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CAPSTONE STUDENTS INVITE GOVERNOR CHAFEE TO LEARN ABOUT GLOBAL WOMEN'S ISSUES AND APPLY STRATEGIES TO RHODE ISLAND

This year has been filled with inquiry, energy, and high-quality presentations by Women's Studies students and faculty. Women's Studies now has over 50 majors, a number that has more than doubled in three years. Fourteen of these outstanding students will be graduating and moving on to new adventures.

On May 3, these graduating seniors in their Capstone seminar, "Critical Issues in Feminist Scholarship" invited Governor Chafee to class to learn about global women's movements and feminist theory, and to apply global lessons and strategies to Rhode Island. Their presentation speaks for the level of local, national, and global learning all students experience in Women's Studies.

Students discussed the influence of religion on the state in Poland, Russia, Mexico, and Pakistan, and showed how this influence has impeded women's rights. In relation to RI, they asked Chafee to explain how a state that claims secularism can be so strongly influenced by the Church, especially in terms of anti-choice legislation, poor sex education in the schools, and women's rights to well-being.

Students discussed how lack of educational access for women in India, China, Russia, and Pakistan, with a large drop in women going from primary to secondary to tertiary education, has put women in lesser positions for jobs and well-being.

In relation to RI, students asked Chafee why the government has no central place with statistics about



Photo by Nora Lewis: Seated l to r: Courtney Needham, Lisa Paliotti, Erin Gargurevich-Gorman, Alex Bio, Danielle Oliva; Standing l to r: Danielle Henderson, Erika Bronsky, Melanie Carrazzo, Jody Lisberger, Nelli Ruotsalainen, Kinsey Tarbell, Governor Chafee, Jessica Williams, Ashley Coviello, Jenna Berube, Annie Hoagland

RI minority college or high school student retention. Students provided these statistics, which show minority RI college students leaving in large numbers after freshman year, the sharpest drop being Hispanic students, who leave by nearly half.

Students raised the question of what RI is doing proactively to prevent this drop and suggested that poor high school support systems and lack of minority faculty representation could be causes. They asked Chafee if he is urging other RI universities to adopt URI's successful model of Talent Development.

Students gave Chafee several SMART (specific, measurable, achievable, reliable, time-based) ways to make upper level employment

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RECAP OF PAST EVENTS

EDITOR'S NOTE



1st Column: WMS Pizza Party; Habitat for Humanity Walk; Rose Butler Brown Dinner. 2nd Column: Peer Advocates & WMS majors join Jean Kilbourne; Artemisia filmmakers in WMS 400. 3rd Column: AAUW meets URI faculty & staff; Crossing Borders party at the President's house; NEWSA conference 2011.



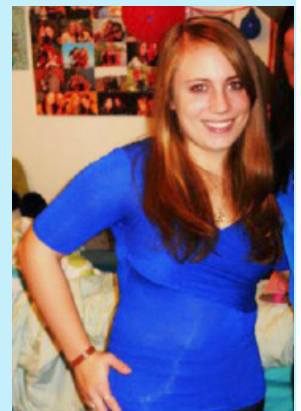
EDITOR'S NOTE

I am proud to present the Spring 2011 Edition of the Women's Studies Newsletter. I would like to thank everyone who helped make this issue possible; I could never have done this without you, especially the new editors for next fall Devlin Healey, Rachael Symonds, and Madeleine Morrin. I would also like to thank Jody Lisberger for being a great mentor and for helping me every step of the way.

As a public relations major, I am very grateful for the chance to work as an editor. These past three semesters have been a great learning opportunity for me, and I have really loved learning to create a newsletter from scratch. Recently I have also added a double major in Communication Studies, which I will be working on while I am abroad in Australia this fall. I am also a Leadership Studies minor, and have had many great opportunities to work with incoming freshmen and help them adjust to college leadership. This spring, I peer mentored a first-year leadership class where I had the chance to teach freshmen core leadership skills and learn to be a mentor.

