



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

SPECIAL POINTS OF INTEREST

- Community Gatherings
- Dia de los Muertos
- Spirituality
- Testimonials
- Alumni Updates
- CLS Students
- Achievements

INSIDE THIS ISSUE:

CLS Events &	2
Faculty News	4
Faculty Highlights	5-6
Adelante Alumni	7
CLS Graduates	8
Spring Classes	9
New CLS Courses	10-11
Giving Back	12

A Note From the Director



Dr. Petra Guerra

We are coming to the end of the fall semester and it is that time of the year when we are looking back to what we have accomplished for the semester. We at Chican@ Latin@ Studies Program Started with new leadership this semester. Dr. Alberta Gloria has replaced Dr. Sandy Magana who is now at University of Illinois-Chicago, as the Chair of the CLSP Executive Committee and leader of the program. This has been a pretty successful semester for us at CLS. We have added two new classes which have contributed to our repertoire of options for our students. We had a successful Dia de los Muertos: Recordando Nuestros Queridos. This year Steve R. Pereira, our graduate student PA took the leadership in organizing the event with the help of Sylvia Garcia, and the collaboration of La Mujer Latina and Lambda Theta Phi Latin Fraternity, Inc. The event was well attended and collaboration extended to Rachel Hoogasian, Destino, a campus religious group, and University Health System's Counseling & Consultation Services.

(Continued on page 3)

2012 CLS Orientation Reception

On September 26, 2012 we celebrated our annual fall Chican@ & Latin@ Studies Program orientation. Faculty, staff, students, and community members came together to enjoy a good meal with good company. Faculty had a chance to explain their classes and talk about their research, and students had the opportunity to ask them question. Students also became familiar with CLS program's services, research opportunities, and student resources. Everyone had an opportunity to network with peers, faculty, staff, and our CLS advisor. UW-Madison undergraduate students learned about our CLS certificate requirements and graduate

students were invited to explore how to obtain a CLS Graduate Minor. Also, highlighted in our orientation was the publication of our annual academic journal, Concientización, student run organization ChiLaCSA, Cesar Chavez Community Resource Library room, and other rewarding resources our program offers. This event was definitely a great way to begin another school year at the Chican@ & Latin@ Studies Certificate and Graduate Minor Program!



CLS Community News & Events

CLS Student attends HACU in Washington, D.C.

By Steve R. Pereira

Our Chican@ & Latin@ Studies certificate student, Edith Flores, along with 6 other UW-Madison students an assistant Dean, a faculty member and a community individual, had the honor of attending the Hispanic Association of Colleges and Universities (HACU) 26th Annual Conference in Washington, D.C. on the weekend of October 20-22, 2012. According to Edith, this was a wonderful opportunity for her growth as a rising professional because she was able to network with other Chican@ Latin@s students and professionals at the national and international level.

"I attended two corporate and career panels in which both Latin@ women and men were represented. Some of the panelists worked for the Central Intelligence Agency, United States Department of Agriculture, Environmental Protection Agency, General Electric, and Deloitte Tax LLP. The panelists shared inspiring stories of their journey towards obtaining a corporate/federal job. Being able to get a primary account on their experiences, I was able to learn about their backgrounds, aspirations, and how they were able to succeed in their chosen field, regardless of professional occupation, was a great motivator for me to continue to be successful in higher education," said Flores.

Flores also took the opportunity to visit a couple of neighborhoods and historical landmarks in the DC and Maryland area, such as the White House, Lincoln Memorial, and the Smithsonian National Museum. Edith highly recommends attending this conference especially if your career goals are oriented toward being a professional in the federal or corporate field. Also, it never hurts to network and meet a few people who might be able to assist you in your future professional career endeavors.



Edith Flores

CLS Student's CHCI Intern Experience

After a second long and hard review, Isaac Solano was selected to be one of few Congressional Hispanic Caucus Institute Interns (CHCI) for the summer of 2012. Despite almost giving up after his first rejection, Isaac found the energy to call in some important people to help get a second look at his political potential. It worked!

