

## SPECIAL POINTS OF INTEREST

- "La Mujer Latina"
- Unity Dialogue
- Grad School & Beyond
- Faculty Interviews
- Alumni Updates

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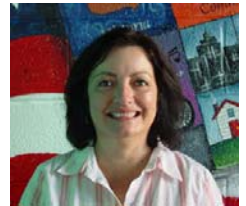
## From the Director

I have truly enjoyed my first year as Director of the Chican@ Latino@ Studies Program. We are blessed to have a talented and committed group of faculty and staff in our program and I really learned to appreciate the many different ways that faculty members show their commitment to our students, our field of scholarly inquiry, and *la causa*. There are many examples; however I will present two that are highlighted in this issue. One is the exceptional work that Professors Ben Marquez and Francisco Scarano have done to bring important National Latino scholars to our campus in conjunction with the Havens Center and their course, Latino History and Politics. Another example, are the "Grad School and Beyond" brown bags led by Professor Alfonso Morales. In this issue you can read articles about the accomplishments and perspectives of Professor Beltran, Professor Scarano, and Professor Lopez Springfield.

In my first year as Director, I also learned that we have exceptional students who are very active and committed to social justice and giving back to their communities. There are over 25 Chicano/Latino student organizations and

our certificate students are involved in many of them. Many of our students are involved in service and activism on campus and local communities. We received excellent applications for our annual Regent Salas Academic Activist Award from students who are deeply involved in the community and social change, while maintaining high academic standards. I want to commend all of the students who applied. I also met with students this spring, who truly want to be involved in advising and providing input in the program, and I look forward to building the student collaboration component of our program in the upcoming year.

Lastly, I would like to congratulate all of our students who are graduating from UW-Madison and receiving their Chican@ Latino@ Studies Certificate. We look forward to and count on the leadership you will provide in our global society.



Sandy Magaña

## The "Latino History & Politics" Lecture Series



Jorge Duany

The Chican@ & Latino Studies Program (CLS) co-sponsored the "Latino History & Politics" Havens Center Lecture Series, along with UW Global Studies Program and the Latin American, Caribbean, and Iberian Studies (LACIS) Program. CLS affiliated professors, Dr. Francisco Scarano and Dr. Ben Marquez, who co-teach HIS/POL SCI 422: Latino History & Politics, planned this impressive line up of March & April 2009

visiting scholars, which included: Jorge Duany, University of Puerto Rico on "Transnational Migration from the Hispanic Caribbean" (April 7-9); Marc Rodriguez, Norte Dame on "Reframing Topics in Mexican History" (April 14-15); Raquel Z. Rivera, Hunter University on "Bomba to Reggaeton: The Socio-Sonic Circuitry of Caribbean Latino Music" (April 21-23); and Juan Flores, New York University addressing "The Diaspora Strikes Back: Cultural Challenges of Transnational Communities" (April 28-30). Learn more about the lecture series at:

Raquel Z. Rivera

<[www.havenscenter.org](http://www.havenscenter.org)>.



Marc Rodriguez



Juan Flores

# CLS Community News & Events

## La Mujer Latina Conference

By Beatriz Cañas

*La Mujer Latina* is a UW-Madison organization that works to create awareness of issues that affect Latinas. Fifteen years ago a small group of women that consisted of Latina faculty, staff, and community members gathered at a local restaurant to talk about health issues that concerned Latinas. They were searching for a forum where their voices could be heard. This was the beginning of *La Mujer Latina*, which continues to be a prominent organization on campus today.



Members & Presenters at the Conference

Part of the mission of the organization is based on "[striving] to build relationships and to advocate positive change for Latinas." Every year the organization reaches out to hundreds of women on campus and throughout the region, through an annual *La Mujer Latina* Conference. *La Mujer Latina* invites faculty, guests, students, and organizations to take part in attending and facilitating workshops focused on educating women about their social rights, health, and the arts. Yolanda Garza, Assistant Dean of Students, and co-founder and advisor of *La Mujer Latina* says that each year conference themes vary, but each conference addresses a health related issue among Latinas to honor the organization's history. After every conference a survey is given out to participants asking them what they thought about the conference they attended and what issues they would like to see addressed in the following year. Overall the conference is always, Garza explains, "reflective of what the community is becoming: hardworking women and to be proud of that."

Faculty and students plan and prepare the conference, meeting once a week or more to brainstorm ideas and collaborate. The organization consists of 8-9 women who take active leadership roles in their campus community. Co-chair and second-year Yessenia Garcia, who joined the organization in the fall semester of 2008 says her main goal in planning this conference is "to provide information and help Latinos understand that despite our obstacles that we encounter in this country we can prosper and really work hard to help each other in the same fight."

