

# Research & Action Report

Wellesley Centers for Women



Center for Research  
on Women



Stone Center



***Featuring:***

**Add Drama, Multiply  
Interest: A New Way to  
Teach Math**

**Uncovering Links  
Between Childhood Abuse  
and Delinquency  
in Girls**

**Nigerian Activists  
Focus on Gender and  
Sexuality**

Spring/Summer 2003  
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or call us at 781-283-2484.**

**Thank you!**

*In the geography class we learned as children how to bound the country in which we live. By the map we were taught to orientate ourselves nationally . . . It seems now that we must forthwith go to school again and learn about boundaries in a wholly different kind of way, namely, that they do not represent the end of the good citizen's responsibility but also a beginning. Boundaries are contacts as well as limits.*

The Honorable Jeannette Rankin, 1932

This past February WCW and the Boston Research Center for the 21st Century co-sponsored the Jeannette Rankin Lecture on World Peace. In her address to a crowd hungry for hope, Representative Barbara Lee (D-CA) called on us to use our creativity and energy to seek alternatives to war. Despite the decision of the U.S. government to invade Iraq, I am more convinced than ever that as we move forward in this new century we must continue to explore and pursue peaceful solutions to conflicts around the globe. Re-envisioning what it means to be a citizen is a critical component in this endeavor.

In a world where people move from country to country seeking new opportunities and, far too often, fleeing oppression or armed conflict, old notions of bounded nations with homogeneous cultures and shared definitions of citizenship are increasingly problematic. Furthermore, most definitions of citizenship are grounded, as they have been for centuries, in a patriarchal sense of male privilege, which has never served women well.

Although women everywhere are struggling to confront violence, protect children, and build communities in which women, men, and children can live in harmony, the vast majority of this work never connects with governmental decision making. Efforts that can enhance communications and connections across boundaries—whether fostered by gender, geography, race, religion, culture, or class—are all parts of the alternatives puzzle that we must put together piece by tiny piece. In the process of doing this we will also be fostering a broader definition of citizenship that goes beyond political boundaries, acknowledges the interdependent nature of life on Earth, and provides equal space for the concerns and contributions of ALL women and men.



Susan McGee Bailey

This issue of *Research & Action* reports on efforts here at WCW that address cultural and gender differences within the U.S. It also details ways in which we are building connections and learning from women in other parts of the world. Next spring the Centers will hold the first in a series of international research and action conferences. The initial conference will focus on violence against women and will draw on the work of researchers and grassroots activists around the globe. By building bridges and exploring alternative methodologies, we can more effectively address the violence that is a major barrier to women's equal participation in decision making—whether within the family, the community or the world. Until women can control our own bodies, lives, and actions, the world will be neither truly free nor safe for anyone.

## **The Women's Review of Books Turns 20**

*The Women's Review of Books* celebrated its 20th anniversary at a gala reception on April 3, 2003, at the Wellesley College Club. The only U.S. publication to focus exclusively on books by and about women, the *Women's Review* was founded in the spring of 1983 to cover the increasing volume of innovative writing by women. With a monthly readership of 25,000, the *Women's Review* makes a unique and vitally important contribution to the world of letters.

The anniversary also afforded an opportunity to acknowledge and publicly thank Linda Gardiner, founding publisher and editor in chief, who leaves the *Women's Review* this spring after 20 years at the helm. Broadly recognized for her leadership in the field of feminist publishing, in 1993 Linda received the Hilda A. Davis Award for Distinguished Service from the editorial collective of *Sage: A Scholarly Journal on Black Women*. In 2001, Women in Periodical Publishing presented her with the Exceptional Woman in Periodical Publishing Award.

Executive director Susan McGee Bailey introduced the new editor of the *Women's Review*, Amy Hoffman, welcoming her to the WCW community. Hoffman brings a depth of experience and vision to her position, assuring the continuing vigor of *The Women's Review of Books*.

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*For more information, visit  
The Women's Review of Books at  
[www.wellesley.edu/WomensReview](http://www.wellesley.edu/WomensReview).*

## **Battered Mothers Speak Out**

On November 25, 2002, the Women's Rights Network held a press conference to announce the release of *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*. November 25 was selected as the release date because it is International Day Against Violence Against Women and because it marked the start of an annual global women's human rights campaign, the "16 Days of Activism Against Gender Violence."

The first report of its kind in the U.S., *Battered Mothers Speak Out* analyzes six categories of human rights violations committed in the Massachusetts family court system in selected domestic-violence and child-custody cases. These violations were identified through extensive interviews with battered mothers, advocates for battered women and children, and officials who work in the Massachusetts family court system, including judges. The report concludes with a series of practical recommendations for reforming the family court system.

Endorsed by the Women's Rights Program of Amnesty International USA, NOW Legal Defense and Education Fund, and the Family Violence Prevention Fund, *Battered Mothers Speak Out* has received considerable print and radio coverage throughout Massachusetts. The Arizona Coalition Against Domestic Violence is replicating the project and plans to publish its human rights report on the Arizona family courts in the summer of 2003. Battered women's organizations in Minnesota, California, and Hawaii have also expressed interest in replication.

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*For more information,  
visit [www.wcwoonline.org/urn](http://www.wcwoonline.org/urn).*

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## **New Home Study Program: Women's Growth in Connection**

The Jean Baker Miller Training Institute was recently approved by the American Psychological Association to offer a home study program based on the book *Women's Growth in Connection: Writings from the Stone Center*. This program allows psychologists working in distant locations to earn professional continuing-education credits while studying the founding concepts of Relational-Cultural Theory. For more information, call 781-283-3800.

## CALL FOR PAPERS

### Voices from the Margins: Alternative Research on Violence Against Women

This special issue of *Violence Against Women: An International and Interdisciplinary Journal* ([www.sagepub.co.uk/journals/details/j0062.html](http://www.sagepub.co.uk/journals/details/j0062.html)) will feature papers that increase our understanding of violence against women through the use of alternative methodologies or focus on research in commonly marginalized communities. Papers may be on any aspect of violence against women including interpersonal, family, political, and racial violence.

We seek papers describing the results and/or approach of research that has focused on marginalized or understudied populations globally. Submissions in the English language from all countries are welcome. Research may have employed alternative methodologies or adapted traditional methods in new ways for work in different cultural contexts. We are particularly interested in research that places the voices of survivors at the center and on methods that find new ways to increase cultural and contextual relevance. Research may be defined in traditional academic terms or may be more community- or practitioner-driven. Papers may include innovative quantitative approaches,

qualitative methods (e.g., narratives) or different forms of documentation and expression (e.g., storytelling or mapping).

This peer-reviewed issue will be guest-edited by Linda M. Williams, Ph.D., Victoria L. Banyard, Ph.D., and Nada Aoudeh, MPH and M.Ed.

#### Submission deadline: July 31, 2003

Papers should be no more than 35 double-spaced pages and in APA format. Please submit three copies (two of which contain no author-identifying information) to:

Linda M. Williams, Director of Research  
Stone Center, Wellesley Centers for Women  
Wellesley College, 106 Central Street  
Wellesley, MA 02481 USA

For more information, e-mail [WCW-InternationalResearch@wellesley.edu](mailto:WCW-InternationalResearch@wellesley.edu).



### Alexandra "Sandy" Kaplan

Psychologist Alexandra G. Kaplan died February 6, 2003 at the Newton-Wellesley Alzheimer's Center in Wellesley, MA. Widely recognized for her contribution to the development of the Stone Center for Developmental Services and Studies, Kaplan was a former director of the Counseling Service at Wellesley College. Although she left her position in the early 1990s due to her illness, her commitment lives on in the groundbreaking work of the Stone Center and the Jean Baker Miller Training Institute.

"Dr. Kaplan was extremely dedicated to the work of the Stone Center," recalls Jean Baker Miller, director of the Jean Baker Miller Training Institute. "Indeed, she chose to leave a tenure-track position at the University of Massachusetts to devote herself to building new theory and practice at the Stone Center." She exemplified the vision and energy of those who collaborated during the Stone Center's early years.

