

36th Annual
Wisconsin Women's Studies
Conference and
7th Annual UW System
LGBTQ Conference

October 5–6, 2012
University of Wisconsin Oshkosh
www.uwosh.edu/go/ppp

POWER, Politics & performance

in Women's Studies and LGBTQ Studies

UNIVERSITY OF WISCONSIN

OSHKOSH

Lifelong Learning and
Community Engagement

Join us for our exciting and engaging annual conference! This year, we'll explore how we have power, political or otherwise, as voters, citizens and workers. Come together with individuals who are passionate about gender and LGBTQ roles in society. This year, participants will have the opportunity to attend an outstanding variety of presentations, workshops and panels that focus on power, politics and performance.

This conference is for staff and faculty from the UW System, other colleges and universities, and community members throughout Wisconsin whose lives are enriched by women's studies, gender issues and LGBTQ research.

Registration Information

This year we are offering an early registration discounted fee!

Register on or before September 20, 2012
to qualify for the early registration discount!

Full conference (early bird) — \$100

Friday only (early bird) — \$60

Saturday only (early bird) — \$60

Registration rates after September 20, 2012

Full conference — \$125

Friday only — \$85

Saturday only — \$85

Students, as well as individuals who qualify for conference-fee assistance, receive a discounted rate.

For more information on conference-fee assistance, contact the UW Oshkosh Office of Continuing Education and Extension at (920) 424-1129 or toll-free (800) 633-1442.

Student and conference-fee assistance rate — \$55

Location

University of Wisconsin Oshkosh Reeve Memorial Union,
748 Algoma Blvd, Oshkosh, Wis.

Continuing Education Units (CEUs)

Program participants can receive 0.5 Continuing Education Units (CEUs) for their participation.

Questions

Questions concerning registration and program content should be directed to the Office of Continuing Education and Extension, University of Wisconsin Oshkosh, 800 Algoma Boulevard, Oshkosh, WI 54901-8623, or call (920) 424-1129 or toll-free (800) 633-1442.

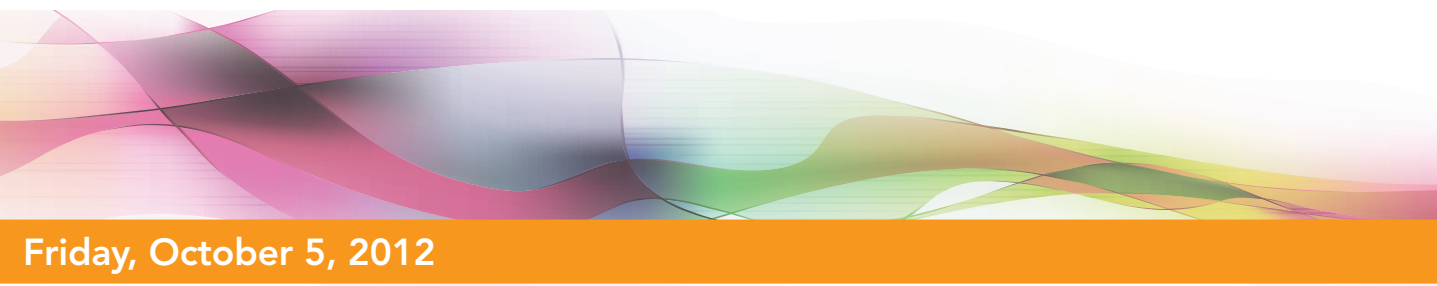
Program Manager Chris Deluliis,
Office of Continuing Education and Extension,
University of Wisconsin Oshkosh

Cancellation Policy Cancellations received 10 business days before the program will receive a full refund, minus a \$15 processing charge. No refunds will be given for cancellations received after the registration deadline. Registrations may be transferred to another person in your organization, at any time at no charge. Please inform us of such transfers in advance of the program, if possible. UW Oshkosh reserves the right to cancel any program due to insufficient enrollment, as well as the right to limit enrollment due to excessive demand.

If you need special assistance and/or accommodations, please notify us by the registration deadline. All requests will be kept confidential.

UW Oshkosh is an Equal Opportunity/Affirmative Action institution.

UW Oshkosh and UW Extension—Bringing the resources of the University to the people of Wisconsin



Friday, October 5, 2012

8 a.m.–4:30 p.m. Registration

9–10:15 a.m. Session 1

1A. Pop Culture Paradigms: Gender & Narrative (Reeve 201) – **Rebecca Jones**, UW-River Falls; **Carol L. Robinson**, Kent State; **Liz Cannon**, UW Oshkosh

A Game of Genders: Comparing Depictions of Empowered Women between “A Game of Thrones” novel and Television Series (Jones)

The presenter examines and compares the experience of women in George R. R. Martin’s novel *Game of Thrones* and the adapted television series, noting a different set of standards for women in each. Using a literary archetypal lens and applying it to female characters reveals changes in gender norms from the 1996 novel to the 2011 series. The resulting shift shows changes in the realm of fantasy in relation to the American society that consumes it.

Chivalric & Tattooed: The Power of Neomedievalism in Stieg Larsson’s Novels (Robinson and Cannon)

The presenters approach Larsson’s protagonist, Lizbeth Salander, as a neomedievalist character. Neomedievalism is referred to as a recent development in which faithfulness toward medieval codes of honor and/or the nostalgic yearning for other aspects of medieval life are rewritten to purposely reflect the social codes and values of late 20th-century and early 21st-century capitalist and socialist societies. The authors argue that Lizbeth fights gothic “dragons,” contends with a modern-day Swedish version of *The Art of Courtly Love*, and inverts tropes of the ‘damsel in distress.’ In so doing, she becomes a metaphoric female knight in tattooed armor.

1B. Reading the Body (Reeve 213) – **Heather Shimon**, UW-Madison; **Rebecca Gonnering** and **Thomas Floading**, UW-Green Bay

Do You Want to Appear Professional or Provocative?: University Student Worker Dress Codes and Female Sexuality (Shimon)

The presenter explores the similarities in university student worker dress codes from different institutions and discusses how they reflect and inform a woman’s construction of self, as well as both the ideal and the flawed professional woman. She argues that dress code restrictions reinforce the patriarchal notion that female bodies are sexual objects that need to be covered, and this action becomes a “price of admission” girls and women pay in order to succeed in the still male-defined realms of education and the workplace.