*Latinas Unidas:  
Grounded in Tradition and  
Fighting for Recognition*

This year's conference theme was "*Latinas Unidas: Grounded in Tradition and Fighting for Recognition.*" The conference began the night of May 1<sup>st</sup>, with a "*noche de cultura,*" that included cultural performances by *Dignidad Sin Fronteras* and *Son Mudanza*. The following Sat, May 2<sup>nd</sup> community members, students, and faculty participated in workshops that varied from healthy dating and relationships to the "Breast Monologues." One of the main goals of the conference, Garza stressed, is for "our younger

Latinas to aspire to take on strong leadership positions. They need to see that there are role models for them. Also, for them to realize that there are opportunities [to succeed]. It doesn't come easy but it's possible."

This year's participants consisted of students and Madison community members, who came to support and learn about topics such as *machismo* and *la mujer*. UW student organizations, including the Latino Men's Group and the Educated Leading Ladies Association took leadership roles in planning the conference and presented workshops for students and faculty. Jeanette Velazquez, an undergraduate senior participated by reading stories about the representation of breasts in society. In an interview Jeanette shared: "I am part of Sigma Lambda Gamma National Sorority Inc. and one of our philanthropies is breast cancer awareness. So for some years now we have been part of the conference through the 'Breast Monologues,' which we hope will not only create awareness but also empower women."



Officer Gloria Reyes

Jeanette stated that overall "the conference went well, the location was great and it was nice seeing the community come out to support women." When asked about the future of *La Mujer Latina* conference a hopeful Yessenia replied "Honestly, I would love to see *La Mujer Latina* become a bigger and stronger organization.... I think that we could do so much more, not only for the students here on this campus, but for the rest of Madison."

To join *La Mujer Latina* or learn more, go to their website for meeting times: <http://latina.rso.wisc.edu/>

## Getting to Know Our CLS Students



**Marc Rodriguez**

I am currently a junior, majoring in Spanish and Psychology on the Pre-Med track, with a Chican@ & Latin@ Studies (CLS) certificate. I became a CLS cert student because I grew up in Texas around many Chicanos, so I wanted to learn more about my people and their history. My dad called himself "Chicano," and I didn't completely understand what the reasoning for that identity was. Now, in CLS, I have come to learn some of the historical and political events that shaped my dad's experiences and sense of Chicano identity. I have also been able to apply what I've learned in CLS to create my own Chicano identity.

Beyond my academic pursuits I enjoy participating in various extracurricular activities: I am a saxophone player in the UW Marching Band; am on the UW Club baseball team, where I play 2<sup>nd</sup> base and right field; and I'm the Vice-President of the Latino Men's Group. Participating in these various organizations and staying active keeps me, "plain & simple," grounded.

I grew up playing music and was in the marching band back home. When I came to Madison, I knew that I wasn't going to play football on the collegiate level, but wanted to be part of that University experience, so I tried out for the UW Marching Band and made it! I felt so lucky because out of 25 saxophonists, only five were selected, and I was one of only two freshmen saxophonists that made it!

Most of my accomplishments emerge out of personal interests, ideas of things I'd like to do, and then I find ways to achieve them. I think that self-motivation and a desire to accomplish one's goals is an unrivaled force for success. I've learned that satisfaction and success comes easiest when I invest myself completely in achieving my goals!



**Marla Delgado,**  
student speaker,  
has worked with  
Dr. Alberta  
Gloria on Latino  
Campus Unity

## "Unity among UW-Madison Latin@s"

Currently, there are over 25 Chican@ & Latin@ student organizations on campus. One effort, this semester to bring representatives from these various organizations together, was the Unity Dialogue.

On February 9, 2009 poet, novelist, playwright and activist of Indio-Mexican descent, Jimmy Santiago Baca was invited by the by the Office of Multicultural Arts, in co-sponsorship with Chican@ & Latin@ Studies (CLS), Latin American Caribbean & Iberian Studies (LACIS), and WI Book Festival to participate in a dialogue among Latina/o Student organization leaders and UW-community on the theme of campus unity. Baca is best known for works informed by his personal experience, that explore injustice, education, community, love, addiction, and the American Southwest barrio.

The dialogue was facilitated by CLS Professor Tess Arenas, Director of Service Learning. Dr. Arenas pulled from her experience of working among women in communities of color, to thread students' and Baca's various points of discussion together. Over 30 people were in attendance. Major ideas expressed by participants were the importance of respecting and learning from our differences and organizing around issues that affect us in common at the UW, so that we might continue to develop politically strong coalitions.



