



2016
WOMEN'S STUDIES
NEWSLETTER

New Delhi, India, we were able to bring two of their faculty and students to Eau Claire to participate in a three-week cross-cultural lecture series. Closer to home, our capstone students do grassroots work with Eau Claire community partners such as the AIDS Resource Center of Wisconsin, the Family Support Center, Planned Parenthood's Eau Claire Health Center, the Boys and Girls Club of the Greater Chippewa Valley, and El Centro de Conexión de Chippewa Valley. Program alumni such as Caitlin Opatik and Erin Bernardy have gone on to become part of Aids Resource Center and Family Support Center staff since their graduation last year.

Director's Report

—Dr. Asha Sen

I am happy to report that the Women's Studies Program has been able to weather the budgetary crisis that was impacting us this time last year. The position that was vacated by Dr. Barbara Kernan's retirement was "frozen" at the time of my last writing. Dr. Diane Detournay joined us in August 2015 as a probationary faculty member, filling this open position. Dr. Detournay's expertise in critical race theory invigorates our program in meaningful ways, and she joins an amazing group of Women's Studies Program affiliates and students who remain committed to our university's vision of equity, diversity, and inclusivity.



Dr. Asha Sen, Director of the Women's Studies Program.

We continue to serve the liberal education needs of the university through a stimulating selection of required and elective courses. Our major, minor, LGBTQ, and Women's Studies certificates are flourishing. Every year we attract new cohorts of intelligent and passionate students to our program. In 2015, we witnessed yet another brilliantly conceptualized Eau Queer Film Festival that was packed to capacity. And we once again offered successful high-impact immersion experiences in San Francisco, Selma, and Nicaragua. As part of our collaboration with Miranda House Women's College in

In the three years of my directorship, I have worked particularly hard at curriculum reform designed to attract and retain students of color. I am happy to note that more and more ethnic minority students are beginning to feel at home in and advocate for our program. The Women's

History Month speaker series this March, admirably coordinated by Dr. Rose-Marie Avin, testifies to the program's commitment to meeting the needs of minority students and the institutional goals of equity, diversity, and inclusivity. As I leave the Women's Studies Program to return to the English Department, I am happy to be turning my position of leadership over to Dr. Avin, whose many years of committed service and teaching in the program combined with her passion, commitment, and experience will make her an excellent leader!

However, even as I am happy to leave the program in a much more stable place than it was last year, I do want to end on a cautionary note. It is by now no secret that we live in a political climate that is very hostile to the social justice issues embedded in the fabric of our program's being. Dr. Avin will need you—students, staff, and alumni—to help her steer our ship through challenging times, and I count on you to give her and our program your continued support and advocacy to sustain and nourish the vision we all believe in. ■

"In Search of Our Mothers' Gardens" Continues to Offer a Lesson

—Patti See

This spring, I'm teaching Culture of the Third Wave (WMNS 210), a course I developed fifteen years ago. To help put this wave into perspective, I assign texts that represent the first and second waves of the American women's movement. Early this term I taught Alice Walker's "In

Search of Our Mothers' Gardens: The Creativity of Black Women in the South," a seminal essay from smack dab in the middle of the second wave, 1974—and published long before she won the Pulitzer Prize for *The Color Purple*.

Walker wrote about how generations of Black women (including her mother) had their vibrant gifts and creative spirits stifled by difficult work and family commitments. How could a woman write or paint or garden or sew when she was bone tired from not just caring for but living for others?

I was reminded once again of the privileges warranted me based on my race but also because of my place in history: not only did I get to play full-court basketball (unlike my older sisters), but I never doubted I could do and be anything I chose. I grew up learning how to “Just Say No” to drugs and how to roll on a condom. I came of age watching Madonna wearing not much more than a rosary, belting out “Material Girl” and “Papa Don’t Preach” on MTV. In 1994, I wrote my master’s thesis on mothers and daughters in Tillie Olsen’s work, and I started reading my first feminist texts which taught me the language to better understand my own experiences. I was a lifelong believer in gender justice who didn’t always know what the word “feminist” entailed.

Alice Walker wrote that our mothers and grandmothers have “handed on the creative spark, the seed of the flower they themselves never hoped to see: or like a sealed letter they could not plainly read.” As a freelance writer, I share Walker’s obligation to all of those who came before me, including my own mother. Her dreams of an education were cut short in 1944 when she had to leave school after

Teaching Feminist Research Methodologies

—Dr. Audrey Fessler

It is daunting indeed to teach a research methodologies course in a vast interdisciplinary field like women’s studies. But when Dr. Sen asked me to do so, I was somehow heartened by momentary bravery, and I agreed. My next thought: “Help!”

