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## Research & Action Report, Spring/Summer 2004

Wellesley Centers for Women

Peggy McIntosh

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# Research & Action Report

Wellesley Centers for Women

 Center for Research  
on Women

 Stone Center

## *Featuring:*

**Gender-Equitable  
Education:  
A Focus on Literacy**

**Empowering  
Educators  
Through SEED:  
An Interview With  
Peggy McIntosh**

**The Work of the  
Jean Baker Miller  
Training Institute  
Travels the World**

**WCW Announces  
Postdoctoral  
Opportunities**

Spring/Summer 2004  
Volume 25 • Number 2

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## **More than one copy?**

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**Thank you!**

For 30 years, the Wellesley Centers for Women 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.

As the world staggers under the burden of terrorist attacks on commuters in Spain and heightened violence in the Middle East and I open email after email from women's organizations around the globe with news of atrocities committed by governments, religious institutions, and individuals against women and girls, it is difficult not to feel discouraged. Reading news on the impact of President Bush's executive order denying foreign aid to programs that help women decide on their reproductive options by providing a full range of choices, reports of the systematic rape of hundreds of women in western Sudan, stories of the appalling and continuing legacy of the brutal rapes of half a million Rwandan women in the genocide of 1994, and the newest survey data from South Africa indicating that 10% of their youth are infected with HIV and that 77% of these young people are girls deepens my despair and frustration.

But I have found that the only possible response to such feelings is action. Even if the action is small in the face of the need and even if the chances of making a positive impact seem dim, to do nothing is to acquiesce and to acquiesce is to be, in the phraseology of long ago, part of the problem rather than part of the solution.

Here at WCW we are engaged in several efforts to address the gendered violence that robs women of our freedoms all around the world. The first is our ongoing effort to connect with the United Nations (UN) and their efforts on behalf of women. WCW is an official non-governmental organization (NGO) accredited to the UN Social and Economic Council and members of our staff attended the 48th session of the UN Commission on the Status of Women in New York in March. The meeting focused on the role of men and boys in achieving gender equality and women's equal participation in conflict prevention, management, and resolution.

The second is a deliberate effort to connect with women from other nations and regions of the world in a personal way in order to learn from them and to provide an opportunity for their work to reach a new and wider audience. The story on page 16, which describes the recent visit of Molly Melching and Kerthio Diarra from the NGO Tostan in Senegal, illustrates one such example.

Our largest effort in this area is our just-completed first International Research & Action Conference: Innovations in Understanding Violence Against Women, which was co-chaired by Linda Williams, Nada Aoudeh, and Victoria Banyard. As I write, women from 31 nations are still traveling home from the three-day conference here in Wellesley. Work conducted in more than 45 countries was presented by 130 attendees who came from as close as Boston and from as far as Costa Rica, Pakistan, and South Africa, to name just a few of the nations represented.



I believe it will take all of us some time to fully absorb the depth, the variety, and the multiple lessons of this extraordinary gathering. In the fall issue of *Research & Action Report* we will report more extensively on the conference, but for now my primary feeling is one of hope laced with grief and impatience. The problems are enormous and the resources are miniscule, making collaboration all the more critical.

As I listened and talked with women and men dealing with situations each of us would rather not have to know about, I was heartsick. But that so many extraordinary people are devoting such intelligent care, commitment, and effort to ameliorating some of the suffering, preventing some of the atrocities, and searching for ways to better understand the root causes of gendered violence, I was also energized and emboldened. Whether it is a shelter for victims of domestic violence here in Massachusetts, a careful analysis of the ways multiple oppressions interact in women's lives in the work of scholars in Canada and England, or intervention efforts on the West Bank, there are signs of hope, and it is this hope that we must both cling to and, more importantly, build on. Without hope, nothing can be done, but hoping doesn't change things, people do.

The conference provided concrete examples of the many ways gendered violence can be addressed and the variety and breadth of collaborations that are possible. We know a bit more of what we must do and now we must do it. In the coming months you will be reading more about projects involving WCW researchers that will address gendered violence in the U.S. and around the world.

Women and men must build a global community, one that transcends national borders and mythologies, to work together to address the violence that plagues our lives and places all of us in danger. I believe that the conference generated and clarified places for us to begin. We cannot simply say we discussed the problem, as if that in itself were sufficient, rather we must build on the connections and the insights to move forward our collective demand for a better, safer, and more equitable world for all.

## WCW Receives 'Women Who Make a Difference' Award

The National Council for Research on Women (NCRW) honored Wellesley Centers for Women (WCW) with a lifetime achievement award at a gala dinner in New York City in March. The Women Who Make a Difference award recognizes outstanding women leaders and organizations in a variety of disciplines for their ability to project their visions for a better world onto local, national, and global landscapes. WCW was honored for its outstanding work linking research, theory, and its impact on domestic and international policy. WCW's executive director Susan Bailey accepted the award.



Photo by Donna Aceto

This year's honorees, pictured left to right, included Geeta Rao Gupta, executive director, International Center for Research on Women; Dina Dublon, executive vice president and chief financial officer of J.P. Morgan Chase; Ingrid Saunders Jones, senior vice president of corporate external affairs, The Coca-Cola Company, and chairperson, The Coca-Cola Foundation; Sandra Morgan, executive director, Center for the Study of Women and Society, University of Oregon; and Susan Bailey. Honoree Mamphela Ramphele, managing director of the World Bank, is not pictured.

## A WCW Project Inspires Research and Action for Domestic Violence Survivors Across the Country

The Battered Mothers' Testimony Project (BMTP), conducted in Massachusetts by the Women's Rights Network at WCW, is attracting interest from activists and researchers in other states who want to speak out about the often overlooked issues of postseparation domestic violence and unfair child-custody determinations. The BMTP released its final report, *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*, in November 2002.

Since that time, the BMTP's unique human-rights, fact-finding approach to examining the injustices that domestic violence survivors experience has been successfully replicated by the Arizona Coalition Against Domestic Violence. In a recently released report from the Ford Foundation, *Close to Home*, BMTP is profiled as one of 13 exemplary human rights projects within the U.S.

In addition, researchers at the University of Southern California School of Law and the Wisconsin Coalition Against Domestic Violence have started their own BMTPs, and representatives from advocacy groups in Michigan, Alaska, Connecticut, and Maine have contacted the Centers to express interest in replication. We are also pleased to report that Minnesota Advocates for Human Rights is nearing completion of its own testimony project that focuses on the injustices reported by immigrant and refugee survivors of domestic violence.

As is the case in Minnesota, each of the replication projects will build on the findings of the Massachusetts BMTP by focusing on the regional characteristics of the problem of access to justice for domestic violence survivors. The goal of all these projects is to gain national attention for domestic violence survivors who fight for custody of their children and to change the policies that violate women's and children's human rights.



### Rachel Carson Lecture Held February 27, 2004

As part of the Women of Courage lecture series, a WCW collaborative effort with the Boston Research Center (BRC), author Janine Benyus delivered the Rachel Carson Lecture on Environmental Ethics at the BRC in Cambridge, MA. Janine is a life-sciences writer whose most recent book, *Biomimicry: Innovation Inspired by Nature*, concerns the emerging science of developing sustainable solutions by mimicking nature's designs and processes.

### Jean Baker Miller Honored

Jean Baker Miller received an award for her outstanding, lifelong efforts as a mentor for women at the 48th Annual Meeting of the American Academy of Psychoanalysis and Dynamic Psychiatry in New York City on May 1, 2004.

### Governor Romney Appoints WCW Researcher to Commission on Sexual and Domestic Violence

Nan Stein, senior research scientist at the Wellesley Centers for Women, was appointed by Massachusetts Governor Romney to the Governor's Commission on Sexual and Domestic Violence. Dr. Stein's appointment to the commission, which is chaired by Lieutenant Governor Kerry Healey, runs through December 31, 2006.

## Conferences and Presentations

*Project directors and researchers at WCW regularly present their work at conferences, workshops, and professional meetings. Listed below are some recent highlights.*

On October 18, 2003, **Pamela Seigle** and **Jim Vetter** presented a workshop on "Building Relationships, Teaching Skills: Strategies from the Open Circle Program" at the Character Education Partnership National Forum in Washington, D.C.