**Jimmy Santiago Baca**



**Dr. Tess Arenas**

**Get Active in CLS!** Join the Chican@ & Latin@  
Certificate Student Association (ChiLaCSA)  
Contact: [chicla@mailplus.wisc.edu](mailto:chicla@mailplus.wisc.edu)

## Graduate School & Beyond

During the Fall 2008-Spring 2009 academic year, with the facilitation of Professor Alfonso Morales, Chican@ & Latin@ Studies began the monthly "Grad School and Beyond" brown bags, an ongoing monthly event where students from various disciplines meet to discuss successful navigation of graduate education and preparation for a career beyond grad school. Ten students have participated in our brown bags. Discussions have been based on student inquiries and interests. Topics have



**CLS offers a Graduate Minor**  
For info contact:  
Director Sandra Magana  
[magana@waisman.wisc.edu](mailto:magana@waisman.wisc.edu)

ranged from choosing an advisor; planning a research and program of study; sharing time management, study, writing, and referencing resources; graduate funding; to balancing school, work, family, and social life. For information about joining contact: [Lirio Patton](mailto:LirioPatton@wisc.edu)

## Chican@ & Latin@ Studies Faculty

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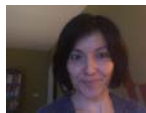
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## Faculty News & Achievements

**Mary Beltran** received a 2008-09 research grant from the UW System's Institute on Race and Ethnicity, for Latina/os in the Age of Television: Visibility, Agency, and Authorship, From Ricky Ricardo to Ugly Betty. She also received the Institute for Research in the Humanities Race, Ethnicity, & Indigeneity Faculty Fellowship for 2009-10. Her book, *Latino Stars in U.S. Eyes: The Making and Meanings of Film and TV Stardom*, will be published this year by University of Illinois Press.



**Ned Blackhawk** has been selected as one of *Diverse: Issues in Higher Education's* standout scholars for 2009. He is among 10 scholars profiled.



**Alfonso Morales** has been invited to lecture at the Project for Public Spaces Conference. His article, "Public Markets as Community Development Tools," will appear in the *Journal of Planning Education and Research*, this summer. He recently co-authored "Zoning for Public Markets," appearing in *Zoning Practice*. He also won a "Lincoln Land Institute Race to the Top" grant, to write on the role of public markets in economic development.



**Mariana Pacheco** received a Grad School Fall Award for her proposal entitled, "The Newsroom as Classroom: An Analysis of Student Writing at a Community Newspaper." Some publications have come out of that research as well.



**Lynet Uttal** spent two weeks in Honduras on a service learning trip, where she learned how to make *pupusas*, *balleadas*, and Honduran tortillas; practiced her Spanish; mixed cement; and helped build a children's park. Based on her experience, she has begun drafting a paper, "Service Learning Trips and the Gringo Bubble." She is working on a Spanish radio show on Latino family issues. She will teach a new undergraduate course on "Immigrant Families" in fall 2009.



**Norma Saldivar** directed *A Midsummer Night's Dream*, a play by William Shakespeare. The play showed in March at the University Theatre. Under her direction the comedy is set in the 1950s Caribbean, with music and dance, reverberating the theme.



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

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# Getting to Know Our CLS Faculty

By Lirio Patton

## Professor Mary Beltran



Dr. Mary Beltrán holds a joint position as Assistant Professor in the Chican@ & Latin@ Studies Program and the Department of Communication Arts. She has worked at the University since fall 2003 and is currently up for tenure review. Her recent book, *Latina/o Stars in U.S. Eyes: The Making and Meanings of Film and TV Stardom*, will be published this year by University of Illinois Press.

**L:** Can you tell me about your work?

**M:** I'm a media studies scholar and cultural historian, and my work focuses on race and ethnicity in the entertainment media and celebrity culture. Among other things, my research and teaching interests include Latino/a and mixed-race representation in U.S. film, television, and popular culture.

**L:** Please tell me about your background. How do you identify yourself?

**M:** I grew up and spent time in various cities across the US, with most of my family now settled in Texas. My mother is Mexican. She grew up in Mexico and Texas, and my dad is German, English, and Scotch-Irish. I have my Mexican side and my mixed White-American side. I identify as Mexicana, Latina, and *Tejana*.

