

SPECIAL POINTS OF INTEREST

- Welcome Back:
New CLS Lecturers
- Announcing the
Regent Jesus Salas
Activist Scholarship
Winner
- Heritage Language
Learning comes to UW-
Madison
- Faculty Interviews
- Alumni Updates

INSIDE THIS ISSUE:

CLS Events & News	2
Faculty News	4
Faculty Interviews	5-6
Adelante Alumni	7
CLS Graduates	8
Spring Classes	9
Nuestras Raíces	10
Graduate Stories	11
Giving Back	12

A Note From the Director

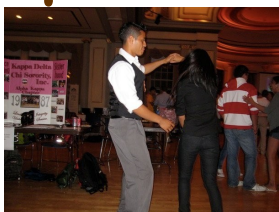
An important aspect of the Chican@ & Latin@ Studies Program is to remember our roots: the activism that brought us here and allowed us to teach and learn about Chican@ & Latin@ scholarship and the history of community-building to allow us to feel at home and welcome. Attacks on the K-12 Ethnic Studies Programs and especially Raza Studies in Tucson, Arizona, remind us that the same could happen elsewhere—even here, given the current political climate. Several activities this Fall have brought us down the path of reconnecting with our past to make a better future. First, it was important to revisit our history and chronology as a Program and as part of this, update the chronology on our website. CLS student Beda Martinez led the way with an independent study with me to do just that, uncovering historical pieces of information and documents that we were able to add to the website. Second, in support of efforts to protest the ban on Ethnic Studies in Arizona, CLS spearheaded a collaboration with the other Ethnic Studies Programs on campus to organize a series of events that highlighted the history and importance of our programs on this campus beyond their service to the “ethnic studies requirement.” In December, CLS co-sponsored with the Multicultural Student Center to bring educators from the Tucson Unified School District in Arizona to tell their stories of resistance to the ethnic studies ban and to support their cause. Finally, the culmination of the Fall semester resulted in a CLS student-faculty dialogue in which each participant told their stories and their connection to the CLS program. We learned that we truly have a shared vision for the program. Continued communication between faculty and students will move us forward in a positive way. Stay tuned for more student-faculty dialogues to come! ¡Adelante!



Sandy Magaña

-Sandy Magaña, Director of the CLS Program

¡Welcome, students, to the Supermercado Latino!



On September 2, 2010, students were welcomed back to campus at the 2nd Annual *Supermercado Latino*. New Latino students, both undergrads and graduate students, could learn more about the resources and student organizations available to them while socializing and meeting new people. The event, organized by CLS advisor Jessica Rivera and students belonging to Lambda Theta Phi fraternity, took place in the Great Hall of Memorial Union. First Wave student Eric Lima performed spoken word pieces that energized the audience. Latino professors on campus introduced themselves and the classes that they teach. Last but not least, the respected and well known keynote speaker, Carlos Reyes, took the stage and spoke about how every student, blessed with the opportunity to be at UW-Madison, should stay committed to their studies and use their education to give back to their community. Overall, the *Supermercado Latino* event was a great way to begin the semester. We look forward to the event's continued success and seeing even more interested and returning students next year. —By Miriah Barger

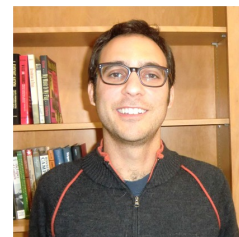
CLS Community News & Events

CLS welcomes back new lecturers

By Cristina Springfield

Mark Goldberg

Mark Goldberg, a former CLS Project Assistant, has returned to the CLS program this semester as a visiting lecturer. Mark, a Houston, Texas, native, received his undergraduate degree from the University of Texas-Austin. He then moved to Madison for graduate school in History, serving as a PA for the CLS Program for two years. After living in Madison for 5 years, he moved back to Austin for three years to conduct research and write his PhD dissertation. Mark's research focuses on the history of health and healing in the eighteenth- and nineteenth-century Texas borderlands. Mark plans on entering the job market this fall, hoping to land a teaching position at a college or university to teach 19th-century U.S. history and Chicana/o and Latina/o history. His favorite part about teaching is working with and learning from students. During his free time, he likes to spend time with his partner, Lisa, and his nineteen-month-old son, Leo, as well as listening to and making music. *Felicitades*, Mark, on all your success and welcome back to the Chican@ & Latin@ Studies Program. It's been a pleasure to work with you again!



