Heggeness Awarded Scholarship to Study Abroad

Misty Heggeness, Family Social Science (FSOSS) senior and honors student, has won a $10,000 Katherine E. Sullivan Scholarship, the University's most prestigious award for study abroad. She will spend the next academic year in Merida, Venezuela at VENUSA, a private institution, where she will study Spanish. Heggeness plans to immerse herself in the language and culture by taking classes in history, linguistics, and literature taught at Universidad de los Andes, la ULA. She will work as an intern at the Fey Alegria boarding school, where children from impoverished families are taught a trade to help them succeed as adults.

“A common thread for Misty is her concern with the human condition, and her desire to expand her perspectives in international social welfare,” said Boris Kalanj, her honors adviser at the College of Human Ecology. “Her achievements go beyond classroom excellence toward understanding of multiculturalism from first hand experiences.”

Heggeness studied abroad in Mexico in 1996 and in Venezuela last summer. For her FSOSS honors capstone project, she conducted a literature review on the features of Latin American families, weaving in a personal, experiential account obtained from living with host families.

Dr. Carolyn Tubbs, who advised Heggeness on this project, believes “that she possesses the attitude and the skills to make meaningful contributions to the social science field.” Tubbs cites her work as “creative,” reflecting “her conscientiousness and commitment to understanding the research process, as well as, other cultures.”

On return to the United States, Heggeness plans to get a Master's degree in Social Work, using her Spanish speaking skills in that career.

The Sullivan Scholarship is given for a fifth year of undergraduate study in another county. Heggeness is one of three University students to receive the award this year.

Family Diversity Program Specialization

Several professors and research assistants are collaborating to develop a graduate program specialization in family diversity. Drs. Carolyn Tubbs, Paul Rosenblatt, and Hal Grotevant were awarded a Bush Diversity Grant to support this initiative. They plan to pilot components of the new curriculum this fall.

The goal is to link diversity to all areas of

Continued on page 2
family studies and to “keep the diversity curriculum in the department vibrant and visible,” said Grotevant. “Few programs around the country offer this concentration, and we hope that our initiative will attract new students.” He envisions FSoS graduates “providing leadership at all kinds of institutions to further diversity goals.”

The curriculum will give students “a sound knowledge base on racism, ethnocentrism, classism, ageism, ableism, homophobia, sexism, and other forms of bias as they affect families,” said Tubbs. It will include a mix of revised and current courses such as gender roles, values theory, racial and ethnic diversity, gay and lesbian families, and families of the world.

New components may include: (1) critical theory, racial identity theories, and other frameworks useful for analysis of privilege systems and macro level influences on families and society; (2) organizational consultation practices, for students to engage in direct observation of diversity consulting in family serving settings; and (3) focused tutorials of students matched with faculty to work on specific issues such as parenting in multiracial families, the effects of racism on families, or economic bias.

During a retreat last fall, faculty were challenged to identify areas of special interest to highlight in the graduate curriculum. Rosenblatt, Tubbs, and Grotevant came forward with this proposal.

Tubbs credits Rosenblatt as “one of the most instrumental influences on incorporating diversity into the department’s curriculum.” He planted the seed for this specialization, having developed and taught some of the FSoS courses on diversity. She said Grotevant was “influential in challenging the faculty to think outside of its comfort zones, bringing in several renowned scholars of color to enrich the process.”

Many other faculty and students have played key roles over the past decade in transforming the courses to include family diversity.

distance education courses via the Web and a combination of other learning sources. The Extension Service faculty are using new technology for education by constructing a Web site for a virtual Center for Family Economic Policy.

We continue to be blessed with outstanding students! Beth Maddock Magistad received the coveted Graduate School Dissertation Fellowship, approximately $12,000 for the academic year plus tuition for thesis credits. Misty Heggeness was awarded the University’s most prestigious award for international study, a $10,000 scholarship. Terri Wenkman, also an undergraduate, received the Zander Award for Leadership from President Mark Yudof at a University award ceremony. We are very proud of the many students who are recognized in this newsletter for their distinguished accomplishments.

A special thanks goes to Ed Kouneski, Newsletter Editor and doctoral student, and Roberta Daigle, Newsletter Layout Designer and principal secretary, who give leadership and expertise to this publication. We hope that you enjoy reading about people and events that make up life in the Family Social Science Department. Your ideas for our future are always welcome.

