***Methods that Matter:* Invited Contributors’ Biographies**

**Lucinda P. Bernheimer, Ph.D.** *(unable to attend, but contributing to the conference discussions)*

Dr. Bernheimer has spent 30 years in the field of early childhood special education. Her research has focused on children with disabilities and their families. She served as a co-director of Project REACH within the UCLA Department of Psychiatry’s Sociobehavioral Group from 1985 to 2004. She has also been involved in program and systems evaluations at the local, state and national levels and has served as evaluator for the Chartwell Education Group, the Hilton/Early Head Start training program, the California Early Intervention Distance Learning Project, and the California Early Intervention Evaluation: Implementation of Part H and the Family Resource Centers. Currently, she is a Senior Research Associate at the West Ed Center for Child and Family Studies.

**Tamara Cohen Daley, Ph.D.**

Dr. Daley is Senior Study Director at Westat India incorporated, Social Sciences division, which provides research and program evaluation for the needs of India. Over the past 15 years, Dr. Daley has designed and conducted more than half a dozen research and evaluation studies on disability in India. These projects include the first national study of parents of children with autism in India; a national survey of diagnostic practices and beliefs among paediatricians, psychiatrists, and psychologists; a comparison of paediatrician practices and beliefs about autism over a 10-year period; a comprehensive review of published literature on autism; and the effect of the popular media on awareness of autism amongst the general public. Her work has led to a familiarity with important Indian legislation affecting children with special needs, such as the Persons With Disabilities Act, the National Trust Act, and inclusion issues in Sarva Shiksha Abhiyan. In addition to research in India, Dr. Daley has led or contributed to the design, implementation, and analysis of multiple research projects involving children, adolescents, and families in the U.S. and elsewhere. These projects include work in rural Kenya, such as changes in child cognitive scores over time and the role of classroom quality; research on mental health problems in second generation Cambodian refugees and intergenerational transmission of trauma; and longitudinal studies of children with developmental delay. Dr. Daley is also involved in ongoing evaluation of the implementation of the U.S. federal special education law through three studies collecting data from nationally representative samples of children and districts and census surveys of states.

**Greg J. Duncan, Ph.D.** *(unable to attend, but contributing to the conference discussions)*

Greg Duncan is Distinguished Professor in the School of Education at the University of California, Irvine and previously served as the Edwina S. Tarry Professor in the School of Education and Social Policy and Faculty Affiliate in the Institute for Policy Research. He spent the first 25 years of his career at the University of Michigan working on and ultimately directing the Panel Study of Income Dynamics (PSID) data collection project. He has published extensively on issues of income distribution, child poverty and welfare dependence. He is co-author with Aletha Huston and Tom Weisner of Higher Ground: New Hope for the Working Poor and Their Children (2007) and co-editor with Lindsay Chase Lansdale of For Better and For Worse: Welfare Reform and the Well-Being of Children and Families (2001). With Jeanne Brooks-Gunn, he co-edited two books on neighborhood poverty and child development: Consequences of Growing up Poor (Russell Sage, 1997) and the two-volume Neighborhood Poverty (Russell Sage, 1997), which was also co-edited with Lawrence Aber. The focus of his recent research has shifted from these environmental influences to the comparative importance of the skills and behaviors developed during childhood. In particular, he has sought to understand the relative importance of early academic skills, cognitive and emotional self-regulation, and health in promoting children’s eventual success in school and the labor market. Duncan was elected president of the Population Association of America for 2007-08 and president of the Society for Research in Child Development for 2009-2011. He was elected to the American Academy of Arts and Sciences in 2001and to the National Academy of Sciences in 2010.