Sadly, my mom didn't speak a lot of Spanish at home when I was growing up. My parents got married in the late 1940s, when not a lot of Mexicans and Anglos were getting married. When my oldest brother started school in Missouri, he spoke a little Spanish, and had a bit of an accent. Seeing how he was mistreated for that, my mom made a choice that she didn't want her kids discriminated against, and she decided to just speak English. It relieved some discrimination, but I think it can disconnect children from other Latinos. It was not until later that I was able to gain some fluency in Spanish. Like many of us doing work in Latina/o studies, much of my knowledge of Mexican American and Latina/o history and culture also came about through self-education as an adult, and later through my scholarship and teaching.

**L:** Can you speak to your role in the Chican@ & Latin@ Studies Program?

**M:** In my CLS classes, I focus on Latina/os and popular culture, in relation to social history. My work is very historically contextualized, so we talk about Latin@ history in the U.S., focusing on how it plays out in popular culture, the impact of media images and how Latin@s, within the last century, have been represented in the U.S. Interestingly, students are often well aware of stereotyping and the ways in which Latin@s are marked as non-White, non-American, and marginalized in U.S. media representations. Given that they come in with that experiential knowledge, I'm able to provide a language for talking about these issues and guide discussions about how we might interpret what we're seeing. We also look at the contributions that have been by Latina/os, working as media professionals and in other creative roles. We have begun to take charge of our images, and this is beginning to bring about important changes.

I feel lucky to have this job. I'm often inspired by the work of Latino artists, media producers, and writers; so I feel fortunate to be able to bring that content into my classes.

As the Latino population grows, it's going to be increasingly important to understand how we are represented. Needless to say, the work that we do (in CLS) and the certificate we offer is increasingly important. I'm excited to be a member of the CLS faculty.

Do you have an idea or story to contribute?  
We welcome your input.  
Contact: Lirio Patton <lpatton@wisc.edu>



# Getting to Know Our CLS Faculty

By Lirio Patton

## Professor Francisco Scarano

Professor Francisco Scarano has been at the UW-Madison for 20 years as a professor of History, with expertise in the Caribbean, Puerto Rico, and Latina/os in the United States. This spring, Dr. Scarano taught CLS 243: Colony, Nation, & Minority: The Puerto Rican World and co-taught with Professor Ben Marquez the HIS 422/POLI SCI 422: Latino History & Politics course, connected with the Haven's Center's speaker series during the second half of the semester, a series focused on working populations and Latina/os in the United States (). His most recent publication is a book co-edited with Alfred W. McCoy, *Colonial Crucible: Empire in the Making of Modern American State* (2009).

**L:** Can you say a little about your research?

**F:** My work has spanned several methodologies of history, such as the economic, social, demographic, and cultural history of sugar plantation systems in the Caribbean based on slave labor, and of peasant economies and societies there.

In my most recent research project I tell the story of the Puerto Rican peasantry as a socio-economic type, but also layer that story with the cultural history of what I've called the *jíbaro* trope, a figure or symbol that developed in Puerto Rico in the early colonial centuries. *Jíbaro* was originally a very negative, derogatory term. Over time, however, it became almost an emblem of cultural pride. I call part of this story one of *masquerades* because many people who use the figure of the *jíbaro* for purposes of showing off their Puerto Rican origins are in fact masquerading as *jíbaros*. They're not themselves people of rural origin; they're basically city people--they're educated and so on--but they will still use the idiom of *jíbaro* to talk about themselves as Puerto Ricans.

**L:** What prompted your interest in the *jíbaro*?

**F:** I've always been interested in agrarian society. My first work was on sugar plantation society and I come from an agrarian background. My father was a field supervisor at a sugar plantation in Puerto Rico. It is part of my own life story, and also the fact is that before the 1950s the vast majority of *puertorriqueños* who had ever lived had been peasants. So it's an important social group in terms of its population and significance... and its evolution as a social type, as a social and cultural adaptation, has to be at the center of all our historical interest about Puerto Rico.

**L:** You are from Puerto Rico and are now here in the Midwest, at UW doing research on Latina/os. Why here?

**F:** I had studied in the states, so I was familiar with American academic institutions, and wanting more time for my own research and writing made my wife and I want to come back to the United States. Although I would tell you that we never *really* left the island, because we go there all the time, several months out of each year, when we can.

I've gotten terrific support here. The University of Wisconsin-Madison has a long history of interest in and people studying about Latin America and the Caribbean. We're one of the oldest universities to have a dedicated area studies program on Latin America, and so that is our tradition as a scholarly institution and community.