Sincerely,

Jan Hogan

(From left) Drs. Pauline Bos, Sharon Danes, Tanya Gurko (Fulbright Scholar), and Jim Maddock. Dr. Gurko and several faculty collaborated on Families Before and After Perestroika, published in 1994. On a recent visit to the department she presented a seminar about Russian families.
Constance Fabunni Remembered

Constance Fabunni lived, devoted to healing lives and changing the world. She died on March 15, 1998, at the age of 65 after being diagnosed with cancer last fall. She will always be remembered as a great and wise teacher, a courageous therapist, a gentle and strong woman, a loving mother and grandmother, and a friend to many of us.

Fabunni taught at the University of Minnesota for more than 20 years. She received the McFarland Creative Teaching Award in 1995. In recognition of her substance abuse counseling, Fabunni received the Irene Hixon Whitney Award in 1988. “She touched many lives and leaves the legacy of many well trained counselors in the communities they serve,” said Philip Colgan, director of the Alcohol and Drug Counseling Education Program (ADCEP).

Since 1988, Fabunni traveled to Nicaragua, El Salvador, Honduras, Guatemala, and Croatia to help families who suffered emotional trauma from the violence of war and political conflict. At times, she counseled family members on opposing sides. She approached these conflicts as “solutions waiting to happen,” Colgan said. “She focused on people’s strengths, not their shortcomings.”

“She focused on the good in everything possible,” said her youngest daughter, Rebecca Fabunni. “She’s my hero. She really cared and acted from her heart.”

Kiana Fabunni said her grandmother was a healer, who “was always there for everybody. Even if you did something wrong, she was there for you.”

In addition to her teaching and travels, Fabunni had a small private practice as a family therapist and volunteered her services at the Center for Victims of Torture in Minneapolis.

Fabunni received a bachelor’s degree in psychology and literature from Hope College in 1954 and a master’s degree in special education from Gallaudet University in 1956. She went on to teach English literature in London and Nigeria. She returned to the United States in 1966 and earned a certificate in family therapy from the University of Minnesota.

Editor’s note: The following is excerpted from an essay Fabunni wrote in January 1997. For more information about her life and work visit www.fios.che.unm.edu/faculty/fabunni.html.

Musings on Turning Sixty-Four

Constance Fabunni

I want it to have mattered that I was alive. I want to leave some legacy, some trace in the sand. Even while the spark of who-I-am-as-a-person flickers and dies, the ash is going to feed next year’s roses, or to blend into the vast ocean of life (who knows?), it would be cheering to believe that there are faint echoes of my being still living on in others because of the way my being here impacted them. Is this a longing for immortality? ...

Even as I consider these things, I am unable to quench the thirst I feel for Life. I crave more knowing like an addict lusting after another cigarette, and want to be reaching out into the unknown, stretching the edges of my understanding right to the end. This yearning for more of life is as intense as it is inexplicable. I do not want to settle for anything less than a cup filled to the brim and overflowing ...

As a child and young adult I believed that sleeping was a waste of time. I wanted to be awake and doing, learning more, not missing anything; but now my body revels in rest after a day of activity and takes comfort snuggling into a warm nest at night. Dreams of living at a more leisurely (or at least less strident) pace lure me like a siren song. I consider briefly joining the army of ‘retired’ persons; but even though I would like to be free to follow the call of my own muses and not be tied to a ‘job,’ it is impossible to imagine leaving the work which though depleting, is also nourishing.

Torn between society’s expectations that I should begin to wind down and fold my tent, to quell my passion for more of life, I notice that my body moves more slowly even while my mind races on ahead. I am acutely aware that despite the body’s messages to slow down, the hunger to taste all that life offers continues unabated. ...

Is it somehow grotesque for a person of my age still to be, like a two-year-old, driven from within to explore the world?

Will I still be aching for new experiences even as I doze in a rocker in my dotage?

How do I learn the meaning of ‘enough’? I remember a brief bit of doggerel I wrote around the age of 42. (Slippage of my memory prevents me from dating it more precisely)

Manifesto of My Youth

One flame red poppy
blossoms beside
the rocky, barren ledge.
I will pluck it
As I slide
along the razor’s edge.

