DIALOGUE

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The Official Newsletter of the Society for Personality and Social Psychology

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Monica Biernat,
Co-Editors

News from the Executive Committee: The State of SPSP

The theme of the Fall, 2005 issue of *Dialogue* was the changes at the National Institutes of Mental Health introduced by the new Director, Thomas Insel, who has demonstrated a deep disinterest in funding basic research in social–personality psychology.

This cloud over future funding prospects in our field shadowed the SPSP Executive Committee meeting this January, punctuated by small rays of hope. Despite the concerns over funding, there was still plenty of SPSP business of the pleasant or mundane sort, and in general, that's the sort we'll report here.

New Officers. This meeting was the first presided over by the new President of SPSP, Margaret (Peggy) Clark. In addition, it was the first meeting under the care of the new Executive Officer David Dunning. The meeting opened with an expression of thanks to outgoing Executive Assistant Gina Reisinger-Verdin, attending her last meeting after 10 years of service to the Society. The Society offered her a weekend retreat for two in honor of her long and productive commitment to SPSP.

Convention. Outgoing Executive Officer Harry Reis reported that the attendance at the 5th Annual Convention of SPSP was the largest ever, with some 1,900 registrants. This represents reliable growth from the previous year; the Convention continues to be a remarkable success, with ever-greater numbers of attendees, presentations and posters, and awards. The Convention always poses a financial risk to the Society because our contracts with hotels and convention centers require a significant guarantee of room rentals and so on. It appears that the New Orleans convention will make a small, unbudgeted profit for the Society.

Membership. Harry also reported that there were 4,334 members as of the end of 2004, with growth among both student and full

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New Society Fellows Named for 2004

By Janet Swim

The SPSP Fellows Committee meets each year to recommend members for Fellow Status in SPSP. This year's committee—Janet Swim (Chair), Blair Johnson, and Ed Hirt—recommended seven important contributors to the field for this honor, and all were unanimously approved as SPSP Fellows by the Executive Committee.

The new SPSP Fellows are: Lisa Feldman Barrett of Boston College, Barbara L. Frederickson of the University of Michigan, Gregory M. Herek of UC-Davis, Eric S. Knowles of the University of Arkansas, Felicia Pratto of the University of Connecticut, David Watson of the University of Iowa, and Timothy D. Wilson of the University of Virginia.

With the Executive Committee's endorsement, the materials for those individuals who are members of Division 8 of APA have been forwarded to the Membership Committee of APA for its annual consideration of Fellow nominations.

Congratulations to these individuals for their designation as SPSP Fellows. ■

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The State of SPSP, *continued*

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memberships. The total number of SPSP Members who are also members of APA and explicitly affiliated with Division 8 has grown in recent years. This is a small reversal of a long-term trend of SPSP members being less and less likely to join APA, for a variety of reasons. This reversal is generally considered A Good Thing, because APA is a powerful and often effective voice in matters of great interest to personality and social psychologists.

Some concerns were raised about the value of those who join SPSP solely for the lower rate of convention attendance, or to be able to present a poster or a talk. We have good rate of continuing memberships, and the expense of one-year-only student memberships appears to be offset by the success of the Society in other areas.

There is a trend toward members paying their dues more quickly, instead of dragging on into the spring of the next year. This is in part due to the requirement that membership be paid prior to the convention to receive membership rates. The price differential for member and non-member registration exceeds the cost of dues; this fact is not lost on attendees.

Society business expenses. There were a few unusual expenses that the Society absorbed this past year. The APA convention—where SPSP Executive Council, by policy, meets—was more expensive than usual, due to the location in Hawaii. In addition, SPSP has incurred some legal fees as it protects its status as an independent non-profit organization. Because we have been successful at new members joining and remaining in SPSP, we have exceeded the contractual number of *PSPB* subscriptions, and have had to pay the publisher a small amount of money to cover this cost. The growth of the *PSPB*, which is receiving well over 500 submissions a year, will require an additional associate editor, its eighth. Finally, as reported in the last issue, there are various expenses due to transitions of the *PSPB* editor (from Rhodewalt/Utah to Harakiewicz/Wisconsin) and of the Executive Officer (from Reis/Rochester to Dunning/Cornell).

Convention. Lynne Cooper reported that the New Orleans convention appears to have been profitable. Several on-site registrations added a fair amount of cash. The higher registration count represents a 25% increase from the previous year. Students make up about two thirds of all people registering at the conference, and virtually all of the major growth of the conference is in students. Can the Society and the Convention continue to grow at this pace? At this early stage in the history of our annual conference, we are not able to ascertain what is a secular trend, and what is due to the venues—are conferences getting bigger because we're growing, or because New Orleans is particularly appealing? Next year's attendance will be informative—the conference will be in Palm Springs, California (an appealing place, but more difficult to get to, especially for those on the East Coast).

The number of faculty attending the conference has been stable for several years. There are two ways of interpreting this; that faculty were quick to adopt the SPSP Conference as an important event, and there is little room for growth, or that growth among faculty is stagnant. Because there is very heavy competition for speaking positions at the sessions, and the preconferences have been very successful, there appears to be a continuing strong interest among faculty and other post-Ph.D. attendees. There were 13 preconferences this year—a record. The sessions also have a high level of student attendance.

Some of the professional issues sessions had only moderate attendance, including a meeting with funding officials and sessions for advocacy training. There was a great deal of discussion about why more people do not show up to these very important sessions. Is it that faculty not understand the importance of advocacy and funding? The Executive Committee sees a pressing need for more people being trained and involved in these issues, and welcomes input from members about involving more people in explaining our field to government, funding agencies, media outlets, and so on. Additionally, Thursday night programming seemed to escape many people's notice. The Thursday program is a major featured component of the convention, and the Committee discussed encouraging attendance.

The 2005 Convention also reinstituted the jam session. This was, by all accounts, a fun, worthwhile, and popular event.

Convention Program. The Chair of the Program Committee, Ed Diener, reported that there were 1120 poster submissions, and about 1000 were accepted (an 89% acceptance rate). The Program Committee received 84 symposia submissions, and was able to schedule 39 (a 46% acceptance rate). The 2004 Convention had 67 symposia submissions and took 34 (a 51% acceptance rate).

The biggest problem that the Committee found was people submitting for more than one speaking role. The Program Committee will make SPSP policy particularly clear in the future: Only one speaking role per person, including as discussant, is allowed. Enhanced enforcement of the rule is planned. Ed made it clear that certain "double speaking" is allowed, award winners, special invitees of the

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Letter to the Editors

Dear Chris and Monica:

I am writing with regard to Hazel Markus's "President's Column" entitled "Thinking outside the person." The first point of that article was that the general public does not readily grasp the idea that behavior is influenced by contexts—certainly not as easily as they grasp the idea that that behavior is influenced by internal processes. The second point was that it is desirable to have a more readily assimilated language to use in conveying to average Americans the important influence of contexts. These points are both well taken.

I am greatly bothered, however, by what I presume were inadvertent implications of this column, as well as the one that preceded it (in the previous issue of Dialogue). Both were written as though the audience for the remarks of SPSP's president consists entirely of social psychologists. I also am bothered by the implication in her remarks that internal sources of influence on behavior are not important. I remind Dr. Markus that the society of which she was president is named the "Society for Personality and Social Psychology." In disregarding the relevance of personality psychology to phenomena she alluded to (or in one case referring to it somewhat disparagingly as "the usual American theory"), she effectively disenfranchised a core part of the Society.

This is not the first time I have witnessed a prominent social psychologist refer to the goals and aspirations and potential opportunities of our group using the phrase "social psychologists," as though the sorts of human behavior that are studied by members of this society are relevant only to social psychologists. Many years ago personality and social psychologists were antagonists. In the more recent past those conflicts have virtually disappeared. It would be very unfortunate, however, if antagonism were replaced (in either group) by indifference to the value of the other group. I do not believe that that was Dr. Markus's intention. After all, as she pointed out in her article, behavior is not determined wholly by internal processes. But that does not prevent the behavior from having important, and sometimes quite adverse, consequences.

Charles S. Carver
University of Miami ■

Galen Bodenhausen Named Editor of *Personality and Social Psychology Review*

The Publications Committee of SPSP is pleased to announce the selection of Galen V. Bodenhausen of Northwestern University as the incoming Editor of *Personality and Social Psychology Review.* Dr. Bodenhausen will begin receiving manuscripts on December 1, 2005. He will replace Eliot Smith, who has served as Editor of *PSPR* since 1999. Bodenhausen will be the journal's third editor; Marilynn Brewer was its first. Dr. Bodenhausen received a Ph.D. in 1987 from the University of Illinois, and has previously served as Associate Editor for *Personality and Social Psychology Bulletin* and the *Journal of Experimental Social Psychology,* and was Special Issues Editor for *Social Cognition.*

The Advocacy Workshop at the 2005 SPSP Conference

Are you concerned about what the future holds for federal support for basic research in social and personality psychology? Are you wondering what you can do? At this year's SPSP conference, the training committee hosted an Advocacy Workshop. This breakfast session featured an interactive presentation led by the American Psychological Association's Executive Director for Science, Steve Breckler, PhD, and two senior APA science lobbyists, Heather O'Beirne Kelly, PhD and Karen Studwell, JD. Participants got a refresher course on the federal legislative process as it relates to science, an update on the current climate for social and personality research support, and the skills needed to advocate. Attendees left the session with tools for communicating with their Members of Congress in their home districts to discuss issues impacting psychological research. Contact the SPSP Training Committee (*yshoda@u.washington.edu*) if you are interested in learning more about similar opportunities. ■

2004 Means Great Accomplishments for the SPSP Graduate Student Committee

By Michèle M. Schlehofer, Past-President, and Trey Causey, President

Greetings! The SPSP Graduate Student Committee is pleased to report a number of great accomplishments during 2004. With support from SPSP, we have focused our efforts this year on connecting students and providing them with professional development and training opportunities. To meet these goals, we have included professional development articles and increased the frequency of publication of our student newsletter, the *FORUM*. We have also continually sent out listings of non-academic job opportunities via the student listserv. Furthermore, because SPSP continues to grow as an organization both nationally and abroad, plans are currently underway to establish an international student interest group.

Much of our focus has been on planning conference activities geared towards students. We had a multitude of events going on in New Orleans. First, we held a full-day Career Pre-Conference on Thursday, January 20th, 2005. This pre-conference featured five distinct sessions on various aspects of career development, including sessions on grant writing, interviewing, and non-academic job opportunities. The small setting provided the opportunity for students to speak directly to several of the speakers. We would like to thank the American Psychological Association for providing a session on negotiating tenure and helping to sponsor this event.

For the second year in a row, we also co-hosted a mentoring luncheon with the Training Committee. During this event, students had an opportunity to dine with Ph.D.-level SPSP members at topic-oriented tables. Twenty tables were offered on various professional development and research topics. We would like to thank the many SPSP members who donated their time to serve as mentors, and the training committee (especially Theresa Vescio) and Tara Miller for helping to coordinate the event. Without their assistance, this event would not have been possible.

