

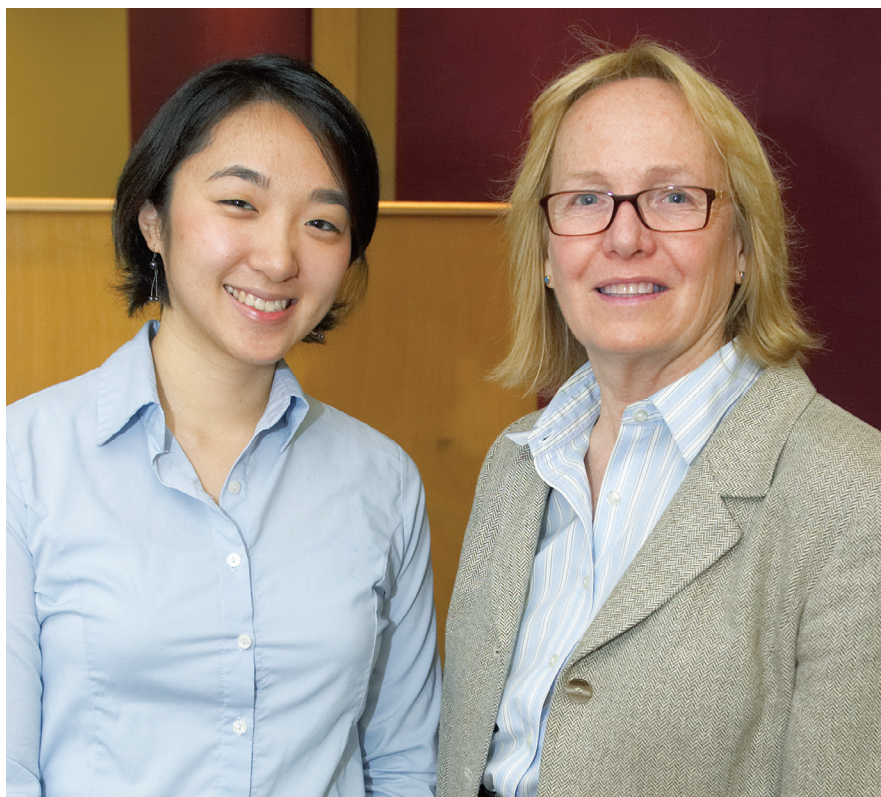
# Pembroke Center Associates

## Newsletter

### Commencement Forum Tackles Human Trafficking

"It was Friday night of last week and I got a call on our local hotline, in a different language. A man was calling because he befriended a woman who just escaped from a situation of sex trafficking. This was the end of a very long week for me, but she was out there, she needed help, she needed housing, and she has nothing on her. He begins asking, 'Where is your office? How can we come find you, and what can you do for her?' Almost everyone else on staff had left the office by now. I suggested we not meet at our office because security is always a concern for us. We met at a local restaurant, and I began to hear about her story. This woman was forced into prostitution and wasn't allowed to leave. She experienced severe levels of physical and sexual violence, as well as emotional and psychological manipulation," said Katherine Chon'02 in her opening remarks for the Pembroke Center's 2008 commencement forum on human trafficking.

According to the United Nations, over twelve million people worldwide are trafficked for forced labor or sexual exploitation every year. In the United States, an estimated 17,500 foreign nationals are trafficked annually, and an estimated 200,000 American children are at high risk for trafficking into the sex industry each year. At the forum, Katherine Chon'02, co-founder and president of the Polaris Project, and Kay Warren, the Charles B. Tillinghast Jr.'32 Professor of International Studies, Professor of Anthropology, and Director of the Politics, Culture, and Identity Program at the Watson Institute for International Studies, shared their expertise about human trafficking.



HANK RANDALL

Commencement Forum Speakers Katherine Chon'02 and Kay Warren

"This woman who I met last Friday night had a story that was eerily similar to the story that first inspired us to start the Polaris Project six years ago, and that story happened in Providence, Rhode Island," said Chon. "We learned about six women from Asia who were trafficked into a massage parlor in downtown Providence. They were brought in from another country, promised legitimate jobs, and forced into prostitution. They were not allowed to leave the

location and one of the women had cigar burns on her arms. We learned about this case because it was reported in the *Providence Journal*."

