

International Sociological
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Newsletter Editor:
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The University of Iowa

The International Social Psychologist

MESSAGE FROM THE
CHAIR:
DR. CLARA SABBAGH,
THE UNIVERSITY OF
HAIFA



Dear RC42 Members,

I hope this note finds you well and in good spirits!

This occasion gives me the opportunity to express again my gratitude for your confidence in me. I would also like to thank our (relatively) new RC42 Executive Board officers for their service: Past-President Guillermina Jasso (New York University, USA), Secretary-Treasurer Alison Bianchi (Iowa University, USA), Regional Representatives: for South America, Juan Carlos Castillo (Universidad Católica de Chile, Chile); Juha Klemelä, for Europe (University of Turku, Finland); Charles Puttergill, for Africa (University of Pretoria, South Africa); and Larry Saha, for Oceania (Australian National University, Australia). Our Newsletter Editor is Alison Bianchi. Together with this leading team of colleagues, I strive to further RC42's mission.
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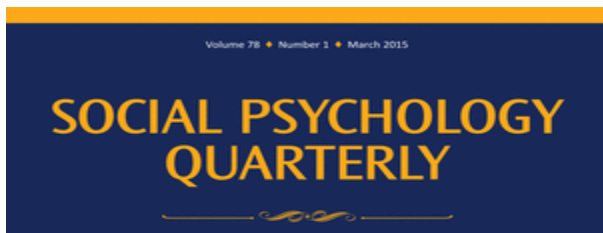
A couple of days ago I sent you the Call for Abstracts (deadline **30 September 2015 24:00 GMT**) to be presented at the 3rd ISA Forum of Sociology that will be held in Vienna, Austria, July 10-14, 2016. For this occasion, our Research Committee offers a variety of social psychological oriented sessions and a keynote session that will be held by Professor Karen Hegtvedt (Emory University, USA) (for more information about the sessions visit <http://www.isa-sociology.org/forum-2016/rc/rc.php?n=RC42>). We hope these activities will be able to establish a context for informal contact among RC42 members.

Moreover, I would like to announce that in this occasion, our RC will offer a new academic activity aimed at bringing together international young social psychological researchers. We will be offering an opportunity for PhD students to present and discuss their research on social psychology in a constructive atmosphere where senior researchers as well as participants will provide mutual comments and feedback. The workshop will be led by Guillermina Jasso and Clara Sabbagh (application to this workshop is approached in the RC42 sessions' program; <http://www.isa-sociology.org/forum-2016/rc/rc.php?n=RC42>).

Finally, I am glad to announce the launch of the RC42's Newsletter in a new format. Its new design is meant to both disseminate and facilitate the interchange of international social psychological knowledge. Moreover, this new design is meant to attract readers to be involved in our RC42 activities. I would especially like to thank Alison Bianchi for putting together the different materials and creating this awesome design as a platform for RC42's interchange of ideas and information. The newsletter includes a wide range of information - about relevant journals, books, upcoming conferences, related research networks, and so on - Enjoy it!

Wishing you all the best for future endeavors!

Clara Sabbagh
RC42 President



Call for Papers:

Special Issue of *Social Psychology Quarterly* “Methodological Advances and Applications in Social Psychology”

As social psychologists work to advance theory, they often are limited by their methodological toolbox. In response, researchers search for or develop new methodological approaches. Importantly, social psychologists have addressed this issue from both quantitative and qualitative orientations. Many theoretical questions also have motivated the growing use of mixed-methods. There has not been a “focused” outlet for these methodological developments within social psychology.

This special issue provides an outlet for showcasing new methodological approaches, share how methodologies commonly used in other disciplines can be adapted to social psychological in-

vestigations, and provide empirical examples of the application of new methods for social psychologists. The special issue will primarily include manuscripts that focus on the link between social psychological theory and methodological developments. As the focus is on methodological issues, the manuscripts would not include a lengthy theoretical development, but rather outline the theoretical issues at stake and why the methodological approach advances our empirical understanding of the theory. The special issue will also provide an outlet for research notes that demonstrate the use of a methodological technique to address a social psychological research question and would be shorter.

This special issue provides an outlet for showcasing new methodological approaches ...

The special issue calls for papers that advance our understanding and application of quantitative applications and formulations, qualitative strategies and developments, and the use of mixed approaches to address theoretically driven social psychological questions in new ways. We envision papers that:

Demonstrate the application of a method to a theoretical question in social psychology. The relationship between theory and method could focus on how the method advances our theoretical understanding, or how the theoretical question has pushed the methodological advancement.

New methodological approaches in social psychology.

Application of a method from another field to address a social psychological issue.

