

SPECIAL POINTS OF INTEREST

New Director

New Faculty

Student Activism

Guest Lecturer

Grad School Advice

Alumni Reflections

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A Note from the CLS Director



Sandy Magaña

I had the good fortune of starting as a new director with two other excellent staff members, Sylvia Garcia, Program Administrator and Lirio Patton, Project Assistant. I think a challenge we all faced is that we

are all new staff members learning our way and defining our jobs. I appreciate the help each of us received in our transition period from Alberta Gloria who has been and continues to be very helpful to me, Jillian Alpire who has taken time to come in and work with Sylvia and Rosalilia Mendoza who has provided transition consultation to Lirio. Thank you CLS community for being patient with us as we learn!

Our student workers have helped us maintain continuity in our program. Cristina Springfield has provided important expertise on graphics production we needed as well as teaching some of us how to use the library system. Cristina will be graduating in December, which is fantastic but we also feel a little sad losing her as a student hourly! If she stays on campus, we'll find ways to pull her back into CLS. Cristina, along with Julia Covarrubias, and Alida Cardos Wiley have helped us keep the student lounge and library running. Nicole Martinez joined our team over the summer to help update the website and has been available to provide regular updates.

Despite our learning curve, we have had some fantastic events this semester! We started off with *Welcome Back Week* Sep-

tember 15 through 19th in which students were invited to come and hang out at the lounge, get reacquainted with the program and enjoy some snacks. CLS faculty member Lynet Uttal organized an important scholarly speaker for our program, Gloria Holguin Cuádriz from Arizona State University who gave a talk entitled, *Mexican Americans and the Making of Community*. We were pleased to have 50 attendees including CLS students and faculty as well as people from the local school district and other UW campuses. Our *CLS Orientation* was held on October 24 at Helen C. White and was an enjoyable time for CLS community members across campus to come together, enjoy some food and entertainment, and get updated on the program.

We forged a new collaboration this semester with the Multicultural Student Center (MSC) by working together on a *Study Jam*, held December 10th right before finals week at the MSC. The Faculty Student Liaison Committee worked hard this semester in planning the December graduation. I want to thank CLS faculty member Tess Arenas who volunteered to chair the committee, and thank the hard working members of the committee, Sylvia Garcia, Miguel Rosales, Lirio Patton, and student, Marta Diaz.

I am enjoying being director of the CLS program and an active part of the CLS community. My course, *Understanding Latino Families and Communities*, has truly kept me connected to the CLS certificate students and I have been happy to be part of their learning journey. I look forward to the Spring Semester and all of the new challenges and opportunities awaiting us at CLS.



Cecilia Leon



We celebrated our fall orientation on Oct 24th, with a turnout of over 60 people, which included students, faculty, friends, and community members. We heard from faculty about spring courses, and were entertained by the talents of student spoken-word performers Alida Cardos Whaley, Sofia Snow, and Cecilia Leon, along with the music of *Son Mudanza*. What a great way to welcome in the fall 2008 semester!



Getting to Know Our CLS Students



Eder Valle

Eder is a senior, majoring in Chemistry with a Certificate in Chican@ Latin@ Studies (CLS), and an active member in the Latino Men's Group, Chemistry Learning Center and the Wisconsin AIDS Network. The Wisconsin AIDS network is an organization which raises money for people living with AIDS and AIDS research. The network is a private organization and works by hosting a cycling event each year, usually in the month of August which lasts 4 days. The cycling event covers 300 miles and is broad-cast on local news media of Madison.

Riding for Awareness

This summer I took on the role of making a difference not only within myself but within the community. I learned about the AIDS ride the previous summer and promised myself that I would raise at least 1500 dollars and live through the ride. The ride itself was difficult and enjoyable riding for 7-10 hours a day, and feeling that sense of achievement as you dominated massive hills with your own energy and desire. It was also very inspiring to see that riders would wait at the top of the hills and encourage those at the bottom to successfully climb the hill. The most difficult and memorable day of the event was the century ride. The century ride began at 7:30AM and covered a distance of 100 miles, this particular ride was meant to push people to their limits, by the end of the ride we had only felt a small glimpse of what an AIDS victim feels every day. The last rider is called "Rider Zero" and rider zero has no rider... that's right no rider. Rider Zero represents all the people that we have lost due to AIDS; it is a moment of silence filled with an emotional ending. It's also a very good representation of why we need to stop the disease. Out of the 139 riders, I discovered that there were only 5 minorities in the event which was about 3.6%. Needless to say I wasn't surprised. In August of 2009, I will be actively participating and training again this summer and I am hopeful that many will donate to the cause and participate in the event. The Wisconsin AIDS Network Raised \$295,000 and most of the money goes to African-Americans and Latinos in Madison.

