

Research & Action Report

Wellesley Centers for Women



Center for Research
on Women
Stone Center

Examining

Mixed-Ancestry Identity

in Adolescents



ALSO:

SEED Project Moves Educational Equity and Diversity Forward

Dual-Trauma Couples: Why Do We Need to Study Them?

Update on Work to Empower Children for Life

Exploring Transnational Issues of Human Rights and Gender

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Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women’s perspectives and experiences are at the core of the Wellesley Centers for Women’s social science research projects and training programs. By sharing our work with policymakers, educators, practitioners, and the media we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

Wellesley Centers for Women
Wellesley College
106 Central Street
Wellesley, MA 02481-8203
U.S.A.
www.wcwonline.org
781.283.2500

Executive Director:
Susan McGee Bailey, Ph.D.

Editors:
Rebecca Mongeon
Donna Tambascio

Contributor:
Susan Lowry Rardin

Design:
LIMA Design

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Shawmut Printing

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Who Does She Think She Is?

This feature-length documentary, produced by Mystic Artists in collaboration with the Wellesley Centers for Women, explores the lives of five artist-mothers who sustain the competing claims on their hearts despite many obstacles. View the trailer, learn more about the film’s featured artists, see the most up-to-date schedule of screenings across the country, and pre-order your DVD on the documentary’s website: www.whodoesshethinksheis.net.



From the Executive Director



Printing and mailing schedules dictate that I write this message prior to this fall’s historic presidential election. You, on the other hand, are reading it post November 4th.

Whichever ticket is successful, the lingering barriers to women’s full inclusion in the economic, political, and social life and leadership of our nation are issues that women *and* men must continue to insist that politicians and policymakers address.

The many public discussions and debates surrounding the lives and priorities of female candidates and the charges and counter charges of gender bias and gender exploitation from all sides during the long primary and campaign process provide ample evidence that gender roles remain controversial. These controversies exert powerful influences on policy issues: how women are seen directly affects how programs and policies that impact women and their families are shaped. The closely fought primary campaign of Democrat Hillary Clinton and the inclusion of

Sarah Palin as the vice presidential candidate on the Republican ticket are both compelling examples of the progress of the women’s movement, and the huge distances that remain between current reality and the vision of women as equal participants, judged, nominated, and discussed not as “women” but simply as “candidates.” The absence of particular attention to the needs of women in most recent discussions of economic and social issues underline the continuing necessity for research and policy analysis that draw on—and draw attention to—the particular circumstances of women and their families.

Last summer, after some lively discussion, Heidi Hartmann, a long-time friend and colleague in the women’s research community, and I came up with a idea. Heidi is the president of the Institute for Women’s Policy Research (IWPR) and together we began planning a joint symposium grounded in research findings and designed to address specific public policy issues affecting women’s lives. On April 2, 2009, we will sponsor a day-long conference in Washington, DC: **“Achieving Equity for Women: Policy Alternatives for the New Administration.”** The conference will bring some of the most informed and stimulating researchers, scholars, and

policymakers together to discuss how we can continue to propel progress for women. The conference will address issues where women’s needs and contributions are particularly critical, including healthcare, early childcare and education, aging, retirement and social security, and leadership and employment equity.

Together WCW and IWPR bring more than 50 years of experience to the study of these issues. By combining our resources and our expertise we will be able to provide stronger leadership and generate greater impact than we could do individually. I hope you will save the date and join us in Washington on April 2nd. As we finalize the program, details will be updated on our website and I invite you to learn more at www.wcwonline.org/DCsymposium. I urge you to join us in these critical discussions and to encourage members of the new administration to do so as well. ☀

SAVE THE DATE

THURSDAY, APRIL 2, 2009

Achieving Equity for Women: Policy Alternatives for the New Administration

The Barbara Jordan Conference Center
Henry J. Kaiser Family Foundation
1330 G St. NW

Washington, DC 20005

www.wcwonline.org/DCsymposium

This is a joint program of the Wellesley Centers for Women and the Institute for Women’s Policy Research



Examining Mixed-Ancestry Identity in Adolescents

TWO YEARS AGO, SCHOLARS AT THE WELLESLEY CENTERS FOR WOMEN (WCW) LAUNCHED A STUDY OF RACIAL AND ETHNIC IDENTIFICATION AMONG ADOLESCENTS OF MIXED ANCESTRY. The reasons for pursuing the research were several. Most literature about ethnic/racial self-identification patterns derived from adult respondents. For example, the series of studies that led to the change in wording of racial self-identification in the 2000 Census was carried out with adults. Little is known about asking racial and ethnic identification questions of adolescents who have more than one racial/ethnic ancestry.

The WCW research team, led by Sumru Erkut, Ph.D., WCW associate director and senior research scientist, also noted that a growing body of evidence suggested that some mixed-ancestry adolescents have poorer social adjustment outcomes such as depression, substance use, and health problems than their single-race-reporting peers. Whether these youth also have particular strengths had not been systematically studied. Additionally, the beginnings of theoretical models for measuring mixed-racial/ethnic identity development existed but none had been empirically validated with large samples drawn from diverse regions of the U.S. Nor had these models been able to account for the fluidity or variability in self-identification which can vary over time; adolescents of mixed ancestry may report as different single-race or mixed-race at different times and in different situations.

The research team interpreted changes in the way U.S. society collects information on race beginning with the 2000 Census to signify that a sufficient number of individuals of mixed ancestry desired to be counted and also carried enough political clout to alter standard survey language. The researchers theorized that this change formally marked the beginning of a qualitatively different social atmosphere for acknowledging and measuring mixed-ancestry identity, so much so that prior research would need to be qualified by the historical time and cohort that was studied. Exploring mixed-ancestry identity gained added relevance during the implementation of the study as Barack Obama's heritage brought the issue to the forefront of public discourse during the 2008 presidential campaign.

Funded by the National Institutes on Child Health and Human Development (NICHD), the Adolescent Mixed-Ancestry Identity: A Measurement Pilot study aimed to learn more about youths' self-identification and to develop better ways to gather data about race and ethnicity in this growing population. The researchers' theoretical approach was guided by the Mixed Ancestry Racial/Ethnic Identity Development Model, developed by Peony Fhagen Smith, Ph.D., a member of the research team. A significant aspect of this study lay in the experimental approach to measuring mixed-ancestry identification among adolescents.

The total student bodies of three high schools in the Northeastern U.S. were asked to complete a screening survey which incorporated a hidden experiment involving multiple assessments of racial/ethnic self-identification, using three randomly distributed measures: the Census format, a multiple choice plus fill-in, and a fill-in.

In addition, all students were asked a dichotomous direct question: "Do you consider yourself to be of mixed race or ethnicity? By this we mean do you consider yourself to be bi-racial or multi-racial?" Adolescents were also asked to report, if known, the racial heritage of their birth mother and birth father. These responses were coded as belonging to one or more of the five major pan-ethnic categories and a dichotomous indicator was created that reflected mixed heritage—multiple categories for one or both parents or different categories across parents. A third question posed was, "Based on how you look, do people ever mistake you for being a different race or ethnicity than you think you are?" to gauge possible phenotypic ambiguity.

During the second phase of data collection, in-depth interviews were conducted with students whose responses to the screening survey indicated that they had the potential to identify themselves as having a mixed racial/ethnic identity.

Of the three randomized, self-categorization measures, the researchers identified the Census tool as yielding the highest count of mixed-ancestry adolescents, using a latent variable modeling approach. This finding is consistent with results of the research with adults that led to the changes in the 2000 Census: The Race and Ethnic Targeted Test study. The other two wordings of self-identification questions, "multiple choice plus fill-in" and a "blank to be filled in" produced results that were more consistent with responses on the other questions measuring mixed ancestry. The research team's recommendations as to which of the three approaches to use in one's research was to consider the relevance of aspects such as ease of coding, scope of sampling frame, and the need for consistency in responses.

As work on this pilot project was winding down this past summer, the team and its advisory board convened a Colloquium with other leading scholars in the field to discuss the project's initial findings and other initiatives from across the country that explore issues related to adolescents of mixed ancestry. Members of the research team shared background data on the planning and implementation of the study with the Colloquium participants. Participants discussed various aspects of the methodology, sample, and

findings, sharing perspectives and data of other recent or current research, which led to answers of outstanding questions and discussions about the potential for further utilization and development of the survey and tools.

The researchers acknowledge that the multiplicity of methods of identifying and classifying persons of mixed ancestry has complex implications. Once information regarding racial/ethnic mixtures has been obtained, techniques for statistically modeling individuals of mixed ancestry, however operationalized, are needed not only for studies designed to assess dynamics relevant to those from mixed cultural backgrounds, but for the much larger fields of social science research and policy development and enforcement in which race and ethnicity play a role. Up to now, mixed-ancestry individuals have sometimes been disregarded in analyses due to lack of numerical presence in a sample. A study of mixed-ancestry adolescents that includes participants representing a broad range of socio-economic status, however, can facilitate greater understanding of both protective factors and vulnerabilities associated with mixed-racial/ethnic identification. The researchers reported that this enhanced knowledge base will be important in the efforts to increase the visibility of hitherto hidden populations of mixed-ancestry youth who are underserved. It can also highlight strengths that can be incorporated into the design of intervention and prevention efforts, and illuminate what unique contributions they have to offer to their communities.

A paper outlining the methodology and findings of the WCW Adolescent Mixed-Ancestry Identity: A Measurement Pilot study is currently under review for journal publication. The researchers anticipate the outcome of this measurement pilot will inform a nationwide longitudinal study of mixed-ancestry identity development planned for the future.