Returning to Madison after 8 weeks of sharing a room with 3 other Latino interns, Solano reflects on how his Chican@ Latin@ Studies Program (CLSP) education is preparing him for his own political goals of becoming Mayor of Denver, Colorado. "One of the CHCI's four pillars is "pan ethnic movements" which is just what Professor Tess Arenas has been emphasizing in all her CLSP classes." From day one, Dr. Arenas has told students, "By characterizing our issues in terms that apply to other marginalized people of the US, we create the potential for powerful coalition politics," said Solano. Furthermore, the Latino Congressmen and Congresswomen he met all recognized that they are soon to be the numerical majority in this country, and that they have a responsibility to protect the rights of all people as more political power is gained.



Isaac Solano

An example of how CLSP is preparing him for his political office seat in Colorado, Solano states "While I was in DC, two fantastic things happened that I was able to celebrate with other Latinos. First, Obama's healthcare package, the Affordable Care Act that was affirmed by the Supreme Court, and the courts decision that 75 % of Arizona's SB 1070 was illegal. The excitement was simply off the charts!" In Dr. Marquez's CLS 231 Politics in Multi-Cultural Societies, Isaac learned how minorities can enact positive change in a system where they are not the people who have the most power or the most seats at the decision making table. In DC, Solano saw this first hand when he met and heard the various stories of Latino representatives in Congress talk about how they represent and advocate for their constituencies at the national level.

"I bet it is going to take a couple of years before I realize all that I observed and participated in while in DC. This is an opportunity of a lifetime and I encourage other CLSP Certificate students to apply. The competition is tough going, but you have to try for this one," said Solano.



CLS Community Gatherings

(Continued from page 1) Another very successful project which we took on this semester was the community gatherings. Frieda Zuckerberg, our very own CLS advisor was very successful in organizing community meetings where students come for a light meal and a place to meet and enjoy the company of other students. Some of these students might be CLS Certificate students, but many are not. These gatherings are open to all students interested in participating. The interesting part of the gatherings is that students belong to different organizations on campus and would otherwise not have the opportunity to meet and they do that at the gatherings. Every Tuesday students come together and eat a warm meal while addressing class issues, schedules and even helping each other study for exams. Aside from discussing what classes they suggest others take, they also help each other with their (non-IRB required) research. One of the students brought her questionnaires and used the students as a way to gather information for a project she

was working on. This has been a tremendous experience; we have had twenty to twenty-five students every Tuesday. We plan to continue with this event for the rest of the year. Here is what some of our students have said:

“The CLS Community Gatherings have brought CLS students from a variety of student organizations together. It allows us to put aside what orgs we are affiliated with and come together to identify issues that have to do with our certificate. They’re fun, the food is good, and it’s a great break between classes! I love CLS gatherings!” – Anonymous

“During our gatherings, we spend time with other members of the CLS program. It is amazing to meet new people who are interested in the same things as I am; Also, it is amazing to see this at CLS especially since we lack that comfort in other areas on campus” – Maria L. Espino

“The luncheons are a marvelous opportunity to develop the CLS community. Also, being able to have an advisor available is key for my academic success”- Jorge David Ramos-Mercado

Our focus for the ending of the semester is to make sure we celebrate the graduation of our certificate student who will be honored, together with their parents and family on December 16, 2012. Congratulations to all graduating students, especially to our two CLS Certificate graduates! Si se puede!

Chican@ & Latin@ Studies Graduate Minor

The intent of the **Graduate Minor** in Chican@ and Latin@ Studies is to examine U.S. Latin@ experiences in a transnational and comparative context with the goal of fostering an interdisciplinary understanding of racialized ethnocultural groups in the U.S. Students are expected to take a total of 12 credits of coursework. Of those 12 credits, only three credits of 999 independent reading can be counted. Students are expected to achieve a B grade or better in four CLS courses at the 300 level or above. One of those classes must address theory and or methodology of comparative or transnational studies of race and ethnicity. For these courses below 700 level, students are expected to complete graduate-level activities (e.g. research and/or scholarly paper, class presentation). Students are required to select a faculty advisor from the program’s faculty in consultation with the CLS Program Director.



