

SPECIAL  
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# REGENERACIÓN

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## Note from the CLS Director

### *A camino largo, paso corto.*

"Every journey begins with a single step" or "The long road required short steps." Whether translated figuratively or literally, this *dicho* has served as my professional mantra throughout my first year as the Chican@ & Latin@ Studies Director. In existence since 1976, it has been with the sequential building of individual and collective accomplishments and persistent energies that the CLS program continues with vitality and forward movement.

The 2006-2007 academic year has been no exception as the CLS program has experienced both incremental and substantial growth. From standardizing the classroom recruitment script for students to submitting a number of university proposals, the program has bustled with energies. Reflecting our academic progress, our students and faculty have had a number of personal and professional accomplishments and it is inspiring for me to be part of a community of learners who exemplify such excellence.

Reminding myself it is through intentional steps that I could best serve the greater mission of the program, it has been

humbling and empowering to work on behalf of the CLS community. Perhaps the greatest privilege and joy has been in my formulation of relationships with students, staff and faculty. In particular, Jillian Alpire has been the program's mainstay and has been vital to our student community as she is quick to lend a supportive ear or provide paper-editing. My sincerest thanks to Jillian for all her hard work and "can do" attitude as we have together learned the program's processes and procedures. Next, Araceli Mejia has created community through her inclusive leadership style as well as tireless efforts to revamp the CLS newsletter and journal. The program has benefited greatly from her energies and commitment and we will miss her as she leaves to begin her doctoral training at Arizona State University in counseling psychology next year.

As we continue on the road of academic excellence, it is the single and collective steps of each of our community members by which we will advance and succeed in our journeys.

Dr. Alberta M. Gloria is also faculty in the Department of Counseling Psychology, where she is the first Chicana in the department to be tenured or promoted to full professor.



## Son del Centro: Working with and within La Comunidad

By Araceli Mejia

Among the many programs that Chican@ and Latin@ Studies Program (CLSP) support, this semester we sponsored a unique campus event entitled, "Music and Dance as an Alternative when Working with and within our Communities". The event featured a musical workshop and performance by the *jarocho* group *Son del Centro*.

*Son del Centro* is as a group of "*compañeros* and *camaradas* who are students, musicians, activists, dancers, and community organizers" from various parts of Santa Ana, California. Santa Ana is a predominately migrant community geographically located in the center of one of the wealthiest counties in the United States, Orange County. In light of this interesting juxtaposition and the cultural needs of the Santa Ana community, *Son del Centro* provides youth with the opportunity to explore Mexican traditions, creativity and consciousness through *son jarocho* music. Inspired by the *jarocho* groups from Veracruz, Mexico, the group recreates music in verse and dance from the *son jarocho* tradition, a multicultural mix of Spanish, African, and indigenous influences. Once a fading musical tradition, it has been regenerated by El Centro Cultural de Mexico in Santa Ana. El Centro Cultural de Mexico is an important community center because it provides a place where cultural, educational, and artistic activities strengthen and validate the identities of its community members.



(from left to right) Luis Sarmiento, Salvador Sarmiento, Esmeralda Rodriguez, Jorge F. Rodriguez and Pedro López.

# Chicano *Equivocado*



**Eder J. Valle  
and Erika  
Goeckner  
fundraising for  
diversity  
programs.**

**Armando  
is the first  
UW-Madison  
graduate student  
to receive a  
Multicultural  
Teaching  
Fellow Award.**

By: Eder J. Valle

Today is yet another day where I am being questioned by the school, friends and myself to undertake the challenge to major in the sciences as a Latino. As a Latino student majoring in sciences, I struggle with classes, self-esteem and the constant reminder that I might fail the next exam. I can only speak for myself, but I can attest to the mental process of an undergraduate Latino majoring in the science and engineering fields.

Before I begin, I would like to define where I am coming from; I am a first-generation college student who went to one of the worst high schools in Los Angeles, CA. All my life I have been told that I could accomplish something in life. As a high school student I never really considered going to a university, mainly because I knew that it would be difficult, unwelcoming and stressful. However, the fear of becoming one of the negative statistics as an "undetermined and uneducated individual" encouraged me to pursue higher education. It has been four long years and to this day I continue to struggle with the idea that I don't belong in the science field. This emotional distress comes from a deeply rooted fault embedded long ago by the educational system. I may be one of the few Latino students that thinks and feels this way, but nonetheless I believe others can relate to this situation. Given the many obstacles that Latinos have to overcome to succeed in higher education, it comes as no surprise that many of us may secretly experience feelings of depression.

AND YET I AM STILL HERE. This semester I have prepared myself for exams. Before school began, I was anxious, perhaps excited, for school to start because I really felt that I was prepared for classes and exams. I find it funny that most of my acquaintances tell me that I study too much, but I never tell them that I study a lot to barely pass. As I write this article, I struggle with breaking into tears. I have dedicated myself to the system of learning and adapting to what the "white student" represents. I have done this because of fear of failure, fear of disgrace and most importantly because I have no future back home. I have struggled and failed; I have found other resources to aid me in my journey and yet I still have failed. I have cried and even thought about dropping out.

