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# CLS Newsletter

University of Wisconsin-Madison | Chican@ & Latin@ Studies Program

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## A Note From the Director

By Ben Marquez



This is the final semester of my three terms as CLS Director. Serving our students and campus stakeholders has been an honor and a privilege. It is gratifying to work closely with the CLS community and witness the energy and enthusiasm everyone brings to the program. The demand for our courses, large number of CLS certificate students, advising clients and community gatherings that take place in our corner of the university demonstrates the need for a program that serves the academic and social needs of our students, especially in these times when the Latinx people are under attack.

There are reasons to be hopeful for CLS. As I reported in previous editions of this newsletter, the Chican@/Latin@ Studies Program is making slow but steady progress. CLS now has three (.75 FTE), budgeted faculty appointed to teach for the program, up from zero three years ago. Professors Mike Light of the Sociology Department, Revel Sims of the Department of Planning and Landscape Architecture and Armando Ibarra of the School for Workers, now offer CLS courses every semester. In addition, a generous grant from the Vice Provost's office made possible the creation of six new CLS courses by our affiliate faculty, most of which have a service learning or community outreach component. Finally, the program now has three new affiliate faculty, Kate Vieira, Associate Professor in the Department of English, Paola Hernandez in the Department of Spanish and Portuguese and Juan Zalapa Associate Professor in the Department of Horticulture. These new faculty members bring new energy and a wealth of intellectual dynamism to the program.

The Chican@/Latin@ Studies Program may be small but it provides an extraordinary level of service to our students. Given the meager resources provided by the University of Wisconsin, ours is truly the program that creates something out of nothing. As much as we are proud of our achievements, the tiny CLS budget is a real barrier to further growth. It constrains our ability to provide a robust curriculum, full range of student services and intellectual outreach. We do not choose to be a small program. Over the years, our supporters have proposed numerous ways that the university can build our capacity and expand the program's ability to serve, virtually all of which have received little or no response from the administration.

It is important to remember that CLS is here because we struggled to keep it. It survived for over forty years because the faculty, staff and student's refuse to abandon the ideal of a university that fully serves the Latinx community. *(Continued in page 5)*



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## Chican@ & Latin@ Studies Program New Director Announcement



We want to extend a warm welcome to our new CLS Director Dr. Armando Ibarra! We are excited to have you as an integral part of the CLS community and look forward to your leadership. Dr. Ibarra joined our CLS community in 2011, thus we are delighted to see him transition into this role. *Please read more about him below.*

**Armando Ibarra** is an Associate Professor in the School for Workers, Department of Labor Education at University of Wisconsin Extension. He holds a faculty appointment in Chican@ and Latin@ Studies at UW Madison, is the Faculty Latino Specialist at UW Cooperative Extension, and is affiliate faculty at the Labor Center at UMass Amherst. He earned his Ph.D. in Political Science from the University of California, Irvine, and holds a Master's in Public Administration, and a B.A. in Sociology and Spanish.

Professor Ibarra is strategically positioned within his institutions to practice both traditional and community based academic work. The life lessons from his experiences as an immigrant from Mexico, former farm worker and first generation college student continue to influence his professional approach and worldview.

### FIELDS OF SPECIALIZATION

- Chicano/a and Latino/a Studies
- Mexican and Mexican-American Working class
- Social movements
- International labor migration
- Community development
- Community-based participatory and applied research

### TEACHING

- Introduction to Chican@ and Latin@ Studies
- Chican@ and Latin@ US Social Movements
- Latino communities in Small Towns and Rural Areas
- Directed/Ind. Study Courses with Graduate and Undergraduate students

### SCHOLARSHIP

#### Current Project

- *Working: Testimonios of Working Class Latina/os in the Age of Inequality*. Sole Author. Under contract. New York: Routledge, New York. 2020.

#### Books

- *The Latino Question: Politics, Laboring Classes and the Next Left*. Armando Ibarra, Alfredo Carlos, and Rodolfo D. Torres. Pluto Press (Palgrave) London: UK. Galley2018.
- *Man of Fire: Selected Writings of Ernesto Galarza*, Armando Ibarra and Rodolfo D. Torres. Urbana and Chicago: IL, University of Illinois Press. 2013.



## Chican@ & Latin@ Studies Program General Faculty Announcements



Dr. Kate Vieira was awarded a Fulbright Scholar Fellowship for Colombia where she will spend six months teaching at the University of Manizales. She will be working on a project called "Can Writing Promote Peace?: An Ethnographic Study of a Youth Peace Education Program in Colombia."

Congrats Dr. Vieira !

Professor Alfonso Morales was invited to deliver the Coss Lecture and participate in the Coss Dialog at the meetings of the Society for the Advancement of American Philosophy. He also delivered the keynote address to City Food: Lessons from People on the Move, an International Conference on Street Vendors at NYU and the keynote address to an international meeting of urban food systems in Valencia Spain. He was invited to lecture at Stanford and Cornell. His new book *Achieving Our Ambitions: Latina/o-owned Businesses in Socioeconomic Context* will be published by Purdue University Press. His 2017 research articles appeared in *Journal of the American Planning Association*, *Journal of Agricultural and Resource Economics*, and the *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*. Among his recent awards were Honorable Mentions for Chancellor's Community-University Partnership Award Honorable Mention: Distinguished Extension/Outreach Program Award, Agricultural and Applied Economics Association, Economic Impact of Local Foods Toolkit.



Congratulations Dr. Morales!



Dr. Paula Hernandez taught a theatre production course and staged *Antígona: las voces que incendian el desierto* on May 4 & 5 at the Play Circle in Memorial Union. The play explores the ongoing disappearance of hundreds of women in Ciudad Juarez through a revision of the story of Sophocles' *Antígona*. The play was in Spanish and free to the public.