Menstrual Status and Its Effect on Stereotype Threat (Gonnering)

This study investigated the effects of stereotype threat on the cognitive ability of women. Specifically this study investigated how priming women for the PMS stereotype and being a woman in general would affect mental rotation ability.

Body Dissatisfaction and Pluralistic Ignorance: Does Knowledge Decrease Body Dissatisfaction and Mediate the Perceived Norm for the Body Ideal? (Floading)

This study investigated whether exposure to pluralistic ignorance as it relates to body image and dissatisfaction positively affects participants’ perceived norms for ideal body thinness and assumed expectations from potential partners or society in general. It was hypothesized that body dissatisfaction would decrease and participants would select a more average body type. Participants either watched a video describing pluralistic ignorance and the distorted images in the media or a video unrelated to the subject matter. They were then asked to complete a brief survey and make selections from groups of body silhouettes. The presenters will reveal the results of this study and how pluralistic ignorance affected participants.

1C. Unsafe Spaces (Reeve 220) – **William Cox**, **Carlie Allison** and **Megan Nelli**, UW-Madison; **Yuri Kitov**, UW-Milwaukee; **Svetlana Gertner**, Moscow State University

The influence of gender- and race-stereotyped power roles on gay and straight Internet pornography: Violence, unsafe sexual activities and degradation (Cox, Allison, Nelli)

The presenters propose that the mechanism behind violence, unsafe sexual activities, and degradation (VUSADs) in pornography is the intergroup dynamic necessarily present in heterosexual porn. Sharing the results of their research using a popular porn website, they discuss their findings that videos that had any intergroup barrier (race, gender or both) had more VUSADs, and completely within-group porn (i.e., the gay-same-race videos) typically practiced safer sex and had less violence.

Women and Power in the Russian Federation (Kitov and Gertner)

The presenters examine the experiences of women in significant leadership positions the 1990s in Russia, noting that, contrary to official rhetoric, the majority was forced out of the positions they occupied. During this period five major Universities of Culture of the Russian

Federation chose women as their chancellors to guide them into an uncertain future of democracy and a free market economy.

1D. Lady Gaga Studies: Not Just For Encyclopedia Dramatica (Reeve 221) – **Vince Tripi III**, UW-Milwaukee

This workshop will go beyond the still too under-acknowledged historical LGBT studies canon to bring in contemporary issues of politics, society and economy using pop music to expand the LGBT literature canon. In particular the presenter will draw on music and culture, including the lyrics to gay anthems such as Lady Gaga’s “Born This Way,” Ke\$ha’s “We R Who We R,” and Katy Perry’s “Firework,” comparing them to the unique pre-Stonewall lesbian song of self-affirmation in Ma Rainey’s “Prove it on Me Blues” (1928).

1E. Poster Session (Reeve 202)

10:30–11:45 a.m. Session 2

2A. Global Feminisms (Reeve 201) – **Kevin Gibbons**, UW-Madison; **Priscilla Starratt**, UW-Superior

Booze and Fast Women: Exploring the Influence of Gender, Power, and Livelihoods on Household Welfare in Ugandan Fishing Villages (Gibbons)

The presenter, a people-environment geographer, examines the livelihoods and vulnerability of women in rural fishing communities. Ugandan women on Lake Victoria do not catch fish. Rather they process fish, serve food, invest in boats, and brew and sell alcohol. Looking at the livelihoods, governance, and over fishing on Lake Victoria, he will share his pre-dissertation research from the summer of 2012.

International Gender Responses (Starratt)

This presentation explores the activism of several Africans who are shaping social and political reform and economic development efforts. It will include a Somali woman who has influenced local government to outlaw exports of charcoal while starting a movement called Solar Cook Out and organizing the Horn of Africa Relief organization; and Afdere Jama, a gay rights activist who uses fiction, articles and films to advance LGBT rights. Writing “Illegal Citizens: Queer Lives in the Muslim World,” he tells the stories of 33 LGBT individuals in 22 countries.

2B. Gender Performance in Academic Spaces and Queering the Ivory Tower (Reeve 220) – **Erin Doolin**, UW-Madison; **Amney Harper** and **Liz Cannon**, UW Oshkosh

Within academia, there has been a recent burgeoning movement of genderqueer and trans politics, as those who find themselves outside of the gender binary fight for visibility and voice. The purpose of this workshop is to highlight the problems people may encounter when they “perform” gender outside of the binary. Specifics around how one may experience those problems will also be explored (e.g. microaggressions and common experiences of bias). Additionally, we will review how institutional policies and practices impact the experiences

of genderqueer and trans people in academia and discuss ideal practices and methods of achieving these goals.

2C. Power and Politics in Contemporary Feminism (Reeve 22) – **Caryn Murphy** and **Catherine Bryan**, UW Oshkosh; **Glenda Jones** and **Susan Wolfgarm**, UW-Stout.

The Political Uses of Postfeminism (Murphy)

This presenter argues that the dominant ideology in western societies is characterized by postfeminism and examines its circulation in media culture. The presenter defines postfeminism as ‘a contemporary discourse that acknowledges the existence of feminism in order to supersede it with a depoliticized narrative of gender equity and a return to traditional values.’ The author contends that postfeminist media culture circulates false narratives that gender equity has been achieved, which has resulted in undesirable outcomes for women and society in general. Usage of the term is of strategic value in feminist criticism, in that it supports a critical perspective on the multiple ways that contemporary culture discourages and denies activist gender politics.

Pedagogy, Power and Politics at the Borders: The Case of “Maquilápolis” (city of factories) and the “Label Test” (Bryan)

This presentation focuses on “pedagogies of hope” (P. Freire) developed and put into practice through a study of socio-economic and environmental injustices in the global maquiladora (sweatshop) zones and women’s collective responses to those injustices. The case that forms the center of the talk is represented in the documentary film “Maquilápolis.” Classroom discussions of the film and the situation it reveals were broadened and personalized by way of the “product label test”, a mini-research project that helped to take the issues beyond the Tijuana context and to empower students by connecting these global issues more closely to their lives and life choices as consumers and potential activists.

