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RESEARCH & ACTION REPORT



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*Featuring:*

Commentary: Thinking about Trafficking

Visiting Scholars Share Reflections on  
Adolescent Girls Changing Their Worlds

WCW's Connections Grow in Washington, D.C.

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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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## FROM THE EXECUTIVE DIRECTOR

My first year at the Wellesley Centers for Women (WCW) was nothing short of exciting and energizing. It was filled with opportunities to learn more deeply about the Centers' work, to share this work and our expertise, as well as to engage with partners—old and new—to identify priorities for our future and possible opportunities for collaboration.

We also spent the duration of 2013 working on WCW's first-ever organization-wide strategic plan. This strategic plan reflects the fact that, with four decades of innovative and influential work under our belts, we are now a mature institution ready to take on new challenges and have broader influence in the world. During the first quarter of 2014, our new plan will go public and I will share more details in the next issue of *Research & Action Report*.

Along with this strategic planning, we are building even stronger connections in Washington, D.C. (page 11). Recently, I had the honor to attend a White House event recognizing the 50th anniversary of the signing of the Equal Pay Act; **GEORGIA HALL** and other out-of-school-time experts met with the White House *Let's Move!* staff; **NANCY MARSHALL** participated in a roundtable on older women workers at the U.S. Department of Labor (DOL); **SARI PEKKALA KERR** was invited to present on a DOL panel commemorating the 50th anniversary of the President's Commission on the Status of Women; and **BARBARA MOORE HAYES, DONNA TAMBASCIO**, and I attended a White House Ladders of Opportunity briefing, met with the White House Council on Women and Girls, and engaged with key partner institutions and constituents from the region. We look forward to further sharing our expertise and collaborating with our D.C. colleagues, partners, and policy makers.

Other exciting news is that two Visiting Scholars have made WCW their temporary home base.

During this fall semester, **BEATRICE ACHIENG NAS** is sharing her perspectives and expertise on girls and education in rural Africa while building her own capacity for growing her non-governmental organization, Pearl Community Empowerment Foundation, in Uganda. Throughout the academic year, while on sabbatical from DePauw University, **TAMARA BEAUBOEUF-LAFONTANT** is working on a book manuscript focused on adolescent women who became social reformers during the Progressive Era. You can read more about the scholars' work in the Q&A on page 2.

One of the most meaningful experiences I had this year was representing WCW at the U.N. Commission on the Status of Women (CSW) meetings last winter. It became clear to me that there is a tremendous need for gender-focused and gender-sensitive research to better inform programming and policies across the globe, particularly as the post-2015 development agenda emerges. I look forward to WCW sharing this message and our expertise more during the 2014 CSW meetings. Working alongside colleagues such as **SALLY ENGLE MERRY**, who contributed the commentary on trafficking (page 7), we hope to help non-governmental organizations and policy makers better understand the importance of developing programs that utilize research-based practices to best serve women and girls, their families, and communities.

As we are identifying our priorities for the future, we are benefiting from many of you who shared your perspectives in our recent constituent survey. Thank you for telling us what issues are important to you and how you prefer to learn about our work. Together we can help shape a better world through our research and action. Together we can make a world that is good for women, and therefore good for everyone! ■



**Layli Maparyan, Ph.D.**

Katherine Stone Kaufmann '67 Executive Director

## Daughters of Educated Men: School Girls, College Women, and the Ethics of Settlement Life

Serving as a Visiting Scholar at the Wellesley Centers for Women during her sabbatical year from DePauw University, Tamara Beauboeuf-Lafontant is pursuing her interest in women's responses to their cultures' expectations for them. Her current research focus is the lives of the women of the Progressive Era in the U.S. who established settlement houses in the late nineteenth and early twentieth centuries. As a side note, she finds it interesting that Harriet Alleyne Rice, Wellesley College's first African American graduate (1887), spent some time as a medical practitioner at Jane Addams's Hull-House, Chicago's first social settlement house.

### AS A VISITING SCHOLAR, YOU'RE NEW TO THE WELLESLEY CENTERS FOR WOMEN (WCW) COMMUNITY. WHAT SHOULD WE KNOW ABOUT YOUR BACKGROUND IN TEACHING AND WRITING?

Throughout my career I've been interested in women's lifespan development—especially how different groups of women deal with the reality of gender and the costs involved in trying to be good women. I believe that in a lot of women there's resistance to their socially assigned roles, and I've been trying to trace that in my research as well—for example, in my book, *The Mask of the Strong Black Woman: Voice and the Embodiment of a Costly Performance*.

### IN AN INTERVIEW WITH MS. MAGAZINE ABOUT THAT BOOK, YOU SAID, "YOU CAN EXTORT A LOT OF WORK FROM PEOPLE WHO SUBSCRIBE TO THE NOTION THAT THEY ARE STRONG AND INVULNERABLE." IF "PEOPLE" IN THAT SENTENCE MEANS BLACK WOMEN, WHO IS "YOU"?

Everybody! Black families, black men, white people—everyone wants a strong black woman around, because you can throw all kinds of things at her and she'll keep going. If you're married to a strong black woman, she will always find a way to manage adversities and persevere, even when you, as a partner, can't. As a mom, the things she's able to accomplish in 24 hours will astound you. It sounds impressive, but in reality it's a mule-of-the-world kind of role.

For that book, I spoke with 58 black women about what it means to be a black woman. Early on in the interviews, when

they brought up the word "strong," four or five of them—using these exact words—said that they also had a "deep down inside," a private place where they registered prohibited emotions, such as sadness, fear, anger, and desperation. As a group, many black women have elevated rates of obesity, hypertension, and often unacknowledged depression, and I believe these distresses are tied to keeping up this performance of being invulnerable and loyal and capable, in spite of what they know and feel "deep down inside."

### DO YOU POSTULATE A FREQUENTLY SUPPRESSED "DEEP DOWN INSIDE" FOR AMERICAN WOMEN IN GENERAL?

Yes, I believe that every cultural group of women has a mystique—something that codifies what it means to be good and acceptable. Relative to other groups, many black women may exhibit a certain voicefulness or a capable public presence, but they're rarely allowed the recognition of having an interior, the way, for example, white women are. For white women, their mystique assumes a meekness, their playing nice. Yet, for all women, I think there's a resistant voice inside that never concedes completely to what our cultures or circumstances would dictate.

So I believe that self-silencing is part of *all* femininities, and that holding back is really corrosive. You have to be able to step away from the "shoulds" and the "have-tos" of your environment to say, "But I feel!" or "I want!" In my research I have a lot of hope that however bad a situation might be, there's a part of our psyche that never gives in—and that giving voice to that part can provide a sense of what we might do to change the situation.



## YOU PLAN TO USE YOUR SABBATICAL TIME AT WCW TO WRITE A BOOK ABOUT SOME IMPORTANT WOMEN OF THE PROGRESSIVE MOVEMENT. WILL THIS WORK RELATE TO THAT “RESISTANT VOICE” YOU’RE TALKING ABOUT?

Very much so. The Progressive Era, from 1880s to the Great Depression, was a time of tremendous social activism—women’s right to vote, as well as child protection, compulsory education, the 40-hour work week, and other efforts to reduce some of the most egregious excesses of industrialization. That period also reflected the efforts of a pioneering group of women who had entered universities and started to chart public lives for themselves that addressed the common good. The settlement house movement was part of that. The three women I’m most interested in are Jane Addams, Maria Montessori, and Charlotte Perkins Gilman. They were born within ten years of each other, they knew of each other and shared many views, and they didn’t just do things that nice women did.

Jane Addams was really interested in the socialization and integration of recent immigrants into American democracy. She talks very beautifully, movingly, about how democracy needed to be socialized so that different groups of people came into regular contact and started to take an interest in each other’s lives. People see her as a do-gooder, but she had this radical view of American democracy as not defined by voting or the profession of high-minded ideals. For her, it was an ethic of everydayness.

Maria Montessori described children as the most oppressed group on earth. We think of her as having an interesting spin on hands-on learning, but she had an incredible, trenchant critique of how we treat children and thwart their innate capacities to achieve independence and contribute to society from this healthy place of accomplishment.



A Progressive Era settlement house.

Charlotte Perkins Gilman was a real firebrand who wrote utopian novels about how we could live in homes and society differently and what it would be like to have relationships between men and women which were really based on companionship and respect, rather than on the contrived dependency of wives on husbands. So all of these women made important ethical statements about how we were falling far short of many of the democratic principles Americans were claiming for themselves.

The working title for the book is *Daughters of Educated Men: School Girls, College Women, and the Ethics of Settlement Life*.

## WHY THE EMPHASIS ON “DAUGHTERS OF EDUCATED MEN”?

That’s a phrase used by Virginia Woolf in *Three Guineas*, her long 1938 essay on how we might prevent war. She talks about the ethical potential she sees in the daughters of educated men, with their new access to education and the professions, and the opportunity they now had to follow their fathers and brothers “across the bridge” from home into the public sphere. She warns that if we enter into the professions and the patriarchal, egocentric, capitalist world like our menfolk, we will become as war-prone as they are.