Congratulations Dr. Hernandez!

Dr. Taucia González was recognized as one of the UW's Outstanding Women of Color on February 22<sup>nd</sup> at the Outstanding Woman of Color Reception. She was honored for her continued work as an advocate for marginalized groups both on the UW-Madison campus and Madison community more broadly.



Congratulations Dr. Gonzalez!



### Director's Note (...continued from page 1)

We have discussed many ideas to expand and enhance our services in the past. Currently, the faculty is considering a plan to turn the program into a department with enough resources to make good on the notion that the boundaries of the University of Wisconsin extend to the boundaries of the state. In other words, we want to extend the Wisconsin Idea to *every* resident of the state.

I would like to thank the CLS community for its support. I know the program will continue to thrive under the leadership of Professor Armando Ibarra, our incoming director. He brings a wealth of creativity and deep connections to the Wisconsin Latinx community. Although I will no longer direct the program, I will still be on campus teaching, conducting research and serving the university community. I look forward to many years of meeting new students and working with our wonderful and dedicated faculty.

Adelante!

Ben Marquez

### 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](mailto:bmarquez@wisc.edu) or stop by 312 Ingraham hall, 1115 Observatory Drive, Madison, WI 53706 for additional information.**  
**Previous Jesus Salas Scholarship Recipients: Jacqueline Cruz (2018), Samantha De Santiago (2017), Selina Armenta & Diana Pavon (2016).**



## Note from the CLS Academic Adviser

By Rachelle Eilers



Greetings! It's the week of spring break as I am writing this. This spring break was particularly needed as it was a week later than it has been in the past. When students return on Monday, they'll have only a few weeks before final exams begin. Last semester we collaborated with Asian American, ChiLaCSA, and Native American Studies Programs to provide a study jam during finals week. It was highly successful. We had a little under 120 students in attendance from all of the three programs. It was great to see unity among the students and programs. We provided hot food every few hours - we could not keep the food coming fast enough! I look forward to having another successful study jam in the upcoming weeks.



This spring we held a student, faculty, and staff mixer/game night. CLS has had a recent influx in faculty affiliations and student declarations, I saw this as a perfect opportunity for folks to get to know one another in a casual environment. We had games, appetizers and fun. See the attached photo.



Another spring event was our Graduate School 101 Workshop. The Asian American Studies Program, Chican@ & Latin@ Studies Program, and ChiLaCSA hosted this event on April 6<sup>th</sup>. At the event we had a panel made up of students who recently applied to graduate school and some that were currently in graduate school. The panel covered topics such as GRE prep, letters of recommendation, application timeline, funding, experiences in graduate school, etc. Through the workshop we hoped to encourage undecided students to apply and remove the stigma behind the difficult application process.

Finally, I want to end with our most important event of the semester – graduation! In December we had 8 CLS graduates. This spring/summer we're hosting our largest graduating class – 39 graduates! This year's class of 2017-2018 are on to do great things. We have some students that will be attending law school, graduate school, and full-time employment right after graduation. Congratulations class of 2017-2018, you all are off to do great things!





## CLS Staff Spotlight

By Aracely Becerra

This past fall I had the opportunity to be a part of the CLS program as a Student Assistant. Being part of the small Latinx population on this campus, I think it's important to share my experiences and my story with other Latinx students so they know they are not alone. I came to the UW-Madison campus without visiting or knowing much about it except that it was a top research university.

I am a first-generation college student and a child of immigrants and owe my opportunity to attend UW-Madison to the Powers-Knapp Program, a 4-year full-tuition scholarship. I was recently accepted into the Social Work Program and will be graduating in May of 2019 with my Bachelors of Social Work and a certificate in Chicanx/Latinx Studies. I hope to go on to get my masters in social work and eventually work as a Licensed Clinical Social Worker with children who have experienced trauma. If it wasn't for the CLS program, especially the CLS advisor, Rachelle Eilers, I am not sure I would have found my passion for social work.



I began to attend the CLS community gatherings my freshman year and found such a great support system with the other students in the CLS program and Rachelle. Rachelle exposed me to a summer program where I discovered the field of social work. Rachelle helped me switch my major to Social Work and was always supportive even when others in my life were not. I also started taking CLS courses and through that opportunity I started to meet more CLS students and professors. I am extremely grateful to have Rachelle as an academic and personal support. I am also extremely grateful for her because she is one of the main reasons I applied to the social work program and Student Assistant position.

As one of the Student Assistants I have the opportunity to help in the CLS library and at the CLS community gatherings. At the gatherings I have had the opportunity to meet other Latinx students. This is one of my favorite parts of this job because I am allowed to learn from other Latinx students and help them find resources on campus such as CLS professors, the CLS advisor, and other CLS students. I strongly believe that the CLS program can be a support system for Latinxs at UW-Madison, especially since it is a PWI.

As the Student Assistant, I hope that the CLS program is allowed to continue creating the community gatherings as a space for Latinx students to keep providing resources to students who need it. I also hope that this community built by CLS advisor, Rachelle Eilers, the CLS professors and other CLS students continues to bring others to not only our community gatherings but our study space, and library so Latinx students feel they are welcome on this campus.



## New CLS Staff Student Assistant Michelle Concepcion

By Michelle Concepcion



Michelle Concepcion was born and raised on the south side of Chicago by a heartwarming Mexican mother and a strict but admirable Puerto Rican father. She is currently a sophomore studying Education Studies with a certificate in Chican@ and Latin@ Studies. She originally came to UW-Madison because of her familiarity with the school. She visited multiple times before applying and knew good things about the school. But in her words “to be completely honest, being the first in my family to go to college, I wanted to make it big, thus going to a big school that's big on versatility, to accomplish my big dreams”.

