

REGENERACIÓN

JULY 2014

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WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

A Note From the CLSP Director



Professor Benjamin Marquez

The fight to stop the consolidation of the Chican@/Latin@ Studies Program with the ethnic studies program consumed a lot of our energy and time in the spring 2014 semester. The CLS faculty came under enormous pressure to acquiesce to a plan that, in my mind, would have had a devastating impact on the program and its services. Only after a number of highly critical media reports and noisy public forums was the plan finally put on temporary hold. The operative word here is *temporary*. It is important to recognize that we have not heard the last of consolidation. College of Letters and Science officials were unhappy that the CLS faculty did not agree to consolidate but the administration's thinking is still driven by a desire to cut costs through the elimination of small programs and departments. Hence, it is almost certain that the drive toward consolidation will return in the next academic year. In order to be prepared for this discussion, we need to reflect on the events of the last academic year.

Why did the pressure to consolidate emerge so quickly and with such force? As I argued in previous issues of *Regeneración*, it was an effort by administrative officials and some ethnic studies faculty to reconfigure the four programs with minimal harm to the University of Wisconsin's public image and their personal reputations. It also came about because of the university's superficial support for its ethnic studies programs, all of which are vulnerable to attack after years of defunding and neglect. Because of the College of Letters and Science has refused to approve faculty searches and invest more resources in its ethnic studies programs, the Chican@/Latin@ Studies Program, Asian American Studies, American Indian Studies and Afro American Studies have now reached the point where they now have difficulty fulfilling their academic mission or serving their students. The drive to merge CLS with the other ethnic studies programs was another example of the College's indifference to the services it provides, its roots in political struggle and intellectual mission on campus. Furthermore, if the administration holds firm to its promise not to provide new funding to the Chican@/Latin@ Studies Program, our precarious condition will only worsen. Eventually, the program will collapse as faculty and staff either leave the university or retire.

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CHICAN@ &
LATIN@ STUDIES
PROGRAM AT
UNIVERSITY OF
WISCONSIN-
MADISON

**SPECIAL POINTS
OF INTEREST**

- Consolidation
- CLS Graduation

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Did anything positive emerge from this episode? Yes. Chican@/Latin@ Studies stakeholders learned that they must be proactive and not let others define their agenda. Faculty, staff and students began a very useful discussion of the possibilities inherent in collaborative work across disciplinary and topical lines. A new generation of scholars at the University of Wisconsin is thinking about race, identity, and difference in new and innovative ways. CLS faculty shared some intriguing ideas about coordinating our work with the other ethnic studies programs that could greatly improve our course and service offerings--if such an initiative was given the appropriate level of funding. Without a firm commitment from the administration to hire new faculty, staff and fund outreach programs, consolidation is the roadmap to the Chican@/Latin@ Studies Program's destruction. In a new but under funded hybrid unit, the program's mission would be lost in its internal politics. Moreover, it would be difficult to hold anyone accountable for a possible re-definition of the old program's mission or redistributing its resources for another purpose. Although there are drawbacks to identity based academic programs, I am now convinced that CLS must maintain its administrative integrity and funding stream for the near term. We must be open to innovative thinking but remain wary of expedient, budget driven initiatives.

The fact that the consolidation drive was halted this semester does not mean that the Chican@/Latin@ Studies Program is in a good place. Administration officials told us again and again that it would receive **no** new resources in the future if we refused to consolidate. Even in a consolidated unit, faculty, students and staff would have to adapt and learn to "do more with less." The rationale was that the college did not have the resources necessary to rebuild any of its ethnic studies programs much less embark on projects like the creation of a Chican@/Latin@ Studies Department. However, an examination of the college budget does not support this argument. Even under current budgetary constraints, the College of Letters and Science is the largest college at the University of Wisconsin with more than 3,000 faculty and staff, 39 departments, five professional schools, 60 centers and biennial budget of more than \$320 million (<http://www.ls.wisc.edu/about-administration.html>). Clearly the college has found the necessary resources to fund its priorities.