In November 2003 **Anne Noonan** presented "Social Relations at Work: The Beliefs and Experiences of Older Workers" at the annual meeting of the Gerontological Society in San Diego, CA.

In November 2003 **Nan Stein**, along with **Johanna Wald** from the Harvard University Civil Rights Project, presented "Teachers' Voices in the Debate on Zero Tolerance" at the 45th Annual Education Law Conference in Savannah, GA.

From February 25 to 28, 2004, NIOST staff attended the 17th annual NSACA conference in Tampa, FL. **Ellen Gannet** presented "Four Quality Initiatives: Partnering for Afterschool Excellence" and "The Elements of a Professional Development System: Highlights of New Initiatives and Innovative Practices." **Georgia Hall** presented "National Discovering Community Initiative: Promising Practices" and "Program Improvement, Standards, and Outcomes: Is There a Connection?" **David Alexander** presented "The Role of Arts Activities in Development and Learning." **Joyce Shortt** and **Julie Dennehy** presented "Building a Skilled and Stable Workforce: A Progress Report," and **Joyce Shortt** presented "Public Policy: Getting Our Message Together and Taking It on the Road."

On March 5, 2004, **Jim Vetter** presented on "Implementation and Maintenance of School-based Social Development Programs,"

in Seattle, WA, for the Committee for Children.

On April 24, 2004, as part of the symposium "Research Into Practice: A Literacy Research and Intervention Case Study" at the American Educational Research Association (AERA) annual meeting in San Diego, **Michelle Porche** of WCW and **Dan Pallante** of the Ohio Educational Development Center presented their paper "Sustained Growth: A Longitudinal Analysis of a Kindergarten Intervention." **Michelle Porche** also presented a paper, co-authored with **Stephanie Ross** and **Patton Tabors** of Harvard Graduate School of Education, entitled "Longitudinal Profiles of Achievement for Low-Income High School Students." **Susan Bailey** put together and chaired a session on "Education, Gender, and Citizenship: A Global Context" with colleagues **Jo H. Kim** from WCW, **Gloria Bonder** from Argentina, and **Gudny Guobjornsdottir** from Iceland. In addition, **Susan Bailey** was a panelist in the session "Creating a New Handbook for Gender Equity in Education" with colleagues from around the U.S.

**Nan Stein** and **Nancy Mullin-Rindler** presented at the April 22 to 25, 2004, National Montessori Conference in Boston, MA, sponsored by the American Montessori Society. In addition, **Pamela Seigle** and **Jim Vetter** presented a workshop on "Caring Classrooms and Caring School Communities."

**Nan Stein** presented at the May 25 to 28, 2004, National Sexual Violence Prevention Conference in Los Angeles, "Building Leadership and Commitment to End Sexual Violence," sponsored by the Centers for Disease Control and Prevention.



**Gender-Equitable Education:** A Focus on Literacy

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Researchers at the Wellesley Centers for Women (WCW) are committed to research and action related to equity issues in education, whether that means promoting equal opportunities for girls in areas where they are underrepresented or promoting understanding and intervention for boys in areas where they underperform.

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**POPULAR MEDIA** has “balanced” attention to girls’ difficulties in math and science with considerable attention to boys’ difficulties in language arts. It has often been argued that both problems are a reflection of characteristics inherent in gender differences. However, a growing body of research supports the importance of socialization rather than biology in explaining disadvantages in academic subject areas. We believe that attention to gender socialization within the various contexts of children’s lives is key to understanding how best to prepare all students, girls and boys, for academic success.

The extent to which early interpersonal literacy practices at home contribute to later gender differences in reading practices and academic achievement is of particular interest to Michelle Porche, a research scientist at WCW. Porche, in collaboration with colleagues at the Harvard Graduate School of Education, is using data from the Home–School Study of Language and Literacy Development, directed by Catherine Snow, to explore gendered aspects of academic achievement in a sample of low-income students followed longitudinally from preschool through high school. This longitudinal research project was originally designed to study precursors to language and literacy development and the influence both of the home and of the school on early reading outcomes. As the participants have grown, the research focus has expanded to include investigations of social and psychological components of development that influence academic success.

**PORCHE’S MOST** recent findings regarding gender and literacy have just been published as part of an edited volume of empirical research on boys entitled *Adolescent Boys: Exploring Diverse Cultures of Boyhood* (NYU Press). In this volume, editors Niobe Way and Judy Chu (formerly a researcher at WCW) have collected work that enhances our understanding of how the contexts of boys’ lives shape their identities and relationships, how gender socialization influences their development, and the ways in which boys resist stereotypical expectations. In her chapter, “From Preschool to Middle School: The Role of Masculinity in Low-Income Urban Adolescent Boys’ Literacy Skills and Academic Achievement,” Porche and co-authors Stephanie Ross and Catherine Snow take early observations of mother-child book reading in the home and later interviews with boys about their literacy experiences in middle school and examine them against the backdrop of longitudinal ability and achievement data. The boys and girls in the sample were evenly matched in reading ability at the beginning of the study; aptitude, as measured on standardized literacy tests, tended to remain constant from preschool to middle school. Over time, however, boys’ literacy attitudes and practices fell behind those of the girls.

Socialization is one key explanation in understanding gender differences in reading among this sample group of children. Mothers of boys and of girls reported similar reading practices when their children were in preschool. Researchers’ observations of early book-reading activities in the home, however, highlighted differences in the interpersonal aspects of early literacy practices, practices that led to qualitatively different experiences for daughters and sons. Mothers tended to request more information about, and talk more about, books when interacting with daughters. These brief conversations about the stories also included more praise and encouragement for the girls.



**IN CONTRAST**, reading with sons sometimes included resistance to the activity and a struggle among the boys to stay focused on the book, which suggests that boys may have had less frequent opportunities for book reading. In the middle school interviews this pattern was echoed when girls gave more elaborate descriptions of their literacy practices, offered more intrinsic reasons for reading, and were generally more positive about reading than the boys in the study. This contrast in attitudes may appear starker than actual differences in practice between girls and boys. Boys did talk about materials they read, but only after some prompting and after clearly stating that they didn't like to read. Yes, they liked magazines, adventure stories, and scary titles written by Stephen King, but didn't like things they had to read for school.

This analysis supports the need to pay attention to the intrapersonal processes of reading, such as individual and group differences in response to various genres of reading material. In future work Porche hopes to explore ways to intervene in students' reading difficulties through the use of high-interest reading materials, such as magazines that are gender-specific in their audience, as a way to increase engagement, fluency, and comprehension.

However, to suggest that the problem might simply be a matter of taste in reading materials obscures deeper issues. Adolescence is a time when internalized gender ideology is intensified, with girls tending toward more stereotypical feminine behaviors and boys toward more stereotypical masculine behaviors. Rejecting reading as a passive feminine activity may improve a boy's status within his social group but ultimately exacerbates disparities in reading engagement between boys and girls. Ultimately these differences have serious implications for academic achievement. Even boys in the sample who had high ability and engagement in reading typically related conventional attitudes about reading and authority such as "Reading is for girls" and "No one tells me what to do!"

**THE LOW-INCOME SAMPLE** of boys and girls did not differ in exposure to literacy activities in the home and were equally matched on language and literacy ability and early academic achievement measures. One gender was not naturally better at reading than the other. Furthermore, the stability of standardized cognitive tests given to the participants over the course of the study would have suggested similar academic outcomes for girls and boys. Yet in her analysis Porche uncovered the beginning of a divergent achievement path. She is currently analyzing data from interviews with students at the end of high school. This data documents the disturbing academic failure and near-failure of the very boys in the sample with the highest measures of cognitive ability and the most promise academically in early childhood.

