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Regeneración

Chican@ and Latin@ Studies Program University of Wisconsin-Madison
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*Thank you for your
generosity in support of
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Studies Program!*



Note From the Director

This spring, more than ten thousand supporters of immigrant rights marched on the Wisconsin state capitol. Among them were five students from the Chican@ & Latin@ Studies Program—immigrants and children of immigrants—who held aloft on the capitol steps a banner that read, “We are your economy.” Our students captured the commitment to social and economic justice that unites those of us engaged in this and related struggles. Their presence reminds us how crucial programs like ours are at this historical moment. The institutional health and intellectual vibrancy of ethnic studies programs—regardless of what we call them—provides a complex, messy, and polyvocal oppositional site within academia, and a link between academia and the larger world. This is a time of both promise and danger. We’re in the midst of a Latin@ political revolution that many of us have met first-hand of late, a revolution accompanied by a renaissance in Latin@ cultural and academic production. At the same time, we’re witnessing a backlash against people of color that includes the systematic dismantling of programs designed to counter institutional racism. Chican@ & Latin@ Studies provides us with a site from which to engage in the unmasking of power and privilege and in the creation of new spaces of hope and justice. ¡Adelante!



Camille Gervin



New Course Takes Students to the US/Mexico Border

L&S Interdisciplinary Course 400, "Crossing Borders: Environmental Justice at the US/Mexico Border," is a new service learning summer course that will explore the environmental impact of NAFTA on the border. Three faculty members, Tess Arenas (L&S Director of Service Learning), Sandy Magaña (Social Work/CLS), and Ben Marquez (Political Science/CLS) will lead thirty UW-Madison students to Brownsville, Texas, and Matamoros, Tamaulipas, Mexico, to study environmental issues and work with environmental justice organizations. The Planning Committee for the course, which includes Arenas, Magaña, and Marquez as well as Leila Harris (Geography/Environmental Studies), Catherine Middlecamp (Chemistry), Alfonso Morales (Sociology), Susan Thering (Landscape Architecture), and Herb Wang (Geology), hopes that this will be the pilot year for a course that will be offered for the next few years. The group has teamed up with a network of environmental justice activists on the border to discuss a variety of issues: Domingo Gonzalez of the Border Project organization

to discuss landfill issues in Matamoros; Paula Gomez of the Brownsville Community Health Center to talk about health concerns in the Chican@ and Latin@ communities on both sides of the border; Helga García Garza, a *curandera* and member of the organization Capulli Tlapullcalli, to explore the indigenous environmental justice movement; Father Mike Siefert, who organized in the Brownsville colonias for basic needs, such as clean water and sanitation lines; and Deborah Cox of Healthy Communities to discuss Brownsville's pilot for recycling. The students will visit various sites, including a landfill in Matamoros, colonias in Brownsville, *maquiladoras*, and science water labs. Since "Crossing Borders" is a service learning course, the participants will not just be touring sites, but they will be engaging the course material by serving approximately 27 hours at the agencies listed above. This is a unique learning experience, and for those students interested in this course who missed the application deadline, we will hopefully see "Crossing Borders" again in the near future.

Faculty Achievements

Benjamin Marquez

Benjamin Marquez is one of the three faculty members heading the summer course, "Crossing Borders—Environmental Justice at the US/Mexico Border." He will join the group for five days in Brownsville and lecture on environmental justice and labor. He is currently working on a project that examines the racial integration of Texas party politics from the post-WWII era to the present. He is interested in how Mexican Ameri-



cans and African Americans broke the color line in Texas electoral politics. In March, he presented a paper on his new research at a University of Texas-Austin conference on U.S. Latinos and Latinas in WWII. Last fall, Ben gave a talk at the 2005 Annual Meeting of the American Political Science Association, entitled "Race, Identity, and the Triumph of Mexican American Liberals in Texas Politics." He also has two articles that are forthcoming in two different anthologies: "Mexican Americans and Environmental Justice: Change and Continuity in Mexican American Politics," and "Latino Identity Politics Research: Problems and Opportunities." Ben is excited about his new research and looks forward to traveling to Texas for the summer course.