Kaplan was an active member of the Society for the Psychology of Women, Division 35 of the American Psychological Association where she concentrated on teaching, research, and clinical practice. A feminist and peace activist, she was committed to social justice and change. Alexandra Kaplan leaves behind a rich legacy of scholarship and caring that serves as a model and an inspiration to those who follow in her footsteps.



### Lecture on World Peace Draws Overflow Crowd

WCW executive director Susan McGee Bailey, Congresswoman Barbara Lee (D-CA), and Virginia Straus, executive director of the Boston Research Center for the 21st Century (BRC) pose for the camera at the reception preceding the Jeannette Rankin Lecture on World Peace on January 26, 2003, at Wellesley. Part of the Women's Lecture Series on Human Values co-sponsored by WCW and the BRC, Rep. Lee's talk, "Forging Alternatives to War," was enthusiastically received by an overflow crowd of more than 400 friends of the two centers.





## A New Way to Teach Math

**MAKING MATHEMATICS INTERESTING** to young children has been an ongoing challenge faced by parents, teachers, and other education professionals for years. The problem is that children are asked to do abstract mathematical activities that have little intrinsic meaning for them. As a result, children often remain disengaged. Even the attempts to bring in “relevant” or “real world” examples—such as how many cookies each child will get or how long would you have to wait in line—are still not compelling enough to engage a young mind.

**THE ANSWER MAY LIE IN** the ancient art of storytelling. Experts have begun to realize that in order to place mathematics in a meaningful context, the material should be rich in such dramatic elements as character development, plot, surprise, conflict, and suspense. This is where storytelling comes in.

WCW researcher Sumru Erkut heads a team evaluating innovative supplementary mathematics materials that were developed by Beth Casey and colleagues in the Lynch School of Education at Boston College. These materials, which combine oral storytelling with the teaching of math, had their origins in a study group on gender equity in

math and science that met at the Wellesley Centers for Women when Casey was a WCW visiting research scholar. The study group's interest in equity in math and science education was coupled with Casey's Boston College colleague Michael Schiro's experience in storytelling in early math education to produce a successful grant application to the National Science Foundation.

**WITH SUPPORT FROM THE GRANT,** Casey and her team of scholars and elementary-school teachers developed the six-book series *'Round the Rug Math: Adventures in Problem Solving*, published in 2002 by Wright Group/McGraw-Hill. The *'Round the Rug Math* program introduces mathematical thinking through storytelling and puppetry. Children are encouraged to help the characters in the story solve problems that confront them during their adventures. "When the reason for solving a mathematical problem is intertwined with young children's fascination with fantasy as well as their love of being playful, then they will put all their energies into solving the mathematical problem," says Casey.

Different stories in the series teach different skills. For example, "Froglets Do the Measuring" helps develop estimation skills and the concept of length. "Sneeze Builds a Castle" fosters an understanding of spatial relations through block building. The math becomes more complex as the stories evolve. Throughout, children are active learners as they help characters solve their problems. In addition, the stories draw on themes from many cultures, making them meaningful and accessible to all.



Casey and her team of scholars and elementary-school teachers developed the six-book series *'Round the Rug Math: Adventures in Problem Solving*, published in 2002 by Wright Group/McGraw-Hill.

#### THE EVALUATION TEAM IS ASSESSING

the effect of the *'Round the Rug Math* program on children's math skills and on their interest in math. They are conducting a field experiment in 16 kindergarten classrooms in urban and suburban school systems that have large minority populations. Classrooms are randomly assigned to either control or implementation conditions. Teachers in the implementation classrooms supplement their regular math curriculum with "Tan and the Shape Changer" from the *'Round the Rug Math* series; teachers in the control classrooms teach only the regular math curriculum. Pre- and post-test assessment tools include the triangles subtest of the Kaufman ABC battery and a measure to gauge interest in math by choice of activity during free-play time in class. Erkut, the principal investigator for the evaluation, says: "Our hypothesis is that kindergartners who have participated in the implementation classrooms will not only show greater gains in geometry, they will select "shapes" for free play more often in the post-test than will kindergartners in the control classrooms."

**SO FAR 230 KINDERGARTNERS** from varying cultural and economic backgrounds have been interviewed. The evaluation will continue until the end of July 2003 to assess the persistence of skills and preferences over time. In the end, combining age-old storytelling and teaching mathematical concepts may be one of the answers for which educators and parents have been searching.

# Uncovering Links Between Childhood Abuse and Delinquency in Girls



ACCORDING TO NATIONAL ESTIMATES, every year more than 700,000 adolescent girls are arrested and brought into the juvenile-justice system. **In fact, today, adolescent girls comprise about 28% of all juvenile arrests.** Have girls become increasingly more violent in recent years? **Is the violent behavior of girls different from that of boys?** Do girls need different criminal-justice-system responses to help them cope with the problems they face? **And, since many of these girls have experienced abuse in childhood, is there a link between childhood abuse and adolescent delinquency?**



**Linda Williams and Veronica Herrera**, both researchers at WCW's Stone Center, address such questions in their ongoing research on pathways to delinquency. They find strong evidence to suggest a link between childhood abuse and juvenile delinquency. "It is important to note, however, that the majority of the victims of childhood abuse do not go on to lives of crime and delinquency," says Williams, who has been working for over 30 years in the field of child abuse and family violence. "On the other hand, we do find that up to 73% of the girls that are brought to the juvenile-justice system report childhood physical and/or sexual abuse."

Williams and Herrera's research has focused on the impact of exposure to family violence over the lifetime, with specific emphasis on how such violence affects the lives of girls and women. Williams and Herrera have worked separately and collaboratively on several longitudinal research projects in which participants have been followed and interviewed at intervals over the course of five, ten, and, in some cases, 30 years. "We take a life-course perspective in our research," says Herrera, "meaning that we want to understand how the experience of physical and sexual abuse in childhood affects behaviors such as delinquency or other outcomes such as depression in adolescence and adulthood." They follow families with histories of violence and families without such histories and compare the differences and similarities between these groups. Their research reveals that a history of childhood abuse is correlated with teenage delinquency, alcohol and drug abuse, and other social problems, especially in adolescent girls.

"Adolescence is one of the most crucial periods in the lives of girls, and problems of childhood often intensify as the challenges of adolescence are encountered," says Williams. "Although researchers and practitioners devote a lot of attention to very young children who experience physical and/or sexual abuse, little attention is paid to these girls in adolescence. Their experience of child abuse has faded into the past and our attention is drawn to their 'bad behaviors.'" Resilient behaviors and strengths are overlooked and behaviors labeled as disruptive and violent get society's attention. Once the girls reach the juvenile-justice system, the roots of their behaviors are forgotten or ignored.

*"Adolescence is one of the most crucial periods in the lives of girls, and problems of childhood often intensify as the challenges of adolescence are encountered."*

Herrera suggests that, while the published literature on victimization often focuses on girls' inward reactions to abuse, such as depression, there is mounting evidence that many victimized girls also display outward behaviors such as aggression and delinquency. Some argue that the strategies girls adopt in order to cope with and survive their abuse represent a key link between childhood victimization and female delinquency. For example, girls frequently come into contact with the juvenile-justice system when they run away from home. Many of these girls are fleeing profound victimization, yet get drawn into a system that labels their escape as delinquent.

"Much of girls' violent offending can also be described as acts of rebellion against their victimizers," says Herrera. The targets of violent offenses for which girls are arrested are often people with whom they have close relationships. Examinations of girls' assault charges find that most are a result of nonserious, mutual combat situations with parents in which the aggression, in many cases, was initiated by the adults. "We feel that the girls are being victimized twice, first by the family and then by the judicial system," says Williams.

Williams and Herrera are working together to develop a research agenda that will help untangle the complex pathways that lead to girls' delinquency. In addition to their ongoing longitudinal studies, they plan to seek funding for research that will document the untold stories of girls in the criminal-justice system. "We want our research to be instrumental in bringing to light the mechanisms that place girls at risk for delinquency," says Herrera. She continues, "Even more importantly, we want our work to contribute to policy changes that will result in appropriate treatment of the girls who end up in the juvenile-justice system."