Porche's work points to the importance of sustaining student motivation throughout school, because even those who do well in the early grades sometimes drop off as they proceed through middle school. Girls in the Home-School Study sample tended to have more defined plans for a college education than did boys and also tended to perform better on tests of literacy skills than did boys, even the boys who were doing well on such tests in the earlier grades. Porche writes, "Contrary to recent popular discourse that attributes boys' academic struggles to attention paid to girls' issues, data from our study offers a much more complex and perhaps puzzling story of boys' trajectories of achievement." The early routines parents establish in reading to their sons may communicate a subtle message that literacy, and by extension academic success in language arts, is not as critical for their sons as for their daughters. This does not mean that boys are discouraged from doing well in school. Rather, the emphasis may be placed on academic domains that are traditionally masculine, such as math and science, vocational programs that provide job skills, or extracurricular sports that are rough and competitive.

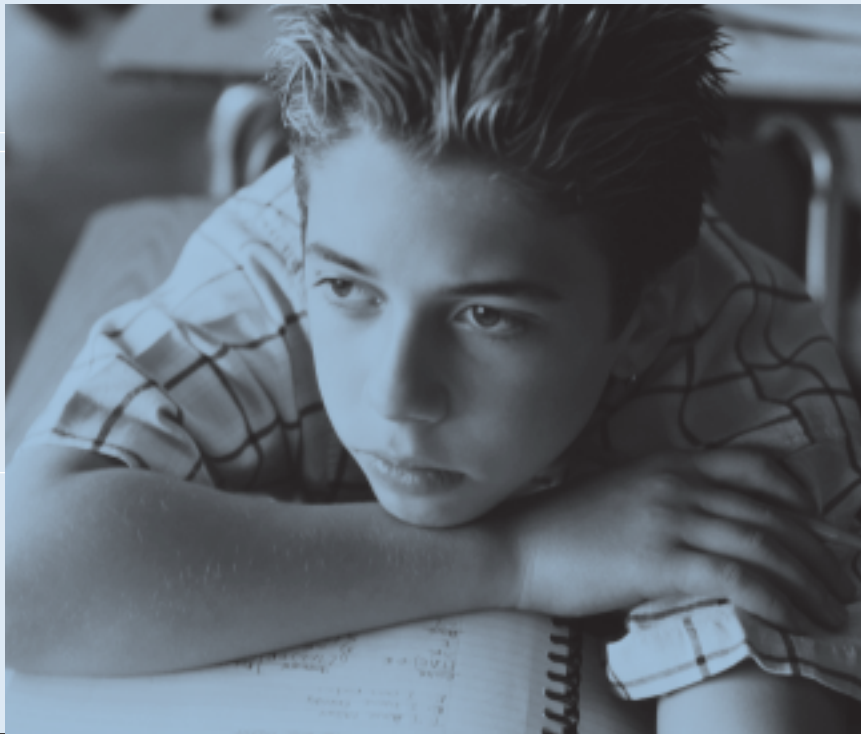
Porche notes that as students reach higher grade levels socioeconomic factors and perceptions of life opportunities may be as or even more important in academic achievement than are measures of ability. In addition, it is crucial to integrate an understanding of the ways that gender interacts with these factors. We are losing too many able students when we do not consider all of their life circumstances as we design their educational programs.

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In future work Porche hopes to explore ways to intervene in students' reading difficulties through the use of high-interest reading materials, such as magazines that are gender-specific in their audience, as a way to increase engagement, fluency, and comprehension.

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**AS PART OF HER WORK** on another project in Ohio with the Collaborative Literacy and Language Instruction Project, Porche is currently evaluating the long-term effect of the kindergarten parent-child intervention Project EASE, which provides training for parents in guided reading activities. Response from mothers and fathers has been enthusiastic across rural and urban communities. Parents have been highly engaged with their sons and daughters in the monthly sessions, and preliminary observations and assessments show positive correlations between participation and home support for literacy and children's attitudes toward reading. Porche will continue to look for clues about gender socialization and the ways in which it affects literacy achievement as she analyzes this data.

Ideally Porche's next project would be titled "Read Like a Girl!" Instead of the deficit model of boys' learning that is often promulgated by the media, her research agenda would focus on the motivational attitudes and strategies that account for girls' advantages in language arts outcomes in the context of gender socialization. Rather than denigrating success in literacy as less important than other educational domains because "it's a girl thing," this information would expose the danger of bias in gender socialization while contributing to literacy intervention and reforms that could benefit all students. ■

## Travels the World

**High in the Sierra Madre Mountains** of Mexico, the leader of a microeconomic project working with indigenous women weavers gave her staff a Spanish-language version of Jean Baker Miller's book, *Toward a New Psychology of Women* (1976/1986). "I wish you could have seen their wide eyes and delight as the women read it," she reported. This is just one example of the countless ways the work of the Jean Baker Miller Training Institute (JBMTI) touches the lives of people around the world.



Four primary missions, which evolved out of meetings of a Stone Center theory group between 1981 and 1995—the year the JBMTI was established—continue to guide the institute today. These missions are:

- to enlarge traditional models of psychological development and therapy, and, in particular, to form a more accurate understanding of the psychology of girls and women from diverse backgrounds and experience.
- to offer training programs to clinicians, educators, administrators, parents, and other members of the community.
- to bring the principles of relational-cultural theory (RCT), JBMTI's groundbreaking model of psychological development, to bear on organizations and larger social systems.
- to change practices that lead to injustice, oppression, social stratification, and marginalization in all fields of human endeavor.

**RCT has been at the forefront** of a wave of change in Western psychology, leading a movement away from a psychology of separation toward a psychology of connection. Many professionals working in clinical settings have embraced this model, but it also has implications for social change beyond individual therapy and clinical practice. A psychology of connection, which emphasizes empathic attunement, mutuality, and the primacy of relationships in people's lives, seriously challenges the competitive hyperindividualism that dominates today's social, economic, and political institutions. Through the development of RCT, the JBMTI faculty is transforming an ethic of individualistic competition into an ethic of mutuality.

JBMTI programs address micro- and macro-level social problems that ensue from major disconnections and disempowerment, paying particular attention to the impact of racism, sexism, heterosexism, classism, and other forms of discrimination that disempower, disenfranchise, and isolate individuals. JBMTI efforts are focused on finding ways to enhance and enlarge peoples' capacity to create growth-fostering connections and to help people move beyond forces that lead to the pernicious disconnections associated with social and psychological problems.

The work of the JBMTI travels the world through the publication of over 100 works in progress, 10 project reports, and 16 books, including four core books and more than 20 translations of Jean Baker Miller's best-selling book, first published in 1976. JBMTI publications are used in many clinical and counseling psychology graduate programs, women's studies programs, undergraduate psychology and gender courses, and, most recently, in business school programs. This year two new books have been published: *How Relationships Heal*, which provides clinicians with concrete illustrations of the practice of RCT (Walker and Rosen, 2004), and *The Complexity of Connection*, a collection of Stone Center working papers that continues the tradition of theory building and questions the social dynamics of isolation (Jordan, Walker, and Hartling, 2004).

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*JBMTI publications are used in many clinical and counseling psychology graduate programs, women's studies programs, undergraduate psychology and gender courses, and, most recently, in business school programs.*

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**The JBMTI is internationally known** for its exceptional training programs. "The experience was life changing. I am so excited about bringing this model into my work!" wrote one clinician who attended the Fall Institute. Workshops and conferences with audiences numbering up to 2,000 are conducted throughout the U.S. and abroad and are sponsored by universities, educational groups, professional organizations, nonprofit organizations, and parent and community groups.

Recently, at a meeting in Paris hosted by the Maison des Sciences de l'Homme, Associate Director Linda Hartling presented the work of the JBMTI to a group of international scholars discussing global efforts to enhance human dignity and eliminate all forms of humiliation. At the May 2004 Learning from Women Conference in Boston, co-sponsored by JBMTI and Harvard Medical School, women's mental health in relationship to community, society, and culture was addressed through discussions of connection, disconnection, violation, and paths to reconnection.

**Along with publications and training programs,** the JBMTI Research Network supports ongoing qualitative and quantitative research projects and has compiled a list of over 500 research articles and theoretical papers incorporating the relational approach. At the heart of all of these JBMTI activities is the belief that RCT leads to new possibilities for enhancing the way people live and work in the world.