I think Woolf, as a writer and feminist, very carefully coined the phrase. “*Daughters of educated men*” suggests young womanhood, which, as a developmental psychologist, I see as a pivotal life space that I want to study in these women’s ethical journeys. The Progressive Era overlapped with the late nineteenth century epidemic of hysteria, when medical professionals were seeing a lot of typically upper-middle-class, young, white women who were having profound problems in adolescence—depression, anxiety, eating problems, and psychosomatic ailments. For young women who were the pioneers, for whom women’s colleges were founded, or who were the first to have access to coeducational institutions and had to fight for that opportunity—for many of them, I think “adolescence” wasn’t tied to puberty; it was tied to the end of their schooling. As one advice book captured, these young women graduates faced the dispiriting reality of “After college, what?”

One way, beyond distress, that some of these women managed life post-college was that they banded together, which allowed them to really take in their own gifts, their potential, their capacity. I don’t think it was any accident that Jane Addams co-founded Hull-House with a college classmate. Here were these women in this incredibly unique



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historical moment who were reaching out to each other to make something new, knowing full well each other's struggles. And I think those struggles had a lot to do with voice, a voice that was perhaps more girl-like than woman-like, a voice that was able to say both, "I want!" and, "Something not's right here." These women who founded settlement houses weren't interested in benevolence. They were pretty incensed with the social order, and pushed a patriarchal state to see things that it had been blind to. And I think their voice had a lot to do with their own girlhoods—not meaning the ages from five to 12, as we usually think about it, but from five to 22, because education allowed them to have an extended girlhood, to experience a moratorium on their adult responsibilities.

As adult women and social reformers, they lived lives of service, which did not devolve into servitude. There's something about the care work that these women undertook that is very different from the stories that my friends and I keep swapping about exhaustion—even in 2013, there's a certain depletion that's involved in being a good mother or a wife or a good member of whatever your work community is. In contrast, there seems to be a joyfulness in these women's work, as well as a keen persistence. I don't see them as becoming burned out, and yet they all had careers that were at least 40 years long in this kind of work. I'm interested in what powered them through.

#### **SAY MORE ABOUT THIS "GIRL-LIKE VOICE."**

When I was pursuing my doctorate at the Harvard Graduate School of Education, I studied with Carol Gilligan, who empirically pointed out how striking the voices of girls are before adolescence. For example, an eight-year-old girl doesn't sound like her 16-year-old counterpart. She is likely to be sassy, spirited, outspoken, and often very comfortable with her own body—but then something radically changes in adolescence. I think that adolescence in the nineteenth century and today is a process of initiation into patriarchy—a phrase that Gilligan uses—where that relatively expansive living space that you had as a girl becomes very, very narrowed. And you hear that in their voices—in what a 16-year-old will hold back, whereas when she was eight, she would have just said it out loud and with feeling. And the problems we still see in female adolescence—the depression, suicidality, and self-harm—often reflect the attempts of individual girls to fight a social order with the only tools they have, their bodies.

In my own college teaching, I try to have young women think about themselves more from that pre-adolescent "What's possible? What are you passionate about?" stance rather than from the "I'm afraid" or "What will other people

think?" place that is more familiar to them. This self-silencing starts in adolescence, and I try to help students consider the costs of not being who you were meant to be, in not keeping your voice.

A lot of people assume that if the settlement women didn't write like the men of their time, theirs must be a maternal or generically feminine voice. I think it is something more insurgent, something much more incisive—the voice of a girl, a young woman who is not wedded to patriarchy. I think of them as women who were developmentally at their most disaffiliated from the social order. Not in the sense that they weren't connected to it, but that they were closest to being independent—financially, relationally, and ethically. Being willing to be disloyal to the conventions of your society and family of origin, to not follow in the steps laid out for you, isn't easy; but these women found ethical grounds for their disloyalty. That might still be relevant.

#### **WHY IS IT IMPORTANT THAT YOU WRITE THIS BOOK?**

Because I want to! (Laughter) But more seriously, because there's something so contemporary about these women's lives. When I bring them into my classroom, my women students are, like, "Wow! This was written a hundred years ago? How could that be?" It blows their minds away that women from the past could see through some of the problems we still struggle with.

#### **WHY DID YOU CHOOSE WCW AS THE PLACE TO SPEND YOUR SABBATICAL WHILE YOU WRITE?**

The work that goes on in these Centers has a heart to it. It's good scholarship, but it's scholarship that's informed by real problems, not just academic curiosity. I think Jane Addams, Maria Montessori, and Charlotte Perkins Gilman would be very at home at the Centers, because this is the kind of work that they did—research and writing to move people and change something that they found abhorrent, unsustainable, or in conflict with our democratic potential. So being here may help me channel some of that energy that they brought to their own work and lives. ■

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

## Nobody is a nobody, everybody is somebody

*Beatrice Achieng Nas, the founder and director of a non-governmental organization in Uganda, is a Community Solutions Program Fellow through the International Research & Exchanges (IREX) Board and a Visiting Scholar at the Wellesley Centers for Women for the fall 2013 semester.*

### A FEW YEARS AGO, YOU FOUNDED THE PEARL COMMUNITY EMPOWERMENT FOUNDATION (PCE FOUNDATION). WHAT IS THE ORGANIZATION'S MISSION?

At PCE Foundation, we aim to break the cycle of poverty by promoting exchange of information and best practices through education, mentorship, trainings, and advocacy, as well as by building partnerships for social, cultural, and economic development. We are successfully educating girls in rural communities of Uganda, currently in the Tororo and Buteleja districts. The plight of rural African girls is devastating. They live in chronic poverty, domestic violence is commonplace, they often lack parental love and protection, are victims of rape and defilement, and live in fear of, or with HIV/AIDS. There are no secondary schools, or if there is one nearby, educating the boys is more important. Girls are often married off for a bride price—a cow or a goat maybe—something her family is desperate for. It is not a good life for anyone. At PCE Foundation we provide opportunities for girls to attend school, to have mentors, to learn vocational skills. By doing this we are helping to empower them to change their lives and their communities for the better.

### YOU ARE CLEARLY PASSIONATE ABOUT THIS WORK. HOW DID YOU COME TO DO IT?

I grew up in Tororo. At age 14 I was working as a barmaid, I had lost all my seven brothers to HIV, there was no school

in my village—no one who had even gone to school—and the only future for me was to be married. I felt hopeless and helpless. Then a family from Kentucky, who knew one of my cousins, learned about me and sponsored my education for the next five years. I was able to attend boarding school, and was given all my books, meals, uniforms, and supplies. I went to college where I earned my bachelor's degree in information technology, and then I started working at an international bank. I was so very lucky and am deeply grateful.

In early 2011, I began working with Build Africa and my passion for girls' education grew. Build Africa works in Uganda and Kenya to build classrooms and train teachers in the rural east and rural west. I knew Uganda was poor but until then I didn't know that Uganda was *very, very poor*. There are no books, people must dig down in the mud to look for water—they suffer. I learned so much during my time at Build Africa and through this work I was able to build relationships with people in the communities.

In September 2010 I connected to World Pulse, an online media platform where women and men from across the globe share stories affecting their communities. I was trained in Citizen Journalism skills for six months and in October 2011 I was one of three awardees who took part in speaking engagements across the U.S., including one with White House staff. I met many people from across the globe who now support the Foundation's work. World Pulse has continued to be an important network and platform for my work.

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About two years ago, I took my first steps to help connect other poor girls from my community with mentors from across the globe to help empower the children by financially supporting their secondary and tertiary education. Mentors who can afford it have visited with their mentees and the communities—21 have visited so far!

The mentors and the girls learn from each other's perspectives and experiences. I believe each of the 67 girls supported through the project will create a ripple effect that can impact the next generation. The lives of these rural girls and their families, and the perceptions about educating girls, are changing drastically.

#### WHAT ARE YOU FOCUSING ON AS A VISITING SCHOLAR AT THE WELLESLEY CENTERS FOR WOMEN?

Many people are doing work for women and girls across the world, but the work is not necessarily backed up by data. IREX recommended the Wellesley Centers for Women to me and I felt that the research and programs here were important. I am learning how to use a more research-based approach in analyzing what we do at PCE Foundation. How can we better do our fact finding? How can we better interview families to get the right information we need? I don't have the humanities background but I am passionate about women and development issues—women affected by HIV, predictive health issues, unemployed youth, girls getting married, domestic violence. By utilizing surveys we can determine if we're developing and implementing our programs as effectively as we feel we are. By doing this we can help more girls and families achieve greater success, and we can reach out for more funding.

From meeting with WCW staff who work on developing training programs, such as Open Circle, the Jean Baker Miller Training Institute, and the National Institute on Out-of-School Time, I've learned that psycho-social support is essential for everyone in the community. People need to understand themselves and

others in order to move forward. They need to know how someone is affected by mistreatment. When I return to Uganda, the Open Circle approach is going to be one of the approaches we will implement in our schools. Part of what we do is help families and communities to understand the importance of education and if we can use basic fundamentals to explain how issues such as corporal punishment and early marriage negatively affect children, then we may have greater success.



#### WHAT IS NEXT FOR YOU?

Over the next six months, while I complete my IREX fellowship, I will focus on my plans for building a community library and meeting room. Most rural Ugandan schools do not have textbooks; they do not have libraries either. This community library will allow 48 rural schools to share books and it will provide an ideal learning environment. Using the space as a meeting room will help us bring others from the village together to share knowledge and skills. We can help community members to learn innovative skills, better farming techniques, preventative health care, and business skills to empower them to make change in their lives and villages.