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## From the Director

Activism is alive at Brown. It may sometimes go by other names, such as social entrepreneurship, but it is very much a part of the lives of many Brown students. We see this at the Pembroke Center in the concern for social justice that drives many of the students in the Gender and Sexuality Studies program. And we see it in the numerous students who apply for research support, such as Alison Fairbrother '08.5, a Development Studies concentrator and recipient of the Barbara Anton Internship Grant, whose honors thesis grows out of her work with the African Services Committee, a community organization in Addis Ababa that provides HIV prevention education. We also saw it in this year's Pembroke Associates commencement forum on human trafficking (cover story). There, anthropologist Kay Warren of the Watson Institute and Katherine Chon '02, co-founder and president of the Polaris Project, gave their different perspectives on a troubling problem that is steadily exacerbated by the increasing flow of people across borders.

What is noteworthy about these examples is that in each case action is integrated with research. One of the challenges of working with students who care deeply about social issues is to help them find a balance between doing and thinking. Generations of students have struggled with the relationship between the social activism they are drawn to and the academic demands that can sometimes seem removed from immediate perceived needs. One response, it seems to me, is that there is, in fact, no effective doing without thinking. A favorite example of mine is the study group of Brown graduate and undergraduate students in the 1970s who worked to found Sojourner House, a Rhode Island organization that exists still, "committed," as its motto says, "to ending domestic violence." When the study group began, the term "domestic violence" did not yet exist. In fact, what we now know as the

domestic violence movement grew out of the work of feminists like those in the Brown reading group who, through their research and their actions, produced a coherent, identifiable, and nameable social problem out of practices that had long been taken for granted. This work did not happen overnight and the ultimate success of Sojourner House was due to the combined efforts of many community and Brown women. The inescapable fact is that at every step along the way, thinking was crucial to the endeavor.

Of course, not all intellectual work is directly connected to social activism. One can certainly see the activist component in some of the Pembroke Center's research, such as the project on Gender and the Politics of "Traditional" Muslim Practices, but in many cases the connections are less visible. In such cases, our job is to help students understand that engaged intellectual work of the kind the Center supports is as crucial to the future as any explicit activism. I'll use a quotation from historian Joan W. Scott to illustrate the point. Arguing that history—and the same is true for all critical studies—must be used to cast a critical light on what we know, she refers to philosopher Michel Foucault: "Foucault put it well: the point is to write a history that 'serves to show how that-which-is has not always been,' and so to show 'why and how that-which-is might no longer be that-which-is.'" Scott goes on: "I would elaborate by saying that the point is to challenge characterizations of the past that serve current political agendas whether they seek to justify wars of civilization, clashes of immutable cultures, the naturalness of the difference between the sexes or, for that matter, the fundamentally unchanged structures of patriarchy. History matters not when it ratifies our beliefs, but when it disrupts them." It is this kind of disruption that is the mission of the Pembroke Center.



## Sara Damiano'08 Selected as First Recipient of Inaugural Ruth Simmons Prize in Gender and Women's Studies



Ruth Simmons Prize in Gender and Women's Studies Recipient Sara Damiano'08

To be the first winner of a new prize is special. To be the first recipient of a prize created by your University's president is an honor that is truly extraordinary. It is no accident that the recipient of the inaugural Ruth Simmons Prize in Gender and Women's Studies is Sara Damiano'08

for her honors thesis in History titled "From the Shadows of the Bar: Law and Women's Legal Literacy in Eighteenth-Century Newport."

The prize is awarded annually for an outstanding honors thesis on questions having to do with women or gender. This spring, the Pembroke Center invited faculty from all fields to submit nominations, and faculty from fields as varied as International Relations, Psychology, Community Health, American Civilization, History, Development Studies, and English submitted impressive nominations.

