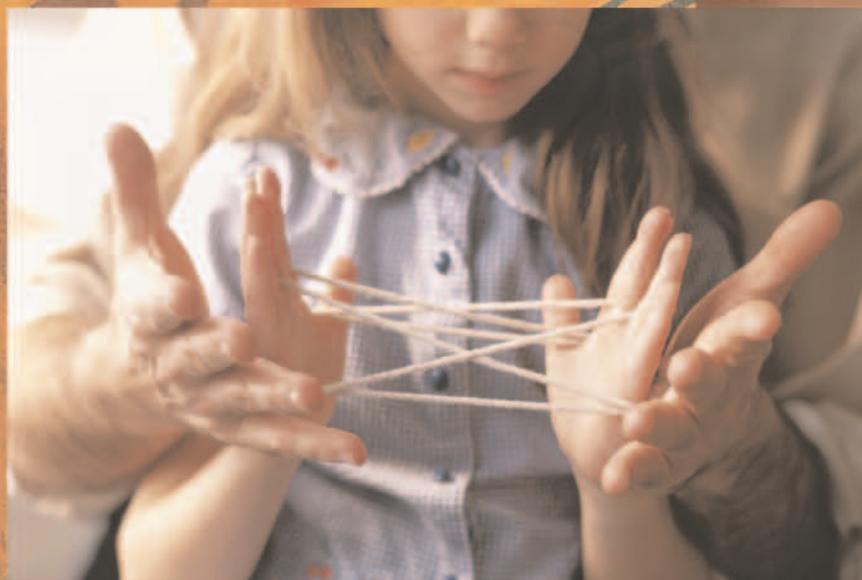


Research & Action Report

Wellesley Centers for Women



Center for Research
on Women
Stone Center



Featuring:

Yet Again? Women and Science,
the Discussion Goes on ... and on ...

Jean Baker Miller Training
Institute: 10th Anniversary

Reaffirming Rights in Our
Nation's Schools

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New Publications

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

For more than three decades, WCW has been a driving force, both behind the scenes and in the spotlight, promoting positive change for women and families. The world's largest women's research center, WCW is the powerful alliance of the Center for Research on Women and the Stone Center at Wellesley College.

The work at WCW is grounded in the perspectives of women from diverse backgrounds. Our research and action projects lead to creative solutions to a range of pressing social concerns and to innovative policy alternatives.

Wellesley Centers for Women

Wellesley College
106 Central Street
Wellesley, MA 02481-8203
www.wcwonline.org

Executive Director:

Susan McGee Bailey, Ph.D.

Editors:

Donna Tambascio and Jodie Wennemer

Copy Editor:

Susan Miller

Design:

LIMA Design

Printing:

Shawmut Printing

BREAKING NEWS!

Re-launch of the *Women's Review of Books*

Since 1983 the *Women's Review of Books* has provided a unique forum for serious, informed discussion of new writing by and about women. The publication's increasing debt forced the Wellesley Centers for Women to suspend publication with the December 2004 issue. We are proud to announce that after months of planning and negotiation, the *Women's Review of Books* will be re-launched next winter in collaboration with Old City Publishing of Philadelphia. More details will be shared in the fall/winter edition of *Research & Action Report* and on our website, www.wcwonline.org.



From the Executive Director

News stories that illustrate the continuing need for research and action on behalf of women and girls have filled the airwaves recently. The President of Harvard University suggested that perhaps most women just don't have a head for science, the latest figures on U.S. wages reveal women continuing to earn less than men in most fields, and on average, only 76 cents to the male dollar. In much of the world girls' access to education is threatened by sexual violence, not only in the community, but in schools themselves and women are the majority of *both* the victims *and* the caregivers in the HIV/AIDS epidemic . . . the list could go on and on. Stephen Lewis, the UN Special Envoy for HIV/AIDS in Africa recently gave a speech entitled, "This World Is off Its Rocker When It Comes to Women." Reflecting on a recent UN report he noted that "women are dealt with as they are always dealt with in these auspicious studies: at the margins, in passing, proforma."

The Wellesley Centers for Women (WCW) was founded thirty years ago to move women's experiences, perspectives, and needs from the margins to the center of inquiry, policy, and practice. While we must not let continuing inequalities obscure the positive changes and the considerable progress that some women have made in the past three decades, neither can we claim the victories that earlier optimists assumed. Change comes slowly, and not all change is in a positive direction. Gains can be won, and they can be lost. Our work is to ensure that positive changes for all members of our society not only take place, but that they remain in place.

At WCW we continue to address "old" problems confronting US women and their families, while at the same time expanding our focus to include greater global perspectives and initiatives. The article on page 8 discusses the ongoing gender

gaps in some areas of science and technology and the work we are doing to address them. This time our focus is not on new research, but rather on new ways to present information that has been available for sometime but that has not made a substantial difference in how people view women and girls. Nancy Marshall and her Work, Families, and Children team continue to address the stubborn issues of the absence of adequate child care and work/family balance, and The Open Circle Program, now celebrating its eighteenth year, maintains its focus on key areas of the Stone Center founders' original vision—the prevention of emotional and psychological problems, particularly among children and adolescents. We will be consulting with a variety of individuals and agencies during the next few months as we develop a three- to five-year strategic plan for international work at WCW. While we have always maintained international connections via the activities of various projects, last year's International Research and Action Conference: Innovations in Understanding Violence Against Women was our first major initiative in forging global alliances with other women and women's organizations since the Conference on Women and Development, organized by the Center for Research on Women in 1976. With the support of the Margaret L. Keon International Understanding Initiative fund discussed on page 14, we hope both to learn from women in other parts of the world and to take a more active role in the global women's movement.

The old cliché, "a woman's work is never done" seems painfully true in today's world. But with the energy your support and encouragement provide, WCW work not only continues, but will deepen and expand. I look forward to sharing our plans with all of you in the months ahead. ✨

Short Takes

Outrageous Living

Ruth Harriet Jacobs continues to spread the word about aging outrageously and courageously. Jacobs has presented her play, *Happy Birthday*—about a surprise 80th birthday party—throughout New England to audiences of old and young alike and has taught her memoir writing workshop at many local community organizations.

Improving the Lives of Women in Prison

Monica Ghosh Driggers is working on two fronts to improve the justice system. She joined the planning committee of the Working Group on Women in Prison organized by the Center for Women in Politics and Public Policy program at the University of Massachusetts, Boston, and the Massachusetts Caucus of Women Legislators. The planning committee released its groundbreaking report, *Women in Prison in Massachusetts: Maintaining Family Connections*, on March 3, 2005, at a forum at the University of Massachusetts, Boston, at which Driggers fielded questions from the audience. The planning committee will also be developing and implementing policy initiatives, based on the

report's recommendations, which will help women prisoners maintain relationships with their children and families.

Driggers is also working with the Crime and Justice Institute in Boston on its Parole Violation Sanctions and Guidelines Project, which aims to decrease recidivism in Massachusetts by introducing evidence-based practices into parolee supervision. Under current practices, most parolees who violate the conditions of their parole are returned to custody. To improve this situation, the project is introducing graduated sanctions for parole violations and is educating parole officers about how and when to connect offenders to community services.

After-School Grows Up!

This past December, **The National Institute on Out-of-School Time** at the Wellesley Centers for Women and The After School Project of the Robert Wood Johnson Foundation teamed up to host the three-day "After-School Grows Up!" symposium in Scottsdale, AZ. The conference focused on building and sharing knowledge regarding promising practices in citywide after-school initiatives. Over 110 people attended, including leaders from mayoral offices, foundation directors, front-line staff, researchers, consultants, representatives from intermediary organizations, and leaders from the US Department of Education. In-depth discussion and honest reflections were an integral part of the meeting format, which was designed to provide opportunities to share and build upon knowledge being developed throughout the nation. The conference included site visits to four exemplary programs in the area, a presentation of the findings of a study on after-school infrastructure by Tony Proscio and Basil Whiting, a plenary discussion on outcomes and expectations in after-school, and a second plenary which focused on sustainability in after-school programs. Also scattered throughout the three-day symposium were a series of round table discussions that focused on a variety of topics including, but not limited to, data collection, workforce challenges, building public will, municipal/school district collaborations, healthy lifestyles, partnering for 21st century learning skills, and building and sustaining citywide collaboration across sectors.

Conferences & Presentations

Award-Winning Efforts

Pam Boll, donor and colleague of Bringing Yourself to Work, received an Academy Award for her role as Executive Producer of the winning documentary, *Born into Brothels*, at this year's Oscars ceremony.

Jean Kilbourne, continuing research scholar at the Wellesley Centers for Women (WCW), received the Myra Sadker Equity Award in a ceremony on March 1, 2005, in Washington, D.C. The Myra Sadker Equity Award recognizes organizations and individuals for their work and achievements in gender equity. Kilbourne is being recognized for her pioneering work on alcohol and tobacco advertising and the image of women in advertising.

