

SPECIAL POINTS OF INTEREST

- Student Involvement
- Alumni Updates
- Achievements
- Activism
- Education
- Courses

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WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

A Note From the Director



Dr. Petra Guerra

It is time for me to come face to face with the end of my journey as the Associate Director for the University of Wisconsin-Madison, Chicana@ Latin@ Studies Program. I took this job not knowing where it was taking me or if I would make a difference. It has been an incredible journey and I am glad I took it as it is amazing time for Chicana/o Latina/o studies programs in the country. Latina/os represent the largest group of citizens in this country, yet there is a strong push to end all programs across the country. UW-Madison is no different. With as many students as the program serves, funding is an embarrassment as we are each year encouraged to do more with less. It is a time to put on our sneakers and organize to defend these programs and resituate the importance and far-reaching impact of the CLS program to the university and community at large. In spite of an underfunded program, there were several wonderful experiences on which I share here.

First, I had a wonderful time with students in each of my classes. Many students had never been in contact with Chicana/os or Latina/os and for some, this was the first time they had ever had contact with people unlike themselves. In my CLS 419 course on Latina/os in the Media, it was the first time for many students that they had heard of stereotypes in the entertainment media. They watched television programming without a critical lens and thought this was just the way it was. Since they had never had any contact with Latinas or Latinos, the media gave them the imaginary characteristics of Latinas and Latinos, as Flores (1997) would say.

Through my classes students were exposed to and learned about the many stereotypes, racism and homophobia to which the media exposed consumers. Students realized that there was much more to know and learn about Latinas and Latinos. In this process they were affirmed that this great country has been built by the bloodshed and tears of the different immigrants who populate this country. We discussed the different stereotypes of the different immigrants of the region. They also found out that the *Jungle*, a book written by Upton Sinclair, was about the immigrants in the area; the people of the Midwest. The characters in the *Jungle* represented the immigrants from Eastern Europe. They were the people who made the slaughter houses of Chicago rich, they were individuals who at one time did not allow the German immigrants in Wisconsin to have German classes for their children, and that the Catholics and the Lutherans joined forces and removed that Wisconsin Governor out of office.

My courses focused on building understanding of each other. That is, I taught students to look for the common good in each person. Students were taught to become media literate and not believe or accept the false reality George Gerbner (1987) spoke about in Cultivation Theory. To those going on to become journalist, I hope I planted the seed to critical thinking. It is my sincere desire that these young men and women will be the better journalists of tomorrow. That together with the doctors and engineers and writers and such, will create a better world. I hope they will remember half of what we discussed in class.

(Continued on page 7)

CLS *Adelante* Undergraduate Students

An Early Start to Teaching

By Steve R. Pereira



Christian Hernandez

Our Chican@ & Latin@ Studies Certificate student, Christian Hernandez, has always aspired to have an occupation in the medical field. However, when he first arrived on this campus, he found it difficult to adjust and relate to his colleagues. After a semester, he learned that being involved in multicultural student organizations and creating networks with professionals in the medical field, was a way that he could adjust and grow as a student. Through his on and off campus involvement, Hernandez learned the importance of being a culturally competent individual in this field, especially since diversity will be at the forefront of his health profession.

This past semester, Hernandez, with the help of his professor Dr. Lokuta, was inspired to continue to pursue his interest in the medical field. Proving to be an excellent student in his physiology class, Dr. Lokuta offered Hernandez a teaching assistant position for his Physiology 435 academic course. “Being one of the teaching assistants was intimidating at first” States Hernandez, “especially since I am only a sophomore teaching upperclassmen”, he says with pride. But most importantly, Hernandez knew

that his position was the product of his hard work and commitment.

As he continues to grow, Hernandez recommends that students should never let anyone block them from becoming successful. “As a pre-medical student, I have gone through countless struggles and many times I have had people tell me to quit and pursue an easier career, but I have never allowed someone to discourage me from my goal of becoming a physician.”

CLS Community Gatherings

We are thrilled to announce that our CLS Community Gatherings have been a success!