Mark Goldberg

Patricia Castañeda Tucker

Patricia Castañeda Tucker, a Wisconsin alum, (she received her B.S. in Art Education, her M.A., and M.F.A. from UW-Madison), and past lecturer of the CLS program, is back! Professor Castañeda Tucker has taught CLS 201, 210, and two special section of 330 (focusing on Chicano/a artists). This fall, she taught CLS 201: Introduction to Chicana/o and Latina/o Studies. As an artist, Patricia's work explores the ideas of self reflection as they relate to identity and culture. She often incorporates different mediums, putting them together as a means to communicate with the viewer. She approaches her work from a post colonial theoretical perspective, which contests and deconstructs the post modernist narrative on art created by artists of color. As a Chicana, artist, and educator, she says, her work is about reaffirmation and critically reflecting on our relationship to society and questioning how we fit in, or don't, and then what our role is. Patricia says that she loves teaching with the CLS program and hopes to continue working with the program in the future.



Patricia Castañeda-Tucker

ChiLaCSA

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 2010 governance board members are **Jeanette Martín, Jose Gutierrez, Beda Martinez and Carolina Ortega**. Remember, 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 <http://chilacsa.rso.wisc.edu/>



CLS honors student activist with Regent Salas Scholarship

Stephanie Herrera (May 2010 CLS graduate; BSW, Social Work) was awarded the 2010 Jesus Salas Activist Scholarship. Stephanie was a member of the Madison Immigration Reform Coalition, a coalition dedicated to promoting a comprehensive immigration reform bill. Stephanie also volunteered as an advocate at the Workers' Rights Center of Dane County, meeting one on one with clients seeking justice in their workplace and helping Spanish-speaking clients understand the labor laws of Wisconsin. She also served as a peer education with PAVE (an organization that works to end sexual violence), as a tutor with Centro Hispano of Dane County, and as a Big Sister through the Big Brother, Big Sister Program of Dane County. Stephanie is using her scholarship to attain her Master's degree in Social Work at UW-Madison.



Stephanie
Herrera

Stephanie writes, "The more I learn about the things that can be done and meet people who have already become involved, the more motivated I become to make a change [...] I truly believe that educating others is a giant step towards creating a culture of understanding and appreciation. I want to be an educational resource for my clients and the agency I work for." Thank you, Stephanie, for all of your work, inside and outside of the classroom!

Professor Highlights Importance of Heritage Language Learning

By Elizabeth Miranda

The Chican@ and Latin@ Studies program hosted a two-day event on April 29th and 30th 2010 with the purpose of initiating dialogue about the need for Spanish language courses for Spanish native speakers on campus. While many universities across the country offer language instruction for Spanish heritage speakers, our university does not currently offer them. At present UW-Madison offers instruction in over 80 modern and ancient languages but has not addressed the needs of Spanish heritage language students in recent years.



Kim Potowski

Our guest speaker, **Dr. Kim Potowski**, is an Associate Professor of Spanish, Executive Editor of Spanish in Context and Director of the Spanish for Heritage Speakers at the University of Illinois at Chicago. Her research focuses on the Spanish of bilingual speakers, including how Spanish is spoken in the United States, the effectiveness of curricula for heritage speakers, and professional development for teachers. She is the author of *Fundamentos de la enseñanza del español para hispanohablantes en los Estados Unidos* and *Language and identity in a dual immersion school*.

Professor Potowski offered two lectures: **Teaching Spanish to Heritage Speakers: Pedagogical & Administrative Considerations** and **Latin@ Studies and Spanish Linguistics: Beneficial Connections**. She also offered two brown bags, visited a pre-service language graduate class and met with graduate students and faculty. In addition, she acted as a moderator in an informal meeting with faculty and graduate students from different departments interested in advocating for Spanish language heritage courses.

