

r+a RESEARCH & ACTION REPORT



Putting Children First:

“Innocence” in Childhood & the Risk for Child Commercial Sexual Exploitation in the U.S.

FEATURING:

Women’s Lives and U.S. Public
Policy—Where We Are Now
Relational-Cultural Approach
to Addressing Sex Slavery &
Human Trafficking

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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, action initiatives, training programs, and network building. By sharing our work with policy makers, 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 social and economic 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.

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Women Change Worlds Blog

The Women Change Worlds blog of the Wellesley Centers for Women (WCW) encourages WCW scholars and colleagues to respond to current news and events; disseminate research findings, expertise, and commentary; and both pose and answer questions about issues that put women's perspectives and concerns at the center of the discussion. Since 1974, scholars at the Centers have conducted social science research and evaluation, developed theory and publications, and implemented training and action programs that have informed changes in attitudes, practices, and public policy. The WCW blog moves the discussions forward on issues important to women, girls, families, and communities. **JOIN THE DISCUSSION AT www.womenchangeworlds.org.**



FROM THE EXECUTIVE DIRECTOR

I truly believe that research and action can help shape a better, more just world. That's why I came to the Wellesley Centers for Women—to support the mission of undertaking inquiry focusing on women's perspectives and experiences, and to use this knowledge to inform policy makers, practitioners, and the public.

The mixed messages and conflicting statements made during the recent political campaigns are evidence that relevant, meaningful research could help our elected officials and their administrations make well-informed decisions. Setting aside partisan ideas and examining diverse data from rigorous analysis and evaluation are essential to change that benefits more of our society. Now that we have some sense of the next four years, we can all the better position ourselves to be part of these solutions.

As you will read in the Q&A article, Jean Hardisty, a senior scholar here at the Centers, shares her perspectives on the status of women and U.S. public policy. Her reflections and perspectives build on the idea that a world that is good for women is good for everyone. She cautions that while some progress has been made, competing agendas threaten women's status and there are issues that need careful attention.

Also in this *Report*, Kate Price, project associate at the Jean Baker Miller Training Institute (JBMTI), offers a commentary on a very critical issue—sexually exploited children. Kate encourages us to move our focus from protecting a cultural ideal of childhood innocence to addressing the realities that too many children face in the U.S. The issue of sex trafficking

was also addressed this past summer when the JBMTI faculty traveled to Germany for an international conference that examined how a Relational-Cultural-Theory approach can aid in this important prevention and intervention work.

You will read more in this *Report* about some of the exciting work recently completed that focuses on healthy activity in out-of-school-time programs, gender and justice policy collaborations, and how we've been sharing our expertise through presentations and publication. As a reminder, many of our lunchtime seminars are recorded and you can listen to our scholars online (or you can download an MP3 file) from wcwonline.org/audioarchive.

We know that you care about our work—the Honor Roll of Donors reflects your commitment. Thank you for supporting us! I invite you to also join us in discussing issues that are critical to women and girls, their families, and their communities. We recently launched a blog, Women Change Worlds. Check it out at www.womenchangeworlds.org! Feel free to comment—we look forward to reading your perspectives and insights, too.

I have been in this post for less than five months but I have long known the influence that the Wellesley Centers for Women has had in the U.S. and globally. I was compelled to pursue this exciting opportunity, and am now inspired to help build on the legacy before me. Please join me as we continue to move this important work forward and to shape a better world! ■



Layli Maparyan, Ph.D.

Katherine Stone Kaufmann '67 Executive Director
Wellesley Centers for Women

Women's Lives and U.S. Public Policy— Where We Are Now

THIS IS A FATEFUL TIME FOR THE UNITED STATES. Two distinct visions for the country were pitted against each other in the recent elections. Clearly, women's rights are still in question; civil rights are seen by some as irrelevant; and the federal budget deficit looms without a consensus as to its importance or how to fix it.

Public policy decisions, which often seem about war and the budget, are, in fact, always about women as well. Though we must focus on "women's issues," we must not lose sight of the importance for women of economic and military issues, Supreme Court and other judicial court appointments, and even environmental policies. As the Wellesley Centers for Women motto goes: "A world that is good for women is good for everyone."

—JEAN HARDISTY

HOW WOULD YOU SUMMARIZE ADVANCES FOR WOMEN MADE DURING RECENT ADMINISTRATIONS?

In the last four years, advances for women have been mixed at best. On the plus side, President Obama signed the Lilly Ledbetter Fair Pay Act, which gives women more time to file for pay discrimination based on gender. Hillary Clinton, as Secretary of State, has raised women's issues to a new level of importance in foreign policy—for example, by instructing U.S. embassies to develop local strategies to empower women politically, economically, and socially. And the White House created a White House Council on Women and Girls, though its effectiveness is hard to gauge.

Of course, there's no doubt in my mind that the Affordable Health Care Act will benefit women of all ages in the short and long run. And significantly, President Obama appointed two women to the Supreme Court. The importance of this cannot be understated, since the Supreme Court virtually holds women's fate in its hands and later I'll want to say more about that.

On the other hand, reauthorization of the Violence Against Women Act has been blocked by House Republicans for at least five months. This action is usually a pro-forma exercise to reauthorize federal funding for services to victims of rape, domestic violence, and stalking. It's hard to believe it's being blocked. If you de-fund rape crisis centers, that pushes everything back.

In both George W. Bush's administrations, low-income women especially have been devastated by cuts in the social safety net, and by the work demands of "welfare reform," which impose some unrealistic burdens on women in hard economic times. Obama's hands are tied, making it hard for him to maintain the social safety net at an acceptable level.

SAY MORE ABOUT THE SAFETY NET.

It has been diminished to a disgraceful degree. The reduction in services and support for low-income people, the mentally ill, those who are disabled, and children is shocking in a wealthy nation like ours. We have the highest rate of poverty—17 percent—among the 34 "peer countries" [in the Organisation for Economic Co-operation and Development], but one of the lowest levels of social expenditures. Clearly, that low level explains much of our higher rate of poverty.

But you didn't hear much talk about the constant erosion of basic services and benefits between 2000 and 2010. And now that food stamps are used increasingly because of high unemployment, the House of Representatives has passed a FY 2012 budget proposal that cuts food stamp aid to the states. Further, there have been battles in Congress over extending unemployment compensation during the recession.

With some of these issues, it's important to understand that a big but little-recognized villain is block grants.

WHAT DO YOU MEAN BY “VILLAINOUS” BLOCK GRANTS?

Block grants are money that comes from the federal government to provide specific services, but falls under the control of the states. It was Ronald Reagan who fought so hard to get them, under the justification of “states’ rights.” He wanted to turn all the social service funding from the federal government into block grants, so the states would have more self-determination in how they wanted to spend it. Now that states are hard-pressed for cash to cover their budgets, they increasingly are motivated to play fast and loose with block grant money, sometimes asking for exemptions for certain programs they are experimenting with (usually granted), and often simply not accounting for how the money was spent.

TELL US MORE ABOUT THE PICTURE FOR LOW-INCOME WOMEN.

Low-income women have been particularly hard hit by the recession, and the safety net is one of the favorite places for budget cuts. It’s been hard for Obama to fight that, but he has slipped some things in. In the stimulus package enacted very early in his administration, he targeted some money to low-income women. And that money had the virtue of not being block-granted; if states were required to spend it on Medicaid or child care, which was often the case, they had to. They couldn’t divert that money to something else.

A particular bind for women receiving welfare benefits is that they now face time limits on benefits—five years in a lifetime—as well as requirements to work; and when jobs are scarce or nonexistent, these requirements become unrealistic. When higher-paid workers become unemployed, they apply for the jobs at the bottom of the pay scale, further crowding those already there. So the unemployment of low-income women has doubled. They need to work to get welfare, but there are so few jobs—they’re between a rock and a hard place. Like others in the country, they are more under-employed today than in decades.