Finally, we are pleased to announce that, for the third year in a row, we held a Graduate Poster Award competition during the conference. During each poster session, secret judges visited students who had self-nominated for the award and rated their poster on clarity, presentation skills, methodological and theoretical soundness, and independent intellectual contribution to the field. The best poster in each session received a $50.00 monetary award, a one-year individual user license for Media Lab RT (both donated by Empirisoft), and had their poster displayed in a special section throughout the remainder of the conference. The winners for this year were Cheryl Dickter, Marie Ford, Kristen Lindquist, Yuri Miramoto, Corey Scherer, Colin Smith, and Sophie Trawalter, with honorable mentions going to the following: Joe Cesario, Kate Dockery, John Edlund, Francesco Foroni, Matt Gailliot, Alison Ledgerwood, Mary Murphy, Yu Niiya, Heather Omoregie, Erin Rapien, Gwendolyn Seidman, Lindsay Shaw, Dikla Shmueli, and Elana Stepanova. We would like to sincerely thank our secret judges for donating their time and energy to rating the posters: Ozlum Ayduk, Kurt Boniecki, Mark Brackett, Chris Crandall, Jon Grahe, Judith Hall, Tony Hermann, Alisha Janowski, Tim Ketelaar, Wendy Berry Mendez, Leonard Newman, Matt Newman, Kathy Oleson, Minda Orina, Tamarha Pierce, Diane Quinn, Darcy Reich, Neal Roese, Lloyd Sloan, Carrie Smith, and Carolyn Weisz.

Due to the success of the Graduate Poster Award and SPSP's desire to see students succeed, we are pleased to announce that we will be increasing the number of poster awards given. The Executive Committee is very dedicated to highlighting and rewarding student work, and has thus approved a budget increase to provide more awards. The Graduate Poster Award will be undergoing other changes as well in an effort to showcase the superlative student research generated by the student members of SPSP. We look forward to hosting these sessions at SPSP's annual conference in 2006.

Looking forward to the new year, we are excited about enriching the graduate school experience for SPSP student members throughout 2005. Annual elections, held in January, presented members with a diverse group of graduate students seeking to represent their peers. Please join us in welcoming the new members of the Graduate Student Committee: Trey Causey, President (College of William & Mary); Jonathon Cook, Member-at-large (University of Oregon); Vanessa Hemovich, Member-at-large (Claremont Graduate University); Rosie Meek, Member-at-large (University of Sussex); and Lavonia Smith-LeBeau, Member-at-large (The Pennsylvania State University). Michèle Schlehofer will remain on as Past-President. All new members of the committee are excited about getting involved with SPSP and are looking forward to working with both student and non-student members of the Society. If you have any comments or questions about the Graduate Student Council, please contact us by visiting our web page (*http://www.spsp.org/student/*).

Based on positive response to both the Career Pre-conference and the mentoring luncheon, we recognize the

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Graduate Student Committee, *Continued*

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importance of educating students about some of the non-academic aspects of life as a social or personality psychologist. The Graduate Student Council hopes to continue and extend upon its role as a vital source of professional development information for graduate students. We plan on continuing to publish the *FORUM*, which has proven to be both a great source of professional development information for students and a way to keep up with other student members' research interests. We will also continue to post the non-academic job listings to the SPSP listserv.

The Graduate Student Council hopes to work closely with other student organizations in the coming year. Student members' research endeavors grow more diverse annually and many student members possess multidisciplinary interests. By keeping in communication with partner student organizations, we hope to offer more diverse and informative benefits to student members.

Finally, we will again be planning a multitude of conference-related activities in the next year. The GSC will again host a Career pre-conference at the 2006 meeting of SPSP and will also participate in organizing a mentoring luncheon. We eagerly anticipate closely working once again with the diverse Ph.D.-level members of SPSP. The SPSP Executive Committee has been very responsive to our needs to provide professional development opportunities for students, and as such, we are pleased to report that we were given additional funding to plan programming during next year's conference. Without the support of the SPSP Executive Committee, our efforts would not be possible. We would like to take this opportunity to thank the Executive Committee for their guidance and support and express our excitement for the upcoming year. ■

Undergraduate Diversity Conference Awards

In an effort to encourage minority student involvement in SPSP, the Society offers free conference registration to interested minority students attending colleges or universities close to the convention site. During the New Orleans conference, SPSP was pleased to extend free registration to three such students. They were Donovon Ceaser, of Loyola University, New Orleans, Porshia Hayman, of Xavier University, and Lateela Burns, also of Xavier University. SPSP hopes to continue this program at future conventions. ■

State of SPSP, *Cont.*

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training committee, and so on. But these are very specific roles identified by SPSP Committees. There was some discussion as to whether the speakers at the conference are "the usual suspects" every year. The program committee was asked to pay attention to this issue. For more on convention programming, see the article by Diener on p. 6 of this *Dialogue*.

Every year, the Executive Committee has some significant discussion about being very careful to represent the interests of the field among the members of the convention committee. To do a complete job is impossible, of course, but broad-minded and eminent social/personality psychologists are always sought for these positions. You may make suggestions to the Executive Officer or President or President-Elect, who are commonly called upon to nominate committee members. The executive committee recognized that what is on the program has a powerful public effect on who we are and what we do.

Student travel awards. SPSP sponsors 40 student travel awards of $300 each. Steve Harkins reported that this year there were 200 applications for the awards, up from 140 last year. Applicants send in an abstract and a short CV; the committee makes a judgment on that basis, while taking into account regional and institutional distribution. Winners of the Diversity Award may not also win a travel award (although they may apply for both), and *students may win only one travel/ diversity award in their entire student career.*

The 2006 Convention. Tim Strauman announced that contracts are falling into place for the 2006 meeting on January 26-January 29, 2006 in Palm Springs, California. There were some expressions of concern about travel arrangements; Palm Springs is the smallest venue we have chosen before, but it is a significant tourist destination, with good facilities. Tim has plans for the Convention Committee to alert SPSP members about travel logistics and trip planning in plenty of time. They plan to make available good information about travel as the registration deadline looms.

Publications. Gifford Weary reported that, in general, SPSP's publications are in good shape. *PSPB* has become an extremely popular place to submit papers, with over 540 submissions in 2004. There were many congratulations

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Report on the New Orleans Convention Program

By Ed Diener
2005 SPSP Program Chair

We experienced another record-breaking year for the SPSP convention, with some 1,900 registrants, 1,120 posters submitted (976 were accepted), and 84 symposia submitted (39 were accepted). Unfortunately, time and room limits meant that good posters and excellent symposia in some cases had to be rejected. Our conference is bursting at the seams, and we are victims of our own success. Many of the posters and symposia that were accepted were outstanding. In addition, several invited talks and diversity and training events added to the already rich offerings of the conference.

Each year program chairpersons hear concerns about this or that area that was omitted from the program, and therefore I would like to mention the selection procedure for posters and symposia. Judges read and rated the 1,120 posters, and a threshold for acceptance was set based on the poster spaces available. This meant that some reasonable posters were rejected simply because there was not space for all 1,120 submissions. My impression is that most rejected posters did not suffer from fatal flaws, but received lower ratings because they were essentially replications of earlier work. As the number of submissions continues to grow, the SPSP organizers will need to confront the issue of how to accommodate ever larger numbers of good posters.

The symposia schedule was populated by some of the usual topics – emotion, social comparison, person perception, identity, and motivation. I heard one complaint that there were no presentations on stereotyping and prejudice, and this assertion is simply not true. Jack Glaser and Eric D. Knowles organized an excellent symposium on prejudice, discrimination, and stereotyping, and individual talks related to stereotyping were scattered through the rest of the symposium program. In addition, more accepted posters were devoted to stereotyping than to any other single topic. Nonetheless, the complaints probably arise from the fact that some good submissions on stereotyping were rejected, leading to the perception among these researchers that the program committee omitted this important area of research. The problem arises from our tremendous success – the receipt of 84 symposia submissions when only 39 fit into the program.

In forming the committee to judge the submissions, a major goal was to have diversity of content areas among the raters. Thus, social cognition (Neal Roese and Justin Kruger), personality (Brent Roberts), social and personality development (Eva Pomerantz), cross-cultural psychology (C.Y. Chin), and emotion (Ed Diener) were represented on the committee that rated the submissions. My sincere gratitude is extended to the program committee members who were required to complete their rankings very quickly. All symposia submissions were rated by two reviewers, and a third reviewer was added in those few cases where the original reviewers provided discrepant ratings.

It is my impression that the reviewers tended to give higher ratings to new and creative topics. Although many traditional topics were included in the program this year, there were also presentations on more unusual topics such as forgiveness, anthropomorphism, choice, power, reputation, and creativity and culture. Another impression is that more symposia including biological measures were included that ever before. Anyone studying the program will be struck with the diversity of our field. Future committees might, however, be attuned to important areas of research that are omitted from their program, and extend invitations to speakers in these areas.

A problem for the program committee is that many speakers entered their names more than once on submissions. In order to assure that many researchers can give presentations, SPSP rules state that each person can give only one presentation, but many people submit more than one talk with the hopes that one of them will be accepted. However, when more than one of the talks is accepted, the program committee is faced with a difficult problem. Therefore, the rules for 2006 will be very tough. Each person can deliver only one talk, including being a discussant, and be the first author on only one talk. Symposia chairs and speakers will be asked to certify that they have submitted only one presentation, and trading around after acceptance decisions are made cannot be done between speakers. One talk means one talk and one submission means one submission. A speaker can be second or third author on a talk that s/he is not delivering. When in doubt, check with the program committee before submission.

I extend thanks to the invited speakers, as well as to all the other people who contributed to the excellent program. We had a wonderful meeting in New Orleans and eagerly look forward to Palm Springs in 2006. ■

Society for Personality and Social Psychology

Visit us at www.spsp.org

Programming for Division 8 at the APA Convention, Washington, DC, August 18–21

Below is a preview of programming at the APA convention for Division 8 (Personality and Social Psychology/ SPSP). Dialogue encourages SPSP members to attend the meeting in Washington, DC this August. Thanks to Jud Mills for his planning, screening, and organization of this meeting's program schedule.