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Faculty Achievements

Sandra Magaña Last semester, Sandra Magaña received a grant from the University of Wisconsin Institute on Race and Ethnicity. Her research explores the lives of caregivers of adult children with mental or developmental disabilities. In the fall, she worked on two peer-reviewed journal articles that are in press: "Health Outcomes of Mid-Life and Aging Latina and Black American Mothers of Children with Developmental Disabilities" and "Hispanic Caregivers of Adults with Mental Retardation: The Importance of Family Functioning." In addition to these empirical papers, Sandy published two book chapters in the past year: "Aging Latino Family Caregivers," for the *Handbook of Social Work in Health and Aging* and a chapter entitled "Social Work," for the *Encyclopedia of Disability*. Last November, Sandy's abstract was chosen for presentation at the National Institute on Mental Health conference on Latino Mental Health. This is an annual conference in which a small number of submissions are chosen in order to provide support to new investigators in the area of Latino mental health. Sandy received an honorarium and was assigned a mentor, Marvin Karno, M.D., from UCLA. The paper she presented was entitled, "Latino Family Caregivers of Adults with Schizophrenia: The Effects of Different Forms of Subjective Burden on Depression." She also submitted the paper for publication. This spring, Sandy is teaching a Social Work course on Latino families that crosslists with Chican@ and Latin@ Studies. The class includes a service learning component in which students incorporate volunteer work with topics discussed in class and individual research. She is also co-teaching a summer course (L&S InterDis 400) in



conjunction with Tess Arenas and Ben Marquez that examines environmental justice issues at the U.S.-Mexico border and travels to Brownsville, Texas, and Matamoros, Mexico (for more on the course, see story on p. 1).

Camille Guérin-Gonzales

On April 22, 2006, Camille Guérin-Gonzales presented a paper titled, "Standing With and For: Dangers in the Rush to Whiteness Studies," at the Organization of American Historians Annual Meeting in Washington, D.C., in a session on the "State of the Field: Women and Work." Earlier in the year, Prof. Guérin-Gonzales gave an invited lecture as part of the Yi-Fu Tuan Series in the Department of Geography at UW-Madison on February 17, 2006, titled "The Space of Difference: Public Spectacles in Appalachia, South Wales, and the American Southwest."



**Consuelo López
Springfield**

Over the past year, Consuelo has been busy advising UW students, teaching for Women's Studies, evaluating scholarly manuscripts for a variety of publications, and tackling campus policy issues. Consuelo is an Assistant Dean for the College of Letters and Sciences, and she assists thousands of pre-law and pre-health undergraduate students. She also acts as an advisor to four pre-law/pre-health student organizations: the Pre-Law Society, Students for Equal Access to Law Schools (SEALS), AHANA (African, Hispanic,



Asian, and Native American) Pre-Health Society, and the Health Professions Society (HPS). Consuelo sits on the Executive Board of the Midwest Association of Pre-law Advisors, where she edits the organization's newsletter and works with equal opportunity issues. She gave a talk to the National Black Law Student Association's Midwest Regional Conference this February. A number of university presses and scholarly journals often ask Consuelo to evaluate articles and manuscripts. Currently, she is evaluating a manuscript on Caribbean beauty pageants for the University of Mississippi Press. This year, two of her works were published: "Stories of a Chameleon: Judith Cofer's 'Moments of Being'" in *Auto/Biography Studies*, and an entry on Rosie Pérez for the *Oxford Encyclopedia of Latinos and Latinas in the U.S.* Other than working as a dean on campus, Consuelo is a member of the steering committee of the new Latin@ Faculty-Staff Association and an alternate on the Faculty-Staff Assembly. She is the president-elect of the Student Personnel Association (SPA) and acted as chair of the 2006 SPA Conference Committee. She is presenting a workshop at the Mujer Latina conference on mother-daughter relationships. This March, she went to Washington, D.C., to serve on the Ford Foundation Literature Panel. Consuelo was recently appointed to the Office of Lawyer Regulation, District 9 (Dane County), by Chief Justice Shirley Abramson of the Wisconsin Supreme Court. This office, made up mostly of lawyers and other city officials, investigates attorney conduct and is responsible for overseeing many county cases.