AND YET I AM STILL HERE. I haven't dropped out because I have been given the opportunity by others who have entrusted me with their money to succeed, but most importantly I trust myself to achieve and to strive higher for my family, my siblings and for myself. Most of the time when I speak to students that are not in the science fields I get a negative emotional rush that maybe I should become a liberal arts major. When think about it, I get discouraged. I get discouraged because I know that there aren't many Latinos in science. I struggle because I am one of few Latino undergraduates majoring in chemistry and I lose connections with other Latinos so I can focus on my grades. Although this has been challenging, I managed to maintain a connection with the Latino student community by participating in the Latino's Men Group and other organizations that provide support for Latinos. This source of support has enabled me to maintain my sanity and the encouragement to pursue my goals. Being a Latino student majoring the sciences is challenging, however I continue to move forward knowing that overcoming this struggle will pave the way for other Latino students to pursue the sciences. Ultimately, I will attain what I have been looking and fighting for.

AND YEAH I WILL BE HERE, UNTIL I CAN SAY, ¡EN VERDAD SI SE PUDO!

Since moving to California in January 2007, Armando Xavier Mejía has been busy applying for dissertation grants and fellowships and teaching part-time in the Chicano/a and Latino/a Studies and Sociology at California State University, Long Beach. Besides teaching Armando has also begun fieldwork for his dissertation, which is a study of community-based political organizing for environmental justice among the urban poor in Southern California. The study examines the organizational strategies employed by low-income residents to contest environmental pollution in their communities and to influence the outcome of local environmental policy and planning.

During the summer of 2007, Armando will be a Multicultural Teaching Fellow in the Department of Sociology at the University of Missouri at Columbia, where he will teach a course on social problems and public policy, and mentor students. Armando was selected in a national competition for this fellowship, and is the first UW-Madison graduate student ever selected for this program. During the 2007-2008 academic year, Armando plans to complete his fieldwork in Los Angeles, return to Madison to complete his doctoral studies, and begin a career as a professor focusing on urban studies and public policy, Chicano/Latino politics and sociology, social movements, and the political economy of immigration. He sends his warm California hellos to everyone in the Chicano@ & Latin@ Studies Program, and looks forward to keeping in touch with students, faculty and staff.

Armando has provided valuable services to the CLS program since 1998 as a lecturer and mentor to our students.

## Where is Armando?



Armando X. Mejia

## In the Life of a Lambda Lady

By: Vanessa C. Palomino

Time flies when you're having fun. For me, these five years have gone by quicker than a blink of an eye. Looking back, I realize that I have had a lot of

amazing experiences. One of the most significant experiences has been being a sister of Lambda Theta Alpha Latin Sorority, Inc (LTA). I became a sister of LTA in the fall of 2004. Since then, this organization has enabled me to work with an incredible group of ladies in my quest to achieving high levels of academic excellence and overall success. I have had the chance to hold numerous leadership positions in LTA, including my current role as Chapter President. Taking these highly active roles has allowed me to grow as a person; learning about myself and what I am capable of doing.

Time management is one of the many skills that I have developed over my undergraduate years. Between making organizational meetings, working at a pre-school, attending class, doing homework, fulfilling family obligations, and making time for myself, life can get a bit hectic at times. The key is to prioritize, organize and take deep breaths (having a planner helps too!). I have also been blessed to have developed great relationships with students, staff and faculty that have continuously encouraged me and offered me many opportunities in my college career. Above all, the passion that I have developed for everything that I do is what has kept me going.

A few words of advice for incoming students: get involved, we are all here for academics, but there is only so much you can learn in the classroom. Don't let anyone tell you that you can't, dream big! Surround yourself by people that support you and care about your success. Lastly, things always happen for a reason, so never give up!



Congratulations to Vanessa who is graduating this year with a major in HDSF and a CLS certificate!

## An Alternative Spring Break in New Orleans:

## Not just for Bourbon Street



Holy Cross Neighborhood Association

By: Leon Carlos Miranda & Matt Smith

This spring break, Action for Environmental Justice (AEJ) had the opportunity to travel to New Orleans to initiate an alternative spring break program that focuses on environmental justice. We established contacts in the lower ninth ward of New Orleans to facilitate a partnership between students who are interested in assisting with the rebuilding process and the Holy Cross Neighborhood Association (HCNA). HCNA takes a community service approach to assist residents of the lower 9<sup>th</sup> ward to rebuild of their homes. While at New Orleans, we participated in the rebuilding process by conducting environmental justice field research by speaking with different ethnic organizations to gain insight of the issues affecting New Orleans. In conjunction with members of HCNA, we identified areas where key environmental justice issues take place. Although there are many significant issues that impact the different ethnic communities of New Orleans, some of the salient issues included gentrification, the protection of the migrant population, and the continued challenges that residents face.

We came to find that rebuilding homes is not the biggest issue facing the communities of the city. The most important justice issue facing the city is recuperation of residents' homes and basic needs. Where we stayed in the lower 9<sup>th</sup> ward, an area where 100% of the population was displaced, fewer than 2,000 of the 17,000 pre-Katrina residents have returned. Talking with lower 9<sup>th</sup> ward commu-

nity members, they indicated that the most frustrating post-Katrina reality is the lack of government money being allocated to those who need it, and the lack of families returning to New Orleans. There are many other important issues such as the cost of food. In the lower 9<sup>th</sup>, a predominately African-American neighborhood, milk is sold for nine dollars and a small wheel of *queso fresco* for six dollars. However beer and cigarettes remain affordable. Other observations that we made are related to the conditions of the migrant worker population. Many workers have moved to the city and have been involved in the rebuilding of businesses and homes. Much of the work they do is dangerous and they are provided with little or no protection. We were also informed by the HCNA that the workers toil all day without protective face masks resulting in respiratory damage from the sawdust. When they go home to their families they inadvertently bring the dust from their clothes into their homes, often spreading it through laundry with the children clothes.

