

Pembroke Center Associates

Newsletter

Pembroke Center Honors Hillary Salmons and Wendy Kopp with Leadership Award

The Pembroke Center Associates' Leadership for Change through Education Award celebrates how education accomplishes lasting social change. Established in 2005, the award honors women who change lives by helping others to see the world differently and who offer new ways of thinking about seemingly unsolvable problems. On November 18, 2009, the Pembroke Center presented the award to Hillary Salmons, Executive Director of the Providence After School Alliance, and Wendy Kopp, Chief Executive Officer and Founder of Teach For America. The Leadership Award included a \$5,000 donation to each organization.

In her opening remarks, President Ruth Simmons observed that "the Pembroke Center for Teaching and Research on Women and Brown University as a whole have always embraced the need to improve access to an excellent education for all students – from pre-kindergarten to the undergraduate and graduate school levels. At the Pembroke Center this work takes the form of multi-disciplinary research and teaching about perceptions and realities of gender and other kinds of difference throughout our society." Noting that Brown has established itself as a launching pad for school reform in Rhode Island and throughout the nation, President Simmons paid tribute to the late Ted Sizer, the enormously influential founder of the national Coalition for Essential Schools, headquartered at Brown.

President Simmons also thanked Pembroke Center Associates Council member Mary Vascellaro'74, P'07



Wendy Kopp, President Ruth Simmons, Hillary Salmons, and Mary Vascellaro'74, P'07 at the Leadership for Change through Education Award Ceremony

who conceived of the Leadership Award, noting that Mary is a devoted volunteer for Brown and cares deeply about the Pembroke Center. Simmons observed that Mary is "always promoting its interests and she is always trying to help our students, particularly our women students. I would like to thank her for her very hard work, which she carries on very quietly, without a lot of fanfare."

"Both of the women we honor this evening have approached social reform through the lens of education," said President Simmons. "Wendy Kopp's Teach For America program aims to improve education for some of the country's most underserved populations

and engage a new generation of professionals in teaching and mentoring. Hillary Salmons leads an organization that increases the quality of

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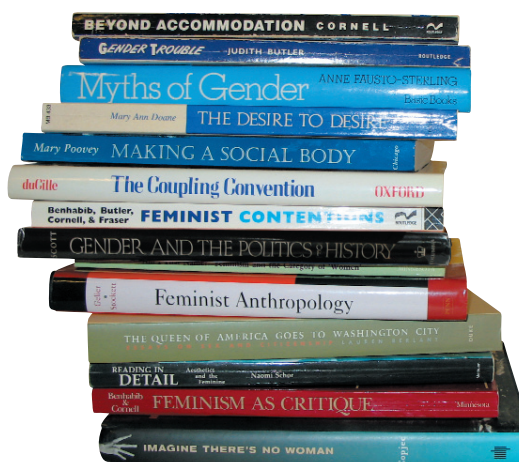
Suzanne Stewart-Steinberg
Director of Gender and Sexuality Studies

From the Director

It is with great satisfaction and pride that the Pembroke Center, in partnership with the Brown University Library, has formally launched the Feminist Theory Papers. In celebration of the dedication of the collection, scholars gathered at Brown on February 5th to explore the role of the archives in today's academy. One of the participating scholars was Harold F. Linder Professor of Social Science at the Institute for Advanced Study and founding director of the Pembroke Center, Joan W. Scott, who made the dedicatory remarks.

The Feminist Theory Papers project has collected—and will continue to collect—materials of scholars who, in the last several decades, have changed the intellectual landscape of universities in the United States and internationally. Although distinguished collections of women's scholarship exist elsewhere, such as the Schlesinger History of Women in America Collection at Harvard, only Brown University holds a collection offering such a rare perspective on the rigorous interdisciplinary work that brought feminism to the vanguard of academic research. The Pembroke Center's role for nearly three decades as an institution dedicated to feminist theory makes it particularly well suited to conserve the legacy of scholars who have been at the forefront of critical thinking.