Links: www.actride.org and www.aidsnetwork.org/index.html



Alida Cardoso Whaley

Word

I am a sophomore here at UW planning on majoring in LACIS, possibly doubling in art, and am also a CLS certificate student. I decided to pursue the certificate because it is the first time I found classes where I could learn about myself. I have never been in an environment that nurtured my need for knowledge about my father's side of my family; my roots; my Mexican and Mayan blood. It's different than anything I've ever done in terms of school courses because I sit there, in lecture, and I listen not because I have to, but because I want to.

I have also been given the blessing to be a member of a revolutionary program called First Wave (FW). It is a program under the Office of Multicultural Art's Initiative, now in its second year. Its focus, being community building through spoken word, urban arts, and hip hop theatre, has attracted young artists from around the nation. Brought here on scholarship, we now realize money is hardly the largest benefit considering all the resources FW offers. We get to work with renowned artists; poets, writers, emcees, graffiti artists, dj's, b-boys and b-girls, activists, hip hop heads and all around great intellectuals. In addition, we travel around the U.S. doing shows at universities, conferences, and other events in order to spread the word. This is the way many in my generation speak: we find self-expression; sometimes with words or in song, sometimes through dancing or using a spray can. The way we do it is not as important as the fact that we do it. We seek to empower people: young and old around the globe; share our stories in hopes that they might share one in return. Within FW, I do spoken word. But, recently I have found myself nurturing other talents; dance, visual art, music, singing, acting, directing, designing and promoting our events, and an overabundance of other beautiful things.

It's lovely how things work out. I know I would not be thriving at this point in my life had I not become a part of FW and met the community; the people; the family. We have taught each other how to grow from a group of strangers into a unit whose community stretches far beyond our cohort of 16. We have started to grow in our art and as people. I think that is one of the most important things you can ever begin to learn.

Son Mudanza: “Creating a Space Where We Can Fit”

By Lirio Patton

This fall, I interviewed an inspiring group of students, members of *Son Mudanza*, who perform *Son Jarocho* (music of Veracruz, Mexico). Jorge and Esmeralda Rodriguez, who started *Son Mudanza*, a little over a year ago, come from California, where they learned *Son Jarocho*. They continue that tradition here, holding regular *talleres/workshops* through MEChA for others interested in learning the music. *Son Mudanza* members Jorge, Esmeralda, Linda Serna, and Rosalilia Mendoza shared their thoughts about what they do:



Celebrating Día de los Muertos

Left to Right: Linda Serna, Rosalilia Medoza, Jorge Rodriguez, & Esmeralda Rodriguez.

Esmeralda: *Son* is song...and *Mudanza* means movement. Within *Son Jarocho*, there’s a part of the music where the dancers are dancing and it goes from one step to another, from one set of rhythms, one set of beats to another, and that in-between kind of step is called a *Mudanza*. We also call ourselves *Son Mudanza* just because a lot of us have moved from different places and I think it represents what our experiences have been.



CLS Orientation
Rosalilia, Linda, & Jorge

Jorge: This music expresses everyday struggles of the people. So you could say that the purpose for us Chicanos is to: 1) disseminate culture in this country; 2) to give an alternative for youth within this country to be able to embrace one’s own culture, our music, and self expression, and; 3) to be able to tell our story though the music, in the very same way that the *Veracruzanos* use music to tell their story.

There’s a part of *Son Jarocho*, the *versos*, and we create our own lyrics, our own *versos*, and we talk about the social injustices of this country, our frustrations, empowerment, our joys and love. I think that it’s a really awesome medium to be able to work with our community because when they embrace it, we grow from it as well.

Linda: We really use it to empower ourselves, because we’re all activists and *Son Jarocho* has been a way to combine all of that together, activism and culture. The group has also offered workshops at Madison public schools and participated in demonstrations in Madison and the larger mid-west, such as in Minnesota.

Rosalilia: We also work with other students, who are not just Chicanos. We try to incorporate others who feel the same way. They may, for example play hip-hop, but we share something similar.

