

SPECIAL POINTS OF INTEREST

- La Mujer Latina 15th Anniversary
- Student Stories: Studying abroad in Chile
- CLS offers graduate school workshop
- Faculty Interviews with Karma R. Chávez and Lynet Uttal
- Alumni Updates

INSIDE THIS ISSUE:

CLS Events & News	2
Faculty News	4
Faculty Interviews	5-6
Adelante Alumni	7
CLS Graduates	8
Spring Classes	9
Nuestras Raíces	10
Graduate School Stories	11
Giving Back	12

A Note From the Director

This semester has been full of collaborative, cultural and intellectual events at CLS. In addition to the events written about in the newsletter, I want to draw your attention to events that the CLS Program has co-sponsored with other groups. On January 26th and 27th, we started off the semester co-sponsoring with the History Department, a visit by Adrian Burgos. Dr. Burgos is a professor of History, African American Studies, Latin American and Caribbean Studies, and last but not least, Latina/Latino Studies at the University of Illinois at Urbana-Champaign. Adrian's scholarship focuses on the history of Latinos and Blacks in baseball. Burgos was selected to be the History Department's first Selig Distinguished Lecturer in Sport and Society. In addition to a University-wide talk, Dr. Burgos participated in an intimate and lively brownbag discussion about Latinos and baseball at the CLS office.



Sandy Magaña

We co-sponsored another visiting scholar, Norma González, with the Department of Curriculum and Instruction as part of the Visiting Minority Scholars Lecture Series. Norma is a Professor in the Department of Language, Reading and Culture, and an affiliated faculty as well as a member of the Second Language Acquisition and Teaching program at the University of Arizona. Dr. González also graciously participated in an intimate brownbag discussion hosted by CLS. Her insights about bilingual education and the importance of recognizing the strengths and "funds of knowledge" among Latino students and their families were discussed.

While many were away at Spring Break, some of us in CLS helped support MEChA with their annual MEChA Nationals Conference. This is the first time this annual, national conference was held in Madison, Wisconsin. What an accomplishment by our UW-Madison MEChA students! There were approximately 300 Chican@ & Latin@ students from all over the country gathered at the Memorial Union. CLS faculty and staff, including Alfonso Morales, Cynthia Lin, Marla Delgado and myself, put together a workshop entitled, "What does graduate school have to do with social justice." Not surprisingly, many attendees who aspire to pursue graduate school participated in this session. CLS also sponsored two workshops conducted by Phil Gonzales, an Instructor from the Chicano/Latin American Studies Department at California State University in Fresno, CA (and my cousin). His workshops were entitled, "Murales de mi Tío" and told the story of his uncle who painted incredible Chicano murals all over the inland areas of Southern California in the 1970s.

Other co-sponsored events included a talk by Ralina Joseph on April 18th called "Transcending Blackness in the 21st Century, or How Can I be Like Barack Obama?" put together by the Department of Communication Arts as well as Latino Ball held on April 15th, organized by Unión Puertorriqueña and Latinos Unidos. Another collaboration we are very proud of is one that came about through our advocacy and discussions with the Department of Spanish and Portuguese. As a result, S&P will be offering Spanish 206 and 207 next year, Spanish for Spanish Speakers. With the growing Latino population at UW-Madison, it is increasingly important to offer classes that build on the linguistic strengths of students who grew up speaking Spanish at home. These events and activities are a piece of what the CLS Program has engaged in this semester—read the inside pages to learn more about what we've been up to! ¡Adelante!