Help?

Yes, help! The very best help imaginable arrived from every corner of campus the moment I asked whether colleagues would be willing to visit our class some Monday evening to talk about the important scholarship they are doing in their various fields. I think all twenty-five students who took Feminist Research Methodologies in Fall 2015 found themselves as awed, deeply impressed, and filled with hope as I was upon learning of the brilliant, world-changing research that feminist professors all across campus are doing.

First, Dr. Rose-Marie Avin (Economics) and student collaborators Beth Jacobsen and Thao Tran arrived to explain what they had learned by interviewing women entrepreneurs in Vietnam. Their charts, graphs, and anecdotes brought the entrepreneurs’ insights and achievements from halfway across the world to us. It was wonderful for classmates to see two senior-level peers engage as full partners with their professor in such complex, insightful analysis. Next came Dr. Christina Berchini (English Education),

eighth-grade graduation to work in a canning factory and support herself. She married my father at age eighteen and had babies over a nineteen-year span. My mom told great stories, and she was a consummate letter writer to friends and family. Her everyday life was told in great detail on stationery, regularly dashed off in her perfect cursive after her eight kids were in bed.

I am a storyteller and a writer because of my mother. She was my first audience: when I was a five-year-old telling her the “news” I collected that day or an adolescent recapping a ball game. Teaching Alice Walker’s essay reminds me that all of us who call ourselves feminists stand on the shoulders of countless women and men who sacrificed so we could have that creative spark, a seed that we are privileged to nurture into whatever flower we choose. ■

In addition to WMNS 210, Patti See also regularly teaches Masculinities Studies and Feminist Theories (WMNS 260). Her blog “Our Long Goodbye: One Family’s Experiences with Alzheimer’s Disease” www.ourlonggoodbye.wordpress.com has been read in over ninety countries.

whose scholarship in critical whiteness studies and critical race feminism informed both her recently completed article and the series of her blog posts she shared with us. It was exciting to be among the first to read a work currently under consideration at a journal, and to learn about how studies like Dr. Berchini’s move from good ideas through multiple drafts to publications that effect social change. And it was fun to see how a scholar can also bring about change by blogging.

Dr. Mary Canales (Nursing) traced the trajectory of her scholarship over recent decades, generating lively discussion. We studied and discussed her fascinating explorations of American Indian women’s perspectives on indigenous and Western medical approaches to mammography, and her more recent widely collaborative studies on food insecurity in Eau Claire. We drew hope from Dr. Canales’s discussion of the strategies that she and her research partners are developing to meet our community’s food needs. This is scholarship as community service.

Dr. Diane Detournay (Women’s Studies) offered a fascinating overview of the latest directions in feminist scholarship, with particular focus on transnational and indigenous scholarship. Students’ respect and enthusiasm for Dr. Detournay and her work are boundless, and so is mine.

Dr. Wendy Geniusz (Languages) discussed two books she published in 2015 that explore different aspects of her Ojibwe culture. *Chi-mewinzha: Ojibwe Stories from Leech Lake*, written in collaboration with Dorothy Dora Whipple, conveys the wisdom and humor of this remarkable

elder. Several students vowed to line up at the university bookstore to buy that book, as well as the book Dr. Geniusz coauthored with her mother, *Plants Have So Much to Give Us, All We Have to Do Is Ask: Anishinaabe Botanical Teachings*.

Dr. Theresa Kemp (English) reflected on her career-long work as a member of the Feminist Teacher editorial collective. Classmates read several Feminist Teacher articles to prepare for the conversation with Dr. Kemp, and she treated us to a captivating behind-the-scenes look at editorial work and what it means to organize as a feminist collective.

Dr. Mary Hoffman (Communication and Journalism) is widely renowned for her expertise in community needs assessment. She joined our class near the end of the semester to lead a lively conversation on how to structure a needs assessment study to develop plans for improving communication in nonprofit and other community organizations. The case studies she wrote for our class may well find their way into the textbook she is working on!

A Feminist Framework for HIV Care

—Caitlin Opatik

I never thought of social work as something I could do without a social work degree, yet through a student research project and an internship in the Women’s Studies Program, I find myself in the social work realm as a case manager at the AIDS Resource Center of Wisconsin in Eau Claire.

