

SPECIAL
POINTS OF
INTEREST:

- CLS Director
- Welcome newly-declared CLS students
- Student Success
- CLS Graduates
- Get to Know Your Faculty
- Pathways and Processes to Graduate School

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Note from the Director

A mentor once told me of the importance to “make something out of nothing” in the face of obstacles. This statement reflects the need to be creative and innovative when challenges arise. In particular, this semester has been a time to *construir caminos* or build pathways to maintain our program’s progress and growth.



Alberta M. Gloria

We experienced our share of challenges as we were displaced from our CLS offices due to mold and poor air quality. It was a time to be creative to ensure that our displacement did not stop our daily functioning nor our ability to connect with members of our academic community. Making the best of the situation, we relocated the program temporarily to the Education Building. Many thanks to the Department of Counseling Psychology who graciously housed us and provided us with resources to keep our office functioning. Also, the Multicultural Student Center provided us with space to hold office hours for certificate advising.

These alternative pathways allowed us the best possible continuity for our program, and we progressed despite our challenges. For instance, the program began the semester with a 5-day film series on immigration, which was sponsored by a grant from the Institute on Race and Ethnicity from UW System. Professors Beltrán and Morales led thoughtful discussions as students learned more about Chican@ and Latin@ immigration experiences. Also, congratulations to Jillian Alpire, who was lead writer of the programming grant.

We also began the semester with a new website with help and support from Eder Valle, a CLS certificate student and web designer. Please visit the site www.chicla.wisc.edu for program updates, calendar of events, as well as YouTube videos from the staff and photo montages of our graduation events. Another exciting semester event was the

annual Student Orientation gathering. The event was a tremendous success with students, faculty, and staff enjoying great food from El Pastor, live music and dance by *Son Mudanza de Madison*, and ongoing discussions of available classes and learning opportunities within the program. See more pictures from the event on page 10. The approval of a



Son Mudanza performing at the CLS Student Orientation



CLS graduate minor was also a critical academic milestone for the program. The minor will connect graduate students to the program and create broader visibility for the CLS program, as we are the only UW system school to formally offer a minor in Chican@ Latin@ Studies.

The CLS faculty has been busy teaching classes and earning recognitions that reflect their talent and expertise. Please see pages 4 and 5 for faculty achievements and in-depth interviews, respectively. Similarly, a number of first-year students have declared their certificate status and several are highlighted on page 2.

After much anticipation, we finally returned to the CLS offices just after the Fall break. It is wonderful to be back in office and to have a place for students to congregate.

As we reflect on the many challenges that have emerged this semester, it is through the exploration and building of new pathways that we continue to succeed. ¡Adelante!

Taking a Break: CLS Study Jam!



The Chican@ and Latin@ Studies Program sponsored a “Study Jam” in mid-October 2007 to provide a study forum in preparation for midterms. Enjoying pizza and supportive conversation, the event brought together CLS students, graduate students, and faculty.

Getting to Know our New CLS Students: Interviews with Two Recently Declared Certificate Students

By Gerardo Mancilla

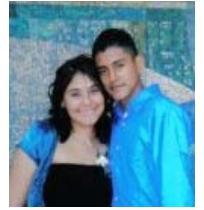


Ismael Cuevas was born in Mexico, however grew up on the south-side of Chicago. Although now a US Citizen, he struggled for several years as an undocumented student. The experiences of adjustment, marginalization, and discrimination motivated him to understand better his culture and history, and his ethnic identity.

His parents always stressed the importance of staying true to his cultural heritage and promoted cultural pride. For example, he remembers visiting the Mexican Fine Arts Museum in the Pilsen community, which featured César Chávez and an Aztec/Mayan exhibit. Growing up his grandparents addressed issues such as the impact of imperialism, capitalism, and NAFTA on their family and community. The first time Ismael felt 'different' was when he moved from a predominately Mexican neighborhood to a predominantly White community on the Southwest Side of Chicago. He attended Whitney Young Magnet School where he explored what it meant to be Mexican, Mexican-American, Xicano, or Latino. While in high school, Ismael joined *Latinos Unidos* and continued his self-exploration. He consistently spoke up at the meetings and facilitated debates to promote cultural dialogue, in particular addressing immigration. As a leader, Ismael read articles on oppression and sought further guidance in this area of study. Ismael took a Latin American course offered for seniors, which addressed the foundations and revolutions of Latin American, Mexico, Cuba, and Haiti.

At UW, Ismael plans to pursue a degree in politics and sociology. "I want to learn what affect us," Ismael says. His goals for the CLS program are to network with faculty, obtain role models and mentors, and connect with other Latin@s who are interest in similar issues.