Get Active in CLS! Join the Chican@ & Latin@ Certificate Student Association (ChiLaCSA)
Contact: chicla@mailplus.wisc.edu

As a result of this event and previous conversations between the Chican@ and Latin@ Studies and various departments, the Spanish and Portuguese (S&P) department has decided to reopen the Spanish for Spanish Speakers courses in the near future. These courses were offered until the year 2000 and were subsequently closed due to lack of enrollment. The number of Latino students has since tripled and continues to grow. According to Ruben Medina, S&P Chair, they are likely to offer the courses in the Fall of 2011. Professor Medina was instrumental in helping to get the proposal to reopen the courses on the table in his department.

Professor Potowski's visit was co-sponsored by LACIS, the Lectures Committee, the Department of Spanish and Portuguese, the World Languages Program and two student organizations: Students for Bilingual Outreach and SLA Graduate

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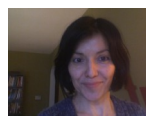
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Faculty News & Achievements

Mary Beltrán was asked to give one of the keynote lectures at the first annual Critical Mixed Race Studies



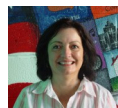
Conference, held at DePaul University, Chicago, in early November. At this conference she'll also present new research in a presentation titled "Ambiguously Latino: Unmarked and Mixed Latinidad in Contemporary Television." She was recently honored by being quoted in a New York Times article that focused on critique of Sharron Angle's Tea Party-backed campaign in Nevada.

Alberta M. Gloria was awarded the 2010 Doris Slesinger for Excellence in Mentoring Award from the Women Faculty Mentoring Program at UW-Madison.



Alfonso Morales see featured article.

Sandy Magaña received a community collaboration grant from the UW Institute for Clinical and Translational Research for her research project entitled, "Addressing the informational needs of Latino immigrant parents of children on the autism spectrum." Dr. Magaña's research has found that even when Latino immigrant parents receive a diagnosis of autism for their child, they receive little information about what autism is. This project will develop a curriculum for these parents that will be delivered using *Promotoras de Salud*.



Mariana Pacheco received a Faculty Diversity Research Award from the UW System Office on Race & Ethnicity to complete a research study titled, "Bilingualism-as-Participation: A Study of Language Use across In-school, Out-of-School, and On-line Contexts." She also published the following two articles:



Pacheco, M. (2010). English Learners' reading achievement: Dialectical relationships between policy and practices in meaning-making opportunities. *Reading Research Quarterly*, 45(3), 292-317.

Pacheco, M. (2010). Performativity in the bilingual classroom: The plight of English Learners in the current reform context. *Anthropology & Education Quarterly*, 41(1), 75-93.

Consuelo López Springfield was elected to the Advisory Board of the Central States Association of Prehealth Advisors.



Lynet Uttal was awarded an Ira and Ineva Baldwin Wisconsin Idea Grant and Morgridge Challenge Match Grant for "Preventing Domestic Violence through Strengthening Couple Communication in Latino Immigrant Families" (\$94,170). This university-community project provides *pláticas* (workshops) in Spanish for people to talk about how to strengthen couple communication and prevent domestic violence before it happens.



Lynet Uttal. 2010. "Liminal Cultural Work in Family Childcare: Latino Immigrant Family Childcare Providers and Bicultural Childrearing in the United States." *Special issue: From the World of Wet Nurses to the Networks of Family Childcare Providers*, edited by V. Pacheco Huber & V. Dasen.(Eds.), *Politics of Child Care in Historical Perspective. Paedagogica Historica* (46/6), 731-742.

Carmen Valdez was awarded funds from the Institute for Clinical and Translational Research at UW-Madison to conduct a pilot evaluation of *Fortalezas Familiares*, a family-based intervention for Latino families whose mother is struggling with depression. The 10-week program targets the depressed mother, her children, and other caregivers and aims to increase a shared understanding of depression, promote parenting competence, build child coping, and decrease the parent's depression. The program also addresses acculturative stressors common among Latino families. Sandy Magaña is a senior collaborator on this study.



Congratulations and many thanks to our CLS faculty for their work and service!