In addition to Erkut, the other members of the research team are: Michelle Porche, Ed.D., WCW senior research scientist; Allison Tracy, Ph.D., WCW senior research scientist and methodologist; Jennifer Grossman, WCW research scientist; Linda Charmaraman, WCW research scientist; Heidy Vázquez García, Ph.D., WCW research scientist; Heidy Vazquez Garcia, Ph.D., project associate; Jo H. Kim, Ph.D., project associate; Ineke Ceder, WCW research associate; and Peony Fhagen-Smith, Ph.D., Assistant Professor of Psychology and African, African American, Diaspora Studies at Wheaton College. ❁



Participants at the July Colloquium on mixed-ancestry adolescents gathered for a group photo at the Wellesley Centers for Women's Cheever House.



Pictured from left to right are: Jean Phinney, professor of psychology at California State University, LA (retired); Jennifer Grossman and Linda Charmaraman, WCW research scientists; and Richard Lee, associate professor of psychology at the University of Minnesota.



Pictured from left to right are: Jonathan Okamura, associate professor at the department of ethnic studies of the University of Hawaii; Tiffany Yip, assistant professor of psychology at Fordham University; and Bill Cross, professor of counseling education at University of Nevada, Las Vegas.



Peony Fhagen-Smith, assistant professor of psychology and African, African-American, Diaspora Studies at Wheaton College reviews the Mixed Ancestry Racial/Ethnic Identity Development Model.

Commentary

Dual-Trauma Couples: Why Do We Need to Study Them?

THE NOTION OF THE INTERGENERATIONAL TRANSMISSION OF ABUSE HAS BEEN ACCEPTED FOR SOME TIME. Both research and our own observations lead us to expect that having been abused or neglected or having witnessed violence between parents as a child will contribute to an individual's increased risk to abuse or neglect one's own child or to be involved in an abusive relationship as an adult. Fortunately, intergenerational transmission is far from universal in that the majority of individuals who experienced an abusive childhood are not themselves abusive as adults. However, the overall effect of an experience of violence in one's family of origin cannot be denied.

What is less clear is what happens when *both* members of a couple have experienced childhood trauma of some type. How does this double dose of violence history affect the perpetration of child abuse by one or both parents as well as the risk for violence in the couple's own relationship? Although these are typically the couples that are described by newspaper accounts of extreme child abuse or neglect and by clinicians' anecdotes of their most difficult psychotherapy cases, very little research has

actually been conducted on the dynamics leading to the formation and maintenance of these dual-trauma couples' relationships or on the effects of their histories on violence in their families of creation. Moreover, no one has explored what protective factors keep many dual-trauma couples from engaging in abusive behavior even when the cards are seemingly stacked against them. In addition to drawing attention to this important but neglected topic in the field of family violence, the purpose of this commentary is to speculate about possible mechanisms involved in the intergenerational transmission of violence in dual-trauma couples and the implications of these experiences for their families of creation.

With respect to the formation of dual-trauma couples, it appears that individuals who not only have experienced trauma in childhood but also remain unresolved regarding that trauma are more likely to end up in relationships with other individuals who are similarly unresolved.¹ Other research shows evidence of assortative mating with regard to substance abuse, antisocial behavior, negative affect, and sensation-seeking,^{2,3,4} all of which could easily have resulted from experiences of abuse in childhood. Not only would engaging in such behaviors necessarily determine one's peer groups (and potential partners), but it would also suggest what one could tolerate in a partner. I have conducted two studies in which it was possible to explore whether individuals with

histories of childhood trauma were indeed more likely to have partners who also had histories of trauma. The first sample consisted of 293 military couples who were receiving home visitation services at the birth of a child. In this study, there was not only a significant association between a mother's and father's histories of trauma, but those who had experienced multiple types of maltreatment in childhood were more likely to have partners who had also experienced multiple types of maltreatment. There were even notable associations between the specific types of trauma experienced (i.e., physical abuse, neglect, or witnessing violence between one's parents). In a second sample of 495 couples in which the man had been referred to a batterer intervention program, there was also a small but significant concordance in couples between the number of different types of trauma experienced in childhood.

So what are the effects of both members of a couple having histories of trauma in childhood? In an observational study of couples, a psychologist from Illinois State University⁵ found that those couples in his sample who were not only insecure in their attachment but had both experienced childhood trauma about which they were unresolved showed extremely high levels of negative behavior—up to 200 instances of negative behavior in 15 minutes! In my study of military families, dual-trauma couples were twice as likely to have had Child Protective Service involvement for abuse or neglect and three times as likely to have had official reports of domestic violence. They were also more likely to have a child who was difficult to soothe and to be described by their home visitors as socially isolated, financially unstable, maritally distressed, and rigid in their sex roles. On one hand, each individual's own abuse history predicted his/her own level of current distress. On the other hand, the increased risk for violence or at least marital strife associated with past trauma served to increase each parent's risk for abusing their own children. Moreover, both domestic violence and one's own history of trauma may have

reduced the capacity of one parent to protect the child from the other parent. These effects were undoubtedly exacerbated by the couple's financial stresses and decreased ability to garner support from the wider community. Therefore, for a number of reasons, dual-trauma couples are much more likely to abuse or neglect their own children.

There is also evidence of the impact of dual trauma in couples characterized by current domestic violence, although the restricted range of the sample may have had the effect of masking findings that may actually exist to a greater degree in a more normative sample. The man's admission of his history of childhood trauma had apparently opposite impacts on the members of the couple. For example, it appeared that both his trauma history and her own trauma history led the woman to minimize or excuse his violent behavior. Conversely, his trauma history and her trauma history were both associated with his increased self-report of his own violence. What actually occurred in the relationship is open for interpretation, but it is important to note that each partner's trauma history, to the degree that it was reported truthfully and also known by the other partner, had significantly divergent impacts on men's and women's perception of violence in their relationship.

Finally, what are the implications and needed future directions of research on dual-trauma couples? In making these speculations, it must first be acknowledged that so little research has been conducted on this very important family configuration that much more remains to be learned. Second, given that members of any couple provide a context for each other's behavior, it is important to delve further into the nature of the interactions of the dual-trauma couple. For example, under what conditions do members of a dual-trauma couple exacerbate each other's emotional dysregulation and already negative self-concept and under what conditions do they provide for each other a safe haven and unique source of understanding because they have experienced similarly difficult childhoods? One clue to this question can be derived from the notion that *unresolved* trauma appears to be particularly problematic for such couples. In other words, to the degree that couples arrive at a relationship having already explored and come to some level of understanding of the trauma they have experienced, they

will be both less susceptible to its negative influence personally and also more able to understand and depersonalize their partner's reactions to stress. Third, the specific mechanisms of the intergenerational transmission of violence in these couples require more study. There are many pathways from a history of violence to the perpetration of violence. These could include: genetic influences; the direct modeling of one's parents' behavior; the adoption of a distorted set of beliefs about the roles of men, women, and children in families; the neurological disruption of brain structures associated with the experience of abuse; the inability to view an intimate partner as being a separate psychological entity with his/her own thoughts, perspectives and desires; and/or the long-lasting impact of shame arising from an experience of abuse and its potential to be projected onto another. Research should attempt to explore which of these mechanisms are particularly pertinent to dual-trauma couples and in what situations. Fourth, service providers must develop an awareness of the importance of dual-trauma couple dynamics. They should, for example, routinely but respectfully inquire into the family of origin histories of clients whom they serve, whether one or both partners have been identified as abusive. Even when the trauma history of the other parent or partner is not actually contributing to the identified individual's violent behavior, it could interfere with the nonviolent parent's ability to protect the child and keep the nonviolent partner vulnerable to further abuse.

Parents and partners are not individuals who are influenced only by their respective histories; instead, they are part of an interactive whole. The intergenerational transmission of violence occurs within a current context and one family member's history will inevitably affect the current experience of that person's partner. The study of dual-trauma couples is important because it provides a window into the simultaneous longitudinal and concurrent effects of family dynamics on the perpetration and experience of violence. Additionally, the study of dual-trauma couples is critical because these are potentially vulnerable families in need of support and services. ❁



Pamela Alexander, Ph.D. is a senior research scientist at the Wellesley Centers for Women, where she conducts research on gender-based violence. Her current interests include the intergenerational transmission of violence, and the evaluation of child abuse prevention programs, batterer intervention programs, and interventions for battered women. Her article, "Stages of Change in Batterers and Their Response to Treatment," co-authored with Eugene Morris, is featured in the journal *Violence and Victims* (Volume 23, Number 4, 2008).

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Exploring Transnational Issues of Human Rights and Gender

You're now at work here at WCW, while continuing to teach at New York University. You're a busy person!

(Laughing) Tell me about it. Actually, the biggest challenge in dividing my time has been remembering where my clothes are!

You're a Wellesley College graduate, and you taught there for 30 years. What's it like to come back to the campus, and what kind of direction will you take as a senior scholar at WCW?

Coming back has been very nice for me, and gives me a way to stay connected to the College, which I loved. I'm delighted to be here at WCW, and Susan [Executive Director Susan McGee Bailey] and I are hoping I can contribute to the Centers' growing international collaborations and initiatives through my continuing projects and some new ones.

What are you working on now?

As a senior scholar at WCW, I'm doing a comparative, transnational study of human rights and gender. I've finished the research, and we're in the writing process. I'm working on this with Peggy Levitt, who's in the Sociology Department at Wellesley College and a past member of the WCW Board of Overseers. She and I are working on several articles and a possible book about this research.

In your transnational studies, you sometimes refer to "localizing human rights." Would you explain that term?

The global human rights framework is produced in discussions among representatives of countries around the world. They produce a consensual vision of what human rights are, presented in a human rights document that is then ratified by any country that wants to participate in the human rights system. But these ideas are not necessarily the same as the ideas of justice and fairness that are held by local communities; so the question becomes, How do these global ideas become meaningful in the lives of people in urban neighborhoods, in villages, in remote locations around the world? That kind of relevance occurs through the process of localization.

How does that localization happen?

The process Peggy and I have been looking at is the work of NGOs that have missions to work on women's human rights. We looked at how some of these organizations take the concept of women's rights that are grounded in the Convention on the Elimination of All Forms of Discrimination against Women, or CEDAW, and use it to help solve the problems that their clients have every day.