I hope that when reading this newsletter you come to see some of the wonderful things that women at the University of Rhode Island have accomplished, and that you take with you a better understanding of diversity, and the things that one person, or a small group, can accomplish if they put their mind to it. That said, I am proud to show you what women at URI have been doing to make a difference in women's lives around the world.

~Jacqueline Atkins



WORKING WITH LEADING WOMEN

BY REBECCA ROQUE



This semester, I've had the chance to work side-by-side with Leading Women, an organization that is creating ways for women to advance and achieve leadership positions in Rhode Island.

Leading Women is a network of women who encourage, coach, and help promote women from career start to the C-suite of corporate executives and on to corporate boards. The women provide a series of workshops, training programs, networking opportunities, and mentoring programs to provide uncommon solutions to common barriers to achieve women's advancement.

In an effort to expose myself to the business world and better understand and combat the blockades that keep women from reaching pay equity and leadership equality worldwide, I joined them on March 15th for an event partnered with RI GAP, a non-partisan effort aimed at increasing the number of women appointed by the governor to cabinet level positions, boards, and commissions in the public sector.

There I met Lt. Gov. Elizabeth H.

Roberts, the 68th Lieutenant Governor of RI. As the first woman elected to this position, she serves as a role model in female advancement.

She said she entered politics after years of being a successful businesswoman and mother. Inspiration struck her one morning when reading about the state deficit, she looked up from the breakfast table, and declared, "That's enough, it's time to serve."

She offered the conference's 100+ attendees, comprised of entrepreneurs, managers, and corporate board women, her words of wisdom. Roberts believes that "for women, the bar is higher. Men's roles are more defined than women's in politics, and therefore we have a bigger range available to us. I choose to see this challenge as a strategic opportunity."

Also attending was newly elected General Treasurer Gina M. Raimondo.

"We need your talent, your integrity, and your ability to handle everything at once."

Raimondo was inspired to serve by her pre-school daughter, who noticed that her placemat of the 43 Presidents did not display any female faces. When she asked her mother why, Raimondo felt shame at her lack of a better role model for her daughter. Her fear that the way our children perceive this world will determine their futures is why she reasons that kids are relying upon us to lead the way.

"We need your talent, your integrity, and your ability to handle everything at once," Raimondo said. "There are real consequences," she said, to having women in office, and to not having women in office.

From co-founding the state's only

venture capital firm to leading an effort to open the state's first women's homeless shelter in the capital city, Raimondo has made her priorities to strengthen the balance sheets of small businesses and help families struggling to pay their bills.

Working with Leading Women, I've learned about propelling our future through the Vision 2020 Initiative. Vision 2020 is a federally elected board of women, comprised of two recognized women leaders from each state.

These women are appointed to rally support, make alliances, and sign legislation with corporations with the goal of gaining pay equity for women by the year 2020.

The Rhode Island political platform, from which many openings are available, announces 350 more resumes needed for political office in the upcoming years to serve on boards

and commissions and subcommittees to advocate for the cause.

My work with Leading Women has reinforced my conviction that as part of this next generation of educated young women advocating for their rights and place in society, we must be aware of the hurdles, and also of the opportunities.

As advice and encouragement to women thinking of running for office, Raimondo talked about the importance of getting "start-up money," mentors, friends, events, and networking. "A lot of women just need that push," she said, "It is up to all of us to encourage each other. If we do that, we will prevail."



INTERVIEW: NATASCHA SAUNDERS, MBA, TEACHER OF WOMEN'S PROFESSIONAL DEVELOPMENT AND LEADERSHIP



What is your background and what is your association with Rhode Island?

My academic background is leadership by way of an MBA in Global Business Leadership from Johnson & Wales University and an Executive Master of Science Degree in Leadership from Northeastern University. I am originally from Boston, but in 2006 I relocated to Cranston, Rhode Island, to pursue my MBA full-time. I was also named Miss Black Rhode Island for 2006 & 2007 so immediately Rhode Island became my second home.