Chican@ & Latin@ Studies Faculty

Andrea-Teresa "Tess" Arenas

Director of Service Learning
tarenas@ls.admin.wisc.edu

Karma R. Chávez

Assistant Professor of
 Communication Arts
krchavez@wisc.edu

Jim Escalante

Professor of Art & Art Education
jaescala@education.wisc.edu

Alberta M. Gloria

Professor of Counseling Psychology
agloria@education.wisc.edu

Camille Guérin-Gonzalez

Professor of History
cgueringonza@wisc.edu

Petra Guerra

Associate Director of Chican@ &
 Latin@ Studies

Professor of Mass Communications
pguerra2@wisc.edu

Armando Ibarra

Assistant Professor of UW Extension
aibarra@wisc.edu

Susan L. Johnson

Associate Professor of History
sljohnson5@wisc.edu

Benjamin Marquez

Professor of Political Science
marquez@polisci.wisc.edu

Alfonso Morales

Associate Professor of
 Urban and Regional Planning
morales1@wisc.edu

Mariana Pacheco

Associate Professor of Curriculum &
 Instruction
mapacheco@wisc.edu

Norma Saldivar

Associate Professor of Theatre &
 Drama
nsalvidar@wisc.edu

Francisco Scarano

Professor of History
fscarano@wisc.edu

Consuelo López Springfield

Assistant Dean of
 Academic Affairs
cspringf@wisc.edu

Steve Stern

Professor of History
sjstern@wisc.edu

Carmen Valdez

Assistant Professor of
 Counseling Psychology
cvaldez@wisc.edu

Faculty News & Achievements

Dr. Andrea-Teresa "Tess" Arenas

was inducted into the Teaching Academy Fellow in May 2012 as a result of outstanding student evaluations in both Chicano Studies and Environmental Studies. Furthermore, she was given no less than 8 certificates of appreciation from CLSP May 2012 graduates for her mentoring and support of academic goals



Dr. Alfonso Morales'

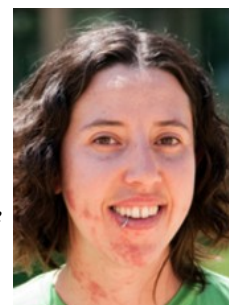
research on community and regional food systems has recently won three grants. First, funding from the Center for Freight Infrastructure to explore preserving the cold chain for locally/regionally grown products. Second, his work won support from the State of Wisconsin/USDA to improve the prospects for Farm-to-School programs and to increase the amount of locally grown food in those programs. Third, the Center for Disease Control funded a larger project for which he will serve as the expert in advancing progressive urban agriculture regulation in municipalities around the country. New publications include work with URPL students and graduates. With Megan Pfantz he wrote, "Starting a Supplemental Nutrition Assistance Program: Information for Starting this Program at a Farmers Market." This article will appear in the *Journal of Extension*. With Matt Covert he wrote, "Successful Social



Movement Organizing and the Formalization of Food Production." This book chapter will appear in *The Informal City: Settings, Strategies, Responses* edited by Anastasia Loukaitou-Sideris and Vinit Mukhija, for MIT Press. He will be delivering six lectures on urban agriculture to the University of Santiago de Compostela at the invitation of Prof. Dr. Urbano Fra Paleo. He will also be delivering four lectures to Sun Yat Sen Univ in Guangzhou China at the invitation of Professor Desheng Xue, Director of the Center for Urban and Regional Studies. While in China he will be lecturing at the international conference "Megacity-Megachallenge: Informal Dynamics of Global Change," organized by the DFG (German Research Foundation) and Sun Yat Sen University. Finally, his URPL 912 workshop class continues its work with SW Badger RC&D on renewable energy in SW Wisconsin. He is working with EDCO Ventures and Cielo Capital to create metrics for a Social Venture Capital fund.

Dr. Karma

Chavez edited a new book that just came out: Chávez, Karma R. and Cindy L. Griffin, eds. *Standing in the Intersection: Feminist Voices, Feminist Practices in Communication Studies*. Albany: State University of New York Press, 2012.



Dr. Mariana

Pacheco was promoted to Associate Professor in the Department of Curriculum & Instruction.



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

Getting to Know Our CLS Faculty

Dr. Mariana Pacheco, Curriculum & Instruction

By Steve R. Pereira



Dr. Mariana Pacheco

Dr. Mariana Pacheco was recently promoted to Associate Professor in the Department of Curriculum and Instruction. Excited to continue the important work of promoting bi/multilingualism and bi/multiliteracy in public schools and ways to empower language minority youth across their academic and life trajectories, Dr. Pacheco knows that she now has the obligation, as a public intellectual, to address the needs of disenfranchised students in the name of social justice.