Jorge: As Latinos and Chicanos in this country we also turn to those alternative mediums, but at the same time we also turn to our traditional roots...It’s about creating a space where we can fit.



Son Mudanza
Performing at the TITU

STUDENTS:
Let us know what you’re up to!

Come ChiLaCSA With Us

Interested in promoting academic and cultural events
focused on Chican@s & Latin@s?

Join the Chican@ & Latin@ Certificate Student Association (ChiLaCSA).
ChiLaCSA is the student’s voice of the Chican@ & Latin@ Studies Program.

For more info visit: www.chicla.wisc.edu/chilacsa.html
Contact: chicla@mailplus.wisc.edu or lpatton@wisc.edu

Guest Lecturer: Gloria Holguín Cuádras

By Lynet Uttal

Mexican
Americans
and the
Making of
Community

“You are trying to capture how individuals become citizens, not just through their legal status, but by how they assert their citizenship and sense of belonging through agency and actions—claiming space and their rights to belong.”

On October 17, my good friend and colleague, Dr. Gloria Holguín Cuádras presented a lecture based on former Mexican American residents who lived in the Goodyear Farms labor camps in Litchfield Park, Arizona from 1916 to 1986. For seventy years, Litchfield Park was home to hundreds of Mexican workers and their families. “Los campos” were established to attract and maintain a stable workforce necessary to support the burgeoning commercial production of cotton in Arizona. Evidence of the thirteen camps’ existence disappeared when the last of the camps was demolished in 1986.

In explaining the importance of doing oral histories, Dr. Cuádras told us, “You are trying to capture how individuals become citizens, not just through their legal status, but by how they assert their citizenship and sense of belonging through agency and actions—claiming space and their rights to belong.” Her talk documented how the residents created family life, made homes out of Goodyear Farms’ minimal camp housing provisions, and engaged in leisure and social activities (such as dances, baseball teams, and parades) that gave definition to their sense of community. Dr. Cuádras explained that there were four factors that contributed to the ability of the camp residents to create a strong sense of community: a “work hard and play hard” ethic, a consciousness regarding the necessity to support each other’s survival, a strong “relational responsibility” to family and friends, and a strong desire to produce and reproduce cultural knowledge and tradition. The camp communities were essential to the survival of Mexican American families, both in terms of basic subsistence as well as their affirmation and cultural production. Through several generations of families who worked for Goodyear Farms, residents supported each other from birth to death.



Audience members at lecture

Far right: Dr. Morales asks a question.

Dr. Cuádras, herself, was raised in the agricultural borderlands of the Imperial Valley, CA. Her educational pathway took her through Imperial Valley community college, the University of California-Santa Cruz, and she received her doctorate in Sociology from the University of California-Berkeley in 1993. Her early research began with in-depth interviews of the “political generation” of Chicana/o doctoral students in higher education. Since 1994, she has been a professor in the Department of American Studies at Arizona State University (ASU). She founded the Ethnicity, Race, and First Nations Studies Program at ASU’s West campus. She is co-author and member of the Latina Feminist Group, authors of *Telling to Live: Latina Feminist Testimonios*, published by Duke University Press in 2001. This book is an important collection of personal narratives of Latinas who work in higher education. Her current passion is for documenting people’s stories using oral history and making video documentaries.

While Dr. Cuádras was here, she had lunch with several Latina graduate students and encouraged them to create intellectual communities by establishing a dissertation group. Even before her plane left the ground, a group had been established. I had not anticipated that she would have such an impact when I invited her to come and share her work. It made my heart swell with pride to hear her pass on this advice to graduate students here at UW because that was how Gloria and I had made it through graduate school. Twenty years ago, we started a dissertation writing group that provided the emotional support and academic feedback that resulted in all of us successfully completing our degrees. Like the residents of “Los campos”, we knew that we were not going to make it without the advantages of creating community.

Lynet Uttal is a joint governance faculty with the Chican@ and Latin@ Studies Program who organized this talk with funding courtesy of the Kemper K. Knapp Bequest.



Gloria Holguín Cuádras



Gloria & Lynet

Faculty News & Achievements

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Tess Arenas

Professor Arenas is faculty director in the Office of Service Learning and Community Based Research. This fall she taught a Foundations of Multicultural Coalition Building course, in which students served local non profits, such as collecting for the Thanksgiving Food Drive (they broke the campus record, 8000 pounds of food) and planned a holiday event with Madison Urban Ministry for children of the incarcerated. She is planning the Crossing Borders: Environmental Justice at the US/Mexico Border summer course. Students can apply for this course through the Study Abroad office. Professor Arenas was also a keynote speaker at the recent PEOPLE Student Retreat, speaking on, "The Meaning of Engagement in the Obama Era."