The final thing we learned is that the CLS program is in a weak position but we are not helpless. As last month's ethnic studies forums revealed, there is a strong constituency for the University of Wisconsin's ethnic studies programs. Individuals and groups on and off campus value our services and we need to do a better job of publicizing our work its contribution to society. CLS stakeholders must be forceful advocates for the program and remind the university of its publicly stated commitment to our mission. We need to work more closely with sympathetic university officials and community stakeholders. The stakes are high. Without strong ethnic studies programs, Chican@/Latin@ Studies Program will disappear and the university will fail to prepare its students for a diverse and racially complex society.

The Struggle is Real, We've Been Here Before

by Jorge F. Rodriguez, M.S.

As we prepare for our summer transitions, obligations and responsibilities, let us not forget the happenings of this semester. I was inspired to see many students, faculty and administrators unite and come together against an issue that truly affects us all. The proposed Ethnic Studies Consolidation threatens to erase a collective memory and proposes to extinguish the respective autonomy of each of the Ethnic Studies programs and Departments at UW-Madison. This struggle is real, and one that will continue to develop according to the budgetary needs of the university, specifically based on the need of the Department of Letters & Science. We cannot let this happen, our collective memory, and cultural autonomy is at stake.

This semester students were able to gather information, educate themselves as to the specifics of this proposal. Most faculty in the ethnic studies programs and department have come to develop a collective front, and have come to an agreement to develop a path toward department status for all programs. A call was made out to UW-Madison alumni and community members who in one form or another have participated, been impacted, and or support the ethnic studies programming at UW-Madison. A very clear statement in opposition to the ethnic studies consolidation was made this semester not only by students, but also by faculty, independent administrators, alumni and community members alike. I'm looking forward to continuing this collective building of community and in the process voicing out the concerns regarding the consolidation. All these important steps show the absolute importance that ethnic studies play in the academic and personal lives of all students, faculty, administrators, alumni, and community members. This semester was the beginning of what this struggle will bring.

As we look toward the oncoming semester let's stay committed to making sure our voices are not left out of the proposals. Let's make sure the voices of those that struggled and accomplished before us are also represented in the proposals. Let's make sure that we take control of our education so that our education reflects our stories, and our herstories/ histories. I look forward to engaging with you all in protests, using our bodies to physically represent and make known our disagreement with this consolidation. I look forward to engaging in new ideas and proposals for what it is we want to see happen with our ethnic studies programs and department. I also look forward to building stronger community across the ethnic studies fields. We all have so much to learn from all our herstories/ histories, contexts, and struggles. I ask that we all look toward our past and see that we have been in this situation before. And I am hopeful, and believe in the power of our will. Regardless of what is being proposed by the powers at be, we will always pushback and propose another reality. As a close friend, Nico Avina, who is an artist, father, and activist once told me "our existence, will always be a form of resistance."

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Chican@ & Latin@ Studies Undergraduate Certificate

Chican@ & Latin@ Studies Certificate Students play a pivotal role in the development of the scholarly study of the Chican@ and Latin@ population, which is now the largest minority group and the fastest growing population in the United States. CLSP Certificate students produce scholarship and expressive culture that exemplifies the Wisconsin Idea: academic excellence, civic engagement, and diversity.

One of the benefits of a Certificate in the Program is that all Certificate students who complete the requirements for a Certificate in Chican@ & Latin@ Studies will graduate with a portfolio that showcases the best examples of their academic work in the Program. The portfolio is intended to demonstrate to future employers CLSP Certificate students' ability to think analytically, critically, and creatively.

Requirements for a Certificate in Chican@ & Latin@ Studies.
 (Link to catalog – http://pubs.wisc.edu/ug/ls_chicla.htm#cert)