My vision for PCE Foundation is to empower rural African communities in direct collaboration with the international community. I strongly believe if we are offered education, opportunity, and motivation, then everybody in this world can achieve great things. Nobody is a nobody, everybody is somebody. I am determined that we will succeed. ■



#### BEATRICE ACHIENG

**NAS**, BSC, a Community Solutions Program (CSP) Fellow through the International Research & Exchanges Board (IREX), is a Visiting Scholar at the Wellesley Centers for Women for the fall 2013 semester. An international nonprofit organization, IREX provides thought leadership and innovative programs to promote positive lasting change globally. The CSP is a professional development program for global community leaders working in transparency and accountability, tolerance and conflict resolution, environmental issues, and women and gender issues. The CSP is a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State, and implemented by IREX. Nas is executive director and founder of Pearl Community Empowerment Foundation, a rural development and empowerment non-governmental organization in Uganda. Learn more at [www.pce-foundation.org/](http://www.pce-foundation.org/).



## Thinking about Trafficking

**TRAFFICKING** is one of the hottest topics in the global reform world these days, but it is increasingly unclear what is meant by “trafficking.” It is often hard to know who is trafficked and even more difficult to count these populations. Moreover, simply identifying trafficked victims and traffickers is difficult; for purposes of this article, I will be discussing issues related to women only. A woman may migrate in search of a job and end up doing sex work in exploitative conditions. A migrant may intend to take on one kind of work and find herself in another, or go back and forth between sex work and other forms of work depending on circumstances.

There are multiple organizations active in this global terrain, many of which hold quite different views about what trafficking is; predictably, their solutions also vary widely. Many anti-trafficking groups conceptualize the movement of people as similar to the movement of drugs and organs. They focus on prosecuting the organized crime figures behind the illegal circulation of people and things. The U.S. State Department, which has taken a leading role in the anti-trafficking movement, now says mobility is *not* necessary: trafficking is really about *exploitative labor*. For the last 12 years the State Department has published *Trafficking in Persons Report* (TIP Report), an annual report on global trafficking and many of the worlds’ governments’ response to it. Since 2001, the State Department has changed the way it describes trafficking—from sex trafficking to labor trafficking to slavery. At the same time, human rights groups see trafficking as a denial of a victim’s human rights that requires attention to their protection. And evangelical Christian groups see trafficking as a dimension of prostitution, a violation of women from which they need to be rescued.

### **Sex Trafficking or Labor Trafficking?**

Whether trafficking refers only to the movement of women into commercial sex or the broader process of exploitative labor conditions is still unsettled, although there is a tendency to expand the definition from sex trafficking to labor trafficking. Within feminism, there is a fierce debate about the nature of sex trafficking and what should be done about it. One view opposes all prostitution as inherently degrading to women and therefore seeks to abolish prostitution as well as coerced movement into prostitution. This group, the

abolitionists, views prostitution itself as a form of violence against women; this is the position most often held by radical feminists and evangelical Christians working in the field.

The other argues that commercial sex work is a form of labor that should be legalized so that sex workers can benefit from the kinds of protection due to all workers—such as improved conditions of labor. This position is often advocated by public health workers seeking to protect sex workers and their clients from sexually transmitted diseases and HIV/AIDS as well as labor rights activists. This is a position in tune with liberal theories of individualism and autonomy, in that it recognizes the possibility of agency but retains a protectionist perspective with regard to coercive labor conditions.

The two international coalitions of non-governmental organizations (NGOs) working on sex trafficking reflect these different views. The Coalition Against Trafficking in Women [www.catwinternational.org](http://www.catwinternational.org) condemns prostitution as a violation of women’s bodies, persons, and rights, while the Global Alliance Against Traffic in Women [www.gaatw.org](http://www.gaatw.org) sees it as a form of work and advocates better working conditions and protections. While feminists occupy both sides of this divide, the former tends to include conservative and religious groups and the latter public health advocates. A third approach argues that the harm of prostitution is the product of moral condemnation and criminalization of the activity, and that decriminalization and a human rights framework that includes migrant and labor rights is preferable.

### **Research, Governance, and Intervention Implications**

My research into trafficking focuses on the question of how knowledge is created and how it affects governance. I began



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my research on trafficking with a background in the study of violence against women. Indeed, concern about sex trafficking grows out of the battered women's movement. For example, the U.S. government's effort to stem global trafficking, the Trafficking Victims Protection Act (TVPA) of 2000, was attached to the Violence against Women Act. Like the broader movement against violence against women, the U.S. initiative focused on prosecution rather than prevention or repair. Although the TVPA and the office it created in the U.S. State Department, the G/TIP Office, emphasizes prosecution, protection, and prevention, its major focus is prosecution. Ironically, the focus on prosecution often ends up making the lives of victims more difficult, since they are essential as witnesses for a successful prosecution and may be held in shelters until the trafficker can be found and prosecuted. Even countries, such as the U.S., Sweden, and Australia, which offer limited opportunities for victims to stay in the country into which they have been trafficked, offer this benefit under the condition of cooperating with the criminal justice system. For victims who are frightened or intimidated, this is clearly a tough requirement. There has been a sustained critique of the criminalization model for managing domestic violence; I argue that such a critique is also appropriate for much of the intervention on trafficking.

There are other ways of approaching the trafficking problem besides criminalization. Many of the prominent U.S. anti-trafficking groups, inspired by secular feminism and Christian evangelism, use the language of "freedom" to stage rescues from brothels and restore women to their families where they can be rehabilitated as workers. After rescues, traffickers can then be arrested and prosecuted. For faith-based organizations, particularly evangelical Christian groups, the goal of rescue is to do "good work for God," for one's own spiritual growth, and to seek justice for the violently oppressed and suffering poor. One of the most active organizations is the International Justice Mission (IJM). The G/TIP Office named IJM's director, Gary Haugen, a TIP Report hero in the 2012 TIP Report, crediting him with assisting nearly 4,000 victims of sex trafficking and forced labor since 2006, leading to more than 220 criminal convictions and hundreds of ongoing trials.

Other social scientists' work, as well as my own research in India and that of my graduate student Vibhuti Ramachandran, makes clear that raids are difficult, women do not always wish to be rescued, and many escape from the shelters where they are held pending return home, rehabilitation, and/or testifying against traffickers. In India, such raids are typically conducted by the police with NGO representatives present to provide counseling for the victims,

which often means encouraging them to testify against their traffickers. Rescue homes may hold women in prison-like conditions to prevent their return to sex work and to be sure they will testify against their traffickers. Although ideally they are repatriated, it may be difficult to persuade other countries to take them back, and it sometimes means sending women back to places they sought to escape. In Kolkata (Calcutta), for example, I was told that it was difficult to repatriate Bangladeshi women across the border because the government is uncooperative about receiving them. We have little information about the rehabilitation dimensions of rescue work because such women typically disappear. Even if repatriated to another country, many return, usually because of the same pressures that drove them to move in the first place. This tendency to return does not mean that these women would not prefer a different kind of work, but it may be that sex work is the best available option.

My research on trafficking began from the question of measurement and knowledge: how can we count how many trafficking victims there are and how widespread the problem is? It is clearly always difficult to gather good data on illegal behavior. But an additional hurdle is the ambiguous definition of trafficking itself, which as we have seen is varied and changing over time. There is currently a war of numbers, with advocates offering larger and larger numbers of victims, often with very little empirical basis. A new index on global slavery has just been released which describes the problem of slavery country by country as large and widespread. Large numbers, particularly coupled with the idea of slavery or sexual violation, elicit public concern, activism, and probably funding.

But, as my research shows, there is also a war of definition. Various groups define trafficking quite differently. Ironically, this ambiguity explains why it is so important to pay attention to what is counted and how the numbers are gathered. It is in the act of *naming the problem and providing data to describe it* that a social problem comes to exist and be recognized. Right now there are several competing definitions and numbers. As we have seen, the definition of the problem—its name, its framing—has very significant implications for what we do about it. So it is critically important to understand how systems of measurement are working to pin down trafficking if we are to develop an accurate understanding of what is happening and develop appropriate and effective policies to promote change for individuals and for societies. ■



# short takes

## SEED New Leaders' Week

**F**or the second summer in a row, the **NATIONAL SEED PROJECT (SEEKING EDUCATIONAL EQUITY & DIVERSITY)** on Inclusive Curriculum held two New SEED Leaders' Weeks in San Anselmo, CA. Participants included 69 new leaders from schools and communities in 19 U.S. states, Washington, D.C., and the Indian state of Sikkim. A grant from the W.K. Kellogg Foundation has enabled SEED to double the size of the project and to waive the fees and seminar expenses for schools which serve the most vulnerable children and families. The waiver of expenses was given to schools in which more than half the students come from families of color, and more than half the students are eligible for free or reduced lunch. (Pictured below are participants and faculty from the July 14, 2013 New SEED Leaders Week.)

The SEED New Leaders' Week is a seven-day, teacher-led, residential workshop during which 30 to 40 educators, parents, and community leaders are immersed in multicultural SEED materials and methods in preparation for leading SEED seminars in their own schools and communities. SEED training helps teachers delve into their own experiences, and use their own knowledge of education and of life, to attend to their own growth and development and thus more effectively nurture students' growth and development.

### During the New Leaders' Week, participants:

- ▶ Meet with 30 to 40 other new SEED leaders from public and private schools and colleges;
- ▶ Work daily in small groups with SEED's multi-ethnic staff;
- ▶ Learn how to create and facilitate monthly year-long SEED seminars;
- ▶ Connect personal growth and development with an understanding of schools as systems.