Our Community Gatherings are weekly lunches for all CLS students. They serve as an opportunity for students to strengthen their community of students, faculty, and staff. This welcoming and no pressure setting fosters a positive climate and the feeling of “home” that students often talk about needing. CLS Gatherings also serve as a venue to introduce students to additional resources and people on campus (and off campus). Students sometimes don’t realize that many resources and opportunities are within their reach. Presentations on the many opportunities available to them will help them realize how attainable some experiences are. I look forward to seeing the many possibilities that our new and current CLS students will experience as they strengthen their community over a warm lunch.



A Pathway to Ph. D.

By Steve R. Pereira



Carolina Ortega

Carolina Ortega is a 5th year senior and is majoring in History and Political Science, with two certificates, Chican@ & Latin@ Studies and Gender & Women's Studies. Ortega was born in Mexico but only lived there until the age of four. Her family moved to Chicago and lived there for two years. When she was six, she moved to Green Bay, WI with her family and has lived there ever since. Ortega is the younger of seven children, the first to attend college, and, now, the first to attend graduate school. During her early undergraduate years, she was deeply involved in Movimiento Estudiantil Chican@ de Aztlan (M.E.Ch.A.). Aside from being an activist, she is a Ronald E. McNair Scholar where she has been conducting research on the history of Latinos in Green Bay and the connection between Green Bay being a meatpacking town (a pull factor) and the increase of the Latino population within the last few decades. "I was inspired to do my research on Green Bay because my family and I have experienced the growth of the Latino population and several members of my immediate and extended family work in the meatpacking plants of Green Bay. My family, especially

my father, have been the inspiration for my research," states Ortega.

Following her dream to become a professor, Ortega decided to apply to graduate school in search of a new academic career. "I always feel like there are new things to learn and knowledge to absorb; a person can never know enough. I also applied to graduate school because I hope to one day become a history professor and teach the history of Chican@s/Latin@s in this country. I want to focus on the history of the smaller and newer Chican@/Latin@ communities that have been growing in the recent decades and be able to compare these new communities to the communities of the late nineteenth and early twentieth-century America," states, Ortega.

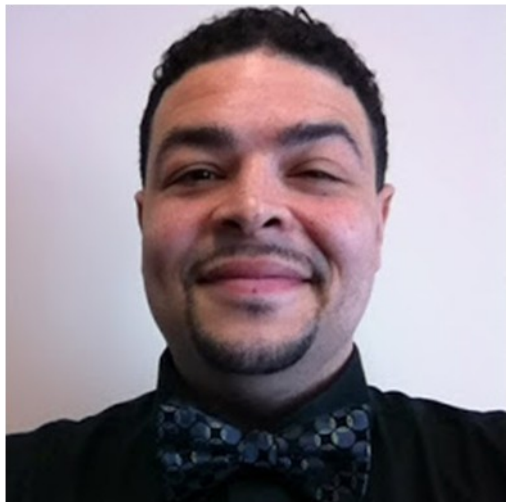
Currently, Ortega has been accepted into the Ph.D. Program at the University of Illinois at Urbana-Champaign. "I could not believe it at first" states Ortega. "I was overcome with all types of emotions, one of them being happiness. As a Chicana being accepted into the program meant that all my parents' hard work had paid off. My parents came to this country looking for a better future and I would not be where I am if it were not for my family, especially my parents. They have supported me every step of the way. Also, being accepted into a Ph.D. program is a way of honoring their hard work and support throughout the years," states Ortega.

As she continues to move forward, she believes that other Chican@s and Latin@s who are following a similar path of realizing their goals of becoming professionals in higher education, should value education and always go above and beyond their potentials. Ortega wants others to know that realizing their potential is enriching, not just to them, but also by giving back to their community. "Once I realized what my true passions were, I knew what I wanted to do with my life and I set new goals. I reached these goals by studying what spoke to me. I think that if someone has the drive and desire for what they're learning, then the obstacles they face will seem as steppingstones for achieving their goals because they have a purpose for what they're doing. Just stick to what you love and what sparks your interest," she advises.

CLS Community News & Events

New CAE Chican@ & Latin@ Coordinator

By Steve R. Pereira



The Chican@ & Latin@ Studies Program would like to welcome Philip Denis to our community. Philip joined the CLS team this 2013 spring semester and is the new Chican@ & Latin@ Coordinator for the Center for Academic Excellence at the University of Wisconsin-Madison.

Here are some words by Philip Denis.

