Index

Academic achievement
  family structure and, 162
Accentuation and illusory correlation effects, 484
Acquiescence
  control and, 427
ACT: *see* Affect control theory
Acting out deviant motives, 462–467
Active minorities, 492–493
Activism, 510
Adaptively prepared learning
  evolutionary social psychology, 111–112
Adolescence
  delinquency, 457–459
  development and socialization, 157–182
    family, 161–163
    future research, directions, 176–177
    interpretive, 160–161
    life course, 157–158
    peer groups, 168–176
    schools, 163–168
    social and cultural reproduction, 158–159
    subcultural approaches, 159–160
    theoretical perspectives, 157–161
  rebellion, 457
Adulthood
  development and socialization, 183–202
    conceptualization of socialization, 184–189
    concurrent life experiences, 194–196
    expanding conceptualizations of, 189–198
    historical variability, 197–198
    individual biographies of socializees, 190–196
    life course trajectories, 190–191
    new directions for research, 198–200
    occupational socialization, 188–189
    prior life experiences, 191–192
    temporal orientations, 192–194, 196–197
Affect
  definition, 310
  intergroup relations, 487
  social exchange and, 63–64
Affect control theory, 218–221
  affective deflection, 220
Affect control theory (*cont.*)
  affective reaction, 219
  cultural sentiments, 219
  transient feelings, 219
Affective deflection, 220
Affective reaction, 219
African Americans
  gender, children's understanding of, 145
  high school, 167
  interpersonal relationships, 354–355
  language and social stratification, 249
  middle schools, 164–165
  peer groups, adolescents, 168–169
    language activities and discourse processes, adolescents, 171
  race, children's understanding of, 146
  school, socialization and, 139
  social class, children's understanding of, 146
Age
  control, sense of, 432–433
  psychological distress and, 422–423
Agency: *see* Human agency
Anger, 414–415
Anxiety, 412–414
  age and, 422
  indexes of, 413*t*
  intergroup anxiety, 493
Attachment style
  interpersonal relationships, 349–350
Attitudes, 284, 288–295
  behavior and, 295–300
    attitudinal qualities, 295–296
    methodological factors, 297–298
    personality, 296, 298
    situational variables, 296–297, 298
    value qualities, 298–300
  belief-based model, 289–290
  bidimensional model, 290
  cultural differences, 294–295
  cultural estrangement, 300–301
  direct versus indirect experience, 294
  family transmission of, 292–293

Attitudes (*cont.*)
formation of, 292–295
functions, 291–292
future research directions, 301–303
intragroup attitudes, 487–488
mass media and, 293–294
single dimension model, 290
structure, 288–291
three-component model, 289–290
value-expressive function, 291–292
Attraction, 55–56, 339–362
concept of, 340–341
determinants of, 341–342
existing relationships, 345–346
"fatal attractions," 345–346
individual differences in predictors, 343–344
Internet, 346
mate selection research, 346–347
nonlinearity in effects of predictors, 345
physical attraction, components of, 344–345
relational history as predictor, 344
research on, 343–346
future directions, 355–357
mate selection research, 346–347
multivariate approaches, research, 343
self-esteem and, 344
social context, 341
theories on, 342–343
Attribution, 267
Australia
peer groups, adolescents, 169
Tiwi, 113
Authorization
small groups, 371

Behavior, prediction of, 295–300
Behavioral interchange patterns
performance expectation and, 39–40
Behavioral models
crowds and social movements, 508–509
Biological theories
emotions and sentiments, 313
etic research, 536–539
SSP research, 96–97
Birmingham Centre for Contemporary Cultural Studies (CCCS), 159
Blumer, Herbert, 13–17, 21
Britain
high school, 165
peer groups, adolescents
magazines, 173
television, 173
school children, socialization, 139
social class, children's understanding of, 147
"Busing" children, 493
Bystander response research, 262

Calvinism, 314
Career identities, 177
Categorization, 244
Causal inferences, 267
CCCS: *see* Birmingham Centre for Contemporary Cultural Studies (CCCS)
Center for Epidemiologic Studies' Depression Scale (CES-D), 412
Center for the Study of Group Dynamics, 366
Childhood
children's lives, research methods, 131–136
ethical issues, 135–136
ethnography, 131–132
interviewing, individual and group, 132–133
nontraditional methods, 134–135
PAR (parents as research) strategy, 135, 136
"research conversation," 132–133
surveys and demographic research, 133–134
children's rights, 149–150
development and socialization, 125–155
cognitive developmental theory, 126
contexts of socialization, 136–140
convergence in theories, 130–131
family, children in, 136–138
human development, psychological theories, 126–127
interactionist approaches, 129
interpretive approaches, 129–130
larger structures, interactions with, 147–150
macrolevel approaches, 128–129
peer cultures, 140–147
research methods, 131–136
school, children in, 138–140
sociological theories of socialization, 127–130
systems theories, 126–127
future of, 150–151
larger structures, interactions with, 147–150
poverty, children in, 149
sociology of, 127–130
interactionist approaches, 129
interpretive approaches, 129–130
macrolevel approaches, 128–129
symbolic and material culture, interactions with, 148
work and economy, interactions with, 148–149
Children: *see also* Childhood
bodies, play routine and, 141–142
Children's rights, 149–150
Chinese Americans
discrimination, 488–489
Chinese Culture Connection, 540
Confucian Work Dynamism, 541
Chinese thought
self, view of, 534–535
Chronic illness
socialization and, 195–196
"Class consciousness," 226
Cliques, 392

