

REGENERACIÓN

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

A Note From the Director

By Ben Marquez

This year has been very difficult for all Latin@s. The long and contentious presidential election and a series of high profile police shootings across the country raised racial tensions to a level I have not seen in years. At the center of a bitterly fought election was an attack on the Latin@ community. The Republican candidate, now president elect, called us murderers, rapists, and drug dealers. He promised to deport eleven million undocumented residents, most of whom are from Mexico or South and Central America. This campaign against a community of hard working productive people has had a profoundly negative effect on Latin@ students at the University of Wisconsin. They worry about immigration raids and the impact they could have on themselves as well as their friends, relatives and loved ones. The stress is particularly acute for the University of Wisconsin's undocumented students—some of our highest achievers—who have to live with the possibility of deportation every day.



All Latin@s will be impacted by a more aggressive enforcement of the nation's immigration laws. Consider these facts. Three fourths of all Latin@s are immigrants, the children of immigrants or grandchildren of immigrants. Sixty percent of all Latin@s are related to or know someone who is undocumented. Public opinion polls tell us that Latin@s not only personally identify with immigrants but rank comprehensive immigration reform as their top public policy issue. Research tells us that proposals to expand the vast immigration enforcement system already in place are not abstract policy considerations for our community. Rather they are recognized as thinly concealed threats against an entire group of people.

Latin@ students, faculty and staff also worry about their personal safety in the light of the harassment some experienced during and after the violence tinged presidential campaign. Yet, the University of Wisconsin's response to this crisis has been tepid. Students and faculty have petitioned Chancellor Rebecca Blank to declare the University of Wisconsin campus a sanctuary for undocumented students. She did sign a document urging the federal government to protect undocumented students from deportation. Chancellor Blank argued that she did not have the authority to declare the campus a sanctuary for undocumented students and that doing so would risk millions of dollars in federal grants. Perhaps. But if it is not possible or appropriate for the university to take a strong stance on immigrant rights what can be done? I believe part of the answer is a large investment of resources in University of Wisconsin's Chican@/Latin@ Studies Program. It is the program's mission to train tomorrow's leaders so that they can craft positive solutions to complex social problems like immigration. Fully funding the Chican@/Latin@ Studies Program would constitute a significant response to worsening race relations in this country and it is something the University of Wisconsin can do *right now*.

In the twenty-six years I have worked at this university the administration has systematically defunded the Chican@/Latin@ Studies Program even as the Latin@ population of the United States and the state of Wisconsin has grown by leaps and bounds. Still, faculty who left were not replaced, staff positions were cut and the program budget slashed. All this time, our stakeholders did not sit back and just watch it happen. **(Continued on page 10)**

Chican@ & Latin@ Studies Faculty

Andrea-Teresa “Tess” Arenas
Professor Emerita
tarenas@ls.admin.wisc.edu

Jim Escalante
Professor of Art & Art Education
jaescala@education.wisc.edu

Alberta M. Gloria
Professor of Counseling Psychology
amgloria@wisc.edu

Armando Ibarra
Assistant Professor of UW-Extension
aibarra@wisc.edu

Susan L. Johnson
Associate Professor of History
sljohnson5@wisc.edu

Consuelo López Springfield
Professor Emerita

Benjamin Marquez
Professor of Political Science
marquez@polisci.wisc.edu

Ruben Medina
Professor of Spanish and Portuguese
rmedina@wisc.edu

Alfonso Morales
Associate Professor of Urban and Regional Planning
morales1@wisc.edu

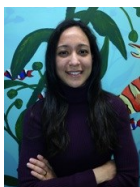
Mariana Pacheco
Associate Professor of Curriculum & Instruction
mapacheco@wisc.edu

Steve Quintana
Professor of Counseling Psychology
quintana@education.wisc.edu

Norma Saldivar
Associate Professor of Theatre & Drama
nsalvidar@wisc.edu

Francisco Scarano
Professor of History
fscarano@wisc.edu

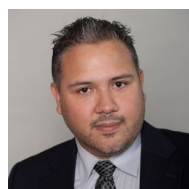
Faculty News & Achievements



Viridiana Benitez gave a CLS Visiting Scholar Colloquium on the Benefits of Bilingualism. She served as Co-Editor of the CLS Journal, *Concientización*.



Ben Marquez is writing a book and presented a paper at the Latinos, the Voting Rights Act & Political Engagement Conference.



Edward Vargas gave a CLS Visiting Scholar Colloquium on Health Policy and Latino Populations.



Lynet Uttal recently earned a Master's in Social Work and joined the faculty in the Department of Counseling Psychology.



Steve Quintana lead an interdisciplinary group of students on a service-learning trip to Guatemala.

Alberta M. Gloria was awarded the Student Professional Association Chancellor's Scholar Award.



Alfonso Morales was awarded a Vilas Mid-career Award.



Armando Ibarra received a project grant from the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment Fund.



Carmen Valdez directs the community-based research team, *Fortalezas Familiares*.



Tess Arenas continued her ground-breaking work with the SOMOS project which explores the narrative experiences of key Latina leaders in Wisconsin.



Revel Sims will join the CLS faculty as an Assistant Professor starting Fall 2016.

