

SPECIAL POINTS OF INTEREST

- CLS Welcome Reception
- LGBT Global Issues Week
- La Mujer Latina
- Super Mercado Latin@
- Día De Los Muertos

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	10-11
Giving Back	12

A Note From the Director

As the Associate director, I must remember that not everything can be fixed at once. That as a professor and an administrator, the job is more complex. I do want to make sure everyone gets their taste of history, that they know where they came from so they know where they are going. I want to make sure that each and every student has her/his say, that each student has an input in what their education entails.

As a Chicana, activist most of my life, it makes me feel good to know that this program exists and that I am part of it. I am a firm believer in mentors, and what a better place than this program to make that connection. Those who were here before us gave of their time and effort to see the development of this program. It is now up to us to see that their life effort was not wasted. Many of us arrived at this point on the back of others and in doing so, have the responsibility to see that the original goals of programs such as the Chican@ Latin@ Studies Program's are honored.

Let us not forget that what was once the Chicano Studies, evolved into Chicana/os Studies Program, and presently, it has evolved once again to become Chican@ Latin@ Studies Program. A fusion of cultures, which must be recognized and respected. At one time Puerto Ricans were fighting the educational system at one end of the country, and Chicanos doing the same at the other end. We must be a strong united front. A front which opened the doors to academe, so that all who, because of economics or political turmoil in their countries, became part of this system. Let us not forget history. We must honor those who gave their lives to see us take our place at the ivory tower, la torre de marfil.

This semester started off with a well attended student orientation. This event was to celebrate our culture and let students know that the doors to our offices are open if they need to speak to us. We also want students to know that our well stocked library is open for them to check out a video or book or just a quiet place to study; a home away from home. We were also very successful in the creation of an Altar for Día de los Muertos, honoring our antepasados, our ancestors. Attendance was incredibly great, aside from UW students, we also had a group of high school students from one of the local community centers attend the event. Our plan for the next semester is to continue organizing more student events and hope to have a new student adviser working with Jessica Rivera to better advise students across the curricula.

Onward to a wonderful and productive thirty-fifth year of service! Come join us as part of the 35th Celebration as the semester begins.

2011 CLS Orientation and Welcoming Reception

This fall semester, the Chican@ and Latin@ Studies Program celebrated our fall CLS orientation on October 14, 2011. Over 60 people, consisting of students, faculty, friends, and community members, joined together to enjoy each other's company and delicious Mexican Food. CLS students were able to network with peers, faculty, and staff, and got an opportunity to join research opportunities being offered by faculty affiliates of our program. Everyone heard from faculty and former CLS students about their current and future work. Also, CLS students were informed about ChiLaCSA, the Dolores and Cesar Chavez Community Resource Library room, and the opportunity to publish in our Journal, *Concienciación*. This was a great way to begin the fall 2011 semester!



Petra Guerra



CLS Community News & Events

LGBT/Global Issues Week

By Professor Karma Chavez

During the week of November 7-10, 2011, the Chican@ and Latin@ Studies Program joined the Gender and Women's Studies, International Student Services, the LGBT Campus Center, GUTS and D-Squad in sponsoring LGBT Global Rights & Issues Week. The week included two talks by University of Arizona Gender and Women's Studies Professor, Eithne Luibhéid. Luibhéid is the author of *Entry Denied: Controlling Sexuality at the Border*, and co-editor of *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. A leading scholar in queer migration studies, Luibhéid spoke on Monday, night about the trajectories and possibilities for scholarship about sexuality and immigration. The following day, her presentation was regarding "terror baby" and "anchor baby" discourse as it relates to immigrant women in the United States. Wednesday, was a panel, on LGBT global rights and issues; talks by Karma Chavez, Assistant Professor of Comm Arts and CLS, Sara Mckinnon, visiting Assistant Professor of Comm Arts, Ph. D. History student, Javier Samper Vendrell, and Kelly Doering, photographer. Thursday night was a platica, an informal discussion about LGBT issues around the world with connections between race, class, gender, and sexuality within the context of borders and globalization.