The 2014 SEED New Leaders' Weeks will be held **July 10 to 17** and **July 24 to 31** at the San Domenico School, San Anselmo, CA. Learn more and apply online at: [www.nationalseedproject.org](http://www.nationalseedproject.org).



## The Return of WOMEN=BOOKS Blog

By Amy Hoffman, M.F.A., editor-in-chief, *Women's Review of Books*

**B**ack in 2010, *Women's Review of Books* (WRB) Contributing Editor Martha Nichols took me out to lunch to share with me a great idea that she had: what WRB needed, she said to me over our salads, was a blog. Martha is an early adopter of blogs; I, to put it mildly, am not. The word itself sounded ugly to me: blog, bleh. Blogs were less prevalent than they are now; I didn't see why we needed one, and it seemed like a lot of work, especially since I felt that I was already running as fast as I could to stay in the same place (as the Red Queen tells Alice).

But Martha was persuasive—and not only that, she volunteered to curate and edit it herself. All I would need to do, she said, was to provide her with the names of likely bloggers from among our reviewers, book authors, and friends. That was easy: one thing we have in abundance at WRB is a network of great writers and creative thinkers. In the blog, they would write about ideas that didn't quite fit into their WRB reviews; about personal experiences that their books and articles raised; about publishing and literary issues of interest to feminists. The blog, Martha said, which she named WOMEN=BOOKS, would improve our outreach to younger readers and create buzz about our publication. And it worked—until Martha, who has a busy life as a writer, teacher, and parent, had to bow out of the coordinator role. WOMEN=BOOKS was suspended.

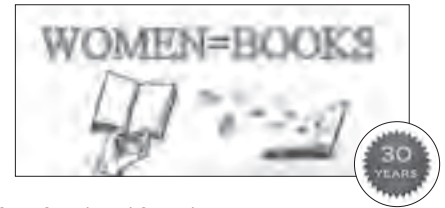
Well, *Women's Review of Books* has a good record with suspensions. We suspended publication in 2005 because of financial problems, and to be honest, I didn't expect us ever to come back—but with the support of our parent organization, Wellesley Centers for Women, we found a publishing partner, Old City Publishing. We restructured and re-launched WRB in January 2006 and have been going strong ever since. So, when we suspended the blog, I knew not to feel hopeless.

As we revive WOMEN=BOOKS, with me as curator and coordinator (and Martha still around to advise), our purpose is to create a space for reviewers, book authors, and readers to share experiences, full- and half-baked theories, musings, images, information, updates, and other content that will supplement the print edition of *Women's Review*

*of Books*. The WRB community is ideal for such exchanges. We are also reactivating our Facebook page and Twitter feed, to inform friends and fans when new issues come out, when we have new blog posts, and when we have news to share. Our goal is to create a visible presence for *Women's Review of Books* on the Internet and to expand our forum of serious, informed discussion of new writing by and about women.

We also have an ulterior motive, and I won't make a secret of it. We're hoping that all of you blog readers, Facebook fans, and Twitter followers will subscribe to our print edition, if you haven't already, for the total *Women's Review of Books* experience. As interesting and thought-provoking and fun as WOMEN=BOOKS will be, our writers' ideas and insights are most fully developed in the long-form reviews in *Women's Review of Books*, and the journal is where you will learn about the latest developments in women's studies research and women's literature.

To create a truly useful exchange of ideas, as well as to survive financially, we must attract additional WRB subscribers and advertisers. So, subscribe, comment—definitely comment!—link, crosspost, tweet, and give gift subscriptions to Mom (mine loves hers—and she would let me know if she didn't) and your local librarian. Don't do this to be generous to an institution you love—although please do remember that our feminist institutions need your energy, and your checks too—do it because WRB enriches lives.



Find us online at: [www.womensreviewofbooks.org](http://www.womensreviewofbooks.org)



# Wellesley Centers for Women connections grow in Washington, D.C.

A May 2013 speech by Luis A. Aguilar, commissioner of the U.S. Securities and Exchange Commission, cited research by **SUMRU ERKUT**, Ph.D., associate director and senior research scientist at the Wellesley Centers for Women (WCW) and her colleagues Vicki W. Kramer, Ph.D. and Alison M Konrad, Ph.D. The speech, “Merely Cracking the Glass Ceiling is Not Enough: Corporate America Needs More than Just A Few Women in Leadership,” acknowledged that companies benefited from boards with three or more women directors, data from the Critical Mass on Corporate Boards study undertaken at WCW.

**LAYLI MAPARYAN**, Ph.D., WCW executive director, attended a special White House event recognizing the 50th anniversary of the signing of the Equal Pay Act this past June.

“It was an honor to attend the White House event and I returned to the Centers inspired more deeply than ever to deliver programs that make change for women and girls, their families and communities,” said Maparyan.

In mid-August, **GEORGIA HALL**, Ph.D., senior research scientist at the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at WCW, met with the White House *Let’s Move!* staff. Along with representatives of several other national organizations, Hall discussed the valuable role of out-of-school time (OST) programs in supporting children’s wellness by improving physical activity and healthy eating during the OST hours.

Momentum for building OST’s role in supporting childhood wellness springs from NIOST’s work, along with colleagues from the YMCA of the USA and University of Massachusetts at Boston, on developing new standards for physical activity and healthy eating in January 2011. The standards were adopted by the National Afterschool Association in April 2011. NIOST is co-founder of the Healthy Out-of-School Time (HOST) Coalition and has received support for its work on childhood obesity prevention from the Robert Wood Johnson Foundation, Active Living and Healthy Eating Research divisions. The BOKS before-school activity program based out of Massachusetts, is undergoing a multi-year

evaluation by NIOST researchers, was cited by First Lady Michelle Obama in her remarks at the launch of the *Let’s Move!* Active Schools initiative in March 2013. Also in August, Maparyan, traveled again to Washington, D.C. with **BARBARA MOORE HAYES**, WCW director of development, and **DONNA TAMBASCIO**,

WCW deputy director for communications and external relations, to attend a White House briefing, meet with the White House Council on Women and Girls, and to engage with key partners and constituents. The morning-long briefing and forum, 50 Years Forward: Building Ladders of Opportunity, featured remarks by Eric Holder, U.S. Attorney General, and discussions with Cecilia Munoz, assistant to the President and director of the Domestic Policy Council, and Valerie Jarrett, senior advisor to the President, director of the Offices of Public Engagement and Intergovernmental Affairs, and chair of the White House Council on Women and Girls. The audience—who attended area-specific breakout meetings—included advocates, change makers, and researchers who are working to create jobs, enhance educational access, build business through investment, and discuss best practices and ideas for criminal justice strategies, immigration reform, and affordable housing issues.

During this trip, the WCW staff met with Hallie Schneir, associate director of the Office of Public Engagement who manages the White House’s outreach to women and girls across the country, to discuss avenues for sharing the Centers’ work with key policy makers. The WCW staff also had meaningful meetings with colleagues from the Institute for Women’s Policy Research, the International Center for Research on Women, potential funding agents, and several long-time supporters and new friends. The trip concluded with the 50th anniversary March on Washington, about which Maparyan reported on the Centers’ blog: [www.womenchangeworlds.org](http://www.womenchangeworlds.org).



Hallie Schneir, second from the right, joins WCW’s Donna Tambascio, Layli Maparyan, and Barbara Moore Hayes (left to right) in proclaiming that “a world that is good for women is good for everyone.”

**NANCY L. MARSHALL**, Ed.D., WCW associate director and senior research scientist, participated in the Older Women Workers Roundtable organized by the Women’s Bureau at the U.S. Department of Labor in Washington, D.C., in late September 2013. Participants shared their research, perspectives, and ideas to inform policy work about older women workers. Marshall has received funding from the National Institute on Aging and the Benenson Fund to study employment and health among older workers; she published a review, “Health and illness issues facing an aging workforce in the new millennium,” in *Sociological Spectrum* available at: <http://dx.doi.org/10.1080/02732701300202073>.

**SARI PEKKALA KERR**, Ph.D., WCW senior research scientist and economist, has been invited to present on a Washington, D.C. panel, “Over Her Lifetime,” during which experts will discuss career entry and advancement, career choices, and impact of lifetime earnings on retirement security, as part of 50 Years Later: Women, Work and the Work Ahead, a U.S. Department of Labor event commemorating the 50th anniversary of the President’s Commission on the Status of Women. Originally slated for early October, but postponed due to the government shutdown, the program will be held this winter.

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## Global Connections

**BEATRICE ACHIENG NAS**, BSC, visiting scholar at the Wellesley Centers for Women (WCW) and IREX Community Solutions Program Fellow, presented on educational issues for rural African girls during World Pulse's Tenth Anniversary Global Connection Event hosted in Portland, OR and streamed worldwide online in October 2013. World Pulse is a global network that uses the power of digital media to connect women worldwide to accelerate their impact. A link to the video is available online: [www.worldpulse.com](http://www.worldpulse.com).