Obama has tried to address this bind with stimulus money and a waiver of the work requirement for states that request it. But many Republicans fight these efforts as

being “soft on welfare.” Many of these women are single mothers. In 2009, 34 percent of single mothers were unemployed, as opposed to 12.5 percent of all workers.

The push to cut back on food stamps is a particularly shocking blow. It’s based on the idea that poor people use the safety net not because they need it, but because it’s there. This sort of ideological position encourages states to take block-grant money away from the poor to meet the states’ budget gaps.

Living on welfare is not the American dream. Most poor single parents would like to raise their children in a stable and prosperous family, and would be more than willing to work for a living wage to further that goal. The stereotype of welfare recipients as lazy, lacking the self-discipline and work ethic that would make them “deserving” of aid has been popularized by an organized movement of right-wing activists and politicians. In fact, a major victory of this has been in the public mind. The “deserving” and “undeserving” labels have been in contention since the founding of our current welfare system, but the distinction began to fade as a “welfare rights” movement attempted to abolish it in the 1960s and 1970s. Recently, it has been raised and trumpeted by the Tea Party in its organizing and media reach.

HOW IMPORTANT DO YOU THINK THE TEA PARTY IS?

The TEA (Taxed Enough Already) Party seemed to be a spontaneous response to the election of Barack Obama and the collapse of the economy.

The Right always mobilizes when a Democrat is elected President, as liberal organizing is always invigorated by the election of a Republican president. But in the case of Barack Obama, Tea Party activism has been strikingly vicious and effective. Many of the “new” Republicans elected to Congress in 2010 are Tea Party followers, and their votes and blocking tactics show how well they represent the right wing of their party. Just four years ago, many of their positions were considered too extreme to be held by Republicans, and many are women. In fact, more than 17 percent of American women identify positively with the Tea Party.

The organized Right usually uses right-wing populism to mobilize its supporters—but in this case the added factor of big money has made organizing extremely effective. It’s unusual for corporate and industrial interests to unite with right-wing populism, because corporations need a stable and predictable government to work with. But Obama is seen as a person who favors regulations, who pushes a more even-handed tax policy, and favors workers’ rights.

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PUBLIC POLICY DECISIONS, WHICH OFTEN SEEM ABOUT WAR AND THE BUDGET, ARE, IN FACT, ALWAYS ABOUT WOMEN AS WELL.

These are exactly the factors that can negatively affect business interests.

Besides, Obama has several characteristics that fortified each other to unite the Republican base: he is a Black man; he is charismatic; he is a mild liberal who's able to reach out to independents; and he's willing to use the military option if he thinks it's necessary. All these characteristics made him an acceptable alternative to Republican presidential candidates, and resulted in a particularly nasty campaign to try to unseat him. The Tea Party seems to be losing some steam. But even if it fizzles as a movement, it's already done substantial damage to the possibility of progressive reform. And most of those who joined the House Tea Party Caucus in 2010 were re-elected in 2012.

WHAT ARE SOME OF THE CURRENT ECONOMIC TRENDS FOR MEN?

Men have been hit very hard by the recession, especially those working in construction and manufacturing. Layoffs reached well into the middle class; even middle managers and men working in the financial sector lost their jobs. African American men fared worse than white men.

But as the country moves slowly out of recession, it seems that men are having a stronger recovery than are women. That may be partly because some of the weakened sectors are recovering, but also because men are increasingly moving into areas of employment previously dominated by women, such as private education and health care.

We can't talk about the economic situation of men without mentioning incarceration. We have the highest rate of incarceration in the world. A very high proportion of inmates are men of color, largely because of the racially discriminatory aspects of the war on drugs. That reality and our tough-on-crime policies have led to increased poverty. In many states, a record of incarceration makes it nearly impossible for a man to find and hold a job after he has been released, so unemployment and recidivism among this sector are very high. Massachusetts recently reformed its Criminal Offender Record Information (CORI) laws that provided former felons with a major barrier to employment, housing, loans, and so forth. That's a step in a positive direction, but it's a rare one.

The New Jim Crow, by Michelle Alexander, is a superbly researched book that details the disproportionate incarceration of men of color due to the war on drugs and

tough-on-crime policies. I think it is also brilliant on how the Supreme Court has failed to defend human rights. It expresses one of the reasons I'm so concerned about the importance of the Supreme Court.

BACK TO WOMEN. WHERE DO WE STAND IN TERMS OF ACCESS TO CONTRACEPTION?

The Catholic Church is currently protesting a provision of the Affordable Care Act that requires private health insurance plans to cover the costs of contraception. The Church has framed this as a matter of religious liberty, because providers who may oppose contraception will be required to provide it. Probably a compromise will be reached, which will undoubtedly come at the expense of some women's access to contraception.

But in general, opponents of contraception are, in my opinion, somewhat weakened. Abstinence-only programs have not proved effective, and the outcry over the Susan G. Koman Foundation's decision (which has since been reversed) against the funding of Planned Parenthood indicates the support that women's health and reproductive rights have gained. On the other hand, access to abortion is perpetually under attack from abortion opponents, and has been whittled away to an alarming degree. The states and the House of Representatives keep launching bills that are later struck down as unconstitutional, so that the whole legislative process at the state and national level is tied up in defending against abortion restrictions. For anti-choice forces, this is like throwing confetti at a fan and hoping some of it gets through.

IN THAT REGARD, WHAT'S HAPPENING AMONG TEENAGED WOMEN?

For reasons not entirely known, birthrate and pregnancy rates among teen women have been declining. This may be due to increased awareness and availability of contraception, but may also be the result of education by teachers, social workers, and community activists about the difficulties of teen motherhood, especially single teen motherhood.

Here's a related point that's important for women of *all* child-bearing ages. In my opinion, we should be sure that women are free not only to prevent pregnancies, but also to become pregnant. But this right is under pressure from a provision in the 1996 Welfare Reform Law that's known as the "family cap," or "child exclusion." For a mother receiving welfare benefits who becomes pregnant, this provision allows a state to deny any increase in those benefits to help with expenses of the new baby. It's been adopted by 23 states. To punish a single mother and her child in order to control her reproductive activity is a denial of her most basic human rights.

This point is important to my heart. Young women almost always benefit from delaying childbirth. But for women to be

accorded their full reproductive rights, we need to protect the rights of even young women to have children, then protect the health and well-being of those children.

YOU'VE WRITTEN ABOUT THE RELATIONSHIP OF MARRIAGE TO POVERTY—TELL US ABOUT THAT.

More than 50 percent of all births to women under 30 now take place outside of marriage, and single motherhood is statistically associated with higher rates of poverty. So it could appear that the declining marriage rate is to blame for increased poverty rates.

But it's dangerous to assume that the absence of marriage causes poverty. Social conditions for many single mothers in the U.S. are daunting. I've already mentioned the high incarceration rate of men of color; and unemployment is high in those communities and in low-income communities, so the ability of those men to serve as providers and fathers is severely compromised. The weak economy makes it harder for single mothers to find work, and cuts in social services have made it increasingly hard to raise a child alone or to attend school. Because education is the most reliable path out of poverty, lack of access to work and education are the real explanations for single motherhood and poverty.

LET'S TURN TO PUBLIC LIFE. WHAT ABOUT THE INCREASING PRESENCE OF WOMEN IN PUBLIC OFFICE?

I'm thrilled to see more women becoming politically active, but I'd be more comforted by the increased number of women in public office—though it's occurring largely at the state level—if it were always true that elected women supported equal justice and reproductive rights for all women. It breaks my heart to see that some of those women are extremely conservative and traditionalist when it comes to women's rights. The right wing has mobilized support for women candidates who are anti-feminist, pro-marriage, and anti-abortion. Michele Bachmann is an obvious case in point. On other conservative issues, such as gun control, militarism, opposition to affirmative action, and opposition to government social programs, a Republican woman candidate is also expected to toe the line. If she doesn't, she's going to be challenged in the primary by a candidate to her right. It's a signature practice of the Tea Party—to run candidates to the right of existing Republican office holders, bump them out, and replace them with Tea Party representatives.

