



CENTER FOR  
ADVANCED  
STUDY IN THE  
BEHAVIORAL  
SCIENCES

## CASBS SUMMER INSTITUTES 2017 - 1977

### 2017 ORGANIZATIONS AND THEIR EFFECTIVENESS (July 10 – July 21)

Organizations are all around us: not just firms, plants, and work groups, but also hospitals, schools, and governments. Furthermore, by construing an “organization” as something that can be first organized and then managed, one can also include certain contractual relationships—not only between firms (such as some hand-in-glove supply relationships, joint ventures, and alliances) but also between a government and a firm (such as some regulatory relationships and public-private partnerships). Indeed, noting that the examples above are all opportunities to collaborate, one can move beyond formal organization charts and formal contracts to include communities, networks, and other informal institutions as organizations.

Directors: Robert Gibbons, management, MIT; Walter Powell, education, sociology, organizational behavior, and community, Stanford University

Senior faculty: Dan Carpenter, political science, Harvard University; Kate Kellogg, work and organization studies, MIT, Scott Page, political science, University of Michigan, Jenna Bednar, political science, University of Michigan

#### Participants:

Brian Libgober, Harvard University  
Tiantian Yang, Duke University  
Hye Young You, Vanderbilt University  
Angela Aristidou, Oxford University  
Valentina Assenova, Yale University  
Richard Benton, University of Illinois  
Patricia Bromley, Stanford University  
Giovanna D’Adda, University of Polytech,  
Milan  
Claudine Gartenberg, New York University

Jennifer Hadden, University of Maryland  
Namrata Kala, Harvard University  
Valerie Karplus, Massachusetts Institute of  
Technology  
Hongyi Li, University of New South Wales  
Davide Marchiori, University of Southern  
Denmark  
Chris Rea, University of California, Los  
Angeles  
Benjamin Schneer, Florida State University

Sponsored by MIT, Stanford Dean of Research, Stanford Graduate School of Business, the Hoover Institute, and Stanford Institute for Economic Policy Research.

## **2016 ORGANIZATIONS AND THEIR EFFECTIVENESS (June 1 – July 8)**

Organizations are all around us: not just firms, plants, and work groups, but also hospitals, schools, and governments. Furthermore, by construing an “organization” as something that can be first organized and then managed, one can also include certain contractual relationships—not only between firms (such as some hand-in-glove supply relationships, joint ventures, and alliances) but also between a government and a firm (such as some regulatory relationships and public-private partnerships). Indeed, noting that the examples above are all opportunities to collaborate, one can move beyond formal organization charts and formal contracts to include communities, networks, and other informal institutions as organizations.

Directors: Robert Gibbons, management, MIT; Walter Powell, education, sociology, organizational behavior, and community, Stanford University

Senior faculty: Dan Carpenter, political science, Harvard University; Kate Kellogg, work and organization studies, MIT

### Participants:

Bo Cowgill, Columbia University  
Romain Ferrali, Princeton University  
Russell Funk, University of Minnesota  
Manuel Grieder, University of Lausanne  
Consuelo Amat Matus, Yale University  
Ameet Morjaria, Northwestern University

Mara Pillinger, George Washington University  
Michael Powell, Northwestern University  
Aaron Shaw, Northwestern University  
Melissa Valentine, Stanford University  
Dan Wang, Columbia University  
Mara Pillinger, George Washington University

Sponsored by MIT, Stanford Dean of Research, Stanford Graduate School of Business, the Hoover Institute, and Stanford Institute for Economic Policy Research.

## **2011 COGNITIVE SCIENCE/NEUROSCIENCE AND THE HUMANITIES (July 25 – August 5)**

We have identified eight main areas within cognitive science and neuroscience as foci for eight distinct kinds of cross-disciplinary exploration and debate.

- Motivation (where we will concentrate on the potential of the science for conceiving new kinds of history-writing)
- Memory (and how the science relates, or fails to relate, to the interdisciplinary humanistic field called memory studies)
- Mental imagery (and what the science can offer the study of visual culture, with a special emphasis on science studies)
- Concepts (and the relevance of the science to new directions in embodied philosophy)
- Perception (and how the science has helped to create new hybrid fields such as neuro-art history and neuro-aesthetics)
- Narrative (and the potential of the science to inspire new directions in literary studies)

- Morality (and the relationship of the science to ethics, including so-called neuroethics)
- Emotion (and the potential of the science to forge new directions in religious studies)

Directors: Stephen Kosslyn, CASBS, Stanford University; Ann Harrington, Harvard; John Onians, University of East Anglia, Emeritus.