Getting to Know Our CLS Faculty

By Miriah Barger

Professor Alfonso Morales

Alfonso Morales became an affiliate faculty member of the Chican@ & Latin@ Studies Program in 2008. He teaches in the Department of Urban and Regional Planning. Dr. Morales' research on marketplaces and urban agriculture has been featured in five print media or radio interviews over the last six months (Associated Press, California State University-Northridge public radio, South Florida Sun Sentinel, Wisconsin State Journal, The WHY Files, The UW News Releases). His recent publications include "Scaling up for Regional Food Distribution," which is an URPL Working Paper with Lindsey Day-Farnsworth, and "Social Currency: A Tool to Empower Marginalized Populations," which appeared in Progressive Planning Magazine, (Summer, 184: 17-19). He recently gave a talk at the ACSP meetings about community participation in public service provision - an article that will appear in Journal of Planning Education and Research this December. He recently appeared on the NBC Nightly News with Brian Williams where he commented on aquaponics as a means to alleviate food insecurity.



Dr. Alfonso Morales, or as students may know him, Professor Morales, has a motivating life background and encouraging words that many should take note of. Alfonso grew up in Albuquerque, New Mexico, in a small farm near Estancia. He was succeeded at school and played football and basketball. Alfonso was a member of the FFA, the Future Farmers of America during high school. One can tell by the way that he talked about the organization how much pride he had in being a member. Alfonso soon graduated and went to college at New Mexico State, and also found time to work for the arch diocese of Dallas, Texas. He later went to graduate school at the University of Texas-Dallas. Ever a determined student, he then decided to pursue a second masters degree at the University of Chicago. He eventually went on to receive his PhD in Sociology from Northwestern University. His life experiences have shaped and developed his interests and what he is studying and researching today.

Even though Dr. Morales was seen as "Hispanic," he at times would identify himself by a vast array of labels, depending on how he wanted to present and prove himself. He would identify as Chicano, Latino, or Mexican-American, and pointed out that even if he was born in the United States, society saw him differently (though that didn't hold him back from succeeding). Being of "minority" status, Alfonso did not see himself in this manner, and while working as a street vendor in Chicago in Maxwell, he understood the greater importance of small scale entrepreneurship and how to incorporate immigrants into society while improving access to food. Dr. Morales actually benefited by being a minority, being one of those that were treated well, and having confidence in himself, he spoke up and took advantage of his options. Even though he was self-assured, he knew that he needed to find a good advisor to learn from. He may "not have understood the unwritten rules of the game," but he could be a quick learner from visually seeing and learned quickly.

If one were to stop in his office and take a peek at his busy agenda, he will be either writing, reading, developing or working on more projects, and even better, working amongst and mentoring students involved with Undergrad Research Scholar program. Alfonso remarks, "Try and find the balance between embracing the breadth of things to do, and going to the depth of something you are interested in." Right after he said that, out came other words of advice: "You don't know something until you have written it down, that's what you find out what you are committed to." And by observing his experiences, one can see how he reached out and strived toward his goals. Dr. Morales pointed out that, "We get to know who we are, by being in relationships with others." And that is not only true on campus, but in the real world outside of school grounds, where we decide our paths and careers and how we will make a difference. Here is just a small glimpse of his life and what one can learn from his insight and life experiences.

Do you have an idea or story to contribute?
We welcome your input.
Contact: Cristina Springfield
<springfield@wisc.edu>



Getting to Know Our CLS Faculty

By Cristina Springfield

Professor Ben Marquez

Dr. Marquez is a longstanding faculty affiliate of the CLS Program. Dr. Márquez is a tenured professor in the Department of Political Science. His teaching and research interests are in political sociology and American politics. He has published extensively on Latinos and American politics; his research has focused on Mexican American social movement organizations. He is the former Director of the Chicano Studies Program at UW-Madison.

Q: Can you say a little bit about your research and what drives you in continuing your research?