**SARI PEKKALA KERR**, Ph.D., senior research scientist and economist at WCW visited the Research Institute of the Finnish Economy (ETLA) in Helsinki in September 2013. While there, she worked on the "Job Polarization and Wage Inequality" project, where the research team evaluated how job polarization in Finland has taken place within and across firms, and how this relates to the firms' outsourcing and export decisions, as well as changes in their research and development investments and information and communications technology usage. Job polarization—or erosion of mid-level jobs—is occurring in practically all industrialized countries, and is causing a widening of income disparities. The Finnish data uniquely allow the researchers to conduct a deep analysis of the phenomenon at the firm level and understand the mechanisms driving job polarization. The project is funded by the Academy of Finland. While working in Finland, Kerr presented "Immigration and Employer Transitions for STEM Workers," with William Kerr, Ph.D. at the Jyväskylä University School of Business and Economics Seminar.

In August 2013, **JEAN KILBOURNE**, Ed.D., WCW senior scholar, presented the inaugural School Lecture during the Edinburgh International Festival. Each year, the Festival works with 1,500 primary and secondary school children inspiring and challenging them through education and outreach projects that encourage a deeper understanding of the world.

The projects explore the diverse cultures and ideas. Internationally recognized for her groundbreaking work on the image of women in advertising and her critical studies of alcohol and tobacco advertising, Kilbourne's lecture was delivered at the beginning of the new academic year to students aged 15 and above from schools across the city. While in Edinburgh, Kilbourne also gave a presentation for the Scottish Violence Reduction Unit about ways to help young people make sense of imagery that reinforces potentially harmful and negative stereotypes of what it means to be a man or woman in the twenty-first century, especially in a world that is increasingly technology led.

**LAYLI MAPARYAN**, Ph.D., WCW executive director, visited Cape Verde July 26-August 2, 2013 with a Wellesley College delegation charged with building connections in the

her Wellesley College colleagues, Maparyan was privileged to attend the formal signing of a Memorandum of Understanding between the U.S. Department of State and Cape Verde to address gender-based violence in Cape Verde.

**PEGGY MCINTOSH**, Ph.D., WCW associate director and founder of the **NATIONAL SEED PROJECT (SEEKING EDUCATIONAL EQUITY & DIVERSITY)**, lectured and met with colleagues at two Chinese universities in September 2013. While at Peking University in Beijing, she spoke on "Privilege Systems and on Feeling like a Fraud"; at China Women's University in Beijing she presented "Five Interactive Phases of Curricular and Personal Re-Vision: A Feminist Perspective." During the trip, McIntosh reconnected with Chinese scholars who work at centers for research on women and who have visited WCW in recent years.



WCW Executive Director Layli Maparyan (second from the right) and colleagues from the Wellesley College delegation met with Cape Verde President Pedro Pires (center), who received the 2011 Mo Ibrahim Prize for Achievement in African Leadership following his ten years leading the island nation.

West African island nation. Maparyan had the opportunity to visit the Centro de Investigação em Género e Família (CIGEF), a sister research institute housed at the University of Cape Verde and headed by Dr. Clementina Furtado, where she discussed the possibility of future collaborative ventures. At the invitation of the U.S. Ambassador to Cape Verde, Adrienne O'Neal, and with

Two teachers from the Indian state of Sikkim, bordered by Nepal, Bhutan, and Western Bengal, attended a New SEED Leaders' Week of the **NATIONAL SEED PROJECT** held in San Anselmo, CA this past summer. The teachers have returned to their country and will lead a year-long monthly SEED seminar with their teaching colleagues on making teaching



methods and curriculum more gender-fair, multicultural, and socio-economically aware, and inclusive of every child at the Taktse International School in Gangtok, Sikkim.



**NAN STEIN**, Ed.D., WCW senior research scientist, presented “*Shifting Boundaries: An experimental evaluation of a youth dating violence prevention programme in New York middle schools*,” during the Sexual Violence Research Initiative (SVRI) annual conference, Evidence into Action, held in Bangkok, Thailand in October 2013. The aim of the SVRI Forum was to promote promising practices for preventing and responding to sexual and intimate partner violence. The scope of the Forum included both sexual violence and intimate partner violence. This extension of the scope of the SVRI program encourages examination of the overlapping nature of these acts of violence. The conference also linked the child protection and sexual and gender-based violence fields, and promoted cross-sectoral dialogue and exchange on primary prevention of child abuse and neglect especially when linked to future prevention of sexual violence perpetration and victimization.

## Appointments & Recognition

On November 1, 2013, **PEGGY MCINTOSH**, Ph.D. received an Inaugural Medal of Honor from the National Center for Race Amity based in Boston, MA. Other inaugural recipients of the Medal of Honor include Ken Burns, filmmaker; Xernona Clayton, civil rights leader and television executive; Thomas Menino, Mayor of Boston; Luis Murillo, Governor of Choco, Colombia; Deval Patrick, Governor of Massachusetts; and William Winter, former Governor of Mississippi. During the corresponding National Race Amity Conference, McIntosh participated in a keynote panel on “Race Amity: What have we learned? How can it be cultivated in the 21st Century?” Celeste Headlee, commentator and host of National Public Radio, served as the panel moderator.

The National Resource Center on Domestic Violence (NRC DV), in collaboration with the World Bridge Research, has acknowledged *Shifting Boundaries: Lessons on Relationships for Students in Middle School* as an innovative primary prevention program that addresses domestic violence, teen dating violence, and sexual violence prevention. The NRC DV Domestic Violence Evidence Project is designed to respond to the growing emphasis on identifying and integrating “evidence-based practice,” combining research, evaluation, practice, and theory to inform critical decision-making by domestic violence programs and allies. A profile of the curriculum, developed by **NAN STEIN**, Ed.D., with Kelly Menne-meier, Natalie Russ, and Bruce Taylor, Ph.D., is listed on the program website: [www.dvevidenceproject.org](http://www.dvevidenceproject.org).

**KATE PRICE**, M.A. has been invited to serve as an Adviser on Child Sexual Exploitation for ECPAT-USA, an organization that protects children who are sexually exploited by Americans who travel abroad; children who are trafficked to the U.S. from other countries; and American children who are trafficked and exploited within the U.S. Price also recently joined the Advisory Board for Truckers Against Trafficking, an organization that educates, equips, empowers, and mobilizes members of the trucking and travel plaza industry to combat domestic sex trafficking.

The Robert Wood Johnson Foundation (RWJF), the nation’s leading philanthropy on health and health care, has awarded **LINDA CHARMARAMAN**, Ph.D., research scientist at the Wellesley Centers for Women, a 24-month grant through the New Connections program. Charmaraman is among a select group of Junior Investigators to receive one of the 24-month grants from New Connections. The grant allows Charmaraman to examine ways media may be used to promote resiliency among adolescents who are vulnerable to internalizing negative views of themselves which are generally widespread in mainstream media. She is developing a complimentary qualitative study to a national online survey she began piloting in 2011. The ongoing study aims to understand how media use affects adolescents’ sense of community and personal awareness of stigma and stereotype reflected in messages which can challenge the value of one’s social identities. Charmaraman will interview 30 participants within the larger study to increase in-depth understanding of the social processes underlying unhealthy adolescent media and social networking habits while also highlighting the potential of media use to support resiliency. New Connections is a national program designed to introduce new scholars to RWJF and expand the diversity of perspectives that inform the Foundation’s programming. New Connections seeks early to mid-career scholars who are historically underrepresented ethnic or racial minorities, first-generation college graduates, or individuals from low-income communities. More information about New Connections is available at [www.rwjf-newconnections.org](http://www.rwjf-newconnections.org).

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## WCW's Outrageous Older Woman

**R**uth Harriet (Miller) Jacobs, Ph.D., a gerontologist, sociologist, educator, poet, and author of nine books, died on September 4, 2013 at the age of 88. With many years of teaching and providing continuing education courses for professionals, Dr. Jacobs led workshops throughout the U.S. and abroad, and for 20 years was a research scientist at the Wellesley Centers for Women (WCW) at Wellesley College. She remained a senior scholar at the Centers until her death.

“Ruth was a beloved colleague and friend who taught all who heard her talk, or all who read her books, to not just survive, but to thrive in the face of life’s challenges,” said Sumru Erkut, Ph.D., WCW associate director and senior research scientist. “I will continue to be inspired by her the rest of my own life.”

Dr. Jacobs’ books included: *Be An Outrageous Older Woman*; *Women Who Touched My Life: A Memoir*; *We Speak for Peace: An Anthology* (as editor); *Older Women Surviving and Thriving: A Manual For Group Leaders*; *Button, Button, Who Has the Button?: A Drama About Women’s Lives Today*; *Out of Their Mouths*; *Life After Youth: Female, Forty What Next?*; *ABCs for Seniors: Successful Aging Wisdom from an Outrageous Gerontologist*; and *Re-engagement in Later Life: Re-employment and Remarriage*.

“Aging gives us a chance to know ourselves and to learn the meaning of life,” Dr. Jacobs wrote in *Be an Outrageous Older Woman* in 1997. “As I grew older, I learned that if you are outrageous enough, good things happen. You stop being invisible and become validated.”

While raising her family, Dr. Jacobs received her B.S. at age 40 from Boston University and her Ph.D. at age 45 from Brandeis University. She was a sociology professor for 13 years at Boston University before going to Clark University in 1982 as chair of the sociology department. After retiring from Clark University, Dr. Jacobs taught regularly at other Massachusetts’ institutions—Regis College, Springfield College School of Human Services, and in the Life Long Learning Program at Brandeis University. She was the recipient of grants and awards to pursue aging studies from the National Science Foundation, the National Institute of Mental Health, the United States Department of Education, the Wellesley Centers for Women, the Southport Institute for Policy Analysis, and many other organizations. In 1993 she received the Pioneer Award of the New England Sociology Association; she also received the Distinguished Gerontologist

Award from the University of Massachusetts.