Camille Guérin-Gonzales

Professor Camille Guérin-Gonzales gave the keynote address at the Carroll College Second Annual Lecture Series in Waukesha, Wisconsin, on April 17, 2008. Her presentation, "Christmas in Madrid: Spectacular Spaces of Struggle in a Northern New Mexico Coal Town," explored the use of fantasy, spectacle and masquerade during the years of the Great Depression and World War II in contests over identity and community in a small New Mexican coal-mining town. This research is part of a binational study of the culture of coal mining communities that engages recent literature on space and place, race and identity.



Sandy Magaña

The National Institute on Disability Rehabilitation Research (NIDRR) awarded Dr. Magaña a 5-year, \$250,000 grant as part of a center grant at the University of Illinois--Chicago, entitled, "Health Education for Latina Caregivers of Adults with Intellectual and Developmental Disabilities." Dr Magaña's project, which uses health educators/ *promotoras de salud*, has been the subject of local Spanish newspaper (*La Comunidad*) and *La Movida* radio station.



Ben Marquez

Professor Marquez appeared on the *Telemundo* television network during election night (November 4th) with announcer Alina Machado. He gave 5-minute running commentaries every twenty minutes, addressing a host of questions and issues of interest gathered from individuals on the street and viewer emails. He was asked to comment on Wisconsin's early returns, discussing how far ahead Obama was, even before the polls closed. Additionally, Dr. Marquez was asked about the health referendum on the ballot, in many WI communities including Milwaukee. After Senator McCain's concession and President-Elect Obama's victory, Dr. Marquez commented on the significance of this 2008 election.



Alfonso Morales

This fall, Professor Morales taught Markets and Food Systems and won a course development grant which made it possible for his class to attend the Growing Food and Justice Initiative Conference in Milwaukee. Dr. Morales also organized and presented at a session on street markets at the 2008 APA meetings. He serves on the board of EDCO Ventures, a nonprofit organization creating innovative companies and significant living wage jobs in economically distressed areas, which initiated its first four businesses during 2008. In the October issue of *Planning*, you can read his, "two cents" essay about planning issues the next President might consider.



Lynet Uttal

Lynet Uttal was invited to speak at the University of Fribourg in Switzerland on "Latino Immigrant Family Childcare Providers and Bicultural Childrearing in the U.S.," Her community-based research and education project, *Formando Lazos*, has begun using Spanish radio to host dialogues concerning bicultural parenting.



**¡Felicidades y muchísimas gracias! Congratulations
and many thanks to our CLS faculty for their work and service!**

Getting to Know Our CLS Faculty

Charlando Con Mariana Pacheco

By Lirio Patton

Prior to joining UW, in the fall of 2006, Professor Pacheco earned her Ph.D. in Education and completed a post-doctorate in the Teacher Education Program at the University of California, Los Angeles (UCLA). In CA, she worked as a bilingual teacher in the primary grades and also worked on different research studies examining the implications of state and federally based policies on the classroom practices and learning opportunities targeting English Language Learners (ELLs). Her research interests envelope the teaching and learning issues pertaining to students who are native Spanish-speakers and who are learning English as a second language, specifically students who are developing multi-literacies and are participating in a range of multicultural practices.



Mariana Pacheco

L: What are you currently working on?

M: My current research looks at an afterschool newspaper. As a program that's not affiliated with a school, it can organize learning in different ways than schools do. The newspaper program has a diversity of students, across grade level, ethnicity, socio-economic status, language background, and writing capabilities. They organize learning around an apprenticeship model, where adults aren't teaching directly to the student, but students are learning to become writers through writing and as members of the newsroom community. This is a very different orientation and one of the suppositions is that all of the students will write. Success in that space is defined by producing an article that is publishable. Students write an article and are continually trying to improve it, which can mean a number of things: using different sources, changing style, making a piece longer or shorter; but the goal is to create a publishable article.

L: Sounds interesting.

M: I think this work is fascinating because it can continue to push our thinking (as educators) of how to organize writing for diverse students. There's something about the newsroom community of practice that promotes (what I call) a *learner identity*, where what is important to any individual student is promoted and nurtured. Another thing that's an emerging interest is to focus research on students' socio-historical knowledge.