By Rosalilia Mendoza



Stephanie Herrera was born in Madison, Wisconsin. Her parents immigrated from Mexico. She is a Sophomore who is pursuing a bachelor's degree in Social Work.

Stephanie's parents instilled in her the values of *familismo*, *respeto*, *comunidad*, religion, and education. Family is an important aspect of her identity and Stephanie will be expanding her family as she is currently engaged. A central goal of her educational and personal journey is to contribute to the community. In particular, she is motivated to make a difference. She believes that if she can inspire the value of education or motivate someone to continue school, then she has succeeded.

In working to be a positive influence for others, Stephanie values helping others with the purpose of providing options for a better life. Finding strength through religion, Stephanie defines herself as a "child of God" or "*Hija de Dios*" and an active church member who seeks opportunities to introduce God to others.

As a student pursuing a CLS certificate, she recalls taking a class with Professor Ben Márquez and him saying, "If you want to work with a specific group of people, then study to know about the specific group." After this class and mentoring interaction, Stephanie learned the importance of history in understanding the present and future, the needs of a community, and possibilities for effective advocacy. In particular, she hopes to explore the struggles and venues needed to create change.

Best wishes for a successful and productive academic year to Ismael, Stephanie, and all of the newly-declared CLS students!

By Cristina Springfield

Fostering Latinas' well-being is fundamental. For the past twelve years, La Mujer Latina (a student organization) has focused on Latina well-being by sponsoring an annual conference that brings students, faculty, and community organizers together to advance the condition of Latinas in the United States. This year and as previous years, the CLS program will co-sponsor *La Mujer Latina* and hold a conference dedicated to political awareness, activism, identity and empowerment.

Thirteen years ago, a group of Latina students dreamed of creating a conference that would discuss issues of importance to them. To date, the annual conference holds numerous awards and recognition by the city of Madison. This year, the conference will be held Saturday March 8th, from 9 a.m. to 4 p.m. in the Pyle Center. The Campus Womens' Center will provide child care free of charge. *Noche de Cultura* will take place the night before, Friday March 7th, from 7-11 p.m. on campus. La Mujer Latina members are writing grants to bring the acclaimed play "Yo Soy Latina" from New York for *Noche de Cultura*. Registration for the conference begins in April.

It takes a special group of people to organize a day-long conference, especially with limited resources and person-power. Whether you would like to help with advertising, set-up or registration the day of the conference, any and all help is appreciated. La Mujer Latina members gain experience writing grants and budgets, designing advertisements, working with faculty and community organizers, and collaborating with other student organizations. Whatever your passion-from politics, art, healthcare, or the hardships and triumphs of your own family-La Mujer Latina gives students the opportunity to explore culturally-relevant topics and educate the community.

Meetings are held weekly in the Multicultural Student Coalition organization office spaces on the second floor of the Red Gym. All students are encouraged to get involved now or to help the day of the conference.

For more details, contact Cristina Springfield at springfield@wisc.edu.

Ayoyando a las Mujeres Latinas!



Self Identity and Leadership: A Conversation about Cooking *con sabor*

Guadalupe Elizabeth Fonseca Contreras is a campus leader and community advocate who launched a new student organization named *College and Cooking*. Born in Ayutla Jalisco, Mexico and raised in Los Angeles California, Guadalupe has developed a cultural identity and ethnic pride that is expressed through *la cocina* - - cooking.



Q: What motivated you to develop a new student organization?

A: My dream is to have people of different ethnic and racial backgrounds sit together and talk about their cultural differences in unity, instead of searching for excuses to separate. What better way than to do so than over food.

Q: What inspires you about cooking?

A: Cooking is a way to teach others about who you are and even as a means to demonstrate love. The kitchen allows you to give and express your own “sazones” or life expressions that are shared on a plate. You want others to share a part of your life; you invite them to eat at your home and they are no longer strangers but they are friends. Food is a way to unite and bring peace.

Q: Can you share your visions about *College and Cooking* as it involves the university community?

A: I see it as a safe space. You can be yourself and do whatever you want—express your opinion, challenge others—all while learning about cultures through cooking. Individuals in the university community can use cooking as an opportunity to grow and enrich their college experiences. Faculty and students can challenge themselves by moving from academics to social settings, facilitating out-of-the-classroom learning.

Q: Anything else you would like to tell someone who is interested in *College and Cooking*?

A: I invite you all to join and together we will unite through our cooking using different sazones.