Steve Stern is currently working on the third book in his trilogy that examines how people struggle to shape the memory of the Pinochet dictatorship in Chile and how efforts to record the memory feed into debates about Chile's political and cultural future. The first book in the series, *Remembering Pinochet's Chile: On the Eve of London 1998*, was published in 2004, and it received the Bryce Wood Book Award, Honorable Mention, from the Latin American Studies Association. The award recognizes the best book published in English in any discipline about Latin America. The second book, *Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988*, is scheduled to be published in the fall of 2006. Steve was recently awarded a fellowship by the American Council of Learned Societies, which he will use to continue researching and writing the third book of the three-part series. He has been the Chair of the History Department for the last three years. As Chair, he has emphasized the value of interdisciplinary studies and has, therefore, encouraged collaboration and intellectual alliances between History, Area Studies, and Ethnic Studies. He believes that the study and teaching of U.S. History should be pluralized and internationalized in order for students to be able to understand the U.S. experience. He has welcomed the building of bridges between the History Department and Chican@ and Latin@ Studies during his time as chair. His commitment to interdisciplinary studies has also influenced his relationship to the Latin American, Caribbean, and Iberian Studies (LACIS) Program as well as his own work in researching, writing, and teaching history. Steve teaches History 260: Latin America: An Introduction, LACIS's foundational, interdisciplinary course, which crosslists with eight different departments and counts towards a certificate in CLS.

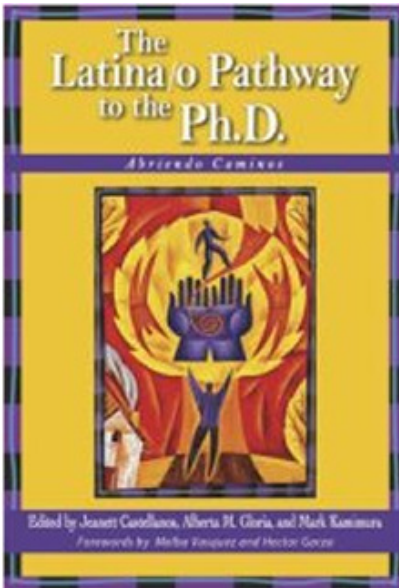


Book Announcement

Castellanos, Jeanett, Alberta M. Gloria, and Mark Kamimura, eds. *The Latina/o Pathway to the Ph.D.: Abriendo Caminos*. Sterling, Virg.: Stylus Publishing, 2006.

The Latina/o Pathway to the Ph.D.: Abriendo Caminos is the first book specifically to engage with the absence of Latinas/os in doctoral studies. It proposes policy strategies to open up the pipeline, and institutional practices to ensure access, support, models and training for Latinas/os aspiring to the Ph.D. By reviewing the pipeline from kindergarten through university, this book provides the needed data and insights to effect change for policy makers and administrators; and material for reflection for aspiring Latina/o Ph.D.s on the paths they have taken and the road ahead. It then addresses the unique experiences and challenges faced by Latina/os in doctoral programs, and offers guidance for students and those responsible for them. Chapters cover issues of gender and generational differences, the role of culture in the graduate school, mentorship, pursuing research, and professional development opportunities for Latina/os.

CLS Faculty and TA Awards and Fellowships



Abriendo Caminos includes three articles by Alberta Gloria: “*Entendiendo la Historia de Latina/os en el Camino a la Universidad* (Understanding the History of Latina/os on the Road to the University): Education for *la Raza Cósmica*”; “Sustaining Latina/o Doctoral Students: A Psychosociocultural Approach for Faculty”; and “*Enderezando el Camino* (Strengthening the Path): Dispelling Myths and Providing Directions for Latina/o Doctoral Students.”

