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REGENERACIÓN

University of Wisconsin Madison

Chican@ & Latin@ Studies Program

A Note From the Director

By Ben Marquez



This semester was filled with new projects and developments. The Chican@/Latin@ Studies Program was fortunate to hire Mike Light to the faculty in a joint appointment with the department of Sociology. CLS also welcomed two new affiliate faculty members, Professor Kate Vieira from the Department of English and Professor Paola Hernandez from the Department of Spanish and Portuguese. Armando Ibarra, Professor in the School for Workers, transferred part of his appointment line to CLS and will be teaching for the program every fall semester. These young scholars bring a wealth of experience to the program and new perspectives. We are delighted to have them on board!

This semester the groundwork was laid for an expansion of the Chican@/Latin@ Studies Program. In early September an exciting new opportunity materialized when the Provost issued a call for cluster proposals to hire new faculty. Cluster searches are

different from the way faculty are traditionally hired at the University of Wisconsin. The cluster hire initiative will grant selected proposals to search for faculty members who share common research and teaching interests. In this way, groups of faculty will be hired along thematic lines like Latinx Studies rather than through departments that typically define their priorities in other ways or ignore this vital subject matter altogether. Although we did not anticipate the cluster hire initiative, CLS has long-standing needs particularly in the Arts and Humanities. CLS faculty are frustrated that our program is the smallest and most poorly funded of all the ethnic studies units at the University of Wisconsin. It is often forgotten that the Latinx population is now the largest racial and ethnic group in the United States and in Wisconsin. It is also clear to all CLS stakeholders that a big investment in the program is necessary to create a robust intellectual environment and offer our students a comprehensive curriculum in Latinx studies.

Chican@/Latin@ Studies was prepared to respond to the Provost's call for proposals. During the program's two 2017 summer retreats, the faculty identified three main areas of critical need: immigration & border studies, gender & sexuality, and law & civil rights. I appointed a committee consisting of Lynet Uttal, Ruben Medina, Mike Light and myself to write and submit a proposal to hire three new faculty members in these areas. We argued that the University of Wisconsin needs to hire faculty that will generate new knowledge about the Latinx population and theorize the complex political, cultural and gender experiences of this growing population in the United States. Our long-term goal is to build a nationally recognized research center, which serves the university and the state in an increasingly globalized world, by strengthening and building on the existing scholarship at the University of Wisconsin on Latinx Studies. I am proud of this proposal. It is a powerful statement with concrete hiring goals in an area long neglected by the University of Wisconsin. Now the administration needs to follow through on its long-stated support for Latinx studies and fund our vision for a vibrant intellectual community.

Despite its budgetary constraints, CLS continues to serve its students. This semester CLS offered five new CLS courses made possible by a generous grant from the Vice Provost's office. Spanning a wide range of topics and disciplines they reflect the creative talent of a diverse and dedicated faculty. (Continued on page 4)

For future issues of *Regeneración* Students let us know about the amazing opportunities and programs you are a part of currently.

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

Send your information to:

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Note from the CLS Academic Adviser

By Rachelle Eilers



(Día de Los Muertos sugar skull decorating Fall 2017)

September and October proved to be quite entertaining. I was a member of the planning committee for Latinx Heritage Month. In September the kick-off event was a march up Bascom Hill with all the Latin American Flags. At the top students could enjoy free paletas and conversation. I have not seen so many Latinx folks in one place in quite some time. It was a wonderful back to school-type event.

Greetings from the Chican@ & Latin@ Studies Program! I am writing this piece the week of Thanksgiving. Campus is a bit slow this week with most students leaving campus for home. This is our downtime, which is the opposite of how the fall 2017 semester is going. Things are quite busy for the program. The CLS Program celebrated Día De Los Muertos this month with a sugar skull decorating workshop. Students decorated skulls in memory of their loved ones. Some of the skulls were used to decorate an altar outside of my office. See photos(s).



(Día de los Muertos Altar Fall 2017)



(Latinx Heritage Month Kick-off at the top of Bascom Hill)

In December we are planning a “Hearts and Crafts” de-stressing workshop in collaboration with University Health Services (UHS). Students can de-stress during finals week by creating arts and crafts. We’ll also have a trained counselor on hand to conduct counseling if students would like to share. In addition to this event we’ll also be hosting a late night study session in collaboration with Asian American Studies and Native American Studies. We’re going to order food every few hours and open up most of the study spaces on the 3rd floor of Ingraham Hall. I hope these events allow our students to relax (somewhat) before their final exams and finish out the semester strong. Stay tuned for more CLS activities in spring 2018!

There was some additional wonderful programming throughout the month such as, “Selena Karaoke and Papel Picado,” “DACA renewal Clinic,” and “Talk and Tamales,” just to name a few. Also as part of the Month, the Distinguished Lecture Series brought University of Michigan Assistant Professor, Jason De León, to campus to speak about his Undocumented Migration Project and his recently won MacArthur Fellowship. I had the pleasure of introducing Dr. De León. The Month ended with a free dinner, awards ceremony, and ball entitled, Latinx Ball, at the Overture Center. The Ball was a great culmination of a successful month and I look forward to assisting with next year’s Latinx Heritage Month.



(Rachelle at the Latinx Ball with students October 2017)



Omega School

As an Intern for the Omega School, I have been able to help teens and adults obtain their GED. Much of my work revolved around older Spanish speaking adults and young teenagers who were unable to complete high school but are now looking for

a brighter future and are taking that step by obtaining their GED.

On a typical day, I would come into the office, specifically the Spanish department, and ask Spanish speaking adults if they needed any help in the GED practice tests. For the most part, I would provide assistance in the reading and English subjects since for many of the adults in this de-

partment English was their second language. I would provide explanations to students in Spanish. Often, they did not understand why sentences were structured the way they were and through working with them in their process my hope was that they receive the best learning experience in our sessions.

