

REGENERACIÓN

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STEVE R. PEREIRA, EDITOR



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

A Note From the CLSP Director



Professor Benjamin Marquez

When I first became aware that there was a push to merge all of the University of Wisconsin's ethnic studies programs into a single unit, it looked as if the college administration had decided consolidation would take place and that nothing could be done to alter that fact.

After meeting with the Associate Dean of the College of Letters and Science I learned that consolidation is not being forced upon the ethnic studies programs but that the idea will move forward only if the faculty decides it is a good idea. Moreover, we were told that there must be a strong intellectual justification behind any consolidation plan before it will be approved. Given the long tradition of faculty governance on this campus, I am now convinced that the administration's framing of the issue is technically true.

The CLS faculty is free to reject consolidation with the other ethnic studies programs and continue offering our own courses, certificate program, advising and outreach services as we have in the past. However, there will be severe consequences for doing so and neglect will not be benign. The university is implementing a new budget model where dollars will follow programmatic "innovations." Those units that innovate with the resources they currently possess are promised additional funding from the college in the future. Conversely, units who do not innovate will face the prospect of bad things happening to them. More to the point, we learned that if Chican@/Latin@ Studies,

Asian American Studies, American Indian Studies and the Afro American Studies Department do not consolidate, "there will not be any more resources given to the individual programs."

What might a newly formed ethnic studies department look like? The answer is that it will be a small and underfunded entity. We have been told that there will be few new resources for this new endeavor. The college administration has promised that if consolidation occurs, the four existing units--Chican@/Latin@ Studies, Asian American Studies, American Indian Studies and the Afro American Studies Department--will not get additional funding to support its needs as a department. The existing programs will get to keep and then pool the resources they already possess and then try to "do more with less." We have been assured that there will not be any staff reductions. Current staff members will retain their jobs, but the advising, counseling, and outreach attached to each staff position could be redefined in the process of reorganization or in the future. The one item promised to the new entity is the authority to hire one new faculty member. Given the single new faculty position available to build a new department, how will the new ethnic studies department set its hiring priorities? Currently the Chican@/Latin@ Studies Program has no (0) budgeted faculty, Asian American Studies has 2.5 Full Time Equivalent faculty, American Indian Studies has 2.5 FTEs and the Afro American Studies Department will bring as many as 9.5 Full Time Equivalent faculty to the new entity. Given the few resources offered by the administration for this new endeavor, I can image a scenario where the four programs will enter into an acrimonious struggle over this single new faculty line. At the very least debates over programmatic priorities will be very difficult and frustrating.

(Continued on page 2)

CHICAN@ &
LATIN@ STUDIES
PROGRAM AT
UNIVERSITY OF
WISCONSIN-
MADISON

SPECIAL POINTS OF INTEREST

- Consolidation
- Students' Call to Action

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The Glossary of Ethnic Studies Consolidation Terms and Phrases

1. **Faculty Governance.** The right of minority faculty to choose the least awful path among those generated by an acute fiscal crisis and/or a disingenuous university administration. Also known as forced choice, limited options, and “the carrot colored stick.”
2. **Slouching Toward Consolidation.** The act of and position assumed by faculty as they acquiesce to consolidating all ethnic studies programs under the assumption that a) They have no real choice in the matter b) All the other ethnic studies faculty either find the idea appealing or have also acquiesced to creating an unwieldy and dysfunctional academic department. (see The Prisoners Dilemma).
3. **Diversitism.** The ideology of valuing racial and ethnic diversity in a university setting accompanied by actions that undermine programs that might actually help achieve racial and ethnic diversity. Sometimes referred to as the politics of symbolic action. Also known as the Diversity Framework, Strategic Diversity and The Madison Plan.
4. **Gharrio, Betto or Glum.** A neologism coined by combining the words Ghetto, *Barrio* and Slum. It is a part of the university where members of minority groups reside often because of social, legal and political pressure. These areas are often characterized by lack of respect, sub-standard facilities and poverty levels of funding.

New terms and phrases will be added as changing circumstances warrant.