We have a great intellectual community here. I've been associated with CLS for almost 20 years and I see that in the last ten years, it has become reenergized because it's had very effective leadership. Now, with an undergraduate certificate program and a very lively group of faculty members across the campus, it is at a stage of its development that we couldn't have dreamt of 15 years ago.

### Are you a student interested in publishing your work?

*Concientización* is a student journal dedicated to promoting the study of Chican@ and Latin@ experience and thought. Visit us at <http://www.chicla.wisc.edu/publications/concientizacion/>  
Submit a manuscript to: [cls\\_journal@wisc.edu](mailto:cls_journal@wisc.edu)

CLS invites you to submit your:

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

# Adelante CLS Alumni



**Marla Delgado**  
2005 CLS graduate

*Hola mi gente!* Now, nearly four years later, I have completed my M.S. in counseling from UW-Madison and am currently pursuing a PhD in Counseling Psychology, here at UW. I am a true Badger in every sense. I am fortunate to be pursuing a degree that allows me to research and continue my passion of working with under-represented students in higher education.

Currently, I work on two research projects, both focused on examining Latina/os in higher education. I am finishing up the last of my data collection towards my thesis, which examines historically Latina-based sororities and their impact on academic persistence decisions. Additionally, I am on a research team that explores Latino undergraduates' educational experiences, coping, and use of spirituality in higher education. In my other professional role, I have the distinct honor of mentoring 11 amazing sophomores that comprise the Chicago Posse 6 cohort. In this role, I have been able to use my understanding and experiences of this campus to help students adjust to college and ultimately graduate.

My future goals include finishing my PhD and working in higher education, as a professor and possibly in administration. Additionally, I want to continue my clinical work as a psychologist by having a private practice or working in a community agency that serves the Latino community. Being able to give back to my community is my life's mission and I am so fortunate to have had the experience in the CLS program, which helped shape the person I am today. *Adelante!*



**Samantha Jo Gutglass**  
is a CLS alum, graduated with a BA in Spanish in

After taking a class on Latino/as in the media as an undergraduate, through CLS at UW-Madison, I decided that I wanted to combine my love of Chicano/a and Latino/a culture with communications, so I began investigating graduate programs that would allow me to do so. I found a one year Master's program in Boston, at Emerson College. After visiting the school and talking with alumni, I realized that this program was exactly what I was looking for.

I moved to Boston last summer, and began my graduate program in Global Marketing Communications and Advertising in September. It was the best choice that I could have made. My program is small, about 30 students, and diverse: students come from all over the world, such as Venezuela, Spain, Africa, etc. It's fascinating learning about global communications in an environment where everyone has a unique perspective.

It's hard to believe that my program is almost over, and that I'll be graduating again in May. At the end of the program, we are required to complete a summer internship. I've decided that I want to work for a Latino/a marketing or advertising agency, so I am pursuing internships at companies like The Jeffrey Group, NBC Universal, and Univision. I discovered my love of the Spanish language and Latino/a culture in college, and I know that I must incorporate them into my career if I want to be happy.

I am grateful for my CLS experience at UW-Madison, and for the professors there, who encouraged me to continue my graduate education after Wisconsin.



**Lilliana Saldaña**  
completed a CLS graduate minor in Chican@ Family, Schools, & Community in May 2008.

Lilliana is currently a doctoral candidate in the Department of Human Development and Family Studies, finishing her dissertation entitled, "*De mi barrio, no me voy*": *The Identity and Consciousness of Mexican American Teachers at a Barrio School*. She describes her research process as a school ethnography involving classroom observations, life history interviews and *pláticas* with teachers at a Spanish/English dual language school. Her analysis focuses on how identity, memory, and consciousness shape teachers' practice and sense of community.

While at UW-Madison she worked on Dr. Lynet Uttal's research team, "*Formando Lazos: Bicultural Families Building a Stronger Pan-Latino Community*," which was a community-based project operating from 2004-2008, aimed at facilitating bicultural parenting and communication skills among Latin@ immigrants.

Lilliana currently resides in her hometown of San Antonio, TX where she has carried out her dissertation research and also teaches as adjunct faculty at the University of Texas at San Antonio (UTSA). Her UTSA teaching load includes three courses: Latino Cultural Expressions, Mexican American Culture, and Mexican Americans in the Southwest after 1848, in the College of Education and Human Development. Though she is quite busy, balancing teaching with her own research and writing, she expresses great joy in being able to do the kind of work that she does.