L: Can you elaborate?

M: I'm trying to get at the tacit knowledge that students are gaining about social relationships in the world that we (researchers and educators) have yet to unpack with these students. For example, sometimes we talk about students funds of knowledge, but often what gets defined as a fund is what's exchangeable in school contexts, so that's limited the kind of student experiences that educators are interested in, yet there's so much more going on in students' lives. We need to expand productive learning opportunities, so that they're not sterile, apolitical, and ahistorical. We have to in a more nuanced and committed way, examine deeper what Chican@ & Latin@ students are experiencing in the world; in this highly politicized, highly contentious society.

L: What motivated you to become affiliated with the CLS program?

M: Chican@ & Latin@ Studies programs are so important! When I finally learned my own history, seeing my experience reflected in the official text, it was so transformative. That's why I think having Chican@ & Latin@ Studies programs at the university and high school level are necessary.

L: Yes.

M: For example, I'm glad to be a part of the CLS program, and I think it would a powerful opportunity for students at UW-Madison to have the option to pursue a Chican@ & Latin@ Studies major or minor. That would put them at the forefront of understanding issues that pertain to a growing population in schools. And the kind of work that is represented in such programs, my research for example, isn't necessarily limited to just Chican@ & Latin@ students; it can also speak to other underrepresented and marginalized students' experiences. So while I think that it's important to have these programs and to continue to ask Chican@s & Latin@s to continue their work and support each others efforts, it's also important that Chican@ & Latin@ Studies programs be structurally supported and expanded by educational institutions.

A Conversation with Carmen Valdez

By Lirio Patton



Carmen Valdez

On the morning of Oct 14, 2008, I had the opportunity to enjoy a conversation with Dr. Carmen Valdez, Assistant Professor of Counseling Psychology and a new Chican@ & Latin@ Studies (CLS) faculty affiliate. Prior to joining the University of Madison, Dr. Valdez was at Johns Hopkins University with a research team that created *Keeping Families Strong* (KFS), a prevention and intervention program promoting resiliency among families coping with depression. Presently, Dr. Valdez's research extends to Latino families who have experienced depression or other related stressors. She is partnering with mental health clinics to adopt and implement a culturally and linguistically-adapted version of KFS, to serve Latino families in the Madison area.

L: How did you become interested in extending this program to serve Latinos?

C: Through my work and clinical experience with Latinos it was clear that often Latino families in the U.S. experience isolation.

She explains her awareness of the needs of Latinos as coming in part from growing up in El Salvador and seeing the effects of class and economic disparity. Conscious of the social marginalization experienced by Latino immigrant communities, she aims her research at intervening on behalf of families, making opportunities available for them to share and network with others going through similar stressors, to find ways that support and promote each other's strengths. Along with her clinical community work, Dr. Valdez expresses that her professor role is rewarding because it allows her to serve in other ways. Her decision to join CLS reflects her commitment.

L: What made you decide to join the CLS program?

C: Mentoring students. There aren't that many resources for Latino students and I want to be a mentor for students interested in issues pertaining to Latinos.

We are fortunate to welcome Carmen Valdez into our CLS family; Keeping us connected to community; Keeping us strong!

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

Our Mission: The Chican@ and Latin@ Studies Program 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. Latina/o populations. The primary objective of the Program is to train students in the study of Chicana/os and Latina/os, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.

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Adelante CLS Alumni

Graduate School: Application and Acclimation



Zaynab Baalbaki graduated with a Bachelors of Science in Elementary Education and Sociology and certificates in Chica@ and Latin@ Studies and Educational Policy Studies. Zaynab was salutatorian for the Fall 2008 graduating class. The last semester at UW she left to teach in London through study abroad. Upon returning she moved to Philadelphia and started graduate school at the University of Pennsylvania in the M.S. Ed. Degree program in Education, Culture, & Society. Her research interests focus on racial equity and social justice within education. Zaynab has many useful tips on applying to graduate schools and settling into graduate school.

By Zaynab Baalbaki

My graduate application process was quite extensive. I applied to a whopping 14 graduate schools- 8 schools is more reasonable. That was greatly due to the Institute for Recruitment of Teachers (IRT) program that I applied to prior to applying to graduate schools. The program assists people who are interested in pursuing graduate schooling and have a commitment to education. The program made the application process more manageable and less stressful. I would encourage anyone interested in education to check out the program. My other tips are:

START EARLY!- This applies to *all* aspects of the application process.

