

INDEX

- Ability referential structures, 54
- Absolute error
condition variable, 143
demographic variables, 143
minus relative error
condition variable, 144
demographic variables, 144
scores, 142
- Absolute task, 141
- Abstract constructs, 177
- Accuracy, 160
interpersonal accuracy measures, 164
- Acquisition of Status
comparisons of theories, 16
- Activation of referential structures
assumption, 54
- ADD/ADHD. *See* Attention deficit/attention deficit hyperactivity (ADD/ADHD)
- Age gender survey experiment
descriptive statistics, 91
- Age-Status at Work, 87–88, 95
- Aggregate expectation
state value, 109
strength, 96, 97
- Aggregation assumption, 55, 56
- Agricultural revolution, 14
- ANOVAs, 209
- Anticipatory behavior, 155
- ASD. *See* Autism spectrum disorders (ASD)
- Attention deficit/attention deficit hyperactivity (ADD/ADHD), 164
- Audio recordings, 206
- Autism spectrum disorders (ASD), 164
- Bayesian Information Criterion (BIC), 69
- Behavior, 180–182
- Behavioral confirmation, 42
- Behavioral controls, 38
- Bias factors, 202
analysis of, 210
group over CMC, 202
- BIC. *See* Bayesian Information Criterion (BIC)
- Body language, 60
- Bolstering, 165
- Bridging, 183
- Categorical referential structures, 54
- Causality issues, 28
- Chinese, 14
- Chinese-Malay interactions, 14
- Chi-squared analysis, 117, 123
- Chi-squared components, 123, 124
- CI. *See* Confidence interval (CI)
- Classic exchange anthropologists, 134
- Classic group dynamics question. *See* Group dynamics question
- CMC. *See* Computer-mediated communication (CMC)
- Cognitive conceptualizations of role-taking, 157
- Cognitive empathy, 154
- Cognitively demanding intelligence test, 119
- Cognitive orientations, 132, 134
- Cognitive process, 153–157
- Cognitive role-taking, 155, 156

- Cohesive theoretical construct, 152
- Collective orientation, 57
- College students
 samples data, 29
 in sociology classes, 29
- Competition outcome, 183
- Competitor's speech, 186
- Computer instructions, 139
- Computer-mediated communication (CMC), 200, 201
 biases group perception, 212–214
 bias in ratings, 203
 face-to-face interaction, 203, 214
 group-level variables, 213
 high-status member, ratings, 204
 interrelationship, 213
 middle status member, 204
 none *vs.* static *vs.* animated, 204
 setting, 204–205
 static and animated condition, 205, 206
 status- and group-perception bias, 204
 virtual environments, 205
 visual cues, 202–203
 availability of, 214
 impacts, 212
- Condition variable, 143
- Confidence interval (CI), 112, 113
- Construct validity assessments, variables, 32–34
- Construct validity hypotheses, 34
 devaluation-discrimination (DD), 28
 juvenile delinquent, 28
- Contemporary work, 134
- Contrast sensitivity
 ability, 120
 tasks, 121
- Control/instrumental variables, 32
- Cooperative labor exchanges, 134
- Copresence, 201, 202, 204–214
- Cox-Pesaran test, 70
- Criminal case, 52
- Criminal evaluations, 71
- Criminal identities, 43
 evaluation, potency, and activity (EPA) ratings, 25, 26
- Criminal punishments, 59
- Criminal self-meanings, 26
- Criminal self-sentiment hypotheses, 35
- Criminal sentiments, 25, 26, 29, 38, 40, 43
 conceptualization of, 26
 juvenile delinquent as bad and powerful, 25
 self-sentiment, 35
- Criminological/sociological research, 59
- Cross-cultural differences, 132
- Cross-cultural research, 130
- Cue gestalts, 66
 strong, 66
 weak, 66
- Cultural differences, in orientation, 131–133
- Cultural psychologists, 131
- Cultures, 130
 East Asian, 130
 Western, 130
- Dangerousness, 52
- Data collection, 29
- DD. *See* Devaluation-discrimination (DD)
- Delinquency label
 self-meanings, 23
 youths' opportunity structures, 22
- Delinquency status, self-sentiment, 35
- Delinquent identities, 25
 evaluation, potency, and activity (EPA) ratings, 25
- Demographic
 self-sentiment, 38
 variables, 143
- Dependent measure, 141

