ETS has dropped analogies from the SAT and GRE. To answer the question, then, let me first answer a prior question: What is SPSP?

I have had the extraordinary pleasure of watching from the inside the tremendous growth of SPSP in the past decade. Whereas once we were a relatively casual organization that published a journal and held a small meeting at APA, SPSP is now a full-fledged, multi-service professional organization. This didn’t happen easily or overnight; many people have devoted countless hours and precious gray matter to making it happen. Our journals are our intellectual center. Building on the long-term success of our journal of empirical reports, the *Personality and Social Psychology Bulletin*, eight years ago we started a theoretically oriented journal—the *Personality and Social Psychology Review*—that now ranks as the second-

most cited journal in the field. Our journals do more than disseminate the latest findings to a wide audience. Symbolically, they define our collective identity as a discipline of scholars. In one respect, the journals are like t-shirts. See a stranger in a far-away train station reading *PSPR* or *PSPB* or *Dialogue* and you know instantly that they are part of your in-group.

In the modern era, professional organizations must be more proactive to foster growth in their disciplines. In 1999, SPSP inaugurated an annual conference that possessed so much intellectual vigor and collegial enthusiasm that it quickly became a “must-go” for social and personality psychologists. Last year, SPSP started a Summer School, the *SISP*, intended to nurture our future colleagues’ research. Over the years, SPSP has also added to its portfolio several diversity and international outreach initiatives to broaden the field, and awards to recognize our best and brightest. These and our many other activities are not just “benefits of membership,” as they are sometimes called—in different ways, they inform and inspire all of us, about the cutting edge of what our colleagues are doing, and about how together we strive to fulfill our scientific mission.

I take particular pride in SPSP’s rock-solid financial base. Although we are far from wealthy, SPSP now has the financial security to be future-oriented. Thanks to the shrewd planning of SPSP’s early leaders, we have the opportunity to develop new initiatives to advance our science and its impact. All this, while membership dues remain a bargain by almost any standard. Most of us are members of other organizations that cost more and offer less.

So what does an Executive Officer do? All of the above and yet none of the above. That is, the Executive Officer’s mandate is to organize and administer the Society’s many activities:

Providing reminders about tasks that need to be done; coordinating elections and the distribution of information and reports; delegating initiatives and planning meetings; keeping a watchful eye on budgets; and of course collecting dues and writing checks. It’s a little bit like being Leo McGarry on the “West Wing”—you don’t get to do all that much yourself but not too much happens that you aren’t involved in!

Another thing that Executive Officers do is identify emerging opportunities and responsibilities for the organization. (That’s even easier for an outgoing Executive Officer, because I won’t have to do the work!) In the spirit of relentless self-examination, then, let me mention a few areas in which SPSP’s activities might grow. There’s one obvious and insistent candidate. Actually, this one has been lurking in the background for a long time. The recent debacle about NIMH funding for basic research in social psychology has brought it out into the stark reality of the midday sun (see Hazel Markus’s Presidential column and Steve Breckler’s article elsewhere in this *Dialogue*): There are many in the corridors of science, government, and academe who question the value of our scientific contributions. To be sure, all of us can convincingly recite a litany of findings and a plethora of arguments that explain why our science is central and vital to the study of human behavior (much less applications thereof). The problem is, there are many who do not share this view.

To some extent, this situation is nothing new. Threats to funding for social-personality research have popped up from time to time for as long as I have been around (and that’s longer than I care to admit). But this situation is different, in at least two

(Continued on page 27)

*(Continued from page 26)*

ways: The peremptory, “I-don’t-need-anyone else’s-input” nature of the decision to eliminate social psychology from the NIMH portfolio (a decision that explicitly violates NIMH’s Congressional charter), and the opportunity we have to respond vigorously, collectively, and creatively. In the past social-personality psychologists have responded to such challenges in a fairly low-effort way—letter-writing, email campaigns, grousing to colleagues, and pleas to APA and APS that they argue on our behalf. In the modern world of science and government (and as the 2004 Presidential election has surely instructed us) this kind of response is inadequate. Exhorting others to recognize the intrinsic merits of our contributions just doesn’t pass muster. In plain language, social-personality psychology has a marketing problem.