In addition to these observations, this experience helped bridge our understanding of conservationist ideals with social justice issues. For instance, we visited the Cypress Swamps near Lake Pontchartrain, and we went on a boat tour to learn about the local ecological conditions. The professor who provided the tour informed us that for every two miles of swampland you can lower a storm surge by one foot, and for every two miles of Cypress swampland you can reduce the surge by two feet. The swampland serves as a natural protection from storm surges, but also as a beautiful piece of nature for the surrounding communities. Our experience with the AEJ group has reinforced our sense for the need to bring about more awareness for social change to underserved communities-- in particular in the lower 9<sup>th</sup> ward. We hope other students take advantage of the opportunities that are provided by alternative spring break programs such as the one offered by AEJ.

\*AEJ is a student organization created to address environmental justice issues nationally and in areas around the U.S./Mexican border.



# CLS Faculty News and Achievements

## Chican@ & Latin@ Studies Faculty

### Mary Beltrán

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### Ned Blackhawk

Associate Professor of History &  
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### Alda Blanco

Professor of Spanish  
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### Lynet Uttal

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### Mary Beltrán

Professor Beltran is working on a second book project, as Camilla Fojas and Professor Beltrán received a book contract from New York University Press for an anthology that they editing of scholarship on mixed-race representation, romances, and families in Hollywood film, U.S. television, and in star publicity texts. The book, with the working title The book, with the working title of Mixed Race Hollywood: Multiraciality in Film and Media will be published in early 2008. Lastly, Dr. Beltrán is has a manuscript in progress. The manuscript, Hollywood Latinidad: Latino/a Stardom and U.S. Transformations (working title), is about the evolution of Latino and Latina stardom in U.S. film and television since the 1920s. This advanced contract is with University of Illinois Press.



### Ned Blackhawk

Dr. Ned Blackhawk has been awarded the Frederick Jackson Turner Award for his 2006 book entitled, "Violence over the Land Indians and Empires in the Early American West". This award is offered by the Organization of American History which annually recognizes the best first book of the year written in American History.

### Alberta M. Gloria

Professor Alberta M. Gloria was honored as the 2007 Outstanding Woman of Color Award for the UW Madison campus. This award is offered to faculty help promote to advancement of women and who have created positive changes at the institutional level. She is also the recipient of 2007 Charles and Shirley Thomas Award offer to those who help promote student mentorship and development. This award is offered by Division 45, Society for the Psychological Study of Ethnic Minority issue through the American Psychological Association.



**Felicidades to each of the CLS Faculty, who give their time and energy to advance the understanding of our communities.**



### Consuelo López-Springfield

Is the recipient of the 2007 Norman Bassett Award for Outstanding Achievement in Student Services. Also, she is now Acting Director of the Letters and Science Advising Center which provides faculty advising to first and second year L&S students. She is also the Assistant Dean for Pre-Law and Pre-Health Advising for campus. She is on the Executive Board of the Midwest Association of Pre-Law Advisors (newsletter editor) and the President of the Student Personnel Association at UW-Madison. In addition, to her role as dean, Dr. López-Springfield teaches in Women's Studies and Chicano/a Latina/o Studies. This fall, she will present a paper at the Latin American Studies Association Conference in Quebec, Canada. The title is "American Gulags: A Caribbean Feminist Perspective."

### Francisco Scarano

Professor Scarana has a book under contract with University of North Carolina Press for 2008 delivery. The book is entitled, "Jibaro Masquerades: Peasants, Politics, and Identity in Puerto Rico and its Diaspora".



### Steve J. Stern

The Shimon Weisz Fellowship is a new award established by Professor Stern and his wife, Professor Florencia Mallon. The fellowship is to honor Dr. Stern's uncle, Shimon Weisz, who survived the Nazi's invasion.

The award is available to dissertator students in the Latin American and Caribbean history program demonstrate their commitment to social justice, intelligence and solidarity.

### Lynet Uttal



Professor Uttal implemented with community programs and other organizational groups from UW-Madison to help create a project that outreaches to the Latino community. Last semester, Dr Uttal worked along with other community members to provide support through workshops to a group of more than 30 Latino immigrants. Various topics were discussed including feelings of isolation, and how the feeling can affect their parenting and efforts to bi-culturally raise their children, during a workshop that is known as *Pláticas*. The workshops were held at St. Joseph's Church in Madison and they are part of the *Formando Lazos* Project.



Professor  
Sandy Magaña  
Photo by Jeff Miller

# Getting to Know Your CLS Faculty:

## Professionally and Personally

By: Cristina Springfield

**Professor Sandy Magaña** recently received tenure from the University of Wisconsin-Madison and teaches in the School of Social Work. Dr. Magaña wanted to be a social worker since high school, after witnessing how her best friend, a foster child, interacted with her social worker. She later spent nine years doing community organizing, working with low-paid domestic workers and later, farm workers. A Southern California native, Dr. Magaña's research interests include stress and coping in Latino families, social work in communities of color, and families with children who have developmental disabilities.

**Cristina Springfield (CS): What kind of community organizing did you do after graduating from Sacramento State?**

**Sandy Magaña (SM):** With domestic workers, we were organizing to get better wages for people who worked with the elderly and disabled in their homes [...] We also organized a lot of benefits for the members like food and clothing, free legal clinics and medical clinics, things like that. [...] And then we had an office in San Diego, so I went there for a year and we were [...] organizing farm workers that pick strawberries and tomatoes in San Diego County. We were helping to start the Western Farm Workers Association.