- Dependent variables, 63–64
- Devaluation-discrimination (DD)
 - alpha coefficient, 33
 - construct validity hypotheses, 28
 - data, 33
 - index, 28
 - OLS regression, 34, 35
- Devaluation-discrimination expectations, 32
- Devaluation-discrimination index, juvenile delinquents, 47
- Developmental psychologists, 164
- Deviance, 22
 - behavior, 43
 - factor loadings, 33
 - major/minor, 32, 33
- Diffuse statuses, 182
 - characteristics, 53
 - assigned levels, 94, 95
 - expectations produced, estimating weights of, 93
 - valued personal, relative impact of, 65
- Dilemma resolution technique, 157
- Dimensionality relations, 56
- Discipline, 130
- Disentangling, 153

- East Asian cultures, 130
- Emotional states, 153
- Emotion-inciting manipulation, 158
- Empathy, 152–155, 157–167
 - accuracy, 155
 - concern, 159
 - role-taking emotions, 160
 - treat empathic cognition, cognitive definitions of, 154
- Endogenous treatment-regression model, 28
- EPA. *See* Evaluation, potency, and activity (EPA)
- Error. *See* Absolute error; Type I error

- EST. *See* Expectations states theory (EST)
- Euclidean space, 206
- Evaluation of the Gang Resistance Education and Training Program, 43
- Evaluation, potency, and activity (EPA)
 - delinquent identities, 25
 - ratings, 25, 26
 - criminal, delinquent, and non-delinquent youth identities, 25, 26
 - self-EPA conceptualization, 27
- Evaluative setting, 57
- Everyone breaks the rules
 - sometimes, 32
- Exchange networks, 139
- Exchange rule, 138
- Exchange task, goal, 140
- Expectations states theory (EST), 52
 - sociological social psychology, 181
 - theoretical research program, 181
- Expectation states, 82–91
 - based prediction, 182–183
 - outline of theories, 3–4
- Experimental methodology, 104, 109, 110
- Explicitly relevant status
 - manipulations, 114, 115, 118, 128

- Facial expressions, 60
- Feedback, 182
- ‘Feeling with’ another, 158
- Feshbach and Roe Affective Situations Test for Empathy (FASTE), 160
- Framed line test, 136, 141

- Gender, 82–90
- Generalized exchange, 135, 136
- Group dynamics question, 200

- Group-level variable, perceiver's rating of, 202
- Group perception, 200, 201, 203, 204, 212–214
- Group ratings, 211
- Group's status hierarchy, 202
procedures, 205
- Hispanic respondents, 90
- Hogan's Empathy Scale (HES), 154
- Hypothesis tests, 142, 183
- Ickes behavioral measures, 155, 157
- Ickes empathic accuracy, 156
- Ideal age, 91
- Implicitly relevant status
manipulations, 114, 115, 118
- Independent Variables, 30–32
- Individuals, in collectivist cultures, 132
- Inequality, 3, 5–7, 12
- Information, 50
- Intelligence, group's level of, 201
- Interaction patterns, 2
- Interpersonal Reactivity Index (IRI), 159
- Interpersonal sensitivity, social
benefits of, 167
- IRI. *See* Interpersonal Reactivity Index (IRI)
- Isolated overlapping, 118
- Japan
individuals, in collectivist cultures, 132
- Jarque-Bera tests, of normality, 112
- JD. *See* Juvenile delinquency (JD)
- Jefferson Empathy Scale (JES), 154
- J-test, 70
- Juvenile court, adjudicated
delinquent, 30
- Juvenile delinquency (JD), 23–28, 30, 32, 34, 39–43
activity, conceptualization of, 26
adjudicated, 30–32
construct validity hypotheses, 28, 34
criminalistic view of, 27
criminal sentiments, 42
cultural conception of, 24
delinquents' self-esteem, 41
devaluation-discrimination index
modified for application, 47
fosters recidivism, 23
identity, 23, 25
increases recidivism, 41
label, 23
non-JDs, 40, 41, 43
sample, data, 28–29
self-evaluation, 39, 41
hypotheses, 27
self-potency hypotheses, 27
sentiments, 26
self-sentiments, on
OLS/endogenous
treatment-regressions, 36–37
subcultural involvement and activities, 26
youths' conceptions, 24, 26
- Labeling theory, 22–24, 27–28, 41, 42
implications for, 41–42
- Labor exchanges, 134
- Legitimizing process, 15
- Made up our study structures, 135
- Malaysia, 14
- Managers
copresence with group, bias, 207
copresence with individual, 206–207