It’s still true.

I consider, briefly, the birthday gift I would like, if I dared, to give myself this year: a tattoo of some life-giving symbol, a flower unfolding. Yes.

The Constance Marilyn Fabunni Scholarship

A scholarship has been established in Fabunni’s name through the Family Social Science Department. Contributions may be sent to: University of Minnesota Foundation, 1300 South 2nd Street, Suite 200, Minneapolis, MN 55455. Please earmark all contributions for the “Constance Marilyn Fabunni Scholarship.” All donations are tax deductible.
The Teaching Talents of Graduate Students

Graduate students have the opportunity to learn and practice the art of teaching as part of their training in Family Social Science. Many who become instructors develop creative, sound approaches, which stem from being well grounded not only in family theory and research but also in the science of teaching.

Graduate students participate in a training sequence, to mold their teaching philosophy as they form mentoring relationships with the faculty.

Ten instructors shared their thoughts on teaching, and several themes emerged. They talked about the transition to teaching, the objectives they value, the importance of diversity, and how they inspire motivation and are innovative in the classroom. They also related the high moments of their teaching experiences.

Transitions

For most, the transition from student to teacher was easy. Some had previous teaching experience. Even the “first timers” expressed confidence and joy about having the opportunity to teach. For Julie Kohler it was exciting. “I finally felt like I was doing exactly what I wanted to do professionally,” she said. Laura Stanton said: “After being a student for so long, I felt like I knew how to encourage learning and create a learning environment that would be interesting and exciting.”

Many view the transition as a natural step toward becoming a scholar. Dr. Ramona Oswald said: “Finishing my own coursework and doing original research helped me be a better teacher because it allowed me time to integrate what I knew and use it in ways that made sense to me.”

In practice, some see themselves as facilitators, not directors, of learning. What the students bring to the classroom, they said, is as much a part of the curriculum as what the teacher offers.

“As a teacher you are also a student learning from the students in the class,” said Manfred van Dulmen. Anna Hagemeister concurred. “I see myself as a co-learner in the classroom,” she said.

Objectives

Two common objectives of the instructors were: (1) teaching students to think critically; and (2) helping students find their own meaning. They did this by going beyond the textbook, using videos, articles, and case studies, with the expectation that students question everything and look closely at how the material applies to their own lives.

Oswald said: “I expect my students to think hard about what they are learning. It isn’t enough for them to be able to parrot back to me what I have presented. They need to show me that they understand the content well enough to apply it and to assess its strengths and limitations.”

Stanton summed it up this way: “One of the most important aspects of teaching is to encourage students how to think and not what to think.”

Along with thinking critically, finding personal meaning in the curriculum is also valued. Beth Maddock Magistad and Dean Gorall both want students to apply the concepts that they learn to their own families. Stanton has a technique for helping students open up. She said: “I try my best to make myself available to students, and I encourage students to use each other as resources. For the first few weeks in my class, I have students introduce themselves and share little bits about their background. We do this until everyone knows each other’s names. This makes it easier for students to share personal information in class, and it also helps build friendships.”

Diversity

A common theme was an emphasis on diversity in their curricula. The instructors said that students need to recognize the diversity of family forms and also to examine a wide range of perspectives on the issues. Hagemeister explained: “I want students to learn to think in a systemic way. I want to help them understand that families are social constructions. That is more than content. It’s a paradigm. A way of viewing families and many other social systems.”

Kohler added: “I want them to see that studying families is a politicized activity. To do this, I had the students reading ‘mainstream’ articles that interpreted family research very differently and provided different solutions to problems facing families. I tried to expose them to vastly different ideological viewpoints.”

Motivation

The instructors had various ideas for how to inspire motivation, from designing a curriculum around students’ interests, to communicating honestly about what students can expect to learn and what is expected of them.

Several said that to be inspiring requires high energy on the part of the teacher. Gorall said, “I find I have to be high energy if I expect them to be.” For Kohler, this comes naturally. “I love to teach, so I know I’m energetic in the classroom,” she said. Oswald too said, “I love to learn and to teach, and I try to share that spirit with my students. I think it can be contagious!”

Van Dulmen inspires motivation in his students by “making sure that their voices count.” He believes that “follow through” is important. He said, “Don’t promise things you can’t deliver. Expect of them what you expect
of yourself.”