As an intern, I have been able to grade many practice tests in order for individuals to be ready to take their GED. I have been fortunate enough to see many of my students pass and graduate. It is such a rewarding feeling when one of your students comes to tell you they have passed

and will be graduating in the spring. The Omega School does an amazing job in celebrating the students' success when obtaining their GED. We hosted a great prom event with food and a DJ for students as well as a large graduation ceremony. I was lucky enough to be able to plan these events last spring and meet many of my students' family members. Being an intern at the Omega School has helped me understand that life is not always an easy journey. Challenges will be thrown at you, but like my students, it is important to continue following your goals no matter what because in the end it will definitely pay off.

By Pamela Jimenez

Chican@ and Latin@ Studies Program A Note From the Director (Continued from page 1)

There are currently over 100 students earning a certificate in Chican@/Latin@ Studies. At the end of this semester, 8 students will receive their certificate upon graduation. In May of 2018, 40 students are on track to earn a certificate in Chican@/Latin@ Studies, our largest graduating class ever! CLS students, faculty and staff owe Rachelle Eilers a debt of gratitude for her boundless energy in promoting the certificate program. Finally, CLS will soon publish an issue of *The Latinx Studies Journal*, our student academic publication. Thanks go to Natalie Mena, the program's journal and newsletter editor, for her dedication and hard work.

CLS has demonstrated its capacity to offer quality services but much remains to be done. Adelante!

Ben Marquez

I am CLS: My University of Michigan & CDC Experience

By Ulices Montoya



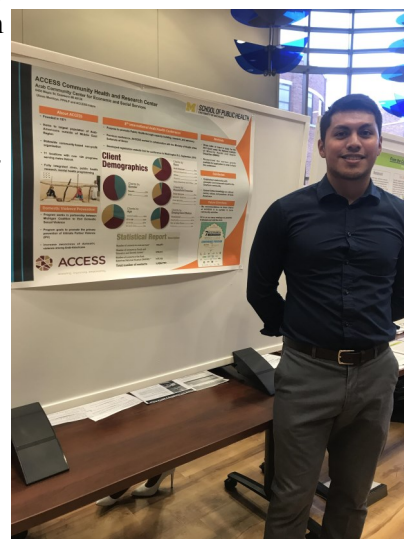
This past summer I was part of the 2017 Future Public Health Leaders Program cohort. FPHLP is a CDC funded program intended to encourage and expose underrepresented college students to public health careers. Members of the cohort have the opportunity to intern throughout various localities in Michigan and visit the Center for Diseases Control in Atlanta. I specifically interned at ACCESS in Dearborn, Michigan. ACCESS is a statewide community-based non profit- organization committed to the empowerment of Arab-American individuals and to the sustainability of healthy communities. ACCESS offers a wide range of Health and Human Services with over 120 programs serving metro Detroit. I was able to work closely with several of the programs offered by ACCESS.

While at ACCESS I worked closely with the Public Health Coordinator, Domestic Violence Coordinator, and the staff from Community Health and Research Center. As an intern I was tasked with assisting with the development and coordination of an international conference. I researched and drafted a grant proposal letter for \$50,000 from the National Institute of Health. The 8th International Arab Health Conference is scheduled for September, 2018 in Washington D.C. The conference will link researchers, governmental agencies, and community organizations to address and tackle health disparity issues. With the Domestic Violence Coordinator, I created a presentation to reduce domestic violence cases in the Dearborn community. Additionally, I was able to shadow Physicians, Nurse Practitioners, and Nurses at the clinic. The opportunity to observe patient-provider interactions felt really rewarding. I was able to get a short glimpse of the community and career that I aspire to have.

The trip to the CDC was one of my biggest highlights of the summer. While in Atlanta, I was able to visit Emory University and Morehouse College. I was able to listen to some of the sharpest minds in the CDC. The conference was an environment full of directors, senior officials, and employees of the CDC whom have illustrious careers. My greatest personal victory throughout the summer was probably when I posed a question/ challenge during one of the panels. Throughout, the summer I was able to explore Atlanta GA, Detroit, and Ann Arbor, MI. I was also able to travel to Toronto and Niagara Falls with other members of the cohort. I still keep in contact with the close friends I made during our time in Michigan.

I am also really grateful for my internship in Dearborn, Michigan. Prior to arriving to Ann Arbor, I had no idea where my internship would be. To my surprise I learned about the tightknit community of Dearborn, Michigan. Dearborn, is home to the second largest population of Arab-Americans outside of the Middle East Northern Africa, MENA, region. I was able to partake in several of the communities traditions. I witnessed several staff members and patients celebrate Ramadan. My experience with the Muslim faith was informative and pleasant. The ACCESS staff celebrated the end of Ramadan with a staff potluck and I tried traditional dishes which were very tasty. Being in Dearborn which is roughly fifteen minutes from Detroit allowed me to try various cuisines. I find myself craving the food I once ate.

Overall, this was a positive and reaffirming experience. I was able to reflect and network with lots of health professionals throughout the Midwest and the nation. The fact of the matter is that the healthcare work force needs to reflect the population of the community it serves. The trust between patient and provider in this population was one of the most unique things I witnessed this summer. The staff was able to offer linguistically appropriate services for their unique population and overall were genuinely understanding of the community. These small interactions have allowed me to reflect on my desire to be a Nurse Practitioner. I was encouraged to pursue my dream by successful individuals throughout the whole summer. Being a student from a similar background, I deeply resonated with the positive affirmations from my coworkers and staff members. I hope other CLS students at UW-Madison find opportunities to intern throughout the summer. You never know who you might meet, or what you might experience without seizing the opportunity in internship programs like FPHLP.



Becoming a Mental Health Professional: Pasito a Pasito

By Gabriella Gaus



Although I was born in Milwaukee Wisconsin, my German-American father and my Ecuadorian mother moved to Ecuador before I turned a year old. I proceeded to live the next 14 years of my life in Quito, where my mother is from, until 2010, when my parents, siblings and I moved to Madison. Despite our financial stability, the move was hard on my family, and I struggled to connect with people at my high school. By my Freshman year at UW, I had learned from my homesickness in high school: I needed to find a Latinx community on campus. An upperclassman in one of my classes recommended I meet with Rachelle and go to a Chican@ Latin@ Studies Gathering. Since then the CLS program has been central to my academic and personal development. I'm currently a Junior double majoring in Psychology and Latin American, Caribbean, and Iberian Studies with a CLS Certificate. As of this year I have been working part-time for UNIDOS, a non-profit that advocates for victims of domestic violence and sexual assault in Latinx communities and I was also able to complete an internship at ALUBA, a hospital in Argentina that treats patients with eating disorders.