Thursday, August 18

Invited Address: Edward F. Diener,*"Optimum Level of Happiness"*

Poster Session: *Relationships, Sex Roles, Motivation, Emotion*

Presidential Address: Margaret S. Clark, *"Healthy and Unhealthy Relationship Processes"*

Symposium: *Gratitude and Hope---Emotional Pillars of Positive Psychology,* Chair, Robert A. Emmons
Rick Snyder, *"Gratitude as a Window Through Which High Hopers View Their Worlds"*
Anthony Scioli, *"Gratitude and the Spirit of Hope"*
Todd Kashdan, *"Examining Gratitude in Veterans: Basic Research and Clinical Implications"*
Robert A. Emmons, *"Mindfulness, Selflessness, and Meaningfulness in Hope and Gratitude"*
Discussant, June P. Tangney

Invited Address: Jeffrey Simpson, *"Attachment and Depressive Symptoms"*

Invited Address: Gerald Clore, *"Feeling Is Believing: Affect as Information"*

Symposium: *Research on Sexual Motives---Implications for Sexual Behavior and Intimate Relationships,* Chair, Eileen L. Zurbriggen
Craig A. Hill, *"Romantic and Sexual Interest as a Function of Dispositional Sexual Motives"*
Megan R. Yost, *"Coercive Sexual Attitudes and Power-Related Motives for Sex"*
Winifred A. Gebhardt, *"Cognitive Planning, Motives for Having Sex, and Adolescent Condom Use"*
Phillip R. Shaver, *"Interrelations of the Attachment and Sexual Behavioral Systems"*
James R. Browning, *"Comprehensive Inventory of Sexual Motives"*

Friday, August 19

Invited Address: David Dunning, *"Lack of Insight Into One's Own Incompetence: Its Causes, Its Consequences"*

Invited Address, Henry A. Murray Award Winner: Salvatore R. Maddi, *"The Other Positive Psychology: The Courage of Hardiness Under Stress"*

Poster Session: *Personality, Personality Measurement, Cross-Cultural Research*

Symposium: *Evolution of Henry Murray's Concepts in Contemporary Psychology*, Chair, Ruthellen Josselson
Bertram J. Cohler, *"Doing the Study of Lives Across Times and Places"*
Salvatore R. Maddi, *"Motives and Fantasy"*
William M. Runyan, *"Studying Lives From Murray to the Handbook of Psychobiography (2005)"*

Saturday, August 20

Invited Address: James S. Jackson, *"Race, Ethnicity, and Health"*

Poster Session: *Social Cognition, Stereotypes, Attitudes*

Invited Address: Arie Kruglanski, *"Terrorism: The Psychology of a Tool"*

Invited Address: Phillip R. Shaver, *"Research on Attachment-System Psychodynamics in Adulthood"*

Symposium: *New Perspectives on Self-Reflection, Emotion, and Psychological Well-Being,* Chair, Mark R. Leary
June P. Tangney, *"In Search of the Moral Person: Do You Have to Feel Bad to Be Good?"*
Jessica L. Tracy, *"Pride Goeth Before the Fall---Or Does It? Theory and Evidence for Two Facets of Pride"*
Virginia S.Y. Kwan, *"New Conceptualization and Paradigm for Studying Self-Enhancement Bias and Adjustment"*
Mark R. Leary, *"Adaptive Self-Evaluations: Self-Compassion Versus Self-Esteem"*
Discussant, Rowland S. Miller
Invited Address: Lynne Cooper, *"Attachment Style Differences in Sexual Motivation and Experience: Developmental, Dyadic, and Daily Differences"*

Sunday, August 21

Symposium: *Worldwide Survey of Cultural Display Rules of Emotional Expression,* Cochairs David Matsumoto and Seung Hee Yoo
Seung Hee Yoo, *"Validation of Scoring Procedure for the Display Rule Assessment Inventory"*
Ana Maria Anguas-Wong, *"Role of Context in Mexican Emotional Regulation via DRAI"*
Anna Laura Comunian, *"Validation of the Matsumoto's Display Rule Assessment Inventory in Italian Culture"*

Joseph O.T. Odusanya, *"Display Rules of Emotional Expression Among Malaysian Undergraduates"*
Diane Sunar, *"Emotional Display Rules Among Turkish University Students"*

Invited Address: Wolfgang Stroebe, *"Why Dieters Fail: A Goal Conflict Model of Eating"*

Symposium: *Growth Stories---Narrative Identity Development and Its Empirically Emerging Principles,* Chair, Jack J. Bauer
Kate C. McLean, *"Function of Lessons and Insights for the Development of Narrative Identity"*
Jennifer L. Pals, *"Constructing Growth: Causal Connections Between Past Events and Self Within the Life Story"*
Monisha Pasupathi, *"Socially Constructing Narrative Identity: Some Thoughts on Told and Untold Tales"* ■
Jack J. Bauer, *"Growth Goals and the Intentional Cultivation of the Good Life"*
Discussant, Dan P. McAdams.■

Passings

Leo Postman
April, 2004

Leo Postman received a Ph.D. from Harvard University in 1946. He joined the faculty at the University of California, Berkeley, in 1950, where he remained for the rest of his professional life. Postman was primarily a cognitive psychologist, and is well-known for his work on memory and forgetting. Working with Jerome Bruner, he was one of the developers of the "new look" school of perception that emphasized affect, theory, experience and expectations in shaping perceptions. In 1947, Postman published "The Psychology of Rumor," with Gordon Allport, the first significant scientific study on where rumors come from, and how they are spread. Allport and Postman found that descriptions of a picture relayed orally from person to person lost details rapidly, and expectation could supplant or rearrange the information communicated. They showed one participant a drawing of two men facing each other in a subway car, and had this participant describe the picture to another person, who in turn described it to a third person, who in turn described it to a fourth, and so on. They found that a razor held by a white workman seemed to transfer to the hand of a well-dressed black as the description was passed from person to person. These results are described in G.W. Allport & L.J.Postman (1947). *The psychology of rumor*. New York: Holt. Allport and Postman suggested that the power and effectiveness of a rumor was based on the multiplicative relationship of the importance of the rumor (if true) to the hearer, and the ambiguity level or uncertainty surrounding the rumor (or its denial).

Kenneth L. Dion
November, 2004

Ken Dion received a Ph.D. from the University of Minnesota in 1970. He joined the University of Toronto faculty and remained there for his entire career. Dion worked in many of areas, including prejudice and intergroup relations, relationships, immigration and acculturation, and group processes. Dion was a pioneer in the conceptualization of prejudice in the context of the stigma process, focusing on the perspective of the target of discrimination, going beyond the then-dominant focus on perpetrators. Dion showed that perceiving one is target of discrimination has a negative impact upon the individual, but can also have some protective aspects for the self-concept of minority and subordinate group members, stimulating social protest. Dion received the 2001 Donald O. Hebb Award from the Canadian Psychological Association for "Distinguished Contributions to Psychology as a Science." In his award article, he summarized this research: Dion, K. L. (2002). The social psychology of perceived prejudice and discrimination. *Canadian Psychology, 43*, 1-10. Dion enjoyed a long and fruitful collaboration with Karen Dion in the area of relationships and romantic love (e.g., Dion, K.K. & Dion, K.L. (1996), Cultural perspectives on romantic love. *Personal Relationships, 3*, 5-17.)

Lawrence A. Messé
December, 2004

Lawrence Messé received a Ph.D. from the University of Chicago in 1968. He was hired by Michigan State University that same year, and spent his entire academic career there. Messé's career spread out over nearly four decades, and a wide range of topics, notably the role of fairness norms, sharing and equity, minority influence, and group motivation. One compelling finding was the tendency of women and girls (from 1st grade through college) to under-evaluate their contributions to groups. Based on perceptions of equity, they under-rewarded themselves compared to men and compared to outside, relatively disinterested evaluators (see Callahan-Levy, C.M. & Messé, L.A. (1979), Sex differences in the allocation of pay. *Journal of Personality and Social Psychology, 37*, 433-446. Messé was especially well known for his professional mentorship of both students and colleagues.

Kenneth B. Clark
May, 2005

Kenneth Clark received a master's degree from Howard University in 1936, and he earned a Ph.D. from Columbia University in 1940, the first Black person to do so. His first job post-Ph.D. was at the Hampton Institute. After joining the faculty at City College in New York in 1942, in 1960 Clark became a tenured professor at City College, the first Black person to do so. In 1966, Clark was elected to the New York State Board of Regents, the first Black person to do so. Clark was elected President of APA in1971, again, the first Black person to do so.

Beginning in the 1930's, Dr. Clark was part of the research team helmed by Gunnar Myrdal, which was ultimately published as the (1944) classic *An American Dilemma: The Negro Problem and Modern Democracy*.

Clark spearheaded the development of the *amicus* brief cited by Chief Justice Earl Warren in his 1954 decision in *Brown v. Board of Education*, in which the Supreme Court ruled segregated, "separate-but-equal" education unconstitutional. This brief, signed by many eminent social scientists, argued that racial discrimination and segregation had substantial harmful effects on blacks, creating feelings of inferiority that limit the lives of blacks, and harmed their ability to learn. Clark argued that racism and discrimination were harmful to everyone involved. "A racist system inevitably destroys and damages human beings; it brutalizes and dehumanizes them, blacks and whites alike," he wrote. "Racial segregation, like all other forms of cruelty and tyranny, debases all human beings—those who are its victims, those who victimize, and in quite subtle ways those who are merely

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Giving Away Social Psychology is Complicated

By Howard S. Friedman

A number of our distinguished leaders in psychology, Hazel Markus and others, have bemoaned the low level of impact of social psychology (and psychology more generally) on science and society, and they have suggested more vivid, coherent, and easily communicated models and approaches. I would like to broaden the discussion by suggesting that the matter is deeper and more complicated than we usually think.

Over the years, I have sat in more psychology faculty meetings (and committee meetings) than I care to tabulate or recall. In these meetings I often watch the decision-making process, usually thinking about groupthink. Perhaps this is because I had an unusual experience as a college undergraduate: Irving Janis was just finishing up his manuscript *Groupthink* and passed it out to our small seminar for comments and feedback. I do not know if I was more shocked that my senior professor would do this or by the contents of the manuscript, but I have thought about groupthink ever since. Anyway, I regularly see psychology meetings violate Janis' recommendations and succumb to groupthink. Although I greatly admire my colleagues, past and present, I see pressure to reach consensus, self-censorship, illusions of unanimity, rationalizations, and overestimations of the group. Anyone playing the role of devil's advocate (sometimes me) is quickly ostracized and faces a long angry drive home.

It is not my sense that psychology departments are run better than physics departments, although I suppose this is an empirical question. Within our field, do the highly-ranked psychology departments at Stanford, Michigan, and Yale emerge as models of cooperation, altruism, community, and fulfillment? Do social psychologists have deeper and more faithful marriages, better reared and more harmonious families, and better-functioning professional organizations than others do?

What makes us confident we can give the best advice for structuring our schools, our prisons, and our political institutions? For example, in education, various so-called reforms have been tried throughout the past century, with a mixed record of success. Our public schools are arguably no better on average than they were before social science entered the scene. Similarly, on many other politically charged issues, the "other" side often understands the social psychological perspective, but does not buy it.

I have taught a graduate core course in social psychology for more than 20 years and I myself do explain repeatedly (and passionately) why there is nothing so practical as a good social psychological theory. However, I become more and more aware of the complexity of human behavior in a social context. For example, in the field of the medicine and health care, there are many socio-behavioral problems that have long been described and studied, but prove resistant to change. Patients do not adhere to their prescribed treatments (in alarming numbers). Doctors do not regularly follow best medical practices, succumbing to influences of advertising, local peer pressure, and just about every other social influence process. Practitioner-patient communication is often poor. Placebo effects are still not well understood. The current hubbub about obesity and weight control has substantial risk of coming to no good. Perhaps most dramatically, insufficient hand-washing by doctors and nurses remains a very significant source of nosocomial (hospital-acquired) infection, despite being studied for decades. I'm sure my colleagues who work in human factors likewise could provide long lists of the complexity of known psychosocial influences affecting pilots, drivers, factory workers, and so on, and the many errors (potentially preventable) that still regularly occur.