To get involved with *College and Cooking* contact Guadalupe at <gfonseca@wisc.edu>

Interview conducted by: Rosalilia Mendoza

By: Xiomara Vargas

I am originally from Colombia, and I also have some Arabic background. I moved to the United States in 2001 after I completed my last year of high school. In 2004, I transferred to UW-Madison from Lakeland College, a small college in Sheboygan, WI. At UW, I started studying Business Administration and was pleased with the curriculum but not completely satisfied. I realized that my passion was in areas related to international affairs. When I discovered the International Studies major, it called my attention immediately.

As I started the program, my academic advisor told me that I had already fulfilled my language requirement because of my native language, Spanish. My curriculum, however, allowed me to take another language course and I realized that it was a good opportunity to study French—a language with which I have always been fascinated. For an International Studies major, it is important to learn multiple languages; this is key for success in the program. Another important aspect for success is to become exposed to the international world. My goal of learning French fluently led me to apply for a study abroad program last year.

This past Spring semester, I studied abroad in Paris, France. When I was first accepted into the program, I was uncertain if I could participate due to the cost, however, I applied to several scholarships and was a recipient of the Gilman Scholarship. This scholarship program funds minority students who want to study abroad. Unfortunately, few minority students take advantage of this valuable program. It is time for minority students to become active participants in study abroad programs. My advice to you...do not give up an opportunity to study abroad due to financial constraints; there is funding available. Be patient and seek it out!

My experience in Paris was incredible. Not only did I improve my French, but I was immersed in the French culture. Paris is a wonderful city. There is so much to do, tour the *Arc de Triumph*, the *la Torre Eiffel*, or visit *petit cafes* with different musicians. I miss Paris a lot, a colorful city full of life and people from everywhere. If you love fashion, outside cafes, music, theater, and a multicultural and cosmopolitan city, Paris is the perfect place to study abroad. There is so much to share about my experience, but not enough space to write about it!

My advice to Chican@ Latin@ students who are interested in studying abroad... If you are going to study abroad, you must be committed to immerse yourself fully in the culture. Connect with people; it does not mean that you have to stop connecting with people from your home country! If you really want to learn, one must be open to explore the culture and the language, leaving stereotypes at home.

Francía: Sharing a Study Abroad Experience



Xiomara in Paris, France
Summer 2007

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Faculty News and Achievements



Mary Beltrán

Professor Beltrán has various pending and recent publication. A pending publication is entitled, "Mixed Race Hollywood: Multiraciality in Film and Media Culture."

This book is an anthology of scholarship on mixed-race representation and performance in U.S. film and television. This work is co-edited with Camilla Fojas and will be published by New York University Press in 2008. Professor Beltrán's second publication is entitled, "The Hollywood Latina Body as Site of Social Struggle: Media Constructions of Stardom and Jennifer Lopez's cross-over Butt" was recently published in *Stardom and Celebrity: A Reader* (edited by Sean Redmond and Su Holmes).



Alberta M. Gloria

Professor Gloria was named a Fellow of the American Psychological Association, Division 45 (the Psychological Study of Ethnic Minority Issues) in October 2007. She also secured a contract with Stylus Publishing to co-edit a book with Jeanett Castellanos entitled, *Handbook of Latinas/os in Higher Education: A camino largo, paso corto*.



Sandy Magaña

Professor Magaña received tenure and was promoted to Associate Professor in the Department of Social Work in 2007.

Norma Saldivar

Professor Saldivar was appointed Interim Executive Director of the University of Wisconsin Madison Arts Institute. Professor Saldivar is highlighted in this volume of *Regeneración* on page 5.



Jim Escalante

Professor Escalante was interviewed and will be featured in the local newspaper *La Voz* in a two-part series. In addition, Dr. Escalante will exhibit his work at The Chazen Museum of Art at the UW-Madison. The exhibit will open on the evening of January 25, 2008. Professor Escalante is highlighted in this volume of *Regeneración* on page 5.



Birgit Brander Rasmussen

Professor Rasmussen's article entitled, "Negotiating Peace, Negotiating Literacies: A French-Iroquois Encounter and the Making of Early American Literature" was selected to receive the 2007 Norman Foerster Prize for the best essay published in *American Literature*.

Alfonso Morales

Professor Morales was hired as a tenure-track Assistant Professor in the Department of Urban and Regional Planning.



Ned Blackhawk

Professor Ned Blackhawk has won multiple awards for his book entitled, *Violence Over the Land: Indians, Empires, in the Early American West*.

Among these awards are: Federick Jackson Turner Award for the most significant first book in American History, recognized by the Organization of American Historians; the Erminie Wheeler-Voegelin Prize for the best book of the year acknowledged by the American Society for Ethnohistory; the William P. Clements Prize for the best non-fiction book on Southwest Studies awarded from the Southern Methodist University; the Robert M. Utey Award for the best book on the military history of the American Frontier, recognized by the Western History Association; and the Lora Romero First Book Prize, awarded by the American Studies Association.