Norma Saldivar

is the recipient of the prestigious Arts Institute Creative Arts Award funded by the Bassett and Evjue foundations in recognition of achievements in the arts. The award provides three years of research support for Prof. Saldivar's new project on Chicana/o and Latina/o theater.

Camille Guérin-Gonzales

was awarded a Provost's Strategic Initiative Fellowship, University of Wisconsin-Madison, 2006-07. She will spend the first part of her leave preparing her book manuscript, “How Black is Coal?: Appalachia, South Wales, and the American Southwest,” for publication by the University of Illinois Press. She will spend the remainder of her leave to work on another book project already underway, “The Space of Difference: Workers, Markets, and the Practice of Everyday Life in the Atomic West, 1939-1965.”

Susan Lee Johnson

was awarded two one-semester fellowships for next year: for the fall semester, she has a fellowship at the Institute for Research in the Humanities here at UW-Madison; for the spring semester, she has a National Endowment for the Humanities / Mellon Foundation Fellowship at the Newberry Library in Chicago, a residential fellowship, so she will spend the semester in Chicago. Her goal is to complete her book manuscript, “A Traffic in Men: The Old Maid, the Housewife, and Their Great Westerner.” This is a critical biography that contextualizes the collaboration of two white women, published but amateur historians, who practiced what she conceptualizes as a “traffic in men,” in part through their life-long fascination with the (in)famous westerner Christopher “Kit” Carson. It addresses questions about relationships between women historians and male historical subjects, and between professional historians and their amateur counterparts. It

explores the practice of history in the context of everyday life, the seductions of gender in the context of racialized power, and the spatial dimensions of 20th-century relationships predicated on 19th-century regional pasts. This work contributes to ethnic studies scholarship in a couple of ways. First, it examines these and other historians’ understandings of intimate interracial relationships in the 19th-century borderlands, such as those between Kit Carson and both American Indian women and *nuevomexicanas*. Second, it examines these and other white historians’ response to social movements for racial justice in the 1960s and 70s, as well as their experience of the changing racial demographics of their own social worlds. The two women who are at the center of this study lived in Denver and Chicago, respectively, and watched with rapt attention as people of color transformed their neighborhoods and the nation in the mid-20th century.

Photos of Michel & Tyina?

Michel Hogue & Tyina Steptoe

have won the UW-Madison Innovation in Teaching Award for their work on course “The Santa Fe Trail: In Search of the Multiracial West,” taught as Chican@ and Latin@ Studies 330 in the summer of 2005. This is a campus-wide award for which departments and programs all over the university nominate teaching assistants. The faculty for the Santa Fe Trail course got together and nominated Tyina and Michel, sending dual nominations from the Chican@ and Latin@ Studies Program and the Department of History.

Hermanas y hermanos activos en letras y cambio so-



James P. Leary is the Director of the UW-Madison Folklore Program, and his course, "Introduction to American Folklore," meets with Chican@ and Latin@ Studies this semester. Originally from Rice Lake in northern Wisconsin, Jim researches the Upper Midwest as a region, and he is interested in

different cultural groups, their experiences and interactions. His regional focus lies within the boundaries of the United States; however, Jim emphasizes people's cultural connections with places outside of the U.S. as they are expressed through folklore. He does fieldwork with indigenous peoples and immigrant groups who have historical ties to the US that date back to the nineteenth century. His research and course content, therefore, explore Chicana/o and Latina/o culture, such as conjunto music, different cuisines, and piñatas. Jim teaches three courses that include a Chicana/o and Latina/o component: Seminar in American Folklore, American Folk and Vernacular Music, and Introduction to American Folklore. He has numerous publications on Upper Midwest culture and folklore, American folk music, tricksters, and photography. He co-produced several radio programs, including the "Down Home Dairyland" series on Wisconsin Public Radio that featured a show about instrument builders like Miguel Cruz of Milwaukee, a Puerto Rican immigrant, who makes cuatros – a small Caribbean 10-string, guitar-shaped instrument. His most recent work, *Polkabilly: How the Goose Island Ramblers Redefined American Folk Music*, will be published this summer. The polkabilly style is a blend of continental European folk music dating back to the mid-19th century.

