

SPECIAL  
POINTS OF  
INTEREST:

- New CLS Director
- Armando Mejía leaves Madison
- Regent Salas Scholarship
- Student Successes
- ChiLaCSA
- Graduates
- Alumni News
- Spring Courses

INSIDE  
THIS ISSUE:

Student News 2

Faculty News 4

CLS Alumni 6

New Graduates 7

Spring Courses 9

Béisbol 10

Nuestras Raíces 12

# REGENERACIÓN

VOLUME 3, ISSUE 1

DECEMBER 2006

## Note from the CLS Director

Since I was an undergraduate student, I have long been interested in understanding and creating an academic family. Having been involved with the Chican@ & Latin@ Studies Program since I first began at the UW–Madison almost 10 years ago, I have consistently felt a part of something larger. The ability to be part of an academic family whose mission is to systematically enhance the interdisciplinary understanding of U.S. Latina/o populations has brought both personal and professional satisfaction and served as my cultural and spiritual sustenance.

When students and faculty come together in an academic context that emphasizes our value of *comunidad* and our application of *familismo*, I believe that we create a community which promotes student development and retention. In addition, we are able to build an intellectual and inspired community that has an interdisciplinary and unified academic agenda. It has been an overwhelming honor and incredible privilege to direct the program following the well-developed foundation that Professor Camille Guérin-Gonzales has established. Working to create an academi-

cally solid program and community, Professor Guérin-Gonzales has been invaluable as she has provided her time, energy, and leadership. It is my goal to maintain the structure of the program while continuing to build a community of learners. I appreciate this opportunity to be part of a legacy of excellence, and hope to support the Chican@ & Latin@ Studies Program onward and upward.

Dr. Alberta M. Gloria assumed the role as Director of the Chican@ & Latin@ Studies Program in Summer 2006. In



addition to her role as director, she is a full professor in the Department of Counseling Psychology, where she is the first Chicana in the department to be tenured or promoted to full professor. She is interested in the educational experiences of Latina/o students and how students personally and academically excel when they have an aca-

ademic family and maintain their cultural values. She grew up in Albuquerque, New Mexico and is the proud tia of William, Christopher, and Nathan.

## Annual Student Gathering and New Student Orientation: Special Guests Regent Salas and Familia

On the 19th of October 2006, the program held its Annual Gathering and New Student Orientation. The gathering was a great success, as over 100 students, faculty, and administrators, including Deans from the College of Letters and Science and the Graduate School attended. Special guest Jesus Salas, UW Board of Regents Member, and his wife and son also attended. Regent Salas provided words of support for the ongoing growth of the program and encouraged students to make the most of their learning opportunities. It was wonderful to have him and his family join the celebration. Regent Salas will help sponsor an Academic Activist Student Scholarship for CLS students. Thank you Regent Salas. We appreciate your generous support and ongoing commitment to the CLS program!



Ismelda Salas, Loren Lopez, Vanessa Solis, Regent Salas, Teo Salas, Alma Ruiz, Rebeca Buendia, and Cristina Springfield enjoy food, family, and friends.

## Bucky Buddies by Gerardo Mancilla



**Gerardo Mancilla with Bucky Buddies students.**

*"We hope to motivate and inspire students to one day be a part of a post-secondary educational institution."*

*Armando, a native of California, will return to Los Angeles to complete his dissertation in Political Sciences.*

On November 11<sup>th</sup>, the Bucky Buddies Program held its second monthly event of the year. Bucky Buddies students and over 30 volunteers had a great time as they bowled at Union South at the University of Wisconsin-Madison. Students from the Chadbourne Residential College (CRC) hosted the participants of the Bucky Buddies program, who came to campus and (while having fun) held dialogue with CRC students about college and college life. Other volunteers present included members from Kappa Delta Chi Latina sorority, M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlán), and the Latino Men's Group.

Bucky Buddies has been developed by the Latino Men's Group in collaboration with community partners in order to create links between Latino youth and University of Wisconsin-Madison resources. They hope to motivate and inspire students to one day be a part of a post-secondary educational institution. Students who participate in the program range from 4<sup>th</sup> grade to 10<sup>th</sup> grade. Although the students are primarily from Cherokee Middle School and Leopold Elementary, some participants come from Lincoln Elementary, Wright Middle School, and LaFollette High School.

## Los Amiguitos de Bucky por Gerardo Mancilla

El 11 de noviembre, el Programa Bucky Buddies llevó a cabo su segundo evento mensual del año. Estudiantes de Bucky Buddies y sobre más de 30 voluntarios se divertieron mientras jugaban boliche en el centro estudiantil Union South de la Universidad de Wisconsin-Madison. Gracias a los estudiantes de la residencia estudiantil Chadbourne (Chadbourne Residencial College-CRC), los participantes del Programa Bucky Buddies participaron en diálogos con estudiantes de la universidad sobre sus estudios y la vida universitaria. Otros voluntarios presentes incluyeron miembros de Latina Kappa Delta Chi, M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlán), y el Grupo de Hombres Latinos (Latino Men's Group).

