



**Macrosystem Challenges to Lifespan Human Development:  
*Advancing Conceptualizations, Methodologies, and Strategic Responses***

**Society for the Study of Human Development 2021-22 Conference Series**

## **Program Details by Month**

### **APRIL DETAILS**

**Monday & Tuesday, April 4-5, 2022 (EDT: UTC-05:00)**

#### **Conference Organization**

Individuals' developmental trajectories and outcomes are affected by personal characteristics, behaviors, and experiences. These individual qualities do not emerge in isolation, however. They are co-created as part of a dynamic system which involves the distal, overarching macrosystem, described by Bronfenbrenner (1994) as "a societal blueprint for a particular culture or subculture [including] belief systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course options." Macrosystems provide contexts for development, and do so differently across history, lifespans, and social groups.

Our contemporary macrosystem seems especially replete with threats. Some (like COVID) are newly emerging; others (like racism and environmental injustice) are long-standing, but increasingly visible to greater swaths of humankind. The theme of the SSHD 2021-22 Conference Series is designed to share and encourage scholarship that advances conceptualizations of macrosystem challenges; the methodologies that may be used to study them (e.g., new methods for data collection, analysis, or communication); or strategies that may be used to respond to such challenges (e.g., societal interventions, policies, or personal practices aimed at eliminating, reducing, or at least sidestepping negative consequences of a macrosystem threat).

#### **Conference Organization**

The conference series is distributed across four months each having a Monday-Tuesday pair of events (Nov 1-2, Feb 7-8, April 4-5, June 13-14). Mondays contain Invited Keynote Sessions focused on a particular theme; Tuesdays provide SSHD-sponsored events plus accepted symposia and poster submissions addressing the theme of the SSHD Series, or SSHD interests more generally. Themes for Keynote Sessions are the following:

- NOVEMBER: Conceptualizing Macrosystems
- FEBRUARY: Community Macrosystems
- **APRIL: Attitudinal Macrosystems**
- JUNE: Existential Challenges to the Macrosystem

This document contains **APRIL MONDAY AND TUESDAY DETAILS**. An **abbreviated version of the entire Conference Series** is [here](https://sshdonline.org/21-22-series-program-at-a-glance/) (or paste this URL into a browser: <https://sshdonline.org/21-22-series-program-at-a-glance/>). All events are held on Zoom.

Monday, April 4, 2022, 12:00 pm – 4:00 pm (EDT: UTC-05:00)

## Invited Keynote Session

### Attitudinal Macrosystems

*How do cultural and individual attitudes co-evolve across time and space? How are social attitudes and categories transmitted across generations? How do different disciplines illuminate the interplay of individual and macrosystem processes?*

### Overview

The invited program on Attitudinal Macrosystems will feature two keynote addresses by scholars from differing disciplinary backgrounds. The first part of the session will begin with a keynote address by **Joe Henrich**, well known for having brought attention to the disproportionate scholarly focus on research involving people from **WEIRD** cultures (**W**estern, **E**ducated, **I**ndustrialized, **R**ich, and **D**emocratic). He will draw from multiple disciplines (e.g., anthropology, evolutionary biology, economics, and sociology) to examine the interplay between individual human minds and societies. Part II will begin with a Keynote Address presented by **Rebecca Bigler**, who works primarily in the traditions of developmental and social psychology. Bigler will draw on "*ism*" theory and research (e.g., racism, sexism, heterosexism) to highlight key challenges one faces when studying the role of cultural attitudes in human development.

In the focused illustrations that complete the Keynote Session, two invited speakers will discuss strategies for reducing or navigating particular *isms* of the attitudinal macrosystem. **Diane Hughes** focuses on ethnic-racial identity, socialization, and discrimination, arguing that these constructs can be understood only if approached from an ecological-transactional perspective. She will draw from her contextualized perspective to consider how parents help their children navigate the challenges of systemic racism and how environmental conditions can affect the nature of macrosystem challenges and the strategies for responding to them. In the next illustration, **Paul Poteat** will discuss his research on school-based experiences of sexual and gender minority youth. Poteat, too, considers both individual- and group-level processes in his work. He will discuss how an ecological framework provides a foundation for designing school-based programs aimed at reducing harassment and at helping targeted youth use strategies to reduce the impact of bullying and related macrosystem challenges.

Part I of the Keynote Session will be introduced and moderated by sociologist **Kristine Ajrouch**; Part II will be introduced and moderated by developmental psychologist **Christia Spears Brown**. Following the presentations, session participants will engage in a general discussion with audience members who will have an opportunity to comment or ask questions via Zoom Q&A.

