

# REGENERACIÓN

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



## A Note From the Director

By Ben Marquez

This academic year has been a busy one for the Chican@/Latin@ Studies Program. Six new courses are in the Timetable for fall 2017, four of which have a service learning component. They are all innovative courses that expand the boundaries of higher learning at the University of Wisconsin. I am grateful for the hard work and creativity of the Chican@/Latin@ Studies faculty and for the generous grant from the Vice Provost's Office that made their course development possible.

We've also seen a big growth in the certificate program. There are currently ninety students working toward a certificate in Chican@/Latin@ Studies. This record number of certificate students reflects the increasing awareness of the need to understand the growing and complex Latin@ population in the United States. Attendance at our weekly lunch time Community Gatherings is at record levels. The popular community building event put students in touch with counselors, financial aid specialists, program directors, and other university officials. Every Gathering always features many student announcements that reveal how active and engaged our students are in university and community projects. Finally, fifteen students graduating with a certificate in Chican@/Latin@ Studies this academic year. It is one of our largest graduating classes and we are proud of them. Among them are several Dreamers, living proof that determination and hard work can overcome the biggest obstacles. In these days of anti-immigrant politics, we can draw inspiration from their and example. CLS advisor Rachelle Eilers deserves a big round of applause making these programs possible.



A joint search between the Sociology Department and the four ethnic studies units on campus successfully concluded. Michael Light was received a joint teaching appointment between the Department of Sociology and Chican@/Latin@ Studies. He is currently an Assistant Professor at Purdue University and specializes in immigration, border enforcement, and criminal justice. He will teach two new CLS courses in the spring of 2018. Let us all extend a warm CLS welcome to Michael Light!

While there are many reasons to look back on the year with a sense of satisfaction the Chican@/Latin@ Studies Program is constrained by an inadequate budget. In its 41 year history, it has never the resources necessary to fulfill its mission of serving the university and surrounding community. Chican@/Latin@ Studies continues to be the smallest, most poorly funded ethnic studies unit on campus. Our efforts to further expand the faculty, provide additional student services, sponsor events, and the other activities that well-functioning academic units provide have hampered by this lack of support. Prospects for any change in the near term are dim. Administration officials point to the severe budget cuts facing the university and argue that additional funds for the Chican@/Latin@ Studies Program will not be forthcoming. At the final plenary meeting for department chairs and program directors, the Dean of Letters and Science delivered a report on the fiscal state of the university. Funding from the state, government grants, tuition, and other sources of revenue have declined and the University of Wisconsin is making painful program and departmental cuts.

The severity of the crisis should not be taken lightly. The University of Wisconsin's eroding budget endangers the standing and reputation of an institution that took decades to build. Nevertheless, the current cutbacks bring the university's values and priorities into sharper focus. I have worked at the University of Wisconsin for over twenty-six years. When I arrived, the Chican@/Latin@ Studies Program had four budgeted faculty and the promise of more to come. Over the years, just the opposite occurred. As faculty left for opportunities at other universities, the program was denied authority to replace them or hire additional faculty.

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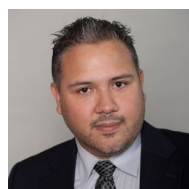
## Faculty News & Achievements



**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** is a recipient of the 2017 Distinguished Teaching Award.



**Michael Light** has joined the CLS faculty.

**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.

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- ◆ Peter Haney
- ◆ Maxwell Love
- ◆ Liliana Lule
- ◆ Ben Marquez
- ◆ Leserasi Montes
- ◆ Steven Quintana
- ◆ Diana Pavon

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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  
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## Note from CLS Advisor

By Rachelle Eilers

Hello everyone, happy spring! I am currently writing this while the students are on spring break. So what is new this semester with CLS? We have hired two new *gente* to join the CLS family. In January we hired a new Program Administrator, Dr. Pete Haney. Pete joins us from the University of Kansas after serving for years as the Assistant Director of the Latin American Studies Program. Pete is heavily involved in activism within the Latino community and speaks Spanish fluently. We also hired a new faculty for a joint position with Sociology and CLS. His name is Dr. Michael Light. Dr. Light joins us as an Assistant Professor from Purdue University. His area of research is in immigration, racial/ethnic stratification, criminology, and the sociology of punishment. Dr. Light and his family will move to Madison in the fall. He will be teaching two new CLS courses in spring 2018 around the topics of race, ethnicity, justice, immigration, crime, and enforcement. We are so grateful to have Dr. Light and Pete join CLS!