To be more official, I am a “community-based medical case manager,” and the short answer to what I do is social work, strongly influenced by my women’s studies background. As a case manager I have a set caseload of diverse clients, all of whom are HIV positive and/or have AIDS, and my priority is making sure they are connected to care. This means I make sure they are enrolled in insurance, see an infectious disease doctor, and are taking their HIV medications.

So how does having a women’s studies degree help me to connect people with HIV to care? It’s hard to believe, but living with HIV is still a huge stigma in the United States. I know people who were fired (recently!) when it was discovered they were HIV positive. I know people who will not tell their children of their status, people who have been ostracized from their families. Men who have sex with men and injection drug users are at highest risk of getting HIV. In Wisconsin we find that the most affected population has been young, black, gay men. This is where intersectionality comes into play. Groups that are oppressed or ostracized

Dr. Asha Sen (Women’s Studies) and her capstone students joined our final class session to discuss their capstone projects and the challenges they navigated in order to complete their studies. At term’s end it seemed that the Feminist Research Methodologies students, profoundly inspired by our many visitors, felt motivated to move on to capstone work and other research–activism initiatives themselves. I hope that they continue to feel inspired, as I do every single day, by the world-shaping work of my wonderful colleagues. This article is offered in thanks and celebration. I needed help, and they generously gave me and all of us in Feminist Research Methodologies not only help, but hope and inspiration too. ■



Audrey has taught in the English Department and the Women’s Studies Program at UW-Eau Claire since 2002. She currently also directs the graduate program in English.

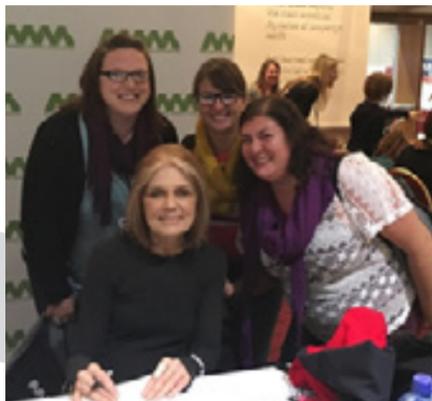
such as nonheterosexuals and injection drug users have been most affected by this epidemic. While HIV affects all genders, some people hide their status because of the fear that the world will now know they are not heterosexual. People living with HIV are often stigmatized because of their gender-role nonconformity.

My background in women’s studies has given me the tools I need to empower more than help my clients. I am not HIV positive, so telling someone who is positive what to do is ineffective and antifeminist. I understand the systems of oppression that often prevent people from seeking care. Many positive individuals don’t speak English, or are gay, low-income, or undocumented in a society where the norm is to be a straight, middle-class, affluent, white, male citizen. To be good at my job I have to understand these systems of oppression. Something as seemingly simple as taking your HIV medication is suddenly not so simple when you have no transportation, no income, a disability, or you live as a victim of domestic violence. While I have not shared in all of the experiences that my clients have had, my background in women’s studies has helped me to understand that a simple solution to a big problem (e.g., taking your HIV medications to keep the virus under control) is suddenly not so simple when there are systems such as capitalism and patriarchy that don’t consider you to be the norm. This feministic perspective keeps me in tune with the realities of my clients’ lives and, I hope, makes me better at my job. ■

Caitlin Opatik graduated from UW-Eau Claire in 2015.

Jeni Haddad presents at the National Women's Studies Association 2015, Milwaukee, Wisconsin

In a roundtable discussion entitled "Feminist Advocacy in Antiviolence Work," Jeni led an examination of praxis-based "feminist advocacy" in antiviolence work on multiple levels within the varied communities we serve. Participants discussed how we work on micro levels with individuals, meso levels within our agencies, and macro levels within our communities, with people and institutions that may be resistant (or outright hostile) to gendered understandings of violence and feminism/intersectionality. The backgrounds and identities of the panelists varied, though all of the presenters had a background in direct services and advocacy with victim/survivors of domestic violence and sexual assault and/or do antiviolence education and prevention work. While all located within the Midwest,



National Women's Studies Association 2015, Milwaukee, WI
Back row, left to right: Blythe Newburg and Laura Schultz.
Front row, left to right: Gloria Steinem and Jeni Haddad.

