

**SPECIAL
POINTS OF
INTEREST:**

- CLS Director
- Welcome newly-declared CLS students
- Student Successes
- CLS Graduates
- Get to Know Your Faculty
- Pathways and Processes to Graduate School

**INSIDE
THIS ISSUE:**

- Student News 2
- Faculty News 4
- CLS Alumni 6
- CLS Graduates 7
- Fall Courses 9
- Giving Back 12

A Note from the CLS Director

Without doubt, having served as the CLS Director has been one of the most rewarding experiences of my academic career to date. The opportunity to be part of a close-knit academic community of students and faculty has fueled my passion as a Chicana scholar. In particular, engaging students as co-teachers and co-learners has been a highlight of my time as Director. In my CLS 530 classes on Chican@ Latin@ Psychology we discussed psychoeducational theory and research, and students were eager and thoughtful, with an energy and passion for learning about themselves and others - - it has been an honor to be part of their learning processes.



Alberta M. Gloria

Because of our stellar students and faculty, we continue to advance in size and activity. For example, the program awarded the Regent Jesus Salas Academic Activist Award to José A. Gutierrez for his stellar community advocacy and efforts (See page 11 for more information on José). Importantly, a large donation was made this semester by Regent David Walsh to endow the award.

The earned interest will ensure the longevity of the award and our ability to recognize and fund our students.

Celebration of successes were emphasized this semester with 11 CLS certificate graduates (See page 7). With an inspiring call to action by Dr. Rachel Rodriguez, who served as the Spring 2008 graduation speaker, families, students, and CLS faculty affiliates were



Rachel Rodriguez

celebrated. More educational successes include our own Jillian Alpire (the CLS Program Administrator) having been accepted to begin a doctoral program in History at UW-Madison. Also, Rosalilia Mendoza (CLS Project Assistant) completed her Masters in Counseling. The CLS program is truly indebted to both Jillian and Rosalilia for all their hard work and commitment to the program. We will miss you, yet know that your research and advocacy will advance our Chican@ and Latin@ communities.



Jillian Alpire and Rosalilia Mendoza

As I complete this academic year as Director, my previous semester's work mantra of *camino largo, paso corto* continued. This mantra however was expanded this semester to *paso a paso haciendo plazo* - step by step giving time for something to happen. It is with consistent steps, ardent persistence, and positive energies that change has and will continue to emerge. Without doubt, our forward progression is certain given our committed CLS faculty, range and depth of classes, award-winning scholarship, and culturally-validating programming. Our growth and longevity are certain with Dr. Sandy Magaña as the Interim Director for the 2008-2009 academic year. It is with excitement that we continue to create our future through advancing scholarship, advocacy and activism, and building of a strong learning community of students and faculty.

Con mucho cariño, Alberta M. Gloria

CLS Events & Programming



CLS 530 (Chican@ Latin@ Psychology) enjoy an afternoon of good conversation, company, and food at El Pastor.



CLS students enjoy great conversation about life and "flying chanclas" with Juan Felipe Herrera (in the red and black cap). Professor Herrera is a poet, performer, writer, teacher, and activist who draws from real life experiences and is a Professor in the Department of Creative Writing at UC-Riverside. While visiting UW, he performed and presented at local schools and in several CLS classes.

Getting to Know our New CLS Students: Two Newly-Declared Certificate Students

By Gerardo Mancilla

As a second-generation college freshman, Ryan Garza declared CLS as a certificate program. Having strong cultural roots from Michoacán, he feels a desire to preserve his family's cultural values while attending UW-Madison.



Although Whitney Young was a diverse magnet high school in Chicago, Ryan remembers feeling a culture shock. Coming from a South Side of Chicago predominantly-Latino community, Ryan experienced culture shock upon arriving at UW-Madison, a predominantly-White university.

Ryan wanted to be around more Latinos through his undergraduate experience. He first formally heard about the CLS program in one of his classes when the CLS Project Assistant presented on the program. Wanting to know more, he talked with other Latin@ students and family members.

As he describes the CLS program, Ryan focuses on the sense of community that is created and aspirations students radiate gaining a sense of "If they can do it, then I can." He aspires to learn about issues affecting the Latino/Chicano community and influence the global economy and world because "it's a great way to find out about Chicanos, the culture, and the history."

On campus, Ryan actively became involved with the Latino Men's Group and MEChA to connect with other Latinos on campus. Ryan feels much community on campus and support because "everyone knows everyone else."

By Rosalilia Mendoza

Lizmeth Sandoval grew up in Highland Park, IL. She is majoring in sociology and HDFS, and recently declared a certificate in Chicano/Latino Studies.

Her father is from Guanajuato and mother is from El Salvador. Growing up with her older brother, younger brother and younger sister, Lizmeth reminisces how they played soccer and cooked *carne azadas*.

Lizmeth had many questions that her parents couldn't answer but they supported her with the idea, "you're going to go to college." Lizmeth first attended a small rural college and encountered limited diversity and the need to be in touch with her cultural roots. At the time, she had no friends who spoke Spanish. Then, she transferred to UW-Madison and found a small group of friends with Latino roots. Finding people with similar principles and experiences lead her to join a Latina-based sorority (Sigma Lambda Gamma) and the committee for La Mujer Latina Conference. After completing a CLS course, Lizmeth felt she could, "express myself and relate to others. Growing up, I was the only one who spoke Spanish. It was hurtful when everyone looked down on you."

In the future, Lizmeth hopes to help others learn about who they are and share her personal experiences. Her earliest educational experience in Highland Park High School, a predominantly-White Jewish high school shaped her future goals. As an ambassador for Latino students, Lizmeth shadowed, translated, supported, and answered students' questions. This experience inspired her to work in Bilingual Education, specifically with immigrant children, believing "it is important to educate ourselves about our own history. As students, we should learn about our history and not let the system limit our ability to learn about ourselves, by taking initiative to learn about the struggles our people face."



Going Global: Participate and Educate

By Katie Phelan

Katie Phelan is a CLS Certificate student who is a 19 yr. old, junior pre-med EMT from southern Wisconsin. She shares with us her four-month volunteer experience in Piura, Peru.

