



## 17<sup>th</sup> Annual URI Diversity Week

*Improving the Quality of K-12 Education: Toward Domestic Equity,  
International Excellence, and the Knowledge Economy*

Monday, September 30<sup>th</sup>—Sunday, October 6<sup>th</sup>, 2013

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Sponsored by the URI Multicultural Center, Lifespan, the College of Arts and  
Sciences, the URI Student Entertainment Committee and the URI Office of  
Community, Equity and Diversity.

THINK BIG  WE DO™



## Final Fall Edition

Workshop attendees must pre-register at [www.uri.edu/mcc](http://www.uri.edu/mcc)

74 Lower College Rd. ■ Kingston, RI 02881 ■ 401-874-2851 ■ [mcc1@etal.uri.edu](mailto:mcc1@etal.uri.edu) ■ [www.uri.edu/mcc](http://www.uri.edu/mcc)

## 2013 URI Diversity Week Keynote Lecturer

# Dr. Pedro Noguera

*New York University*



One of the country's most compelling voices about the importance of addressing the persistent racial achievement gap in education from preschool through college, Noguera's academic work focuses on how social and economic inequities and institutionalized school practices maintain race and class hierarchies across generations.

Skeptical about the growing influence of the nation's academic standards initiative with its accountability paradigm and emphasis on high-stakes testing, Noguera advocates for more equity in which government, education and business work together with parents and communities to remedy the educational, social and economic conditions that undermine the academic performance and progress of students.

Noguera links the racial achievement gap to policies and practices that privilege the well-to-do over the poor. Income disparities and housing practices often lead to the concentration of children of color and poor children in communities in which personal safety, food security, and shelter stability are at issue. Political decisions and local traditions result in these children typically attending schools which receive less funding than their counterpart schools in more well-to-do neighborhoods. School districts frequently match the least-experienced teachers with the students who have the greatest impediments to learning.

In his most recent book, *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap* (2011) with A. Wade Boykin, Noguera concludes that the origins of the racial achievement gap rests in the belief that people of color were genetically inferior in intelligence to whites.

More information about Pedro and other Diversity Week events is available at [www.uri.edu/mcc](http://www.uri.edu/mcc).

### **Attendee Pre-Registration for Diversity Week Workshops**

This year, we are continuing pre-registration for attendance at Diversity Week workshops. Please instruct your students to pre-register so that they may ensure a seat for the workshop. Walk-ins will be permitted after pre-registered attendees have been admitted.

Students can pre-register at [www.uri.edu/mcc](http://www.uri.edu/mcc)

If you would like to bring your entire class to a workshop, please contact Mailee Kue at [maileekue@uri.edu](mailto:maileekue@uri.edu) or 874-5829.

### **Disability Accommodations**

If you have a disability and require an accommodation, please contact the Multicultural Center office AT LEAST three business days in advance. Interpreter requests may require more lead time. You may reach us at 74 Lower College Road, Kingston RI 02881; Phone 401-874-2851 (relay 711); Fax 401-874-5952; email [maileekue@uri.edu](mailto:maileekue@uri.edu).

# Monday, September 30<sup>th</sup>

## Culture and Society

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11:00am - 11:50am	<b>The Need for Critical White Studies</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by David Hayes, <i>Academic Enhancement Center</i> .	<b>How College Students with Disabilities Develop a Sense of Belonging</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Annemarie Vaccaro, <i>Human Development and Family Studies</i> ; and Meada Daly-Cano, <i>Psychology</i> .
12:00pm - 12:50pm	<b>Peace and Harmony Meditation</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Sheila Mitchell and Dr. Celina Pereira, <i>Health Services</i> .	<b>The NCORE Experience: Student Learning and Reflections from the Conference Experience</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Cindy Cabrera, <i>Communication Studies</i> ; Kabir Lambo, <i>Sociology</i> ; Richmond Sam, <i>Accounting</i> ; and Holly Tran, <i>Cell and Molecular Biology</i> .
1:00pm - 1:50pm	<b>Conflict in Sudan Identity</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Richard Lobban, <i>Naval War College</i> .	<b>The Most Diverse Place on Campus: Why Writing Centers are Necessary</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Nancy Caronia and Marcy Isabella, <i>Writing and Rhetoric</i> ; and J.C. Lee, <i>Writing Center</i> .
2:00pm - 2:50pm	<b>How One Sudan Became Two Sudans</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Carolyn Fluehr Lobban, <i>Naval War College</i> .	<b>Teacher Training in Kenya</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by William Molloy, <i>Education</i> .
3:00pm - 3:50pm	<b>Dr. Martin Luther King Jr: Reflections on the Man, the Speech, and the Dream</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Norman Barber, <i>Africana Studies</i> ; and students from AAF/PSC380.	<b>Neuroscience and the Future</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Alycia Mosley Austin, <i>Graduate Recruitment and Diversity Initiatives</i> .
4:00pm - 4:50pm	<b>Promising Scholars: Graduate Student Research Symposium on Diversity</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Alycia Mosley Austin, <i>Graduate Recruitment and Diversity Initiatives</i> ; and graduate student panelists.	
7:00pm	<b>Night of Spoken Word</b> Memorial Union, Ballroom Facilitated by Kevin Gemmell, <i>Mechanical Engineering</i> ; and members of the Poetry Slam Club.	

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# Tuesday, October 1<sup>st</sup>

## Community and Equity

9:30am – 10:45am	<b>Shadows Formless: Alienation and Female Subjectivity in India (Video &amp; Discussion)</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Ashish Chadha, <i>Film Studies</i> . Co-sponsored by the College of Arts and Sciences.	<b>Neurodiversity: There's No Such Thing as a Normal Brain!</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Maggie Korn and Pamela Rohland, <i>Disability Services for Students</i> .
11:00am – 12:15pm		<b>Self-Authorship and Action: One Man's Journey into Outer Space</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Karl Aspelund, <i>Textile, Fashion Merchandise &amp; Design</i> .
12:30pm – 1:45pm	<b>Malala Speaks: A Young Girl's Nonviolent Response to Terrorism</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Paul De Mesquita, <i>Nonviolence and Peace Studies</i> ; and Kay Johnson, <i>Education</i> .	<b>Building Pathways to Sustainable Peace in Sudan and South Sudan</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Sarah Rial, <i>My Sister's Keeper</i> .
2:00pm – 3:15pm	<b>College: Native Style</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Loren Spears, <i>Tomaquag Indian Memorial Museum</i> .	<b>Celebrating Beauty and Diversity</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated Dr. Nnenna Ndika, Mary Jane Klinkhammer, Dr. Lindsay Murn, <i>Counseling Center</i> .
3:30pm – 4:45pm		<b>Race, Imperialism, and the Specularization of the (Female) Other in Suzan-Lori Parks' <i>Venus</i></b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Gitahi Gititi, <i>English</i> .
3:30pm – 5:30pm	<b>Developing One's Potential for Entrepreneurship and New Ventures</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Danny Warshay, <i>G-Form, DEW Ventures and Brown University</i> .	
5:00pm – 7:00pm	<b>Service: When Women Come Marching Home (Video &amp; Discussion)</b> Swan Hall, Auditorium Facilitated by Beth Grady, <i>Providence VA Hospital</i> ; and Christine Dolan, <i>Education</i> .	<b>Pray the Devil Back to Hell (Video &amp; Discussion)</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Samdelia Roberts, <i>Biology</i> ; Dr. Delores Walters, <i>sriAHEC</i> ; Kar Wilson Jr., <i>Health Studies</i> ; and Elaine Traub, <i>MinuteClinic</i> .
5:30pm	<b>Nonviolence Nepal: Multicultural Experience of a Lifetime!</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Spencer Soucy, <i>Education</i> ; Nicole Bowden, Morgan Hemendinger, Yostena Makram and Madeline Morrin, <i>Psychology</i> ; Jessica Lawler, <i>Nursing</i> ; Victoria Kern, <i>Sociology</i> ; Marilyn Soum, <i>Communication Studies</i> ; Amanda Studley and Mecca Smith, <i>URI Alumnae</i> , and Dr. Paul De Mesquita, <i>Nonviolence and Peace Studies</i> .	
7:30pm	<b>URI Diversity Week Keynote Speaker</b> <b>Closing the Racial Achievement Gap: Urban Schools and the American Dream</b> Edwards Hall, Auditorium Keynote by Dr. Pedro Noguera, <i>New York University</i> . Co-sponsored by the URI Honors Colloquium.	