Women's Studies as Inspiration: Inhabiting My Soul

—Emily Wievel

I graduated in May of 2011 with a major in women's studies and a minor in Spanish. My path after graduation was not linear—I taught English in Argentina, served at a breakfast restaurant, and ran a needle-exchange program within a Wisconsin-based nonprofit. I am now very happily working as a reproductive health educator for Deschutes County Public Health in Oregon. My women's studies degree built the soul that I wanted to inhabit, and my education forever changed the way that I moved through the world. ■



Emily Wievel, UW-Eau Claire alumna.

this advocacy extends from campuses to shelters to outreach centers, bringing a variety of strategies and perspectives regarding practices within the field.

The discussion on this panel really engaged with examining what "feminist advocacy" is, how it might be done, and what power dynamics and hierarchies might be embedded within these concepts. As individuals, albeit in different ways, we assist victim/survivors in navigating systems that are often patriarchal and that perpetuate precarity by maintaining systems of institutionalized hierarchy, thus creating dangerous spaces for the populations we serve. As feminist advocates, we strive to dismantle forms of hierarchies and inequalities within the work we do, but we often must attempt to do so in ways that allow us to establish coalitions within communities that can be deeply entrenched in patriarchal ideologies and institutions (e.g., the education, criminal justice, law enforcement, healthcare, and human services systems). The safety of victim/survivors may be compromised by these institutions, and by their own intersecting identities. As we challenge aspects alienating victim/survivors, we must also be conscious of our own ideologies/intersections/institutions to provide feminist advocacy within marginalized populations. ■

Jeni Haddad graduated from UW-Eau Claire with a double major in women's studies and English literature. She then attended Minnesota State University in Mankato, Minnesota where she earned her master's degree from the Gender and Women's Studies Program. As a graduate student, and later as an adjunct professor at UW-Eau Claire, Haddad was able to teach a variety of courses such as Feminist Theory, Woman and Change, and Women and Spirituality. She has a deep passion for social justice and currently is engaged in antiviolence work. Haddad not only leads the Gender and Violence course but is also the director of the Domestic Violence Program for the Family Support Center in Chippewa Falls.

The Birdcage and Beyond

—Abby Vercauteren

When I arrived at the University of Wisconsin-Eau Claire as a freshman in 2005, I had little idea of who I was or where life would take me. My major and my future were both very much undeclared until I took my first women's studies class with Professor Laurel Kieffer the following year. At the time—while frenziedly memorizing Marilyn Frye's birdcage analogy for the midterm—I had no idea how much women's studies would shape my life. Shortly thereafter, I declared women's studies as my major and, after many more midterms, graduated with my bachelor's degree in 2009. For the next three years, I pursued my master's degree in English and worked as a co-coordinator of the Women's and LGBTQ Resource Center at the UW-Eau Claire, which gave me the opportunity to interact with the Women's Studies Program in new and exciting ways. In 2012, after spending seven years in Eau Claire, I moved to Tempe, Arizona to work toward my PhD in gender studies



Abby Vercauteren,
UW-Eau Claire alumna.

at Arizona State University. I am currently in my fourth year of the PhD program and am teaching undergraduate courses while working on my dissertation proposal. I hope to graduate in the fall of 2017.

Though I have enjoyed my time at Arizona State University, attending one of the largest universities in the country has made me value and appreciate UW-Eau Claire even more. The dedication to learning that the faculty of UW-Eau Claire's Women's Studies Program exhibit is truly unique. My interactions with the Women's Studies Program helped make me both a better student and a more socially just person. Without this steadfast mentorship, I would not have had the confidence to move across the country to pursue my dreams and all of the challenges that have accompanied it. As I teach my own undergraduate classes, I try to pass along the values to my own students that I learned in the classroom at UW-Eau Claire. Although I cannot help but include a question about Marilyn Frye's birdcage analogy on my students' midterm, I hope the lessons they learn will be much bigger. ■

Women's Studies and Critical Thinking

—James Halverson

The experiences I have gained through the Women's Studies Program at UW-Eau Claire have been some of my favorite of my undergraduate career. I have really appreciated how applicable the courses are outside of the classroom because professors not only helped me learn new concepts, but also understand how to create and effectively articulate arguments. So much of the women's studies curriculum focuses on the intersectionality of issues: not just looking at things from just one lens, but many.

My foray into women's studies classes was Gender, Race, and Class Communication (CJ/WMNS 111), taught by Nicole Schultz. It was the first class in which I really synthesized my learning because we had in-depth discussions about the material presented instead of just learning through lecture. After exploring other cross-listed options I

went on to get women's experiences in psychology, history, and sociology. This broad knowledge base reinforced the critical thinking skills I gained early in my college career and helped open my mind to concepts and theories I would have never otherwise learned. When talking to fellow Blugolds, I always recommend adding at least one women's studies course before graduating, because of their great value and how applicable they are to daily life. I very much look forward to using the perspectives I've gained through courses in the Women's Studies Program at UW-Eau Claire, as they have shaped me into a much more open-minded and thoughtful Blugold. ■



James Halverson is an Organizational Communications major who works as an admissions event intern and Campus Ambassador.