Having decided to "go somewhere and do something," my criteria were-- to be involved with a church group that performed medical tasks. Yet, each organization I pursued turned me away, saying, "You're too young, you don't have a college degree," or "you're not a doctor/nurse. We can't use you." My dad told me that our 'sister parish in Peru' was building a hospice. I emailed the *Padre*, an American who serviced a community of 35,000 in

Piura for 15 years. Immediately he responded, "Yes. Come. There is always work with the hands and the heart. We are so happy to have you." I took a hiking pack of clothes, a suitcase of gifts, a pocket dictionary, a digital camera, and left to Peru.

From late September 2007 to mid January 2008, I lived in the city of Piura (northern Peru) and worked in various medical and humanitarian ministries offered through *La Parroquia Santisimo Sacramento*. Life was similar and completely different, in this poor and beautiful corner of the world. Mangos grow in the garden and cost a nickel at the market. The city slows in the midday heat. Entire communities celebrate individual successes --a wedding, graduation, or a child's birth. Multiple generations live together and support each other in a way I'd never seen. I also never imagined the heart-wrenching situation in which children left Lima to pursue a better life, leaving their parents behind, often forgotten amidst poverty.

At the hospice we took in several individuals. They received love and care to ease their loneliness and found a place to die with dignity. I was also at a hospital weekly. Nowhere are the effects of poverty felt as acutely as in education and healthcare, watching doctors administer medicine for tuberculosis while withholding pain medicine due to lack of funds. It provoked a reaction within me. I went to Peru excited and naïve, expecting "the experience of a lifetime," which I got in far more depth and breadth than anticipated. I left reluctantly, but determined to use my opportunities in my education to seek out communities like Piura and heal some of the hurts I saw. Upon returning to Madison, I declared a Chican@ & Latin@ Studies Certificate, with hope to pursue this goal.

By: **Marta Diaz**

Marta C. Diaz is a senior studying Communication Arts and a CLS certificate student in Chican@ and Latin@ Studies.

Marta invites you to NCLR!



Hello Students,

Don't miss out on a fantastic opportunity to attend a conference this summer hosted by the largest Hispanic advocacy group in the nation. The National Council of La Raza (NCLR) annual conference will be held July 12-15 in beautiful San Diego, CA. I want to organize our efforts and resources such that CLS students could attend the conference annually. I have had the opportunity to attend two NCLR conferences (in Detroit and Dallas) when I was younger with my family. Both conferences made lasting memories. By organizing students to attend the conference, we too can enjoy the conference by attending the workshops and the banquet events with key note speakers and have the opportunity to network with other individuals from around the nation who are interested and working for the advancement of the Latino community. Students will have the opportunity to meet prospective students who are interested in studying at the UW-Madison and to develop a network of Latin@ students from around the nation. Doing so, will also allow CLS students the chance to get to know each other personally and academically in a way that may not be happening in the classroom and strengthen the support system within the program.

Don't miss out on the opportunity to connect with key community leaders, attend cutting-edge workshops, and hear speakers with national and international prominence. If you'd like to be a part of this amazing conference please contact me at mc Diaz@wisc.edu as I hope to connect with students who would be interested in attending this conference and begin to plan the trip.

The NCLR Annual Conference consists of four days of the most thorough and innovative workshops addressing critical issues in the Hispanic community, five key meal events before an audience of 2,000, and presentations from speakers of national and international prominence including Senator Hillary Rodham Clinton (D-NY), Representatives Lincoln Diaz-Balart (R-FL), Senator Barack Obama (D-IL), and many more. The NCLR Annual Conference is known for delivering top-notch talent, giving attendees' exposure to star performances, and creating lasting memories. If you'd like to find out more about the conference visit: http://www.nclr.org/section/events/conference/about_conference/

I look forward to hearing from you soon to start planning a conference trip. Sincerely, Marta Diaz

Community Organizing: From Books and Class Lectures to Action

By: **Rosalilia Mendoza**

Linda Araceli Serna is a senior double majoring in Social Work and Latin American, Caribbean and Iberian Studies with a certificate in Chican@ Latin@ Studies.



Linda Serna and Jorge Rodriguez boycotting Burger King — Coalition of Immokalee Workers (CIW) Action Day

During the summer of 2007, Linda worked as a work-study student at *El Centro Hispano*, and it was here that her community involvement began. "Learning my history and knowing that change is possible has inspired me to get involved, combat injustices, and has given me hope that fighting small battles is not a waste of time towards change." Linda shared the steps she made to connect within the Madison community as she began volunteering with organizations that she felt were making an impact in people's lives. As a freshman, she took courses through the First-Year Interest Group (FIG) program on Hmong people and cultures, learning about the struggles that Southeast Asian refugees and communities contend. Through this class, she learned about the United Refugee Services of Wisconsin and subsequently helped lead an ESL class for adults with two classmates. She shared, "It's all about using the resources and connections that you have around you." Linda's primary position as a Social Work Intern at *El Centro Hispano* is assistant coordi-

nator of the COMVIDA program since the summer of 2007. COMVIDA offers support for at-risk youth and their families, specifically youth in the juvenile justice system. She is involved with many activities such as coordinating social events, and facilitating dialogues with individuals, groups, and parents.

At UW-Madison, it wasn't until Linda took Chican@ & Latin@ Studies courses that she felt validated. The courses legitimized her educational, social, and lived experiences. As classes empowered her to make a change and get involved with the community, she described learning as much from the youth with whom she worked as they did from her. She saw how the school system fails our youth and how much work there is to do to make changes within educational systems. These injustices motivate Linda to empower youth and her *chiquilines* at ComVida.

Growing up in Milwaukee, Linda witnessed violence and gangs in her community, seeing the influential role of family members and peers in gang involvement and prevention. As a result, she wants to create change at the macro-level by pursuing a graduate degree in Social and Education Policy. Her experiences have allowed her insight about how to get involved with the community. She poignantly spoke of the strong disconnect between the classroom and the community, "finding ourselves trapped in a 'campus bubble.'" Linda reminds us to "identify an issue that you feel passionate about and get involved. We cannot forget it is our responsibility."