-Sandy Magaña, Director of the CLS Program

CLS Community News & Events

CLS December Graduation 2010

With the end of the Fall semester, the Chican@ Latino@ Studies program held its commencement ceremony honoring our graduates. The Fall ceremony took place on December 19th in the Hemsley Theater located in Vilas Hall. Braving the winter cold, families and friends filled the room to honor three of our most recent graduates' hard work and achievements. Many other CLS students were present to celebrate their peers' completion of the certificate program. In addition to family and friends, many staff, faculty, and professors of the Chican@ Latino@ Studies program were on hand to show their support. The three walking graduates, Dario Parra, Diana Slivensky, and Cecilia Aguiano, all spoke briefly about their time within the certificate program and their appreciation for having an opportunity to be a part of the CLS community. In addition, all the graduates credited their families and friends for their support throughout their undergraduate career. —By Ryan Garza



CLS graduates, keynote speaker Nancy Rodriguez and CLS staff

La Mujer Latina Celebrates 15th Anniversary

This year, La Mujer Latina is proud to announce they are back and going strong. Their 15th annual Conference took place on April 8th and 9th with the support of various university programs, including the Chican@ & Latino@ Studies Program. The 15th Annual Conference also recognized all of the women who have worked for the organization over its 15 year history to ensure its success. Especially celebrated was the group's longtime advisor and founding member, Assistant Dean Yolanda Garza.

On April 8, 2011 the conference kicked off with its annual *Noche de Cultura* with a special reception for UW-Madison Alumni and former LML Conference Planning Committee Members in the Pyle Center. Afterwards, the public enjoyed a performance of Ballet Folklórico by Los Hermanos Avila in the Memorial Union. The following day, on Saturday April 9, 2011, the conference featured three keynote speakers: Associate Vice Chancellor for Academic Affairs at UW-Milwaukee, Dr. Patricia Arredondo; President of Northern New Mexico College, Dr. Nancy "Rusty" Barceló; and Army Veteran and motivational speaker, Consuelo Castillo Kickbush. Both the *Noche de Cultura* and conference were MC'ed by Maria Guerrero, a Channel 3 television journalist.



Morning keynote speaker, Dr. Patricia Arredondo and M.C. Maria Guerrero

The conference also featured almost twenty workshops by numerous experts from around the state and country, including four by CLS faculty and staff. CLS Professor Dr. Alberta Gloria led a panel presentation on Latinas in Higher Education along with Arellys Aguinaga and Alexandria Delgado that focused on strategies Latinas can use to succeed in college. CLS Professor Carmen Valdez gave a workshop on depression and its effects on families, with a special emphasis on the Latino community. CLS Professor Patricia Castañeda-Tucker gave a workshop on Latino artists over the years. Finally, CLS advisor Jessica Rivera gave a workshop along with Africa Lozano and Nadia Naboa-Chehade that discussed traditional gender roles and how Latinas with advanced degrees may challenge those roles. The goal of the conference has always been to provide Latinas with the opportunity to network, discuss, and learn about ways in which they can improve their lives. Certainly, the La Mujer Latina conference will be remembered for years to come! —By Miriah Perez



LML Planning Committee Members

CLS Offers Graduate School Workshop for all Undergraduates

On Tuesday, April 7, 2011 the Chican@ & Latin@ Studies Program offered a workshop for all UW undergraduate students entitled "Thinking of Grad School? What to Expect and How to Apply." The workshop, spearheaded by CLS Professor Mary Beltrán, was also planned by Professor Ben Marquez, Professor Cynthia Lin, CLS adviser Jessica Rivera, and CLS Program Assistant Cristina Springfield. During the workshop, CLS Professors and current Latino graduate students spoke about why they had decided to pursue advanced degrees, their experiences in graduate school and how their degree had impacted their careers. The workshop also included an overview of the components of a graduate school application.

CLS Student Achievements

- **Steve Pereira** was accepted to a Masters Program in Counseling Psychology at UW-Madison
- **Ryan Garza** will be serving in Teach for America next year after graduating from UW-Madison.
- **Margaret Boomgaarden** was awarded the Louise Troxell Award for academic achievement and leadership.
- **Alida Cardos Whaley** will be completing an Internship in Oaxaca, Mexico with C.A.C.I.T.A., C.A.S.A. COLLECTIVE & Multimedia Cooperative of Mutual Support
- **Miriah Perez** and **Gaby Zapeda** received leadership awards from the College of Letters & Science for their work on the La Mujer Latina Conference.
- **Ismael Cuevas** was accepted to a Masters Program in Mexican-American Studies at the University of Texas in Austin.