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CLS Fall 2014 Courses

Course	Topic	Time	Professor	Brief Description
CLS 201	Introduction to Chican@/ Latin@ Studies	9:30 -10:45 am T & Th 222 Ingraham Hall	Armando Ibarra	Introduction to Chicano and Latino Studies designed to introduce students to various interdisciplinary and transnational literatures on the study of Chicanas/os & Latinas/os in the U.S. It offers a survey of scholarly literature, paradigms, theories, and debates within Chicana/o & Latina/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o & Latina/o experience in the United States. Such themes as migration, labor, civil rights, community development, education, gender and more.
CLS 330	Chican@ & Latin@ Movements: Past and Present Ideologies	2:30 – 5:30 pm T 123 Ingraham Hall	Tess Arenas	The course critically analyzes past and present ideologies and strategies of Chicana/o & Latina/o movements in the U.S. to determine which of these strategies and ideologies work to our collective advantage in these times of unprecedented devaluation of Chicana/os & Latina/os people in USA society
CLS 332	Latinas: Self Identity and Social Change Cross-listed WGS	2:30 -5:00 pm Th 224 Ingraham Hall	Consuelo Lopez Springfield	Explores the multiracial and multicultural reality of Latina societies by becoming familiar with the history and cultures of Chicana, Cuban-American, and Puerto Rican women. Interdisciplinary readings in law, journalism, public policy, history, and self-reflective literature. Prereq> So st
CLS 347	Race, Ethnicity and Media Cross-listed Com Art	2:30-3:45 pm T & Th 1111 Humanities	Lori Lopez	Provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in US films, entertainment, television and popular culture.
CLS 461	The American West to 1850 Cross-listed History	8:00 – 9:15 am T & Th 1121 Humanities	Susan Johnson	North American frontiers through the period of the Mexican War. Major Indian cultures of North America; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the United States through 1850. Prereq> So st
CLS 530/CA 610	Queer Migration	5:30-8:00 pm W Vilas 4008 Meets with CA 610	Dr. Karma Chavez	In the past two decades scholars in a new field of "queer migration studies" have begun to explore the complicated relationships between gender, sexuality, immigration, and citizenship in varying contexts. With increased tensions over immigration and LGBTQ issues at the start of the 21st century, the ways in which race, gender and sexuality work to frame discussions about who can belong as citizen become more and more transparent. These connections are not readily visible; therefore, the task of this course is to explore the connections between migration, queer and trans politics in legal and political rhetoric and scholarly conversations. By exploring the varying deployments of racialized gender and sexuality in relation to immigration and LGBTQ rhetoric, we will begin to understand the ways that belonging gets created, and borders of all kinds get forged.
CLS 699	Directed Study			Credits for self- directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member.
CLS 530	Racial Ethnic Families in the U.S.	6:00-7:15 T 2235 Nicholas Hall	Lynet Uttal	This course will examines the diversity of family life and human development across and within racial ethnic groups in the United States as shaped by race, ethnicity, culture, biculturalism, and the social contexts of history, economics, immigration, and socio-political conditions. Student must enroll though Asian Am 540, section 3

Giving Back: Supporting the Future of CLS

The Chican@ & Latin@ Studies (CLS) Program at UW-Madison welcomes donations from alumni, friends, supporters, and organizations. The gifts and donations contribute to the enrichment and quality of the program and benefit the educational experiences of students and members of the community. Your contribution will support multiple aspects of CLS, including a scholarship program for students enrolled in our certificate program, workshops, and study groups. With your support, CLS is able to continue its support of the academic, service-oriented, and culturally enriching activities students are involved in via the Chican@ & Latin@ Certificate Student Association (ChiLaCSA) and the CLS speaker-series.



Your contribution is tax-deductible, and many employers have matching gift programs that can double the effect of your gift.

**Your support
keeps us
strong.**



Yes! I want to help support the Chican@ & Latin@ Studies Program at UW-Madison. Enclosed is my tax deductible gift of :

\$ 25.00

\$ 50.00

\$100.00

\$200.00

\$ _____
(or write in your amount)

Please make checks or money orders payable to the:
Chican@ & Latin@ Studies Program Development Fund
 Send to: Chican@ & Latin@ Studies Program,
 312 Ingraham Hall, 1115 Observatory Drive, Madison, WI 53706.
 You may also donate online: <http://www.chicla.wisc.edu/donation.html>

**Thank you
for your
generosity!**

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

Alumni, please send us news and updates about yourself, reflections on your experience in the CLS program, or suggestions for future issues of *Regeneración* .
 Send your information to: chicla@mailplus.wisc.edu

THANK YOU!