La Mujer Latina Celebrates Latin@ Heritage Month

By Steve R. Pereira

Since their establishment in 1996, La Mujer Latina has continuously provided the UW-Madison community with diverse and educational programming on campus. Without losing focus on their initiative to empower women through their annual conference the members of LML constantly find ways to integrate academic, community and cultural experiences to enhance multicultural competency. On September 15, 2011, La Mujer Latina collaborated with the Chican@ and Latin@ Studies Program to celebrate the independence day and history of various Latin American countries. The purpose of this event



was to actively engage students from different backgrounds to learn about Latin America through presentations and dialogue. During the event, the members of La Mujer Latina presented on the historical and cultural background of each Latin American country. While listening to music and enjoying delicious Mexican food, over sixty guests were able to network and discuss their perspectives on Latin American culture. Celebrating Latino Heritage Month was another way for La Mujer Latina to reach out to the UW-Madison campus in hopes to unite all students through multicultural perspectives.

CLS Honors Student Activist With Regent Salas Scholarship

By Steve R. Pereira

Antonio Garcia was born and raised in the Southside of Milwaukee, WI and currently lives in Madison, WI, where he has been an active advocate for Latinos. "Tony," as his friends like to call him, is a senior majoring in Civil Engineering accompanied by a certificate in Chican@ and Latin@ Studies.

Tony was recently awarded the **Regent Jesus Salas Academic Activist Scholarship** in spring 2011 by the Chican@ and Latin@ Studies Program. This scholarship is awarded each spring semester to one Certificate Student who has excelled in academic pursuits and has also made outstanding service contributions to the Chican@ and Latin@ community.

Tony's continuous work in the community, as well as his commitment to go beyond his responsibilities of being a student, have not gone unnoticed. Tony recognizes that being Puerto Rican has given him the *ganas* to work diligently towards his degree. Outside of classes, Tony is involved in the Society of Hispanic Professional Engineers (SHPE), Union Puertorriquena, and the Multicultural Student Coalition. Through these organization Tony has been able to build up on his professionalism while constantly being in touch with his Latino roots.

In the future, Tony plans to develop more empowering programs for Latino students who are majoring in Engineering, especially because he knows this field, at times, can be culturally challenging. Also, upon graduation, Tony wants to apply his skills toward developing new water treatments so that world wide communities have access to clean water. Congratulations Tony! The CLS Program looks forward to hearing about your future accomplishments.



Antonio Garcia

Querer Es Poder: Latinas in Higher Education

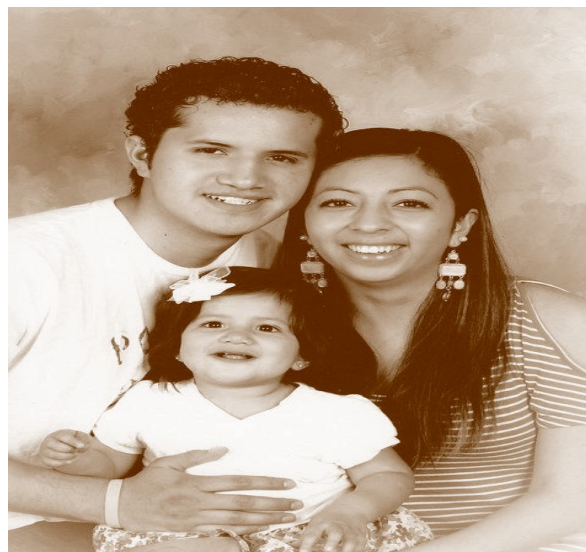
By Steve R. Pereira

Q: Please tell me a little bit about yourself.

A: I was born in the heart of Guatemala in a family of seven. But at a young age I was given the opportunity to come to the United States and grow up in Madison, Wisconsin. I identify as Guatemalan-American and I am a 22 year old senior at UW-Madison contemplating my future and reflecting on my past career in college. Majoring in Spanish and LACIS (Latin American, Caribbean and Iberian Studies), with two certificates in Chican@ & Latin@ Studies and Global Studies is a lot to look forward to, but I knew that these titles would enhance my opportunity to be successful in life. Along the way, I became a student parent and a wife to a husband who has continually supported me through both my struggles and successes in college. I admit to having identity struggles, but with the guidance and experiences at UW-Madison, I have come to accept and appreciate who I am by combining both cultures.

Q: Can you tell me about your experience as a Latina in higher education?