Damiano's thesis advisor, Associate Professor Michael Vorenberg, wrote in his nomination letter, "After eight years at Brown, I can say for certain that this is the best undergraduate thesis that I have ever read. . . . Usually, if a thesis is superb, the writer will be advised by faculty to spend some of the next year trying to get a piece of it published as an article in a

scholarly journal, but in Sara's case, an even higher goal would be in order. I am confident that this work could be published as a book."

Damiano will be entering the Ph.D. program in History at Johns Hopkins University this fall where she will continue to study early American history and focus on topics related to women and gender. Damiano said upon receiving the prize, "When I first read about the Ruth Simmons Prize in September, I was encouraged by the University's commitment to undergraduate research on women and gender. Nine months later, I was surprised and pleased to find out that my senior thesis had been selected for the inaugural year of this award. I have personally interacted with President Simmons many times as a member of student government, and I am especially honored to receive this award that she established to recognize research on women and gender."

## Disturbances Exhibit Celebrates Women

The Pembroke Center for Teaching and Research on Women celebrated Women's History Month 2008 with an exhibit at the John Hay Library at Brown. On display were materials highlighting the historical achievements of Brown and Rhode Island women as well as documents tracing the intellectual gains made by feminist theorists working in universities across the country. Spanning several generations of activists and scholars, the collection recognized the courage and intrepidity of women who dared to challenge and thereby disturb the status quo—through interrogation, agitation, and persistence.



Bernice McLeod Bailey '68 welcomes guests at the exhibit opening reception.

Featured in the exhibit were artifacts bearing witness to the bold Pembroke College and Brown University women

athletes who insisted on playing "men's" sports such as hockey, and to activists who staged walk-outs protesting racial injustice on campus. The exhibit highlighted the successful efforts of Sarah Doyle, the moving spirit behind the Rhode Island Society for the Collegiate Education of Women, and the controversial work of feminist historians Joan Wallach Scott and Louise Tilly, and literary scholars Naomi Schor and Elaine Marks. Each of these theorists questioned conventional approaches to knowledge and contributed to making gender and sexual difference crucial categories of analysis.

# Leveling the Playing Field with Title IX

*The Pembroke Center Associates are very fortunate to have Arlene Gorton'52 as a member of the Pembroke Associates Council. In 1961, Gorton was named Director of Physical Education at Pembroke College. After the merger of Pembroke College with the men's college at Brown in 1971, she worked her way up to Associate Director of Athletics for Brown University. In 1978, Gorton was named Professor of Physical Education, a tenured position, and thus served the University in both academic and administrative roles concurrently. The following is an excerpt of Gorton's talk before the Newport and East Bay chapters of the American Association of University Women, delivered on March 11, 2008 at Roger Williams University.*

My interest in this topic probably started back in my early youth when I was an avid Boston Red Sox fan and wanted to play with the team and my idol Ted Williams. The tragedy for me was not that I lacked the skill to make the team, but that I never got the chance because I am female. For the same reason, I never got the chance to become a member of a high school team. Girls had no inter-scholastic teams; boys did.

For many decades in American education, women as athletes were excluded from sport. Or, when admitted, we were only marginally accepted. The function of sport was to keep us healthy so we would bear strong children and be brave mothers. While this is an important goal, whatever reason sport is important for males applies to women also. Women were excluded from sport because:

- Sport is not feminine
- Women should not sweat
- Women's reproductive organs can be injured in sport

In the late 1890s and early 1900s, doctors supported the importance of exercise for women. Healthy women were desired for childbearing.



CHRISTINE DUNLAP FARNHAM ARCHIVES

Women students were not always allowed to use Brown University's pool facilities.

A 1906 physical education instructor at my own institution stated, "We hope to develop a race of girls who can breathe properly, who can run and walk and not be weary, and who can walk and not grow faint."

During this time the push and pull was between 20th-century definitions of masculine and feminine characteristics. Women were prohibited from participating during the first few days of the menstrual period, when women were deemed most "vulnerable" to damage to their reproductive organs. I suggest that men's reproductive organs are more vulnerable, but sport has always been open to men.