The television program *Massachusetts School of Law Education Forum* received the prestigious Telly Award for its 2004 episode "Bullying," in which WCW research scientist, **Nancy Mullin-Rindler**, participated as a panel presenter. The Telly Awards honor outstanding local, regional, and cable television commercials and programs, as well as video and film productions.

Project directors and researchers at the Wellesley Centers for Women regularly present their work at conferences, workshops, and professional meetings. Listed below are some recent highlights.

Linda Williams presented "Violence Against Women and Children in Families Exposed to Terrorism and War," at the 19th annual San Diego International Conference on Child and Family Maltreatment in January 2005. Williams' presentation described adults' reactions to the 9/11 attacks and the war in Iraq, and examined the association between war trauma and family violence. Williams also co-presented "Examining the Potential Moderating Role of Parental Psychopathology in the Relation Between Community Violence Exposure and Adolescent Distress," and "Relations Among Family Environment, Violence Exposure, and Child Outcome: Using Data from the Navy Family Study."

David Alexander presented "Project-Based Learning," at the National Afterschool Association conference in San Antonio, TX, on February 25, 2005. Alexander also presented "Observation, Reflection, Documentation & Assessment" at this conference.

The Society for Research in Child Development held their biennial meeting in Atlanta, GA, on April 9, 2005. At the conference, **Michelle Bragg** participated in the presentation "Social Fathering among African-American Men and the Impact on Child and Family Outcomes."

Fern Marx ran a workshop entitled "Raising Confident and Competent Girls: How Schools, Youth Programs, Parents, and Service Providers Can Support Girls," at "Through Her Eyes: The Experience of Girls and the Juvenile Justice System." The conference, sponsored by the Center for Human Development, was held in Springfield, MA, on April 14, 2005.

On May 3, 2005, **Open Circle** hosted a panel discussion on teacher retention in Wellesley, MA. This event, sponsored by the DuBarry Foundation, featured Susan Moore Johnson, author of *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*; Sam Intrator, author of *Tuned In and Fired Up: How Teaching Can Inspire Genuine Learning in the Classroom*; Jesse Solomon, Director of the Boston Teacher Residency Program; and Sheldon H. Berman, superintendent of the Hudson Public Schools in Hudson, MA.

Susan McGee Bailey presented on gender equity in education at the Educational Testing Service symposium on educational achievement, "Addressing Achievement Gaps: The Progress and Challenges of Women and Girls in Education and Work," held May 4-5, 2005, in Princeton, NJ.



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he Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women (WCW) is celebrating its tenth anniversary this year. The Institute is dedicated to the exploration of new models of human strength based on empathy, compassion, and contribution to social justice. Working at both the micro and macro levels, the Institute supports individual change while working for social transformation. The 2005 anniversary year brings deep gratitude for all who have joined in the work, a sense of pride in the accomplishments, and a daunting awareness of what still needs to be done.

The Institute was created in 1995 as the institutional home for what had been known since 1981 as the Stone Center Theory Group. This group—originally Jean Baker Miller, Judith V. Jordan, Irene Stiver, and Janet Surrey, joined for several of the early years by Alexandra Kaplan—began meeting in 1978 shortly after the publication of Jean Baker Miller’s groundbreaking bestseller, *Toward a New Psychology of*

Relational-Cultural Theory

RCT has been influential in moving psychology from a “separate self” paradigm to one that recognizes the centrality of relationships to human growth and well-being. The core principles of RCT are:

- Human beings grow through and toward connection, not toward separation.
- Growth-fostering relationships are characterized by zest, clarity, productivity, enhanced feelings of worth, and a desire for more connection.
- Mutual empathy—which is the practice of respectful responsiveness and acknowledging others’ impact on us—is at the core of growth.
- Growth-promoting authenticity involves staying connected with one’s own experience as one brings that experience into relationships while practicing awareness of our impact on others.

JBMTI: Celebrating Ten Years of Growth through Connection

Women. The theory group became affiliated with Wellesley College when Jean Baker Miller was named the first director of the newly created Stone Center.¹ Shortly thereafter began the very successful colloquium series and publication of the “works in progress.”

The theory group and the work have evolved over the years through theoretical, clinical, and research projects. Analysis of power imbalances, of marginalization, and of the importance of sociopolitical context has been the central focus in the last several years, as exemplified in the work of Maureen Walker, Wendy Rosen, Yvonne Jenkins, Elizabeth Sparks, Natalie Eldridge, and others. Most recently, Amy Banks, director of advanced training, has begun integrating the neurobiology of connection with Relational-Cultural Theory (RCT), the approach to human growth that serves as the foundation of all work at the JBMTI.

- Disconnections are endemic to human relationships; they happen all the time, but repairing disconnections can be a place of great growth, if empathy and responsiveness are at work.
- All relationships are shaped and informed by a sociopolitical context that either promotes well-being or undermines it. Chronic disconnections at a societal level are destructive to the individual and to the community. When differences are stratified, people are injured.
- In addition to the powerful influence of societal forces (e.g., racism, sexism, heterosexism, and classism), the neurobiology of connection and disconnection needs to be better understood in order to create change.

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¹The Stone Center partnered with the Center for Research on Women in 1995 forming the Wellesley Centers for Women.

Impact through Research and Programs

The JBMTI sponsors training programs for clinicians, community members, and those developing social policy and engaged in organizational change. Each year an introductory Fall Intensive Training Institute is held. An annual Summer Advanced Training Institute is designed for clinicians who seek to deepen their understanding and practice of RCT.

Over the years, more than 2200 clinicians, students, educators, social policy workers, and business people have attended the institutes, and more than 30,000 individuals receive our mailings. These people live in all 50 of the United States and in 41 countries. The JBMTI faculty members have traveled the globe, conducting workshops and institutes, directly reaching over 32,000 people. More than 100 “works in progress” and 16 books, including six books describing and defining the founding concepts and continued developments in RCT, and numerous journal articles and book chapters have been published. The work is represented in the curricula of many graduate programs and anthologies of clinical practice, and the Institute has been approved by the American Psychological Association as an official sponsor of continuing education. The most recent enterprise is the development of home study programs.



Linda Hartling (left) and Jean Baker Miller

The Irene Stiver Dissertation Award was initiated in 2004 by the Research Network to encourage graduate students to use RCT in their studies.

The death of Irene Stiver was a terrible loss during this period of ongoing elaboration of RCT. But Irene’s spirit remains and her investment in training is being carried forward through the dissertation award as well as the Irene Stiver Scholarship Fund, which has allowed over 100 people to attend trainings.

A postdoctoral position, offered jointly by the JBMTI and the Stone Center Counseling Service, has trained ten postdoctoral fellows over the years. In addition to their clinical work with students, fellows have contributed research papers on important topics such as eating disorders and sexual orientation.

The JBMTI has expanded into the world of large organizations through the Working Connections Project. This project applies RCT principles to enhance organizational dynamics, looking in particular at the importance of mutual growth, “fluid expertise,” relational intelligence, and new models of leadership that support creative and effective workplace practices. “Relational Leadership . . . Not Business as Usual,” this year’s Spring Institute hosted by the Working Connections Project, sold out a month in advance. Working Connections Co-director Joyce Fletcher’s *Disappearing Acts: Gender, Power, and Relational Practice at Work*, published in 2000, which demonstrated that relational skills practiced by women in the workplace are ignored or viewed as inappropriate by organi-

zations that claim to need such behavior, has been widely influential. In 1991, an invitational conference, based in large part on RCT approaches to understanding organizations, was held at the University of Michigan. Professors at several business schools, including the University of Michigan, the Massachusetts Institute of Technology, and Simmons College, have used RCT in their courses. An entire course on RCT and Organizations was created at the Graduate School of Business at the University of British Columbia. A manual for applying RCT to organizations is currently in preparation at the JBMTI, as is a tool for measuring the relational health of an organization. The manual will be along the lines of Judith V. Jordan and Cate Dooley’s *Relational Practice in Action*, a bestseller at the WCW Publications Office. The measuring tool will be modeled after Belle Liang, et al’s *Relational Health Indices*, which evaluates the quality of interpersonal and community relationships.

Through its Research Network, the JBMTI maintains regular contact with nearly 40 scholars and investigators who are using RCT in their research. At the annual Summer Institute, researchers are invited to submit proposals for presentations during the Research Forum. The following is a sample of project topics presented at recent Research Forums.