Over the years Dr. Jacobs served as a consultant to several government and voluntary agencies, including the AARP’s National Task Force on Aging and Mental Health. She contributed chapters to many scholarly books, poems to many poetry anthologies and magazines, and numerous articles to academic journals. She wrote a popular monthly column for the award winning *Senior Times* newspaper and served on the editorial board of the *Journal of Women & Aging*. She had residencies at eight major art colonies.

Dr. Jacobs was a Distinguished Visiting Professor at the College of William and Mary (1990) and a Research Scholar at the Five Colleges Women’s Studies Research Center at Mount Holyoke College (1992). In 1998 she received the Athena Award for Excellence in Mentoring for her book, *Women Who Touched My Life*. She keynoted major conferences, facilitated extensive group work with older women, as well as several presentations at the Wellesley Centers for Women. One of her popular programs featured group readings of her play, *Happy Birthday: A Play for Elders Acted by Elders*, with groups of seniors. A reporter and feature writer for the *Boston Herald-Traveler* newspaper for eight years in the 1940s, Dr. Jacobs interviewed Winston Churchill and Eleanor Roosevelt, among others, during visits to Boston. She, herself, was the subject of many stories and featured interviews.

Read more about Dr. Jacobs’ remarkable life at [www.wcwonline.org/RuthJacobs](http://www.wcwonline.org/RuthJacobs).







## New Research Scientist at NIOST



**KRISTEN FAY**, Ph.D., has joined the Wellesley Centers for Women (WCW) as a Research Scientist at the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST). She is also serving as a visiting lecturer in the Psychology Department at Wellesley College

and the Lynch School of Education at Boston College. A Wellesley College graduate, Fay earned her Master's degree and doctorate in Applied Child Development from Tufts University. While an undergrad at Wellesley, she worked as a research intern at WCW.

At NIOST, Fay evaluates children's learning and non-learning outcomes as part of the multi-year Physical Activity Study in the Natick Public Schools (Natick, MA), a special investigation of the BOKS before-school physical activity program. She is also a member of the team evaluating the Boston and Beyond Summer Learning Project, an integrative summer program that unites Boston Public Schools with community-based organizations to promote improved learning and non-learning outcomes among urban youth.

Prior to NIOST, Fay held research appointments at the Institute for Applied Research in Youth Development at Tufts University and at the Massachusetts General Hospital Eating Disorders Clinical and Research Program in Boston, MA. Her research has focused primarily on identifying and describing the individual and contextual factors that influence developmental trajectories of positive psychological and physical health among adolescents, most specifically with regard to weight regulation and perception, dietary habits, eating attitudes and behaviors, and patterns of physical activity. In her free time, Fay volunteers at the Multi-service Eating Disorder Association, a community-based organization that promotes education for and prevention of eating disorders.

## 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 p.m. 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 of the seminars are recorded; archived presentations can be accessed or downloaded from [www.wcwonline.org/audioarchive](http://www.wcwonline.org/audioarchive). Confirm the schedule online: [www.wcwonline.org/calendar](http://www.wcwonline.org/calendar).

### SPRING 2014 SCHEDULE

Please note this schedule is subject to change.

#### March 20

**Tamara Beauboeuf-Lafontant, Ed.D.**  
*Disloyal Daughters: A Girls' Studies Look at Three Progressive Era Social Reformers*

#### March 27

**Erika Kates, Ph.D.**  
*Moving Beyond Prisons: An Action Platform to Address Women's Needs in Massachusetts*

#### April 3

**Amy Banks, M.D.**  
*Relational Neuroscience in Action: Reconnecting Dopamine to Healthy Human Relationships*

#### April 10 (\*Wellesley College campus location TBD)

**Wendy Wagner Robeson, Ed.D., Nancy L. Marshall, Ed.D., Amanda Richer, M.A.**  
*Men's Changing Family Roles*

#### April 24

**Tracy Gladstone, Ph.D.**  
*Preventing Depression in At-Risk Adolescents: The CATCH-IT Intervention Program*

#### May 1

**Maureen Walker, Ph.D.**  
*It's Not about Checking a Box: Confronting the Claims of Post-racialism*

### FALL 2013 LUNCHTIME SEMINARS\*:

- A Reading from a Chapter of Amy Hoffman's Novel-in-progress, *The Off Season*
- Women in Africa: Where is the Wasted Potential?
- Parental Leave Legislation and Women's Work: A Story of Unequal Opportunities
- Stereotypes, Stigma, and Status: Results from the Adolescent Media & Identity Project
- Summer Slide: Not Your Average Playground

\*Many of these programs have been recorded. Listen online or download MP3 files from [www.wcwonline.org/audioarchive](http://www.wcwonline.org/audioarchive).

## RECENT AND UPCOMING MEETINGS & PRESENTATIONS

**AMY BANKS**, M.D. presented “Feminist Relational Perspectives and Beyond: Integrated Approaches to the Complexity of Eating Disorders,” at the Renfrew Center Conference for Eating Disorders in Philadelphia, PA in November, 2013. Banks will present “The C.A.R.E. Program: How Relational Neuroscience Informs the Practice of Psychotherapy” during a Brattleboro Retreat Workshop on November 22, 2013 in Brattleboro, VT. Learn more at [www.brattlebororetreat.org/fall-2013-view-all](http://www.brattlebororetreat.org/fall-2013-view-all).

**ELLEN GANNETT**, M.Ed. presented “The Changing Landscape of Out-of-School Time: From Childcare to Afterschool to Teenage Career Readiness Programs” in a special program organized by the Wellesley College Education Department, held on the Wellesley College campus in September 2013. In November she presented on a panel, “Healthy Summers for Kids: Turning Risk into Opportunity” during the Tenth Annual National Conference on Summer Learning in Orlando, FL.

**TRACY GLADSTONE**, Ph.D. attended the invitation-only 29th Annual Rosalynn Carter Symposium for

Mental Health Policy in Atlanta, GA, The Road Ahead: Challenges and Opportunities for Behavioral Health Care during the Implementation of the Affordable Care Act, in early November 2013. Later in the month, Gladstone will present “Design challenges associated with intervening within pediatric settings” at the annual meeting of the Association for Behavioral and Cognitive Therapies in Nashville, TN. In March 2014, she will present “Preventing Depression in At-Risk Adolescents: The CATCH-IT Intervention Program” during a Judge Baker Children’s Center Child Mental Health Forum in Boston, MA. Learn more at [www.jbcc.harvard.edu/basic-page/child-mental-health-forum](http://www.jbcc.harvard.edu/basic-page/child-mental-health-forum).

**AMY HOFFMAN**, M.F.A. read from her recent memoir, *Lies about My Family*, at the Muse House Center for Literary Arts in Philadelphia, PA in October 2013. She will present on a panel of writers with new books about *Lies about My Family* at the Jewish Community Center (JCC) in Newton, MA on November 24, 2013 as part of the JCC Boston Jewish Book Festival Day. Learn more at: [www.bostonjcc.org](http://www.bostonjcc.org).

**JUDITH V. JORDAN**, Ph.D., presented “Depression and Mindfulness: The Path out of Isolation,” at the Harvard Medical School Meditation and Psychotherapy Conference which featured Thich Nhat Hanh this past September 2013 in Boston, MA. Jordan presented “Undermined and Unaware: Women Facing Internalized Oppression” at the University Lutheran Church in Cambridge, MA in October 2013. Later in

the month, she presented “The Power of Connection: How People Change” as part of the New England Educational Institute’s 21st Annual Santa Fe Symposia held in NM.

**ERIKA KATES**, Ph.D. presented “Women Behind Bars in Massachusetts: A Growing Industry” at the 2013 Strategic National Conference on Mass Incarceration and the War on Drugs at Boston University in Boston, MA in October 2013. That same month, Kates presented, “Moving Beyond Prisons: an Action Platform to Address Women’s Needs in Massachusetts” at the 15th Bi-Annual Adult and Juvenile Female Offenders Conference in Portland, ME.

**SARI PEKKALA KERR**, Ph.D. presented “Immigration and Employer Transitions for STEM Workers,” with William Kerr, Ph.D. at the American Economic Association Annual Meeting in San Diego, CA in January 2013. She presented “Skilled Immigration and the Employment Structures and Innovation Rates of U.S. Firms,” with William Kerr, Ph.D. and William F. Lincoln, Ph.D. at the Society of Labor Economists Meeting in Boston, MA in May 2013.

Among several speaking engagements, **JEAN KILBOURNE**, Ed.D. offered a keynote address at the Childhood Obesity Prevention & Child Health Summit and the Annual Behavioral Health Prevention Grantee Meeting both held in Anchorage, AK in September 2013. She was a featured speaker at the School and College Organization for Prevention

Educators Conference in Orlando, FL and keynote speaker at the World Youth Alliance North American Emerging Leaders Conference in New York City, NY, both in October 2013. Kilbourne also offered parenting advice concerning sexuality and the media on the parenting resource website [www.KidsInTheHouse.com](http://www.KidsInTheHouse.com).