“This promotion means that the political and educational struggles of those Chican@s and Latin@s that came before me are paying off. For Latinas in higher education in particular, it means that we must continue to persevere in the midst of narrowing views about the significance of diverse forms of knowledge and production. We must, therefore, reach out and support each other’s work. My promotion is also rare: “Only 4 percent of tenured or tenure-track female faculty members in the United States are Latina (78 percent are white, 7 percent are African American, and 7 percent are Asian American), and only 3 percent of female full professors are Latina” (Nuñez & Murakami-Ramallo, 2012). We have serious work to do—collectively—to increase the representation of Latina faculty,” states Dr. Pacheco.

I hope my accomplishment will inspire other Chican@s and Latin@s to pursue an academic career. As a people with a shared history and U.S. experience, we have important contributions to make in many different disciplines. I hope others will be inspired to continue fighting to increase the opportunities many of us have been afforded by previous generations who forced open the doors to academia and higher Education,” says Dr. Pacheco.

Hispanic Heritage Month

By Marianna Rivera

On October 11th, La Mujer Latina held their annual Hispanic Heritage Month Celebration in the Red Gym’s MSC Lounge. The purpose of this event was to bring UW-Madison students together and celebrate Hispanic Heritage Month. In their efforts toward advocating for multicultural competence, LML integrated an educational workshop that helped everyone understand the significance of the month- long celebration. La Mujer Latina provided all guests with a dinner, catered by El Pastor Mexican Restaurant.

The most significant component of this event was the honoring of all Latin American national flags and independence dates. La Mujer Latina really wanted to demonstrate that rather than celebrating just one country’s independence individually, celebrating all Latin Americans’ independence builds more solidarity and builds greater community! We’re bounded not only by our Spanish language, but also by our struggle for independence!

La Mujer Latina's
**HISPANIC
HERITAGE MONTH
CELEBRATION!**

Red Gym
2nd Floor-
MSC Lounge

Oct 11, 2012
6-9 pm

**FREE
Food! Music! &
Art Workshops
by CulturARTE!**

SPONSORED BY:
CAE
College of Letters and Science
Center for Academic Excellence

Getting to Know Our CLS Faculty

Dr. Carmen Valdez, Counseling Psychology

By Steve R. Pereira



Dr. Carmen Valdez

Dr. Carmen Valdez is an Assistant Professor in the Department of Counseling Psychology. Dr. Valdez teaches clinically-focused courses to masters and doctoral students in the department. Her passion is research and is deeply committed to Latino research. Her broad area of interest is family stress and human development, with two lines of work. In the first, she has adapted and piloted a community-based family-focused intervention for Latina women with depression and their families. Her second line of work is focused on the life course development of youth in high-risk environments, such as living in communities with anti-immigration climate. Personally, her most important role is being a mother to her 3-year old daughter, and nurturing her relationship with her husband, Michael.

Currently, Dr. Valdez's research has community applications in Madison. Since 2006, her students have conducted a cultural adaptation of the Fortalezas Familiares intervention (FF; Family Strengths). In 2010, her research team conducted a pilot study of FF with Latino families in Madison. The intervention took place over 12 weeks and twice monthly thereafter. As part of FF, families

met in a community setting and shared a meal with them to support their family's need for cohesion, support, and positive activities and routines. Her research team then had therapeutic group meetings with parents and youth, where they worked together to identify their goals for their family, and help them gain the confidence they need to build a stronger family unit. The intervention led to positive parent, child, and family outcomes, measured through surveys and focus groups. Future plans include submitting a grant in the near future to evaluate the FF intervention on a larger scale in Wisconsin.

Dr. Valdez also fosters student engagement with her research by creating a thriving environment in which students can be involved in most aspects of research and develop scholarly frameworks that are applicable to real world settings. Also, she advises CLS students to seek a good mentor that will believe in you and that will make opportunities available to you. Once the opportunities are there, go after them and establish yourself as a scholar or advocate (or whatever you'd like to do). But good mentoring gives you the experience and the confidence you need to get to where you want to be.

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 Steve R. Pereira at: cls_journal@mailplus.wisc.edu

CLS invites you to submit your:

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

Adelante CLS Alumni



Celsa Rodriguez
May 2005 CLS Graduate

Celsa Rodriguez graduated from the University of Wisconsin-Madison and the Chican@ & Latin@ Studies Program in May 2005. She currently lives in Madison, WI and is originally from San Antonio, TX. Rodriguez is a bilingual case manager at the Family Support and Resource Center where she is an advocate for children and young adults with disabilities. Her role as case manager also promotes healthy familial environments by ensuring that her clients stay connected with their roots and collectivist community.