Concepcion became closely connected to the CLS program because of Rachelle. Since the moment she met Rachelle she knew she wanted to work with her. Her goals and ambition resonated with hers, so when she heard the news that there was an opening position to be a student assistant within CLS, she immediately applied. Concepcion declared her CLS certificate after Rachelle reached out to her during her first semester as a freshman. For her, Rachelle spoke so highly about the program's community that she didn't want to be left out.

When asked what she enjoys within her role as a student assistant Concepcion reported that she enjoys the fact that there are people like her in higher positions in education. Education has always been an integral part of Concepcion's foundation. Growing up however, she experienced a majority of white female teachers educating her, thus in entering the CLS program she has been able to see the diversity in educators that she felt she lacked in her past. She stated that she has seen this not only with staff and faculty, but with CLS students as well. When at the CLS gatherings, Concepcion states *“I'm sitting with black and brown students that are going to be future doctors, teachers, engineers, politicians. It's such an overwhelming feeling that WE can make it in the world. Giving me that sense of empowerment, I give credit to the CLS program”*.

This semester Concepcion is interning on a project called The Latino Youth Summit with Rachelle. Thus, far she has noticed herself feeling motivated to implement the importance of education on the younger generations. As she continues in her role as an intern and Student Assistant she is looking forward to her continued growth in her community. Working within CLS, Concepcion hopes to gain a platform to use her voice to carry out her many ideas to help the community. In closing, Concepcion shared some powerful words about her hopes for students on campus and the CLS program:

*“If you ever feel alone or without a voice, get involved with CLS! I guarantee you 110% that you will leave those gatherings, those classes, or those meetings rejuvenated, motivated, and loved. Coming into a PWI as a Latina from a low income family, it was hard for me to find my people. I've tried other organizations, but nothing fueled me more than associating myself with CLS. I want other students to know that CLS will always have its doors open for you the way it did for me. My hopes for CLS are that it continues to be this loving community that gives you the platform you need to voice your truth. UW-Madison needs more curriculum that talks about the history, culture, and voices of our people as well as the people that have been misrepresented. For the future of CLS, I hope to see us continue collaborating with organizations such as MECHA, Latinx Badgers, Black Student Union, MGC, MSC, and Wunk Sheek.”*



## **“Connecting my Passion for Fashion Design & Chican@ and Latin@ Studies”**

**By April Hoh-Alfaro**

As a fashion design major I find inspiration in many different things. Sometimes a project prompt is enough inspiration, I look to fashion shows and art, I have even used how I feel or how I want to feel to direct my work. When I took my first CLS class a year ago, I never thought I would use one of my CLS classes for inspiration.



This semester I am connecting what I am learning in three classes. The first class I am creating a small collection of work that is cohesive and is created under a common theme. Second is an embellishment course where I have learned to do embroidery, beading, and applique. The last is Chican@ Feminisms. I started out the semester wanting to create a collection around the idea of how a person feels when they wear different types of clothes. I decided that I wanted to create were garments that made the wearer feel powerful. In Chican@ Feminisms I am doing a creative project and I knew right away that I wanted to do embroidery.

When I was thinking of different directions to go with the broad idea I had for my collection, my professor suggested thinking about people I think are powerful. My mind immediately went to Frida Kahlo and Selena. I have been obsessed with Selena my entire life, I still can't get over how she broke down so many barriers in Tejano music and I have always loved her fashion. Frida Kahlo is arguably the most famous female artist and she breaks so many beauty standards we have today but people still love her work.

The embroidery I am doing is of Frida Kahlo and is designed to work with my small collection and one of the other looks designed for the collection is inspired by Selena's stage fashion. I didn't expect to be able to connect my major with this certificate so I was hesitant to declare, but I am so glad that I did. My advice to anyone thinking of declaring the Chican@ and Latin@ Studies certificate, or any other certificate, and you're worried about it not relating to your major, just go for it. If you are interested in the topic you will have some interesting classes at the very least, but who knows, you might surprise yourself and end up finding that connection when you least expect it.





## Learn to tell your 'Why'

By Giselle Blocker

I am a big believer in the idea that the best jobs out there are the ones you don't even know exist. What I mean by this is that there are some incredible occupations and careers out there that you may not have heard about. I think it is normal not to know. In fact, the whole job process can be full of uncertainty. You may not know what types of jobs are out there. You may not even know what type of job you want to go for. However, there is one certainty, you can and will figure it out because you are a Badger who has a story to tell.

At UW, regardless of your major, you are taught how to think. Whether you are learning how to write in an English class or the square root of 4 in a math course, the bottom line is you are learning how to solve problems. You are learning how to be successful in a variety of different courses which influences you to practice and engage in skills applicable to any career. Learning how to think, how to communicate ideas and solve problems are skills utilized in every type of class whether you notice you are doing it or not. Therefore, there is value in every major, because it provides you a foundation of skills to be successful in any setting and any career.

I must admit, I didn't always cherish these beliefs that I do now. In fact, I felt I was always getting that dreaded question about my major, "what are you going to do with that"? This question was usually accompanied with a quizzical look, a sense of disbelief, that made me second guess myself. And to be honest, I didn't know the answer right away. I didn't know what I wanted to do with my major or certificate, all I knew was that I chose to study what I love.

However, I took the 'stigma' of my major which prompted those questions I hated to get and turned it into my biggest motivator. I learned to tell my why. Why my major. Why my certificate. Why was I the right fit for the job. In short, I learned to tell my story of who I was, which is exactly what I encourage for you to do.

Learning to tell my why really meant asking myself the same questions people were constantly asking me:

- \* What did I want to do with my major?
- \* What kinds of jobs was I interested in?
- \* What do I want to see myself doing in 5 years?