**PEGGY MCINTOSH**, Ph.D. gave the Diversity Council Address at the annual conference of the Rocky Mountain Psychological Association in Denver, CO in April 2013. She also presented a colloquium for the Psychology Department of Metropolitan State University in Denver. McIntosh participated in an interview with Rowzat Shipchandler for Lissa Jones of Urban Agenda Radio in Minneapolis, MN. She attended the W.K. Kellogg Foundation's American Healing Conference in Asheville, NC, also in April.

McIntosh co-presented along with other contributors to a book, *Women of Color and White Women: Unlikely Allies in the Academy*, at a one-day institute of the same name, as part of the National Conference on Race and Ethnicity in New Orleans, LA in late May 2013. The Institute was chaired by Karen Dace, Ph.D. who edited the book. McIntosh was interviewed by Claire Shipman, a contributor to ABC News' "Good Morning America," and Katty Kay, presenter at BBC World News, for their upcoming book on women and confidence. McIntosh and Chris Avery of the **NATIONAL SEED PROJECT (SEEKING EDUCATIONAL EQUITY & DIVERSITY)** were interviewed by Adrienne van der Valk for an upcoming feature on the SEED Project in *Teaching Tolerance Magazine*. Five interns from Paul Marcus's Community Change organization visited Cheever House at the Wellesley Centers for Women (WCW), Wellesley, MA during the summer

of 2013 to discuss social change work. This fall, McIntosh presented at Valencia College in Orlando, FL, organized by the school's Peace and Justice Initiative. The SEED Project presented a workshop in Oakland, CA at the National Association for Multicultural Education Conference and at the National Conference for Teachers of English in Boston, MA in October 2013.

The **JEAN BAKER MILLER TRAINING INSTITUTE (JBMTI)** Fall 2013 Introductory Institute, "How Connections Heal: Founding Concepts and Practical Applications of Relational-Cultural Theory," took place from October 18-20, 2013 at Wellesley College, Wellesley, MA. The introductory Institute provided the opportunity for the intensive study of Relational-Cultural Theory and its direct applications in the world. This approach is built on the premise that growth-fostering connections are the central human necessity and disconnections are a primary source of human suffering. During the Institute, **LAYLI MAPARYAN**, Ph.D. offered the Sixth Jean Baker Miller Memorial Lecture, "Womanism, Relationality and Culture" which will be posted online this fall.

Scholars at JBMTI are also planning a new webinar series with programs scheduled for winter and spring 2014. Check the website for schedule updates: [www.jbmti.org/webinars](http://www.jbmti.org/webinars).

**LAURA PAPPANO**, WCW writer-in-residence, was a panelist during the Title IX in Action: The Enduring Legacy of Title IX conference, organized by and held at Southern Connecticut State University in New Haven, CT in October 2013. Pappano's discussion, "A Panel with Journalists," also featured Sally Jenkins, Chase Olivarius-McAllister, and Meghan Pattyson Culmo.

**NAN STEIN**, Ed.D. presented her evidence-based middle school youth dating violence prevention curriculum, *Shifting Boundaries*, at the North Carolina Coalition Against Domestic Violence in Wilmington, NC in October 2013. Evaluation results for the program have shown effectiveness in both dating violence and sexual harassment. Stein presented "Sexual harassment, dating violence and sexual violence among adolescents—Constructing new frameworks for prevention" during the 11th Annual Yale Pediatric Update in New Haven, CT in November 2013.



# recent findings & new publications

## Depression Prevention and Adolescents

**TRACY GLADSTONE**, Ph.D. co-authored “Understanding Adolescent Response to a Technology-Based Depression Prevention Program” (Gladstone, T., Marko-Holguin, M., Henry, J., Fogel, J., Diehl, A., and Van Voorhees, B.) which has been accepted to the *Journal of Clinical Child and Adolescent Psychology*, for



a forthcoming special issue on technology-based interventions. Guided by the Behavioral Vaccine Theory of prevention, this study uses a no-control group design to examine intervention variables that predict favorable changes in depressive symptoms at the six-to-eight week follow-up in at-risk adolescents who participated in a primary care, Internet-based prevention program. The findings support the importance of cognitive factors in preventing adolescent depression and suggest that modifiable aspects of technology-based intervention experience and relationships should be considered in optimizing intervention design.

A chapter Gladstone co-authored with William Beardslee, M.D. entitled “Mental Illness Prevention and Promotion” will be included in a new volume, *The Challenges of Mental Health Caregiving*. She also co-authored “Prevention of Depression in At-Risk Adolescents Longer-term Effects,” (Beardslee, W., Brent, D., Weersing, V., Clarke, G., Porta, G., Hollon, S., Gladstone, T., Gallop, R., Lynch, F., Iyengar, S., DeBar, L., and Garber, J.) included in the September 2013 issue of *JAMA Psychiatry*. The article examined adolescent offspring of

depressed parents, who are at high risk for experiencing depressive disorders themselves, to determine whether the positive effects of a group cognitive-behavioral prevention (CBP) program extended to longer-term follow-up. Among the findings, the researchers determined that over the 33-month follow-up period, youths in the CBP condition had significantly fewer onsets of depressive episodes compared with those in usual care (UC). Parental depression at baseline significantly moderated the intervention effect. When parents were not depressed at intake, CBP was superior to UC, however when parents were actively depressed at baseline, average onset rates between CBP and UC were not significantly different.

## Mother’s Religiosity and Its Effect on Adolescents’ Sexual Behavior

Research undertaken by scholars at the Wellesley Centers for Women (WCW) that examines adolescents’ sexual behavior in relation to discord with their mother’s religiosity, is featured in the October 2013 *Journal of Primary Prevention*. This study investigates the relationship between adolescent/mother religious discordance and emerging adult sexual risk-taking six to seven years later. The research team of **JENNIFER GROSSMAN**, Ph.D., **ALLISON TRACY**, Ph.D., and **ANNE NOONAN**, Ph.D., utilized Social Control Theory to examine the level and direction of concordance using data from the Add Health Study, focusing on constructs of religious importance, frequency of prayer, and attendance at religious services. The team found that higher levels of adolescent/mother discordance in religious importance were related to increased emerging adult sexual risk-taking compared to those with similar levels of adolescent/mother religiosity—this occurred only when mothers reported higher levels of religious importance than their children. In

contrast, adolescents reporting higher frequency of prayer than their mothers reported lower levels of sexual risk-taking than those with similar frequency of adolescent/mother prayer. The findings suggest that the protective effects of family religious socialization can be interrupted. However, the influence of religious difference on sexual risk-behavior does not operate the same and depends on the direction and level of religious difference.

## Employment and Access to Affordable Child Care

An article on child care subsidies authored by **NANCY MARSHALL**, Ed.D., **WENDY WAGNER ROBESON**, Ed.D., **ALLISON TRACY**, Ph.D., **ALICE FRYE**, Ph.D., and **JOANNE ROBERTS**, Ph.D., “Subsidized child care, maternal employment and access to quality, affordable child care,” is included in *Early Childhood Research Quarterly*, 28. To examine whether state child care subsidy policies can combine goals of increasing maternal employment and increasing access to quality child care for children in low-income families, the research team studied one state’s comprehensive policy, through a cross-sectional survey of 665 randomly selected families using centers, Head Start programs, family child care homes, public school preschools, or informal care, including a sample of families on the waitlist for child care subsidies. The researchers found that, in Massachusetts, families receiving child care subsidies report greater access to child care, more affordable



child care, and higher quality child care, than do similar families not receiving subsidies. Lower-income families not receiving subsidies can sometimes access affordable, quality child care through Head Start and public preschools, but, when they must pay for care, they pay a significantly greater proportion of their income than do families receiving subsidies. The team also found that families on the subsidy waitlist are at a particular disadvantage as they have the greatest difficulty paying for care, the least access, and the poorest quality child care. While the child care subsidy policies benefited those families receiving subsidies, families outside the system still struggled to find affordable child care.

### Tracking Cognitive Skills in Education and STEM-Immigration Employment Trends

**SARI PEKKALA KERR**, Ph.D. co-authored “School Tracking and Development of Cognitive Skills” with Tuomas Pekkarinen, Ph.D. and Roope Uusitalo, Ph.D., published



in *Journal of Labor Economics*, Vol. 31 (No. 3), 2013. The researchers evaluated the effects of the Finnish school system on mathematical, verbal, and logical reasoning skills using data from the country’s comprehensive school reform that abolished the two-track school system. They used a differences-in-differences approach that exploits the gradual implementation across the country; cognitive skills were measured using test scores from the Finnish Army Basic Skills Test. The researchers found that the reform had small positive effects on verbal test scores, but no effect on the mean performance in the arithmetic or logical reasoning tests. However, the reform significantly improved the scores of the students whose parents had less than high-school education.

Kerr also co-authored with William Kerr, Ph.D., “Immigration and Employer Transitions

for STEM Workers” published in the *American Economic Review, Papers and Proceedings*, Vol. 103, 2013. Immigrants play a significant role in many aspects of the U.S. economy, but their impact in occupations related to science, technology, engineering, and mathematics (STEM) is especially pronounced. Immigrants account for about a quarter of all STEM workers with college degrees or higher in the 2000 census; about half of those have doctorates. In this paper, the researchers provide a short glimpse into new data that are a useful platform for studying immigration within U.S. firms. The Longitudinal Employer-Household Dynamics (LEHD) database provides employer-employee records for U.S. private sector firms, which the researchers match to the Current Population Survey, among other analysis. The longitudinal nature of the person-level data affords new insights into career trajectories that to date have only been feasible in special settings. The LEHD is also a powerful platform for studying firm-level consequences of immigration.