Advancement and refinements in methodological applications currently used in social psychology.

Examples of topics might include: Use of media, including visual, electronic and social media to measure social phenomena; Reflexive narratives, advances in conversation analysis, grounded theory, ethnography, or discourse analysis; Network applications; Experimental advancements and extensions, including field experiments and online experiments; Online survey techniques; Neuroscience applications; Methodological problems/issues/debates as they relate to social psychological theory and empirical data, including their limitations; New statistical approaches, e.g. Bayesian models, Response Surface Analysis, etc.; Digital science applications; and Big data.

The deadline for submitting papers is December 15, 2015. The usual ASA requirements for submission apply (see “Notice for Contributors”). Papers may be submitted at <http://mc.manuscriptcentral.com/spq>. Please indicate in a cover letter that you would like your submission to be considered for the special issue. Prospective authors should feel free to communicate with the coeditors (rserpe@kent.edu or jan.stets@ucr.edu) or special issue qualitative and quantitative editors Kathy Charmaz (charmaz@sonoma.edu) and Jane Sell (j-sell@tamu.edu) about the appropriateness of their papers.

Contents of Latest Issue:

Social Psychology of Education: An International Journal Volume 18, Issue 1, March 2015

ISSN: 1381-2890 (Print) 1573-1928 (Online)



- **Comparing cyberbullying and school bullying among school students: prevalence, gender, and grade level differences**
Noam Lapidot-Lefler, Michal Dolev-Cohen (Pages 1-16)
- **Mathematically gifted adolescent females' mixed sentiment toward gender stereotypes**
Chen-yao Kao (Pages 17-35)
- **The role that teachers play in overcoming the effects of stress and trauma on children's social psychological development: evidence from Northern Uganda**
Alison S. Willis, Michael C. Nagel (Pages 37-54)
- **Between and within ethnic differences in strategic learning: a study of developmental mathematics students**
Carlton J. Fong, Linda Reichwein Zientek, Z. E. Yetkiner Ozel, J. M. Phelps (Pages 55-74)
- **Children's social behaviour for learning (SBL): reported and observed social behaviours in contexts of school and home**
Laurel Fisher, Fiona Spencer (Pages 75-99)
- **The pivotal role of effort beliefs in mediating implicit theories of intelligence and achievement goals and academic motivations**
Dirk T. Tempelaar, Bart Rienties, Bas Giesbers, W. H. Gijsselaers (Pages 101-120)
- **Children's self-concept: parental school engagement and student-teacher relationships in rural and urban Australia**
Susana Gavidia-Payne, Bianca Denny, Kate Davis, A. Francis, M. Jackson (Pages 121-136)
- **Differences in students' school motivation: A latent class modelling approach**
Hanke Korpershoek, Hans Kuyper, Greetje van der Werf (Pages 137-163)
- **How tracking structures attitudes towards ethnic out-groups and interethnic interactions in the classroom: an ethnographic study in Belgium**
Lore Van Praag, Simon Boone, Peter A. J. Stevens, M. Van Houtte (Pages 165-184)
- **Bullying affects more than feelings: the long-term implications of victimization on academic motivation in higher education**
Adena Young-Jones, Sophie Fursa, Jacqueline S. Byrket, J. S. Sly (Pages 185-200)
- **An investigation into academic burnout among Taiwanese adolescents from the self-determination theory perspective**
Shu-Shen Shih (Pages 201-219)

SECTION SUPERSTARS!

AWARDS OF NOTE!

THE COOLEY-MEAD AWARD

The Cooley-Mead Award for Distinguished Scholarship was established in 1978. In the following link, you will find the full list of past award recipients including distinguished scholars such as George Homans (Harvard University, 1980), Ervin Goffman (University of Pennsylvania, 1979) and Robert Merton (Columbia University, 1997)

ASA Section on Social Psychology's Cooley-Mead Award - Past Recipients can be found at:

http://www.asanet.org/sections/psychology_recipients_History.



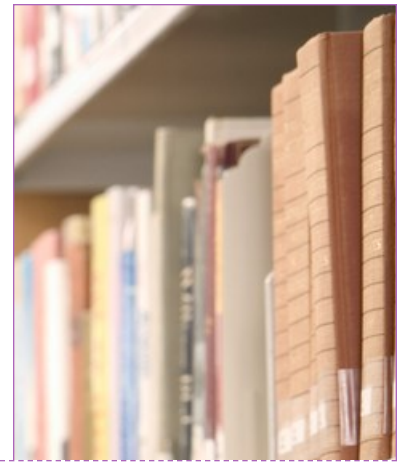
The 2015 Cooley Mead Award will be given to Dr. Murray Webster, Jr. (from The University of North Carolina–Charlotte) at the Annual Meeting of the American Sociological Association.