## Buena Suerte Armando:

## Soon to be "Ph.D."

**Armando Mejía**

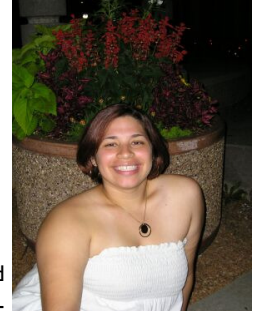


Armando Mejía has contributed to the CLS program and the campus at large in many significant ways. He has provided valuable service to the CLS program since 1998 as a lecturer. He has taught courses that range from Introduction to Chicano Studies, Cultural Studies, to U.S.-Mexico relations and independent courses. In his active involvement to motivate our CLS students to achieve their educational aspirations and dreams, he will leave a legacy of care and support behind. Armando is a doctoral candidate in the Department of Political Sciences where his focus is on environmental justice. At the end of the fall semester, Armando will leave Madison to conduct his field research for his dissertation in Los Angeles, California.

We will most certainly miss Armando and his valuable contributions to the program. We wish Armando the best in finishing his dissertation and in his continued personal and educational pursuits!

# Looking Back: Reflections of College as Graduation Nears

by Rita Garcia Martinez



The summer of 2002, I officially entered my freshman year of college at the UW-Madison. Even though I had been familiar with the campus since 1998, the year I was accepted into the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE Program), there was nothing that prepared me for the journey that laid ahead. I spent most of my first two years lost in the system and not knowing what I was doing. At the time, I thought I was alone but I soon realized there are many other students in the same predicament. The day my experience as a student changed I was sitting in my Chicano Studies 201 class in which Miguel Rosales came and talked about the Chicano/a Studies Program. Miguel not only introduced me to the certificate program, but more importantly, I was introduced to mentors and accessibility to information. I began to build close relationships with professors and staff that shared similar academic interests, and consequently they were able to guide me to resources that helped me succeed. These resources and their guidance resulted in the reexamination of my academic situation.

In the second semester of my junior year I switched from a major in Biology to a double major in History of Science and History with a certificate in Chican@ and Latin@ Studies. By switching my majors I created options that enabled me to reach my goal of graduating with a Bachelor of Science. The possibility of creating my own path in college would have not occurred if I was not exposed to the resources that I encountered in CLS.

If you would have asked me three years ago where I see myself today, I would have not guessed that I was headed towards graduating with the perspective of continuing my educational journey. In the process of being a student at UW-Madison, I have adapted some new rules of thought that have enabled me to persist and succeed—I encourage you to apply these for yourself as well:

Never allow anyone to make you feel as though you are not good enough.

Immerse yourself with people who support and care about your success.

Trust that there are always alternatives to achieving your goal.

## My Role Model and Mentor

by Vanessa Solís

As Latino/as in college, we often feel lost because we are few in numbers on a predominately white campus. I will never forget how lost I felt on this huge campus and how I really did not know where to get help. As I am beginning my journey after my undergraduate experience, I am able to reflect on the people that have been there to guide me when I was lost; Armando Mejia always comes to mind. Armando has helped me to maneuver the immense system of higher education. He has helped me through the process as well as help me see the importance of a graduate degree. He helped me see that “I can reach for the stars and even beyond” and “*que si se puede*” even when it seems impossible.

I met Armando the first time in Miguel Rosales’ office. He was extremely welcoming and made me feel as if I were at home chatting with my *familia*. Ever since, I consistently ran into him and soon after I started to visit him for advice about my future. He informed me about the possibility of graduate school. Graduate school was something I had thought about but was not sure it was something I was going to pursue. He always reassured me of my abilities and often told me I had what it took to succeed in graduate school.

When I think of Armando I do so not only as one of my mentors but also as someone I aspire to be like. He is one of the most charismatic and intelligent people I have ever met. I do not think I have ever seen Armando lack a positive attitude even under the most stressful situations. His sense of humor and his ability to adapt to almost anything is what makes him stand out. Among many of his amazing qualities, the one that has motivated me the most has been how driven he is in spite of all the obstacles he has had to overcome. Armando is, without a doubt a fighter, and his persistence to get him to where he is now and where he is headed will make him in the very near future one of the best Latino professors I have known.

I want to end by saying how much Armando will be missed. I also want to share a short conversation I once had with Armando. One day I told Armando that I was not sure how I would repay him for all his guidance and insight and he said to me, “as long as you do the same for others, then that is enough”. ¡*Gracias por todo Armando!*

*Felicidades to each  
of the CLS Faculty,  
who give their time  
and energy to  
advance the  
understanding of  
our communities.*

# CLS Faculty News and Achievements



## Mary Beltrán

Professor Beltrán was on research leave for Fall 2006. She was a recipient of a Faculty Diversity Research Award offered through the University Wisconsin System Institute on Race and Ethnicity. During her research leave, she has worked on her book, "Lessons in Hollywood *Latinidad*: Latina/o Stardom and the Evolution of U.S. Racial Borders." Her essay, "Latin Lovers and American Accents: Latino/as and the Transition to Sound Film," will be published in *Latino/a Communication Studies Today*. She is slated to write several columns for FlowTV, an online journal of television and media studies.