CLS Student Stories: Studying Abroad

As a student who values different cultural backgrounds and has an interest in traveling, I decided to spend a semester abroad in a South American Country. I spent six months in Chile, living for the majority of the time in its capitol, Santiago. I strongly believe that we cannot live with the mindset that the United States is the only part of the world that exists; the more we expose ourselves to different opinions and lifestyles, the better we can understand and address global issues.

It was incredibly eye opening to be exposed to both the traditions and beauties of different countries and also the realities of other's struggles. I will never be able to truly describe my experience abroad and have others understand what it meant to me, therefore I encourage every student who has the opportunity to study abroad to do so because it will change your life. My studying abroad experience has motivated me academically to continue to make the most out of every learning experience and has encouraged me to take up volunteer opportunities in other countries. As a Social Welfare major, I benefited greatly from my time in Chile because I was able to analyze the welfare policies of other countries and volunteer with underrepresented communities.

My advice for students who are thinking about studying abroad or even those that think they cannot, is to apply! UW Madison has a variety of academic programs abroad in various parts of the world. Also the International Academic Program has many scholarships available to all students. One of these scholarships is the Gilman Scholarship given to students planning on studying abroad who receive the Federal Pell Grant in their financial aid. I highly encourage students to apply if applicable. The Gilman helped me get the most out of my time abroad through traveling. —By Beatriz Cañas



Beatriz Cañas in Santiago, Chile on Cerro San Cristobal (photo by Rebecca Ludford)

Beatriz Cañas is a 4th year senior majoring in Social Welfare, Sociology, and Chican@ & Latin@ Studies from Chicago, IL

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Faculty News & Achievements

Karma R. Chávez won the 2011 Feminist Scholar Award from the Organization for Research on Women and Communication (for the best article published in Women's Studies in Communication in 2010.) This year she will also publish:



Chávez, Karma R. "Counterpublic Enclaves and Understanding the Function of Rhetoric in Social Movement Coalition Building." *Communication Quarterly* 59.1 (2011): 1-18. (lead article)

---. "Identifying the Needs of LGBTQ Immigrants and Refugees in Southern Arizona." *Journal of Homosexuality* 58.2 (2011): 189-218.

Alberta M. Gloria was awarded a Kemper Knapp Grant to host a Hmong Parent Day with her Hmong Research Team.



Mark Goldberg graduated with his PhD in History from the University of Wisconsin-Madison

Cynthia Lin was awarded the 2011 Outstanding Woman of Color Award.



Sandy Magaña was awarded a grant from the National Institute of Child Health and Human Development (NICHD) for a new study entitled, "Cultural Equivalence of Autism Assessment for Latino Children." This study aims to learn about the process of assessment and diagnosis of children with autism or other developmental disabilities who are from Spanish speaking families.



Ben Marquez received the Alpha Phi Professor Recognition Award from the UW Madison chapter, as well as an Honored instructor award from University Housing



Alfonso Morales recently reviewed Community Food Program grants for the USDA. He spoke at Columbia University on the subject of



street vendors. He is also part of a UW team along with Growing Power of Milwaukee that won a \$5m grant to study and improve Community and Regional Food Systems.

Jo Scheder is a co-author on two upcoming publications from a long-term collaboration with colleagues in the Department of Family Medicine, examining clinician interaction style and patient beliefs/expectations, as they affect the length and severity of illness:

"Placebo effects in common cold: A randomized controlled trial," *Annals of Family Medicine* (forthcoming 2011)

"Perception of Empathy in the Therapeutic Encounter: Effects on the Common Cold," *Patient Education and Counseling* (forthcoming 2011).