## Nepalese Activist Meets with WCW Researchers

**Anuradha Koirala**, the founder of Maiti Nepal, visited WCW in March, meeting with executive director Susan Bailey and several members of the research staff to talk about her work on the trafficking of young girls in Nepal. Koirala founded Maiti Nepal in 1993 to address the growing problems confronting young women and girls lured to India and other bordering countries by promises of work and a better life, only to find themselves in sexual slavery. Maiti Nepal provides shelter, rehabilitation, and advocacy for these young women and for girls and boys who are destitute and in danger of being trafficked. As part of the rehabilitation program, Maiti Nepal has set up border-station teams of young women who have returned from India and are able to recognize trafficking situations. They intervene by challenging the traffickers and telling their own stories of being forced into sexual slavery to the young women and girls being taken across the border. This approach has proven to be effective in preventing at least some traffickers from crossing into India with young women and it has provided important work for the abused young women who have returned to Nepal. After years of working at the grassroots level, Koirala has recently been appointed to the Ministry of Women, Children, and Social Welfare in Nepal where she will be better able to shape government policy.

## Spring Luncheon Seminar Series Opens with Focus on Reproductive Rights in China



Joan Kaufman

**Joan Kaufman** opened the WCW spring luncheon seminar series with "Bringing Cairo to Beijing: The Global Women's Movement, Reproductive Rights and the Chinese Family-Planning Program." Formerly the Ford Foundation program officer for the Gender and Reproductive Health Program in China, Kaufman is currently a special consultant on global issues at WCW. Focusing on the recent history of China's emerging women's movement, Kaufman highlighted the influence of two major international conferences, the 1994 International Conference on Population and Development in Cairo and the 1995 Fourth World Conference on Women in Beijing, on the rethinking and reform of China's population and family-planning policy. Both conferences addressed the tension between national population-control programs and the reproductive rights of individuals, and both espoused a position affirming the primacy of rights protection and women's social and economic empowerment. The Fourth World Conference on Women was a catalytic event for many women in China who were exposed to the international women's movement for the first time and, as a result, began to address the negative impacts on women of China's population program.



From left: Linda Williams, Jo Kim, Susan McGee Bailey, Anuradha Koirala, Sumru Erkut and Brigitte Cazalis Collins.

## WCW Plans Spring 2004 International Conference on Violence Against Women

Linda Williams, Nada Aoudeh, and Victoria Banyard are heading a WCW team planning an international research and action conference on violence against women to be held in April of 2004 in Massachusetts. Innovations in Understanding Violence Against Women will bring together researchers and practitioners from around the globe to develop a collaborative research-practice agenda. A primary goal of the conference is to advance the understanding of violence against women by sharing, demonstrating, and promoting innovative concepts and research methodologies that will help prevent and ameliorate violence against women around the world. Developing strategies for prevention and improving services for victims requires a more complete understanding of victims' experiences in context, including the cultural, economic, and social environments they inhabit.

The planning team envisions the conference as a relatively small, dialogue-based international gathering of researchers and practitioners. There will be many opportunities for networking and collaborative discussions over the course of the three days. Grassroots activists, service providers, and academic researchers are encouraged to take part.

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*For more information, contact*  
[WCW-InternationalResearch@wellesley.edu](mailto:WCW-InternationalResearch@wellesley.edu).

## New Opportunity for International Work

This past November, WCW successfully partnered with several other organizations under the leadership of Development and Training Services in Virginia, to compete for the opportunity to bid on work for the Women in Development Program at the U.S. Agency for International Development. Research over the next five years will address the needs of women in developing and transitional countries as a key to progress in all societies. WCW's first contract is a review of the literature on research and programs that address gendered violence in schools in developing nations.

## International Human Rights Experts Consult with WCW Staff

This spring, researchers at the Centers had the opportunity to meet and work with two distinguished international human-rights advocates, Indai Lourdes Sajor of the Philippines and Nadera Shalhoub-Kevorkian, a Palestinian citizen of Israel. Sajor and Shalhoub-Kevorkian met with organizers of the Center's spring 2004 International Conference on Violence Against Women.

Internationally renowned activist, lobbyist, and educator Indai Lourdes Sajor founded the Asian Centre for Women's Human Rights in the Philippines. As its executive director, she spearheaded the organization's efforts to inform the public about threats to women's security and rights during times of war. Sajor has also served as a gender consultant to a number of international organizations including the UN Development Fund for Women and development agencies in Canada and the Netherlands. Her documentation of the experiences of comfort women in the Philippines raised issues of sexual slavery worldwide and culminated in a case against the Japanese government for its abuses of women during wartime. Her current work is aimed at expanding the definition of human security to include the well-being of individuals as well as nations.

Activist and scholar Nadera Shalhoub-Kevorkian is a passionate advocate for female victims of gender-related violence in Israel, Palestine, and Jordan. Professor of criminology and social work at Hebrew University in Jerusalem, she is also the founder of the Women's Center for Legal Aid and Counseling, which focuses attention on acts of violence against girls and women who are thought to have shamed their families as victims of rape, sexual abuse, incest, or alleged adultery. During her consulting visit, Shalhoub-Kevorkian worked with Linda Williams and Nan Stein, WCW co-directors of the National Violence Against Women Prevention Research Center, and spoke in professor Sally Merry and Nan Stein's "Gendered Violations" seminar in the Wellesley College anthropology department. She also presented "Violence Against Women and Politically Progressive/Liberating Methodologies: Sexual Abusers in Israel, Jordan and Palestine" as part of a Wellesley College series on human rights and the international movement against violence against women.



◀ Indai Lourdes Sajor



▼ Nan Stein and Nadera Shalhoub-Kevorkian

## Empowering Girls: Nigerian Activists Focus on Gender and Sexuality

By Deborah L. Tolman

Last May, I met with an international group of women who provide reproductive-health and sexuality-education services to adolescent girls in developing countries with support from the International Women's Health Coalition.



Photo courtesy of International Women's Health Coalition

Girls' Power Initiative staff meeting, Calabar, Nigeria

I had been invited to present the model of female adolescent sexual health outlined in my 1999 article, "Femininity as a barrier to positive sexual health for girls" *Journal of the American Medical Women's Association*, vol. 54, no. 3, pp.133–138. The model is distinguished by its emphasis on incorporating the contexts of individual girls' personal histories, experiences, qualities and knowledge within their dating/romantic relationships, other social relationships and the sociocultural/sociopolitical context in which such relationships develop and occur. I was very interested in the group's reaction to this model.

Many of the members of the group felt that the model I presented reflects their own approach to improving girls' sexual health and sexual rights (a concept that has not been well developed in the U.S.). Many also felt it offered them new directions for their programs. Their suggestions for improvement were extremely helpful, especially their emphasis on the need to explicitly identify the economic contexts in which girls are developing and that often put their sexual health and rights at risk.

During the course of the meetings, I had the privilege of talking with Dr. Bene Madunagu and Grace Osakue, who together founded and now direct a program called the Girls' Power Initiative (GPI) in Eastern Nigeria. They spoke with me about their approach to improving girls' sexual health and rights. GPI provides a mutual process of education and resistance to gender oppression for individual girls, their families, their communities and, ultimately, for national policies and initiatives. The organization has achieved international acclaim, and we in the U.S. have a lot to learn from the program. Of particular importance is GPI's fundamental belief that educating girls to resist gender stereotypes and become active, outspoken, and "interruptive" members of their communities is a critical part of what enables them to be sexually healthy.

The cornerstone of GPI is a carefully crafted curriculum that spans several years and provides a wealth of factual information about sexuality and about reproductive health and development. What contrasts sharply with U.S. efforts, is GPI's focus on *gender* as crucial to enabling and empowering girls in their cultural contexts. In the following excerpts from our discussion, Madunagu and Osakue describe their philosophy and offer vivid examples of how girls in the program put their critique of gender oppression into action to support their own and other girls' sexual health and rights.



**Osakue:** A major tool for the sources of GPI work is the gender perspective. I don't believe that a program of sexuality education not rooted in the gender perspective can have a long-lasting impact.

**Madunagu:** Gender is a component of every lesson. No matter what you are teaching, the societal attitudes in respect to that topic are very, very relevant. And that is usually our starting point because we have realized that where the girls are, and who they think they are, have a lot to do with whether they are able to protect themselves from exploitation and whether they are able to aspire, have dreams, and believe that they can actually achieve those dreams. Everything has to do with the issues of how society has conceptualized girls.