Chican@ & Latin@ Studies

Faculty

Andrea "Tess" Arenas

Faculty Associate Letter and Sciences
tarenas@ls.admin.wisc.edu

Mary Beltrán

Assistant Professor of Communication Arts
mcbeltran@wisc.edu

Ned Blackhawk

Associate Professor of History and
American Indian Studies
nblackhawk@wisc.edu

Alda Blanco

Professor of Spanish
ablanco@wisc.edu

Birgit Brander Rasmussen

Assistant Professor of English
bbranderasm@wisc.edu

Nan Enstad

Associate Professor of History
nenstad@wisc.edu

Jim Escalante

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

Alberta M. Gloria

Professor of Counseling Psychology
agloria@education.wisc.edu

Camille Guérin-Gonzales

Professor of History
cgueringonza@wisc.edu

Susan Lee Johnson

Associate Professor of History
sjohnson5@wisc.edu

Consuelo López Springfield

Assistant Dean of Academic Affairs
cspringf@wisc.edu

Sandra Magaña

Associate Professor of Social Work
smagana@waisman.wisc.edu

Benjamin Marquez

Professor of Political Science
marquez@polisci.wisc.edu

Alfonso Morales

Assistant Professor of Urban
and Regional Planning
amoraless@wisc.edu

Norma Saldívar

Associate Professor of Theatre & Drama
nsalvidar@wisc.edu

Francisco Scarano

Professor of History
fscarano@wisc.edu

Jo Scheder

Senior Lecturer School of Human Ecology
jscheder@wisc.edu

Steve Stern

Professor of History
jsstern@wisc.edu

Lynet Uttal

Associate Professor of
Human Development & Family Studies
luttal@wisc.edu

Carmen Valdez

Assistant Professor of Counseling Psychology
valdez@wisc.edu

Faculty News and Achievements

Mary Beltrán

Prof. Beltrán's essay "When Dolores Del Rio Became Latina: Latina/o Stardom in Hollywood's Transition to Sound" was published in the *Latino/a Communication Studies Today*. In addition, Professor Beltran was invited to present a co-written paper entitled "The Más Macha Action Heroine, Overseas: Global Reception to Latina Action Protagonists," at the Feminism and Women's Studies Association 2007 Conference, held at the University of Newcastle, UK, June 2007.

**Norma Saldívar**

Professor Saldívar is a recipient of the First Annual Women of Color Awards by the University of Wisconsin-Madison.

**Sandy Magaña**

Prof. Sandy Magaña is spearheading a community project to promote disability awareness to the Spanish speaking Madison community using radio, theatre, and short stories. She will serve as Interim Director for the CLS Program for the 2008-2009 year.

**Alfonso Morales**

Professor Alfonso Morales was the Co-organizer of the conference - An American Story: Mexican-American Entrepreneurship and Wealth Creation, held at the University of Texas-Austin in April 2008. He is featured in this newsletter (See next page).

**Alberta M. Gloria**

Professor Gloria was named the 2008 Outstanding Latina/o Faculty in Research/Teaching in Higher Education by the American Association of Hispanics in Higher Education. She was also named a Fellow in Division 17 (Counseling Psychology) and 45 (Psychological Study of Racial Ethnic Minorities) of the American Psychological Association.

**Steven Stern**

Professor Steve Stern's latest book entitled, "Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988" won the 2007 Bolton-Johnson Prize of the Conference on Latin American history for the best book published in 2006.

**Jo Scheder**

Professor Scheder received a grant to develop an interdisciplinary class on Latin@ Health Issues from the Robert Wood Johnson Health and Society Scholars Program. Also, in May 2008 she received a University Residence Halls Favorite Instructor Award.

Consuelo López Springfield

Dr. Springfield served as a literature panelist for Ford Foundation Dissertation and Post-doctoral fellowships at the National Academies this March. She is available to assist students and faculty who might seek Ford fellowships.

**Ned Blackhawk**

Professor Blackhawk and his inspiring approach to teaching and training a new generation of historians was featured in the Wisconsin Week.

**Carmen Valdez**

Professor Valdez was awarded a 5-year NIH grant for her work with Latin@ families. She also has a project named Fortelazas Familiares that is an intervention for Latin@ families in distress.

**Lynet Uttal**

Prof. Uttal spent her sabbatical in Puerto Escondido, Oaxaca, Mexico, learning how to speak Spanish. She has a chapter in press: "The Impact of Latino Immigrants and Bicultural Program Coordinators on Organizational Philosophy and Values: A Case Study of Organizational Responsiveness." She became the Director of the Asian American Studies Program.



Mil gracias to each of the CLS Faculty for their energies and commitment to advance the understanding of our communities. Felicidades on all our of community accomplishments!

Getting to Know Your CLS Faculty:

Professionally and Personally



By: Rosalilia Mendoza

Professor Alfonso Morales is an Assistant Professor in the Departments of Urban and Regional Planning and Chican@ and Latin@ Studies at UW-Madison. As a scholar of economic sociology, his current research analyzes the social organization and institutional context of entrepreneurship of street markets. A native of New Mexico, his professional interests also include race and the law, immigration and citizenship issues, and health care access. He has lived with his family in Madison for nearly three years.

Rosalilia Mendoza (RM): Tell us about yourself. Where were you born? How was your upbringing?

Prof. Alfonso Morales (AM): I was born and raised in New Mexico. I went to a little rural high school in New Mexico. Had an agricultural background, family farm in west Texas. When I was a kid I played high school football and basketball.

RM: What memory can you recollect that helped you identify your passion/research interests?

AM: This morning when I was shoveling snow, it reminded me of walking across the snow. The particular crunch of the snow just brought back all these memories when I use to wake up in the morning and walk across the snow and the ice at home and milk this cow. We had this Jersey cow and my brother and I milked it every other day. And feed the chickens and stuff. And I don't know I just had all these memories come back to me when the cats would come and I would squirt milk [from the cow] at them.