"My work is to help families find the resources they need to care for a child with a significant disability. This can be especially difficult for Spanish speaking families. It is already difficult to navigate the disability systems and adding the language barrier can make the smallest tasks even more difficult. Part of my job is to connect with other Latin@s in the community to make sure that families get all of the support they need," states Rodriguez.

A growing professional in this field, Rodriguez defines that being a successful Latina means that she can help families develop their own skills as advocates which give them the necessary tools to successfully navigate the larger societal difficulties. Their skills can then be used in multiple settings (i.e. schools, medical, community, etc.) to promote a life full of positive reinforcements.

Through her experiences, Rodriguez feels that in order to be successful in higher education, one must find what her or his passion is, find out what it takes to get there, and ask for help along the way. Networking and getting to know as many people in that field also helps. "Once you have a base of professionals that you can contact for support, they usually help connect you with other people," she states. Nonetheless, always follow your dreams and keep moving ADELANTE!

Darrell Balderrama is a 2003 University of Wisconsin-Madison and the Chican@ & Latin@ Studies Certificate Program graduate. Currently, Balderrama is the Director of Outreach Programs in the Office of P-20 Initiatives at the University of Texas at San Antonio. The Office of P-20 Initiatives provides leadership to enable students to develop and complete their educational goals through collaborative partnerships with K-12, post-secondary institutions and from within the greater community.



Darrell Balderrama
May 2003 CLS Graduate

University of Texas at San Antonio (UTSA) is a HSI (Hispanic Serving Institution) and the work Balderrama does in the Office of P-20 Initiatives directly impacts the Chican@ & Latin@ population.

By establishing strong relationships with stakeholders interested in serving underrepresented students, the UTSA Office of P-20 Initiatives is focused on implementing programs that will increase the college-going rate of Texans over the next decade. In his current role, Balderrama has had the pleasure and privilege of working directly on initiatives that deliver college awareness, access, readiness opportunities and retention services to Chican@ & Latin@ students from within Bexar County and the surrounding areas. Because of a highly supportive community, Balderrama has been able to stress the importance of an education to over 37,000 student/participant contacts.

Balderrama's work has impacted him in many ways and has defined his commitment of success through building and maintaining strong and positive relationships, a critical component for student success. "This will not only help students in their college careers but it also translates into the professional world. I would also encourage students to never stop learning about them, seek out new knowledge and continue to move forward on the educational ladder. I was blessed with wonderful opportunities that have transformed my life and I'm convinced that this is a direct result of my educational adventures. Continue to strive for the best, be kind to one another and never forget where you (we) came from. *La Lucha Sigue!*"

Are you a CLS student or CLS Alumnus?

Tell us what you're up to!
Contact: Steve R. Pereira at
cls_journal@mailplus.wisc.edu

Congratulations to our CLS Graduates!

December 2012 Graduates

Maria Stephanie Huerta
Biology
Chican@ & Latin@ Studies
Global Health Studies

Adam Lopez
Legal Studies
Chican@ & Latin@ Studies

Gabriela Zepeda
Human Development &
Family Studies

May 2012 Graduates

Miriah Barger
LACIS
Spanish
Global Studies

Beatriz Canas
Social Welfare
Sociology

Jose Gutierrez
Civil Engineering

Teresa Hernandez
Sociology
Criminal Justice Certificate

Heidi Luft
Nursing

Jeanette Martin
Art

Beda Martinez
International Studies
LACIS
Spanish, European Studies

Kenneth Monroe
Community & Environmental
Sociology

LaTreal Peterson
Communication Arts
Educational Policy Studies

Lynnette Quiles
Communication Arts
Global Studies

May '12

Valedictorian: **Heidi Luft**
Salutatorian: **LaTreal Peterson**

Jessica Rivera, B.A., M.S.
Master of Science
Educational Leadership &
Policy Analysis

Evelin Rodriguez
Political Science
Sociology

Antonio Sanchez
Social Welfare

Yesenia Saavedra
Elementary Education



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.