I am a Puerto Rican who was raised in Illinois and received my undergraduate degree in International Affairs from Florida State University. During my undergraduate experience I was afforded the opportunity to intern with the La Presidencia de la Republica de Panama where I traveled across Latin America and Europe studying and working on indigenous affairs, economic & community development, and international trade within a political context. My career at UW-Madison began in the fall of 2005, and I've worked in multiple administrative and student service venues that included diversity and pre-college programming.

Philip Denis

In 2009, I coordinated a study abroad program of First Wave students to the Republic of Panama and shared with students, the educationally rewarding experiences of studying in another country. In addition, I have held positions as the Assistant Director of Pre-College and Director of Continuing Education and Outreach at UW-Richland. Currently, I serve as the new Chican@/Latin@ Coordinator within the Center for Academic Excellence (CAE) and work closely with CLS to support and foster students obtaining the CLS certificate.

In addition, I'm pursuing my PhD in Education Leadership Policy and Analysis (ELPA) within the School of Education. My research interests are two-fold: how universities use continuing education and professional development to generate new streams of revenue coupled with how the adult learner learns particular Latino returning adults.

What does your position entail?

The Chican@/Latin@ Coordinator position is very unique position in a university setting like this one in that I wear several hats both within and academic context and a student services context. I serve as a program coordinator and both as a primary and secondary advisor on campus (I will leave it there otherwise this interview would never end). Having this position really brings all the work I have done in the past 9 years within higher education and marries them into a dynamic position allowing me to serve my own people! I am moved by this opportunity and come into the position with a tremendous amount of energy!

What goals would you like to accomplish while being in this position?

I have a strong desire to allow the information we have about our student needs to be the guiding principles around our work. As a research institution we have tremendous opportunities to learn directly from students as to what their needs are and have the expertise on how to address those needs. I want to see more alignment with what we say we do and what the students say they need. I want to also see the CLS certificate program grow into a "must have" credential that is customizable, individualized, and accessible to all students across campus while celebrating our heritage and culture through-out all academia!

What valuable advice would you give our CLS to succeed in higher education? Valuable experiences or insights?

First and foremost take ownership of your experience and learning! Hands down understand **HOW** you learn and what you are interested in learning...its ok to explore after all this is the university but explore with **INTENTIONS!** Knowing this early on will allow you to continue to maximize your experiences and making the most of those "requirements" that make many students fringe.

LGBT Activist Pepe Palacios Visits CLS

By Karma Chavez



On February 5, 2013, Chican@ and Latin@ Studies students along with students from Latin American, Caribbean, and Iberian Studies had the opportunity to eat pizza and converse with Honduran LGBT activist, Jose ‘Pepe’ Palacios about his work in the Central American country. CLS and LACIS were also among the co-sponsors of a talk Palacios gave that evening. Palacios is a founding member of the Honduran LGBT group, Diversity Movement in Resistance (MDR), and a member of the steering committee of the National Front of Popular Resistance (FNRP).

The 2009 coup d’état in Honduras led to the ouster of President Manuel Zelaya and the instatement of Speaker of Congress Roberto Micheletti in his place. While the US did not initially recognize the new government, the Obama administration did recognize Porfirio Lobo, who was elected

after the coup in 2009, in an election many claim was plagued by fraud. The Obama administration has also offered considerable aid to the Honduran police and military despite ongoing violence and repression. Honduras will have its next elections in November 2013, and Palacios visited the United States in order to draw attention to the situation in his country and encourage the international community to monitor the upcoming elections closely. Palacios also visited the US to discuss the vital LGBT rights organizing occurring in his country, naming the 2009 coup as Honduras’ “Stonewall,” a reference to the famous rebellion of gay people at the Stonewall Inn in New York City in June 1969. Palacios explained that 2009 marked the first time that LGBT people were able to openly participate in the country’s politics and they have been at the forefront of the resistance movement against the coup and for democracy.

LGBT Hondurans are a part of a vital human rights and social justice activist community that includes the rights of LGBT people as well as indigenous peoples, African descendants, farmers, teachers, women, students, and trade unionists. Yet, LGBT people have been uniquely and increasingly targeted for violence and murder in recent years. Since the coup, 87 LGBT Hondurans – including leaders like Walter Trochez and LIBRE candidate Erick Martinez Avila – have been murdered. Many worry that the violence will increase in the lead up to this November’s first contested election since the coup.