**CS: And then how did you go from being an organizer to a professor?**

**SM:** Volunteering for nine years and having no salary or anything, after a while you say, ok, I want to go into the real world now. So I went and got my Masters in social work at Cal State San Bernardino. [...] They had some really good programs to encourage students of color to go on for their Ph.D. [...] I thought, well, let me go for my Ph.D. If I go out and work after my Masters I won't want to go back. So I did.

**CS: What do you think students can or should do to support affirmative action?**

**SM:** I think students of color should work with allies that are not students of color and really get a really strong base of support from White students and really try to educate people about how affirmative action benefits them—it benefits all students by having more diversity on campus—more viewpoints to learn about, but also in terms of equity, and in being fair to people who are underrepresented and understanding how our merit system is not that equitable.

**CS: Do you feel that certificate students bring anything different to your classes?**

**SM:** Definitely. [...] I really notice that when there are a lot of certificate students, especially Latino students. It really enriches the class because they bring a lot of knowledge about their own experience and also the coursework that they've had. Even non-Latino certificate students bring the coursework that they've had so they're not coming in out of the blue, and it really helps in terms of the dialogue and discussion that we have in class.

**CS: Since you will soon officially be getting your tenure, what is your next professional or personal goal?**

**(SM):** Hmmm..... That's what I need to work on. (laughs) [...] But I am trying to get a large grant [...] I'm working on a study of Latino families that have children with autism. I'm doing a pilot study right now but I want to make it much larger. There's really nothing out there on that topic in terms of research and published literature, and it's an important area.

Congratulations to Dr. Magaña for her professional accomplishments and her work in highlighting the importance of Latino families.



Professor  
Ben Marquez

By: León Carlos Miranda

Having spent many years on this campus I have heard the names of various professors brought up between friends, roommates and other students or faculty. Among the names mentioned most often is that of Dr. Ben Marquez. Known for his strong demeanor, rigorous course load, and eccentric lectures, I felt it would be great for students to learn a little more about him.

Dr. Ben Marquez is a professor of Political Science and Chican@ and Latin@ Studies, at the UW-Madison. He received his Ph.D. from UW-Madison and his B.A. from the University of Texas at El Paso. He is one of the few professors on campus that specifically focus on the political issues affecting the Latina/o community. As with many professors, one may think it is intimidating to approach someone like Dr. Marquez, however after our conversation, I realized that this was not the case with him. Here is an excerpt from our interview.

**León Carlos (LCM): So tell us a little bit about yourself?**

**Professor Ben Marquez (BM):** I study Chicano politics, political organizations, social movements, and in short those who are mobilizing for political participation and social change. I became the director of the Chicano Studies Program in 1991 and held that position for 3 years. After which I became a full professor.

**LCM: Who inspired you to become a professor?**

**BM:** I had a professor while attending the University of Texas at El Paso. He was smart, energetic, crazy, and just so insightful. He taught American politics and the stuff really mattered to him. I admired that and it seemed like a nice career.

**LCM: You have a book coming out soon, what is it about?**

**BM:** The integration of Texas politics after WWII. This is yet another example of how I am getting paid to do what I enjoy and that's extraordinary!

**LCM: What should a student do if he or she wishes to be successful in your class?**

**BM:** Work hard, ask a lot of questions [and] have enthusiasm in the topic. I want students who possess some intellectual curiosity and show a desire to make sense of the world.

**LCM: Do you have any extracurricular activities?**

**BM:** Well, I am a second degree black belt in Japanese Karate.

**LCM: Oh!**

**BM:** I enjoy gardening, cooking, and baking. I really enjoy reading.

**LCM: So what is on your I-pod right now?**

**BM:** Tupac Shakur disc one and two. Although, what I have on my I-pod is a bad indication of what I typically listen to, but my daughter let me borrow her iTunes. So I have a lot of rap music like Tupac, 50 cent, Eminem and a lot of Reggaetón. I really like Reggaetón! I like getting a sense of what my students are listening to.

## Adelante: CLS Alumni



Natalie is from Milwaukee, Wisconsin and a recent graduate from UW-Madison. She received her degree in Rehabilitation Psychology in 2006. Also, she was highlighted in *La Comunidad* newspaper for being the first Latina P.E.O.P.L.E. student to graduate from UW-Madison. When inquired about the impact that the CLS program had on Natalie, she described it as being a powerful and validating experience because she learned more about her own community. As a result, she became more confident as a student. The Latina/o faculty on campus also served as role models for her. In addition to validating Natalie's identity and providing her with confidence, the program enabled Natalie to bridge her interests of working on behalf of Latinas with disabilities and their families within the Latino community. Consequently, it provided Natalie with the confidence to advocate for her community. Finally, the CLS program provided a supportive and familiar space. A space on campus that is reflective of her. Natalie just completed her first year as a graduate student the Rehabilitation Psychology masters program at UW-Madison.