Director

Petra Guerra PhD
Phone: (608) 263-0270 or (608) 263-4631
pguerra2@wisc.edu

CLS Advisor

Frieda Zuckerberg
Phone: (608) 262-6463
fzuckerberg@wisc.edu

Program Administrator

Sylvia Garcia
Phone: 608-263-4486
chicla@mailplus.wisc.edu

Project Assistant

Steve R. Pereira
Phone: (608) 262-9545
Cls_journal@mailplus.wisc.edu

Check us out!

www.chicla.wisc.edu

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

CLS Spring 2013 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 102	Intro to Comparative Ethnic Studies	MWF 11-11:50	STS	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 policy.
CLS 245	Chicana and Latina History	T & TH 1:00-2:15 1221 Humanities	Camille Guerin-Gonzalez	Interdisciplinary course that offers a comparative and transnational approach to understanding Chicana and Latina working class cultures and communities in the 19th and 20th century.
CLS 330	Latinos in the Upper Midwest and Canada	TH 2:30-5:30	Consuelo Lopez Springfield	This interdisciplinary course on Latinos in the Upper Midwest and Canada will examine contemporary themes in transnational communities including labor, civil rights, gender identities, and social movements.
CLS 347	Race, Ethnicity and the Media	T & TH 1:00-2:15	Lori Lopez	Provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in US films, entertainment, television and popular culture.
CLS 419	Latinos/as and Media	T & TH 9:30-10:45 Lab T 2:00-4:00	Petra Guerra	Critical and historical survey of the participation and representation of Latino/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 will also 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, GBLTQ 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 2:55-5:25	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	M 2:30-5:30	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 with consent of instructor

Chican@ & Latin@ Studies Program Undergraduate Certificate



Through the Chican@ & Latin@ Studies certificate students will gain insight into cultural issues and knowledge of the historical significance of Chican@s and Latin@s. Students will also develop the necessary analytical and methodological skills to understand better the emerging multicultural character of the United States and the role Chican@s and Latin@s play, in particular, given the rapidly changing demographics of the nation. In order to receive the certificate students must take:

- At least two (100-200 level courses)
- At least one (300 level course)
- At least one (400 level course)
- At least one (500, 600, 700 level course)

Stop by the Chican@ & Latin@ Studies Offices and declare your CLS Certificate!

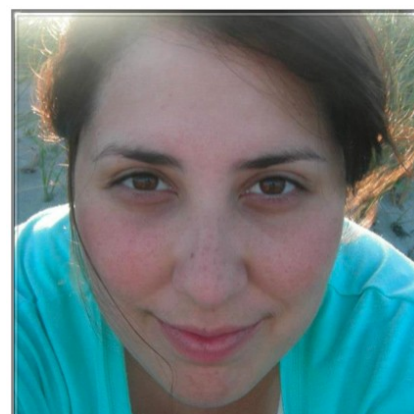
New CLS Courses

Latin@ Spirituality and Mental Health

By Steve R. Pereira



This semester, our CLS students had the opportunity to enroll in the first Latin@ Spirituality course offered at the University of Wisconsin-Madison. Taught by Counseling Psychology Doctoral student, Rachel Hoogasian, under the direction of Dr. Stephen M. Quintana, the Latin@ Spirituality course, cross-listed with Department of Counseling Psychology, brought to light an emerging area of interest in the mental health field. This class highlighted various healing frameworks of *curanderia*, *santeria*, and *espiritismo*. The course provided students with a



Rachel Hoogasian

basic understanding of the ways Latin@ spirituality can inform mental health notions and treatment in the Western context. Our CLS students were able to take

advantage of cross-cultural learning in and out of the classroom setting through the pairing of students from Guatemala and the United States. Students were also given the opportunity to get hands on experience through experiential presentations led by Latin@ healers and mental health practitioners in the United States and Guatemala. Here is what some of our CLS students had to say about this new course:



“Through this course I have been able to learn about mental health concerns and its implications for the Latino population. In addition, I’ve become aware of various traditional forms of healing and coping strategies. The Latina/o Spirituality and Mental Health course provided a safe and open environment where I have been able to share my deepest beliefs on spirituality and find new ways to make connections with others. Through lectures, readings and journal entries, I have gained a better understanding on the importance which spirituality has for maintaining a healthy mind, body, and soul. This class is not only a supportive learning environment but it is an experience to grow and gain clarity as a student and as a Latina.” — **Bianca Bello**

indigenous healing practices. *Curanderia*, Catholicism, and other faith systems, have introduced me new ways in being able to connect with my future patients through a spiritual and cultural lens.” — **Maria Huerta**