Investigating the Intersections of High Impact Practices and Feminist Pedagogies (Jones and Wolfgarm)

This presentation focuses on High Impact Practices (HIPS) that retain and empower students, specifically students in the Introduction to Women’s Studies and the Spectrum of Sex and Gender courses. The presenters are feminists and researchers who use feminist pedagogies to teach analytic and critical thinking. Both focus on women and minorities’ experiences, which are often neglected in traditional academic inquiry and on the social construction of gender in relation to such factors as race, ethnicity, class, sexuality, ability and age. Feminist pedagogy is innovative and decentralized, encouraging students to take responsibility for their own learning and think critically and creatively in dialogue with others. The presenters are part of a research team investigating how many HIPS minority students are exposed to at UW-Stout. The presenters will discuss the intersections between feminist pedagogies and HIPS and how HIPS can strengthen feminist pedagogies.

2D. Why Undergraduates Learn about Gender (Reeve 213) – **Nels Paulson, Elizabeth Steans, Madeline McAteer, Sarah Bruns, Amy Charlson** and **Cassandra Beckworth**, UW-Stout

In modern day American culture and the larger political economy we see tremendous emphasis on learning trade skills designed for specific vocations over more abstract critical thinking and problem solving skills. This is especially likely to be accentuated in an economic recession at a polytechnic university. Disciplines like women’s studies and substantive topics like gender and sexuality are all too often disregarded as superfluous wastes and/or gratuitously indulgent preoccupations of students’ time and tuition. Undergraduate panelists will discuss their analytical essays and arguments about gender for their sociology and history courses, the perceived support within the university for gender and sexuality studies, and the transformative effects of having studied gender while working toward a variety of careers. The students’ stories illustrate some possible mechanisms for overcoming the constraints to studying gender today and the consequences of doing so on students’ lives.

2E. Women’s Roles, Agency and Power in Public and Private Spheres (Reeve 214) – **Lara Stache, Rachel Davidson, Kaori Yamada** and **Andrew Cole**, UW-Milwaukee

The personal is still political—both private and public spheres highlight performances of gendered roles and identities. The papers in this panel each utilize rhetorical methodology to explore the complex ways that gendered roles are performed within complex social systems. As a panel, they explore topics such as: the Texas abortion law, the performance of motherhood in contemporary film, agency of Japanese American women during the time of the internment, and discussions of “marriage-material” in popular culture. Cumulatively, they suggest: 1. The public and private sphere both still present viable avenues for research. 2. Agency and power emerge through diverse tactics and actions. 3. Gender performances can be analyzed through a dialectical relationship between text and audience.

2F. Queering the Colleges: Creating an Introduction to LGBTQ Studies Course for the UW Colleges (Room 215) – **Lisa Hager, Mary Garvens, Jessica Jokela, Elen Parker** and **Alexis Hill**, UW-Waukesha

Though LBGTQ Studies courses are very common in the UW System, the 13 two-year UW Colleges have no such courses. Learn how a group of five diverse students and one faculty member have crafted and proposed an introduction to LGBTQ studies course to be taught at the UW Colleges. Reflect on the process and product of this project, noting successes and continuing challenges. Learn how the progress went from conceptualization to submission to the UW Colleges’ Senate Curriculum Committee in fall 2012 and revolved around the goals of providing basic foundations and the ability to transfer credits to institutions within the UW System.

Noon–1:30 p.m. P.B. Poorman Award Luncheon and Keynote

Keynote: 2010 State of Higher Education Report for LGBT People (Reeve 227) – **Sue Rankin**

With the acknowledgment that institutions differ in the level of attention and emphasis on issues of diversity and campus climate, it is safe to say that a campus climate offering equitable learning opportunities for all students, academic freedom for all faculty, and fairness in employment for all staff and administrators is one of the primary responsibilities of institutions of higher education. In an NGLTF report in 2003, Rankin concluded that LGBT students find that they must hide significant parts of their identity from peers and others, thereby isolating themselves socially or emotionally. The 2010 State of Higher Education for Lesbian, Gay, Bisexual, and Transgender People revisits the campus climate for LGBT students, faculty, and staff. Sue Rankin is an associate professor of College Student Affairs and Higher Education and research associate at the Center for the Study of Higher Education at Pennsylvania State University.

1:45–3 p.m. Session 3

3A. The Lives of Transgender People (Reeve 220) – **Sue Rankin**, Pennsylvania State University

Based on the responses from 3474 surveys and 400 subsequent interviews with self-identified transgender people from throughout the United States, this presentation examines the experiences of individuals across the trans-spectrum and offers a series of “touchstones,” or significant life moments, in the gender identity development processes. Learn about research from the book, “The Lives of Transgender People” (Columbia University Press, 2011).

3B. Gendered Monsters: Approaches to Close Reading in Horror (Reeve 213) – **Christina Kubasta** and **Justin Ponder**, Marian University

This panel discussion will focus on pedagogical approaches, in-class exercises, and student reading occasioned by a team-taught class in Horror in Literature & Film. The two instructors have different backgrounds and approaches to texts, and use those differing approaches to demonstrate conflicting readings of texts to students. By focusing on specific scenes and close analysis, they demonstrate how analysis and interpretation is subjective, positional and culturally situated. The instructors hope to invite student panelists to discuss their own responses to closely reading the text in terms of gender and sexuality.

3C. A New Herstory: An Online Collective for Student Parents’ Academic Success and Completion (Reeve 214) – **Susan Fabian**, UW-La Crosse

This presentation will provide a framework for individuals who are interested in forming collectives of support for student parents, along with simple and manageable forms of technology. It serves as a model for creating

sustainable community building for student parents. Information will be given on current student parent demographics nationwide.

3D. Hope, Humanity and Holistic Care to Reduce Recidivism in Formerly Incarcerated Women (Reeve 201) – **Alice Pauser**, The Demeter Foundation

Through evidence-based practice, this workshop/presentation demonstrates how holistic educational programs and a supportive environment for formerly incarcerated women provide the tools necessary to reduce recidivism and gain quality of life through self-empowerment and healing. This process includes the women developing a Wellness Recovery Action Plan (WRAP) to assist in their daily living. Person Centered Planning and Trauma Informed Care are important. Educational areas include nutrition, writing skills, developing healthy relationships, and basic finance. By collaborating with community agencies, families and Community Corrections this holistic approach can lead to a successful re-entry for women. This interactive workshop will include discussion of advocacy, community activism, programming and services for incarcerated and formerly incarcerated women in the Wisconsin Women’s Correctional System.