Of course, it turns out that these NGOs don't use exactly the same words or the same framework as the human rights convention. In fact, they often don't refer to the human rights convention at all. They're working in communities that are already rich with other ideas of social

justice and reform. So they basically add on the human rights ideas to create a new configuration—a mix of these new ideas and other ideas that are already in place, which may themselves be transnational.

Can you give an example?

Let's take an organization we looked at in India. The organization and local communities already had Gandhian ideas and Trotskyite ideas; and socialism was important, as were ideas about women's empowerment from the Indian women's movement. The organization put all these approaches together with human rights to produce something new. That's the process—the reinterpretation of a global vision of human rights to make it locally relevant, and also to link it to other relevant justice discourses.

It's the story of India's women's courts, called Nari Adalat. They're a type of *panchayat*, which is an old Indian institution like a court, used to judge problems. In the past, *panchayats* were part of castes. Just as people within each caste would marry each other and eat together and have the same occupation, so each would have its own *panchayat*.

The idea of having a *panchayat* composed solely of women was proposed by the Indian women's movement in the 1970s, but it wasn't pursued for a while. About 1989 the Dutch government gave a big grant to India's Education Department to set up a grassroots women's empowerment program. Women were encouraged to create local collectives, where they could discuss which changes might help their lives. These women decided that two of their big problems were domestic violence and, in case of divorce, not getting back that portion of their dowry to which they were customarily entitled. So they said, let's form ourselves into a *panchayat* to deal with these problems.

We visited one of the most successful ones, which has been going on for fifteen years. It really was extraordinary. You see this group of women sitting around in the village square, under a tree, hearing cases, with perhaps 40 men standing around watching. When the man who's been called to explain himself says, "Well, I hit her because she wasn't cooking the dishes right," they all say, "No, no, no! That's not right! There's no excuse to hit her, no matter what she does!" And here are all these men standing around outside the *panchayat*, watching this! That itself is a new message.

The Dutch contribution was the idea of the grassroots collectives; the *panchayat* was the localization. Dutch money provided the NGO staff, who then hired local women to organize the collectives. The Dutch are particularly good at coming up with these grassroots development ideas.

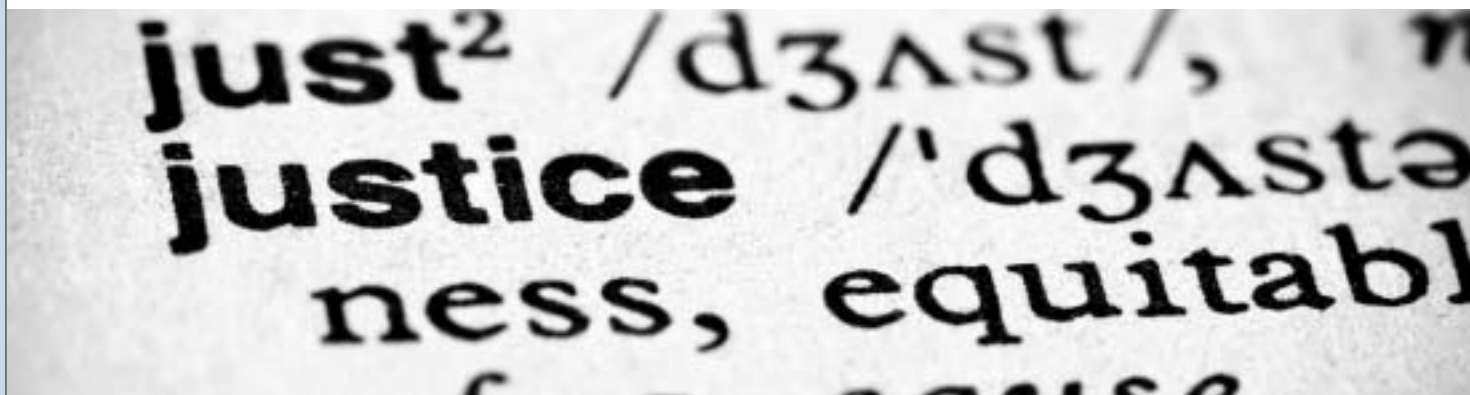
Was government support important in providing legitimacy for these panchayats?

It's interesting to watch this kind of organization, which is halfway between the government and an NGO. A Harvard undergraduate, Mekhla Krishnamurthy, who spent a summer traveling around with these women and observing the program, pointed out something interesting: Sometimes they'd claim to be part of the government of India—so that if they were trying to get a man whose wife had accused him of something to come to the *panchayat*, they'd drive their government-of-India jeep to go talk to the village headman and tell him, "We need this guy to come," and the village headman would make sure he showed up. At other times, they'd say, "We're not part of the government, we're an NGO. We can be much more flexible, much more responsive to you." So they played both sides.



Sally Engle Merry, Ph.D., a senior scholar at the Wellesley Centers for Women (WCW), is a professor of anthropology and the director of the Law and Society Program at New York University. Previously, at Wellesley College, she was the Marion Butler McLean Professor in the History of Ideas and professor of anthropology. Her primary areas of research include the rule of law in various contexts of community life and the adaptation of international standards of human rights to life in local communities. She has written five books and more than 100 articles and reviews on law, anthropology, race and class, conflict resolution, and gender violence. Awards she has received include the Kalven Prize for scholarly contributions and the J. Willard Hurst Prize, both from the Law and Society Association; the Pinanski Prize for Excellence in Teaching from Wellesley College; and the Presidential Award from the American Anthropological Association. She is a member of the executive boards of the Law and Society Association and the American Anthropological Association. Her book *Gender Violence: A Cultural Introduction* will be published this winter.

continued on page 8



The U.S. hasn't signed CEDAW, the convention on the rights of women. Why is that?

That's a very complicated issue. Of the six major human right treaties, we've ratified three—the conventions on civil and political rights, on race, and on torture. We haven't ratified the conventions on social, economic, and cultural rights, on women, and on children. One reason is that the American public doesn't have the drive to ratify because Americans feel they already have rights, they don't necessarily need these conventions. But I assert that this is not true; these conventions offer better rights than we have domestically, particularly the convention on women's rights. Second, in our country, these conventions have to be passed by Congress, where there's a lot of resistance to tying the U.S. to international agreements and nervousness about being investigated by other countries.

But it makes us look bad. There are only two countries in the world that haven't ratified the Convention on the Rights of a Child—the U.S. and Somalia, and Somalia hasn't had a functioning government since 1991. In this country, there was always a lot of resistance to international governance of this kind. Remember, we didn't sign on to the League of Nations after World War I.

Another of your central interests has been the role of law in various contexts. What kinds of studies have you conducted?

When I was doing research for a book about the American colonization of Hawaii in the nineteenth century, I came across a lot of big, old, hand-written law books that were records of cases heard from the 1850s up to the 1890s in a Hawaiian town called Hilo. The notes were long stories about everyday lives, about who had done what to whom 150 years earlier, and it was really fascinating. I had done a previous book on contemporary cases in a New England court in the 1980s, and these were very similar kinds of cases—everyday personal cases about violence and neighbors and debts. It was really exciting to have that same kind of window on such a different place and time.

This was the time of the Hawaiian sugar plantations. One of the things I noticed about these cases was that sometimes a defendant, a plantation worker, would be fined by being assigned extra hours or extra days of plantation work—when the plantation owner and the defense attorney and the judge all had the same last name. That happened fairly often, because there was a little cohort of descendants of New England missionaries who ended up owning the plantations, being the judges, and being the lawyers.

I'm not a lawyer. For the legal profession, law is a way of getting things done. I'm interested in it as a social phenomenon that allocates power. The puzzle about law that has always interested me is that, on the one hand, law is clearly constructed by the powerful, so it's a resource that the powerful use—for example, law protects things like property rights and labor obligations. On the other hand, law implies the possibility of resistance by the powerless because it also includes ideas of justice and fairness and equality. Even though these ideals aren't always successful, there's always a possibility that they can be used. And they sometimes are.

I'm also interested in the ways that the legal form can lend authority to non-legal decision-making. An interesting thing about those women's *panchayats* in India is that they used legal formalities. They wrote down their cases in a big book. When a decision was made about what the accused man was supposed to do, they wrote it down on "stamp paper," which is the English legal form used in Indian courts. So they used the formality of the court system, even though it's not clear that their decisions had any legally binding qualities.

I saw the same thing happening in the mediation program that I studied a few years ago in Salem, Massachusetts. Someone would take a problem to the court; the court would send the parties to the mediators, who had an office in

the courthouse; and a citizen would mediate the case. Then the mediator would pull out a document with the logos of the court and the mediation program, write out all the conditions of the agreement, have all the parties sign it, and tell the participants that this was going to be kept on file. No one ever explained what this meant; this was not a legally binding document, it was just "on file." That's a very similar pulling-in of the symbolic power of law.

During your 30 years of teaching at Wellesley College, you touched many lives. What stands out?

Shortly before I left—around 2003, 2004—I partnered with a sociologist in developing a human rights concentration. He and I together taught a course called "An Introduction to Human Rights." We had very large classes, around 50 students, which is unusual for Wellesley. At the beginning of the semester we asked students to imagine that they were 80 years old, and to look back at their lives and tell us what they'd done—to see how they imagined themselves. It was really interesting reading these essays, because the students clearly envisioned themselves as citizens of the world, really global people. They had all imagined themselves living in different countries, traveling around, being engaged in international activities. And this had not been the case in the late '70s when I first started teaching at Wellesley. So these students are really very interested in positioning themselves as global actors.

The other thing I did that I hope made an impact was working on the Peace and Justice Program, which I co-chaired for many years with a colleague. We taught a course called "An Introduction to Peace Studies" that covered theorizing peace and conflict resolution, and we took students to India. I think that was actually a very transformative experience for a lot of these students.