~Natalie Orosco, RPS Class of '06

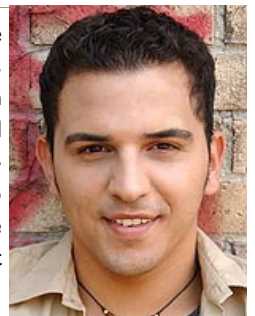
Luz Torres graduated in 2004 from UW-Madison with a triple degree in Zoology, Spanish, Latin American Studies and a certificate in Chicana/o & Latina/o Studies. While an undergraduate student, Luz also got married and became a mother. Currently Luz serves as the Student Service Coordinator for the Office of Admissions at UW-Madison. In addition, she is a successful small business owner of 18 properties throughout the city of Madison. Luz states that the CLS certificate program has helped in every possible way; helping her foster relationships with students as she serves to recruit Latina/o students to the UW campus. In addition to build her relationships as she works as a real estate owner in her own community. Finally, taking classes in CLS certificate has offered her awareness about herself in relation to her own family.

~ Luz Torres, B.A. Class of '04

I came from Texas to attend UW-Madison and in my first year became aware of the CLS program. Students who had already taken a Chicana/o & Latina/o Studies class had suggested taking an introductory course. When I reflect on my experience, I am very glad I did. The knowledge I gained from these classes, along with the social support from friends, gave me the extra strength I needed to continue through adversity. It was very difficult to be far away from home and I doubted my choice to be on my own. It was a rough transition and I learned a lot about myself and the power of knowledge. The knowledge of my history was very empowering and I felt it gave me a sense of pride and direction. Knowing where I came from, where I want to go and where I am now is very powerful. It is through these experiences, that after graduating, I knew I wanted to help others by empowering them earlier in life. That is when I decided to journey into Counseling Psychology program to become a school counselor. Today, my Chicana/o & Latina/o Studies certificate hangs on my wall next to my Women Studies certificate, LGBT Studies certificate, Art degree and hopefully soon my masters degree in Counseling.

~ Gilbert Villalpando, B.A. Class of '04

Gilbert was the 2004 CLS Valedictorian



**"The knowledge I gained from these [CLS] classes along with social support from friends gave me the extra strength I needed to continue through adversity,"**  
Gilbert Villalpando

# Congratulations to our CLS Graduates!

## December 2006 Graduates

**Oswaldo Álvarez**

*LACIS & Political Science*

**Rebeca Buendía**

*Zoology & Women Studies Certificate*

**Rita Garcia Martinez**

*History & History of Science*

**Natanael Martínez**

*Business Management &  
Human Resources & Marketing*

**Rebecca Muisenga**

*Spanish*

**Daniel Ojeda**

*History*

**Chelsea Petersen**

*Spanish*

**Megan Schaaf**

*Political Science & International Studies*

**Vanessa Solís**

*Sociology & LACIS*



## May 2007 Graduates

**Richard Aguirre**

*Political Science & Legal Studies*

**Vanessa Arenas Sánchez**

*Women's Studies*

**Sandra Brasda**

*History & Women's Studies Certificate*

**Jose G. Calíxto Morales**

*Geography & LACIS*

**Jessica Chávez**

*Psychology*

**Sara Delgado**

*Spanish & Women's Studies*

**Marcela Garcia**

*English-Creative Writing*

**Christina L.P.W. Johnson**

*Anthropology, AISP & Global Cultures Certificates*

**Lauren López**

*Political Science*

**Gerardo Mancilla**

*Elementary Education & Communication Arts T.V.*

**León Carlos Miranda**

*LACIS*

**Vanessa C. Palomino**

*HDSF*

**Aurelio Salazar**

*Spanish & LACIS*

**Kristie Barnick-Snyder**

*Zoology & English*

### December '06

Valedictorian:

*Megan Schaaf*

Salutatorian:

*Natanael Martínez*

### May '07

Valedictorian:

*Jessica Chávez*

Salutatorian:

*Sandra Brasda*

## Out and About in the Community:

### CLS Students in Action

- Ana Báez serves as the Latina/o student representative for the MSC Advisory Board.
- Zaynab Baalbaki is the recipient of the 2007 Regent Salas Academic Activist Award.
- Gerardo Mancilla was accepted to several graduate programs including at UW-Madison and Harvard.
- Carmen Mendoza will intern for Barak Obama this summer.
- León Carlos Miranda's photography was exhibited in the 2007 Social Justice Conference at UW-Madison.
- Cristina Springfield received the Leadership Award for helping organize La Mujer Latina Conference.
- Xiamora Vargas Aponte is studying abroad in France.



Let us know  
what you are  
up to!





**CLS students participate in zapatiado lessons from Esmeralda.**

*Continued from page 1.*

The festive cultural experience was presented on April 16, 2007 in a large auditorium hall on campus. The presentation was unique in that a space was provided for students to listen to music as well as to understand the historical context that celebrates the mixture of various cultures. The sounds include rhythms and the string battle of the *jaranas* (small guitars) that are used simultaneously as percussion instruments in conjunction with *quijadas de burro o caballo* (donkey's or horse's jaws), and a *cajón* (box). Additionally, the experience could not be complete without *el zapatiado* (type of rhythmic foot dance and instrument). At the end of the brief lesson audience members became a community that rejoiced in a festive and cultural ceremony.

The *versada* (lyrics) profoundly describes the beauty of a flower, the delightfulness of dawn, the sting of betrayal, the bright colors of a parrot, the savor and relish sugar canes, or what a *morena* (woman of color) said one day in the port of Veracruz; in other words the orally recorded experiences of the people in particular eastern regions of Mexico.

After being provided with the history of the musical tradition and understanding the sociopolitical context, each audience member that attended, participated in what is otherwise known as a *fandango*. Some of the audience members were taught within minutes to play. During the musical presentation, I was delighted to see one of our own UW-Madison graduate students, Jorge F. Rodriguez and incoming UW graduate student, Esmeralda Rodriguez, perform in this important assemble. It reminds me of the importance to connect with people who maintain rooted to such cultural traditions – those that validate my own.

