

## SPECIAL POINTS OF INTEREST

- 35th Anniversary
- Welcome: New CLS Advisor
- Cinco de mayo
- Faculty Achievements
- Alumni Updates
- CLS Students

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## A Note From the Director

My second semester has come to the end and what a semester it has been! As the new Associate director, I took this job like taking the bulls by the horns. We, Chicano Latino Studies Program, had a great semester. One of the biggest things we accomplished was the Thirty Five Years of Struggle; Thirty Five Years of Success, conference and celebration. We worked very hard to celebrate the work of the faculty and staff who have kept this program alive with very little money and only a .5 faculty line for thirty five years! Is that an accomplishment or what!

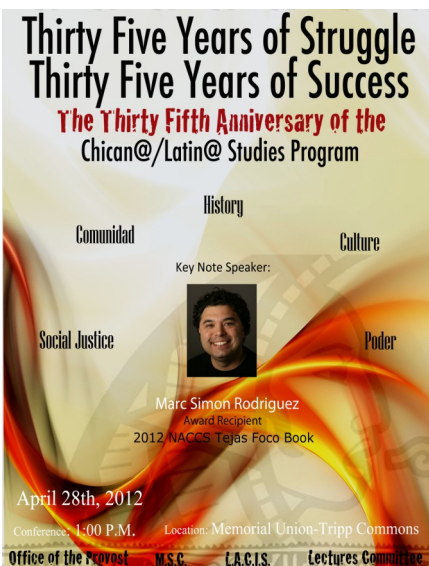


**Dr. Petra Guerra**

We were honored with the presence of Damon Williams, Vice Provost for Diversity and Climate and Steve Stern, Vice Provost for Faculty and Staff Programs, who have solidly stood in support of CLS, not only solidarity support, but also monetary support. Our Key note speaker Marc Simon Rodriguez, spoke of his own struggles in academia and his success to get where he is in academia. He spoke of the elders who were here at Madison, opening the road for him, and his graduating from the school of law.

Our panelists took us back through their journey when the program was just a dream. They spoke about their struggles to convince the University need for Chicano Studies. Our own Sylvia Garcia and Ramona Villareal spoke about the struggles with the administration, and spoke about their own struggle with gender issues within their own student organizations and the power struggles to have their voices heard. They shared photos of their demonstrations on Bascom Hill and we all enjoyed hearing their stories. Senior faculty shared their journey through academia and the fruit of their hard labor. We were also reminded of what it was then and the question was "Have we really gotten that far in thirty five years?"

Of course this brought discussion from our audience. How much more do we need to struggle? Where will we be in thirty five years? Will we need different programs or will the university be integrated and have true diversity? Thirty five years ago mayor Soglin wrote a letter to the university regents, in support of the CLS program. April 28, 2012, was proclaimed Chicano Latino Day by the now Mayor Soglin, the same Soglin who thirty five years ago supported the program. (Continued on page 3)



# CLS Community News & Events

## Getting to know our CLS Students

By Steve R. Pereira

### Jessica Diaz-Hurtado



The historical M.E.Ch.A (Movimiento Estudiantil Chicano@ de Aztlan) de UW-Madison organization space is under current threat of eviction due to the new UW-Madison School of Music being built in 2012. As a result, Jessica Diaz-Hurtado believes that it is vital for a visual and oral history to be recorded in order to archive and keep this historical space alive. For many years, this cultural space of resistance has been essential to provide students with the knowledge of social movements. Jessica wants to explore MEChA's space through history and how it has been key to the Midwest Chicano movement, UW Campus, and Madison community. "I would like to research the cultural, political, and academic aspects of this organization, and how our space was utilized in order to follow through with our mission," states Jessica. Because the M.E.Ch.A space is under current threat of eviction for either May or September of 2012, she feels that it is vital

to record these histories and narratives in order to keep institutional memory as an organization, Latinos on this campus and in the Chicana/o community. Jessica proposes to create an oral history by interviewing 4-5 different people who have knowledge of M.E.Ch.A space and history. This would also consist of recording photographs, art, poetry, and magazines throughout all 40 years of history. This is equally as important because art has been an integral piece to the Chicana/o movement. It is vital to record these expressions to demonstrate an alternate form of academic history. These images will coincide with the key points that will be discovered throughout the interviews. "With all of this, I plan to integrate both parts of these projects into possible panels or boards to create a visually appealing demonstration to the M.E.Ch.A chapter and any possible M.E.Ch.A space meetings," states Jessica.