A: I believe being a Latina student, mother, and wife, all have their distinct experiences and each have helped shaped my perspective on education. As a Latina at UW-Madison, walking into classes, not seeing familiar faces, and not being able to speak Spanish openly without feeling judged, felt uneasy at times. At one point, I doubted my admission into UW-Madison by allowing the color of my skin to falter my judgment and confidence of attending one of the nation's top universities. However, I realized my brown skin should never hinder my self-confidence. Therefore, I want to leave a positive mark on campus as a Latina, to instill multiculturalism in a culturally challenging environment. I found this through being involved in organizations such as M.E.Ch.A., La Mujer Latina, and my Latina based sorority, Kappa Delta Chi. Through these organizations, I discovered amazing people who accepted me for who I am. This helped me find security by learning about other Latino students struggles.



As a student mother, I felt separated from campus life because I could not relate to anyone. Being able to raise a child while pursuing a Bachelor's degree is overwhelming, but I realized that this was not going to limit my successes in college. I knew that I needed to be a strong and confident mother for my daughter. Bringing her to academic events, student organizational meetings, and work-related spaces, I was able to introduce her to campus life. Although she does not understand what college is, I want to expose her to campus life because I want her to join me in my success. However, I do admit that because of my studies and catching up on school work, I missed many important milestone moments of my child's development. Even though I can not take back the moments, I can value looking forward to a better future with my family.

Q: What are some of your achievements and plans for the future?

A: As I reflect, my freshman year was a great start for me because I was featured in the UW-Madison View Book for Admissions under the student profiles. Also, I am proud to say I am a member of two honor societies, Golden Key International Honor Society and Order of Omega Greek Honor Society. While maintaining a high GPA, I was consistent with local service and in November 2011, I was recognized by Centro Hispano of Dane County by receiving the Scholarship of Service to the Latino Community Award at their annual banquet. After graduation in May 2012, I plan on going to graduate school to pursue a professional degree in Counseling Psychology. Hitherto, I want to continue giving back to my community because it has given me the support to succeed in college. As I move forward, my advice to other students would be to ultimately make your own life story and share it with others as a means to empower others.

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Faculty News & Achievements

Alfonso Morales' research on market-places and urban and agriculture has been featured in many print media, TV, or radio interviews over the last six months (e.g. NBC Nightly

News, Scientific American September 2011). He is project co-investigator of a 5 million dollar USDA grant to study community and regional food systems. His recent publications include "Public Markets: Prospects for Social, Economic, and Political Development." *Journal of Planning Literature*. 26(3): 3-17. He continues to work in the area of community economic development by researching food systems and business formation. He advises the UW Slow Food student by community. He recently gave a talk at the Center for the Elimination of Health Disparities at the University of Illinois Chicago and a lecture at the University of Michigan.

Mariana

Pacheco received the 2011 Early Career Award from the National Council of Research on Language and Literacy. Congratulations Dr. Pacheco!



Consuelo López

Springfield is currently developing a new interdisciplinary course using Critical Race Theory to explore many of the creative ways Latina/os redefine and subvert identities that constrain them, organize to overcome substandard conditions, and build communities that celebrate their historical struggles. Literature (poetry and novels), art, readings, in history, journalism, and the social sciences as well as guest lectures will help students understand the rich diversity of Latina/o cultures in North America, specifically in Canada and the Upper Midwest.



Carmen Valdez

recently published an article that discusses how the primary care settings are the gateway through which the majority of Latinos access care for their physical and mental health concerns. This study explored the viewpoints of primary care providers concerning their Latino patients, in particular issues affecting their patients' access to and utilization of services.



Valdez, C.R. Dvorscek, Budge, S., & Esmond, S. (2011). *Provider perspectives about Latino patients: Determinants of care and implications for treatment*. *The Counseling Psychologist*, 39, 497-526.

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

Getting to Know Our CLS Faculty

Professor Petra Guerra

By Steve R. Pereira

Dr. Petra Guerra, is the Associate Director for the Chican@ & Latin@ Studies Program at University of Wisconsin-Madison. Dr Guerra's classes at the undergraduate level include Public Relations, Media Law & Ethics, Mass Media Campaigns, Mass Communication & Society, and Communication Studies & Mass Communication Theory. Graduate classes include Mass Communication Campaigns, Public Relations, and Communication Studies & Mass Communication Theory and Latina/os in Media Entertainment.

Dr. Guerra's research includes adolescents, media and education; women's reproductive rights; gender inequality in the media; telenovelas; Chicana/o Studies and AIDS prevention.