A: I've had a career-long interest in political organizations and political organizing. [...] I was interested in political power when I first started out—who has power? Who doesn't? How do you get it? How is power exercised? And I'm still interested in that. Over time, my interest has evolved to organizational maintenance, political identity, and now I'm working on a book manuscript on identity and ethnic politics as it evolves over time. I've been working on a book manuscript on the integration of Texas politics after WWII. I look at the way ethnic demands were raised within the Democratic Party mostly [...] I start right after WWII when Texas politics was a one-party, all-white affair, to through the 1960s when there were demands for change into the 1970s and 1980s when the Democratic party slowly began to change and integrate.

Q: Obviously you have a passion for your research. Why do think students should be passionate about their classes today?

A: I always struggle to understand the world around me, and I find it very difficult to do. What has really motivated me is that academic research is based in part on personal interest. I've tried to understand the things that I see in my own life and how I can make sense of those changes—culture, cultural change, politics, political change—I find many things around me that I find intrinsically interesting [...] I think many people feel that politics is intrinsically interesting because it's about our lives; maybe not personally but it's about the society that we live in and how it functions. I think as citizens, as members of our society, we should strive to understand how it operates. [...] Many of my students want to change [society] and so you have to understand it before you can really make meaningful change.

Q: What is your teaching philosophy and/or what do your students get out of your classes?

A: Well, I don't teach facts, although I try to convey a lot of facts in class. What I do is that I try to develop students' critical facilities, that is, I try and teach them how to think in an analytical way and how to formulate reasoned arguments that other people will respect [...] I know it can be tough to engage your professors in class so I try to create an atmosphere that's both rigorous but informal enough that students won't feel intimidated to do that.

Q: Is there advice that you have for our certificate students?

A: My advice is to get to know your professors. I am always astounded when I meet seniors who have never gone to a professor's office hours. That is in part a problem of us being such a large university where students are in very large lecture halls, so a lot of the burden of this is placed on the students themselves and many of them don't realize until it's too late that they need to know their professors. Students can gain a better understanding but also so that they gain an ally on campus and in general to get some insight and guidance. And I think most professors are very willing to do it.

Are you a student interested in publishing your work?

Concientización is a student journal dedicated to promoting the study of Chican@ and Latin@ experience and thought. Visit us at <http://www.chicla.wisc.edu/publications/concientizacion/>
Submit a manuscript to: cls_journal@wisc.edu

CLS invites you to submit your:

- Research Study
- Scholarly Essay
- Book/Movie Review
- Poetry

Adelante CLS Alumni



Carlos Gonzalez
2008 CLS graduate

Carlos Gonzalez graduated from the University of Wisconsin-Madison and the Chican@ & Latin@ Studies Program in December of 2008. He currently lives and works in his hometown of Chicago as a Graduate Support Coordinator for San Miguel Middle School—Back of the Yards Campus. Carlos really enjoys his new job, since it is his old middle school.

Located behind the historic Chicago Stockyards, the Back of the Yards neighborhood is home to a predominantly Latino population on the south side of Chicago.

The Back of the Yards Campus currently offers classes for 6th, 7th, and 8th grades. Students are accepted based on academic and financial need. During the 2007-2008 academic year, 100% of these students qualified for the government's free and reduced lunch program.

Carlos was an active member of Latino Men's Group and the Movimiento Estudiantil Chicano de Aztlán (MEChA).



Zaynab Baalbaki
2008 CLS graduate

Zaynab Baalbaki decided to attend graduate school at the University of Pennsylvania after graduation in the field of Education, Culture, & Society. She is currently looking for employment opportunities and plans to go back to school to get a Ph.D. after having a few years of working experience.

Her CLS certificate shaped her college experience by providing her with a very welcoming and supportive community. The knowledge and experiences from the CLS program have transcended college life and helped guide and inform her graduate and post-graduate school life.

In graduate school, she tried to find a community similar to the CLS community at UW-Madison with the Latino Coalition. She was the representative and liaison for the Latino student organization for the Graduate School of Education. She is committed to aiding the Latino community in future employment by looking for jobs in higher education that tend to the needs of underrepresented populations.

Are you a CLS student or CLS Alumnus?

Tell us what you're up to!
Contact: springfield@wisc.edu

Congratulations to our CLS Graduates!