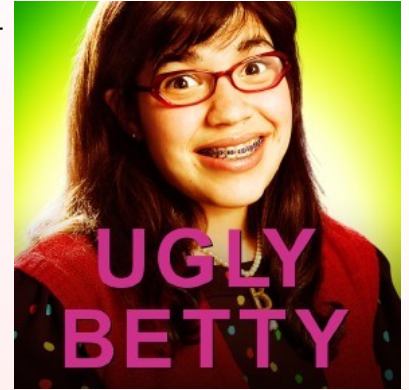
“The spirituality class has helped me take into consideration a whole new way of being able to integrate *espiritualidad* and empathy when working with Latin@ clients. I find this to be beneficial for many future physicians and nurses because it will allow them to increase their multicultural competence. Personally, I like the Latin@ Spirituality class because it allows me to share many of my personal experiences and thoughts like no other class has allowed me to do so before.” — **Christian Hernandez**



Telenovelas: Influences, Media Content, & Sex Roles

By Steve R. Pereira

CLS 530: *Telenovelas* are similar in format to United States soap operas, mediated, serialized melodramas. However, they differ in that they are broadcasted in the evenings, prime time, in Spanish and they have a beginning and end. *Telenovelas* are constructed by commercial organizations and consumed by audiences in the United States and around the globe. These dramas have witnessed wide-ranging success in their countries of origin such as in the U.S., Mexico, Columbia and Brazil. As a product, they have gained important export value to countries such as Germany, Russia, France, and England. *Telenovelas* have become a product of high consumption in the U.S. Needless to say, we are beginning to see many copy cat versions of *telenovelas* such as *Ugly Betty*, *Desperate Housewives*, & *Damages*, in major television series in the U.S.



Ugly Betty, Comedy Show



Alborada, Telenovela

Students explored, questioned, and discussed why *telenovelas* have, and continued to be, so successful specifically in the U.S. Though we appreciate the melodramatic form as it functions for mass entertainment, we critiqued the content and acknowledged the negative social impact of melodramas on society. The *telenovela* was divided into several areas of study; health, sexuality, gender issues, race and as a product that we as consumers buy into. The student should become a more discerning media consumer and/or responsible media creator, keeping in mind potential social, cultural, economic, political influences of mass media. We also discussed the use of *telenovelas* as a tool for behavior change. Because of research done on Entertainment-Education, we know that *telenovela* consumers at certain point identify with the protagonist and or the characters, thus this power can be used to sway consumers to a healthy behavior change.

Recordando Nuestros Queridos: Día de los Muertos Celebration

On November 1, 2012, the Chican@ & Latin@ Studies Program celebrated the 2nd Annual Recordando Nuestros Queridos: Día de los Muertos Celebration. This year's event was celebrated in collaboration with La Mujer Latina, Lambda Theta Phi Latin Fraternity, Inc, CLS Latin@ Spirituality course, and once more the generous contribution of Destino and Counseling & Consultation Services. The event took place at the School of Education's Commons Art Gallery. The evening was filled with community building activities and personal honoring of loved ones. The students also enjoyed *pan de muerto*, *tamales*, *pan dulce*, and *arroz con leche*. This year participants enjoyed



painting their own sugar *calavera* (sugar skulls). The success of this event was noticeable especially since many of our CLS students and guests were able to connect with each other through sharing personal and deeply rooted cultural narratives. The evening concluded with laughs and smiles that added to the *altar's* spiritual energy. The Chican@ & Latin@ Studies Program looks forward to keep this tradition alive on campus so that past, present, and future students may have an outlet to connect with their loved one's through a mystical multicultural healing perspective.



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.



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.**



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

\$ 25.00

\$ 50.00

\$100.00

\$200.00

\$ _____
(or write in your amount)

Please make checks or money orders payable to the:

Chican@ & Latin@ Studies Program Development Fund

Send to: Chican@ & Latin@ Studies Program,

312 Ingraham Hall, 1115 Observatory Drive, Madison, WI 53706.

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

**Thank you
for your
generosity!**

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

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!