## Birgit Brander Rasmussen

Professor Rasmussen was on research leave for Fall 2006.



## Alberta M. Gloria

Professor Gloria was selected as one of UW-Madison's Academic Leadership Fellows for the Consortium on Institutional Cooperation for the 2006-2007 academic year.



## Camille Guérin-Gonzales

Professor Guérin-Gonzales is the recipient of the 2006-07 Provost's Strategic Hiring Fellowship at UW-Madison. She is currently on research leave for the 2006-07 academic year.

## Susan Lee Johnson

Professor Johnson served as one of the academic advisors for the documentary entitled "The Gold Rush." The film includes acclaimed writer Isabel Allende and traces the participation of Californians in the California Gold Rush. The documentary aired on November 6, 2006 on Wisconsin Public Television.

## Sandra Magaña

Professor Magaña was instrumental in the coordination of the first annual Latino Forum. She was featured in Wisconsin Week for her work on understanding the role of family for individuals with disabilities. Professor Magaña was also actively involved in the environmental justice, U.S. / Mexico Border Course.



## Francisco Scarano

Professor Scarano is currently the new Director of Graduate Studies in the History Department.



## Norma Saldivar

In honor of her work as theater director, Professor Saldivar is the recipient the 2006 Art Institute Creative Arts Award. Professor Saldivar plans to use the award to research regional Chicana/o and Latina/o companies and artists throughout the United States.

## Steve J. Stern

Professor Stern received the 2006 Bryce Wood Award Honorable Mention from the Latin American Studies Association for his book entitled *Remembering Pinochet's Chile: On the Eve of London 1998*. He recently published a book entitled, *Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988*. Professor Stern was also named the Alberto Flores Galindo Professor of History. In addition, he received an American Council of Learned Societies Fellowship to work on a book on how Chilean democracy reckoned with legacies of atrocity during the 1990s to ca. 2006.

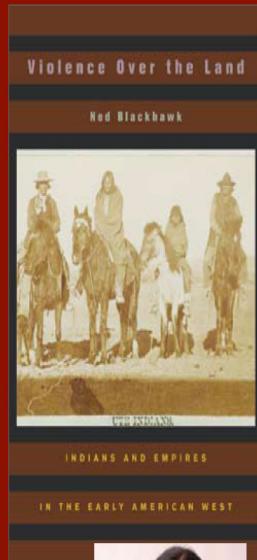


## Lynet Uttal

Professor Uttal was highlighted in *La Comunidad* for the project she co-directs entitled *Formando Lazos: Bicultural Families and Building a Stronger Pan-Latino Community*. The project facilitates parenting and communication skills for new immigrant families. She was on sabbatical for the Fall 2006 semester.







Ned Blackhawk is Associate Professor of History and American Indian Studies, University of Wisconsin, Madison

## VIOLENCE OVER THE LAND

INDIANS AND EMPIRES IN THE EARLY AMERICAN WEST  
NED BLACKHAWK

"A very impressive achievement. Blackhawk has managed through prodigious research to piece together a coherent history of an understudied region while at the same time developing original arguments with broad implications for North American history. Compelling, at times provocative, this book has the potential to shift the center of gravity within the field."

—Jeffrey Ostler, University of Oregon

"Expansive, vivid, and beautifully creative, *Violence over the Land* is a tour de force. Blackhawk deftly weaves throughout the theme of violence and cultural change over three centuries in the scramble for a vast region of western North America. A missing piece of the puzzle has just been found."

—John Wunder, University of Nebraska

"Ranging widely across geography and time, *Violence over the Land* gives an often overlooked region and its peoples the same import routinely accorded the middle ground or the Atlantic rim. Ned Blackhawk's compelling interpretation completely reorients our understanding of the early American West."

—Philip J. Deloria, author of *Indians in Unexpected Places*

"A powerful work that challenges a long list of myths and preconceptions, this ambitious book asks us to reimagine the conventional narrative of North American history. Blackhawk's story of Great Basin peoples reveals both the violent history of the region and the habits of mind that, until now, have produced sanitized narratives of its past."

—Frederick E. Hoxie, University of Illinois

Forthcoming in November 2006. Cloth

Read more about this book: [www.hup.harvard.edu/catalog/BLAVIO.html](http://www.hup.harvard.edu/catalog/BLAVIO.html)

## Chican@ and Latin@ Studies Faculty

### Mary Beltrán

Assistant Professor of Communication Arts  
[mcbeltran@wisc.edu](mailto:mcbeltran@wisc.edu)

### Ned Blackhawk

Associate Professor of History & American Indian Studies  
[nblackhawk@wisc.edu](mailto:nblackhawk@wisc.edu)

### Alda Blanco

Professor of Spanish & Portuguese  
[ablanco@wisc.edu](mailto:ablanco@wisc.edu)