- descriptives for ratings, 207–209
 - hypothesis tests, 209–212
 - individual/group, descriptive
 - statistics of ratings, 208
- Managers noticed me, 209
- Mann-Whitney U test, 122
- Mathematical model, 83
- Mean absolute error, 142
- Mean relative error, 142
- Mental illness, labeling theory of, 23
- Mental patient, 28
- Meta-analytical
 - derived average values, 110
 - derived predicted scores, 123, 124
- Migrations, 14
 - Eastern Europe and the Middle East to Western Europe, 14
- Mind-in-mind, 154, 157
 - formulations, 155
- Modeling bias, 202
- Modeling expectations, 97
- Modified labeling theory, 23, 41, 42
- Monte Carlo simulations, 110–112, 119
 - distributions, 110
 - extending to high- and low-status, 113
 - parameter distributions, 111
 - pseudo-sampling distribution, characteristics of, 112
 - SCT research, applications, 117
- Moral quality, 53
- National Evaluation of the Gang Resistance Education and Training Program study, 32
- Negative rewards, allocations of, 57–61
- Negotiated exchange, 135, 136
- Neighbors' farming activities, 134
- Network Exchange Theory (NET), 15
- Non-cognitive psychological characteristics, 131
- Non-criminal self-meanings, 26
- Non-criminal youth identities, 26
- Non-delinquents' self-evaluation, 38
- Non-delinquent youth identities, 25
 - evaluation, potency, and activity (EPA) ratings, 25, 26
- Non-deviant youth identities, 26
- Novel status manipulation
 - measurement, 119–125
 - analyses, 121–125
 - study design and procedures, 120–121
- Nudging, 50
- Observed data, mean and median score, 122
- OLS. *See* Ordinary least squares (OLS)
- Ordinary least squares (OLS)
 - coefficients for group ratings of managers, 211
 - regressions, 34, 35, 90, 92, 211
- Overlapping distributions, magnitude of effect statistics, 117
- Parameter distributions, 110–119
- Participants, 185, 205
- Participant status, 183
- Perceptual orientation, 130, 131, 141, 142
- Performance expectations, 13, 53
- Performance-outcome structures, 54
- Personal distress, 159
- Person's mental state, 154
- Perspective taking, 152–154, 157–159, 161–162, 163–164, 166–168
- Policy implications, 42–43
- Portrait values questionnaire (PVQ), 179, 180, 185
- Positive and negative affect schedule (PANAS), 184
- Possession relations, 55

- Predicted cell counts, 123
 Productive exchange, 136
 expecting, 137
 Projected reasoning tasks, 156
 Protocol, 185–186
 Pseudo-population parameters, 111
 analyze, 112
 definitions, 111
 sampling distribution, bias
 estimates of, 113
 simulated values, 111, 112
 Psychiatric patients, 23
 Psychological social psychologists,
 131
 Psychologists, experimental, 133

 Quality, moral, 53

 Racial/ethnic variables, 32
 Recidivism, 22
 Recommended sentence, 63
 Referential structures, 53
 Reflexive emotions, 160
 Reflexive role-taking, 162
 Rehabilitation programs, 43
 Relative error
 condition variable, 144
 demographic variables, 144
 Relative task, 141
 Relevance relations, 55
 Remorseful offender, 63
 Research assistants, 140
 Residential treatment program, 29
 RET. *See* Reward expectations
 theory (RET)
 Reward expectations, 53
 Reward expectations theory (RET),
 51–57
 classic model, 69
 classic *vs.* modified cue gestalt
 models, empirical
 comparison of, 68–71
 cue gestalt, 74
 approach to status information
 conveyance, 66–68
 and classic, 68
 weak categorical element, 68
 defines, 58
 equivalent generalization process,
 58
 graph theoretic representation, 67
 impact of expectation advantage
 under classical and
 modified cue gestalt, 69
 monetary resources, 72
 task orientation, 57
 Reward recipient, 51
 Rice-based agriculture, 137
 Rice farming, coordination of, 137
 Rice theory, 133–134
 Role-taking, 152–159, 168
 accuracy, 157
 cognitive measures of, 156
 conceptualizations of, 166
 Schwalbe conceptualizes, 160
 Schwalbe's contention, 165
 sociological concept of, 153
 sociological process, 168
 sociologists theorize, 161
 structural ontology, 168
 structural relationship of, 167
 theoretical models of, 160

 Saliency assumption, 54
 Salient diffuse, 55
 Scheduled participants, 139
 Schooling practices, 133
 Schwartz framework, 180
 Schwartz PVQ, 184
 Schwartz value survey, 184
 Scientific models blend theory, 94
 SCT. *See* Status characteristics
 theory (SCT)
 Self-activity models, 38, 40
 Self-administered questionnaires, 29
 Self-evaluation, 23, 26, 38–40