**Carolyn Pope Edwards, Ed.D.**

Carolyn Edwards is the Willa Cather Professor and Professor of Psychology and Child, Youth, and Family Studies at the University of Nebraska-Lincoln. She received her Ed.D. in Human Development from Harvard University, and she teaches courses in developmental psychology (infancy and early childhood, life span, theories of developmental psychology). Her interests center on social and moral development in cultural context; socialization processes within the family; and international early childhood education. Beginning with research in East Africa, she has studied cultural influences on children’s development around the world. In the field of early childhood education, she is best known for her studies of the innovative public early childhood services of Reggio Emilia and Pistoia, Italy. She is also part of federally funded research projects at the University of Nebraska seeking to evaluate and improve the quality of children's services, to strengthen parent-child-teacher relationships to help children get ready for school, and to improve K-3 mathematics education throughout the state of Nebraska. She is author of 11 books and 120 scholarly articles and chapters. She is a recipient of the Outstanding Research and Creativity Award (ORCA) from the University of Nebraska System, in honor of outstanding research or creative activity of national or international significance in 2012. Her work emphasizes interdisciplinary and cross-cultural collaboration. In making contributions to anthropology, psychology and early childhood education, she has brought the methods and thinking of each of these disciplines to the others.

**Andrew Fuligni, Ph.D.**

Dr. Fuligni is Professor in the Department of Psychiatry and Biobehavioral Sciences and the Department of Psychology at the University of California, Los Angeles. Dr. Fuligni's research focuses on family relationships and adolescent development among culturally and ethnically diverse populations, with particular attention to teenagers from Asian and Latin American backgrounds. Much of his work has examined the adaptation of immigrant families to American society, and how that adaptation process ultimately influences the development and adjustment of adolescents in those families. In several studies, he has employed multiple methods to examine the extent to which the cultural beliefs and values of adolescents in immigrant families shape their family relationships, peer relationships, educational adjustment, and psychological well-being. Dr. Fuligni was a recipient of the American Psychological Association's Boyd McCandless Award for Early Career Contribution to Developmental Psychology, a William T. Grant Faculty Scholars Award, a FIRST award from NICHD, and he is a Fellow in the American Psychological Association and the Association for Psychological Science. Dr. Fuligni currently is an Associate Editor of the journal Child Development.

**Ronald Gallimore, Ph.D** *(unable to attend, but contributing to the conference discussions)*

Dr. Gallimore is Distinguished Professor Emeritus in the Department of Psychiatry & Biobehavioral Sciences and in the Graduate School of Education and Information Science at the University of California, Los Angeles. Dr. Gallimore’s research focuses on learning and education, and currently concentrates on research to improve teaching and coaching. He is co-founder of Kamehameha Elementary Education Project (KEEP) a laboratory school for Native Hawaiians, co-founder of LessonLab Research Institute an educational research organization, and co-director of the TIMSS Video Study of Mathematics and Science Teaching in 7 Countries. He was Principal Investigator of Project CHILD (1986-1999, longitudinal study of children with developmental delays & their families) and the Latino Home School Project (1988-2005, longitudinal study of immigrant Latino children and their families). He is the author of over 135 journal articles and chapters, as well as the author of four books including Rousing Minds to Life and You Haven’t Taught Until They Have Learned. His work has received numerous accolades including the 1993 Grawemeyer Award in Education for "a work of outstanding educational achievement with potential for worldwide impact.", the 1993 International Reading Association’s Albert J. Harris Award, University of California Presidential Award for research contributing to improvement of public schools, & the 2010 National Staff Development Council (Learning Forward) Best Research of the Year Award.