Steve Stern
Professor of History
sjstern@wisc.edu

Lynet Uttal
Professor of Counseling Psychology
luttal@wisc.edu

Carmen Valdez
Associate Professor of Counseling Psychology
cvaldez@wisc.edu

Visiting Scholars
Dr. Viridiana L. Benitez
Department of Psychology
vbenitez@wisc.edu

Dr. Edward D. Vargas
Center for Women's Health & Health Disparities Research
evargas4@wisc.edu

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Coordinating Editor,
Mary Dueñas

Contributors:

- ◆ Stephanie Aguilar
- ◆ Aracely Becerra
- ◆ Mary Dueñas
- ◆ Rachelle Eilers
- ◆ Ben Marquez
- ◆ Andrea Nino
- ◆ Miriam Paiz
- ◆ Diana Palavon
- ◆ Alberto Prado Jr.
- ◆ Samantha De Sanitago

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**For future issues of
*Regeneración***

Alumni, please send us news and updates about yourself, and reflections of your experience in the CLS program.

Send your information to:
Mary Dueñas
cls_journal@lets.wisc.edu

Note from CLS Advisor By Rachelle Eilers

What do Advisors do in the summer? I mean, do you work in the summer? These are student questions I get regularly in the spring semester. The answer is yes, we work and I will explain what I do in this article. Aside from CLS student advising appointments, I keep myself busy! This past summer I had the pleasure of advising incoming freshmen students at SOAR (Student Orientation Advising and Registration) through the CCAS (Cross College Advising Service). We saw students throughout the summer and assisted in their selection of fall courses. I got to meet students from all over the country who were becoming UW undergraduates for the first time. I learned a lot and hope to lend my knowledge to future CLS advising appointments.



I also had the great opportunity to serve as the Co-Director of the inaugural Health Professions Shadowing Program (HPSP) at UW-Madison. The ten-day program supported ten UW-Madison underrepresented students (two of which are CLS students, yay!) as they shadowed local Health Professionals. We partnered with UW Hospital and Clinics for this adventure. As a result of the program the students now have access to a larger network of medical professionals. Interested in learning more about the program or applying to next summer's program? Contact me for details.



Lastly, I had the pleasure of presenting at the Summer Collegiate Experience's Showcase Summit about the importance of certificates and Liberal Arts education. I was fortunate enough to meet some great students and have recruited some for the CLS certificate. For those of you that are not familiar with the Summer Collegiate Experience, it is a bridge to college program where incoming underrepresented freshmen take two classes over the summer prior to their freshmen year at UW.

The participants live on campus and get to experience what being a UW undergraduate is like before the fall semester begins.

Summer at UW-Madison is a little slower-paced. But I kept myself busy! My goal was to grow the CLS program through outreach on campus. My goal was accomplished. Until next summer!

Featured below are the 2016 HPSP participants, the Co-Director, Lindsey DeCarlo, and myself at our end-of-program banquet at DeJope Hall.



CLS Staff ~ Honoring Sylvia Garcia

Congratulations on your Retirement!

Sylvia Garcia is a CLS staff and will retire after the fall semester. She became one of the instrumental students in creating a place where Chicano/Latino students feel they are a part of a community. Among other faculty and staff on this campus, Sylvia worked really hard to create the Chican@ Latin@ Studies Program at UW-Madison. Sylvia's advocacy towards creating a space for students began when she was an undergraduate student and realized there wasn't a place for Chican@ Latin@ students to come together on this campus. She is an advocate and leader in creating a space for future CLS students to come together as one. The CLS staff had the opportunity to ask her a few questions related to her time as CLS staff, the CLS history, share a message to the CLS students, and what she looks forward in retiring soon.



How did you first become involved with the CLS Program?

I first became involved as a student at UW-Madison. After two years on campus, I became a member of Raza Unida a student organizations on campus, where the mission of the organization was to create a department for Chican@/Latin@ students on this campus. In 1975, I was elected president of the organization. The group pretested and eventually sent a letter to the Dean to have a department created. There were faculty and staff struggling to get this moving and in the fall semester of 1975 the first CLS class taught on this campus. I lived in Chadbourn at the time and I was the only Latina in the dorm. I felt out of place and saw there was not a place for Latino students on this campus and that was not okay.

How many years have you worked with the program?

I have been with the program for a long time and have been working here for the last eight years (since fall 2008). Prior to working here, I worked with the City of Madison as an assistant affirmative action officer. Then I was diagnosed with cancer so I was on medical level for two years. After that, I applied and got hired in the Office of Equity & Diversity where I investigated complaints of discrimination. I left and in fall of 2008, I become the academic administrative specialist for the CLS Program. I worked with Sandy Magaña who was the director at the time and began the journey with her.

What have been some of the awarding markers/success you've seen as part of this program?

It has definitely been in assisting in the creating of this program. Another piece would be working with the Wisconsin Monitories Network where we planned conferences in Green Bay for the four ethnic minorities group. I also gave birth to two lovely women who are now pursuing their individual achievements, being a mother has really been a highlight. Another highlight was surviving cancer and became founder of the American Society of Cancer with two other individuals. The three of us had a lot of support from the American Society of Cancer to lead meetings and get people involved.

What has changed over the time you've been with CLS?

Technology! Technology has been my savior but it has also been my worst nightmare! :-)

You've been an integral part of the development and growth of the CLS program, what advice would you share with the CLS students?

I want the students to know that they can achieve whatever goals they set up for themselves. In the process of that to make sure they check their ambition, check their speed and most importantly make sure they stay healthy. As students succeed and go forward in their path, make sure to take time to breath and smell the roses. I also want them to know that it is okay to seek mental health services, and to take advantage of the resources on campus. Please take care of yourself while achieving the significant markers in your live while at this university.

What do you look forward to as you moved onto the next phase in your life?