Looking back, I see a generational shift. In the '70s, everybody wanted to do social change work, domestically. In the '80s, they were all going into economics. In the '90s, there was a turn. There was more interest in activism than I'd seen in the '80s; and the Peace and Justice Program that had been existence throughout the '80s, but rather small, began to boom. And now some sort of activism in international forms is a powerful interest, I think, for a lot of students. They want to work in NGOs, they want to make a difference. It's very heartening to see that.

I've had lots of good experiences with my students who've gotten new perspectives on things. They don't always tell you that at the time; sometimes they come back years later and say they've learned things. And now, as a senior scholar at the Wellesley Centers for Women, I'm able to continue studying practical applications of issues that I've been teaching and discussing with students for years.

What's next in the pipeline?

As an anthropologist, I want to look at statistics, and specifically at statistics used as indicators, and techniques for global governance and as new forms of power. Indicators are increasingly being used to assess compliance with human rights regimes, to monitor the activities of non-governmental organizations, and to evaluate the performance of states. I'm interested in the way indicators appear to be a technical approach to governance yet have significant effects on power relations.

Specifically, I want to look at the construction of human rights indicators—the numerical measures intended to let us compare the status of various nations in protecting human rights, and then to produce reforms. What does it mean when you take qualitative, contextualized information and convert it into a number intended to let you easily compare and rank very different countries or populations? It seems to me that

the use of indicators changes knowledge from something explicit and particularized to something more general, comparable, and economically applicable, which significantly changes what this knowledge means. Statistics have been used for reform and for governance at the national level since the nineteenth century, but we now see them expanding into the international domain. This is a fundamental technology for global capitalism, and it's increasingly being used by human rights organizations for such diverse goals as measuring rates of violence against women globally or assessing the well-being of indigenous peoples. Will this mean greater compliance with human rights? Will it promote intervention into weaker countries by stronger ones? Will it promote the development of practices of self-governance by countries? These are important but open questions that I'll explore in my next research project. This project will ideally contribute to the work of WCW with gender and the international system. ❁

WCW welcomes new postdocs

The Wellesley Centers for Women (WCW) welcomed two new postdoctoral research trainees this fall: **Lorraine Cordeiro, Ph.D.** and **Flavia Peréa, Ph.D.** The postdoctoral program at WCW, sponsored by the National Institute of Child Health and Human Development (NICHD), provides training for candidates who want to develop expertise in research on childhood and adolescence and investigate variations in race and ethnicity, gender, and social class, and how these interact with risk and resiliency factors in human development. Cordeiro and Peréa seek to inform public policy and practice through their ongoing work and new collaborations at WCW.

A 2007 graduate of the Tufts University Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, Cordeiro served as principal investigator for her dissertation-based study on food insecurity, HIV/AIDS, adolescent health, nutrition, and risk behaviors on a research project in her native Tanzania. This research, sponsored by UNICEF, is informing the Tanzanian government as changes to policies on adolescent nutrition are drafted. Cordeiro has continued to publish findings from this work as she examines both gender differences in growth and sexual behaviors in adolescents in relation to food security and nutrition.

Issues of poverty are central to all her work and while an MPH candidate at Tulane University's School of Public Health and Tropical Medicine she worked as a research assistant on the Great Expectations/Healthy Start Evaluation Team where she coordinated prenatal/postpartum data collection from hospitals, clinics, and case management sites in New Orleans. During her postdoctoral training at WCW, Cordeiro seeks to further establish her research experience in areas related to sex education for young adolescents as well as mental health needs and services for youth from refugee families, while continuing to build on her work on food security locally and internationally. Her preceptor is Sumru Erkut, Ph.D.



Peréa, a 2008 graduate of Brandeis University's Heller School for Social Policy and Management, coordinated the follow-up phase of a study that examined the psychosocial, academic development, and orientation of immigrant children, with a focus on how their academic outcomes are impacted by different contexts, such as race/ethnicity, family, community, and school. This work was conducted in tandem with her dissertation, which examined the impact of language acculturation on academic performance among children of immigrant families from the Dominican Republic. Peréa's work utilized an asset-based framework that emphasized culture and language as resources central to children's development. Her results found a significant gender difference between girls and boys who prefer bilingualism, namely that bilingual preference is a predictor of more positive academic outcomes for girls, which was not the case for boys for whom language preference had little to no explanatory power.

Peréa is interested in research that tackles inequities and inequalities across the broad spectrum of health, and she is especially interested in community-based research to advance social justice. She seeks to build on her life-long work with diverse children and families to better understand acculturation among Latino groups across generations, and identify ways to improve the health and well-being of immigrant children and families. By using strength-based models that build on cultural and community assets, she aims to develop research and evaluation tools in dialogue and collaboration with communities in order to inform policy and the development of culturally appropriate programs and services. Peréa plans to publish further on this work. During her postdoctoral training at WCW, she will be working with her preceptors Nancy Marshall, Ed.D. and Wendy Wagner Robeson, Ed.D. on the Massachusetts child care subsidies study focusing on low-income families in Boston and Somerville. In addition, she will be working with Tufts University on an ongoing community-based study of immigrants' access to and experience with health and social services in Somerville, and developing a project to reduce health disparities among minority and underserved children. ❁

Update on recent postdoctoral research scholars

Alice Frye, Ph.D., recent NICHD postdoctoral research scholar, has assumed the position of research scientist at WCW. Frye, a developmental psychopathologist by training, aims to combine the population level orientation typical of public health with the theoretical approach that characterizes developmental psychopathology in her research endeavors. Frye received an M.P.H. from the University of Michigan and a Ph.D. in clinical psychology from Emory University. She has a long-standing interest in the study and remediation of psychopathology in high-risk adolescents and is interested in family environment transactions related to adolescent psychopathology, including the development of attachment and parent-child interactions. Her other area of interest is methodology, chiefly quantitative methods, including structural equation approaches such as latent growth modeling, mixture modeling, and other types of multi-level models.

During her postdoctoral trainee tenure over the past year, Frye published and presented numerous papers to professional associations, was appointed an associate editor for the *Journal of Research on Adolescence*, and developed relationships with Boston public high schools for which she has provided in-service support on topics related to adolescent psychopathology. Areas of interest for her future work include evaluation of interventions to reduce domestic violence victimization among pregnant and parenting teenage women, examination on how African-American youth cope with stress, a study of HIV/AIDS in Ugandan emerging adults, and practical analysis of data collected through various research methodologies.

Jennifer Grossman, Ph.D., and **Linda Charmaraman, Ph.D.**, recent NICHD postdoctoral research scholars who were profiled in the Fall/Winter 2006 *Research & Action Report*, have also assumed the position of research scientist at WCW.

Postdoctoral Trainee Opportunity

WCW has an immediate opening for one, full-time postdoctoral scholar for training in childhood and adolescence research. This is a one-year appointment. Applications are currently being accepted. Learn more at www.wcwonline.org/postdoc.

Short Takes

Update on Open Circle Strategic Planning

The Open Circle program at the Wellesley Centers for Women (WCW) is nearing final documentation of its strategic planning process. The strategic objectives for the social-emotional and academic learning program include:

- Expanding the program to provide comprehensive social, emotional, and academic learning (SEAL) services to schools and other organizations serving youth, pre-kindergarten through eighth grade.
- Strengthening capacity through fundraising to serve schools with limited financial resources and increasing reach in urban school districts.
- Expanding scope beyond the classrooms by providing SEAL professional development services to other youth-serving programs through collaborations with the National Institute on Out-of-School Time at WCW and other leaders in the field.
- Informing public policy regarding SEAL through research and advocacy, forging partnerships with other organizations that create a movement for the integration of SEAL in the pre-service development of educators and youth workers.

Accomplishments toward these goals so far...

In July of 2008, Open Circle received a grant from WCW to merge the mission of long-standing partner Project Aspire, with its history of supporting social-emotional learning in urban schools, into the work and mission of Open Circle.

Through partnership building with DotWell, a community-based organization in Boston's Dorchester neighborhood, Open Circle has established office space in the community to support the work in the neighborhood and advance the integration of SEAL into more of the Boston Public Schools.

Open Circle and Families First, the premier parenting education organization of Massachusetts, have forged a partnership to offer comprehensive SEAL education to parents of Open Circle schools and out-of-school time programs. Initial pilots have begun at the Hardy School in Wellesley, MA and the Lee School in Dorchester, MA.

In an effort to strengthen the program's response to the issues of bullying, teasing, and harassment in schools, Open Circle has forged a new and exciting partnership with **Nan Stein**, WCW senior research scientist, that will allow Open Circle to be the national trainers of the *BullyProof* curriculum created by Stein. Trainings will be offered as early as winter of 2009.

Uncovering the Causes and Effects of Discrimination-Based Human Rights Violations in Family Court Proceedings

The Gender and Justice Project has completed an exploration of the manifestations, underlying causes, and general effects of combined racial and gender bias in Massachusetts family court proceedings that involve battered women of color. Using the Battered Mothers' Testimony Project as a guide, the study documented the human rights concerns of immigrant and minority women who rely on the family courts to resolve family violence problems. Data collected from in-depth interviews with carefully selected, experienced advocates who work for domestic violence service agencies, reveals the ways in which intersecting biases can both negatively and positively affect case processing, case outcomes, and victim safety for this severely disenfranchised group. The study found that biases operate in different ways in influencing court decision-making, depending on the race of the domestic violence victim and the race of her partner. In addition, court personnel's attitudes about factors such as a woman's dress in court and her knowledge of the court process can have a significant effect on her success in court, her ability to stay safe, and her ability to recover economically from abuse. The findings were used to craft specific recommendations for improving family court processes, for strengthening court-related services for domestic violence survivors, and for developing human rights-based training for minority and immigrant communities and for court personnel.