What’s next for SPSP, in my view of the academic world, is a concerted effort to market our science more effectively. Such an effort will necessarily be multi-layered and continuous. We need to become a presence in Bethesda and on Capitol Hill, so that administrators and legislators come to understand in a fairly deep and genuine way the value of our contributions. (This understanding would preclude the unfortunate and more-common-than-we-care-to-admit view of social-personality psychology as imaginative but trivial, an attitude that the recent fiasco about “dormitory decoration” studies made plain). We must do a far better job with scientists from other disciplines—social, behavioral, biological, and medical—so that they appreciate the value-added of our scholarship and the desirability of collaborating with us. We need to enlighten those in funding agencies who seem convinced that our science is not cumulative, sophisticated, nor relevant to their mission. And we will have to educate the media to recognize that there is more to social psychological research than clever studies with college undergraduates.

The good news is that SPSP has the resources and organizational structure to allow us to begin to address these concerns as never before. We possess talent, expertise, and good will in abundance. Other professional societies actively promote their science on multiple fronts—SRCD, the AMA, the Society for Neuroscience, and the American Economic Association are obvious examples—and it is high time we did so too. Making this a priority will not come easily—it will take sustained effort and commitment by many of us, and probably money as well. Perhaps more challenging, it will take a change in attitude. We can no longer expect that others will speak on our behalf, nor can we afford to just hope that things will get better, sooner or later. Until we act, they won’t.

Of course SPSP cannot sit still in other realms, and I am sure we won’t. Our vitality is impressive and we would do well to build on it. Maintaining and strengthening the quality of our publications and meetings must be an ongoing endeavor. We need to add to our current efforts to attract talented and diverse scholars to the field. There are ever-more channels for improving and accelerating the dissemination of knowledge, and we might do a lot more to significantly enhance resources for teaching and research. Another challenge will be to recognize and encourage our colleagues whose contributions, through research, education, and service enrich all of us.

SPSP’s house is in good order. Now it is time to work on our front yard and the street that connects us to the rest of the world. As for me personally, it’s been the treat of a lifetime to share the ride with so many of you. Your commitment to our science, your dedication to our international community of scholars and students, and your generous contributions of time, effort, and ideas has been an inspiration. I thank you for giving me the opportunity to get to know you, and I look forward to our future. ■

## Unanimity May be Improbable; Dictatorship is Worse: Comment on *The Dangers of Unanimity* by R. B. Zajonc

By David R. Mandel

In the last issue of Dialogue, R. B. Zajonc made an interesting claim—namely, that the requirement of unanimity in political decision making can be dangerous because the probability of having many decision makers each arrive at the correct decision is exceedingly small. Certainly, world history provides no shortage of examples that illustrate the dangers of uniformity pressures, about which social psychologists from LeBon (1896) onwards have commented. However, Zajonc's argument is quite different and deserves closer examination.

In his example, ten decision makers including the President, Vice President, the Secretary of State, the Secretary of Defense, the National Security Advisor, and five other White House decision makers have to choose between a preemptive war in Iraq or continued weapons inspections, and the reader is asked to assume "that one of these outcomes is by far the wiser" (p. 14). Further, the reader is asked to assume that each decision maker has an even chance of picking the wiser alternative. According to Zajonc:

*If unanimity is required, then this group of ten decision makers has less than one in a thousand chances (.510 = .000976) of reaching the wiser decision. Even dictatorship, is much better. A dictator, acting alone under the above constraints, would have 1 in 2 chances of selecting the wiser course of action. (p. 14)*

Does dictatorship really give us a better statistical chance of arriving at the wiser decision than forced consensus? Probably not. If the probability of any given decision maker choosing the wiser decision (W) over the silly decision (S) is .5, then Zajonc is right that the binomial probability of ten out of ten decision makers choosing W is less than one in a thousand. However, given that the probability of choosing W is

equal to the probability of choosing S, the probability of ten out of ten decision makers choosing S is exactly the same.