There's a social construction of who a good girl is. A good girl is expected to be invisible. She's not expected to be different. In GPI we try to help girls think critically, to question, and to realize that it is possible to be different and still be a good girl. We help the girls see beyond what they are told.

For us, the issue of gender is at the bottom of everything. It is what is being used to hold the girls back. Since we think it is time the girls are no longer held back, we believe the girls should have information. They are human beings who can think, they are human beings with rights, they are human beings with responsibilities. So we approach every issue from a gender perspective.

**Osakue:** And I think that we make girls realize that what the society calls a girl child is actually a social construction, and not the reality.

**Madunagu:** The girls realize that by the time you are born, as soon as they see from your vulva that you are female, you are no longer a human being. You now become a girl child. And it's like prison clothing. You dress in these bright colors, thinking, "Oh, I have to dress to please someone. I have to dress to be seen," whether it is what you want to do or not. And that's how the society builds up the girl as property. We have gotten a number of cases where GPI girls have stopped "bride price" in their families.

**Tolman:** Could you tell me more about that?

**Madunagu:** For example, a girl in GPI got back home one day, and the father called her to the sitting room. He told her that a man had come to talk about his wishes to marry her and that there was a long discussion about the bride price. Well, she finished listening—luckily for her, she was in her final year at GPI, so she was already an empowered girl!—and said, "Dad, I know you love me. You say so, and I believe you." He said, "Yes, so what does that have to do with this?" "It has a lot to do with it," she said. "My own senior brother is still in school, and you are talking about marriage for me. I also want to finish school. Even when and if I make the choice to marry, you want me to be treated like my mother," (because her father had paid bride price for her mother).

**Osakue:** We had a 13-year-old girl who actually intervened to stop female genital mutilation. Her auntie wanted to do it, and the girl was excited because they had bought all the materials. Well, this 13-year-old GPI girl went and told the auntie, "No, you can't do that." The auntie said, "What are you talking about? Where did you get this from?" The GPI girl had already succeeded in convincing her own mother, so she dragged her mother to the auntie's house, until the auntie agreed not to carry out the genital mutilation. And when the GPI girl's mother said that it was over and that they could go, her daughter reminded her of the things that had been bought. The GPI girl collected them, physically, so that they wouldn't be tempted to use them!

**Madunagu:** What should be natural is sexual pleasure, as part of human sexuality, male or female. But if you are forced or coerced into sexual intercourse and you have information that you can get a sexually transmitted infection, it becomes painful—psychologically, mentally, and physically. There is no cure for HIV/AIDS that we know of yet. Even if there is a cure in the developed world, it doesn't reach us, and we wouldn't, I'm sure, be able to afford it. So there is danger associated with wanting sexual pleasure under circumstances of male-female power.

**Tolman:** This is very similar to how many people in the U.S. are dealing with these issues and talking about this problem of the difference in men's and women's power in terms of sexual intercourse and risk.

**Madunagu:** Nobody says, "Don't have sexuality." Of course it's part of human development—part of human life and human sexuality. However, as a young, developing girl, if you have casual sex without the use of a condom, even if you never have menstruated, you can become pregnant, and you'll drop out of school. And you'll end up in a poverty situation because you have no skills to be able to get a good career, a good job that will take care of you and your child. And then you don't earn any respect.

However, if you, on your own, make the choice to be sexually active, then you have to protect yourself. We don't believe you should trust the male partner to use a condom that will protect you. You have to buy the condom yourself, and we teach GPI girls what it takes to make certain the condom is OK—the length of time it has, the shelf life, the storage, and so on, and how to test to know that it's still OK. So you have to buy it. It is a responsibility. If you know you can't buy it, then you are not yet ready.

After this lesson, a GPI girl went to buy a condom and the person said, "No, I can't sell a condom to you." "Why?" she asked. "You're a small girl!" was the answer. "Do you know my age? Did you ask me about my age? I'm 18. Would you sell to a boy of 18?" "Of course, yes!" "Aha, so it is not a question of my age, it is a question of my gender." The girl just wanted to practice the lesson she had been taught, but she went on to educate the man in the chemist's shop. But that's what it means—that you're not prepared for sexual acts if you cannot buy a condom.

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*Deborah L. Tolman, Ed.D., is a senior research scientist and director of the Gender and Sexuality Project at the Wellesley Centers for Women. An expanded version of this discussion will appear in a forthcoming issue of *Feminism and Psychology*, for which Dr. Tolman is serving as guest editor.*

*For more information about the Girls' Power Initiative, visit the International Women's Health Coalition at [www.iwhc.org](http://www.iwhc.org). To read more about the work of Deborah Tolman and the Gender and Sexuality Project, visit [www.wcwonline.org/gender](http://www.wcwonline.org/gender).*



## Interview with Suzanne Klein

Suzanne Klein, an international visiting scholar this year at WCW, is a Canadian academician-turned-lawyer working in the area of legal and policy research. For decades, she has devoted her attention to issues related to women's work and gender-based pay differentials, as well as issues concerning minority and human rights. While serving as a policy advisor to the minister of labor in Ontario, she played a role in formulating and passing the Ontario Pay Equity Act that has helped narrow the salary gap between predominantly female jobs and predominantly male jobs. Although she has retired from the Ontario Ministry, she is currently working as a consultant with the Ontario government.



Suzanne Klein

### Can you tell us what the Pay Equity Act is and how it came about?

The Pay Equity Act essentially calls for equal compensation for work of comparable value. In Ontario, before the Act was passed in 1987, there were major discrepancies in pay between what were construed as predominantly male jobs and predominantly female jobs. We asked, for example, why should a car mechanic get paid more than a nurse? The more we dug into these questions, the more we realized that the reason was that the jobs that were viewed as “women’s jobs” were getting paid considerably less than the jobs that were viewed as “male jobs.” In other words, there was a very wide pay differential between work traditionally performed by women and that done by men. The Pay Equity Act was implemented to address this problem. It established the dignity of labor and made women workers feel that they were getting paid for the value of their work.

### Can you give some examples of the pay differential that existed before the Act was passed?

Suppose your job could be described as taking care of young mammals. A zookeeper taking care of young monkeys—predominantly a male job—typically got paid about \$30,000 a year, while a day-care center worker taking care of young human babies—predominantly a female job—got paid about \$17,000 a year.

The profession of nursing is also a good example. Although it requires special skills and years of training and carries enormous responsibility and stress, the pay scale has traditionally remained low compared to other medical specialties where men predominate. Interestingly, whenever there was a shortage of doctors (most of whom were men), the Medical Association was able to negotiate more money for the physicians, whereas whenever there was a shortage of nurses (mostly women), the government would open the gates of immigration and bring in and train more nurses from countries like the Philippines and Malaysia.

Once the Act was passed, nurses began to understand the whole discriminatory nature of their jobs and were able to fight with their hospital management for fair treatment.

### What kind of challenges did you face before the Act was passed?

The biggest challenge was to design a way to compare different jobs and to decide which ones were comparable. For every job, we asked employers (and, where applicable, unions) to take into account the skills required to perform the job, the effort and training involved, as well as the responsibility and working conditions. They then needed to develop a gender-neutral formula to compare various jobs that existed in their establishment.

To decide what was typically a “male” job or a “female” job, we determined that any job where 60% or more of the job holders were female would be considered predominantly a female job, and any job where 70% or more of the workers were male would be considered predominantly a male job. We referred to the rest of the jobs as “gender neutral” and the law had no effect on these.

By the way, we weren't the first Canadian jurisdiction to enact a form of pay equity, but we were the first to apply it to the private sector and to require employers to correct wage discrimination in advance of an employee complaint.

#### **How was the Pay Equity Act implemented?**

The Pay Equity Act required any public- or private-sector business with ten or more employees to survey all the different kinds of jobs within its organization using the criteria that we established to determine if there was any undervaluation. The Act put the onus on the employer to identify and rectify the problem of unequal pay for work of equal value. As you can imagine, it affected an enormous number of people.