We have also added several new courses to the roster this spring and fall '17. In the spring, Dr. Carmen Valdez is teaching Counseling Psychology 300 – Immigrant health and wellbeing. Dr. Mariana Pacheco is teaching a Curriculum and Instruction 675 seminar course titled, Language and Culture in the Borderlands which focuses on Gloria Anzaldúa's seminal text, *Borderlands/La frontera: The new mestiza*. This fall six CLS Professors; Drs. Armando Ibarra, Revel Sims, Mariana Pacheco, Stephen Quintana, Ruben Medina, and Alfonso Morales will all be teaching new courses for our students. Please see the CLS Fall 2017 courses for more details about the courses.

In addition to adding a new faculty member, staff member, and new classes: we are also growing in student certificate numbers. As of today we have about 90 CLS students. This number will drop a little as we have 17 spring/summer 2017 graduates, the largest graduating class since I have been the CLS Advisor. We are extremely proud of this graduating class. Some of our students are on to great next steps – one is heading to service through the City Year Program, another is headed into the Masters of Counseling Psychology program at UW-Madison, and finally one is headed to Arizona for a Chemistry PhD program, and this is just some of them! Hats off to the class of 2017! In all, I look forward to the positive direction CLS is headed in.





## New CLS Staff ~ Welcome Peter Haney

This spring, Dr. Peter Haney joined the staff of the CLS program, replacing longtime administrator Sylvia García who retired in December. A newcomer to Madison, Dr. Haney brings extensive academic and community experience to the position. He received his Ph.D. in sociocultural anthropology from the University of Texas in 2004 with a dissertation on Mexican American vaudeville and tent shows in San Antonio. He has published widely on this topic and has worked with grassroots service and organizing efforts in U.S. Latinx communities since 1991. *Regeneración* had the opportunity to ask him a few questions about his background and his plans as he settles into the work of the CLS program.



### How did you become involved with Chican@ and Latin@ studies?

I came of age in the 1980s, when the U.S. was supporting bloody counterinsurgency campaigns in Central America that were driving people to migrate to the United States. I knew I was good with languages and decided Spanish would be useful. My advisor at Grinnell College got her degree from Indiana at a time when scholars around the *Revista Chicano-Riqueña* were doing exciting work that would become the Recovery Project. She organized a symposium on Chican@ theatre at Grinnell and brought speakers including Nicolás Kanellos, Tomás Ybarra-Frausto, Denise Chávez, Yolanda Broyles-González, and others to campus. The urgency and richness of U.S. Latin@ literature and the creativity of the bilingual wordplay really got my attention. My parents were “folkies” and I was always interested in folklore studies, so when I got a chance to do an internship in folklife research at the University of Texas Institute of Texan Cultures at San Antonio, I took it. Then after college I found a job with an asylum project in Texas and thought, “There’s a lot going on in that state. I want to go back there.” Everything else kind of flowed from that.

### How did you find your way to Wisconsin?

After finishing my degree in Texas, I followed my late wife, Laura Padilla, to Colorado Springs after she accepted a job at the Colorado College. After we moved there, we found out that her breast cancer, which first showed up when she was 29, was back. As she started treatment, I applied for jobs, but then the economy tanked in 2008. After a few years of doing part-time administrative work and teaching as a lecturer at Colorado College, I landed a full-time job back home in Lawrence, Kansas with the Center for Latin American and Caribbean Studies at the University of Kansas. I was in that position, spending week-ends in Colorado, when my wife’s cancer took her life in 2014. At the same time, the Center at KU lost its Federal grant and absorbed serious state budget cuts in 2015 and 2016. I was laid off after Spring 2016. So I moved to Madison where I had a new relationship, and then the CLS job opened up, so here I am!