Jordan, J. V., Walker, M., and Hartling, L. M. (2004). *The Complexity of Connection: Writings from the Stone Center's Jean Baker Miller Training Institute*. New York: Guilford Press.

Miller, J. B. (1976/1986). *Toward a New Psychology of Women*. Boston: Beacon Press.

Walker, M., and Rosen, W. (2004). *How Relationships Heal: Stories from Relational-Cultural Therapy*. New York: Guilford Press. ■

## Empowering Educators Through SEED: An Interview With Peggy McIntosh

The National Seeking Educational Equity and Diversity (SEED) Project on Inclusive Curriculum is now in its 18th year. The SEED Project prepares teachers to lead year-long, school-based seminars on making school climates, curricula, and teaching methods more gender fair and multiculturally equitable.

Peggy McIntosh, Ph.D., who founded the project, co-directs it with Emily Style, who teaches at Westfield High School in New Jersey, and Brenda Flyswithawks, who teaches at Santa Rosa Junior College in California. McIntosh is also an associate director of the Wellesley College Center for Research on Women and directs the Gender, Race, and Inclusive Education Project, which provides workshops on privilege systems; feelings of fraudulence; and diversifying workplaces, curricula, and teaching methods. In addition, she directs the Gender Equity in Model Sites (GEMS) Project in two Boston-area urban schools.

### Over the course of 18 years, the number of teacher enrollments in year-long SEED seminars has topped 30,000. What's the inducement for busy teachers to enroll in a voluntary, unpaid, monthly seminar?

The 14 senior staff members of SEED would probably give you 14 different answers to that question. That's one characteristic of the project's richness—in fact, I should say diversity! But I think all of us would agree that SEED deepens awareness of both our own stories and the larger worlds we are in.

### Can you say more about what you mean by stories?

In the SEED Project we use a lot of interactive exercises that draw on people's experiences—and I don't mean opinions—and do so in a group setting. This process is designed to be supportive, respectful, challenging, interesting, and growth inducing. It is also potentially transformative. I feel this is why busy teachers show up. I remember that twice, when schools were closed because of a strike and a race crisis, teachers continued their SEED seminars. Members said SEED was for them; it was not something they had to do.

### It sounds as though SEED participants have become very committed to the program.

Yes, and because SEED promotes the growth and development of teachers, it benefits the entire educational system, including all of the students. I would say it re-calls members to some of their purposes in going into education and gives them expanded reasons for staying in education, which they certainly need in this day and age of education in the U.S. When the teachers insisted on continuing their SEED seminars they were saying, "This work is for us. We need and want it."



Brenda Flyswithawks

Peggy McIntosh

Emily Style

Co-directors of the National SEED Project on Inclusive Curriculum



Hugo Mahabir



Lori Kuwabara



Odie Douglas



Manuel Penalzoza

### SEED Staff Members

#### Is SEED radical?

Yes, in the Latin sense of going to the roots (radix; radices) of some of the problems in ourselves, in education, and in the larger society.

#### What are the roots of the problem as you see them?

If education really were about the growth and development of everyone in a school system, then we would not have so much energy spent by teachers keeping themselves and students (unsuccessfully) disciplined into narrow ways of thinking and feeling. I feel that most teachers experience many of the same confinements that students do. SEED work helps them to repair the damage done to them by the requirement that they leave so much of their actual experience and passion behind and teach from a small segment of their perceptions, knowledge, and capacities.

#### Are you referring to teachers having to teach to a test?

That is only part of the problem. It is true that preparing students for standardized tests and unspeculative, normative ways of thinking can be exhausting for teachers partly because it is usually deadening for teachers and students alike.

But in SEED work we also quote co-director Emily Style, who coined the phrase, “making textbooks of our lives,” by which she means bringing students’ and teachers’ own experiences into classroom discussions and course content. I feel that the omission of student knowledge from curricula is a major source of alienation for them and contributes to the fact that so many do not learn to read, write, or think with intellectual curiosity and respect for evidence.

In addition, the omission of the subject of power of all kinds is another deadening aspect of the curriculum. I have found that in SEED seminars, teachers who engage with hard questions of equity, diversity, and social justice by bringing their own perceptions in and listening to the experience of

others feel they are recovering something they lost in schooling. Their human breadth comes back, along with their longing to help shape a world that is not torn apart by conflicts, denials, suffering, and isolation.

#### What do you mean by “hard questions” of equity and diversity?

Well, one hard question is “What messages does our curriculum, or my own teaching, deliver with regard to gender, race, class, culture, sexuality, religion, nation, and the world?” It is hard to face the answers. But to do so in company with others and to develop the ability to see the curriculum in terms of its assumptions and values is a step forward. It is also a relief, for many of us as teachers didn’t feel that we were teaching in a very coherent frame of reference, but we had no one to talk to about that. Many of us didn’t know, at a deep level, what we were doing in the classroom, but this was not something we were supported to discuss.

#### How do teachers come to see their frames of knowledge?

Well, the first thing is to speak just as an individual about one’s actual experience of teaching—to speak, for example, with reference to the last assignment one gave, or the most recent test one gave, or the first three writers on a reading list and why they were chosen. And in SEED we use a process called Serial Testimony in which members of a seminar sit in a circle or around tables facing each other and speak briefly, timed, for a minute or perhaps two minutes, on a given question. When you speak for just a fragment of time and listen to others the rest of the time, a kind of database begins to form within the room and teachers literally see what they have been doing more clearly than before. Many end up asking what made them settle for a version of a curriculum that leaves out their daily knowledge base and leaves out their students.

### How can teachers change anything within today's climate when they are being watched and blamed all the time?

It is possible to teach within a given curriculum and booklist and at the same time call attention to its assumptions and the framing of its versions of reality. It's wonderful when teachers have the latitude to teach comparatively, comparing version X with version Y, and help students to ask questions about who wrote the versions and who is best served by the versions. This is the teaching of critical thinking, which schools purport to want but which is rarely fostered in the schools at this point in U.S. educational history. It is also possible to leaven the class work with poems, cartoons, art work, and videos that are not in the formal curriculum. It takes imagination.

### What actually happens in a SEED seminar?

First I should tell you that a teacher decides he or she would like to lead a SEED seminar, so it is grass roots in that sense. The person who wants to lead a group—and now we accept parent, community, and college and university SEED leaders—gets financial support, usually from a school principal. We have also depended on the wonderful financial support of individuals and foundations over the last 18 years.

The leader-to-be goes to a week-long summer training in Northern California to prepare to facilitate a SEED seminar in a site at home. Then that person returns to the school or community and invites interested colleagues to join a group that will meet for three hours a month after school during the school year to discuss key questions about educational equity and diversity. Key questions for classroom teachers are "What are we teaching?" "Why?" "How can we make the school's climate, teaching methods, and curricula more gender-fair and multicultural?" And in the last several years we have added ". . . and globally attuned."

### What are the books for a SEED seminar?

There are no set texts, though we give facilitators 20 to 30 books each year—many of which are donated by publishers and there are piles of resources of many kinds that we give to facilitators, together with use of the two SEED video libraries located in Wisconsin and at the office of the New England SEED Network. But in the same way that there is no leading authority in Serial Testimony, there are no required texts. Facilitators pick and choose from among the SEED materials that they deem useful for their colleagues in their own seminar sites.

### If there are no set books, where does the authority in a SEED seminar reside?

Teachers bring the authority of their own experience. They bring their life stories. Trained SEED leaders ideally develop what we call a "balance of authority and humility," which we hope the very multicultural training week models for them. The National SEED staff is comprised of 10 people of color and four white people. This alone is huge. And all three co-directors are women. The experience during the week is humbling and empowering at the same time. New facilitators come to trust the process of eliciting everybody's brief personal responses and going around and around a circle of participants. The authority is really in the whole and in the process. As I told you, the 14 senior staff members, including the other two co-directors Emily Style and Brenda Flyswithhawks, would all describe the process in different terms. But from where I sit the process is nourishing, illuminating, challenging, and inspiring to new leaders, much more than most professional development I have seen. It italicizes people to themselves and elicits deep leadership resting on knowledge of self and others, in relation.