3E. STOP THE HATIN’ with Letters of Love and Support: To Women of Color, From Women of Color (Reeve 215) – **Mai J. Lo Lee**, UW-Green Bay

Learn about what happens when female students of color come together and encourage each other through writing letters of love and support. The effects of peer letters are immeasurable to the college retention, professional success and personal growth of female students of color.

3F. “Loss, Progress, Return”: The Stories of Feminist Theorizing (Reeve 221) – **Karlynn Crowley**, St. Norbert College; **Catherine Orr**, Beloit College

According to Clare Hemmings’ new book, “Why Stories Matter: The Political Grammar of Feminist Theory” (Duke UP 2011), the narratives about pasts—our theoretical women’s studies historiography—have both constructed and codified a dominant narrative that permeates western academic feminist discourse. Nearly every story of our field’s theoretical travels, she says, is recounted in terms of progress→loss→return. The problem, she argues, is that this codification oversimplifies past complexities at the same time it “position[s] feminist subjects as needing to inhabit a theoretical and political cutting edge in the present.” The key techniques, through which these narratives operate, include citation (who we cite, who we don’t cite and how) and affect (celebratory tones, laments and passionate pleas). Consequently, the way we tell stories about the discipline’s march toward inclusivity have themselves excluded diverse tellings of feminisms’ intellectual history.

3:15–4:30 p.m. Session 4

4A. Bringing It All Back Home: Local Activism (Reeve 213) – **Eileen Zeiger** and **Julia Gutierrez**, UW-Madison; **Cassandra Phillips**, UW-Waukesha; **Jennifer Heinert**, UW-Washington County

Anti-Human Trafficking Efforts in Wisconsin (Zeiger)
This presentation focuses on anti-human trafficking organizations in Wisconsin and the ways in which they navigate various issues in social work and philanthropy. There will be an examination of how narratives of human trafficking collectively and individually are created by these various organizations, identifying two main reasons an organization needs to create a narrative: to raise awareness and to raise funds. This presentation will investigate how narrative affects the provision of services.

Chicana Activism in the 1960s in the Midwest (Gutierrez)
There is growing research on the Chicano Movement in the Midwest. To date, however, only a limited amount of this research has specifically addressed Chicana activism in the 1960s in the Midwest. The presenter’s ethnographic research of this grassroots activism involves collecting and analyzing personal narratives of Chicana activists to answer the following questions: How did Chicana activists experience the Chicano movement in the Midwest from a gendered perspective? What kinds of activism did these women enact? Why has there been such a lack of research on Midwestern Chicana activism, in comparison to the Southwest region of the United States?

Feminized Labor and the Politics of Composition: Theorizing the Inequity of the (Wisconsin) Workforce (Phillips and Heinert)

For several decades scholars have regarded the Rhetoric and Composition classroom as feminized because it is considered “skills-oriented” service and labor-intensive “drudge” work that is consistently undervalued. In this presentation the presenters argue that women in Rhetoric and Composition continue to perform the majority of the work while having a disproportionate voice. They contend that the consequences of this unequal power structure have recently become even more consequential: women have become particularly vulnerable in a political climate that targets feminized labor as expendable and nonessential, and that exploitation is more pronounced when women with families are involved. Rhetoric and Composition is but a microcosm of the current status of feminized labor in America—one need not look further than the current situation in Wisconsin to see how women’s labor, particularly teaching, is targeted within current legislation and the public discourses surrounding it.

4B. Artist’s Voices: Power, Politics and Performance (Reeve 220) – **Helen Klebesadel**, UW System Administration; **Angela Richardson**, UW-Madison; **Alison Gates**, UW-Green Bay; **Suzanne Gonzalez-Smith**, University of North Dakota.

Artist’s Voices: Power, Politics, and Performance is a roundtable presentation of artists who will exhibit in the UW Oshkosh Steinhilber gallery during the conference,

moderated by the exhibition co-curators. The presenters will discuss their creative and critical work in the context of contemporary feminism. They will share statements and visual materials of the artists who cannot attend in person.

4C. Queer and Here: Virtually Speaking

(Reeve 221) – Cary Gabriel Costello and Lindsey Harness, UW-Milwaukee

The Rhetorical Possibilities and Limitations of YouTube and the “It Gets Better” Project (Harness)

The IGB campaign is a project seeking to create and perform a persona that disrupts the master narrative of the LGBT experience, and ultimately, identity. The IGB project formulates a persona that responds to the despair and absence that the LGBT community faces as a result of the privilege afforded to heterosexuality. However, the adoption of this identity is predicated on the target audience (those whom the rhetors seek to persuade) receiving the rhetors’ (those who create and respond to videos) narratives as authentic. For the audience to believe in the possibility of happiness, solidarity, and understanding, the IGB participants perform rhetorical moves that create an ideology of authenticity. Yet, the believability of these narratives are shaped and constrained by the structural parameters of the medium in which it is presented.

Transforming Trans Gender: The Co-construction of Identity in Virtual Worlds (Costello)

This paper addresses the way bodies and identities are constructed through communal interaction. The presenter examines how transgender selves are enacted in the virtual world of Second Life, based on a five-year study on avatars and identity. The ease with which the virtual body can be transformed allows individuals and communities to express a wide range of gender identities. The presentation will further explore how insights from this experience are exported to the “real world” by those exploring in the virtual world.

4D. Approaches to the Concept of Intersectionality

(Reeve 214) – Aureliano DeSoto, Metropolitan State University; Victor M Macias-Gonzalez, UW-La Crosse

Intersectionality has been a key concept in the development of gender studies over the last 20 years, acknowledging the overlapping social, cultural, political and economic forces that simultaneously coalesce around the identity categories of race, gender, ethnicity and sexuality. Early development of the fields of women’s, gender and ethnic studies tended towards abstracting identity outside of these multiple and concurrent influences, partially through the influence of the social movements of the 1960s, which broadcast abstract concepts of essential identities in isolation from one another (Woman, Black, Chicano, etc.). Despite its theoretical prominence in the fields of Women’s and Gender Studies since the 1980s, departments and programs continue to grapple with the challenges of teaching, researching, and theorizing intersectionality. This workshop discusses practical ways that intersectionality as a research and pedagogical concept

is employed in different institutional and programmatic contexts in the Upper Midwest, with an aim towards examining best practices and current challenges.