I was very fortunate to meet Chief Librarian Barbara Janson at Johnson & Wales University who said I should look into Career Development as a career. She suggested I reach out to the Director of Career Development for an informational interview. I did and the rest is history.

What do you especially try to teach and stress in your course?

I always touch upon what is a leader, traits of a leader, gender stereotypes, the role of values, the importance of ethics, mentoring, emotional intelligence, authenticity and power, and my students' favorite, negotiation. Students leave my class with a vision statement, having conducted an informational interview from which the majority obtain internship or job offers, and having attended a networking event; they even have to write their obituary and create a personal professional development plan for the remainder of their time at URI.

What new issues or needs has teaching URI students made you aware of?

Teaching at URI, particularly in Women Studies, has opened my eyes to the number of young men from various departments who also want to discuss women as leaders, unfair wages, and gender-based stereotypes. These young men raise the issue—if we don't include men in an all-encompassing dialogue then how do we expect things to change and to foster equality? To me, it's been an eye-opener to have young men in my class.

What has surprised you the most about teaching URI students?

To be honest what has surprised me the most has to do with teaching online. To this day I can't believe the impact I can have over the Internet. I can't believe the emails I receive from URI students saying I have helped changed their perspective toward the positive, that they went to visit the career services office because of me. They call me to discuss negotiation strategies and realize professional development and leadership is not just about the impact on them, but where they start impacts the generation after them. Seeing how their passion comes through the Internet and how students actually take the time to read all the material I assign, and make comments on it, makes me want to do even more to make sure they have the knowledge to achieve their goals.

How have your thoughts on women as leaders and professionals changed over the last 5 or 10 years?

What has changed for me is an increased desire to make sure more young women are willing, and prepared, to take on leadership opportunities in all areas of their lives. I always thought of myself as a woman leader, but not until I started teaching this particular course did I really understand the role of women who paved the way in the labor movements and the responsibility I have now for those who will come after me.

Have opportunities gotten better for women? For women of color?

Yes, opportunities have gotten better, yet we are currently in the midst of women still trying to obtain board seats, comparable wage, and overcoming various barriers. I would never discount the women who sacrificed their reputations and endured constant rejection for me to say things haven't improved.

You do an extraordinary number of community-related career development activities. What are they?

Yes, I participate in a few things including: Education Committee, NAACP Boston; Scholarship Committee, NAACP Boston; Labor & Industry Chair, NAACP Boston; Scholarship Chair, Alpha Kappa Alpha Sorority Inc.; Board Member, Dimock Community Health Center; Volunteer, National Coalition of 100 Black Women – Rhode Island; Volunteer, YWCA – Greater Rhode Island. Yet my #1 activity is that I became the Founder of The Youth Career Coach Inc. where I provide career coaching and workshops for children, youth, and young adults.

Continued on page 6

CROSSING BORDERS: WOMEN WRITING THEIR LIVES

Nancy McCabe, writer of *Meeting Sophie* and *Crossing the Blue Willow Bridge: A Journey to My Daughter's Birthplace in China*, spoke on March 29. Student writers especially noted the humor in her writing. In “Women Writing Their Lives” (WMS 490H), one of the craft lessons was tackling the seemingly impossible task of appearing naturally comedic on paper. In one excerpt she read aloud about the Chinese class she took to prepare for her trip to China to adopt Sophie, McCabe’s uncanny wit and play of words had most of the crowd gathered in Lipitt Hall hooting in their seats. From McCabe, we learned the power of reading our work aloud and listening for the power of rhyme, rhythm, and, at times, repetition. McCabe also stressed the importance of remaining fair in our descriptions of others--not to take revenge onto the paper, to maintain a close consciousness of self-irony, and to use self-effacement to make ourselves as complex and fallible as the people we describe.



The students of WMS 490H had the pleasure on March 15 of welcoming Elaine Orr, author of *Gods of Noonday: A White Girl's African Life*, to our class, and a reading following. In her memoir, Orr uses juxtaposition to flip from her time in Africa to her time in America. Student writers have been able to use her models to make extreme shifts and use italics to arrive at deeper and more surprising revelations. Orr also read from an essay written entirely in the second person (“you”). She discussed “what you can get away with” by using the second person. Orr’s powerful uses of language and speculative use of “maybe” and “perhaps” have also helped students add Orr’s techniques to find great success in their own writing.