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Recent Presentations

Susan McGee Bailey presented “The Tension between Caring for Myself and Doing for Others” on October 2 to the Theological Opportunities Program in Cambridge, MA. In November, Bailey will participate in the Wellesley College Business Leadership Council’s 2008 Plenary Conference, “Authentic Connections: Using Your Voice to Make a Difference in an Interconnected World.” In her session, she will provide a summary of WCW’s work in the areas of women’s leadership and women’s international rights.

Monica Ghosh Driggers was a co-presenter of a workshop titled “Promoting and Protecting the Human Rights of Domestic Violence Survivors” at the 13th National Conference on Domestic Violence and 30th Anniversary Celebration Building Grassroots Leadership for Social Justice conference on July 21 in Washington, DC.

Ellen Gannett served as co-presenter of “The Promise of Out-of-School Time: What Can We Do to Ensure that After School Programs Are Poised to Support Every Child’s Success in School and in Life?” a plenary program during the State and Territory Child Care Administrators Meeting Strengthening Partnerships: Forging Future Foundations, held July 29-30 in Washington, DC.

Linda Hartling presented a workshop entitled, “Waging Good Conflict: Learning from Women, Learning in Connection” at the 6th Annual Conference of the Peace and Justice Association. The conference, Building Cultures of Peace, was held at Portland State University, Portland, OR, September 11-14.

Amy Hoffman read from her memoir *An Army of Ex-Lovers: My Life at the Gay Community News* at the World Fellowship Center in Conway, NH, on July 7. On August 23, she spoke about *Women’s Review of Books* and her experience in feminist and LGBT journalism at the National Lesbian and Gay Journalists Association convention in Washington, DC.

Ruth Harriet Jacobs recently presented “ABCs of Aging” and her play “Happy Birthday” in several Massachusetts’ communities. Additionally, Jacobs is teaching Lifetime Learning Creative Writing classes this semester through Brandeis University’s Osher Lifetime Learning Institute and Lifetime Learning at Regis College, both in Massachusetts.

The **Jean Baker Miller Training Institute** hosted its Fall Intensive Training Institute, “How Connections Heal: Founding Concepts and Recent Developments in Relational-Cultural Theory and Practice” October 24-26 at the Wellesley College Club, Wellesley, MA. The Fall Intensive Training Institute is a unique opportunity for the intensive study of Relational-Cultural Theory. This approach rests on the premise that growth-fostering connections are the central human necessity and disconnections are the source of psychological problems. In particular, relationships are profoundly influenced by cultural contexts. In addition to interactive presentations led by Institute faculty, learning activities included small and large group case discussions, role-plays, and therapy videos, as well as opportunities for journaling and self-reflection. Faculty presenters included: Judith Jordan, Janet Surrey, Maureen Walker, and Amy Banks.

Judith Jordan presented “How Are We Women Complicit in the Social Code of Male Superiority?” on September 25 at the Fall 2008 Theological Opportunities Program, Women in Today’s Culture: Issues We Face and How We Deal with Them, in Cambridge, MA.

Erika Kates presented “Low-Income Women’s Access to Education? A Case Study of Welfare Recipients in Boston” as part of a panel on Women, Economic Security and Justice at the National Council for Research on Women annual conference in June in New York City, NY. She was joined by Autumn Green, a student who was one of the project planners and trainers of low-income women community researchers. The documentary, *Who Does She Think She Is?*, produced by Mystic Arts in collaboration with the Wellesley Centers for Women, was also screened at the conference.

Wendy Wagner Robeson moderated a session at The Annual Meeting of the Child Care Policy Research Consortium, Washington, DC, in August titled “Current Status and Challenges in Quality Measures Development: Linking Practices to Young Children’s School Readiness Across Domains of Development.”

Nan Stein delivered the keynote address, “What a Difference a Word Makes? Sexual Harassment or Bullying—According to the Feds, Researchers and the Public” at the Annual International Coalition against Sexual Harassment conference on August 3 in Boston, MA. She also presented “Sexual Harassment in Schools: The Gendered Dimensions of School Violence and Precursors to Teen Dating Violence” at the Association for Gender Equity Leadership in Education 2008 National Conference in July in Peabody, MA.

Upcoming Presentations: WCW Lunchtime Seminar Series*

Fall 2008

NOVEMBER 6

Locating a Secret Problem: A Rising Pandemic of Sexual Violence in Elementary and Secondary Schools
NAN STEIN, ED.D.

THE GRACE K. BARUCH MEMORIAL LECTURE

NOVEMBER 13

Elder Women’s Education: Opportunities and Transformations
RUTH HARRIET JACOBS, PH.D.

NOVEMBER 20

How the Conservative Right Distorts Social Science Research to Validate Its Causes: A Case Study
JEAN HARDISTY, PH.D.

DECEMBER 4

Traumatic Stress among Resettled African Refugee Youth: Identifying Needs and Interventions in New Hampshire
MICHELLE V. PORCHE, ED.D.
LISA R. FORTUNA, M.D., M.P.H.

DECEMBER 11

In-dependent Identities: Rural Adolescent Girls’ Narratives of Isolation and Connection
ERIN E. SEATON, ED.D.



Spring 2009

FEBRUARY 26

Using Advanced Modeling: Trajectories of Depressive Symptoms Across the Adolescent to Adult Transition
ALICE FRYE, PH.D., M.P.H.

MARCH 5

Hope in Action: Healing Practices of Power and Possibility
MAUREEN WALKER, PH.D.

MARCH 12

Dual Trauma Couples—Implications for the Perpetration and Experience of Violence
PAMELA C. ALEXANDER, PH.D.

MARCH 19

Measuring Violence against Women: Global Reform Indicators and Knowledge Production
SALLY ENGLE MERRY, PH.D.

THE GRACE K. BARUCH MEMORIAL LECTURE

MARCH 26

The Prevention of Depression in At-Risk Adolescents
TRACY R. G. GLADSTONE, PH.D.

APRIL 2

Kids on the Fastrack! A Study of an International Preschool Enrichment Program
GEORGIA HALL, PH.D.

APRIL 23

Framing the Future: The Impact of Attachment and Parenting Style on Youth Attitudes toward Risk Behavior and Future Life Events
DEBORAH SCHECHTER



*Schedule is subject to change. Please confirm programs at www.wcwonline.org/calendar. Please visit www.wcwonline.org/audioarchive to listen to recordings of some past WCW Lunchtime Seminars.



SEED Project Moves Educational Equity and Diversity Forward

Photo credit: www.qwebpage.com

TWENTY-TWO YEARS AGO, PEGGY MCINTOSH FOUNDED A TEACHER PROFESSIONAL DEVELOPMENT PROJECT TO WORK FOR GENDER EQUITY IN SCHOOLS. She thought of it as an experiment in faculty-led faculty development—empowering teachers to work within their own schools, and within themselves, for change. Now, the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity) is the nation’s largest K-12 faculty development project engaging public and private school and college teachers from all subject areas, grade levels, and geographical locations in the quest for gender fair, multiculturally equitable, and globally informed education.

McIntosh, associate director and senior research scientist at the Wellesley Centers for Women, co-directs the SEED Project with Emily Style, an English teacher in New Jersey who has taught in public and private schools and universities, and Brenda Flyswithawks, a psychology professor at Santa Rosa Junior College in California. More than 1,800 teachers from 39 U.S. states and 14 other countries have been trained as SEED seminar facilitators by National SEED and the Minnesota and New Jersey branches of the Project. SEED leaders enroll colleagues in their schools for monthly, three-hour seminars. These interactive seminars have

engaged over 30,000 teachers to date. Many SEED seminars go on for years, and as a result of the seminars, more than 30 million students are experiencing greater diversity in the curriculum and teachers who take the “textbooks” of their students’ lives as seriously as they do other texts worthy of study.


Each year the SEED Co-Directors assemble a staff of 16 educators from diverse backgrounds and locations across the country and the world. The staff co-creates and co-facilitates a seven-day SEED New Leaders’ Week which prepares educators to be SEED seminar leaders in their own communities. In 2008, the staff welcomed 44 participants from 13 U.S. states and Hong Kong. Half of the 2008 new SEED leaders are people of color, as are the majority of SEED staff members.

SEED is a completely voluntary program. New SEED leaders must obtain half of the program costs from their schools, together with a commitment that the SEED seminar will be supported and recognized by the school community. The other half of the Project costs are raised

Above: The participants and staff from the July 2008 National SEED Project’s New Leaders’ Week held at the San Domenico School, San Anselmo, California.

through gifts, grants, and consulting fees.

“The SEED Project provides transformative support for the development of teachers, professionally and personally. Children and students of all ages benefit from adults who are competent to talk about complex power relations in society,” reports McIntosh, “and SEED teachers do not sweep matters of social justice under the rug. They help students to talk and think reflectively about them. We know this engages students in school in a way that raises achievement across lines of class, race, ethnicity, gender, and sexual orientation.”

For more information on the SEED Project (including application forms, due April 15, 2009), visit www.wcwonline.org/seed. 

Key Ideas behind the SEED Project:

- ▶ Unless educators re-open their own backgrounds to look anew at how they were schooled to deal (or not) with diversity and connection, they will be unable to create school climates and curricula that more adequately prepare students to do so.
- ▶ Without systemic understanding of gender, race, and class relations, educators who try to improve education will lack coherence and effectiveness in teaching in our multicultural society.
- ▶ Teachers and other school personnel are the authorities on their own experience. Only if teachers are put at the center of the process of growth and development can they, in turn, put students’ growth and development at the center of their classrooms. SEED’s “faculty-centered faculty development” model parallels student-centered learning.
- ▶ How can curriculum and teaching methods provide, in the metaphors of SEED Co-Director Emily Style, both “windows” into others’ experiences, and “mirrors” of each student’s own realities and validity? How can curriculum provide a balance between “mirrors” of U.S. experience and “windows” into the global world?
- ▶ Individual lives manifest not only the forces and pathologies of the larger society but also the seeds of wholeness and the potential for change. Deeply personal group work by teachers opens doors to both professional rejuvenation and institutional re-vision within schools.