### What has stood out to you about the CLS program at the UW?

Student and faculty engagement. The Gatherings feel like a family reunion every week. Students are organizing “La mujer Latina” on their own initiative, and MEChA put an amazing program together for “Mes de la mujer” in March. Faculty are always busy, but they respond quickly when I contact them and show up for meetings even though their departments are always demanding the majority of their time. It’s in little things like that where you can see the spirit of the program. CLS is vibrant because students and faculty see the need for it and support the mission. I really appreciate being able to work in that kind of environment.

### Where could somebody find your research?

I have an academia.edu page where most of my work is available full-text. There are articles in the *Journal of American Folklore*, the *Journal of Linguistic Anthropology* and others. My most recent work is in book chapters which aren’t fully available online as far as I know. There’s an essay on Mexican American theatre in San Antonio during World War II in the 2015 edited book of work sponsored by the U.S. Latin@ World War II Oral History Project at the University of Texas, edited by Maggie Rivas-Rodríguez and Ben Olguín. Just recently I had an article come out in a new Routledge Companion to Contemporary Anthropology. I have been told that individual articles from that book may end up being available for download. I hope so because the whole book costs over \$200 hardback.

## Congratulations to CLS Students & Faculty

### ***Congratulations to Steven Quintana for being a recipient of the 2017 Distinguished Teacher Award***

Twelve faculty members have received this year's Distinguished Teaching Awards, an honor given out since 1953 to recognize UW-Madison's finest educators. Among those who were recognized this year is the CLS faculty Dr. Steve Quintana.



### ***Congratulations to Diana Pavon for being a recipient of the 2017 American Political Science Association (APSA) Ralph Bunche Summer Institute Scholars***

The Ralph Bunche Summer Institute (RBSI), now in its 31<sup>st</sup> year, is an annual, intensive five-week program held at Duke University. It is designed to introduce to the world of doctoral study in political science those undergraduate students from under-represented racial and ethnic groups or those interested in broadening participation in political science and pursuing scholarship on issues affecting under-represented groups. Participants in the RBSI are drawn from a competitive national applicant pool.

### ***Congratulations to Luis Gonzalez***

For presenting at the Education Research Symposium's at Oxford University as well as presenting at the 2017 Stanford Research Conference. Luis's presentation was titled, 'Unkuymanta Yuyaykuna': Mental Health Perception and Treatment Practices in the Indigenous Community of Saraguro, Loja, Ecuador."



## New CLS Faculty ~ Welcome Dr. Taucia Gonzalez



Dr. Taucia Gonzalez is an Assistant Professor in Rehabilitation Psychology and Special Education in the School of Education. She came to the University of Wisconsin-Madison from her doctoral program at Arizona State University. She was born in a small Arizona mining community to a Chicano father and Mexican mother, and her identity as Chicana-mother scholar affords critical understandings to her work as an educational researcher.

Prior to becoming a researcher she was an educator for a decade in predominantly Latinx dual language schools in Phoenix. Through a strong bilingual and multicultural school community she refined her understanding of teaching and learning through assets-based praxis and teacher action research. During her time as an educator *Chicanos Por La Causa* honored her as an exemplary Latina educator with the Esperanza Award.

Taucia's research focuses on increasing educational equity and inclusion for Latinx Dual Language Learners (DLLs) with learning disabilities (LDs). Specifically, her research examines opportunities to learn in literacy communities and preparing teachers to work at the intersection of language and ability differences. She is currently a co-principal investigator on a research project that examines an after school club as a reorganized learning ecology that supports a diverse group of youth (racial, ethnic, linguistic, and ability classifications) to engage in youth participatory action research as a means to impact social change. One of her recent publications entitled *Reframing Venerable Standpoints About Language and Learning Differences: The Need for Research on the Literate Lives of Latina/o Language Minority Students* published in the *Journal of Multilingual Education* (2016) conceptualizes a need for broadened literacy framings to encompass non-dominant forms of literacy that can contribute new insights into Latinx DLLs with and without LDs.

Taucia currently teaches undergraduate and graduate level courses on disability built on understandings of how disability intersects with race, ethnicity, and language to afford and constrain opportunities for historically marginalized youth to learn. She teaches an undergraduate course entitled *Individuals with Disabilities* that allows students to learn about disabilities in class and through a service-learning project, challenge their own ableist assumptions, and understand unintended policy consequences that impact youth of color (e.g., disproportional representation in some disability categories, more restrictive educational placements, school push out).