Maddock Magistad relies on openness and honesty. “I let them know that some of the material is boring or difficult and ask them to hang in there until I can bring in something more interesting to tie it to their own life,” she said.

**Innovation**

There were generally three ways mentioned to be innovative. One is by using case studies. “Real life examples, these worked best,” said Georgi Kroupin, “along with humor and metaphor.”

Kohler has students apply course content to hypothetical family scenarios. When van Dulmen does this, he asks students to role play, imagining that they are a caseworker or counselor. “This makes theory and research become real as they apply it,” he said. Hagemeister assigns a specific task. “I ask students in small groups to design programs or plan interventions or develop policies,” she said.

Another strategy is to have students become active participants. Here, creativity rules. Hagemeister said, “I have students use large paper with markers and crayons to visually show theories or diagram ecosystems. Anything that gets them talking and moving around is helpful.” The most innovative thing Oswald does “is to try and connect mind and body.” She said: “I try to orchestrate role plays and other activities so that students can physically experience ideas. For example, I have students mix baking soda and vinegar. The resulting unexpected foamy eruption teaches them about emergent properties. It helps students gain a new awareness of their own learning process. It also keeps the classroom atmosphere lively.”

A third approach to being innovative is to give students choices. This worked well for Kohler. She said, “One of my most successful lectures on childbirth, adoption, and infertility was prepared based on students’ suggestions and questions, which they had written for me the previous class period.” Stanton tried this approach too. She let students choose their own paper topics. “This gives them the benefit of writing papers that are meaningful, interesting, and personal,” she said. “Having options allows students to make the most of their unique abilities.” It can also backfire, she learned. “The first quarter I taught I gave a little too much freedom on the due dates. I ended up with a huge stack of papers turned in on the last day of class. Oops! I learned quickly from the experience and now put more guidelines in place.”

**High Moments**

The instructors recognized high moments in their teaching when they saw that their students “got it” and learned to think critically, or when they heard back from students that they had an important experience which was a turning point for them.

Maddock Magistad said high moments occur “when an activity goes really well and they learn the material just from doing it instead of me having to tell them what I would like them to get out of it.” For Kohler, it is when the whole class is alert and active. “We had a couple of discussions really take off, where almost every student was engaged and involved and they were responding to one another, in addition to bouncing ideas off me,” she said.

Hagemeister said she enjoys getting feedback that something about the class really mattered to a student, touched them in some way, or changed something for them.” Van Dulmen also values knowing that “the course really made students interested in family relations or made them think more of themselves.”

Dr. Jane Tornatore recalled: “I had a couple of older female returning students in my class. They told me I made the transition back into school less threatening.”

Graduate student instructors have had both humorous and meaningful moments in their teaching experiences. On the lighter side, Gorall shared this story: “My wife came to a class I was teaching to observe what I do. A student arrived late to class and sat next to my wife and began asking her questions about what I had covered so far, and later asked if she could borrow her notes from the previous class. Attendance was apparently not this student’s strong suit. My wife replied she didn’t have her notes with her. The student became quite red faced the next class session when I informed her who it was that she had made these requests of.”

Lynn Heitritter experienced a special moment when she brought community into the classroom. In Heitritter’s words: “Sometimes teaching, research, and lived experience weave together in a tapestry full of meaning. I conducted interviews at a local homeless shelter, where I met Brigitte, then twenty-three, who talked about her passion for ‘good parenting’ and her dream of becoming a teacher to ‘teen moms.’ She wanted to continue her education although this seemed unlikely given her circumstances. After the interview, I wondered if I would ever see her again. I completed the research and kept working as a tutor at the shelter. Several months later, while preparing a guest lecture on ‘high stress parenting contexts’ of homeless families, I saw that Brigitte and her children had returned to the shelter. I remembered her dream and invited her to be a guest lecturer in the Parenthood class. Without hesitation, she agreed. It was exhilarating and also empowering. Brigitte later framed this classroom teaching experience as a ‘turnaround time’ in her life when things ‘started to go good.’”