The collection now houses the papers of Teresa Brennan, Anne Fausto-Sterling, Elaine Marks, Naomi Schor, and Louise Tilly. Each set of documents is unique, representing that scholar's contributions to feminist theory as well as to her discipline and, in some cases, to political work and institution building. The materials collected include correspondence, research notes, manuscript drafts, syllabi, and other relevant items.



In addition to the papers already housed at the John Hay Library, the project has commitments from some ninety prominent scholars who will donate their papers to the collection in the future. As this list continues to grow and as new papers become available, the Feminist Theory Papers will be an extraordinarily rich resource for scholars of the future.

For more information about the Feminist Theory Papers collection, please visit: <http://pembrokecenter.org/archives/FeministTheoryPapers.html>



Hillary Salmons addresses the audience in Salomon.

after school opportunities for the children of Providence. Both endeavors recognize the need to involve the broader community as partners in providing the educational foundation our students need to become successful adults.”

Daniel Lawlor ’08, who works as an AfterZone site coordinator for the Providence After School Alliance, introduced Hillary Salmons and explained how after school programming changes lives. “AfterZones are teams of community centers, schools, and neighborhood non-profits striving to bring new opportunities to youth – in defiance of decades of disinvestment in our public school staff, infrastructure and students. In contrast to peeling paint and poor lighting, we offer students a chance to ride sailboats; in opposition to cuts to music and art, we offer guitar classes and ceramics. In contrast to reforms imposed by the experts, we are trying to work with the community to build a change that will last,” said Lawlor.

In accepting the award, Hillary Salmons issued a call to action: “Ensuring every child in Rhode Island has the kind of education that all of us in this room have been blessed with is our moral obligation. I believe that the healthy develop-

ment of every child is our collective responsibility and should be our nation’s top priority.” Salmons noted that this conviction stems from two powerful influences in her life – her family and the Providence community. Salmons thanked her staff, Mayor David Ciccilline ’83, Police Chief Dean Esserman, Providence Public Schools Superintendent Tom Brady, Director of Operations Alix Ogden, all the middle school principals, over sixty non-profit leaders, artists, sailors, tennis instructors, aikido sensei, boat builders, and youth workers and observed that together, “all of us who love youth, we have built a new world of learning – and fun – for close to two thousand middle school youth each year.”

Salmons went on to explain that before AfterZones were created, middle school students were set adrift on the streets when school let out at 2:30 p.m. These students did not want to stay in school or be put into childcare situations. They wanted to explore their neighborhoods and learn beyond the borders of their schools. “So we developed the AfterZones, which are this connection of recreation centers, libraries, gyms in the neighborhoods, museums, art organizations,” said Salmons. “Every day, from 2:30 p.m. to 5:30 p.m., kids pick cool things to do, they learn, and they are mentored by amazing adults.” Today, forty percent of Providence’s middle school youth are actively engaged in fun, hands-on learning, four afternoons per week, for free. Fifteen communities across the country with struggling economies like that of Providence are now replicating the work of the Providence After School Alliance.

Hannah Copperman ’08, who teaches at Ballou Senior High School in Washington, D.C. with Teach For America, introduced Wendy Kopp. “I carry Wendy Kopp’s idea into my classroom every day. I work in a school just over three miles away from the United States Capitol, the

Supreme Court, and the White House, but where my students live is a world apart,” said Copperman. “I teach classes where students’ reading levels range from first through eleventh grade, where families’ lack of work, access to health care, and poor housing cannot help but make their way into the classroom, where students are rightly skeptical that their school and teachers will do their job. I often feel frustrated and sad for what should be and what is not yet. And I wouldn’t trade this work for anything, because I have found that my students want to learn and can learn.”

