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Regeneración

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Note from the Director



The
Chicana
and
Chicano
Studies
Program
has much
to
celebrate
as the

academic year draws to a close. The Certificate Program has grown to include forty-four students. Faculty and students have worked together in restructuring Chicana/o Studies into a Chican@ and Latin@ Studies Program, and we look forward to collaboration and alliance-building with those devoted to the study of Latinas and Latinos across campus.

Our new publication, *Concientización: A Journal of Chican@ & Latin@ Experience and Thought*, showcases the work of both undergraduate and graduate students. And our seventeen faculty are poised to expand the intellectual offerings of the Program by offering an array of new courses and sponsoring a speaker series in the near future. The staff worked tirelessly this year and has made an invaluable contribution to building a strong academic community in Chican@ and Latin@

studies. Finally, two History graduate students, Tyina Steptoe and Michel Hogue, are working with the Program to offer a summer 2005 course and bus trip that will examine the multiracial history, culture, and politics of the U.S. West. Such activities further our goals of collaboration, coalition, and alliance.

Our students are the heart of the Program and we thank them for the energy, commitment, and intellectual rigor they bring to Chicana and Chicano Studies. All of us in the Program would like to congratulate the following students who are graduating in May with a certificate in Chicana and Chicano Studies:

Jacqueline Galligan

Nicole Grasse

Margaret Miller

Mario Ponce

Jessica Teniente

Luz Torres

Gilbert Villalpando

Kristian Zaspel

We wish you the best of luck!

Sincerely,

Camille Guérin-Gonzales

Are Today's UW-Madison Graduates Cultural Klutzes? No Incentive Encourages Awareness... By Ted Koehler and Carlos Miranda

As we pass the halfway point in the UW System's plan to diversify our colleges, people from all sides of the academic spectrum admit that there is a problem. When we first arrived at UW-Madison, we heard that many companies were not hiring students because "they don't know how to work with people who are different than themselves."

The scaled-down recruitment by Procter & Gamble, Kimberly-Clark, and Cargill confirms that our students are, to use a vague phrase, "culturally incompetent." Harassment of Students of Color and LGBT (lesbian, gay, bisexual, and transgender) students continues to occur and go unreported, and majority students fail to recognize how these events relate to them.

The truth is, outside of the ideological goals diversity advocates (including ourselves) often outline, there is no incentive for majority students to be culturally competent. Most majority students have no clue that these three companies have decreased recruiting at UW-Madison, and they do not have to—they will get a job somewhere else. Diversity initiatives by students and administrators usually end up reaching only those who are actively interested in the problem, leaving the culturally incompetent students unaffected. Until UW-Madison makes diversity initiatives that reach all students a priority, it will continue to graduate students who are not prepared to function in the real world.

The administration must move beyond its ineffective approach of merely listening to students' concerns, and enact initiatives with concrete goals. Though diversifying our campus is definitely difficult, the lack of progress is surprising given the success of other student initiatives. Students are losing out on an extremely important part of their education as UW is unable to attract diverse faculty and staff due to the lack of domestic partner benefits and their failure to prioritize a substantial plan for a more inclusive, welcoming campus climate.

The "Days of Listening" are a good start, but the administration needs to move beyond recognizing the problem towards combating it. Here are two quick ideas for effective

initiatives to change diversity and campus climate:

* Stronger punishments for hate crimes on campus. Though the Associated Students of Madison has implemented a plan to increase harassment reporting, a more institutional system that strives to make victims feel comfortable reporting is necessary. Stories of harassment are often passed down to high school students, making them unwilling to attend UW-Madison for fear of an uncomfortable and hurtful college experience. At the same time, the administration should report incidents of harassment more widely to college students, thereby reaching the majority students who are unaware of these racist and homophobic acts.

* Including diversity-related activities at SOAR (Student Orientation Advising and Registration), the program incoming freshmen attend before they begin class in the fall. Both of us have witnessed countless incidents in which majority students have made offensive comments about underrepresented students. By including these activities, the university will take an important first step in saying that even casual discourse about stereotypes is inappropriate and detrimental to campus climate.

Most "culturally incompetent" students have had little or no contact with the underrepresented students they disparage. As long as campus climate remains unsafe for students of color and LGBT students, UW-Madison will continue to struggle to achieve its diversity-related goals, as it will be unable to attract the students it needs.

By bringing majority and minority students together in concrete events on campus, the university will see an enormous change in campus climate and its ability to graduate culturally competent students. When different people work together for the benefit of the community, diversity is achieved. With so much at stake, UW-Madison cannot afford to understate this pressing issue that influences the futures of all of its students.

--reprinted from the *Wisconsin State Journal*, April 11, 2004

Sharing with Chicano/a Studies

The Chicano/a Studies Program at UW-Madison welcomes donations from alumni, friends, supporters, and organizations.

Gifts & Donations contribute to the enrichment and quality of the program, aid in its growth, and benefit the educational experiences of students and members of the community. Please send donations of any amount to Steve Kean, Director of Development, College of Letters and Science University of Wisconsin Foundation. You may contact him at 608-265-3526.