In addition to her research and teaching, Taucia currently serves as an advisory board member for New York University's *Technical Assistance Center on Disproportionality* and as an Equity Fellow for the *Midwest and Plains Equity Assistance Center*, which includes an annual sub-award to lead the development educational equity research and resources for the Midwest.

Moving from the desert to Wisconsin has opened up new opportunities for exploration and play (e.g., canoeing down the Wisconsin River, sledding) as well as activism (*El Día Sin Latinos*). Her teenage daughter, Mila, is not only her companion for these Wisconsin adventures, but also a beautiful and constant reminder that both education and mothering are revolutionary.

### 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

### Studying Abroad in Cuba

By Liliana Lule



Last semester, I made the decision to apply to a study abroad program in Havana, Cuba. I've always wanted to take a class abroad; I think immersing oneself in a culture foreign to one's own is an important way of expanding one's horizons and becoming a more cognizant individual. My choice of Havana came from several factors. First, as a triple major, I've got a lot of courses to cover in the remaining year I'll be in Madison. The course I took abroad fit nicely into my major requirements, in addition to being a location that, up until recently, few Americans had access to. This personal factor also influenced my choice, and ultimately a winter interim abroad was the ideal study abroad experience for me.

This wasn't the first time I'd traveled to a foreign country without family, but given the communication limits that exist in Cuba, I was aware that it was different than other trips I had taken for my education. Though this wasn't a major issue in my time there, it was a very different experience to be unable to speak to my loved ones regularly, given that internet and service in Cuba

remains limited. The experiences I had there, however, were more-than-worth this slight inconvenience. While there we were housed in a residential area, and our host-mother did her best to provide for us to the best of her ability. Thanks to our ideal location in the neighborhood of Vedado, it was easy for those of us on the trip to wander in and out of Old Havana and interact with locals. We were able to both visit the beautiful beaches as well as drive out to Fusterlandia, a neighborhood that's slowly turning into a living art piece.

I was one of a few people who could speak Spanish on the trip, and playing at translator was a unique challenge as well. Cuban culture is rich, and though distinct from my Mexican heritage, it was amazing to see the similarities between this nation and others I have visited. I felt remarkably safe in Cuba, and believe it's a location that would suit a lot of Spanish-speaking students who enjoy being on their toes more often than not. I think this trip is ideal for any CLS students who have an interest in Latin American affairs and culture, and who can handle the controlled chaos that the city of Havana offers to its locals and visitors.



### CLS Director's Note (Continued from page 1)

CLS has reached the point where it only has one half of a faculty position on its budget — an improvement over last year when it had none. Astonishingly, the program's small budget was larger in 1991 than it is today. The few resources Chican@/Latin@ Studies had were taken from its budget and reallocated to other programs and departments. This state of affairs is nothing less than a full retreat from the university's commitment to Chican@/Latin@ Studies.

When pondering the low levels of support the Chican@/Latin@ Studies Program receives, it is important to remember that the program only exists because of Latin@ students, faculty and staff demands. If our stakeholders remain committed to the program and its expansion, CLS will grow and serve. Let your voices be heard.

Adelante!

## Spotlight on CLS Students

### The Cultural In-Between

By Victoria (Torri) Copper

I grew up between cultures. My biological family is full of the descendants of European immigrants and my non-biological family is from Mexico. My family grew when I was in elementary school. My parents weren't together, and since my dad was not really enough of a grown up to be a father, my grandparents were really the ones who raised me. Spending weekends with them was the best part of my childhood. It was really the only time that I felt *normal*. One of the things they loved to do was go out for a family breakfast every other weekend. Denny's quickly became our favorite place and we would always go on Saturday so that we could get our favorite waitress, Gina. My grandfather loved to joke with her and my grandmother was glad to have finally met someone who could match my grandfather's sass.



After a year or so, Gina invited us to her daughter's christening and that was it. We've spent every holiday, birthday, and special event together since. My family went from being four to seven in the blink of an eye. Me, my father, grandfather, grandmother, Gina, Laurence, and Joanna. It was the first time I ever truly felt I had a family.