**Sara Harkness, Ph.D.**

Dr. Harkness is Professor of Human Development, Pediatrics, and Public Health at the University of Connecticut, where she also serves as director of the Center for the Study of Culture, Health, and Human Development. This year, she is on leave from UConn as a Jefferson Science Fellow, serving in Washington DC as a senior advisor to programs in education and health at USAID. Her research focuses on how the culturally structured environments of children and families, in interaction with biological factors, shape children’s health and development. She has been editor of Ethos (the journal of the Society for Psychological Anthropology) and is on the editorial boards of the International Journal of Behavioral Development and Child Studies in Diverse Contexts, as well as being editor of the Temperament Newsletter. In 2009, she received (jointly with Charles Super) an award from the Society for Research in Child Development for Distinguished Contributions to Cultural and Contextual Factors in Child Development. In addition to her cross-cultural research, she has also been involved with intervention programs to help disadvantaged families and youth in Connecticut, and has served on federal review panels for the National Institutes for Child Health and Development, the National Science Foundation, the Maternal and Child Health Bureau, and the Agency for Health Research and Quality. She is the editor (with Charles Super) of Parents’ cultural belief systems: Their origins, expressions, and consequences, as well as author of many journal articles and chapters.

**M. Cameron Hay, Ph.D.**

Dr. Hay is a psychological and medical anthropologist and an Associate Professor in the Department of Anthropology at Miami University and an Associate Research Anthropologist at the Center for Culture and Health at the University of California, Los Angeles. Her research focuses on the biocultural and social dynamics of health care and the experience of illness. She has conducted ethnographic research on how Indonesian peasant copy with the fragility of their lives, and more recently has collaborated on transdisciplinary teams using mixed methods to examine, broadly, the social distribution and use of health information in decision making and health-related actions among physicians, emerging adults, and patients, particularly those with chronic autoimmune diseases. She has authored a book, *Remembering to Live: Illness at the Intersection of Anxiety and Knowledge in Rural Indonesia* (Michigan, 2001), and has published articles in anthropology, medical, and health policy journals. She is the book reviews editor of Ethos.

**Aletha C. Huston, Ph.D.** *(unable to attend, but contributing to the conference discussions)*

Aletha C. Huston is the Priscilla Pond Flawn Regents Professor Emerita of Child Development at the University of Texas at Austin. She specializes in understanding the effects of poverty on children and the impact of child care and income support policies on children's development She was Principal Investigator of the assessment of child and family impacts of parents’ participation in the New Hope Project, a work-based program to reduce poverty, co-authoring a book with Duncan and Weisner, *Higher Ground: New Hope for the Working Poor and their Children, 2007*.  She was an investigator in the ten-site NICHD Study of Early Child Care and Youth Development, and Co-Director of the Center for Research on the Influences of Television on Children at the University of Texas. Her other books include *Developmental Contexts of Middle Childhood: Bridges to Adolescence and Adulthood (2006), and Children in Poverty: Child Development and Public Policy (1991)*. She is Past President of the Society for Research in Child Development, the Developmental Psychology Division of the American Psychological Association, and the Consortium of Social Science Associations, and the recipient of the Urie Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society.

**Heidi Keller, Ph.D.**

Dr. Keller is a Professor of Psychology in the Department of Human Sciences of the University of Osnabrueck, and the director of a research unit in the Lower Saxopnian Institute for early childhood education and development, also in Osnabrück Germany. Her main interest concerns the conception of development as the interface between biology and culture. Her research program consists in cultural analyses of infants early socialization contexts and their developmental consequences in different cultural environments. She is also interested in the development of dysfunctional pathways in different cultural environments. She has published different textbooks and handbooks of child development and is on the editorial board of several developmental and cross cultural journals. She had been awarded the Nehru chair professorship at the MS University of Baroda. She has taught at the MS University of Baroda, the University of Costa Rica in San Jose and the University of California in Los Angeles. She was a fellow in residence of the Netherlands Institute of Advanced Sciences.

**Barbara Keogh, Ph.D.** *(unable to attend, but contributing to the conference discussions)*

Dr. Keogh is an Emerita Professor in the UCLA Graduate School of Education and Information Sciences, and a Professor in the Sociobehavioral Group in the UCLA Department of Psychiatry. Her primary interests are in children with developmental and learning problems and their families, and in research issues in learning disabilities. She has authored or co-authored a number of books and many articles focused on children with learning disabilities. She is a licensed clinical psychologist in California and has experience in school, juvenile court, and medical/psychiatric settings. She was a member of the National Advisory Committee on the Handicapped and continues to serve as a consultant to a number of governmental and private agencies including the U.S. Department of State Office of Overseas Schools. She was the recipient of the 1992 Research Award from the Council for Exceptional Children.