**Part I. Attitudinal Macrosystems:  
Across Cultures and Times**  
**12:00 pm – 1:20 pm (EDT: UTC-05:00)**

**KEYNOTE ADDRESS #1**

***WEIRD Minds***

**Joseph Henrich**

Professor and Chair, Department of Human Evolutionary Biology  
Harvard University  
[henrich@fas.harvard.edu](mailto:henrich@fas.harvard.edu); [joseph.henrich@gmail.com](mailto:joseph.henrich@gmail.com)

**Kristine Ajrouch**

*Chair & Moderator, Part I*  
Professor of Sociology, Eastern Michigan University; ISR University of Michigan  
[kajrouch@emich.edu](mailto:kajrouch@emich.edu)

**ABSTRACT**

Over the last few decades, a growing body of research has revealed not only substantial global variation along several important psychological dimensions, but also that people from societies that are **Western, Educated, Industrialized, Rich and Democratic (WEIRD)** are particularly unusual, often anchoring the ends of global psychological distributions. To explain these patterns, I will first show how the most fundamental of human institutions—those governing marriage and the family—influence our motivations, perceptions, intuitions and emotions. Then, to explain the peculiar trajectory of European societies over the last two millennia, I lay out how one particular branch of Christianity systematically dismantled the intensive kin-based institutions in much of Latin Christendom, thereby altering people’s psychology and opening the door to the proliferation of new institutional forms, including voluntary associations (charter towns, universities and guilds), impersonal markets, individualistic religions and representative governments. In light of these findings, I close by arguing that the anthropological, psychological, and economic sciences should transform into a unified evolutionary approach that considers not only how human nature influences our behavior and societies, but also how the resulting institutions, technologies, and languages subsequently shape our minds.

**Part II. Attitudinal Macrosystems:  
Individuals, Families, and Schools  
1:30 pm – 4:00 pm (EDT: UTC-05:00)**

**Christia Spears Brown**

*Chair & Moderator, Part II*

Associate Dean of Diversity, Equity, and Inclusion, College of Arts & Sciences;  
Lester and Helen Milich Professor of Children at Risk and Associate Chair, Department of Psychology  
University of Kentucky  
[christia.brown@uky.edu](mailto:christia.brown@uky.edu)

**KEYNOTE ADDRESS #2**

**1:30 pm – 2:30 pm (EDT: UTC-05:00)**

***Attitudinal Macrosystem Challenges and Responses:  
The Case of Cultural Stereotypes and Prejudices***

**Rebecca S. Bigler**

Professor Emerita of Psychology  
University of Texas at Austin  
[rebeccabigler28@gmail.com](mailto:rebeccabigler28@gmail.com)

**ABSTRACT**

The macrosystems in which children develop are replete with attitudinal messages about the world and its people. In my talk, I draw on "ism" theory and research (e.g., racism, sexism, heterosexism) to highlight key challenges one faces when studying the role of cultural attitudes in human development. One challenge is finding a way to conceptualize the nature of cultural social attitudes, including their types, facets, and contents. Another is identifying what processes are engaged when children detect, construct, and internalize (or reject) these cultural attitudes. A further challenge is understanding how social attitudes influence individual development, including the ways that cultural attitudes shape children's personal identities and social relationships. I close by considering how parent-to-child intergenerational socialization may be inverted as youths' collective, evolving social selves and behaviors re-socialize earlier generations.

**KEYNOTE ILLUSTRATION #1**  
**2:30 pm – 3:00 pm (EDT: UTC-05:00)**

***Parental Strategies for Helping Children  
Navigate and Resist a Racist Macrosystem***

**Diane L. Hughes**

Professor of Applied Psychology, Steinhardt School of Culture, Development, and Education

New York University

[diane.hughes@nyu.edu](mailto:diane.hughes@nyu.edu)

**ABSTRACT**

In the current racial climate, with widespread media attention to racial attitudes and race-relations in the United States, understanding how parents prepare children for the realities of race (and racialized dynamics in schools and communities) is timely and important. For the past 20 years, Dr. Diane Hughes' has conducted research on how adolescents learn race and how adults teach it. Her studies have sought to address the following questions: How do conversations about race take place in families? What is communicated, how often, and under what circumstances? Do messages from parents, in particular, influence how children view themselves, their intergroup relationships, or their academic or psychological adjustment? In this talk, Dr. Hughes will focus on parents' discussions with their children about racial bias and discrimination, an important aspect of parents' racial socialization. How are these messages transmitted? Can parents transmit too few or too many messages of this type? What role do they play in mitigating the negative consequences of discrimination? What challenges might researchers face in assessing and understanding these sorts of messages?