Palacios clearly laid out the political and social situation in his country and also showed the important connections between it and US politics and policy. Those who came to Palacios’ events had the opportunity to learn about a growing movement in its early stages, from the perspective of one of its key leaders. For more information on how people in the US can support Honduras, including on how you might get involved with monitoring the upcoming elections, you can visit the Honduras Solidarity Network at: <https://sites.google.com/site/hondurassolidaritynetwork/>. Locally, you can also contact Marc Rosenthal at marcrosenthal@hotmail.com.

Are you interested in publishing your work?

Concientización is a student journal dedicated to promoting the study of Chican@ and Latin@ experience and thought. Please contact Steve R. Pereira at cls_journal@mailplus.wisc.edu if you are interested in submitting a manuscript or if you have any questions.

CLS invites you to submit your:

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

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Faculty News & Achievements

Associate Professor **Alfonso Morales'** research on community and regional food systems has recently won three grants.

First, funding from the Center for Freight Infrastructure to explore preserving the cold chain for locally/regionally grown products. Second, his work won support from the State of Wisconsin/USDA to improve the prospects for Farm-to-School programs and to increase the amount of locally grown food in those programs. Third, the Center for Disease Control funded a larger project for which he will serve as the expert in advancing progressive urban agriculture regulation in municipalities around the country.

New publications include work with Urban and Regional Planning students and graduates. With Megan Pfantz he wrote, "Starting a Supplemental Nutrition Assistance Program: Information for Starting this Program at a Farmers Market." This article will appear in the *Journal of Extension*.

With Matt Covert he wrote, "Successful Social Movement Organizing and the Formalization of Food Production." This book chapter will appear in *The Informal City: Settings, Strategies, Responses* edited by Anastasia Loukaitou-Sideris and Vinit Mukhija, for MIT Press.

Last fall he delivered six lectures on urban agriculture to the University of



Santiago de Compostela at the invitation of Prof. Dr. Urbano Fra Paleo.

Finally, he continues work with community based organizations. He is working with EDCO Ventures and Cielo Capital to create metrics for a Social Venture Capital fund. He also wrote a report for the Street Vendor Project in New York City that led to the Street Vendor Project settling a lawsuit with the City for years of over-charging NYC vendors on tickets they receive for minor violations. By December of 2012 vendors had received \$228,000 in cash refunds, while having their aggregate fines decreased by more than \$4 million.

Dr. Carmen R. Valdez

received the Engaged Scholarship Award from the UW

School of Education.

This award is in recognition of her work with Fortalezas Familiares (Family Strengths), a community-based, family-focused intervention program with local Latino families coping with a mother's depression.

Dr. Valdez would like to thank the families who participated in the project and her research team for helping her to carry it out. She plans to secure federal funds to evaluate the intervention on a larger scale.



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

(Continued from page 1)

Next, the Community Gatherings was a dream fulfilled. Through the community gatherings with Frieda Zuckerberg and Phillip Denise from Center for Academic Excellence who later joined us, we created the home away from home for students. For those students who were looking for a place to belong, CLS fulfilled that need.

The community gatherings, as we called them, were where students discussed classes and helped each other with their research or just hung out, finding an academic home. Once a week, we provided a healthy lunch and at times speakers on a topic students felt they needed. This was where not only the CLS certificate students found their home, but where students with various majors and from different programs on campus, felt at home, many of whom came to socialize with the ultimate goal of academic connection. They came to the place where students from all Chican@ Latin@ organizations would mingle together and organize events.

Our Cesar Chavez and Dolores Huerta Library with its beautiful murals is a place to find those books that told our history. Students come in and study between classes, or stayed all day if they felt like it. They could also find and watch those movies which professors assigned to them. If students wanted to have their class assigned papers published, they can do so. Steve Pereira, Project Assistant and main editor for the student journal *Concientización*, would help students get their work published. Even with so little funds the Chicana/o Latina/o Studies Program also publishes a newsletter; *Regeneración*. This newsletter focuses on the accomplishments of the affiliated faculty and students.