Upon taking the stage, Wendy Kopp noted that fourteen percent of Brown seniors applied to Teach For America last year and that there are seventy Brown alumni who are currently teaching on behalf of Teach For America. Kopp explained Teach For America’s strategy for reforming education: “At its essence, successful teaching is extraordinary leadership and this motivates so much of what we do. It motivates us to recruit as aggressively as we do on college campuses to find every possible person who has this kind of leadership ability to channel even just two years of their

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Wendy Kopp answers a question from the audience.

Linda Pei Undergraduate Research Grant: Julie Siwicki '10



Julie Siwicki '10

The Pembroke Center is pleased to support the innovative research of Julie Siwicki '10 this year with the Linda Pei Undergraduate Research Grant. The \$1,000 grant supports honors research related to women's financial empowerment. Carol Lemlein '67 and the Women's Committee of the Brown University Club of Southern California established the grant in 2008 to honor the life of Linda Pei '67 (1944–2007).

Siwicki's project seeks to understand the interplay between informal credit markets and the services provided by micro-finance institutions. She is conducting her study in Sikoroni, Mali, where women have the opportunity to participate in both informal credit markets and micro-finance programs run by non-government organizations. Siwicki will look at rotating savings and credit associations where local women put a small amount of money toward a common pot. Every month one member takes the money home to spend as she wishes until all of the women have had a turn. This informal credit market is quite different from micro-loans provided by more formal micro-finance institutions that may include external funds from donors.

"Rotating savings groups are a grassroots, bottom-up tool. They have evolved with Malian society to meet a financial need," explains Siwicki. "On the other hand, micro-finance centers are top-down development projects. They're often plopped down in neighborhoods by an outside organization,

and they risk not taking into account cultural and societal norms where they work."

Siwicki plans to utilize her Linda Pei grant funds to help pay for her travel to Mali, the services of an interpreter, and daily living expenses to be incurred during the field research. "What I'm doing, directly comparing micro-finance with savings groups, is a new method in development research and has definitely never been done in Sikoroni. I can't wait to share my findings with the micro-finance center there. This is information that will be useful for micro-finance and development projects all over the world," said Siwicki. "None of it would be possible without the Linda Pei grant. Targeting women and finance, it funds research that has, in my view, the strongest real-world implications for eliminating poverty. I'm hugely indebted to the Pembroke Center for this once in a lifetime opportunity."

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time and energy in this direction, because two years of a teacher with this kind of leadership ability can, in fact, be completely life changing for kids," said Kopp.

She noted that this impact goes beyond the classroom. "For two years, you can expect teachers to go to incredibly heroic lengths to make up for all the weaknesses of the system, but ultimately that is not the answer. In fact, we need fundamental systemic change. We need to figure out how to take some of the pressure off of our schools because we ask our schools to compensate for so much. We also need to figure out how to build capacity into our schools so that talented, committed people, but not absolute superheroes, can actually

meet the needs of kids and put them on a level playing field," said Kopp. "Our best hope has to do with leadership; again, it is reaching the point where at every level of our education system, at every level of policy, across the professional sectors, we have people who understand that the kids growing up in rural and urban areas have every bit as much potential as kids in other communities."

Kopp argued that Teach For America alumnae/i have a deeply grounded understanding of what it takes to meet the needs of underserved students. "I deeply believe that when we reach the point where not just a few, but many, of our future leaders and of our actual leaders have this insight and perspective, and the kind of foun-

dational experience [that Teach For America provides], we will start to affect different policies and start moving with much greater speed to effect the changes that we need to create a system in which all of our kids will attain an excellent education," said Kopp. "It leads us to want to accelerate the leadership of our alums so that they get into those positions of influence as soon as possible.

To view a podcast of the award ceremony online, please visit www.pembrokecenter.org

To learn more about the Providence After School Alliance and Teach For America, please visit their websites at www.mypasa.org and www.teachforamerica.org.