Steve Stern published a new book, *Reckoning with Pinochet: The Memory Question in Democratic Chile, 1989-2006* (Duke University



Press, 2010). This third installment of a trilogy tackles the history of struggle over the facts and meanings of state terror and moral awakening in Chile during the era dominated by General Augusto Pinochet, and about how that experience shaped the democratic transition in Chile and shifts in the larger world culture of human rights.

Lynet Uttal has recently been awarded the Baldwin Wisconsin Idea Grant and Morgridge Center Challenge Grant for her community-based research projects working with Latino immigrant families and community partners.



Carmen Valdez received a supplementary grant from the Morgridge Center for her study "Family-focused Intervention for Latino Families Affected by Parental Depression: A Community Collaboration" in which over 15 students on the research team will participate in service learning activities.



Getting to Know Our CLS Faculty

By Cristina Springfield
Karma R. Chávez

Karma Chávez joins the CLS Program as our newest affiliate faculty member. Professor Chávez is an assistant professor in the Communication Arts Department. An activist herself, her research is largely about social movements and activism as well as the communication and rhetorical practices of marginalized groups.



Her interest in the field began, she says, in part from her background growing up in Nebraska. As one of only a handful of Latino kids in her school growing up, she says she always felt like they were “resistors” of something. As a college student, Karma became involved in LGBT rights activism. Later, after relocating to Arizona to pursue a doctorate in Rhetoric and Intercultural Communication at Arizona State University, immigrant rights became an important issue for her as well. Today her research focuses on where immigration rights and LGBT rights meet—a field of research called “queer migration studies.”

When asked how immigrant communities and LGBT communities might be able to support one another, Professor Chávez affirms that these two groups—marginalized and oppressed in very legal ways—are often already forming coalitions. It is a stereotype, she says, that all immigrant communities are homophobic. “Immigrant communities are no more homophobic than any other community,” she points out. And although racism exists within some LGBT communities, “There are pockets of people working together.”

Professor Chávez’s current project is a book on coalition building between these two communities. “One place I am writing about right now in one of my book chapters is about DREAM Act activists. A lot of the main leaders of that movement are also queer. So I’m writing about the ways that they use strategies from the LGBT rights movement.” Her book will highlight how gay rights and immigrant rights are related. Each chapter will look at different moments in history when queer issues and migrant rights issues came together. She hopes to complete her book this Spring.

Karma Chávez’s teaching schedule currently focuses on standard rhetoric classes like argumentation as well as queer theory courses. In the future, she hopes to crosslist her queer migration course with the Chican@ & Latin@ Studies Program. As a professor, Karma says that she has very high expectations of her students. Students can look forward to the fact that she does not believe in “busy work.” Her classes usually feature a good bit of writing as well as discussions: “Even in a large lecture class, I’m generally more interested in a discussion than me lecturing. I’m really invested in the classroom as a space of collaboration so I believe students have knowledge—book knowledge and experiential knowledge—that is very valuable in the classroom.”

Professor Chávez is excited to become the newest CLS affiliate faculty member. Moving to Madison from New Mexico, she was eager to find a community of other Latinos on campus and quickly made connecting to the Program a priority. Professor Chávez looks forward to discussing Latino students’ experiences who have grown up in Wisconsin and in the Midwest. Understanding the Latino Midwestern experience will help contribute to the greater understanding of Latinos in the United States.

Welcome, Professor Chávez, to CLS! The faculty, staff, and students look forward to working with you!

Do you have an idea or story to contribute?
We welcome your input.
Contact: Cristina Springfield
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Getting to Know Our CLS Faculty

By Miriah Barger

Professor Lynet Uttal

Dr. Uttal joined the CLS Program as an affiliate faculty member in 2005. She is also a professor in the Department of Human Development & Family Studies and is the director of the Asian American Studies Program.