Participants:

Megan K. Ahern, University of Michigan  
 Cristina Albu, University of Pittsburgh  
 Elaine Auyoung, Harvard University  
 Camille Begin, University of Toronto  
 Marco Caracciolo, University of Bologna  
 Justin Clark, University of Southern California  
 Niki Clements, Brown University  
 Jessamyn Conrad, Columbia University  
 Anna Edmonds, University of Michigan

Alexander Gerner, University of Lisbon  
 Michele Guerra, Parma University  
 Gabriel Levy, Dartmouth College  
 Jacob Mackey, Stanford University  
 Corey J. Maley, Princeton University  
 Justin Patch, Tufts University  
 Joshua Rothman, Harvard University  
 Katherine Sweaney, Northwestern University  
 Serife Tekin, Salhousie University  
 James M. Thomas, Stanford University

Sponsored by the Andrew W. Mellon Foundation.

**2010 THE VISION THING: AN ARGUMENT FOR THE IMPORTANCE OF STUDYING VISIONS AND DREAMS (July 20-26)**

The life of almost everyone has been affected by visions. Religions have been founded on them. Wars and revolutions have been fought because of them. And individuals interpret them in countless ways.

Valuing the insights that could result from a comprehensive and interdisciplinary look at scholarship regarding a phenomena that affects so many people throughout the world, across so many cultures and across time, an interdisciplinary team of international scholars and scientists will be at the Center for Advanced Study in the Behavioral Sciences (CASBS) July 20-26, 2010 through its *Collaborative Ventures Summer Workshops Program*. Initiated in 2009 to advance scholarship at the frontiers of interdisciplinary research, *Collaborative Ventures* builds upon the Center's residential fellows program and offers an opportunity for small multidisciplinary teams to utilize its programs and facilities.

Discussions will draw on scholars' expertise in anthropology, religious psychology, psychoanalytical and psychiatric approaches to dreams, possession and schizophrenia, group psychology and political psychology, medieval history and art history, modern historians of Catholic and Protestant

Directors: William Christian, history, anthropology, sociology, Las Palmas de Gran Canaria; Gabor Klaniczay, medieval studies, Central European University

Participants:

Francesca Braida, Ecole des Hautes Etudes en  
Sciences Sociales  
Deirdre de la Cruz, University of Michigan  
Angie Heo, Barnard College

Jacqueline Jung, Yale University  
Tanya Luhrmann, Stanford University  
Bärbel Matthey, University of Art, Germany  
Amira Mittermaier, University of Toronto  
Salvador Jimenez Murguia, Miyazaki  
International College, Japan

Vlad Naumescu, Central European University

Katrina Olds, University of San Francisco  
Lehel Peti, Romanian Institute for Minority  
Problems

Janine Riviere, University of Toronto  
Monique Scheer, Max Planck Institute  
Jalane Schmidt, University of Virginia  
Ann Taves, UC Santa Barbara  
Xenia von Tippelskirch, Ruhr Universität

Sponsored by the Andrew W. Mellon Foundation.

## **2010 TRACKING, TRANSCRIBING, AND TAGGING GOVERNMENT: BUILDING DIGITAL RECORDS FOR COMPUTATIONAL SOCIAL SCIENCE (June 21 – 25)**

The CASBS 2010 Summer Workshop, entitled Tracking, Transcribing, and Tagging Government: Building Digital Records for Computational Social Science, is distinctive in three ways. First, it will focus research attention on data describing government activity (at all levels—global, federal, state, local) in all parts of the policymaking process (e.g., decision making and implementation by all branches of government, input from citizens, coverage by media). Second, the research presented will address the challenges of turning unstructured data in multiple formats into large structured data sets suitable for analysis such as text mining and network analysis. Third, the workshop will bring together researchers from both computer science and the social sciences to talk about the creation of digital records for computational social science.

Directors: James Hamilton, economics, political science, Duke University; Frank Baumgartner, political science, University of North Carolina

### Participants:

Claire Cardie, Cornell University  
Sarah Cohen, Stanford University  
Gregory Crane, Tufts University  
Justin Grimme, Harvard University  
Alexander Hauptmann, Carnegie Mellon U

Stuart Shulman, University of Massachusetts  
Noah Smith, Carnegie Mellon University  
Jan Wiebe, University of Pittsburg  
John Wilkerson, University of Washington  
Bei Yu, Syracuse University

Sponsored by the Andrew W. Mellon Foundation.