Freedom! I look forward to enjoying my life, sleeping late, watching old movies, and having time to do what I want to do. I have always loved designing jewelry and I have thought about opening a jewelry shop, not sure if it will happen but I would love spending time making jewelry, it is something I have always wanted to do.

Sylvia congratulations on your retirement! May all the years ahead bring you joy, relaxation, and happiness!

The CLS Program will miss you and we wish you all the happiness on this next stage in life.

Thank you for your service and dedication to the CLS Program. Enjoy the time that now it is 100% yours!

CLS Staff ~ Congratulations to Rachelle



***Congratulations to Rachelle
for receiving the
Outstanding Service to the
Campus Latinx Community!***

Chican@ Latin@ Studies Undergraduate Certificate

Did you know, the Chican@ & Latin@ Studies Program offers an undergraduate certificate? The certificate is a systematic and interdisciplinary analysis of Mexican and Latin-American origin people, culture, and collectives within the United States. The primary objective of the Program is to train students in the study of Chican@ and Latin@, as well as introduce them to the central questions, topics, and applications that have emerged in this field of inquiry. One of the benefits of the certificate is that all certificate students who complete the requirements 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, graduate and professional schools that CLS certificate students' ability to think analytically, critically, and creatively. Interested in learning more?

Email Rachelle at reilers@wisc.edu or stop by 307 Ingraham Hall during the weekdays to discuss.

Publish in *Concientización* The Chican@ and Latin@ Studies Program's Journal

Concientización is a student academic journal dedicated to promoting the study of Chican@ and Latin@ experience and thought. We are committed to creating alliances across boundaries of nation, race, ethnicity, gender, class, and sexuality. Submissions include essays, poems, and artwork related to Chican@/Latin@s in the United States. *Concientización* also gives students the opportunity to participate in the publication process as authors and editors. If you have questions regarding the journal and/or are interested in submitted for the journal, please contact Mary Dueñas at cls_journal@letscli.wisc.edu.

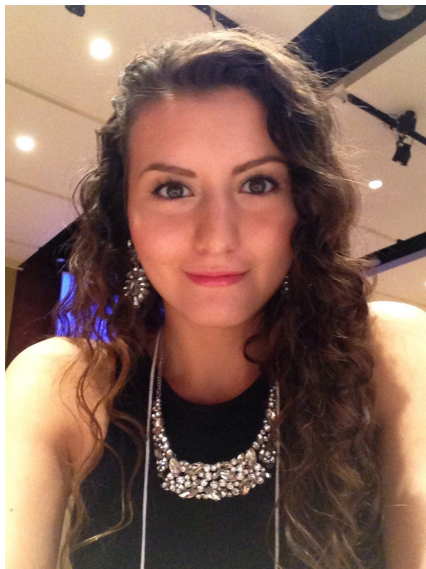
ChiLaCSA's Mission

ChiLaCSA's first mission is giving the student body of the Chican@ and Latin@ Studies Program a voice within the program itself and the direction that it takes. Our second mission is to act as a powerful voice on the UW-Madison campus to promote the interests of CLS students in regards to education, policy, and legislation. Finally, our third mission is to make an effort in supporting diversity, inclusivity, and multiculturalism on campus. We plan on accomplishing this through the promotion of Chican@ and Latin@ culture, heritage, and traditions. We also aim to partner with other student organizations in an attempt to create a more unified and cohesive multicultural community on campus.

Spotlight on CLS Students

Latinx Breast Cancer Awareness Project

By Andrea Nino



During my first year as an undergraduate student I came across a patient at a free clinic who, due to his undocumented status, was unable to receive a critical medical surgery. I never got to hear whether this individual received the appropriate care, but to this day that memory continues to lead my path. I grew up in the beautiful city of Guadalajara, Jalisco, Mexico but immigrated to the United States at the age of twelve. Although I never imagined pursuing a career in medicine, I found myself intrigued by the health field and, most importantly, by health disparities experienced by immigrants in the United States.

This past year I had the opportunity to apply for the Wisconsin Idea Fellowship, which allows the funding necessary for students to implement a project. A good friend of mine, Eva Shelton, proposed we develop a project and apply for the grant. Dr. Patricia Tellez-Giron, who is my mentor, a family physician, and a community leader, had once mentioned she wanted to carry out a community project in which hairdressers would be the liaison of information. The goal of this project is to explore an already established community relationship and use this outlet as a way to spread the resources available, thus increasing the use of these resources in the Latino community. Breast cancer is the ideal preventable disease for this model. The amount of resources available for uninsured and low-income individuals is vast, including but not limited to the Well Woman's program, Planned Parenthood, Centro Guadalupe, and Susan G.

Komen. Dr. Tellez, along with experienced health promoters, will be training the hairdressers to have basic conversations about breast cancer awareness. Typical conversations include: *Do you know how often one should get a mammogram? Did you know you could get free checkups through the Well Woman's program?* The hairdressers will not be diagnosing or teaching about breast cancer, but their role is to incentivize a conversation about the topic and have information available for the resources in town.

This intervention has a two-fold purpose; the first is to train and prepare the hairdressers to disseminate information about breast cancer preventative resources. During their everyday service, hairdressers have a captive audience and know how to talk to people, thus they are the ideal service to propagate information. The second purpose is to organize a gala in June 2017 to launch the project. We will be inviting members of the Latino community to get their hair done before the event and allow the hairdressers to practice the intervention. After the gala, and as the hairdressers continue to serve their Latino clients, we will continue to check in and provide further guidance and resources. This integrative approach has the potential to multiply the effects, and instead of reaching one hundred community members during the gala, we would have the potential to provide resources to hundreds of Latinos in the Dane County area who get their hair styled with these key Latino hairdressers. If successful, we will look into implementing this community-based model to alleviate additional health disparities surrounding Latinos such as diabetes and mental health.