Sophomore year I developed an interest in Psychology after working with psychologists at a refugee camp for families displaced by the 2016 Ecuadorian earthquake. Ironically, the semester CLS began helping me the most was the semester I was also experiencing the worst self-doubt of my academic potential due to clinical levels of depression and anxiety. Not only did Rachelle personally hear me vent during her office hours but also connected me to outstanding mentors who have been supporting my goals since then. Through the PASOS program I was partnered with a wonderful mentor who checks in on me regularly, encouraging and helping me edit countless scholarship applications, cover letters, and resumes. My mentor also introduced me to a Counseling Psychology Doctoral student teaching the CLS Service-Learning Dimensions of Latinx Mental Health Services class, which I enrolled in the Spring semester of my Sophomore year.

With scholarships from the International Internship Program, World Wide Internship Program, and the LACIS department I was able to embark on a 10-week un-paid internship in Buenos Aires at ALUBA (Asociación de Lucha contra la Bulimia y la Anorexia). Modern psychotherapy reflects a Western hegemony of psychological treatments, embedding Western values and belief systems. ALUBA incorporates the participation of family and friends in its patients' multi-family group therapy. Their approach values making therapy and healing a communal experience and exemplifies theories I had been learning about in my CLS class. I was the first UW student formally being sent to this site and lacked information from previous students' experiences. My first few days I made many mistakes and had to take the initiative to ask therapists for suggestions. I also learned to apply my own ethics training from the CLS class to set boundaries on the help I was qualified to provide, especially since I was authorized to speak during group therapies. Eventually, in order to take on more responsibilities assisting in research I also had to ensure I was accurately collecting data from the patients due to minimal supervision from ALUBA's Medical Director. One of the most rewarding aspects of this experience was being able to learn more about the work schedule and daily responsibilities of clinical psychologists. I left the internship more confident than ever that I wanted not only to engage therapeutic interventions but also in research as part of my future career in psychology.



Additionally, it was through the same CLS class that I was introduced to a volunteering opportunity with UNIDOS. At the end of the service-learning class, UNIDOS' Executive Director encouraged me to apply to work part time as their Volunteer Coordinator. I was hired on May of 2017 and since then have been responsible for recruiting and assisting in the training of volunteers to cover shifts for LA RED, UNIDOS 24/7 Spanish language helpline that offers support to victims and survivors of domestic violence and sexual assault in Latinx and Immigrant communities. One of the most challenging aspects about this experience was that I received very little training in the beginning and that I worked remotely while completing my internship in Argentina. I had ideas about how to recruit volunteers coming into the position but I also learned to recognize when to ask for assistance to prevent issues.

Another challenging aspect was learning how to balance working 15-20 hours a week while being a full-time student. At the beginning of the semester I sat down with my supervisor to explain my school schedule to her. I was very honest about my concern of balancing my time well, explaining that I am really passionate about both my education and UNIDOS' values and goals and wouldn't want any of those areas jeopardized. Much of the confidence I gained to advocate for and assert myself in professional settings both at ALUBA and UNIDOS has been instilled in me not only by my mother but also both of my PASOS mentors.

Something that really bothered me about American culture when I moved here was how people here seem to brag about how busy they are and how much work they have to do. Ironically, this has become a part of my reality as a scholar and professional as I'm learning to balance multiple responsibilities. Earlier this semester I had the opportunity to speak with students from MATC's High School Equivalency Program both about the services UNIDOS provides but also to discuss some of the warning flags of domestic violence in our community. I remember vividly walking out of that presentation on a Thursday afternoon feeling exhausted but also blessed to be able to do such fulfilling work. Being tired never felt so good! I strive to make the most of the opportunities my parents worked very hard to expose me to, and if that means working in ways this culture demands me to then so be it. Members of my immediate family suffered from mental illnesses upon moving to this country and I have countless friends and family members back home in Ecuador who keep their struggles with mental illness a secret and don't know who to turn to for help. My long-term professional goals are to return to Ecuador, provide psychotherapeutic interventions, and engage in conversations in my community about mental health awareness.



As a scholar and professional I strive to be social justice oriented and the CLS program has not only introduced me to role models actively incorporating social justice in their work but also to schemas crucial to understanding my own experiences. On many occasions I have doubted my ability and sometimes even my motivations to engage in social justice. Oppression, as we know, is multifaceted. I find myself analyzing the intersectionality of my privilege as a white passing upper middle class US citizen and as Latina immigrant as a means to understand where I stand as an ally or as a member in many areas of my community. Finding a safe space in places like Rachelle's office, CLS classes, or amongst my CLS peers to share my self-doubts and soul searching have helped prepare me to take on these experiences today.

My hope for other students of color in any field here at UW is that they successfully connect with like-minded peers, mentors, and faculty to provide them with the support I have been fortunate to have. Since becoming a CLS student, I have figured out my professional aspirations, embarked on an international internship, and found a rewarding job that lets me utilize my knowledge of culturally-relevant psychology to help Madison's Latinx community. With CLS, I have found a home on a campus of 43,000 students and thanks to that, I am doing what I can to serve the Latinx community here in Madison and abroad.