Researching Possible Schools- Look for universities that have a degree/program that fits your needs and interests. Looking at program size, location, faculty, incoming students, current students, evaluations (comprehensive exams or papers), funding, student organizations, and any other factor that interests you. If you have questions, call the school! Hint: make a word document of schools you've researched.

Sign up for the GRE (or other pre-graduate exam)- This is necessary, so make sure to sign up early, so you can receive your score in time. Make sure to study!

Ask for letters of recommendation- ask for these two months before they are due. Professors will be writing letters for many applicants during that time; beat the rush and ask early. Provide the professor with information to make writing the letter easier. Include which school the letter will be sent to, the address of the school, the program name, and anything you want the professor to highlight in the letter.

Go to the Writing Center- Often you'll need to include a resume and a personal statement. You should make frequent appointments with the Writing Center throughout your writing process. I had my personal statement and resume edited *many* times.

Be Organized- Keep track of what you've completed. Make a folder for each school with information about the program, scholarships for the school, letters of recommendation, and additional paperwork.

After getting accepted, there are still a few more things I would encourage new graduate students to do in order to make their experience enriched. Getting accepted is the first step, now you have to make sure you stay and enjoy your time in graduate school.

Attend New-Student Welcomes- This is a great way to meet students that are in the same situation as you and make friends who can help you academically, socially, mentally, and spiritually.

Make Appointments with Faculty- Get to know your professors early in the semester. It shows that you're interested and professors appreciate that.

Meet People Outside your Program- It is easy to make friends with people who are in the same program- you'll be seeing much of them. But also try to meet people from different programs.

Create a Study Group- It might seem unnecessary, but they are very useful. In a theoretical or heavy reading class having a group of students to discuss the readings helps you understand the material. In a math/science course you can go over your questions/comments with the group.

For info on the Institute for Recruitment of Teachers:

www.andover.edu/SummerSessionOutreach/IFROTeachers/Pages/default.aspx

For info on the UW-Writing Center: www.wisc.edu/writing/

“*México, lindo y querido...*”: Returning to a Place I Was Never Really From

Dominic Ledesma Reflects on Identity

Dominic Ledesma 2004 UW-Madison alumnus. He graduated with a double major in Spanish and Italian along with a certificate in Chican@ & Latin@ Studies. He is currently working as a translator, interpreter and cultural diversity consultant.

By Dominic Ledesma

In my observations, a strong realization can be felt among those who are first-generation U.S. citizens and whose parents are from a Latin American country. It is a realization deep inside that tells you that your cultural heritage is something to be sought after and rediscovered—as if it were a time capsule buried and forgotten somewhere in your backyard. We may find ways to “dig up” certain aspects of our cultural heritage because we have the interest, time and resources to do so. It truly is an invaluable privilege to have the curiosity to explore one’s own cultural heritage because it is an experience that not only helps mold the construction of self-identity but also prolongs family history.



Dominic in Mexico

In my case, I grew up with one parent from Ciudad Juarez, Mexico and the other from St. Paul, Minnesota. I was raised in the United States but also felt like I “grew up Mexican” or at least something to be considered more than “just American.” People like me, those who share Mexican heritage but were born in the United States, may often find themselves in a tough situation. Belonging to two cultures may sometimes force people to make decisions that could compromise cultural beliefs in one culture or the other. The construction of my cultural identity has sometimes left me feeling marginalized in the United States even though I was born and raised here. Feeling like an outsider in the States gave me the ability to buffer mainstream social rejection by actively seeking identification in my Mexican heritage. Nevertheless, the claim I had always staked in “being Mexican” seemed premature because there was a part of me that felt as if I had not truly known enough about life in Mexico. I am referring to contact with culture that takes place on foreign soil and is present without filter. This is what encouraged me to spend around two and a half years in Guadalajara, Jalisco where I went to live, work and study (precisely in that order).

No matter how “Mexican” I might have culturally considered myself at any point in my life, living there helped me fill a *lacuna* with respect to the construction of my own identity. For bicultural individuals such as myself, going to Mexico can mean a nostalgic trip to one’s roots. However, once the luxury of holiday is over and it is time to get down to business, getting through the daily grind is what has the most impact. One becomes an integral part of society, or in other words, “just like anyone else.” After existing and functioning within the Mexican system, I began to share the well-founded frustrations and deep resentment that people have for the sluggish, careless and often unscrupulous way things are run administratively. When this happened, I realized that being part of the “gringo system” (which we are ever-so-used-to) had never seemed so comforting.