# Wednesday, October 2<sup>nd</sup>

Events Co-sponsored by the College of Arts and Sciences

## Making a Difference Through Diversity

9:00am – 9:50am	<p><b>Multicultural Transformation of a Course in Developmental Psychology: Lessons Learned</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Margaret Rogers, <i>Psychology</i>; and Taryn Aldrich, <i>Human Development and Family Studies</i>.</p>	<p><b>Historical Representation of Minorities: Constructing Minority Groups</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Joëlle Rollo Koster, Dr. Rosie Pegueros, Dr. Evelyn Sterne, and Dr. Alan Verskin, <i>History</i>. Co-sponsored by the Center for the Humanities.</p>
10:00am – 10:50am	<p><b>Music, Subcultures, and Diversity: Genre and the Construction of Identities</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Ian Reyes and Dr. Marilda Oviedo, <i>Communication Studies</i>.</p>	<p><b>Spanish Heritage Speakers' Experiences in the Classroom</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Zoila Castro and Dr. Susana de los Heros, <i>Languages</i>.</p>
11:00am – 11:50am	<p><b>Choral Music Among the Nyanja People of Mozambique</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Prof. Mark Conley, <i>Music</i>.</p>	<p><b>Diversity in Literary and Cultural Studies</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Ryan Trimm, Dr. Gina Valentino, and Dr. Josie Sigler-Sibara, <i>English</i>. Co-sponsored by the Center for the Humanities.</p>
12:00pm – 1:50pm	<p><b>Presenters' Lunch</b> Memorial Union, Atrium I Facilitated by Dean Winifred Brownell and Associate Dean Patricia Morokoff, <i>College of Arts and Sciences</i>.</p>	
1:00pm – 1:50pm	<p><b>URI Sees the World Through the Camera: Student Filmmakers Overseas</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Rebecca Romanow, <i>Film Media</i>; Roy Bergstrom, <i>Media and Technology Services</i>; and Dr. Michelangelo La Luna, <i>Languages</i>.</p>	<p><b>Crazy Like Us: The Relationship between Psychology and Culture</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Jasmine Mena, <i>Psychology</i>.</p>
2:00pm – 2:50pm	<p><b>Telling the Story of Ethnic, Racial and Religious Diversity in Rhode Island</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Prof. John Pantalone, <i>Journalism</i>.</p>	<p><b>Learning by Doing in Mexico and Italy: Study Abroad</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Rosaria Pisa, <i>Sociology</i>.</p>
3:00pm – 3:50pm	<p><b>African and American: Narratives from the Motherland and New England</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Vanessa Quainoo, <i>Communication Studies and Africana Studies</i> and students from COM333/AAF333 class.</p>	<p><b>Chinese Tea Ceremony and Tasting: Presentation on Non-verbal Communication in China</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Shumin Li, Xiaoyan Hu, Yue Wu, Dr. Wayne He, <i>Confucius Institute</i>; and URI students from the Confucius Institute.</p>
4:00pm – 4:50pm	<p><b>Understanding Diversity Through Music</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Prof. Ann Danis, Dr. Lesa Terry and Prof. Joe Parillo, <i>Music</i>.</p>	<p><b>On Integrating the Diverse Cultures of STEM for Interdisciplinary Research and Education</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Joan Peckham, <i>Computer Science</i>; and Dr. Caroline Gottschalk Druschke, <i>Writing and Rhetoric</i>.</p>
5:00pm	<p><b>Through the Eyes of Africa: Photographs of South Africa (Reception and Exhibit)</b> Lippitt Hall, Africana Studies Exhibition Area (First Floor) Featuring Guest Artist, Dr. Stephen Wood, <i>Communication Studies</i>. Facilitated by Dr. Vanessa Quainoo, <i>Africana Studies</i>.</p>	<p><b>Minority Women in the US: Making a Difference</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Ping Xu, <i>Political Science and Gender and Women Studies</i>; Dr. Katrin Jomaa, <i>Political Science and Philosophy</i>; Dr. Rosie Pegueros, <i>History</i>; and Dr. Mailee Kue, <i>Multicultural Center</i>.</p>
6:00pm	<p><b>You've Come a Long Way Baby: Women's Hard Won Gains</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Prof. Bryna Wortman, <i>Theatre</i>; Dr. Donna Hughes, <i>Gender &amp; Women Studies</i>; and Danielle Sanfilippo, <i>English</i>.</p>	<p><b>Chinese Calligraphy Demonstration</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Shumin Li, Xiaoyan Hu, Yue Wu, Dr. Wayne He, <i>Confucius Institute</i>; and URI students from the Confucius Institute.</p>
7:00pm	<p><b>Triple Decker (Performance &amp; Discussion)</b> Memorial Union, Ballroom Featuring Marc Levitt, <i>Writer and Storyteller</i>; Chris Turner, <i>Musical Director</i>, Phil Edmonds, Song Heng, Zerui De Pina, Carlos de Leon, David Ariyan, Obuamah Laud Addy, Thawn Harris, <i>Musicians</i>; and <i>Amelia Giles, Storyteller</i>. Co-sponsored by the Center for the Humanities.</p>	<p><b>In Darkness (Video &amp; Discussion)</b> Swan Hall, Auditorium Facilitated by Amy Olson, <i>Hillel</i>.</p>

# Thursday, October 3<sup>rd</sup>

## Identity and Discussion

9:30am – 10:45am		<b>Common Health Myths: What Women Should Know</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Iris Tong, <i>Women's Medicine Collaborative</i> .
10:00am – 10:45am	<b>Child Development Center Community Sing</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Sue Warford, <i>CDC</i> ; and the Child Development Center teachers, preschool, and kindergarten children.	
11:00am – 12:15pm	<b>The Future of Education in Providence: A Mayor's Point of View?</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Hon. Angel Taveras, <i>Mayor of Providence</i> .	<b>Community Health Center Internships in Providence: Student Learning and Reflections</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Conrad Bukoski, Esthefany Cabrera, Ada Genere, Dilennys Perez, Natasha Viveiros, <i>Nursing</i> ; Nick Lemme, Blake Mello, <i>Kinesiology</i> ; Dr. Rebecca Carley and Dr. Mary Lavin; <i>Nursing</i> and Dr. Delores Walters, <i>sriAHEC</i> .
12:30pm – 1:45pm	<b>Gender and Women Studies Panel: Out of Diversity: We Speak</b> Multicultural Center, Hardge Forum (Rm. 101) Introduction by Naomi Thompson, <i>Community, Equity and Diversity</i> . Facilitated by Anna Vaccaro, <i>Gender and Women's Studies</i> . Featuring Anita Aye bale, <i>Political Science</i> ; Florence Badejo, <i>Pharmacy</i> ; Dr. Kyle Kusz, <i>Kinesiology</i> ; Dr. Michelangelo La Luna, <i>Languages</i> ; Dr. Marilda Oviedo, <i>Communication Studies</i> ; Rhiannon Sorrell, <i>English</i> ; and Alyssa Zisk, <i>Mathematics</i> .	<b>Trends in Hip Hop Clothing and Design</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Victor Moreira ( <i>Fly Fashion Fabrics</i> ), <i>Textile Fashion Merchandise &amp; Design</i> .
2:00pm – 3:15pm	<b>Diversity Week Common Reading Roundtable: Contemporary Native American Education Success and Retention</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Nancy Caronia, <i>Writing and Rhetoric</i> . Featuring Dr. David Patterson, <i>University of Washington, St. Louis</i> ; Renée Lopes-Pocknett, <i>Mashpee Wampanoag Tribe</i> ; Steve Stonearrow, <i>Little Thunder Medicine Society</i> ; and Sonia Thomas, <i>Human Development and Family Studies</i> .	<b>Intersectionality What? Using Intersectionality in Your Life and Work?</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Annie Russell, <i>LGBTQ Center</i> .
3:30pm – 4:45pm	<b>Introduction to T'ai Chi: Solo Form, Push Hands, and Martial Arts Application</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Clifford Katz, <i>Provost's Office</i> .	<b>How the Chinese Exclusion Act Can Help Us Understand America</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Ben Railton, <i>Fitchburg State University</i> .
6:00pm – 8:00pm	<b>Native Americans in Higher Education: Strategies for Success</b> Lippitt Hall, Auditorium, 4th Floor Introduction by Dr. Donald DeHayes, <i>Provost</i> . Keynote address by Chief Sachem Matthew Thomas, <i>Narragansett Tribe</i> ; and Dr. David Patterson, <i>University of Washington, St. Louis</i> .	<b>Safe Zone Workshop</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Annie Russell, <i>LGBTQ Center</i> and Emily Goupil, <i>College Student Personnel</i> .
8:00pm	<b>Frame Drumming Traditions and instruments From Around The World</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Kyle Forsthoff, <i>Music</i> .	<b>Interracial Dating and Relationships</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Antoinette Gbomina, <i>Nursing</i> ; and members of Student Alliance for the Welfare of Africa (SAWA).