Donald Burroughs



Pat Badger



Nancy Livingston



Bob Gordon



Ana Reyes

#### SEED Staff Members

IDEALLY, A SEED SEMINAR ANSWERS THE DEEP HUNGERS TO BE KNOWN, TO BE RESPECTED, TO BE INCLUDED

**You talk as though you feel teachers are starving.**

Yes, in some respects I do. They often get treated like instruments within a larger system, used functionally (or dysfunctionally) to transmit authority but not to engage students in learning. It is very desiccated, as well as extremely taxing when the authorities are asking you to feed to students a curriculum that is starving you and also them and is located in what I see as the large and depressing gray area of education, neither deeply personal nor about overarching systems of power in us and around us. It is an evasive, disconnected curriculum, and results in dreary, alienating classes. How many students do you know who really want to get to school in the morning for the curriculum?

**So how do you intervene in this cycle of starving and being starved?**

SEED seminars put teachers in lateral spaces psychologically, to hold their own conversations about what they know, without outside people pressuring them to do this or that kind of education reform. Ideally, a SEED seminar answers the deep hungers to be known, to be respected, to be included in groups both as a unique contributor and as a person who belongs to the whole. The relationality which Jean Baker Miller and her colleagues identified is at the forefront of SEED processes, and one aim is to make schools places of that relationality. But it is sentimental to work for relationality without facing the power structures that work against it. Deep within us and all around us there is resistance to equity and diversity, and we keep challenging that resistance in our SEED conversations.



Raquel David-Ching

Willa Cofield (retired)

**SEED Staff Members**

**Is SEED work individualistic or community oriented? The picture seems to change as you talk about it.**

You have hit on one of the paradoxes of the SEED process. I call this “deeply personal group work.” It is an unusual combination. When we do some of SEED’s dozens of interactive exercises, or go around a circle in Serial Testimony, people speak just for themselves. We encourage people to use the pronoun “I” and not to piggyback on others’ statements or take sides. The combination of highly personal testimonies, the group setting, and the strictly democratic distribution of time produces a feeling in the room that is both very personal and potentially connective. Many people say of a SEED seminar in their school that it brought them in touch for the first time with people they had worked beside or known for years. Somehow speaking from the heart creates a fabric, even if the fabric has stress and strains in it. The fabric is the matrix of our lives, full of complexities, but full of connections, too.

**How have you brought in the global dimensions of equity and diversity? You say this happened in the last several years.**

SEED seminars from the beginning countered the U.S. ideology that the only unit of society is the individual, and that whatever one ends up with is what one wanted, worked for, earned, and deserved. From the beginning SEED seminars acknowledged the existence of systems of power working both within our psyches and in the U.S. society outside of us. But at the beginning, 18 years ago, we were not thinking in terms of helping students or teachers to be global citizens. As we now enlarge the picture to include all the peoples of the world, SEED does its work on hard questions of equity, diversity, and social justice on a wider base. And I would say also that as the years go on we in SEED are also likely to become more attuned to the biological worlds and better able to reflect systemically on the interactions between human beings and the rest of the living world.



Maryanne Michaels

**IN GROUPS BOTH AS A UNIQUE CONTRIBUTOR AND AS A PERSON WHO BELONGS TO THE WHOLE.**



**When you describe Serial Testimony it sounds like a mini-United Nations.**

Well, I think if implemented it would even improve on the predictable debates and decision-making processes of the United Nations. Though we do many interactive exercises in a SEED seminar, and always have a meal together, at some point there is usually Serial Testimony. As I said, each member of a SEED group speaks in turn, within a set amount of time, such as one minute or two. There is no interruption, no "cross-talk," and no debate. The aim is to speak from experience and to listen to the experience of others; to hear and be heard; to compare, contrast, and deepen one's understanding of one's self and others. The modes of Serial Testimony undercut politics as usual. The questions asked for each go-round are illuminating and growth inducing.

**It sounds as though SEED is all about hard questions. How is this nourishing and supportive for teachers?**

Ideally, in this and other effective diversity work, the atmosphere is not one of shame, blame, or guilt. One aim is to see systems and circumstances that we were born into, that we did not invent. These systems got lodged in us and in education. SEED facilitators are trained to see circumstances and to create a procedural and emotional "holding container" that can hold all participants as they come to new understandings. A Serial Testimony process is not about fixing each other or trying to get everybody to be at the same place, but about hearing each other and raising the capacity of the whole group to know themselves and each other around very difficult and, in some cases, taboo subjects such as privilege, or school climate, curriculum, content, and teaching methods. It is about knowing and being known and realizing that all students deserve this kind of respect, deserve to feel that they belong and will not be bullied, teased, hounded, or harassed. Educators usually feel that SEED seminars are about very real and urgent improvement in the quality of thinking and behavior in schools. Because of their structure and content, they also provide rare and welcome relief from most faculty meetings and other forums in which the talkers talk, the listeners listen, and a general feeling of malaise prevails.

The National SEED Project New Leaders' Week July 2003 in San Anselmo, California



**Where have SEED seminars been held? Are they in public or private schools? At what grade levels?**

More seminars have been held in public than in private schools, which makes sense considering that over 90 percent of the nation's children are educated in public schools. There have been SEED seminars in 33 different states in the U.S. and in 12 other countries. A seminar may be led in any language. After a SEED seminar, many international schools that had an entirely U.S.- and European-based curriculum have widened their curricula, including language study, to be more respectful of their host countries. As I said, SEED seminars may be led by K-12 educators, parents, college teachers, community members, and members of organizations that are willing to sponsor a seminar. Since each seminar leader, or pair of co-leaders, designs their own monthly seminar agendas, the format can be adapted to many different sites and interested groups.

**What has been SEED's greatest accomplishment?**

I can't answer that, but one thing that I am pleased, and in fact awed, about is that we as staff members, working together to create a "holding container" for the bodies, souls, intellects, and emotions of teachers, have heard from so many thousands of them that this work has changed their lives. The transformative process is alive in all of the very diverse staff members as well. There are 14 leading and very diverse voices guiding SEED in any given year, and I can honestly say that I'm honored and moved to be part of that powerful SEED staff circle. SEED has turned into a force for change of a magnitude and depth I never would have imagined and could never have created alone. ■

THERE HAVE BEEN SEED SEMINARS IN 33 DIFFERENT STATES IN THE U.S. AND IN 12 OTHER COUNTRIES. A SEMINAR MAY BE LED IN ANY LANGUAGE. AFTER A SEED SEMINAR, MANY INTERNATIONAL SCHOOLS THAT HAD AN ENTIRELY U.S.- AND EUROPEAN-BASED CURRICULUM HAVE WIDENED THEIR CURRICULA, INCLUDING LANGUAGE STUDY, TO BE MORE RESPECTFUL OF THEIR HOST COUNTRIES.



## Human Rights Activists From West Africa Visit WCW

In early February, Molly Melching, executive director of Tostan, a Senegal-based nongovernmental organization, and Kerthio Diarra, a Senegalese village woman and human rights activist, visited the Wellesley Centers for Women (WCW). Melching and Diarra spent two days at the Centers meeting and talking with WCW staff before continuing on to Washington, D.C., and a congressional briefing on female genital cutting (FGC). The congressional hearings were scheduled for February 6, a day designated to recognize international efforts to end FGC and raise awareness about the issue; February 6 also marked 13 years of work for Tostan.

Melching, who has lived in Senegal for 30 years, did graduate work at Cheikh Anta Diop University in Dakar and was a Peace Corps volunteer before founding Tostan. Diarra, 43, is from Malicounda Bambara and buys and sells soap from Mali to support her eight children. A graduate of the Tostan program, she was chosen by her classmates to represent them in the U.S.

Tostan—which means “breakthrough” in Wolof, one of the local languages spoken in Senegal—is an international nonprofit organization that has developed an empowering education program. Conducted in local languages, the program teaches human rights and responsibilities, which then become springboards for discussions of basic hygiene and health issues, literacy, and even small-business feasibility assessments.