May 2010 Graduates

Mary Biller
Political Science

ShaRhaina Brown
LACIS, English, Spanish

Andrew Diaz
Sociology, History

Cody Dionysius
Journalism

Guadalupe Fonseca
Spanish/Spanish ED

PuraCarina Gonzalez
Human Dev & Fam Studies

Stephanie Herrera
Social Work

Jennifer Mancera
Spanish

Ricardo Montiel
Asian Studies

Maria Muñoz
Spanish, Social Welfare

Amanda Ortiz
Spanish, LACIS

Stephanie Ortiz
*Sociology, Legal Studies,
Criminal Justice*

Laura Pérez
Human Dev & Fam Studies

Nobel Pérez
LACIS, Sociology

Kathleen Phelan
Biology

Lizmeth Sandoval
Sociology

Gabriela Bedolla Varela
Anthropology

Jeanette Velazquez
Women/Gender Studies

First Graduate Minor:
Bridgette Valdez

Congratulations to our 2010
Regent Jesus Salas Academic
Activist Award Recipient,
Jessica Herrera

May '10

Valedictorian: Mary Biller
Salutatorian: Lizmeth Sandoval &
Kathleen Phalen

December '10

Valedictorian: Diana Slivensky
Salutatorian: Cecilia Anguiano

December 2010 Graduates

Cecelia Anguiano
Spanish

Ismael Cuevas*
*Political Science
Sociology*

Edith Flores*
*Spanish
Women Studies Certificate*

Dario Parra
History

Rachel Roesslein*
Psychology

Diana Slivensky
Spanish

Angelica Salinas*
Rehabilitation Psychology

*walking in May

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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Spring 2011 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 102	Intro to Comparative Ethnic Studies	T, R 2:30-3:45 pm	J. Miyasaki	Introduction to multicultural history of US focusing on each of the racial ethnic groups.
CLS 230	US/Mexico Border: Place-making in contested terrain	M 2:30-5:00 pm	A.T. Arenas	Examines multiple definitions of border regions, the health concerns & migration on both sides; the impact of <i>maquiladoras</i> ; increasing military presence and the impact of US drug consumption on <i>mexicanos</i> living on the border.
CLS 231	Politics in a Multi-cultural Society	M, W, F 9:55-10:45 am	B. 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 society.
CLS 243	Colony, Nation & Minority: The Puerto Ricans' World	M, W 8:00-9:15	F. Scarano	An historical introduction to the Puerto Rican experience, from island to mainland. Varieties of colonial rule, social institutions, cultural processes, and ethnic and national identity. Migration to the U.S. and social dynamics of stateside communities.
CLS 357	Chican@ & Latin@ Literature	M, W, F 1:20-2:10 pm	TBA	Course explores historical, political, and aesthetic roots and directions of Latina/o and Chicana/o short stories, novels, poetry, music, plays, films and essays. Intermediate/advanced study for English majors and/or CLS certificate program students. Prereq> Jr st & 6 crs lit, or instr cons
CLS 462	American West Since 1850	M, W, F 8:50-9:40 am	TBA	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	Chicano/Latino Struggle for Educational Justice	M 4:30-7:15 pm	M. Pacheco	Addresses the political struggle that Chican@/Latin@ communities face in contemporary U.S. Society. It will provide 1) a historical overview of educational issues pertaining to the Chican@/Latin@ students in public schools, 2) address major legal cases, social movements, and educational programs that have set important precedence, 3) review major contemporary theoretical perspectives promoting educational justice for Chican@/Latin@ expected to work collaboratively to complete an in-depth study of a contemporary educational issue that jeopardizes the self-determination of C&L students.
CLS 530	Immigrant Families	T, R 9:30-10:45 am	L. Uttal	Addresses the experiences and issues faced by immigrant families in contemporary U.S. society. The family is one of the major mechanisms facilitating how immigrants adapt to living in the U.S. and address generational differences. This course will focus primarily on Latino and Asian immigrants. Prereq> Must have completed Ethnic Studies Requirement.
CLS 699	Directed Study	NA		Open to those students who have the consent of an Instructor

Also Meets CLS Certificate Requirements

HIS 600	The Cuban Revolution (seminar for History majors)	M 3:30-5:30 pm	F. Scarano	The Cuban Revolution in all its crucial dimensions: a struggle for Cuban independence from the United States; an expression of the polarities created by the Cold War; a way to deploy culture and cultural artifacts (e.g., cinema, literature, music), as well as sports, to shore up national identity; a platform of one of the twentieth century's most colorful leaders, Fidel Castro; and a space within which to negotiate power relations along gender, racial, and generational lines.
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CLS Graduate Minor Courses continued on page 11.