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

Getting to Know Your CLS Faculty:

Professionally and Personally



By: Cristina Springfield

Professor Norma Saldivar was recently appointed Interim Executive Director of the UW-Madison Arts Institute. Dr. Saldivar is also a Producing Director of University Theatre and teaches in the Department of Theatre & Drama at University of Wisconsin-Madison. Her career launched as a stage director and producer in Chicago, Illinois, working

with non-union theatre, theatre festivals, and radio. Then, she established herself in Wisconsin. Professor Saldivar shares how she entered academia integrating her passion and extensive experience in Chicano Latino theater in the following personal interview.

Cristina Springfield (CS): What inspired you when you were younger to pursue production and theater?

Norma Saldivar (NS): I've been asked this question several times, pretty much every time I'm interviewed, and I don't have a definitive moment. Well, I suppose that's not true, I did have a definitive moment. For me, my parents really encouraged me to be curious and to be interested in education and in reading and I had some really wonderful teachers when I was growing up who encouraged us to read. I was a kid who loved television and film and so I loved all of those mediums and what I appreciated was the way they told stories. And, the way they would help you escape. They would help educate or storytell. I loved that, I loved that. You could pick up a book or watch a film and completely disappear from where you were. And I didn't really know how one got to that point.

(CS): What made you want to become a professor? What made you decide to move from the professional to academic arena?

(NS): Actually, I was invited here to direct a play prior to my coming on as a faculty member. I had been doing workshops and teaching at different universities—but not full-time. What I really enjoyed about it was the enthusiasm the students brought— their real sense of discovery about theater. And so, it reminded me about my own enthusiasm, and I had some really great teachers as an undergrad and graduate student. To a person, you know, they always say, the way theater has been done [is] for us [and] by us and it is up to us to give back to students and to encourage people to be appreciative of the art form.

CS: You won the Creative Arts Award in 2006, which awards research money. What is your research on?

NS: Well my research is a continuation of some research I've been working on for the past—oh God, fifteen or twenty years. It's started to take shape now in a different format. I started years ago to explore Chicano theater in the Southwest, not necessarily as an academic. But, I've wanted to understand what that was, what it took to be considered Chicano/Latino theater, what the environment

Continued on page 11

By: Cristina Springfield



Jim Escalante, a professor in the Art Department, has developed his passion for graphic design, typography, photography and fine printed artist's books over the past three decades. Born in Mexico City to a bilingual and bicultural family, he moved to the United States in high school. He graduated college at North Texas State, where he met his wife. He earned his Masters in Fine Arts at the University of Wisconsin-Madison and in 1978 founded the private company, Iguana Press, to publish limited edition books by contemporary writers and illustrators. From 1993 to 1996, he served as the Acting Director of the Chican@ & Latin@ Studies Program and in 2007 became an Associate Dean in the School of Education.

Cristina Springfield (CS): You are *chilango*, born in Mexico City correct?

Jim Escalante (JE): You know, all of our backgrounds have a unique composition. I remember when I was younger we were driving-- I was in college at North Texas State--and we picked up a hitchhiker. And, he was Chicano, Mexican-American, or whatever one calls themselves. So we were talking and the hitchhiker asked, "Where are you guys going?" We responded, "We're going down to Galveston." And I said in Spanish, "So do you speak Spanish?" And after our conversation, he looked at me and he goes, "You're Chicano and you're *White*?" (laughs) The buddy that was driving, he loved that, he thought that was really funny.

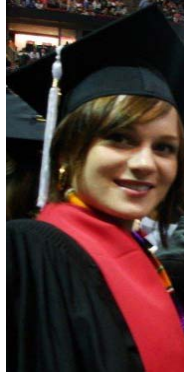
My father's parents both came from Mexico in 1910 when the Mexican Revolution sort of took off. And, they were not married at the time. My grandfather, Alfonso, he was younger...he was about 16, and he moved from--he wasn't from Mexico City but that was where he was living--and he moved to Brownsville, Texas, which is right on the border. [...] And I always laugh that he got to the border and said "Ya llegue" but he wanted to be where he could see Mexico. I've never met him but I can, because when he got married he went across the border to Matamoros and met Marina, who became his wife. It's this *no soy de aqui* but I don't live over there any more. Those kinds of subtle things don't get lost in me, in terms of who he must have been and what he must have been.

When I first got to Texas, I received a notice in the mail prior to an election and everything about the election was in Spanish. I was so impressed with this country that was distributing information about an election in Spanish... I was really impressed by it. What I didn't recognize in 1970, I think it was 1972, that was the result of a massive struggle by people. It was practically a revolution. I was a recipient of this. And, it didn't come in terms of a history lesson.