I am not saying that social psychology does not have some wonderful concepts and theories. And I am not saying that we have not demonstrated intelligent ways of approaching certain social issues. We do clearly make a difference in some cases. I am merely raising the possibility that some of our failures to impact society (and receive our expected recognition and accolades) may come not from failures of publicity or communication or involvement but instead from a set of more complicated reasons. ■

Passings, *Cont.*

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accessories" (from Clark, K.B. (1965) *Dark Ghetto: Dilemmas of Social Power*, republished in 1989 by Wesleyan University Press. The Supreme Court endorsed the argument that school segregation contributed to the psychological damage of black students.

Kenneth Clark and his longtime collaborator and wife Mamie Phipps Clark studied the self-concept of black children in the North and the South. They showed the children white and black dolls, and asked the students which dolls were nice, which were pretty, which were bad. Both whites and blacks preferred the white dolls. Clark argued that "like other human beings who are subjected to an obviously inferior status in the society in which they live, have been definitely harmed."

A book dedicated commemorating the work and impact of Prof. Clark has been published by APA, *Racial identity in context: The legacy of Kenneth B. Clark* (2004, G. Philogène, Ed.). ■

Journey Without Maps: Beginning a Career as An Academic Social Psychologist in France

By Paula Niedenthal

When colleagues in the United States first heard that, after spending a sabbatical year in Aix-en-Provence, I had decided to stay in France and perhaps get a permanent position here, many of them told me "You are so lucky." I can assure you that I was not lucky in the sense of being a passive recipient of a stroke of luck. Moving to an academic career in a new country, especially when you have already gone through the ranks in another, is a very difficult and often painful process. In fact, moving from the American academic system to the French one was a more difficult transition for me than the transition to motherhood. It is not that it is worse in one place or the other. For reasons having to do both with the organization of national education, and with the failure of experimental psychology to attain the same research and funding status as other natural and social sciences at a particular juncture in French history, French academic concepts bear almost no similarity to American academic concepts, at least for psychologists.

Even before Bush took office the first time, my American colleagues regularly asked me and my spouse, Markus Brauer, to explain the French system. Now that Bush has been reelected, the requests are even more frequent. The less facetious ones come from individuals who appreciate France and French culture, from individuals married to French nationals who would like to return, and from people who would just like the adventure. So here is my attempt, after seven years of living in France, to explain something about academic jobs and the procedure for trying to obtain one. Hopefully the information is helpful, too, for individuals from other countries who might have an interest in the French system.

The first thing to know is that there are two academic careers for social psychologists. One is that of university professor, which involves a significant teaching load and quite a bit less time for research than one might like. (Don't ask "how many courses are taught per semester?" because the teaching load is not calculated that way. If you really want to know, it adds up to 192 hours a year, which is roughly equivalent to four courses.) The other academic career is that of research scientist. The research job is similar to the professor job (i.e., it usually takes place in a regular university department), but there is little to no teaching involved and more resources for research. Both jobs require that one speak French well, though for the research scientist position one has more time to reach a high level since teaching is not required. I taught 192 hours in a temporary professor position when my French was only 6 months-old. It was trial by fire, and I do not recommend it.

To be qualified as a university professor in any rank, you first must be "qualified" by the Conseil National des Universités (CNU), a national commission of psychologists from all subareas of psychology.

Here is how you become a university professor in any rank: First, you have to be "qualified" by the *Conseil National des Universités* (CNU), a national commission composed of psychologists of all subareas of psychology. The criteria for qualification as an assistant professor (*maître de conférences*) include several years of teaching experience and at least one first-authored publication in a peer-reviewed journal. To be qualified as a full professor (*professeur des universités*; there is no associate professor level), over 10 publications are expected and you have to have written a Habilitation (a summary of your research to date) and have defended it before a committee. If you are already full professor in another country, often the Habilitation can be waived.

The qualification procedure itself is straightforward. First, you must preregister via internet, usually in October, about nine months before you would start the job. If you preregister, you then receive a letter in December requesting documents including a vita, a copy of your Ph.D. diploma (or an official translation if not in French), a written report of your thesis defense (if such a report exists), and copies of up to five publications. These documents are sent to two "*rapporteurs*" at the beginning of January. The two "*rapporteurs*" are members of the CNU who examine your application and make a recommendation about whether you should be qualified or not. I have to emphasize here, because it is not consistent with the US system, that the Ph.D. must be completed and defended in order to qualify for a professor position at either level.

If the CNU qualifies you to apply for assistant or full professor positions, you are notified by mail not later than March. Interviews are in May. Every university that posts a job has a hiring committee of up to 20 members, who are not all in social psychology and who are not all even on the faculty of that university. It is these committees that interview two to six candidates for one job, *all on the same day*. Each job candidate gives a 15-minute job talk and entertains questions for 10 minutes. There are no interactions with individuals other than the members of the hiring committee, and the

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universities do not pay for candidates' travel to interviews. On the day of the interviews, university hiring committees rank their candidates in order of preference; this becomes public information. If you are ranked number one at a university, you can accept or decline the position. If you decline, the offer goes to the next person. If you accept a position and perform it competently, after a probation period of 12-18 months, the job is for life. You are a civil servant of the French government.

There are two types of university institutional structures for psychology professors. Some professors work in typical academic departments, and are associated with *"laboratoires"* (which are like subareas of departments). Regular laboratories receive very little money for their functioning. There are around 40 such laboratories in social psychology in France. Other professors and all research scientists work in laboratories which are also located on universities, but which are funded by the *Centre National de la Recherche Scientifique* (CNRS, the French counterpart to the American National Science Foundation). CNRS laboratories thus have more financial support than regular university laboratories. They consist of 15 to 40 members, some of whom, as mentioned, are professors and some of whom are research scientists.

How do you get a job as research scientist? To understand the hiring procedure, you need to understand how the CNRS works. The CNRS is divided into 40 sections based on research area. One of the sections (section 27) is called "Behavior-Brain-Cognition". This section funds about 35 laboratories whose members conduct research in the areas of cognitive sciences, neuroscience, and psychology. Only one such laboratory specializes in social psychology, the "*Laboratoire de Psychologie Sociale et Cognitive*" in Clermont-Ferrand. This is where I am.

The 700 or more members of the laboratories in section 27 elect 20 representatives to the "*commission de la section 27*". This commission makes all the hiring decisions. The junior CNRS level position is called "*chargé de recherche*" ("charged with research"). The senior level position is called "*directeur of research.*" To get either position, you first have to find a laboratory that is interested in you. The more you can fit your research within the overall research aims of a laboratory, the more interested the laboratory will be. Once you have a welcoming laboratory, you submit an application over the internet (see below), usually due in January. The application includes your CV as well as an approximately 15-page document in which you describe your research, past, present and future. Again, you have to already have obtained your Ph.D. in order to apply. And (yet!) there is a maximum age limit of 31 for individuals applying to be junior research scientists.

In a given year, section 27 has only 4-6 jobs available at each level. Nevertheless, all candidates who submit an application must go to Paris on a day and at a time *announced by the CNRS* (no negotiation by you) to give a 15-minute research talk before a subcommittee of the commission that may or may not contain any social psychologists. This usually occurs in May. Within several days, the members of the full commission rank the candidates. The primary criterion for evaluation is scientific excellence, but other factors are taken into account as well (e.g., equity between laboratories, regional distribution of candidates). If there are 5 jobs and you are ranked fifth, then you are in. If you are ranked 6th, then you have to wait until next year and try again. Being ranked in one year does help your candidature in the next year, but does not guarantee that you will be hired. Since up to 90 people apply for these 4-6 positions, many people have to present their candidature several times before entering the CNRS. As for university professor positions, research jobs are for life.

One thing that is important for getting any academic position in France is to plan ahead. There are post-doc positions available, and they are quite comfortable. But one has to start the process of contacting a post-doc director at least one year in advance of the starting date in order to acquire funding. This is because the host at the French university has to apply for a post-doc position *for a particular candidate*. Thus, one should not wait for an ad in which a professor at a French university announces that s/he wishes to fill a post-doc position. Research scientist positions themselves are also very desirable, but so competitive that most people have to apply and interview at least twice before getting a job. Since there are age limits for the junior positions, this means that one has to start applying in one's very first year of eligibility (i.e., once the dissertation has been defended) in order to eventually get a position.

The system is trying to be so fair that it almost seems unreal.

Does this information confuse you? I have been here so long that I can barely remember the confusion I felt when I first confronted the system. But I do remember feeling that somehow it was not respectful or fair. In fact, the system is trying to be so fair that it almost seems unreal. In the end, I cannot say that one system is better on a daily basis. There are frustrations everywhere. But right now, in the era of Bush, I can say for sure that I have lots of grant money from the French Ministry of Education. My students are eager and delightful people, and so are my colleagues. And that is just professional life! So, at least for now, we are staying. Get in touch if you want to come for a sabbatical!

Relevant websites:
http://www.education.gouv.fr/personnel/enssup/antares (preregistration for university positions)
http://www.sg.cnrs.fr/drhchercheurs/concoursch/default-fr.htm (CNRS applications). ■

Graduate Training in Social Psychology: Two Questions about Employment Opportunities

By Mark A. Ferguson

What are the chances of finding a good academic job this coming year? The matching of a successful applicant to a desirable position is based on a mix of the applicant's skills, abilities, career goals, market forces and blind luck on the one hand, and the kind of job that is being sought on the other. Some have suggested that the number of these positions is small (e.g., Fiske, 1994); obtaining a desirable position may be difficult, especially for newer graduates. How plentiful are the various kinds of positions in social psychology in a given hiring year?

To look at this, I tallied a count of social psychology-related position advertisements from the *APS Observer* (print and online editions) over two hiring years, 2002-2003 and 2003-2004. I used the complete database of advertisements from the American Psychological Society *APS Observer's* job announcements (special thanks to Eric Jaffe and Kate Volpe at APS). Any position announcement that appeared from June to the following May was considered part of a hiring year. All announcements that listed social psychology as a primary or desired specialization were included, unless it listed another specialization as preferred. Multiple announcements for similar positions in a hiring year were counted only once, unless they specified additional positions.

The count of position by category and hiring year appears in Table 1. An average of 65 advertisements mentioning social psychology jobs appeared in the *APS Observer* each year. Focusing on the doctoral training positions, 20 advertisements appeared in hiring year 2002, 18 in hiring year 2003. Assuming that these years are representative of recent hiring years, this suggests that about 19 graduate training positions become available in a given hiring year, and some of these positions go unfilled. This method underestimates the total number of opportunities available to social psychologists, ignoring most business school jobs, industry positions, positions that do not mention social psychology but are open to them, interdisciplinary opportunities, and so on. In addition, many primarily teaching positions do not appear in the *Observer*, but appear in the *Chronicle of Higher Education* or similar publications. Still, many of the most desirable positions in social psychology are advertised in the *Observer*. When more than 400 graduate students are admitted to graduate social psychology programs each year (American Psychological Association, 2003), this small number of advertisements is sobering. There is also some evidence that temporary positions are on the rise, going from five in 2002-2003 to 13 in 2003-2004 (χ^2_{1df})=3.56, p<.06.