Thank you for your generosity in supporting the Chicana/o Studies Program!

Faculty Achievements

Ben Marquez

Ben was awarded the Franklin Research Grant from the American Philosophical Society. He will use the grant to conduct summer research.

Birgit Brander Rasmussen

Birgit presented a paper, "A Cautionary Tale for the Present: Scientific Narratives of Race," at a symposium April 16-17 at UW-Madison. The symposium was organized by the Center for Science and Technology Studies, and the focus was on race, genetics, and disease.

Sandra Magaña

Sandy is presenting "Experiences and Perceptions of Family Members of Adults with Mental Illness" at a workshop for the Latino Social Workers Organization conference in Chicago on June 25 with María Hernández, MSW, who is a doctoral student at UW-Madison. Magaña and Hernández have studied Latino family members who care for an adult relative with serious mental illness. They examine how family members conceptualize mental illness and what those family members believe to be the causes and coping processes they use. For more information, go to <http://www.lswconference2004.org/index.html>.

Alberta Gloria

Alberta has published three articles: "Latino/a and African American students at predominantly White institutions: A psychosociocultural perspective of educational interactions and academic persistence," with J. Castellanos in *The Majority in the*

Minority: Retaining Latina/o Faculty, Administrators, and Students, ed. J. Castellanos & L. Jones (2003); "¡Somos!: Latinos and Latinas in the U.S.," with T. Segura-Herrera in *Counseling American Minorities: A Cross-Cultural Perspective*, ed. D. Atkinson et. al. (2003); and "Counseling Latinos and Latinas: A Psychosociocultural Approach," in *Practicing Multiculturalism: Internalizing and Affirming Diversity in Counseling and Psychology*, ed. P.S. Richards and T. Smith (2004).

Camille Guerin-Gonzales

Camille published "Latina and Latino Labor History," in *The African American Urban Experience: Perspectives from the Colonial Period to the Present*, ed. Joe Trotter, Earl Lewis, & Tera Hunter (2004). In April, she was an outside reviewer for the Chicana/o Studies Department at Arizona State University.

Susan Lee Johnson

Susan presented her work in two endowed lectures during 2003-04: the Annalee Naegle Redd Lecture at Brigham Young University in November, and the DeSantis Lecture at Notre Dame University in April. She is working with Tyina Steptoe and Michel Hogue in designing a summer 2005 course and bus trip that will examine the multiracial history, culture, and politics of the U.S. West.

Tricia Price

Tricia, Chicana/o Studies Project Assistant, passed her Master's Exams With Distinction. She graduates with an MA from the Department of Spanish and Portuguese.



Professor Birgit Brander Rasmussen



Professor Susan Lee Johnson



Professor Mary Beltrán

Armando Mejia

Armando delivered a paper on working-class environmental justice organizing at the Midwest Political Science Association Meeting in Chicago in April, 2004. He will deliver a paper on Latino immigrant labor politics at the Latin American Studies Association Meeting in Las Vegas in October, 2004. Armando received a fellowship to attend the 2004 Summer Institute in Economic Geography at the University of Bristol, England. His has edited, along with Sharon Navarro, *Latino American Political Participation: A Reference Handbook* (Santa Barbara: ABC-CLIO Press, 2004). He published, with Lisa Magaña, "Protest Politics" in the same volume.

Mary Beltrán

Mary recently presented a paper titled "Why the Hollywood Latina is Seldom Chicana: Tracing the Absences" at the National Association of Chicana and Chicano Studies conference in Albuquerque, New Mexico. She also was invited to write the entry, "Rita Moreno," for the forthcoming *Oxford Encyclopedia on Latinos and Latinas in the United States*, ed. Suzanne Oboler and Deena González.

UW MEChA Students Attend National Conference

by Miguel Rosales

This past semester I had the honor and pleasure of accompanying the UW-Madison MEChA Chapter to their National Conference in Corvallis, OR, March 28-30. As an undergraduate and MEChA member at the University of Wyoming (the other UW), I never took the opportunity to travel to a National MEChA Conference, so this was my first experience. I can honestly say that I was impressed and proud to see our UW students in action. Megan Flores and Amanda Cantu, both first-year students, presented "Finding Your Roots Thru Chicano Music." Gerardo "Lalo" Mancilla (Chicana/o Studies Certificate Candidate) and Vanessa Solis (current MEChA co-Chair and Chicana/o Studies Certificate Candidate)

presented "Raza Graduation Rates: What are the Options After High School." And Lorenzo Edwards attended meetings as part of his responsibilities as the liaison for the Tierra Mid-Atle (Land by the Lakes or Mid-West) region.

During the rally and march in support of farmworkers rights, which took place on Friday, I was able to take a few pictures of our students in action. Despite the rainy and cold conditions, the spirits of everyone remained high as we marched in the same way our *gente* marched before us. It was an unforgettable experience that I will cherish forever, and what made it so special was to be in the company of the MEChA students who were there.