*This event was also made possible through the co-sponsorship WLSPA (Wisconsin Latino Student Psychology Association).*



## Applying to Graduate School: Jill's Advice



**By: Jillian M. Alpire**

Someday I aspire to be a history professor. In the meantime I am following my own advice to first gain some experience. From the experience that I have

gained thus far, I can appreciate the inter-workings of the university, and all of the important people that make the system work. Depending upon which program you are applying to in graduate school different parts of your application hold different weight, but generally there are four parts to the application: GPA, GRE, Letters of Recommendation, and your personal statement (sometimes a school will also ask for a writing sample). If one portion of your application is weaker, focus on improving the other areas of your application. Some other advice:

1. Make connections with your professors now. Letters of recommendation are the most critical part of your application, so it is important that you establish strong working relationships. Professors can offer helpful advice, for instance, where to apply, and who might be a good professor with whom to work.
2. Study for the GRE. It's not an exam to take lightly. Check with each department to determine the emphasis they place on each segment of the GRE.
3. Focus on your personal statement ensuring clarity, organization, relevance and grammar. Attend workshops and seminars offered by the Writing Center and/or campus resource centers to develop a strong personal statement. Have multiple individuals review and provide feedback on your statement. If your test scores or GPA are low, address the issue and highlight your current academic success.
4. Research programs' websites. Don't be afraid to contact professors and program staff by email. They expect students to inquire about their program and it is a great way to connect with potential faculty members. Use the program information to find a "good fit" between your academic interests and program training.

If you have any questions about applying to graduate school, please contact me at [chicla@mailplus.wisc.edu](mailto:chicla@mailplus.wisc.edu) or connect with any of the CLS faculty. They are great campus resources. Also see [www.grad.wisc.edu](http://www.grad.wisc.edu) website for further information about grad school application.

**By: Araceli Mejia**

As the first in my family to apply to undergraduate and graduate programs, the doctoral application process was somewhat of a mystery

to me. Please allow me to share with you briefly what I learned during my experience of interviewing for Counseling Psychology (CP) doctoral programs by answering some questions.

### **Q: What is an interview for the doctoral program?**

**A:** Many CP departments who are considering students for admission will invite students for a personal interview. Some programs conduct face-to-face interviews while others conduct phone interviews. Interviews range in length and format. For example, one of my interviews involved talking for 30 minutes with 2 graduate students and then with the entire department's faculty over the speaker phone. A second interview involved a full day of scheduled activities where I met individually with faculty and interviewed with other doctoral applicants in a group setting.

### **Q: Is there a financial cost associated with the interview?**

**A:** You may have to pay the costs of attending the interview. For this reason plan ahead and budget for transportation, lodging and food costs. It is very important to research and inquire about funding possibilities; whether it is monies from your own school or from the school at which you are planning to interview. For example, one program paid for my flight and students generously allowed me to stay in their homes during my visit.

### **Q: How do I prepare for an interview?**

**A:** Practice, practice, practice! I practiced in front of a mirror and with a friend answering questions that I anticipated being asked. The most frequent questions asked were:

1. Why do you want to be in our doctoral program?
2. What do you plan to do with a doctoral degree and/or where do you see yourself after you complete the program?

### **Q: What do I do after the interview?**

**A:** Be patient and pray -- this is part humorous and part true. Be sure to send thank you notes to express your continued interest in the program. Remember, it can be an anxiety-filled time, but you are selecting them as well.

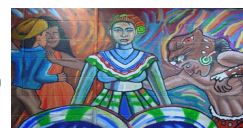
Approach graduate students by visiting organizations such as WLSPA who sponsor professional development for all students. Also, contact me at [mejia@wisc.edu](mailto:mejia@wisc.edu). I am eager to tell you more!



## Ph.D. Interviews: Be Prepared!



# FALL 2007 COURSES



Class	Topic	Time	Day	Professor	Brief Descriptions (please see timetable for further details or visit us at
CLS 201:	Intro to Chicana/o Studies	2:30pm-3:45pm	T and R	TBA	Introduces students to the cultural worlds of Chicana/os and Latina/os in the U.S. We will examine how diverse people came to understand themselves as members of racial, ethnic and cultural communities.
CLS 231:	Politics in Multi-cultural Societies	9:55am	M W F	Prof. Marquez	Seeks to understand race, ethnicity, and religion as political phenomena. Doctrines and ideologies of incorporation and solidarity normally associated with states will then be considered in particular.
CLS 330:	Topics in Chicana/o Studies	9:30am-10:45am	T and R	Prof. Marquez	Examines specific themes in Chicana/o life, ways and culture. Topics include border culture, Chicana/o ethnicity and identity, and Mexican immigration to the U.S.
CLS 419:	Latinos/as and Media	9:30am-10:45am	T and R	Prof. Beltrán	Provides critical and historical survey of the participation and representation of Latino/as in the U.S. film, television, and popular culture, with a primary focus on Hispanic representation in Hollywood-produced imagery.
CLS 461:	The American West to 1850	9:30am-10:45am	T and R	Prof. Johnson	Examines North American frontiers through the period of the Mexican War. Focuses on major Indian cultures of North America; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the U.S. through 1850.
CLS 468:	Popular Culture in the Multi-racial U.S.	11:00am-12:15pm	T and R	Prof. Enstad	Examines the origins and development of widely distributed popular culture in the 19th and 20th centuries with emphasis on race and racialization.
CLS 470:	Sociodemographic Analysis of Mexican Migration	11:00am	M W F	Prof. Morales	Introduces students to social and demographic analysis and explanations of the historical and present day consequences of migration to the largest immigrant group to the U.S. in the 20th century.
CLS 516:	Indians and Spanish Borderlands	1:00pm-2:15pm	T and R	Prof. Blawhawk	Explores the history and legacy of Spanish-Indian relations within the Spanish Empire in North America and centers on the disruptive and adaptive changes initiated by Indian peoples.
CLS 519:	Transnational & Comp. Working Class Cultures	3:30pm-5:30pm	R	Prof. Guérin-Gonzales	Focuses on relations of power and ideas about race, class, ethnicity, gender, and sexuality and how they shaped working class culture in the U.S., Latin American, Europe and Asia.
CLS 699:	Directed Study	—	—	—	OPEN to those with consent of chair and instructor. Study available with Professors Beltrán, Morales and Guérin