LOOKING AHEAD, WHAT KEY CONCERNS SHOULD WE ADDRESS IN THE NEXT FOUR YEARS?

In our nation where a large middle class and a moderate rate of inequality have been points of pride, we need to raise

public awareness of our growing income gap, and to identify which groups are losing ground in our economy so policies can be developed that reverse these trends.

We need to address the fact that poverty, poor health, unemployment, incarceration, and lack of access to reproductive health services and child care are all disproportionately high in communities of color.

The level of inequality in public education between schools in poor neighborhoods and schools in wealthy neighborhoods is a national disgrace.

And these issues often are arbitrated by the Supreme Court which has recently shown little support for civil rights and the protection of workers. Future appointments to the Supreme Court and the confirmation of those appointments by the Senate are issues of major concern for the next four years.

Those appointments are important for the future of all public policy issues, and especially for those issues we traditionally think of as women's issues, such as: further efforts to decrease women's access to abortion and contraception; attempts to weaken gender discrimination laws; or reluctance to hold firm on funding and policy regarding violence against women. Such attacks may very well be pushed back only by a Supreme Court that stands firm on women's rights.

SPECIFICALLY, HOW MIGHT WOMEN RESPOND?

Women must find their own ways to respond. If you're comfortable with marching in rallies, that's fine. If you're comfortable writing letters, or putting stamps on letters, or speaking on the radio, that's fine. Don't try to do what you're not comfortable doing because you won't last as an activist. One of the things the Right has done very skillfully is give women means to express themselves politically without leaving their kitchen tables.

Pushing people out of their comfort zones is a great mistake that's sometimes made by progressive movements. But not providing constant encouragement and constant paths to activism—and to leadership, if women can and want to do that—is an equally big mistake. I believe we each have talent to contribute to advocacy for a more just society, but we must make our own path, not forgetting to celebrate our successes. We can make a better world for women, which will be a better world for all. ■



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This article, contributed by Susan Lowry Rardin, was made possible through support from the Mary Joe Gaw Frug Fund.

Putting Children First: “Innocence” in Childhood & the Risk for Child Commercial Sexual Exploitation in the U.S.

AS A SOCIETY, WE OFTEN SEEM TO CARE MORE about protecting our cultural ideal of childhood innocence than about meeting the actual needs of real-life children—especially commercially sexually exploited children. To fit the ideal of purity, children require high levels of social capital—preferably, they’re white, middle or upper class, and heterosexual. They have limited or no sexual experience, enjoy secure health care, housing, and education, and they live within a supportive nuclear family. In my experience, children living without access to such resources are too often labeled “bad kids” and blamed for “choosing” to exist outside of this ideal.

But children have not always been seen as innocent and separate. In *Pricing the Priceless Child: The Changing Social Value of Children* (1985), Viviana A. Zelizer contends that changes in the U.S. population and economy influenced the way we view childhood. “[I]n the late nineteenth century a child, not a wife, was likely to become the family’s secondary wage earner. To use children as active participants in the household economy of the working class was not only economically indispensable but also a legitimate social practice.” In the early 1900s, because of a combination of rising childhood deaths due to the increasing numbers of automobiles and streetcars, an influx of immigrant adults needing work, and the advent of formal education to train the next generation of skilled labor, children were relegated to the private spaces of school and home. In their new role, they required protection from working life and the “outside world.”

This model of childhood purity is so culturally engrained that even organizations working to eradicate commercially sexual exploitation of children (CSEC) in the United States may unintentionally further the confusing message. For example, the first words of *The Protected Innocence Challenge: Protection for the Nation’s Children*, a 2011 report by Shared Hope, an international anti-trafficking non-governmental organization, are “protected innocence.” The final word is “children.” But if we want to help actual children, whose physical and emotional lives are complicated and

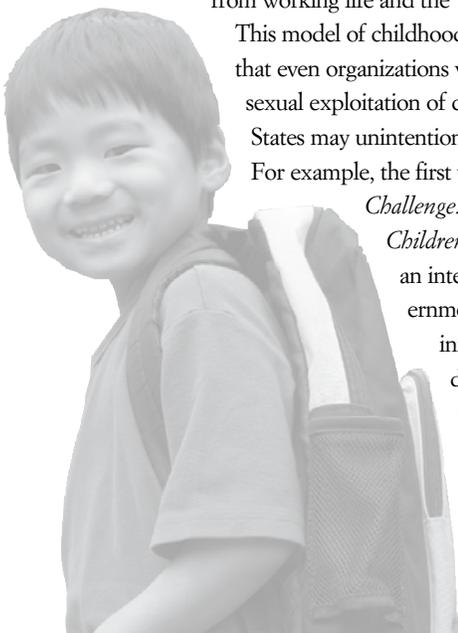
varied, “children” must come first—literally and figuratively.

I firmly believe that the ideal of “innocence” leaves kids vulnerable to commercial sexual exploitation in three ways:

1 The ideal of innocence is out of reach for many children.

Because they lack adequate care and resources, millions of U.S. children are sexually exploited. The three leading risk factors for CSEC in the United States are a history of child sexual abuse, family violence, and poverty (Williams, 2009; Estes & Weiner, 2001; Silbert & Pines, 1983). Among all industrialized nations, the U.S. has the worst record of child death from abuse and neglect (UNICEF, 2003), and second highest incidence of child poverty (UNICEF, 2012). These statistics are disturbing, as is that fact that most people are not even aware of this data. Estimates across various surveys suggest that one in four girls and one in six boys in this country is sexually abused (Douglas & Finkelhor, 2005), 90 percent of them by either a family member or someone they know and trust (Abel, 2002).

With such a high prevalence of trauma and privation, children need a tremendous amount of support. Our society, however, has chosen to focus on individuals rather than ensuring the well-being and growth of children in general or bringing about change at a systemic level. President Nixon vetoed The Comprehensive Child Development Act of 1971 (H.R. 6478), which conceptualized child protection as ensuring the healthy development of all children, out of concern for “family values.” In response, the Child Abuse and Prevention Act



that passed in 1974 omitted healthy development entirely and focused on investigating only families already suspected to be in crisis (Young-Bruehl, 2012).

Without a broad prevention program or cultural priority of remedying children's dire circumstances, children are left to fend for themselves in violent homes and desperate conditions. They often internalize that they are to blame for their desperate situations (Jordan, 1989). The dearth of safe housing and economic opportunity furthers the isolation. Unfortunately, exploiters know that vulnerable children have few choices and manipulate them by promising that they will fill the voids of missing love, protection, and basic needs like food, clothing, and shelter.

2 Children—rather than offending adults—are blamed.

Media scholar Henry Jenkins (1997) refers to childhood innocence as a “modern myth,” stating, “We imagine [children] to be noncombatants who we protect from the harsh realities of the adult world...we are constantly urged to take action to protect our children.” Protection, and therefore a child's “innocence,” however, is predicated on *adult choice* the moment a child is abused; he or she enters the “harsh realities of the adult world” and can never return to innocence. The child is not responsible, yet is often punished and now banished from the ideal. The abusing adult is often absolved or hides the crime through parental authority or the cultural assumption that all adults protect children.

In their landmark article, *Sexual Child Abuse as an Antecedent to Prostitution* (1983), Mimi Silbert and Ayala

If we are to end child sexual abuse and CSEC, the question of “Why doesn't the perpetrator just stop?” needs to preempt “Why doesn't the victim just leave?” Without focusing on adults' utilization of deception and dominance to lure children into abusive and exploitive situations, children are at risk for being perceived as active participants in inviting sexual contact. Myths persist that children can be “seductive,” thus culpable and blameworthy in abusive situations (Cromer & Goldsmith, 2010). Innocence is also eroticized in our sex-saturated and “pornified” culture, where children are increasingly sexualized (Renold & Ringrose, 2011). Innocence vanishes the moment a child enters the “adult world” of sex, even if by the force or coercion of exploitation.