#### **Now that the law has been in effect for 15 years, what kinds of gains are being seen?**

I think the biggest gain is the raised consciousness among all involved about the pay differentials that exist. In fact, because of this heightened awareness, no one has dared to repeal the basic part of the Act even after the government changed.

Interestingly, many men have also benefited from this law since men who were working in predominantly female jobs were also affected by the pay differential.

Unfortunately, however, gains have remained modest due to economic and political changes that occurred shortly after the Act was passed. First there was a pre-NAFTA U.S.-Canada bilateral free-trade agreement. With the end of tariffs, many manufacturers moved their branch plants to lower-wage and lower-cost U.S. states. This weakened both unions and the economy. In the ensuing recession, government revenue shrank, and the funding for pay equity in the public sector (which includes the not-for-profit sector) became much more difficult. Finally, a backlash against the labor government brought to power an extremely conservative government, dedicated to budget surpluses and tax refunds. The government did not repeal pay equity but they were not eager to fund it.

#### **Currently you are working on the issues that concern home-based teleworkers. Can you tell us what those issues are?**

Due to technological advances, employers have been able to offer many jobs that can be performed from home. This new trend has created an increasing number of home-based teleworkers, who are primarily women. It looks at first glance like they have the best of both worlds because they can take care of young children or aging parents and do not have to worry about the traffic and the commute time. The truth is that these workers face uncertain employment with no career ladders to climb, no pensions, and no health-care benefits.

In essence, employers have not only successfully transferred their overhead to workers but they have also transferred the social costs—such as pension funds for retirement—to the worker and to society. In return, they have created virtual call centers where women take orders from their homes. It knows no borders and is happening throughout the world.

#### **What drives you to concentrate on ensuring fair wages for women?**

In fact, I care about all marginalized workers: women, recent immigrants, visible minorities, persons with disabilities. It's both a justice issue and a social welfare one. I find this work ideologically satisfying because I am able to work on issues that are very close to my heart.

## New Funding

### **4 Schools for WIE (Women in Engineering)**

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*Project Director: Sumru Erkut  
Subcontract from Northeastern University  
Funded by the National Science Foundation*

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Sumru Erkut and Fern Marx are the outside evaluators of 4 Schools for WIE (Women in Engineering), an NSF-funded consortium of four engineering colleges in Massachusetts (Northeastern University, Boston University, Tufts University, and Worcester Polytechnic Institute) committed to gender equity in science, technology, engineering, and mathematics. The project will demonstrate how engineering concepts can become part of the middle-school curriculum in ways that encourage girls as well as boys to continue along the engineering pathway.

### **Hear Our Voices: Girls and Technology at the Computer Clubhouse**

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*Project Director: Sumru Erkut  
Subcontract from the Boston Museum  
of Science  
Funded by the National Science Foundation*

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Sumru Erkut and Fern Marx are external evaluators of Hear Our Voices: Girls and Technology at the Computer Clubhouse. The project will fund 20 Intel Computer Clubhouses to set up girls-only days to promote and sustain girls' interest and skill in technology. The goal of the evaluation is to identify programmatic approaches that bring more girls into Computer Clubhouses.

### **Achieve Boston: Building Skills to Support the After-School and Youth Work Profession**

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*Project Director: Ellen Gannett  
Funded anonymously*

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This funding will support the National Institute on Out-of-School Time project to build a professional-development infrastructure for staff working in after-school programs and programs for older teens in Boston. This initiative is a collaboration of the following organizations: Parents United for Child Care; Boston 2:00-to-6:00 After-School Initiative; BEST Initiative of the Medical Foundation; Boys & Girls Clubs of Boston; Massachusetts School-Age Coalition; and YMCA of Greater Boston.

### **Gender Equity in Model Sites (GEMS) Initiative**

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*Project Director: Peggy McIntosh  
Funded by the Caroline and Sigmund Schott Foundation*

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This funding will support the planning and implementation of intensive gender-equity work in two or more Massachusetts urban schools. The goal of this project is to advance gender awareness and equitable school climates and behaviors in the chosen sites over the next three to five years.

### **Massachusetts After-School Research Project**

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*Project Director: Joyce Shortt  
Subcontract from the Intercultural Center for Research in Education  
Funded by the United Way of Massachusetts Bay*

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This project is the first phase in a multiyear project that will conduct research on the impact of quality out-of-school-time projects on young people's academic and developmental successes.

## **Continuation Funding**

**The Women's Rights Network**, co-directed by Carrie Cuthbert and Kim Slote, received additional funding from the Dickler Family Foundation and from The Ford Foundation for the Battered Mothers' Testimony Project.

**Nancy Mullin-Rindler** received additional funding from the Center for Schools and Communities to provide continued consultation to the Commonwealth of Pennsylvania Olweus-based Bullying Prevention Program.

Open Circle, directed by **Pamela Seigle**, received additional funding from Seth A. and Beth S. Klarman, the Anne and Albert Mansfield Foundation, the Vanderbilt Family Foundation, the E.H.A Foundation, Inc., and the Tara Fund of the Tides Foundation.

**Joyce Shortt** received a continuation grant from The David and Lucille Packard Foundation for "Building a Skilled and Stable Workforce: Strategic Dissemination." Additional funding was received from the Baptist Community Ministries, through Dillard University, for consultation and training that will build the capacity of the Greater New Orleans Out-of-School-Time Project to help after-school programs improve their services to young people. Funding was also received from the After School Corporation for consultation on the MetLife Discovering Communities Initiative.

**Nan Stein** received additional funding from the Department of Defense Education Activity Safe Schools Project through the Research Corporation of the University of Hawaii. She also received funding from the E.H.A. Foundation, Inc., for her work on zero tolerance in schools.

**Deborah Tolman** received a continuation grant from The Ford Foundation for "Beyond Pregnancy, Parenthood and AIDS: Final Development of a New Conception of Adolescent Sexual Health."

# STUDENTS AT THE CENTERS

Students are a vivid presence throughout the three buildings that house the Wellesley Centers for Women—at the copy machine, at computers, and at the reception desk. Each year, WCW hires approximately 70 students in a variety of clerical and research positions.



Colleen Murphy '03

In addition, four endowed internships—two at the Stone Center and two at the Center for Research on Women—provide rich opportunities for students to dive into the world of research and to substantiate textbook learning with real-life lessons. “Students work on all projects—soup to nuts,” observes senior research scientist Sumru Erkut, who has worked with many young women at the Centers over the years. Students process data for studies, edit reports, write copy, help with events, contribute to the Centers’ public outreach efforts, answer phones, and generally make things happen. Students have co-presented at seminars and conferences and co-authored papers or journal articles with their senior mentors.

These young scholars are a vital part of life at the Centers and their experiences extend far beyond their employment on any single project. Vanessa Greene, who worked with senior research scientist Fern Marx from 1997 to 2001, puts it this way: “The more I worked, the more I began to learn about the research process and the various projects being undertaken at the Centers.” During her four years at Wellesley College, Greene was a key contributor to Marx’s research and a co-presenter at the WCW Luncheon Seminar, “The Cultivation and Practice of Leadership.”

Marx, a dedicated mentor, observes: “At some level, the students are surrogate daughters (my own daughter is so far away). These amazing young women give me the opportunity to watch many of them grow and change over the course of several years. For me, a big part of the satisfaction is also sharing their life after college, writing letters of recommendation, going to their graduations, celebrating their life changes. They enrich my work through the insights they offer. I can truly say that they are colleagues in every way and that working with them is one of the key reasons I have stayed at the Centers. I see mentoring as a form of teaching. I work with students of different abilities, and it is exciting when I ask a student to do something she thinks she can’t do, and then finds out she can.”

**The students become** part of the Centers’ groundbreaking research and innovative programs and their mentors gain valuable new perspectives from a new generation of scholars. Building on her experience as one of the founders of the student group Organization for Mental Health Awareness, Morgan Wells, the Class of ’67 Intern at the Wellesley College Counseling Service, helps pull together student focus groups. “I feel that I offer a unique perspective since I understand the needs of students firsthand,” says Wells. Working as an intern has given her a rare look at the inner workings of the Counseling Service. “I understand now what inspires them to do what they do,” she says. “A major part of learning is just observing the process itself.”