This project would not be possible without Eva Shelton, our mentor Dr. Tellez, our student committee, and the collaboration of our community partners from the Latino Health Council. We are always looking for more students to join the organizing committee; you can reach me at my email (ninodeguzman@wisc.edu) if you are interested. This is now my fourth and last year as an undergraduate student, and as I prepare for graduation, I am beyond grateful for the amazing individuals and the unforgettable experiences along the way. I would like to thank and acknowledge Rachelle Eilers for her ongoing guidance and for inviting me to the CLS community, Dr. Tellez for inspiring and mentoring me, P.A.L.M.A. (Professional Association of Latinos for Medical School Access) for the continuing support and vast opportunities, and my friends and family for their love and encouragement. I am proud of my roots and am determined to be a vector of change.



Spotlight on CLS Students

Adding my little grain of Sand

By Samantha De Santiago

This summer I was honored to be of service to a community of middle school, Latino boys from the South side of Milwaukee. Camp Thunderhead is the continuation of a school program in the summer that is designated to help Latino youth from low-income families grow intellectually and morally. In this camp students were required to take morning classes in subjects such as reading, science and math. The rest of their days consisted of playing sports, practicing woodworking skills, environmental education and so much more.

As a camp counselor I took on various roles within the camp community. Some of those roles included: assistant teaching a science class, coaching soccer, food preparation, organizing and participating in recreational activities, and so forth. But the most important role in service of campers was through interpersonal connection. This brought on tremendous personal growth from both the campers and I.

Living among the youth for about 5 weeks consisted of keeping close supervision on their behavior, along with keeping personalized records on their health and personal habits, without forgetting to pay close attention to emotional and developmental problems. For these youth in particular I was able to understand and accommodate to their individual needs because of how similar their experiences were to my own. I shared various connections with the youth in this camp because I was brought up similarly and around the same community. I came from a low-income family and much like them I am the first in my family to pursue higher education.

Although they are younger and various forms of discrimination towards our community may not be clear to them yet, I was able to distinctly identify various forms of oppression in their lives within the short time frame that I shared with them. This ranged from things such as cultural confictions, language barriers within their families, the dynamics of their family structure and so forth. I was able to put in my "little grain of sand" by sharing with them my story and my experiences and how that interacted with my Latinx background. My stories ranged from simple recommendations on self-love, self-care to what challenges we may face in today's society as a minority. The overarching goal of camp and their school was to encourage them to come together in brotherhood to grow intellectually and morally as an underrepresented community and I am glad that I was able to be a part of that mission.

After this summer I realized the importance of role models for youth who are part minority communities and the impact that it can make in their lives. Moving forward from this I think it is our responsibility seek out youth who need mentors. Mentors, who can help add "their grain of sand" that can help shorten the gap of inequality that is so prevalent in the life of minority communities.



Chican@ Latin@ Studies Community Gatherings

Join the CLS community for our weekly workshop luncheons where CLS students have the opportunity to engage in lively discussions about academic life, learn about resources available to them on the UW-Madison campus, and build a strong sense of community.

Visit the CLS webpage for more details!

Spotlight on CLS Students

Importance of Healthcare Programs for Underrepresented Students

By Aracely Becerra



Being a child to Mexican immigrants has shaped every aspect of my life especially in the sense of academics. From my first day of kindergarten to my first day of sophomore year of college, my father has continuously reminded me how important my education is because in the United States, education is everything. Therefore, ever since the beginning of my education career, learning as much as I could and putting forth all of my effort into my academics was one of my highest priorities and it continues to be. Through my education I have learned so much about myself including what I want to do with the knowledge I possess. Although I have also always wanted to have an impact on people's lives, I was unsure of how. But becoming certified as a nursing assistant my junior year of high school helped me decide that I want to have an impact on people's healthcare experiences.

Unfortunately, I never had the access to shadow doctors, physician assistants and other health professionals until the summer after my freshman year of college. I was presented with a great opportunity from Lindsey Decarlo, a pre-health advisor at UW-Madison and Rachelle Eilers, the CLS advisor. The program that these two amazing individuals created was the Health Professions Shadowing Program and I was lucky enough to be accepted this past summer. The program was specifically created for students like me. For students that are from groups underrepresented in the health professions, including ethnic and racial minorities, first generation college students, students who come from socioeconomically disadvantaged backgrounds as well as students without connections to healthcare professionals.

Throughout the duration of this program I learned a profound amount of information on healthcare. I worked network with individuals from all aspects of healthcare, hear about their personal experiences and see their day-to-day obligations. The experiences I had in the program showed me how important it is for me to pursue a career in healthcare. They also showed me different problems such as healthcare disparities and the need for more healthcare professionals of color. Being surrounded by other students of color in the program we were all able to discuss these issues from similar viewpoints and make connections through our similar experiences.



These types of programs should not be scarce because they are truly necessary. Without the Health Professions Shadowing Program, I am not sure if I would still be pursuing my dream of becoming a doctor. The program, Lindsey, Rachelle and the students I met in the program have given me an opportunity like no other. I learned why it is important to continue to pursue a career goal even when it becomes difficult. I believe others should have this same experience and opportunity. Programs for students underrepresented in healthcare like the Health Professions Shadowing Program need to be more abundant and less difficult to find in order for students that are currently from groups underrepresented in healthcare will not be in the future.