“En la Unión está la Fuerza”

By Jesus Del Toro

I am thankful to have been approached by CLS to reflect on almost five years at UW-Madison. In all honesty, it is quite difficult to describe my experience in a couple of pages and especially to list all the folks who have positively impacted my time at UW. However, one experience that opened many doors both professionally and academically was joining Lambda Theta Phi Latin Fraternity. Before Lambda, I found myself extremely isolated and disconnected from the Latinx community. However, after joining the fraternity I was quickly introduced to the Latinx Greek community and I began to make connections and new relationships. The most rewarding aspect of being in the fraternity has been the platform it has offered me to do great things in our community. Being surrounded by individuals who share the same passion and drive to see our people succeed, motivated me to become more involved in the greater Madison community. Being part of Lambda Theta Phi has revealed the following truth; although the Latinx community is small, we are mighty! Our contributions to campus are real and we play an important role in Madison. Now, the most challenging aspect of my experience was not so much the process of joining, but the work that came afterwards. Alumni reminded me that the real test came after crossing, and I can tell you they were not lying! One challenge I faced early on as Chapter President was leading several of the initiatives and programming events and not delegating tasks. I quickly learned that this only led to me feeling overwhelmed and exhausted. My communication and leadership skills improved when I began to get my Brothers involved and encouraged them to share their ideas.



Although our mission as an organization is to improve our surroundings and promote Latinx culture, our first goal has always been academics. Ultimately, we are here to graduate and having Brothers who are there to keep you accountable makes the path towards graduation easier. My experience in the fraternity has opened many doors for me both professionally and academically. Several opportunities have been offered because of my work with Lambda Theta Phi. Like anything in life, what you put in is what you get out and I believe the opportunities that have opened up are a reflection of my efforts within the fraternity. Moreover, having successful Brothers who are doing great things in their respective fields or careers is quite empowering and reassuring for us in the undergraduate level. Overall, Lambda has highlighted the fact that my education will not only positively impact my family and myself, but it will also have an effect in my entire community. At the same time, Lambda has changed my perception of my role in society. Being part of an organization that lives and breathes social justice, unity, and service has made me more passionate about the issues affecting the Latinx community. As a result, it has encouraged me to take positions of leadership in order to help enact change.

My hope for Gamma Theta Chapter is to continue to develop students into leaders and visionaries who leave a strong legacy on campus. For those who are new in Greek life or have been members for many years, especially those who hold leaderships positions, my hope is that when things get tough and the work load seems overwhelming, you remind yourself of the reasons why you joined in the first place. It is perfectly okay to stop, breathe, and seek guidance. There will be disagreements and disputes, but these things are bound to happen like in any family. Learn to forgive and stay positive. Always remember to rely on your brothers or sisters when things get tough, but do not shy away from these difficult situations. It is during these times where we find our inner strength and resilience. My hope especially for Latinx Greeks is to continue to thrive and most importantly continue to rewrite the narrative of what Greek life should be all about. Finally, for those of you who are interested in Greek life, I encourage you all to learn more about it. As a freshman, Greek life was something I did not fathom joining. I was misguided by the negative narratives one sees in the media and other outlets. However, Greek life has impacted me in so many positive ways and most importantly it has allowed me to impact others around me. But like anything in life you get back what you put in.

Chican@ and Latin@ Studies Program Undergraduate Certificate

The Chican@ and Latin@ Studies Program offers an undergraduate certificate that 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@s and Latin@s, as well as introduce them to the central questions, topics and applications that have emerged in this field of inquiry. A benefit of being a certificate graduate is that you are able to demonstrate to future employers, graduate, and professional schools that you have the ability to think analytically, critically, and creatively.

Want to learn more?

Please email Rachelle Eilers at reilers@wisc.edu or stop by 307 Ingraham Hall during the weekdays

Publish in the Latinx Studies Journal *previously known as Concientización*

Latinx Studies Journal previously known as Concientización 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. Latinx Studies Journal also gives students the opportunity to participate in the publication process as authors and editors.

If you have questions regarding the journal, please contact:

Natalie Mena at cls_journal@letsci.wisc.edu.

Chican@ and Latin@ Studies Program 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!

<https://chicla.wisc.edu/about/news-and-events>

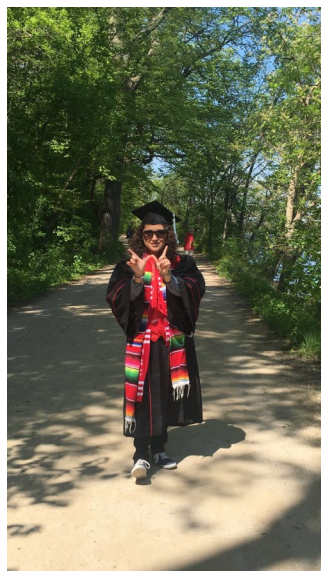
Diana Gallardo

“Nunca Olvides de Dónde Vienes”



Making transitions in our lives can be both rewarding and challenging. For me moving back home to Illinois and starting graduate school at Northwestern University was both a challenge and a reward. The challenge was that because I was starting something new, it felt like I was leaving behind my comunidad: one that provided comfort, indispensable support, and cariño. I was introduced to the Chican@ and Latin@ Studies Program my freshman year. To this day, I stand by the belief that CLS changed my life and brought guidance and amazing people into my life. This made the transition out of Madison difficult causing a sense of loss.

I have found myself carrying the CLS title proudly since day one. I recall being asked at graduate school orientation to introduce ourselves, our major(s), and an interesting fact about ourselves. After stating that I was a Chican@ and Latin@ Studies Alumni, I remember getting a couple of smiles from three Latinas who also mentioned they were CLS graduates. We all came from different schools, yet we all shared the impact that CLS had on us. A brief



introduction became the foundation to the beginning of something that we were all used to having at our different institutions—a community. Which leads to how my role in society has changed since leaving UW-Madison and CLS. Attending Northwestern University has been the best decision I have made, not only because it has provided me with many opportunities thus far: being a therapist in training, seeing my own clients on weekly basis, having the opportunity to push myself more than I ever have, and meeting people that have the similar ideals and hopes about helping to guide/advocate for others. It is all great and a bit surreal! However, if it was not for CLS and the opportunities that come with CLS I strongly believe that my morals and beliefs would not be as authentic and as important for me. They are a reminder that you must carry your roots, no matter how elite any place or institution may be.