Although slightly daunting, these questions provoked inner reflection that caused me to think about them. I realized it wasn't exactly my history degree that I wanted to pursue, but rather I wanted a job that utilized the skills I was practicing and felt I was good at. I enjoyed problem solving and big picture thinking. I loved learning about the past in order to communicate ideas about the present. Thus, I thought about what I felt my major had taught me and what I personally enjoyed doing and explored careers that used those skills. I began to find my own reasons for my major and for my ideal career and how to tell the story of me.



Luckily, I didn't have to do this process alone, and neither do you. In addition to asking myself questions about my own interests, I engaged in conversations with friends, family, UW faculty and staff. I struck up conversation with just about anyone who would give me a few minutes of their time. I asked questions. I was eager to hear about what others were passionate about, how they came to the job they currently were at and why. I took those same questions I was asking myself and asked other people too. In doing so, I learned about other people's interests, professions and how they got there. This helped me figure out those jobs I didn't know existed. It also helped me remain motivated to keep up with the search. Simply by talking with advisors or professors can lead you towards a conversation that helps you explore career paths and your own interests. If there is one thing I really hope you'll take away from this article, it would be to connect with people constantly. Even after you land your dream job, don't stop asking questions and hearing about other people's 'why'.



Going through this career journey was both challenging and rewarding. There were times where I felt I still didn't have answers and that I was tired of searching. Yet, in these same moments of struggle, I learned to remain resilient. Most importantly, I gained the confidence in myself that I needed to succeed. In learning to tell my story of why I reminded myself of all the great qualities I possessed and how it would help me reach my goals. Telling my why allowed for me to tell employers in an interview a story about myself that meant something to me. My 'why' landed me my dream job.

I hope you're reading this and feeling inspired. My goal in this essay is not to tell you what is right or wrong in the job search, but rather to motivate you to find the ways to succeed. I thought about sharing my own specific story, but frankly all of ours will be different. What each of us does in order to figure out their own reasoning will vary, our interests will be different and our paths will change. Instead of telling my story, I encourage you to tell yours. Learn to find your why.

### New Director Announcement (...continued from page 3)

#### Community Based and Applied Research

- *Wisconsin Latino Youth and Families Incorporation Processes*. University of Wisconsin- Extension. 2015-2017.
- *Programming and Facilities Needs Assessment Study of South Madison*. Madison College, Madison, WI. 2012-2013.
- *Low Wage Workers in Milwaukee: Life Narratives*. Open Places Coalition, Milwaukee, WI. 2013.
- *The Rubber Stamp Process: Broken Governance in the Planning and Development, and How Communities Can Regain a Voice*. 2011.

#### Articles

- "The Wisconsin Experience and the Election of 2016." Authored with David Nack. *Labor Studies Journal (Sage Journal)*. 2017.
- "Mexican Mass Labor Migration in a Not-So Changing Political Economy." Authored with Alfredo Carlos. *Ethnicities (Sage Journal)*. 2015.

#### Documentaries

- *A Legacy of Excellence: 100 Years of Wisconsin Apprenticeship, 1911-2011*, Associate Producer. 2012.
- *Harvest of Loneliness: The Bracero Program*, Researcher. Documentary and Oral History Project by Gilbert G. González and Vivian Price. 2010.

#### Awards

- UW Madison Chancellor's Community-University Partnership Award, for Madison Path to Citizenship project, 2017.
- A Choice Outstanding Academic Title for *Man of Fire: Selected Writings of Ernesto Galarza*, American Library Association. 2013.





## No hay mal que por bien no venga: Ecuador 2018

By Cecilia Soto

Since I first started my college experience, I always knew that studying abroad was something I needed to experience. The first couple of years I focused on trying to find my concentration major. By the end of my freshman year, I declared the Human Development & Family Studies major, but inside of me, I knew that I needed more than that. Part of me knew that I wanted to study and help my Latinx community back home and that would require another major. Sophomore year, I developed an interest in the Spanish major, but after meeting with an advisor in that department, I was told I wouldn't graduate within four years. I also knew that I didn't want to stay another year to fulfill the requirements, so I looked for other alternatives. By the end of that same year, I declared the global health certificate. I had learned about the CLS certificate junior year through a classmate, and since then CLS has been part of my professional and academic success. After meeting with Rachelle, a couple of times that year, she knew my interest in majoring in Spanish and the difficulties I faced. She then recommended that I meet with Sarah, the advisor for LACIS, and to my surprise, I only needed six more credits to fulfill that major. To this day, I am proud to say that I will graduate in May with a double major in Human Development & Family Studies and Latin American, Caribbean and Iberian Studies with two certificates: Global Health and Chican@ & Latin@ Studies. Majoring in Spanish wasn't destined for me, and that is why I always say that "No hay mal que por bien no venga" because if it weren't for the obstacles I faced in declaring the Spanish major, I wouldn't have found my CLS Latinx community.

This past winter I was part of the Microenterprise and Wellbeing Global Health Field course in Ecuador. With a scholarship from the LACIS department, the Nave Scholarship, I was able to embark on this 2-week life-changing journey. The journey to get there wasn't easy. Initially, I applied to the Nicaragua Colaboración Ambiental Winter Intersession program in the spring of 2017. A few weeks after my application was submitted I received notice that I was accepted to the program.