At times students may tend to get so tied up into their studies that they forget to step back and appreciate their professors and remember that they, too, have lived a life rich in experiences. On that note, CLS Professor Lynet Uttal has had many life experiences that have imparted her true passion for her community-based research projects and teaching. Professor Uttal teaches classes about immigrant families, and the memories of her own childhood and of her parents have had a strong impact on her research interests. Professor Uttal was born in the United States, but saw her Kibei Japanese American mother's struggles. Her mother was born a citizen of the US, but an exile to Japan during a period of unsteady US-Japan relations meant that she was always seen as an immigrant and negotiated two cultures - Japan and US society. Professor Uttal's mother experienced the immigrant struggles and obstacles that affect families. Professor Uttal also strives for her students to understand how the different social and political histories of different immigrant groups influence their contemporary circumstances.

Professor Uttal grew up as a child of a mixed-raced couple, but learned to love her skin. Whether society had a label for her or not, she felt comfortable with her Japanese-Russian Jewish heritage. Throughout her childhood, she was able to travel outside of the U.S. and view other parts of the world and learn their views of race. As a young adult, she wasn't sure of what she wanted to study in college. Our current generation of students may have the opportunity to take courses that focus on different communities of color, but not so long ago, ethnic studies was not even an option. Through her life experiences and not her education, Professor Uttal became aware of the importance of race, and the need to find an identity. As she looks back now, she sees life as a "lifetime project, and that every stage of life becomes redesigned, and redefines who you are, and who you are around."

Professor Uttal has recently been awarded the Baldwin Wisconsin Idea Grant and Mordridge Center Challenge Grant for her community-based research projects working with Latino immigrant families and community partners. Her *pláticas* (discussions) are held on a monthly basis to support new immigrant families. In the *pláticas*, the community members discuss and come up with their own solutions for raising a family in the United States. Professor Uttal has created an opportunity for participating immigrant families to make connections with each other, combating the heightened sense of isolation many feel as new immigrants to the U.S. Dr. Uttal is so dedicated to the Latino community and language that she is returning to Honduras for her third time this May. Her trip is a part of a service learning course offered through the CALS Department of Landscape Architecture. Professor Uttal is also designing a course that will involve travel to Mexico in cooperation with the UW Center for Global Health.

As the director of the Asian American Studies Program, neighbor of the CLS Program, Professor Uttal knows that both of these Programs have very much in common. Both Programs and their faculty and students face many of the same issues, including racism and prejudice, language barriers and immigration issues. Her research on Latinos and Asians in the Midwest has helped make her a very open and considerate individual. She enjoys having "a foot in each program" and takes advantage of being close to two different communities of color. (Continued on page 10)

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

CLS invites you to submit your:

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

Adelante CLS Alumni



Linda Serna graduated in December of 2010 with her degree in Social Work and a CLS certificate from the University of Wisconsin-Madison.

She is currently working on her Masters Degree in Bilingual Urban Education at Cardinal Stritch University, and is working as a Bilingual teacher for the Milwaukee Public School System.

She continues to be active in the musical group Son Mudanza which she first became active in as a UW Madison student. Son Mudanza plays Son Jarocho, a genre of music originally from the Mexican state of Veracruz, on the coast of the gulf of Mexico.



Dario Parra graduated from the University of Wisconsin-Madison in December of 2010 with a BA in History (specialization in Latin America).

During his college career, he worked for MEChA (Movimiento Estudiantil Chicano de Aztlán), in a variety of ways, especially helping develop their CulturArte and Raza Outreach programs, coordinating cultural events and workshops, and restructuring the organization's internal structure.

Dario is currently working as a Development Assistant for Centro Hispano. His role as a Program Assistant in the New Routes Adolescents Program is helping him fulfill his wishes to serve Madison's Latino community and build on his experience with MEChA.

The New Routes Program empowers at-risk, Latino youth to become contributing members of society. Self-development workshops that focus on art, music, theater, and access to college and financial aid are developed for high-school aged youth facing legal trouble, who have dropped out of high school, or have been referred by counselors or parents.

Dario is enjoying his work at Centro Hispano and hopes to someday return to graduate school to continue his education in a way that will support his efforts to give back to the Latino community.

Are you a CLS student or CLS Alumnus?