What Women's Studies Taught Me About Professionalism

—Der Yang

When I first declared women's studies as a major, I knew that I would be learning about feminism and social justice issues. What I did not know was that through my women's

studies courses, I would also acquire certain skills that would prepare me for the work world. Each women's studies course I took taught me some important things: how to work with diverse communities while still being culturally respectful, how to properly network, and how to conduct myself in a professional manner. Now that I am a University of Wisconsin-Eau Claire alumna and am entering the workforce, I see just how important it was for me to learn

these skills and I am made aware of just how valuable my women's studies degree is.

Throughout my time in the Women's Studies Program, I learned a lot about different intersectionalities such as gender, race, and class. Critically examining these intersectionalities helped me to better work with diverse communities by understanding that every person has her own story and circumstances. My dream job is to work as an immigration social worker and working with diverse communities is something that I cannot avoid. Not only did the Women's Studies Program teach me how to work with those who are different than me, it also taught me how to be culturally competent when working with them. As someone going into the social services field, cultural competence is essential to my job and learning about different intersectionalities definitely gives me an advantage in the workforce. During my time in the program, I also learned how to properly network. I was lucky enough to be part of a small program so that I could have a relationship with each of my women's studies professors. I was also able to use them as references for job applications. During my capstone externship, I also seized that opportunity to network at my externship site. My supervisor from my externship site is now one of my very good friends and even helped me get a job last summer! At first it was intimidating to form friendships with those who are much older than I am, but in the end it really paid off.

A Note from the Next Director of the Women's Studies Program

—Dr. Rose-Marie Avin

Many of you may be wondering: who is Rose-Marie Avin, the next director of the Women's Studies Program at UW-Eau Claire? I would like to take this opportunity to introduce myself and tell you about my lifelong passion for social justice and women's issues. But first, I would like to thank the Women's Studies search committee and affiliates for giving me the opportunity to lead such an important program during the next three years. I am both honored and humbled by your confidence in me.

Although most of you have known me for a long time and many have read my curriculum vitae, I would like to say a few words about my journey from the small Caribbean nation of Haiti to Eau Claire, Wisconsin. Who would have thought that a young woman who left Haiti at the age of 18 to pursue opportunities and experience the bright lights of New York City would end up teaching economics at UW-Eau Claire? When I arrived in Eau Claire in 1987 after receiving my PhD in economics at the University of Maryland-College Park, I was hired to teach a course on the economies of Latin America (ECON/LAS 356), along

The last important skill that I acquired was how to conduct myself in a professional manner. Growing up, I was always very shy and had a difficult time talking to other people. However, I knew that if I wanted to be an immigration social worker in the future, I would have to break out of my shell. Having small classes helped, but it was learning about the oppression of others that made me want to speak out more. Speaking out helped me find my voice and gave me the confidence that I needed to conduct myself in a professional manner. When I was in professional settings, such as at conferences, I was no longer the quiet girl who sat in the corner. Instead, I became the person who was engaged and contributed to the conversations. These are the kinds of people employers seek and I am glad that I became this kind of person through the Women's Studies Program. ■



Der Yang graduated in December 2015 with majors in social work and women's studies. She has applied to the Peace Corps program and is also considering relocating to California to pursue a career as an immigration social worker.

with other economics courses. Over the years, I have taught a variety of courses: Principles of Microeconomics and Macroeconomics, International Economics, and Women in the Labor Market. Today, I teach many of the courses dealing with the developing world (ECON 355/555 and ECON/LAS 356). Of course, one of my favorite courses is the Women and Economic Development course (ECON/WMNS 357/557) that I developed in 2001. This course focuses on the economic experiences of women in the developing world.

I have been a member of the Women's Studies Program since 1994. I have served as a member of the Steering Committee and the Curriculum Committee and as Chair of the Liaison Committee. In 2001, I developed the Women and Economic Development course (ECON/WMNS 357/557), which focuses on the economic experiences of women in the developing world. I have also taught two other ECON/WMNS courses: Women in the Labor Market (ECON/WMNS 335) and Feminist Research Methodologies (WMNS 250). However, the project of which I am most proud is the Women's Studies Abroad Program in Nicaragua that I developed and led several times since 2009. The program takes students to Nicaragua every two years to explore the lives and realities of women in Nicaragua. This program represents the ideal intercultural immersion learning experience. Central to the program is a focused analysis of the intersections of gender, race, and class with-

in a uniquely complex socioeconomic environment. The course components are interdisciplinary and integrated; students live with host families and interact with the local community.