## **2009 COMPUTATIONAL JOURNALISM (July 27 – 31)**

Developing the field of computational journalism involves research questions that span disciplines, including defining the media's watchdog function by examining the classes of problems covered in watchdog reporting and determining the indicators of violations/problems

that trigger scrutiny by reporters. Assessing problems with the types of data available on government operation will focus attention on data volume, heterogeneity, quality, and provenance. Creating the technologies and algorithms to “report” on local communities will entail answering many questions: What types of programs can be utilized to recognize social problems (e.g., crime clusters), show the effort devoted by social actors (e.g., patrols by police, crime stories written/not written by local media), describe effects of events (e.g., impact of crime on public health, neighborhood development), visualize trends across time and space (e.g., place crime in context, point to possible cause and effect), and automate reporting (e.g., for area around a given address, automate assessment and develop a narrative about crime and context).

Directors: Jay Hamilton, Duke University; Fred Turner, Stanford University

Participants:

Phil Bennett, Duke University  
Catherine Blake, University of Illinois at Urbana  
Champaign  
Sarah Cohen, Duke University  
Ifan Essa, Georgia Institute of Technology  
Rayvon Fouché, U of I Urbana Champaign

Phil Meyer, UNC at Chapel Hill, Emeritus  
Beth Noveck, Obama administration, Deputy  
Chief Technology Officer for Open Government.  
Lucy Suchman, Lancaster University  
Joshua Tauberer, linguistics  
Jun Yang, Duke University

Sponsored by the Andrew W. Mellon Foundation.

**2009 RESEARCHING THE BUILT ENVIRONMENT: SPATIAL METHODS AND PUBLIC PRACTICES (June 21 – 26)**

During the week we will discuss the state of research on the built environment across the humanities and the social sciences. We will be asking if we can define this field of research more accurately and fully by linking our perspectives across disciplines. We will be talking in broad terms about shared vocabulary, shared research methods, and shared audiences for our work, including both academic and public audiences. (To prepare for this we will circulate six essays from members of the group.)

We will also discuss how work on the built environment is customarily presented and published in our different fields. A digital consultant with specialization in mapping will advise us to see if we can present research more consistently across fields.

Directors: Dolores Hayden, Yale University; Setha Low, CUNY

Participants:

Alison Isenberg, Rutgers University  
Donald Mitchell, Syracuse University  
Stephanie Tonnelat, The National Center for  
Scientific Research, Paris

Mary Lui, Yale University  
Mike Reilly, Stanford University

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## **2009 RACE AND INEQUALITY IN EDUCATION: REFRAMING A RESEARCH AND POLICY AGENDA FOR THE 21<sup>st</sup> (June 15 – 19)**

Our focus over the coming week is to reconsider the relationship between high-quality social science research and public debates regarding social policies designed to address on-going racial inequality in U.S. public schools and society. We need to answer one central question: “Given the existing disconnect between solid empirical evidence and public discourse on race – esp. the colorblind and post-racial arguments -- how might researchers reframe their work and the ‘stories’ they tell to influence a broader, societal understanding of social problems?”

Directors; Prudence Carter, Stanford University; Sean f. Reardon, Stanford University; Amy Stuart Wells, Teachers College, Columbia University

### Participants:

Anurima Bhargava, NAACP Legal Defense and Education Fund	Sam Lucas, University of California, Berkeley
Susan Eaton, Harvard University	Claude Steele, Stanford University (partial participation)
Kris Gutierrez, UC Los Angeles	Vanessa Siddle Walker, Emory University
Paul Jargowsky, University of Texas at Dallas	George Lipsitz, UC Santa Barbara

Sponsored by the Andrew W. Mellon Foundation.

## **2007 THE VISION THING: STUDYING DIVINE INTERVENTION (June 25 – July 6)**

Whether we know it or not, our lives are affected by “visions.” Most of the major religions have been founded through them, wars and revolutions have been fought because of them, and visual images, auditory messages, or the sense of invisible presence enriches (and often confuses) the lives of a surprisingly large number of ordinary people. From June 25 – July 6, the Center for Advanced

Study in the Behavioral Sciences (CASBS) is hosting twenty scholars who are attending a summer institute entitled “The Vision Thing”, and working to better understand visions, their nature, and their impact on our history.