On March 8, International Women’s Day, Jill Ker Conway, author of *Road From Coorain* and many other works, and the first woman president of Smith College, talked about writing with students in WMS 490H and from North Kingstown High School, and then read to an audience of over 175 people. From her, student writers learned to value the importance of place and the complex development of the people one is writing about. Conway talked about wanting to create a different picture of Australia from the usual male-dominated picture (“think *Crocodile Dundee*, for example,” she said). She also wanted to show her journey as a woman determined to resist and depart from the gender norms her society was dictating to her. Conway also discussed how writing a memoir about a person, in her case, her mother, can bring back memories of happiness that might otherwise be overcome by more difficult issues later in life.



Beth Taylor, author of *The Plain Language of Love and Loss*, journalist, book reviewer, and co-director of Brown’s nonfiction writing program, spoke to students and did a reading on Apr. 12. Beth’s memoir about a Quaker family in 1960s Pennsylvania, an inexplicable suicide by a teenage brother, and the effects of the Vietnam War on three generations of Taylor’s family, helped student writers think about the vivid use of scene, the dilemma of where and how to start memoir, and the tricky issue of explaining events. Taylor’s poignant and deepening characterizations of her mother, father, brother, and sister, showed students and listeners that a one-sided picture cannot adequately capture complexity or truth. Taylor helped everyone to understand that, as much as we might wish otherwise, often the truth itself is elusive.



Thanks to a RICH grant and Arts & Sciences, Human Sciences & Services, the Honors Program, and Departments of Anthropology/Sociology, Communication Studies, History, Psychology, Political Science, and Writing and Rhetoric, WMS was able to sponsor this series of four prize-winning and prominent women memoir writers who through their lives and writings invite us to reflect upon vital human issues of survival, war, love, parenting, the environment, adoption, global history, race, class, gender, justice, and freedom.

INTERVIEW: AMY MAAS

WMS FACULTY AND BIOLOGIST HELPS STUDENTS UNDERSTAND GENDER AND CULTURAL BIASES AND OBSTACLES IN SCIENCE CAREERS



What in your career path has led you to be teaching “Women and/in the Natural Sciences” at URI?

When I started graduate school at URI in 2006, I became active in the graduate student Union where I learned the inner workings of the University, and the ADVANCE group whose goals are the promotion of women in science at URI. Through my participation with these two groups, I became aware of the ways in which academia is particularly difficult for women.

Based on your research experiences, why do you see a need for students (women and men) to take a course on “Women in the Natural Sciences”?

My personal experiences in Antarctica and out to sea on research expeditions started getting me thinking about how culture and context can shape a scientific career. Although when I was younger I believed that my gender would never have any bearing on my level of success, I came to recognize that, as a woman, I will have to make more compromises about how my life will unfold than a man would.

Since I am a woman and a scientist, I am more likely than my male counterparts to never get married, never have children, or – if

I do get married – to get a divorce. My promotions will likely be slower, my pay lower, and the bias in the peer review system, although it has improved, will still make it harder for me to publish and get grants.

Have opportunities and recognition in the natural sciences gotten better for women? For women of color?

Many of these things have improved drastically for minorities and women in science over the past few years, but the underlying cultural assumptions change slowly.

What has surprised you the most about teaching URI students in this course?

Teaching at URI has made me aware of how much misinformation students get about their bodies and their world. Many things people think of as “fact” about human biology are not actually scientifically verifiable.

What aspects do you especially try to teach and stress in your course?

Learning how to access original research and to determine the validity of a source is an important tool that I feel not enough students know how to use. For example, as a scientist who studies the effects of climate change on marine animals, I often think about the way that our

culture predisposes us to make bad decisions about the environment, often through the spread of misinformation. This led me to think about how we also make bad decisions about our health, our food, our work-life balance. As a biologist, I see a lot of these concerns through the lens of science.

