

ABSTRACT January 9 (15.30-16.45 in B.128):

Stephen Russel (University of Texas, Austin): **LGBTQ Adolescence & Social Change**

More than two decades of research documents disparities in health and wellbeing for sexual and gender minority (SGM) youth; research in the last decade has directly traced these disparities to experiences of discrimination and stress. At the same time, there has been dramatic social change in visibility and social acceptance regarding the lives of sexual and gender minorities. Has this social change shaped the lives of SGM youth and the contexts that they group up in? How and in what ways?

Stephen Russell is Priscilla Pond Flawn Regents Professor in Child Development chair of the Department of Human Development and Family Sciences at the University of Texas at Austin. He is an expert in adolescent health, with a focus on sexual orientation and gender identity. He is a fellow of the National Council on Family Relations, an elected member of the International Academy of Sexuality Research, and was President of the Society for Research on Adolescence.

ABSTRACT Thursday February 28 (15.30-16.45 in B.128):

Károly Takács (MTA TK RECENS, Hungarian Academy of Sciences): **Gossip and Reputation: Building Blocks of Social Order and Cooperation?**

Social norms in general and norms of cooperation in particular, are the cement of social order in all human societies. The maintenance and enforcement of social norms and of cooperation, however, is not easy as there are tempting individual incentives for norm violations and free riding on the effort of others. In order to manage norms and cooperation, humans have developed institutional as well as informal solutions. Reputation mechanisms and informal communication about others behind their back (gossip) are certainly among the most important informal management tools. This is puzzling, because according to common wisdom, gossip channels mainly negative and often fictitious information. If it is the case, how can gossip legitimize social order and promote cooperation? We address this puzzle exploiting a wide set of instruments. We use agent-based simulation, laboratory experiments, we utilize dynamic network datasets from primary and secondary school classes, and we conduct surveys in organizations. In addition, we build and analyze a large corpus of spontaneous informal speech for its content in relation to gossip, reputational structure, norms, and cooperation.

Károly Takács is the Principal Investigator of MTA TK "Lendület" Research Center for Educational and Network Studies (RECENS). He received his Ph.D. from the University of Groningen / ICS in 2002. His main research interests are the theoretical, experimental, and empirical analysis of the dynamics of social networks and reputations, in relation to problems of cooperation and conflict. He has received the "Lendület" grant of the Hungarian Academy of Sciences in 2012 and runs an ERC Consolidator Grant since 2015 on gossip and reputation.

ABSTRACT Thursday April 11 (15.30-16.45 in B.128):

Arjen Leerkes (Erasmus University Rotterdam)

While international migration, especially from low and middle-income countries to high income countries, is heavily regulated, migration studies lacks an adequate theory of the state. Existing migration theories do not mention the state at all, or see it as an actor that selectively increases the costs of unwanted migration, which may or may not deter forms of human movement depending on migrants' other incentives and opportunity structures. That economic view overlooks what sociologists call the normative and cultural-cognitive dimensions of institutions: decisions shaping migration patterns – decisions by migrants and organisational targets and implementers –

are also informed by the, partly unconscious, assessments regarding the appropriateness of immigration control. In this talk, I sketch the contours of a new migration theory that will help us to better understand the intended and unintended migration outcomes of the governmental regulation of migration. I illustrate the theory with examples from my research and a discussion of the consequences of the rise of 'globalised citizenship', which puts considerable pressure on the effectiveness of immigration control. Central principles of immigration control - such as the principle that employers should hire national citizens when employment opportunities are scarce, or that idea asylum seekers should 'stay in the region' – have become less accepted, including in the eyes of inhabitants of poorer countries. I also explain how navigating Burawoy's 'sociological division of labour' (professional sociology, policy sociology, public sociology, critical sociology) eventually resulted in a Personal Chair at the Maastricht Graduate School of Governance in 2018.

Arjen Leerkes (www.arjenleerkes.nl) is a Full Professor of Migration, Securitization and Social Cohesion at the Maastricht Graduate School of Governance, and an Associate Professor of Sociology at Erasmus University Rotterdam. He is also affiliated with the Research and Documentation Centre (WODC) of the Dutch Ministry of Justice and Security. He has published widely on the social operation of immigration regimes (especially examining the effectiveness and perceived legitimacy of immigration control), and immigration and crime (especially examining how the context of reception shapes immigrant crime patterns).