However, in the fall of 2017 I was notified that the program would be postponed until May 2018 due to logistics in the program both in Madison and Nicaragua. They gave us the option to participate in the program until May of 2018 or apply to another field study course in January. The only available field course opened at the time was the Global Health Field course in Ecuador. Thus, I started the entire application process again, and to my surprise, a month later I was notified that I had been accepted. Life always has its way of working things out. While one door closed, another one opened for me. I am truly grateful for the constant support of Rachelle who was with me through my entire journey. Without a doubt, no hay mal que por bien no venga. Even though I wasn't able to participate in the study abroad program in Nicaragua, I was fortunate enough to be part of the course in Ecuador.







Many times, as students we are given a textbook or navigate the internet to learn about a certain country. However, rather than learning through textbooks or by what others tell me, I was able to learn about Ecuador's culture through my own experience. While there, my main focus was investigating the potential for an Embroidery Co-Design Sites in Ecuador with the indigenous women who already were part of the Jewelry Microenterprise. It mainly consisted of talking to the Spanish speaking indigenous women about their embroidery work and the meaning behind the symbols of embroidery on the clothing. For many tourist and local indigenous people in Píajil and La Calera, hand embroidery is more valued than machine embroidery. Typically, hand embroidery takes twice the time to make, yet it has more cultural value because of the time invested and its designs. Traditionally, indigenous women in Ecuador embroider natural symbols, like flow-

ers or the sun, to represent their connection with Pachamama, or mother Earth, which is one of the four elements in the Kichwa cosmivision.

Even though most of the women I talked to spoke Spanish, many of them also spoke their native language, Kichwa. I was able to learn a few words in the Kichwa language during my stay with my host family. My visit there was a one of a kind experience because I was able to interact with my host's mom's children and build a strong connection with them. On a typical day, my host mom would wake up at 4:30 am to feed her animals and cook breakfast. By 7 am, we were already up having breakfast as a family, and the children would get ready to leave for school. Despite the fact that my stay with my host mom lasted only two nights, I was able to see how different they lived their lives. They didn't have much, but the little they had they valued a lot. It made me realize that sometimes we take things for granted, even if it's a hot shower. Knowing that there are families on the other side of the world lacking hot water makes me value what I have more. I came to realize that material things aren't what is important in life, rather it is the intangible things that matter: love, health, and happiness along with the importance of family.

I went into this study abroad program not knowing any of my peers, and in the end, I created a new family. My peers became more than friends, and to this day I am truly blessed to see them around campus and hang out with them. I was able to travel to different parts of Ecuador, like La Calera, Píajil, and Imbabura where I created long-lasting relationships with friends that I still keep in touch with to this day. These long-distance relationships with people in Ecuador are what inspire me to one day go back with the hopes to help further the indigenous women that create embroidery. My hope is to create innovative designs representative of their identity while maintaining a high-quality product.

Many times, I was the go-to person to translate explanations in English to my classmates. It felt good to know that I was able to mitigate the language barrier between the students and the indigenous women who didn't know English. This made me realize the importance, we Latinx students play in study abroad programs, especially ones that take place in Latin America countries. While I was there, I felt a special connection with Ecuador, its people, and the rich culture it offered. I have made a personal effort to find where I fit within the history of my ancestors in Ecuador, people of color whose stories are often untold. This study abroad program has allowed me to understand a rich cultural history and where I fit within the history that is often untold. This particular experience contributed to the discourses that aim to tell the stories of those who have been marginalized, like many of my CLS classes, even if it challenged the present status quo. Thus, I was able to challenge the vision of my history in order to legitimize who I am. I strive to be part of the storyteller within two worlds. The first is the epitome of western thought, the United States, and the second world, is a third world country that still has most of its history to be told.

I hope students of color try to understand where they fit within the history that we are told. Studying abroad is a great way to do so because you'll find a home away from home. Often times, Latinx students are the one who least participates in study abroad programs. It might be because of fear of going away so far or financial reasons. Either way, just know that in the end it will all be worth it and the CLS community will always be there to support and guide you throughout your journey. Overall, I faced many obstacles trying to complete a study abroad program, yet I can say with certainty that every cloud has a silver lining.





## Aspirations in Film and Representation in UW

**By Kristen Johnson-Salazar**

In my time at Madison, I have been on a film set, have done freelance work with app creators, several faculty members, and a documentary for WUD Art's Art En Route project. I have managed the marquee and programmed for the Wisconsin Film Festival. I've gone to the Sundance Film festival twice where I met one of my heroes, Dolores Huerta, and saw the documentary *Dolores*. I've worked and edited with 360 video and VR in my summer internship with Fovrth productions. I still don't know exactly what I want to do when I finish school, which while not a unique worry for a soon-to-be graduate, is still one that I just wish I had a grasp on. I wish I knew where my career as a filmmaker will take me.

As a Mexican American junior at this University in the Communication Arts major and CLS and Digital Studies certificate programs, I feel by now, I should have a handle on what I like and what I basically want to do in a year after graduation. I love watching films and television especially those that feature voices from underrepresented communities, and I wish to make them after I graduate. Now, what stage or position in production I would like to hold is a different story because that is still open for me to figure out. At Madison, organizations like WUD Film and classes like Communications Arts 659: Advance Motion Picture Workshop have helped further my decision-making process.

WUD (Wisconsin Union Directorate) Film committee is an organization that shows films to the University and Union community by way of student votes. Not only did this org give me the ability to have a voice in which films are shown on campus, but it also allowed me to meet with a wide range of people coming from different backgrounds and majors. As a collective we all agreed that films are important and WUD Film has a privilege and a responsibility to show films on campus that aren't just Hollywood films. Within WUD Film, there are a select group of Assistant Directors who help organize subcommittees that bring together film ideas to be shared and voted on during the main committee meetings. This is where your voice can be heard because you are helping to construct the vote for the week. You are able to first and foremost bring up reasons why it should be or shouldn't be put on a vote and also if it is on a vote, bring forth pros and cons that can be addressed to the greater community. WUD Film is always in need of voices and collaborations from other groups and students. I know I always push for Latinx and POC representation in the films we show (both behind the screen and on it). WUD Film wants to be inclusive and have more people from diverse backgrounds in committees because that will enhance the choice in films they show and increase the success of attendance for those screenings.