All of this has made me more outspoken, whether it is in class, in discussions about inequalities and lack of representation, and so on. There is still a lack of representation and I want to continue to question and challenge how this can be changed. I have begun to talk to my supervisor about what I can do upon

graduating to address the lack of representation in academia, her answer “you can start now.” My role has changed because before graduating from college I did not think I had the *power and ability* to change things. However, the counseling program at NU, has given me confidence in my skills and abilities as a graduate student and as a professional. They encourage me to make mistakes, ask questions, and push me in other areas I did not think I could handle. Most importantly they praise my autonomy to fight for what I believe in. Having the autonomy to push towards different goals has opened many ideas and different opportunities in which I can continue to work on helping Latin@s in mental health. My goal for next year is to be placed in an internship site in which I can provide services for both my Latin@ and LGBTQ+ communities.

As a UW-Madison CLS Alumna I can say with the utmost confidence that Northwestern University counseling program was the program I was meant to be in, however, I would not be here if it was not for my CLS community. The beautiful thing about a comunidad like CLS is that it truly is a family, a family that continues to cheer you on no matter where you go. A familia that is waiting for you with open arms when you are ready to return. The individuals I was fortunate enough to meet through CLS changed my life and continue to help me now with the constant changes I face. They are a text, snapchat, or call away, they are my friends, my professors, and my amazing mentors. This Familia es para siempre and as a CLS Alumna I carry that with me always.

Chican@ & Latin@ Studies Program Resources for Students

Dolores Huerta & 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:

Monday-Friday 8:30am–
4:30pm Closed Sat & Sun

Location: 338 W Ingraham
Hall

Chican@ & Latin@ Studies Program Library

The Chican@ and Latin@ Studies Program Library was organized in 2005. Our goal is to provide students and faculty with access to books and videos related to Chican@ and Latin@ Studies. Our collection includes an ever-expanding number of books and movies.

Academic Year Hours:

Monday to Friday, 8:30 am - 4:30 pm. Closed Saturday and Sunday. *Summer hours may vary.*

Location: 313 Ingraham Hall

P.A.S.O.S. Program (*Promotores*

*P.A.S.O.S, 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 careers that fit their goals and needs.

**For more information, contact
Natalie Mena at nmena@wisc.edu**

ChiLaCSA

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 promotes 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@ & Latin@ 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:

Jesse Galván (jgalvan3@wisc.edu) & **Sandra Arteaga** (sarteaga@wisc.edu)



Getting to Know Dr. Mariana Pacheco

My career in education began largely due to my deep interest in Chican@ and Latin@ Studies (CLS) at California State University, Long Beach, which broadened my understanding about our community's marginalization and the legacy of racism and discrimination that shapes our standing in U.S. society. This Mexican American Studies coursework exposed me to a breadth of historical, political, sociological, and feminist frameworks that helped me fundamentally rethink my experiences, self-perception, and intuitive understandings about my social experiences in schools and society as the eldest daughter of Mexican (im)migrants from Los López—a little *rancho* outside of León, Guanajuato whose first language was Spanish.

This scholarship helped me understand that while I had received many negative messages about me, my family, and my Chican@/Latin@ community, there were also powerful ways to honor, value, and elevate my sociocultural, linguistic, and racial/ethnic experiences and knowledge. I was particularly radicalized by Chicana feminists like Ana Castillo, Sandra Cisneros, Gloria Anzaldúa, and Cherrie Moraga that underscored our indigenous *historias, memorias, y conocimientos*. I began, for example, to appreciate my mother more fully, María (Álvarez) Pacheco, as a songstress, poet, activist, and writer because my teachers generally ignored the valued and valuable literacy practices that characterized my childhood. I began to identify as a Chicana. As a relatively new mother, I can now share this richness with my daughter, Paloma María.

As a *mujer de color*, my emerging political consciousness shaped my commitment to employ my knowledge in service to our community, especially for those whose experiences mirrored my own. I began to understand the power of education as a tool for political consciousness for Chican@ and Latin@ children and youth like myself. This re-framing about the transformative power of education is the reason I decided to become a bilingual teacher who could serve (im)migrant and Chican@ and Latin@ children and families in part by honoring, valuing, and expanding their home language, culture, and knowledge.

As a teacher, I found few opportunities to collaborate around curriculum practices that could simultaneously prepare our students to become academically competitive, honor and leverage their linguistic and cultural experiences, and empower them to transform equitable their and their community's circumstances. This marginalization led me to graduate school at UCLA where my dissertation study analyzed the extent to which English-only, accountability, and reading policies increasingly narrowed bilingual students' opportunities for comprehension and meaning making in classrooms. I also collaborated with teachers who resisted these policies and instead sought to leverage bilingual students' translation practices for academic writing.

While at UW-Madison, I have explored literacy learning opportunities within in- and out-of-school contexts and examined the extent to which bilingual students have meaningful opportunities to learn and develop skills and knowledge in ways that might transform their school and long-term life trajectories. This research has included interviews and collaborations with students and teachers as well as discussions with parents and community members and leaders. Currently, my colleagues—Taucia González (Special Education) and Yang Sao Xiong (Social Work and Asian American Studies)—and I are implementing a grant-funded project to examine how (im)migrant parents and youth seek inclusion and equity in schools and school districts, particularly with regard to educational policy- and decision-making processes. A second grant-funded project engages bilingual teachers in thinking about ways to value and build on their bilingual students' hybrid language practices, which challenge dominant notions of 'standard' languages, linguistic purism, and language separation in educational programs.

Being a CLS faculty member helps ground my research and contributions and is truly a privilege. I have taught Educational Justice and Teaching and Learning in the Borderlands courses and always appreciate the opportunity to learn *from* and *with* CLS students who understand deeply how race(ism), language, power, and education work to constrain or expand opportunities for self-determination.

Getting to Know Dr. Michael T. Light

Dr. Michael Light is an Assistant Professor of Sociology and Chican@/Latin@ Studies. He completed his PhD in 2013 from Penn State University and was previously teaching in the sociology department at Purdue University prior to coming to UW-Madison.