# A WIN-WIN STRATEGY FOR ALL

"My work as an intern places classroom discussions of feminism within a real-world context, bridging the gap between theory and implementation," comments Aishwarya Lakshmiratan, this year's Linda Coyne Lloyd Student Research Intern. A senior majoring in economics, Lakshmiratan works with the Women's Rights Network, collecting and summarizing 35 different gender-bias studies. She is helping to prepare a comprehensive report card on the status of gender bias in the U.S. courts. "My internship," says Lakshmiratan, "has introduced me to the U.S. legal system and is helping me understand how to make an impact on policy making."

"I had no idea of the status of women around the world until I got involved with this work," says Jiajing Liu, a political science major and the 2003 Shirley R. Sherr Student Research Intern. Working with Erkut, she is analyzing data on women leaders. Liu, a sophomore, notes: "The extremely supportive environment and the opportunity to talk to an expert make a huge difference in my understanding of the issues."

Along with learning practical skills such as data processing, analysis, and report writing, interns have a chance to learn valuable life skills. Oni Lusk-Stover, the 2003 Morse Fellow with Open Circle, the program that teaches young children to communicate their feelings in positive ways, says that her work in that program has helped her in her role as a resident advisor at Wellesley. "The internship has taught me more patience and made me realize that, in every situation, there are options from which I can choose. Now when students come to me with problems, I am able to react in a way that makes them more comfortable."

**At the end of each year**, when students are asked to evaluate their experiences at WCW, their observations invariably reinforce the Centers' commitment to bringing along the next generation of scholars. They observe that working at the Centers has helped them think critically about complex and difficult issues and acquire important time-management and research skills. They have gained experience in the nonprofit world and developed new career options. In addition, having a relationship with an adult who is not a professor is felt by many students to add a valuable dimension to their college experience.

"Watching all these talented, able, enthusiastic young women grow and learn is exhilarating," says Kathryn Scott, administrative director of the Centers. "They come to us with widely different backgrounds and skills, all of which enrich and enlarge the WCW community. They are the future, and what they have learned here will influence society in large and small ways for years to come."



## Power: Envisioning an Alternate Paradigm

by Maureen Walker

Watching leaders around the world struggle to determine how power should be used to prevent terrorism has caused many of us to question our own assumptions about power. History books would have us believe that power is strictly a function of military strength, economic predominance, or political influence. Nevertheless, many of us recognize that there are alternative ways to conceptualize power. For example, there is probably not a more straightforward and elegant definition of power than that proposed by Jean Baker Miller: “Power is the capacity to produce change.” In this definition, power is a fundamental energy of everyday living.

Unfortunately, as Judith Jordan points out in her paper “Courage in Connection,” in our radically individualistic culture power is most often associated with hyper-competitiveness, conquest, and might. Power mutates into “power-over,” and is then viewed as the entitlement of the “winners”—those individuals who have attained the social ranking and the material accoutrements that signify value. In this system, power is a commodity to be owned, increased, and used over and against those who threaten its reproduction. People who accrue more of the commodity are deemed more valuable. In such a paradigm, power functions to cement into place inequality between dominants and subordinates.

From its founding concepts to its more recent formulations, Relational-Cultural Theory has grappled with issues of power. I use the word “grapple” because it connotes collective struggle, political risk, and interpersonal discomfort. Jean Baker Miller laid the foundation for this struggle in her book *Toward a New Psychology of Women*, in which she states:



Maureen Walker

“In most instances of difference, there is also a factor of inequality—inequality of many kinds of resources, but fundamentally of status and power . . . relationships in which there is no assumption that the goal of the relationship is to end the inequality.”

Miller elaborates on this by pointing out that, because the dominant group is the model for “normal” relationships, it then becomes “normal” to treat those with less power destructively, to obscure the truth of that destructiveness, and to oppose any movement toward equality. Although it is fashionable to talk about “teamwork” or “more horizontal organizations,” in most contemporary social structures, including but not limited to modern workplaces, stratification of power not only looks normal, it begins to feel necessary. Thus, the everyday mystifications that support distorted power arrangements achieve operational credibility. The dominant group’s power arrangements co-opt the talents of even the most well intentioned among us in order to maintain and reproduce its own interests. It does so by quieting the voices of opposition—the voices that would question the foundational values upon which hierarchical power rests.

Envisioning a more inclusive model of power begins with acts of revelation: bringing to light the stories and experiences of those people who are typically characterized as vulnerable and marginalized, people who are seen as the “losers” in a power-over paradigm. What these stories often reveal are everyday strategies of attunement, empathy, and reciprocity that not only enable survival, but also enlarge capacity for navigating the complex illusions and machinations of power-over social arrangements. We can be enlightened by listening to the stories and experiences of people who act in resistance to status-quo notions of power.

Mamie Bradley's story illustrates an alternative model of power, a model in which a woman empowers herself and her community. Mrs. Bradley was a black mother whose son Emmet Till was murdered in 1955 while vacationing in Mississippi because he allegedly whistled at a 21-year-old white woman. The woman's husband and his friends shot 15-year-old Emmet in the head, tied a 70-pound block around his neck, and threw him into the Tallahatchie River. When his body was returned to his mother, she opened the coffin and wept publicly on the platform of a Chicago train station. Instead of hiding the ugliness, pain, and horror of what happened, she chose another course. She allowed journalists to take photographs of his mutilated body. She delayed the funeral for days so that thousands of people could visit the funeral home and see what had been done to her boy.

Mrs. Bradley committed a powerful act of resistance in a culture that would shame her into hiding and silence. Many were moved to action as a result of seeing the photographs of Emmet's mutilated corpse and hearing his mother talk. Mamie Bradley decided to go back to school. In her own words: “My burning thing, the thing that has come out of Emmet's death is to learn until your head swells.” She made a clear distinction between resistance and hatred. She went on, “I did not spend one minute hating my son's killers; I did not wish them dead; I did not wish them in jail. If I had to, I could take their children and raise them as my own.” In the face of unspeakable violation and heartbreak, she

refused to be shamed into silence and isolation. She refused to bear the shame of a shameless culture. She enveloped herself in community, and in so doing gathered the courage to expand her community to include larger and larger circles—even to encompass her son's acquitted killers. Mrs. Bradley's actions moved people forward through mutual empowerment rather than power-over, and some say her courageous action was one of the sparks that led to the Montgomery bus boycott and the civil rights movement that followed.

Under conditions of extreme domination and the threat of death, people throughout the ages have found ways to embrace an alternative model of power. Consider, for example, the Mothers of the Disappeared in Latin America. These are the women who met in dark churches, refusing to submit to the isolation imposed by a violent, oppressive, militaristic regime. These are the women who marched silently in public plazas wearing the names of their disappeared children embroidered on their shawls. Their strategies exemplify one version of alternative practice Kathleen Fischer calls “defecting in place.” Defecting in place is both a strategy and a metaphor signifying a departure from the old ways of thinking and relating, while being present in a whole new way. It involves occupying a space within the parameters of the old structure and filling it with alternative community. Like the Mothers of the Disappeared, women who defect in place stay connected to their feeling-thoughts and thereby increase the possibilities for connection with others. They come together to experience and refine an alternative power, one that is much closer to love, which some would say is the most fundamental source of power to produce change.

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*Maureen Walker, Ph.D., is a senior faculty member at the Jean Baker Miller Training Institute. This article is based on a presentation given by Dr. Walker at the Jean Baker Miller Training Institute's 2002 Spring Institute. The complete text of the presentation is available as JBMTI/ Stone Center Working Paper No. 94. For more information, call the WCW Publications Office at 781-283-2510 or visit [www.wcwonline.org](http://www.wcwonline.org).*

## **What Changes in Therapy? Who Changes? (2003)**

Natalie Eldridge, Ph.D.,  
Janet Surrey, Ph.D., Wendy Rosen, Ph.D.,  
and Jean Baker Miller, M.D.

Paper Order No. 99  
\$10.00

A central component of therapeutic change involves facilitating the capacity to move and be moved by the other. Another way of saying this might be that change entails experiencing a greater freedom of relational movement. The question of who and what actually changes in the process of therapy is the focus of the three vignettes described in this paper. These vignettes highlight, among other things, the recognition and acknowledgment of mutuality as an essential force within the relational matrix and the ever-changing landscape that this creates. Each of these examples of a change process bears a particular stamp of its own, and thus speaks to the unique personality of every therapeutic dyad.