**Are you a CLS student or CLS Alumnus?**  
Tell us what you're up to!  
Contact: [lpatt@wisc.edu](mailto:lpatt@wisc.edu)

# Congratulations to our CLS Graduates!

## December 2008 Graduates

**Carlos Gonzalez**

*History  
Latin American, Caribbean, &  
Iberian Studies*

**Maya Oyarbide-Sanchez**

*Psychology*

**Linda Serna**

*Latin American, Caribbean, &  
Iberian Studies  
Social Work*

**Cristina Springfield**

*Journalism  
Spanish*



Congratulations to our  
Regent Jesus Salas Academic  
Activist Award Recipient,  
Nobel Perez!

## May 2009 Graduates

**Leeana M. Beck**

*Human Development & Family  
Studies  
Women Studies*

**Alejandra E. Carranza**

*Journalism*

**Rachelle E. Clemins**

*Political Science  
African Studies*

**Eva E. Cuevas**

*Business*

**Marta C. Diaz**

*Philosophy*

**Sarah Eiesland**

*Biology*

**Tony R. Garcia**

*History*

**Vanessa Hernandez**

*Social Welfare*

### December '08

Valedictorian: Christina Springfield  
Salutatorian: Maya Oyarbide-Sanchez

### May '09

Valedictorian: Alexandra Robles  
Salutatorian: Sarah Sanchez

**Vanessa E. Hoyos**

*Nursing*

**Carmen Mendoza**

*Journalism  
Spanish*

**Alexandra Robles**

*Biology*

**Sarah C. Sanchez**

*Biochemistry*

**Nicole Sauer**

*Latin American, Caribbean, &  
Iberian Studies  
Social Work*

**Eder Johnny Valle**

*Chemistry*

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

**Our Mission:** The Chican@ and Latin@ Studies Program offers a systematic and interdisciplinary analysis of Mexican- and Latin-American-origin people, cultures, and collectivities within the United States. The interdisciplinary Program is designed to provide students with a broad knowledge base and the intellectual tools to understand the unity and diversity of U.S. Latina/o populations. The primary objective of the Program is to train students in the study of Chicana/os and Latina/os, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.

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# Fall 2009 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 210	Intro to Chicana/o & Latina/o Cultural Studies	2:25PM-4:55PM T	TBA	Introduces students to the cultural world of Chicana/os & Latina/os in the US examining how diverse people came to understand themselves as members of racial, ethnic & cultural communities.
CLS 461	American West to 1850	9:30AM-10:45AM T, R	Susan Johnson	The study of North American frontiers through the period of the Mexican War; major Indian cultures of North America; the frontiers & differing imperial systems of Spain, France, & England; & the westward movement of the US through 1850.
CLS 464	Mexican American Politics	1:00PM-2:15PM T, R	Ben Marquez	This class examines the major problems & issues in Mexican-American politics since WWII. An emphasis will be placed on the ways in which race, class, & culture have structured politics for the Mexican origin people. Prereq> Jr st. & Poli Sci 104, 184, or, 404, or intro course in CLS, or Afro-Amer studies, or consent of instructor.
CLS 468	Pop Culture in Multiracial US	11:00AM-11:50AM M, W, F	Nan Enstad	Origins & development of widely distributed popular culture in the 19 <sup>th</sup> & 20 <sup>th</sup> centuries with emphasis on race & racialization. Exploration of production/performance & consumption of minstrel shows, wild west shows, film, radio, television, music in tropical units. Prereq> So. st.
CLS 530	Advanced Topics in CLS: Immigrant Families	9:55 M, W, F	Lynet Uttal	This course will address the experiences and issues faced by immigrant families in contemporary U.S. society. The family is one of the major mechanisms facilitating how immigrants adapt to living in the U.S. and address generational differences. Course focus is primarily on Latino and Asian immigrants.
CLS 657	Understanding Latino Families & Communities	1:20PM-3:15PM R	Sandy Magaña	Examines US Latino families & communities, including social & economic conditions, cultural values, & issues of identity, race, gender, discrimination, acculturation, & language. A service-learning course, students gain knowledge of & direct experience with social work issues in Latino communities. Prereq> Jr. st.

## Also Meets CLS Certificate Requirements

HIS 408	American Labor History, 1900-Present	1:00PM-2:15PM T, R	Camille Guérin-Gonzales	This course surveys the history of working people in the United States in the 20 <sup>th</sup> and 21 <sup>st</sup> century. Throughout the course, we will be examining relations of power by examining ideas about race, class, ethnicity, gender, and sexuality. Especially concerned with how these ideas have shaped working-class lives, informed class relations, and organized communities of solidarity.
HIS 600	Trail & Rail: The Santa Fe Trail & the Santa Fe Railway in the Making of the Southwest	3:30PM-5:30PM T	Susan Johnson	This seminar will be an in depth investigation of how two very different 19 <sup>th</sup> & 20 <sup>th</sup> century transportation systems, a trail that linked Santa Fe in the Mexican North to Missouri River towns in the American West, created and connected peoples and places. We will also learn about research method, meeting with university and state historical society librarians to discuss how to find primary sources on the history of the Santa Fe Trail; the Atchison, Topeka, and Santa Fe Railroad; and the peoples and places they connected.