If you had advice for educators in terms of what they could be better teaching or doing to develop the picture and futures of women in science, what would that advice be?

One major topic in my class is learning to see how science is modified by culture and, alternately, how science legitimizes a lot of poor cultural decisions. I think it is important for students, both male and female, to be aware of the way that culture impacts their underlying assumptions about themselves and about scientific truths. In my experience, most people pursuing science believe that they are capable of objective rational unbiased pursuit of the truth; they are never taught to examine their presuppositions or become aware of their personal standpoint. I feel that this is one of the major failings of the way scientists are trained. I think my class helps to address that issue.

Natascha Saunders Interview Continued

Do you have advice for educators for teaching women’s professional development and leadership skills?

When possible, try to relate all reading materials, in-class activities, and writing assignments to a real world scenario. Provide a way for students to see how their education impacts them as professionals now and how this assignment will help them in the near future. Lastly, we are leaders and must continue to find ways to grow in our knowledge base, self-esteem, and gaining practical, current experience in our areas. Being able to teach about leadership and professional development means you must maintain those traits yourself.

FREDRIKA WILD SCHWEER'S LECTURE ON WOMEN AND HEALTH: FOR DR. CAROLYN HOWARD NO SUBJECT IS TABOO

BY: RACHAEL SYMONDS

Perhaps “lecture” isn’t quite the right word for the presentation on women and health that took place in Swan Auditorium on April 7. Dr. Carolyn Howard’s presentation, “Own Your Reproductive Health,” was more like sitting down at the kitchen table with a close friend. Her angle on women’s health: there is no taboo.

The open discussion-based presentation touched on what to expect at your gynecological exam. She also discussed topics such as sexually transmitted infections, contraception, and breast health.

Equally as important was Howard’s in-depth explanation and diagram of the female pelvis. Knowing the consequences of sex is important, but, as Howard explained, understanding what your body looks like, feels like, and does naturally is the first step in managing your health.

Howard emphasized that women need to be their own self-advocates. She finds too many women in the U.S. go undiagnosed and untreated because they are not active participants in the doctor-patient relationship.

She works to provide the information women need to become active in that relationship. She encouraged attendees to realize that gynecologists are also committed to a healthy patient-doctor relationship.

Howard is a graduate of the University of Pennsylvania School of Medicine and completed her residency in Obstetrics and Gynecology at Yale New Haven Hospital. She received her Masters in Public Health from the Johns Hopkins School of Hygiene and Public Health before working as a physician at hospitals in Texas, where she was honored with the award of “Outstanding Clinical Faculty in Obstetrics and Gynecology.”



Howard currently works as a Gynecological Consultant in the Women’s Clinic at URI’s Health Services.

The Annual Schweers Lecture, established in 1981 by Dr. Patricia M. Farnes, honors Freddie Wild, a gifted young woman who passed away at the age of 16 after a 13-year battle with Leukemia, and her mother Genie Wild, a strong activist in establishing supportive emotional health services for patients and their families at Hasbro Children’s Hospital in Providence.

Capstone Students Continued

available to women, increase educational access for minorities, and provide more effective sex education.

Students discussed the problems of powerless women in Zimbabwe and China, in relation to being placed in positions of power, but as window dressing, without their voices being heard. Looking at URI’s ADVANCE, the success of women’s equality in Costa Rica, where the military was abolished in 1948 and where in 1998 34% of all elected representatives were female, they asked Chafee what policies and laws he is implementing and monitoring to encourage gender neutrality in the state.

Students also discussed prostitution in India, where poverty, unemployment, lack of proper services and options, pressure, and acclimation to the lifestyle keep

women in prostitution. Referring to Citizens Against Trafficking (CAT) and Project Weber, they asked Chafee what RI is doing to improve resources and offer assistance for prostitutes.