Coalitions
formation, 68–69
three-person groups, 376
Cognition: *see also* Social cognition
cognitive developmental theory, 126
emotions and sentiments, 320–321
cognitive errors, 269
cognitive inferences, 266
cognitive processes, 264–266
emotions and sentiments, 313–314; 320–321
social structure and emotion, theoretical links, 412*f*
Cognitivism, 241
Cohesion
small groups, 374–376
Collective action, 491–493; *see also* Social movements
cost/benefit "threshold," 512
social change and, 491–492
social exchange and, 67–69
"Collective conscience," 226
Collective identity, 226–228
crowds and social movements, 519–521
Collectivism, 544–545
Collectivities, groups and, 393–398
foundational theoretical concepts, 393–395
friendship, 395–396
Internet networks, 397–398
network effects model, 396
social influence, 396
social support, 397
structural position, 394–395
subareas of empirical work, 395–398
transitivity, 393–394
weak ties, 395
Comfort with the self, 213–214
Commitment
crowds and social movements, 518–519
exchange relations, 64–66
identity and, 218
power and, 64–65
uncertainty and, 65–66
Components principle, SSP research: *see* Social structure and personality (SSP) research
Conceptualizations
symbolic interactionism, 6–8
Concurrent life experiences
adult life course, 194–196
Conditional relevance, 246
"Conflict" gangs, 466
Conflict theory, 454–455
realistic conflict theory, 482
Confucianism
self, view of, 534
Conservative political ideologies, 295
Constructionist approach
crowds and social movements, 515–521
emotion, 517–519
Constructionist approach (*cont.*)
crowds and social movements (*cont.*)
identity, 519–521
symbolization, 516–517
Contagion
crowds and social movements, 508–509
Control, sense of, 423–436
acquiescence and, 427
age and, 432–433
children, 431–432
consequences of, 433–436
defense and, 427
defining, 423–426
diminishing returns, 434–435
domestic work, 430
education and, 428
employment and, 428–429, 430
ethnicity and, 429–430
family, 430
gender differences, 430, 432
good and bad outcomes, 434
helplessness, 426
heuristics in psychology, 426–427
locus of control, 424
marriage, 431–432
measuring, 423–426
objective power, 427–428
perceived control, 427–428
personal control, generally, 424–425
powerlessness, versus, 425*t*
race differences, 429–430
self-efficacy, 425
social conditions generating, 427–433
social support and, 435
socioeconomic status, 428–429
universal and personal control, 435–436
work
family interactions, 431
paid and unpaid, 430
Conventional norms, deviance from, 457–460
Conversation
analysis, 245–248
repair, organization of, 247–248
sequences, organization of, 246–247
social structure and talk, 250
turn-taking organization, 247
social cognition and, 275
Cooley, Charles Horton, 13–15, 315, 364
Criminal behavior, 457–459, 461, 466
Critical social psychology, 262
Cross-cultural perspectives
social cognition, 276–277
social psychology, 529–553
confirmatory factor analysis technique, 545–546
cross-cultural, defined, 531
cross-cultural challenge, 547–548
culture, defined, 529–531

Cross-cultural perspectives (*cont.*)
social psychology (*cont.*)
etic versus emic approaches, 532–545
evolutionary challenge, 547
identity, politics of, 548
inter-group conflicts, understanding, 548
levels of analysis problem, 546
methodological issues, 545–547
problems, research, 547
progress, research, 547
reason for approach, 531–532
Crowds, 491, 503–527
behavioral models, 508–509
constructionist approach, 515–521
emotion, 517–519
identity, 519–521
symbolization, 516–517
contagion, 508–509
dispositional approach, 505–507
learning models, 507–511
rational choice approach, 511–515
socialization model, 509–511
theoretical perspectives and cornerstone concepts, 522*t*
Cultural estrangement
values and attitudes, 300–301
Cultural sentiments, 219
Culture: *see also* Cross-cultural perspectives
attitudes, cultural differences, 294–295
construction of, 112–114
defined, 529–531
emotions and sentiments and, 316–318
evolutionary social psychology, 112–114
ideologies, cultural differences, 294–295
social exchange theory, cultural differences, 71–72
structure, distinction in SSP research, 81–83
transmission of, 185
values, cultural differences, 294–295

Darwin, Charles, 312–313, 537; *see also* Evolutionary social psychology
Defense
control and, 427
Delinquency, 461
self-justification and delinquent acts, 469
Demographic research
children's lives, research methods, 133–134
Dependence
power and, 57
Depression, 212–214
age and, 422
indexes of, 413*t*
Deprivation
frustration and, 505
Deprivation-satiation, 55
Deterministic views of society, 128
Deterrence theory, 463–464, 467