3 Stigma leads to shame and isolation.

Sexually exploited children contend with multiple stigmas, which can deepen their sense of shame, putting them at risk for continued exploitation. For instance, since men are the primary purchasers of sex, boys tend to “cloud their participation in CSEC” due to the stigma of homosexuality (Curtis, et al, 2008). Additionally, homeless youth understand the stigma of life on the streets and exchange “survival sex” for food and shelter. Children who suffer from post-traumatic stress disorder from abuse are pathologized as mentally ill and “out of control.”

Surviving these and other stigmas takes tremendous resilience and skill. Yet, sexually exploited children are at risk of being discriminated against because they do not fulfill the role of “innocent victim” when encountering



KATE PRICE, M.A., project associate at the Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women (WCW), is also a social scientist in the cultural construction of childhood. As a survivor of childhood sexual exploitation, Price authored a chapter in the textbook, *Global Perspectives on Prostitution and Sex Trafficking: Europe, Latin America, North America, and Global* (Lexington Books), examining child prostitution through a Relational-Cultural Theory lens. An audio recording of her March 2012 WCW seminar, “Longing to Belong: Relational Risks and Resilience in U.S. Prostituted Children,” is available online: www.wcwonline.org/audioarchive, and a copy of her recent working paper by the same title is available through WCW Publications.

TO START PUTTING ACTUAL CHILDREN FIRST, WE MUST TAKE RESPONSIBILITY FOR OUR INTERNATIONAL STANDINGS IN CHILD POVERTY AND DEATHS DUE TO NEGLECT AND ABUSE.

Pines reported at least 60 percent of the prostituted or exploited women and children they surveyed were sexual abuse survivors. Furthermore, 70 percent of the 200 subjects interviewed stated that the child sexual abuse they endured “definitely” affected their entrance into prostitution. The power and isolation dynamics utilized in abuse leave children with a relational blueprint based on betrayal and control, leaving children vulnerable to being lured into commercial sexual exploitation (Price, 2012). Exploiters often replicate abusers' grooming tactics of promising love and protection, only to demand sex for survival once the child is trapped.

necessary services and supports. According to criminology professor Linda M. Williams (2009), “Instead of a sad-eyed victim [service providers] confront a strong, willful survivor...[who] may be mislabeled ‘offender’ because she does not conform to the stereotype of victim” (p. 60). The very spirit that has kept a child alive now prevents her from receiving help.

Cultural and individual condemnation put the sexually exploited child at risk for further exploitation, because the child feels that “something is wrong with him or her personally and is not worthy of positive relationship on any level” (Miller, 1997). Psychiatrist Jean Baker Miller coined the

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phrase “condemned isolation” “to capture the experience of isolation and aloneness that leaves one feeling shut out of the human community” (Jordan, 2010). Unfortunately, exploiters are ready, with empty promises of love and safety, to manipulate abandoned children into thinking that exploitation is their only choice.

At a recent Clinton Global Initiative conference, President Obama took a public stand against human trafficking, stating “it is barbaric and it is evil and it has no place in a civilized world” (2012). His speech detailed initiatives and programs to support “innocent victims.” The president’s speech increases the urgency of discontinuing our pursuit of an abstract ideal of “innocence” and instead providing services to human beings who have done nothing wrong. Otherwise, I firmly believe the nation runs the risk of continuing its patterns of exploitation.

To start putting *actual* children first, we must take responsibility for our international standings in child poverty and deaths due to neglect and abuse. We can acknowledge a change in priorities by ratifying the United Nations Convention on the Rights of the Child, which only the U.S. and Somalia have not endorsed. We must also increase prevention efforts against primary risk factors for CSEC such as child sexual abuse and homelessness. Such policy and program supports are necessary to meet children’s irreducible needs and to provide developmental resources necessary for all children, particularly sexually exploited youth, to be healthy and safe. ■

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Relational-Cultural Approach to Addressing Sex Slavery & Human Trafficking

JBMTI faculty participate in an international conference in Hildesheim, Germany

Trafficking in human beings is the second most lucrative illegal activity worldwide. Human trafficking is an extreme example of social injustice perpetuated by dominant-subordinate attitudes that condone violence, resulting in significant suffering for individuals and harm to societies (Gunderson, 2012). It is a serious human rights violation and a low-risk, high-profit crime that is well hidden, underreported, under-prosecuted, and where trafficked persons experience extreme forms of physical and psychological violence and death.

The European Commission currently reports that an estimated 880,000 persons are trafficked yearly throughout the European Union. Persons are trafficked for a number of reasons: for hard labor, domestic services, begging, work in textile, fishing and other industries, and for sexual exploitation. Human trafficking remains a gendered phenomenon. In Europe, 76 percent of trafficked persons are sold for the purpose of sexual exploitation. Seventy-nine percent of these victims are women and girls (European Commission, 2012). Complicating the issue, current trends in Europe include an “increase in internal trafficking, an increase in trafficking via the Internet, and an increase in trafficking by persons that the victim knows and trusts” (Europol, 2010).

Although 93 percent of Europeans believe it is important to address human trafficking and to protect the needs of the societies’ most

vulnerable, much needs to be done to raise awareness among communities and high level stakeholders. To advocate for those working in the field of human trafficking, HAWK University of Applied Sciences and Arts in Hildesheim, Germany welcomed **JUDITH JORDAN**, Ph.D., **AMY BANKS**, M.D., and **MAUREEN WALKER**, Ph.D., faculty of the **JEAN BAKER MILLER TRAINING INSTITUTE** (JBMTI) at the Wellesley Centers for Women (WCW), along with international experts in the field of human trafficking, for a three-day conference in April 2012. The experts and advocates collaborated on the challenges and opportunities that face policy makers, the criminal justice system, and victim services to address human trafficking for the purpose of sexual exploitation. Additionally, students from Germany and the United States were engaged as active participants and co-collaborators during the conference.

Introducing a relational-cultural approach and promoting relational ethics demonstrated that people can and do make a difference. Lectures and workshops on topics such as ideas to improve international collaboration and multi-disciplinary responses, implementing comprehensive prevention strategies, and ways to better understand complex trauma were offered. Some of the main points made during the conference included societal responses to human trafficking. For example, Naïle Tanis, director of KOK, the German activist-coordination group combating trafficking in women and violence against women in the process of migration, said that “although the expertise of counseling centers is valued and expected, mutual resulting support where adequate financial security for counseling centers that address sexual and work exploitation has not been realized.”

Ona Gustiene, director of Missing Person’s Family Support Centre, in Vilnius, Lithuania shared how “society has a prevailing opinion that a person who finds herself in trouble is largely to blame, and perhaps not

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conference | *continued from page 9*



Maureen Walker, Ph.D.

worthy of compassion. Jane Nady Sigmon, Ph.D., senior advisor to the director of the U.S. State Department's Office to Monitor and Combat Trafficking in Persons, reported the need to recognize that men and boys also fall victim to traffickers. She said: "A few years ago IOM Ukraine recognized that most of their services were female-centered. There was a lack of services tailored for men." And recognizing the value of comprehensive services to treat trafficked victims, Banks, director of advanced training at JBMTI, assured participants of the unique ability of "the human nervous system to adapt and change in response to internal and external environmental pressures. ... Safe relationships have the power to heal traumatized individuals."

Participants engaged in differing perspectives of the influence of the sex industry and debates surrounding human trafficking and prostitution. For example, Jordan, director of JBMTI, reminded the audience that "the sex industry is a "power-over" industry par excellence. It is not a "service" industry. It delivers people who have been rendered powerless to those who have the power of the buck." Dr. cand. Gunilla Eckberg, an attorney from Glasgow, Scotland added: "Prostitution and trafficking in human beings for sexual purposes are harmful practices and intrinsically linked. Prostitution is incompatible with internationally accepted principles of human rights."



Judith Jordan, Ph.D.