Continued on page 11

Adelante: CLS Alumni

I'm from San Jose, California. I earned a B.A. in Psychology with a certificate in CLS. I also dabbled in Czech language. I was CLS valedictorian for Spring 2007. During my four years at UW Madison, I was actively involved in MEChA, ChiLaCSA, and Madison Coalition for Animal Rights. CLS is important to me because it gave me the opportunity to form relationships with inspiring professors. The familial nature of CLS made these amazing people accessible and approachable, which was important to me because I felt out-of-place in academia at first. CLS helped me to feel intelligent, capable, and comfortable in higher education.



I am currently living with my boyfriend Andres and our dog Chili in Znojmo, Czech Republic. Znojmo is a small town in Southern Moravia near the Austrian border. I have been struggling to adjust to working in a new country and to living in such a small town, but the process has showed me a lot about myself. I really miss: the MEChA office, Monty's on Atwood, Willy St. Co-op, Mother Fool's coffee house, the East Side Farmers' Market, and the Weary Traveler. If you are at the UW and haven't been to all those places, go check them out before you leave!

~Jessica Chavez, B.A., Class of '07

Carlos Miranda graduated in May 2007 with a degree in Latin American Iberian and Caribbean Studies. In addition, Carlos received a certificate in Chican@ Latin@ Studies from UW Madison. He worked toward earning a second degree in Spanish but due to a lack of finances and limited educational assistance from the Spanish department, he graduated with this degree.

For Carlos, being a part of the CLS community was rewarding. The CLS community served as a means of overcoming many of the obstacles he faced with pursuing a higher education. Today, he using the knowledge he gained from CLS courses in his daily interactions. In particular, Carlos referenced the "Chicano Psychology" class as an important part for better understanding our community.

Carlos currently lives in Madison and holds the jobs he maintained while attending school. He is heavily involved with the Workers Rights Center (WRC) in the Southside of Madison. The WRC is a nonprofit organization that educates low-wage workers about their rights in the workplace. In addition, Carlos works with *Voces de la Frontera* in their campaign to support the Dream Act. With this project, the organization addresses the basic rights of students, funding opportunities, and presents information for families that describe the process required for applying to a higher education.



Carlos greatest accomplishment has been to graduate from the University of Wisconsin Madison. Although he had unending support from his parents, graduation was a tremendous accomplishment because Carlos was a first-generation college student who learned to navigate the system through finding support through general guidance, financial assistance, and tutoring. Due to the rising cost of tuition, Carlos worked constantly while pursuing his education. Due to finances, Carlos stopped-out of school for three semesters. Without the support of a full tuition scholarship from the Department of Continuing Education for non-traditional students, Carlos would have probably not returned to UW. As a result of the scholarship, Carlos focused on obtaining his degree.

When asked if there was anything that he would like to share with the CLS community, Carlos responded "Don't loose faith." In higher education or core classes, students such as I are bound to get what are referred to as "good" and "bad." However, it is important to not lose faith in our abilities to not only obtain a diploma and extract and provide to others the information that will truly educate. Enjoy the experience and remember to use what you have learned while attending the university to help your community. As a student, you are in a position of privilege and I believe one should use this to make higher education accessible to all students.

~Leon Carlos Miranda, B.A. Class of 07'

"Don't loose faith. In higher education or core classes...it is important to not lose faith in our abilities to obtain a diploma but extract and provide to others the information that will truly educate."

Carlos Miranda

Congratulations to our CLS Graduates!

May 2007 Graduates

Richard Aguirre
Political Science & Legal Studies
Vanessa Arenas Sánchez

Women's Studies

Sandra Brasda
History & Women's Studies Certificate

Jose G. Calixto Morales
Geography & LACIS

Jessica Chávez
Psychology

Sara Delgado
Spanish & Women's Studies
Christina L.P.W. Johnson
*Anthropology,
AISP, & Global Cultures Certificates*

Lauren López
Political Science

Gerardo Mancilla
*Elementary Education &
Communication Arts T.V.*

León Carlos Miranda
LACIS

Vanessa C. Palomino
HDSF

Aurelio Salazar
Spanish & LACIS
Kristie Barnick-Snyder
Zoology & English

December 2007 Graduates

Yessica Alzati
*Family, Consumer, & Community Education:
Community Leadership*

Zaynab Baalbaki
*Sociology & Elementary Education:
EC MC Licensing Option
Education Policy Certificate*

Katrina Flores
Chinese

Marcela Garcia
English-Creative Writing

May 07'

Valedictorian:

Jessica Chávez

Salutatorian:

Sandra Brasda

December 07'

Valedictorian:

Katrina Flores

Salutatorian:

Zaynab Baalbaki



Out and About in the Community: CLS Students in Action

- Katrina Flores was featured in this year's UW Collegiate Slam presented by MCSC
- Linda Araceli Serna developed programming for Latino youth and serves as an advocate at Centro Hispano.
- Zaynab Baalbaki serves as an executive member for ChilACSA
- Cristina Springfield is this year's La Mujer Latina co-chair.
- Eder Valle tutors students in science and makes it enjoyable.