# Friday, October 4<sup>th</sup>

## Education Reform

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9:00am – 9:40am	<b>Diversity and The Future of Higher Education</b> Multicultural Center, Hardge Forum (Rm. 101) Introduction by Dr. Donald DeHayes, <i>Provost</i> . Featuring Dr. David Dooley, <i>President</i> .	
11:00am – 11:50am	<b>The Turn Around Process: How Public Schools Fall and Rise</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Dr. Henry Miller Williams, <i>United Providence</i> .	<b>Improving the Quality of Education for Diverse Students: A Model School Committed to Whole School Reform</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Daniel St. Louis, <i>University Park Campus School</i> .
12:00pm – 12:50pm	<b>The Views of Employers On Preparing The 21<sup>st</sup> Century Workforce</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Elizabeth Jardine, <i>Governor's Workforce Board</i> ; and Brandon Melton, <i>Lifespan</i> .	<b>The Changing Face of 21<sup>st</sup> Century Learning: Are You Ready?</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Julie Coiro, <i>Education</i> .
1:00pm – 1:50pm	<b>The Views of Educators On Preparing The 21<sup>st</sup> Century Workforce</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Andrea Castenada, <i>RI Department of Education</i> .	<b>URI Robert Noyce Teacher Scholarship Program</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Anne Seitsinger, <i>College of Human Science and Services</i> ; Christine Dolan and Dr. Kathy Peno, <i>Education</i> .
2:00pm – 2:50pm	<b>What Students and Institutions Need to Know to Prepare Students for the 21st Century Workforce</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Serilda Summers-McGee, <i>Kaiser Permanente</i> .	<b>Creating Capabilities in Higher Education: Coping and Adaptation of Diverse Undergraduate Students</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Dr. Liza Cariaga-Lo, <i>Brown University</i> .
3:00pm – 3:50pm	<b>How Can RI Build Better Educational Systems?</b> Multicultural Center, Hardge Forum (Rm. 101) Facilitated by Susan Lusi, <i>Providence Public Schools</i> .	<b>Taking a Closer Look at Diversity: Building an Inclusive Community for All</b> Multicultural Center, Computer Classroom (Rm. 005) Facilitated by Jenna Solomon And Chris Cicero, <i>Student Senate</i> ; and other members of the Student Senate.

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# Sunday, October 6<sup>th</sup>

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3:00pm	<b>Piano Music of the World: University Artist Series</b> Fine Arts Center Concert Hall Performance by Manabu Takesawa, <i>Music</i> . General Admission \$12; Students \$7; Cash or Check at Box Office the Night of the Event.
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**African and American: Narratives from the Motherland and New England.** *Dr. Vanessa Wynder Quainoo, Director, Africana Studies Program, and Associate Professor, Communication Studies, and students from AAF/COM 333-Oral Performance of African-American Literature.* When she traveled to Ghana, West Africa, in 2006 with her husband and their three sons, the professor and her family took a one-day tour to the ancient castle of Elmina, the final portal for countless numbers of African captives on the way to the Americas. While she pressed her fingers against the prison bars of the castle, she mystically experienced in her imagination the story of two young people bound to be shipped overseas, a man and a woman, who are drawn to each other despite confinement, an uncertain future, and the lack of a common language. Returning home to Rhode Island, she wrote *Cry Elmina*, a book-length poem featuring Kwame and Ama, and adapted to a readers' theatre format. In this readers' theatre performance, students have the opportunity to engage in groups, vocally depict characters, and enhance comprehension of their text. Wed, 10/2 @3:00pm

**Building Pathways to Sustainable Peace in Sudan and South Sudan.** *Sarah Rial, Program Director, My Sister's Keeper, Boston, MA.* This workshop by a 2010 recipient of the Eleanor Roosevelt Human Rights Award from then-U. S. Secretary of State Hillary Clinton, promotes the Sudanese women-led Sisterhood for Peace Initiative. The Initiative supports women peacemakers collaborating across religious, ethnic, geographic, and racial boundaries. Its 2010 Conference in Juba, South Sudan highlighted the work of Zeinab Balandia of South Kordofan State, a 2009 recipient of the Women's Peacemaker Award from the Joan Kroc Institute for Peace and Justice at the University of San Diego. Tue, 10/1 @12:30pm

**Celebrating Beauty and Diversity.** *Mary Jane Klinkhammer, Clinical Counselor, Counseling Center; Dr. Lindsay Murn, Postdoctoral Fellow, Counseling Center; and Dr. Nnenna Ndika, Postdoctoral Fellow, Counseling Center.* While research indicates that most of them connect beauty to biological characteristics that signal youth, health, fertility, and athleticism, the various cultures of the world hold distinctive preferences about the importance attached to these characteristics. These preferences are said to be "socially constructed" since they are transmitted to individual members of the culture through social and cultural interaction. In celebration of diverse standards of beauty, this workshop encourages greater democracy and flexibility in viewing beauty; raises the question of why men place more importance on the physical attractiveness of women than women do on the physical attractiveness of men; and advocates for conceptions of beauty beyond skin-deep. Tue, 10/1 @2:00pm

**Child Development Center Community Sing.** *Sue Warford, Coordinator, Child Development Center (CDC), and the CDC teachers, preschool and kindergarten children.* This workshop presents children in performance as they explore how age-appropriate music can increase awareness of diversity and enhance child growth and development. Thurs, 10/3 @10:00am

**Chinese Calligraphy Demonstration.** *Dr. Wayne He, Professor, Languages, and Director, Confucius Institute; Xiaoyan Hu, Lecturer, Languages; Dr. Shumin Li, Associate Director, Confucius Institute; and*

*Yue Wu, Instructor, Languages, and URI students from the Confucius Institute.* Governed by traditional rules of practice, Chinese calligraphy is considered the highest form of Chinese art and writing. In calligraphy, the quality is judged by the ability of the artist to rhythmically and harmoniously draw lines that express both the personality and the intention of the calligrapher. The lines drawn by the calligrapher have had a primary impact on Chinese painting and other art forms. Wed, 10/2 @6:00pm

**Chinese Tea Ceremony and Tasting: Presentation on Nonverbal Communication in China.** *Dr. Wayne He, Professor, Languages, and Director, Confucius Institute; Xiaoyan Hu, Lecturer, Languages; Dr. Shumin Li, Associate Director, Confucius Institute; and Yue Wu, Instructor, Languages, and URI students from the Confucius Institute.* Exploring the layers of meaning embedded in Chinese tea culture and in the art of Chinese calligraphy are thought to among the best portals for understanding traditional Chinese culture. According to Chinese legend, tea ("cha") was discovered in remote antiquity by Emperor Shennong Shi, a practicing herbalist, when a leaf from a nearby shrub fell into boiling water. He believed that tea was bestowed upon him in appreciation for his use of herbal medicine to treat the elderly. The tea ceremony reflects traditional mannered ritual in the way the tea is prepared, served, and consumed. Its purpose is to relax and regenerate mind, body, and spirit. Another pathway to understanding Chinese culture is through observing commonalities among Chinese people in their nonverbal communication – any meaning conveyed, often unconsciously, through sounds, behaviors, and artifacts other than words. Considerable research has been conducted on Chinese habits of greeting, touch, eye contact, gestures, turntaking during conversation, and facial expressions. Wed, 10/2 @3:00pm

**Choral Music Among the Nyanja People of Mozambique.** *Dr. Mark Conley, Associate Professor, Music, and Director, Choral Activities.* Though the Nyanja people of Mozambique have little access to formal musical training, choral music is deeply embedded in the churches and other areas of the functional life of the villages. Formed to promote community development, sustainability, and conservation in one of Africa's few remaining wilderness areas, the Manda Wilderness Community Trust hosts a musical competition featuring choral performances from 15 Nyanja villages at its annual Manda Wilderness Choir Festival. As Guest Choral Director for the Festival, the presenter visited the village choirs to work with them on breathing, posture, and pitch. In this workshop, he will share video and audio clips of the choral performances, and discuss his interactions and professional growth. Wed, 10/2 @11:00am

**College: Native Style.** *Loren Spears, Executive Director, Tomaquag Memorial Museum.* This workshop by a woman of Narragansett and Niantic descent describes the trauma of colonization that indigenous people have endured since the early days of European settlement, the use of education as a tool to strip away Native American culture, the evidence of the negative impact reflected in alcoholism rates and other statistics, and the response of indigenous communities to generate health, wellness, and well-being. Affiliated with the NEA Big Read, the presentation focuses attention on Louise Erdrich's book, *Love Medicine*. Tue, 10/1 @2:00pm

**Common Health Myths: What Women Should Know.** *Dr. Iris Tong, Assistant Professor, Medicine, Brown University, and Director, Women's Primary Care, Women's Medicine Collaborative.* Knowing and understanding one's "numbers" related to blood pressure and cholesterol – total, HDL, LDL, and triglycerides – will enable women to have productive conversations with their physicians about the health of their heart. This workshop by the co-editor of *The 5-Minute Consult Clinical Companion to Women's Health* (Philadelphia: Lippincott, 2007) will debunk myths and offer strategies that will empower women to maintain optimal health throughout their lifetimes. Thurs, 10/3 @9:30am

**Community Health Center Internships in Providence: Student Learning and Reflections.** *Dr. Rebecca Carley, Assistant Professor, Clinical Nursing; Dr. Mary Lavin, Associate Professor, Clinical Nursing; Dr. Delores Walters, Associate Director, Southern Rhode Island Area Health Education Center (sriAHEC), Nursing, and undergraduate student interns in Nursing and Kinesiology.* As the United States seeks to address the current nursing shortage and the challenges to delivering the Obama administration's health care provisions to underserved communities, the American Association of Colleges of Nursing has recommended accelerated outreach to communities of color and men. Organized by the College of Nursing and its sriAHEC affiliate, this workshop features reflections by faculty and students about their lessons learned and their contributions to delivering effective health care to underserved patients during summer internships at the Rhode Island Free Clinic and Clinica Esperanza in Providence, RI.