### Deconstructing Privilege

**PEGGY MCINTOSH**, Ph.D. wrote the foreword to the book, *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*, edited by Kim Case, Ph.D. of the University of Houston-Clear Lake, published by Routledge (2013). The title of McIntosh’s foreword is “Teaching About Privilege: Transforming Learned Ignorance into Usable Knowledge.” This edited collection explores best practices for effective teaching and learning about various forms of systemic group privilege such as that based on race, gender, sexuality, religion, and class.

### Out-of-School-Time Competencies

The Wallace Foundation has made available *Strong Directors/Skilled Staff: Guide to Using the Core Competencies*, a handbook which the National Institute on Out-of-School Time developed for the New York City Department of Youth and Community Development. The handbook outlines key skills—core competencies—needed by afterschool program directors and those they supervise. It also offers

guidance and tools on how to develop the skills, including questionnaires that managers and youth workers can use to determine their strengths and weaknesses. Learn more online: [www.wallacefoundation.org](http://www.wallacefoundation.org).

### Mental Health Care and Immigrants

“Clinical Issues and Challenges in Treating Undocumented Immigrants,” by Lisa Fortuna, M.D., M.P.H., and **MICHELLE PORCHE**, Ed.D., is included in the August 2013 issue of *Psychiatric Times*. The article describes risk factors for undocumented immigrants, specific barriers to mental health services use, and evidence-based approaches to care. The article is available through the publisher’s website: [www.psychiatrictimes.com](http://www.psychiatrictimes.com).

### Obscuring Gender Based Violence in Policy

“Obscuring Gender Based Violence: Marriage Promotion and Teen Dating Violence Research,” authored by Carrie Baker, J.D., Ph.D. and **NAN STEIN**, Ed.D., has been accepted to the *Journal of Women, Politics*



& Policy for future publication. This article argues that United States public policies have prioritized the promotion of marriage and healthy relationships over research and education about gendered violence in teen dating relationships. Evidence shows that the prevalence of intimate partner and teen dating violence disproportionately impacts women and girls. The lack of a gender-based analysis reflects a shift from a feminist framing of violence, that focuses on the safety and well-being of women and girls based on an analysis of gender, power, and structural inequalities, toward a conservative focus on individualistic solutions to gendered social problems like poverty and violence.



# spotlight

## On New Funding & Projects

### PARENTAL PROFILES OF SEXUALITY COMMUNICATION: PROTECTIVE EFFECTS ON YOUTH SEXUAL BEHAVIOR

*Project Director: Jennifer Grossman, Ph.D.  
Funded by: National Institutes of Health*

.....  
This longitudinal investigation will examine profiles of early and later parents' approaches to sexuality communication and will assess their influence, along with other aspects of parent-teen sexuality communication, on adolescent and emerging-adult risky sexual behaviors.

### MAPPING LICENSING AND QUALITY RATING AND IMPROVEMENT SYSTEM TERMINOLOGY

*Project Director: Wendy Wagner Robeson, Ed.D.  
Funded by: Massachusetts Department of Early Education and Care*

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This project reviewed, compared, and contrasted the terminology found in the Massachusetts' Department of Early Education and Care Licensing Regulations and Quality Rating and Improvement System Standards resulting in a Terminology Glossary.

### READY EDUCATORS QUALITY IMPROVEMENT PARTNER

*Project Director: Wendy Wagner Robeson, Ed.D.  
Funded by: Thrive in 5, United Way of Massachusetts Bay and Merrimack Valley*

.....  
The Thrive in 5 Review Committee has selected Wellesley Centers for Women (WCW) as the Quality Improvement Partner for the Ready Educators Pilot: Linking Program Improvement to Child Outcomes. Ten center-based and five family child care programs in Boston, MA will receive intense technical assistance through individualized program improvement plans in order to improve program quality and children's readiness for school.

### OUT-OF-SCHOOL-TIME PHYSICAL ACTIVITY STANDARDS: IMPLEMENTATION TRENDS

*Project Director: Georgia Hall, Ph.D.  
Funded by: Robert Wood Johnson Foundation with University of California San Diego*

.....  
This commissioned analysis is responsive to the research gaps about out-of-school time (OST) intervention settings identified in the "Physical Activity Guidelines for Americans Midcourse

Report" produced by the U.S. Department of Health and Human Services. The findings from the study, which include a national online survey and best practice research briefs, will inform policy makers and providers on approaches to increasing physical activity for children and youth participating in OST programs.

### MINDFULNESS AND LITERACY IN YOUNG CHILDREN

*Project Director: Michelle Porche, Ed.D.  
Funded by: Hemera Regnant Fund*

.....  
This six-month planning grant will consolidate a newly-formed mindfulness research team at WCW. This interdisciplinary team, comprised of individuals from various WCW projects would establish mindfulness research as a thematic priority area at the Centers. The net effect of this planning grant will be the creation of a strong team and the development of usable methods of mindfulness practice involving infants and toddlers that focuses on early language and literacy development. The work will be documented in a concept paper designed to inform subsequent pilot research and programming.





## APT VALIDITY STUDY II: IMPROVING RATER RELIABILITY

*Project Directors: Allison Tracy, Ph.D. and Linda Charamaraman, Ph.D.*

*Funded by: William T. Grant Foundation*

Partnering with local and out-of-state organizations, the Assessment of Program Practices Tool (APT) Validity Study II will focus on developing and testing a video-based training and online feedback system that prepares experienced users of the APT to meet rigorous standards of accuracy for higher stakes purposes. The APT is a well-established observation measure used for evaluating the quality of out-of-school-time settings.

## IMPLEMENTING THE MASSACHUSETTS WOMEN'S JUSTICE NETWORK'S ACTION PLAN: ALTERNATIVES TO INCARCERATION FOR WOMEN IN MASSACHUSETTS

*Project Director: Erika Kates, Ph.D.*

*Funded by: Gardiner Howland Shaw Foundation*

This project will enable the implementation of the action plan currently being developed by the Massachusetts Women's Justice Network (MWJN). The action plan is aimed at reducing the imprisonment of women in Massachusetts and encouraging a greater use of alternatives to incarceration, e.g., the diversion of women from the criminal justice system to effective, women-centered resources addressing trauma, substance abuse, and other concerns. The plan addresses many of the inequities, needs, and concerns identified by the Gender & Justice Project at WCW, funded by the Gardiner Howland Shaw Foundation. This collaborative project brings together advisors, partners, and supporters of the work to implement the action platform.

**TRACY GLADSTONE**, Ph.D. received continued funding from Boston Children's Hospital for the Baer Foundation-funded family prevention of depression project.

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

**NANCY MARSHALL**, Ed.D. received funding from Associated Early Care and Education to score, review, analyze, and report on the Peabody Picture Vocabulary Test (PVT) and Phonological Awareness Literacy Screening (PALS) data for the children in family child care homes.

**PEGGY MCINTOSH**, Ph.D. received gifts from various individuals and supporters of the **NATIONAL SEED PROJECT (SEEKING EDUCATIONAL EQUITY & DIVERSITY)** on Inclusive Curriculum at WCW.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at WCW received support for training, technical assistance projects, and continuing evaluations from The New Jersey School Age Care Coalition; Maine Parent Federation; Fairfax County Office for Children; Network of Extended Day Directors; Reebok International (BOKS); Northeast Regional Key; Christopher House; Pennsylvania Statewide Afterschool Youth Development Network; Massachusetts Department of Elementary and Secondary Education; YMCA of the Greater Twin Cities; United Way of Greater Philadelphia and Southern New Jersey; City of Fort Worth Parks SPARC Program; Boston & Beyond Summer Learning Program; Pasadena Independent School District; Berks

County Intermediate Unit; Boston Public Schools; City of St. Paul/Sprocket Program; and Public Health Management Corporation.

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 funding to conduct eight days of training across Massachusetts in the various Quality Rating and Improvement System regions on the Family Child Care Environment Rating Scale-Revised Edition scale for the UMass Donahue Institute, in conjunction with Massachusetts Department of Early Education & Care.

**WENDY WAGNER ROBESON**, Ed.D. received funding from Associated Early Care and Education to provide training and assessment of PPVT-4 and PALS-Pre-K.

**NAN STEIN**, Ed.D. gave the keynote speech at the Bullying and Sexual Harassment: Managing Each Appropriately in Schools training workshop sponsored by the Virginia Department of Criminal Justice Services. Stein also served as a speaker at a workshop on an evidence-based multi-level prevention program for middle school students on sexual harassment and precursors to dating violence sponsored by Jane Doe, Inc., a Massachusetts coalition against sexual assault and domestic violence.



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*Kaoru Harada, M.A. (center, holding the bumper sticker), member of the WCW Council of Advisors and a Wellesley College alumna, joined Linda Charmaraman, Ph.D. and her daughter, Michelle Porche, Ed.D., and Sumru Erkut, Ph.D. in proclaiming that “a world that is good for women is good for everyone” during the 2013 American Psychological Association annual convention in Hawaii. To request a WCW bumper sticker, email [wcdonorsupport@wellesley.edu](mailto:wcdonorsupport@wellesley.edu).*