Recognizing that human trafficking poses a security threat and a threat to the dignity of persons trafficked, challenges in judicial coordination to successfully prosecute perpetrators while protecting the integrity of victims were highlighted. Carsten Moritz, director of the Commission to Fight Human Trafficking, Federal Police, Wiesbaden, Germany, pointed out that "the official numbers of identified cases and prosecutions say little about the actual size or extent of this crime. Those affected (victims) are neither willing to file charges or testify in court." Dr. cand. Bjarney Friðriksdóttir, senior advisor of the Task Force Against Trafficking in Human Beings, Council of the Baltic States, Stockholm, Sweden, reported how "the definition of human trafficking or specific elements of human trafficking differ between countries, so there is confusion of human trafficking with other phenomena such as smuggling or irregular migration." Myria Vassiliado, Ph.D., the anti-trafficking coordinator for the European Commission,

stressed the need for more research to help develop new policies and legislation. She reported: "We do not know enough about the demand side of human trafficking." She encouraged the European States to "explore ways to reduce demand for sexual exploitation and to consider establishing a criminal offense for anyone who knowingly uses the services of victims of trafficking."

Finally, understanding the importance of multidisciplinary action and the inevitable perils of philosophical and organizational divisions among stakeholders, Walker, director of program development at JBMTI, emphasized how collaboration needs to be about growth-fostering connection and staying together in the face of conflict. She shared:

"To work for justice is to take a stand for the safety and dignity of all persons. ... But it also includes the awareness that we have neither the power nor the right to unilaterally determine the outcome. ... To sustain us in that struggle we are often reminded to 'keep our eyes on the prize'—and we have come to know that the prize itself is meaningless if we lose sight of each other.

"Jean Baker Miller summoned us to build communities based on mutuality and radical respect. She realized that 'to have and to be able to maintain healthy and supportive relationships throughout life is central to growth and well-being (1986).' Growth fostering connections are needed to address the complex challenges that human trafficking creates."

The conference demonstrated that challenging and dismantling a domination-based culture, a culture that believes that persons can be bought, sold, and disposed of, will require sincere political and social will and adequate personal and financial resources. The conference also demonstrated that persons and institutions are collaborating to place a central focus on promoting social change by building, maintaining, and encouraging growth-fostering relationships—interpersonal, professional, and structural. ■



Contributed by Connie Gunderson, Ph.D., M.S.W., Instructor and Researcher, HAWK University of Applied Sciences and Arts, Hildesheim, Germany

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short takes

Resource tool effectively engages out-of-school-time program staff and youth in physical activity

“After School Gets Moving” (ASGM), a physical activity training toolkit designed to be a comprehensive, low-cost, and easily accessible resource for urban afterschool program professionals to promote physical activity among children ages 6-10, was recently evaluated and determined to be a compelling professional development resource that promotes safer and healthier physical activity in out-of-school time programs.

Designed and developed by Vida Health Communications, Inc. of Cambridge with funding from the Centers for Disease Control and Prevention (CDCP), ASGM includes a DVD and printed corresponding exercises for out-of-school-time (OST) program staff. The program evaluation showed that the intervention had a significant and positive effect on staff members’ skills in delivering the physical activity programming with youth.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women (WCW) conducted the comprehensive outcomes evaluation of the media-based training resource, with funding from the CDCP. **GEORGIA HALL**, Ph.D., senior research scientist at NIOST, the principal

investigator for the study, used a rigorous experimental design to assess the effectiveness of ASGM on: relevant staff knowledge and skill, the individual sites’ level of physical activity programming, and the amount of physical activity children experience during the afterschool program hours.

Hall and her colleagues identified programs in four cities across the country to participate in ASGM. A total of 308 children—an average of eight children per site—and 126 afterschool program activity staff members—an average of three per site—participated in the study. Researchers observed the programs at two time points, interviewed program directors, engaged activity staff in a survey, and monitored youth activity using pedometers.

“Program directors working in test sites were re-surveyed ten weeks after our baseline data collection and they were significantly more likely than control site directors to report that their program staff was more excited, active, and encouraging when they delivered physical activities,” reports Hall. “Further, the staff in test sites overwhelmingly reported that the intervention was not just a valuable professional development tool but that it helped them overcome space and scheduling limitations with creative solutions.

‘After School Gets Moving’ is clearly a compelling professional development resource for out-of-school-time programs.”

The study documents the association of specific professional development/training with the volume of physical activity youth experience in afterschool programs while assessing the value added of media-based professional development and document effective training implementation strategies. Highlights from the evaluation can be found online: www.vida-health.com/pdf/ASGM_Evaluation_Highlights.pdf.

For more than 30 years, the National Institute on Out-of-School Time has advanced the afterschool field through its research, education and training, consultation, and field-building. Much of NIOST’s work has encompassed projects of national scope and influence focusing on building out-of-school time systems and high quality experiences for children and youth. Hall specializes in research and evaluation on youth development programs, settings, and learning experiences.

Vida Health Communications, Inc. drives better health outcomes through innovative learning designs for clinical, patient and lay audiences. The complete “After School Gets Moving” toolkit includes a staff development DVD, a video game demonstration guide, and a 37-page Leader’s Guide, for afterschool program directors to train afterschool program staff, paraprofessionals, and volunteers who work in afterschool programs serving children in grades K-5. The Alliance for a Healthier Generation has listed the ASGM toolkit in the Healthy Schools Program (HSP) Resource Database.

The ASGM DVD toolkit will soon be available for purchase through NIOST and the WCW Publications Office, www.wcwonline.org/publications.

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Gender & Justice Project on Female Offenders

ERIKA KATES, Ph.D., senior research scientist at the Wellesley Centers for Women, and Crystal An, M.A., project assistant, worked with a diverse group of policymakers, advocates, and administrators on three action-oriented research projects from 2009–2012. These projects were designed to draw attention to the special circumstances of women involved with criminal justice agencies, highlight women-centered resources, and suggest more cost-effective policies and practices. Kates documented the work by the Women's Justice Network in a collection of fact sheets now available online at: www.wcwonline.org/womensjusticenetwork. They include:

- Overview of Key Concerns for Women Offenders and Projects, 2009–2012
- Massachusetts Women's Justice Network Activities and Advisory Group Members, 2011–2012
- Women-Centered Training for Practitioners Working With Female Offenders
- Risk-Needs Assessments Appropriate for Women Offenders
- Review of Massachusetts Corrections Master Plan (CMP): Focus on Women
- Alternatives to Incarceration (ATI): Promising Practices for Women in Massachusetts
- A Strategic Plan for Alternatives to Incarceration for Women: Lessons from Abroad
- Promising Gender-Responsive, Community-Based Programs for Women Offenders in MA

WCW Welcomes New Visiting Senior Scholar

The Wellesley Centers for Women (WCW) is pleased to welcome **ANNE MARI UNDHEIM**, Ph.D., as a Visiting Senior Scholar at the Centers for the 2012–2013 school year. Undheim is an associate pro-



fessor at the Regional Centre for Child and Adolescent Mental Health at the medical faculty of the Norwegian University of Science and Technology (NTNU) in Trondheim, Norway. Undheim earned her M.A. in educational psychology at NTNU, and her Ph.D. in Clinical Medicine, also at NTNU. Since 1990, Undheim has been working in the child psychiatry field. Her research and teaching focuses on dyslexia, mental health problems, school and stress factors, bullying, at-risk children, the impact of daycare on young children, and teacher-child relationships in school.

At WCW, Undheim will focus on studying young children in daycare settings and conducting research on child development and resilience. She is currently working on a national study on child care. Undheim is also studying bullying in schools, focusing on the possible suicidal thoughts and on coping mechanisms among bullied school children. **Welcome!**



Appointments & Recognition

MONICA DRIGGERS, J.D., senior research scientist at the Wellesley Centers for Women (WCW) was appointed to the Board of Directors for Emerge, Inc., the first batterer intervention treatment program in the country. Emerge's mission is to eliminate violence in intimate relationships. In working toward this goal, Emerge seeks to educate individual abusers, prevent young people from learning to accept violence in their relationships, improve institutional responses to domestic violence, and increase public awareness about the causes and solutions to partner violence.