Finally, they discussed the rights of the “constitutive other,” focusing on transgender/gender-variant individuals and incarcerated women, drawing attention to Russia’s othering of “feminists” and Pakistan’s othering of its *Khwaja Sira* (third gender) population. They urged Chafee to include “gender identity or expression” in RI’s Hate Crime legislation and to increase funding and resources for incarcerated women.

Chafee said he was very impressed by the students. Students wished Chafee had been more forthcoming in answering their questions. He

encouraged them to run for office and be activists to help create change.

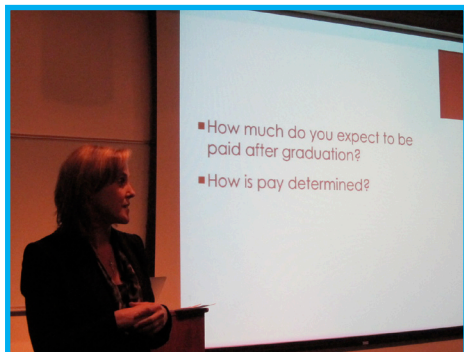
His reticence also showed them how important it is to persist in politics—to be ready to set up a second meeting, and a third and a fourth, to insist on answers and actions.

WMS also had a voice at the New England Women’s Studies Association Conference at UMass/Dartmouth, Apr. 29-30, where Danielle Henderson, Nelli Ruotsalainen, and Melanie Carrazzo presented a panel called “Doubling your WMS majors in two years: How undergraduate TAs change the picture of privilege.”

Finally, amid many successes, WMS also wants to thank Amy Maas for her terrific teaching. Amy has been awarded a prestigious 18-month Woods Hole postdoctoral fellowship.

"NEGOTIATING SALARIES FOR WOMEN: "GET PAID WHAT YOU'RE WORTH" LECTURE OFFERS KEY LESSONS FOR WOMEN

BY COURTNEY NEEDHAM



On Thursday, February 24, 2011, Aimee Phelps Lee, M.B.A. and a full-time Instructor in Entrepreneurial Management in the URI College of Business, presented a talk for women of all ages on "Negotiating starting salaries for women: Get paid what you're worth!"

Phelps Lee, who specializes in Human Resource Training and Development, offered her extensive knowledge and practice exercises to help women hone their skills on a crucial step of entering the workforce.

Phelps Lee began by describing to the audience how underpaid women are in comparison to their male counterparts. Using empirical data and contextual evidence, she proved that women are unpaid, especially women of color.

By describing how women are more likely to take the first job offer and

"Her last piece of advice—PRACTICE!"

less likely to negotiate a salary, she confirmed the need for women to become educated on negotiation. Then, with an upbeat attitude, she swiftly moved forward with suggestions for women to beat these statistics and become successful in the working world.

Phelps Lee offered suggestions starting from the interview through the

negotiation process. She stressed the importance, at the interview, of never giving any information regarding your current salary. She says that providing this information to a potential employer will hinder your ability to negotiate a higher starting salary.

Next, when a job offer is presented, Phelps Lee suggests never accepting immediately. Looking over eager

"...negotiate every aspect of your job offer because usually the first offer is not the employer's best."

for the position, she says, puts the employer at an advantage.

She says to offer yourself time to decide what you would like to request during negotiation. During this time, Phelps Lee recommends researching your industry pay scale according to your education and experience. Having data to back up your negotiation request gives you the power to barter for various benefits.

Then Phelps Lee proposed a list of job features to negotiate. If negotiating money does not give you a lot of leeway, she suggests negotiating vacation time, bonuses, benefits, or an earlier review date.

She says that you should negotiate an aspect of every job offer because usually the first offer is not the employer's best. Being confident in your education, experience, and what you have to offer to the company is also vital to the success of your negotiation.

Over all, Phelps Lee's presentation emphasized the importance of

negotiating a starting salary because your initial salary is relative to future raises. Therefore, she says, if you start low, you'll always fight to catch up.

Her last piece of advice—PRACTICE! Practicing negotiating out loud will give you more confidence and, in the end, a better salary. Everyone attending the lecture had a chance to practice.