**Dean Gorall**

**Lynn Heitritter**

**Dr. Jane Tornatore**
Alumni Profile: Dr. Annie Nevaldine

Twenty years ago, Annie Nevaldine (Ph.D., 1978) made the trek to Anchorage where she got busy becoming not only “one of the very best” therapists in Alaska — which Dr. Paul Rosenblatt, her advisor, proudly proclaims — but also a competitive swimmer, dog musher, master gardener, teacher, photographer, and artist.

She was interviewed at home, surrounded by “two canines and one little feline, a hundred houseplants, twelve hundred seedlings under grow lamps, and untold perennials in the yard.” Sitting still for a change, with the kitten glad to cuddle in her lap, Nevaldine began her story.

On how she came to Alaska: In her last year of graduate school, she needed “a carrot to dangle” in front of her to know she’d make it through. So she planned a two month summer vacation. She recalled: “I drove up the highway, took my time, whenever it was hot and sunny, I’d spend the afternoon by a creek, take a nap, work on my suntan.” By the third day after her arrival, she knew she wanted to stay forever.

She was hired as a therapist at the Women’s Resource Center in 1979, and for several years taught as an adjunct professor at the University of Alaska. During her early years in Anchorage, she earned a certificate in floral design, then started a “hobby business” creating arrangements of fresh cut flowers for people’s weddings.

Nevaldine currently runs a private practice and owns her own office building. “It’s a little original town site house,” she said. “We landscaped it, and the flowers are gorgeous in the summer. It looks like a little British cottage garden. The clients love that.” She also teaches classes in horticulture, does close up photography of flowers from her own garden, and creates notecards sold by several art galleries. One of the galleries has scheduled a solo exhibit of her work this fall.

Throughout south central Alaska, Nevaldine is now known as the “lily lady,” having traveled extensively to teach about gardening and to show her photographs. On her own gardening, she said: “One of the things I really like doing that separates me from a lot of other gardeners in town is, I like the challenge of growing plants that are right on the border of being survivable in the subarctic, which means they need my coddling, putting them in protective places.”

Nevaldine sees parallels between nurturing plants and helping people, especially “wounded human beings.” She treats depression, the “common cold” of the profession, and also alcoholism and drug addiction, noting that these often underlie problems at work or in close relationships. Nevaldine credits FSoS for the training that helped establish a name for herself in this field.

A licensed psychologist, she works primarily with individuals, couples, and groups, and relies on her knowledge of family systems theory. She said, “I look at a person’s family as a backdrop for how they got to be who they are.”

Nevaldine describes herself as “someone who does not want to let anything go or wait to do things later in life.” She takes charge of her own learning, to become proficient at what she chooses.

To learn photography, she searched and found a mentor. She said: “I didn’t know anything about a camera. I never took an art class in my life. In just five years, I made huge strides in my photography.”

Her discipline to swim came with the support of a friend while in graduate school. Nevaldine could barely do a lap at first. Together, they swam early in the morning before classes “at that funky old gym near McNeal Hall.” She now swims four times a week with a team. “We do interval training, and I compete sometimes at meets,” she said. “Swimming is something that I hardly ever skip. It really helps take the kinks out, both physically and mentally.”

Dog mushing is another story. At first, it was just a means of recreation. Before long, she had a team of huskies living with her and did several races a year “just to see what my dogs could do and to amaze myself,” she said.

Nevaldine finds balance in her life by focusing on what she is passionate about. Seeing the world through her lens: “I’ll come home from a day of, say, eight clients at the office, and throw in a tough one or two, or somebody is acting out, and I can totally forget what happened because I have my fingers in the earth and I’m pulling out weeds, or I’m working on a composition through the lens of my camera, or I’m clipping flowers, doing something that takes up my attention.” She said, “This is what feeds my soul.”

Editor’s note: Annie Nevaldine can be reached at anewaldine@corecom.net.
News and Congratulations

Awards and Recognition

Doctoral student Dianne Bartels, principal investigator, and her co-investigators Bonnie LeRoy and Patricia McCarthy Veach, were awarded a three-year $368,106 grant from the Josiah T. Macy, Jr. Foundation to support their research on genetic counseling.

Jean Bauer was awarded the College of Human Ecology (CHE) Contributions to College and Community Award.

Amy Berg, doctoral student, received the CHE Excellence in Academic Advising Award.

Pauline Boss has had several articles, including one on the theory of ambiguous loss, published by the Family Therapy Association in Japan. This was facilitated by Koji Suzuki, Director of the Institute of Family Systems, in Chiba.