Presently Dr. Guerra is Head of Minorities and Communication, division of AEJMC. She is also an active member of Public Relations Society of America, Latin America Studies Association, and serves as Academic Advisory Board Member of Annual Editions: Mass Media and a Judge for the Stevie Awards. Membership also include National Association of Chicana Chicano Studies (NACCS) both the Tejas Foco and National NACCS. Her newest co-authored works include "The Telenovela Alborada: Constructions of Mother in an Internationally Successful Spanish-Language Soap Opera"(2011) as well as "Fuego en la Sangre fires risky: A Critic of a Top-Rated Telenovela and its Sexual Content" (2011).

Dr. Guerra is particularly interested in mentoring students, which to her, is the most rewarding aspect of her professional career. She advises both undergraduate and graduate students in the Chican@ & Latin@ Studies Certificate Program. Dr. Guerra proves to be a foundational resource for students by empowering them to pursue graduate school, apply for scholarships, and motivating them to embrace their cultural roots as a means to foster their future endeavors.



We look forward to Professor Guerra's goals and ideas as she joins the Chican@ and Latin@ Studies Program

3rd Annual SuperMercado Latin@

By Arturo Diaz

Three years ago, Lambda Theta Phi Latin Fraternity, Inc., founded SuperMercado Latin@ as a means to bring the Latino community together and welcome the new Latin@ freshmen. This year, SuperMercado Latin@ was set up to provide our newest academic members of the Latin@ community with broader campus resources such as healthcare services, professional networking, and financial aid support. This year's keynote speaker, Dr. Alberta Gloria, addressed the importance of having Latin@s pursue graduate school programs and doctoral programs to further enhance their personal abilities through professionalism and empowerment. Also, Dr. Sandra Magaña, encouraged students to pursue a certificate in Chican@ and Latin@ Stud-



ies as a means to strengthen multicultural competence through gaining insight into cultural issues and knowledge of the historical significance of Chican@s and Latin@s in the United States. The brothers of Lambda Theta Phi hope to continue this traditional event in order to instill the value of education in the UW-Madison Latin@ community.

As this event continues to gain support from various leaders on campus, CLS wants to highlight that this event significantly contributed to the Latin@ community by winning the 2011 Bucky's Award of Excellence in Innovation.

Getting to Know Our CLS Faculty

Professor Armando Ibarra

By Steve R. Pereira



Dr. Ibarra joined the Chican@ & Latin@ Studies Program at the University of Wisconsin-Madison in the fall of 2010. As the newest member of UW-Madison's Chican@ and Latin@ community, Dr. Ibarra has been committed and involved with our certificate students in order to provide familial and academic support. The CLS Program is very fortunate to have him join our academic family because his work transcends not only on campus, but in the greater community.

My research interests are broad and encompass a myriad of subjects within multiple disciplines. I am especially interested in understanding the impact that work and employment structures have on families and communities. My most recent research is being used to produce an edited volume with original research on the life and works of activist scholar - Ernesto Galarza. The book is titled *Man of Fire: Selected Writings of Ernesto Galarza* and is contracted with the University of Illinois Press. It is currently in the final revision stage and will enter production within the next month or two. This project has been equally a learning and challenging experience. I have uncovered much about the interactions between the state, agribusiness, and labor and impacts on Mexican and Mexican American farm working communities. I hope to continue to conduct research on this topic because it offers us an opportunity

to link business and policy choices of the past to the lived realities of working communities today.

I completed my dissertation *Poverty in the Valley of Plenty: Mexican Families and Migrant Work in California* in 2010. My dissertation explored the impacts that current state policies and the agriculture labor system have on migrant farm worker families who reside in California-sponsored migrant labor camps. I employed a multi-methodological approach to answer my research questions that focused on poverty, migration, and survival strategies within the context of agriculture production and labor migration. What I found is that migrant farm worker families are faced with a unique context of reception that stimulates labor migration and hinders positive incorporation in the U.S. My dissertation placed second in the 2012 [American Association of Hispanics in Higher Education \(AAHHE\)](#) national competition for outstanding dissertation.

I have had the opportunity to work on two labor documentaries. I am the Associate Producer for *A Legacy of Excellence: 100 Years of Wisconsin Apprenticeship, 1911-2011* which was funded by The Bureau of Apprenticeship Standards (BAS), Wisconsin Department of Workforce Development and was used as an educational tool and centerpiece for their 100 year celebration.