**Conflict in Sudan Identity.** *Dr. Richard Lobban, Professor Emeritus, Anthropology and African Studies, Rhode Island College.* Sudan was once regarded as a country of great potential. Its plentiful natural resources include oil, copper, iron, silver, chromium, tungsten, and zinc. Today it is more commonly thought of as a failed state. At the core of Sudan's conflicts is the seminal crisis of identity. Muslim-Christian-animist rifts in religion, Arab-African-Afro-Arab in ethnicity, and North-South in geography generate tensions. However, the principal source of conflict continues to be the unrelenting campaign by the Sudanese government to impose a single Islamist Arab identity upon the two countries. This workshop presents the reflections of a leading American scholar in sorting through the identity crisis and predicting future outcomes and options. Mon 9/30 @1:00pm

**"Crazy Like Us": The Relationship Between Psychology and Culture.** *Dr. Jasmine Mena, Assistant Professor, Psychology.* Since the outset of the 21<sup>st</sup> century, psychology has been a higher education leader in incorporating multiculturalism into the theoretical foundations of the discipline. In 2003, the American Psychological Association approved the "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists", establishing multicultural competence as a professional standard, and positioning multicultural knowledge, multicultural skills, and therapists' awareness of their own cultural attitudes, values, and biases at the core of the discipline. Ethan Watters' *Crazy Like Us: The Globalization of the American Psyche* reveals how American mental health clinicians and pharmaceutical companies, sometimes unwittingly, sometimes insidiously, actually provoked the spread of Western mental illnesses among local populations in Hong Kong, Sri Lanka, Japan, and Zanzibar. This workshop shares reflections on the importance of culture as a determinant of mental illness, as well as mental well-being and healing; and on the incorporation of multiculturalism into the classroom. Wed, 10/2 @1:00pm

**Developing One's Potential for Entrepreneurship and New Ventures.** *Danny Warshay, Co-Founder and Executive Chairman, G-Form, Founder*

*and Managing Director, DEW Ventures, and Adjunct Lecturer, Entrepreneurship and Technology, Brown University.* So you think you have what it takes to start your own business! This workshop by a successful entrepreneur is designed to maximize your chances for success by enhancing your skills in developing a business plan, and cultivating productive habits. Because a business plan systematically steers you through foundational questions, such as a description of your business, products and services offered, competition, finances, location, personnel, management, and marketing, it can be the difference between failure and success. After registration, all participants in this workshop will receive the mandatory reading – Sahlman, William, "Some Thoughts on Business Plans"; the R&R Case Study; the presenter's bio; and seven response questions. Tues 10/2 @ 3:30pm

**Diversity and the Future of Higher Education.** *Dr. David Dooley, University President.* Two emergent forces - the burgeoning diversity of the nation, and the impact of globalization on the global economy – influence the University's commitment to diversity. In response to these forces, the University seeks to prepare students to thrive in contexts where they must locate common ground, navigate global challenges, and share common goals with those who are culturally different. As fractious forces divide society, the role of the University is to begin by fostering a community on campus where every member is valued, welcomed, and affirmed. Among the steps taken by President Dooley toward greater diversity are his articulation of his 4 Transformational Goals for the University; the creation of the Office of Community, Equity, and Diversity, headed by Naomi Thompson; and the 20,000 Voices summit. Fri, 10/4 @9:00am

**Diversity in Literary and Cultural Studies.** *Dr. Kathleen Davis, Associate Professor, English; Dr. Naomi Mandel, Professor, English and Film/Media; Dr. Ryan Trimm, Chair, English, and Associate Professor, English and Film/Media; and Dr. Gina Valentino, Assistant Professor, English.* The emerging field of literary and cultural studies explores the complex relationships between literature, media, and other cultural "texts" and the cultural, geographical, intellectual, and historical contexts in which the texts are produced and consumed. The emphasis on "texts in context" has helped to reveal unique perspectives with which to address the uses of power, diversity, subjectivity, and modernity in relation to race, gender, class, sexuality, disability, religion, nationality, and language. Wed, 10/2 @11:00am

**Diversity Week Common Reading Roundtable: Contemporary Native American Education Success and Retention.** *Nancy Caronia, Lecturer, Writing and Rhetoric, and Assistant Director, Writing Center; Renee Lopes-Pocknett, Education Director, Mashpee Wampanoag Tribe; Dr. David Patterson, Assistant Professor, Social Work, University of Washington, St. Louis, MO; Steve Stonearrow, Medicine Man, Lakota Tribe; and Sonia Thomas, Senior, Human Development and Family Studies.* In 1665, Caleb Cheeshahteumuck, a member of the Wampanoag tribe, became the first Native American to graduate from Harvard University. Fluent in Greek, Latin, and English, and able to read Hebrew, his promising career was prematurely ended with his death from tuberculosis shortly after graduation. In its 1650 charter, Harvard stipulated that its mission was "the Education of the English and Indian Youth of the Country," in an effort to attract funding for the conversion of Indians to Christianity. With the onset of King Philip's War in 1675, Harvard abandoned its Indian mission. This workshop discusses the introduction of Caleb to the larger world as the namesake character of *Caleb's Crossing* (2011), a historical novel by Pulitzer Prize-winning author Geraldine Brooks; and the significance of Caleb's example for success. Thurs, 10/3 @2:00pm

**Dr. Martin Luther King, Jr.: Reflections on the Man, the Speech, and the Dream.** *Dr. Norman Barber, Adjunct Assistant Professor, Africana Studies, and Students from AAF/PSC-The Civil Rights Movement.* Fifty years ago, approximately 250,000 Americans from all walks of life participated in the historic March on Washington, DC for Jobs and Freedom – the largest political rally in the nation’s history. Civil rights officials, clergy and spiritual leaders intermingled with labor union representatives, community leaders, and ordinary citizens. Among the civil rights speakers of the day were A. Philip Randolph of the Brotherhood of Sleeping Car Porters, Roy Wilkins of the National Association for the Advancement of Colored People (NAACP), Whitney Young, Jr., of the National Urban League, and John Lewis of the Student Nonviolent Coordinating Committee, representing the . But the speaker who elevated the occasion to its unique place in history was Dr. Martin Luther King, Jr. of the Southern Christian Leadership Conference. It is Dr. King’s portrayal of his dream for America that most Americans now identify with the March on Washington. His “Dream” speech is rivaled only by President Abraham Lincoln’s Gettysburg Address as the greatest speech in American history. The consensus view of history is that the March was crucial to the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Recently, the nation paused to celebrate the 50<sup>th</sup> anniversary of the March on Washington. In the spirit of that celebration, this workshop will reflect on the legacy of Dr. King, the March on Washington, and the significance for today. Mon, 9/30 @3:00pm

**Frame Drumming and Instruments from Around the World.** *Kyle Forsthoff, Part-Time Faculty, Music.* The frame drum is said to be the most common drum around the world. Many cultures have utilized this drum for healing and spiritual practices. This workshop provides the opportunity to hear strokes and stroke combinations from several countries, and to discuss the drums and their role in society. Thurs, 10/3 @8:00pm