During my own college days, Bessie Rudd, the Director of Physical Education, focused on a conceptual model that was quite innovative. Not only did she believe in the importance of the instructional physical education program, but she also believed females must learn to compete, so she included an intramural and an intercollegiate program. Her motto, "A sport for every girl and a girl for every sport," was risk-taking.

I returned to Brown in 1961 as Director of Physical Education at Pembroke College and Professor of Physical Education. The men's swim coach, the controller of the Brown pool, promptly informed me that women were not allowed to swim there. When I asked why, I was told that the men did not wear suits. I informed the coach that one week hence, Brown women would appear at the pool. Whether the men wore suits or not was his call. They did. Another illustration of the climate for women athletes at that time, when we started the women's varsity ice hockey program, the first collegiate program in the country, our practice time was 11 p.m. We received time on the ice last — after even the community youth pee-wee programs.

Historically women finally achieved legal parity in sport with the Educational Amendments of 1972, known as Title IX, which prohibits sex discrimination by all educational institutions that receive federal funding. At first, few recognized how this law applied to sport. The law applied equally to women and men in all levels of federally funded educational

institutions: kindergarten through college. For example, it provided access for women to shop and math programs and access for men to cooking and sewing programs.

With regard to sport, an institution satisfies compliance in any one of the following ways:

- a) The number of athletes is proportionate to the number of undergraduate students. For example, if the student body is equally divided between men and women, athletic programs must serve an equal number of men and women (a five to seven percent variance is allowed).
- b) The athletic program is demonstrated to meet the needs and interests of the discriminated class.
- c) The institution has a history and continuing practice of adding teams for the discriminated class.

An institution must meet one of the above tests to be in compliance.

Brown women, whose volleyball and gymnastic teams were first cut and subsequently returned to club level, filed a Title IX case in 1992. Two men's teams were also cut at the same time – water polo and golf. Many asked, if two men's teams and two women's teams were cut, isn't that equal? I

answer this question with another: if you ask a 100-pound person and a 200-pound person to each lose ten pounds, will this have an equal effect on both people? I think not!

The courts agreed and Brown was found guilty of discrimination in this case in 1993. The University appealed to the Federal Court of Appeals, which in 1995 upheld the 1993 decision. Brown was found guilty of failing to meet any of the three tests.

Since that decision, sport programs for women have proliferated in leaps and bounds in all levels of education. Men's programs have expanded as well. Women have proven their interest in and commitment to athletic excellence at higher education institutions.

Are we there yet? No. There are attempts to water down Title IX by methods such as a Bush administration decision that a questionnaire to incoming students may be used to determine the women students' needs and interests in sport. A single questionnaire is not an adequate tool to ensure compliance with such an important federal law.

We need to be vigilant to ensure that the goal of intercollegiate and inter-scholastic athletics is consistent with the educational mission of the institution. All students, not just the varsity

elite, are entitled to the benefits of the program. Unless we charge our students and staff to use the library, we must not charge them to use athletic facilities. If we believe in sport in education, programs should be open to all.

We must work to ensure that women and minorities are admitted to the power positions in athletics. They must sit in the seats of power as head coaches of women's and men's teams, and as athletic directors, not just as assistants and secretaries. They must be decision makers. Only then will we see real equity in sport. For example, nearly sixty percent of coaches of women's teams are men. Very few women have been selected to coach men's teams.

The greatest danger to Title IX is that Congress, which designed the law, can just as quickly take it away or dilute its effectiveness. Many of today's female athletes, having benefited significantly from Title IX, have no idea what it is. They are privileged and have no knowledge of how little women had in sport in the 1970s. Today's athlete never had to switch field hockey kilts on the playing field because the team did not have enough for the whole team. They don't have to sell cookies and coffee to raise money for uniforms and travel. I am most fearful of ignorance.

## New Collections Added to Christine Dunlap Farnham Archives

In addition to the new focus on the papers of feminist theorists, the Christine Dunlap Farnham Archives has traditionally collected materials pertaining to women who attended Pembroke College and Brown University, as well as women active in the State of Rhode Island.