Gerardo Mancilla, Vanessa Solis, Megan Flores, Amanda Cantu, and Lorenzo Edwards

REMEMBERING AND THE BATTLE OVER MEMORY ... by Patricia Gonzales & Roberto Rodriguez

Column of the Americas Universal Press Syndicate

Remember.

That's what the ad in the April 12 issue of *Time* magazine says.

So powerful are these words in the American psyche that there's no need to add the name of the 1960 movie: "The Alamo." (Aside from this DVD release, there's also a 2004 version of the movie about the battle that fueled Texas independence.)

Remembering has a powerful function in American history. Yet it is very selective. Memory is critical to things Americana, just as long as it doesn't go too far back, nor stray too far from promoting Anglo-American Protestant values. (Just ask Harvard's Samuel P. Huntington, who claims that Mexicans--Hispanics/Latinos as a whole--threaten the national security of the nation because they refuse to assimilate.)

So what precisely does the ad beckon us to remember? The death and martyrdom of Texans and Americans? The dastardly deeds of Mexicans?

Whatever it is beckoning us to remember, it's a call to war.

But why now? It can hardly be considered a coincidence that we find ourselves as a nation in an undeclared permanent state of war--without a seeming cause other than fear. Thus, once again, we're being called upon to remember. In this case, it's kind of a "Back to the Future" allusion to 9/11. The president's delusional campaign is dependent upon us remembering 9/11, even though the quagmire in Iraq has nothing to do with 9/11.

Every generation needs its remembering to rally to war--even if the cause usually turns out to be as fictitious as Colin Powell's arguments before the United Nations last year. For example, it is indisputable that the

sinking of the Maine--which precipitated the Spanish-American War--was a fictitious event. Yet "Remember the Maine" became the battle cry that rallied Americans to war in the 19th century (that's how we got Puerto Rico).

In a similar vein, the Gulf of Tonkin incident is what got us into the Vietnam War. Yet it too was as fictitious as President Bush's WMDs and had about as much credibility as the Mexican "attack" on U.S. troops that triggered the 1846-1848 Mexican-American War. And Grenada was threatening whom? Only Pearl Harbor is the exception.

So what is it about the Alamo that we're being called upon to remember? The John Wayne/Hollywood version of history?

Certainly we're not being asked to remember what became part of a larger war of aggression for the purpose of stealing Mexico's land. Neither are we being told that it was mounted to expand the number of slave-holding states, nor that it precipitated massive land theft and the killing of thousands upon thousands of Mexicans/Indians.

Of course, we're not supposed to remember that.

Perhaps the only thing we're supposed to remember is that through the heroic action of a few patriots, Texas became independent, and the United States subsequently obtained half of Mexico's territory.

Perhaps therein lies the problem with this selective remembering. In this script, Mexicans were supposed to go away. Yet, for more than 150 years, they haven't gone away. Instead, they keep a' coming. And with them they bring their extended family--millions of Central and South Americans along with Caribbeans.

(Continued on page 6)



Patricia Gonzales & Roberto Rodriguez

Rodriguez/Gonzales write a weekly column, which is nationally syndicated for Universal Press Syndicate <http://www.uepress.com/column/noftheamericas/>. They are currently pursuing advanced degrees on origins and migration at UW-Madison. This summer, they will be teaching a class on indigenous geography at UW-Madison. Their research on origins/migrations is currently being exhibited at UCLA till June 30. They can be reached at XColumn@aol.com or 608-262-8066.

Cont. from page 1

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(Remembering, Cont. from Page 5)

Little wonder there appears to be a constant need for remembering: to remind Mexicans that they were defeated and that they're not welcome here—unless they completely and thoroughly assimilate (at which point they would cease being Mexicans). That's the point. It conjures up what Apache/Mexican elder Celia Perez Booth said in Albuquerque over the weekend: "We were supposed to forget. That was the plan. But we didn't. Our presence here attests to that."

The occasion was a Tlahtokan ceremony at the National Association of Chicana/Chicano Scholars. In effect, the ceremony, which brought the Peace & Dignity staffs from throughout the continent to the gathering, affirmed what has been happening throughout the continent.

People are beginning to remember. And that memory goes back many thousands of years. (The 2004 Peace & Dignity Run from Alaska to Chile is scheduled to commence in several weeks.)

This must rile bigots to no end whose insistence on assimilation or deportation (continued anti-immigrant legislation and offensive anti-immigrant billboards) actually fuels this more ancient memory. It reminds the objects of this hatred that it's not their brown skin and their "alien" tongue and indigenous foods that make them "unassimilable." Instead, it's that which reminds them of their ancient connectedness to this very continent.

Perhaps this kind of remembering is not what the Huntingtons of the world had in mind—though it's still not clear what it is that they fear.

Murals of Chicana and Chicano Studies



Muralists: Sarah Host, Ruth Ledger, Beatriz Fragoso, Alexandra Matthews and Mattie Madler



Muralist: Paul Botello
Painters: University of Wisconsin
M.E.Ch.A. students