Directors: William Christian, Las Palmas de Gran Canaria; Gabor Klaniczay, Central European University

### Participants:

Francesca Braida, École Des Hautes Etudes En Sciences Sociales, Paris	Vlad Naumescu, Central European University, Hungary
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William Christian, Independent Scholar  
Deirdre de la Cruz, University of Michigan  
Knut Graw, Catholic University of Leuven  
Marya Teresa Green Mercado, U of Chicago  
Balázs Gulyás, Karolinska Institute Stockholm

Angue Heo, UC Berkeley  
Ágnes Hesz, Pécs University  
Salvador Jiménez Murguía, CSU San Bernardino  
Jacqueline E. Jung, Yale University  
Gábor Klaniczay, Central European University,  
Collegium Budapest

Bärbel Matthey, Braunschweig U of Art

Amira Mittermaier, Columbia University

Ana Ofak, Humboldt Universität Berlin  
Katrina Olds, University of San Francisco  
Lehel Peti, University of Szeged  
Janine Riviere, University of Toronto  
Valérie Robin, University of Toulouse Ii Le  
Mirail

Monique Scheer, Universität Tübingen,  
Jalane D. Schmidt, University of Virginia  
Sherry Angela Smith, McMaster University  
Kéri Szabolcz, Semmelweis University, Budapest  
Ann Taves, Ann, UC Santa Barbara

Galia Valtchinova, Bulgarian Academy of  
Sciences/New Bulgarian University, Sofia  
Xenia Von Tippelskirch, École Des Hautes Études  
En Sciences Sociales, Paris

Sponsored by the Andrew W. Mellon Foundation.

## **2006 ECONOMY AND SOCIETY: TRAJECTORIES OF CAPITALISM**

The British political historian and social critic Eric Hobsbawm wryly commented that capitalism is a moving target. The quest for profit and novelty at the core of the capitalist engine fuels both dynamism and restlessness, but the institutional underpinnings— political, social, and cultural— of the economy generate variety and shape direction. Consequently, we observe considerable diversity in the organization of contemporary economies and polities. The purpose of this workshop was to explore the connections between economy and society, and analyze the myriad ways in which national social, political, and educational institutions contribute to producing distinctive trajectories of capitalist development.

Directors: Neil Fligstein, sociology, Columbia University & University of California - Berkeley and Walter W. Powell, education, sociology, organizational behavior, and community, Stanford University

### Participants:

Tim Bartley, Indiana University  
David Brady, Duke University  
Steven Casper, Claremont College  
Cheris Shun-ching Chan, U of Pittsburgh  
Peer Fiss, Queens University, Kingston  
Marion Fourcade-Gourinchas, UC Berkeley  
Kieran Healy, University of Arizona  
Matissa Hollister, Dartmouth College  
Johanna Mair, University of Navarra  
Piera Morlacchi, University of Sussex

Monica Prasad, Northwestern University  
David Rueda, Oxford University  
Jeffrey Sallaz, University of Arizona  
Marc Schneiberg, Reed College  
Evan Schofer, University of Minnesota  
Leonard Seabrooke, University of Copenhagen  
Antje Vetterlein, Oxford University  
Ning Wang, Arizona State University  
Josh Whitford, Columbia University  
Valery Yakubovich, University of Chicago  
Jane Zavisca, University of Arizona

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## **2004 EMOTION AND DECISION**

The most recent summer institute brought together scholars from multiple fields of study to integrate research on the interplay between emotion and decision processes and to examine the effects of emotion on individual and collective life.

Directors: Roy F. Baumeister, psychology, Florida State University, and George Loewenstein, economics, Carnegie Mellon University

### Participants:

Christopher J. Anderson, Temple University  
Eduardo B. Andrade, UC Berkeley  
Dan Ariely, MIT  
Jennifer Beer, University of California, Davis  
Eli J. Finkel, Carnegie Mellon University  
Karen Gasper, Pennsylvania State University  
Lorenz Gotte, University of Zurich  
David B. Huffman, Institute for the Study of Labor  
Jennifer Johnson-Hanks, UC Berkeley

Jeff T. Larsen, Texas Tech University  
Jonathan Levav, Columbia University  
Debra Lieberman, UC Santa Barbara  
Mara Mather, UC Santa Cruz  
Benoit Monin, Stanford University  
Leif D. Nelson, New York University  
David Pizarro, University of California, Irvine  
Kathleen D. Vohs, University of Minnesota  
Piotr Winkielman, UC San Diego

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## **2000 CONTENTIOUS POLITICS**

A principal aim was to broaden participants' awareness of the various scholarly literatures relevant to the study of contentious politics from the fields of social movements, revolution, ethnic conflict, nationalism, and democratization, and to compare related topics.