While WUD Film has taught me about distribution of film and the importance of having voices from different backgrounds and ethnicities there to suggest and vote on films, I still want to work more within film production. The Communication Arts major has several advance production classes which includes topics on writing screenplays, editing, and hands on in creation of short films. Currently in this Spring 2018 semester, I have been the Assistant Camera person in the advance motion picture capstone class where we spend the entire semester going through all the stages of production to create a 30-minute short film. We ranked our roles based off positions like director, producer, art director, sound designer, or editor, our roles were given to us and they are the roles that we take on for the entire semester. As the assistant camera or AC, I organize equipment for check out, assist the director of photography (cinematographer), pull focus, ingest footage, and also color correct the footage. While the position wasn't my first choice, I get hands on experience with both the camera equipment and programs that help the post-production workflow. The class is seven credits and it's one of those all-consuming classes where so much effort goes into it that you end up sleeping over at Vilas Hall and scheduling everything around it so you can make the film shoots and meet with your fellow group members and faculty where you discuss complex shoots, screenplay changes, and how to use certain equipment. Honestly, this class is a lot of work, but we have been able to do things that previous classes have not done such as work with 4k video, slow motion, and building a set in Vilas and flooding it for one scene without destroying anything. Our film *Little Boxes* is premiering May 5<sup>th</sup> at the Union South marquee (where WUD Film shows their films). I just realized that as a WUD Film member, you always show other people's movies, but as a Comm Arts major, I will finally be able to show a film I helped create at the marquee. It's wild.

With all this being said, I am still conflicted on what I want to do after graduation in regards to where I belong in production. I like being creative and coming up with ideas and working with cameras, but also don't mind editing and film distribution. I have concluded a couple of things with the experiences I've had at Madison. Representation is important, and more voices need to be heard when it comes to creating and showing movies at Madison (and worldwide), especially those in the Latinx community. I want to continue to be creative outside of classes, work, and freelance jobs. Finally, I need to realize that I have to put my life in perspective as I have only lived 22 years of it. I need to realize that there are so many more chapters to my life and, while college is a really great one, it is not an ending, it's the beginning 22 minutes of my life film.







## Finding My Place through Research

By Nashali De Leon

Coming from a predominantly Latinx high school and community, attending the University of Wisconsin-Madison was, and sometimes still is, a great culture shock. I was used to being completely comfortable in my environment and being surrounded by others who looked like me, and for the first time in a long time, I felt uncomfortable in my own skin. I could feel the curious stares of others when I was the only Latinx person in a classroom, the incredulity when I spoke my opinion or offered my input,

and the surprise when I did well academically. It was an overwhelming experience, and it made me question how much I truly belonged on this campus. I naively hoped that this would change once I started taking more classes and being more involved in my major, Communication Sciences and Disorders. I thought that once I was surrounded by other people who shared the same interests as me, I would finally get the sense of belonging I had been craving. However, once again being one of the very few persons of color in the classes within my major took its toll on my self-esteem. People would ask me if English was my native language, and my response of “no, it’s Spanish” brought on rounds of questioning as to why then did I want to be a speech pathologist, how I’d learned English so well, and whether I felt I had the necessary language skills to be good at my chosen career.

As someone who has always loved and had an affinity for language and been proud of my bilingualism, these questions hurt and unfairly planted seeds of doubt. I refused, however, to let anyone invalidate my abilities to excel as a CSD major and right to an education on this campus. This, along with the drive to make a difference in the community, led me to getting involved in the Language Acquisition and Bilingualism Lab. Being able to participate in this lab was a tremendous opportunity, and today, I view it as a blessing. The intersection between bilingualism and language abilities and disorders, is my main area of interest, especially when it pertains to Latinx children. Working in this lab and aiding PhD students in their research has allowed me to see this first-hand. I have observed bilingual children being assessed in multiple language domains, evaluated those same assessments, and coded data pertaining to language performance. These experiences have allowed me to form a deeper understanding of the effects of bilingualism on language development, and interacting with the children and their families has solidified my passion for this field.

As a native Spanish speaker and CSD undergraduate, I feel like my opinion is valued and taken seriously. Through my work in the Language Acquisition and Bilingualism lab, I have regained the confidence that I had lost, and I feel more motivated than ever to pursue my career as a bilingual speech pathologist. Throughout the course of my undergrad career in CSD, I have realized the importance of language for success and how crucial it is to provide intervention when language abilities are impaired. Unfortunately, I have also realized how lacking these services are for many bilingual Latinx children and their families, especially those who reside in inner cities and poorer areas. As someone who struggled to learn English in fifth grade, I know how difficult mastering language is without support. These children need someone they can relate to, someone who looks like them and speak the same language they do. As a Latinx person and CLS student, I am well aware of the challenges that Latinx children and families face in the United States, but access to language services should not be one of them. Effective language is key for success, and every Latinx child deserves the opportunity to master it. When I was young, I was not aware of speech pathology as a career field, and I believe this is the case for many others. I sincerely hope that other Latinx students know of this field and consider it as an option because it is rewarding, we are needed, and we truly belong. Latinx professionals are essential, and I am striving to be the best one I can be for my community and the children who are our future.