Table 1. *APS Observer Advertised Positions in Social Psychology by Job Category and Hiring Year*

	Hiring Year	
Position Category	2002	2003
Doctoral Training	20	18
Non-doctoral/Teaching	29	22
Temporary/Visiting	5	13
Post-doctoral	5	3
Government/Private	5	2
International (incl. Canada)	5	3
Total Positions	69	61

This seems like a fairly small number of ads, when compared to the 400+ students in entering classes each year. What sort of applicants gets these desirable positions? There are many factors that contribute to obtaining job interviews and offers, including number of publications, enthusiasm of letter writers, identification with a famous lab or adviser, and so on. I have chosen to look at one under-studied possibility; whether the applicant's Ph.D. degree was granted by public or private institution.

I have been collecting data on graduate training programs in social psychology, and have identified all regular faculty members in the 104 different U.S. doctoral training programs. There are 171 faculty members who received a Ph.D. in the period 1991-2004; this range is sensible approach to obtain a full decade, based on the approximately three-year lag that is characteristic between Ph.D. completion and appearing on the faculty rolls in doctoral training programs.

The data set includes the faculty members' degree-granting institutions, their degree institution type (public or private), and their employing institution type. A count of faculty members by degree institution and current institution is displayed in Table 2. Of 171 faculty members, 112 (64%) obtained their doctoral degrees from a public (state or municipal) institution; 59 (36%) obtained their degrees from a private institution. Thirty-seven public

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Graduate Training,

(Continued from page 12)

and 15 private universities have recently placed a social Ph.D. in a doctoral program.

Certainly more faculty in doctoral training programs come from public universities, but one cannot draw too much of a conclusion on training or placement efficiency—there are 73 public doctoral training programs in social psychology, and only 31 private doctoral training programs. To measure efficiency, I calculated the size of the incoming classes at all private and public universities based on student enrollment data in *Graduate Study in Psychology*, the APA volume that collects detailed admissions information from psychology graduate programs. Data on new student enrollment, in each new, biannual volume from 1988 to 2002, was collected for the 52 institutions in the present research. Two faculty members (one each from public and private degree institutions) have been excluded from the last two columns in this table because their degree institution failed to report enrollment data. I calculated an estimate of the total number of student enrollments in various graduate programs from 1988-2002, which represents an approximate 15-year catchment period for our sample of faculty. This is listed as "Estimated Students" in Table 2. To estimate efficiency of placing their students, I divided Estimated Students by the total number of placements, and multiplied by 100, labeled "% Placement" above.

Table 2. *Current Doctoral Faculty by Type of Current and Degree Institutions*

Degree Institution	Current Institution Public	Private	Total Programs	Total Placements	Estimated Students	% Placement
Public	90	22	73	112	2097	5.3
Private	41	18	31	59	608	9.5
Total	131	40	104	171	2705	14.8

Although many more students seek Ph.D.s in social psychology at public universities, private universities are more likely to place their students in doctoral training programs in social psychology in the USA. Faculty members with private training degrees were 57% more likely to work for private institutions than were faculty with public degrees. Faculty members with public degrees were 16% more likely to work for public institutions than faculty with private degrees; this effect is not terribly large, (χ^2_{1df})=2.55, p<.12. There is a modest tendency for private institutions to hire people from private institutions, and a smaller tendency for public institutions to hire from other public institutions. Private institutions had a high placement rate in doctoral programs than public institutions (χ^2_{1df})=15.15, p<.001.

Remarkably, graduate training programs appear to place only 5-10% of newly enrolled graduate students in training positions. With large numbers enrolling, but few obtaining doctoral level social training jobs, that vast majority of our students do not obtain the jobs for which many training programs are designed. When doctoral training programs in social psychology announce around 20 positions in any given hiring year, competition for these jobs is keen.

This jobs data set focuses on a narrow range of jobs for which social psychologists might apply. There are many positions available in non-doctoral department, other disciplines, outside academia, and in other countries (Morgan, Habben, & Kuther, 2004). Many of these jobs must be described as excellent. Even though this research might address an unusual and narrow set of data, a focus on social psychology graduate training positions remains important. Faculty members in these posts train the majority of new social psychologists, publish research in major journals (see pp. 18-19 in this issue), and are visible in the media, Congress, and so on. The graduate training position is vital to the field. It is important for fields to collect empirical information on employment opportunities, for students and for training programs, who want to provide the best training possible given student interest and the new marketplace. It is useful for new graduates on the job market, in order to gauge their strategies for obtaining a position. Graduate school hopefuls must balance their aspirations with the realities of employment, and training programs should take a sober look at whether their training programs are well suited to the kinds of jobs their students are likely to get.

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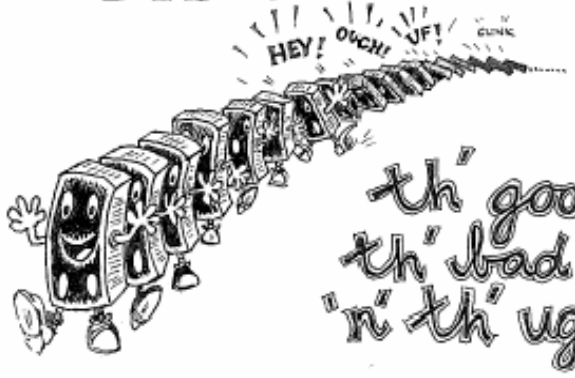
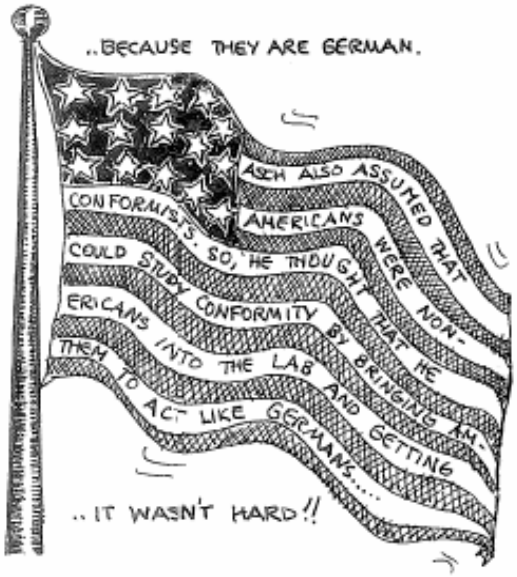
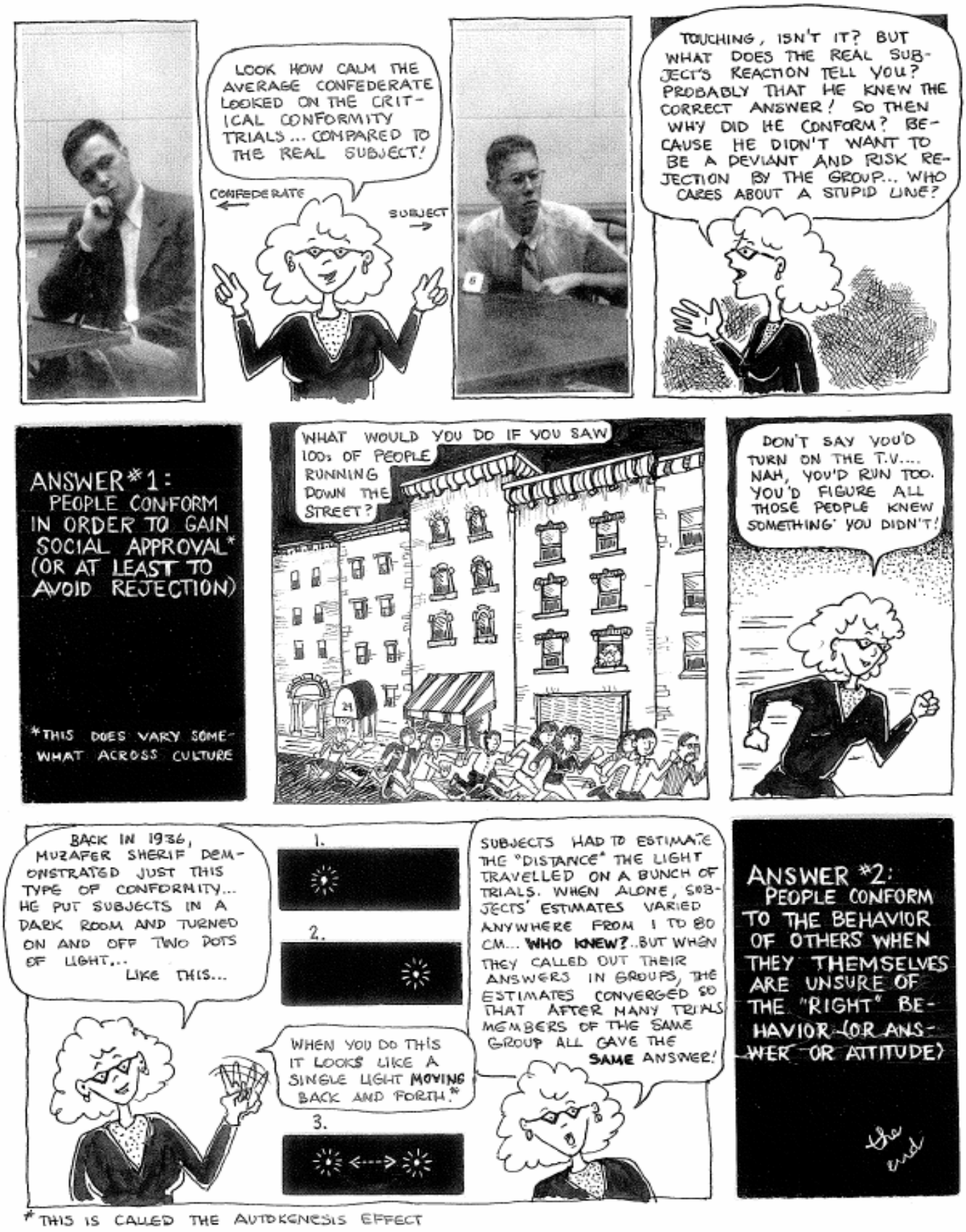
By Paula Niedenthal

Ch. 1 CONFORMITY



SOCIAL PSYCHOLOGIST SOLOMON ASCH, WHO WAS INFLUENCED BY WWII, THOUGHT HE KNEW WHY: PEOPLE CONFORM..