4E. Initiative of Latinos and Latinas to help integrate their cultures without conflict to the criminal justice system

(Reeve 215) – Nicholas Izquierdo and Guadalupe Vidales, UW-Parkside; Andrew Sagartz and Damian Crooks, BENNU Legal

This panel focuses on a community change project that was initiated in November of 2011 by a Criminal Justice group at UW Parkside and members of BENNU Legal Services, with the purpose of improving the lives of Kenosha and Racine Latino and Latina residents. The project began with outreach, with the purpose of spreading information about services that are available to those in need. This includes information about VAWA and affordable legal services to assist Latinos and Latinas, with the goal of avoiding the criminal justice system.

4F. Book Signing (Reeve 202)- Karlyn Crowley, St. Norbert College; Catherine Orr, Beloit College

Feminism’s New Age: Gender, Appropriation, and the Afterlife of Essentialism (SUNY P, 2011) (Crowley)

Rethinking Women’s and Gender Studies (Routledge O, 2012) (Orr)

4G. What is at Stake in Wisconsin? (Reeve 201) – James R. Parker, UW LaCrosse; Sabrina Johnson, Planned Parenthood Advocates of Wisconsin

Confronting the challenge to Affirmative Action (Parker)

The escalating challenge to affirmative action in both the judicial and legislative arenas make it all the more essential that we make clear exactly what it entails. With political opportunists intentionally distorting the reality of AA in Wisconsin, it is incumbent upon us as faculty and staff members to clarify for both our students and community the content focusing on importance of fair employment and workplace diversity for UW faculty, staff and students.

What’s at Stake for Wisconsin Women? (Johnson)

This presentation will focus on current reproductive rights issues and their consequences for the women of Wisconsin.

5–7 p.m.	Art Reception and QueerSpeak open mic
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3rd floor Reeve Union Steinhilber Gallery and Reeve 307

7 p.m.	Keynote and Performance, StaceyAnn Chin (Sage 1214)
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Saturday, October 6, 2012

8 a.m.–Noon Registration

8:30–9:45 a.m. Session 5

5A. Personhood: Reconsidering an Early New England Dowry Chest (Reeve 213) – B.A. Harrington, SUNY Purchase

The presenter will share her research and interpretation of a group of early New England dowry chests in relation to the precarious nature of the role of childbirth at the time. She will draw parallels to current cultural debates around the idea of personhood and procreation, as well as marriage and reproductive rights, pointing to the reminiscence of archaic Puritan beliefs about the female body in much of the rhetoric being used in the debates. She will also show and discuss her current artwork that draws inspiration from the dowry chest form, and attempts to use the historical to address contemporary issues.

5B. The Power of the Inner Journey (Reeve 214) – Terencio Daunte, McGlasson and Alexa Connolly, UW-Superior

Spirituality and religion are both a source of personal strength and at times representative of traditions that have contributed to oppression. For sexual minorities, women and LGBT individuals in particular, the dichotomy can be even more striking. Review the history of religion and spirituality, and learn how higher education can respect spiritual beliefs and religious traditions while ensuring that people at all levels of spirituality are heard and safeguarded.

5C. Contemporary Women Writers: the (re) Production Cycle (Reeve 201) – Christina Kubasta, Marian University; LJ Baker and Pam Gemin, UW Oshkosh

This is a presentation and reading of creative writing. The presenters share their creative writing, some use excerpted texts to create a dialogue on the page with other authors, ideas and theories. Much of the creative work attempts to destabilize notions of gender, identity and sexuality, and deploys forms of “poetry” that are often hybrid, or trans-gendered, questioning notions of category and form.

5D. Constructing and Deconstructing Queer Culture (Reeve 220) – Julie Konik, UW-Sheboygan; John Pruitt, UW-Rock County; Sarah Taylor, University of Northern Iowa

Exploring Personality Psychology and LGBT Lives (Konik)

There has been a dearth of research on lesbian, gay, bisexual and transgender (LGBT) people’s personality traits. Considering that personality can serve as a buffer against life stressors, and that LGBT people often face discrimination based on their sexual and/or gender identity, it is imperative to advance the research in this

area. This presentation will review the extant work on the personality traits of sexual minorities, highlighting the presenter’s own research in this area and proposing new lines of inquiry. The presenter will share a meditational model, where cognitive flexibility serves as an intermediary in the relationship between the Big Five Personality Factors and life satisfaction.

The Lambda Book Report, Constructing a Literate Queer Culture (Pruitt)

The Lambda Literary Foundation emerged in 1987 under the direction of L. Page (Deacon) Maccubin, owner of Lambda Rising Bookstore in Washington, DC, organizer of the Lambda Literary Awards, and publisher of the first issue of the Lambda Book Report in 1989. Since its inception, the Report has evolved alongside the Foundation and awards ceremony into an extensive periodical reviewing fiction, non-fiction, drama and poetry. However, literacy levels and interests among the adult LGBT population remain a general mystery. A number of scholars have addressed literacy concerns among and strategies for attracting gay adolescent readers, and what little we know of LGBT adults comes primarily from studies of public library patrons and book discussion groups. The presenter will contribute to this discussion by investigating how the Lambda Book Report as a cultural artifact plays a role in the process of queer literacy-making as its central organizing principle.

Thou Shall Not Bind Thine Own Kind: Deconstructing the Coming Out Process (Taylor)

The presenter will share a graduate thesis proposal that examines the nature of the Coming Out experience for LGBTQ folks and tries to understand under which frames it operates. In a recent body of literature, scholars are becoming more and more concerned with the compulsory imperative behind the Coming Out process. The presenter asks how an idea generated for purposes of inclusion [Coming Out], that sparked widespread activist efforts and defined a social movement has transformed into a master narrative with the power to suppress, silence, and further isolate an already marginalized group. Additionally, this presentation will serve as an opportunity to interrogate this new research as it takes shape and seek further LGBTQ perspectives on the experience.