The following undergraduates received Continuing and Transfer CHE Scholarships: Kathleen Egan, Jennifer Molina Balbuena, and Nate Rauschendorfer.

Hal Grotevant was awarded the CHE Educational Leadership Award.

Lorraine Haley was among the civil service staff recognized at the CHE 1998 Awards Luncheon held in May. She has worked at the college for 10 years.

Cathey Huddleston-Casas, doctoral student, was awarded the McFarland Assistantship for the 1998-99 school year.

Jim Maddock is the second person ever to receive the Professional Standard of Excellence Award from the American Association of Sex Educators, Counselors, and Therapists (AASECT).

Beth Maddock Magstad, doctoral student, received a scholarship from the Twin Cities Home and Community Section of the American Association of Family and Consumer Sciences for the academic year 1998-99.

Ramona Oswald (Ph.D., 1998) and Manfred van Dulmen, doctoral student, received CHE Outstanding Student Awards.

Catherine A. Solheim (Ph.D., 1990) is a recipient of a 1997-98 Alumni Undergraduate Teaching Excellence Award from The Auburn Alumni Association.

Shelby Wentworth, undergraduate, was awarded the Student Leadership Award at the CHE 1998 Awards Luncheon.

Virginia Zuiker is a recipient of the President’s Faculty Multicultural Research Award for her proposal, “Self-Employment: Do Gender Differences Exist in the Ability to Support Hispanic Households at a Level Above Poverty.”

The following students received the Dora A. Waller Awards for international study abroad during the 1998-99 academic year:

• Misty Heggeness, undergraduate, will work with Latino youth at a nonprofit agency in Venezuela.

• Leslie Katz, undergraduate, will study the health and human rights conditions of Guatemalan children.

• Jennifer Molina Balbuena, undergraduate, will work at the South Asia Human Rights Documentation Centre in New Delhi.

• Sunguen Yang, doctoral student, will examine family stress in Korea due to recent economic crisis.

Career Advancement

Ann Garwick (Ph.D., 1991) has accepted a tenure position as Associate Professor in the University’s School of Nursing.

Ed Kouneski, doctoral student, was licensed as a psychologist by the Minnesota Board of Psychology.

Ronit Leichtentritt (Ph.D., 1998) has accepted a teaching position at the University of Tel Aviv.

Ramona Oswald (Ph.D., 1998) was hired as Assistant Professor, Human Development & Family Studies & Community Studies, University of Illinois-Champaign Urbana.

Dissertations

The following defended their dissertations, earning the title “Doctor of Philosophy.”

Diane Hover for “Meanings of Children’s Severe Ongoing Health Conditions: Understanding the Impact on Families.”

Ronit Leichtentritt for “Attitudes, Meanings, and Values toward Euthanasia among Israeli Family Members.”

Ellen Udine Logacz for “Family Circumplex Model In Four Non-Clinical Ethnic Groups From Hawaii.”

Ramona Oswald for “Lesbian and Gay Men’s Experiences at Family Weddings: An Exploration of Heterosexism.”

Beth Robbins for “Factors Influencing Couple Satisfaction in the Presence of Clinical Depression.”

Mary Elizabeth Seabloom for “Crossing Boundaries: Family Contextual Events, Family Cohesion, Intimate Communication, and Internalized Sex Role Attributes in Families of Males Who Have Engaged in Non-Socially Sanctioned Behaviors with a Minor.”

Appointments

Philip Colgan was elected Chair of the State of Minnesota’s Alcohol and Drug Counselor Licensing Education Committee.

Hal Grotevant was elected Director of Graduate Studies by the graduate faculty for a three-year term beginning fall 1998.

Jan Hogan was re-elected vice chair of the University Senate.

INTERACTIONS is published twice a year by the Department of Family Social Science, University of Minnesota. It is distributed to alumni, students, faculty, staff, and friends of the department. We welcome comments and news items. Please send them to Roberta Daigle, Family Social Science, 290 McNeal Hall, 1985 Buford Ave., St. Paul, MN 55108, or call 612/625-1900, fax to 612/625-4227, or email at rdaigle@che2.che.umn.edu.

Edward F. Kouneski, Editor
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Roberta Daigle, Coordinator and Layout Designer

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