LOOK HOW CALM THE AVERAGE CONFEDERATE LOOKED ON THE CRITICAL CONFORMITY TRIALS... COMPARED TO THE REAL SUBJECT!
CONFEDERATE
SUBJECT
TOUCHING, ISN'T IT? BUT WHAT DOES THE REAL SUBJECT'S REACTION TELL YOU? PROBABLY THAT HE KNEW THE CORRECT ANSWER! SO THEN WHY DID HE CONFORM? BECAUSE HE DIDN'T WANT TO BE A DEVIANT AND RISK REJECTION BY THE GROUP... WHO CARES ABOUT A STUPID LINE?
ANSWER*1: PEOPLE CONFORM IN ORDER TO GAIN SOCIAL APPROVAL* (OR AT LEAST TO AVOID REJECTION)
*THIS DOES VARY SOMEWHAT ACROSS CULTURE
WHAT WOULD YOU DO IF YOU SAW 100s OF PEOPLE RUNNING DOWN THE STREET?
DON'T SAY YOU'D TURN ON THE T.V.... NAH, YOU'D RUN TOO. YOU'D FIGURE ALL THOSE PEOPLE KNEW SOMETHING YOU DIDN'T!
BACK IN 1936, MUZAFER SHERIF DEMONSTRATED JUST THIS TYPE OF CONFORMITY... HE PUT SUBJECTS IN A DARK ROOM AND TURNED ON AND OFF TWO POTS OF LIGHT... LIKE THIS...
1.
2.
WHEN YOU DO THIS IT LOOKS LIKE A SINGLE LIGHT MOVING BACK AND FORTH.*
3.
SUBJECTS HAD TO ESTIMATE THE "DISTANCE" THE LIGHT TRAVELLED ON A BUNCH OF TRIALS. WHEN ALONE, SUBJECTS' ESTIMATES VARIED ANYWHERE FROM 1 TO 80 CM... WHO KNEW?.. BUT WHEN THEY CALLED OUT THEIR ANSWERS IN GROUPS, THE ESTIMATES CONVERGED SO THAT AFTER MANY TRIALS MEMBERS OF THE SAME GROUP ALL GAVE THE SAME ANSWER!
ANSWER *2: PEOPLE CONFORM TO THE BEHAVIOR OF OTHERS WHEN THEY THEMSELVES ARE UNSURE OF THE "RIGHT" BEHAVIOR (OR ANSWER OR ATTITUDE)
the end
*THIS IS CALLED THE AUTOKINESIS EFFECT

Winter APA Council Report, 2005

By Janet Swim and Ed Diener

The APA Council of Representatives (COR) met in Washington DC in February for their biannual meeting. A number of reports and decisions were made during this meeting of relevance to members of SPSP. Below is a description of these reports and decisions.

Budget. APA now receives considerably more revenue from electronic publications and databases than from print journals and books. The revenues from electronic products continue to increase dramatically, for example they have doubled in the last four years. Together, APA receives revenues of approximately 60 million dollars a year from all forms of publications and databases. This facet of APA produces 62% of its revenues. With projected expenses of about 43 million dollars in 2005, the publications provide APA with net revenues of about 17 million dollars. The total revenues of APA in 2005 will be about 99 million dollars, (membership dues accounted for 14 million dollars), and expenses are projected at 98 million dollars. Thus, publications and databases account for a very substantial proportion of the budget of APA, and the majority of net revenues of the association. An important question is whether the Science Directorate of APA receives a fair share of the revenues produced by the publications and databases, the vast majority of which are related to science.

Award. Brian Baird, a representative from Washington State, received the APA Presidential Citation Award from APA for his contributions to psychology in the U.S. House.

Diversity. Several motions passed with regard to different diversity issues. Three motions were made in reference to gaining attention to issues of gender identity, separate from sexual identity and sexual orientation. These motions were: (1) adding gender identity to the Bill of rights for members to read, " All members, fellows, and Associates members and Affiliates shall be treated with respect and without discrimination on the basis of race, national or ethnic origin, religion, gender, gender identity or sexual orientation, age, mental or physical disability…"; (2) amending an APA resolution on Hate crimes to recognize prejudice and discrimination based upon gender identity in addition to the previous categories of race, ethnicity, religion, sexual orientation, gender, and physical condition; and (3) forming a task to review research on gender identity, gender variance, and intersex conditions and develop recommendations regarding several areas including topics as addressing these topics in education, training, and research.

There was much discussion about APA becoming a more multicultural organization. This discussion was prompted by responses to a report given at the August APA COR meeting given by a task that attended the United Nations Task Force on the World Conference Against Racism. The discussion and a training session was aided by a well received presentation by Jack Dovidio on Implicit and Explicit racism. As a result of these discussions the COR recommend a task force to specifically address religious prejudice and discrimination and a second task force to address prejudice and discrimination against all groups.

Council approved the formation of "standing, permanent committee to be added to the APA Public Interest Directorate that will have, as its major focus, attention to psychological issues related to social class." This effort was spear headed by Bernice Lott, Council representative for Division 9 (SPSSI; the Society for the Psychological Study of Social Issues).

Council approved funds to aid the formation of a task force on the sexualization of girls. The task force will "examine and summarize the best psychological theory, research and clinical experience addressing the sexualization of girls via media and other cultural messages, including the prevalence of these messages and their impact on girls, and include attention to the role and impact of race/ethnicity and socioeconomic status. The task force will produce a report, including recommendations for research, practice, education and training, policy, and public awareness."

HIV/AIDS. A report was given that indicates that current Federal policy focuses on abstinence-only programs to prevent HIV transmission. However scientific research does not indicate that these programs work. In response Council past a resolution supporting comprehensive sex education because these comprehensive programs are more effective than abstinence-only programs, in efforts to reduce the incidence of HIV/AIDS.

Undergraduate teaching. COR approved a motion to support a task force to 'identify student learning outcomes at the lower division of the undergraduate psychology curriculum, along with models of "best practices" for teaching, learning and assessment.' Participants in the task force will be from community college and college/ university faculty. The goal is to respond to the "Associations call for greater accountability in pre-college and undergraduate teaching and learning."

Division of the Society for Human-Animal Studies. There was much discussion about the establishment of a division of the Society of for Human-Animal studies which would study a range of topics including attitudes about Human rights, the role of pets in therapy, and human-animal communication. The steering committee for this society completed the necessary requirements to be considered for divisional status at APA. Scott Plous was the spokesperson for this group and presented compelling data in support of this division. However, Council did not recommend supporting this division at this time. ■

Toward a Person-Social Psychology

By Judson Mills

The assumption that personality and social psychology should be integrated into one field with a common set of concepts and theoretical ideas forms the starting point for this note. The idea that considering both the characteristics of the person and of the social situation is necessary for a full understanding of human behavior is not new. It dates back at least seven decades to the pioneering work of Kurt Lewin (1935) and Henry Murray (1938). Lewin's famous formula $B = f(PE)$ summarized his view that, "to understand or predict the psychological behavior (B) one has to determine for every kind of psychological event (actions, emotions, expressions, etc.) the momentary whole situation, that is, the momentary structure and state of the person (P) and of the psychological environment (E)" (1935, p.79).

Contrary to the message of $B = f(PE)$, personality and social psychology have come to be regarded as names of two separate fields having little relationship to one another. In a survey of members of the Society for Personality and Social Psychology (Stricker, Helmreich and Roberts, 1986) only 16% of the 1779 members responding reported they were about equally identified with personality psychology and social psychology (15% were much more and 11% somewhat more identified with personality psychology and 39% much more and 19% somewhat more identified with social psychology). The fission of personality and social psychology has occurred despite the fact they are linked in the name of the Society of Personality and Social Psychology and in the names of major journals. Despite those linkages, personality and social psychology has come to signify personality *or* social psychology.

The split of the *Journal of Personality and Social Psychology* into different sections has served to magnify the division between personality and social psychology. Although attitudes, which have long been considered an important concept in social psychology, are individual difference variables, the term *attitudes* appears in the name of one section, while the term *individual differences* appears, along with personality processes, in the name of a different section.

A new name connoting a unified field would focus attention on issues that need to be dealt with in order to integrate personality and social psychology, in particular, the issue of how best to conceptualize the person and the social situation in a way which links them theoretically. The term *person-social psychology* captures the focus on both the person and the social situation that is essential for the development of a unified field. Its meaning is easily understood. It conveys the unity of the subject matter. While having a degree of novelty, it is not a radical departure from previous terminology, retaining the crucial elements of the old term in a condensed form. It also has the advantage of being much easier to pronounce than the old term, as *person* has three fewer syllables than *personality.* In addition to shortening it, the replacement of *and* by the hyphen emphasizes the combined focus on the person and the social situation. The hyphen also makes clear that the term does not refer to a type of social psychology.

The new term *person-social psychology*, because it doesn't include the old term *personality*, would involve somewhat more change for those primarily identified with personality than for those primarily identified with social. Given there are at least twice as many of the latter than the former, that is likely to be true of any new term capable of achieving enough acceptance to become the name of the field integrating personality and social psychology.

The adoption of the term *person-social psychology* would encourage those presently identified with personality or with social psychology to regard themselves as working in the same field of knowledge, which would further the development of a set of common concepts and theoretical ideas. Fusion of personality and social psychology into one unified field would be promoted by use of the term *person-social psychology*.

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Society for Personality and Social Psychology

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Publishing in Social-Personality Psychology Journals, 1994-2004

W has been publishing in the personality and social psychology's top journals? To ask this, *Dialogue* conducted an analysis* of the number and most frequent authors of articles published in *Journal of Personality and Social Psychology(JPSP), Personality and Social Psychology Review (PSPR), Personality and Social Psychology Bulletin (PSPB), Journal of Experimental Social Psychology (JESP), Journal of Personality (JoP)* and *Advances in Experimental Social Psychology (AESP)* from 1994 through 2004 (or a little bit more to ensure at least 500 papers for JoP, JESP, and AESP, see note for each journal, below).

JPSP

There were 1,919 articles appearing in *JPSP* from 1994-2004.

N	*Author*
22	Mikulincer, M
20	Diener, E
18	Baumeister, RF
	Higgins, ET
17	Petty, RE
16	Elliot, AJ
	Kruglanski, AW
15	Greenberg, J
14	John, OP
	Pyszczynski, T
13	Holmes, JG
	Spears, R
12	Dunning, D
	Keltner, D
	Sedikides, C
	Trope, Y
11	Bargh, JA
	Gilovich, T
	Simpson, JA
	Solomon, S
10	Batson, CD
	Dijksterhuis, A
	Gaertner, L
	Hamilton, DL
	Judd, CM
	Liberman, N
	Miller, N
	Stapel, DA
	Swann, WB
	van den Bos, K
9	Arndt, J
	Banaji, MR
	Bodenhausen, GV
	Cacioppo, JT
	Forster, J
	Graziano, WG
	Insko, CA
	Kenny, DA
	Koomen, W
	Lehman, DR
	Murray, SL
	Mussweiler, T
	Park, B
	Robins, RW
	Shaver, PR
	Sheldon, KM
	Smith, ER
	Wegner, DM
	Zanna, MP
8	Caspi, A
	Gibbons, FX
	Gollwitzer, PM
	Greenwald, AG
	Harackiewicz, JM
	Kunda, Z
	McCrae, RR
	Moskowitz, DS
	Pelham, BW
	Rusbult, CE
	Sherman, SJ
	Simon, L
	van Knippenberg, A
7	Bailey, JM
	Barrett, LF
	Blascovich, J
	Bradbury, TN
	Cooper, ML
	Devine, PG
	Dweck, CS
	Gosling, SD
	Kashy, DA
	Lucas, RE
	Macrae, CN
	McCullough, ME
	Milne, AB
	Neuberg, SL
	Niedenthal, PM
	Nisbett, RE
	Pennebaker, JW
	Sidanius, J
	Strack, F
	Taylor, SE
	Twenge, JM
	Wegener, DT
	Wilke, HAM

Top 15 JPSP Institutions

Michigan, Illinois, Stanford, Ohio State, Texas, UC-Berkeley, Wisconsin, UCLA, Columbia, NYU, Northwestern, Waterloo, Colorado, North Carolina, Indiana.