Students were also encouraged to apply for the Jesus Salas Scholarship. A scholarship in the name of an organizer who contributed to the requirements of ethnic studies programs like CLS. I am also very happy to say that as I leave, ChiLaCSA, our academic student organization is up and running with newly elected officers. I was lucky to get here to lead the celebration of the 35th year of the program. It gave me the opportunity to organize a big celebration. A celebration which gave recognition not only to the program but to those who in the past had contributed in one way or another. The celebration served to remind those who had forgotten how programs like this came into being. The journey was well worth it.

Despite the accomplishments, I would be remiss if I were not to comment on areas that CLS could continue and needs to grow. As clearly indicated from above, the program must have more funding. The program must have its own fully funded faculty positions such that it need not completely depend on affiliated-faculty. There is also a need for bigger space to be able to house events held by the students. The right space must also include the technology necessary to make the program run more efficiently and to ensure the longevity for a program that has contributed much to student achievement. Having such resources is not too much to ask for. The program has over 65 certificate students at any given time. CLS also serves over 40 students at each of the gatherings, yet doing so with only half a faculty position.

My heart stays with all those students who are continuing their academics or graduating. I will miss many of the great people I met and with whom I worked. As I continue my journey to another school and another group of students, and new friends, I will remember always what I learned here at UW-Madison. Adelante!

Chican@ & Latin@ Studies Graduate Minor Requirements

The intent of the **Graduate Minor** in Chican@ and Latin@ Studies is to examine U.S. Latin@ experiences in a transnational and comparative context with the goal of fostering an interdisciplinary understanding of racialized ethnocultural groups in the U.S. Students are expected to take a total of 12 credits of coursework. Of those 12 credits, only three credits of 999 independent reading can be counted. Students are expected to achieve a B grade or better in four CLS courses at the 300 level or above. One of those classes must address theory and or methodology of comparative or transnational studies of race and ethnicity. For these courses below 700 level, students are expected to complete graduate-level activities (e.g. research and/or scholarly paper, class presentation). Students are required to select a faculty advisor from the program's faculty in consultation with the CLS Program Director.



Adelante CLS Alumni

May 2011 CLS Graduate, Daniela Juarez

By Steve R. Pereira



Daniela Juarez

Daniela Juarez is a 2011 graduate from the University of Wisconsin-Madison and the Chican@ & Latin@ Studies Certificate Program. Currently, Daniela's professional career includes being a kindergarten educator in Los Angeles, California. She is also a Teach for America Corps Member and is pursuing a Master's degree in Urban Education with a concentration in Language and Culture.

Daniela's work as an educator has proved to be very rewarding for her. "As a kindergarten teacher I am the first person my students encounter as they enter their education journey. Being the first person to guide them through this journey holds a lot of responsibility since I have to work hard to try and close the achievement gap before it even begins. I also have to make sure they love coming to school because if the first year in school is not engaging or enriching, then their passion for learning

will be gone before they even get to first grade," states Juarez. As a Kindergarten teacher Daniela knows that is imperative that she keeps her students' parents about the achievement gap and the importance of early literacy. "I present my parents with real statistics to make sure they hold others accountable for the education their child deserves, but also to make sure they know what their children's education should look like," states Juarez.

As the only teacher on staff who is bilingual, Juarez has experienced the positive effects of translating a document from English to Spanish can have on her students' parents. "It not only validates them but it provides them with a resource, it allows them to understand the instructions and provides them with tools to help their students succeed," states Juarez. She is extremely humbled and grateful to have the tools to be able to communicate with her students' parents which, proves to be very resourceful for a population that is under served.

As a result of Juarez's experiences, she personally believes that her success is attributed from being able to provide not only for herself, but also for her family. As a first generation Latina college student, she feels empowered when she is able to give back to her parents because they have given her so much throughout her life. But most importantly she is invested in taking care of her community by ensuring that every student in her class receives an adequate education as well as being a resource for her students' families.

As a former student of the CLS certificate program Daniela offers the following advice to all students. "If you are currently debating whether or not to receive a CLS certificate, please do not hesitate in doing so. Many of us take for granted the classes we take because they may seem as second nature to us. However, each class provides us with an opportunity to discuss our culture and learn more about ourselves. It provides us with the language we need to express ourselves and normalizes what society deems as "different". It allows us to embrace our rich culture and learn to identify it as an addition to ourselves instead of a difference and learn to use it as a tool to educate others and learn about our past to better our future. My CLS courses gave me the language and knowledge to teach my young students about their own past and form a bridge between their home culture and their new culture. It helps me guide them through the amalgamation and adaptation of whatever their identity may be," states Juarez.