### Birgit Brander-Rasmussen

Assistant Professor of English  
[bbranderrasm@wisc.edu](mailto:bbranderrasm@wisc.edu)

### Nan Enstad

Associate Professor of History  
[nenstad@wis](mailto:nenstad@wis)

### Jim Escalante

Professor of Art & Art Education  
[jaescala@education.wisc.edu](mailto:jaescala@education.wisc.edu)

### Alberta M. Gloria

Professor of Counseling Psychology  
[agloria@education.wisc.edu](mailto:agloria@education.wisc.edu)

### Camille Guérin-Gonzales

Professor of History  
[cgueringonza@wisc.edu](mailto:cgueringonza@wisc.edu)

### Susan Lee Johnson

Associate Professor of History  
[sljohnson5@wisc.edu](mailto:sjohnson5@wisc.edu)

### Consuelo López-Springfield

Assistant Dea of Academic Affairs  
[cspringf@wisc.edu](mailto:cspringf@wisc.edu)

### Sandra Magaña

Assistant Professor of Social Work  
[magana@waisman.wisc.edu](mailto:magana@waisman.wisc.edu)

### Benjamin Marquez

Professor of Political Science  
[marquez@polisci.wisc.edu](mailto:marquez@polisci.wisc.edu)

### Norma Saldivar

Associate Professor of Theatre & Drama  
[nsalvidar@wisc.edu](mailto:nsalvidar@wisc.edu)

### Francisco Scarano

Professor of History  
[fscarano@wisc.edu](mailto:fscarano@wisc.edu)

### Steve Stern

Professor of History  
[sjstern@wisc.edu](mailto:sjstern@wisc.edu)

### Lynet Uttal

Associate Professor of Human Development & Family Studies  
[luttal@wisc.edu](mailto:luttal@wisc.edu)

# Adelante: CLS Alumni



"The

**CLS certificate  
program taught  
me my history."**

*Marla Delgado*

Dear CLS *familia*, I miss all the wonderful students, staff, and faculty of the CLS Program! I especially want to share my sincere gratitude to all of my instructors (Ben Marquez, Armando Mejia, Mary Beltrán, and Susan Johnson) for your support and guidance during the early years of my educational journey, in particular my identity development. Before coming to UW-Madison I knew I was Mexican-American, but I did not really know what it meant to be Mexican-American or Chicana. The CLS certificate program gave me part of my identity that was never taught in any of my formative history classes— it taught me *my* history. Since my graduation in May 2005, I have been working towards my master's degree in counseling here at UW- Madison. I have been around campus, but a little less involved than I used to be (focusing on graduating this upcoming May). After graduation, I hope to continue on my educational journey. Ultimately I see myself working in a higher educational setting, empowering students and helping them realize their aspirations. ~ Marla Delgado, B.S. Class of '05

Colleagues will ask for my opinion on the Latino concerns here in San Antonio, and college students will ask me to guide them in their research focus on Latinos. More importantly, high school students will "light up" when they hear the word "Chicano" because they are surrounded by Hispanic and Latino labels daily. They long for a richer understanding of who they are as individuals and as a people. When I left to Madison, Wisconsin in 1998, I too was in search of my own identity. For me, Hispanic was just something I was called but it did not represent who I was. In short, when I look back on my college experience, I can only remember my Chicano Studies courses and M.E.Ch.A. because they are what impacted me the most and are responsible for who I am today—an educated Chicana! After graduating with a Masters of Counseling from UW, I now work at the University of Texas at San Antonio in the Admissions Department where I am responsible for all the on-campus recruitment for the Downtown Campus. I love what I do and the best thing about my job is that I am able to bring my ideas and concerns to the table. ~ Desire Alva, M.S. Class of '03



Darrell C. Balderrama, a 2003 Graduate of the UW-Madison with a BA in Sociology and Chicana/o Studies Certificate, is currently the Assistant Director of the University Outreach Center in San Antonio. A former UW-Mechista, Darrell is currently pursuing a Doctorate of Education in Educational Leadership at the University of Texas at San Antonio. Since graduating in 2003, he has moved back to his hometown of San Antonio and graduated from St. Mary's University with a master's in Public Administration. His experiences in the Chicana/o Studies Program helped him understand the importance of education and also helped shape him as a community leader. During his time at UW and in the program, he was also able to take courses that focused on issues related to Chicana/o history. These classes helped him to understand his own background and gain an appreciation for his people's struggles. Darrell anticipates graduating from UTSA in May of 2009 and plans to teach at the university level. He also looks forward to continue his work in higher education. Darrell would like each CLS reader to know that his experience in the Chicana/o Studies program was amazing and truly enlightening! He encourages all students to take advantage of the program and believes strongly in its mission to promote Chicana/o culture and identity.