New and Notable Publications

Women and Children: The Human Rights Relationship Asia Regional Conference Report and Executive Summary (2008)

UNICEF and Wellesley Centers for Women
Principal author: Rangita de Silva-de Alwis, LL.M., S.J.D.
*Price: FREE
Order: WCW 12

Women and Children: The Human Rights Relationship Asia Regional Conference, organized by UNICEF and the Wellesley Centers for Women (WCW) in Bangkok, Thailand in December 2007, brought together Asia's leading human rights advocates at the forefront of women's and children's rights for a groundbreaking discussion on how to conceptually, normatively, and in concrete ways advance the linkages between women's and children's rights in law and policymaking, institutional arrangements, programming and budgeting, and organizational networks. The hope is that the report (available as a free downloadable PDF) constitutes a seminal agenda for critical action and contributes to furthering the advancement of the rights of women and children within a human rights relationship.

So Sexy So Soon (2008)

Diane E. Levin, Ph.D. and Jean Kilbourne, Ed.D.
*Price: \$25.00
Order: 1023

In an age of wild girls, bad boys, and the media's stepped-up assault on childhood, Diane E. Levin, Ph.D. and Jean Kilbourne, Ed.D., internationally recognized experts in child development

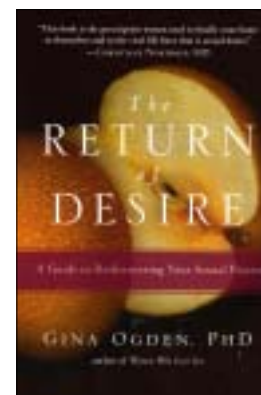


and the impact of media on kids, have teamed up to help parents of children of all ages. This groundbreaking book includes poignant stories to demonstrate how kids internalize what they see and hear and provides extensive practical strategies for counteracting disturbing messages. Kilbourne is a senior scholar at the Wellesley Centers for Women.

The Return of Desire (2008)

Gina Ogden, Ph.D.
*Price: \$14.95
Order: 1024

Gina Ogden, Ph.D., a marriage and family therapist and passionate voice in the field of women's sexuality, draws on decades of clinical experience and her pioneering survey of women and men all over America to combine the latest research with scores of moving stories and useful exercises and resources. Ogden invites readers to look beyond sexual performance and suggests wise and lively approaches for overcoming roadblocks to intimacy, and encourages readers to expand your capacity for love, creativity, compassion, and sacred union. Ogden conducted her national research while a visiting scholar at the Wellesley Centers for Women.



Other Publishing News

"Stages of Change in Batterers and Their Response to Treatment" by **Pam Alexander** and Eugene Morris has been published in the issue *Understanding & Facilitating the Change Process in Perpetrators & Victims* of the journal *Violence and Victims*, Volume 23, Number 4, 2008.

Tracy Gladstone co-authored "Clusters of Behaviors and Beliefs Predicting Adolescent Depression: Implications for Prevention," to be published in the *Journal of Cognitive and Behavioral Psychotherapies* (authors Paunesku, D., Ellis, J., Fogel, J., Kuwabara, S., Gollan, J., Gladstone, T., Reinecke, M., Van Voorhees, B.W.). The research team conducted a factor analysis, using the National Longitudinal Study of Adolescent Health (ADDHealth) data set, to identify clusters of behaviors/experiences that predict the onset of major depressive disorder at one-year follow-up in U.S. adolescents in grades 7-12. The authors concluded that prevention programs for adolescent depression should consider giving family relationships a more central role in their efforts.

Jennifer M. Grossman and **Linda Charmaraman** co-authored "Race, Context, and Privilege: White Adolescents' Explanations of Racial-Ethnic Centrality," which will be published in an upcoming issue in the *Journal of Youth and Adolescence* to focus on the place of race and ethnicity in adolescent development. Stemming from a dataset from the Mixed-Ancestry Adolescent Identity pilot study, qualitative findings from over 780 participants attending three New England schools provided a wide range of both "engaged" and "disengaged" White adolescent perspectives concerning the importance of race-ethnicity to their own identities. This study challenges a simpli-

fied perception of White racial identity as uniformly disengaged, toward a more complex appreciation of the diversity within White racial-ethnic identity.

Ruth Harriet Jacobs wrote the cover article for the American Society on Aging's Summer 2008 newsletter, *The Older Learner*. The article, "Elders Find Families at Lifelong Learning Institutes, Senior Centers," is available at http://www.asaging.org/asav2/learn/enews/08summer/comm_based_services.cfm.

Lisa Fortuna, **Michelle Porche**, and Margarita Alegria co-authored "Political violence, psychosocial trauma, and the context of mental health services use among immigrant Latinos in the United States," to be published in a forthcoming issue of the international journal *Ethnicity and Health*. This article describes the prevalence of exposure to political violence for a nationally representative sample of immigrant Latinos, and perceived need for and correlates of mental health services use.

Nan Stein contributed a section on Sexual Harassment to the *Encyclopedia of Interpersonal Violence*, a two-volume reference book published by SAGE Publications, Inc.

Global Connections

Susan McGee Bailey served as a presenter during the Ewha-Wellesley Global Leadership Conference in Seoul, South Korea in on October 21. Bailey and Eun-Mee Kim, professor from Ewha University, presented "Global Leadership in the 21st Century." The conference was held the first day of the 2008 World Women's Forum and attracted influential women leaders from around the globe. Ewha co-chaired the event with the Seoul Metropolitan Government and MBC, a large broadcasting company in Korea.

Rangita de Silva-de Alwis traveled to Beijing, China in May to present a paper on domestic violence issues in Asia as part of the Conference on Gender Equality organized by the Chinese Academy of Social Sciences. In August, she conducted a training program for the staff of the Secretariat for the Convention on the Rights of Persons with Disabilities (SCRPD) and other United Nations' (UN) agencies at the UN in New York City, NY. During the program, de Silva-de Alwis shared tools and a theoretical framework on human rights-based approaches within a gender equality framework in order to support effective program development domestically, regionally, and internationally, and to help operationalize the new convention. Akiko Ito, Chief of the SCRPD which was established in December 2007, is a member of the WCW Board of Overseers. Additionally, de Silva-de Alwis has been selected to serve as a member of the UN Evaluation Group Task Force on Evaluation Guidance-Human Rights and Gender Equality. This high-level advisory group is developing a guidance document for incorporating a human rights and gender equality perspective in all UN agency evaluations. She will participate in a workshop in November to review the draft guidelines and to strategize on moving them forward.

Linda Hartling's article, "Prevention through Connection: A Collaborative Response to Women's Substance Abuse," has been published in the German publication, *Women, Trauma and Addiction: Current Research and Clinical Experiences*. This book offers a mixture of theory and concrete practical therapeutic experiences along with a clear message advocating for cooperative engagement among health service providers who are working with substance abusing, traumatized women. Building a bridge between Germany and the USA, it offers an invitation and a challenge to expand one's professional frame of reference.

Nan Stein will travel to the United Kingdom to meet with WOMANKIND in December regarding their work on "sexual bullying." WOMANKIND is a United Kingdom-based charity dedicated to enabling women in developing countries to advance their status and wellbeing through increasing their political and civil participation, reducing violence against women, and informing and influencing policy and practice at local, national, regional, and international levels.

*Please note that prices do not include shipping and handling.

The publications listed here may be purchased from the WCW Publications office by calling 781.283.2510 or by visiting www.wcwonline.org/publications.

Spotlight on New Research

A Course on Women Shaping Society

Project Director: Rangita de Silva-de Alwis

Funded by: Asian University for Women (AUW)

This collaboration between the Asian University for Women (AUW) and the Wellesley Centers for Women resulted in the design of a year-long gender studies course, Women Shaping Society. A requirement for all second-year students at AUW, Women Shaping Society will provide an alternative discourse to challenge prevailing gender norms in Asia and help students become a vital part of the region's new role in global, social, and economic development. A multi-volume course design complete with reading materials, questions, and suggested student projects is being developed by de Silva-de Alwis for the course.

Strengthening Gender Equality and Anti-discrimination in China: Providing Technical Support to Ford Foundation's Grantees Working on Women's Rights and Anti-discrimination

Project Director: Rangita de Silva-de Alwis

Funded by: The Ford Foundation

This project seeks to build on the Wellesley Centers for Women's work with partners in China and embark on a series of programs aimed at strengthening equality and non-discrimination in the areas of sex, residency, and disability. The Wellesley Centers for Women will provide assistance in building a platform of action to support the development of these initiatives through public interest litigation, policy change, and comparative best practices. This will result in expanded capacity among women's rights and equal protection advocates to use the anti-discrimination clause in lawmaking, address gender bias in judicial decision making, and broaden access to justice for women by sharing international and comparative frameworks of law reform.

Accessing the Convention on the Rights of Persons with Disabilities to Empower Women and Children with Disabilities in Bangladesh and Nepal

Project Director: Rangita de Silva-de Alwis

Funded by: Open Society Institute

The overarching goal of this project is to facilitate full citizenship rights for women and children with disabilities in Bangladesh and Nepal. The project adopts a paradigm shift to bring the women's rights movement together with the disability rights movement to focus on the intersectionality of rights of women and children with disabilities. This pioneering model will broaden access for women and children to resources, strengthen laws and practices impacting women and children with disabilities, and bolster the initiatives to ratify the Convention on the Rights of Persons with Disabilities (CRPD) 2007. Strategies such as building action task forces, convening seminars, developing advocacy manuals, and providing technical assistance to Constitutional reform, law and policy making, and litigation to challenge discrimination will be employed to meet the project goals.

Career Pathways II: Expanding T.E.A.C.H. Early Childhood® to Support Youth Workers

Project Director: Ellen Gannett

Funded by: Cornerstones for Kids

In phase two of the Career Pathways Project, the National Institute on Out-of-School Time at the Wellesley Centers for Women, in partnership with Child Care Services Association and Next Generation Youth Work Coalition, will support a subset of the original Career Pathways states to expand upon work begun during phase one. Phase two focuses on piloting a strategy that has emerged as particularly promising—expanding the success of T.E.A.C.H. Early Childhood® to reach staff who work with school age or older youth (middle and high school age) in self-regulated programs (e.g. community-based organizations, affiliates of national youth-serving organizations).