**Historical Representation of Minorities: Constructing Minority Groups.** *Dr. Rosie Pegueros, Associate Professor, History; Dr. Joelle Rollo-Koster, Professor, History; Dr. Eve Sterne, Associate Professor, History; and Dr. Alan Verskin, Assistant Professor, History.* How does a minority group come into existence? A project group of American and French historians and sociologists has concluded that minority groups are “socially constructed”, i. e., formed from subjective and evaluative images based on perception, rather than inherent qualities. In the United States, social construction has often expanded the distance between how majority groups cognitively define minority groups in relation to how they define their own groups. In France, the influence of Michel Foucault can be seen in the critique of modernization as dividing society into insiders and outsiders. Often the outsiders are perceived to resist society’s assimilative processes because those processes are viewed as destructive or impoverishing. In a society dominated by the majority, how can history help to protect the rights of the minority? Wed, 10/2 @9:00pm

**How Can Rhode Island Build Better Educational Systems?** *Dr. Susan Lusi, Superintendent, Providence Public Schools.* The Superintendent has been forthright in stating that schools in Providence, particularly the lowest-performing schools, need drastic improvement and intervention to improve student achievement. In *The Role of State Departments of Education in Complex School Reform (1997)*, she establishes as a crucial step in her reform philosophy school-specific review based on progress toward reform rather on student achievement alone. Among the reforms during her brief tenure are the initiation of a Summer Scholars Program to enrich the lives of underserved students; and the creation of an Innovation Zone, empowering designated Innovation Schools, and providing them opportunities to receive additional resources and operational flexibility. This workshop provides an opportunity to

increase student understanding of the successes and challenges of reforming an urban school district. Fri, 10/4 @3:00pm

**How College Students with Disabilities Develop a Sense of Belonging.** *Meada Daly-Cano, Ph. D. Student; and Dr. Annemarie Vaccaro, Associate Professor, Human Development and Family Studies.* In this workshop, researchers will share findings from a qualitative study, present their emerging theoretical model of belonging, and discuss implications for higher education professionals. Higher education research suggests that the development of a sense of belonging is key to academic success and persistence. However, we know little about how first-year students with disabilities develop a sense of belonging as they transition into and through their first year in post-secondary environments. Themes from a grounded theory study of 8 college students provided a foundation for an emerging theory of belonging. Student narratives suggest that there are complicated interconnections between the development of a sense of belonging, self-advocacy, social relationships, and the mastery of the student role for first-year students with disabilities. Mon, 9/30 @11:00am

**How One Sudan Became Two Sudans.** *Dr. Carolyn Fluehr-Lobban, Professor Emeritus, Anthropology, Rhode Island College.* Once Africa’s largest nation, Sudan was separated into two countries in 2011. Since the separation was bitter, relations between the two countries – the Republics of Sudan and South Sudan – remain tense with sporadic outbreaks of violence at the new borders. This workshop reviews the colonial history of Africa that established arbitrary boundaries created by European powers during the 19<sup>th</sup> century, while revealing how African nations and peoples have fought for the right to self-determination to realign these boundaries in the 21<sup>st</sup> century. Nonetheless, after 22 years of civil war, the old Sudan had multiple opportunities to remain united. In 2005, the Comprehensive Peace agreement offered a final opportunity to reach a unified settlement. When efforts failed because of chronic militarism, religious polarization, and absence of a democratic framework, a referendum was held in 2011 that sanctioned separation, transforming the one Sudan into two countries with uncertain futures. Mon, 9/30 @2:00pm

**How the Chinese Exclusion Act Can Help Us Understand America.** *Dr. Ben Railton, Associate Professor, English, and Coordinator, American Studies, Fitchburg State University, Fitchburg, MA.* Anti-Chinese sentiment emerged in the western United States during the last half of the 19<sup>th</sup> century, when waves of Chinese workers arrived to work in mines and on railroads. With the passage of the Chinese Exclusion Act of 1882, Chinese laborers became the first immigrant group to be legally excluded from the U. S. on the basis of race. This workshop helps participants understand how the landmark law transformed Chinese and Chinese-American lives, immigration patterns, identities, and families, as well as American identity, until its abolition in 1943. In 2012, the U. S. House of Representatives passed an apology for an era of racial discrimination. Thurs, 10/3 @3:30pm

**Improving the Quality of Education for Diverse Students: A Model School.** *Daniel St. Louis, Principal, University Park Campus School, Worcester, MA.* David Whitman’s *Sweating the Small Stuff: Inner-City Schools and the New Paternalism* (2008) identifies University Park Campus School, affiliated with Clark University, and five other inner-city schools, which have virtually eliminated the racial achievement gap. All six secondary schools are characterized by having dedicated teachers, a rigorous curriculum pegged to state standards, added time on task, an extended school day and year, relatively small size, and a highly prescriptive approach that builds academic skills and shapes character. This workshop offers a principal’s view of University Park Campus School. Fri, 10/4 @11:00am

**Intersectionality What? Using Intersectionality in Your Life and Work?**

*Dr. Annie Russell, Director, LGBTQ Center, and Interim Director, Gender and Women's Studies, and Emily Goupil, Master's Student, College Student Personnel.* Every person is shaped by the multiple, yet interconnecting dimensions of their multiple identities. This workshop offers an introduction to the ways in which biological, cultural, and social categories such as gender, race, sexuality, socioeconomic class, ability, nationality, religion, and other axes of identity interact on multiple and simultaneous levels. Participants will develop their thinking around understanding and applying intersectionality theory and multiple identities; understanding the matrix of oppression; and developing awareness of social inequalities. Thurs, 10/3 @2:00pm

**In Darkness (Film and Discussion).**

*Amy Olson, Executive Director, Norman Fain Hillel Center, and David F. Shamoan, Executive Producer and Screenwriter of In Darkness.* Based on a true story in Lvov, Poland during 1943, Leopold Socha, a sewer worker and petty thief, encounters a group of Jews trying to escape the liquidation of the ghetto. He hides them for money in the labyrinth of the town's sewers. As the Jews' money dwindles and as the enormity of the enterprise seeps deeper into Socha's conscience, the film explores all aspects of their unlikely alliance – their interactions, their deep misgivings, and their emotional and moral awakenings. After the film, Special Guest David Shamoan will speak about the people and the filming of this true story. Wed, 10/2 @7:00pm

**Introduction to T'ai Chi: Solo Form, Push Hands, and Martial Arts Application.**

*Dr. Clifford Katz, Assistant Provost, Finance and Personnel.* T'ai Chi (Ch'uan) can be directly translated as "grand ultimate energy that manifests when balance and harmony are achieved." The concept of t'ai chi is first described in the ancient Chinese philosophical text, the *I Ching* (Book of Changes). In Chinese legend, a monk originated the practice after watching a snake defeat a crane by diverting the adversary's momentum. In Chinese philosophy, t'ai chi derives from the eternal cycle of birth and fusion of two opposite but complementary forces in the universe – the yin (feminine) and the yang (masculine). Practitioners of t'ai chi use movement to direct the yin and yang forces so as to connect to chi, or life energy. Popular in the West since the 1980's, the practice employs flowing, rhythmic, deliberate, often circular movements, with control of the breath, and ritualized stances and positions. In China, t'ai chi is believed to integrate body, mind, and spirit; reduce stress; promote longevity; and enhance balance and flexibility. This workshop presents an orientation to the practice of this ancient Chinese discipline, teaching participants to move and breathe with awareness. Thurs, 10/3 @3:30pm

**Learning by Doing in Mexico and Italy: Study Abroad**

*Dr. Rosaria Pisa, Lecturer, Sociology/Anthropology.* American higher education has begun to acknowledge the need to help students develop the skills to navigate a globalized world by internationalizing the curriculum. In 1995, the University of Minnesota initiated a trend by launching its model of Study Abroad Curriculum Integration. Seeking to create a university culture that encourages and increases options for study abroad, the model is predicated on developing outreach between faculty, academic advisers, and study abroad offices; engaging faculty in curricular assessment workshops that review learning outcomes; collaborating on faculty-led study abroad classes; internationalizing on-campus classes; arranging financial aid; and evaluating continuously. This workshop will present two faculty-led study abroad classes, a summer field study in Naples, Italy on local art and culture, sustainable agriculture, and food cultures, and a winter field study in Oaxaca,

Mexico on environmental sustainability and justice, cultural diversity, and global interdependence. Wed, 10/2 @2:00pm

**Malala Speaks: A Young Girl's Nonviolent Response to Terrorism.**

*Dr. Paul Bueno de Mesquita, Professor, Psychology, and Director, Center for Nonviolence and Peace Studies; and Kay Johnson, Adjunct Faculty, Education.* On October 9, 2012, Malala Yousafzai, a young Pakistani girl, was shot in the head at close range by a Taliban gunman on her way home from school. A girl with a strong desire to learn, she was attacked simply because she had spoken out for gender equality and fair access to education. After a miraculous recovery from an otherwise fatal gunshot wound, Malala was invited to speak at the United Nations on July 22th, 2013 – her 16<sup>th</sup> birthday. She delivered a powerful message, challenging the world community to practice peace and education as the most powerful weapons against terrorism and violence. Participants will view a video presentation of her speech at the UN, learn about the historical, cultural, and political context of her life in Pakistan, and be introduced to the nonviolence strategies and human rights philosophy embraced by the Pashtun people of her region for centuries. Tue, 10/1 @12:30pm