As a graduate student I worked on the making of *Harvest of Loneliness: The Bracero Program*. My roles varied while on this project but I primarily helped with research and camera work. The amount of learning and mentorship that occurred for myself while working alongside the Producers, Gilbert G. González and Vivian Price, has been valuable on many academic and personal levels and has influenced the way I look at the world today. This documentary was aired by PBS stations nationwide in the final months of 2011 and won the Los Angeles Latino International Film Festival: CINELATINO Audience Choice Award in 2010.

My future research projects include a documentary on Chican@ and Latin@ labor in the Midwest and a book based on the research from my dissertation. The latter's book proposal is under consideration by several publishers.

My university days were a very interesting time in my life. It was an era of intellectual exploration, self-reflection, and engaging of social movements and communities. It is when I was first introduced to Chican@ scholarship and the concept of power. This era of my life helped shape the person I am today. Having said this, I have to say the challenges of being a first generation and immigrant college student were very real. As an undergraduate I majored in Sociology and Spanish and often found that the classes with topics near to me caused me great anxiety. Many times I found myself disagreeing with much of the teaching material and or assertions being made of the Latin@ community. In retrospect, I believe this is what made me passionate about the classes I took. I studied long hours to learn classroom materials and understand the methods used to come to conclusions about Latin@ communities to expand my knowledge base and be in the position to pursue my own academic agenda.

My teaching and learning philosophy is simple and straightforward and is guided by learning goals and expectations of the instructor and student. I strive to create a safe and respectable learning environment that fosters student-to-student and student-to-instructor interactions. Along with books and other academic material I also use electronic and print media, documentaries, and short online clips as teaching tools. I expect students to be able to discuss the classroom materials in a clear and concise manner and be able apply them to contemporary events. The advice I offer to students is to work hard on your studies and forge a path that will lead to your ideal professional interest(s). This is often achieved by pursuing your academic and social passions. It is ok to have fun. Just to add a final piece of advice. Look for **mentorship**. As a non-traditional student, one of the keys to my success has been mentorship in the classroom and academic community. I worked closely with faculty who guided me through the academic process, taught me the value of research and how to conduct it, taught me how to be competitive in various facets of the academy, and how to maintain a balanced life. I look forward to passing these lessons along to students from all walks of life.

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: chicla@mailplus.wisc.edu

CLS invites you to submit your:

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

Adelante CLS Alumni



Andrew Diaz

May 2010 CLS Graduate

Andrew Diaz graduated from the University of Wisconsin-Madison and the Chican@ & Latin@ Studies Program in May of 2010. He currently lives and works in San Antonio, Texas as a 6th grade Math Teacher at Fidel L. Tafolla Middle School. Mr. Diaz, or as his students like to call him, Mr. D., was given the opportunity to excel in this profession through the

national post-undergraduate program, Teach for America.

Andrew enjoys teaching because he is committed to aiding the Latino community through spreading his knowledge and importance of gaining a college degree to his students. Through encouraging his students to work hard and challenging their highest academic potentials through perseverance, Diaz was able to lead his students to obtain commendable results on their state exams. Andrew was proud of this accomplishment because he was able to instill confidence in his students' work so that they can be successful leaders in the future.

After his first year teaching, the San Antonio Independent School District, has recognized Diaz for his dedication toward helping out the students who attend Tafolla Middle School. Being highlighted in the district's newsletter, Diaz definitely proves to be a Latino leader in his community because he has distinguishably brought a new sense of learning in and outside of the classroom. He knows that he must continue to be a role model for his students because they admire his leadership.

In the future, Diaz plans to obtain his Master's degree in Higher Education and eventually become a school principal. His passion for education has definitely become a priority for Diaz, especially because he seeks to lift up his new community in San Antonio, Texas through experience and dedication.

Evelyn Cuevas is a 2009 graduate from the University of Wisconsin's School of Business and the Chican@ & Latin@ Studies Certificate Program. After finishing up her two year analyst program in New York, she decided to move back to the Midwest. Currently, she is living in Milwaukee and working for U.S. Bancorp Fund Services as a Mutual Fund Representative.



Evelyn Cuevas

December 2010 CLS

When asked about how her work helps out the Latino community, Evelyn states, "more frequently we are getting Spanish speakers that don't understand what investments they have. Often times, I translate and speak with Latino population on what type of account they have been set up in (usually by an employer) and what they are invested in. I find comfort in knowing that the people will walk away knowing a more accurate picture of their current financial situation."

"To be a Chicana in the business world means you often have to stand up and be the only voice representing the Chicano people. Often times, I find myself correcting or educating my co-workers or management on the true meaning of holidays, festivals, or traditions within the Latin@ culture. I find that people are usually receptive to learn the true meaning of Chicano/Latino misconceptions," states Evelyn.