Nuestras Raíces: Mirando pa'tras y pa'lante

By Cristina Springfield

Ethnic Studies Week 2010

From October 4th thru October 8th, 2010, the Chican@ & Latin@ Studies Program worked in conjunction with the American Indian Studies Program, Asian-American Studies Program, the Department of Afro-American Studies, Jewish Studies, and LACIS to put on a week of events designed to celebrate and bring attention to the importance of Ethnic Studies Programs on campus. Ethnic Studies week was organized to be a part of a movement taking place in schools and universities across the country in response to recent assaults on Ethnic Studies education by Arizona lawmakers and the Texas Board of Education.



Professors Magaña and Beltrán at a workshop for Ethnic Studies Week

Ethnic Studies began about 40 years ago, as a part of the Black, Chicana/o, Puerto Rican, American Indian, and Asian American liberation movements of the 1960s, when students and teachers sat in, fasted, petitioned and protested to demand a curriculum that reflected their history and experience. In the last 40 years many college departments and K-12 programs have discovered that the struggle for funding, positions, recognition, and classes, has not ended. The events that inspired this movement are but a reflection of many other struggles, mostly fought on an individual or local level, to defend for the right to teach and learn ethnic studies.

On October 4th, a kickoff event featuring a reception sponsored by Dr. Damon Williams, Vice Provost for Diversity and Climate, as well as a panel discussion led by various ethnic studies program trailblazers, took place in the Pyle Center on campus. Panel speakers included Regent Emeritus Jesus Salas, Evjue-Bascom Professor Freida Tesfagiorgis, Roberta Hill and Victor Jew. Other events for Ethnic Studies Week included film screenings, student panel discussions, and teach-ins (among others) on subjects ranging from the history of Ethnic Studies at UW-Madison to immigration and the implication of Ethnic Studies for educators. We hope that the week will have provided the campus community with the inspiration and energy to continue these discussions into the coming years.

Vietnam Scholar Charley Trujillo Visits UW-Madison

In September, Chican@ and Latin@ Studies had the honor of hearing Chicano author, publisher, filmmaker, and Vietnam veteran Charley Trujillo speak about his new film project, an event co-sponsored with Afro-American Studies. He presented on his film-in-progress, *Tiburcio Vasquez: The Lost Bandito*, which documents the life of Vasquez, a Mexican outlaw who was depicted as both a hero and a bandit during his lifetime in nineteenth-century California. Trujillo feels that Vasquez's story remains relatively untold compared to others like Murrieta and Cortina, and that Vasquez's life offers a window into ethnic Mexican experiences before and after the U.S. acquired Mexico's northern territories in 1848. Through this history, Trujillo argues, we can better understand Chicana/o and Latina/o perspectives on the past and the present. He showed a trailer for *Tiburcio Vasquez*, followed by a rousing discussion of ethnic Mexican banditry and Chicana/o and Latina/o identity. In addition to his film demonstration, Trujillo presented on Chicanos in Vietnam to undergraduates at UW and to the general public at the Wisconsin Veterans Museum, where he spoke about his own experiences in Vietnam as well as nineteen others from his hometown of Corcoran, California. For more on Charley Trujillo's films and written publications, please visit Chusma House Publications at www.chusmahouse.com. —By Mark Goldberg