All in all, the paramount realization is that Mexico continues to hold a special place in my heart although it is a country I was never really from. This is due to the fact that I was not born there nor socialized there during the more impressionable times of my life. I do know that I share cultural aspects with Mexican nationals, but I also know that those connections only go so far. Being a cultural Mexican can have little to nothing to do with being a Mexican national and vice versa. Moreover, being one does not automatically guarantee the other. Having a sense of brown pride is a social-consciousness of ours here in the States, whereas understanding what it really is “to be Mexican as a Mexican” requires foreign socialization that only an investment of time can allow.

Congratulations to our CLS Graduates!

May 2008 Graduates

Ana Baez

Human Development and Family Studies

Claudia Barahona

Sociology and Social Welfare

Santos Barrientes

History

Sammy Gutglass

Spanish

Emily Mitnick

Communication Arts

Brandon Nadel

Sociology

Ashley Roth

*Latin American, Caribbean &
Iberian Studies & Spanish*

Yesenia Salazar

Legal Studies

Xiomara Vargas-Aponte

International Studies & Political Science

Alafia Wright

History & Women's Studies Certificate

Amanda Zimmerman

Spanish



Left to right:
Jose Gutierrez & Dr. Alberta Gloria

December 2008 Graduates

Carlos Gonzalez

History

Latin American, Caribbean, & Iberian Studies

Maya Oyarbide-Sanchez

Psychology

Linda Serna

*Latin American, Caribbean, & Iberian Studies
Social Work*

Cristina Springfield

*Journalism
Spanish*



Cristina



Maya



Linda

May '08

Valedictorian:

Ashley Roth

Salutatorian:

Sara Villa

December '08

Valedictorian:

Christina Springfield

Salutatorian:

Maya Oyarbide-Sanchez

Are You Meeting CLS Certificate Requirements ?

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

Requirements to earn a certificate include:

At least **two** 100 or 200 level courses, one of which must be CLS 102,201,210 or another designated introductory interdisciplinary survey.

At least **one** 300- level course.

At least **one** 400-level course.

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 Sylvia Garcia (chicla@mailplus.wisc.edu) for more details.

Spring 2009 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more details)
CLS 102	Intro to Comparative Ethnic Studies	9:30-10:45am TR	Jim Leary	Introduces students to a multicultural history of the US, focusing on each of the major ethnic groups.
CLS 230	US/Mexico Border: Place-making in contested terrain	2:30-5:30pm M	Andrea Tess Arenas	Explores and examines the multiple definitions of the border region; the health concerns & migration on both sides; the impact of maquiladoras; increasing military presence and the impact of US drug consumption on Mexicanos living on the Frontera.
CLS 231	Politics in Multi-Cultural Society	9:55-10:45am MWF	Ben Marquez	Examines race, ethnicity, & religion as political phenomena, along with cultural identities as dynamic orientations and will focus on the U.S. as a multi-cultural polity.
CLS 243	Colony, Nation, & Minority: The Puerto Rican World	9:30-10:45am TR	Francisco Scarano	A historical intro to the Puerto Rican experience, from island to mainland. Explores colonial rule, social institutions, identity, & migration.
CLS 347	Race Ethnicity & Media	11:00-12:15pm TR	Mary Beltran	Introduction to the changing images of race & ethnicity in US entertainment media & popular culture. Critical & cultural studies approaches are emphasized.
CLS 357	Chicana/o & Latina/o Literature	1:20-2:10pm MWF	Birgit Brander Rasmussen	Course explores historical, political, & aesthetic roots & directions of Latina/o & Chicana/o literature, including poetry, music, plays, & films.
CLS 462	American West since 1850	2:30-3:45pm TR	Susan Johnson	Explores the West as frontier since 1850 & its influence in American culture; examining interethnic relations, federal policies, resource-intensive economy, its environmental effects, & political conflicts.
CLS 530	Latin@ Health Issues Bioethics & Culture	2:30-5:00pm W	TBA	This interdisciplinary course is grounded in medical anthropology, Latina/o Studies, and bioethics, with special attention to the experience of health and illness, beliefs and practices, and health disparities.
CLS 699	Directed Study	*	*	*Open to those with consent of instructor.