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

## Publish in the Latinx Studies Journal

*The Latinx Studies Journal* 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. 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@letscli.wisc.edu](mailto:cls_journal@letscli.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>



## 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](mailto: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](mailto:jgalvan3@wisc.edu)) & **Sandra Arteaga** ([sarteaga@wisc.edu](mailto:sarteaga@wisc.edu))





## Evolving my CLS Identity Post Graduation

By Marianna Rivera, CLS Graduate 2015

Hello to all current CLS students and to all alumni reading this newsletter! My name is Marianna Rivera and I'm a recent CLS alumna. I was born and raised on the north side of Chicago in a very diverse neighborhood, Albany Park. Like many of the students I met at CLS, I was the first in my family to go to college. CLS quickly became a little haven for me on campus: one where I could sit and have a meal when my fridge was empty, one where I could meet other students that I could *actually* relate to, one where I found employment for two years as a student assistant. I graduated in May of 2015 with degrees in Communication Sciences & Disorders and Italian and of course my certificate in Chican@/Latin@ Studies.

Since the age of 17, I had been wanting to become a speech & language pathologist. I was fascinated by all aspects of human speech and language and wanted to help others with communication impairments. So, immediately after I graduated from the UW in May 2015, I enrolled in graduate school. I went to the University of Illinois- Urbana Champaign for my Masters in Speech- Language Pathology, which I obtained in 2017. For those unfamiliar (that's okay- most people are), speech- language pathologists are professionals in human communication. We are trained in both evaluating and treating individuals with a wide variety of communication disorders. Speech- language pathologists work with everyone from newborns to the very elderly. We work with individuals who

- Have difficulty with producing speech sounds and are difficult to understand
- Have deficits in language comprehension or language expression
- Have problems with their voice stutter
- Have had strokes that impaired their ability to understand or produce language
- Are unable to swallow food and drink safely
- Have autism, Aspergers, etc.
- Have difficulty in cognition due to past traumatic brain injuries, for example

Now, I am working in an elementary school in Cicero, IL. My students are between kindergarten and third grade and I absolutely LOVE what I do. Even though I am working in the schools with children at this time, I also have clinical experience in preschools, private practice, nursing facilities, inpatient care including the intensive care unit, outpatient care, and rehabilitation. Extremely varied, right? Cicero IL is a largely low- income town right outside of Chicago that is ~90% Latino. I knew that as a speech- language pathologist, I wanted to work with my OWN community. My time at CLS and my courses as an undergraduate allowed me to see *why* our neighborhoods look the way they do, *why* they are oftentimes lacking the resources they so desperately need, and *how* all these affects our children, especially in education, starting at such an early age. As my students' "speech teacher", I've

- Had lessons on why we should celebrate indigenous peoples' resilience instead of Christopher Columbus
- Engaged them in history lessons on Mexican Independence Day
- Done craftivities on Dia de Muertos and las Posadas
- Analyzed and sung the lyrics of villancicos
- Introduced them to lesser known African Americans during Black History Month
- Discussed the significance of Selena to the Latino community

Had lessons on prolific Latinas during March (Women's History Month)

When I think back to my time as a CLS student, I am reminded of

- How much we had to defend our right to have a space and learn our history at the university
- The incredible hustle and drive that I saw in all my peers





Unfortunately, the CLS program has a history of being under attack by the administration up in Bascom who continually try to (on a good day) lessen our right to learn about ourselves or (on a bad day) eradicate it. In the same way that our ancestors have had to fight to survive and validate our space, whether in our countries of origin, on stolen land, or our new homes, CLS students have also stayed vigilant and assertive with our right to exist and learn our history at the university. I've adopted this devotion to preserving our history in the ways I've listed above regarding my practices as a bilingual and bicultural speech- language pathologist. Truly, CLS has impacted my professional identity.

Secondly, when I think back to CLS, I immediately remember the incredible hustle, drive, *ganas* I saw in most of my peers. As people of color, I've always said that we have to perform twice as better as the white folk to justify our presence in any institution of power and prestige. And unfortunately, when there are so few of us, we really *are* representing our entire culture to those dubious about our presence in these spaces. There is no room for mistakes. Now imagine having to accomplish this when you are a first-generation college student away from home. My parents, and most of my CLS peers' parents, didn't have a chance to attend college. I was one of the only students of color on my dorm room's floor. I knew I had the drive and talent to be at UW ... but it was the generous financial aid and the support of spaces like CLS, the Powers- Knapp Scholarship Program, and CeO that kept me afloat. Facing so many adversities and overcoming so many barriers, many would think our time at UW consisted of merely attending class and meeting the requirements to graduate. The reality couldn't be further from this. The CLS students I knew were juggling high credit hours, part- time jobs, volunteering, unpaid internships, social organizations, lab research, and were *still* willing to add more to their plate. CLS students rise far beyond what is required. *We want it all and we find ways to excel in it all.* CLS students proudly walk in December or May covered in *multiple* stoles, with a *high* GPA, *and* with post- grad plans. Because that's the hustle our parents taught us and that's all we know how to do. I carried this hustle with me as I started graduate school. In my graduate program, I was one of the only first- generation college students. I was one of the only students without a car to get me around to far- away externship sites. I lived by myself. I didn't have necessary supplies like a printer or a laminator in my apartment. I was one of the only students covering my own tuition and expenses (with the help of a well- deserved fellowship). Yet I still managed to get straight A's and additional scholarships while being a TA. How? Because I had the *ganas* and the hustle that every CLS student has within them.