The LAMP (Learning About Multimedia Project) hosted its annual gala in September in New York, NY, to celebrate The LAMP's fifth anniversary of bringing media and digital literacy to New York City youth, parents and educators, and to recognize media education pioneers. One of the inaugural Amplifier Awards was presented to **JEAN KILBOURNE**, Ed.D., WCW senior scholar, for her understanding of the critical role media literacy plays, and her work on teaching the principles and values of media literacy. The LAMP reaches over 1,400 students through the implementation of more than 60 youth and community media literacy programs.

The Womanist Idea (Routledge, 2012), authored by **LAYLI MAPARYAN**, Ph.D., WCW executive director, received honorable mention in the Gloria Anzaldúa Book Prize competition of the National Women's Studies Association (NWSA). Anzaldúa was a feminist-activist, tejana patlache poet, writer, cultural theorist, and long-active member of the NWSA. *The Womanist Idea* offers a comprehensive, systematic analysis of womanism, including a detailed discussion of the womanist worldview and its implications for activism.

OPEN CIRCLE, a social and emotional learning (SEL) program for grades kindergarten through 5, operated out of the Wellesley Centers for Women, was approved as a Massachusetts Partner for Title I Support and Intervention through the Massachusetts Department of Elementary and Secondary Education. Title I Partners are organizations that have been effective in accelerating school improvement. Open Circle was also added to the National Registry of Evidence-based Programs and Practices (NREPP), a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. Open Circle's ratings were comparable to other social-emotional learning programs such as Second Step, PATHS, and Positive Action. Also, this fall, Open Circle was chosen as a SElect Program in the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s 2013 Guide. CASEL is a non-profit organization that works to advance the science and evidence-based practice of social and emotional learning. The CASEL Guide highlights well-designed social and emotional learning programs across the country. The guide was designed to be a resource for educators and other teams looking to implement social and emotional learning programs.

WCW LUNCHTIME SEMINAR SERIES

The Wellesley Centers for Women (WCW) holds its Lunchtime Seminars at its Cheever House location in Wellesley, MA on Thursdays, from 12:30-1:30 during the fall and spring semesters. WCW scholars and colleagues share recent findings, review new works-in-progress, and lead interactive discussions during these programs. Many are recorded; archived presentations can be accessed or downloaded from www.wcwonline.org/audioarchive.

SPRING 2013 SCHEDULE

The schedule is subject to change. Please confirm programs and schedule at www.wcwonline.org/calendar

March 14

Sari Pekkala Kerr, Ph.D.

Parental Leave Legislation and Women's Labor Market Careers

March 21

Amy Banks, M.D.

Reclaiming Your Connected Brain: How Relational Neuroscience Can Help Improve Your Capacity to Connect

April 4

**Nancy MacKay, B.A.,
Pamela Seigle, M.S., and
Michelle Porche, Ed.D.**

Teaching Presence: Bringing Mindfulness and Reflective Practices into K-5 Classrooms

April 11

**Sumru Erkut, Ph.D.,
Jennifer Grossman, Ph.D., and
Allison Tracy, Ph.D.**

Evaluating the Long-Term Impact of a Comprehensive Sex Education Curriculum

April 18

**Nancy Marshall, Ed.D. and
Ellen Gannett, M.Ed.**

Early-care-and-education and Afterschool Programs: Issues Facing a New Administration

April 25

*Grace K. Baruch Memorial Lecture
Layli Maparyan, Ph.D.
Womanism, Feminism, and the Business of Moving Social/ Ecological Change Forward*

FALL 2012 LUNCHTIME SEMINARS:

- Double Standards and Differentiated Gateways: Adolescent Girls and Boys at Risk for Substance Abuse
- Using Teachers' and Students' Experiences to Widen and Deepen School and College Curricula
- Do Tell: Reclaiming LGBT History for the LGBT Movement
- Educational Equity for Girls of Color: A Multi-level Media Strategy
- "The Talk": How Teen Parents Talk about Sex with the Next Generation
- The Shift from *Teen Dating Violence* to *Healthy Relationship Promotion*: Losing the Gender Perspective

Many of these programs have been recorded. Listen online or download MP3 files from www.wcwonline.org/audioarchive.

RECENT AND UPCOMING MEETINGS & PRESENTATIONS

TRACY GLADSTONE, Ph.D., co-presented “Prevention of Depression in At-Risk Youth: Long-Term Outcomes,” and “Long-Term Incremental Cost-Effectiveness of Preventing Depression in At-Risk Adolescents” at the 59th annual meeting of the American Academy of Child & Adolescent Psychiatry in October in San Francisco, CA. This work is informed by the multi-site study based at Judge Baker Children’s Center, Boston, MA.

AMY HOFFMAN, M.F.A. facilitated the panel, “Lavender Left: Homosexuality and Radicalism in the 20th Century U.S.” at the conference *Radically Gay: The Life and Visionary Legacy of Harry Hay*, sponsored by the Center for Lesbian and Gay Studies at the City University of New York, NY in September.

The **JEAN BAKER MILLER 2012 TRAINING INSTITUTE (JBMTI)** Introductory Institute, “How Connections Heal: Founding Concepts and Practical Applications of Relational-Cultural Theory (RCT);” took place from October 19–21 at Wellesley College, Wellesley, MA. The Introductory Institute is a unique opportunity for the intensive study of RCT and its direct applications in the world. This approach rests on the premise that growth-fostering connections are the central human necessity and disconnections are a primary source of human suffering. In particular, relationships are profoundly influenced by cultural contexts. The Introductory Institute included interactive presentations and workshops led by Institute faculty, learning activities, small and large group case discussions, community building, role plays, and multi-media

presentations. Clinicians, social workers, educators, organizational leaders, and parents were in attendance.

The Institute also held its fifth Jean Baker Miller Memorial Lecture, “Voice Lessons: Ten Steps to Courage, Clarity and Connection in Key Relationships” with speaker **HARRIET LERNER**, Ph.D. on October 19, 2012 at the Wellesley College Club in Wellesley, MA. Lerner shared wise and innovative “voice lessons” that can help people to navigate difficult relationships in new ways. Lerner is best known for her scholarly work on the psychology of women and family relationships, most notably her books *The Dance of Anger* and *Women in Therapy*. Her most recent book is *Marriage Rules: A Manual for the Married and Coupled Up*.

The **JEAN BAKER MILLER TRAINING INSTITUTE** and **OPEN CIRCLE** teamed up for a webinar, “How Open Circle Decreases Your Students’ Pain and Increases Their Capacity to Learn” in November. **AMY BANKS**, M.D., director of advanced training at JBMTI, and **JAMES STROUSE**, M.S., lead trainer and coach at Open Circle, led the webinar. The program focused on the science that supports inclusive classrooms and practical strategies to develop them in schools. Participants learned about the anatomical overlap between physical and social pain, discovered why social exclusion in a classroom makes it difficult for students to learn, and identified strategies to help build an inclusive classroom. Learn more at www.jbmti.org.

SARI PEKKALA KERR, Ph.D., presented “High-skilled immigration and the employment structures of U.S. firms,” with William Kerr, Ph.D. on various occasions this fall: at the National Bureau of Economic Research (NBER) Productivity Seminar; at the University of Pennsylvania Wharton School seminar; at the NBER Congress on High-Skill Immigration and at Harvard University Labor Economics Seminar; and at the London School of Economics Labor Economics seminar. She is presenting “Entrepreneurship and Urban Growth: An Empirical Assessment with Historical Mines,” with Edward Glaeser, Ph.D. and William Kerr, Ph.D. during the Harvard University Economic History Fall Seminar; at the Regional Science Association International conference in Ottawa and the London School of Economics Urban Economics Seminar, both in November; and at the University of Bergen Economics seminar in December.