Afterschool Matters Initiative: National Expansion

Project Directors: Ellen Gannett and Georgia Hall

Funded by: The Robert Bowne Foundation

As the Afterschool Matters Initiative moves into its sixth year, the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women is preparing to lead a national expansion of this project and to develop the long-term sustainability for the Afterschool Matters Initiative. NIOST will incorporate the Afterschool Matters Initiative into its national agenda for building the out-of-school time field and bridging research and practice. This Initiative seeks to enhance the quality and sustainability of out-of-school time program opportunities for children and youth by providing: (1) professional development for staff in the field of out-of-school time through the Practitioner Fellowship program; (2) the creation of a national research agenda through the work of the Edmund A. Stanley, Jr. Research Grantees; and (3) a forum for sharing quality and effective practices and theory through the *Afterschool Matters Journal* and Research Roundtables. With the work of Afterschool Matters, NIOST will inform policy-making that expands and enhances out-of-school time programming to meet the needs of children, youth, and families.

From Out-of-School to Outer Space: Exploring the Solar System with NASA

Project Director: Georgia Hall

Funded by: The National Aeronautics and Space Administration (NASA) with NASA Solar System Exploration Education and Public Outreach Forum, Jet Propulsion Laboratory (JPL)

The project combines out-of-school time (OST) professional advisors, the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, and NASA experts from across the agency to use research-based strategies to develop afterschool activity guides adapted from NASA Planetary Science formal education curricula. The objectives of the project are to: (1) enable OST professionals to pro-

vide engaging, enriching STEM (science, technology, engineering, math) experiences by using their input to adapt existing formal education curricula for out-of-school time use; (2) develop a training model to build the capacity of OST leaders; (3) develop and pilot an associated training video; (4) pilot and evaluate the training in California and New York, and; (5) disseminate the adapted model. NIOST will provide evaluation services in support of all phases of the project. NIOST will review the adaptation of the activity guide development, provide input for a preliminary design of the training model and supplemental video, and identify ways for participants to progress in NASA OST educational offerings.

Improving the Court Approach to Domestic Violence Cases in the Massachusetts Family Courts

Project Directors: Erika Kates and Monica Driggers

Funded by: The Boston Foundation

The researchers will conduct a comprehensive "snapshot" of family court sessions in selected family courts in the Commonwealth of Massachusetts. The action-oriented research is designed to inform a statewide strategy to improve court processes dealing with family violence cases. The data collected will include the nature and flow of cases and the experiences of litigants and their advocates in high volume family courts over a one-week period. The findings will be presented to court personnel, litigants, advocates, and family violence experts in three meetings designed to obtain feedback and to craft recommendations for action. These will be incorporated into a final report to be presented to the Courts, and the Governor's Council to Address Sexual and Domestic Violence. The study will contribute to the creation of a concise and comprehensive strategic plan for family court processes that meet all stakeholders' needs and address families' concerns.

Evaluation of the Impact of Get Real on Middle School Students' Sexual Health Outcomes

Project Director: Sumru Erkut

Funded by: Planned Parenthood of Massachusetts (PPLM)

This project is an evaluation of the effectiveness of Get Real, Planned Parenthood League of Massachusetts' (PPLM) middle school comprehensive sex education curriculum. The evaluation is designed to assess the curriculum's effectiveness in achieving short-term objectives, such as positive attitudes toward delaying sexual activity and toward contraception and protection use; effective communicating about sex with parents and peers; greater understanding of the need to limit the number of sexual encounters and sexual partners; increased understanding of the risks involved in frequent sex, sex with an older partner, and having many sex partners; and increased intention to practice correct and consistent use of protection and not to combine sexual activity with substance use. The long-term objective is promoting sexual health through limiting unintended pregnancies and increasing the correct and consistent use of contraceptives and other protection.

Additional Funding

Sumru Erkut and **Jenny Grossman** received support from Northeastern University Chemical Engineering Department and the National Science Foundation for an external evaluation of the process of developing a new teaching strategy that utilizes experiential activities simultaneously with open-ended problems to enhance the quality of the chemical engineering curriculum.

Peggy McIntosh and the **National SEED Project** received additional funding from the Funding Exchange and from various individuals.

The **Jean Baker Miller Training Institute** at the Wellesley Centers for Women received gifts from various individuals.

Nancy Marshall received additional funding from Children's Investment Fund for research on the impact of facilities in early education and child care settings on child outcomes.

The **National Institute on Out-of-School Time** (NIOST) received funding for trainings, consultations, and evaluations from: City of Cambridge, Agenda for Children; DC Children and Youth Investment Trust Corporation; School's Out Washington; Montgomery County Collaboration Council for Children, Youth and Families, Inc; Boston Public Schools (DELTAS); United Way of Pioneer Valley; AIDS Action Committee of Massachusetts, Inc.; the Commonwealth Corporation; the Massachusetts Department of Elementary and Secondary Education; Illinois Network of Child Care Resource and Referral Agencies; Catholic Charities Metchen; Georgia School Age Care Association; and New Jersey School Age Care Coalition.

Open Circle received additional funding from the E. Franklin Robbins Charitable Trust for continued development of infrastructure to support Open Circle training in New Jersey, funding from the Roche Brothers Supermarket, and gifts from various individuals and board members.

Michelle Porche received supplemental funding from Endowment for Health for her work on assessing and addressing traumatic stress among resettled refugee youth in New Hampshire.

Joanne Roberts and **Nancy Marshall** received additional funding from the University of Massachusetts, Boston and the U.S. Department of Education for continued evaluation of the Boston Ready Professional Development system.



Update on Work to Empower Children for Life

The Robert S. and Grace W. Stone Primary Prevention Initiatives

Grant Program, Empowering Children for Life, was established at the Wellesley Centers for Women (WCW) in 2003. This program provided support for research and evaluation that advance understanding the role of relationships in fostering child and adolescent well-being and healthy human development.

Researchers from across the country were invited to submit proposals for funding to support dissertation research or larger research projects.

Although this grant program has ended, several grant recipients continue their important research on promoting resilience in youth and remain actively connected to WCW.

Urban Adolescents, Background and Success

In 2003, **Anne Noonan**, Ph.D. received a Stone Center Grant for a project titled, "Urban Adolescents' Perceptions of Social Class and Relationships at Work Entry." The funding enabled her to conduct an in-depth interview study (baseline and follow-up) with school-to-career students in four Boston Public Schools, in order to learn about how students experience social class in their relationships with supervisors and other important adults at work. Overall, Noonan and her colleagues found that social class matters very much in these relationships, even if the students were initially reluctant to discuss it. The researchers also found that the quality of students' relationships with supervisors and other adults at work was important to their comfort discussing social class issues. Findings from this important work were published recently in the *Journal of Vocational Behavior* (2007, volume 70, pp. 542-560) in an article titled, "Urban adolescents' experience of social class in relationships at work."

Noonan continues to present data from her Stone Center Grant-funded research, most

recently at the 116th Annual Meeting of the American Psychological Association in August 2008. In this poster presentation, she and colleagues focused on the relation between what teens' talk about "where they come from" and their chances for success in the world of work. She recently submitted a manuscript describing this work more fully.

A former research scientist at WCW, Noonan is an assistant professor in psychology at Salem State College in Salem, MA.

The Relational-Cultural Model in Children

In 2003, **Belle Liang**, Ph.D. received a Stone Center Grant for her project titled, "The Relational Health Indices: A Study of Girls' and Boys' Relationships." As a result of the funding, Liang has been able to conduct pioneering research that explores the applicability of the Relational-Cultural Model (RCM) in children. Previously, little research examined growth-fostering relationships in children, how these relationships impact overall development, and whether interventions designed to foster children's relational development have efficacy. Despite the clear need for empirical research in this area, prior to research by Liang and her colleagues, no measures of the relationship dimensions emphasized in the RCM (i.e., engagement, authenticity, empowerment, and conflict tolerance) were currently available for use with middle school- and high school-aged youth. Liang's research addressed this gap by developing a new measure, the Relational Health Indices for Youth (RHI-Y), and used it to evaluate Open Circle, a school-based intervention program at WCW grounded in the RCM. Overall, research with this new measure has revealed patterns of correlations between teens' relational health and their social adjustment that are similar to those found with college women. Specifically, teens' school engagement and general sense of social support were correlated with their relational health in peer and mentor relationships. Moreover, relational health in peer relationships were associated with more self-esteem and less depression.

The new RHI-Y measure is currently being used in a number of studies. For example, Liang and colleagues are conducting a study that assesses the formation of growth-fostering mentoring relationships, predictors of growth-fostering relationships, as well as ethnic and gender differ-

ences. Another study assesses the quality of growth-fostering peer, mentor, and community relationships as manifest in youths' online social worlds. A demographically diverse sample of 200 youth participants engaged in a digital social network (e.g., Facebook) will be administered surveys regarding their Internet usage and outcomes such as relational health, psychological well-being, and positive youth development (e.g., civic participation and social consciousness). All of this current research is a direct outgrowth of Liang's Stone Center Empowering Children for Life Grant.

Thus far, Liang has presented findings from this research at two international conferences as well as the WCW Luncheon Seminar Series. She has published a peer-reviewed article using the new RHI-Y in the *Journal of Community Psychology*, and has a second manuscript under review. A former research scientist at WCW, Liang is an associate professor in counseling and developmental psychology at the Lynch School of Education at Boston College in Boston, MA.