**KEYNOTE ILLUSTRATION #2**  
**3:00 pm – 3:30 pm (EDT: UTC-05:00)**

***Sexual and Gender Diverse Youth: School-Based Policies and Programs  
that Reduce and Protect against Peer Bullying***

**V. Paul Poteat**

Professor, Counseling, Developmental & Educational Psychology  
Boston College  
[PoteatP@bc.edu](mailto:PoteatP@bc.edu)

**ABSTRACT**

There have been tempered improvements in the school-based experiences of LGBTQ+ youth. Schools remain a setting wherein many LGBTQ+ youth experience discrimination, yet they thrive when schools implement affirming policies and practices. In this presentation, I highlight several key approaches at the institutional and interpersonal level that counteract bias-based harassment against LGBTQ+ youth in schools and that promote more inclusive climates. I give particular emphasis to the roles of Gender-Sexuality Alliances (GSAs)—school clubs that provide opportunities for support and advocacy among LGBTQ+ and ally youth. In doing so, I highlight ways in which GSAs foster youth empowerment and thriving among their members and among students in the larger school population. I conclude by outlining advances needed in ongoing work with GSAs and their connection with other LGBTQ+ affirming policies and practices in schools.

**CONCLUDING DISCUSSION**

**3:30 pm – 4:00 pm (EDT: UTC-05:00)**

***Further Conversation:  
Interrogating and Using Scholarship on Attitudinal Macrosystems***

**Christia Spears Brown (Moderator)**  
**Rebecca Bigler, Diane Hughes, Paul Poteat, and**  
**Conference Attendees (via Q&A)**

**Tuesday, April 5, 2022, 9:00 am 6:30 pm (EDT UTC-05:00)**  
**April SSHD Sponsored & Submitted Programs**

**PAPER SYMPOSIUM #1**  
**9:00 am - 10:15 am (EDT UTC-05:00)**  
**Self and Identity Development:**  
**Influences of the Dynamic Chinese Culture**

*Chair:*

**Jessie Bee Kim Koh**, *The Chinese University of Hong Kong, Shenzhen*

*Discussant:*

**Qi Wang**, *Cornell University*

**Narrated Growth Goals in Chinese Emerging Adults**

**Wei Zhou**, *Jessie Bee Kim Koh, Jonas Zhongxin Jiang, The Chinese University of Hong Kong, Shenzhen*

**Changing Chinese Culture, Different Adaptive Selves: The Relations between Life Stories and Well-Being in Chinese Parent and Emerging Adult Generations**

**Jessie Bee Kim Koh**, *Wei Zhou, The Chinese University of Hong Kong, Shenzhen*

**Memory-Sharing Across Contexts in Chinese Emerging Adults: Exploring Self Functions in the Face-to-Face and WeChat Contexts**

**Mark Shijia Duan**, *Jessie Bee Kim Koh, Xueqian Xian, & Chi Zhang, The Chinese University of Hong Kong, Shenzhen*

**Constructing Identity in a Changing Culture**

**Qi Wang**, *Cornell University*

**ABSTRACT**

Culture influences self and identity development. Cultural beliefs, values, norms and practices shape how individuals come to acquire their sense of self and identity. Yet, culture is not static but dynamic. Economic development, social change, and technological advancement may impose change on cultural beliefs, values, norms and practices, which in turn, may redefine and/or further shape individuals' sense of self and identity. In this symposium, we present three papers to showcase the changing culture in urban China and the corresponding effects on self and identity development in Chinese individuals. Narratives serve as a critical medium to make sense of one's self and identity in the cultural context. The three papers utilize the narrative approach as methodology, which include asking participants to narrate their growth goals and life stories as well as co-narrate their personally significant memories with others. Based on classic Chinese teachings and the effects of social change in urban China, the first paper examines the narrated growth goals of Chinese emerging adults. Focusing on the effects of and adaptation to socio-economic changes in urban China, the second paper studies the relations between life stories and well-being across two generations of Chinese, i.e., parent generation versus emerging adult generation. Based on technological advances in the Chinese society, the third paper explores the self-functions of memory-sharing in the face-to-face versus WeChat contexts in Chinese emerging adult-friend pairs. Collectively, the papers will highlight the dynamic nature of culture and its effects on human development, such as self and identity development.