**CLS Graduate Minor Courses continued on page 11.**

# Nuestras Raíces

By Lirio Patton



## Consuelo López Springfield:

### Wearing Different Hats, Cultivating Transformative Change

Dr. Consuelo López Springfield, a Chican@ & Latin@ Studies Faculty Affiliate, has been an ongoing supportive presence in our program. She is also a Senior Lecturer in Women's Studies and in Latin American, Caribbean, and Iberian Studies (LACIS). She has held various administrative roles, among them advising pre-law and pre-med students, and acts as Assistant Dean for the College of Letters & Science.

L: Please tell me about yourself.

C: It's really important to start out saying, that I wear different hats. I have my academic hat, going back to early university teaching in the 1970s up until today. In addition to my research and teaching, another hat, is in administration, with the many administrative roles that I've had over the years and now as Assistant Dean.

L: How did you end up at UW-Madison?

C: I am from Puerto Rico and started teaching in the States in Caribbean Studies in the 80s. When I came here in 1995, I continued to teach as a Caribbean Studies Faculty Affiliate and as a Senior Lecturer in Women's Studies.

L: Can you speak about your role in the Chican@ & Latin@ Studies Program?

C: I think that what I do best in my classes is make a space for students to learn about other Latinas' experience. They get excited about learning how to cross their own cultural boundaries in order to learn about one another. It's wonderful bridge building with the Latinas, as well as for the majority students.

Critical Race Theory has also been an important part of my teaching. I integrate legal law review work, which looks at how law influences society and how we can interpret legal doctrines, especially regarding exclusionary practices that are endemic to our legal system; so that any student who studies with me, even freshman, start out reading, for instance, Harvard Law Review.

This work is about preparing students to be knowledgeable about law and contemporary issues; to discuss and apply that knowledge to public policy with intelligence and strength, which is something that we all need. It's great to see former students build on what they learn, and say: "I want to be an agent of change. You've given me this portal into Law and I'm going to go out there and do something." That for me is the total excitement of what I do.

L: You've described yourself as "wearing different hats," what has driven you to take on these roles at the University?

C: As one of the very few people of Puerto Rican background with higher education, because most don't finish high school, for me it means that I have a responsibility to use my education to help people.

All of us who have an opportunity to get an education have the moral imperative to pass on that knowledge and to motivate and instill in generations that follow, a love for learning, widening their academic knowledge, so they can use that knowledge to change society. It's fundamental that we use our skills to produce a body of knowledge that is transformative.

Dr. López Springfield's commitment to education and social justice is a theme that threads throughout the "different hats" she wears. The *raíces* that she has sewn and cultivated strengthen the University and community. *Muchas gracias Dr. López Springfield: Fortaleciendo nuestras raíces y nuestro futuro.*

# In Memory of Steve Casanova

By Tess Arenas



Steve Casanova

Steve Casanova, age 59, former student activist and staff at Chicano Studies in the late 1980s, left UW-Madison a much better place than when he arrived. Steve was recently diagnosed, and died unexpectedly, of colon cancer on Jan. 25, 2009. He was the driving force behind the UW-Madison Minority Coalition, bringing together African American, Native American, Asian and Latino students to create meaningful change for Chicano Studies, students, faculty and staff of color, campus climate issues and more. Steve was the leading proponent of the Ethnic Studies requirement across the UW System's, then 26 campuses. During the 1980s Steve and a team of students met with then Chancellor Donna Shahala and then UW System President, "Buzz" Shaw. These series of meetings with Shalala and Shaw led the way for the UW Madison "Madison Plan" and the first UW System-wide diversity plan, "Design for Diversity." Steve's quiet but firm manner was very persuasive in meetings with fellow graduate students and senior administrators alike.

After graduating with his PhD at UW-Madison, Steve earned tenure as an Associate Professor in the Ethnic Studies Department at St. Cloud State University, Minnesota. There he headed one of the five tribal families of Tap Pilam Coahuitlecan Nation of San Antonio, Texas. Steve's service-learning trips into Mexico's indigenous communities were an annual favorite among the Chicana/o students at St. Cloud. In fact, he gave me many of the contacts I am currently using in my award winning course, Crossing Borders: Environmental Justice at the US-Mexico Border (co-taught with Sandy Magaña).