- Relational-cultural discontinuities among Latina adolescents
- Relationships with adults that foster resilience in adolescents
- Women asylum seekers
- Brief, feminist-based therapy using RCT
- Eating disorders
- Mutuality and the genetic risk of developing breast cancer
- Resilience of older women
- Couples coping with breast cancer
- Infants and mothers



(l-r) Top: Natalie Eldridge, Jean Baker Miller, Maureen Walker, Irene Stiver

Bottom: Yvonne Jenkins, Janet Surrey, Wendy Rosen, Judith Jordan

Broadening the Impact

Supported by a diverse group of scholars, the work of the JBMTI is increasingly moving into the world to promote social change. For example, RCT is at the heart of Karen Samuel's development of a curriculum to teach physicians about eating disorders, and *On the Rise*, a Cambridge-based project working with women in crisis or homelessness, uses RCT in its program. "Our goal," says *On the Rise* Executive Director Katya Fels, "is to form flexible, evolving, growth-fostering relationships with women. These relationships are a point of continuous connection amid a system of disconnected 'power over' services in the community."

On the international front, Meenakshi Chabra is applying RCT to a project that brings together Indian and Pakistani high school students to breach the deep divisions that were created by the partition of India, and Linda Hartling, associate director of the JBMTI, has recently been appointed to the board of directors of Human Dignity and Humiliation Studies, an international network of scholars and practitioners committed to reducing disrespect and humiliation worldwide.

Through the JBMTI, Jean Baker Miller's work has blossomed over the years into an important movement that has been pivotal for the personal growth of many women and for the field of psychology as a whole. A forthcoming book by Pulitzer Prize-winning reporter Chris Robb will feature the work of the JBMTI, Carol Gilligan, and Judith Herman. The book is entitled *This Changes Everything*, an apt title for so much of WCW's work. ✨

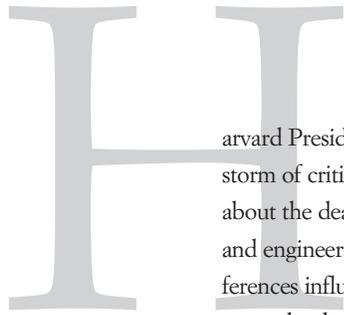
The JBMTI Practitioner Program, under the direction of Amy Banks, provides an advanced, two-year program for clinicians and others interested in social change. Practitioners have an opportunity to deepen their understanding and use of RCT, develop clinical skills, and complete a project using RCT as they work closely with faculty from the Institute. Applicants have come from around the world and from many different work settings.

Projects include:

- Release of a major textbook on diversity in college counseling centers based on RCT
- Support groups for Native American adolescents organized using a modified relational practice manual
- Assessment and enhancement of supervision in a city hospital using RCT
- Development of a model of relational ethics; an RCT treatment protocol for working with grief; and an RCT group therapy intervention for depressed infertile women
- Exploration of women's experiences associated with not having children
- Assessment and improvements to residential treatment for adolescents
- Examination of conflict between friends



Yet Again?



Harvard President Lawrence Summers drew a storm of criticism this past winter when he spoke about the dearth of top-level women scientists and engineers and suggested that innate sex differences influence achievement in these fields. His somewhat belated explanation that he had intended to provoke discussion, not advance a hypothesis, did little to quell the furor. Summers' remarks and the debate and discussion they ignited are but the tip of the iceberg. Despite years of genuine progress for women in scientific and technological fields, misconceptions about women's abilities and subtle barriers to their progress remain. The interactions and interconnections among biological similarities and differences, environmental factors and cultural assumptions, are complex and difficult to unravel. But regarding questions of when, why, and how women do or do not advance in science, the old "biology is destiny" thesis is clearly not supported by the evidence.

Since the Wellesley Center for Research on Women¹ (CRW) was launched back in 1974, sociologists, psychologists, and educators here have studied science, technology, engineering, and

after three decades of work by hundreds of individuals and organizations and all that has been accomplished and learned, old ideas still have such a prominent following."

Innovations in science teaching

One of the first such CRW projects was conducted in 1976 by the distinguished Wellesley College professor, mathematician Alice T. Schafer. A pioneer in her field, Schafer remembered one of her own math professors declaring that he would prefer to fail every woman in his class. Schafer's goal was to bring more women into mathematics and to alleviate girls' "math anxiety." To help students who had trouble with math, as well as those who avoided it completely, she developed a course in which women gave the lectures, and which featured hands-on labs, peer tutoring, and an emphasis on the applicability of mathematical concepts to business, economics, social sciences, and even the humanities. Schafer's method was prescient in its insistence on the relevance of math, its use of encouragement, and its focus on success in first-year math courses—crucial components of keeping young women on a "math track."

How Schools Shortchange Girls

In the early 1990s, the American Association of University Women commissioned CRW to undertake a thorough review of the literature on the education of girls in the US. That project became *How Schools Shortchange Girls*. Bailey, the report's principal author, originally wanted to title it "Gender Matters," as she had become convinced that discussing educational reform without discussing the differing developmental and psychocultural issues confronting girls and boys was meaningless. The report, which also looked at the roles of race, ethnicity, and socio-economic class, noted that "solutions designed to meet everyone's needs risk meeting no one's."

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Women and Science, The Discussion Goes on . . . and on . . .

math (STEM) education for girls and young women, differences and similarities in the course taking and achievement patterns of boys and girls, and girls' educational and career choices. Wellesley Centers for Women (WCW) researchers have also evaluated numerous STEM programs from preschool through graduate education. "Work on women's involvement in the sciences, math, and technology has been a consistent thread at WCW," says Susan McGee Bailey, executive director. "I find it discouraging that

¹The Stone Center partnered with the Center for Research on Women in 1995 forming the Wellesley Centers for Women.



“Gender differences in confidence are strongly correlated with continuation in math and science courses.”

The math and science section of *How Schools Shortchange Girls* was especially well received. Authored by Patricia Campbell and Bailey, the chapter highlighted the fact that “wage differentials favoring men are considerably less—or disappear altogether—for women in their early thirties who have earned eight or more mathematics credits in college.” But the report also made it clear that a lot would have to change before many girls chose to study math at this level. Although the differences between girls’ and boys’ test scores were diminishing, by the end of high school, girls’ loss of confidence played a large role in their decision-making about math and science. According to the report, “Gender differences in confidence are strongly correlated with continuation in math and science courses.” Boys dropped out of math courses when they couldn’t do the work; girls dropped out even though they *could*: “The drop in confidence *preceded* a decline in achievement.” By high school, girls saw math and science as “male,” and they didn’t envision themselves using these skills. They disappeared from the math/science pipeline before they ever got to college. While some changes have occurred in the past decade, particularly in terms of girls viewing math as strictly “male,” there is still work to do in attracting young women to technological fields.

“Perversely absurd”: The lack of women scientists

In 1993, CRW published the first installment of *Pathways for Women in the Sciences*, which described the results of a longitudinal study of Wellesley College students and graduates. The study, which was funded by the Alfred P. Sloan Foundation, addressed the very question raised by Lawrence Summers: why women “are under-represented in scientific careers and especially invisible in upper levels of the science professions.” Study co-directors Paula Rayman and Nancy Kolodny questioned students in the class of 1995 at key points in their college careers to find out why some of them chose to study science. A second part of the study, authored by Rayman, Janet Civian, Belle Brett, and Lawrence Baldwin, published in 1997, surveyed science and mathematics graduates from the classes of 1983 through 1991 to find out how many of them stayed in these fields. The researchers also surveyed alumnae from classes 1968 through 1982 for a longer view of women’s careers in science. In the opening paragraphs of the initial report, Rayman and Kolodny pointed out that the absence of women is a problem not only for women but also for science. They quoted Stephen Jay Gould, a Harvard scientist with a perspective quite different from that of Summers: “[G]ood scientists are hard to find and it seems perversely absurd to place social impediments before half the human race when that half could . . . do the job as well as the half granted access.”

Perhaps *Pathways*’ most important finding—especially in light of the portrait of girls’ high school science experiences provided by *How Schools Shortchange Girls*—was that “interest in pursuing science/mathematics as a career is developed before the college years. Few . . . students declared science majors if they had not already indicated some interest in doing so upon college entry.” In addition, the students who stayed in the sciences were those who were the best prepared when they came to college—that is, those who took many high school math and science courses. The study’s findings suggested that support from teachers, parents, and friends influenced students’ choices, as did opportunities to do independent research, such as those offered in special summer programs. Recent work shows that these findings remain as true today as they were a decade ago.

Current WCW work: Program evaluation

WCW Associate Director and Senior Research Scientist Sumru Erkut, who grew up in Turkey, has had a life-long interest in careers that are non-traditional for women—at least in the US: “In my all-girls’ high school I majored in math. No one thought anything of it. I had lots of female friends in engineering—the smart kids went into engineering. The intersection of gender and culture was different. When I came to the US, I was shocked at rationales I knew were bogus.” For Senior Research Scientist Fern Marx, an interest in women scientists and science education also grew organically out of her high school experience, when she was the only girl in her advanced chemistry, physics, and math classes. As a result, she says, “My buddies were all boys.”