10–11:15 a.m. Session 6

6A. Wisconsin Women Win With The Affordable Care Act! (Reeve 201) – Sara Eskrich, Wisconsin Alliance for Women’s Health

The Wisconsin Alliance for Women’s Health is committed to helping women understand how the new health care law will impact them and their families. This workshop will break down the complexities of the ACA and provide key takeaways for young women in Wisconsin.

6B. Queerspeak: Power, Performance and Politics (Reeve 307) – **Erin Doolin** and **Kristina Kosnick**, UW-Madison; **Jenny Hanson**, YWCA; **Dorothy Allen** and **Stacie Wieland**, LGBTQ Narratives

In “The Transformation of Silence into Language and Action,” Audre Lorde stated, “what is most important to me must be spoken.” The presenters initiated the Friday evening open mic that will take place at this conference. They are interested in open performance space, especially the format of an open mic for LGBTQ-identified folks and allies modeled after Queerspeak, a monthly evening of spoken word, music and readings by and for the LGBTQ community in Madison, Wisconsin. At Queerspeak, attendees are invited to take the stage as an act of self-expression, either by sharing original work or work that has inspired them. This is an inherently political act. The presenters believe the exchanges enacted between performers and listeners validate their existence as marginalized individuals through the transformation of silence into language and action. This transformation is ultimately about the reclamation of power. This will be an open discussion around this process.

6C. Destabilizing Heteronormativity (Reeve 220) – **Sarah Taylor**, University of Northern Iowa; **Jerry Thomas**, UW Oshkosh

Defying the Heterosexist Machine (Taylor)

This presenter shares her use of Adrienne Rich’s classic text “Compulsory Heterosexuality and Lesbian Existence” as a model for a personal recovery project. Placing value in personal experience as a valid form of data, she uses adolescent journals as means of establishing how we are constantly indoctrinated into heterosexuality and heteronormative values. More importantly, she uses these artifacts as a way of unearthing a woman-centered counter-narrative, essential in her own defiance of the heterosexist machine. The project raises the on-going question of what counts as valid data in research, and how we might move forward in an ever-evolving discipline that views personal experience as just as valid, if not more valid, than scientific and positivistic data.

Queer Publics and Citizenship (Thomas)

This paper examines the interplay of citizenship rights, publics, and visibility in the context of sex and sexuality. Citizenship is a bundle of rights and obligations given to individuals who meet certain criteria. These criteria encompass a hegemonic conception of “public.” For queers, whose identities are concealable, being part of a public means being visible. This visibility (or lack thereof) affects the bundle of rights citizens receive. One right is the right to engage in consensual, adult sexual relations

in private (Lawrence v. Texas). This right extends not only to traditionally heterosexual couples, but also to same-sex couples. The preservation of this right is an important one for queer populations, but the right exists only in private. Granting queer individuals the full panoply of rights may require queers to become visible. Queering the public is controversial from many standpoints. Some prefer that queers stay in the closet. Some queers prefer not to make their sexualities part of public discourse for the sake of securing rights. The result may curtail certain citizenship rights, such as marriage and the right to have those relationships publicly recognized.

6D. International Feminisms: History and Activism (Reeve 221) – **Jacquelynn Boeck**, UW-Stevens Point; **Erin Curtis**, UW-Superior

Beauty Up For Empire: Nationalist and Imperialist Goals of Cosmetics Companies in Japan and the U.S., 1920 to 1939 (Boeck)

The interwar period marked an era of negotiations as competing empires worked to define not only the meaning of modernity, but also cosmopolitan notions of beauty that were inextricably linked to discourses of nationalist and imperialist identity. In this paper, the presenter compares the competing empires of Japan and the United States during the 1920s and 1930s by analyzing the advertisements of national cosmetics companies such as Ponds and Shiseido. Exploring a unique regional context by reviewing images in local Wisconsin papers, and by considering primary source images from publications in both the U.S. and Japan, the presenter provides a comparative historical treatment of how imperial goals intersected with shifting cosmopolitan beauty ideals. In both the U.S. and Japan a woman’s possession of the markers for racial otherness or foreignness defined her ability to assume modernity for herself and the nation. Within a race conscious atmosphere of globalization, modernity began with capitalist consumption and cosmopolitan beauty. This presentation examines how cosmetic advertisements demonstrate racialized notions of Asianization in the U.S. and whiteness in Japan.

Reckless Revolutionary? A Critical Evaluation of the Courageous career of Dr. Anahita Ratebzad of Afghanistan (Curtis)

This presentation is on the life of Dr. Anahita Ratebzad. She was a remarkable woman born in Afghanistan in the 1930’s, and was politically active during the socialist period of Afghanistan. Dr. Ratebzad had a colorful career in nursing, and as a member of the People’s Democratic Party of Afghanistan (PDPA). Dr. Anahita had a colorful background growing up around the royal family, marrying at a young age to a doctor, and embarking on a public affair with Babrak Karmal. The presenter will be delving into Anahita’s life, paying specific attention to her political career, and how the decrees that were put out during her ministries in government affected the country.

6E. Education Equals Prosperity (Reeve 213) – **Tammie DeVoght Blaney**, UW-Fox Valley

Brown v. Board of Education did not solve all the segregation and disparity issues in education. One area where work is still needed is the sector of our society that is disengaged and disenfranchised. This session will discuss the absolute necessity of education for all, including low-income, first-generation and otherwise disadvantaged students.

11:30 a.m.–1:30 p.m. Outstanding Women of Color in Education Awards Luncheon

Keynote: “Bold, Powerful, and Brilliant: The Secrets of Successful Women.” (Reeve 227) – **Gwen Kelly** and **Monique Carradine**

1:45–3 p.m. Session 7

7A. Media Circus of the Grotesque: Rhetoric of Privilege and Violence (Reeve 213) – **Vince Tripi, III**, UW-Milwaukee

In the wake of the highly-publicized September suicides of Tyler Clementi and Asher Brown the American conscience was shocked. On a national, mediated stage it didn’t look like it got better for LGBT youth a year after the Matthew Shepard Act passed, but the stories of these September boys and the young man from 20 years before have more to them. Through Critical Race and Queer Theory lenses, race and gender seem to be the impetus for the sad media circus surrounding coverage of violence in the “actual or perceived” LGBT community. As Judith Butler outlines in *Frames of War*, in wartime some lives are deemed “more grieveable,” and so it seems in other violent arenas of our society. This section points a light at “insider” LGBT and “outsider” media views of violence which erase people of color, women, and transfolk, and how folks in Queer communities continue to erase people of color, transfolk, women, even elders and people with disabilities, with the help of hegemonic news media as demonstrated in the violence perpetuated against queer youth.