**Isaac Solano**, of Denver, Colorado, is currently a Junior. A CLS certificate student and Political Science Major. He is very interested in public service to improve the lives of Latin@s. In fall 2011, Solano learned of the Congressional Hispanic Caucus Institute Summer Internship from his CLS instructor, Andrea-Teresa "Tess" Arenas. After doing some research on the benefits of the DC internship, Isaac decided to apply. Since that time he has been meeting with Dr. Arenas to refine his personal statement, and other tasks related to this and other internships for summer 2012. The great news is Isaac was offered two DC opportunities, but it was an interesting route! In late April, Isaac was informed he was not selected for the CHCI internship. He continued working with Ken Salazar, Secretary of the United States Department of Interior, for an unpaid internship for the summer. Isaac told Salazar that he had not been selected for the Caucus opportunity. Two days later, Isaac received another call from the Caucus informing him they did have space for him. Rather than an unpaid internship with Secretary Salazar, Isaac will be one of 40 CHCI interns in DC working in a congressional office. The internship is for 8 weeks of the summer, with paid housing. "Tess encouraged all of us to apply. I am glad I took her advice and relentlessly sought out the opportunity. I am grateful to her and my grandparents Stella and Bill Chacon for all their support," said Solano. It does not hurt to cultivate high power friends either! Isaac told classmates in fall 2011 that he plans to run for mayor of Denver after earning his degrees. Secretary Salazar has spoken to Isaac in the past about his political career plans and has been a long time supporter. Step by step, Solano worked towards his goals of learning from the top politicians since Fall of 2011.



**Isaac Solano**

Congratulations Isaac!

# Getting to Know Our CLS Staff

## Welcome Frieda to the CLS Community

By Steve R. Pereira

For the past fourteen years, Frieda Zuckerberg has acquired a diversity of experience in designing and managing programs for students and families. Her interest in working with students and families has propelled her through various facets of education and social work, but her professional goals have, and always will be, a product of her own personal story.

At the age of seven, Frieda, along with her family, fled the war in the middle of the night. In Guatemala, she left behind her home, family, childhood, hopes, and dreams; only to learn about living with abuse, poverty and the oppressive shadows of limited resources. Arriving in the South Bronx as a seven-year-old knowing nothing but Guatemala, she clearly remembers feeling caught in a permanent net state of isolation. Maneuvering her way out of that net was not an easy task, but it was made possible through the support of a few advisors to whom she will always be grateful.



**Frieda Zuckerberg, CLS Advisor**

Frieda attended high school and college with academic scholarships, but it was a constant struggle to assert her individuality at school and at home, in what seemed to be two divergent cultures with different rules and traditions. Her experience is not unique, as it is shared by many minority and immigrant students and families; the need to connect and belong is universal as is the importance of strong advisors and supportive programs.

Frieda's experience directed her to advocate for students and families in a number of settings. In recent years she had the opportunity to serve as an advisor and counselor at two colleges in Ithaca, NY. As LEAP program coordinator at Tompkins Cortland Community College, she coordinated an advocacy program for low-income, first generation college students faced with additional barriers, and provided academic advising and counseling. As HEOP and CSTEP Programs Counselor at Ithaca College she provided personal and academic advising and collaborate with other offices to connect students to resources and opportunities throughout Ithaca College and the Ithaca community. Providing support and advocacy to students and families continues to guide her daily efforts. As a first-generation college student, she understands how critical advocacy and mentoring can be.

Six months ago she moved to Madison, WI with her family, a move she never expected to make. As Frieda moves into a new part of her life, she states, "I, once again, leave my family and friends and embark on a new adventure. This time, I am not a scared little girl. This time, I am thrilled to have the opportunity to work with students, faculty, and staff in the Chican@ & Latin@ Studies Program!"



**Dr. Petra Guerra & Sylvia Garcia**

(Continued from page 1) One of the panels focused on the struggle of Latinas, not just on their journey to the ivory tower, but their hardship to stay in academia. Another panel was based on the struggle of students and their need for open dialog with the faculty. This also brought out the need for the program to get more money to hire faculty and staff.

Maria Cancian, Associate Dean of Letters & Science gave closing remarks and Jose Madera, Assistant Dean of Letters & Science Presented the Proclamation in place of Shiva Bidar-Sielaff. Jesus Salas, Regent Emeritus reminded us of the success of convincing legislators of the need for ethnic studies at this fine university and throughout the state. We were walked through not just the beginning of the program but also some of the accomplishments of our alumni, and the faculty.