Directors: Douglas McAdam, sociology, Stanford University, and Charles Tilly, social science, Columbia University

### Participants:

Kenneth T. Andrews, Harvard University  
Joe Bandy, Bowdoin College  
Neal Carter, St. Bonaventure University  
David Cunningham, Brandeis University  
Christian Davenport  
Bob Edwards, East Carolina University  
Gautam Ghosh, Grinnell University  
John A. Guidry, Augustana College  
Fredrick C. Harris, University of Rochester

Jason Kaufman, Harvard University  
Deborah Martin  
Byron Miller, University of Cincinnati  
S. Mara Perez-Godoy, UC San Diego  
Mark Q. Sawyer, UC Los Angeles  
Kurt Schock, Rutgers University  
Paul A. Silverstein, Barnard College  
Jackie Smith, Suny Stony Brook  
David R. Stone, Kansas State University



Peter Houtzager

Deborah Yashar, Princeton University

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## **1998 VIOLENCE AND THE LIFE COURSE**

The participants investigated factors that may influence violence, such as historical and demographic trends; cultural, economic, community, family, peer, and biological factors; law and juvenile justice; life course and developmental approaches; intervention and prevention attempts; policy implications; and methodological advances in the study of violent behavior.

Directors: Kenneth Dodge, psychology, Vanderbilt University, and Robert Sampson, sociology, University of Chicago

### Participants:

Lisa Broidy, Carnegie Mellon University  
Shawn Bushway, University of Maryland  
Elizabeth Cauffman, Stanford University  
Antonius Cillessen, University of Connecticut  
Kellina M. Craig, Cal State Long Beach  
Shelley J. Eriksen, Southern Oregon U  
Dorothy Espelage, University of Illinois  
Randy R. Gainey, Old Dominion University  
Satoshi Kanazawa, Cornell University

Randall MacIntosh, Cal State Sacramento  
Paul Mazerolle, University of Cincinnati  
David Bernard Miller, Case Western Reserve  
Anne M. Piehl, UC Berkeley  
Alex Piquero, Temple University  
Xin Ren, California State Sacramento  
Joanne Savage, UC Irvine  
David Schwartz, U of Southern California

Sponsored by the Andrew W. Mellon Foundation.

## **1996 RESEARCH IN URBAN EDUCATION**

The primary goal was to help promising young social scientists formulate research projects to discover why too many urban children are not succeeding at school and to find ways to improve their education. The institute focused on studies of critical aspects of school transition, including the links among educational institutions, families, and communities; the relations among curriculum, the psychology and culture of the student, and the world of work; teachers' understanding and treatment of disadvantaged minorities; and students' motivation, academic knowledge, and learning potential.

Directors: Frank Furstenberg, sociology, University of Pennsylvania, and Herbert Ginsburg, psychology, Teachers College, Columbia University

### Participants:

Robert Balfanz, University of Chicago  
Carol Beaumont

Arnetha F. Ball, University of Michigan  
Ira Blake, Susquehanna University

Dorothy Chin, UC Los Angeles  
Patrick J. Devlieger, University of Illinois  
David A. Kinney, Central Michigan University  
Rodney E. McNair, Vanderbilt University  
Lori Ann Navarrete, Kansas State University  
Elizabeth D. Pena, University of Texas  
Kathryn S. Schiller, Notre Dame University

Lory J. Dance, University of Maryland  
Rochelle Gutierrez, University of Illinois  
Jabari Mahiri, University of California, Berkeley  
Debra Mekos, University of North Carolina  
Elizabeth Noll, University of New Mexico  
Pamela Anne Quiroz, University of Massachusetts  
Victor M. Villa, University of Texas

Sponsored by the Andrew W. Mellon Foundation.

## **1995 LINKING RESEARCH TO EDUCATIONAL POLICY AND PRACTICE**

The institute drew on experience in the United States and other countries and examined conditions that affect the ways in which social science research has influenced educational policy and practice. Particular attention was given to analyzing constraints on the use of research to effect change within education and to identifying characteristics that encourage and support research contributions to policy.

Directors: Martin Rein, urban studies and planning, MIT, and Carol Weiss, education, Harvard University

### Participants:

Linda Petersen Birky, UC Berkeley  
Lory Dance, Harvard University  
Lea Hubbard, UC San Diego  
Susan Keen, New South Wales University  
Berta Vigil Laden, Vanderbilt University  
Lopez de Mondez, University of Puerto Rico  
Chandra Muller, University of Texas  
Diane Schnelker, Iowa State University  
Susan Weinberg, University of New Mexico

Harris Cooper, University of Missouri  
Lisa DeMeulle, University of Memphis  
Paul Johnston, Yale University  
Donald Kenkel, Pennsylvania State University  
Douglas Lamdin, University of Maryland  
Michael Mintrom, Michigan State University  
Judith Ottoson, University of British Columbia  
Nathan Scovronick, Princeton University  
Amy Stuart Wells, UC Los Angeles

Sponsored by the Andrew W. Mellon Foundation.