PSPR

PSPR began publication as a journal in 1997. From then until 2004, the journal has had 134 articles appear; 29 authors have published there twice or more.

N	*Author*
4	Nowak, A
3	Brewer, MB
	Hogg, MA
	Kruglanski, AW
	Read, SJ
	Schaller, M
	Twenge, JM

Top 12 PSPR Institutions

Illinois, USC, NYU, Michigan, Columbia, Florida Atlantic, Princeton, British Columbia, Georgia, Miami, Queensland, Waterloo.

PSPB

PSPB had 1,313 publications from 1994 to 2004.

N	*Author*
20	Greenberg, J
16	Fazio, RH
15	Petty, RE
	Spears, R
14	Higgins, ET
	Pyszczynski, T
13	Crocker, J
	Mullen, B
11	Anderson, CA
	Batson, CD
	Baumeister, RF
	Cialdini, RB
	Koestner, R
	Shaffer, DR
10	Dovidio, JF
	Eagly, AH
	Sedikides, C
9	Carver, CS
	Chaiken, S
	Devine, PG
	Hogg, MA
	Major, B
	Olson, JM
	Sanna, LJ
	Seta, CE
	Seta, JJ
	Sheldon, KM
	Sherman, SJ
	Weary, G
8	Berry, DS
	Branscombe, NR
	Ellemers, N
	Esses, VM
	Forgas, JP
	Leary, MR
	Lehman, DR
	Mackie, DM
	Nezlek, JB
	Oishi, S
	Schwarz, N
	Shaver, PR
	Shepperd, JA
	Smith, RH
	Snyder, M
	Solomon, S
	Taylor, SE
7	Bless, H
	Bushman, BJ
	Buunk, BP
	Clark, MS
	Fiedler, K
	Gerrard, M
	Gilovich, T
	Insko, CA
	Lassiter, GD
	Manstead, ASR
	Miller, CT
	Miller, DT
	Miller, N
	Newman, LS
	Sanbonmatsu, DM
	Stapel, DA
	Strube, MJ

	Trafimow, D
	Weiner, B
	Wells, GL
6	Arkin, RM
	Arndt, J
	Barrett, LF
	PSPB, Cont.
	Blascovich, J
	Burger, JM
	Cacioppo, JT
	Diener, E
	Elliot, AJ
	Gibbons, FX
	Heine, SJ
	Jackson, LA
	Karney, BR
	Knee, CR
	Kruglanski, AW
	Lord, CG
	Lydon, JE
	Mikulincer, M
	Milne, AB
	Nisbett, RE
	Robinson, MD
	Roese, NJ
	Ross, M
	Ryan, RM
	Simon, L
	Tesser, A
	Wilson, TD
	Zuckerman, M
5	Alicke, MD
	Aronson, E
	Baron, RM
	Bassili, JN
	Blanton, H
	Bohner, G
	Brewer, MB
	Brown, JD
	Campbell, WK
	Chiu, CY
	Crandall, CS
	Deci, EL
	Diehl, M
	Enzle, ME
	Feather, NT
	Fincham, FD
	Fiske, ST
	Florian, V
	Harris, MJ
	Haslam, SA
	Johnson, JD
	Johnson, JT
	Jones, EE
	Luhtanen, R
	Macrae, CN
	Mark, MM
	Mayer, JD
	Monteith, MJ
	Neighbors, C
	Neuberg, SL
	Reis, HT
	Rusbult, CE
	Sabini, J
	Schaller, M
	Schlenker, BR
	Simpson, JA
	Stewart, AJ
	Suls, J
	Swann, WB
	Swim, JK
	Tafarodi, RW
	Uleman, JS
	Wanke, M
	Whitley, BE
	Winter, DG
	Wyer, RS
	Zanna, MP
	Zebrowitz, LA

Top 15 PSPB Institutions

Michigan, Ohio State, Illinois, UCLA, North Carolina, Texas, Missouri, Wisconsin, Arizona State, Northwestern, Georgia, Minnesota, Rochester, Kansas, Amsterdam, UC-Santa Barbara.

JoP

The Journal of Personality had 514 articles from 1992-2004.

N	*Author*
11	Cramer, P
	McCrae, RR
10	Nasby, W
9	Read, NW
8	West, SG
7	Graziano, WG
	McAdams, DP
	Tennen, H
6	Borkenau, P
	Costa, PT
	King, LA
	Koestner, R
	Roberts, BW
	Watson, D
5	Baumeister, RF
	Buss, DM
	Church, AT
	Colvin, CR
	Krueger, RF
	Larsen, RJ
4	Caspi, A
	Cooper, ML
	Diener, E
	Finch, JF
	Funder, DC
	John, OP
	Moffitt, TE
	Panter, AT
	Robins, RW
	Sheldon, KM
	Simpson, JA
	Singer, JA
	Suls, J
	Thorne, A
	Zuckerman, M

Top 14 JoP Institutions

UC-Berkeley, Michigan, Minnesota, Arizona State, Iowa, British Columbia, UC-Davis, Missouri, Rochester, Illinois, National Institute of Aging, Texas, Wisconsin, Williams.

JESP

JESP published 518 papers from 1991-2004.

N	*Author*
10	Judd, CM
8	Bodenhausen, GV
	Sherman, SJ
7	Higgins, ET
	Macrae, CN
6	Hewstone, M
	Koomen, W
	Kruglanski, AW
	McConnell, AR
	Park, B
	Pelham, BW
	Petty, RE
	Stapel, DA
5	Bargh, JA
	Biernat, M
	Harackiewicz, JM
	Holmes, JG
	Lambert, AJ
	Milne, AB
	Olson, JM
	Schul, Y
	Schwarz, N
	Spears, R
	Trope, Y
	Zanna, MP

Top 21 JESP Institutions

Northwestern, Ohio State, Michigan, Indiana, NYU, Amsterdam, Colorado, Illinois, Princeton, Stanford, Columbia, UC-Santa Barbara, Purdue, Waterloo, Maryland, North Carolina, Wales-Cardiff, Yale, Kansas, Pittsburgh, Wisconsin.

AESP

There were 99 articles in AESP from 1984-2004.

N	*Author*
3	Greenberg, J
	Higgins, ET
	Pyszczynski, T
	Snyder, M

Top 9 AESP Institutions

NYU, Princeton, UCLA, Maryland, Michigan, Columbia, UC-Santa Barbara, Minnesota, Wisconsin.

List of Lists

Two names appear on four lists of top publishers: *Jeff Greenberg* and *Tory Higgins*. Several institutions appear on many lists:

Lists	*Institution*
6	Michigan
5	Illinois
4	Columbia
	NYU
3	Georgia
	Minnesota
	North Carolina
	Northwestern
	Ohio State
	Princeton
	UC-Santa Barbara
	Wisconsin

**This set of lists was created using the ISI Web of Science online analysis software. Any and all bylined articles are included. Institution lists vary in length due to ties.*■

The State of SPSP, *continued*

(Continued from page 5)

to the running of new web-based system by outgoing Editor Fred Rhodewalt. Fred handled a Utah avalanche of manuscripts without falling significantly behind; this is a minor miracle. There is some question that PSPB might be getting too large and too difficult for one Editor to handle. On January 1, 2005 Judy Harackiewicz took over the helm of the journal, and the Publication Committee will be closely watching the flow of submissions.

Due to savings in human labor, postage and copying costs, Fred Rhodewalt has left nearly $12,000 unspent from the *PSPB* budget, and this money will be carried over to the current year to complete his term. Paper accepted under Rhodewalt's editorship will fill issues through February, 2006, at which point the journal will be populated by articles accepted by the Harackiewicz regime.

The Executive Committee discussed whether the number of pages in *PSPB* should be increased. It is likely that Sage Publications would be amenable to such an arrangement, but the costs to the Society for such an expansion are unknown at this time. The submission load is likely high enough to add articles at no reduction of quality, but no action was taken on this idea yet.

There was some discussion about structuring the articles that appear in *PSPB* into sections. This would not be the kind of sectioning found in *JPSP*, but perhaps something flexible and editor-arranged like on finds in *Child Development.*

PSPR is also in great shape. The contract with Erlbaum is about to come up for renewal, and Harry Reis has solicited offers from Erlbaum (the current publisher) and others. Last year, the net cost to the Society for publishing *PSPR* was $18,000. Some of the offers that are coming in erase and even substantially reverse this cost.

The business of publishing scientific journals is changing dramatically, with electronic access to articles, electronic consortia, and the bundling of multiple journals sold as a package to institutions. There is still room for profit to publishers and societies, but the movement is clearly away from paper journals delivered as high-paying institutional subscriptions, and into electronic access. Keeping track of revenue gets tricky in these scenarios, but it is very likely that SPSP will maintain its present revenue stream for the foreseeable future.

The term of Eliot Smith as *PSPR* Editor comes to a close this year, and a call for nominations for a new editor was made. Advertisements appeared in *PSPR* and *Dialogue*. A search committee was formed, and a list of more than 15 serious potential candidates were listed. The hardest part of selecting a new editor is not that it is hard to come up with good candidates for the position—the hardest part is finding people who are both highly qualified and willing to do the job. Editing is onerous, often thankless, very time-consuming, and is certainly not remunerated at a level commensurate with the necessary skills and time. Careful attention to candidates' breadth of reading and knowledge must be paid. Good candidates must be eminent, judicious, and with significant editorial experience. Finally they must be either altruistic, a little crazy, or victims of the planning fallacy. At the end of the process, two excellent candidates remained, and in the end, Galen Bodenhausen was recommended and agreed to serve as *PSPR*'s new editor (see p. 3)

Training Committee. Yuichi Shoda reported on the Committee's activities. This ambitious group offered a "Career Transitions" workshop at the 2005 Convention that was well-attended. They also offered an Advocacy workshop, which (as mentioned above) was not particularly well attended. However, there are a number of handouts that were prepared for the workshop, and the Training Committee will make these available to anyone who is interested. The Training Committee also co-sponsored a coffee hour with GASP which was free for the attendees; this was well-attended by both students and faculty.

