

# Mary Agnes Hamilton

Web Bio

## Information

### Biography

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#### Biographical Statement

Mary Agnes Hamilton is a Senior Research Associate and Director of the Cornell Youth in Society Program in the Bronfenbrenner Center for Translational Research. Her ethnographic research and program development focus on understanding and enhancing the quality of learning environments in the community, mentoring relationships between non-related adults and youth, youth participation, and institutions supporting the transition to adulthood. She seeks to advance educational opportunities and challenges to enable all youth to gain character and competence. Seeking to learn more about promising programs and emerging institutions supporting the transition to adulthood of marginalized youth, we formed action research partnerships in 2009 with four programs in Latin America. Recent publications with S. F. Hamilton include: The transition to adulthood: Challenges of poverty and structural lag, in *Handbook of Adolescent Psychology* (3rd ed.), (2009); A precarious passage: Aging out of the child-only case load, in *Applied Developmental Science* (2008); *The youth development handbook: Coming of age in American communities* (2004); Work and Service-Learning, in *The handbook of youth mentoring* (2005); School, work, and emerging adulthood, in *Emerging adults in America: Coming of age in the 21st century* (2006). Her M.A.T. is from Duke, C.A.S. is from Harvard, and Ph.D. is from Cornell. Dr. Hamilton taught for four years in public schools in Montgomery County MD and in Richmond, VA. She has been at Cornell since 1977, becoming a senior research associate in 1990.

### Professional

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### Research

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#### Current Research Activities

My research goals are focused on understanding and promoting social inventions that improve institutional supports enabling low-income and minority youth to become workers, citizens, and family members as adults. My ethnographic research focuses on the quality of these opportunities, especially non-related adult mentoring relationships, and how quality impacts the technical, social and personal competence of youth.

In 2011 we completed “*Abriendo Caminos: Jóvenes en América Latina.*” This project explored ways in which four programs in Argentina, Mexico, and Colombia are creating new institutions that support the transition to adulthood. Action research linked academic experts with local researchers/stakeholders in a

collaborative research and program development process. The partnerships with four Latin American youth development programs tested our conceptual framework and enabled them to identify and explore their own questions and priorities. We are planning to expand the model in Latin America and in domestic programs as well.

## **Extension**

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## **Education**

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### **Education**

CORNELL UNIVERSITY, Ithaca, NY

Ph.D. in Human Service Studies, 1979 to 1983.

Thesis title: Learning through work: The educational quality of three work experience programs. Dissertation Abstracts International, 1983, 44, 1766A (University Microfilms No. DA8321845).

HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, MA

Certificate of Advanced Study in Learning Environments, 1973 to 1974. Class Marshal.

DUKE UNIVERSITY, Durham, NC

M.A.T. in French literature, minor in education, 1967 to 1968.

MARYMOUNT COLLEGE, Tarrytown, NY

B.A. Major in French, minor in German, 1962 to 1966.

SORBONNE, UNIVERSITY OF PARIS, France

Diplôme Supérieur, 1964 to 1965.

## **Courses**

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## **Websites**

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### **Related Websites**

[www.youthinsociety.human.cornell.edu](http://www.youthinsociety.human.cornell.edu)

[www.human.cornell.edu/fldc/](http://www.human.cornell.edu/fldc/)

## **Administration**

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### **Administrative Responsibilities**

Director of the Cornell Youth in Society Program. Manage projects, oversee budget, convene project meetings, develop strategies for future projects, supervise research assistants and project assistants.

## **Publications**

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## Selected Publications

- Hamilton, M. A., Hamilton, S. F., Bianchi, L. & Bran, J. (in press). Opening pathways for vulnerable young people in Patagonia. *Journal of Research on Adolescence*.
- Hamilton, S.F., & Hamilton, M.A. (in press). Development in youth enterprises. *New Directions for Youth Development*.
- Hamilton, S.F., & Hamilton, M.A. (in press). Work and service. In D.L. DuBois & M.J. Karcher (Eds.), *Handbook of youth mentoring, second edition*. Thousand Oaks, CA: Sage.
- Hamilton, M.A. & Hamilton, S.F., with Greenwood, D.J., (2011). *Abriendo Caminos: Youth in Latin America*. Ithaca, NY: Cornell Youth in Society Program. Also in Spanish. <http://www.human.cornell.edu/fldc/yis/research/publications.cfm>.
- Hamilton, S.F., & Hamilton, M.A. (2010). Building mentoring relationships. *New Directions for Youth Development* (126, Summer), 141-144.
- Hamilton, S.F., & Hamilton, M.A. (2009). The transition to adulthood: Challenges of poverty and structural lag. In R.M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed.), Volume 2, *Contextual influences on adolescent development*, pp. 492-526. New York: Wiley.
- Hamilton, M.A., & Hamilton, S.F. (2008). A precarious passage: Aging out of the child-only caseload. *Applied Developmental Science*, 12(1), 10-25.
- Hamilton, S. F., Hamilton, M. A., Hirsch, B.J., Hughes, J., King, J., & Maton, K. (2006). Community contexts for mentoring. *Journal of Community Psychology*, 34 (6), 727-746.
- Hamilton, S.F., & Hamilton, M.A. (2006). School, work, and emerging adulthood. In J.J. Arnett & J.L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 257-277). Washington, DC: American Psychological Association.
- Hamilton, M. A., & Hamilton, S. F. (2005). Work and service-learning. In D. L. Dubois & M. K. Karcher (Eds.), *Handbook of youth mentoring* (pp. 348-363). Thousand Oaks, CA: Sage.
- Hamilton, M. A., & Hamilton, S. F. (2004). Designing work and service for learning. In S.F. Hamilton & M. A. Hamilton (Eds.), *The youth development handbook: Coming of age in American communities* (pp. 147-169). Thousand Oaks, CA: Sage.
- Hamilton, S. F., & Hamilton, M. A. (2004). Implications for youth development practices. In Hamilton, S. F., & Hamilton, M. A. (Eds.), *The youth development handbook: Coming of age in American communities* (pp. 351-371). Thousand Oaks, CA: Sage.
- Hamilton, S. F., & Hamilton, M. A. (2004). Contexts for mentoring: Adolescent-adult relationships in workplaces and communities. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology* (2nd ed.), (pp. 395-428). New York: Wiley.

Hamilton, S. F., Hamilton, M. A., & Pittman, K. (2004). Principles for youth development. In Hamilton, S. F., & Hamilton, M. A. (Eds.), *The youth development handbook: Coming of age in American communities* (pp. 3-22). Thousand Oaks, CA: Sage.

Hamilton, S. F., & Hamilton, M. A. (Eds.). (2004). *The youth development handbook: Coming of age in American communities*. Thousand Oaks, CA: Sage.

Hamilton, M. A. (2003). Social influence processes: How mentors foster character and competence. In F. Achtenhagen (Series & Vol. Ed.) & E.G. John (Series Ed.), *Milestones of vocational and occupational education and training: Vol. 2. Institutional perspectives of vocational and occupational education and training* (pp. 145-153). Bielefeld: W. Bertelsmann Verlag.

Hamilton, S. F., & Hamilton, M. A. (2003). Learning by teaching: How instructing apprentices affects adult workers. In J. Oelkers (Ed.), *Futures of education II: Essays from an interdisciplinary symposium*, (pp. 251-269). Bern: Peter Lang.

Hamilton, M.A., & Hamilton, S.F. (2002). Why mentoring in the workplace works. In J. Rhodes (Ed.) *New directions in youth development* (pp. 59-89). San Francisco: Jossey-Bass.