Why I decided to go to Graduate School

By Marla Delgado, CLS alum May '05



Marla Delgado

When I walked across the graduation stage to receive my bachelor's degree in 2000, my family was present, cheering me on; however, while receiving my diploma, I could not see them in my periphery because I had my back to them. A few years later, I had a dream that I was walking across the graduation stage about to receive another degree, but this time, I could clearly see my *familia* right in front of me amidst the hundreds of white faces surrounding this pocket of beautiful, brown faces. I share this story because it highlights a strong motivator for pursuing my PhD in counseling psychology; keeping my sense of *familia* and community in sight when at all possible. I have been away from my family for over ten years now but as I reach a new level of education, a sense of *familia* means more to me than ever. Rather than do without family support in Madison, I have created an academic *familia* as a means of social support in my own academic persistence. My academic *familia* has been the fuel to keep me steadfast on my academic journey and in turn, by continuing my graduate education I am developing the skills necessary to continue this support system to include others in the broader *comunidad*.

My passion to help others, particularly marginalized groups of people, has led me to pursue a doctoral degree in counseling psychology. Through my graduate work thus far, I have come to realize the significance of examining the educational experiences of marginalized groups using a psychosociocultural perspective. Often times, the literature examining academic nonpersistence decisions of students of color in higher education uses a deficit model that focuses on cognitive disparities. For example, my best friend of Puerto Rican heritage in my undergraduate program dropped out of school because of "bad grades" but later when I spoke to her, she expressed that she felt isolated in the classroom, misunderstood by professors, and felt she had little academic and social support. While some higher education literature may suggest that she was not academically prepared for UW-Madison, I would argue that psychological, social, and cultural factors impeded her ability to persist. Through my workings with students of color all along the educational pipeline, I have repeatedly seen this disturbing trend. By merging higher education and psychology theories, I hope to expand the literature to look at academic persistence using a psychosociocultural model rather than assuming a cognitive deficit.

Despite being a tireless and committed graduate student and professional, I recognize that self-care is a key element in preventing my burn-out. This leads me back to my opening paragraph stating that I need a sense of *familia* to fuel and rejuvenate my spirit and passion to continue this path. I have learned to seek my family support in Oshkosh at least once a month, but for the day-to-day stressors of being a Latina graduate student in a predominately White campus, I look to my academic *familia*. I hope to someday be working at a university being an academic *co-madre* and someday being like my academic *madrina*. In other words, I see myself being a faculty, student affairs professional, or possibly one of the few Latina presidents of a university! As long as I am able to create the sense of family support and positively impact the next generation of students, I will be working towards my life's mission.

Spring '11 CLS Graduate Minor Courses

C&I 675	Teaching & Learning in the Borderlands	W 4:30- 7:15 pm	M. Pacheco	
URPL 761	Central City Plan- ning	F 12:30- 2:30 pm	A. Morales	Course will explore questions about big cities in the U.S. The main point of departure is how the human element, human needs and purposes, shape some of things cities do: education, employ, house, and regulate, but also things cities might do, for instance feed and enable. This class requires a day trip to Milwaukee and an overnight trip to Chicago. Class size limited to 20.
ELPA 882	Minority Serving institutions in Higher Education	F 1:00- 8:00 pm, Sat. 9-12 pm	C. Conrad	Examines the origins, contemporary landscapes, structures and stakeholders of minority serving educational institutions. Class runs from Jan 18-May 1.
SW 952	Research Methods in Communities of Color	W 9:00- 11:30 am	S. Ma- gaña	This interactive, intensive seminar is designed to introduce scholarly discourse and research methods with respect to research that includes race/ethnicity as variables, or that is conducted in communities of color.

Giving Back: Supporting the Future of CLS

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

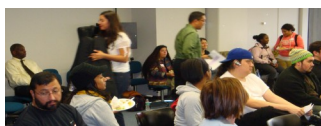


Spring 2010 Graduation Ceremony

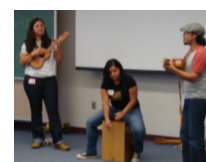
Left to Right: Johnathan Martinez, Pura-Carina Gonzalez, Jessica Rivera and Sandy Magaña

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

Your support keeps us strong.



UW-community at CLS orientation



Son Mudanza Performing



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

\$ 25.00

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You may also donate online: <http://www.chicla.wisc.edu/donation.html>

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

THANK YOU!