## **1994 INTERNATIONAL ECONOMY AND NATIONAL POLITICS**

The participants studied how recent global trends—economic, political, and cultural—affected the structures and processes of political life in the advanced industrial democracies. At the international level, the institute dealt with such issues as European integration, the North American Free Trade Agreement, and increased goods and monetary flows in the international political economy. On the domestic level, it examined and anticipated changes in three realms: industrial relations and national economies; political parties, unions, and other established forms of citizen participation; and emerging social movements.

Directors: Peter Lange, political science, Duke University, and Douglas McAdam, sociology, University of Arizona

Participants:

Chris Anderson, Rice University  
Ilene Grabel, University of Denver  
Lester Henry, Cuny Brooklyn  
Keisuke Iida, Princeton University  
Jonathan Kirshner, Cornell University  
James McGuire, Wesleyan University  
David Rowe, Ohio State University  
David Skidmore, Drake University  
Andrew Sobel, Washington University  
Bruce Western, Princeton University

George DeMartino, University of Denver  
Gernot Grabher, Wz Berlin Fur Sozial.  
Cedric Herring, University of Illinois - Chicago  
Ronald Jepperson, University of Washington  
Lori Leachman, Northern Arizona University  
Salvatore Pitruzzello, Columbia University  
Beth Simmons, Duke University  
Mitchell Smith, Middlebury College  
Yasemin Soysal, Harvard University  
Elena Zdravomslova, Russian Academy of Sciences

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## **1992 NEGOTIATION AND DISPUTE RESOLUTION**

The 1992 institute focused on models of negotiation and dispute resolution drawn from economics, psychology and other disciplines. Cognitive and economic models of behavior complement each other in understanding how humans negotiate and resolve disputes, and the institute examined the underlying principles of both types of models in working toward a synthesis.

Directors: Henry Farber, economics, Princeton University, and Keith Murnighan, psychology, University of Illinois

Participants:

Linda Babcock, Carnegie-Mellon University  
Robert Bontempo, Columbia University  
Donald Conlon, University of Delaware  
Era De Souza, Illinois State University  
Wallace Gatewood, Morgan State University  
Jennifer Halpern, Cornell University  
Jamie Nekich, Stanford University  
Gregory Saltzman, Albion College  
Paul Straub, Eastern Illinois University

Terry Boles, UC Santa Barbara  
William Bottom, Washington University  
Steven Daniels, Oregon State University  
Cynthia Fobian, Drake University  
Kevin Gibson, University of Colorado  
Don Locke, North Carolina State University  
Judi McLean Parks, University of Minnesota  
Eldar Shafir, Princeton University  
Leigh Thompson, University of Washington

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## **1990 HUMAN DEVELOPMENT AND PSYCHOPATHOLOGY**

Directors: P. Herbert Leiderman, psychiatry, Stanford University, and Arnold Sameroff, psychology, Brown University

The aim of the institute was to broaden scientific understanding of psychopathology through examining principles of development that explain normal and abnormal behavior from infancy through adolescence. It identified determinants of continuity and discontinuity in behavioral and social development and examined the significance of early caregiver-child interactions for later peer, family, school, and community relationships.

### Participants:

Thomas Altepeter, University of Wisconsin  
Margaret Browning, Reese Hospital  
Lisa Crockett, Pennsylvania State University  
Mary Dozier, Trinity University  
Amy H. Gervasio, Hamilton College  
Bruce Hare, Suny Stony Brook  
Teresa LaFromboise, Stanford University  
Andrew Newcomb, University of Richmond  
Robert Pianta, University of Virginia  
Amy Tishelman, Suny Binghamton

Willie Ashley, Tougaloo College  
Janis Bullock, Montana State University  
Barbara De Baryshe, University of North Carolina  
Carol George, Mills College  
Nancy Guerra, University of Illinois  
George Holden, University of Texas  
Laura McCloskey, University of Arizona  
Jeffrey Parker, University of Michigan  
L. Kaye Rasnake, Denison University  
Adale Walters, University of Michigan

Sponsored by the Andrew W. Mellon Foundation.

## **1988 BEHAVIOR CHANGE IN MENTAL HEALTH, BEHAVIORAL MEDICINE, AND EDUCATION**

The institute focused on the principles, procedures, and evaluations of behavioral change in three domains: psychological/psychiatric disorders, health and prevention of disease, and education.