Erkut and Marx have become involved in evaluating programs that introduce girls to pursuits like engineering, computer science, and even construction—many of which focus on middle school-aged children (see *Research & Action Report*, Fall/Winter 2004). “Middle school is the moment of bifurcation,” says Marx. “Girls and boys begin differentiation academically and in terms of interest.” They also differ in terms of confidence: “A girl without the right answer believes she’s dumb. A boy just thinks he’s unprepared.”

One of the programs about which they are most enthusiastic is “Rosie’s Girls,” the construction program where girls learn welding and run backhoes. “The program begins by giving them tools, a toolbelt, and boots,” says Marx. “It’s the first time they’ve ever gotten their hands on anything like this.” Over the course of only two weeks, Marx observed “limitless possibility and growth.” Similarly, programs funded by the Massachusetts Cultural Council at the Boston Museum of Science encouraged fourth to eighth graders to “play around with things” such as LEGO blocks and motors. Erkut describes such programs as “class interventions.” Children from poor backgrounds get access to toys and gadgets, like cameras, that middle class households take for granted.

But unless girls are carefully encouraged, they may not actively participate in a program. Marx notes that in an Intel-funded, co-ed computer clubhouse program, “girls on the periphery were watching their boyfriends” and did not engage with the new tools. They needed girls-only sessions. Erkut warns, “‘Gender-free’ programming becomes boys’ programming.” She jokingly calls the process of designing a program that draws in both girls and boys “stealth intervention—no one talks about it as a girls’ program, but it’s designed with their needs in mind.”

Researchers need to be able to communicate their findings clearly—not only to other researchers but to the media and the general public.

Where we are now

Following the publication of *How Schools Shortchange Girls* and the renewed concerns raised about girls and scientific areas, the National Science Foundation funded programs and research for girls and young women in STEM areas. Policymakers, educators, and parents around the country also focused their energies on improving the atmosphere and the opportunities available for girls and young women. These efforts made a difference. The already narrowing gaps in achievement and course taking discussed in the report narrowed further. But stubborn gaps remain. One example: young women graduating from high school are much less apt than young men to pursue studies or careers in the physical sciences and engineering even though they have comparable academic skills.

Working again with Patricia Campbell of Campbell-Kibler Associates, Inc., the newest efforts underway at WCW are focused on addressing these continuing disparities by looking at the underlying misconceptions surrounding STEM and women and girls, misconceptions still abundant in our society. Many of these misconceptions arise when research findings are not communicated effectively. Others persist because they

fit with the gender stereotypes that frame our assumptions about what women do and what men do. For example, a variety of sex differences exist, ranging from differences in the size of male and female brains to differences in the percentages of girls and boys taking advanced physics. The problem is in understanding what these differences mean—and what they do *not* mean. After all, girls *as a group* and boys *as a group* are more alike than they are different on any measure of ability or skill one wants to select. The biggest differences are found between individual boys and between individual girls. It is the confounding of the average with the individual that gets us into trouble.

The “understanding problem” has several components. It often starts with the communication—or miscommunication—of research results. Researchers need to be able to communicate their findings clearly—not only to other researchers but to the media and the general public. And what constitutes effective communication among researchers is often less successful with more general audiences. In an age of sound bites, the complexity of research findings can be lost, fueling misconceptions rather than deepening understanding. In the next few months Bailey, Campbell, and their teams will be developing materials that can help researchers become more effective in communicating their results, help advocates better understand research so that their advocacy efforts do not fuel misconceptions, and provide information for the media that can further their efforts to present research to the general public accurately, clearly, and without reinforcing traditional gender assumptions. The alacrity with which so many people responded to Summers’ remarks, and the misconceptions that remain front and center in so much of the ongoing debate, illustrate the need for this work. Future issues of *Research & Action* will report on the progress of these efforts. ✨



With WCW Postdoctoral Research Fellows

The Wellesley Centers for Women (WCW) has three postdoctoral research positions sponsored by the National Institute of Child Health and Human Development (NICHD). In the summer of 2004 researchers were selected and matched with a mentor. During their two-year tenure at WCW, the fellows receive training in a variety of skills ranging from methodology to preparing a manuscript for publication and writing grant proposals. The program is designed to prepare the junior researchers to become senior scholars in the study of childhood and adolescence, with special emphasis on how race and ethnicity, gender, and social class interact with risk and resilience factors in human development. Fellows can collaborate with their mentors on externally funded research projects and can initiate independent research conducted under the guidance of their mentor. Sumru Erkut is working with Michelle Bragg, Linda Williams is teamed with Diane Purvin, and Nancy Marshall is partnered with Jasmine Waddell.

Michelle Bragg, Ph.D.

What was the focus of your work prior to coming to WCW?

I earned my doctorate in Public Policy from George Mason University. My dissertation research focused on social fathers—men who help parent other than their own children. I became interested in this topic while working as a Congressional Fellow on Capitol Hill. Information about the Fathers Count legislation came across my desk, and it piqued my interest. I delved into the fatherhood literature and my research progressed from there. Also, I worked for the Center of Innovation and Reform in the Office of the City Administrator with the Government of the District of Columbia.

What will be the focus of your work here at WCW?

My work here will be to build upon my dissertation research, which was a quantitative examination of social fathers, specifically African-American social fathers. I want to better contextualize the experiences of these men and the children in their lives by using qualitative methods, hearing directly from social fathers. Although men play key roles in families, most of the survey data about men comes from women's reports. Only recently have efforts been made to secure family-based information directly from men. I believe the use of mixed methods—qualitative and quantitative methods—provides richer, more nuanced data. This data will hopefully be instructive to policy makers and result in policies that better fit the conditions and contexts of modern families.

Additionally, I plan to focus on child development and resilience issues, particularly in relation to nontraditional families, including those with social fathers. At WCW I can consult with scholars who have expertise in these critical policy areas. For example, my mentor, Sumru Erkut, is well respected in these fields and also conducts fatherhood research. This synergy is immensely helpful to me, as is the alignment of my work with WCW's interest in researching underrepresented children and adolescents and understanding variations in findings by race and ethnicity.

Where do you see your research heading in the future?

My research will always emphasize culture and policy. I see my research on fathers, child development, and resilience as preparation for conducting comprehensive, large-scale research on families—African-American families in particular. I also have an interest in expanding my father and family-based research to include Afro-Latinos in the US and Latin America.

Postdoctoral research fellows

(l-r) Jasmine Waddell, Diane Purvin, and Michelle Bragg

**Diane Purvin,
Ph.D.**

What was the focus of your work prior to coming to WCW?

I completed my dissertation in Social Policy at Brandeis University, where I also worked as an ethnographer and data manager for the Boston site

of a multi-city study of welfare and child well-being among low-income African-American, Latino, and Euro-American families. My observations of significant levels of domestic violence and abuse among many study respondents led me to develop a dissertation project that investigated the extent and impact of abuse experiences on participants' lives over time. Through analysis of longitudinal data collected from 59 families by a diverse staff of 14 interviewers, I attempted to understand the meaning of abuse experiences over time, within the context of the lives of women in diverse communities, and under a range of economic and policy constraints.

What will be the focus of your work here at WCW?

My dissertation research demonstrated that women's vulnerability and resilience to abuse is context-dependent. Effective policy and intervention requires better understanding of the conditions of economic and social vulnerability that promote or inhibit entrapment in abuse. At WCW, my work will focus on further specifying some of the factors that appear to influence women's trajectories into and out of abusive relationships, particularly those that pertain to early family and adolescent experiences. In addition to providing training in developmental issues and research methods that will help me build on and expand my research in this area, the NICHD postdoctoral program at WCW focuses on the interactions of race, ethnicity, social class, and gender which are critical to understanding complex social problems such as abuse. I am excited to be working with Linda Williams who has extensive research experience in issues of abuse within the family, a commitment to incorporating developmental and life course approaches to their study, and an interest in integrating qualitative and quantitative methods.

Where do you see your research heading in the future?

Research to date suggests that the abuse that low-income women experience in families and relationships can have a significant impact on long-term outcomes, including whether they escape from or remain trapped in poverty. My long-term career goal is to implement a research agenda that will contribute to improved knowledge about the processes through which these effects accrue and lead to more effective social policies and interventions.

**Jasmine Waddell,
D.Phil.**

What was the focus of your work prior to coming to WCW?

My research training while a graduate and doctoral student at Oxford University in England was in European and South African social policy analysis.