“It was through learning about women’s rights and responsibilities concerning health that discussions of FGC first arose,” Melching said. “The really key thing about Tostan is that it provides basic education in local languages, which for Kerthio meant classes taught in Wolof.”

For Diarra, whose comments to WCW were translated from Wolof into English by Melching, being in an educational environment taught in her local language truly was a breakthrough and a transforming experience. “I never went to school,” she said. “I was 35 the first time I sat in a Tostan class, and I believe that what I have learned since then has changed my life.” She added, “I think that the information I know now is much more important to me than anything I could have learned as a child in formal school. We have learned very important things about our health and about the spread of germs, how to protect the health of our children, and about our rights as women in our marriages and in our community. We learned that we have the right to speak out and to be healthy.”



Molly Melching and Kerthio Diarra

In the empowering atmosphere of the Tostan class, Diarra learned the origins, myths, and dangers of FGC. "Before, we thought that the tradition [FGC] was a religious obligation," Diarra explained. "But when we began to learn about the dangers and consequences of the tradition, we understood that we needed to change. It was learning about human rights that changed everything for us. The most important thing in a process like this is to know yourself first and be clear about your own thoughts and beliefs."

To Melching, one of the most impressive aspects of the educational process was the courage and steadfastness of the women who decided that things needed to change. "At Tostan we didn't know they were planning to do this, but in 1997 Kerthio and 36 very brave women in her community stood up to publicly announce their decision to abandon FGC," Melching explained. "Since then, 1,271 communities representing approximately 600,000 people have made similar public declarations. These villagers are leading a historic movement for peaceful and positive social transformation in Africa."

These changes did not come about without considerable struggle. "We were the first village in Senegal to publicly do something like this," Diarra said. "The men had agreed with us, but they were surprised when we invited 20 journalists to attend our declaration. The journalists later reported our decision across the country. That's when all the problems started. The men were very angry because they did not know we had planned to make our decision so widespread and said we should keep quiet! But we told them that we knew that FGC was harming our girls and that we had no choice but to share what we had learned. We could not keep quiet. We didn't waver. Together we decided to be patient because we understood the importance of what we had learned. We did everything together as a group, and we were completely committed to teaching other people what we have learned."

Melching noted that the struggle Diarra and the other students were engaged in lasted for several years. "These women were insulted and accused of being traitors to their ethnic groups. Now, however, the men are very supportive of them," she said.

Tostan seeks to eradicate FGC one village at a time. "Our goal is to work with 1,000 more villages during the next five years and to end FGC in Senegal by 2010," Melching said. Diarra added that she believed these goals could be achieved by patiently teaching African women the tenets of Tostan's educational mission.

"We would like other African women to know more and to understand more; they need so much more help with learning about their rights and how to protect their health and the health of their children," Diarra said. "All of our work to end FGC has been done in peace, without anger, and without blaming anyone. The Tostan classes really taught us that everyone needs to feel safe and comfortable to be able to really think about things clearly. That is how change begins."

Diarra, who had never traveled overseas before her visit to the Centers, said she was left with many distinct impressions about the U.S. and the meaning of the Tostan work in Senegal.

"I never dreamed that I'd leave my village and come to America," she said. "Everyone told me that it would be very beautiful, but it is even more so than I expected, and everyone has been very kind to me. But I was very surprised to learn that American women also have some very serious problems, and I think that it might be helpful for you here to think a little bit about your human rights!" ■

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*All of our work to end FGC has been done in peace, without anger, and without blaming anyone.*

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*For more information about Tostan, visit [www.tostan.org](http://www.tostan.org) or contact Molly Melching at [melching@sentoo.sn](mailto:melching@sentoo.sn).*

### **McIntosh Spends Time as a Visiting Scholar in Hong Kong and Beijing**

In November 2003 Peggy McIntosh spent a week at the Hong Kong Institute of Education as visiting scholar. She attended classes of preservice teachers, which were conducted in English and Cantonese, and gave two public talks: "Interactive Phases of Curricular and Personal Revision" and a presentation of SEED Project ideas and processes. With Dr. Betty Eng, formerly a SEED leader at Hong Kong International School, she visited an elementary school and has started an e-mail exchange with one of the sixth-grade students there.

In April 2004 McIntosh visited Peking University in Beijing, for the sixth time, as visiting scholar for the Center for Research on Women and also at the invitation of the Committee on Women in Marxism. At the request of scholars at the university, her talks focused on types of Western feminist theory that have developed over the last 20 years. In addition she presented at the Tianjin Foreign Studies Institute on her work on Emily Dickinson and on the SEED Project.

### **Feminism and New Research Methodology**

Allison Tracy, research scientist and staff methodologist for the Centers, will participate in a symposium entitled "Feminism: Methodology and Methods" as part of the Sixth International Conference on Social Science Methodology. The conference, "Recent Developments and Applications in Social Research Methodology" will be held at the University of Amsterdam, The Netherlands, August 16-20.

Tracy will present her ideas regarding the use of latent variable mixture modeling, a newly available analysis method that integrates the assumption of diversity of experience with the power of large-sample statistical modeling, yielding results that honor both typical and atypical experiences. With this method, researchers can now scientifically identify qualitatively diverse sub-populations representing distinctly different experiences without anticipating those differences prior to analysis. By following up these analyses, researchers can identify and study in greater depth individuals whose experiences were not adequately captured. Tracy will illustrate this new approach with a study that shows how physical activity in adolescence influences patterns of sexual risk in different ways for different girls. This methodological tool has direct implications for the development of culturally sensitive interventions and public policies.



### **Canadian Psychiatrist and Scholar Works With WCW Researchers**

Stella Blackshaw, who received her M.D. from the University of Manitoba, worked with the Jean Baker Miller Training Institute at the Wellesley Centers for Women during her sabbatical in March and April.

Blackshaw, a professor of psychiatry and full-time faculty at the College of Medicine at the University of Saskatchewan, continued her studies of relational-cultural theory, focusing on its application in helping patients suffering from borderline personality disorder. Blackshaw also revised and updated "Relational Theory and Key Clinical Applications," a course for psychiatrists that she developed with Jean Baker Miller and Judith Jordan and which is offered by the American Psychiatric Association. In addition, she explored the development of relational hypotheses on the exploitation of patients by doctors and therapists and on gender differences in the incidence of sexual exploitation.

## America Connects Consortium

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*Project Director: Joyce Shortt*

*Funded by the U.S. Department of Education with the Education Development Center, Inc.*

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The National Institute on Out-of-School Time (NIOST) will conduct a literature review about how to improve academic achievement of high school students through participation in technology-enriched afterschool programs. In addition, NIOST will work with a team from the Education Development Center, Inc., to plan and implement a series of five regional meetings of Community Technology Center (CTC) grantees and their stakeholders; will make current, relevant research available to all grantees; and will work with the research team to develop a common research agenda for the CTC program. NIOST will also create a minigrant program to fund innovation and program enhancement in CTCs in the area of school-community partnerships.

## Massachusetts Afterschool Research Project Phase II

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*Project Director: Joyce Shortt*

*Funded by the U.S. Department of Education with the Education Development Center, Inc.*

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This funding will support research to address the question of which characteristics of after-school programs are associated with youth development and positive learning outcomes for students.

## Additional Funding

**Monica Driggers** received funding from the Dickler Family Foundation for the Gender and Justice Project.

**Peggy McIntosh** received additional funding from the Caroline and Sigmund Schott Foundation for the National SEED Project and the Gender Equity in Model Sites Project. Additional funding was also received for the Anna Wilder Phelps Fund from the Anna Hanson Charitable Testamentary Trust.

**Fern Marx** received funding from Northern New England Tradeswomen and Strong Foundation, Inc., for an evaluation of Rosie's Girls in Burlington, Vermont.

**Nancy Mullin-Rindler** received additional funding from Clemson University for the Olweus Bullying Prevention Program.

**Joanne Roberts** received funding from the University of Southern Maine to provide training to the Maine Roads to Quality staff.