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Many people have asked when the administration expects a decision from the four ethnic studies programs because no deadlines or timetables have been publically announced. I now have a better understanding of why the whole process has been so murky to this point: the administration does not want to shoulder the responsibility for such a far reaching and politically explosive change nor do some ethnic studies faculty members. So, under what circumstances and when will the plan to create an ethnic studies department become official and move forward? The answer to this question was presented to us in the form of a prisoner's dilemma. We were told that if three of the four ethnic studies units agree that consolidation is a good idea, the plan will officially move forward. The three units can then write a memo of intent to the College of Letters and Science Academic Planning Council (APC) and submit a plan which could then materialize in as little as six months. The one dissenting unit will be left alone to face an uncertain future.

There is no doubt that exciting and innovate things could be accomplished through an ethnic studies department given the appropriate level of financial and political support. However, we do not have that level of support now nor can we reasonably expect to receive it in the near future. We have also been informed that the college administration will not redistribute resources from existing programs and departments to the new ethnic studies hybrid. Administration officials lament the fact that the University of Wisconsin's ethnic studies programs are at historically low levels of financial support. Ironically, it is these same officials who claim to support the goal of diversifying the faculty, student body and university curriculum.

The choice whether or not to join the consolidation effort lies with the ethnic studies faculty but they are compelled to make this decision in an extraordinarily constrained context. What we need is an open and transparent discussion of the matter. We need to know where all the programs stand and what more the administration is willing to do in support of ethnic and racial studies on this campus. I recommend that we follow the model set by the Letters and Science World Languages, Literatures, and Cultures Task Force that is charged with exploring options for restructuring/consolidating the various departments in those areas. It has met weekly over the past academic year, sponsored forums and town hall meetings and maintains a website complete with real minutes and schedules. A guide to the Task Force's activities and records can be found here: <http://uwmadison-wllc-taskforce.net>

A Message from Student Organizing Around the Ethnic Studies Consolidation

by Arturo Diaz and Marianna Rivera

On Thursday, April 10th, students from the Afro-American Studies Department, American Indian Studies Program, Asian American Studies Program, Chican@ & Latin@ Studies Program, and many students concerned with the L&S Ethnic Studies consolidation held a meeting with the directors from the aforementioned academic units. The mission of the meeting was to inform students on current conversations about the consolidation of ethnic studies at the UW- Madison campus and to also give students an opportunity to ask the directors any questions and understand their viewpoints on the consolidation conversations. The bottom line is that students are in complete disagreement with the “reorganization”, what students want is that each program become a department. While this will be a challenge, student organizing has started the conversation around these possibilities.

Students voiced that rather than “reorganize” these departments and programs, they would prefer further expansion of all units into full departments or at the very least the resources, faculty funding lines, for faculty who’s area of study is in Ethnic studies discipline. Students have also started several organizing initiatives to learn more about this option and voice their opinions such as a letter writing campaign to the Dean of Letters and Science Karl Scholz. Some students have even scheduled a meeting with him for the last week of April in order to address the current proposed consolidation, we will be disseminating the information of the meeting to all students. Student are also proposing to have ASM pass legislation in opposition of the consolidation to bring the whole student voice behind stopping the forced consolidation. Students have been meeting weekly in many different environments and have been engaging in many different capacities to bring up these concerns to both the student body and all University Officials. If you would like to further get involve and get informed on our current struggle, please join our FB group: Stop the Consolidation of Ethnic Studies: <https://www.facebook.com/groups/605045019577737/>

Calling All Affected by the Ethnic Studies Consolidation to Action!! Who’s Education? OUR Education!

by Jorge F. Rodriguez

Recently, across the country, attacks on the interdisciplinary field of Ethnic Studies have been trending by conservative groups, claiming the Ethnic Studies field to be exclusive, “anti-American”, and separatist. Many who know the history of Ethnic Studies understand that Ethnic Studies as a discipline carries in its purpose exactly the opposite of such conservative bashing. The Ethnic Studies Discipline embraces an approach to social and historical studies from a non-Eurocentric perspective. Students and faculty alike struggled in the 1960’s to create spaces on their campuses, including here at UW Madison, so that they could see themselves reflected in the curriculum. The conservative accusation about “anti-Americanism” within the Ethnic Studies discipline is really an attempt to conserve social and historical studies from a white perspective. These accusations as seen in Tucson, Arizona (HB 2281), outlawing specific programing within Ethnic Studies, demonstrate the fear expressed by conservative groups across the U.S., rejecting a more holistic and contextual understanding of our histories, social identities, intersections, and white privilege.