Alumni gave us their version of what it was like to be proud receivers of the CLS Certificates and the role the program played in their lives. All in all it was a great conference. The folks at Memorial Union did a great job in accommodating our needs to make the conference a great event. The food served was great, under the watchful eye of Steve Lucas who made sure everything went well. The night ended with fantastic dancing music by Orkesta D'Kache. There was much to celebrate and dancing was at its best!



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# Faculty News & Achievements

Professor **Alfonso Morales'** research on marketplaces and urban agriculture has been featured in numerous print media interviews over the last six months (e.g. NYT, Wall Street Journal, Atlantic Cities, etc). He is project co-investigator of a 3.5 million dollar US-DoT grant that investigates food distribution systems. His recent publications include, "Scaling up for Regional Food Distribution," *Journal of Agriculture, Food Systems and Community Development*. 2(1): 1-21, and "Understanding and Interpreting Tax Compliance Strategies Among Street Vendors." Chapter 5 in *The Ethics of Tax Evasion: Perspectives in Theory and Practice*. Robert McGee, (editor). Springer, New York & Dordrecht, (pp 83-106).



As a member of Formando Lazos Familiares Team, Professor **Lynet Uttal** was given the "Unidos Against Domestic Violence 2011 Shine The Light Award" for her commitment to Educating Latino Families and Creating Healthier Communities in Dane County. She also received a 2012 Dr. Brenda Pfahler Award of Excellence (pedagogical award from CeO program, UW-Madison) participated in the 2011-2012 CIC-Academic Leadership Program, MSU-CIC Faculty Workshop on Race and Ethnicity in the United States, and CIC-American Indian Studies Consortium, June 20-24, 2011. Michigan State University, East Lansing, MI.



Professor **Sandra Magaña** was unanimously selected to receive the School of Social Work Achievement Award and is co-authoring two articles that are forthcoming in peer reviewed



journals. "Racial and ethnic disparities in quality of health care among children with developmental disabilities" will be published in *Intellectual and Developmental Disabilities*; and "Health care of Latino children with autism and other developmental disabilities: Quality of provider interaction mediates utilization" which will be published in the *American Journal on Intellectual and Developmental Disabilities*.

Professor **Andrea "Tess" Arenas** was inducted into the UW-Madison Teaching Academy based on her outstanding teaching skills and extremely high student evaluations in late April. In April, she was also the keynote speaker for Women's Month in April at Upper Iowa University's main campus in Fayette, Iowa at the "Celebrating our Triumphs and Safe Guarding our Success" conference.



Professor **Alberta M. Gloria** became the first Latina Department Chair of Counseling Psychology at UW-Madison. She also received the first-ever School of Education Excellence in Diversity Award.



Congratulations to Professor **Carmen Valdez** and her Fortalezas Familiares Team who are highlighted on the new website for the School of Education Dr. Valdez and her FF Team presented their work and insights about the project at the doctoral admissions day. It was wonderful to share in their excitement and learn about their efforts to advance the wellness of Latina/o families.



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

# Getting to Know Our CLS Faculty

## Professor Andrea-Teresa “Tess” Arenas

By Heidi Luft

It is no coincidence that I have taken three courses taught by Professor Arenas. She is a professor that students actively seek out when choosing classes. Not only is Dr. Arenas incredibly knowledgeable about the subject matter that she teaches, she selects engaging and stimulating learning activities for her students, has an authentic and invigorating teaching style, and always creates an inviting classroom environment that makes her students feel safe, capable, and empowered.

Part of what makes Dr. Arenas such an excellent professor is her obvious passion for the topics that she teaches. Every class, she arrives vibrating with energy, passing it to her students, and maintaining that level of energy even through three hour-long classes. Her excitement about the subject matter is as contagious as her assertive, honest, and non-judgmental personality, which results in classroom settings that are respectful, collaborative, expressive, and intellectually stimulating. I often comment on how Dr. Arenas's strengths is her ability to break down complex concepts into more understandable pieces. She makes us feel capable of understanding whatever the topic is on that day.