My doctoral dissertation was a qualitative study of the implementation of the Child Support Grant, the post-apartheid child maintenance grant, in rural and urban communities in the Eastern and Western Cape provinces of South Africa. I also worked with the new Centre for the Analysis of South African Social Policy on this issue.

What will be the focus of your work here at WCW?

At WCW I plan to focus on skills development, such as quantitative research methodologies, to the end of becoming a mixed methodology researcher. WCW's long history of using both qualitative and quantitative methodologies, which provide a broader and more nuanced understanding of the research areas, will provide a solid platform from which I will hone my skills. The methodological rigor and creativity of WCW will serve me very well in this pursuit. In addition, I plan to work closely with my preceptor, Nancy Marshall, who has a broad perspective on issues of child welfare, to conduct comparative research on child poverty interventions in the United States and South Africa, with a specific focus on implementation and impact.

Where do you see your research heading in the future?

I anticipate building upon the skills I have sharpened during my time at WCW to become an astute mixed methodology researcher specializing in child policy, social exclusion/inclusion, and poverty alleviation in the Global South. My hope is to develop paradigms and frameworks for policy design and implementation which can be applied to under-developed nations. My objective is to bridge the gap between research and policy in the field of social development.

Global Connections

In December 2004, **Linda Williams** and **Nan Stein** met with Orietta Gargano, executive director of the Rome Anti-Violence Center in Italy, to discuss collaborative efforts to stop violence against women and girls in the United States and Italy. Gargano, who was traveling in the United States under the auspices of the International Visitors Program of the United States Department of State, serves on the Board of Directors for the Women's Association Against Violence Against Women "Differenza Donna" in Rome, Italy.

In February 2005, **Sumru Erkut** presented "Same-Sex Marriage: The 'Legitimization' of Lesbian Lives?" at the Lesbian Lives XII conference sponsored by and held at the Women's Education, Research and Resource Centre, University College Dublin, Ireland. Erkut's paper is based on early findings from the Exploratory Study of Same-Sex Marriage at the Wellesley Centers for Women.

Susan McGee Bailey was a virtual lecturer for an online course, "Rethinking Gender and Education in a Global Context: Mapping Current Debates in Theory, Research, and Policies," offered through the Gender Society and Policies Area of FLASCO, the Latin American Postgraduate Institute of Social Sciences in Argentina. The course, held during Spring 2005, was geared toward experienced researchers and policy makers.

Linda Williams will travel to Stockholm, Sweden, in June 2005 for the Ninth European Conference on Traumatic Stress, where she will present "Violence Against Women and Children in Families Exposed to Terrorism and War."

New International Understanding Fund

Margaret Keon, a longtime friend and former member of the Wellesley Centers for Women (WCW) Board of Overseers, has established The Margaret L. Keon International Understanding Initiative, through a \$100,000 gift to WCW. The Initiative will allow WCW to build on its long-standing commitment to global issues, expanding its capacity to:

- Learn from women in other countries;
- Reach beyond the borders of the US with WCW expertise and experience; and
- Capitalize on the Centers' consultative status at the UN.

One of the first projects supported by this generous gift was Meena Hewett's exploratory visit to Mumbai, India in March 2005. There, Hewett met with researchers from the Harvard School of Public Health to explore possibilities of collaborations with researchers and NGOs in the area of gender violence. Hewett met with representatives from organizations working on anti-trafficking and domestic violence prevention, as well as researchers working on a wide range of other social issues. These organizations included:

- The anti-trafficking rescue center *Prerena*, which looks beyond the issues of rescue—especially in the cases of minors—with post-rescue operations and rehabilitation;
- *The Turbhe Stores*, a service cell located in the red-light district of New Mumbai which provides free medical assistance and education to sex workers with the goal of preventing HIV/AIDS among them; and
- *The Tata Institute of Social Sciences (TISS)*, which extensively studies critical social issues including family, poverty and poverty alleviation, rural transformation, literacy and adult education, and gender inequality. Dr. Usha Nayar, deputy director of the Tata Institute, visited WCW three weeks later.

WCW at the UN

This past March, with funding from The Margaret L. Keon International Understanding Initiative, representatives from the Wellesley Centers for Women (WCW) attended the UN Commission on the Status of Women (CSW) conference in New York. The program focused on two issues: 1.) review of the implementation of the Beijing Platform for Action and the outcome documents of the special session of the General Assembly, entitled "Women 2000: Gender Equality, Development and Peace for the Twenty-First Century;" and 2.) current challenges and forward-looking strategies for the advancement and empowerment of women and girls. Side events throughout the conference were organized by nongovernmental organizations. One such program, "Women's Voices: Contested Territories," a side program co-sponsored by WCW and the Anglican Consultative Council, generated stimulating discussion about who speaks for women, why it matters, and how it shapes public policy. The panel examined the anti-feminist women's movement, the role of faith-based organizations, and the impact of women's social activism.

Moderated by Susan McGee Bailey, executive director of WCW, the panel featured presentations by Jean Hardisty, founder and president emerita of Political Research Associates and senior scholar at WCW; the Reverend Margaret Rose, director for Women's Ministries, Episcopal Church, USA; and Avis Jones-DeWeever, study director for Poverty and Income Security at the Institute for Women's Policy Research (IWPR).

Hardisty opened the program by addressing commonalities and subtle differences among three conservative women's groups: the Eagle Forum, representing the traditional view that women's privilege is one of the greatest strengths women possess; Concerned Women for America, organized by the Christian Right and portraying woman as spirit-filled; and equality feminists, who abhor all discussion of women as victims, or as needing any special protections.

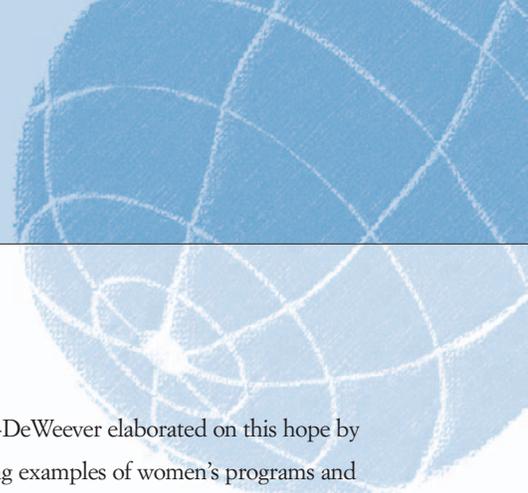
The common focus shared by these groups, according to Hardisty, is their opposition to the feminist women's movement. Ironically, she states, one of the major themes connecting these groups is their disdain for any discussion of women's victimization, yet these groups identify themselves as voiceless and as victims of a dominant feminist women's movement. Hardisty emphasized the importance of understanding the missions and ideological differences among these right-wing factions.

Reverend Rose continued the program with an examination of women's roles in faith-based organizations, as well as the lack of media coverage of liberal religious perspectives. Rose recalled that the 2003 controversy over the confirmation of a gay bishop revealed that much of the work of women in the church was far from the central arguments being raised by the bishops. Out of 800 official members of the decision-making bodies in the Episcopal Church, only 30 were women, and there was little or no questioning of traditional views of power, masculinity, femininity, women's bodies, or patriarchy in these official bodies. The appointment of a woman observer in the UN Observers Office, however, has made women's issues a top priority for the church and the UN Office. At this year's CSW meeting, a 41-member delegation, representing 26 provinces globally, spoke on HIV/AIDS and issues around trafficking of women.

But Rose noted that what the public is learning is often skewed by the media's lack of comprehensive coverage of religious groups and voices. Rose shared examples of recent news stories about women's and/or religious issues that did not include quotes by women, or referred only to Secular Liberals and the Religious Right, as if there were no other religious voices. Her hope is to have all women's voices heard in churches, in the media, and by the government.

Jones-DeWeever elaborated on this hope by sharing examples of women's programs and projects that have directly affected public policy. She focused on women involved with faith-based organizations and women in low income or otherwise disadvantaged communities, citing a study conducted by IWPR that revealed that most see their social responsibilities tied to their faith. Another commonality among these groups is the struggle with the patriarchal nature of the religion. The progressive women, according to Jones-DeWeever, tend to find the activist women in the Bible, and use them as models to justify what they do. The conservative women acquiesce to the notion that men should take the lead; however, they report that men are not stepping up to the plate and if women don't do the work, it will not get done. Examples of effective, faith-based, and grassroots women's organizations that have influenced public policy include Operation Holy Ground and LIFE-TIME, whose missions focus on anti-drug campaigns and advocacy for welfare recipients, respectively. These organizations have positively impacted the lives of women and families in their communities.

"Women's Voices: Contested Territories" concluded with comments and questions from the international audience. Discussions focused on several topics including higher education as a more effective anti-poverty measure than marriage promotion; the potential backlash for women in developing countries who use their faith to influence politics; and the correlation between racism, cultural-imperialism, and anti-feminism.