**Minority Women in the United States: Making A Difference.**

*Dr. Katrina Jomaa, Assistant Professor, Political Science and Philosophy; Dr. Mailee Kue, Assistant Director, Multicultural Center; Dr. Rosie Pegueros, Associate Professor, History and Gender and Women's Studies; and Dr. Ping Xu, Assistant Professor, Political Science and Gender and Women's Studies.* Minority women immigrants to the United States face unique institutional barriers to success when traditional attitudes toward gender, race, and religion are compounded with preconceptions about nationality. Often immigration policymakers classify minority women as economically dependent and legally subordinate to the male as presumed breadwinner. In many instances, these women are employed in underground economies at or below minimum wage, providing child care or other household-oriented services, and enabling their employers to participate in the open labor market. Overcoming institutional barriers, numerous minority women have achieved success in areas, such as entrepreneurship, politics, and higher education. As leaders in their families, communities, and profession, they seek to erase these barriers for themselves and their cohorts. Wed, 10/2 @5:00pm

**Multicultural Curriculum Transformation of a Course in Developmental Psychology: Lessons Learned.**

*Taryn Aldrich, Ph.D. Student, Human Development and Family Studies; and Dr. Margaret Rogers, Professor, Psychology.* The infusion of multiculturalism into general education courses at URI is an interactive and engaging way to encourage students' consideration of diversity. The field of psychology has embraced gender, ethnicity, culture, and other aspects of diversity in understanding and explaining human behavior. Tasked to conduct a multicultural transformation of PSY 232-Developmental Psychology in the summer of 2012, the presenters complemented the process and implemented the newly transformed course in the fall semester of 2013. This workshop will lead participants through the process – selecting topics of interest, searching the research literature, discovering and designing learning activities, integrating content, choosing multimedia and supplementary readings to inform the learning activities, reviewing assessment and developing student evaluations to address student engagement and critical thinking. Collectively, this process advances URI toward its goal of diversifying the curriculum. Wed, 10/2 @9:00am

**Music, Subcultures, and Diversity: Genre and the Construction of Identities.** *Dr. Marilda Oviedo, Assistant Professor, Communication Studies; and Dr. Ian Reyes, Assistant Professor, Communication Studies.* This workshop posits that cultural tastes and social politics, which help to bind groups together, also shape the range of identities group members inhabit. The facilitators will discuss popular music subcultures, deconstructing their impact on race, ethnicity, gender, and sexuality. Special attention will be given to the impact of rock and metal in the construction of heterosexual Western masculinity, and to the influence of mariachi and reggaeton in the construction of Latino/a identity. The audience will be asked to share their reflections about music in constructing their identities and their options for self-expression. Wed, 10/2 @10:00am

**Native Americans in Higher Education: Strategies for Success.** *Chief Sachem Matthew Thomas, Narragansett Tribe; and Dr. David Patterson, Assistant Professor, Social Work, University of Washington, St. Louis, MO.* Native Americans have experienced one of the highest dropout rates in higher education. These lectures will discuss the importance of higher education to Native Americans, and discuss strategies for academic success, such as heritage programs in language and culture that connect home and university. Thurs, 10/3 @6:00pm

**Neurodiversity: There's No Such Thing As a Normal Brain.** *Pamela Rohland, Director, Student Disability Services; and Maggie Korn, Master's Student, Psychology.* Research indicates that differences in the functioning of the brain and nervous system influence the ways in which we experience consciousness, perception, memory, and learning. Instead of applying a medical model of disability and regarding these cognitive differences as dysfunction, deficit, or disease, this workshop reviews the emerging advocacy for neurodiversity, which proposes a social model of cognition. The resultant paradigm shift would enable people to be viewed in a balanced portrait of their neurological strengths and weaknesses. Tues, 10/1 @9:30am

**Neuroscience and the Future.** *Dr. Alycia Mosley Austin, Director, Graduate School Recruitment.* Multicultural competence and the science curriculum may seem to some as a uneasy fit. This workshop will use neuroscience as a model discipline for how to incorporate inclusive teaching in the science classroom. Drawing from the literature relating to brain development, attention, and cognition, discussion will focus on how we use the brain, which will then inform how to teach about the brain. Participants are invited to reflect on how these strategies can be used across scientific disciplines. Mon, 9/30 @3:00pm

**Night of Spoken Word featuring Zora Howard of Strivers' Row.** *Kevin Gemmell, Junior, Engineering, and President, URI Slam Poetry Club.* Spoken Word is poetry intended for onstage performance, rather than primarily designed for the page. While often associated with hip-hop culture, its immediacy and rhythmic and high-energy qualities also have strong ties to storytelling, postmodern performance, and monologue theatre, and traditional world musics. The featured poet of the evening is Zora Howard, the first New York City Youth Poet Laureate, and the youngest member of Strivers' Row. Mon, 9/30 @7:00pm

**Nonviolence Nepal: Multicultural Experience of a Lifetime!** *Dr. Paul Bueno de Mesquita, Professor, Psychology, and Director, Center for Nonviolence and Peace Studies (CNVPS), and students from the Student Nonviolent Involvement Committee (SNIC).* Join URI students as they share their firsthand direct international nonviolence and peace

training experiences within the context of current post-conflict civil society building efforts in Nepal. Students will share personal video and photographs of their most memorable experiences while discussing the diverse geography, ecology, economic, cultural, spiritual, social, political, and human dimensions of Nepal, an ancient land in the heart of Asia. Led by the CNVPS, the Nepal program is a model international study and training program consistent with the cross-cutting theme of Global Awareness and Global Change articulated in the academic priorities of URI's strategic plan. Training in nonviolence while abroad, where diversity and cross-cultural complexity can be experienced, is an opportunity for URI students to become multiculturally competent leaders and contributing world citizens. Tues, 10/1 @5:30pm

**On Integrating the Diverse Cultures of STEM for Interdisciplinary Research and Education.** *Dr. Joan Peckham, Professor and Chair, Computer Science and Statistics.* In the past, educators have often addressed the STEM fields – Science, Technology, Engineering, and Mathematics – as separate silos, distinct from each other and from other subjects. Recent trends have begun to redefine the STEM fields as integrated and formative of a holistic sense of the world. This workshop discusses the learning and research benefits of applying STEM education in contexts that encourage students and faculty to make deeper connections between academic concepts and real-world lessons. Wed, 10/2 @4:00pm

**Gender and Women Studies Panel: Out of Diversity We Speak.** *Anita Ayebale, Master's Student, Political Science; Florence Badejo, Undergraduate, Pharmacy; Dr. Kyle Kusz, Associate Professor, Kinesiology; Dr. Michelangelo La Luna, Associate Professor, Languages; Dr. Marilda Oviedo, Assistant Professor, Communication Studies; Rhiannon Sorrell, Master's Student, Library and Information Studies; and Alyssa Zisk, Sophomore, (?) Mathematics.* This public sharing of reflections from faculty, graduate and undergraduate students will reveal the influences of our diverse ways of being and knowing ourselves and our significant others. By reaching across boundaries of education, discipline, age, generation, ethnicity, race, and gender, this event celebrates the impact of multiculturalism on our intellectual, spiritual, emotional, physical, and occupational choices, and enables us to model collaboration. Thurs, 10/3 @12:30

**Peace and Harmony Meditation.** *Sheila Mitchell, Registered Nurse, Health Services; and Dr. Celina Pereira, Physician Emeritus, Health Services.* Deriving its origins from the ancient Eastern religions, particularly those of India, China, Japan, and Egypt, meditation is both a body of ancient spiritual practices and a set of contemporary mind-body techniques. It seeks to center the mind by concentrating focus on an object of attention, freeing the mind from material attachment, and opening the mind to heightened consciousness. This gathering of people will increase awareness of the principles and practices of meditation, and provide an opportunity to direct collective energies toward the attainment of peace and harmony at URI. Mon. 9/30 @12:00pm

**Piano Music from the World.** *Manabu Takasawa, Associate Professor, Music.* Concert pianist Manabu Takasawa, with percussionist Michel Muller, performs music of five continents from composers ranging from Frederic Chopin, Poland, Nambu Bell, Japan, and Astor Piazzolla, Argentina, to Joshua Uzoigwe, Nigeria, Percy Grainger, Australia, and Heitor Villa-Lobos, Brazil. (\$12 General Admission, \$7 Students). Sun, 10/6 @3:00pm