**Dr. Andrea Arenas**

I enroll in Dr. Arenas's classes because I knew learning would be fun and impactful. My favorite learning activities that she uses are: reflective journals, captivating discussions, a heritage project, a class-wide collaboration to develop a pan-ethnic movement, group presentations, and spoken word performances. I am also excited about this semester's service-learning research project about working conditions for immigrants and "faculty for a day" project. Dr. Arenas's learning activities are effective because, in addition to being fun, they allow ample room for individual expression. We are given general guidelines, but given the freedom to determine exactly how and what we want to present. The elements of choice and self-direction make her students feel empowered and in control of their learning. Regardless of what we learn, one of the most valuable parts about Dr. Arenas's classes is the insight we gain about ourselves. Through journals, discussions, and projects we are constantly encouraged to reflect on what the course material means to who we are and who we want to become. Dr. Arenas's courses promote intellectual and personal growth. In addition to being incredibly gifted at translating information to students of all backgrounds, she is an advocate for her students. She is teacher, a cheerleader, a mentor, and a professional.

## 40 Years of Legacy: Celebrando un nuevo hogar

After forty years of MEChA occupying the same building, yesterday, May 16, 2012, an agreement for new space was signed between Letters & Science, MEChA and Chicano Latino Studies was signed! MEChA will be moving into their new home at 206 Bernard Court before the fall semester starts.

On Behalf of MEChA we congratulate you all, and thank you for your advocacy and respect. Yesterday was a historic day for all Chicana/os at UW-Madison and those students, activist, faculty, community members, families, educators and administrators, now our elders, whose shoulders we currently stand on. This accomplishment is the fruit of their strong roots!



# Getting to Know Our CLS Faculty

## A Conversation with Cynthia Lin

By Steve R. Pereira



**Dr. Cynthia Lin**

### Who is Cynthia Lin?

**Cynthia Lin** is a social justice education specialist, which is an academic staff position in the Multicultural Student Center (Division of Student Life). She offers trainings and other educational opportunities for students to develop as social justice leaders. She also has a PhD in the Civil Society and Community Research program in the School of Human Ecology. As an East Asian woman and affiliate faculty in the Chican@ and Latin@ Studies Program, Lin seeks to be intentional in her allyship and solidarity with Chican@ and Latin@ students, staff, faculty and communities while building capacity for collective liberation.

### How is Social Justice incorporated into your CLS course(s)?

With the support of, then director, Sandra Magaña, I created a section of CLS 330 that focuses on social justice and community-based research, and Fall 2012 will be my third semester teaching it. The aim of this class is to learn about how research has been and can be used to support the on-ground social justice work of community organization. We read about examples drawn from groups organizing around worker rights, immigrant rights, educational justice, and other struggles. We also learn about research approaches that academic allies can use to support community-based needs, and students have a chance to apply what they learn in projects with community partners. For example, a long-term project that students have been working on is to document the impacts of Centro Hispano youth programs on participants' lives and effectiveness in diverting youth from the juvenile justice system. I am also exploring a participatory action research project with GSA for Safe Schools about student experiences around gender identity and expression in public schools, intersecting with an educational justice framework.

### How do you foster your students' engagement with social justice topics?

In both my organizing work and as an educator, I have been deeply impacted by legacies of popular education. At the same time, as an academic, I think it's important to be careful about co-opting the significance that popular education has had for autonomous political movements. On one hand, I try to bring in examples that have been important to my own learning about how people are directly affected by justice issues in order to build both social justice analysis and strategic action in response to root causes of injustice and oppression. I look to the Third World autonomous movements that Paolo Freire documented and the Highlander Center in Appalachia, organizations currently engaging in ground-up struggle for self-determination and building collective leadership structures. On the other hand, I seek to draw from students' own experiences and identities in connection with historical and systemic contexts.

### Do you have any advice or valuable insights to offer our CLS Students?

I've talked to a number of students who struggle with decisions about what they will do after they graduate, especially when social justice is important to them. I encourage students to look to the people who are doing some semblance of what they themselves would like to do, and find out what they did to get there, what influenced them, what they're working on and struggling with. There are so many models and opportunities and kinds of positions that I had no idea existed even as I was starting grad school at UW in 2005. It's been important to me to build relationships with mentors, especially those that seem unlikely.