Tell us what you're up to!
Contact: chicla@mailplus.wisc.edu

ChiLaCSA

Interested in enhancing your leadership skills or working collaboratively with faculty from across campus? If you are interested in enhancing your professional development or want your voice to be heard in CLS, please consider joining the governance board or simply come to the meetings next year. ChiLaCSA is a CLS student organization that serves as the certificate students' voice in different decision-making processes. Remember, as a CLS student you are automatically a member of ChiLaCSA! If you are interested in being involved with ChiLaCSA e-mail us at chilacsa_madison@yahoo.com or visit the website <http://chilacsa.rso.wisc.edu/>



Congratulations to our CLS Graduates!

December 2010 Graduates

Cecelia Anguiano
Spanish

Ismael Cuevas*
Political Science
Sociology

Edith Flores*
Spanish
Women Studies Certificate

Dario Parra
History

Rachel Roesslein*
Psychology

Diana Slivensky
Spanish

Angelica Salinas*
Rehabilitation Psychology

*walking in May

May 2011 Graduates

Omar Arreola
Sociology
European Studies

Maggie Boomgarten
Spanish
LACIS

Jean Brody
Political Science
LACIS

Alida Cardoso Whaley
LACIS

Lauren Chenevert
English

Ryan Garza
Political Science

Jennifer Guzman
Political Science

Daniela Juarez
Spanish
International Studies

December '10

Valedictorian: Diana Slivensky
Salutatorian: Cecilia Anguiano

Maria Lopez
LACIS

Gender & Women Studies
LGBT Studies

Penelope Nuñez
Communication Arts
Gender & Women Studies

Steve Pereira
Political Science

Lauren Piper
Psychology

Vanessa Sanchez
Elementary Education



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 2011 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 201	Intro to Chicana/o & Latina/o Studies	T & Th 9:30-10:45	A. Ibarra	Introduction to the interdisciplinary study of Chicanas/os & Latinas/os in the US. Students will become acquainted with recent scholarly literature, paradigms, theories, and debates within Chicana/o & Latina/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o & Latina/o experience in the U.S. Open to freshman and sophomores only.
CLS 330	Health Justice and Action Research	M & W 9:00-11:00	C. Lin	A community-based action research course grounded in social justice education will partner students with local grassroots organizations to explore and document the root causes of health disparities in Madison, including issues of racial and economic justices.
CLS 330	Past and Present Ideologies of the Chican@/Latin@ Movements	T 2:30-5:30	T. Arenas	In this course, students will critically analyze ideologies of past and present Chican@/Latin@ Movements in the USA. For example, what strategies of the La Raza Unida Party or Mecha or LULAC can be utilized today? What will your role and level of engagement be in the future Chican@/Latin@ Movements? Which of these strategies and ideologies work to our collective advantage in these times of unprecedented devaluation of Chican@s/Latin@s people in USA society? Certificate students with junior or senior standing, or by consent of instructor.
CLS 332	Latinas: Self Identity and Social Change	T & Th 2:30-5:00	C. López-Springfield	Explores the multiracial and multicultural reality of Latina societies by becoming familiar with the history and cultures of Chicana, Cuban-American, and Puerto Rican women. Interdisciplinary readings in law, journalism, public policy, history, and self-reflective literature.
CLS 461	The American West to 1850	T & Th 8:00-9:15	TBA	Examines North American frontiers through the period of the Mexican War. Major Indian cultures of North America; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the U.S. through 1850. Prereq> So st
CLS 464	Mexican American Politics	T & Th 1:00-2:15	B. Marquez	Examines the major problems and issues in Mexican-American politics since WWII. An emphasis will be placed on the ways in which race, class and culture have structured politics for the Mexican origin people. Prereq> Jr st & Poli Sci 104, 184 or 404 or intro crse in CLS or intro crse in Afro-Amer studies or cons consent.
CLS 699	Directed Study	NA		Open to those students with consent of the Chair and the Instructor