Now here's the problem: Without the requirement of unanimity, the probability of a unanimous outcome is additive:  $2(.510) = .001952$ . That is, spontaneous unanimity of decisions from ten unconstrained decision makers is an improbable type of outcome. Roughly 998 times in 1,000 we would expect that the outcome would not be unanimous.

However, if unanimity is required, as Zajonc stated in his example, then there are only two possible outcomes. Either everyone chooses S or else everyone chooses W. In this case, the probability of the group of ten decision makers reaching the wise decision must be reconditionalized on the new possibility space, which has been pruned from eleven possible outcomes to a mere two (i.e., assuming the substitutability of decision makers). With an even chance of choosing S or W, the probability that the team of consensus-bound decision makers would reach the wiser decision is .5—not .510.

From a probability standpoint alone, the chances of reaching the wiser decision is the same for ten consensus-bound decision makers as it is for a single dictator. However, this analysis ignores the causal bases that give rise to the equal chance of choosing W over S. A scenario that ascribes a random chance of picking the wiser of two plans to expert decision makers is maximally pessimistic—the decision might as well be made by flipping a coin. Why would expert decision makers have such poor chances? Surely, they would have a considerable amount of information at their disposal, but with such poor chances of choosing wisely it is likely that at least some of the information that they were acting

on would be misleading. Moreover, different decision makers would probably vary in what they knew. Each might be misinformed in one way or another, but they would be misinformed about different things. Thus, a team of consensus-bound decision makers would have an opportunity of doing better than chance provided that they were required to express the evidentiary bases for their decisions and other members were encouraged to challenge the evidence with appropriate counter-evidence.

By contrast, a lone dictator would not have this advantage. Of course, if the consensus reached by a team of decision makers was imposed by a leader in a manner that implied "you are either with me or against me," then the most would not be made of the consensus-reaching process. After all, leaders can hardly expect to reap the benefits of consensus if they impose the requirement in a dictatorial manner.

Zajonc proposed that "of the various decision schemes one can imagine, unanimity is absolutely the worst" (p. 14). I disagree. Reaching a unanimous decision without unanimity being imposed as a constraint may be improbable, but dictatorship as a mode of political decision making is certainly worse. If you doubt this claim, just look at the statistics (e.g., Rummel, 1994). On average, dictators still offer much more favorable odds for bringing about outcomes like genocide, democide, and war than even the most narrow-minded democratically-elected leaders. Dictators also tend to stick around for much longer given that they cannot be voted out of office.

Notwithstanding the importance of critically examining the policies of the current U.S. administration and, for that matter, other administrations, social scientists and ordinary citizens alike should be careful how they rank

*(Continued on page 29)*

## The 2003 SPSP Student Publication Award Winner

By John Levine

The Society for Personality and Social Psychology announces that the recipient of the 2003 Student Publication Award is Maya Tamir of the University of Illinois at Urbana-Champaign, for her article (co-authored with Michael Robinson, Gerald Clore, Leonard Martin, and Daniel Whitaker), "Are we puppets on a string? The contextual meaning of unconscious expressive cues," published in *Personality and Social Psychology Bulletin* (2004, Vol. 30, pp. 237-249).

Honorable mention was awarded to Grainne M. Fitzsimons and Aaron C. Kay, for their article, "Language and interpersonal cognition: Causal effects of variations in pronoun usage on perceptions of closeness," published in *Personality and Social Psychology Bulletin*, May 2004 (vol. 30, pp. 547-557).

Papers authored by predoctoral students and accepted for publication in a society journal by December 31, 2003, were eligible. A total of 17 papers were eligible this year, and the selection was made by the award committee consisting of Joanne Wood, Richard Robins, and Gifford Weary (Chair). ■

## Thinking Outside, Continued

(Continued from page 23)

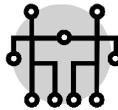
type of work would strengthen our social psychological understandings and allow us to illuminate what is distinctive about the social psychological approach.