### 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: [chicla@mailplus.wisc.edu](mailto:chicla@mailplus.wisc.edu)

CLS invites you to submit your:

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



# Adelante CLS Alumni



**Carmen Mendoza**  
**May 2009 CLS Graduate**

**Carmen Mendoza** graduated from the University of Wisconsin Madison and the Chican@ & Latin@ Studies Program in May of 2009. After graduation she relocated to New York City and unexpectedly began professionally developing in the fashion industry. She spent the last two years working in corporate communications and marketing with Ann Taylor and LOFT. As luck would have it, she was given the opportunity to model for the company and was featured in the LOFT's national print campaign "Wear the Pants" and became their first petite model.

Carmen recently made the transition from retail to the editorial side of luxury fashion and began working for Fairchild Fashion Media (FFM) – a unit of publishing giant Condé Nast. FFM publications are

the primary news and business analysis source for the global fashion community. She is looking forward to further developing her journalism skills in this new environment and has plans to pursue a masters degree in journalism in the very near future.

Carmen feels incredibly blessed with her professional accomplishments thus far but also feels an urgency to continue on a path that involves uplifting her community. "There has been a lack to Latin@ representation in the professional settings I've been in, not only in terms of my colleagues, but also the content I am working with. Being on the corporate side of conversations it has become clear that the Latino demographic is in the here and now and this is our time. This re-affirms for me the importance of academic growth for young Latinos so that they can become key decision makers and have a say in the emergence of the new pan-Latino identity," states Carmen.

The advice Carmen would give to the CLS students is, "that after graduation there is a lot of pressure to hurry up and get a job and gain some financial stability (especially if you have student loans like me) but it's important not to settle for just monetary stability. I'm not a fan of the time-old question "where do you see yourself in 10 years?" But I do think it's incredibly important for you to ask yourself what you want out of life and a career. You should have this conversation with yourself often because ambitions can change and sometimes you need to reassess your current situation and determine if you're on a path toward a life worthy of what you have to offer."

**Melissa Gombar** is a 2006 graduate from the University of Wisconsin-Madison and the Chican@ & Latin@ Studies Certificate Program. Currently, Melissa works for the City of Madison Department of Civil Rights in the Equal Opportunities Division (EOD) as a Bilingual Investigator/Conciliator. In this job she investigates complaints of discrimination in employment, housing, and public accommodations as defined under the City of Madison's Equal Opportunities Ordinance. "We have 26 protected classes in total. Some of the protected classes are the same as the federal government such as: age, sex, national origin, disability, etc. The EOD also has other protected classes like: citizenship status, student status, physical appearance, political beliefs, conviction record, and others," states Melissa. As a part of her job she mediates complaints of discrimination before they are investigated or before they go to public hearing. Another component of her work is to provide education and outreach to tenants, employees, housing providers, employers, businesses, service providers, and the general public.



**Melissa Gombar**  
**May 2006 CLS Graduate**

As a result of this job Melissa has been afforded wonderful opportunities to work on other projects in the community. Every month she attends LaSup: Latino Support Network meetings where she assists with the Neighborhood Resource Teams, an initiative to better connect the City of Madison with various communities. Also, she assists in planning the annual YWCA Racial Justice Summit, and is a member of a hate crimes taskforce called STAJOH: Seeking Tolerance and Justice Over Hate.

Melissa states, "I am happy to be a part of a mission that educates the public about the larger community issues in and makes Madison a better place to work and live. I think it is great for both individuals and businesses to know their rights and responsibilities as they relate to fair treatment and equality. I have found that throughout my career path, I have always tried to work in jobs that I am passionate about and this one is definitely at the top.

**Are you a CLS student or CLS Alumnus?**

**Tell us what you're up to!**  
**Contact: Steve R. Pereira at**  
**spereira@wisc.edu**

Being a former student of the Chican@ Latin@ Studies program I gained a better understanding of issues facing local and global communities. As a result, I am truly happy in my life and in my job. I wish the same for all Chican@ & Latin@ students!