Also Meets CLS Certificate Requirements

Span 206	First Semester Spanish for Spanish speakers	MTRF 8:50-9:40	V. Egon	This course is designed specifically for Heritage Speakers. This second-year course (parallel with Spanish 203) emphasizes the learning and use of formal Spanish by focusing on complex grammatical concepts and vocabulary development and their applications in formal written and oral Spanish production. The course will be taught in Spanish. Please contact Professor Verónica Egon at <vvegon@wisc.edu> if you are interested in enrolling.
HIS 347	The Caribbean and its Diasporas	TR 1-2:15	F. Scarano	Major topics in the history of Caribbean societies from the European conquest to the present. Emphasis on colonial rule, slavery, and the diaspora communities created by Caribbean peoples in the United States and Europe.

CLS Graduate Minor Courses

UPRL 590	Market & Food Systems	TR 12:15-1:30	A. Morales	Examination of special issues or problems in urban and regional planning and development, such as mineral development in Wisconsin or fringe development in Madison. Topic and faculty vary. Prereq> Open to Srs and Grads. Cons inst
C&I 672	Issues in ESL Education	W 4:30-7:15	M. Pacheco	Overview of issues that influence & determine language & academic development of English language learners. Students explore social, cultural and educational contexts and practices related to education of this population.

CLS Graduate Minor Courses continued on page 11.

Nuestras Raíces

Student-Faculty Dialogue

On December 13th, 2010, students and faculty in the Chican@ and Latin@ Studies Program held an evening student-faculty dialogue, an effort initiated by student representatives to the CLS certificate program. The purpose of the dialogue was to build community between students and faculty, as well as to engage each other on opportunities for strengthening and deepening the program.

In the first part of the dialogue, facilitated by Steve Quintana (faculty in Counseling Psychology but not a CLS affiliate), we heard students and faculty sharing some of their personal stories and how these connect with their interests in the program. CLS chair Sandy Magaña facilitated a second piece, in which students named strengths as well as areas for improvement of our program, to capture some of the input that came up during the story-sharing circle.

It is worth noting that, on a Monday evening at the onset of fall final exams, the CLS community gave itself more than three hours to open an honest, emotion-filled, courageous space of a rare kind in the academic landscape of our campus. Several moments were filled with inspiration and celebration; others consisted of rather difficult conversation. Participants made it clear that community-building moments like this one should not be a one-time occurrence, and we agreed to plan for regular meetings, whether they be ongoing student-faculty dialogues, less formal *café con pan*, potlucks, etc.

As a new associate lecturer in the CLS Program and ally to Chican@ and Latin@ communities, I wish to express my most sincere appreciation for the CLS faculty, staff, and students for your wisdom, grace, and sense of mutual support. It is an honor to be part of this learning process.



Cynthia Lin, CLS associate lecturer (CLS 330: Community-based Action Research on Social Justice Issues in Madison) and Social Justice Educator at the Multicultural Student Center
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Continued...Professor Lynet Uttal

(Continued from page 6...) She envisions these communities working together more in the future. During Ethnic Studies Week in Fall of 2010, she saw that it is important to see that all studies are connected to each other, and that it is crucial to listen to the conversations of other groups' struggles, to understand why, and whether we can relate to the same issues or not. She points out that it is vital to embrace our differences, as well as understand our shared struggles, and to support each other as ethnic studies programs and communities in the Midwest--and by doing so, enact real and positive change at UW and in US society.

Professor Uttal highly recommends that students become involved with community-based research. Community-based research is research that has a useful and beneficial outcome for a community. The research question comes from the community. It is a form of research that combines academics and also the community. Professor Uttal encourages students to see their education as more than just a degree, but also how it can shape them as individuals. Little by little, Professor Uttal works to improve the quality of life and empowerment of the immigrant community in Madison, Wisconsin, as well as the education of students at UW Madison.