**Jill E. Korbin, Ph.D.**

Dr. Korbin is Professor of Anthropology, Associate Dean, and Director of the Schubert Center for Child Studies and Co-Director of the Childhood Studies Program at Case Western Reserve University. Her awards include the Margaret Mead Award (1986) from the American Anthropological Association and the Society for Applied Anthropology; a Congressional Science Fellowship (1985-86) through the American Association for the Advancement of Science and the Society for Research in Child Development; and the Wittke Award for Excellence in Undergraduate Teaching at Case Western Reserve University.  Korbin served on the National Research Council's Panel on Research on Child Abuse and Neglect, and the Institute of Medicine's Panel on Pathophysiology and Prevention of Adolescent and Adult Suicide. Dr. Korbin has published numerous articles on culture and child maltreatment, including her edited book, *Child Abuse and Neglect: Cross-Cultural Perspectives*, which was the first volume to examine the relationship of culture and child maltreatment. She has published and conducted research on women incarcerated for fatal child maltreatment, on cross-cultural childrearing and child maltreatment, on health, mental health and child rearing among Ohio's Amish population, and on the impact of neighborhood factors on child maltreatment and child well-being.

**Eli Lieber, Ph.D.**

Dr. Lieber, Associate Research Psychologist in the UCLA, NPI, Center for Culture and Health and President and CEO of SocioCultural Research Consultants, LLC (Dedoose.com). His scholarly work focuses on the development and application of methodological strategies for integrated (mixed-methods) research in the social sciences. He has worked on collaborative projects such as an experimental mixed-method study of the impacts on families and children of early literacy interventions for Head Start programs, an intervention research project seeking to prevent the transmission of HIV/STDs in China, and the study of Mexican immigrant women’s reproductive medical decision making following genetic counseling. Other research interests center on the adaptation of Asian and Asian immigrant families with children and youth with Type 1 diabetes and their families. Many of these interests have grown from his nearly five years of work in Taiwan and his continued collaboration with investigators in Taiwan, Hong Kong, and China in the study of social cognition, social cognitive development, parenting styles and practices, and the general adaptation of families to the challenges of immigration and a modernizing world.  Initially trained as a quantitative psychologist specializing in social-cognitive development and measurement, his post-doctoral training and subsequent collaborations and work have focused on the development and implementation of mixed methods research methods, design, and data analysis. He has earned a reputation for developing creative strategies to maximize the use of technologies in social science research—his contributions to the development of Dedoose being a primary outcome. He has published broadly in both the general area of mixed method research as well as a range of substantive areas where qualitative and mixed method research has been applied. He also works with the WT Grant Foundation and other groups in promoting the use of mixed method approaches.

**Robert A. LeVine, Ph.D.** *(unable to attend, but contributing to the conference discussions)*

Dr. LeVine is the Roy E. Larsen Professor of Education and Human Development, Emeritus, in the Graduate School of Education at Harvard University. He is an anthropologist who has studied parenting and child development in Kenya, Nigeria, Mexico and Nepal and investigated the effects of schooling on maternal behavior in diverse cultural contexts. His most recent research is on the influence of maternal schooling on reproduction and child health care in Nepal. He is examining how women's literacy positively affects their health and that of their children, as well as contributing to children's emerging literacy. Dr. LeVine has, with his collaborators, published 11 books and more than 100 articles, contributing to psychological anthropology and comparative education as well as the cross-cultural study of parenting, childcare and enculturation. He has also written on comparative personality research, person-centered ethnography and the relationship of psychoanalysis to anthropology. The awards received by Dr. LeVine include the Career Contribution Award of the Society for Psychological Anthropology (1997) and the Distinguished Contributions Award of the American Educational Research Association (2001). He was Chairman of the Social Science Research Council (1980-83) and Distinguished Visiting Professor of the University of Hong Kong (2001-02).