~ Darrell C. Balderrama, B.A. Class of '03

**"[CLS]  
provided me  
with a powerful  
and validating  
experience."**  
*Gladys Reyes*

When I had the opportunity to study at UW-Madison I had no idea what to expect. During my first year, I was introduced to the Chicana@ Studies Program and had no concept [about the program]. I had never taken a class or read a book written by a Chicana/o. It was very empowering to learn about who I am and the history of my community. After [taking] my first class I was addicted, and took every single course the program had to offer. I knew this certificate would be useful to me in my future given the rapid growth of our community. Cultural knowledge would be an asset for my career goals. I work for a non-profit organization, Communities in Schools, in my home town of San Antonio, Texas. I am an Academic Coordinator for TRiO, an upward bound pre-college program. In the upcoming month I will be graduating with my master's degree from UT-San Antonio. The education that I gained through the Chicana@ & Latin@ Studies Program has greatly helped me in my profession. I incorporate a cultural perspective that my students can relate to because many of them have never been exposed to an education that is inclusive of their story. I sincerely believe that this certificate has helped me recognize my roots and has given me the ability to help others.

~ Gladys Reyes, B.A. Class of '03



# Congratulations to our 2006 CLS Graduates!



## May and Summer 2006 Graduates

**Gilberto Corral, Jr., B.S.**  
*International Studies & Political Science*  
**Kyra Flores, B.A.**  
*Political Science*  
**Lilliana García, B.A.**  
*Spanish*  
**Melissa Gombar, B.A.**  
*Spanish*  
**José González, B.A.**  
*LACIS & Spanish*  
**Steven Klehfoth, B.A.**  
*History*  
**Melissa Losiniecki, B.A.**  
*Spanish*  
**Natalie Orosco, B.S.**  
*Rehabilitation Psychology*  
**Melissa Ruiz, B.A.**  
*Anthropology*



## December 2006 Graduates

**Oswaldo Álvarez, B.A.**  
*LACIS & Political Science*  
**Rebeca Buendía, B.A.**  
*Zoology & Women Studies Certificate*  
**Rita Garcia Martinez, B.S.**  
*History & History of Science*  
**Natanael Martínez, B.A.**  
*Business Management &  
Human Resources & Marketing*  
**Rebecca Muisenga, B.A.**  
*Spanish*  
**Daniel Ojeda, B.A.**  
*History*  
**Chelsea Petersen, B.A.**  
*Spanish*  
**Megan Schaaf, B.A.**  
*Political Science & International Studies*  
**Vanessa Solís, B.A.**  
*Sociology & LACIS*

May '06

Valedictorian:

*Gil Corral Jr.*

December '06

Valedictorian:

*Megan Schaaf*

Salutatorian:

*Natanael*

*Martínez*

## Out and About in the Community:

### CLS Students in Action

- Ana Báez serves as the Latina/o student representative for the MSC Advisory Board.
- Oswaldo Alvarez is currently studying abroad in Argentina.
- Zaynab Baalbaki serves as a member of the CLS Student Faculty Liaison Committee.
- Jessica Chavez serves as a member of the CLS Curriculum Committee.
- Katrina Flores is co-chairing the search for the Dean of Students position.
- Vanessa Palomino is the president of Lambda Theta Alpha.
- Alma Ruiz is the co-chair of M.E.Ch.A.
- Evelyn Cuevas is the co-chair of M.E.Ch.A.
- Natanael Martínez serves at the president of the Latino's Men Group.
- Vanessa Solís will serve as an intern with Wisconsin State Representative Pedro Colón.

Let us

know what

you are up

to!

# Come *ChiLaCSA* Here...



The Dolores Huerta & César Chávez Community Room and CLS Library has computers, printers, and comunidad!

¡Bienvenidos to the Dolores Huerta and Cesar Chavez Community Room, your CLS student lounge! The lounge is a colorful place where you can relax, do homework, or simply gather to build community with your colleagues. Come and use the resources available to you. CLS students have access to computers with internet, printing, and believe or not, there is sometimes even food and drinks! Community and connections await you at **338W Ingraham Hall**. We hope to see you there!



## Chatting with Jillian Alpire: CLS Program Administrator

By: Cristina Springfield

This year, the program welcomes a new program administrator, Jillian Alpire. A recent graduate of the University of Wisconsin-Madison, Jillian spent the summer as our Program Administrator. While she expresses nostalgia for starting the new school year as an undergraduate student, she is just as excited to begin a new job here in the Chican@ & Latin@ Studies Program. The following is an interview where the reader can hopefully get to know her both professionally and personally:

**Q: What is your degree in?** Spanish Language, History, International Studies, and I had a certificate in Global Cultures. I also studied abroad in Ecuador my spring semester junior year.

**Q: Where do you see yourself in 5/10 years?** Well, I hope to be working toward a Ph.D.-- I would ultimately like to be a professor.

**Q: What are you looking forward to this year with the program?** I am looking forward to working with students, to making more connections to the Chicano/Latino community, and to developing the working side of me-- in a laid back but also professional space. I am also very interested in working with faculty in order to learn about the process of becoming a professor in higher education.