Commentary

Reaffirming Rights in Our Nation's Schools

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This commentary is grounded in the following laws:

- The first and fourteenth amendments to the US Constitution which guarantee free speech and assembly, and due process and equal protection, respectively;
- Federal law Title IX on sex discrimination and sexual harassment in educational institutions, including K-12 and higher education. Title IX was passed in 1972 as part of the package of civil rights in education laws;
- Zero Tolerance laws which were generally passed in the mid-to late 1990s. These state laws are expansions of the federal Gun-free School Act passed in 1994; and
- The US Patriot Act passed by the US Congress after the events of September 11, 2001.

elcome to the post-Columbine world of zero-tolerance school discipline. Zero tolerance means one strike and you're out, no matter what. Schools are quick to suspend students for anything that could be deemed a weapon, a drug, or a threat, and the result is that students are being controlled in ways that shred their Constitutional rights. Students have been suspended for papers they have written, thoughts they have had, and drawings they have created (*Commonwealth v. Milo, M.*, 433 Mass. 149 [2001]). Elementary-school children have been suspended for comments made in the heat of a touch football game or in response to a teacher denying permission to go to the bathroom, comments that schools characterized as "death threats." In a case from Jonesboro, Arkansas, an eight-year-old boy was suspended for pointing a chicken nugget toward a teacher and saying "Pow, pow."

Zero tolerance is a deeply flawed approach, leaving no room for teachable moments, graduated interventions, or progressive discipline. It is a policy that insults teachers and violates the civil rights of students. The judgment of educators is discounted, and one punishment is meted out for a dizzyingly broad range of acts. Standards are subjective, but sentences are uniformly severe. Not surprisingly, zero tolerance has racial implications—disproportionate numbers of students of color have been suspended and expelled under zero tolerance policies.



Zero tolerance mania in schools is part of the pervasive punitive ideology and social policy that also includes trying minors as adults (California's Proposition 21, passed in March 2000), deterrence theories, and mandatory sentencing. Since September 11, 2001, the atmosphere of repression and the erosion of civil rights under the US Patriot Act and other executive orders and government policies have challenged the rights guaranteed by the US Constitution. For example, librarians are required to turn over to the FBI lists containing the names of their patrons and the books they have checked out. Book store owners are supposed to turn over to the FBI similar lists of their patrons' purchases. The FBI need not show probable cause or even reasonable grounds to believe that a person is engaged in criminal activity to search a person's record.

The emergence of zero tolerance as a widespread policy after the shootings at Columbine High School in 1999 can be seen as a foreshadowing of the limitations on civil rights that have followed the events of September 11, 2001. Laws and policies don't happen in a vacuum—they are passed, implemented, ignored, transformed, challenged, used, misinterpreted, and reinterpreted—and not necessarily in that order. Laws and policies aren't static; they are used and lived by people.

Educators are now including bullying behaviors under the ever broadening umbrella of zero tolerance. Schools proudly state that they will not tolerate bullies; there are bully-buster posters around school buildings and new rules to cover bullying, and eradicating bullies is all the rage with state legislators, school officials, and consultants. There is no agreement on how to define bullying or what behaviors constitute it—the parameters of bullying are very elastic. Almost anything has the potential to be called bullying, from raising one’s eyebrow, giving “the evil eye,” and making faces (all very culturally constructed activities) to verbal expressions of preference for some people over others. Naming these behaviors “bullying” is opting out of the framework of civil rights and heading down an ambiguous path. Problems pop up all along this path. Sometimes very egregious behaviors are labeled “bullying,” when in fact they may constitute criminal hazing or sexual/gender harassment. Calling these behaviors “bullying” means there is no opportunity to identify, conceptualize, or investigate them as rights violations under specific legal criteria.

“Bullying” is an age-appropriate term to use when children are very young, rather than “sexual harassment” or “sexual violence.” But certainly by the time children are in sixth grade, we ought to stop speaking in euphemisms or generalities. Let’s name the behaviors for what they are. To keep using the term “bullying” with older children does them a serious disservice. We infantilize them when we keep calling their behaviors “bullying,” especially if their behaviors might constitute criminal conduct. Words matter. By sixth grade, children need to be able to label and understand conduct for what it is, whether harassment, hazing, or sexual violence.

Why have school administrators been so quick to embrace the antibullying movement and to abandon the anti-harassment focus? If behaviors are labeled “bullying,” administrators and their school districts cannot be sued in federal court. Harassment and discrimination based on race, disability, gender, or national origin are civil rights violations and rigorous standards of proof must be met. Bullying is not against any federal law, and it is not tied to civil rights. Subsuming serious violations under the bullying umbrella means schools avoid the liability they would face if sued successfully in federal court for a civil rights violation. It may also mean that students who have been bullied lose their rights to redress.

Approaching the subject of bullying without also talking about harassment and hazing leads us in the wrong direction. Rather than assuring civil rights and equal educational opportunities for all students, there will be more suspensions and expulsions under zero tolerance for bullying. Before we know it, we’ll be suspending students left and right for all sorts of “discomfort” that they may have caused. Bullying is too arbitrary, subjective, and all encompassing a concept to be the basis for a sound disciplinary approach. Because there is no threshold for bullying, its use as a criterion is rife with opportunities for abuse of power.

The broad sweep of the anti-bullying movement and zero tolerance laws are both very troubling. Once we back away from rights, we may have trouble reclaiming them. Instead, let’s stick with rights. Let’s use them, extend them, and reaffirm them.

Nan Stein, Ed.D., senior research scientist at the Wellesley Centers for Women (WCW), has been working in the areas of sexual harassment and bullying for 27 years. For more information on this topic please refer to her publications, available through the WCW publications office (www.wcwonline.org/author228.html).

Spotlight on New Research

Assessment of Options for an Office of the Victim's Advocate

Project Director: Linda Williams

Funded by the Office of the Secretary of Defense, United States Department of Justice

This assessment will provide background analysis on the current state of victim advocacy services in both military and civilian sectors of the Department of Defense. An assessment of the options for establishing an Office of the Victim's Advocate will be conducted and results will be presented in a report to the Office of the Secretary of Defense.

Development of Sanction and Revocation Guidelines for the Massachusetts Parole Board

Project Director: Monica Driggers, Gender and Justice Project

Funded by the Massachusetts Department of Corrections, Parole Board

The Gender and Justice Project is working with the Crime and Justice Institute of Boston to improve parole policies in the Commonwealth of Massachusetts. Under current practices, most parolees who violate their conditions of parole are returned to custody. The project seeks to decrease criminal recidivism by creating an evidence-based approach for parole officers to use in determining how and when to connect offenders to community services and how to use graduated sanctions for parole violations.

Research on Career-Advancing Practices

Project Director: Sumru Erkut

Funded by the Boston Club

The study will focus on how to implement practices that are likely to be helpful in managing a high-level career. Beginning with a review of the literature on practices that have helped senior executives advance their careers in the corporate world, the project will then develop a survey instrument to collect new data from at least 30 men and 30 women on how they have implemented those practices.

Urban Debate Leagues: Equipping Youth with the Tools of Democracy

Project Director: Georgia Hall

Funded by The Robert Bowne Foundation

According to existing literature, skills developed in debate can transfer to other endeavors, create a stronger foundation for academic achievement, give rise to personal change, and develop skills for democracy. This study will take an in-depth look at how youth actually experience the democratic ideals and the skills that form the foundation of a debate program and how the experience of debate influences understanding of, and participation in, democracy. The study will describe the components of the New York City Urban Debate League; profile the youth and adult participants; provide an analysis of debate as an example of democracy in action; examine the experiences of, and the program's impact on, participating youth; and investigate the infrastructure that supports the delivery of urban-debate activities.

Massachusetts Capacity Study: Caregiver Training in Infant/Toddler Care

Project Directors: Nancy Marshall and Wendy Wagner Robeson

Funded by the A.L. Mailman Family Foundation and United Way of Massachusetts Bay

The Massachusetts Capacity Study, which is funded by the National Institute for Early Education Research with additional funding from Strategies for Children, is a study of the early-education-and-care workforce in Massachusetts and the capacity of the state's institutions of higher education to train a qualified workforce. This additional funding allows the expansion of the Massachusetts Capacity Study to include infant/toddler caregivers in centers and family child-care homes.

The 'Strong Black Woman' Is Dead: Stopping Intimate Partner Violence Among African Americans

Project Director: Katherine E. Morrison

Funded by a private foundation

The project will explore the experiences of African-American women who have survived intimate-partner violence and will employ ethnographic methodology to examine the influences of African-American culture on such violence. The information gleaned from this research will be used to develop a culturally sensitive curriculum for increasing awareness and knowledge about domestic violence in the African-American community.