Now what does the context described above have to do with the proposed Ethnic Studies consolidation by the College of Letters and Science at UW-Madison?

As a graduate student, teaching and working at UW-Madison, I have always valued the notion that context and history truly matter. Our histories and context have everything to do with what happens today. In my view, the consolidation of Ethnic Studies at UW Madison cannot be implemented with the simplistic reasoning of budgetary restrictions. What then, is the College of Letters and Science doing to respect and acknowledge the collective and institutionalized memory of UW-Madison, specifically regarding equity, diversity, and inclusion?

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CLS Community Gatherings

by CLS Advisor, Frieda Zuckerberg



Welcome to our CLS Community Gatherings! Our students gather on a weekly basis during the lunch hour to join faculty, staff, and other students for lunch and hear about the myriad of opportunities and services our campus and community provide. These lunches allow us to foster and heighten a sense of community, belonging and connection for all students. The welcoming and supportive environment contributes to a positive climate and the feeling of “home” that students often talk about needing. This academic year, an average of 45 people attended every week!

CLS Community Gatherings serve as a venue to introduce students to faculty, academic departments, and resources both on and off campus. Connecting students to individual people in their already established “community” increases the likelihood that students will use them as resources to support their academic success. In addition, it provides an opportunity for students to meet with their CLS advisor on a weekly basis. This academic year, the CLS Community Gatherings served over 63% of all CLS students. All students wrote about the role that the CLS Gatherings played on their UW-Madison experience, and most wrote about the importance of community, connection, and belonging. Below are a few examples of what students are saying about the CLS Community Gatherings:



- “Every time I come to these gatherings it’s like coming home- So much love <3.”
- “The gatherings are really nice and I feel a strong sense of community and support. I have met a lot of people and made connections and that is very important to me as a freshman.”
- “I personally have gained many connections with professors and professionals at these gatherings, and I have found out about many opportunities here. I also love the sense of community.”
- “Great people, great environment, great program!! So many cultures in such a small room... amazing!!”
- “It has benefited my experience tremendously by making me feel supported, like I’m a part of something and that there are people that care about my success and overall well-being.”
- “CLS Gatherings are an amazing way to bring together a large certificate program. I initially felt out of place but I now feel very integrated into the program. I’ve utilized some of the resources who that come to speak at the gatherings and my grades have improved. Keep them going!”
- “The CLS gatherings have been really great! I think it is something very unique to this campus and extremely beneficial, because it brings together students, staff, and faculty in a social, relaxing, and welcoming environment. Please keep having them in the future.”
- This year, we were joined by guest speakers sharing information on a variety of opportunities and services. Presentations covered topics on:



- Academic services, including The Language Institute, GUTS, International Internships Program, The Writing Center, Cross College Advising Services, The Exploration Center, and L&S Student Academic Affairs.
- Campus Support Services, including the Office of Career Services, The Mortgridge Outreach Center, WE Badger Volunteers, University Health Services, Multicultural Student Center, RISE, Working Class Student Union, and The Center for Academic Excellence.
- Faculty presentations on research and course offerings.
- Community resources and partnerships, including Centro Hispano, Dr. Chuy Negrete, and Representative JoCasta Zamarripa.
- Student presentations on research and campus events.

Thank you for joining and supporting us in building a community of engaged learners!
 A special thanks to the Office of the Vice Provost & Chief Diversity Officer for their support of the
 CLS Community Gatherings.