**Edward Lowe, Ph.D.**

Dr. Lowe is Associate Professor of Anthropology, Soka University of America. As an applied anthropologist, he uses the methods and theories of anthropology to study and help solve human problems. His research interests focus on the mental health of young people in cultural contexts, family life in local and global contexts, and poverty and inequity. He has worked with children, youth, and their parents in the islands of Micronesia, studying issues of identity, well-being and suicide. He has also worked with a large consortium of researchers and policy advocates that has studied the impact of welfare reform on American families who live in inner-city neighborhoods. He is current editor of Ethos, the International Journal of the Society for Psychological Anthropology.

**Ashley Maynard, Ph.D.**

Dr. Maynard is Professor and Chair in the Department of Psychology at the University of Hawaii.  Dr. Maynard’s research program is concerned with the interrelationships of culture and the contexts of child development, and the healthy cognitive and social development of children.  Based in the sociocultural paradigm, the overarching developmental and theoretical question that lies at the heart of her research program is the ways in which a variety of culturally-based activity settings influence pathways of development for children.  She is interested in cultural settings at nested levels of development: from cultural values and economics in the macrosystem down to children’s microsystem interactions.  She conducts studies in Hawaii and at her international field site, Nabenchauk, a Zinacantec Maya hamlet located in the highlands of Chiapas, Mexico.  The domains of her research cover: the developmental trajectory of children’s teaching abilities; the interacting roles of culture and cognitive tools (e.g., books, media, or weaving tools) in the development of thinking; the impact of historical change and changing cultural models on child socialization; and the role of siblings in cognitive and social development.

**Richard A. Shweder, Ph.D.**

Dr. Shweder is a cultural anthropologist and the Harold H. Swift Distinguished Service Professor of Human Development in the Department of Comparative Human Development at the University of Chicago. For the past forty years Professor Shweder has been conducting research in cultural psychology on moral reasoning, emotional functioning, gender roles, explanations of illness, ideas about the causes suffering, and the moral foundations of family life practices in the Hindu temple town of Bhubaneswar on the East Coast of India. His recent research examines the scopes and limits of pluralism and the multicultural challenge in Western liberal democracies, particularly focusing on the norm conflicts that arise when people migrate from Africa, Asia and Latin America to countries in the “North”. He is author of Thinking Through Cultures: Expeditions in Cultural Psychology and Why Do Men Barbecue? Recipes for Cultural Psychology, Editor-in-Chief of The Child: An Encyclopedic Companion, and editor or co-editor of numerous books in the areas cultural psychology, psychological anthropology and comparative human development. Dr. Shweder has been a Fellow at the Wissenschaftskolleg zu Berlin (The Institute for Advanced Study in Berlin), and, twice, at the Center for Advanced Study in the Behavioral Sciences at Palo Alto. He has also been a Carnegie Scholar, and at separate times, a Visiting Scholar at the Russell Sage Foundation, at the Stanford University Research Institute for the Comparative Study of Race and Ethnicity, at the Stanford University Hoover Institution, and a member of the School of Social Science at the Institute for Advanced Study in Princeton, New Jersey. He has been a member of the MacArthur Foundation Research Network on Successful Midlife Development (MICMAC), and has served as President of the Society for Psychological Anthropology. He is a Fellow of the American Academy of Arts and Sciences.