Dr. Light's teaching and research interests are primarily in the areas of criminology, immigration, and inequality. Much of his work lies at the intersection of law and demography. With dramatic increases in international migration, this research investigates citizenship as an emerging mechanism of legal inequality across Western societies. Publications in this area include:

- ["Citizenship and Punishment: The Salience of National Membership in U.S. Criminal Courts"](#) (*American Sociological Review*)
- ["Punishing the 'Others': Citizenship and State Social Control in the United States and Germany"](#) (*European Journal of Sociology*)
- ["The New Face of Legal Inequality: Noncitizens and the Long-Term Trends in Sentencing Disparities across U.S. District Courts, 1992-2009"](#) (*Law & Society Review*).



A second major strand of Dr. Light's research examines the criminological consequences of international migration. Publications in this area include:

- ["Undocumented Immigration, Drug Problems, and Driving under the influence \(DUI\), 1990-2014"](#) (*American Journal of Public Health*)
- ["Re-examining the Relationship between Latino Immigration and Racial/Ethnic Violence"](#) (*Social Science Research*)
- ["Explaining the Gaps in White, Black and Hispanic Violence since 1990: Accounting for Immigration, Incarceration, and Inequality"](#) (*American Sociological Review*)

Dr. Light will be teaching two new courses during the spring 2018 semester, both of which will be cross-listed between Chican@/Latin@ Studies, Sociology, and Legal Studies. The first one, entitled "Immigration, Crime, and Enforcement," engages major theoretical, social, and political debates (both historical and contemporary) surrounding immigration and crime. Topics include, is immigration linked to crime? If so, how and what types of crime? Why do people migrate and how does this inform our understanding of criminal behavior? Does deportation affect crime? How has border enforcement changed in recent decades?

The second course, "Ethnicity, Race, and Justice," draws from social and legal scholarship to understand the intersection of race, ethnicity, and the criminal justice system. In this course, student will engage questions such as why are there racial/ethnic disparities in crime and violence? How and why have these disparities changed over time? Are minorities treated differently by legal officials? Has mass incarceration mitigated or exacerbated racial and ethnic inequality? How has the Supreme Court viewed issues of ethnicity, race, and the law?

Dr. Light was born in Detroit, Michigan, so he is familiar with both the Midwest and the cold. He moved here with his wife Laura, their daughter Evelyn, and their son Oliver. And since arriving they've added a new member to the family, John Henry (born September 18, 2017).

Getting to Know Dr. Kate Vieira

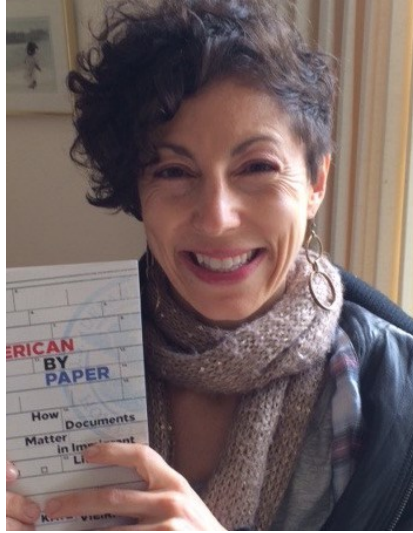
I am delighted and honored to be a new faculty member in Chican@/Latin@ Studies. My research and teaching span the United States, Eastern Europe, and Latin America, where I work with immigrants, transnational families, and community organizations. One central question drives my research and teaching: What are the consequences of literacy for the lives of ordinary people across the globe?

One way I have answered this question was with my first book, *American by Paper: How Documents Matter in Immigrant Literacy* (University of Minnesota Press, 2016). Set in my home community, this book tells the stories of both documented and undocumented Portuguese-speaking immigrants in a former mill town in Massachusetts. It shows how papers, such as visas, passports, and Green cards, shape immigrants' access to literacy, and to the American Dream.

In my second book, *Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families*, I tell the story of how families who are separated across borders due to migration write—and learn new ways of writing—in pursuit of both love and money. For this project, I worked with the left-behind family members of immigrants in Brazil and in Latvia, as well as with Latino/a and Eastern European immigrant families in the United States. I'm thrilled to have completed the manuscript and

accepted a book contract with Oxford University Press.

More recently, I've become interested in the potential of writing to heal both social and



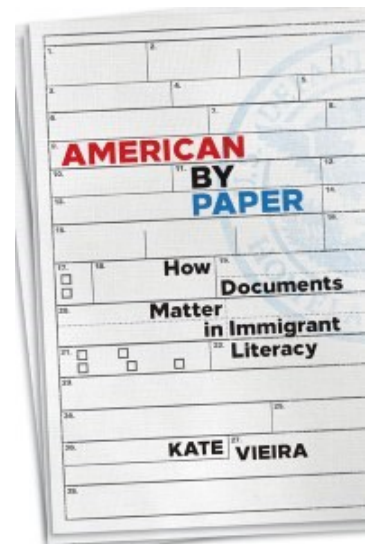
physical trauma, and potentially lead to empowerment among marginalized groups and to peace in post-conflict societies. This seems like a tall order, I know. But I've always felt that writing was, well, kind of magic. So these projects seek to understand *how*.

My teaching in the English Department involves graduate seminars in literacy, migration, research methods, and an introduction to composition studies entitled "Why is Writing Hard?" I also regularly teach undergraduate classes on writing and money and on writing in the world, and recently have started leading writing workshops for Latino/a youth through Centro Hispano. All of my classes address Latino/a literacy in some form or fashion. But now that I am part of

CLS, I am devising a whole course on Latino/a literacy, literature, and writing that I cannot wait to teach!

In all of my teaching and research, I am committed to promoting educational equity, international understanding, and social justice. These commitments have been shaped by my experience in the Peace Corps in Latvia, by teaching elementary school ESL in Dallas, Texas, and by my own upbringing, shuffling between the Portuguese- and Lebanese-American community in which I was born and the very different world of academia. I am so happy to be part of CLS, where it seems that these commitments are broadly shared.

You can learn more about my work (and even read my new blog!) here: <https://www.katevieira.com/>. I look forward to getting to know you and to becoming an active part of the Chican@/Latin@ Studies. Thank you for welcoming me!



Getting to Know Dr. Paola Hernandez



I am an Associate Professor of Spanish and Interdisciplinary Theatre Studies. I received my Ph.D. from the University of Kansas, where the focus of my research was on Latin American theatre and performance.