Mentoring Relationships

In 2003, **Renee Spencer**, Ed.D., LICSW, received a Stone Center Grant to support her research project, "Getting to the Heart of the Mentoring Process: An In Depth Interview Study of Successful and Unsuccessful Mentoring Relationships Between Adolescents and Adults." The primary objective of this study was to identify relational processes that differentiate more and less successful mentoring relationships. She conducted more than 30 in-depth qualitative individual interviews with adult and adolescent participants in formal mentoring relationships that ended early. The interviewees were all participants in two established Boston-area mentoring programs, The Big Sister Association of Greater Boston and Big Brothers Big Sisters of Massachusetts Bay. These interviews were analyzed and compared to a set of interviews previously collected for a study of enduring mentoring relationships, using Relational-Cultural Theory as the guiding framework. This research yielded a set of findings about why mentoring relationships end early, including mentor or protégé abandonment, unrealistic and unrealized expectations on the part of the mentor, and inadequacies in mentor relational skills, including the inability to bridge cultural differences. A set of characteristics of successful mentors also was delineated, including developing a deep commitment to the child, navigating relationships with the youth's family, and

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have been detailed in four presentations, including one for the WCW Lunchtime Seminar Series, and a collection of articles—two peer-reviewed journal articles, one published in the *Journal of Adolescent Research* and the other in *Psychology of Men and Masculinity*, another manuscript currently under review, and a brief that was published and is available online as part of a series bridging research and practice for mentoring program professionals commissioned by Mentor/The National Mentoring Partnership.

A former research associate at WCW, Spencer is an assistant professor at the School of Social Work at Boston University, Boston, MA.

Narratives of Rural Girls

In 2005, **Erin Seaton**, Ed.D. received a Stone Center Grant for her project, “By Myself: Rural Girls’ Narratives of Identity and Relationships in School.” Funds from the Stone Center enabled Seaton to interview adolescent girls growing up in central New Hampshire. These girls faced multiple challenges to crafting coherent and constructive self-identities, including sexism, violence, poverty, racism, heterosexism, and conflicting messages about sexuality and femininity. A central aspect of Erin’s research addressed the complexity of the girls’ relationships in their small town. There, the tight-knit community gave some girls a feeling of protection and simultaneously endangered other girls, who experienced violations in close relationships or believed they were prejudged by others. All of the girls reported conflicting feelings about their connections to others, describing experiences of intense isolation and yet a sense of strength in their independence. This research highlights the ways in which rural girls may attempt to craft a sense of self with grace and courage.

Seaton has published findings from this research project in the *Journal of Adolescent Research*, and also in the *Journal of Research in Rural Education*. Additionally, she has recently published an article in the journal, *Qualitative Research*. She currently teaches in the Education Departments at Merrimack College in North Andover, MA, and at Tufts University in Medford, MA. She will present on this work at a WCW Lunchtime Seminar on December 11, 2008, in Wellesley, MA.

Cultural Identity and Coping

In 2004, **Deborah Schechter**, a doctoral candidate in anthropology at the University of Washington, received an individual dissertation award from the Stone Center Grant fund to support her dissertation research, “Cultural Identity, Stress, and Coping in Passamaquoddy Children and Adolescents.” The objective of this research



was to explain variability in attitudes towards risk behaviors and future life events in a sample of Native American youth. Schechter carried out fieldwork in two reservation communities of the Passamaquoddy tribe located in eastern Maine. She interviewed 104 youths aged 10-23 years, representing a sample of 40 percent of children in the community from this age group about their family environment, internalization processes (how oriented they are to the present or future and the quality of relationships with primary caregivers), coping mechanisms, and time preference (attitudes towards risk behaviors and future life events). She also collected saliva samples to measure cortisol, a biomarker of psychosocial stress. Overall, Schechter found that insecurities in the family environment were internalized by youth, such that youth living with both mother and father were less oriented towards the present and more oriented towards the future, had fewer problems with attachment, and had lower cortisol levels than youth living in different head of household configurations. She also found that youths’ internalizing processes were associated with their attitudes towards risk behaviors and future life events, and that positive feelings about cultural identity and the presence of role models were protective against risk.

Schechter has presented findings from this research at a number of professional meetings, and she will talk further about this important work at a WCW Lunchtime Seminar to be held in April 2009 in Wellesley, MA. She is currently completing her Ph.D. in anthropology at the University of Washington.

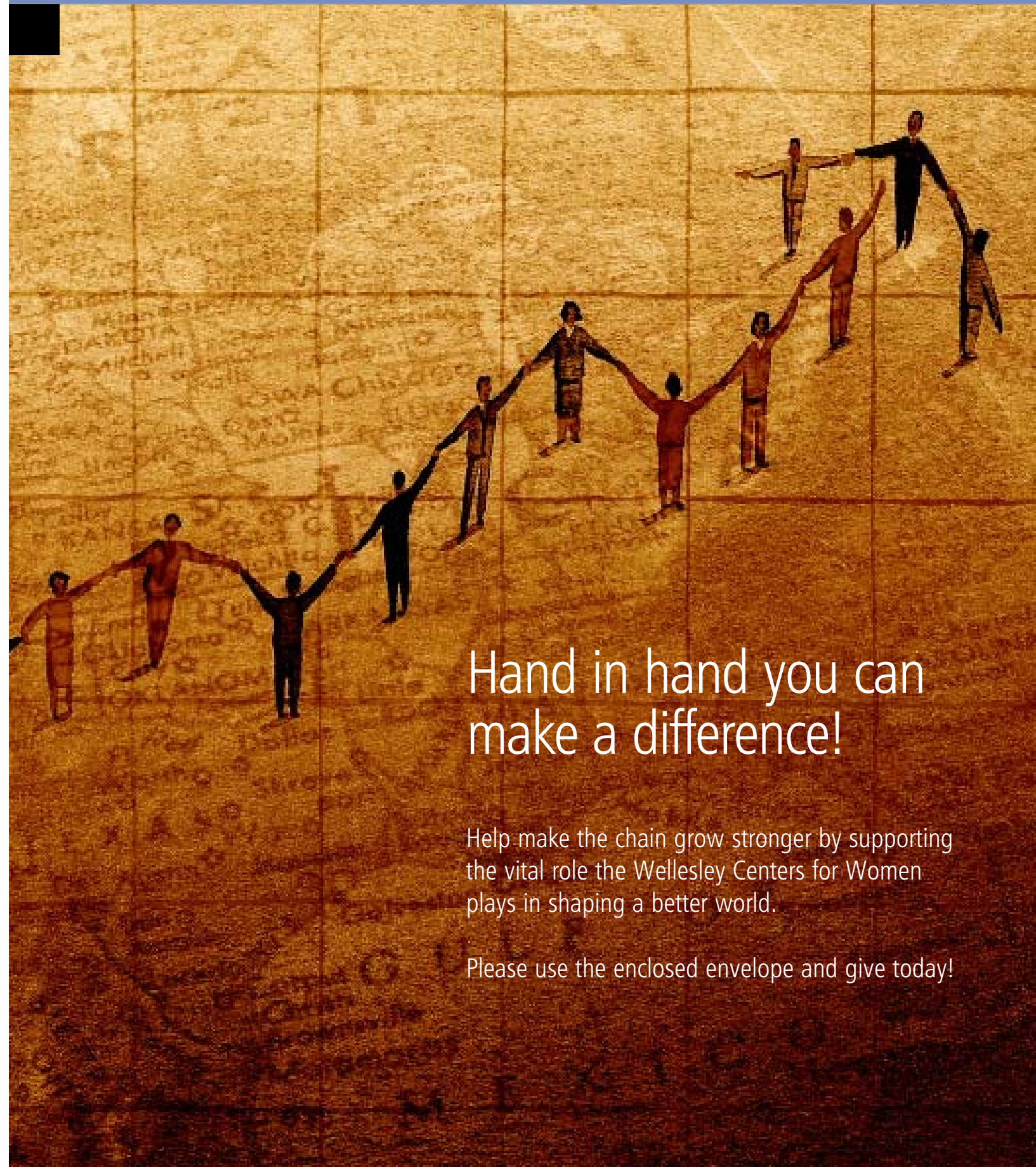
Primary Prevention for Very Young Children

Ruth Paris, Ph.D. was awarded a Stone Center Grant in 2005 to support her work, “Primary Prevention for Very Young Children: Studying the Intervention Methods of a Home-Based Mother-Infant Treatment.” Stone Center funding enabled Paris to continue and expand important work evaluating the Early Connections Program at Jewish Family and Children’s Service of Greater Boston. This primary prevention pro-

gram involves therapeutic weekly home visits with mother/infant dyads when mothers and/or babies are struggling to make meaningful connections due to a range of physical and/or emotional difficulties. Mother/infant dyads were videotaped, and mothers completed questionnaires about their symptoms, stress, and relationship status. The Stone Center funds enabled Paris to conduct post-treatment interviews with mothers regarding their perceptions of the effects of their post-partum depression on their relationship with their infants and their assessment of the intervention. In addition, she conducted interviews and focus groups with senior clinicians in order to detail the techniques and processes involved in the therapeutic work.

Overall, Paris and her colleagues found that mothers described feeling sad, depressed, angry, guilty, ashamed and overwhelmed; these feelings were further augmented by the conflict between expectations of perfect motherhood and the reality of the experience. She also found that, as a group, these mothers felt overwhelmingly positive about the Early Connections intervention and, at termination, reported feeling less depressed, more connected to their infants, more competent as parents, and increasingly confident in their mothering roles. Findings from the clinician’s data highlight aspects of the processes in mother-infant psychotherapy that contribute to change and positive relational development in the mother-infant dyad, as well as in the therapeutic alliance. Viewed through the lens of relational theories relevant to mother-infant treatment, the findings support the importance of the relational connection as a catalytic factor in change and growth that occurs during psychotherapy.

Paris has presented findings from this research at a number of professional meetings, and she has a manuscript in press in the *Infant Mental Health Journal*. Currently, she is an assistant professor and director of the Family Therapy Certificate Program at the Boston University School of Social Work in Boston, MA. ❁



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