### Ruth-Marie Ullman '36 Collection

Dr. Jane McLaughlin, daughter of Ruth-Marie Ullman, learned of the Christine Dunlap Farnham Archives from Pembroke Associates Council member Mary Vascellaro '74, P'07. Recalling her mother's deep attachment to Pembroke College and Brown University, Dr. McLaughlin decided to donate the collection of some two hundred letters her mother wrote home to her parents in Boise, Idaho, during the Depression.

### Lila Sapinsley Papers

Lila Sapinsley was the first female minority leader in the Rhode Island Senate. A "Chafee Republican," she often stood alone against many of the entrenched interests in Rhode Island. She recently donated eight boxes of speeches and other papers, scrapbooks, photographs, and election memorabilia to the Farnham Archives.

### Correction

In our Winter 2008 newsletter, we incorrectly identified Mary Emma Woolley as the first woman to be admitted to Brown. Although Woolley was the first woman to graduate from Brown in 1894, the first woman to be admitted was Nettie Serena Goodale, Class of 1895. We apologize for the error.



Polaris Project map of trafficking locations in Washington D.C.

POLARIS PROJECT

From page 1

“We need more research on human trafficking, but I can tell you that the victim profile for trafficking cuts across ethnic lines, cultural lines, and socio-economic lines,” said Chon. “This does not just affect the poor – although poverty certainly does add to the vulnerability factor. We have worked with many victims of trafficking who are highly educated and have been to college. They have highly marketable skills, but they still can end up in situations of trafficking.”

“Six years ago, human trafficking was the third largest criminal industry in the world and the fastest growing criminal industry after drugs and arms,” explained Chon. “Today, this industry has been growing so rapidly that it is tied for the second largest criminal industry. So if you think about what types of human rights abuses and crimes are occurring, people are selling drugs, people are selling arms, and people are selling people.”

Chon asked for a show of hands of people who had heard about human trafficking before seeing the topic of this forum. Nearly everyone in the

room raised their hands. “That is wonderful,” Chon exclaimed. “Nearly six years ago when we started up the Polaris Project, I began asking students and professors at Brown if they had heard of human trafficking, and many of them said they had not. It is great that the majority of people here today have heard about it. Here at Brown, the University has been very supportive of student activities on this issue as well as the academic research that helps to define and understand it.”

Chon explained that there are two main types of trafficking – labor trafficking and sex trafficking. There are specific terms used to help define human trafficking: force, fraud, or coercion, or if the victim is under eighteen years old. Labor trafficking occurs when a person is deceived into taking a job or if they go into it knowingly but are not allowed to leave. Sex trafficking involves commercial sex – such as prostitution or stripping – where there is use of force, fraud, or coercion. The United States Congress passed legislation that made human trafficking illegal in the year 2000.

Since its founding in 2002, the Polaris Project has served hundreds of victims. “When we first got to Washington

D.C., we began to talk to law enforcement,” said Chon. “They admitted human trafficking was a problem, but it was not a priority. They told us that if we came across a victim, to let them know. So we did just that, and found victims of trafficking in D.C., and brought them to law enforcement where they were able to access services.” Today there are active task forces working in forty-two cities to address the problem of human trafficking in the United States.

Following Chon’s remarks about domestic trafficking in the United States, Kay Warren offered an international perspective on human trafficking, but first offered thanks to the Pembroke Center, noting that the Center brings a wide variety of international scholars and activists to Brown who do very innovative work.

“One of the things you have to do to combat trafficking is criminalize it. The very first stage of this global transformation involved the United Nations negotiations to criminalize traffickers, not the victims of human trafficking,” explained Warren. “They held very demanding meetings over two years in Vienna during which country delegates and experts from all over the world convened for debates and discussion. What we got out of these meetings was new international law, a UN protocol, that identifies and defines human trafficking.”

“After the creation of legal norms, you can’t just let them sit there. To combat trafficking, the United States developed a country-by-country system to monitor compliance with these norms,” said Warren. “The State Department refined the system over time to see if people’s rights were being respected. There has been an attempt to monitor criminal enterprises and an accounting of legal reforms and the number of prosecutions that take place.”