A Faculty Perspective on the Power of the Pembroke Center Research Seminar



Pembroke Seminar Director Kay Warren

Kay Warren, the Chesler-Mallow Senior Faculty Research Fellow and Charles B. Tillinghast Jr.'32 Professor of International Studies and Professor of Anthropology is directing this year's Pembroke Seminar. What follows is her reflection on directing the year-long Seminar and on the Pembroke Center's contributions to intellectual life on campus.

I am delighted to express how exciting it is to lead this year's Pembroke Seminar. I came to Brown in 2003, after serving on the faculties of Mount Holyoke, Princeton, and Harvard. The Pembroke Seminar is like no other advanced research environment I have encountered – at Brown or at other institutions. The Pembroke Seminar is an important catalyst for new research at the frontiers of the humanities and social sciences. The seminar brings communities of scholars who generally don't collaborate into sustained conversation with each other. Brown faculty, postdoctoral fellows, visiting scholars and students from a wide range of disciplines work together to tackle challenging questions with real world implications for us all.

If you could be a fly on the wall of one of our weekly seminars, you would see researchers testing ideas before they are put into print, integrating issues across projects, and bringing contemporary theory to bear on real world problems. Our scholars are working across disciplines and cultures, so this is a very dynamic place to be. This year's seminar, "Markets and Bodies in Transnational Perspective," looks at the human cost of rapidly circulating technologies and studies bodies on the move, including migrants of all sorts

who cross borders in search of better jobs to support their families, women who have been trafficked, and children who are adopted internationally.

One of our faculty fellows this year, medical anthropologist Sherine Hamdy, is analyzing decision-making about organ transplantation from live donors in Egypt. Local culture, religion, national policies, and different histories mean the markets for organs are regulated in practice in different ways in different places. Professor Hamdy helped the seminar understand Egyptian families' complex ethical decision-making concerning who in the family would be an ideal donor in the case of kidney failure, knowing that there is risk involved. Her research also raises the very important issue of whether assigning a monetary value to organs would ever be acceptable when organs are not otherwise available to individuals who might die without a transplant.

The Brown scholarly community owes a great debt of appreciation to those who support the Pembroke Center, which is unique at Brown in how it brings together scholars and student researchers on complex questions, where the contributions of different disciplines open our eyes to new questions and issues, and to different forms of analysis.

Pembroke Club of Northern California Auction



Back row (L-R): Elizabeth D. Taft '59, Dian S. Gillmar '57, P'86, Gail C. Woolley '59, MAT'63, Marilyn M. Bray '53, Kay Shields '54, Catherine "Cappy" Williams '54, Diane Schwimmer Ellison '53. Front row, (L-R): Brenda W. McLean '58, Barbara Simkin '64, Jane C. Kraft '61, Susie Langdon Kass '58, Barbara Boyle '58, Margaret R. Layshock '45.

Since 1987, the Pembroke Club of Northern California has organized an annual luncheon and auction of items donated by Club members to benefit the Pembroke Center. The 2009 luncheon generated a collective donation of \$1,430.

"The longstanding generosity of the Pembroke Club of Northern California members is heartwarming," said Pembroke Center Associates Council Chair Phyllis Santry '66. "These donations from Bay Area alumnae help support the Pembroke Center's programs and publications and keep alive the legacy of Pembroke College. We remain grateful for over two decades of support!"

"Our current membership includes women from the classes of 1942 to 1964, and we are delighted to support the work of the Pembroke Center," said Dian Gillmar '57, P'86.

Why Hip Hop Matters



Tricia Rose
Professor, Africana Studies
Thursday, February 25, 2010, 6:30 p.m.
Boston Park Plaza & Towers, Boston, MA

In her recent book, *The Hip Hop Wars: What We Talk About When We Talk About Hip Hop—And Why It Matters*, Professor Rose voices a call for revitalization of the progressive, creative heart of hip hop, which has increasingly become defined by one thin slice of a varied, complex genre. While “conscious rappers” such as Talib Kweli and The Roots may receive enormous critical acclaim, it’s the rappers who employ what Rose calls the “gangsta-pimp-ho trinity”—such as T.I. and 50 Cent—who sell the most records and dominate the recording industry, television, film, and radio. As a result, the most visible and widely consumed hip hop sets forth a troubled vision of ghetto street life that defines young, at-risk black men

and women to each other and also to a large white audience (70 percent of hip hop consumers are white). After exploring how hip hop has become the primary means by which we talk about race and culture in the United States, Rose will offer six guiding principles for progressive hip hop creativity, consumption, and community, ending the “blame hip hop vs. explain hip hop” wars and promoting critical conversations that inspire transformational music as well as social justice.