After a few years, Gina and Laurence had Mauricio, bumping our family to eight. Then my dad moved to Texas to marry a woman I had never met, dropping us back to seven. We became eight again with the addition of Adiel, nine when my mother began speaking to my grandparents. We have since settled at eight with the death of my grandfather in 2015.

Part of celebrating the holidays with Gina and Laurence meant incorporating some of their culture into ours, but as I kid, I never saw it that way. Celebrating Christmas on Christmas Eve, eating grapes on New Year's Eve, the younger kids getting their faces pushed into their birthday cake. It

was just what we did. It never occurred to me that things were done differently at my friends' houses until a girl from school asked why I opened presents on Christmas Eve. I didn't have a response for her. I still don't. It's just what our family does and I've never questioned it.

Growing up between cultures has been the biggest blessing. It has allowed me to see how important it is to learn about other people and places in the world, which is why I chose to be a part of the CLS program. I want to learn more about my family. I want to be more aware of the things I am doing that are part of a culture that Gina and Laurence have shared with me so I can give it and them the credit they deserve. I want Gina and Laurence to know how much they have impacted my life and the role that I want to play in this world because they chose to bring me into their community. Our community.





## Spotlight on CLS Students

### *To go or not to go?* - Grad School

By Leserasi Montes



As a first generation low-income Latina from Chicago, yes the city, the most challenging aspect of applying to graduate school was believing in myself. I was scared of putting myself and my applications out there because I question whether I could truly capture who I was on paper. I was nervous about being vulnerable and letting a committee of strangers read about my life and determine if it was enough for them. It is important to note, that I had a lot of anxiety about whether my grades, my experiences, and my supplemental material would be good enough. Much of my anxiety came from the fact that no one in my family had gone to grad school and I wondered: *how could I?*

In the early stages, I found myself lost, overwhelmed, and crying in Rachelle's office. Those comfy chairs and chocolates while listening to Rachelle believe in me when I did not believe in myself became the difference between me applying and saying I wanted to apply. Applying to graduate school is mentally exhausting AND THAT'S OK. It requires faith in yourself, in your words, in your ability to portray who you are and why their selection in you as a potential candidate will add value to their

program. My graduate school application process required a great deal of reflection and being able to be vulnerable with myself. The selection committee wants to know who you are, how you came to be, and how the identities you hold fuel your desire in your respective field. If you're like me, your personal is political. As a marginalized student of color in spaces of higher education, I choose to teach to ensure the voices of the next generation of students of color are heard. By working with students as a Secondary English teacher, I know I can teach them to communicate and advocate for themselves regardless of the fields they choose to pursue. However, it was very difficult to place such into words, especially when you're not sure if they have heard it before.

Yet, the best advice I received when applying to graduate school and perhaps it is too simple, but always be true to yourself and speak your truth. The right program

will see value in you and actively pursue you as a candidate, it feels really good. Do your research and find the program that best fits your needs.

For example, I knew I needed to be in a big city and so I only applied to three programs which would give me access to sofrito, rice, and beans. After living in Wisconsin for 5 years, I couldn't imagine living in a place where my culture was only in an ethnic food aisle.



Finally, ensure you have a strong support system who will be there to push you, to cry with you, and to celebrate with you. I would not be writing this without all of my professors, friends, family, my sorority Sigma Lambda Gamma and professional network who never let me give up. I cannot stress this enough! The graduation application process for me was the most difficult because I had never seen someone go through it before and I wouldn't have gotten through it without my support system. My best friends Sam, Jocelyn, and Janaina and my partner were there for me in ways that I cannot begin to explain. **(Continued on page 11)**



## Spotlight on CLS Students

### Studying Abroad Experience

By Giselle Blocker



Hola! My name is Giselle Blocker. I am Junior here at UW-Madison majoring in History and obtaining a certificate in CLS. I have always had a passion for history. History has a way of allowing you to study the past, while simultaneously bettering our understanding of the present in order to improve the future.

I believe history widens your perspective on people and places unfamiliar to you, which is how I came across the CLS program. I took a history course of the United States West and found myself learning about material I had not come across before. By the end of the course, I was left wanting to know more. Choosing CLS was one of the best decisions I made while here at UW.