STUDENTS:

Let us know
what you are
up to!

Graduate School Pathways and Processes

Gerardo graduated with a CLS certificate in 2007. He is now in graduate school pursuing master's degrees in Counseling and Curriculum and Instruction.

The Five Pillars of Graduate School by

Dr. Jeanett Castellanos
[May 2007 CLS
Graduation Speaker]

1. Academic preparation
2. Development of research skills and agenda
3. Practical experiences
4. Leadership skills
5. Community service

Paving the Way: Graduate School

Gerardo Mancilla double majored in Elementary Education and Communication Arts with a Certificate in Chican@ Latin@ Studies. Gerardo highlights his experience of transitioning from undergraduate to graduate school in the interview below.



Q: When did you first learn about graduate school?

A: I was exposed to graduate school through my mentors. I had substantial in- and out-of-the-classroom experiences that prompted me to pursue this path.

Q: Why did you apply to graduate school?

A: I wanted to pursue my own research and to better understand the Latino community. I wanted an opportunity to explore a current community issue...“to plant a seed.”

Q: What prepared you for graduate studies?

A: I decided to continue my studies before graduating. I had to balance everything during my senior year. First, I looked at my areas of interest. I took the GRE and applied to several programs. I researched schools, met with professors, and found funding once I was accepted.

Q: Describe your application process.

A: I applied for graduate schools between late December and mid January. I waited for almost four months to receive responses. In April, I received letters of acceptance. At that time, I searched for financial resources, that included federal scholarships and graduate school assistantships.

Q: What has graduate school been like for you so far?

A: Graduate school has been easy because of the support I receive from professors, upperclassmen, and peers. For example, during orientations I met everyone, was assigned a mentor, and received help from other Latino students in the department who have reached out to me.

Q: What are you studying right now?

A: I am pursuing a two master's degrees—one in Counseling with a school emphasis and a second in Curriculum & Instruction with an emphasis on bilingual education.

Q: Why did you choose these field?

A: When selecting the degrees, I wanted to build a bridge between community and school systems. In these programs, I can integrate students' cultural aspects within schools to attend to the whole student.

Balancing Identities: Unexpected Graduate School Lessons



By: Rosalilia Mendoza

As an undergraduate, my priorities were to earn good grades, conduct research, provide community service, gain leadership opportunities in student organizations, and spend as much time as possible with family. While I juggled these priorities and waited for graduate school acceptance letters, one important element which was not fully explored, questioned, or considered was: Who am I as a community member? How will the skills I learn in graduate school connect with my community?

Although research, leadership positions in student organizations, and honors programs, prepared me for graduate studies, I had yet to explore my identity as a community member. A famous Chicana writer, Gloria Anzaldúa discussed identity development as borderless and fluid—able to traverse worlds, integrating all that you are without losing yourself.

In graduate school, I am learning to traverse worlds. I am navigating the university, becoming aware of the system, learning its resources and demands. In particular, I am shaping my professional identity, learning to conduct research to address social issues, completing assignments, and creating relationships with faculty and students.

As a graduate student I feel challenged to find a cultural fit between my education, identity, and sense of community. No training prepared me to balance these aspects of who I am. I have yet to read theories addressing how to negotiate personal, professional, and community identities. Through this journey, I have searched and reflected deeply on the questions: Who am I? Where did I come from? Who are *mi gente*? Where do I belong? In this reflection, I realize that I must not compromise myself, although the graduate school system attempts to change me. I have relied on Chicana/o friends and student peers who have experienced similar processes and a mentor who shared her experiences. My parents support my exploration by consistently asking me, “Oye *mija*’ *explicame otra vez que es lo que estás estudiando?* Daughter, explain to me one more time what you are studying?” Today, I continue to learn the importance of balancing identity, education, family, and community.