# Congratulations to our CLS Graduates!

## May 2012 Graduates

**Miriah Barger**  
LACIS  
Spanish  
Global Studies

**Beatriz Canas**  
Social Welfare  
Sociology

**Jose Gutierrez**  
Civil Engineering

**Teresa Hernandez**  
Sociology  
Criminal Justice Certificate

**Heidi Luft**  
Nursing

**Jeanette Martin**  
Art

**Beda Martinez**  
International Studies  
LACIS  
Spanish  
European Studies

**Kenneth Monroe**  
Community & Environmental  
Sociology

**LaTreal Peterson**  
Communication Arts  
Educational Policy Studies

**Lynnette Quiles**  
Communication Arts  
Global Studies

**Jessica Rivera, B.A., M.S.**  
Master of Science  
Educational Leadership &  
Policy Analysis

**Evelin Rodriguez**  
Political Science  
Sociology

**Antonio Sanchez**  
Social Welfare

**Yesenia Saavedra**  
Elementary Education

**May '12**

Valedictorian: **Heidi Luft**  
Salutatorian: **LaTreal Peterson**

Congratulations to our 2012 Regent  
Jesus Salas Academic Activist Award  
Recipient  
**Jessica Diaz-Hurtado**



## 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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# CLS Fall 2012 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 201	Introduction to Chicana@ & Latin@ Studies	T & TH 9:30-10:45	Armando Ibarra	Introduction to Chicana@ & Latin@ Studies designed to introduce students to various interdisciplinary and transnational literatures on the study of Chicanas/os in the United States. It offers a survey of scholarly literature, paradigms, theories, and debates within Chicana/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o experience in the United States. Such themes as migration, labor, civil rights, community development, education, gender and more are in the curriculum.
CLS 330	Social Justice Research	M & W 9:00-10:50	Cynthia 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	Chicana@ & Latin@ Movements: Past and Present Ideologies	T 2:30-5:30	Tess Arenas	The course critically analyzes past and present ideologies and strategies of Chicana/o & Latina/o movements in the United States to determine which of these strategies and ideologies work to our collective advantage in these times of unprecedented devaluation of Chicana/os & Latinas/os people in USA society.
CLS 461	The American West to 1850	T 2:30-5:30	Susan Johnson	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 United States through 1850.
CLS 464	Mexican American Politics	T & TH 9:30-10:45	Ben Marquez	This class examines the major problems and issues in Mexican-American politics since World War II. An emphasis will be placed on the ways in which race, class and culture have structured politics for the Mexican origin people.
CLS 530	Telenovelas: Influences, Media Content & Sex Roles	T & TH 2:30- 3:45	Petra Guerra	The class will examine the content, effect and creative construction of "telenovelas." Telenovelas are similar in format to United States soap operas; mediated, serialized melodramas. They differ in that they are broadcasted in the evenings, in Spanish. Telenovelas are constructed by commercial organizations and consumed by audiencias in the United States and around the globe. We will explore, question and discuss why telenovelas have and continued to be so successful specifically in the United States. We'll appreciate the melodramatic form as it functions for mass entertainment. We will also critique the content and acknowledge the negative social impact of melodramas on society. The telenovela will be divided into several areas of study; health, sexuality, gender issues, race and also as a product that we as consumers buy into.
CLS 530	Latina/o Spirituality and Mental Health	TH 3:00-6:00	Stephen Quintana & Rachel Hoogasian	Latina/o spirituality (e.g. syncretized faith systems of indigenous Americas, Europe, and Afro-Caribbean). Learn and dialogue with students in Guatemala taking the course via long-distance technology. Integrating religious beliefs and practices and role of religion in well-being in US Latinos and Guatemalan ethnic groups.
CLS 657	Understanding Latino Families and Communities	TBD	TBA	Examines United States Latino families and communities, including social and economic conditions, cultural values and issues of identity, race, gender, discrimination, acculturation and language. A service-learning course, students gain knowledge of and direct experience with social work issues in Latino communities.
CLS 699	Directed Study	—	—	Open to those students who have the consent of the Chair and the Instructor.

## ***Nuestras Raíces***

### ***Cinco de Mayo on This Side of the Border: Our History, our Story!***

**By Jorge F. Rodriguez**

This year was especially intense as Cinco de Mayo lined up perfectly with Madison's most notorious yearly event, the Mifflin Block Party. The Mifflin Block Party has its own progressive and radical roots, yet, like Cinco de Mayo, has also been re-appropriated by the corporations, and capitalistic ideals of this country. If you would like to learn more about the history of the Mifflin Block Party, please reference "The War at Home" documentary, which could be checked out from the UW – Madison libraries system. This year the Mifflin Block Party took on the theme of "Cinco de Mifflin", a play on words of the original theme as used nationwide for Cinco de Mayo drinking parties "Cinco de Drinko". Students on campus, created a coalition by the name of Badgers Against Racism, and began to mobilize against the appropriation of Cinco de Mayo and the use of racialized images, themes, and or messages to promote their drinking party on campus. Unfortunately, the organizers of the Mifflin Block Party ignored the petitions and mobilizations of the students and continued to promote and design shirts, hats, sombreros, and beer mugs with hurtful images referencing the Mexican identity. 'Cinco de Mifflin' is very hurtful and oppressive to all students on campus. Lets revisit the history of Cinco de Mayo and see why "Cinco de Mifflin" was and continues to oppress and hurt in specific Mexican Chicana/o students on campus.