CLS encouraged me to step outside my own world, which is how I ended up studying abroad this semester in Madrid, Spain. I originally thought I wanted to go to an English speaking country, where I felt things would feel more familiar. Yet, when I started to think about what I wanted out of my study abroad experience, I realized I needed to go beyond my

comfort zone. Despite not having studied Spanish since high school, I was determined to relearn the language.

I went abroad in order to learn more about a new place and people, and in the process have also learned a lot about myself. For the first time in six years, I am taking classes only taught in Spanish. I am meeting people from all over the world who have incredible stories to share. I am immersing myself into a totally different culture where they eat dinner at 9:00 pm (I'm still adjusting to that!). I have had opportunities to travel across Spain to places such as Toledo, Valencia, Bilbao and much more to come. As a result of being in Madrid, I have become more adventurous and open to getting lost here, which I assure you has occurred more times than I can count.

I learned and am still learning that it is ok to make mistakes. While my Spanish may not be perfect, it is ok not to know it all. One of my professors asked our class, "How many languages are there in the world?". The entire class



looked around to see if anyone knew the answer. He explained to us that there over 6000 languages in the world, and no one can speak every single language. Therefore, it is ok not to know everything. It is perfectly normal to be incorrect sometimes.

What has been most surprising to my friends both here and back at home is that I am not taking classes for my major or for any particular credit. In coming to Madrid, I decided to take classes out of pure interests and not worry about what would 'count'. Rather, I am taking classes here that count or matter to me. I am taking a Spanish language and culture class, I am taking a history course about Spanish civilization and culture and enrolled in an intercultural communication course simply because they interest me. While I may not come back with specific credit for my major, I am bringing back new information and experiences that I might have never had without coming to Madrid. In my mind, this is what really counts.

(Continued on page 11)



## Spotlight on CLS Students

### (Continued from page 9 ~ Leserasi Montes)

I would not be in this position without their love and support and for that I am always grateful. With that being said, it's okay to ask for help! Seek the words of others who continue to pave this path for you, they won't steer you wrong. Most importantly, trust in yourself! The process of grad school is so much about your growth and your dreams, so don't sell yourself short.

There probably would have been less tears if I trusted more in my own capability, however there is beauty in self growth. I am happy to announce that I still have not chosen a graduate school program, but I plan to attend either Stanford Teaching Education Program or Berkeley's Multicultural Urban Secondary Education Program in California this summer. I am as nervous as any future graduate who is venturing out into the real world. I am nervous to start all over again at a new school, in a new city, and without any familiar faces, but I am excited to continue to learn and grow in my field. However, I know that no matter how far I go or which program I choose, applying to graduate school was one of the best decisions I have made. I am going to do great because of the support I have and my drive to make a difference and so will you.

### (Continued from page 10 ~ Giselle Blocker)

My advice for anyone considering going abroad, is to go for it. I encourage everyone to be open minded to the places they may not have first considered. Some of the best places to study abroad in or travel to are the ones you may not have known even existed. While it may be unfamiliar to you, I assure you it can be an extremely rewarding experience. **(Continued on page 11)**

I have been extremely fortunate for the opportunity to travel abroad, and for the encouragement and support I have received from my friends, family, professors and faculty members back at home. I am grateful for everyone who has helped me get here. In return, I am more than happy to answer questions about study abroad, traveling or simply discuss your experiences. Study abroad has been a trip of a lifetime so far and I can't wait to see where my journey will take me moving forward.

## 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](mailto:reilers@wisc.edu) or stop by 307 Ingraham Hall during the weekdays to discuss.**



## Spotlight on CLS Alumni

A bit about me as a CLS student  
By Maxwell Love

I grew up in Lodi, Wisconsin. Lodi is located thirty minutes north of Madison. It is close geographically, but couldn't be more different from Madison in multiple ways.

There is another big way Lodi is different: I knew very few people of color growing up. Imagine my surprise when I arrived at UW-Madison and found out I was living on the Multicultural Learning Community (MLC). I was one of a small handful of white people on the floor. Don't get me wrong, I know Madison is a predominately white city, and certainly a *very* white campus (demographically, and "culturally" – I don't need to remind anyone reading this about the amount of white privilege on campus!) but to someone coming from Lodi, it felt very diverse.