Through her experiences, Evelyn has gained new valuable insights. During the two years that she lived in New York, she realized that she was a minority amongst minorities. "I lived in Washington Heights where as a Mexican/Chicana I was the minority among Dominicans. I truly got to see and live a different facet of the Latino experience that I had never seen in my life. The best thing was the food: fell in love with "mofongo" and "morir soñando." But most importantly, I felt like I was at home with my people.

Are you a CLS student or CLS Alumnus?

Tell us what you're up to!
Contact: Steve R. Pereira at
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Congratulations to our CLS Graduates!

May 2011 Graduates

Cecelia Anguiano
Spanish

Omar Arreola
Sociology

Maggie Boomgarten
LACIS
Spanish

Jean Brody
Political Science
LACIS

Alida Cardos Whaley
LACIS

Lauren Chenevert
English

Ismael Cuevas
Political Science
Sociology

Edith Flores
Spanish
Women Studies Certificate

Ryan Garza
Political Science

Jennifer Guzman
Political Science

Daniela Juarez
Spanish
International Studies

Maria Lopez
LACIS
Gender & Women Studies
LGBT Studies

Penelope Nuñez
Communication Arts
Gender & Women Studies

Steve R. Pereira
Political Science

Lauren Piper
Psychology

Rachel Roesslein
Psychology

Angelica Salinas
Rehabilitation Psychology

Vanessa Sanchez
Elementary Education

May '11

Valedictorian: Lauren Chenevert
Salutatorian: Maria Lopez

December 2011 Graduate

Beatriz Cañas
Social Welfare
Sociology

Congratulations to our 2011
Regent Jesus Salas Academic
Activist Award Recipient,
Antonio Garcia



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 create awareness in the study of Chicana/os and Latina/os, as well as topics and applications that have emerged in this field of inquiry.

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CLS Spring 2012 Courses Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 102	Intro to Comparative Ethnic Studies	MWF 11-11:50	TBA	Introduces students to a multicultural history of the US, focusing on each of the major ethnic groups.
CLS 231	Politics in Multi-cultural Society	MWF 9:55-10:45	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 society.
CLS 243	Colonialism, Nationalism and Minority: Puerto Rican	T & TH 4:00-5:15	Francisco 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 419	Latinos/as and Media	T & TH 2:30-4:15 F (lab) 2:00-4:30	Petra Guerra	Critical and historical survey of the participation and representation and representation of Latin/as in U.S. film, television, and popular culture, with a primary focus on Hispanic representation in Hollywood-produced imagery. The counter images of Latino and Latina media producers also will be explored.
CLS 462	American West since 1850	T & TH 9:30-10:45	Susan Johnson	Explores the West as frontier since 1850 and its influence in American culture; examining interethnic relations, federal policies, resource-intensive economy, its environmental effects, and political conflicts.
CLS 510	Advanced Cultural Studies Integrative Seminar	M 2:30-5:30	Andrea Tess Arenas	This course will examine unique cultural aspects of Chican@/Latin@ culture including, LGBTQ communities, cultural norms, rites of passage, tradition of Chican@s in the military, and more. The course may include a community based research project in partnership or a service learning project with the Worker's Right Center. The course will be shaped by the CLSP student representatives similar to the process used to create the new CLS 330 course.
CLS 530	Psychology Research & Theory	T 2:25-5:25	Alberta Gloria	Explores the salient psychological and psychoeducational research with Chicana/os & Latina/os in the U.S., taking a psychosociocultural approach, topics of cultural values, acculturation, identity development, and environment and social climate exploration.
CLS 530	Immigrant Families	T & TH 9:30-10:45	Lynet Uttal	This course will address the experiences and issues faced by immigrant families in contemporary US society. The family is one of the major mechanisms facilitating how immigrants adapt to living in the U.S. and addresses generational differences. Must have completed Ethnic Studies requirement.
CLS 699	Directed Study	—	—	Open to those students who have the consent of an Instructor