**Open Circle**, directed by **Pamela Seigle**, received continuing support from Roche Brothers Supermarkets, Inc., Seth A. and Beth S. Klarman, and Patrick and Barbara Roche. Continuing funding from the DuBary Foundation will allow for an expansion of training to support social and emotional learning in elementary schools. Open Circle also received new funding for training in the Boston Public Schools from the Vanderbilt Family Foundation and from the Tara Fund of the Tides Foundation.

**Mickey Seligson** and **Pat Stahl** received additional funding from the Pamela and Hunter Boll Foundation for the Bringing Yourself to Work Project.

**Nan Stein** received additional funding from the Idaho Human Rights Education Center to provide training to school personnel throughout Idaho on bullying, sexual harassment, and gender violence.

**The Women's Review of Books** was awarded a grant from the National Endowment for the Arts; the grant was used for a special issue on women in war and another on peace.

*The fall/winter 2003 issue of Research and Action Report wrongly attributed work done for the AOL Time Warner Foundation to Ellen Gannett; the work was done by Georgia Hall.*

## **It's About Time: A Look at Out-of-School Time for Urban Teens (2004)**

Georgia Hall, Ph.D., Laura Israel, M.A., and Joyce Shortt, M.Ed.

Paper No. M18  
\$5.00

The National Institute on Out-of-School Time was commissioned by the Time Warner Foundation to investigate afterschool opportunities and experiences for high-school-age youth in 21 major cities, with particular emphasis on Baltimore, Chicago, Denver, Kansas City, and Fort Worth. This paper explores some of the key issues and challenges facing program and city leaders in creating and sustaining afterschool program opportunities that engage the interest and participation of high-school-age youth. The authors discuss effective program characteristics and strategies for citywide collaboration, along with steps cities and organizations can take to meet the needs of teens during the out-of-school-time hours.

## **Adolescent Boys: Exploring Diverse Cultures of Boyhood (2004)**

Niobe Way, Ed.D., and Judy Y. Chu, Ed.D., editors

Book No. 1014-22  
\$22.00

A flurry of best-selling works has recently urged us to rescue and protect boys, who are described as failing at school, acting out, or shutting down emotionally. Lost in much of the ensuing public conversation are the boys themselves — the texture of their lives and the ways in which they resist being represented stereotypically. Also, most of these popular books look primarily at middle-class white boys. Boys from poor and working class backgrounds and boys from African-American, Latino, and Asian-American backgrounds need to be understood in their own terms, not just in contrast to white or middle-class boys. This book brings together the most up-to-date empirical research on the development of boys who come from a wide range of racial, ethnic, and socioeconomic backgrounds and shows how the contexts of boys' lives, such as the schools they attend, shape their identities and relationships. The research presented in this book will help professionals and parents understand the diversity and richness of boys' experiences.

## **The Complexity of Connection: Writings from the Stone Center's Jean Baker Miller Training Institute (2004)**

Judith V. Jordan, Ph.D., Maureen Walker, Ph.D., and Linda M. Hartling, Ph.D., editors

Paperback Book No. 22  
\$18.95

In this important third volume from the Stone Center at the Wellesley Centers for Women, founding scholars and new voices expand and deepen the Center's widely embraced psychological theory of connection as the core of human growth and development. Demonstrating the increasing sophistication of relational-cultural theory, the volume presents an absorbing and practical examination of connection and disconnection at both individual and societal levels. Chapters explore how experiences of race, ethnicity, sexual orientation, class, and gender influence relationships and how people can connect across difference and disagreement. Also discussed are practical implications of the theory for psychotherapy, for the raising of sons, and for workplace and organizational issues.

## **The Complete Guide to Mental Health for Women (2003)**

Lauren Slater, Ed.D., Jessica Henderson Daniel, Ph.D., and Amy Banks, M.D., editors

Paperback Book No. 20  
\$24.95

Written for and by women from diverse backgrounds and experiences, this new reference book integrates the latest thinking in psychology and psychiatry to provide a comprehensive and readable overview of psychological topics of particular concern to women. It explores major issues and biological changes associated with a woman's growth and development from young adulthood to old age, covering such topics as sexuality, relationships, motherhood, childlessness, trauma, and illness. The influence of social contexts, such as poverty and racism, on mental health is taken into account throughout the guide. Readily accessible descriptions of psychological problems are offered, and specific periods in which women may be particularly vulnerable to mental illness are identified. The guide takes a close look at treatment options and discusses life enhancements that can help women live fuller, more satisfying lives. Several chapters highlight the value of taking a relational approach to understanding and promoting women's psychological health.

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## How Connections Heal: Stories From Relational-Cultural Theory (2004)

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Maureen Walker, Ph.D., and Wendy Rosen, Ph.D., editors

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Paperback Book No. 21  
\$23.00

This practice-oriented casebook from faculty and associates of the WCW's Jean Baker Miller Training Institute shows how relational-cultural theory (RCT) translates into therapeutic action. Richly textured chapters—all written especially for this volume—explain key concepts of RCT and demonstrate their application with diverse individuals, couples, families, and groups and in institutional settings. Emphasizing that relationship is the work of therapy, case narratives illuminate the therapist and client factors that promote or interfere with movement toward connection. The book highlights the ways in which cultural contexts profoundly influence relationships, makes clear how growthful connection inevitably includes conflict, and describes how experienced therapists work on a moment-by-moment basis to engage with and counteract personal and cultural forces of disconnection.

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## Relational References: A Selected Bibliography of Research, Theory, and Applications (Revised Edition 2003)

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Linda M. Hartling, Ph.D., Jenny Ly, B.A., Najlla Nassery, B.A., and Katherine P. Califa, B.A.

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Report No. 7  
\$10.00

This is an updated selected bibliography of the growing body of literature on relational-cultural research, theory, and applications.

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## SPECIAL COLLECTION: Perspectives on Power (2003)

Order number: G13  
\$25.00

*This collection of four working papers from WCW's Jean Baker Miller Training Institute includes:*

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### Women and Power (1982)

Jean Baker Miller, M.D.

In this paper, Jean Baker Miller explores the assumptions and realities of women's use of power, examining how the power that women possess does not fit into, or is ignored by, traditional conceptualizations of power. She discusses women's struggle to reconcile the use of power with their feminine identity and in their relationships and suggests a new definition of power.

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### The Movement of Mutuality and Power (1991)

Judith V. Jordan, Ph.D.

This paper explores the central importance of movement toward mutuality in relationships between men and women in psychotherapy and the ways in which power dynamics interfere with the development of that mutuality. The basic differences between a viewpoint based on mutuality and one based on a power-over approach are delineated.

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### Power and Effectiveness (2002)

Maureen Walker, Ph.D.

Relational-cultural theory provides a straightforward and elegant definition of power: power is the capacity to produce change. The implication of this definition is that power is the energy of competence in everyday living. However, in a culture stratified along multiple dimensions—race, class, and sexual orientation, to name a few—power is associated with hypercompetitiveness and deterministic

control. This paper begins by examining what the author terms the “protective illusions” of the power-over paradigm, where humanity is rank ordered according to perceived cultural value and is stratified into groups of greater than and less than. In addition to exposing the false dichotomies of power-over arrangements, the paper examines the destructive consequences of cultural disconnection on the putative winners and losers. Examples from organizational practice, clinical relationships, and sociopolitical contexts are used to illustrate the relational-cultural model in action. Scenarios from the standpoint of the politically disempowered demonstrate the relational competencies of empathic attunement, authenticity, and accountability that foster healing, resilience, and natural empowerment.

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### Telling the Truth About Power (2003)

Jean Baker Miller, M.D.

In this culture, those in power do not usually talk about it and the rest of us tend not to recognize it either. A similar situation exists in therapy, where the therapist herself may not be aware of her own power-over tactics. This paper suggests methods that may help therapists acknowledge their power and change from engaging in power-over actions to fostering mutually empowering relationships. This line of thinking leads into an exploration of altering the concept of boundaries in therapy by creating mutually constructed agreements between patient and therapist.



## SAVE THE DATE

### **JUNE** **Creating Relational Possibilities** **2004 Summer Advanced Training** **Institute**

June 11-13, 2004

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

Wellesley, MA

Using presentations, vignettes, small group discussions, and experiential activities, this institute will explore how clinicians can overcome rigid and controlling images and promote fluid movement and resilience in relationships. Fifteen continuing education credits are available.