Adelante CLS Alumni

May 1998 CLS Graduate, Nancy Saiz

By Steve R. Pereira

Nancy Saiz graduated from the University of Wisconsin-Madison in May 1998 with two majors, Social Welfare and Spanish, and a certificate in Chican@ & Latin@ Studies. In 2002 she also received a Master's of Science in Social Work, MSSW, from the UW-Madison School of Social Work. She currently lives in Madison, WI and is originally from San Antonio, TX. Saiz is currently a Grants Administrator for the City of Madison Community Development Division Office of Community Services.

In her role, she helps the Office of Community Services that funds non profits in the City of Madison. "We fund senior, youth, neighborhood, family, crisis, employment, and childcare services and programming around the city. As people are aware Madison is a thriving city that is in a growth continuum, with the growth there is a need for the city to make sure it provides services around the city. I think a way the city tries to be fair in the distribution of funds is that the Community Services Committee, which is made up of Madison residents, has to foster and support programming that targets specific ethnic and cultural groups. The city has been increasing and supporting programming that target the Latino Community," states Saiz.

As a professional in and out of her occupation Saiz believes in setting a good example for her children, and to instill in them the overall benefits of giving back to the community they belong to. However the ultimate success is providing a healthy home where there is communication, love, debates, respect, awareness in order for her children to be a contributing member to society.

Through her experiences Saiz feels that in order to succeed one must not forget where she or he comes from. "Work on making your dream a reality. There will be many distractions, but even when you become a Lawyer or Engineer, you can give back to your community financially. There is always a way to give back to our communities. Whether it is through financial contributions, volunteer, or your everyday work, there is much work that needs to get done so, do not let people make you feel bad for who and what you choose to be in life," states Saiz.



Nancy Saiz

Are you a CLS student or CLS Alumnus?

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

Congratulations to our CLS Certificate Graduates!

May 2013 Graduates

Bianca Francesca Bello
Sociology

Rebekah Lynne Blocker
Communication Arts

Valeria Fidela Cerda
LACIS

Jessica Diaz-Hurtado
LACIS

Lisa Marie Diaz
Psychology
Spanish

Cydney Edwards
Political Science
Legal Studies

Michelle Johnson
History
Spanish

Rene Kissell
LACIS
Spanish

Maxwell John Love
Political Science

Johnathan Martinez
Communication Arts

Daniela Granados Moody
Gender & Women Studies

Carolina Ortega
Gender & Women Studies
History
Political Science

Caresse Janel Rios
Environmental Studies
Zoology

Isaac Salomon Solano
Political Science

Nicholas Villegas
History

December 2012 Graduates

Maria Stephanie Huerta
Biology
Chican@ & Latin@ Studies
Global Health Studies

Adam Lopez
Legal Studies
Chican@ & Latin@ Studies

**Congratulations &
Good Luck to all of
our CLS
Graduates!**

Felicidades!