If you missed this important presentation, you can still view it on URI YouTube.

Phelps Lee has been teaching Human Resources and Organizational Behavior and Strategy at the university level since 1999. She is also an independent consultant specializing in Human Resource Management, Training & Development based in Newport, RI.

She received her MBA from Cornell University and her BA in Sociology from Miami University. She has completed her coursework toward a PhD in Management at URI.

This event was co-sponsored by the WMS Program, Career Services, The President's Commission on the Status of Women, The Women's Development Council, and The College of Business.



SENIORS REFLECT ON WHAT WOMEN'S STUDIES HAS TAUGHT THEM AND WHAT THEY HOPE THEIR FUTURE HOLDS

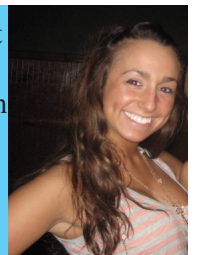
Jenna Berube (Mapleville, RI): "Women's Studies has completely changed my way of thinking in *every* aspect of my life without exception." Jenna hopes to work in a fast-paced environment, making a difference in people's lives and, above all, love what she is doing.



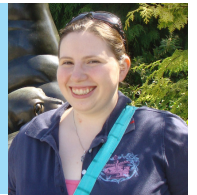
Alexandria Bio (West Warwick, RI): "Being a Women's Studies major has helped me see the world in a different light. I also see feminism in a different light. I've loved learning about women around the globe, whether negative or positive. It has also helped me understand gender as a whole." Alex hopes to get an Masters in Public Admin. from URI and eventually work for a police department.



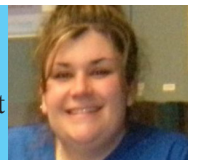
Erika Brondsky (Circleville, NY): "Women's Studies has taught me more than I could ever imagine. It has taught me to own my woman, be strong and use my voice. I have learned to fight and the importance of standing up for what I believe in. I have learned so much about women, all kinds of women from around the world. I am very grateful for these classes." After she graduates, Erika will be moving back to New York to look for a job as a mental health worker or working alongside a therapist to gain more experience. She will then be attending grad school in NYC and hopes to one day become a sex therapist.



Melanie Carrazzo (Warwick, RI): "Women's Studies has meant an academic awakening for me. I never felt like I fit in anywhere in higher education until I found the eclectic mix of theory and action that is a Women's Studies major." In the next five years, Melanie hopes to head to graduate school and begin working for an organization or company (not CVS), and at the very least she hopes to do something that makes her happy.



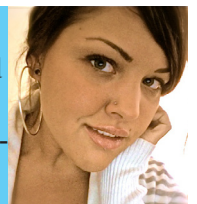
Kristen Chamberlain (Coventry, RI): "I have learned so many things from being a Women's Studies major. The most important thing I have learned is how important women are in this world." After graduation she plans to use her three degrees in Nursing, Psychology, and Women's Studies to be the best nurse she can be.



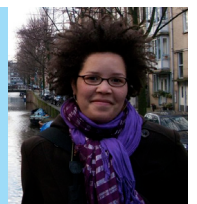
Ashley Coviello (North Attleboro, MA): "Women's Studies has opened my eyes to gender dynamics whereas, before studying, I really did not realize how society operated. The staff and faculty have been so welcoming and helpful throughout my studies. Being a Women's Studies major has taught me a lot about life itself, not just education." In a few years, Ashley hopes to be going to graduate school to get her Master's Degree in a nursing related field.



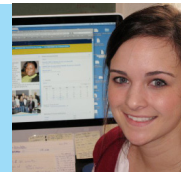
Erin Gargurevich- Gorman (Wakefield, RI): "Being a part of the Women's Studies Program has been enlightening, strengthening, and thoroughly engaging. Coming as a transfer student, I was welcomed with open arms, embraced, and supported both personally and academically." After graduation, Erin plans to stay in Rhode Island and find a job that encompasses her passions for the advancement and advocacy of marginalized communities.