JEAN KILBOURNE, Ed.D., launched LUNAFEST, a national fundraising film festival that showcases short films by, for, and about women, during the premiere event in San Francisco, CA in late September. From animation to documentary style, this year’s program covered a breadth of stories, including a pioneering woman, self-acceptance, body image, friendships, overcoming heartbreak,

and mother-daughter relationships. Kilbourne also presented at the Womenetics third annual Global Women’s Initiative focused on Effective Leadership for the 21st Century Economy: Popular Culture and Positive Role Models for Women and Girls, held in early October in Atlanta, GA. Kilbourne and other global thought leaders explored ideas that can create positive change in the workplace and cultivate the next generation of innovative and successful business leaders.

PEGGY MCINTOSH, Ph.D. gave a talk about white privilege at Simmons College in Boston, MA in May. The film, “The National SEED Project: Its Impact on Educators,” by Shakti Butler, and a corresponding presentation by SEED Project staff members Jordan Chen, Willa Cofield, Gail Cruise-Robeson, McIntosh, and Emily Style, was presented at the National Conference on Race and Ethnicity (NCORE) in New York City, NY also in May. McIntosh also served as a panelist on the presentation “Unlikely Allies: Women of Color and White Women in the Academy” at NCORE.

McIntosh co-presented with Hugh Vasquez on privilege systems at the Lakeshore Ethnic Diversity alliance in Holland, MI, and she participated in an interactive conversation on the SEED project and SEED experiences at Charlestown High School in

Charlestown, MA, both in June. Paul Marcus and six interns from Community Change, Inc. in Boston, MA, discussed social justice and change with McIntosh in Wellesley, MA in July. McIntosh was a guest speaker on “The Chair” on Blog Talk Internet Radio in September; she discussed white privilege on the program.

PEG SAWYER, B.S.Ed., presented “Straight From the Heart: Using Children’s Literature to Enhance Social and Emotional Learning” at the Safe for All: Creating Healthy Environments to Achieve School Success conference organized by the Newton Public Schools, (The Newton Partnership), in Newton, MA with support from the Massachusetts Department of Elementary and Secondary Education, Office of Safe and Drug Free Schools in August. The program was aimed at educators, administrators, nurses, and other school staff in Massachusetts public schools.

WENDY WAGNER ROBESON, Ed.D., presented, “Taking Subsidy Research Forward: Access & Choice” at the Child Care Research Policy Consortium annual meeting in Bethesda, MD in October.

THE NATIONAL SEED PROJECT held two New SEED Leaders’ weeks in San Anselmo, CA in July, 2012. Seventy-seven educators prepared to lead year-long monthly seminars in their own school and college settings. SEED co-directors **BRENDA FLYSWITHHAWKS**, Ph.D., **EMMY HOWE**, M.Ed.,

and **EMILY STYLE**, M.A. coordinated the programs. **PEGGY MCINTOSH** gave several sessions as a Visiting Senior Associate. Pictured below are participants and faculty from one of the 2012 New SEED Leaders’ workshops.



new publications

LONGING TO BELONG: RELATIONAL RISKS AND RESILIENCE IN U.S. PROSTITUTED CHILDREN

Kate Price, M.A.

2012/#111/\$10.00*



Prostituted children, like all people, require nurturing relationships and belonging, yet they are vulnerable to exploitation because of their lack of secure relationships and histories of betrayal. This paper explores how a lack of secure relationships can create a dynamic for children to become trapped in prostitution, how current cultural assumptions reinforce the crisis, and where hope lies in a culture that is ready to disregard and incriminate children who do not fit the “innocence” mold.

IT'S NEVER TOO LATE TO CHANGE: NEUROPLASTICITY AND THE HOPE OF CHANGE

Amy Banks, M.D.

2011/#DVD07/\$20.00*

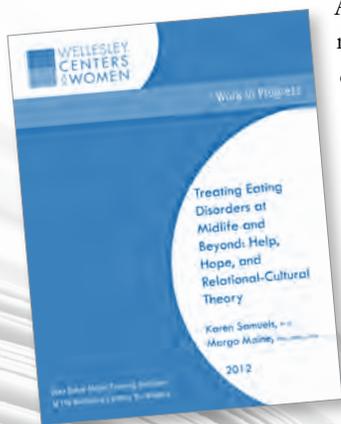


This recording of a webinar by Amy Banks, M.D., in May 2011, highlights the latest developments in the study of neuroplasticity or how the brain changes. By applying the concepts of “use it or lose” and “neurons that fire together, wire together” to a current clinical dilemma and to a healthy social teaching program (Open Circle), this program can help participants see how brain change affects everyday life.

TREATING EATING DISORDERS AT MIDLIFE AND BEYOND: HELP, HOPE, AND RELATIONAL-CULTURAL THEORY

Karen Samuels, Ph.D. and Margo Maine, Ph.D., FAED, CEDS

2012/#108/\$10.00*



Although research is scarce, increasing numbers of midlife and older women are seeking eating disorders treatment, despite prevailing beliefs that these conditions only affect the young. Body satisfaction previously increased with age, but today 65 percent of midlife women express significant weight preoccupation and distress over their shape, appearance, and diet, threatening the health, wellbeing, and status of women across the globe.

**These and other WCW publications and DVDs are available from the WCW Publications Office or from the online catalog. Shipping and handling must be paid by the customer for any mailed orders. Visit www.wcwonline.org/publications or call 781.283.2510 to purchase WCW publications.*

LINDA CHARMARAMAN, Ph.D. and **NAN STEIN**, Ed.D. co-wrote “Is it bullying or sexual harassment? Knowledge, attitudes, and professional development experiences of middle school staff,” with Ashleigh E. Jones, M.A. and Dorothy Espelage, Ph.D. at the University of Illinois, Urbana-Champaign. The paper has been accepted by the *Journal of School Health*. Given recent legislation, increasingly more attention is paid to bullying prevention; however, student-on-student sexual harassment is addressed less. This study fills a gap in the literature by examining how middle school staff members view bullying and sexual harassment and their role in preventing both.

“Family homework and school-based sex education: Delaying early adolescents’ sexual behavior,” by **JENNIFER GROSSMAN**, Ph.D., has been accepted for publication in the *Journal of School Health* (forthcoming). Early sexual activity can undermine adolescents’ future school success and health outcomes. The purpose of this study was to assess the role of a family homework component of a comprehensive sex education intervention in delaying sexual initiation for early adolescents and to explore what social and contextual factors prevent adolescents from completing these family homework activities.

JUDITH JORDAN, Ph.D. authored “Relational Resilience in Girls,” a chapter in Goldstein and Brooks (Eds) *Handbook of Resilience in Children*, (second edition) published by Springer in New York; “Stone Center Relational Model in Norcross,” included in *History of Psychotherapy*, published by the American Psychological Association; a chapter devoted to Relational-Cultural Theory (RCT) in *Personality and Personal Growth*, Frager and Fadiman (Eds), a popular college text used in introductory psychology classes; a section devoted to *Relational-Cultural Theory in Personality Theories: An Introduction* by Barbara Engler, published by Houghton Mifflin Harcourt; and a chapter on the critical importance of relationship for women’s well-being in *Silencing the Self Across Cultures: Depression and Gender in the Social World*, Dana C. Jack and Alisha Ali (Eds).

SARI PEKKALA KERR, Ph.D. co-authored with Tuomas Pekkarinen and Roope Uusitalo, “School tracking and development of cognitive skills,” for a forthcoming issue of *Journal of Labor Economics*. Her article, “Inter-Generational Income Immobility in Finland: Contrasting Roles for Parental Earnings and Family Income,” authored with Robert E.B. Lucas, has been accepted by the *Journal of Population Economics*, for a forthcoming issue. She co-authored with Edward Glaeser and William Kerr a NBER Working Paper #18333, *Entrepreneurship and Urban Growth: An Empirical Assessment with Historical Mines*, and HECER Discussion Paper 350, *School tracking and development of cognitive skills—additional results*, co-authored with Tuomas Pekkarinen and Roope Uusitalo.