Graduate Minor Courses

Are you a grad student?
 CLS offers a **Graduate Minor!**
 Want to join our **Grad School & Beyond Group?**
 Interested in reviewing or submitting to our **Concientización Journal**
 For details contact: Lirio Patton <lpatton@wisc.edu>

Course	Topic	Time	Professor	Brief Description (see timetable for more details)
URPL 761	Central City Planning: Issues & Approaches	12:30-2:30pm F	Alfonso Morales	Considers a myriad of issues, challenges, & problems that face older American cities in the 21 st century, including planning strategies such as downtown revitalization & gentrification.
HIS 901	Social Movements in the 20 th Century US	3:30-5:30pm R	Camille Guérin-Gonzales	
CI 675	Educating Latin@ Students in the U.S.	4:30-7:15pm M	Mariana Pacheco	Course covers various historical, cultural, and socio-political dimensions that affect the school experiences of Latin@ & Xican@ students in the US.
SW 952/ HDFS 766	Race & Ethnicity in Research Methods	9:00-11:30am M	Sandy Magaña	Course examines research methods with respect to race & ethnicity. Covers a range of concepts and issues on race & issues to consider when doing research in communities of color.

Nuestras Raíces: Getting to Know Sylvia Garcia

Navigating New Waters

Sylvia Garcia, Program Administrator for the Chican@ & Latin@ Studies Program is a 1975 alumnus of the University of Wisconsin—Madison.

As the eldest child in her family, Sylvia successfully juggled school with her many home responsibilities. When in her final years of high school she realized she wanted to attend college, there were few resources to assist her in the transition. Although her parents were supportive of her decision, they couldn't help with navigating the higher educational system; And her high school counselors, held the opinion that a student of color, especially a woman, should at best pursue a vocational/ technical 2-year degree. Being independent-minded, she gathered up her own resources, and found a path that led her to UW. When she arrived she found few minorities on campus. Coming from Waukesha, where there had been few students of color in her high school, she was used to this. However, in the university environment she didn't have the support of her family, community, and her culture was not present. Feeling lonely and disconnected she would make trips home: "I was two different people living in two completely different worlds." Each time, she was rejuvenated by the love of her family, giving her strength to persevere in the university environment.



Sylvia Garcia
Holding her Los Primeros Award

Sylvia maintained her values and integrity of being Chicana; Latina; Mexican American; and found herself asking, "Where do I fit in relation to the world?" After several years of surviving the university environment, Sylvia met people who embraced Chicanisma/o, which led her to a realization that the part of her culture of growing up as a Mexican American woman did not have to be subsumed in order to survive the educational system. "Despite the fact that they don't do much to support keeping that part of you, you do not need to lose your identity within an institution..."

Sylvia got involved on campus and in the local community, striving to make UW a place Chicano/Latino students could successfully thrive in. She joined *La Raza Unida* (an organization which preceded MEChA) and at one point served as its President. "We organized discussions with the Dean of Letters and Science about creating a Chicana/o Studies Department... and when they wouldn't hear us we'd picket." But being a student activist took a toll. The ultimate purpose for being at the University was to graduate, students focused on their studies and at certain times students' energy was diminished resulting in less meetings and activity. As graduation approached, she felt that though she was leaving, "The organization would evolve, but the focus would remain the same. There wasn't a CLS program yet, but it was clear that there were people that were continuing the struggle." Her activism was an important precursor for what we now have; the Chican@ & Latin@ Studies Program. In 1997 UW honored Sylvia for her contributions with the *Los Primeros* Award.

Sylvia graduated with a degree in Agricultural Economics and went on to work with various Wisconsin organizations, such as *La Casa de Esperanza* and the United Migrant Opportunity Services (UMOS). "My goal had been to work with programs that would assist Latinos from migrant and farm work backgrounds, to achieve economic and social wellbeing, because that was my parents' Wisconsin roots." Committed to social justice, she went on to work for the City of Madison as an Affirmative Action Assistant and then for Alliant Energy as the Diversity Manager. Interested in supporting students of color, she eventually found her way back to UW, Madison as the Office Manager for the Academic Advising Program (AAP). She has recently joined CLS as our Program Administrator. Sylvia's contributions have been inspirational!

*Story compiled from
Alida Cardos Whaley's
interview with Sylvia.*

Do you have a story idea for our newsletter?
We welcome your input.
Contact: Lirio Patton <lpatt@wisc.edu>