## Are you Meeting CLS Requirements?

1. At least **two 100** or **200** level courses, one of which must be CLS 102,201,210 or another designated introductory interdisciplinary survey.
2. At least **one 300**— level course.
3. At least **one 400**-level course.
4. At least **one 500-, 600-,700-** level capstone seminar course.

Prior to graduation, all CLS certificate students are required to submit a portfolio of written work.

Please contact Miguel Rosales ([mrosales@issaa.wisc.edu](mailto:mrosales@issaa.wisc.edu)) or Jillian M. Alpire ([chicla@mailplus.wisc.edu](mailto:chicla@mailplus.wisc.edu))

for more details. Miguel Rosales is the Chican@ & Latin@ Student Academic Services (CLSAS) Advisor as well as the coordinator for the Summer Collegiate Experience (SCE). His office is located in 25d Ingraham Hall, Mark. Jillian M. Alpire is the Academic Department Specialist for the Chican@ & Latin@ Studies Program. Her office is located in 312 Ingraham Hall.

Did you know that the CLS certificate program is equivalent to an undergraduate minor? Completion of the program only requires a minimum of 15 credits hours of Chican@ and Latin@ courses. Effective Fall 2005, the required courses to earn a certificate include:



Jillian Alpire



Miguel Rosales

# ChiLaCSA: Chican@ & Latin@ Certificate Student Association

tage. The Spring 2007 governance board members included Zaynab Baalbaki, Jessica Chavez, Katrina Flores, Jose Calixto, and León Carlos Miranda. Remember as a CLS student you are automatically a member of ChiLaCSA! If you are interested in being involved with ChiLaCSA e-mail us at [chilacsa\\_madison@yahoo.com](mailto:chilacsa_madison@yahoo.com) or visit the website at

[www.chicla.wisc.edu/chilacsa1.htm](http://www.chicla.wisc.edu/chilacsa1.htm)

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## LC: What is your background?

**BM:** I come from a poor background. My parents did not finish high school and they were unable to financially support me. They also lacked the knowledge of how the educational system operates. That is something I hope to give to my kids. Teach them how it will help serve them in the future. My undergraduate training was not the same as that found in any Big Ten graduate program. Most of my classmates were Ivy League. My parents had no money to send my way. I got an AOF Scholarship. The Advanced Opportunity Fellowship is offered to minority students. That is what made it possible for me to go on and have enough to live off.

## LC: Is there any advice which you feel would be beneficial to pass on?

**BM:** Work hard, seek advice, find friends and allies.

Do not let the strong demeanor, 2<sup>nd</sup> degree black belt, or gansta rap scare you away. Professor Marquez is as knowledgeable as he is approachable. I encourage you to take a course with Dr. Ben Marquez and make use of his office hours if you have any questions.



## Congratulations to our 2007 Regent Salas Academic Activist Student Recipient

Zaynab Baalbaki is the first CLS student to receive the Regent Salas Academic Activist Student Scholarship! Zaynab aspires to completed two major and two minors. She demonstrates her ability to excel academically given her heavy course load and her commitment to the Chican@ and Latin@ community through her volunteer work. In addition, Zaynab is actively involved in various student organization on campus.

## Interested in enhancing your leadership skills or working collaboratively with faculty from across campus?

If you are interested in enhancing your professional development or want your voice to be heard in CLS, please join the governance board or simply come to the meetings. ChiLaCSA is a CLS student organization that serves as the certificate students' voice in different decision-making processes. We promote academic and cultural events focused on Chican@ and Latin@ heri-

# Announcements

## JOURNAL SUBMISSIONS

You are cordially invited to contribute to *Concientización: A Journal of Chican@ & Latino@ Experience and Thought*.

Please consider submitting one of your course papers or some other specially written manuscript that addresses Chican@ or Latin@ issues. Details about how to submit a manuscript are listed at:

[www.chicla.wisc.edu/concientizaxion.html](http://www.chicla.wisc.edu/concientizaxion.html)

## REGENT SALAS ACADEMIC

### ACTIVIST STUDENT SCHOLARSHIP

Created to honor Regent Salas' work and commitment for the CLS community, a student scholarship of \$250 has been created. Please submit following to the program:

- 1) A 2 to 3 page statement outlining your community activism and experiences;
- 2) Resume or curriculum vita;
- 3) One letter of recommendation.

Contact Jillian Alpire for more information about the application process.