Directors: Stewart Agras, psychiatry, Stanford University, and Terence Wilson, psychology, Rutgers University

### Participants:

Cole Barton, Davidson College  
Penelope Davis, Harvard University  
Amy Gervasio, Hamilton College  
Karl Goodkin, Southwestern Medical Center, Dallas  
Roy King, Stanford University  
Dale G. Larson, Santa Clara University  
John Martin, Columbia University  
Thomas Plante, Yale University  
Gary Stoner, University of Oregon

Linda Craighead, University of North Carolina  
Nancy Dess, Occidental College  
Virginia Goetsch, West Virginia University  
Kenneth Hart, Hofstra University

James Kulik, University of California, San Diego  
Heike Mahler, Cal State Long Beach  
Carolyn Murray, UC Riverside  
Clarence Spigner, UC Berkeley  
Arthur Whaley, Rutgers University

Ruth Wilson, Rutgers University

Nancy Wolff, University of Wisconsin

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## **1986 THE HISTORY OF SOCIAL–SCIENTIFIC INQUIRY**

The institute's purpose was to examine outstanding examples of recent histories of social science disciplines, to consider more interpretive approaches to the history of the social sciences, and to examine the relationship of the history of the social– sciences to social scientific inquiry.

Directors: David Leary, psychology, University of New Hampshire, and George Stocking Jr., anthropology, University of Chicago

### Participants:

Jeff Biddle, Michigan State University  
JoAnne Brown, Smithsonian Institute  
John Gilkeson, Middlebury College  
Walter Jackson, North Carolina State University  
Andrew Kirby, University of Colorado  
Jill Morawski, Wesleyan University  
Robert Richards, University of Chicago  
Raymond Seidelman, Sarah Lawrence College  
Leigh Star, Tremont Research Institute  
Shirley Washington, Wheaton College

Kevin Breault, University of Cincinnati  
James Farr, University of Wisconsin  
Gail Hornstein, Mt. Holyoke College  
Antoine Joseph, University of Pennsylvania  
Ruben Martinez, University of Colorado  
Robert Proctor, Stanford University  
Margaret Schabas, University of Colorado  
Alan Sica, University of Kansas  
David Van Keuren, University of Pennsylvania  
Michael Woodard, University of Missouri

## **1984 INDIVIDUAL DEVELOPMENT AND SOCIAL CHANGE**

The institute gave special attention to the historical changes that alter the structure in which individual development takes place and the impact of individual and cohort development on social change. Participants emphasized theoretical issues that have emerged as a consequence of interest in the individual development–social change relation and the methodological problems raised by these theoretical issues and the options available to solve them.

Directors: Richard Lerner, psychology, Pennsylvania State University, and John Meyer, sociology, Stanford University

### Participants:

David Baker, Max Planck Institute  
Geraldine Brookins, Jackson State University  
Nancy Eisenberg, Arizona State University  
Jennifer Glass, University of Southern California  
Anita Greene, West Virginia University  
Mary Holley, Montclair State University  
Tri Van Nguyen, Cornell University

Roy Baumeister, Case Western Reserve U  
Roger Dixon, Max Planck Institute  
Martin Ford, Stanford University  
Sandra Graham, UC Los Angeles  
William Harvey, North Carolina State University  
Jill Kiecolt, Louisiana State University  
Vilma Ortiz, University of Wisconsin

Sally Powers, Harvard University  
Mark Stern, University of Pennsylvania  
Ross Thompson, University of Nebraska  
Alexander von Eye, Max Planck Institute

Jose Silva, Stanford University  
David Stevenson, Oberlin College  
Barbara Tinsley, University of Illinois

## **1982 STIGMA AND INTERPERSONAL RELATIONS**

The 1982 institute sought to broaden the scientific perspective on deviance through examination of interpersonal relations involving stigmatized and non-stigmatized persons. Particular attention was given to the socialization experiences of the stigmatized, and to the interpersonal strategies they commonly employ in brief and in long-term relationships. Cognitive, emotional, and behavioral aspects of the stigmatizing process were examined through study of research in laboratories and natural settings. Attention was also given to developing a conceptual framework for analyzing the common and unique properties of forms of physical and social deviance.

Directors: Dale Miller, psychology, Simon Fraser University, and Robert Scott, sociology, Princeton University

### Participants:

Stephen Ainlay, Princeton University  
William Banks, University of California, Berkeley  
Gaylene Becker, UC San Francisco  
Jennifer Crocker, Northwestern University  
John DEMilio, Bank Street College  
Galan Janeksela, Wichita State University  
Larry Martin, Alabama A&M University  
Bryan Pfaffenberger, Knox College  
Carol Sigelman, Eastern Kentucky University  
Howard Solomon, Tufts University  
Paul Wong, Arizona State University

Regina Arnold, Sarah Lawrence College  
Oscar Barbarin, University of Michigan  
Lerita Coleman, University of Michigan  
Faye Crosby, Yale University  
Frederick Gibbons, Iowa State University  
Neil Lutsky, Carleton College  
Hamilton McCubbin, University of Minnesota  
Richard Scott, University of Florida  
Louise Singleton, Unaffiliated  
Mark Stafford, Washington State University

## **1980 LIFE-SPAN HUMAN DEVELOPMENT**

The institute explored both continuities and changes in behavior from conception to death in order to broaden scientific perspectives on human development. The principal organizing idea of the institute was that human development continues over the full course of life; is molded by biological, psychological, sociocultural, demographic, and historical influences; and is an individual-level attribute that conditions social organization.