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

### **Mutuality: The Interface between** **Relationship and Culture** **2004 JBMTI Research Network Forum**

June 12, 2004

Time: 1:00 pm to 7:00 pm

Presenters: JBMTI staff

Wellesley, MA

At this year's annual research forum selected poster and oral presentations of research utilizing relational-cultural theory will be followed by group discussion. The forum will conclude with a dinner and roundtable discussions of participants' research and clinical interests with the goal of promoting dialogue between researchers and practitioners. The recipient of this year's Irene Stiver Dissertation Award, which includes a \$250 check and a certificate of achievement, will be announced.

For more information contact [www.wellesley.edu/JBMTI/forum.html](http://www.wellesley.edu/JBMTI/forum.html) or call 781-283-3800.

### **Making Connections:** **Coalition for the Advancement of** **Jewish Education's Conference** **for Early Childhood and Day School** **Educators**

June 27-30, 2004

Long Island, NY

Pamela Seigle, M.S., will be presenting "Building Collaborative Learning Communities in Elementary Schools and Classrooms," and Shoshana Simons, Ph.D., and her colleague Jeffrey Kress, Ph.D. will speak on "Opening the Circle of Connection: A Social Emotional Approach to Promoting Jewish Values in Classroom Communities."

For more information contact [www.caje.org](http://www.caje.org) or call 212-268-4210.

### **JULY** **Rosie's Girls Training Institute:** **A Four-Day Experiential Retreat**

July 11-14, 2004

Evaluator: Fern Marx, MSHM

Burlington, VT

For the second year, teams of individuals from organizations and communities interested in running the Rosie's Girls Summer Program are invited to apply to attend the Rosie's Girls Training Institute. The Rosie's Girls Training Institute is a four-day experiential training retreat intended to give its participants the tools needed to pilot the Rosie's Girls Summer Program—an award-winning, three-week trades-exploration day camp for girls—in their communities in the summer of 2005.

For more information contact [www.nnetw.org/rgti2004.htm](http://www.nnetw.org/rgti2004.htm).

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## **Victimization of Children and Youth: An International Research Conference**

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July 11-14, 2004

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Portsmouth, NH

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Vera Mouradian, Ph.D., Linda Williams, Ph.D, and Benjamin Saunders, Ph.D. will present "Child Perceptions of Parenting as Mediators of Child Aggression Across Time Among Children Exposed to Intimate Partner Violence."

For more information contact  
[www.unh.edu/fri/conference2003/index.html](http://www.unh.edu/fri/conference2003/index.html).

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## **Effective Management NIOST Summer Seminar**

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July 12-14, 2004

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Time: 8:30 am to 4:00 pm (July 12-13);  
8:30 am to 12:00 pm (July 14)

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Presenters: NIOST staff

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Boston, MA

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Effective Management is a three-day training designed to support out-of-school-time program directors by developing leadership and advocacy skills and establishing a peer network. The training will focus on the components of a quality afterschool program; strategies for recruitment and retention; staff development and training; effective systems to manage fiscal resources and administrative policies; workplace issues; ideas for building a family-responsive program; building a "learning organization"; leadership and management styles; and use of technology resources for program improvement.

For more information contact Kathy Schleyer at 781-283-2546 or [kschleye@wellesley.edu](mailto:kschleye@wellesley.edu).

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## **Leadership and Technical Assistance for a Changing Afterschool Landscape NIOST Summer Seminar**

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July 14-16, 2004

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Time: 1:00 pm to 4:00 pm (July 14);  
8:30 am to 4:00 pm (July 15-16)

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Presenters: NIOST staff

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Boston, MA

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This two-day seminar is designed to help you guide afterschool programs through successful improvement. Join other leaders from around the country in learning how to provide an approach to technical assistance that is balanced and is in concert with the best practices in organizational development, consultation, and supervision. Topics include learning supports and academic outcomes, safety and supervision, wellness and fitness, and social/emotional competence.

For more information contact Kathy Schleyer at 781-283-2546 or [kschleye@wellesley.edu](mailto:kschleye@wellesley.edu).

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## **The Eleventh Annual Education Law Conference**

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July 26-30, 2004

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Portland, ME

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Nan Stein, Ed.D., will be presenting "Zero Tolerance: Discipline and Reality" with Johanna Ward, M.Ed. of the Harvard Civil Rights Project. Conference strands for 2004 will focus on the No Child Left Behind Act, employment, special education, dispute resolution, student suicide, and other issues of current concern. This year's preconference will have strands on implementing the civic mission of schools, dealing with hate, and CLE.

For more information contact  
[www.edlaw.org](http://www.edlaw.org) or Professor Redfield at  
[sredfiel@maine.rr.com](mailto:sredfiel@maine.rr.com).

## SAVE THE DATE

OCTOBER

### **Founding Concepts/Recent Developments in Relational-Cultural Theory 2004 Fall (Level I) Intensive Training Institute**

October 22-24, 2004

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

Wellesley, MA

This institute will provide a thorough examination of the key concepts and recent developments in relational-cultural theory (RCT). Participants will explore such topics as the nature of growth-fostering relationships, relational-cultural perspectives on human development, and how RCT leads to a new view of therapy. Fourteen continuing education credits are available.

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

NOVEMBER

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

November 3 and 5, 2004

Time: 8:30 am to 3:30 pm

Presenter: Nancy Mullin-Rindler, M.Ed.  
Wellesley, MA

Each one-day workshop will explore proactive curriculum strategies for teaching elementary students about teasing and bullying. Each session will provide a theoretical framework for understanding teasing and bullying; opportunities to experience classroom activities from *Quit It!: A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3* and *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*; and practical advice from session facilitators. This workshop is for elementary teachers in kindergarten through sixth grade. Grade-level teaching staff will be given priority for registration, but violence prevention specialists and members of multidisciplinary school teams that include grade-level classroom teachers will be given consideration as space permits.

For more information contact [www.wcwonline.org/bullying](http://www.wcwonline.org/bullying) or Roselle Levy at 781-283-2451 or [rlevy@wellesley.edu](mailto:rlevy@wellesley.edu).

### **Are You a Member?**

WCW members play a vital role by helping to fund pioneering initiatives and introducing our work to new audiences.

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

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

## **An Introduction to School-Wide Bullying Prevention**

November 4, 2004

Time: 8:30 am to 2:30 pm

Presenter: Nancy Mullin-Rindler, M.Ed.

Wellesley, MA

Bullying is a problem in every school and affects all aspects of the school environment, including student learning and teacher and administrator effectiveness. This seminar will provide a conceptual framework for understanding teasing and bullying, will review principles for dealing effectively with bullying as part of a comprehensive school-wide approach, and will assist administrators in determining how a comprehensive bullying-prevention program might address their current needs and circumstances. An overview of the research-based Olweus Bullying Prevention Program will be provided. This workshop is geared for public and private school administrators, principals, curriculum specialists, and violence prevention and health coordinators.

For more information contact [www.wcwonline.org/bullying](http://www.wcwonline.org/bullying) or Roselle Levy at 781-283-2451 or [rlevy@wellesley.edu](mailto:rlevy@wellesley.edu).



Cheever House

## **WCW Announces Postdoctoral Opportunities**

The Wellesley Centers for Women announces the availability of three full-time postdoctoral research fellow positions sponsored by the National Institute of Child Health and Human Development.

This training program, jointly administered by WCW senior researchers and selected Wellesley College faculty, will provide systematic training in research on childhood and adolescence. Fellows will develop expertise in investigating race, ethnicity, gender, and social class and how these factors interact with risk and resiliency in human development. They will also examine the behavioral and social-contextual foundations of disparities in mental, physical, and public health. One of the program's goals is to identify and develop scholars from underrepresented groups who will launch independent research careers through external funding. Fellows are expected to make a two-year commitment to the program and may continue for a third year. Interested candidates should visit our web site [www.wcwonline.org](http://www.wcwonline.org) or call 781-283-2500 for more information.



Center for Research  
on Women



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