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What do the CLS Faculty Think?

by Professor Ben Marquez

In the past few weeks, I spent time talking with each of the Chican@/Latin@ faculty in order to understand how they felt about consolidating CLS with Asian American Studies, American Indian Studies and the Afro American Studies Department. It was a deeply gratifying experience and I am fortunate to work with so many intelligent and thoughtful people. What follows is a summary of what I learned.

Most faculty raised serious doubts about the wisdom of consolidation. Their reasons varied but everyone's position was based on what they perceived to be the options available for a consolidated entity. All of them valued the program's origins in political struggle, its role in the university's intellectual mission, as well as the importance of its student services component and community outreach. Faculty also pointed to the dramatic growth in the Latino population over the past three decades and the need to incorporate the study of these demographic changes in the university curriculum. This need was contrasted with the university's seeming indifference when it came to its Latino studies programs and its small number of faculty. Finally, they articulated the contradiction between the University of Wisconsin's stated commitment to racial diversity and the defunding of ethnic studies programs like CLS that play a central role in retaining students of color.

The faculty agreed that the university administration has handled the issue very poorly. All of them want the discussion to take place in an open and more transparent manner. Isolated discussions between program directors, a department chair and the college administration left many feeling that a decision was being handed to the various ethnic studies programs thereby bypassing the faculty governance process. For example, one faculty member worried that consolidation was in an advanced stage of planning and in their words, “the train had already left the station.” Others were concerned about making quick decisions which could not later be reversed. They pointed to the fact that, over the years, some students, faculty and community members called for the creation of a Chican@/Latin@ department and once consolidation was in place, it would permanently put an end to that possibility.

All CLS faculty understood that the Afro American Studies Department was being allowed to collapse through defunding and attrition. Although CLS is in far worse condition, they were distressed to see Afro American Studies in such a poor state of affairs. Nevertheless, the CLS faculty did not want their program to be a casualty of problems originating in another program or department. When they thought of what an ethnic studies department with few resources might look like, not only were the prospects bleak, it might come at the price of the few academic and student services we currently provide.

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What is the incentive for CLS to consolidate with other ethnic studies programs? Most faculty members do not believe CLS will benefit from a merger at this time. Some CLS faculty noted other major universities have long established and well funded Asian American, Chicano/Latino, American Indian and Black Studies departments or departments dedicated to multi racial research and teaching. They believed the University of Wisconsin lacked a serious commitment to these kinds of endeavors and were dismayed by the neglect of ethnic studies over the years and in the current budget crisis. One faculty member who expressed an interest in exploring the potential benefits of a merger believed that, under the right conditions, all four programs might emerge stronger in some collective endeavor. However this opinion was grounded in the belief that the state of ethnic studies on the University of Wisconsin campus had reached a historic low point and could not get any worse. Others found it difficult to see much advantage in a merger especially when CLS faculty and staff are already over extended. The low level of financial support for the new endeavor heightened their concerns. As one faculty member put it “you can’t create something out of nothing.”

Is consolidation the only option? Despite the negative view CLS faculty take of the current merger options, there was no shortage of ideas for the future of Chican@/Latin@ studies. Some argued that our endeavors would be best served through the creation of a Latino Studies Institute or Department that could hire tenure track faculty. In this way we could expand the current narrow scope of the program make it truly a pan national and international studies program. One faculty member pointed out that few resources were dedicated to the study of new developments in the Latino experience such as the growth of the Salvadoran, Guatemalan, Brazilian, Dominican, and Colombian populations. It was noted that all of them are American but embedded in the experience of their country of origin, a phenomena currently receiving scant attention at our university. Moreover, the other three ethnic studies programs face similar challenges and need to explore their subject area in much greater depth.