Warren explained that there is a supply side and a demand side to the human trafficking problem. On the supply side are the sending countries

– the source of labor for the transnational trafficking of workers or for sexual exploitation. On the demand side are the receiving countries – those seeking labor and with active sex entertainment industries.

“I am studying anti-trafficking campaigns that deal with the recruitment of workers from Colombia, South America, to work in Japan and other Asian countries. I am very interested in that transnational trafficking corridor — which is one of many international routes. My argument is that you cannot get from Colombia to Japan without going through Vienna and Washington, D.C. You have to go to the places where the anti-trafficking norms were created and examine how they are enforced,” Warren added. “It’s very demanding multi-sited anthropological research to understand the dynamics of the problem and the ways to combat it.”

“The perfect storm for human trafficking happened in Colombia and Japan in the early 1980s. People in Colombia were trying to survive a severe recession with rising unemployment, devastating personal indebtedness, and a decline in land values. Growing numbers of people found themselves without work; some were single mothers trying to feed their families. At the same time, the Colombian drug trade began its early expansion. People at the margins were caught up in the enticement of fast money and conspicuous consumption. The disjuncture between people facing overwhelming economic insecurity just as fast money began to flow through certain regions of Colombia had an incredible effect on people’s lives,” said Warren.

“At that time, Japan’s boom economy was taking off with the creation of immense corporate wealth. International travel became much more common, and the sex entertainment industry moved into new niches domestically. A young Japanese entrepreneur saw the opportunity to create novel links between countries to expand the sex entertainment busi-

ness. I am writing about that history, about the first person who developed the transnational trafficking route between Colombia and Japan, so we can better understand how these corridors expand in particular directions,” explained Warren.

“First, we need to understand that we are dealing with morphing criminal enterprises on both sides of the Pacific Rim. Combinations of perfectly legal businesses and illicit criminal networks are used,” added Warren. “Colombia has drug-related criminal networks, Japan has the Yakuza. The inter-connection of transnational criminal enterprises generates a particularly dynamic formation of violence. International trafficking takes advantage of adversity and different kinds of dislocation. It’s vital to understand the character of this commerce to consider how to effectively intervene.”

“The second issue we need to understand is the growing flow of migrant labor around the globe. I am a migrant – a domestic labor migrant – who traveled 3,000 miles in my youth to improve my opportunities, and many years later with great pleasure moved to Brown. Most everyone now faces pressure to move for better paying work, and increasingly some relocations call for movement across international borders,” said Warren. “How do we foster healthy, safe, and successful migration when people move transnationally? How do we help people understand that there are some job offers that really are too good to be true? How do we get people to be aware — even when they are desperate for a job — that perhaps the other end of a recruiter’s offer of a dream job is, instead, terrible violence and abuse? There are wonderful non-profit organizations in Colombia that are working to do exactly this, to raise people’s consciousness so they can make better decisions for themselves.”

“The third factor to consider is the international funding cycle for the activities of non-profit organizations that seek to help potential migrants.

All of us know of issues like famine that capture mass media attention for a moment and then suddenly drop off the screen. There are still food shortages, but interest seems to fade as funders and the public move on to the next crisis. Some people call that compassion fatigue. It’s often a five-year cycle,” explained Warren. “Anti-trafficking work has been going on for a number of years. The clock is ticking. International donors are beginning to move on to other issues, as the American public grows more concerned with the price of gas and global warming. We have to make sure that anti-trafficking organizations are able to repackage their efforts — in this case it will be to local labor and wider migrant issues — so their work is still compelling to international funders. Instead of denying this cycle exists, we need to adapt and find new ways to be agile in response to this reality.”

## HOW TO HELP

The Polaris Project works for a world without slavery. For more information about the Polaris Project, please visit their website [www.polarisproject.org](http://www.polarisproject.org).

To report tips or learn more contact the **National Human Trafficking Hotline – operating twenty-four hours a day - at 1-888-373-7888.**

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