PEGGY MCINTOSH, Ph.D., authored “Too Much History Between Us,” in *Unlikely Allies in the Academy: Women of Color and White Women in Conversation*, edited by Karen L. Dace, published by Routledge, New York, 2012, (pp. 91-100); “Knapsack 2012,” in *Occupying Privilege: Conversations on Love, Race & Liberation*, by JLove Calderón, Love-N-Liberation Press, (pp. 29 -39), 2012; “Reflections and Future Directions for Privilege Studies,” in the *Journal of Social Issues*, Volume 68, Number 1, edited by Kim A. Case and Jonathan Iuzzini, Wiley Subscription Services, Inc., 2012, (pp. 194-206); and “White Privilege in Higher Education,” and “The National SEED Project on Inclusive Curriculum,” in the *Encyclopedia of Diversity in Education*, edited by James Banks, published by Sage, 2012.

“Shifting Boundaries: An experimental evaluation of a dating violence prevention program in middle schools,” co-authored by Bruce Taylor, Ph.D., NORC at the University of Chicago; **NAN D. STEIN**, Ed.D., Wellesley Centers for Women; Elizabeth Mumford, Ph.D., NORC; and Daniel Woods, Ph.D., Police Executive Research Forum (PERF), has been accepted by the journal, *Prevention Science*, for a forthcoming issue.

spotlight

New Funding & Projects

FAMILY COURT SNAPSHOT DATA COLLECTION PROJECT

Project Director: Monica Driggers, J.D.
Funded by: Bank of America Philanthropic Trust, the Mabel A. Horne Trust

This grant supports completion of the final report for the Family Court Snapshot Data Collection Project, which began in 2009 and included two years of data collection in selected family courts in Massachusetts. The project has identified gaps in the family court process that can affect public safety. Research results focus on strengths and weaknesses in the adjudication of cases involving domestic violence, substance abuse, mental illness, and child trauma. The report culminates in a set of recommendations to close the systemic gaps and improve outcomes in high risk family court cases.

NEXT GENERATION AFTERSCHOOL SYSTEM BUILDING INITIATIVE

Project Director: Ellen Gannett, M.Ed.
Funded by: The Wallace Foundation

In the first phase of this project, the National Institute on Out-of-School Time (NIOST) will develop a technical assistance plan for The Wallace Foundation's Next Generation Afterschool System Building Initiative. Gannett, NIOST's director, along with Cross & Jofus, the John W. Gardner Center at Stanford University, the National League of Cities, and Wallace Foundation staff will develop a technical assistance plan in three key areas: getting and using data for program improvement, accountability, and sustainability; taking program quality to scale; and systems sustainability, including developing strong school-afterschool partnerships.

NATIONAL AFTERSCHOOL MATTERS INITIATIVE—NYC FELLOWSHIP GROUP

Project Director: Ellen Gannett, M.Ed.
Funded by: The Pinkerton Foundation

The Pinkerton Foundation has provided supplemental funds to the Robert Bowne Foundation's support for the National Afterschool Matters Initiative. The Pinkerton grant will provide targeted support for the New York City Fellowship, which is focused on the professional development of out-of-school-time practitioners who work with adolescents.

DEVELOPMENT OF THE CURRICULUM GUIDE/LEADER GUIDE FOR A BOYS' EMPOWERMENT GROUP

Project Director: Georgia Hall, Ph.D.
Funded by: The Anne E. Borghesani Community Foundation

With support from the Anne E. Borghesani Community Foundation, Hall's team will develop a curriculum guide and leader guide for a boys' empowerment group in hopes of seeding boys groups in a set of out-of-school time programs in Boston, MA.

THE MASSACHUSETTS WOMEN'S JUSTICE NETWORK

Project Director: Erika Kates, Ph.D.
Funded by: Gardiner Howland Shaw Foundation

The goal of the Massachusetts Women's Justice Network (MWJN) is to shift the policy climate increasingly towards treatment and skill building instead of incarceration for thousands of women caught up in the Massachusetts justice system each year due to the interlocking effects of abuse, addiction, mental illness, poverty, and crime. With continued support from the Gardiner Howland Shaw Foundation, the MWJN will expand and consolidate its achievements, building on the significant women-centered initiatives it has created, and informing policy changes to advance alternatives to incarceration for women.

ADDITIONAL FUNDING

BOSTON QUALITY INVENTORY 2012–2013

*Project Director: Wendy Wagner Robeson, Ed.D.
Funded by: Associated Early Care and Education,
Boston EQUIP*

With support from Associated Early Care and Education, as part of their Boston EQUIP, (Early Education Quality Improvement Project), Robeson's team will conduct the Boston Quality Inventory 2012-2013, a study designed to provide a comprehensive picture of the quality of Boston's early care and education programs for preschoolers, in both centers and family child care homes, as an indicator of the capacity of Boston's early care and education programs to prepare preschoolers for formal schooling.

SUMRU ERKUT, Ph.D. received continued funding from Planned Parenthood League of Massachusetts for the final phase of the impact evaluation of *Get Real: Comprehensive Sex Education that Works*, a comprehensive middle school sex education curriculum, on middle school students' sexual health outcomes, including delayed sexual initiation and correct and consistent use of protection among those who become sexually active.

TRACY GLADSTONE, Ph.D., with her colleagues at the University of Illinois at Chicago, received continuing support from the National Institute of Mental Health at the National Institutes of Health for the multi-site study of CATCH-IT, a primary care/Internet-based depression prevention program for at-risk adolescents and their families.

AMY HOFFMAN, M.F.A. received continuing operating support for the *Women's Review of Books* from the Massachusetts Cultural Council.

THE JEAN BAKER MILLER TRAINING INSTITUTE at the Wellesley Centers for Women (WCW) received gifts from various individuals and supporters.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** at WCW received support for training, technical assistance projects, and continuing evaluations from Berks County Intermediate Unit, Boston and Beyond, the United Way of Massachusetts Bay, the United Way of Southeastern Pennsylvania, Wyoming Afterschool Alliance, and Providence After School Alliance.

The **OPEN CIRCLE** program at WCW received various gifts from friends and supporters of the social and emotional learning program.

JOANNE ROBERTS, Ph.D., received renewed support from the Massachusetts Department of Early Education and Care (EEC) to conduct observations for early childhood and afterschool programs applying for advanced ratings in EEC's Quality Rating and Improvement System (QRIS).

Along with **WENDY WAGNER ROBESON**, Ed.D., Roberts received continuing support from Providence Plan, Ready to Learn Providence under a grant from the U.S. Department of Education, for the final phase of evaluation of the Early Reading First Program.

Robeson also received support to train Associated Early Care and Education staff on the Peabody Picture Vocabulary Test-4 and Phonological Awareness Literacy Screening-Pre-K assessments.

A WORLD THAT IS GOOD FOR WOMEN IS GOOD FOR EVERYONE

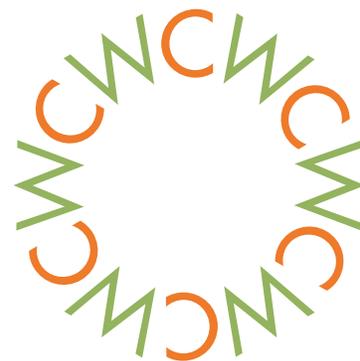


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- Women building relationships, forging connection • **OUT-OF-SCHOOL TIME** —



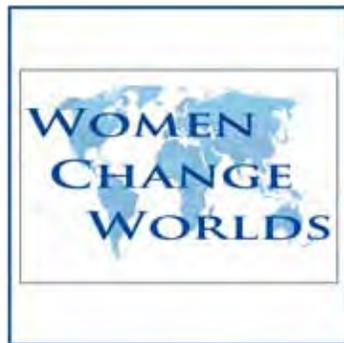
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