## **APRIL POSTER SESSION**

**Tuesday, April 5, 11:00 am – 12:30 pm (EDT UTC -05:00)**

**Please see attached April SSHD Poster Details for poster titles and authors**

## **SSHD DIVERSITY SCIENCE INITIATIVE (DSI) PANEL DISCUSSION**

**12:45 pm – 2:00 pm (EDT UTC-05:00)**

### **Diversity Science in the Context of *Research in Human Development (RHD)***

*Editor of RHD (2019-2023), Session Chair, and Moderator*  
**Michael Cunningham**, Tulane University

*Guest Editors of RHD and Panelists*

**Ciara Smalls Glover**, Georgia State University

**Lacey Hilliard**, Suffolk University

**Crystal Park**, University of Connecticut

**Karen Suyemoto**, University of Massachusetts, Boston

*Future Co-Editors of RHD (2024-2028)*

**Jennifer Brown Urban**, Montclair State University

**Miriam R. Linver**, Montclair State University

### **ABSTRACT**

With its history of inclusive work on diverse populations, *RHD* has advanced discourse on diversity science and lifespan perspectives, offering methodological advances for the future. Michael Cunningham, the current Editor of *RHD*, will lead a discussion with Guest Editors of past or forthcoming issues of the journal and he will introduce the Incoming Co-Editors of *RHD*. Panelists will discuss the mission, policies, and accomplishments of *RHD*, invite suggestions from those attending the sessions, and will respond to audience questions.

**PAPER SYMPOSIUM #2**  
**2:15 pm - 3:30 pm (EDT UTC-05:00)**  
**Racial Socialization in White Families**

*Chair & Discussant:*

**Rebecca Bigler**, *University of Texas – Austin*

**Predictors of White Parents' Racial Socialization in the Time of Black Lives Matter and Critical Race Theory**

*Erin Pahlke and Ella Nelson, Whitman College*

**White Parents' Racial Socialization: An Observational Study**

*Jenna Kelley Zucker, University of Wisconsin – Platteville and Meagan Patterson, University of Kansas*

**Racial and Ethnic Socialization Among White Parents of Elementary School-Age Children**

*Amber Williams, California Polytechnic State University and Meeta Banerjee, University of South Carolina*

**White Parents' Racial Socialization: Synthesis and Speculation**

**Rebecca Bigler**, *University of Texas – Austin*

**ABSTRACT**

Past work suggests that children's racial/ethnic attitudes are sometimes, but not always, related to their parents' racial/ethnic attitudes. A meta-analysis by Degner and Dalege (2013) reported that children's racial attitudes are related to those of their parents, but only weakly, especially among young children. One reason for the weak association is that children sometimes lack knowledge about their parents' attitudes. That is, children are unlikely to internalize parental attitudes about which they are unaware. Why might children fail to understand their parents' views of race/ethnicity? Parental racial socialization practices are likely to determine the degree to which children know and adopt their parents' views of race/ethnicity. White parents and their children are an interesting case to study this topic because past work suggests that they may be especially likely to (a) avoid discussing race and (b) provide "colorblind" or "color mute" messages on the topic. The papers included in this symposium examine White parents' racial socialization using a variety of methods (e.g., surveys, observations) and samples (children, parents of younger and older elementary-school-age children), providing insights into theoretical debates about socialization and the practical need to raise White children with positive racial attitudes and behaviors.

## PAPER SYMPOSIUM #3

5:15 pm - 6:30 pm (EDT UTC-05:00)

### The Benefits of Wise Organizations and Wise Leadership

Chair:

*Monika Ardel*, University of Florida

Discussant:

*David Rooney*, Macquarie University, Australia

#### **Re-humanizing the Workplace: Testing the Positive Effect of Wise Organizations on Employee Well-Being Mediated by Wise Leadership**

*Monika Ardel* and *Bhavan Sharma*, University of Florida

#### **Developing Collective Wisdom in Organizations: A Mindfulness-based Approach**

*Elizabeth King*, University of Sydney

#### **Perceptions of Leader Wisdom and Follower Resilience in Crises**

*Justin P. Brienza*, *Bernard McKenna*, & *Ali Intezari*, University of Queensland, Australia