Independent Living Inc. — Segoe Gardens Assisted Living

By Stephanie Aguilar



Over the summer, I was an intern for Independent Living, Inc.- Segoe Gardens. The Segoe Gardens location has both an independent living and assisted living facility. I was in the assisted living facility side of the building, also known as Community Based Residential Facility. The position I held entailed for me to facilitate the implementation and training to engage residents and staff in a meaningful activity program in the CBRF. The goal of this new program implementation was to give strategies that incorporated resident purpose through work, leisure, rest, and relaxation. I then further developed these strategies into daily activities that helped residents feel valued, productive, and purposeful. I assisted with the development and implementation of meaningful activities that could be incorporated into residents' individual service plan. I met weekly with the Director and Manager of the establishment to update them on the progress of the project. Besides this, I was assigned to create an activity manual and calendar. These were filled with other additional activities that could be done at the establishment each month, throughout the year, which I turned in to the Manager at the end of my time at Segoe Gardens. **(Continued on page 9)**

Spotlight on CLS Students

Fostering sustainable change at a Guatemalan orphanage

By Alberto Prado Jr.

I am a first-generation college student who grew up in Milwaukee, Wisconsin. I am studying Rehabilitation Psychology with a certificate in Chican@ Latin@ Studies. Graduate school is on my horizon and I would love to pursue a master's degree in occupational therapy.

I spent the week before the fall semester started volunteering at a non-profit center for children with disabilities and an orphanage (*Ciudad Anini*) in Guatemala. I went on this trip with Dr. Larson, an Associate Professor in the Department of Kinesiology, and Tori Larkin, a graduate student in the Occupational Therapy program. This visit was made possible by the Baldwin Wisconsin Idea Grant. Additionally, I would like to thank Dr. Stephen Quintana a Professor in the Department of Counseling Psychology who offered me this amazing opportunity.

This has been one of the most humbling, yet rewarding experiences that I have had during my college career.



After landing safely in Guatemala City, we were picked up by Diana, who has worked with Dr. Quintana. The next morning we went to a non-profit center for children with disabilities where Diana works. We worked together using the Movement Opportunities Via Education (MOVE) program. This program uses adaptive equipment and frequent practice for children with severe motor impairments to learn to sit, stand, and walk. I translated Dr. Larson's insightful advice to the parents of the children. They were grateful for our help; it felt rewarding and that fueled us to fight off the slight jet lag.

We traveled to Ciudad Anini via bus. Upon arrival, we quickly went to work. With the intent of making our presence known around the orphanage, we hosted a jewelry-making workshop later that evening for the house mothers. They were reserved at first, but soft smiles turned into a great time. The house mothers made beautiful necklaces, earrings, and bracelets. Enfermera Lidia told us that she was making the jewelry to fundraise money for the local seminary. From those conversations, we made decisions regarding toy distribution and how to provide resources that would be sustainable within the daily life of the orphanage.

I did most of the translating for Dr. Larson. I benefitted from this by practicing my Spanish proficiency. However, translating medical terminology was a challenge, along with making sure I was translating the context of the conversation without adding or taking away any concepts. By the end of our wonderful trip, I learned how to translate more efficiently and interpreting a conversation while being conscious with a respectful ANNI.

Despite the long days, working with the children and seeing them smile will be something that I will deeply cherish. Seeing immediate results of assisting children imprinted the notion of wanting to pursue a career that is parallel to this experience. Once I returned to campus, I decided to be volunteer for UW Adapted Fitness. This program works to accommodate persons with permanent as well as temporary disabilities to improve overall fitness through personal training, promotion of independence, and instilling healthy habits



(Continued from page 8)

It was a challenging and learning experience. Not only did I spend my summer in a facility dealing with the population of people I hope to work for in the future, but also had a great time learning about each individual resident. At times it would be challenging due to the fact that I was a stranger to them and they didn't necessarily want to participate in anything I had planned. As time went on, you can say we both looked forward to seeing each other and being in each other's company. I definitely learned a lot more about what it truly means to be patient and how to efficiently problem solve. Besides this, it reaffirmed the fact that I made the right choice in choosing to pursue a career in Social Work, more specifically, towards becoming a Hospice Social Worker.

Spotlight on CLS Students

James E. Jones Pre-Law Scholars Summer Program 2016

By Miriam Paiz



My name is Miriam Paiz, I am a 4-th year student and was born in Sylmar, California and moved to Madison, Wisconsin in 2004. I transferred to UW-Madison from Madison Area Technical College in the fall of 2015. I am glad that I have formed a community and family at UW-Madison in the Chican@ Latin@ Studies Program. As I have a strong interest in Social Justice, I began exploring options around campus and came across the Law School page where surprisingly I found the news update of a Pre-Law Program and decided to applying the making. This is when I decided I should apply and get a feel for what Law School is all about.

I am glad to say that this summer I had the honor of being part of the inaugural class for the James E. Jones Pre-law Scholars Program at UW-Law School. My experience with the program has taught me so much and has given me the tools to pursue a degree in Law. The program is named for the late Professor James E. Jones Jr., the University of Wisconsin Law School's first African-American faculty member. A pioneer in equal employment and affirmative action policy, Professor Jones taught labor law and arbitration for nearly 30 years at the Law School, and in 1991, was named Nathan P. Feinsinger Professor of Labor Law.