**Pray the Devil Back to Hell (Film and Discussion).** *Dr. Delores Walters, Associate Director, sriAHEC; Elaine Traub, Nurse Practitioner, MinuteClinic; and students.* This film depicts the success of a women's social movement utilizing grassroots activism to transform the history and politics of their nation. After the outbreak of civil war in 1989, Charles Taylor was elected president of Liberia in 1996, promising an end to war. When his government descended into dictatorship, opposing Muslim warlords battled the Taylor forces, with both sides unleashing murder, rape, child soldiering, and terrorism upon the Liberian populace. In 2003, social worker Leymah Gbowee began organizing mothers, wives, grandmothers, and daughters through the Christian Women's Initiative. Her colleague, Asatu Bah Kenneth, formed a similar group comprised of Muslim women. Together, their nonviolent sit-ins launched a series of events that led to peace talks, the exile and conviction of Charles Taylor for war crimes, the election of Ellen Johnson-Sirleaf as Africa's first female head of state in modern times, and the awarding of a Nobel Peace Prize to Leymah Gbowee. Tue, 10/1 @ 5:00pm

**Promising Scholars: Graduate Student Research Symposium on Diversity.** *Dr. Alycia Mosley Austin, Director, Graduate Recruitment and Diversity Initiatives; and graduate student panelists.* This workshop presents research to the campus community by graduate students preparing theses or dissertations on diversity-related topics for the purposes of retaining diverse students, and nurturing critical inquiry, communication, and collaboration across disciplinary boundaries. Mon, 9/30 @4:00pm

**Race, Imperialism, and the Specularization of the (Female) Other in Suzan-Lori Parks' "Venus".** *Dr. Gitahi Gittiti, Professor, English.* This workshop investigates how the play *Venus* by the acclaimed African-American playwright and screenwriter amplifies the intersection of race, gender, colonization, and economic exploitation, as evidenced by the public exhibitions of the South African woman Saartjie Baartman in two European capitals in the early 19<sup>th</sup> century. Tue, 10/1 @ 3:30pm

**SafeZone Workshop.** *Dr. Annie Russell, Director, LGBTQ Center, and Interim Director, Women and Gender Studies.* This workshop is designed to (a) increase awareness and knowledge of issues facing the GLBTQ community, (b) build a visible network of allies, and (c) establish a more welcoming and inclusive campus climate. Thurs, 10/3 @6:00pm

**Self-Authorship and Action: One Man's Journey into Outer Space.** *Dr. Karl Aspelund, Assistant Professor, Textiles, Fashion Merchandising, and Design.* A major moment in the self-authorship of the presenter occurred when he spontaneously called Dr. Mae Jemison, the first African-American astronaut, to inquire about her crew's plans for clothing and textiles, after hearing her discuss the 100-Year Starship Project. This workshop enables participants to share the presenter's adventure as he collaborates in preparation for the first interstellar spaceship and voyage. Tue, 10/1 @11:00am

**Service: When Women Come Marching Home (Film and Discussion).** *Christine Dolan, Specialist II, Education; and Beth Grady, Women Veterans' Program Manager.* Women comprise 15% of the current U. S. military, with that number expected to double in ten years. This film documents the resourcefulness of 7 courageous women soldiers returning home from the wars of Iraq and Afghanistan. As they transition from active duty to civilian lives, the women summon up the courage to confront homelessness, post-traumatic stress disorder,

amputations, and sexual assault. Yet they retain hope. Tue, 10/1 @5:00pm

**Shadows Formless: Alienation and Female Subjectivity in India (Video and Discussion).** *Dr. Ashish Chadha, Assistant Professor, Film/Media.* Interpreted from the novel *Pandavapuram (The Wind from the Hills)* by the acclaimed Indian novelist Sethu, this film infuses norms of the mystical world into everyday life while probing the boundaries of reality. In the film, an abandoned wife's fantasy comes to life when the lover in her subconscious materializes and transforms her loneliness and boredom. After the screening, the filmmaker, highly regarded in India for his avant-garde approach, will discuss the film. Tue 10/1 @9:30am

**Spanish Heritage Speakers' Experiences in the Classroom.** *Zoila Castro, Lecturer, Spanish; and Dr. Susana De Los Heros, Associate Professor, Spanish.* The United States now has the fourth-largest Spanish-speaking population in the world. In order to deepen their understanding of teaching and learning, researchers are increasingly turning their attention to Spanish heritage speakers - persons who learned Spanish as their home language but attend school in an environment where Spanish is not the language of the majority. In some classrooms where English is the norm, immersion without adequate preparation may leave Spanish heritage speakers with feelings of alienation from the learning goals of the class, and marginalization from the class climate. This workshop features a roundtable of Spanish heritage students and language teachers who will share their experiences in the Spanish L2 classroom. Wed, 10/2 @10:00am

**Taking A Closer Look at Diversity: Building an Inclusive Community for All.** *Chris Cicero and Jenna Solomon, URI Student Senate.* This workshop presents members of the URI Student Senate taking the initiative in promoting an interactive discussion with students and other members of the campus community on (a) what diversity is, (b) what challenges and opportunities exist for diversity at URI, and (c) how we can become a more equitable and inclusive community. Fri, 10/4 @3:00pm

**Teacher Training in Kenya.** *William Mollo, Lecturer, Education.* Seeking to implement the second of eight Millennium Development Goals endorsed by the United Nations in 2000, Kenya sought to implement universal primary education in 2003. An estimated 1 in 5 children had never attended school. Ten years later, nearly 95% of Kenyan children attend school. A contributing factor to the surge of participation of children in Kenyan schools has been an increase in teacher training programs. When he visited Nairobi with friends in 2006, he was shocked to see overcrowded and squalid classrooms filled with hopeful children who could neither read nor write. On the flight home, he decided to found the nonprofit Africa Teacher Foundation, for which he has raised \$200,000 to support the training of Kenyan teachers. During his return visits, 740 East African teachers have been trained, impacting the lives of an estimated 29, 000 students. Seven American teachers, including URI alums, have also been dispatched to Kenya to teach reading, writing, math, and lesson planning to teachers. This workshop updates the work of the Africa Teacher Foundation, and invites questions. Mon, 9/30 @2:00pm

**Telling the Story of Ethnic, Racial, Sexual, and Religious Diversity in Rhode Island.** *Elisabeth Harrison, Rhode Island Public Radio Education Reporter and Morning Edition Host; John Pantalone, Assistant Professor and Chair, Journalism Department (moderator); Elizabeth Rau, Writer, Marketing and Communications, and Writer, Rhode Island Monthly; Bill Reynolds, Sports Columnist, Providence Journal; and Alisha Thounsavath, Staff Writer, Providence Journal.* Winners of the 2013 Metcalf Awards for Diversity in the Media sponsored by Rhode Island for Community and Justice, the four panelists will discuss their experiences in covering stories that involve racial, ethnic, religious, and sexual minorities. They will probe the challenges and difficulties of telling these stories, as well as the satisfaction of informing the public about critically important stories, such as the Trayvon Martin/George Zimmerman case. Wed, 10/2 @2:00pm

**The Changing Face of 21<sup>st</sup> Century Learning: Are You Ready?** *Dr. Julie Coiro, Assistant Professor, Education.* Major forces of change are challenging us to consider new ways of learning so that students can think critically, work collaboratively, and communicate effectively. This workshop will engage participants in conversation about the qualities and needs of tomorrow's learners, trends in digital technologies, and the role that higher education might play in the knowledge revolution. Emerging digital practices and K-12 settings will be explored with a focus on the unique characteristics of today's students, their needs, preferences, and the challenges associated with meeting expectations for college and career readiness. Fri, 10/4 @12:00pm

**The NCORE Experience: Student Learning and Reflections from the Conference Experience.** *Cindy Cabrera, Senior, Communication Studies; Kabir Lambo, Senior, Sociology and Africana Studies; and Richmond Sam, Sophomore, Accounting.* Universities continue to look for alternative strategies to enrich the educational experience for students, and to address critical gaps on diversity issues in the curricula. A study by business researcher Roberto Bergami (2006) suggests that students perceived the amount of student learning generated by a conference to be greater than the amount produced in a classroom over the same time span. One key factor in the added learning is the increased value of the human interaction component at conferences. This workshop shares student reflections from attendance at the 26<sup>th</sup> Annual Conference on Race and Ethnicity in American Higher Education in New Orleans, LA, regarded by many as the nation's most important academic conference on race. Mon, 9/30 @12:00pm