**Q: What fuels your interest in Chicano/**

**Latino Studies?** I started taking Spanish when I was in 6<sup>th</sup> grade, and Appleton has a really good foreign language program so we learned about culture—mainly the culture of Spain and Mexico. I then studied abroad, which made me fall in love with dancing and speaking Spanish. Other things that have fueled my interest include

having married my Bolivian husband, as well as attending an alternative spring break, LUPE, (which was founded by César Chávez and Dolores Huerta) where we learned about Chicano identity struggles that immigrants--and especially migrant workers--face. I also took Camille's [Professor Guérin Gonzales] course, *Memory and Place in Chicano and Latino History*, and in that course I learned about *latinidad*.

**Q: What is one interesting fact about yourself?** When I studied abroad in Ecuador, there was a coup to overthrow the president of Ecuador. When I was there, I went to a rally in support of the people to overthrow the president. So I was with some friends in this place downtown with fires everywhere (it seemed like a scene of a war) when all of a sudden somebody yelled "run!" We started running, and someone yelled "duck!" at which point I was hit in the leg with a tear gas canister shot from a tank. I fell, and all of the gas went up into my face. I couldn't walk and I thought I was going to die. My friend and another guy carried me to a Red Cross van and I was asphyxiated for two hours. I was in the paper the next day. "Yo también soy forajida!"

**Q: Anything you're nervous about with starting this new job?** I am nervous about disappointing people. I want to live up to everything that is the Chican@ & Latin@ Studies Program.

Welcome, Jillian, to the program! We all look forward to meeting and working with you in the future!



# SPRING 2007 COURSES



Class	Topic	Time	Professor	Brief Descriptions (please see timetable for further details or visit us at <a href="http://www.chida.wisc.edu">www.chida.wisc.edu</a> )
CLS 102:	Intro to Comparative Ethnic Studies	9:30am-10:45am	Prof. Leary	Introduces students to multicultural history of the U.S.
CLS 210:	Chican@ and Latin@ Cultural Studies	2:30pm-3:45pm	Prof. Beltran	Introduces students to the cultural worlds of Chican@ and Latin@s in the U.S. We will examine how diverse people came to understand themselves as members of racial, ethnic, and cultural communities in the 19th and 20th century.
CLS 347:	Race, Ethnicity and Media	For times see timetable	Prof. Beltran	Provides students with critical tools and an understanding of the main topics of concern and debate in the study of race and ethnicity in U.S. films, entertainment television, and popular culture.
CLS 462:	American West since 1850	11:00am MWF	TBA	Explores the history of western North America, focusing on the period of 1850. It introduces students to the key themes and interpretive problems in the study of the history of the West.
CLS 470:	Sociodemographic Analysis of Mexican-Migration	1:20pm MWF	Prof. Morales	Introduces students to social and demographic analysis and explanations of the historical and present day causes and consequences of migration of the largest immigrant group in the US.
CLS 530:	Advance Topics in Chican@ & Latin@ Studies	2:25pm-5:25pm T	Prof. Gloria	Explores the salient psychological and psychoeducational research with Chican@s in the U.S. Taking a psychosociocultural approach, topics of cultural values, acculturation, identity development, and environmental and social climate are explored.
CLS 699	Directed Study			Open to those with consent of instructor

## Are you Meeting CLS Requirements?

Did you know that the CLS certificate program is equivalent to an undergraduate minor? Completion of the program only requires a minimum of 15 credits hours of Chican@ and Latin@ courses. Effective Fall 2005, the required courses to earn a certificate include:

1. **At least two 100 or 200 level courses**, one of which must be CLS 100, 201 or another designated introductory interdisciplinary survey.
2. At least one **300- level course**.
3. At least one **400-level course**.
4. At least one **500-, 600-,700- level capstone seminar course**.

Prior to graduation, all CLS certificate students are required to submit a portfolio of written work. Please contact Miguel Rosales ([mrosales@lssaa.wisc.edu](mailto:mrosales@lssaa.wisc.edu)) or Jillian Alpire ([chicla@mailplus.wisc.edu](mailto:chicla@mailplus.wisc.edu)) for more details.



### Socio-demographic Aspects of Mexican Migration (CLS/Soc 470)

covered historical and contemporary aspects of Mexican migration to the U.S. Students read classic work by Barrera (*Race and Class in the Southwest*) and Alvarez (*Familia*) as well as contemporary writings about the U.S. in general and the Midwest in particular from scholarly and popular sources e.g. Millard and Chapa "Apple Pie and

Enchiladas." Students were mostly advanced undergraduates, with one graduate student. Each produced a research paper on some aspect of the Mexican immigrant population. The class also experimented with curricular materials for use this spring and in the years to come. In the Spring 07 semester students can expect to produce policy memos, a glossary of important events and ideas as well as how to produce and respond to scenarios about the migrant experience.

**Professor Alfonso Morales** is a visiting Assistant Professor (Ph.D. Northwestern). He writes in various professional journals about economic sociology, law, society, urbanism, race, and gender which are all salient features of his work. His book *Re-nascent Pragmatism* (Ashgate) was well regarded and his next book *Street Sales* (Routledge) will appear in April 2007. His upcoming book and articles are about street merchants at Chicago's Maxwell Street Market.