During the program I took introductory law courses such as Criminal Law, Legal Writing, and Election Law, taught by UW Law School professors. I participated in personal and professional development workshops. Gained hands-on experience with the legal system as I participated in activities such as a mock client intake, a Wisconsin prison tour, Capital tour, Legal job firm opportunities, and attending a criminal plea and sentencing court trial. You gain so much from taking the LSAT, to filling out applications, doing legal research, to learning how to succeed in the process of applying to law school. Lastly, the chance of a gourmet cruise in the Betty Lou Cruise.



The program advisors, admissions, and professors provide a community of support for all students at the law school. For example, Steven Wright, a clinical instructor with the Wisconsin Innocence Project, specializes in DNA exonerations and as a strong advocate for Voting Rights Act, he gives students the push they need to fight for social justice. Then there is Rebecca Scheller who serves as Assistant Dean for Admissions and Financial Aid. She previously practiced at DeWitt, Ross & Stevens in Madison, in the areas of business, real estate and family law. She along with Sir Williams gave me so much personal support and also to all the Pre-law Scholars this summer. I really enjoyed it and will strongly recommend the program for all students aspiring to be future lawyers.

CLS Director (Continued from page 1)

One program director after another and generations of Latin@ students pressured the Dean of Letters and Science for more faculty, staff and services only to see their requests denied or ignored. Today, we are told that it is not possible to fund the program because of the university's dire financial condition. It is true that the University of Wisconsin is facing an unprecedented financial crisis but I have seen the university retreat from its commitment to Chican@/Latin@ Studies in good and bad economic times. This practice is even more frustrating because university officials regularly express a commitment to diversity and inclusion all while investing its resources elsewhere.

The future can be better. The Chican@ Latin@ Studies Program has strong support from students, staff and faculty across campus. They recognize the important role our program plays in student success and are committed to its growth. More importantly, they have not remained silent or given up the struggle to build the program. I urge you all to think about what the Chican@/Latin@ Studies Program means to you and how it can better serve the university community. Together we can make it a reality.

Adelante!

Spotlight on CLS Students

The Perfect Getaway

By Diana Pavon

My name is Diana Pavon, I am a Junior and I am graduating in 2018. Last semester, I was one of fourteen students that got accepted for the UW Global Gateway Program in Rio de Janeiro, Brazil. The study abroad program fully funds fifteen students every year who are either freshmen or sophomores. All students are encouraged to apply regardless of their major and there are no language prerequisites. The program introduces global issues and raises awareness for students. The hope is for students to can bring back new values and ideals to campus from our program. As other students, I was excited to tour the whole city and admire its beauty. The first couple of days I went around basic tours to see the Jesus Christ, Escadaria Selaron, Museum of Tomorrow, Sugar Loaf Mountain as well as many other sites. I was overwhelmed by the new culture I was being exposed, as I did not know much about Brazil. I was surprised by the diversity that was present as there were Asians, Italians, Colombians, and more diverse groups. Every individual could fit in as a Carioca, a local person who lives in Rio de Janeiro, and not be questioned.



A challenge I faced was the high amount of social injustices present in Brazil. There were a couple protests regarding the impeachment of the president and funding for the Olympic Games. I did not expect there to be so much political tension; however, I was glad to be presented with the opportunity to witness it. We hear stories about the injustices happening around the world, yet seeing it with your own eyes makes it a reality. I was motivated to continue advocating against social issues as I hope to become a lawyer. I learned how the Brazilian government does not have control over many of their countries issues. There are children who are forced to be part of drug cartels and live on the streets their whole life. There are children who do not ever step a foot into a school which should never be the case. There needs to be something done.

I met a lot of people that have impacted my life and further pushed me to keep being an activist. One of my professors, Patricia Ferreira, is a human rights lawyer and a Post-Doctoral Fellow for Centre for International Governance Innovation. I admired

her dedication in addressing the mass incarceration inequalities. This study abroad trip gave me better perspective in the career that I hope to have one day. I want to be able to support other individuals inside and outside my community. Therefore, I hope to create a social services organization in Latin America that can bring resources to low-income communities and homeless. I want to offer support to hundreds of people who need our help.

This study abroad trip has taught me more about myself than I ever knew before. Studying abroad allows students to bring back new values and share their knowledge in their home country. It is important to go outside one comfort zone and expose yourself to a whole new environment. Learning from books is one thing but actually emerging yourself in a new cultural gives you a greater point of view. This study abroad program has definitely given me a new perspective and the motivation to better myself every day.

La Mujer Latina Conference

La Mujer Latina is a UW-Madison organization that works to create awareness of issues that affect Latinas. Part of the mission of the organization is based on “(striving) to build relationships and to advocate the region, through an annual *La Mujer Latina* Conference. *La Mujer Latina* invites faculty, guests, students, and organizations to take part in attending and facilitating workshops focused on educating women about their social rights, health and the arts.

This year the conference will be April 2017, the conference is free but there is an RSVP available in February. If you like help to organize the conference or have any questions, please contact the Co-Chairs Diana Pavon and Alexis Villareal at pavon@wisc.edu or avillareal@wisc.edu.