7B. Outsiders from Within: Black and Queer College Students and Gender Non-Conforming College Students (Reeve 220) – **Erich Pitcher** and **Sheltreese McCoy**, UW-Madison

Sheltreese McCoy and Erich N. Pitcher will present the respective research from their Master’s theses that allow narratives from the intersection of race, gender, and sexuality to be heard. Sheltreese McCoy, PhD Candidate in Educational Leadership and Policy Analysis, interviewed black LGBTQ identified students at a large public research institution. She found many issues for these students that intersect along the lines of race, class, and sexual orientation. Her two primary findings were these students’ feelings of isolation & loneliness and an overbearing pressure to hide their race in order to conform to white standards of gayness. Erich N. Pitcher,

MS student in Educational Leadership and Policy Analysis, interviewed transgender and gender non-conforming students at a large public research institution and found that highly gendered class spaces alienated trans and gender non-conforming students and that despite a belief that campus climate is generally positive, student relayed stories describing a combative, hostile climate. Both burgeoning scholars hope to share the participants’ narratives in a lively research panel and discussion. All are welcome at this session.

7C. Feminist Media Production and the Girl Scouts: Creating New Spaces for Learning (Reeve 201) – **Justine Stokes**, **Lisa Malkuch**, UW Oshkosh; **Melissa Loest**, Girl Scouts of the Northwestern Great Lakes

In spring 2012, University of Wisconsin Oshkosh Radio-TV-Film and Women’s Studies students participated in the course, Feminist Media Production. This class examined women’s roles in the production and distribution of mass media. Students produced media as methods of critique and community involvement, including a live weekly radio program for the campus radio station and a video production workshop for Girl Scout Cadets. This session will explore how students translated classroom ideas into community engagement. The panel will consist of the professor, a student, and a liaison from the Girl Scouts, where they will discuss the benefits and challenges of incorporating community involvement into the classroom.

7D. From Co-eds to Feminists: Researching Second-Wave Feminism on Milwaukee-area campuses (Reeve 221) - **Abigail Markwyn** and **Jessica Gall**, Carroll University

This panel will discuss their joint student-faculty research project into the effects of second-wave feminism at three Milwaukee-area universities. Little scholarship exists on the social history of the women’s movement on college campuses, so they used a summer research project from Carroll University to delve into the archives of the three schools. Newspapers, yearbooks, course catalogs, student handbooks, faculty meeting minutes, student organization records, and residential life documents all lent insight into the issues. Their research revealed active student discussion about feminism and women’s rights at all three schools. For example, UWM students actively supported the Roe v. Wade ruling, while students at Catholic Marquette were less able to voice pro-abortion opinions. At Carroll, the ruling brought issues of women’s health and reproductive rights to a generally conservative campus. These examples demonstrate that the movement undeniably affected even those at more sheltered and conservative schools. This panel will both discuss the joint research project as a pedagogical process and present some of the preliminary research findings.

8A. Creating a Campus LGBTQ Film Series: Lessons from the Eau Queer Film Festival (Reeve 307) - **Pamela J. Forman, Ellen Mahaffy, Bryton Fredrick** and **Katie Johnson**, UW-Eau Claire

Learn about the Eau Queer Film Festival (EQFF), which takes students through a journey as they prepare for and produce their own documentaries. This panel will discuss the relationship between learning goals for students, the campus strategic initiative on equity, diversity and inclusivity, and the Eau Claire film festival. Participants will screen clips of student-produced documentaries and will participate in a discussion of how other campuses can start a LGBTQ film series.

8B. Maternal Agency: Commonality and Difference (Reeve 201) – **Tanya Cook**, UW-Madison; **Katie Witz**, UW-Milwaukee

Hooked Up: How Electronic Fetal Monitoring Affects Maternal Agency and Autonomy (Cook)

Near ubiquitous use of electronic fetal monitoring (EFM) during low risk childbirth constrains both maternal agency and maternal autonomy because of its association with an increasing cesarean section rate. An analysis of interdisciplinary literature about EFM reveals that its use cannot be understood apart from broader norms and values that have significant implications for the agency and autonomy of laboring mothers. Over reliance on EFM use for low-risk women threatens their autonomy in several ways: by privileging the status of the fetal patient, by de-legitimizing women’s embodied experience of childbirth, and by constructing EFM data as objective science despite evidence to the contrary. In birth situations defined as high risk, however, EFM may lead to greater maternal agency by enabling women to choose vaginal over cesarean birth. Viewing doctor-patient interactions as a co-construction in the context of an understanding that sees EFM as a social as well as technological construction may potentially improve autonomy in childbirth.

Are We All Different (Or Might We Have Something In Common?): Motherhood as an Area of Commonality and Intersectionality (Witz)

African-American women are set up as the ultimate other in our racist and sexist white, patriarchal culture in comparison to all men and white women. This assumed difference seeps to all areas of black women’s lives, including mothering. However, a closer analysis reveals that there may be similarities between black mothers and white mothers who do not fit the prescriptive model of white, middle-class motherhood in heterosexual marriages. One group that compares to black mothers is poor white single mothers. One of the similarities is what Hill Collins calls the “dynamic and dialectical” tension between what the privileged group decrees about the subordinated group and the lived realities of the latter group. Due to the prevalent and negative (though to

different degrees) rhetoric on black mothers and poor single white mothers, these mothers eventually come to internalize these messages and think less of themselves. Another similarity is the political potential; both groups lack social power (to different degrees) and thus, may have an incentive to try and strive for power. Obviously, there are very real systemic differences between black and white poor single mothers that have their roots in racism. This presentation will make note of the differences, both positive (tradition of ‘othermothering’) and negative (necessary to teach children about and protect in regards to racism/racist people), while also acknowledging the real power and gravity of racism. The presenter contends that connections and dialogue are what is needed for both groups to align and form a base against the larger enemy: the patriarchal, sexist, racist, classist, heterosexism and Capitalist structure.