The purpose of celebrating Cinco de Mayo in the United States was never to make Mexican and Chicana/o students feel this way, actually quite the opposite. The Cinco de Mayo celebration on this side of the border, originally, was an initiative by the Chicana/o movement of the 60's and 70's to instill pride in all of the Mexican and Chicana/o communities in the U.S. The Chicana/o community of the 60's and 70's understood that the Mexican Battle of Puebla, on May 5, 1862, directly influenced the U.S. Civil war against slavery. In reality, the French armies, wanting to re-colonize Mexico, had agreements with confederate plantation owners. If the French army had overcome the Mexican armies on Cinco de Mayo, at the Battle of Puebla in 1862, then the French army would have militarily and financially backed the confederate armies of the U.S., allowing them to win the Civil War against the unionists.

## **35 Years of Struggle; 35 Years of Success!**



# Farewell to two CLS Faculty & Staff

## *Professor Sandra Magaña*

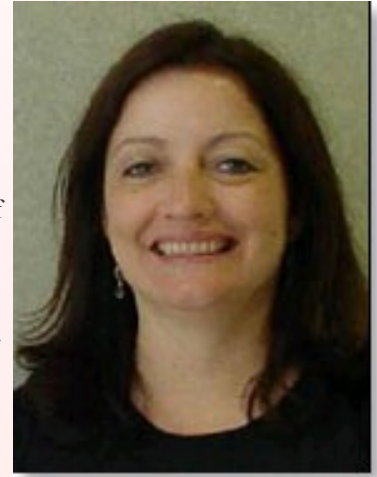
Dear CLS community,

I will be leaving UW-Madison this summer with mixed emotions. I am very sad to leave my CLS colleagues and students. As a professor and director of CLS, I truly enjoyed the opportunity to work with and mentor students while maintaining and contributing to the legacy of the Chican@ & Latin@ Studies program. Having the experience of being director allowed me to learn more about Chican@ & Latino@ Scholarship and the importance of a Latino cultural home for our students and faculty. I think the CLS program is in a good place with a dedicated staff and passionate students to keep moving it forward!

I am also very excited about my future opportunities at the University of Illinois at Chicago. As many of you know, my research is with Latino families who have children with autism and other developmental disabilities. I will be Professor in the Department of Disability and Human Development and will have the opportunity to do research and work on interventions with hundreds of Latino families.

To CLS students, I want you to know that I am very inspired your enthusiasm and for the opportunities that higher education will bring and your commitment to social justice and activism. I believe these are two areas that go together hand in hand as many of you want to give back. It's a tough balance though, maintaining studies and working on social justice issues. I believe that an important form of social justice is for you to be represented in positions of importance as professors, lawyers, politicians, doctors, social workers, activists and many other professions. You will bring new ideas and perspectives to these areas and will be in the position to change outcomes for Latino families and communities. I hope to see you in the future!

¡Adelante!



**Dr. Sandra Magaña**

## *Jessica Rivera, CLS Advisor*

Dear Chican@ & Latin@ Studies Community,

After ten years, the time has come for me to say goodbye to UW-Madison. It has been a great pleasure working for the Chican@ & Latin@ Studies Program these last two years. I truly am humbled to have worked with such a great group of leaders, educators and advocates and I believe that there are no other staff, students and faculty in the Madison area that are as committed to the Latino community as those who are part of the Chican@ & Latin@ Studies Program. I will truly miss everyone here and look forward to my new journey, where I will be part of the Teach for America program working for the school district that I attended as a child in San Antonio, Texas.

Throughout my time here I have had a great time meeting and learning from those around me and I feel that I am now moving forward with all the knowledge and experiences I need to serve my community in what I feel is the best way, through education. The CLS program has been a home away from home and I only see bigger and better things in store for the program which I know will one day be a department. I wish everyone the best and I look forward to hearing about all the educational advancements in the Chican@ & Latin@ Studies Program.



**Jessica Rivera  
CLS Advisor**



# 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.



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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!**