CLS faculty members believe that Latinos must develop their own political voice on campus and in the community. Many of them are already engaged in their own multi racial and intersectionality research while also offering courses that help students understand America’s rapidly evolving racial terrain. They believed that the CLS faculty engage in its own conversation about the program’s future and understand how we might better serve our own stakeholders. It is necessary to think for the long term and offer our own vision of what the Chican@/Latin@ Studies Program could become. I now believe we have laid the groundwork for a long term conversation about the future of Chican@/Latin@ studies on this campus. As a first step, I have called a meeting for the end of the semester where faculty, staff, students and all interested parties can have an opportunity to express their views and find a way to plan for the program’s future. Please plan to attend and make your voice heard.

Chican@ & Latin@ Studies Undergraduate Certificate

Chican@ & Latin@ Studies Certificate Students play a pivotal role in the development of the scholarly study of the Chican@ and Latin@ population, which is now the largest minority group and the fastest growing population in the United States. CLSP Certificate students produce scholarship and expressive culture that exemplifies the Wisconsin Idea: academic excellence, civic engagement, and diversity.

One of the benefits of a Certificate in the Program is that all Certificate students who complete the requirements for a Certificate in Chican@ & Latin@ Studies will graduate with a portfolio that showcases the best examples of their academic work in the Program. The portfolio is intended to demonstrate to future employers CLSP Certificate students’ ability to think analytically, critically, and creatively.

Requirements for a Certificate in Chican@ & Latin@ Studies.
(Link to catalog – http://pubs.wisc.edu/ug/ls_chicla.htm#cert)

LML Building Solidarity and Empowering Communities



After all the hard work and effort, the 18th Annual La Mujer Latina Conference was once again a success. La Mujer Latina organizers were fortunate to have Christine Neumann-Ortiz of Voces de la Frontera as the key-note speaker of the day. All the workshops were well attended and many of the attendees experienced and learned new ideas, explored identities, and embraced all Latino cultural intersections. All of the topics presented were important and drew in many people from the local community. LML looks forward to seeing more community members next year!

HB 2281 Anniversary

by Professor Karma Chavez

This April marks four years since the Arizona state legislature passed HB 2281, which banned any K-12 school program of instruction that:

1. Promote the overthrow of the United States government.
2. Promote resentment toward a race or class of people.
3. Are designed primarily for pupils of a particular ethnic group.
4. Advocate ethnic solidarity instead of the treatment of pupils as individuals.

According to the law, programs found in violation would risk losing “up to ten per cent of the apportionment of state aid that would otherwise be due the school district...” As those of you reading this newsletter know, this bill, which Arizona governor Jan Brewer signed into law in May 2010, specifically targeted the Tucson Unified School District’s successful Mexican American Studies Program. This program touted its successes using hard numbers, reporting that it reversed negative education trends for Latin@s. Save Ethnic Studies, a group of local educators who organized to stop the implementation of the law and save the program note, “The dropout rate in this program is 2.5 percent, as opposed to 56 percent nationally. Students in the program significantly outperform their peers on the state’s standardized AIMS tests.” Despite its record of success, after months of struggle, the TUSD board voted to suspend the program rather than lose over \$14 million in funding due to the program’s violation of the new law.

In February 2013, a US District Court ruled under desegregation statutes, that culturally-relevant curriculum needed to be restored in TUSD, including Mexican American Studies and African American Studies. I had trouble locating reports about the content of the new courses, and what actions the Arizona Superintendent of Schools John Huppenthal plans to take in evaluating them. Either way, the damage is in some concrete ways, already done. A community was divided in numerous ways, and students were the ones who lost and continue to lose out.

No analogies need to be made between the dismantling of Mexican American Studies in Tucson and the discussions happening here regarding consolidation of our programs at UW-Madison. It is important, however, for all of us to know the various histories of ethnic studies in the United States. It is also important to keep in mind the stakes involved whenever we consider how best to promote ethnic studies in our educational institutions. Ethnic studies **do** threaten the power structures that exist in this country, at this university, and in the states of Arizona and Wisconsin. That is actually a key part of their function—both by educating white students and students of color about the realities of our past and present, and by providing a support system for students of color who might otherwise have no place on campuses like ours. An educated and supported population is a dangerous thing when existing power structures are as they are. So, as we reflect on the four years since the passage of HB2281, let us keep learning our history, making our present and future, and building vital coalitions across cultural differences.