Improving the status and lives of women in the developing world is my life's work. As a development economist, I am deeply concerned about the conditions of women living in poverty, especially in Nicaragua. That concern has led me to become a cofounder of the Women's Empowerment Project of the Wisconsin Coordinating Council on Nicaragua (WCCN), an international solidarity organization based in Madison, Wisconsin. The Women's Empowerment Project was born in 1990 as feminist activists from the United States and Nicaragua discussed ways to improve the socioeconomic conditions of women in Nicaragua. Despite enormous economic, social, and cultural differences, the two groups of women shared ideas and experiences and developed strategies to fight the major problems faced by Nicaraguan women: lack of reproductive rights, domestic violence, and subordination at the household and societal levels. In 1992, three of these activists were invited to UW-Eau Claire to discuss the work that they were doing to improve the lives of women in the poorest neighborhoods in Managua, Nicaragua. Professor Jane Pederson (History) and I organized their visit and an event to raise money to create the first women's shelter in Managua. My work with the Empowerment Project has shaped and informed my

Accomplishments of Our Affiliates

Jeni Haddad

Presented at the National Women's Studies conference, as part of the panel "Feminist Advocacy in Antiviolence Work."

Stephanie Farrar

Co-edited *Dickinson In Her Own Time* with Cristanne Miller and Jane Donahue Eberwein. It was published in January by the University of Iowa Press. <http://www.uiowa-press.org/books/2015-fall/dickinson-her-own-time.htm>

Creanna Cote

Co-advised our Women in Science, Technology, Engineering, and Mathematics (STEM) student organization, which is in its third year and welcomed incoming freshman and returning students for social and professional development and outreach events, building a community of women in STEM fields. Worked with Dr. Liz Glogowski of Materials Science to organize and facilitate several Lunch Discussion Series focused on topics relevant to women in STEM.

service, teaching, and research over the past twenty-five years.



Dr. Rose-Marie Avin, Professor of Economics, Latin American Studies, and Women's Studies at UW-Eau Claire, and future director of the Women's Studies Program.

My research has also focused on increasing understanding of the lives of women in the developing world. I have presented and published papers on the empowerment of Nicaraguan women during the revolutionary period of the 1980s, the impact of trade policy on women in the developing world, women in the Free Trade Zones in Nicaragua, and the impact of World Bank/International Monetary Fund policies on Nicaraguan women. In addition, I have given many opportunities to female students to participate in faculty/student collaborative research projects that focus on the lives of women in the developing world. During the summer of 2012, student Laurelyn Weiseman and I surveyed twenty-nine women working in factories in Nicaragua to promote a better understanding of their realities. During the summer of 2015, I conducted research with students Beth Jacobsen and Thao Tran in Vietnam to better understand the lives of female entrepreneurs in that country.

As I hope you can see, I am passionate about enhancing the understanding of women's lives in the developing world and at the same time working with them as they pursue independence and empowerment. This passion is manifested in my teaching, research, and service to the Women's Studies Program and I intend to bring that same passion to directing the Women's Studies Program at UW-Eau Claire. ■

Patti See

Published the following essays:

- "Diary of a Bone Marrow Donor: Leinenkugel's, The Mayo Brothers, Captain Kirk and a Nurse Called The Badger." 1966: A Journal of Creative Nonfiction. Spring 2016.
- "Recalling Friendship and Summer Nights on Lake Hallie." Wisconsin Life. Wisconsin Public Radio. Aired on June 11, 2015. <http://www.wisconsinlife.org/story/recalling-friendship-and-summer-nights-lake-hallie>
- "Wisconsin Best Friends." Wisconsin Life. Wisconsin Public Radio. Aired on August 19, 2015. <http://www.wisconsinlife.org/story/lessons-learned-best-friends>

Patti also received a grant for "Lake Hallie Lives: An Architectural and Oral History Project" funded by the UW-Eau Claire Office of Research and Sponsored Programs' Diversity Mentoring program for Spring and Summer 2015. She worked with two public history students to collect the oral histories of some of the residents who have lived on Lake Hallie the longest.



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