The committee is considering making training available about various career paths in social/personality psychology, particularly those outside of academe. The committee is considering pursuing this non-academic training session independent of the SPSP academic/ scientific convention.

The Training Committee felt that there is not enough open and routine discussion among graduate directors about every day issues and graduate training concerns. They're looking for an opportunity to have discussion among graduate directors about a wide variety of different issues, questions, etc. They may develop a listserv, a web-based group, or perhaps even a "Dear Abby" column in *Dialogue*. Please send suggestions to Yuichi Shoda *yshoda@u.washington.edu.*

Lobbying. In response to the dire federal funding situation for social-personality psychology, and after a long discussion and debate hosted by Laurie Rudman, the Executive Committee voted to join the Federation of Behavioral, Psychological, and Cognitive Sciences (FBPCS). FBPCS is "a dues-supported coalition of member organizations, university departments of psychology, schools of education, research centers, regional psychological associations, and science divisions of the American Psychological Association (APA)." It "represent the interests of scientists

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Announcements

Invitation to join the International Society for Justice Research (ISJR)

The International Society for Justice Research (ISJR) seeks to provide an exciting, collaborative, multidisciplinary platform for social justice researchers by, among other things, convening biennial scientific meetings and publishing Social Justice Research. The next conference will take place in the summer of 2006 in Berlin, Germany. The current president of ISJR is Claudia Dalbert, who succeeded Faye Crosby. For more information about our society, please visit our homepage: *http://www.isjr.org*.

Membership is now open and available to all scholars whose work is related to issues of social justice, broadly defined. Many current members of the Society for Personality and Social Psychology (SPSP) have research interests that overlap considerably with those of the members of ISJR. We invite you to join ISJR now! Our membership fee ($60 for members with permanent academic affiliations and $38 for members without permanent positions) is extremely reasonable and includes a journal subscription, reduced conference rates, a society newsletter, and more. If you would like to become an ISJR member, please send an email describing your interest in justice research along with your CV to: *dalbert@paedagogik.uni-halle.de*. Info concerning Social Justice Research can be obtained at *http://www.kluweronline.com/issn/0885-7466* or by emailing the editor at: *john.jost@nyu.edu*.

New Books

Baldwin, Mark (Editor) (2004). Interpersonal Cognition. Guilford Publications. www.guilford.com/pr/baldwin.htm
Publisher's summary:
Presenting state-of-the-art research from leading investigators, this volume examines the processes by which people understand their interpersonal experiences. Provided are fresh perspectives on how individuals glean social knowledge from past relationships and apply it in the here and now. Also explored are the effects of biases and expectancies about significant others on relationship satisfaction and personal well-being. Broad in scope, the book integrates findings from experimental social psychology with insights from developmental, personality, and clinical psychology. Throughout, chapters strike an appropriate balance between theory and method, offering an understanding of the core issues involved as well as the tools needed to study them.

Daniel Bar-Tal & Yona Teichman (2005). Stereotypes and Prejudice in Conflict: Representations of Arabs in Israeli Jewish Society. Cambridge: Cambridge University Press, 2005, 483 pages-Hardback Available from www.cambridge.org
On the basis of knowledge accumulated in social, developmental, and political psychology, sociology, political science, cultural and communication studies, the book presents a systematic, comprehensive and coherent analysis of evolvement, institutionalization, maintenance, functions and consequences of stereotypes and prejudice developed in a society (i.e., Israeli Jewish society) involved in intractable conflict with Arabs.

Branscombe, Nyla, & Doosje, Bertjan (2004). Emotion and Intergroup Relations. Cambridge University Press. http://us.cambridge.org/titles/catalogue.asp?isbn=0521520835
This volume examines the antecedent conditions that are necessary to provoke collective guilt, methods for assessing this group-based emotion, and how the collective guilt experience differs from other emotions. The political implications of collective guilt and intergroup forgiveness for the past treatment of another group are considered, as well as how such emotion processes might depend on aspects of the national context. Research conducted in Australia, Canada, Germany, Israel, the Netherlands, Northern Ireland, and the United States is presented to address the critical questions of who, when, and why collective guilt is experienced, as well as how it may be harnessed to create a more peaceful future among groups with a history of conflict and violence.

Brewer, Neil, & Williams, Kip (Eds.) (2005). Psychology and Law: An empirical perspective. Guilford.
From the initial investigation of a crime to the sentencing of an offender, a wide range of practices within the criminal justice system draw on psychological knowledge. In this book, prominent cognitive and social psychology researchers analyze the processes involved in such tasks as interviewing witnesses, detecting deception, and eliciting eyewitness reports and identification from adults and children. Also analyzed are factors that influence decision making by jurors and judges, including the persuasive strategies used by lawyers. Throughout, findings from experimental research are translated into clear recommendations for improving the quality of evidence and the fairness of investigative and legal proceedings. The book also addresses salient methodological questions and identifies key directions for future investigation.

Cohen, Dov, Olson, Jim, Zanna, Mark, & Sorrention, Richard (Eds.) (2005). Culture and Social Behavior. Lawrence Erlbaum. www.erlbaum.com/sorrentino
Cross-cultural differences have many important implications for social identity, social cognition, and interpersonal behavior. The 10th volume of the Ontario Symposia on Personality and Social Psychology focuses on East-West cultural differences and similarities and how this research can be applied to cross-cultural studies in general. *Culture and Social Behavior* covers a range of topics from differences in basic cognitive processes to broad level cultural syndromes that pervade social arrangements, laws, and public representations. Leading researchers in

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(Continued from page 22)
the study of culture and psychology describe their work and their current perspective on the important questions facing the field. Pioneers in the field such as Harry Triandis and Michael Bond present their work, along with those who represent some newer approaches to the study of culture. Richard E. Nisbett concludes the book by discussing the historical development of the field and an examination of which aspects of culture are universal and which are culture-specific. By illustrating both the diversity and vitality of research on the psychology of culture and social behavior, the editors hope this volume will stimulate further research from psychologists of many cultural traditions.
Understanding cultural differences is now more important than ever due to their potential to spark conflict, violence, and aggression. As such, this volume is a "must have" for cultural researchers including those in social, cultural, and personality psychology, and interpersonal, cultural, and political communication, anthropology, and sociology.

Dunning, David. (2005). Self-insight: Roadblocks and detours on the path to knowing thyself. Psychology Press http://www.psypress.co.uk/essays/social/book.asp?id=1841690740&fieldname=about.
The book covers the trials and travails (as well as triumphs) of self-judgment—exploring the many obstacles that prevent people from forming accurate impressions of themselves, their skills, and moral character. At its core, it focuses on the work coming out of my lab over the past few years on this topic, but also stirs in relevant findings from cognitive, personality, social, organizational, educational, and health psychology that speak to the accuracy with which people view themselves. Although hopefully of value to scholars interested in self-psychology, the book was written to be accessible to the intelligent layperson. It may be appropriate as a supplemental text for undergraduate classes, as well as for graduate-level or business school courses.

Langer, Ellen. (2005). On becoming an artist: Reinventing yourself through mindful creativity. New York: Ballantine.

Moskowitz, Gordon (2004). Social Cognition. Guilford Publications. http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/moskowitz.htm&dir=pp/sapp&cart_id=496474.18816
This book is aimed at advanced undergraduates and graduate students. If you teach a course on person perception or social cognition you may want to consider checking it out. In conjunction with other books it could also be used for more introductory level courses. Additionally, I think it is a good resource for graduate students, even if their research interests are not what you might immediately label as social cognition.

New Journal
I want to alert everyone to a new journal that should be of interest to appear in spring of 2006. We are accepting submissions now. (Indeed, the first paper has now been officially accepted).

We accept long empirical articles, shorter empirical articles, theoretical pieces, literature reviews, historical and biographical pieces, articles on the application of the science of social influence, and commentary. Empirical means both experimental work and comparative analysis (for example, surveys and cases using a hypothetical-deductive method). We also have a section on teaching which publishes short notes on effective demonstrations, exercises, and other devices for teaching about social influence. In addition, we are planning special issues on social influence and welcome ideas for topics.

To find out more about the journal, go to: *www.socialpsychologyarena.com*, or email me at *peitho@cats.ucsc.edu*. I know that SPSP members have lots, of opportunities and outlets to publish their research. However, I hope you will consider *Social Influence* as an option.
—Anthony Pratkanis
Founding Editor, *Social Influence*

P.S. A number of people have been asking, "Who is that goddess on the journal's masthead?" She is Peitho, the Greek goddess of persuasion, who was worshipped at the pinnacle of democracy in Athens.

Center of Excellence for Research on Behavioral and Social Aspects of Terrorism and Counterterrorism
The University of Maryland, College Park will be home to a major US sponsored social and behavioral research center devoted to gaining insights into tterrorism and counterterrorism. We have gathered a highly interdisciplinary team involving psychologists, social psychologists, sociologists, political scientists, criminologists, communication and media specialists, survey researchers, and geographers. Maryland will direct the center, building a research team with its five major partners and more than 10 other academic institutions in the United States and abroad. The University of Colorado, University of Pennsylvania, Monterey Institute of International Studies, University of South Carolina, and UCLA are the major partners.
Arie Kruglanski, a social psychologist at UMCP will serve as one of the three co-directors of the Center and one of the three co-PIs. Clark McCauley a social psychologist of Bryn Mawr and the University of Pennsylvania will also serve as one of the co-PIs. The charge of the Center is to investigate issues related to the formation of terrorist groups, their organization and functioning and their dissolution. To that end we will employ a variety of extant data bases, and develop new ones based on international surveys, content analysis of media offerings and other relevant publications in various languages, as well as gaming and simulation experiments.

The Center is based on a $12,000,000 three-year grant awarded on the basis of a competition in which 27 University consortia have participated. The announcement about UMCP led consortium receiving the award was made by Tom Ridge at a speech he delivered at the UMCP campus on 1/10/05. ■

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State of SPSP, Cont.

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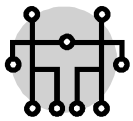
who do research in the areas of behavioral, psychological, and cognitive sciences . . . with efforts focused on legislative and regulatory advocacy, education, and the communication of information to scientists."

The goal of our joining this group, which is closely allied with APA, is to make the case for the value of social psychological research in Congress, the Executive Branch of government—especially NIH and NIMH—and related groups. SESP has joined the group as well.

There was much discussion about developing talking point to use for making our case at NIH, NIMH, and Congress. There are many, many capable people working on these issues, making social-personality psychology's case, connecting it to the congressional mandate for the NIMH, uniting various behavioral scientists across social-neuro-cognitive spectrum. To some extent, there is a sense among neuropsychologists that they may be next on the grant-support chopping block. There are social-personality psychologists now vigorously building coalitions and support.

The status of the field, in terms of research support, is open to question. Now is the time to work for support for the field, among our neighbor disciplines, among our university peers, and among our public and private supporters. ■



Society for Personality and Social Psychology

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Dialogue Mission Statement

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