Jesus Salas Academic Activist Scholarship

The Jesus Salas Academic Activist Scholarship is conferred annually to a Chican@ and Latin@ Studies Program Undergraduate Certificate student who has both excelled in academic pursuits and has made outstanding service contributions to the Chican@ and Latin@ Community. The award is named in honor of longtime activist Jesus Salas for his continuous commitment and dedication to the advancement and well-being of the Chican@ and Latin@ community. Jesus Salas earned a Master's degree in Political Science at the University of Wisconsin-Madison, and in 1964 he helped found the Obreros Unidos, a Wisconsin agricultural labor union. He was also the first Latino executive director of United Migrant Opportunity Services, Inc. In addition, he served on the University of Wisconsin Board of Regents from 2004 to 2007, and was an instructor at the Milwaukee Area Technical College for many years.

The award is open to all undergraduate certificate students. Applicants are required to have a cumulative grade point average of 3.0 or higher, and a record of service to Chican@ and Latin@ communities at the local, state, or national level. Service contributions can include but are not limited to: 1) creation of social or educational workshops or outreach programs, 2) participation as a committee member or organizational leader of entities that advance the social, educational, or political well-being of Chican@ and Latin@ communities, or 3) involvement in policy related issues.

The scholarships are made possible through the generous support of Jesus Salas, and the Chican@ and Latin@ Studies Program. To apply for the Jesus Sala Scholarship, please contact Dr. Ben Marquez at bmarquez@wisc.edu or stop by 312 Ingraham hall, 1115 Observatory Drive, Madison, WI 53706 for additional information.

Previous Jesus Salas Scholarship Recipients: Selina Armenta & Diana Pavon (2016) Edith Flores (2015)

CLS Student Resources

Dolores Huerta and Cesar Chavez Community Room ~ CLS Academic Resource Center (ARC)

The ARC is a colorful place where you can relax, do homework, or simply gather to build an academic community with other CLS students. The lounge offers access to computers with internet, printing, and snacks! An academic community and connection awaits you. Academic year hours are Monday - Friday, 8:30am- 4:30pm. Closed Saturday & Sunday. It is located in 338W Ingraham Hall.

Our Library

The Chican@ and Latin@ Studies Library is a new addition to our offices, recently organized in 2005. Our goal is to provide students and faculty with access and check out books and videos related to Chican@ and Latin@ Studies using the university library system. Our collection includes an ever-expanding number of books and movies. Academic year hours are Monday - Friday, 8:30 a.m.- 4:30 p.m. Closed Saturday and Sunday. The library is located in 313 Ingraham Hall. *Circulation Policy:* Books may be checked out for 1 week. DVD videos may be checked out for 1 week by faculty or 2 days by students. Our materials are not available for inter-library loan.

PASOS Program (*Promotores Académicos Sembrando, Orientando y Sobresaliendo / Academic Promoters Seeding, Orienting and Overcoming*)

The PASOS mentorship program helps Chican@ and Latin@ students imagine the possibilities of attending graduate school. Intended for both students curious about graduate school and students who have decided to pursue graduate studies, the PASOS program fosters new ways for graduate students to mentor graduate and undergraduate students. Through individual and group mentoring activities, PASOS mentors answer questions about graduate studies and guide Chican@ and Latin@ students step-by-step through their application process. PASOS mentors volunteer their time to help establish networks of scholars who can guide undergraduate students through the educational pipeline, and coach them as they select career choices that fit their goals and needs. For more information, contact Ivan Cabrera or Mary Dueñas: icabrera@wisc.edu and duenas@wisc.edu. Ivan and Mary are both first-generation college student and graduate students in the Counseling Psychology Department.

Fall 2016 Courses

Course	Topic	Time	Professor	Brief Description
CLS 201	Introduction to Chican@/Latin@ Studies	9:30 – 10:45 am T & Th 222 Ingraham	TBA	Introduction to Chicano and Latino 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 330	Whiteness & Racial formations	2:30 – 3:45 pm T & Th 115 Ingraham	Revel Sims	The course will expose the social construction of whiteness in the U.S. from its origin in colonization to the contemporary period. A major focus of the class will be tracing the evolution of race, and through the lens of racial formation, introduce theories of about identity, citizenship and justice relevant to anti-racist praxis.
CLS 347	Race, Ethnicity, and the Media	2:30 – 3:45 pm M & W 6203 Social Science	Tony Tran	The course provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in U.S. films, entertainment, television and popular culture.
CLS 461	The American West to 1850	9:30 – 10:45 am T & Th 1310 Sterling Hall	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	4:00 – 5:15pm T&TH 53 Bascom Hall	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. Prereq> Jr st & Poli Sci 104, 184 or 404 or intro courses in Chicano studies or intro courses in Afro-American studies or consent of instructor
CLS 470	Socio-demographic Analysis of Mexican Migration	11:00 – 12:15 pm T & Th 6112-Social Sciences	Jenna Nobles	The class introduces students to the causes and consequences of Mexican Migration to the U.S. by looking at the history of Mexican-U.S. relationships; Mexican –American experience focusing on the immigration to the Midwest.
CLS 530	Latino Communities in Small Towns and Rural Areas, a Service Learning Course.	2:30 – 5:00 pm TH 231 Van Vleck	Armando Ibarra	This course extends service learning beyond Madison to outlying Latino Communities serving as a bridge course between the UW and the Chican@&Latin@ small towns and rural communities surrounding the City of Madison. The students will reach out to and contact Chican@ & Latin@ families in these areas who desire that their children attend the University of Wisconsin. The students will learn the basics of the social sciences literature on immigrant and generational incorporation, and students will deliver presentations based on findings from Professor Ibarra's study, Latino Wisconsin: Needs Assessment and Family Integration to Latino and Non- Latino audiences in community centers, public locations, and other spaces. Students will gain a richer understanding of Latino communities in outlying areas, become familiar with the incorporation literature, and learn the importance of providing service that is practical, research based and leads to stronger communities.
CLS 699	Directed Study	N/A	N/A	Credits for self- directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member