**Chican@ & Latin@ Studies Program**  
**University of Wisconsin-Madison**

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**Project Assistant:**  
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Phone: 608.262.9545

**Student Assistants:**  
León Carlos Miranda &  
Cristina Springfield

**CLS Mission Statement**

*The program in Chican@ and Latin@ Studies 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 Chican@s and Latin@s, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.*

We're on the Web!  
[www.chicla.wisc.edu](http://www.chicla.wisc.edu)

## Remember and Honoring Nuestras Raíces: Perspectives from Ernesto Monge

By: Cristina Springfield

Activist, scholar and longtime supporter of Chicana/o and Latina/o students on campus, Ernesto Monge gives a unique perspective on the history of the program, student activism and student support services. Originally from Mexicali, Mexico, Monge worked as a farm worker and became involved with activists like César Chávez in the 1960's to fight for migrant farm workers' rights. As a graduate student on campus, he served as president of the UW chapter of La Raza Unida—now known as M.E.Ch.A. Monge witnessed how students educated administrators about the importance of a program that would address the needs of the Latino community. In an interview, Monge spoke with animation about his family, other people involved with activism on campus, and his hopes for the future of the program.

**Cristina Springfield (CS): What were the goals of the Chican@ & Latina@ Studies Program when it was first begun?**

**Ernesto Monge (EM):** It was [to establish] a full interdisciplinary department, working on literature, cultural, historical, and later on, medical needs. Labor needs were also a big issue. Most of us knew that poverty was a big issue. In order for Chicanos to move up, they needed education; access to education, and we needed education at a K-12 level—which we still don't have fully.

**CS: You said that it was a real fight to get the Chican@ & Latin@ Studies Program started. Do you feel students are less involved in activism today?**

**EM:** Students are not anywhere near as involved. When I first came here, I was a graduate student. We had manifestations on the hill a number of times; we talked with [David] Cronon, who was the Dean of L&S. We did quite a bit of talking, making noise at times, and but we were trying to be constructive all the time.

**CS: Do you have any theories as to why students are less involved in activism today?**

**EM:** Well, most of us were coming out of the 60's. I myself had been involved with the Chávez's United Farm workers movement. Carlos [Reyes] was involved in La Raza Unida in Texas, Francisco Rodríguez was [involved in] La Raza Unida and a recruiter here. We came out of backgrounds that were very active. A number of them had been either Raza Unida members or Brown Berets. We weren't afraid to get in there and mix it up. As far as comparison, it was totally

different world. We were very nationalist and I still am. Students don't see the same issues or they are defined differently for them.

**CS: How do you think the campus environment has changed since then [the 60's] for students of color?**

**EM:** The attitudes have changed so much. The whole idea of affirmative action back then was alive [...] they never did do a very good job with it, but they were trying. Today we are not doing a good job with it. When I first came here we might have had a couple hundred people with a Spanish last name. Luckily that has grown.

**CS: Since you work in the office of financial aid, what do you think is the biggest challenge facing Latina/o and Chicana/o students?**

**EM:** We don't have enough money, not only for Latinos but for all needy students. The university has not put an emphasis on funding. The other thing is the admissions process because they rely heavily on test scores. The only statistical relationship that exists between an ACT/ SAT score [and college admission] is that it predicts family income. It does not predict success.

**CS: What are your hopes for the future of the program?**

**EM:** I would hope that they will concentrate on developing a full program and getting it into a department. Publication [and] research would be legitimizing it in all our eyes, not only in the eyes of the institution. That would happen eventually, but really legitimizing the research itself in our own eyes; to publish and share with each other and serve people.

**CS: Is there any advice you would like to give someone struggling with coming to college here-with living in this environment, with different financial situations, or any problems they might have?**

**EM:** My advice is to definitely come on in here, don't wait until you have a problem. Talk to academic advisors, talk to the economic advisors, talk to us before you have a problem because sometimes we are able to prevent those problems from developing. Sometimes its just takes a little bit to fix things. That's really the best advice I could give to students.

Ernesto currently serves as a Senior Student Services Coordinator in the Department of Student Financial Services at 432 N Murray St. To make an appointment, please call (608) 262-3060.



# Giving Back: Supporting the Future of CLS



The Chican@ & Latin@ Studies Program (CLSP) 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 education experiences of the students and members of the community. Your contribution will support multiple programs including a scholarship program for students enrolled in the Chican@ & Latin@ Studies Certificate Program, workshops and study groups. In addition, other activities involving the academic student organization Chican@ & Latin@ Certificate

Student Association (ChiLaCSA), artist in residence programs and a speaker series will be supported.

Your contribution is fully tax-deductible, and many employers have matching gift programs that can double the effect of your gift. Thank you for your help!

Please make checks payable to: The Chicana/o & Latina/o Studies Development Fund. All contributions should be sent to the following address: Alberta M. Gloria, Ph.D., 312 Ingraham Hall, 1115 Observatory Drive, Madison, WI. 53706. You may also visit [www.uwfoundation.wisc.edu](http://www.uwfoundation.wisc.edu) to donate on-line. Be sure to select “other” and indicate funds are to support the Chican@ & Latin@ Studies Program.

**Thank you  
for your  
generosity  
and support!**

☐ **Yes! I want to help support the Chican@ & Latin@ Studies Certificate Program at UW– Madison, my tax-deductible gift of \$\_\_\_\_\_ payable to Chicana/o & Latina/o Studies Program Development Fund.**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

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**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

Please use the space below to send us news about yourself, recollections of your experiences in the program, or suggestions on future issues of *Regeneración*.