The funeral services were held in his birth place of San Antonio, where he was honored by over 300 attendees, including the Tap Pilam Coahuitlecan Nation drum group. Donna Shahala, former UW-Madison Chancellor, wrote a beautiful letter of condolences to Steve's mother, in which she noted, "while chancellor at UW Madison, I had many occasions to confer with your son, Steve. ... he was a dynamic leader of our Chicano Studies Program.... his contributions are too long to list... Dr. Donna Shalala, Chancellor of University of Miami." Local indigenous artist, Gene Delcourt drove a van full of friends to San Antonio, for the services and spent the entire night hand crafting Steve's casket, which was a masterpiece.

Steve's sons, Amado and Steve will remain in St. Cloud where a college scholarship has been created in his name. Blessings to his sons and remaining family.



*Andrea-Teresa "Tess" Arenas is Emeritus AVP of Academic Affairs, UW System Administration, (1988-2005) and Faculty Director, College of Letters and Science Office of Service Learning and Community Based Research, Faculty Associate, Chican@ and Latin@ Studies Program.*

## Fall '09 CLS Graduate Minor Courses

C&I 672	Issues in ESL Education	4:35PM-7:20PM W	Mariana Pacheco	Overview of issues that influence and determine the language and academic development of English language learners. Students explore social, cultural and educational contexts and practices as they relate to the education of this population. Pre-req> Grad st. or Ed Sp.
HIS 943	Race & Nationalism: Comparative & Theoretical Perspectives	3:30PM-5:30PM R	Camille Guérin-Gonzales	An advanced graduate reading seminar focused on cultural, ideological, & political constructions of race & the historical contingency of these constructions. We will look at the ways in which gender & ethnicity shaped & defined race & nationalism in a succession of borderlands that became sites of contestation over identity, legitimacy, & power.
HIS/ LACIS 982	Latin American Area	6:00PM-8:30PM T	Steve Stern	This seminar focuses on gender & power in Latin American history & civilization. Research will involve examining the greater Mexico/Latin America concept that spills beyond conventional nation-state borders to encompass parts of the present-day U.S.
POL SCI 825	Race & Politics in the U.S.	3:30PM-5:30PM M	Ben Marquez	Course introduces core concepts & debates in the field of racial and ethnic politics. Readings will reflect the broad interdisciplinary nature of the sub field. Three themes will be covered: 1) How race has been conceptualized in social science literature; 2) Ways in which economic developments structure race relations, & 3) Analysis of strategies employed by people of color to achieve political power & create change. Open grad st. & undergrad sr.
URPL 590	Issues of Race & Ethnicity in Planning	1:00PM-3:00PM R	Alfonso Morales	How does the socio-legal history of race influence our contemporary society, especially our cities? How can we work with racial/ethnic difference to our advantage as planners? These are among questions to consider as we review historical changes in the racial class structure, immigration from non-European countries, & the emergence of "majority-minority" cities & communities. As we examine the past & present, we will also speculate about the future, & what we can do with our knowledge.

# Giving Back: Supporting the Future of CLS

The Chican@ & Latin@ Studies (CLS) Program at UW-Madison welcomes donations from alumni, friends, supporters, and organizations. The gifts and donations contribute to the enrichment and quality of the program and benefit the educational experiences of students and members of the community. Your contribution will support multiple aspects of CLS, including a scholarship program for students enrolled in our certificate program, workshops, and study groups. With your support, CLS is able to continue its support of the academic, service-oriented, and culturally enriching activities students are involved in via the Chican@ & Latin@ Certificate Student Association (ChiLaCSA) and the CLS speaker-series.

Your contribution is tax-deductible, and many employers have matching gift programs that can double the effect of your gift.

**Your support  
keeps us  
strong.**

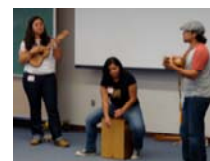


UW-community at CLS orientation



Fall '08 Graduates

Left to Right: Linda Serna, Cristina Springfield, & Carlos Gonzalez



Son Munda Performing



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

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Alumni, please send us news and updates about yourself, reflections on your experience in the CLS program, or suggestions for future issues of *Regeneración*.  
Send your information to: [chicla@mailplus.wisc.edu](mailto:chicla@mailplus.wisc.edu)

**THANK YOU!**