Leonidas Cheliotis, London School of Economics and Political Science, has been awarded the 2015 Critical Criminal Justice Scholar Award from the American Academy of Criminal Justice Sciences (Critical Criminal Justice Section), as well as the 2014 Best Public Intellectual Special Issue Award from the US Council of Editors of Learned Journals for his guest-edited special issue of the *South Atlantic Quarterly* on “Prison Realities: Views from Around the World”.



FORTHCOMING BOOK ANNOUNCEMENT

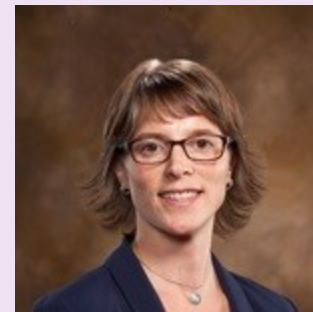
Drs. Patricia Snell Herzog (The University of Arkansas) and Heather Price (The University of Notre Dame) have a forthcoming book with Oxford University Press on *American Generosity*, scheduled to release in January 2016. Findings are from the Science of Generosity initiative, combining a nationally representative survey of adult Americans with in-depth interviews and ethnographies of a subsample of survey respondents.



From the Authors:

A distinguishing feature of the book is its comprehensive approach to painting a big and accessible picture of American generosity that answers the *what, how much, who, where, and why* questions regarding generous activities. We examine multiple dimensions of resources, social status characteristics, regional cultural norms, different approaches to giving processes, social-psychological orientations, and relational social contexts of generosity. The focus on the social context of giving culminates in a theoretical model of resource-, norm-, and identity-supported “spheres of generosity,” which ripple outward in their reach to giving targets.

We also offer practical implications and suggestions for different kinds of readers that flow from our findings. In the conclusion, we offer tips for readers who are interested in increasing their giving, parents modeling and teaching giving to children, spouses desiring giving alignment, and friends and community members wanting to be more supportive of other people’s giving. We also offer fundraising-oriented ideas for nonprofit, foundation, and religious leaders, as well as academic contributions to interdisciplinary scholarship on generosity. The book aims to contribute to public understanding of generosity in America through rigorous, but accessibly written, social scientific analyses.



Upcoming Conferences



Experimental Research in the Social Sciences: The Past, Current Practice and the Future

TIME: June 12-13, 2015

PLACE: Cracow, Poland

HOST: Department of Philosophy and Sociology, Pedagogical University of Cracow (<http://www.ifis.up.krakow.pl/>)

LANGUAGE: English

KEYNOTE SPEAKERS: *Martha Foschi*, Professor Emerita, Department of Sociology, University of British Columbia (one of her experiment was used to illustrate experimental method in the worldwide known textbook by E. Babbie, 'The Practice of Social Research'); *Professor Murray Webster*,



Society of Experimental Social Psychology

The 51st annual meeting of SESP will be held in the Mile High City of Denver, Colorado, at the Grand Hyatt Hotel - September 24-26, 2015.

<http://www.sesp.org/confer.htm>

International Society for Justice Research (ISJR) (<http://www.isjr.org/conference/>)

The University of Kent, United Kingdom; **July 20-23, 2016**



Psycho-Social Experiences of Scheduled Caste Students at Higher Education Level in India

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Education in Indian tradition has not been open to all the downtrodden sections like *Scheduled Castes*¹ (SCs). Even today, they are the victims of isolation, untouchability, social stigmas, and the trap of the poverty in the society. With the protective discrimination policy in place, few of them are getting education and very few of them do have access to higher education. Most of the SC students are suffering from the problems, like discrimination, humiliation, deprivation, sub-ordination and domination at different levels of education. On the way of exploring the psycho-social experiences, this study is looking at the patterns of discrimination relating to humiliation, ill-treatment, stress and mental block experienced by the SC students at higher education level in the State of India. This study is based on exploratory research; data triangulation is the method for the data collection. Thematic analysis and descriptive statistics are the data analysis procedures for this study. The bitter psycho-social experiences have a devastating effect on the academic achievements and performances of SC students at higher education level in the state of India.

The bitter psycho-social experiences have a devastating affect/effect on the academic achievement and performance of SC students at higher education level in the state of India. Most of the SC students have experienced different types of discrimination and they were also suffering the tyranny of untouchability and some social and educational restriction in their social as well as in educational life which leads their life towards exclusivity in the education, low performances in the class and poor academic status which became/makes it more difficult for them to get in to the higher education and achieve the fellowship facilities in the higher education sector. This study mainly talks about the psycho-emotional experiences of the scheduled castes students which affect their educational achievement in the higher education level.