An Exploratory Study of Lesbian and Gay Couples in Massachusetts

Project Director: Anne Noonan

Funded by the Society for the Psychological Study of Social Issues, American Psychological Association

This award supports a small portion of the ongoing study. The study team, led by Sumru Erkut, is exploring how lesbian and gay couples in Massachusetts have experienced the legalization of same-sex marriage. The study will describe couples' experiences along the lines of gender, race/ethnicity, social class, age, and parenting status and will examine how children in same-sex families perceive this social change.

Developing Direct Connections on Bullying and Harassment to Curriculum Frameworks and Performance Standards Nationwide Using Bullyproof

Project Director: Nan Stein

Funded by the Claneil Foundation, Inc.

The project will develop a manual for school-district personnel that will enable them to integrate topics of bullying and harassment into the curriculum, using Stein's co-authored *Bullyproof: A Teacher's Guide on Teasing and Bullying for 4th and 5th Grade Students* (1996), which was evaluated in a three-year study funded by the Centers for Disease Control and Prevention. By aligning the subjects of bullying and harassment with performance standards or curriculum frameworks in health, civics and government, English language arts, and counseling, the manual will help schools comply with state and national mandates, including those on gender equity in education.

Unsafe Schools Update: Literature Review of School-Related Gender-Based Violence in Developing Countries

Project Director: Susan Bailey

Funded by United States Agency for International Development through a contract from Development and Training Services

This project will update the report researched and written at the Wellesley Centers for Women in 2003, *Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries*. The update will include work in Spanish and French as well as new work in English.

Additional Funding

Monica Ghosh Driggers received a gift for the Gender and Justice Project from the Dickler Family Foundation.

Sumru Erkut received additional contract funding from Northeastern University under a grant from the National Science Foundation to continue work on the 4 Schools for WIE (Women in Engineering) project.

Ellen Gannett received contract funding from the City of Cambridge for continued work on the evaluation plan for the Agenda for Children's Leading for Quality Project.

The **National Institute on Out-of-School Time**, directed by **Ellen Gannett** and **Joyce Shortt**, received additional funding for trainings from: Work/Family Directions, Inc. for training in Dallas, TX; the City of Cambridge, Leading for Quality Project; Durham, NC, Public Schools; Georgia School Age Care Association, Inc.; New Jersey School Age Care Coalition; Missouri School Age Care Coalition; and Massachusetts School-Age Coalition.

Nancy Mullin-Rindler received funding from the Newton Public Schools to consult on the development and implementation of a districtwide bullying prevention program.

Pamela Seigle and the **Open Circle Project** received continuing support from the Roche Brothers Supermarkets, Inc., the Vanderbilt Family Foundation, and Open Circle's advisory board.

Joyce Shortt received continuation funding for the America Connects Consortium from the Education Development Center, Inc., under a contract with the US Department of Education. She also received continuation funding for the MetLife Discovering Communities Initiative from The After-School Corporation of New York City.

Nan Stein was sponsored by the Iowa Department of Public Health to be the keynote speaker and a workshop presenter at the Governor's Conference on Bullying and Harassment, held in January 2005 at Iowa State University in Ames.

Save the Date

Healthy Hawaii Initiative Standards-Based Summer Institutes

Date: June 21-23, 2005

Location: University of Hawaii

Nan Stein will be a guest instructor for School Violence Prevention, a course designed for teachers, counselors, and administrators from K-12 schools. For more information visit www.summer.hawaii.edu.

JBMTI Summer Advanced Training Institute: "Encouraging an Era of Connection"

Date: June 22-26, 2005

Location: Wellesley College, Wellesley, MA

The institute will explore how relational-cultural understandings can help repair the inevitable disconnections of life in a world that presents exceptionally complex challenges to empathy, authenticity, and mutuality. Interactive presentations and experiential activities will illuminate the core processes and critical contexts that foster authentic, compassionate, and energized relationships in therapy and throughout life. For more information visit www.jbmti.org or call 781-283-3800.

2005 JBMTI Research Network Forum: "The Practice of Relational-Cultural Research in the Real World"

Date: June 24, 2005

Location: Wellesley College, Wellesley, MA

Poster and oral presentations of research utilizing Relational-Cultural Theory will be followed by group discussion. The recipient of this year's Irene Stiver Dissertation Award will be announced. For more information visit www.jbmti.org or call 781-283-3800.

Women's Issues in Aging

Date: June 24-26, 2005

Location: Springfield College School of Human Services, St. Johnsbury, VT

Ruth Harriet Jacobs will teach the course, Women's Issues in Aging, which is aimed at helping students cope with their own aging and that of friends, relatives, and clients. Through discussion and evaluation of known resources, students will examine fear of aging, age discrimination, sexuality of older women, jobs for older women, housing issues, elder abuse, and health issues. For more information call 800-441-1812.

American Association of University Women National Convention

Date: June 24-27, 2005

Location: Washington, D.C.

Sumru Erkut will participate in "Gender-Specific Versus Gender-Neutral Programming," a panel discussion that grew out of the Girls' Coalition of Greater Boston's increasing awareness of "backsliding" on gender-specific programming to meet girls' needs. The Girls' Coalition was a project of the Wellesley Centers for Women from 1996 to 2002. For more information visit www.aauw.org.

Outside the Lines, Behind the Numbers, and at the Margins: Qualitative Approaches to the Study of Sexual and Intimate Partner Violence, a symposium for the 9th International Family Violence Research Conference

Date: July 10-13, 2005

Location: Portsmouth, NH

Katherine Morrison will present "African-American Insights Concerning Intimate Partner Violence;" Diane Purvin will present "Through an Ethnographic Lens: Discovering and Uncovering Domestic Violence and Sexual Abuse in a Longitudinal Multicity Study of Low-Income Families;" and Linda Williams will present "Somebody's Gotta Hear My Story," from a qualitative, longitudinal study of women who survived child sexual abuse. The symposium was organized by Morrison, Purvin, and Williams. For more information visit www.unh.edu/fri/conferences/2005/ or call 603-862-0767.

Haberling



**NIOST Summer Seminars:
Project-Based Learning; Quality Advisor
Training; Assessing Child and Youth
Outcomes; and Leadership and Technical
Assistance for a Changing After-School
Landscape**

Date: July 11-14, 2005
Location: Boston, MA

Participants in Project-Based Learning, NIOST's newest seminar, design in-depth and long-term after-school projects. Quality Advisor Training prepares participants to provide technical assistance to after-school programs that are working on quality improvement. Assessing Child and Youth Outcomes teaches participants how to compellingly document and demonstrate the positive experiences of children and youth in after-school programs. Leadership and Technical Assistance for a Changing After-School Landscape brings together after-school leaders from around the country to discuss issues affecting after-school programs today, including the changing requirements of funders and how to deal with staff who are resisting new information. For more information visit www.niost.org or call 781-283-2547.

**“Academic and Workplace Sexual
Harassment: Prospects for Social, Legal,
and Political Change,” the 11th Annual
Conference of the International Coalition
against Sexual Harassment**

Date: August 14-15, 2005
Location: Crowne Plaza Hotel, Philadelphia, PA

Nan Stein will participate in the panel, “Sexual Harassment and Bullying: Incidence, Psychological Dimensions, and Implications for School Policy, Procedures, and Training.” For more information visit jan.ucc.nau.edu/~pms/icash.html.

**Annual Conference of the American
Psychological Association**

Date: August 18-21, 2005
Location: Washington, D.C.

Nan Stein will be a participant in the panel, “Sexual Orientation, Homophobia, and Psychological Adjustment During Adolescence,” and members of the Same-Sex Marriage Study Group are hosting a symposium, “What I Did for Love, or Benefits, or . . . : Same-Sex Marriage.” For more information visit www.apa.org/convention05/.

**Mindfulness Studies for Young People:
A Bright Light Foundation Benefit**

Date: August 26-28, 2005
Location: Omega Institute, Rhinebeck, NY

Pamela Seigle will be one of the presenters at this workshop designed for K-12 educators, administrators, counseling psychologists, parents, and others. A meditation, co-led by actress Goldie Hawn, will take place on Saturday afternoon. For more information contact the Omega Institute at 800-944-1001.

**JBMTI Fall Intensive Training Institute:
“Founding Concepts and Recent
Developments in Relational-Cultural
Theory and Practice”**

Date: October 28-30, 2005
Location: Wellesley College, Wellesley, MA

This Institute will present the basic principles of the relational-cultural approach to psychological development and its application in clinical and other settings. For more information visit www.jbmti.org or call 781-283-3800.

New Publications

Commitment to Connection in a Culture of Fear (2005)

JUDITH JORDAN, PH.D.