Fall 2016 Courses

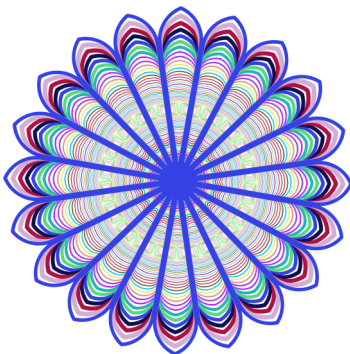
Course	Topic	Time	Professor	Brief Description
C&I 240	Critical Aspects of Teaching, Schooling and Learning.	1:00 – 2:15 pm T 267 Teacher Ed Building	Mary Louise Gomez	This course is designed to actively explore diverse topics, issues, and trends related to the term broadly defined as education through classroom and community experiences. The course is focused on social justice-oriented responses to confronting various dilemmas, including racism and discrimination (based on race, class, gender, ability, language background and/or sexual orientation) through active participation and problem-solving in educational and community settings. Twenty-five hours of service learning are required.
CLS 525/ LACIS 433	Labor in Americas: The U.S. and Mexico in Comparative and Historical Perspective	TBA	Patrick Barrett	TBA



Did you know! The addition of more faculty and students is great news for the future of the program. The more students we can graduate, the better the State of Wisconsin and more importantly, the nation, will be. CLS will have a hand in producing a more mindful and well-rounded individual. One who will approach graduate school, the workforce, and/or professional-school with knowledge regarding the fastest-growing minority population, Latin@s. Thank you for reading. On Wisconsin!

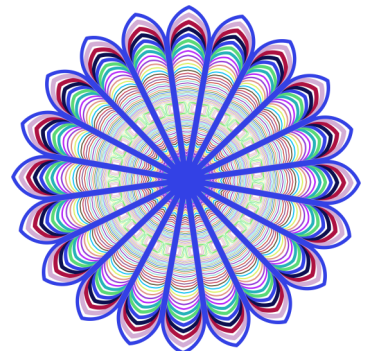
ChiLaCSA — 411

We are an academic association that is affiliated with the Chican@ Latin@ Studies Program. ChiLaCSA serves as a certificate student's voice in the decision-making process in the Chican@ and Latin@ Studies Program, and we promote academic and cultural events focused on Chican@ and Latin@ heritage. ChiLaCSA is open to all students who are interested in learning more about Chican@ and Latin@ culture and tradition. We have member who serve and vote on the Chican@ Latina! Studies Curriculum Committee and the Chican@ and Latin@ Studies Student-Faculty Liaison Committee and who participate in a multitude of community service events. To be a voting member you must be a student who is declared Chican@ and Latin@ Studies Certificate candidate. To learn more about ChiLaCSA, contact Dr. Ben Marquez at bmarquez@wisc.edu.



Are you a CLS Alumnus?

Tell us what you are up to!
Contact: Mary Dueñas at
cls_journal@letsci.wisc.edu



Congratulations to our CLS Graduates!

May 2016 Graduates

Lisette Aguila, B.A.
Sociology

Alexandra Arriaga, B.A.
Journalism & LACIS

MollyJo Bautch, B.S.
Sociology

Martin Brubaker, B.S.
Community & Environmental
Sociology and Geography

Maria Espino, B.S.
Community & Nonprofit
Leadership & GWS

Marcelo Heredia, B.S.
Community & Nonprofit
Leadership

Eli Lynch, B.A.
Communication Arts

Monica Madrigal, B.S.
Psychology & Spanish

Rocio Perez, B.A.
Spanish

Chinar Raul, B.S.
Biology

Sergio Rodriguez, B.A.
Journalism

Fall 2016 Graduates

Mary LaFore, B. S.
Theatre and Drama

Alexandria Rauchle, B.A.
Spanish & International
Studies

May 2016

Valedictorian

Monica Madrigal, B.S.
Psychology & Spanish

May 2016

Salutatorian

Chinar Raul, B.S.
Biology



Chican@ and Latin@ Studies Program 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. Latin@ populations. The primary objective of the Program is to train students in the study of Chican@s and Latin@s, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.

Director

Benjamin Marquez, Ph.D.
Phone: 608.262.9545
bmarquez@wisc.edu

Undergraduate Certificate Advisor

Rachelle Eilers, M.S.
Phone: 608.265.6081
reilers@wisc.edu

Program Administrator

Sylvia Garcia, B.S.
Phone: 608.263.4486
chicla@mailplus.wisc.edu

Project Assistant

Mary Dueñas, M.S.
Phone: 608.265.6139
duenas@wisc.edu

Student Assistant

Miriam Paz

Chican@ and Latin@ Studies Program

312 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706
Phone: 608-263-4486

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.



Yes! I want to help support the Chican@ and Latin@ Studies Program at UW-Madison. Your contribution is tax-deductible and many employers have matching gift programs that can double the effect of your gift.

Gifts can also be sent using the following link: <http://www.chicla.wisc.edu/giving>

Enclosed is my tax deductible gift of :

\$ 25.00

\$ 50.00

\$100.00

\$200.00

\$ _____
(write in amount)

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 at <http://www.chicla.wisc.edu/donation.html>

Name: _____

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

Email: _____ Phone: _____