ABSTRACT Thursday May 23 (15.30-16.45 in B.128):

Michael Windzio (University of Bremen): **Effects of intergenerational closure-dynamics on negative ties in schools**

In our study, we distinguish between two forms intergenerational closure. We enhance J. Coleman's famous concept by suggesting different mechanisms: first, children establish network ties because of the acquaintance among their parents, which often results from community organization and creates opportunities to meet, to become acquainted, and then become friends. Second, children make friends first and their parents get involved due to children's friendships afterwards, so children's friendships emerge first and parents networks second. Using longitudinal social network data from a small school classes we disentangle these two different dynamics of intergenerational closure in the first step of our analysis. Results of stochastic actor-based models (SOAMs) support both mechanisms. In a second step, we test the effect of the share of immigrants on intergenerational closure, and finally, regress the densities of school violence-networks on the strength of each mechanism of intergenerational closure. Results suggest that both mechanisms of intergenerational closure seem to reduce violence in school-classes.

Michael Windzio, Prof. of Sociology, (SOCIUM) University of Bremen. His research interests include Global Migration, Integration, Residential Segregation, Quantitative Methods, Network Analysis, Education and Social Structure, Sociology of Organizations, Delinquency. Patrick Kaminski started his dual Ph.D. in Sociology and Complex Systems & Networks as an NRT fellow. He is part of a research project on identifying prescription opioid abusers ("doctor shoppers") using machine learning and social network analysis techniques.

ABSTRACT Monday June 17 (15.30-16.45 in B.128):

Brett Laursen (Florida Atlantic University): **Peer Pressure During Adolescence: What's a Parent Supposed to Do?**

Adolescence is a period of heightened susceptibility to peer influence. In this talk I review the evidence for peak peer pressure at mid-adolescence and argue that to stay relevant, parents must reconceptualize what it means to be influential. Exercising influence during the adolescent years is less a function of directing child behavior and more a function of maintaining positive relationships.

Brett Laursen is Professor of Psychology and Director of Graduate Training at Florida Atlantic University. He received his Ph.D. in Child Psychology from the Institute of Child Development at the University of Minnesota, USA. Prof. Laursen holds an Honorary Doctorate from Örebro University, Sweden, and is Docent Professor of Social Developmental Psychology at the University of Jyväskylä, Finland. He is currently the Editor-in-Chief of the International Journal of Behavioral Development. Prof. Laursen's research concerns adolescent relationships with parents, friends, and romantic partners, and the influence of these relationships on social and academic adjustment. His work has been supported by grants from the US National Institute of Child Health and Human Development, the US National Institute of Mental Health, and the US National Science Foundation. Prof. Laursen has co-edited several books, including the Handbook of Peer Interactions, Relationships, and Groups, 2nd ed. (with Kenneth H. Rubin and William M. Bukowski) and the Handbook of Developmental Research Methods (with Todd D. Little and Noel A. Card).

ABSTRACT Wednesday June 19 (17:00-18:00 in B.128):

Tony Volk (Brock University, Ontario, Canada): **The Three "Rs" of Bullying: Understanding the Goals of Bullying**

Bullying is increasingly being viewed as an intentional behavior that involves the pursuit of important goals. Drawing upon an adaptive multidisciplinary perspective, I will examine the three main goals of bullying: resources, reproduction, and reputation. Using data from my lab, the broader field of bullying research, as well as biological, political, and historical evidence, I will present the argument that bullying is in fact a goal-directed behavior that can achieve these goals. I will also discuss whether bullying can serve a defensive purpose, as well as what might be some of the social and personal factors that influence the pursuit of these goals via bullying.

Prof. Volk is a developmental scientist interested in the separate, but related, areas of bullying, parenting, antisocial personality, and the evolution of childhood. These broad areas of research lend themselves to a broad scope of theoretical and methodological approaches. A strong believer in multidisciplinary studies, Prof. Volk's overall interest is to gain an evolutionary, psychological, biological, neurological, health-based, Indigenous, cross-cultural, social, historical, and (if possible) transdisciplinary understanding of why individuals do what they do. Prof. Volk's degrees in biology, neuroscience, evolutionary psychology, and developmental psychology reflect an effort to gain that comprehensive understanding. If all this sounds a little complicated, that's because real behavior is really complicated! But at the heart of all of Prof. Volk's research lies the honest and joyful pursuit of knowledge that is only made better by collaborating with really fun and interesting people!