RM: What steps did you take to pursue your passion?

AM: When I was in my twenties in graduate school, I didn't really have a systematic approach to research interest. I was very "Prochi Mochi," sort of idiosyncratic and not really knowing [my research interests]. When I got in the profession at [around] 25 years old, I didn't realize that I could be a professor. I never had that sort of example or anything. I didn't know what it took to be a professor. I didn't know you had to have a research agenda. So, I didn't perceive it in any systematic way. I didn't know how to ask. I come across as pretty competent so people thought that I knew what I was doing. And of course I didn't so I suffered from that as well. What I say shaped me was a series of...[experiences with] very little forethought. One thing happened, then another, and another, and another. All of a sudden I found myself becoming a professor. During my undergraduate degree, I worked and took 18 units every semester.

When I finished [my undergraduate degree] I didn't know what to do so I volunteered for a job for the Arts Diocese of Dallas. Because I had a degree in sociology and a degree in economics and I didn't know what to do, I worked basically as a social worker. I ran a sanctuary for Central Americans during the heart of the Reagan years. That wore me out completely. It was the hardest job I ever did in my life emotionally. It was so hard. I said [to myself], "I want to help people in life. How do I help people?"

And so I applied to graduate school and got rejected by everybody because even though I had really high GRE scores, I had a really bad grade point average. [It was] a really ugly-looking undergraduate experience. And so then I applied again and got accepted by one school: the University of Texas in Dallas. And I went there and I did really well and they said to me, "You know, you can be a professor. Did you ever think about that?" And I said, "No, I never really thought about it. How do you do that?" And so then I finished my masters there and they said, "Well, you know if you stay here and do your Ph.D., you'll work for the World Bank or one of these outfits." And I said to myself, "Well, my parents can't believe I live this far away." New Mexico to Texas was 600 miles. They couldn't believe I was that far away. And so I said, "Well, I can't go overseas," and they said "Why don't you get your Ph.D. in sociology or economics or anthropology?" and I said "Well, how do I do that?" And so I got all these applications and got accepted to every place I applied to and got money [for school], got all this stuff. I thought I was the king of the world, and so off I went.

RM: And where did you go?

AM: I went to Chicago, the University of Chicago, and I saw a different side of it. It was very alienating. I just didn't think I was going to finish, but I finished a master's degree in sociology and transferred to Northwestern. I finished my Ph.D. at Northwestern and had a very good experience at Northwestern, but still, all I became was smart. That's all. I didn't learn how to be a professional.

Continued on page 10



By: Cristina Springfield

Professor Nan Enstad, a Chican@ & Latin@ Studies affiliate faculty member, teaches in the History Department and specializes in 20th century popular culture. Professor Enstad received her undergraduate degree in environmental biology and her Doctorate in History at the University of Minnesota with a Minor from the Center for Advanced Feminist Studies. During our interview, Prof. Enstad expressed an interest in getting to know CLS community. In the following interview, she graciously allows us to get to know more about her.

Cristina Springfield (CP): How did you come to get involved with the CLS program?

Prof. Nan Enstad (NE): I was starting to teach Popular Culture in a Multiracial U.S. and Camille Guérin-Gonzales found out that I was teaching it and that it already had the amount of CLS content that it would need to be cross-listed. She asked if I would be willing to cross-list and I thought that would be really cool because it would allow me to make CLS a more serious aspect of my teaching and research. So I'm learning a lot more every year and making that a priority-- trying to do research, stuff like that.

CP: What do you think CLS students bring to your classes?

NE: Well for one thing, they are on the whole—well I don't want to characterize too broadly—but I think open-minded. [...] When people write papers, CLS students want to learn about everything. I feel that they tend to talk more than non-CLS students because they're engaged with the issues—because they've taken other CLS courses and because they come in with a more sophisticated understanding of race than other students....it creates a great atmosphere because I think other students in the class follow that lead.

CP: Are there any other plans for you to do other cross-listed classes?

NE: There will be, but I haven't figured out what they're going to be. Some time in the future probably. I would love to do a seminar kind of thing, but crosslisted. So I'll have to think about that.

CP: What is your professional and personal goal?

NE: I want to research Dora the Explorer now, because I want to think about how Dora the Explorer is so popular at the same time that all this English-only education and anti-immigrant feeling. I think that contradiction is really interesting because the children of America are embracing Dora, who is not a migrant, but an *explorer*. She moves like a migrant moves. But then there's the whole stigma about undocumented workers. So I'm really interested in that contradiction and how popular culture comes in and goes off in a different direction than the political culture. Personal goal? I want to bike around Lake Monona.

CP: Why did you decide to go into the Pop Culture area of History?

NE: I realized that popular culture is a way to get at people who don't really leave us records. That became a really big draw. I wanted to know about these immigrant women who worked 60 hours a week. They didn't have time to write letters, even if they had literacy skills which would allow it. But what's cool is that I can look at the popular culture that they consumed and try to figure out well, what was their world like and how is it different than that of other people.

CP: What do you think is the best thing about your classes?

NE: Lots of discussion. I don't really like to lecture. I think the students already have really good ideas, and I think that if people hear each other's ideas and get to disagree and debate then they're going to learn more. So I try to set up contrasts where people get to learn by doing, learning by putting their ideas into words and exchanging ideas.

CP: The book you are writing, when can we expect to see that?

NE: Probably before you're ready to retire (laughing). No, just kidding. It will be out really—not soon. Maybe... 3 years or something. Depending on if I get fellowships. Professor Enstad is working on a book entitled, "The Jim Crow Cigarettes: Following Tobacco Road from North Carolina to China and Back."

Adelante: CLS Alumni

“Never give up on your aspirations and make sure that you find someone through the CLS program who can mentor you and help keep you on track to achieve your goals.”