Price: \$10.00

Paper 104

This paper, originally presented at the May 2004 “Learning from Women” conference sponsored by Harvard Medical School and the Jean Baker Miller Training Institute, examines the ways in which cultural and personal denial of fear and vulnerability contribute to a sense of isolation. Fear is manipulated in hierarchical settings to ensure the preservation of existing power arrangements. In a culture built on exploitation of fear, people do not experience the safety necessary to let their inevitable vulnerabilities show. Unmitigated chronic fear in an unsafe context leads to a traumatic sense of disempowerment and personal immobilization, whether that context is war, childhood sexual abuse, living with a battering partner, or, more subtly, immersion in messages of danger and lack of influence in the larger public domain. Through mutual empathy we can heal these places of fear and disconnection. Mutual empathy arises in a context of profound respect, authentic responsiveness, humility, an attitude of nondefensiveness, curiosity, mindfulness (staying with the “not knowing”), and an appreciation of the power of learning. Movement out of isolation helps us pass through fear to hope and ultimately leads to growth and more connection.

Happy Birthday: A Play for Elders Acted by Elders (2004)

RUTH HARRIET JACOBS, PH.D.

Price: \$10.00

Book 1015

In this play, a surprise birthday party is the setting for a dialogue on coping with aging. The cast of characters is a group of friends: Helen, age 80; Helen’s daughter, Susan, age 50; Margaret, age 75; Nancy, age 70; and Janet, age 83. Published in booklet form, the play is based on Ruth Harriet Jacobs’ research.

Patriarchy Matters: Toward a Gendered Theory of Teen Violence and Victimization (2004)

LYN MIKEL BROWN, ED.D.,
MEDA CHESNEY-LIND, PH.D., AND
NAN STEIN, ED.D.

Price: \$10.00

Paper 417

This paper explores the role that the sex-gender system plays in shaping both the violence and victimization of girls and the key policies related to these issues. The authors argue that steep increases in girls’ arrests are not, as many contend, the product of girls becoming more like boys but rather that girls’ acts of minor violence, which were once ignored, are now being criminalized, with particularly serious consequences for girls of color. The authors then explore how “gender neutral” relabeling of girls’ victimization in schools, a site of much violence against girls, can strip victims of powerful legal rights and remedies. Ultimately, a stance of gender neutrality renders schools unable to identify and address gendered violence—such as sexual harassment and various forms of bullying behavior—in a meaningful way.

Complexities in Researching Mixed-Ancestry Adolescents: A Preliminary Study (2004)

MICHELLE PORCHE, ED.D.,
PEONY FHAGEN-SMITH, PH.D.,
JO KIM, PH.D.,
HEIDIE VÁZQUEZ GARCÍA, PH.D.,
ALLISON TRACY, PH.D., AND
SUMRU ERKUT, PH.D.

Price: \$10.00

Paper 418

The authors review some of the recent literature on the social adjustment of mixed-ancestry adolescents and on the assessment of mixed-ancestry, and they present theories of mixed-ancestry identity formation. The results of a preliminary qualitative study of mixed-ancestry college students illustrate some of the empirical findings, and theoretical suppositions are presented.

Relational-Cultural Theory, Body Image, and Physical Health (2004)

ORA NAKASH, PH.D.,
LINDA WILLIAMS, PH.D., AND
JUDITH JORDAN, PH.D.

Price: \$10.00

Paper 416

The authors seek to expand the relational-cultural model by drawing attention to the dialectic between one’s relationship to one’s body and one’s connections to other people. Preliminary findings show that higher levels of relational health were marginally associated with improved body image and with higher levels of overall physical health.

Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts—Replication Supplement (2005)

CARRIE CUTHBERT, J.D.,
MONICA DRIGGERS, J.D.,
KIM SLOTE, J.D., AND
RITA SIKHONDZE

Price: \$25.00
Paper WCW 7

This supplement is intended for use in conjunction with *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*. For over three years, the Battered Mothers Testimony Project used human rights as a tool to examine the difficulties faced by the Massachusetts domestic violence survivors seeking custody of their children in family court. This supplement is intended for survivors, advocates, researchers, and others interested in replicating the project in their own communities; it includes sample documents used in each major phase of the project.

A Human Rights Resource and Action Packet for Domestic Violence Survivors Seeking Custody of Their Children in the Massachusetts Family Courts (2005)

CARRIE CUTHBERT, J.D.,
MONICA DRIGGERS, J.D.,
KIM SLOTE, J.D., AND
RITA SIKHONDZE

Price: \$25.00
Paper WCW 8

This packet of materials is a compilation of resources available to survivors of domestic violence and is intended for their use in conjunction with *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*.

Links to Learning: A Curriculum Planning Guide for After-School Programs (2004)

NATIONAL INSTITUTE ON OUT-OF-SCHOOL
TIME AND SCHOOL AGE NOTES

Price: \$34.95
Curr. S 13

This curriculum planning guide was developed to assist after-school program providers in responding to the call for teaching academics in nonschool time while also addressing the full range of children's developmental needs. The guide provides an overview of learning and child development as they relate to out-of-school-time care; offers tools for selecting, planning, developing, and evaluating after-school activities; and demonstrates how to link these activities to both learning and quality standards.

Home Study Program—How Connections Heal: Stories from Relational-Cultural Theory (2005)

JEAN BAKER MILLER TRAINING INSTITUTE

Price: \$55.00—Home study booklet only
Price: \$75.00—Book and home study booklet
Order HS 3

This home study program uses case stories to illustrate the multivalenced interventions that help clients and therapists negotiate power differentials and cultural barriers and it provides in-depth, contextual examinations of such processes as mutual empathy, therapist vulnerability, and "power-with." Using a multiple-choice format, the reader is guided through some of the nuanced values, practices, and pre-suppositions that define growth-enhancing movement in therapy.

Home Study Program—The Complexity of Connection: Writings from the Stone Center's Jean Baker Miller Training Institute (2005)

JEAN BAKER MILLER TRAINING INSTITUTE

Price: \$55.00—Home study booklet only
Price: \$75.00—Book and home study booklet
Order HS 4

This relational-cultural theory home study program elaborates on the centrality of connection, explores developmental topics such as relational competence and resilience, discusses therapeutic applications, and examines how psychological development is influenced by culture and by issues of power and stratification.

continued on next page

New Publications (continued from page 23)

The Cost and Quality of Full-Day, Year-Round Early Care and Education in Massachusetts: Infant and Toddler Classrooms (2004)

NANCY MARSHALL, ED.D.,
CINDY CREPS, PH.D.,
NANCY BURSTEIN, PH.D.,
JOANNE ROBERTS, PH.D.,
FREDERIC GLANTZ, PH.D., AND
WENDY WAGNER ROBESON, ED.D.

Price: \$5.00 (for shipping and handling)
Report CQ2004

It is clear from brain research and from research on early education and care that emotionally supportive and nurturing experiences at an early age have a positive impact on child development and contribute to greater school readiness. There are an estimated 173,520 children in early education and care programs in Massachusetts. The Commonwealth's substantial investment of over \$500 million in early childhood education, coupled with the high numbers of children in child-care programs, makes understanding the quality of services imperative, both for children's welfare and for planning effective state investments.

Using Technology to Support Academic Achievement for At-Risk Teens During Out-of-School Time: A Summary of the Literature (2005)

GEORGIA HALL, PH.D., AND
LAURA ISRAEL, M.A.

Price: \$10.00
Paper 419

This is a review of the literature on the subject of teen-focused, out-of-school-time program initiatives that support academic achievement through technology-based learning strategies. The paper begins with a discussion of at-risk teens and academic achievement. This is followed by examinations of the literature on the use of technology as a support for academic achievement, on the use of technology with at-risk youth, and on out-of-school-time programs, with emphasis on program content, use of technology, and experiences of at-risk teens. Conclusions and recommendations for future research are included. The paper was written by the National Institute on Out-of-School Time for the America Connects Consortium at Education Development Center, Inc., and was funded by the US Department of Education.

NOW AVAILABLE
FROM WCW

Mobilizing Resentment: Conservative Resurgence from the John Birch Society to the Promise Keepers (1999)

JEAN HARDISTY, PH.D.

Price: \$15.00
Book 1016

This provocative book, which chronicles the recent history of the Right, details the formation of right-wing movements in opposition to the struggle for expansion of rights for women, people of color, and lesbians and gays. Interspersed throughout the analysis are the author's own experiences spanning three decades as both an activist and observer. We see her in a stadium filled with Promise Keepers, watching thousands of men pledge in unison to take control of their families, with a mixture of awe, fear, and a lucid understanding of what draws people to such charismatic events. Hardisty argues that we engage the Right without understanding its history, paradoxes, and ubiquity at our peril.



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