Registration:
\$15 for Brown Club Members and Guests
\$25 for non-Members and Guests

Price includes: a light supper and lecture by one of Brown’s most provocative professors

Please register and pay online (preferred) at:
www.brownclubofboston.com

To pay by mail please contact **Martha_Hamblett@brown.edu** or call (401) 863-3433.

Co-sponsored by the Brown Club of Boston, the Pembroke Center, the Asian/Asian American Alumni Association, the Brown University Latino Alumni Council, the Inman Page Black Alumni Council, and the Multicultural Alumni Council of the Brown Alumni Association. This event was possible in part thanks to the generosity of Donald L. Saunders ‘57.

A Special Thank You for Your Membership Renewal in 2010

The Pembroke Center Associates have created a bookmark showcasing our home, the recently renovated Pembroke Hall. We will be delighted to send you your bookmark, along with a special note of thanks, for your membership renewal in 2010. Membership gifts support grants for student research, provide funding for the Pembroke Research Seminar, underwrite the costs to digitize the *Pembroke Record*, and fund other important projects. To renew online, please visit **www.pembrokecenter.org** or use the form at the back page of this newsletter. Thank you!



Media Innovation/Media Destruction: The Confusing (at least up 'til now) Lessons of the Digital Age

Tuesday, April 27, 2010

New York, NY, Event Venue TBD

Co-sponsored by the Brown University Club in New York

Panelists will explore how the rise of the Internet and digital media products has created greater access to information, news, and entertainment while at the same time undermining the very organizations that have dominated these businesses in the last 50 years. On the flip side of this phenomenon, they will discuss what new businesses and careers are emerging from this transition, which incumbent businesses might survive the current chaos, and what the new world of “Pro-Am” (professional/amateur) media might look like in the very near future. The numbers in consumer-created media are staggering: as of January 2010, U.S. consumers can get their information fix from more than 150,000,000 blogs or 7.8 billion tweets, not to mention the millions of reviews on Yelp and tens of millions of YouTube videos. Manufacturers and corporations are also doing “b.y.o.m” – bring your own media – by going directly to their consumers without the benefit of experts; for example Kraft has an electronic magazine that has a readership of tens of millions monthly and Amazon sells millions of book titles that generate millions of book reviews, which its buyers depend on.

Panelists:



Ava Seavey '77 is co-author of the *The Curse of the Mogul: What's Wrong with the World's Leading Media Companies*. She is principal of Quantum Media, a leading New York City-based consulting firm focused on marketing and strategic planning for media and entertainment companies.



Scott B. Meyer '91 is the Founder and CEO of Better Advertising, which he developed as an Entrepreneur-in-Residence at Warburg Pincus LLC. He was previously president and CEO of About.com, a part of the New York Times Company, and served as General Manager of *The New York Times on the Web*.



Jill Schlesinger '87, is Editor-at-Large, CBS MoneyWatch.com. Prior to the launch of MoneyWatch, she was the Chief Investment Officer for an independent investment advisory firm.



Moderator:
Betsy West '73 is Associate Professor at the Columbia School of Journalism and producer of the documentary *Constantine's Sword*. As senior vice president for CBS News from 1998–2005, she oversaw *60 Minutes*, *60 Minutes II* and *48 Hours*. She spent the early part of her career at ABC News, where she was an executive producer, field producer and member of the founding staff of *Nightline*.

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