MLC residents took a class in Afro-American studies. I was very interested in the course material (I studied with Dr. Grant and Dr. Brent), and decided to continue studying Afro-American studies. I was planning to receive a certificate, but settled on Chican@/Latin@ Studies, as many of the classes overlapped.

After graduating, I worked on higher education policy (access and affordability; student debt) in Washington, DC for two years. I moved back to Madison for a series of non-political jobs because I wanted to be closer to family, and give back to the state I consider home. This past year, with all of the electoral chaos, I was pulled back into politics. I am helping get Our Wisconsin Revolution (OWR) off the ground in Wisconsin (OWR is a chapter of a national organization, which I affectionately call Bernie Sanders 2.0)

What I remember most about the CLS program at UW-Madison is the community, and the camaraderie between the students, and the faculty & staff. There was an incredibly high caliber of class offerings, and professors who taught them. I learned a lot about important cultural and political issues. It was the small interpersonal interactions, hearing a story from a classmate, or a professor, that stick with me to this day.

Now I know the importance of a story is being told (don't forget to listen). If you have a chance to meet one-on-one with a professor, take it. Those are the moments you'll remember long after you forget any factual information from a specific class.



**Are you a CLS Alumnus?**

Tell us what you are up to!

**Contact: Mary Dueñas at**  
**cls\_journal@letsci.wisc.edu**



## CLS ~ 411

### CLS Graduate Minor

Graduate students interested in a minor in Chican@/Latin@ studies are required to take a minimum of 12 credits of graduate-level coursework (numbered 300 and above) that has been reviewed and approved for its relevance to the CLS program. In addition to the CLS courses, CLS faculty members offer courses in their home departments which may count toward the minor. For additional information, please contact

**Dr. Ben Marquez** at [bmarquez@wisc.edu](mailto:bmarquez@wisc.edu).

### 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@letsci.wisc.edu](mailto:cls_journal@letsci.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.

### 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 members 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](mailto:bmarquez@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](mailto: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.

### CLS 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.

### P.A.S.O.S. 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](mailto:icabrera@wisc.edu) and [duenas@wisc.edu](mailto:duenas@wisc.edu). Ivan and Mary are both first-generation college student and graduate students in the School of Education.



## Fall 2017 Courses

Course	Topic	Time	Professor	Brief Description
<b>CLS 201</b>	Introduction to Chican@/ Latin@ Studies	9:30am - 10:45am T & Th  Ingraham 222	TBA	Introduction to Chican@ and Latin@ Studies designed to introduce students to various interdisciplinary and transnational literatures on the study of Chican@s & Latin@s in the U.S. It offers a survey of scholarly literature, paradigms, theories, and debates within the field pertaining to the historical, economic, cultural, and sociopolitical dimensions of the experience of people of Latin American descent in what is now the United States. Themes will include migration, labor, civil rights, community development, education, gender and more.
<b>CLS 201</b>	Introduction to Chican@/ Latin@ Studies	9:55am - 10:45am M W F  Ingraham 214	TBA	Introduction to Chican@ and Latin@ Studies designed to introduce students to various interdisciplinary and transnational literatures on the study of Chican@s & Latin@s in the U.S. It offers a survey of scholarly literature, paradigms, theories, and debates within the field pertaining to the historical, economic, cultural, and sociopolitical dimensions of the experience of people of Latin American descent in what is now the United States. Themes will include migration, labor, civil rights, community development, education, gender and more.
<b>CLS 321</b>	Chican@ & Latin@ Educational Justice	3:00 pm - 4:15pm M W  Teacher Ed 438	Mariana Pacheco	This course will address the ways Chican@s/Latin@s in the contemporary U.S. have struggled for educational justice. It explores key educational issues, major social movements, and legal cases, and local and national efforts that have established important precedents. It then examines how these precedents and enactments pertain to teaching, learning, and curriculum practices that reflect key tenets of educational justice for Chican@/Latin@ students. <b>Sophomore standing required.</b>
<b>CLS 330</b>	Topics in Chican@ & Latin@ Studies: Community-Based Research	2:30pm - 3:45pm T & Th  212 Ed Science	Revel Sims	This course will explore the methods, practices, and values associated with Community-Based Participatory Action Research (CBPAR) by studying housing issues within the Latinx community in partnership with a local nonprofit. Although students need no prior research experience they should be prepared to devote time outside of the classroom to working with the partner organization and be interested in actively learning and engaging with community members.
<b>CLS 347</b>	Race, Ethnicity, and the Media Cross Listed: Comm Arts	9:30am - 10:45am T & Th  Education L177	Lori Lopez	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.
<b>CLS 461</b>	The American West to 1850 Cross listed: History	8:00am - 9:15am T & Th	TBA	North American frontiers through the period of the U.S. invasion of Mexico. 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.
<b>CLS 467</b>	U.S. Latin@ Literature	11:00am - 12:15pm T & Th  Ingraham 120	Rubén Medina	This course will study and trace the development of the literature of Latinos and Latinas in the United States, exploring that literature's definition, its trends, and the incorporation of newer migrant communities. The course will also address the literature's poetics and present state, and explore the intersectionality of ethnicity, class, gender, migration, sexuality, through literary representations.