Development and socialization
adolescence, 157–182
adult life course, 183–202
theoretical development of socialization, 185–189
childhood, 125–155
Deviance, 451–478
acting out deviant motives, 462–467
conflict theory, 465
counteracting motives, 463–466
deterrence theory, 463–464, 467
opportunities, 466–467
social bonding, 464
social control, 464
social disorganization, 465, 467
conflict theory, 454–455
consequences of, 470–474
deterrence, 472
escalation of deviance, 472
formal and informal social responses, 471–473
group solidarity, affirming, 472–473
moral standards, affirming, 472–473
social change, 473–474
social functioning, 473
criminal behavior, 457–459, 461, 466
defining, 453–456
consensus perspective, 454
labeling perspective, 454, 467–468
delinquency, 457–459, 461
self-justification and delinquent acts, 469
deterrence theory, 463–464, 467, 472
differential association theory, 460–461
(dis)continuation of deviant behavior, 467–470
conventional values, decreased attraction to, 470
deterrence theory, 467
labeling perspective and, 467–468
limited adverse consequences, 470
need satisfaction and deviant acts, 468–469
opportunities for deviance, 470
positive reinforcement of behavior, 468–469
self-justification and delinquent acts, 469
weakening of social controls, 469–470
escalation of, 472
formal social responses, 471–473
future research, 474–476
group solidarity, affirming, 472–473
informal social responses, 471–473
motivated deviance, 452
motivation to deviate, 456–462
conventional norms, deviance from, 457–460
deviant norms, motivation to conform to, 460–462
nature of, 452–453
need satisfaction and deviant acts, 468–469
opportunities for, 470
positive reinforcement of behavior, 468–469
self-justification and delinquent acts, 469
social control, 464, 471
weakening of, 469–470

Deviance (*cont.*)
social responses, 471–473
unmotivated deviance, 453
Dewey, John, 10–11
Dialectics
social structure and, 250
Discursive psychology, 242–245
courses of action, accounts of, 243
identity, accounts of, 244–245
mind, accounts of, 243–244
Differential association theory, 460–461
Diminishing returns
control, sense of, 434–435
Disadvantage
intergroup relations, 490
social change and, 491–492
mistrust and
individual disadvantage, 439–440
neighborhood disadvantage, 438
Discourse analysis, 239–241
Discourse processes
peer groups, adolescents, 171–174
Discrimination, 488–490
Disorder
mistrust and, 437–438
Dispositional perspective
crowds and social movements, 505–507
Distress: *see* Psychological distress
Distributive justice, 60–61
Diversity
intergroup relations, 494–495
Double standards theory, 40–41
Durkheim, Emile, 261, 275, 315, 472, 538
Dyadic exchange, 54–55
Dyadic relationships, 398–403
barriers, 400
beginnings, 398–399
close dyads and change in network composition, 399
dyadic withdrawal, 399
influence of dyads on social networks, 402
information, 400–401
opportunities, 400
reactions, 401–402
social roles, 399
well-being and stability, 399–402

Economic sociology, 70–73
Education
control and, 428
Embarrassment, 326–327
Embeddedness, 70
Emic approaches to cross-cultural perspectives: *see* Etic versus Emic approaches to cross-cultural perspectives
Emotional competence, 312
Emotional intelligence, 312
Emotions: *see also* Emotions and sentiments
crowds and social movements, 517–519
relational cohesion theory, 61, 62–63
small groups, status structures, 378–380
social exchange and, 61–64
affect, 63–64
relational cohesion theory, 61, 62–63
social structure and cognition, theoretical links, 412*f*
Emotions and sentiments, 309–335
affect, 310
definitions, 309–310
embarrassment, 326–327
emotion script, 321
empathic distress, 320
empathic role-taking, 319–320
empathy, 327
exchange theory, 330
expectations states theory, 330–331
small groups, 379
guilt, 324–325
identity theory and, 329
primary appraisal phase, 313
primary emotions, 310–311
reason, emotion and, 311–312
reflexive role-taking, 319–320
research, 328–331
role-taking, 319–320
secondary appraisal phase, 313–314
secondary emotions, 310–311
self and, 322–328
self-conscious, 322–328
shame, 325–326
social emotions, 322–328
socialization of, 320–322
cognitive-developmental approach, 320–321
interactionist perspective, 321–322
society and, 322–328
sociological theories
classical theorists, 314–315
contemporary views, 315–320
cultural perspective, 316–318
mid-20th century, 315
social structure approach, 315–316
symbolic interactionist framework, 318–320
sympathy, 327–328
theories on, 312–320
biological theories, 313
cognitive theory, 313–314
developing theory, 328–331
evolutionary theory, 312–313
nonsociological theories, 312–314
psychoanalytic theory, 313
sociological theories, 314–320
Emotion script, 321
Empathic role-taking
emotions and sentiments, 319–320
Empathy, 327