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 2013 Courses

Course	Topic	Time	Professor	Brief Description (see timetable for more info)
CLS 201	Introduction to Chican@/Latin@ Studies	9:30-10:45 T & TH	Armando Ibarra	Introduction to Chican@ and Latin@ Studies designed to introduce students to various interdisciplinary and transnational literatures on the study of Chicanas/os & Latinas/os in the U.S. It offers a survey of 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 United States. Such themes as migration, labor, civil rights, community development, education, gender and more.
CLS 230	US/Mexican Borders	2:30-5:30 T	Tess Arenas	The U.S.-Mexico border, spans over 2,000 miles and is home to fourteen sister cities. This geographical area is referred to as "La Frontera" or "the Border" by local residents, who refer to themselves as "Fronteriza/os." Since the passing of the North American Free Trade Agreement (NAFTA), and the tragedy of 9/11, the U.S.-Mexico border has gained renewed significance. The U.S. and Mexican economies have become closely linked, as Mexico is now more than ever dependent on U.S. economic stability. Over the past fifteen years, the manner in which the border is characterized, reinforced, supported, or contested has changed dramatically. This course will explore and analyze issues related to economics, politics, policy-making, immigration and more as they impact both the terrain and its residents.
CLS 245	Chicana and Latina History	4:00-5:15 T & TH	Camille Guerin-Gonzalez	An interdisciplinary course that offers a comparative and transnational approach to understanding Chicana and Latina working class cultures and communities in the 19th and 20th century.
CLS 330	Latinos in the Upper Midwest and Canada	TBD	Consuelo Lopez Springfield	This interdisciplinary course on Latinos in the Upper Midwest and Canada will examine contemporary themes in transnational communities including labor, civil rights, gender identities, and social movements.
CLS 347	Race, Ethnicity and the Media	4:00-5:15 M & W	Lori Lopez	This course provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in US films, entertainment, television and popular culture.
CLS 435	Colony, Nation & Minority: The Puerto Ricans' World	2:30-4:45 T & TH	Francisco Scarano	The course focuses on the history of Puerto Rican communities on the island and in the diaspora. As colonial subjects of Spain, the people of the Caribbean island of Puerto Rico were forcibly incorporated into the U.S. orbit in 1898. Since then, proximity to the U.S. in physical, economic and political terms has profoundly touched people's lives, in some ways eroding, but in others reinforcing, their inherited sense of community and nationhood. Massive emigration to the U.S. after WWII opened a new chapter in the colonial story. While the focus of power would seem to have changed after the emigration of so many, the basic features of the original colonial equation have actually remained the same. Prereq>Jr.St
CLS 462	The American West to 1850	8:00-9:15 T & TH	Susan Johnson	This course explores 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. Prereq> Sophomore standing
CLS 699	Directed Study	—	—	Open to those with consent of Chair and Instructor

Courses offered as CLS equivalents

Poli Sci 462	Political Economy -Race in United States	—	Ben Marquez	This class examines race in relation to American economic development. Problems of racial minorities in the American political and economic system.
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CLS Undergraduate Certificate Requirements



Through the Chican@ & Latin@ Studies certificate students will gain insight into cultural issues and knowledge of the historical significance of Chican@s and Latin@s. Students will also develop the necessary analytical and methodological skills to understand better the emerging multicultural character of the United States and the role Chican@s and Latin@s play, in particular, given the rapidly changing demographics of the nation. In order to receive the certificate students must take at least two courses at the 100 or 200 level, one a designated interdisciplinary survey class. In addition, they must take a 300, 400, and a 500 level (capstone seminar) course. Students must also submit a portfolio of their written work. This portfolio may include past papers from CLS courses.

CLS Highlights

PALMA Check-up on *El Milagro*

By Steve R. Pereira



Professional Association of Latinos for Medical School Access (PALMA) is a student organization at the University of Wisconsin-Madison. PALMA was founded in the spring of 2008 by a group of UW-Madison pre-med students. The mission of PALMA is to provide resources for, but not exclusively to, Latino/a students at the University of Wisconsin-Madison, who are interested in medicine and/or a medical career. PALMA aims to expand the participation of groups who have traditionally been underrepresented as doctors. To best serve students, PALMA offers a number of resources for Latino/a students to enhance their academic and civic credentials for successful entry into medical schools across the country. These resources include mentoring, MCAT information and preparation, networking, social support, shadowing, volunteer opportunities and professional development. Most importantly, PALMA desires to maintain an environment where collaboration and respect among those students who aspire to be a part of the medical profession is

fostered.

Over this past winter break, the members of PALMA expanded their involvement with the Latin@ community in San Juan, Texas. We were confident that working with *La Union Del Pueblo Entero* (LUPE) would be a mutually beneficial experience. While lending our time to LUPE, we also increased our understanding of low-income, unincorporated neighborhoods as well as issues regarding access to healthcare and structural barriers to healthy living in a border community.

We spent 5 full days volunteering and learning with LUPE, getting to interact with the *colonia* (small residential area) residents. We first learned LUPE's role in helping *colonias* organize and fight for social justice. We feel this is necessary because in order to understand the underserved populations we have to learn the struggles these groups endure and how this conditions effect health. Residents of the *colonias*, which are unincorporated slums outside city limits, are organizing for street lights, parks, drainage and healthy public spaces. The current living conditions in *colonias* vary from hurricane Dolly's damage five years ago, to recent renovated neighborhoods. Residents have not repaired hurricane damages to homes with the fear of not receiving government aid.