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Many students currently active in registered student organizations such as MEChA, Black Student Union, and Wunksheek, maintain historical legacies, memories in the form of pictures, articles, artwork, protest signs, murals, community ties, and alumni narratives. Such artifacts show forth the collective and historical struggles embraced at UW-Madison to establish Ethnic Studies departments and programs for future generations. When looking at the proposed consolidation, what arises for me are concerns with regard to how the collective and institutionalized memory of struggles related to Ethnic Studies on campus will simply be erased. Some thoughts and questions to consider as this consolidation moves forward are:

- How is the consolidation of Ethnic Studies at UW-Madison embracing the Wisconsin Idea, if the result of a consolidation would “ghettoize” all of the Ethnic Studies programs into one department?
- The consolidation proposal is offering resources for all programs if and only they prove innovative. Wouldn’t this incentive position all Ethnic Studies programs to compete with one another? Does this not prove to be problematic when considering the current context and histories of marginalized communities within the U.S.?
- Ethnic Studies is an established requirement at UW-Madison because of the historical political activism, push back, and petition of students. Would the proposed consolidation undermine collective struggles and amplify racialized tones for all of us impacted by this proposal? In light of such nationwide attacks on Ethnic Studies, we cannot simply narrow the UW-Madison Ethnic Studies consolidation issue to pragmatic budgetary concerns. The political histories and context for Ethnic Studies will always be present in the issue.
- Instead of a punitive approach, why can’t we engage in an appreciative approach of evaluating the needs of students, faculty, programs, and departments, moving toward a long-term goal of self-sustainability and department status? This type of innovative strategy could best embrace and address the needs of all.

I urge all students, faculty, staff, and administrators to join this struggle. I urge us to consider the legacies of our campus and continue to embrace the charge of the Wisconsin Idea. What is at stake is not a simplistic budgetary issue, rather the conservation and amplification of a collective and institutional memory embraced by all at UW-Madison. What is further at stake is the respect and dignity of our Ethnic Studies disciplines. All members of the UW-Madison community have benefited from the contributions and scholarship of this field; our campus has indeed been transformed into a more equitable space due to the work being done in the Ethnic Studies discipline.

If you are an administrator or staff, use your spheres of influence to open up dialogues around this issue, if your faculty follow in the example of amazing educators in Arizona that led teach-ins around understanding the complexities of this issue, connect with and inform your students. If you are a student push back and reclaim your education. Build coalitions across Ethnic Studies programs and departments. Create, learn, and embrace strategies used historically within social movements. Use your skills for the production of media to educate, activate, and organize.

May the spirit of Tezcatlipoca allow you to engage in critical reflection within these times, may the spirit of Quetzalcoatl fill you with beautiful and precious knowledge always, may the spirit of Huitzilopochtli motivate and amplify your will to act, and may the spirit of Xipe Totec allow you to engage in meaningful transformation. Finally may we always embrace Panche Be, may we all Seek the Root of Truth.

Please join us students in all that you can, you can begin by joining the FB group: Stop the Consolidation of Ethnic Studies: <https://www.facebook.com/groups/605045019577737/>

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Key Stakeholder Positions on Ethnic Studies Consolidation

	Program Directors	Program Faculty	Program Staff	Students	Community
African American Studies, Dept.					
American Indian Studies Program					
Asian American Studies Program					
Chican@ & Latin@ Studies Program					



= In favor of consolidation



= Not for consolidation

Giving Back: Supporting the Future of CLS

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



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

Your support keeps us strong.



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

\$ 25.00 \$ 50.00 \$100.00 \$200.00 \$ _____
(or write in your amount)

Please make checks or money orders payable to the:
Chican@ & Latin@ Studies Program Development Fund
 Send to: Chican@ & Latin@ Studies Program,
 312 Ingraham Hall, 1115 Observatory Drive, Madison, WI 53706.
 You may also donate online: <http://www.chicla.wisc.edu/donation.html>

Thank you for your generosity!

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

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!