Miguel's mentor  
is Dr. Antonio  
Ríos Bustamante,  
Director of the  
Chicano Studies  
Program at the  
University of  
Wyoming.



*La Liga Latina de Baseball de Madison*

countries were on Major League Baseball Club rosters accounting for nearly 25 percent of the overall MLB player base. This figure does not include domestic born Latinos and therefore the percentage of Latinos in the MLB ranks would be significantly higher with some estimates hovering around one-third of the player pool in the MBL.

Closer to home here in Wisconsin, *La Liga Latina de Baseball de Madison*, completed its 7th season of operation during the summer of 2006. Composed of ten teams and ranging in roster sizes between 14-19 players, Madison Latino Baseball league gives credence to the contention that the sports of baseball is an important piece in the lives of Latinos.

I had the honor of serving as the vice-president for the 2006 season despite not being able to field a team due to my commitments to playing in another league in Madison. In the previous season (2005) my team, Los Tejonés, were able to make

a run for the championship and finished the season with a second place result in the season tournament.

Two of my key players, James Murphy- Aguilu and D'Carlo Maldonado, from the 2005 season were recruited to other teams in the league and both helped their respective teams make runs for the season championship. With James Murphy earning a piece of the league championship as his team, Latin Palace Club, on the season tournament.

Perhaps, the highlight of the season was an All-Star game played against a Milwaukee Latino League All-Star Team on July 4, 2006 at Bowman Field in Madison. What better way to celebrate Independence Day than to play a nine-inning game of America's favorite pastime?

Serving as co-manager for the Madison team, I had the pleasure of watching the Madison Latino All-Stars defeat the Milwaukee Latino All-Stars 7-3.

For the 2007 season I will look to re-field a team in the *Liga Latina de Baseball de Madison*, as well as field a team in the Madison Community School Recreation (MSCR) baseball league.

Any student interested in playing for either or both of these teams should contact me—[mrosales@lssaa.wisc.edu](mailto:mrosales@lssaa.wisc.edu) or (608)262-6463.

*Miguel Rosales is from Laramie, Wyoming. He is the Chican@ & Latin@ Student Academic Services (CLSAS) Advisor as well as the coordinator for the Summer Collegiate Experience (SCE). His office is located in 415 South Hall. Miguel joined UW-Madison in 2001.*



Miguel  
Rosales is  
the  
Chican@  
Student  
Academic  
Advisor.

# ChiLaCSA: Chican@ & Latin@ Certificate Student Association

cultural events focused on Chican@ and Latin@ heritage. The current governance board members include: Zaynab Baalbaki, Jessica Chavez, Katrina Flores, Jose Calixto, and León Carlos Miranda. Remember as a CLS student you are automatically a member of ChiLaCSA! If you are interested please do not hesitate to e-mail us at [chilacsa\\_madison@yahoo.com](mailto:chilacsa_madison@yahoo.com) or visit the website at

[www.chicla.wisc.edu/chilacsa1.htm](http://www.chicla.wisc.edu/chilacsa1.htm)

**Interested in enhancing your leadership skills or working collaboratively with faculty from across campus?**

If you are interested in enhancing your professional development or want your voice to be heard in CLS, please join the governance board or simply come to the meetings. ChiLaCSA is a CLS student organization that serves as the certificate students' voice in different decision-making processes. We promote academic and

## CLS Project Assistant:

## Araceli Mejía



Welcome to Araceli Mejía, the program's new assistant. In this role, Araceli coordinates the newsletter and journal as well as assisting with other CLS activities, such as recruiting students for the CLS certificate, producing programming, and being part of the community. A self-proclaimed "sun worshiper," she is a Californian and looking forward to a third year in the frozen tundra of Madison, Wisconsin! She is originally from South Central Los Angeles, where all of her family still lives since immigrating to the United States from Jiquilpan, Michoacán, Mexico. After completing her undergraduate degree at UC-Berkeley, she joined the world of work for a few years which reinforced her desire to continue to graduate school. Currently she is a graduate student pursuing a master's degree in counseling. As the first person in her family to complete an undergraduate degree and as a Latina attempting to pursue higher education, she has developed a personal interest in Latina/o students who have shared similar experiences. She invites any questions you might have about navigating the undergraduate experience, surviving graduate school, or understanding the CLS program. Or if you are aware of a good venue to listen to rock en Español and eat good Mexican food, please contact her.

Also, if you are interested in submitting a newsletter article for *Regeneración* or would like to report news or achievements, please contact Araceli and she will work to include it in the next CLS newsletter!

## Announcements

### JOURNAL SUBMISSIONS

You are cordially invited to contribute to *Concientización: A Journal of Chican@ & Latino@ Experience and Thought*.