Rebeca Buendia



~Rebeca Buendía, B.A., Class of '06

Rebeca Buendía graduated from the University of Wisconsin-Madison in December 2006. She holds a Bachelor's degree in Zoology as well as certificates in Chican@/Latin@ studies and Women's studies. While attending UW-Madison, Rebeca worked with the Chican@/Latin@ studies program as a student office worker as well as lab assistant through the psychology department. While a CLS student, she was an active member of ChiLaCSA and served on the Student-Faculty Liaison Committee for the program. After graduation, Rebeca joined a research team in the Department of Counseling Psychology at UW as well as continued with her lab research studying animal behavior. In addition, she earned a degree as a Nursing Assistant. Currently, Rebeca has returned to school and is in a School of Nursing program in Milwaukee, WI.

One aspects of the CLS program that was of particular importance for Rebeca was the close-knit environment that she uniquely experienced with the CLS students and faculty. Rebeca stated that she never felt as if she was able to communicate with faculty in other departments, however, upon joining the CLS community she was immediately received with open arms and felt as though the faculty truly cared about what she had to say. It was through the program and Chican@/Latin@ classes that she met some of her closest friends. One piece of advice that Rebeca would like to share with the new UW students is to never give up on your aspirations! Also, make sure that you find someone through the CLS program who can mentor you and help keep you on track to achieve your goals.

~Dominic Ledesma B.A. Class of 04'

Dominic Ledesma graduated with a CLS certificate in 2004. In December 2007, Dominic completed his coursework for a Master's Degree in translation and interpretation in both Spanish and English from the Universidad Autónoma de Guadalajara, located in Guadalajara, Jalisco, Mexico. He is currently working on his thesis, entitled, "The Purpose and Function of an Intermediary Text when Translating Diachronically Marked Content from Spanish to English, Based on Expository Material in Alonso de Molina's *Vocabulario en lengua castellana y mexicana y mexicana y castellana*." His thesis focuses on translating historical and ancient documents from 16th century Spanish into modern English. Dominic currently lives in Guadalajara but will be moving to Minnesota with his fiancée in April of 2008.



After living in Mexico for the last two years and being of Mexican-American heritage, Dominic described the Chican@ Latin@ Studies certificate as having assisted him in the understanding the construction of his own identity. His studies and experiences together underscored his understanding that the relationship between both cultures and between both countries can oftentimes be a delicate issue. Nevertheless, he says, "my studies and personal experiences alike have buttressed my Chicanismo and personal identity--allowing me to continue to be a competent cultural ambassador of both cultures whenever and wherever necessary."

“My studies and personal experiences alike have buttressed my Chicanismo and personal identity--allowing me to continue to be a competent cultural ambassador of both cultures whenever and wherever necessary”

Dominic Ledesma

Congratulations to our CLS Graduates!

December 2007 Graduates

Yessica Alzati

Family, Consumer, & Community Education: Community Leadership

Zaynab Baalbaki

*Sociology & Elementary Education:
EC MC Licensing Option
Education Policy Certificate*

Katrina Flores

Chinese

Marcela Garcia

English-Creative Writing



Salutarian
Zaynab Balbaki



Valedictorian
Katrina Flores

May 2008 Graduates

Ana Báez

Human Development and Family Studies

Claudia Barahona

Sociology and Social Welfare

Santos Barrientes

History

Sammy Gutglass

Spanish

Emily Mitnick

Communication Arts

Brandon Nadel

Sociology

Ashley Roth

Latin American, Caribbean &

Iberian Studies & Spanish

Yesenia Salazar

Legal Studies

Xiomara Vargas-Aponte

International Studies & Political Science

Alafia Wright

History & Women's Studies Certificate

Amanda Zimmerman

Spanish



December 07'

Valedictorian:

Katrina Flores

Salutarian:

Zaynab Baalbaki

May 08'

Valedictorian:

Ashley Roth

Salutarian:

Sara Villa

Out and About in the Community: CLS Students in Action

- **Cristina Springfield** was awarded a prestigious L&S academic scholarship.
- **Tony Villegas** serves as the president of the Latino Men's Group (LMG).
- **Jessi Rajtar** is currently studying abroad in Italy.
- **Omar Arreola** presented his study project on Latin@ raising their children at the Undergraduate Research Symposium.
- **Linda Araceli Serna** served as Mistress of Ceremonies for the Fall 2007 Graduation and will study at Oaxaca Summer 2008.
- **Guadalupe Fonseca** opened with a reading of her own poetry for Professor Juan Felipe Herrera's performance.
- **Eder Valle** organized the Cinco de Mayo event, student teaches organic chemistry, is trying to raise \$2500 for the ACT6 AIDS NETWORK- <http://www.actride.org/index.html>.

STUDENTS:

Let us know
what you are
up to!

Ana will begin a Masters of Counseling at UW-Madison's Department of Counseling Psychology in Fall 2008.

Jessica will begin graduate school at the New School of Social Research in Fall 2008.

Characteristics of an Effective Mentee (Williamson-Nickerson, 2005)

It is important to find mentors, yet equally important to be an effective mentee. Here are a few considerations:

1. Have a positive attitude.
2. Be willing to learn from others experiences and insights.
3. Do not expect a mentor to do work that you can do yourself.
4. Be willing to ask for help when needed.
5. Put time and energy into building the relationship.
6. Do not expect a mentor to meet all your needs.
7. Be receptive to feedback.
8. Give mentors ample time to review materials.
9. Be open and genuine with mentor.

Graduate School Pathways and Processes

Applying to Graduate School: Ana's story, advice, and more...

By: Rosalilia
Mendoza

By: Jessica
Chávez



Ana Báez majored in Human Development and Family Studies (HDFS) and earned a Chican@ Latin@ Studies Certificate in Spring 2008. She is pursuing a degree in Counseling Psychology and accepted admission into the Master of Counseling program at UW-Madison.

Rosalilia Mendoza (RM): Congratulations on applying to graduate school! Tell me about yourself.

Ana Báez (AB): I was born in Puerto Rico and raised in Milwaukee. I grew up with my mom and my father until I was seven, then my mother raised us by herself. My older brother is currently finishing his Ph. D and my younger brother is in the police academy. We knew we had to go to school, it was expected of me.

RM: What is your passion or interest?