## Fall 2017 Courses

<b>CLS 530</b>	Chican@ & Latin@ Social Movements.	9:30am - 10:45am T & Th  Grainger 2175	Armando Ibarra	Over the course of the last century Chican@s and Latin@s have organized and mobilized their communities and workplaces to make local and broad demands for social and economic justice and equality. Often, this organizing has been done at a grassroots level and within broader social movement building contexts. This course will study Chicana/o and Latina/a organizing from the 1940s to the contemporary moment within the literature on social movements and collective action.
<b>CLS 530</b>	Strategies for Effective Organizational Practice Crosslist: URPL	4:00pm – 5:15pm TH  Humanities 2115	Alfonso Morales	This class addresses the ways public sector organizations can improve their effectiveness in the light of growing fiscal and political constraints. Students will build the knowledge and skills needed to work in bureaucratic environments. The class will devote significant attention to a practical understanding of organizations, communication skills, life in bureaucracies, and your professional development.
<b>CLS 530</b>	Working with Latinx Populations Crosslist: Counseling Psych	2:25 pm - 5:25 pm W  Van Hise 583	Steve Quintana	This blended learning course will involve students in an effort develop online materials to help service providers work effectively with people of Latin American descent in the United States. CLS faculty from a variety of disciplines will contribute video lectures, readings, and assignments. The course will be of interest to staff of community agencies, educators, healthcare providers, students interested in service-learning, and CLS certificate students.
<b>CLS 699</b>	Directed Study			Credits for self-directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member

### 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.

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## Congratulations to our CLS Graduates!

### Fall 2016 Graduates

**Mary LaFore, B. S.**  
Theatre & Drama

**Alexandria Ranchle, B.A.**  
Spanish | International Studies

### May 2017 Graduates

**Stephanie Aguilera, B.S.**  
Human Development & Family  
Studies | Social Welfare

**Samantha Arroyo, B.A.**  
Sociology

**Estefanie Becerra, B.S.**  
Mathematics

**Jocelyn Cabañin, B.A.**  
Sociology

**Natasha Cornejo, B.S.**  
Chemistry | Biochemistry

**Diana Gallardo, B.S.**  
Rehabilitation Psychology

### May 2017 Graduates

**Andrew Ishikawa, B.S.**  
Microbiology | Biology

**Liliana Loera, B.S.**  
Human Development &  
Family Studies

**Ricardo Mora, B.A.**  
History | Gender &  
Women Studies

**Andrea Niño de  
Guzmán Ramírez, B.S.**  
Biology | Psychology

**Miriam G. Paiz, B.A.**  
Political Science

**Courtney Rodriguez, B.A.**  
History | Political Science

**Regina Stieber, B.A.**  
Political Science

**Candice Teschner, B.A.**  
Forest & Wildlife Ecology

**Asly Warren, B.A.**  
Human Development &  
Family Studies

### May 2017

#### Valedictorian

Andrea Niño de  
Guzmán Ramírez, B.S.

### May 2017

#### Salutatorians

Natasha Cornejo, B.S.  
Diana Gallardo, B.S.





## 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: \_\_\_\_\_