Interview by Rosalilia Mendoza

SPRING 2008 COURSES



| Class | Topic | Time | Day | Professor | Brief Descriptions (Please see timetable or course overviews at www.chida.wisc.edu/courses.html) |
|----------|---|----------------|---------|----------------------------|---|
| CLS 102: | Introduction to Comparative Ethnic Studies | 9:30am-10:45am | T and R | James Leary | Introduces students to multicultural history of the U.S. |
| CLS 210: | Intro to Chicana/o Latina/o Cultural Studies | 2:30pm-3:45pm | T and R | Mary Beltrán | Introduces students to the cultural worlds of Chicana/os and Latina/os in the U.S. We will examine how diverse people came to understand themselves as members of racial, ethnic, and cultural communities. |
| CLS 245: | Chicana and Latina History | 2:30pm-3:45pm | T and R | Camille Guérin-Gonzales | Offers a comparative and transnational approach to understanding Chican@ and Latin@ working-class cultures and communities in the 19th and 20th century. |
| CLS 330: | Topics in Chicana/o Studies | 9:30am-10:45am | T and R | Jo Scheder | Examines specific themes in Chicana/o life, ways and culture. Topics include border culture, Chicana/o ethnicity and identity, and Mexican immigration to the U.S. |
| CLS 332: | Latinas: Self Identity and Social Change | 3:00pm-5:30pm | R | Consuelo López Springfield | Explores the multiracial and multicultural realities of Latina societies through the examination of histories and cultures of Chicana, Puerto Rican, and Cuban women. |
| CLS 357: | Chicana/o Latina/o Literature | 1:20pm | M W F | Birgit Brander Rasmussen | Examines the origins and development of widely distributed popular culture in the 19th and 20th centuries with emphasis on race and racialization. |
| CLS 459: | Mexico in Chicana/o Imagination | 1:00pm-2:15pm | T and R | Ruben Medina | Examines the representations of Mexico in the literary works of Chicana/o writers throughout the 20th century. |
| CLS 462: | American West Since 1850 | 2:30pm-3:45pm | T and R | Susan Johnson | Explores the history and legacy of Spanish-Indian relations within the Spanish Empire in North America and centers on the disruptive and adaptive changes initiated by Indian peoples. |
| CLS 530: | Advanced Topics in Chicana/o and Latina/o Studies | 2:25pm-5:25pm | T | Alberta M. Gloria | Explores the salient psychological and psychoeducational research with Chicana/os in the U.S. Taking a psychosociocultural approach, topics of cultural values, acculturation, identity development, and environment and social climate are explored. |
| CLS 699: | Directed Study | -- | -- | -- | Open to those with consent of chair and instructor. Study available with Professors Beltrán, Morales and Guérin-Gonzales. |

Are you Meeting CLS Requirements?

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 102,201,210 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.

Contact Miguel Rosales (mrosales@lssaa.wisc.edu) or Jillian M. Alpire (chicla@mailplus.wisc.edu) for more details.

Miguel Rosales 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 25D Ingraham Hall. Jillian M. Alpire is the Academic Department Specialist for the Chican@ & Latin@ Studies Program. Her office is located in 312 Ingraham Hall.

Did you know that the CLS certificate program is equivalent to an undergraduate minor? Completion of the program requires a minimum of 15 credits hours of Chican@ and Latin@ courses.



Jillian Alpire



Miguel Rosales

ChiLaCSA: Chican@ & Latin@ Certificate Student Association

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 cultural events focused on Chican@ and Latin@ heritage. The Fall 2007 governance board mem-

bers included Zaynab Baalbaki and Katrina Flores. As a CLS student you are automatically a member of ChiLaCSA! If you are interested in being involved with ChiLaCSA e-mail us at chilacsa_madison@yahoo.com or visit the website at

www.chicla.wisc.edu/chilacsa1.htm



Students attending the
Fall 2007
CLS Student Orientation



CLS Project Assistant: Rosalilia Mendoza

From a family of ten, Rosalilia Mendoza was born and raised by Mexican immigrant parents in the San Fernando Valley, California. She is the first one in her family to have graduated from high school and a first-generation college student. She earned her B.A. with honors in Psychology/Cognitive Sciences and minor in Chicana/o Latina/o Studies from the University of California, Irvine. As an undergraduate, she investigated Latina undergraduates' college adjustment, attitudes and values towards mental health, well-being, and cultural congruity.



Currently, she is pursuing a Master's degree at the University of Wisconsin-Madison in Counseling and is interested in Latin American and Chicana/o Latina/o issues. Her primary research interests include indigenous psychologies, multicultural competencies in mental health services for diverse and marginalized populations, Chicana/o Latina/os' development of critical consciousness, Chicana/Latina's college adjustment in higher education, feminist theory, and sociocultural factors that influence Latinas' well-being. Rosalilia is interested in learning about community systems that influence and validate Chicana/o Latina/o's identity development and empowerment. Upon graduation, Rosalilia would like to explore these interests by gaining practical experiences working with a community or nonprofit agency.