AB: I've always wanted to work with kids--maybe because I babysat a lot, as a kid. But I love kids. They just make me so happy when I'm around them. In high school I learned about child psychology. And I thought "that's what I want."

RM: What student clubs and/or affiliations are you involved with?

AB: I am co-chair for Unión Puertorriqueña. I am also a sister and co-founder of Sigma Lambda Gamma chapter in Madison. I work at the Multicultural Student Center and I've participated in *La Mujer Latina Conference*.

RM: What life experiences have shaped or helped develop your interest/passion?

AB: Well the fact that I had no role models as a child. That's why I feel it's important for children to have someone to go to. My own experience growing up as a child in a one-parent home and poor home makes me not want to see kids growing up the way I did.

RM: What motivated you to apply to graduate studies?

AB: Pretty much, my brother. When I was in high school he said that whatever degree he got I had to get an equivalent degree. He graduated with a master's, so I had to go for that. And then...a doctorate. We support each other.

RM: Describe the steps you took to initiate the application process. What difficulties did you face and how did you overcome these?

AB: The application process is long and tiring. I applied to five schools. Each application required recommenders and personal statements. My sorority sisters, my brother, and sister-in-law were of great help. They proofread my papers and my personal statements. As a McNair scholar, the program helped me with GRE prep class, preparing my personal statements, contacting schools and following up with them.

RM: What encouraging words do you have for students who are thinking about applying to graduate school?

AB: The biggest thing I had to overcome was deciding what I wanted to go to graduate school for. I would recommend self-reflection first, a lot of research on schools, and staying positive. I know it's expensive and it's a lot of work but you just must encourage yourself. Find your passion!

The Graduate School Application Process: Finding a good fit

Jessica Chávez graduated with a Bachelors of Art in psychology and Chican@ Latin@ Studies Certificate.



Jessica was the Spring 2007 Valedictorian and while at UW she was actively involved with MEChA, ChiLaCSa and the Madison Coalition for Animal Rights. After graduation, she spent time in Znojmo, Czech Republic (a small town in Southern Moravia near the Austrian border). In addition, she spent time applying for graduate school. When asked about her graduate school application process she shared the following:

The circumstances that influenced my decision to attend graduate school in New York City at the New School for Social Research (NSSR) were unique, mainly because I only applied to one school. The application process can be expensive, so narrow down your list before applying. Since I knew I wanted to study psychology in New York City, I started my search at the American Psychological Association's website with lists of APA-accredited clinical psychology programs in New York.

Then, I searched out each school's website to get a feel for the curricula. Importantly, I crossed off programs whose goals were incongruent with my values (i.e. stress on animal model research, a lack of an interdisciplinary approach, a focus on undergraduate research over service and leadership). The New School for Social Research stood out among the different schools because of its practitioner/scientist approach and its affiliation with a university known for involvement in the arts and humanities.

I let my mentors from the UW know about my application and thought-processes about NSSR, and I received invaluable support and wonderful and honest feedback. What fueled my excitement about the program, however, was reviewing and reading the published works written by NSSR faculty members. It was in part from their writings and perspectives that I knew that I would have a good fit with the program. Some faculty members even maintain websites highlighting their research and current graduate students. I think this is key to deciding where you would like to go to graduate school—If faculty members' recent articles bore you, then that program is probably not going to be exciting for you.

FALL 2008 COURSES



Class Class	Topic	Time	Professor	Brief Descriptions (please see timetable for further details or visit www.chicla.wisc.edu for more information)
CLS 201:	Intro to Chican@ and Latin@ Cultural Studies	2:30PM-3:45PM TR	Jo Scheder	Takes an interdisciplinary approach in surveying the diverse sociopolitical and cultural histories of Latin@s in the U.S. Explores questions of race, class, colonialism, and resistance to discrimination, along with contemporary ideas and issues.
CLS 330:	Political Economy of Race in the US	9:30AM-10:45AM TR	Ben Marquez	Examines specific themes in Chican@ and Latin@ life, ways and culture. Topics include border culture, Chican@ ethnicity and identity, and Mexican immigration to the U.S. Topic: The Political Economy of Race in the U.S.
CLS 425:	Chicana and Latina Feminism, Arts, and Media	9:30AM-10:45AM TR	Mary Beltrán	Explores the rise and development of Chicana & Latina feminisms in relation to U.S. history, the Chicano and Puerto Rican movements, and such related issues as sexuality, religion, community activism, family, education, and work. The last third of the course focuses on Latina participation and cultural expression in art, theater, and film.
CLS 461:	American West since 1850	9:30AM-10:45AM TR	Susan Johnson	Explores the history of 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 & Comparative Working-Class	3:30PM-5:30PM R	Camille 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 America, Europe, and Asia.
CLS 657:	Understanding Latino Families & Communities	3:30PM-5:30PM R	Sandy Magaña	Examines the distinct needs of Latino families and communities in the US by exploring the distinct Latino groups and their political and migration histories; issues of identity, race, gender, discrimination, acculturation and language; and specific social work problems and issues with regards to Latinos. Through service learning, students gain "hands on" knowledge of social work issues in Latino communities.
CLS 699:	Directed Study	- -	- -	Open to those with consent of instructor.

Are you Meeting CLS Requirements?

Effective Fall 2005, the required courses to earn a certificate include:

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.

Contact Miguel Rosales (mrosales@lssaa.wisc.edu) or the CLS program (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). He has an office in the CLS program (311 Ingraham) as well as 25D Ingraham The Chican@ & Latin@ Studies Program office is located in 312 Ingraham Hall. Stop by to find out more about the certificate program.

Did you know that the CLS certificate program is equivalent to an undergraduate minor? Completion of the program requires a minimum of 15 credits hours of Chican@ and Latin@ courses.