Please consider submitting one of your course papers or some other specially written manuscript that addresses Chican@ or Latin@ issues. Details about how to submit a manuscript are listed at:

[www.chicla.wisc.edu/concientizaxion.html](http://www.chicla.wisc.edu/concientizaxion.html)

### REGENT SALAS ACADEMIC

#### ACTIVIST STUDENT SCHOLARSHIP

Created to honor Regent Salas' work and commitment for the CLS community, a student scholarship of \$250 has been created. Please submit following to the program:

- 1) A 2 to 3 page statement outlining your community activism and experiences;
- 2) Resume or curriculum vita;
- 3) One letter of recommendation.

Contact Jillian Alpire for more information about the application process.

**Chican@ & Latin@ Studies Program**  
**University of Wisconsin-Madison**

312 Ingraham Hall  
1155 Observatory Drive  
Madison, WI 53706  
Phone: 608-263-4486  
Fax: 608-265-8432  
chicla@mailplus.wisc.edu

Director: Alberta M. Gloria, Ph.D.  
Phone: 608-262-9545  
Undergraduate Advisor: Miguel Rosales  
Phone: 608-262-6463  
Program Administrator: Jillian Alpire  
Phone: 608-263-4486  
Project Assistant: Araceli Mejia  
Phone: 608-262-9545



**CLS Mission Statement**

*The program in Chican@ and Latin@ Studies offers a systematic and interdisciplinary analysis of Mexican- and Latin-American-origin people, cultures, and collectivities within the United States. The interdisciplinary Program is designed to provide students with a broad knowledge base and the intellectual tools to understand the unity and diversity of U.S. Latino populations. The primary objective of the Program is to train students in the study of Chicanos and Latinos, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.*

We're on the Web!  
[www.chicla.wisc.edu](http://www.chicla.wisc.edu)

## Remember and Honoring Nuestras Raíces: Continuing to Grow Strong

In 1989, Mario Compean first compiled a chronology of the history of what is now known as the Chican@ Latin@ Studies Program. In May 2006, Tricia Price (former CLS Program Administrator, 2004 to Summer 2006) continued to update this chronology to ensure the ongoing documentation of our program's history. Below is an overview of some of our program's history.

- April 14, 1974 was the first picketing march for a Chicano Studies department at UW-Madison.
- Chicano Studies was established in the School of Education in 1976-1977.
- Adalberto Aguirre, Ph.D. was appointed the first Program Director at academic staff level in 1979-1980, however, he resigned a year later when a faculty appointment offer was not made.
- Walter Lane was named interim Program Director in 1980-1981. His primary objective was to oversee the search process for a new Program Director.
- In 1981-1982, the Chicano Studies offices were established in Science Hall, the first newsletter was published, and a conference held on Chicanos in higher education.
- José de Paz, M.A., was appointed Program Director at an academic staff level, however, a year later he resigned at the end of the 1982-1983 academic year. Ismael Rodriguez, a graduate student and the program's Program Assistant, was responsible for keeping the office open for the summer.
- Mario Compean, M.A. was hired as a half-time Program Assistant at .5 FTE to assume Program leadership, however, he acted in the capacity as the Program Administrator.
- Chicano Studies was transferred to the College of Letters and Science from the School of Education in August 1988.
- Diego Vigil was recruited from the University of Southern California to assume the Program directorship in August 1988. Dr. Vigil left in 1989.
- Carlos Reyes began as the Student Service Specialist in June 1990. In October, Cesar Chavez spoke at the UW-Madison campus, an event that was co-sponsored by Chicano Studies and many other organizations.
- In 1991-1992 the program achieved timetable status.
- The Chicano Studies Certificate was approved in December 1993, and became the first certificate program initiated in an ethnic studies program.
- Margaret Theresa Annen was the first student to receive the Chicano Studies Certificate in May 1994.
- In 1994-1995 the program began a film festival that brought Lourdes Portillo and Ray Santisteban in to talk about their films.
- Chicano Studies moved into new offices in Ingraham Hall in summer 1995, along with other ethnic studies programs.
- In 1996-1997, the Program's first website was designed.
- The Program's name officially changed from Chicano Studies to Chicana/o Studies in April 1998.
- Camille Guérin-Gonzales was hired at the rank of Full Professor with tenure in Chicana/o Studies in 2001 and became Director in 2003.
- In 2003-2004 a new newsletter (Regeneración) and an academic student journal (Concientización) were launched and program bylaws were approved.
- The program's name was changed to the Chican@ & Latin@ Studies Program and revisions were made to the mission statement and certificate requirements in Fall 2004.
- In 2005-2006, films and books were catalogued into the CLS Library, which is now part of the UW-Madison library system. Archival materials were sent to the University Archives to assure accessibility to researchers. Also, Teaching Assistants Michel Hogue and Tyina Steptoe won the UW-Madison Innovation in Teaching Award for their work on the Santa Fe Trail course.
- Alberta M. Gloria became Director in June 2006. During the 2006-2007 academic year there were 75 certificate students, 16 faculty (3 core and 13 joint-governance), and 10 different CLS courses taught. The Regent Salas Academic Activist Scholarship was announced at the Annual Gathering and New Student Orientation.

Our program has experienced both struggles and successes and thus, it is with great appreciation that we honor the persistent energies and commitment of those who have worked to make the program the success it is today.