Directors: Paul Baltes, psychology, Pennsylvania State University, and David Featherman, sociology, University of Wisconsin

### Participants:

Lisa Auerbach, University of Wisconsin  
Vivian Clayton, Columbia University  
Dennis Hogan, University of Chicago  
David Kertzer, Bowdoin College  
Nancy Marlin, University of Missouri  
Angel Pacheco, University of Puerto Rico

Pamela Perun, Wellesley College  
William Runyan, UC Berkeley  
Timothy Salthouse, University of Missouri  
Margaret Spencer, Emory University  
Amy Ong Tsui, University of Chicago  
Maris Vinovskis, University of Michigan

Josefina Card, American Institutes for Research  
Bruce Hare, University of Illinois  
Bertha Holliday, Vanderbilt University  
Michael Lougee, Wheaton College  
Victoria Molfese, Southern Illinois University  
H. Wesley Perkins, Hobart and William Smith  
Colleges  
Albert Roberts, Howard University  
Carol Ryff, Fordham University  
Catherine Silver, CUNY Graduate Center  
Bernard Treiber, University of Heidelberg  
M. Belinda Tucker, UC Los Angeles

## **1978 BIOLOGICAL DIFFERENCES AND SOCIAL EQUALITY**

The institute examined the extent to which human inequality is a function of biological rather than environmental factors, and how social justice can be provided if biological factors promote significant differences in talent or aptitude among individuals. The institute investigated the relative malleability of biological and environmental determinants of inequality and the degree to which biological-genetic and environmental influences are separable. It went on to explore the policy implications of various theories of the determinants of inequality and to consider whether biological accounts of the origins of inequality cast doubt on principles of individual merit and personal achievement.

Directors: Kurt Schlesinger, psychology, University of Colorado, and Robert Simon, philosophy, Hamilton College

### Participants:

Kathleen Adams, Central Washington University  
Robert Blank, University of Idaho  
Michael Coray, University of Nevada  
Masako Darrough, University of Santa Clara  
Stuart Gilman, University of Richmond  
Dan S. Green, University of Arkansas  
Eleanor Levine, Cal State Hayward  
Arturo Pacheco, Stanford University  
Reesa Vaughter, Fordham University  
A Williams-Myers, Carleton College

Mario Barrera, University of California, Berkeley  
John Borkowski, University of Notre Dame  
Eugene Cota-Robles, UC Santa Cruz  
James Gahagan, Antioch College  
Kenneth Graham, Muhlenberg College  
Nancy Hauserman,  
Yolanda Moses, Cal State Pomona  
Sandra Schultz, University of Georgia  
Peter Wenz, Sangamon State University  
Stephen Zegura, University of Arizona

## **1977 FREEDOM AND CAUSALITY**

The first summer institute examined the concepts of freedom and causality in detail and explored the general implications of our conception of nature as a network of causal motives. Sustained attention was given to examining whether explanations of human actions in terms of motives,

beliefs, and intentions are causal explanations and to the view that mental states are defined by their causal roles in the production of behavior and other mental states.

Directors: Keith Lehrer, philosophy, University of Arizona, and Sydney Shoemaker, philosophy, Cornell University

Participants:

Robert Anderson, Rensselaer Polytechnic U  
Terence Ball, University of Minnesota  
Arthur Falk, Western Michigan University  
Barry Gruenberg, Wesleyan University  
Karen Johnson, University of Southern California  
Cheryl Leggon, Mt Holyoke College  
Hakim Rashid, Jackson State University  
Kim Rodner, Carleton College  
James Stewart, University of Notre Dame  
L. Paul Sutton, University of New Mexico

Jon Bailey, Florida State University  
Ellen Basso, University of Arizona  
Lita Furby, University of New Mexico  
Richard Hagen, Florida State University  
Philip Kendall, Virginia Commonwealth U  
Hugh McCann, Texas A&M University  
David Robinson, Oregon State University  
Christopher Smith, University of Oklahoma  
H. Studenmund, Occidental College  
Carl Wagner, University of Tennessee