Miguel Rosales

Getting to Know your CLS Faculty (Professor Morales continued)

No professional socialization. And I think in retrospect, this is just my impression, people thought that because I'm a friendly guy, and I play well with others, that everything was going to be okay. But it wasn't that way. And I didn't have any professional socialization and I had a tough time, subsequently. It was compounded by falling in love, buying a house, getting married, and having a baby. I wouldn't trade it for the world, but if I could do some of my professional stuff differently, I would. And that's why I'm always beating on students: "Let's try and think about the future; let's think about your professional socialization." Everybody's smart, turns out that most everybody playing this game is smart. Brains are dime a dozen. It's professional socialization that makes all the difference and understanding the implicit or task of expectations that go with work. That's how I got into the gig.

And my research agenda basically stemmed from...I have a different story to tell about that. I was volunteering for The Urban Family Life Project, the Wilson Service Pack Project at the University of Chicago. And I was buying stuff at the street market in Chicago and I said, "I think I'm gonna go study the street market." And there I was, I became a vendor. So my research agenda basically is at the intersection of the stuff that surrounds street markets: entrepreneurship, ethnicity, food, other consumer goods, and political sociology, which is the production regulation of market. That's really interesting [to me], but I didn't know how to put it simply [to others]. So it's hard to talk about sometimes with people. It's hard to tell promotion and tenure committees. They're like, "It's a little cubbie hole." So, I'm wrestling with that problem now: how to frame myself. It is hard to tease apart, but this tapestry is woven from these various experiences and I got to find ways to do it. There is going to be some help. People are going to help me; it'll happen. That's what people should know; students should know that there are people who will help them; they just got to find the right person.

RM: What were some of the challenges you faced while pursuing your interest? How did you overcome these?

AM: Something that I've always told people since I was a graduate student is that it's important to have a strong interior life. Some people might couch this as a spiritual life or religiosity or whatever; but it doesn't matter to me how it's couched. It's very important. One thing that helps a person deal with all these things is to take time out and think about what you're doing and make sure it has heart. Don't do it if it doesn't have heart...So that's one thing that helped me; having a good interior life. But, without question, my social relationships, my relationship to Dr. Manuela Romero, my loving spouse. There have been a lot of professionals who have been in and out of my life, just like I've been in and out a lot of their lives. And they help in different ways. Those relationships are really important.

There's a bunch of crazy examples. The form that these examples take is the following: You're friendly with somebody, you need a favor and they do something in a very personal way to insure you get what you need. And uh, whether it's connecting you with somebody, or help you get a job, or read a paper very carefully, or...I mean it can be any number of things. Intervene for you with other people, very personal things. But the general form is that you ask someone for advice and they say, "You know what, I think I can help you." But you might talk to six people and only one can really help you. But, that's why we all have lots of relationships of different sorts. We have strong ties and we have weak ties. That's a famous sociological metaphor. The real information you get in life is from your weak ties because you know what your strong ties know. But your strong ties are very important because they can help you figure out difficult problems that you don't want your weak ties to know about.

The key thing to realize is that everybody is very smart, but being smart isn't everything. Professionalism is everything. The smartest people don't always finish degrees, or projects, or anything. The people who finish are people who ask questions and get answers that help them finish. Everybody has got to humble themselves enough to ask questions. And that's really hard for people at universities like this, where everybody has gone through their lives successful all the time. It's really hard, that's why you got to have a strong interior life to help you get over that hyper-competitive, hyper-successful, that sort of self identity that doesn't allow a person to ask questions, or to grow, or connect.

RM: What do you enjoy the most about teaching in the Chican@ & Latin@ Studies Program and UW-Madison?

AM: Probably the number one reason I'm a professor is because I like talking to students. But that's not what the university values, so I don't do that as much as I should or would like to. I do like to write a lot and I like to try...and I think I'm in a department right now that values my applied approach to things. And so I think that that's very important. Again, I love working with students.

RM: What would you like to share with us that no one would ever guess about you?

AM: Oh, man! I thought you were going to ask me what's on my ipod... I'm pretty transparent. For better or for worse sometimes, I wear it on my sleeves, so there's not a whole lot. But I guess I'll just say a few things and you can pick one out. I like to play war games on the computer. I like to garden. I like to make things: woodworking and other sorts of things. I'm the chef at home and I do all the cooking at home...99% of the time anyway. I think hunting is okay. I probably lead a more complex political life than some people, who might think, "Oh, this guy is both straight and progressive." But I am probably even more complicated than that. I think life, life is more complicated... I like to read science fiction. I like to listen to music. Can you pick out one thing from there?

RM: What recommendations would you like to give students who want to pursue their aspirations?

AM: Ask questions. If you don't ask questions, ask yourself why, you're not asking questions. Think about what that implies about you.

RM: What kind of music do you listen to on your ipod?

AM: I have the entire Carlos Santana catalog on my ipod... and a bunch of other stuff too, but I have the entire catalog. I have all kinds of other stuff too. But, I'm sinfully proud of being able to say I have the entire catalog of Santana.

Announcements

JOURNAL SUBMISSIONS ~ You are cordially invited to contribute to *Concientización: A Journal of Chican@ & Latino@ Experience and Thought*. Details about how to submit a manuscript are listed at: 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 has been created. See details about application process at www.chicla.wisc.edu.SalasScholarship.html

José A. Guterrez was awarded the 2008 Regent Jesus Salas Academic Activist Scholarship. He is a community activist and mentor for many Latin@ youth. His commitment and dedication to the advancement and well-being of our communities is a model of community advocacy and commended.



Felicidades José and Guterriez family!



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

312 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706
Phone: 608-263-4486
Fax: 608-265-8432
chicla@mailplus.wisc.edu

Director:
Alberta M. Gloria, Ph.D.
Phone: 608-263-8395

Undergraduate Advisor:
Miguel Rosales
Phone: 608-262-6463 or 262-9545

Program Administrator:
Jillian Alpire
Phone: 608-263-4486

Project Assistant:
Rosalia Mendoza
Phone: 608.262.9545

Student Workers
Cristina Springfield Julie Covarrubias
Aida Cardos Whaley Nicole Martinez



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. Latin@ 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.