**Charles M. Super, Ph.D.**

Charles M. Super is Professor of Human Development and Pediatrics at the University of Connecticut, and is Co-Director of the Center for the Study of Culture, Health, and Human Development. He has been listed in the Registry of Health Providers in Psychology. He served as Field Director of the Child Development Research Unit at the University of Nairobi, Department Head for Human Development and Family Studies at the Pennsylvania State University, and Dean of the School of Human Development and Family Studies at the University of Connecticut. Dr. Super’s research focuses on the cultural regulation of development in infancy and childhood, and on interventions to promote the health and well-being of young children. He has participated in research and interventions in more than a dozen countries, and is Editor (with Pia Rebello Britto and Patrice Engle) of the Handbook of Early Childhood Development Research and Its Impact on Global Policy (Oxford University Press 2013, published with support from UNICEF and the Society for Research in Child Development). In 2009, he received (jointly with Sara Harkness) the Society for Research in Child Development’s Award for Distinguished Contributions to Cultural and Contextual Factors in Child Development.

**Diego Vigil, Ph.D.**

Dr. Vigil is Professor in the Department of Criminology, Law and Society and Education, University of California, Irvine-USA. His education includes Ph.D. and M.A. in Anthropology, University of California, Los Angeles. He just completed a one year of teaching as a visiting professor at Harvard in the Graduate School of Education. Prior to that he taught at UCLA for six years and USC for fourteen years. His expertise is in urban, psychology, socialization and educational anthropology, Mexico, and U.S. Southwest ethnohistory. His books include: *From Indians to Chicanos: The Dynamics of Mexican American Culture*, *Personas Mexicanas: Chicano High Schoolers in a Changing Los Angeles*, *Barrio Gangs: Street Life and Identity in Southern California*, and *A Rainbow of Gangs: A Cross-Cultural Study Street Youth in Los Angeles*. He also acts as a consultant, expert witness, in cultural defense in gang related homicides. He was Director of the Center for the Study of Urban Poverty, Chairman of The National Center for Gang Policy, and Director of Ethnic Studies at the University of Southern California.

**Thomas Weisner, Ph.D.**

Dr. Weisner is Professor of Anthropology in the Departments of Psychiatry and Anthropology at UCLA.  His research and teaching interests are in culture and human development; medical, psychological and cultural studies of families and children at risk; mixed methods; and evidence-informed policy. He is Director of the Center for Culture & Health and UCLA, and the Fieldwork and Qualitative Data Laboratory in the Mental Retardation Research Center.  He is currently studying impacts on children and families of changes in welfare and family supports, based on a longitudinal study over 8 years of a successful random-assignment experimental support program for working-poor parents (with Greg Duncan, Aletha Huston, Hiro Yoshikawa, Bob Granger and others).  He also directs a longitudinal study of families with children with development al disabilities (with Barbara Keogh and Ronald Gallimore), and is collaborating in a random-assignment, experimental mixed-method study of the impacts on families and children of early literacy interventions for Head Start programs (with Chris Lonigan and JoAnn Farver).  He is also collaborating on a qualitative study of physician use of local clinical knowledge (with Richard Kravitz and Naihua Duan).  He has done longitudinal field research in Western Kenya and Nairobi, on sibling caretaking of children, and on the long-term consequences of urban migration for children and families, as well as studies of sibling caretaking and school competence among Native Hawaiians (with Ronald Gallimore).  Weisner has been a Fellow at the Center for Advanced Study in the Behavioral Sciences, a member of the MacArthur Foundation research network on successful pathways in middle childhood, is past President of the Society for Psychological Anthropology, on the Board of ChildFund International, and is a Senior Program Advisor to the William T Grant Foundation.  He is the co-author of *Higher Ground: New Hope for the Working Poor and Their Children* (2007) (with Greg Duncan and Aletha Huston); co-editor of *Making it work: Low-wage employment, family life and child development* (with Hiro Yoshikawa & Edward Lowe)  (2006); editor of *Discovering successful pathways in children's development: New  methods in the study of childhood and family life* (2005); and co-editor of *African families and the crisis of social change* (with Candice Bradley and Phil Kilbride) (1997).