CLS Spring 2012 Graduate Minor Courses

C & I 675	Educating Latin@ Students in the US	T 4:30-7:15	Mariana Pacheco	Focuses on the various historical, legal, socio-cultural, linguistic, and sociopolitical dimensions that affect the schooling experiences of Chican@/Latin@ students in the U.S. In particular, it will provide an overview of asset and strength-based approaches to educational policies, programs, models, and policies that enhance these students' academic potential. Course readings, assignments, activities, and projects will engage class participants in examining the ways Chican@/Latin@ students' academic achievement is affected by a legacy of deficit thinking that continues to inform educational responses to their unique backgrounds, histories, and experiences.
C & I 675	Ethnographic Studies of Bilingualism & Biliteracy	W 4:30-7:15	Mariana Pacheco	This course will examine ethnographies and ethnographic approaches to the study of bilingualism and biliteracy across home, school, and community settings. Course texts, topics, and assignments will explore the contributions that these ethnographic approaches have made to our current understandings of bilingualism and biliteracy as socioculturally constituted across contexts and spaces.

Nuestras Raíces

Latin@ Parent Day at UW-Madison

By Beatriz Cañas

The first Latino Parent Day at UW-Madison was held on August 28, 2011, and successfully engaged 30 families of Latino incoming freshmen in a discussion about campus life at the UW. The event was organized and sponsored by The Latino Faculty & Staff Association in collaboration with the Chican@ Latin@ Studies Program, the Center for Academic Excellence, the Office of Diversity and Climate and the Parent Program of the Center for the First Year Experiences, and included an afternoon of presenters, dinner, and a resource fair. All parents of incoming Latino Freshmen were invited to participate.



As the Latino community on campus continues to grow, with 300 incoming Latino freshmen for the 2011 Fall semester, the need for more programs and activities catered towards UW Latino students is evident. For many Latino students that come to UW Madison, one of the primary aspects of college life that they seek is a strong support system within their community. In order to create support systems for Latino students on campus and strengthen their support systems at home a group of Latino students, faculty and staff came together to plan the first annual Latino Parent Day Welcome. The goal of this event was to introduce Latino parents to the changes in lifestyle that their student will experience while adapting to the UW college experience. Throughout the planning process of this event students, faculty, and staff involved discussed the importance of parents being able to continue being involved in their student's life even if their children were not living at home. For many Latino parents because of cultural, distance, and language barriers, are not informed of the difficulties that their student deals with, such as stress and not being able to visit home often. Parents don't always know what questions to ask or what "general requirements" mean. For many Latino parents, their children are first generation college students and have not gone through a college experience themselves. Therefore, it was important to include the Latino community on campus to provide an orientation, having gone through similar experiences as those the new students will face.

The event included a greeting from Provost Paul Deluca followed by a special message to parents from Assistant Dean in the college of Engineering, Manuela Romero. Campus resources for parents were also available during the resource fair in English and Spanish, including updates from the financial aid office and University Health Services. During the student, faculty and staff panel, participants answered questions from the audience sharing their own experiences as professors, advisors and first generation college students. Questions varied, from hectic class schedules to being homesick. Throughout dinner families mingled with other undergraduate Latino student volunteers, faculty and staff, learning of different activities and resources that students can be part of on campus. Sophomore volunteer Joanna Romero expressed her enthusiasm for the Latino Parent Welcome, "It was a really nice event and a good idea. If this would have taken place when I was a freshman my parents would have definitely benefitted from it. Especially from the student-faculty panel, it helped parents get a better feel of what is happening around campus."



Every family that came received a list of campus resources, which included "college vocab for parents" and important dates, and a bag of Badger souvenirs. As the evening ended, parents expressed their reassurance in their student beginning their college career at UW-Madison. They were comforted in knowing that their student was entering a community of individuals who cared for their academic and personal success.

Community Leader, Oscar Mireles, Visits UW-Madison

By Alberto Cuevas

Students enrolled in the introduction to Chican@ and Latina@ Studies 210 Course had the opportunity to learn about the historical, cultural, and sociopolitical dimensions of the Chican@ and Latin@ experience in the United States by listening to the experiences of a local Madison community leader, Chicano activist, publisher writer, and poet from Racine, Wisconsin, Oscar Mireles. Serving as the executive director of Omega School, located on the Southside of Madison, Mireles provides individualized basic adult-educational instruction and support to adult learners as a means of improving the quality of their lives. Since Omega School emphasizes on fostering the educational needs of those who have not been able to obtain their high school diploma due to sociocultural circumstances, Mireles acknowledges that this experience is an important cultural issue that needs validation in the scholarly literature, paradigms, theories, and debates within Chican@ and Latin@ Studies.