## **Sexuality and Spirituality in Women's Relationships: Preliminary Results of an Exploratory Survey (2002)**

Gina Ogden, Ph.D.

Paper Order No. 405  
\$10.00

Respondents from the first large-scale survey designed to investigate the connections between sexuality and spirituality reported that their sexual responses were more than physical; they also involved meaningful interactions with themselves, their partners, and the intangible presence of Spirit, or the Divine. For these respondents (N=3,810), connecting sexual and spiritual experience was linked to personal and relational health, to age, and to religious background. Attitudes of male respondents indicated more convergences than differences with female respondents. The narrative material (1,465 letters) suggests expanded language for describing sexual experience and also suggests a model for clinical assessment of the spiritual dimensions of sexual relationship. Survey data challenge both negative cultural beliefs about women's sexuality and the current trend to overmedicalize sexual experience. Further, they provide a new avenue for a woman-positive discourse about sexual relationship, and suggest that broadening the understandings of sexual partnership can help effect both personal and cultural healing. A review of the literature on sexuality and spirituality is provided along with suggestions for secondary analyses of the survey data by future researchers.

**Social Relations at Work:  
The Beliefs and Experiences of Older  
Workers (2003)**

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Anne Noonan, Ph.D.

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Paper Order No. 406  
\$10.00

An exploratory study was conducted to examine two interpersonal aspects of the work lives of women and men aged 55+. Interviews were conducted with 45 older workers. "Other-orientation" was assessed qualitatively and via scaled items. "Emphasis on relational health" was assessed projectively from participants' work-life stories. Several aspects of relational health were emphasized in participants' work-life stories, but those higher in other-orientation emphasized achievement over relational health. There were no significant gender differences in other-orientation or in emphasizing relational health. Other-orientation had a borderline association with race and social class, with high scorers more likely to be white, more educated, and of higher SES. Results: (1) show a high level of integration of interpersonal and achievement emphasis; (2) may point to a developmental trend toward less gender differentiation in work's interpersonal aspects; and (3) suggest that social location may be a dimension along which interpersonal factors can vary.

**To Do It or Not to Do It is Not  
the Only Question: Early Adolescent  
Girls' and Boys' Experiences  
with Dating and Sexuality (2003)**

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Alice Michael, Ph.D., Michelle V. Porche, Ed.D.,  
Deborah L. Tolman, Ed.D., Renee Spencer,  
Ed. D., and Myra Rosen-Reynoso, Ed.M.

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Paper Order No. 407  
\$10.00

This paper provides a "snapshot" of under-investigated aspects of sexuality among early adolescent girls and boys in order to contribute to a broadening articulation of sexual health during adolescence. Survey reports of dating, non-coital sexual behaviors and experience of those behaviors, sexual-self concept, and reasons to initiate or delay sexual intercourse were obtained from 8th graders (148 girls, 133 boys; 58% white, 20% Latino/a) in a northeastern school district. Findings are described with attention to gendered cultural scripts prescribing different experiences of sexuality for girls and boys. Results indicate that the majority of boys and girls are dating and have had experiences of holding hands and kissing by the 8th grade, fewer youth have participated in sexual touching or intercourse. Both girls and boys frequently endorse relational (as opposed to instrumental or passive) reasons for their dating and sexual choices. However, several patterns suggest that the gendered script is manifest in the behavior, experiences, and developing sexual selves of early adolescents, particularly among the Latino/a youth. Findings are discussed as they contribute to the goal of fostering sexual health for adolescent girls and boys from diverse backgrounds.

**Gender, Nonconformity, Race,  
and Sexuality (2002)**

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Edited by Toni Lester, J.D.

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Book Order No. 1012  
\$24.95

How are culturally constructed stereotypes about appropriate sex-based behavior formed? If a person who is biologically female behaves in a stereotypically masculine manner, what are the social, political, and cultural forces that may police her behavior? And how will she manage her gendered image in response to that policing? Finally, how do race, ethnicity, or sexuality inform the way that sex-based roles are constructed, policed, or managed? The chapters in this book address such questions from law and social-science perspectives and then examine personal stories of reinvention and transformation, including discussions of the lives of dancers Isadora Duncan and Bill T. Jones, playwright Lorraine Hansberry, and surrealist artist Claude Cahun. Writers from fields as diverse as history, art, psychology, law, literature, and sociology and from the activist community look at gender nonconformity from conceptual, theoretical, and empirical perspectives. They emphasize that gender nonconformists can be gay, lesbian, bisexual, transgendered, or any range of people who do not fit a model of binary masculine and feminine roles.

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*All of the publications listed here may be  
ordered from the WCW Publications  
Office at 781-283-2510 or via the Web at  
[www.wcwonline.org](http://www.wcwonline.org)*





# Happenings

## SAVE THE DATE

MAY

### **8th European Conference on Traumatic Stress**

Date: Thursday–Sunday, May 22-25, 2003

Presenter: Linda M. Williams, Ph.D.

Location: Berlin, Germany

With colleagues Susan Kelly, Benjamin Saunders, and Lucy Berliner, Linda Williams will present “New Research on Services for Abused Children and Their Families” as part of the 8th European Conference on Traumatic Stress. The symposium will provide a forum for presentation and discussion of new data from a number of recent U.S.-based research studies on services received by abused children in the community.

For more information, visit [www.trauma-conferenceberlin.de/pages\\_trauma/welcome.htm](http://www.trauma-conferenceberlin.de/pages_trauma/welcome.htm).

JUNE

### **The Complexity of Connection: Power, Practice, and Action**

Jean Baker Miller Training Institute  
2003 Summer Advanced Training

Date: Wednesday–Sunday, June 18-22, 2003

Presenters: Jean Baker Miller, M.D., Amy Banks, M.D., Natalie Eldridge, Ph.D., Linda Hartling, Ph.D., Yvonne Jenkins, Ph.D., Judith Jordan, Ph.D., Wendy Rosen, Ph.D., Elizabeth Sparks, Ph.D., Janet Surrey, Ph.D., and Maureen Walker, Ph.D.

Location: Wellesley College, Wellesley, MA

This Institute will examine some of the complex forces that create ongoing disconnections in people’s lives, including:

- societal and personal constructions derived from power over others
- binary concepts that limit our appreciation of the nuances and complications of relationships
- psychobiological factors that underlie connection and disconnection.

The emphasis will be both on creating paths to relational resilience and on bearing the tension of inevitable disconnections. We will use presentations, vignettes, small groups, and experiential activities to explore clinical material in depth.

Tuition: \$525; 15 CEs available.

For more information, call 781-283-3800 or visit [www.jbmti.org](http://www.jbmti.org).

**2003 JBMTI Research Network Forum**

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Date: Friday, June 20, 2003

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Time: 1:00–7:00 pm

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Location: Wellesley College, Wellesley, MA

This year's annual Research Network Forum, "Relational-Cultural Theory: Bridging Research and Practice," will consist of poster and oral presentations of research utilizing Relational-Cultural Theory and group discussion. The forum will conclude with dinner and roundtable discussions of participants' research and clinical interests. There is no charge for members of the Network; non members may either pay a \$45 registration fee (includes dinner) or join the Network and attend at no charge.

For more information, call 781-283-3800 or visit <http://www.wellesley.edu/JBMTI/forum.html>.

**Confronting Teasing and Bullying in Grades K-6: A Classroom-Centered Approach for Teachers**

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Date: Friday, June 20, Tuesday, June 24, or Thursday, June 26, 2003

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Time: 8:30 am–3:30 pm

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Presenter: Project on Teasing and Bullying

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Location: Wellesley College, Wellesley, MA

Each one-day workshop will explore proactive curriculum strategies for teaching elementary students about teasing and bullying. Sessions will provide a theoretical framework for understanding teasing and bullying; opportunities to experience classroom activities from *Quit It!: A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3* and *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*; and the chance to get practical advice from session facilitators.

Tuition: \$185 per person (includes continental breakfast, lunch, and materials).