Polkabilly demonstrates how the multiethnic music of the Goose Island Ramblers, a local Madison band, combined local and popular musical traditions and challenged prevailing definitions of American folk music. Jim is happy to officially join up his American Folklore course with CLS and work with Program students, and he will continue to include Chicana/o and Latina/o culture in his courses on American folklore. For more information on the Folklore Program, please visit folklore.wisc.edu.

Andrea-Teresa "Tess" Arenas is the Director of Service Learning and Community Based Research for the College of Letters and Science, a new position here at UW. As Director, Tess has a wide range of responsibilities. She acts as a liaison between Letters and Science and the Morgridge Center for Public Service, looks for models for service learning courses, identifies funding sources and people necessary to implement service learning programs within L & S, develops means to educate faculty about service learning, and links faculty to community organizations and other service learning opportunities. In her first few months as Director, Tess has already formed an advisory committee to explore definitions of service learning for the college and submitted a proposal to AmeriCorps for VISTA workers to assist in service learning preparation. She sits on two committees for the United Way of Dane County (Latino Advisory Committee and Committee of Color Research Projects for Dane County) and is a member of the United Way's Self-Reliance and Independence Team. Her children's book, *To Blossom on This Earth: A Look at Latino Literature*, is slated to be published this year. Tess is originally from Milwaukee and has dedicated her life to education and issues of access. She received her Ph.D. in 1992 from UW-Madison in Educational Administration in Higher Education and has worked for the UW on issues of diversity, race and ethnicity. For 14 years, she worked for the UW System Administration as Assistant Vice President for Academic Diversity where she wrote Plan 2008. Prior to her work in higher education, Tess worked for Latino/a communities in Milwaukee, black and Indian coalitions, the Latina Task Force, and voter registration campaigns in Latino/a communities in Chicago and Racine. She was also involved in the Latina/o public television show in Milwaukee, "Nuestro Milwaukee," for three years. She is one of the three faculty members for the summer course, "Crossing Borders" (see story on p. 1). She has been associated with the UW-Madison Chican@ and Latin@ Studies Program since the 1980s, and she continues to show her support for CLS. Tess is excited to put her experiences as a community activist and higher education administrator to work in her position as Director of Service Learning and Community Based Research.

CLS Student Corner

ChiLaCSA Raises Holiday Donations for Madison's Latina/o Youth

Last December, the Chican@ and Latin@ Studies Program awarded certificates to two graduates. Juan Felipe Alvarez, the valedictorian, and Anne Olzerowicz, the salutatorian, each spoke at the event and expressed their gratitude to the Program, its faculty, and the other certificate students. The graduation also kicked off the ChiLaCSA holiday toy drive. Students placed boxes in Ingraham Hall, the Humanities building, and South Hall to collect donations for Centro Hispano's Three Kings

celebration. The ChiLaCSA representatives would like to thank Prof. Alberta Gloria and the Counseling Psychology Department for their overwhelming support. The students gathered three large boxes full of toys, and Gil Corral and Miguel Rosales delivered the donations to Centro Hispano in early January. Later this spring, ChiLaCSA is hoping to sponsor the screening of the documentary *Wetback*.



UW-Madison Through the Eyes of a Chicana Activist

Katrina Flores is an incredibly hard-working and ambitious student activist, and she wears many different hats on this campus. Working

toward a major in Chinese and a certificate in CLS is only a small part of Katrina's daily life. She is an executive staff member of the Multicultural Student Coalition (MCSC); she organizes a language program for Madison youth; and she is presently forming a traveling dance troop. Katrina has many different responsibilities for MCSC. She faces the challenge of creating a dynamic working environment for 25 staff members where students can feel creative, innovative, and productive, as well as handling the group's internal finances. Katrina believes in the idea of shared governance and is in the process of building working relationships with the UW administration. For example, the MCSC has institutionalized bi-monthly meetings with various campus administrators, recently resulting in the development of a student-run freshman seminar entitled "Internal Dialogues." The course will include traditional assignments as well as non-traditional community-building events and will begin in the fall of 2006. Through her work with the MCSC, Katrina developed YELP, or Youth Engaged through Language Program. YELP bridges the Atwood Community Center and the East Asian Languages and Literature