During his class visit, Mireles shared the struggles and inequalities that migrant families in the United States experience. Being aware of the educational injustices his family and other Latinos experienced during the migrant movement, Mireles learned that he needed to participate in leading his community to pursue a better life. During his presentation, this Chicano shared personal pieces of his life that touched many students who were able to empathize with what it might have been like to be in a society that did not accept a different *lenguaje*. In order for the class to acknowledge his point-of-view, Mireles, explained how grammar school was a hard process because he could not express his concerns in Spanish. As a result, Mireles was obligated to speak English to advance in school. Later, he realized that this experience would help him achieve his family's goal to fulfill the American Dream.

Today, Mireles has been invited to present his work at numerous institutions which aids him in receiving many grants and fellowships to continue his work in the community. Many of his works include, *Assassination Day*, *I Hate Atole*, *College Wrestling My Freshman Year*, *Baby in The Bathwater*, *I'm Gonna Take the South of South Africa*, and *Lost and Found Language*. Mireles never forgets where he comes from and is always looking for ways to integrate his work in higher education, the community, and Omega School.



Oscar Mireles

Martina Diaz: Helping Students Fund Their Education

By Miriah Perez

For many students, finding a way to fund their education is an overwhelming topic. Martina Diaz is not the exception.. Being a first generation college student and the only one of ten other siblings to enroll in a four year institution, Martina experienced the struggle of trying to find a way to pay for her education. While growing up, Martina witnessed the hardships her parents went through, as Mexican migrant workers, in order to make ends meet. Since then, Martina realized that it was important for her to attend college so that she would not have to suffer the same experiences that her parents endured.

During her time as a first generation college student, Martina was one of few minorities, let alone one of fewer Latinas to graduate. As a young Latina mother and wife during her undergraduate career, Martina tried to balance all of her responsibilities while dealing with financial constraints. Aside from her struggles, Martina received her Bachelor's of Science through the school of Human Ecology in 1994. As a result, Martina earned the opportunity to become a Senior Advisor in Student Financial Services at the University of Wisconsin-Madison.

In a like manner, many students find the financial aid process of enrolling into a four year college or university to be frustrating. However, with Martina's experience and dedication to helping out students with financial issues, she has become an excellent resource for Latinos on campus. Martina can assist students with managing and planning for short or long term financial goals, guide students to obtain legitimate and safe resources, and give students the confidence needed to get through college. Also, having the patience and understanding of each student's situation, Martina has been able to establish life long professional relationships with alumni and current students. Also, Martina meets with prospective students and their parents to ensure that they are well informed of how the financial aid process works. But most importantly, Martina has proven to be a resourceful bilingual Latina who helps demystify the financial aid process to those parents who are unfamiliar with the university system.

Martina has significant knowledge regarding financial aid. Consulting with her may include that amount a student could receive in aid, the debt and future financial concerns once a student completes school, and how to apply for grants when planning to pursue a professional graduate degree. Martina recommends students to not be afraid to ask questions no matter how basic they may seem. By asking questions, students will not have to assume how monetary aid works. Martina knows that each student's financial situation is different. Therefore, she cautions students to make sure that when they come to college they take advantage of all the resources available to them. As a result, Martina strongly advocates for a student to be directly engaged with their academic advisor in order to ensure that their time and money is not being wasted by taking courses that are not needed for their major. "I believe it is important that a student completes her or his degree, but it is also vital for them to balance fund and responsibility with their educational career. Don't sweat the small stuff, life is short, so enjoy it," states Martina.

Altar del Día de los Muertos

By Steve R. Pereira

During the first week of November 2011, The Chican@ and Latin@ Studies Program co-sponsored with La Mujer Latina and the Brothers of Lambda Theta Phi Latin Fraternity, Inc., to celebrate el *Día de Los Muertos* at UW-Madison's School of Education Commons Art Gallery. Remembering our ancestors, students and faculty brought *ofrendas* to honor their

loved one's passing. During the celebration, students enjoyed warm chocolate, *pan de muerto*, *pan dulce*, and *tamales*. *Calavera* art making cards were also a way in which students were able to engage and learn about this traditional day. As some observed the altar,

others shared stories of their loved one's. The success of this event was noticeable through the presence of visiting adolescents from the great Madison community and members of religious Latin@ organizations on campus. The Chican@ and Latin@ Studies Program looks forward to continuously enhance and foster multicultural competence at UW-Madison through keeping cultural roots salient in higher education.



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.



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