#### **Could Wisdom Research be Wiser, More Ambitious, More Interdisciplinary, and More Impactful?**

*David Rooney*, Macquarie University, Australia

#### **ABSTRACT**

This symposium presents the benefits of wise organizations and wise leadership for employees and followers. Using path analysis and utilizing a longitudinal sample of 821 employees (age range 19-74 years;  $M=41.98$ ,  $SD=12.26$ ) from the Age and Generations Study, Monika Ardel and Bhavna Sharma show how wise organizations (assessed as employees' average ratings of perceived work opportunities for training and development, flexibility at work, absence of time pressure at work, work-life balance, satisfaction with work benefits, job security, and job opportunities) benefit employees' physical and subjective well-being, mediated by wise (fair and supportive) leadership and job satisfaction (career as calling, satisfaction with career progress, engagement at work, and organizational commitment). Elizabeth King explains how mindfulness in an organization's leadership can lead to collective wisdom at work and outlines the learning experiences and coaching activities necessary for building individual and group commitment to collective wisdom. Justin Brienza presents the results of a cross-sectional study ( $N=499$ ; age range 19-64 years;  $M=45.79$ ,  $SD=16.23$ ) and a 3-wave longitudinal study ( $N=535$ ; age range 18-75 years;  $M=37.36$ ,  $SD=10.99$ ) that demonstrate the positive link between followers' perceived wisdom of their leaders and their own subjective well-being, independent of the factual wisdom of the leader. David Rooney will focus his integrative discussion on (1) shifting levels of analysis from individual to group-level wisdom, (2) bringing together philosophical and introspective wisdom traditions with contemporary empirical research, (3) bridging the qualitative-quantitative research gap, and (4) drawing links to wise leadership and leader development.

**Tuesday, April 5, 2022, 11:00 am – 12:30 pm (EDT UTC-05:00)**

**April SSHD Poster Details**  
**Alphabetical by Last Name of First Author**  
**Room Information TBA**

The role of infant gender and paternal support for gender equality

*Nirvana Baker, Reed College and colleagues Harper Dziedzic, Safiya Easthausen, Emery Egermeier, Farhan James, Ella Rook, Jennifer Henderlong Corpus*

Parent-adolescent dyad reports of adolescents' daily strengths and difficulties

*Eric M. Cooke, University of Alberta and colleague Yao Zheng*

Adjusting to university life: How experiences differ based on high school course selection

*Hannah Dodsworth, Saint Mary's University and colleague Leanna Closson*

Child emotionality moderates the relation between prenatal stress and maternal depression

*Molly DuBuc, Suffolk University and colleague Rosemarie DiBiase*

Growing up with the sand and salt in the Little Rann of Kutch in India

*Deepti Gupta, University of Delhi*

Interparental conflict, parenting, and children's moral development

*Yoomin Hwang, University of Rochester and colleagues Hannah Swerbenski, Melissa Sturge-Apple*

What is required for the well-being of parents raising children with IDD?

*Mahito Katsuura, Ohkagakuen University*

Regulatory focus theory and individual's strategies through self-regulation

*Aosai Liu, Florida State University and colleagues Srikant Manchiraju, Nicholas J. Beutell, Neena Gopalan, Wendy Middlemiss, Sapna Srivastava, Joseph G. Grzywacz*

Profiles of leader trainings and experience and their association with youth wellbeing

*Yangyang Liu, Montclair State University and colleagues Jennifer Brown Urban, Miriam R. Linver, Dakota D. Witzel, G. John Geldof*

A study of contemporary difficulties in schools promoting minority education in Japan

*Norihiro Nishi, Osaka University*

Strategies that can be used to reduce the rate for hospital readmission for older patients

*Brandon W Qualls, University of Rochester and colleagues Hiwot T. Seyou, Tammy L. Walker, Mary G. Carey*

Personality by romantic relationship interplay as predictors of alcohol-use disorder in college  
*Diana Samek, Auburn University and colleague Jonathon Beckmeyer*

Generation of an aggregate Index of Ecological Dimensions  
*María Soledad Segretin, Unidad de Neurobiología Aplicada and colleagues Juan Ignacio Nachón, Daniel Roberto Petetta, Sebastián Javier Lipina*

The relationship between childhood abuse and men's use of physical intimate partner violence  
*Kathy Sias, Florida International University, and colleagues Ray Thomlison, Miriam Potocky, Stefany Coxe, Mariana Sanchez*

Wellbeing in human development: A social evolutionary perspective  
*Jennifer E. Symonds, University College Dublin and colleagues Seaneen Sloan, Dympna Devine, Ciaran Sugrue, Daniel Capistrano, Elena Samonova, Aimee Smith, Michelle Kearns*

Effects of adverse childhood experience on physiological regulation  
*Mary Tarsha, University of Notre Dame and colleague Darcia Narvaez*

Creativity and its potential to enlighten human psychological development  
*Andreia Valqueresma, University of Porto, Portugal and colleague Joaquim Luís Coimbra*

Identity, trauma, and executive functioning  
*Stephanie Washburn, University of Central Florida and colleagues Bailey Wagaman, Emalee Kerr, Steven L. Berman*

Daily parental psychological control and adolescents' emotional problems  
*Jingyi Xu, University of Alberta and colleague Yao Zheng*

Satisfaction with social support predicts psychological wellbeing among older adults with macular degeneration  
*Alexis Zimmer, University of Rochester and colleague Silvia Sörensen*