Department and offers language lessons in Chinese to children between the ages of 5 and 11 who would otherwise not have access to formal language instruction. The program enlists UW-Madison students to teach the Chinese language two days a week. This year, the YELP students will participate in the elementary speech competition of the Annual Chinese Language and Culture Symposium. In addition to teaching young children Chinese, the program exposes UW students to different cultural communities, and Katrina believes that the experience helps dispel myths about students of color. Katrina is hoping to institutionalize YELP as part of a service-learning course at UW. Finally, Katrina is working with Peggy Choy of the Center for Southeast Asian Studies on a project entitled "Women of the Scarred Earth." The two are forming a UW dance troop that incorporates both dance and spoken word performances that deal with issues of environmental and social justice. The performers would be based in Madison's Bayview Community Center and would travel throughout Wisconsin. Katrina will graduate next year, after which she will pursue a master's degree in Education, focusing on the creation of an elementary curriculum for Chinese language instruction. She is not sure if she will stay in Madison for graduate school, but we think that the UW could benefit from her creative mind and dedicated spirit for at least a few more years.

Chican@ and Latin@ Studies Alumni**Juan Felipe Alvarez**

Originally from Bogotá, Colombia, **Juan Felipe Alvarez** moved to the United States in September 2001. He lived in Miami for a year before he and his family moved to Wisconsin. Juan Felipe entered UW-Madison's ESL summer program in 2003, and officially transferred to the university the following fall semester. Having completed 1.5 years of college studying Political Science in Colombia, he continued to major in Poli Sci as well as Latin American, Caribbean, and Iberian Studies here at UW-Madison. He also worked towards a certificate in Chican@ and Latin@ Studies. As an undergrad, Juan Felipe concentrated on Latin American and Latina/o issues. He wants to work in the political world focusing on US/Latin American relations or Latina/o communities. Juan Felipe graduated in December 2005, and was the valedictorian of his CLS graduating class. During college, he started working at Centro Hispano as a work-study student assisting the coordinator of the Juventud program. The Juventud program provides academic support for Madison's Latina/o middle school students. Juan Felipe now works as a coordinator for the Juventud program at Toki Middle School, matching students with tutors, primarily in math and science. In addition to recruiting tutors and mentors, he keeps school records for the Juventud students and stays in touch with parents. He occasionally translates documents into Spanish for Toki Middle School, and recently he was asked to organize a Latino men's group for the school. Juan Felipe enjoys the work he does for Centro Hispano and for Toki Middle School, and he feels that he has gained great experiences for future work in Latina/o or Latin American politics. If you would like to get involved in Centro Hispano's Juventud Program, you can find more information at www.centrohispanomadison.org/youthprograms.htm, or email Juan Felipe at juanfelipealvarez@hotmail.com.

CLS alum **Kristian Zaspel** lives in San Diego and works for Austin Veum Robbins Partners (AVRP), one of the largest architecture firms in southern California. He is currently involved in several different projects that include everything from residential high-rises in downtown San Diego to a multi-use theater that will be installed in a floating museum on a decommissioned aircraft carrier. He recently worked on a bid to redesign downtown Long Beach, which will include six blocks of residential, retail, office and public space, and entertainment sites. Soon, Kristian will be transferring to AVRP's downtown Los Angeles office. There, he will be working in a smaller office and will have more responsibilities. The city of Los Angeles is redeveloping and reorganizing many parts of the city, so Kristian will be able to use more of his urban planning expertise that he learned here at UW. Kristian plans to take a few urban planning graduate courses at UCLA in the near future.