If you are interested in submitting a newsletter article for *Regeneración* or would like to report news or achievements, please contact Rosalilia 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

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

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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. Latin@ populations. The primary objective of the Program is to train students in the study of Chican@s and Latin@s, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.



Getting to Know your CLS Faculty (continued)

Continued from page 5—Interview with Professor Saldivar

in the Southwest had to do with the kind of work that was being produced and developed... Now, I have the desire to document, not the playwrights in an academic way, but to document the people at the ground floor. The ones working on the front lines~ the actors, the directors. I'm setting up interviews with people—not just in the Southwest but all over the country—in theater companies that are making a difference and really presenting the Latino or Chicano voice to the public. Their stories, their issues... Pure and simple. Like a historian. Pure and simple. Like an anthropologist. Who are these people? Not that I'm either of those two people but I just think it's really important to connect and give them voice. I don't want to theorize about what they do, but to allow them to speak in their own voice about their processes. And what's gotten them to where they are.

CS: Do you have plans to teach a class for the Chican@ & Latin@ Studies Program?

NS: I've always been really interested in teaching for the program.. And, we've never quite developed [a class]... well I hope so. I hope that we will, sometime soon. I think it would be really wonderful. And, it might be great if I can figure out a way to bring in a team [that] teaches, [or] a theater [of] artists to help people understand that there's an incredible movement in this country that we aren't always necessarily seeing here in Madison, of theater art that is Latino or Chicano but I would love to, I would love to do it.

Continued from page 5—Interview with Professor Escalante

I didn't really learn about some of that history until 1976 in my last semester in college. A faculty member in Spanish, and she was Cuban-American, taught a course on Chicano literature. What was interesting in 1976, most Spanish programs taught literature from Spain and it was so mind-boggling to me that we were in Texas, and I was in North Texas which is a good drive from Mexico, that everything in that curriculum was based on Spain. To a younger student, especially one coming from Mexico who had never been to Spain, and with my Mexican history, we were always somewhat suspicious of the Spanish history, you know, the Spanish culture

Some of it was in Spanish and some of it was in English but most of it was in English. That was when I saw the book "Yo soy Joaquin," And I remember I was never a very good student, but that was the only class that I can remember ever reading all of the assignments. It was the first time you read stories where there were names that were familiar. They really did bring about sort of a how in a democratic society; the systems were twisted to the advantage of people who had the power. I'm reading it more as my grandfather Alfonso and his wife Marina coming to this country and so I do feel more of a connection to the writer's side than to the landowner side or the government side. So, I didn't intend to talk about that but when you say I'm *Chilango*, yeah I am, definitely.

CS: How did you get introduced to the program?

JE: Richard Flores had called me and asked if I would be interested in helping out the program. [When the old director left] being one of the few Chicano faculty with tenure, the eyes in room kind of looked at me, asking you know, are you willing to step up. And it was the first academic administrative position I've ever taken. So, I said I would be happy to do it, It ended up I was not successful in hiring a permanent director. So after the second year I became chair of the Art Department and that's when Ben Marquez was the acting director. But I did do it for 2 years. Most of that time we were over in Science Hall. It was towards the end of that time that they moved us to Ingraham. It was a different location; it was closer to the Union and closer to Humanities, but... yeah. I really learned a lot about the campus. I met a lot of students that I wouldn't have met otherwise. Most of the students in the program are not art majors. So, it was nice to meet students from all over.

CS: What is something you don't think many people know about you?

JE: I'm very, very shy (laughs).

CS: Really? That surprises me because you come to a lot of our events.

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 education experiences of the students and members of the community. Your contribution will support multiple programs including a scholarship program for students enrolled in the Chican@ & Latin@ Studies Certificate Pro-

gram, workshops and study groups. In addition, other activities involving the academic student organization Chican@ & Latin@ Certificate Student Association (ChiLaCSA), artist in residence programs and a speaker series will be supported.

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

Please make checks payable to: The Chicana/o & Latina/o Studies Development Fund. All contributions should be sent to the following address: Alberta M. Gloria, Ph.D., 312 Ingraham Hall, 1115 Observatory Drive, Madison, WI. 53706. You may also visit www.uwfoundation.wisc.edu to donate on-line. Be sure to select “other” and indicate funds are to support the Chican@ & Latin@ Studies Program.

Yes! I want to help support the Chican@ & Latin@ Studies Certificate Program at UW–Madison. Enclosed is my tax-deductible gift of \$_____ payable to Chican@ Latin@ Studies Program Development Fund.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

E-mail: _____

Please use the space below to send us news about yourself, experiences in the CLS program, or suggestions for future issues of *Regeneración*.

**Thank you
for your
generosity
and support!**