8C. Framing Ourselves (Reeve 213) – **Nik Shier**, UW Oshkosh; **Heather Rosenfeld**, UW Madison, **Leah Olm**

Frames of Sex Objects: Media Representations of Girls in the United States (Shier)

Using Judith Butler’s “Frames of War” as a model, this presentation will highlight the media’s sexualization of children, how the media reinforces heterosexism, sexism and violence against girls and women, and how the media shapes our desire to see more sexual scenes. With media influence, girls are expected to appear sexy but remain innocent. There is a great loss of power that results in the inability to achieve the perfect balance.

“I want people to be afraid of the women I dress.”: Rethinking feminism, power, and sadomasochism in the work of Alexander McQueen and “The Devil Wears Prada” (Rosenfeld and Olm)

The fashion industry has often been viewed as a scourge on women everywhere. Using *The Devil Wears Prada* and the work of Alexander McQueen as our lenses, the presenters seek to entangle three threads: sadomasochism; the subversion of patriarchy; and fashion as political art. Masochism and sadism are asymmetrical, according to Deleuze’s reading of Sacher-Masoch’s *Venus in Furs*; though both challenge social norms, sadism relies on irony and masochism on humor, for example. In the spirit of Deleuze’s twist on masochism, we twist and challenge the concept further, examining ways sadism and masochism can be used to understand power relations in the film. This allows for a more nuanced – and often uncannily feminist – understanding of the dynamic interpersonal relationships in *The Devil Wears Prada* and invites further speculation concerning fashion more broadly. As such, the presenters then turn to the work of controversial designer Alexander McQueen in the early 2000s, using his work to explore questions of the politics of fashion as high art and the power dynamics of fashion in daily life.

8D. Feminist Pedagogy: Approaches and Models (Reeve 214) – **Jessica Lyn Van Slooten**, UW-Manitowoc; **Joyce Janca-Aji**, Coe College; **Andrew Anastasia**, UW-Milwaukee

Feminist Blogging in the Women’s Studies Classroom: A SoTL Investigation (Van Slooten)

Blogs are feminist spaces, breaking down classroom barriers and providing open spaces for students to engage with class ideas, texts, and discussions. The presenter will share the preliminary results of her 2011–2012 Wisconsin Teaching Fellow project: a Scholarship of Teaching and Learning (SoTL) inquiry into feminist blogging in her Women’s Studies classroom. She will also describe her project development, and insights into feminist blogging. Finally, she will discuss the connection between SoTL and feminist pedagogy.

Oral History Project as a Capstone Experience (Janca-Aji)

This presentation will discuss how revising the senior capstone experience for gender studies majors and minors at Coe College has benefitted the program. Despite the lack of a departmental home or full-time gender studies lines, this interdisciplinary program is thriving due to a recent revision of the curriculum and the addition of core courses that encourage a sense of community and common purpose. In particular, instead of individual projects for the capstone, this program has created a course that examines gender and sexuality on campus through the collection of oral histories. Each class focuses on a particular issue, such as examining the occurrences and effects of sexual assault. This model allows students to directly apply what they have learned in a collaborative project, which combines in-depth research and analysis with community activism and campus programming (such as teach-ins and formal conference presentations) to share their findings with the campus community, and results in the building of an archive of research.

Teaching Discomfort: Queer and Feminist Pedagogies in Composition Studies (Anastasia)

The presenter will contribute to a deeper, more complex understanding of discomfort for educators and scholars within the field of composition studies--one that goes beyond merely treating as symptom to confront its inevitable presence in writing classrooms, and to thoroughly consider the emotional and ethical implications of using discomfort as a pedagogical tool. Bringing discomfort to the fore by preparing teachers to confront and work with it productively can enable one to gain control over dynamics that threaten to unproductively destabilize the classroom. The presenter is interested in feminist and queer pedagogy within the field of composition studies as a female-to-male transgender, queer, feminist composition teacher, and also because these fields are particularly saturated with discomfort: through theorizing identity, by bringing to light both institutional and personal discrimination, in discussing bodies and sexuality, and most recently, by developing pedagogical methods designed to disrupt students’ understanding of sex, gender, and sexuality.

8E. Trickling Up?: Women in Higher Ed (Reeve 215) – **Michele V. Gee** and **Sue M. Norton**, UW-Parkside; **Beth Godbee** and **Julia Novotny**, Marquette University

Strategies to Counteract Power Imbalance, Politics and Gender Inequities in Higher Education (Gee and Norton)

Gender inequities persist in higher education, and power imbalance and politics are major contributing factors. These issues constitute a global phenomenon occurring in many advanced economies, including the United States, as well as lesser-developed countries. This conference session will present research regarding critical challenges and key issues for women in academe from a global perspective. Importantly, various strategies to counteract gender inequities in academic institutions will be explored and discussed.

Performing Reciprocal Mentoring: A Look at How Graduate Student Women Mentor Each Other (Godbee and Novotny)

This presentation reports empirical research identifying how graduate student women mentor each other when tutoring writing and, through doing so, assert the right to belong in academia. Data for this project comes from hours of videotaped writing conferences recorded in a university writing center, where graduate students meet weekly in ongoing appointments to discuss their work-in-progress. Women in this study are writing their first publications, defending dissertations, and drafting CVs. Analysis involves carefully viewing, transcribing, and coding the videotaped interactions to identify strategies used when mentoring these complex writing tasks. The presenters find that mentoring involves co-complaining and troubles telling. It also involves encouraging writers to identify and work through the complex power relations involved in writing “up” -- that is, writing to audiences with greater power (especially power over the writers) such as established faculty in their fields. In total, these graduate student women are shaping their professional identities and building a place for themselves in academia as they support each other through ongoing reciprocal mentoring.

8F. International Women Composers Vocal Repertoire, 1850–1950 (Reeve 307) – **Sarah Meredith**, UW-Green Bay

Participants will enjoy a lecture/recital on the vocal repertoire and compositional practices of four women composers who lived between 1850–1950. These four women are: Clara Schumann, Hildegard von Bingen, Billie Holiday and Viteslava Kapralova. Learn about obstacles challenges they faced as women performing artists and the ground-breaking work they carried out in each of their distinct cultures. The presenter will also discuss their compositional approaches and compare and contrast their music and the poetry they chose for the text of their music.

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