Danielle Henderson (Wakefield, RI): "Women's Studies has helped show me the importance of activism and how much more work we still have to do to achieve gender equality (and inclusion) in this world." After graduation, Danielle will be attending the University of Wisconsin-Madison for a Master's Degree in Gender and Women's Studies, where she has also been awarded a teaching fellowship. She hopes to continue on to her Ph.D. in the same area and work in the private sector as a policy maker.



Annie Hoagland (Plymouth, MA): "I have gained so much as a Women's Studies major. I had no idea what it was before I came to URI, but Women's Studies as a major has greatly impacted my future goals." After graduation, Annie hopes to work for an NGO that focuses on human/women's rights promotion. She would also like to join the Peace Corps for two years.



Courtney Needham (Cranston, RI): "Women's Studies has changed how I view the world. Understanding that not everything is as it seems has allowed me to think critically about dynamics of gender and society, which has been an invaluable experience for me. As a graduate of the Women's Studies Program at URI, I am able to take charge of my life and become a successful women in the world." After graduation, Courtney will be pursuing a Master's Degree in speech pathology.



Danielle Oliva (South Kingstown, RI): "Women's Studies has over all taught me so many different concepts and theories. It has taught me not to think with a bias and has made me make better life decisions that I would not normally be able to make. It has made me a better person." Danielle will be sticking around Rhode Island this summer working for the Talent Development program and then plans to go to England because she never had a chance to study abroad. She hopes to one day work on helping students with women's studies issues.



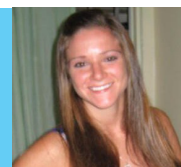
Nelli Ruotsalainen (Finland): "As a Women's Studies major I have had the opportunity to pursue a Bachelors degree in a subject I am passionate about. I have gained a critical understanding of both U.S. and global societal issues, concerns, and cultures." This summer Nelli will complete an internship with the labor union of Health and Social Care Workers of Finland and do research on equal pay and immigrant labor in Europe. She hopes to pursue a Master's Degree at the University of Helsinki.



Kinsey Tarbell (Standish, ME): "By taking Women's Studies classes, I have found who I want to be: a strong, independent woman who wants to help other women. As a survivor of an abusive relationship, my passion is helping other women who have gone through similar situations and help them heal. Being a Women's Studies major has made me realize this passion." Kinsey will spend this summer working at Narragansett Beach in Rhode Island. She plans to go to UNH in the fall to get her Masters in Social Work. She will also have a fall internship at a New Hampshire homeless shelter for pregnant women and mothers who have been in abusive relationships.



Jessica Williams (North Providence, RI): "Studying Women's Studies has opened my eyes to a new way of looking at the world, especially the world of science." Jessica hopes to work in a research lab at a hospital for women and children. She plans to focus on women's health issues.



Heather Wright (Pawcatuck, CT): "For me, I will take away a greater appreciation for global feminist issues, something I rarely considered previously. I have really enjoyed breaking down gender in terms of various social expectations and determining how much of our world is shaped by these parameters." Heather is now looking to either find a teaching job that will allow her to use her interest in gender studies or possibly to work for a local organization that specifically deals with LGBT youth.



Fall 2011 Classes Offered in the Women's Studies Program

WMS 150 - Introduction to Women's Studies

WMS 220 - Women and Natural Science

WMS 300 - Field Experience Women's Studies

WMS 301 - Women's Professional Development and Leadership

WMS 310 - Race, Class, and Sexuality

WMS 315 - Feminist Theory and Methodology

WMS 320 - Feminist Thought Into Action

WMS 325 - International Women's Issues

WMS 350 - Women and the Environment

WMS 350 - Women and Health

WMS 350 - The Diva

WMS 350 - Women and War

WMS 350 - Female Cyborg and Disability Studies

WMS 351 - Native American Women

WMS 351 - Women and Islam

WMS 351 - Violence Prevention

WMS 360 - Men and Masculinities

WMS 490 - Advanced Topics in Women's Studies