**Brian Wilcox, Ph.D.**

Dr. Wilcox is the director of the University's Center on Children, Families and the Law, and chair of University of Nebraska-Lincoln’s Family Research and Policy Initiative. Trained in community psychology at the University of Texas in 1979, prior to coming to Nebraska, he taught at the University of Virginia, served as a legislative assistant to Senator Bill Bradley, and was director of public policy for the American Psychological Association. His teaching and research interests focus broadly on the linkages between child development and public policy, including adolescent sexual behavior, child welfare, child care, and children and the media. He regularly teaches seminars on intervention research design and methods. Wilcox is a Fellow of the American Psychological Association. He is a past president of APA's Division of Child, Youth and Family Services, co-chair of the Society for Research on Adolescence's Committee on Research, Policy and Public Information, and currently serves on the ethics Committee for the Society for Research on Child Development and is a member of the Council of Representatives of the American Psychological Association. Wilcox is on the editorial boards of the Journal of Adolescent Health, the Journal of Youth and Adolescence, and the Interamerican Journal of Psychology. During the 2004-2005 year he was a visiting professor at the Pontif'cia Universidade Católica in Rio de Janeiro and a Senior Fulbright Scholar at the Universidade Federal do Rio Grande do Sul in Porto Alegre, Brazil.

**Carol Worthman, Ph.D.**

Dr. Worthman is the Samuel Candler Dobbs Professor, Department of Anthropology and Directs the Laboratory for Comparative Human Biology at Emory University. Dr. Worth­man takes a bio­cul­tural approach to pur­suit of com­par­a­tive inter­dis­ci­pli­nary research on human devel­op­ment, repro­duc­tive ecol­ogy, and bio­cul­tural bases of dif­fer­en­tial men­tal and phys­i­cal health. She has con­ducted cross-cultural ethno­graphic and bioso­cial research in twelve coun­tries, includ­ing Kenya, Tibet, Nepal, Egypt, Japan, Papua New Guinea and South Africa, as well as in rural, urban, and semi-urban areas of the United States. For the past 20 years, she has col­lab­o­rated with Jane Costello and Adrian Angold in the Great Smoky Moun­tains Study, a large, lon­gi­tu­di­nal, population-based devel­op­men­tal epi­demi­o­log­i­cal project in west­ern North Carolina, and is currently conducting research in Vietnam. Her research aims to contribute to intelligent human being-in-the-world, based on a conviction that how we understand human nature and culture influences and legitimates our behavior, values, and decisions. Hence, her goals are as much practical as intellectual, aimed to illuminate the pathways to differential human well-being and thereby to both critique existing social conditions and point the way toward redressing and forestalling distress and inequity. Unlike many human biologists, then, she is concerned as much with psychological as physical development and health. Like many biological anthropologists, she also sees biology as a lens through which we can gain fresh insight into culture and its large but bounded roles in human behavior and experience.

**Hirokazu Yoshikawa, Ph.D.** *(unable to attend, but contributing to the conference discussions)*

Dr. Yoshikawa is Professor of Education and Academic Dean at the Harvard Graduate School of Education. He is a developmental and community psychologist who conducts research on the development of young children in immigrant families and the effects of public policies and early childhood intervention on children's development. His currently funded work examines how public policies, parental employment, and transnational contexts influence very young children's development in Chinese, Mexican, Dominican, and African American families. This work combines longitudinal survey, observational, and ethnographic methods. He has conducted extensive research on the effects on children of public policies related to welfare, employment, and early childhood intervention. Recent books include *Immigrants Raising Citizens: Undocumented Parents and Their Children* (Russell Sage, 2011); *Making it Work: Low-Wage Employment, Family Life, and Child Development*, with Thomas S. Weisner and Edward Lowe (Russell Sage, 2006), and *Toward Positive Youth Development: Transforming Schools and Community Programs* (coedited with Marybeth Shinn, Oxford, 2008). He is currently a member of the Board on Children, Youth and Families of the National Academy of Sciences, and regularly advises government agencies, foundations, and educational and nongovernmental organizations in the United States and abroad.