The scheduled castes are still suffering from social discrimination, untouchability, humiliation, subjugation subordination, domination and deprivation, in their social and educational premises. These aspects of psycho-social experiences brings to notice that, the scheduled castes students are unable to do well in their higher education because of the castes based discrimination at the higher education level. The psycho-social experiences became the hindrances on the way of education instead of promoting the education in the study area. The past psycho-social experiences which have made them slow in the learning process are being threatened, instructed to sit in the last bench, being deprived from better opportunities; calling them by the name of their caste, not allowing them to mingle with the students, not acknowledging their knowledge and talent. The psychological aspect becomes crucial here because after getting different types of discrimination, deprivation, and restriction, the SC students do suffer with mental block, become less confident, and less concentrated about their study. Another aspect of the study is that the psychological feelings like fear, crying, anger, depression, humiliation, isolation and the loneliness are attached to the actions of the society. It happened with the SC students because education is a social institution and these norms are practised and are seen to be appearing in the educational institutions.

The psycho-emotional problems including the caste based discriminations' negatively impacts on their participation, performances and achievements at present institutions as well as in their previous institutions as bitter experiences. Mostly, it has negatively impacted their education, on the contrary, few of them opined that because of the caste based problems their will-power got re-enforced and they decided to higher educate themselves so that they can fight against the difficulties in their lives and as a whole in the society. Blindness of society towards SC community as if they are the lowest rank, has created hindrances and acceptance to stay back by the students and to act accordingly what other high caste teachers and peer groups advise them.

The study, on the basis of empirical evidence, suggests that the authority of higher education should sensitise the psycho-social issues which affect the education of scheduled castes at different levels of education. Make the students aware of their rights to live in the society as well as in the educational institutions. The policy makers should give the remedial priority to the psycho-social emotion which is a by product of social and educational discrimination process.

¹Scheduled Castes: Article 341 of the Constitution of India defines as to who would be Scheduled Castes with respect to any State or Union Territory. The *Scheduled Castes* means such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under article 341 to be Scheduled Castes for the purposes of Indian Constitution. The actual complete listing of scheduled castes is made according to the Constitution Order, 1950.

RELATED NETWORKS

-European Association of Social Psychology (<http://www.easp.eu/>)

EASP is more than 45 years old (founded in 1966): More than 45 years in which EASP (formerly EAESP) grew from a household of only a few enthusiastic pioneers to a large family of about more than 1200 members.

-International Association for Cross-Cultural Psychology (<http://www.iaccp.org/>)

-Social Psychology Network (<http://www.socialpsychology.org/>) - is the largest educational site including relevant information about social psychology. It includes over 14,000 members worldwide.

-ScienceDaily - Social Psychology News - http://www.sciencedaily.com/news/mind_brain/social_psychology/

- IN THE NEWS - Social Psychology: <http://articles.chicagotribune.com/keyword/social-psychology>

FROM THE EDITOR

INTERNATIONAL SOCIOLOGICAL ASSOCIATION:

The ISA was founded in 1949 under the auspices of UNESCO. The goal of the ISA is to represent sociologists everywhere, regardless of their school of thought, scientific approaches or ideological opinion, and to advance sociological knowledge throughout the world. Its members come from 126 countries.

RESEARCH COMMITTEE ON SOCIAL PSYCHOLOGY

(RC 42)

The aim of RC42 is to contribute to the development of theory and research in social psychology on an international level, uniting professional and scientific interests of its members to work together on a local, regional, and international level.

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Greetings, Illustrious Members of RC 42!

It is my pleasure to present our first newsletter edition (at least the first for us)! Periodically, we will call for any contributions, such as:

1. Upcoming conferences, calls for papers or grant opportunities.
2. Reviews of conferences that would be of interest to RC42 members.
3. Reviews (up to 400 words) and recommendations of notable social psychological related books. In the case of recommendations, please write some words about the significance of the title.
4. Congratulatory notes, including: announcements of promotions, new positions, awards, honors, grants and other achievements.
5. Recent activities (publications, presentations) that may be of interest to the social psychological community.
6. Submissions about social psychological projects in progress that may be of interest to the justice community (up to 250 words).
7. Nominations of doctoral candidates (self nominations are also welcomed who are willing to present their studies to the wider social psychological community (up to 300 words).
8. Submission of social psychological teaching materials (e.g. films, activities and syllabi) for both graduate and undergraduate levels. Please write some words about the ways this material has been useful in your teaching.

However, feel free to send me anything having to do with International Social Psychology at any time! My e-mail address is: alison-bianchi@uiowa.edu.

Happy Summer to All!!!