For more information, contact Roselle Levy at 781-283-2451 or [rlevy@wellesley.edu](mailto:rlevy@wellesley.edu).

**ENSAC (European Network for Schoolage Childcare) Conference: Equal Play—A Vision for Change**

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Date: Sunday–Tuesday, June 22–24, 2003

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Presenters: Michelle Seligson, Ed.M., and Patricia Stahl, Ed.M.

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Location: Institute of Education, London, U.K.

Michelle Seligson and Patricia Stahl will present an interactive, experiential workshop on "Bringing Yourself to Work: Caregiving in After-School Environments." "Bringing Yourself to Work" approaches the task of educating adults in personal development skills as a way to improve care environments for children.

For more information and registration, contact [p.petrie@ioe.ac.uk](mailto:p.petrie@ioe.ac.uk).

**International Women's Policy Research Conference: Women Working to Make a Difference**

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Date: Sunday–Thursday, June 22–24, 2003

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Presenter: Monica Ghosh Driggers, J.D.

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Location: Capital Hilton, Washington, D.C.

Monica Driggers, policy director of the WCW Women's Rights Network, will present results of the Battered Mothers' Testimony Project and discuss implications for court reform and human rights work in the U.S. at the Seventh International Women's Policy Research Conference: Women Working to Make a Difference.

The conference is open to the public; registration is required. For more information, contact the Institute for Women's Policy Research at 202-785-5100 or visit [www.iwpr.org](http://www.iwpr.org).

### Gender and Friendship: Promoting Connection in K-12 Schools

Date: Wednesday, June 25, 2003

Time: 8:30 am–3:30 pm

Presenter: Project on Teasing and Bullying

Location: Wellesley College, Wellesley, MA

The focus of this one-day seminar for school professionals is how gender stereotypes can interfere with boys' and girls' development and derail their efforts to make connections with their peers. The session will offer a theoretical framework for understanding the development of friendships, aggression, and the role that gender plays. Concrete strategies for helping boys and girls break out of their "gender straightjackets" will be presented, along with preventive models for helping students make and sustain friendships and for improving school climate. This workshop is designed for school counselors, social workers, psychologists, violence-prevention specialists, health educators, and other school staff in grade K-12 schools.

Tuition: \$185 per person (includes continental breakfast, lunch, and materials).

For more information, contact Roselle Levy at 781-283-2451 or rlevy@wellesley.edu.

### An Introduction to Schoolwide Bullying Prevention

Date: Friday, June 27, 2003

Time: 8:30 am–12:30 pm

Presenter: Project on Teasing and Bullying

Location: Wellesley College, Wellesley, MA

This workshop will provide a conceptual framework for understanding teasing and bullying and will review principles for dealing effectively with bullying as part of a comprehensive schoolwide approach. It will also help administrators determine how a comprehensive bullying-prevention program might address their schools' current needs and circumstances. An overview of the research-based Olweus Bullying Prevention Program will be provided. The workshop is geared for public and private school administrators, principals, curriculum specialists, and violence-prevention and health coordinators.

Tuition: \$215 per person (includes continental breakfast, text, and materials).

For more information, contact Roselle Levy at 781-283-2451 or rlevy@wellesley.edu.

### Effective Management in Out-of-School Time: A Directors' Retreat

NIOST Summer Seminar 2003

Date: Monday–Wednesday, July 21–23, 2003

Location: John Hancock Conference Center, Boston, MA

Designed for directors and coordinators of multisite agencies and single-site programs, this seminar will focus on the administrative components of a quality after-school program. Included will be effective systems to manage fiscal resources and administrative policies, workplace issues, strategies for recruitment and retention, staff development and training, ideas for building a family-responsive program, building a "learning organization," leadership and management styles, and working collaboratively with schools and communities.

Tuition: \$575 per person (includes participant notebook and all other materials, continental breakfast, lunch, and snacks).

For more information, call Kathy Schleyer at 781-283-2546 or visit [www.niost.com](http://www.niost.com).

### ADVANCED Quality Advisor Training

NIOST Summer Seminar 2003

Date: Wednesday–Friday, July 23–25, 2003

Location: John Hancock Conference Center, Boston, MA

This seminar for experienced NIOST Quality Advisors will use a case-study approach to address the critical issues facing their work in supporting program improvement. It will provide an opportunity to exchange successful strategies and techniques in coaching, mentoring, and motivating staff; as well as to explore and discuss structural and policy issues such as staff turnover, links to learning and academic success, outcomes and accountability, code of ethics, and accreditation. Participants must have previously attended an Introductory Quality Advisor Training, as well as have provided technical assistance to a variety of after-school programs.

Tuition: \$575 per person (includes participant notebook and all other materials, continental breakfast, lunch, and snacks).

For more information call Kathy Schleyer at 781-283-2546 or visit [www.niost.com](http://www.niost.com).

### Dealing with Teasing and Bullying in School-Age Child Care

Date: Thursday, July 24, 2003

Time: 8:30 am–3:30 pm

Presenter: Project on Teasing and Bullying in collaboration with the National Institute on Out-of-School Time Conference

Location: John Hancock Conference Center, Boston, MA

Teasing and bullying are problems in out-of-school time as well as during the school day. Simply dealing with individual bullying incidents does not eliminate the problem. This one-day seminar will focus on changing the overall climate to reduce teasing and bullying behavior within after-school programs. The session will include facts about bullying, ways to pinpoint “hot spots” where bullying is likely to take place, individual and programmatic interventions to effectively deal with teasing and bullying, and strategies for overall climate change. This program is specifically designed for school-age child-care staff and administrators.

Tuition: \$190 per person (includes continental breakfast, lunch, and materials).

For more information, contact Roselle Levy at 781-283-2451 or rlevy@wellesley.edu.

### Founding Concepts/Recent Developments in Relational-Cultural Theory

Jean Baker Miller Training Institute  
2003 Fall (Level I) Intensive Training

Date: Friday–Sunday, October 24–26, 2003

Presenters: Jean Baker Miller, M.D., Yvonne Jenkins, Ph.D., Judith Jordan, Ph.D., Wendy Rosen, Ph.D., Janet Surrey, Ph.D., and Maureen Walker, Ph.D.

Location: St. Stephen Priory, Dover, MA

This Institute provides a thorough examination of the key concepts and recent developments in Relational-Cultural Theory. Participants will explore such topics as the nature of growth-fostering relationships, relational-cultural perspectives on human development, and how Relational-Cultural Theory leads to a new view of therapy.

Tuition: \$380; 14 CEs available.

For more information, call 781-283-3800 or visit [www.jbmti.org](http://www.jbmti.org).

### Women Involved in Living and Learning (WILL) Replication Workshop

Date: Thursday–Saturday November 6–8, 2003

Presenter: Fern Marx, MHSM

Location: University of Richmond, Richmond, VA

This workshop teaches participants how to implement an innovative Women’s Studies program that bridges academic and student affairs. The WILL model integrates a Women’s Studies minor, internships, gender-related programming, and leadership development. Fern Marx will present findings of the longitudinal evaluation of the WILL program conducted at the Center for Research on Women.

For more information, contact Faye Ladd at 804-289-8578 or [fladd@richmond.edu](mailto:fladd@richmond.edu).

### American Society of Criminology Conference

Date: Wednesday–Saturday,  
November 19–22, 2003

Presenters: Veronica Herrera, Ph.D., and Linda Williams, Ph.D.

Location: Denver, CO

Veronica Herrera and Linda Williams will present “Examining Multiple Pathways to Female Offending” as part of a panel entitled “Pathways to Girls’ Violence and Delinquency” at the 2003 annual meeting of the American Society of Criminology.

For more information, visit [www.asc41.com](http://www.asc41.com).

### Are You a Member?

Donors to the Wellesley Centers for Women are a key to our success! Your support helps us fund important new initiatives and spread the word of our work to new audiences.

Benefits of membership include discounts on WCW publications and programs, news of upcoming events and research initiatives, invitations to special events across the country, and *MemberLink*, our members-only newsletter.

Join us by calling our membership coordinator at 781-283-2484 or by visiting us online at [www.wcwonline.org](http://www.wcwonline.org).



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