Remembering *nuestras raices*: An interview with Ben Rodríguez

Assistant Dean Benjamin Rodríguez is an Administrative Dean in the College of Letters & Science. An advisor to 450 pre-med, pre-health, and pre-law students, he is also a liaison to the Morgridge Center, which promotes public service, service-learning, and civic engagement. At an early age, he learned about the challenges that Latinos face—including language differences, poor working conditions, and access to education. Partly as a result of these experiences, he has worked to help his fellow Latina/os, most recently as the Director of the Latino/a Faculty Staff Association (LAFSA), and is a consistent presence in the Chican@ & Latin@ Studies Program.



Q: Tell us a little bit more about your background?

Ben Rodríguez (BR): My family moved to Chicago [from Puerto Rico] when there was a big demand for labor to work in the factories. My parents found work in the factories. One of the things that was difficult for me was that we moved every year. I went to about ten grammar schools [when I was growing up]. We were poor. One of the first jobs [my parents] had was working in a rat poison factory. And they started out making like 75 cents an hour, you know, very poor conditions. From then on, they kept doing factory work and I of course was taking care of my brother and sisters.

Q: Where do you think your work ethic comes from?

BR: I think it came by the time I was in the 2nd or 3rd grade—I learned English like in 6 months. So I was always on the fast track in school. And every week somebody would come to my mother and ask, "Can Benny come with me and help me get this job?" So I would go to the welfare [office]- we called it "la welfare"- and translate. I would go when people needed unemployment compensation. So then I would [also] go to the judicial side when people got arrested and translate. So I was being pulled out [of school] every week to go and do this stuff, but on the other hand I was learning how the system worked. So I went to work when I was ten years old. And my work ethic comes from coming in as a very young kid, seeing my parents struggle in bad jobs.

Q: And how did you get to college?

BR: I went to the seminary because I was getting into gangs and my mother went to the priest. And this priest asked me, "What do you like to do?" And I said "I like to read." And he asked me, "What are you reading?" and I said "Tale of Two Cities." He said "What?!" He was impressed. So he said, "Well, come and see me." And then [he connected me with] the Young Lords in that area. We were starting up community projects-things to help out the community. And so one of the things he said was "Why don't you go to Seminary? You can get your college prep." So I transferred and I did really well. I finished Sigma Cum Laude. I went on to Loyola University. And then from there, I decided [that] I really wanted to transfer to Northern Illinois University.

Q: How have your life experiences affect they way you see the world today?

BR: After school I got involved with community organizing and that's where I really got my education. My mentor was the director of the Archdiocese in Chicago. So he hired me and that was the best job I ever had. I got to work on a lot of different issues- immigration, legal-I started a legal aid clinic myself. I'd recruit lawyers and was working like 12 hours a day doing that. I worked with a lot of Latinos as a social worker. And I worked with all the groups- Guatemalans, Honduras, Mexican Americans-and that's where I got my passion for defining what I call a "Latino consciousness." I think Latino youth have a kind of "Latino consciousness" which is very important. Or "Latinismo" which is breaking down the barriers between who we are as Puerto Ricans or Mexicans and looking at what we have in common and standing together. To demand our rights for jobs, education, affordable housing, and health care.

Q: So how did you get to where you are today?

BR: Then I became director of La Casa at the University of Illinois at Champaign- Urbana. After that, my parents moved back to Puerto Rico and we got some land there, which we still have and I need to get back to. Then I came back and got a fellowship to do my master's in labor and industrial relations. And then after that I went to work-I did a lot of different jobs-worked on a railroad, worked in construction-became a personnel manager for Honeycomb Products Company in Minnesota. That was a great job. After that I was a personnel manager for Pillsbury. Then my wife got a job here with an organization and I applied for a job in financial aid. And one of the things I started was the UW Job Center. I've done a lot of different jobs and I've been here since 1983.

Q: Do you think the campus climate has changed since 1983?

BR: I think students of color in general feel kind of left out. Now there are more programs to help [them] out. I think you really have to work at it, you really have to seek it out and look for those opportunities. It's harder because students aren't going to a lot of events that are there-they just kind of stay to themselves. And there's not that much in terms of specific cultural programming. I just think we need more variety of classes that address the Latino experience here in this country, [as well as] the different [ethnic] groups in this country. We don't hear about the Colombian experience or the Dominican experience. We have to look at how all these groups come together politically. Talk about this Latino consciousness issue. So I really believe strongly in geographic diversity and cultural diversity, especially with the Latino groups. It makes us all richer and makes our programming better.

Q: What are some of your hopes for Chicana/o and Latina/o students at UW-Madison in the next ten years?

BR: So I guess one thing that I would hope is that students become more united. You know, recognizing that us Latinos are all in the same bag. If I go somewhere, even though I'm a dean, I get hassled by police. I get discriminated against even though I may be a citizen. These issues affect all of us. [I also hope] that they learn more about other Latino cultures. And learn their language and keep their language. I read and speak Spanish but I never studied Spanish in college because they said I had an unfair advantage. They still discriminate against Latino students. So there are other issues that we need to fight for...to fight for our language and help the younger people coming up.

Giving Back: Supporting the Future of CLS



The Chican@ & Latin@ Studies (CLS) Program at UW–Madison welcomes donations from alumni, friends, supporters, and organizations. The gifts and donations contribute to the enrichment and quality of the program and benefit the 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 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. Send contributions to: Chican@ Latin@ Studies Program, 312 Ingraham Hall, 1115 Observatory Drive, Madison, WI. 53706. Please visit <http://www.chicla.wisc.edu/donation.html> to donate on-line.

Thank you
for your
generosity.

Your support
helps fund
student
scholarships
and
program-
ming.

Yes! I want to help support the Chican@ & Latin@ Studies Certificate Program at UW–Madison. Enclosed is my tax-deductible gift of \$_____ payable to Chican@ Latin@ Studies Program Development Fund.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

E-mail: _____

Please send us news and updates about yourself, experiences in the CLS program, or suggestions for future issues of *Regeneración*. Send your information to chicala@mailplus.wisc.edu



CLS students and faculty celebrate student and family educational successes at graduation.



CLS students learn about Son Jarocho music.



CLS 201 (Introduction to Chican@ Latin@ Studies) students.