Increasing the appeal and the sway of the social psychological model may ultimately require the skills of Madison Avenue. A recent campaign to increase the awareness of the dangers of high cholesterol levels is a model. The ads ask did you know that cholesterol comes from all the good fatty foods we like (pictures of cookies, cakes, hamburgers and ice cream), but also from Grandma Florence and Uncle Fred (pictures of goofy looking relatives)? We could benefit from such a public information campaign: Did you know that from our behavior emerges in our relationships with others.? How smart we are, how creative, how well we do at work, how happy, aggressive or confident we are depends on our situations and contexts. Is Jason behaving badly at school? Are you depressed at work? Why has that team stopped winning? Have you thought about your situations and your relationships? These questions could be accompanied by cartoons of kids or adults whose behavior changes as they enter differently configured situations (i.e., smiling or scowling people). Obviously some expertise is needed here, but the point is we need to invest resources to create and disseminate some powerful public representations of the social psychological model. Such efforts could lead to an integration of social psychological perspectives and findings and generate new interest in both the basic science of social psychology and its many potential applications. The goal here would be to encourage social psychological thinking and to think outside the box, or in this case, outside the person. ■

## IRBism, Continued

(Continued from page 15)

merely confirms the contact hypothesis of prejudice, for my membership on a panel has caused me to be more accepting of their meddlesome ways. But my current IRB system, despite its cost, is a far better system than the poorly-functioning IRB that cost me and many of my colleagues two years of research productivity. Indeed, if your IRB does not have a full-time staff member, training for IRB members and investigators, a web-site that includes a consent form template and protocol guide, a system for distinguishing between the three types of studies (exempt, expedited, and full-board review), face-to-face meetings where minutes are taken, and a means of responding very promptly to subject complaints, then I would pressure your university's administration to shift some resources in that direction. As with any social trap, the short-term advantages may be seductive, but the long-term costs of noncompliance with federal IRB regulations are huge. ■



*Society for Personality  
and Social Psychology*  
Visit us at [www.spsp.org](http://www.spsp.org)

## Dictatorship Is Worse, Continued

(Continued from page 28)

the alternatives.

### References

- LeBon, G. (1896). *The crowd*. London: Unwin. (Translated from *Psychologies des foules*. Paris: Oleon, 1895.)
- Rummel, R. J. (1994). Democide in totalitarian states: Mortocracies and megamurderers. In I. W. Charney (Ed.), *Widening circle of genocide* (pp. 3-39). New Brunswick, NJ: Translation. ■

# Announcements

## Social Psychology Winter Conference

Jan. 5-8, 2005 Park City, Utah

The Social Psychology Winter Conference will be held in Park City, Utah on January 5-8, 2005. Participants arrive on Tuesday the 4th and leave on Sunday the 9th. 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, which is:

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

## Call for Teaching Award nominations

The Society for the Teaching of Psychology (Division 2 of APA) announces its 2005 program of awards for outstanding teachers of psychology. Teaching awards of \$750 and a plaque are bestowed for outstanding performance in each of four categories: Four-year Colleges of Universities (Robert S. Daniel Award); Two-year Colleges; High Schools (Moffett Memorial Teaching Award); and Graduate Student (McKeachie Graduate Student Teaching Excellence Award). The deadline for submission of supporting materials is January 14, 2005. Renominations and self-nominations are acceptable. Submission of materials, queries, and requests for nomination criteria may be sent to the Chair of the Teaching Awards Committee: Elizabeth Yost Hammer, Department of Psychology, Box 194, Loyola University, 6363 St. Charles Av. New Orleans, LA, 70118; e-mail [eyhammer@loyno.edu](mailto:eyhammer@loyno.edu).

**Announcing the publication of** Volume 20 of the Perspectives in Law and Psychology Series  
*Interrogations, Confessions, and Entrapment*  
G. Daniel Lassiter, Editor

Subtle but nonetheless coercive influences exist in our system of criminal justice. The purpose of this edited volume is to help expose these largely

unrecognized forms of psychological manipulation that undermine the integrity of American jurisprudence. The chapters are authored by psychologists, criminologists, and legal scholars who have contributed significantly to our understanding of the pressures that insidiously operate when the goal of law enforcement is to elicit self-incriminating behavior from suspected criminals. For further description, chapter contents and contributors, and purchase information, visit the publisher's website at [www.wkap.nl/prod/b/0-306-48470-6](http://www.wkap.nl/prod/b/0-306-48470-6).