During the trip, we also witnessed the border wall and discussed the symbolism of the wall. As a group, we found that the amount of money spent to maintain and secure the border wall is too expensive (AMOUNT) given its inefficiency. We realized that the money used to secure our borders can be used for more important issues such as healthcare or the education system. We learned that the current immigration system has a complex process for undocumented immigrants to gain citizenship. For those whom citizenship is gained, we witnessed a celebration at the LUPE office where new citizens stood proud to finally be part of this great nation. We also spent a day volunteering at the local low income clinic, *El Milagro*, where we experienced how limited health care access and services are in border communities.

Students interested in the medical field should have similar experiences to gain an understanding of underserved populations and their struggles in an effort to becoming culturally competent. Latinos are the fastest growing minority in the United States and as a result there is a growing need for physicians that can provide services to this population. We believe this trip gave us an improved understanding of the undocumented population and helped us realize that healthcare is a human right all people deserve.



Liderazgo Latino en USHLI

By Norma Gallegos

For the past thirty years, the United States Hispanic Leadership Institute (USHLI) has held their annual conference in Chicago to bring together Latin@ youth students, activist, politicians, public officials, and professionals from all around the country. At this conference we are reminded that as the largest growing minority group we need to continue to move *adelante*. With the extraordinary help of Dr. Damon Williams, Frieda Zuckerburg, Philip Denis, and Jose Madera, eight Latin@ students from different organizations, class years, and experiences were able to attend the conference and proudly represent UW-Madison. This conference was a turning point to our college careers; it reminded us that we can develop more skills to become better leaders on campus and within our community. We met many Latin@s with similar stories as ours, but most importantly, we met and related our stories with those of all the prominent speakers, professionals and role models.

Each year The United States Leadership Conference enlightens and empowers thousands of Latino students and future leaders coming from many different colleges and high schools. The mission statement of USHLI is "to train a broad cross section of Hispanics leaders by promoting education, unity, leadership development, and servant leaderships." This year they could not have been more assertive in choosing education and empowering the E-Generation as main themes for the conference. In today's political and socioeconomic transition, where Latinos play a critical role in the process of decision-making at all levels, it is crucial for our generation to be reminded of the importance and power of education. Throughout the three days of the conference, the variety of workshops and speakers reminded us that education is an important key for success, and our leadership a complement to improve our society, create a change, and most importantly, be the change in this new American transition.

The eight of us were very excited to be part of this powerful and life-changing conference. It offered us new perspectives on how to overcome our daily obstacles, not only as Latinos, but as Latino leaders and students. Each workshop offered a unique, eye opening, and inspiring experience. Community leaders and professionals from many different backgrounds and careers came together to let us how strong and powerful we are as a community, and how we can create a positive change for us, and those around us. They walked us through their paths and set them as examples for us to follow. At the same time, they also understood that even though we share our Latino roots, we all challenge different barriers and face different struggles. Their awareness and openness created an even bigger connection amongst the students and them, making the presentations more meaningful and powerful

Besides teaching us how to become better leaders and enabling us with new skills and experiences, the USHLI conference was a learning process. A learning process on how to work together as a group with common grounds, on how to strengthen our assets and develop new ones, and how to connect and network with one another to empower the community as a whole. All the prominent presenters and speakers taught us that *si se puede*, and encouraged us to overcome our barriers and use them as tools for change. Each one of them were leaders to follow; they offered a magnificent opportunity for us to learn, inspire, empower, be proud, and celebrate our heritage. The conference was a great opportunity for us to develop new leadership skills, and inspired by all the stories, speakers, and workshops, the eight of us are more prepared to bring a change, not only into campus, but also into our community as a whole. Definitely As the president of USHLI, Juan Andrade, wisely remarked, "We are no longer just the instruments of change. We are asteroids of transformation."



CLS Students Arturo Diaz, Norma Gallegos, Christian Hernandez and Dolores Huerta at the USHLI Conference



Chican@ & Latin@ Studies Certificate Students at the 2013 USHLI Conference in Chicago, IL

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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