Why I decided to go to Graduate School

By David Rodriguez, PhD student in the History Department

Every so often a student, colleague, or family member will ask me about my decision to relocate from Los Angeles to Madison to pursue my Ph.D. in history. "Why Wisconsin?," they ask. "To see how the other half lives," I respond. There is some element of truth to my response. As a young boy growing up in the working class suburbs of Los Angeles' Northeast San Fernando Valley, I never possessed the means to travel outside the state of California. Thus, when the opportunity presented itself in the form of an acceptance letter to the University of Wisconsin in 2004, I gladly packed up my things and headed to the Badger State.



David
Rodríguez

A graduate education never crossed my mind when I began my undergraduate studies in September 2001. As one of the first in my family to attend college, my priorities were threefold: graduate from my local community college within one year, transfer to UCLA, and graduate from UCLA. I achieved each of these goals without a blueprint or frame of reference on which to base my own experiences. I made some mistakes and missed out on some important opportunities such as writing a senior thesis. The very programs that I try to get students involved in today—like study abroad, critical language training, and US Department of State internships—are programs I did not know existed when I completed my undergraduate studies in June 2004.

Moreover, I did not fully understand the concept of a graduate education until I transferred to UCLA in August 2002 and enrolled in a summer seminar on research methods. This course was designed specifically for first generation college students, many of whom, like myself, were the sons and daughters of Latino immigrants. The seminar exposed me to the nuts of bolts of graduate school (two words I heard side by side for the first time), the difference between a Master's degree and a Ph.D., and how to construct a research prospectus. In short, this one seminar forced me to think about an academic future beyond the undergraduate level.

I credit my decision to pursue a Ph.D. in U.S. history to three interrelated factors. The first has to do with my love of history. I have always been fascinated with the human experience and how this nation of many peoples came to be. An advanced degree would allow me to explore big, important questions that mattered to me. The second has to do with the intellectual guidance I received from a small group of UCLA history professors who exposed me to the rigors of good research and teaching. "If they can do it," I used to think to myself, "Why can't I?" The third has to do with my personal belief that people should use their education to effect meaningful change. A Ph.D., I believe, will lend me credibility and allow me to address social inequalities in my own community back home in California.

Next academic year, I will be the first in my family to receive a Ph.D. I need to remind myself sometimes that I did not get this far by myself. My mother, the daughter of Mexican immigrants, and my father, a Mexican immigrant, have joined me on this long, bumpy journey. My degrees are their degrees.

Spring '11 CLS Graduate Minor Courses (continued)

C&I 676	Bilingualism & Biliteracy in Schools	M 4:30- 7:15	M. Pacheco	This course addresses issues in bilingual education, including: program design; patterns of language use; effective instruction to promote dual language development and biliteracy; integrated curriculum; assessment; history and context; national and local policy. It includes a practicum component.
IND 982	Interdepartmental Proseminar	T 9:00- 11:00	F. Scarano	The seminar covers peasant formations on the island Caribbean, with the bulk of attention paid to a) the so-called proto-peasantries that arose in English- and French-speaking colonies during slavery and flourished after Emancipation; and b) the "yeoman peasantries" of the Spanish islands of Cuba, Santo Domingo, and Puerto Rico. The chronological emphasis will be about equal between the pre-1900 period and the 20th. century. Each seminar member will be responsible for presenting the readings during one or two seminar sessions (depending on enrollment), and will work on a topic of particular interest leading toward a seminar paper at the end of the semester. Work on areas outside the insular Caribbean is admissible, so long as it draws comparisons with the central focus of the course: the island Caribbean.

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.

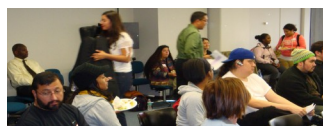


Spring 2010 Graduation Ceremony

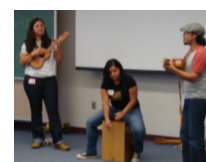
Left to Right: Jonathan Martinez, Pura-Carina Gonzalez, Jessica Rivera and Sandy Magaña

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UW-community at CLS orientation



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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

THANK YOU!