At UW-Madison, I teach undergraduate and graduate classes that relate to border issues, immigration, and

human rights through the study of performance art, theatre, and installations. I am also involved in mentoring a variety of graduate students whose interests lie between ethnography, history, literature, theatre and performance within Latin America. My research has mainly focused on issues of globalization, neoliberalism, human rights, museum and memory studies through the study of theatrical forms and embodiment. Currently, I am writing a book, *Upstaging the Real: Documenting Life in Latin American Theatre and Performance*, where I analyze the role of the “real” in the theatre and performance of the twenty-first century in Argentina, Chile, Peru, Mexico, and Colombia. I contend that the affective hold of the real, orchestrated through site-specificity, autobiography, the innovative use of non-actors, personal documents, video and photography onstage, may transform spectatorship, private and public memories,

modes of participation, and the kinds of truth claims theater can make.

As a theatre scholar and practitioner, I have been involved in directing plays, assisting students to found their own theatre group (Teatro Décimo Piso), and I am constantly finding ways to explore different sociopolitical topics through theatre. Our last play, for instance, was *Música de balas* by Mexican playwright Hugo Salcedo. This play exposes the violent consequences of the narco trafficking and violence that has permeated every aspect of society.

I am excited to be an affiliate faculty member of the Chican@ and Latin@ Studies Program, where I can be part of a collective group of scholars with similar interests on Latinx studies.

Jesús Salas Academic Activist Scholarship Information

The Jesús Salas Academic Activist Scholarship is awarded 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 Jesús Salas for his continuous commitment and dedication to the advancement and well-being of the Chican@ and Latin@ community. Regent 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 wellbeing of Chican@ and Latin@ communities, or 3) involvement in policy related issues. The scholarships are made possible through the generous support of Jesús Salas, and the Chican@ and Latin@ Studies Program.

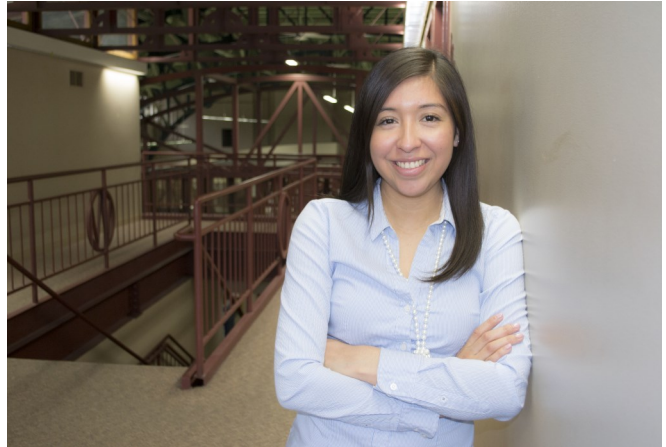
To apply for the Jesús Salas Scholarship, please contact Dr. Ben Marquez at bmarquez@wisc.edu or stop by 312 Ingraham hall, 1115 Observatory Drive, Madison, WI 53706 for additional information.

Previous Jesus Salas Scholarship Recipients: Samantha De Santiago (2017), Selina Armenta & Diana Pavon (2016)

New CLS Project Assistant & Coordinating Editor

By Natalie Mena

This summer, I had the pleasure of joining the Chican@ and Latin@ Studies Program staff, replacing our previous Project Assistant, Mary Dueñas. As a new staff person in the program it feels important for me to share my story. I was born and raised in south central Los Angeles, California. I lived there until I was awarded the Posse scholarship to attend the University of Wisconsin-Madison in the fall of 2011. Having never visited or lived anywhere else, I moved to Wisconsin with the goal of being the first person in my family to attend and graduate from college. I graduated with a bachelor's degree in Human Development and Family Studies with a certificate in Educational Policy Studies in 2015. I then went on to work for a year in the Madison community within the Boys and Girls Club of Dane County as a TOPS College Transition Coach advising underrepresented students attending college across the state of Wisconsin and elsewhere. After completing a year of work I began my master's program in counseling at the University of Wisconsin-Madison in the Department of Counseling Psychology. Although my trajectory may seem simple in many ways, I owe much of my success to the wonderful relationships that I built within the Chican@ and Latin@ Studies program throughout my undergraduate career.



The Chican@ and Latin@ Studies Program holds a special place in my heart. I became familiar with the program due to my mentor. I started coming to the CLS community gatherings and getting to know faculty and staff, which felt much needed during a time in which my feelings of belongingness on campus were not at their highest. I started taking CLS courses and through that opportunity I started to meet with the CLS academic adviser at the time Frieda Zuckerberg. Frieda was a huge support for me during my transition between my third and final year of undergrad; I feel incredibly grateful that I had her to go to for personal, professional, and academic support. Although I was unable to receive my CLS certificate due to my filled schedule, I felt privileged to have still gotten the opportunity to be a part of the CLS community and support. This is the reason that I decided to return to CLS during my last year as a graduate student at UW-Madison. I want to give back to a community that has given so much to me and I hope that I can do that throughout this year as the Project Assistant and Editing Coordinator.

As the Project Assistant and Editing Coordinator, what I look forward to the most is working one on one with students on their writing and serving as a support system in that process. I have found that the writing process can often be intimidating, therefore as an editor I have the opportunity to walk students through that process while providing encouragement and tips, which I think is the most important aspect of my position. In addition, I strongly believe that the CLS program provides an accessible platform for students to showcase their experiences and work, which is powerful especially for individuals who are considering attending graduate school. Being recognized or published for our written work or research is often difficult and this is hands on experience that can be very rich in learning for students.

As the Project Assistant, my hopes for the CLS program are that it continues to receive support and recognition by the university as a powerhouse in creating a space for Latinx students on campus. CLS continues to grow and establish much needed coursework on issues that matter to our communities. In addition, I hope that students and alumni continue giving back to the CLS community while also bringing others to our space so they too can feel welcome on this campus.

Congratulations to our CLS Fall 2017 Graduates!