**The Future of Education in Providence: A Mayor's Point of View.** *Hon. Angel Taveras, Mayor, Providence.* Under the leadership of Mayor Taveras and Superintendent Lusi, Providence has received national recognition for its efforts to turn around low-performing schools and raise student achievement in every public school. The Mayor's Children and Youth Cabinet, a collaboration of public, private, and nonprofit leaders, was among 31 organizations from across the nation to be named as Together for Tomorrow Challenge winners for 2012-2013. The CYC was recognized for its Innovation Zone's plan to engage community partners in the work of improving attendance, behavior, coursework, and college access. In addition, the Annie Casey Foundation has selected Providence as the first site for Evidence2Success, a new approach to investing in programs that promote healthy child development; and Bloomberg Philanthropies has awarded \$5 million to Providence to improve childhood literacy. This workshop will enable participants to understand the trajectory of change in Providence schools. Thurs, 10/3 @11:00am

**The Most Diverse Place on Campus: Why Writing Centers Are Necessary.** *Nancy Caronia, Lecturer, Writing and Rhetoric, and Assistant Director, Writing Center; Marcy Isabella, Ph.D. Student and Teaching Assistant, Writing and Rhetoric; and J. C. Lee, Ph. D. Student, Writing and Rhetoric, and Acting Director, Writing Center.* Barron and Grimm (2002) suggest that, "Writing centers might be the best place on campus to glimpse the extent to which (cultural) difference really matters in writing, yet too often the writing center is...a place where students are supposed to learn to read and write as if they have no differences." They propose greater dialogue between the mainstream values of the institution and the heritage values, ultimately enriching both. This experiential workshop orients participants to the URI Writing Center, commenting on the role of peer review and second opinions. Tutors will enact a typical exchange that might occur when an assignment is discussed, ending with a simple writing exercise. Mon, 9/30 @1:00pm

**The Need for Critical White Studies.** *David Hayes, Coordinator, Academic Enhancement Center.* This workshop presents a discussion about the need for critical teaching and scholarship on white identity in educational institutions. White identity is often construed as "normal", "universal", "objective", "rational", "colorblind", and "unmarked", with other groups distanced from the norm along a continuum. Within Western codes of representation, white identity is projected as the standard for culture, power, beauty, knowledge, and civilization. Universities should engage White students, professors, and administrators in critical examining of their racial identity as a first step toward equity. Mon, 9/30 @ 11:00am

**The Views of Educators On Preparing the 21<sup>st</sup> Century Workforce.** *Andrea Castaneda, Accelerating Schools Chief, Rhode Island Department of Education.* With one of the nation's highest unemployment rates, Rhode Island needs an effective workforce development system to retain more of its university graduates. In this workshop, the presenter shares reflections about the preparation and skills levels of workers in Rhode Island, the needs of employers, and the issues faced by K-12 education. Fri, 10/4 @1:00pm

**The Views of Employers On Preparing The 21<sup>st</sup> Century Workforce.** *Elizabeth Jardine, Chief, Program Development, Governor's Workforce Board, Rhode Island; and Brandon Melton, Senior Vice President Emeritus, Human Resources, Lifespan Health System.* What is essential to achieving a successful career now and in the near future? This interactive workshop will outline the core skills and characteristics required of successful employees across a wide range of businesses and industries in the United States. Special emphasis will be placed on the most critical work readiness skills required of employees from entry level positions to the executive management suite. Fri, 10/4 @12:00pm

**Through the Eyes of Africa: Photographs of South Africa.** *Dr. Stephen Wood, Professor, Communication Studies.* After a safari and tour, the presenter shares photographs of life in contemporary, post-apartheid South Africa, imaging ways in which identity, socioeconomic class, and politics have changed or displayed continuity. Wed, 10/2 @5:00pm

**Trends in Hip Hop Fashion and Design.** *Victor Moreira, Sophomore, Textiles, Fashion Merchandising, and Design, and Owner and Lead Designer, Fly Fashion Fabrics.* A distinctive style of dress that originated with African-American youth in urban areas, hip hop fashion is about swagger and personality. The style often embodies a variety of loose-fitting ensembles with bold color schemes, and accessories such as chain necklaces, sometimes with vibrant sneakers and decorative snapbacks. This workshop addresses the challenges and opportunities of building a hip hop fashion and design business. Thurs, 10/3 @12:30pm

**Triple Decker.** *Marc Levitt, Playwright, Writer, and Storyteller.* Marc Levitt's "Triple Decker" is a fictional narrative of a triple-decker tenement set in South Providence, and the families from six immigrant groups – African, Armenian, Cambodian, Cape Verdean, Dominican, and Irish - who called the tenement "home" over the course of 60 years. As they learn from and adjust to each other's cultural characteristics brought from their respective national origins, the families change themselves and their neighbors, negotiating and renegotiating what it means to be American. Narrated by Marc Levitt and storyteller Valerie Tutson, music is provided by Rhode Islanders Obuamah Addey, Carlos DeLeon, Phil Edmonds, and Song Heng under the direction of Chris Turner. Wed, 10/2 @7:00pm

**Understanding Diversity Through Music.** *Ann Danis, Professor, Music, and Dr. Lesa Terry, Founder, Musical Director, and Violinist, Women's Jazz Orchestra, Los Angeles, CA, and URI Music students and alumni.* While Western classical music typically emanates from a written process, jazz generally reflects oral origins. Geared toward developing critical listening skills, this workshop will enable participants to further understand the creation of jazz performance through improvisation and incorporation of oral tradition. Attention will be given to enhancing appreciation of jazz styles, practices, and history. Ms. Danis served as Concertmaster for Ms. Terry and the Women's Jazz Orchestra at the World Festival of Sacred Music in 2008. See "Lesla Terry and the Women's Jazz Orchestra" at [www.youtube.com/watch?v=Np\\_YAGfxCl](http://www.youtube.com/watch?v=Np_YAGfxCl). Wed, 10/2 @4:00pm

**URI Robert Noyce Teacher Scholarship Program.** *Christine Dolan, Specialist II, Education; Dr. Kathy Peno, Associate Professor, Education; and Dr. Anne Seitsinger, Associate Dean, Education.* President Barack Obama has called for the recruitment and training of 100,000 highly qualified STEM (Science, Technology, Engineering, and Mathematics) teachers over the next ten years. STEM teachers are desperately needed in schools today to prepare young people for a labor market where employers even now are unable to fill fast-growing jobs in the STEM areas. This workshop describes the Robert Noyce Teacher Scholarship Program funded by a \$1.2 million grant from the National Science Foundation. Fri, 10/4 @1:00pm

**URI Sees The World Through The Camera: Student Filmmakers Overseas.** *Roy Bergstrom, Lead Information Technologist, Media and Tech Services, and Adjunct Assistant Professor, Film/ Media; Dr. Michelangelo Laluna, Associate Professor, Italian; and Dr. Rebecca Romanow, Lecturer, Film/Media.* In the 1990s, the emergence of high-definition, digital cameras has generated creative interest and career prospects for students. In this workshop, student-crafted short films set in venues as diverse as Cape Verde, Belize, and Italy will be screened, followed by the student filmmakers sharing reflections on lessons learned about their interactions with international cultures and people, and the making of films in other countries. Wed, 10/2 @1:00pm

**What Students and Institutions Need to Know to Prepare Students for the 21<sup>st</sup> Century Workforce.** *Serilda Summers-McGee, Manager, Diverse Talent Planning, Kaiser Permanente Northwest, Portland, OR.* Statistically, professionals from communities of color are not experiencing rates of entry and promotion at rates similar to their white peers. Access to corporate business is critical to the building of wealth among communities of color. Recognizing the value of ethnic diversity to their businesses, some firms have responded to these trends by implementing innovative recruitment and programming initiatives, and workforce planning strategies. This workshop will identify high-performing companies committed to diversity; examine challenges faced by companies when diversifying their workforces; and discuss innovative ways college diversity departments, offices, and groups can work with companies to prepare students for professional opportunities. Participants will gain understanding of how short-term changes in students' experiences can lead to professional success. Fri, 10/4 @2:00pm

**"You've Come A Long Way, Baby": Women's Hard Won Gains.** *Danielle Sanfillippo, Ph. D. student, English; Dr. Donna Hughes, Professor, Gender and Women's Studies; and Bryna Wortman, Associate Professor, Theatre.* While women in the United States registered some gains in status during the 1970s and 1980s, progress in gender equity for most women has stalled since the early 1990s. While women have continued to earn more college degrees, a 2012 study by Cotter, Hermsen, and Vanneman found that only 18% of graduates in computer and information sciences were women. Trades and other working-class occupations were observed to be as segregated today as they were in 1950. Women working full-time jobs one year after graduation earned 82 cents for every dollar men make. Women disproportionately are expected to assume responsibility for household and child-rearing duties. This workshop is a dramatization of Western women's hard-won gains since the era of Shakespeare to the present, followed by discussion. Wed, 10/2 @6:00pm