## Collected Writings of M. Brewster Smith Published by NYU Press

New York University Press has published *For a Significant Social Psychology: Collected Writings of M. Brewster Smith*.

This new book is intended to foster a personality and social psychology that is at once scientific in its concern for empirical evidence, humanistic in concern with meanings and values and respect for interpretive methods, involved with the difficult social issues of our time, a field open and active at its interdisciplinary boundaries. Smith takes advantage of his 60 years as a participant observer, and provides an interpretive commentary for each section for the readings.

The book begins with chapters that evoke the launching of personality and social psychology at mid-20th Century before and during World War II. A second section draws on Smith's contributions to personology and the conceptualization of selfhood. A third section includes appraisals of psychological contributions to the treatment of social issues, especially prejudice and racism, war and peace. The last section considers aspects of the major change in fundamental assumptions of Smith's six decades in psychology. Smith writes "I rejoice in the liberation from dogmatic positivism that was prominent at mid-century, but do not take that liberation to mean that 'anything goes.' Discipline and evidence

can still yield real progress in understanding. Qualitative research has a distinctive role in natural history but cannot replace quantitative methods, and the spread of postmodernism from the humanities undermines the basis of applied psychology as well of the science. A major theme of the book is to take the critiques of feminism, social constructionism, etc., as resources for improving our always provisional science."

## Cambridge University Press Announces Volume 5 of the Sydney Symposium of Social Psychology

*Social Motivation: Conscious and Unconscious Processes*, edited by J.P. Forgas, K.D. Williams & S.M. Laham

The volume surveys recent theories and research on the psychological mechanisms involved in the planning an execution of motivated social behavior. The book should be of interest to students, practitioners, and researchers interested in the psychology of motivation. Visit <http://uk.cambridge.org/>.

## Guilford Press Announces *The Social Psychology of Good and Evil*, edited by Arthur G. Miller.

This volume explores key concepts and findings pertaining to some of the most fundamental issues in social life: the conditions under which people are kind and helpful to others, or conversely, under which they commit harmful, even murderous, acts. Visit <http://www.guilford.com..>

## Haworth Press Introduces *International Journal of Transgenderism*

The official journal of the Harry Benjamin International Gender Dysphoria Association, Haworth Press will begin publishing in 2004. The journal will cover issues in gender dysphoria, social and legal acceptance of hormonal and surgical sex reassignment, and educational matters related to transgenderism. The editor will be Noelle Gray, Program in Human Sexuality, University of Minnesota. Sample copies can be obtained from [orders@Haworthpress.com](mailto:orders@Haworthpress.com) or from [www.Haworthpress.com](http://www.Haworthpress.com). ■



## Graduate Students, Continued

(Continued from page 16)

award. Blair Jarvis of Empirisoft has again generously donated a financial award and 1-year individual user license for MediaLab/Direct RT, and would like to publically thank him for his continued support!

In addition to our conference-related activities, the GSC has worked to increase communication and dissemination of available resources among student members. First, we continue to regularly publish (via the student listserv) a monthly compilation of non-academic job announcements. These announcements contain not only calls for non-academic researchers, but also program evaluators, data analysis specialists, and post-doc opportunities. If you know of any non-academic jobs

open to SPSP student members, pass them along to us at [spspgsc@yahoo.com](mailto:spspgsc@yahoo.com); we'd be happy to include them in our next compilation!

The GSC also publishes a quarterly newsletter, the *FORUM*. This year, the GSC has used the *FORUM* to provide information on GSC activities and as a professional development resource. Each quarter, a section of the newsletter is devoted to a professional development article—grantwriting tips, developing networking skills, and publishing, etc. If you are interested in contributing to *FORUM*, please contact us at the email address above—we'd love to include contributions from individuals outside the GSC.