- hypotheses, 27
- Self-in-self, 168
- Self-potency, 23, 40
 - hypotheses, 27, 40
- Self-report instrument, 158
- Self-report scales, 158
- Self-sentiments, 23, 26–29, 32,
 - 34–36, 38, 40–43
 - dependent variables, 30
 - descriptive statistics for variables, 34–35
 - future research, 43
 - hypotheses, 27–28
 - analysis strategy, 35–38
- Sequencing assumption, 54
- Simulation Self Report Affective Measure (SSRAM), 160
- Situations, 180–182
- Skin conductance tests, 158
- Social bonds, 136
- Social context, 133
- Social exchange networks, 134–137
 - affect-based explanation, 136–137
 - checks, 145
 - dependent measure, 141–142
 - design and participants, 138–139
 - hypothesis tests, 142–144
 - procedure, 139–140
 - research design and predictions, 136
 - structural explanation, 137–138
- Social inequalities, 3
- Socialization, 165
- Social life, 2
 - dimension of, 24
- Social networks, 131, 134, 136
- Social psychology, 131, 153, 188
- Social rewards, positive/negative, 50
- Social situations, 51
- Social status, for predicting
 - individual values, 180
- Social structures, 2, 130, 131
 - reproduction/transformation, essential element, 152
 - structural conditions, 131
 - theoretical development, 131–136
- Social theory, 152
- Social Value Orientation model, 180
- Sociological social psychology, 131
- Sociological study, 181
- Sociologists, 130
- Southern University students,
 - replication, 40–41
- Specific status characteristic, 53
- Spread of status value theories, 13–15
- Standard deviation (SD), 38
 - meta-analytically, 104
- Standardized experimental setting (SES), 109
- Standard stimulus paradigm, 156
- Status beliefs, 5–7, 13, 14
- Status characteristics theory (SCT),
 - 81–84, 86–89, 92–96, 104–106, 110, 116
 - application of, 119
 - empirical data, 104
 - graphic representation of, 107
 - mathematics inherent, 105
 - model, 93, 94
 - outline of theories, 3–4
 - propositions and graphical representations, 116
 - relevant methodologies, 118
 - standardized method, 118
 - theoretical background, 83–87
- Status characteristics, types, 181
- Status Construction, 4–6, 13–17
 - See also* Spread of Status Value theories
- Status Construction theory, 13, 14
 - intriguing applications of, 13
- Status cues, 51–52, 57–61, 63, 65–74
 - expressive vs. indicative, 60
 - ethnic/regional dialect, 51
 - relative impact testing of, 61–66
 - indicative, 60

- modified ret model using empirical test, 66–71
 - negative rewards, allocations of, 57–61
 - status characteristics on rewards differential impacts of, 59–61
- Status generalization process, 54
- Status hierarchy, 203–204, 206
- Status information, 108
 - conveyance, 52
- Status processes, 61
- Status value, 2
 - spread of, 7–8
 - theory of power, 8–15
- Stereotype reduction, 163
- Stress independence, 132
- Structural social psychology, 153
- Structure-based hypothesis, 138
- Study-generated predicted score, 122
- Subsequent analyses, 122
- Subsequent deviance, 22
- Subsistence style theory, 133
- Supplemental analyses, 211
- Susceptibility to emotional contagion, 158
- Symbolic interactionism, 160

- Taped, 139
- Task-based measures, 157
- TESS. *See* Time-Sharing Experiments in the Social Sciences (TESS)
- Time-Sharing Experiments in the Social Sciences (TESS), 89
 - control variables, 90
 - dependent variable, 90
 - independent variable, 90
- Toronto Empathy Questionnaire (TEQ), 158
- Training school, 30

- Trier social stress test (TSST), 182
 - protocol, 185
- Trust, build/diminish, 130
- T-tests, 40
- Type I error, 118

- United States
 - juvenile delinquent sample, 28
 - juvenile justice system, 22
 - stress independence, 132

- Valued personal characteristic (VC), 62–63
- Valued status expectations, 53
- Values, 177–180
 - altruistic, 180
 - diffuse status, effects of, 186–187
 - intriguing future questions, 188
 - life transitions, 180
 - meso-level structure, 176–177
 - questionnaire, 195–196
 - reverse perspective, 178
 - Schwartz framework, 178, 179
 - Schwartz values measure, 197–198
 - selftranscendence and self-enhancement, 188
 - situational durability, 188
 - Social Value Orientation measure, 179
 - sociological perspective, 177
 - sociological resurgence, 176
 - sociological work, 178
 - specific status, effects of, 187–188
 - theorizing and research, 177
 - t*-tests for effects, 188
 - World Values Survey, 179
- Variables, descriptive statistics, 31
- Varimax rotation, principal-factor analysis, 33

- VC. *See* Valued personal characteristic (VC)
- Vicarious sharing of emotion, 159
- Virtual environment, 204–205
- Visual cues
 - availability of, 202, 205–206
 - in CMC, 202–203
- Wald tests, 212
 - treatment-assignment errors and outcome errors, 38
- Weak categorical cue gestalt, 66
- Wealth accumulation, 14
- Western cultures, 130