CLS Graduates of Spring 2017

Selina Armenta-Eleuterio, B.A.

Legal Studies

Virginia Fendt, B.A.

International Studies

Yackeline Gonzalez, B.S.

Community & Environmental Sociology

Jennifer Huerta, BBA

Management & Human Resources

Melissa Maldonado, B.S.

Rehabilitation Psychology

Kiara Moyett, B.A.

Social Welfare

Pamela Riales, B.A.

Latin American, Caribbean & Iberian studies, Political Science, and Spanish

Josephine Rosene, B.A.

Latin American, Caribbean & Iberian studies and Spanish

SPRING 2018 COURSES

Course	Topic	Time	Instructor	Brief Description
CLS 102 55122 (lect.)	Introduction to Comparative Ethnic Studies -	T & Th 1:20-2:10 Humanities 2650 Enroll through discussion sec- tion	Christy Clark- Pujara	Introduces students to a multicultural history of the US, focusing on each of the major ethnic groups. European Americans, African Americans, Native Americans, Chicano/as, Latino/as and Asian Americans. Pre-Reqs: Fr & So only
CLS 201 48695	Introduction to Chican@/ Latin@ Studies Cap: 40	T & Th 9:30am -10:45am Sterling 1313	Kimberly Hernandez	Introduces students to various interdisciplinary and transnational literatures on the study of Chican@s & Latin@s in the U.S. 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. Pre-Reqs: Open to Fr & So only
CLS 201 51429	Introduction to Chican@/ Latin@ Studies Cap: 40	M W F 9:55am - 10:45am Sterling 1313	Ana Marcela Fuentes	
CLS 231 43651 (lect.)	Politics in Multi- Cultural Socie- ties	M W F 9:55am-10:45 am Ingraham 22 Enroll through discussion sec- tion	Benjamin Márquez	Examines Race, ethnicity, and religion as political factors; cultural pluralism, politics, and policy in the United States and selected other multi-cultural poli- tics. Pre-Reqs: Fr & So only
CLS 330 51348	Topics in Chi- cano/a Studies: Whiteness& Racial Formation -U.S	M & W 2:30pm - 03:45pm Ingraham 223	Revel Sims	Explores the social construction of Whiteness in the U.S. from its origin in colonization to the contempo- rary 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, citi- zenship and justice relevant to anti-racist praxis.
CLS 330 54556	Topics in Chi- cano/a Studies: Chicana Feminisms	M & W 4:00pm - 05:15pm Ingraham 223	Ana Marcela Fuentes	Examines major concerns in Chicana Studies includ- ing the social construction of social relations, the intersection of gender with other identities, cultural mestizaje, and sexuality. Analyzes issues of concern among Chicanas and within Chicana studies includ- ing labor exploitation and organizing, educational equality, and political participation. Critical engage- ment with interdisciplinary readings, poetry, Chicana popular culture, and film.
CLS 355 55809	Labor in the Americas: The U.S. and Mexi- co	T & Th 9:30am -10:45am Ingraham 225	Patrick Barrett	Critically examines the history of labor and working people in the Americas, from the colonial era to the present, focusing on the experience of the United States and Mexico, offering a comparative perspec- tive on their distinct but shared (and increasingly linked) histories. Topics include slavery and other forms of forced labor, industrialization and labor unrest, incorporation of labor after World War II, neoliberalism, migration, and the drug trade. Pre-Reqs: Sophomore standing

SPRING 2018 COURSES

CLS 525 55814	Dimensions of Latin@ Mental Health Services Cap: 25	M 9:00am -12:00pm Room TBA	Alyssa Ramírez	This service-learning course trains students who aspire to one of the helping, health, or mental health professions and who currently work or who plan to serve Latin@ populations. The course provides important frameworks for working with Latin@s, including cultural, spiritual, linguistic and historical features relevant to this population and applies knowledge in service-learning placements.
CLS 530 55351	Advanced Topics in Chican@ & Latin@ Studies: "Ethnicity, Race, & Justice"	T & Th 1:00pm – 2:15pm SOC SCI 6102	Michael Light	This course explores the intersection of ethnicity, race, and justice including: 1) racial and ethnic relations in society 2) racial and ethnic differences in crime and violence, 3) racial and ethnic disparities in the criminal justice system, and 4) race and ethnicity under the law. A major focus of this course will be to move beyond the black/white dichotomy, with a specific emphasis on US Latin@s.
CLS 530 55352	Advanced Topics in Chican@ & Latin@ Studies: "Immigration, Crime & Enforcement"	T & Th 4:00pm – 5:15pm SOC SCI 6203	Michael Light	This course engages both historical and present-day debates surrounding immigration and crime. Emphases include: (1) theories of migration and criminal behavior; (2) the motivation for, and effectiveness of, immigration enforcement; (3) the increasing use of criminal justice tools in border enforcement, and; (4) the experiences of living undocumented in the United States. A significant focus of this course will be on Latin@ immigration and the U.S.-Mexico border.
CLS 699	Directed Study			Credits for self- directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member
LACIS 260	Latin America: An Introduction	T & TH 11:00am-12:15pm Enroll through discussion section	Patrick Iber	DARS Exception Class
COUN PSY 225	Coming to Terms with Cultural Diversity : Invitation to Dialogue	Online, Multiple Face-to-Face discussion sections. Enroll through discussion section	Alberta Gloria Lynet Uttal	DARS Exception Class
COUN PSY 620	Community Based Learning with Refugees and Immigrants	W 1-4 pm Room 301 Ed Sciences building & on site in the community	Lynet Uttal	DARS Exception Class
CURRIC 240	Critical Aspects of Teaching	T 1-2:15, Discussions T 2:30-3:45	Mary Louise Gomez	DARS Exception Class
SOC 134	Problems of American Racial & Ethnic Minorities		TBA	DARS Exception Class

Chicano Latino 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.

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Chican@ and Latin@ Studies Program

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Giving Back: Supporting the Future of CLS



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.

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 <https://chicla.wisc.edu/giving>

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

Email: _____ Phone: _____

¡MIL GRACIAS! THANK YOU!