Finally, I'd like to announce that it is again time to elect incoming GSC members. Serving on the GSC is a great experience! I would personally

like to encourage any student SPSP member interested to run for a position. Likewise, Ph.D.-level SPSP members are welcome to recommend students for the committee. Nominations are due by November 15<sup>th</sup>, 2004, with elections commencing in late November/early December and terms starting March 1<sup>st</sup>, 2005. And, even if the nomination deadline passes, it is still possible to get involved—the GSC always welcomes student involvement. Please just contact us and share your thoughts—we'd be happy to get you involved in the activities.

All in all, the GSC is pleased with the projects we have accomplished. We welcome your suggestions for the development of new initiatives, as well as feedback on how to improve projects currently underway. Please don't be hesitant in contacting any of the committee members—we'd love to hear from you! ■

Published at:  
Department of Psychology  
University of Kansas  
Lawrence, KS 66045

Phone: 785-864-9807  
Fax: 785-864-5696  
Email: [crandall@ku.edu](mailto:crandall@ku.edu) or  
[biernat@ku.edu](mailto:biernat@ku.edu)

News of the Society Since 1986

## Behavioral Research at NIMH, Continued

(Continued from page 17)

basic science. The two NAMHC reports mentioned above discuss numerous areas in which basic behavioral science is ripe for translation to clinical issues and integration with brain sciences.

To facilitate this translation and integration, the NIMH extramural research programs have been reorganized into five divisions (from three). I urge you to visit the NIMH website for a full description of each new division and its programs that support research funding, including specific areas of emphasis, and consider where your research is most applicable (<http://www.nimh.nih.gov/>). For example, researchers interested in individual and interpersonal functioning or understanding stigma in relation to mental disorders may look to the Division of AIDS and Health and Behavior. Researchers interested in behavioral processes with implications for explicating risk and resilience in mental disorders, prevention, or treatment development may look to one of the two translational divisions (adult and pediatric). Researchers interested in studying basic mechanisms of cognition or social cognition with implications for understanding brain-behavior relationships may look to the Division of Neuroscience and Basic Behavioral Science.

Of course, we at NIMH recognize that the changing landscape of science holds the possibility for novel approaches that, in time, will yield benefits for issues we are interested in, so we encourage

## SPSP Officers and Committee Members, 2004

Hazel Markus	President
Margaret Clark	President-Elect
Jim Blascovich	Past President
Harry Reis	Executive Officer
David Dunning	Executive Officer-Incoming
Tim Wilson	Secretary-Treasurer
Fred Rhodewalt	Editor, <i>PSPB</i>
Eliot Smith	Editor, <i>PSPR</i>
Chris Crandall	Co-Editor, <i>Dialogue</i>
Monica Biernat	Co-Editor, <i>Dialogue</i>
Lynne Cooper	Convention Committee, Chair
Steve Harkins	Convention Committee
Tim Strauman	Convention Committee
Ed Diener	SPSP Program Committee
Jud Mills	APA Program Committee, Chair
Michael Zárate	Diversity Committee
Greg Herek	Diversity Committee
Tiffany Ito	Diversity Committee
Rick Robins	Publication Committee
Gifford Weary	Publication Committee
Joanne Wood	Publication Committee
Yuichi Shoda	Training Committee, Chair
Cathy Cozzarelli	Training Committee
Steve Drigotas	Training Committee
Theresa Vescio	Training Committee
Judy Harackiewicz	Fellows Committee
David Dunning	Member at Large
Nalini Ambady	Member at Large
Judy Harackiewicz	Member at Large
Ed Diener	APA Council Rep/Member at Large
June Tangney	APA Council Rep/Member at Large
Gina Reisinger-Verdin	Office Manager

investigators—prior to writing applications—to discuss ideas with NIMH program staff who are actively evaluating specific portfolios. We hope to inspire the creativity and ingenuity of our behavioral science community to address these challenging issues and push the scientific envelope to advance public mental health. ■



Society for Personality and Social Psychology

Visit us at [www.spsp.org](http://www.spsp.org)

### 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.