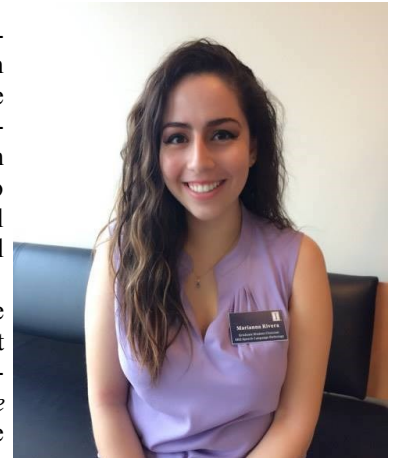
As I bring this piece to an end, it's been requested that I share some words of wisdom or pieces of advice to current CLS students. For me, this is easy:

- Get to know all the majors out there. I really feel like so often, undergraduate students and especially first-generation college students pick majors to appease their parents' expectations (as well as their own expectations!) of a prestigious, well paid career *without* familiarizing themselves with all the other routes available to them. You wouldn't believe all the different professions out there that could interest you. Healthcare and education, for example, are SO broad. Get to know some of the more unknown career paths. You may fall in love with a career you didn't even know existed when you started college.
- If you grew up speaking Spanish but never studied it formally in school (this includes me), consider taking a Spanish for Heritage Speakers course. We all know that bilingualism is a huge skill to offer to any profession. However, oftentimes heritage speakers are less than proficient in some of the more formal nuances of the language. Practice speaking *formally* and with a more professional tone. Expand your vocabulary. This will be so valuable if you plan to market your bilingual skills.

I wish all current CLS students the best of luck as they continue with their studies and begin to think of post- graduate life (although most of you don't need the luck because you already have *las ganas* to succeed). To all CLS graduates reading this, I hope you find yourself in a personally rewarding career and surrounded by those you love. If anybody reading this would like to speak about graduate school, speech- language pathology, or just chat, please feel free to email me at [marianrivera27@gmail.com](mailto:marianrivera27@gmail.com)

En solidaridad,

~ Marianna Rivera, CLS Graduate 2015





## Getting to Know Dr. Juan Zalapa



Dr. Zalapa started junior college in 1994 in Brownsville, Texas, and later transferred to Texas Tech University (TTU) where in 1998 he earned a Bachelor of Science degree in Horticulture with a minor in Biology. During his years at TTU, Dr. Zalapa conducted undergraduate research as a Ronald E. McNair and Howard Hughes Medical Institute (HHMI) fellow. In 1999, he became a graduate student at the University of Wisconsin-Madison and held the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) fellowship, UW-Madison's Advanced Opportunity Fellowship (AOF), and National Science Foundation (NSF) funded K-Through-Infinity (KTI) fellowships. He received

a doctorate degree in Plant Breeding and Plant Genetics from UW-Madison in 2005 for his work in genetic mapping and inheritance of yield-related traits in melon (*Cucumis melo* L.). In 2005, Dr. Zalapa was awarded the NSF minority postdoctoral fellowship to study hybridization between native red elm (*Ulmus rubra* Mulh.) and exotic, invasive Siberian elm (*U. pumila* L.) in the departments of Horticulture and Forestry at UW-Madison. In 2009, he joined the Agronomy department at UW-Madison as postdoctoral associate under the Great Lakes Bioenergy Research Center (GLBRC) to study switchgrass (*Panicum virgatum* L.) genetics.

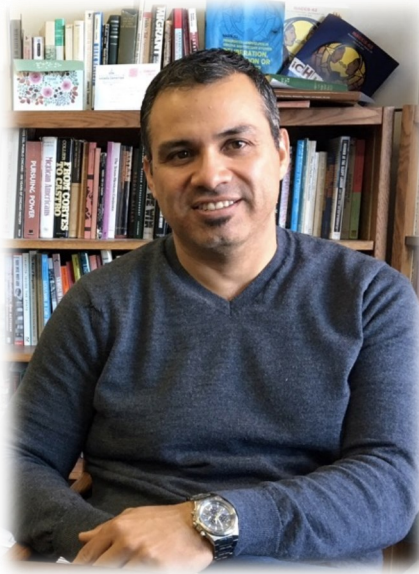
In October 2010, Dr. Zalapa became a USDA-ARS Research Geneticist and assistant professor at the Horticulture department at UW-Madison. His current research focuses on cranberries (*Vaccinium macrocarpon* Ait.) breeding, genetics, and genomics studies. To date, Dr. Zalapa has over 50 scientific peer-reviewed publications and has trained 3, postdoctoral fellows, 3 PhDs, 1 MS, and over 25 undergraduate students. Recent graduates of the Zalapa lab include, D. Fajardo (Bioinformatics Analyst, National Center for Genome Resources), M. Ames (Applications Scientist, Biomax Informatics AG), H. Zhu (Associate professor Horticulture, Henan Agricultural University, China), B. Schlautman (Lead Scientist, Land Institute), G. Covarrubias (Biometrics Scientist, Bayer Crop Science), and Jenny Bolivar (Postdoctoral fellow, UW-Madison). He currently mentors four graduate students and several other undergraduate researchers. Dr. Zalapa is also interested in increasing public participation in the sciences through science outreach. Dr. Zalapa developed an outreach program that is focused on grade school students and their families to introduce them to agricultural and genetics research. On a personal note, Dr. Zalapa is a born-again Christian, and has three children, Miriam, John, and Benjamin with his wife Leah Zalapa, who is practicing medical doctor at a local hospital. Dr. Zalapa's family enjoy cooking, fishing, practicing judo, watching movies, and attending church events.



## Getting to Know Dr. Armando Ibarra

I am humbled and excited to have been elected as the incoming CLS Director for 2018-2019. I look forward to working with faculty, students, administration, and to deepen our connection to surrounding communities, while I steward the program in a responsible and responsive manner. Two of my focuses for this upcoming year are to continue to advance our faculty's work on building the foundation for a CLS Department and to chair our cluster hire search committee for a new tenure track faculty member with expertise in a CLS field.

A bit about me outside of work. By far, my greatest accomplishment is my family. Veronica and I are proud parents of four children, three of them born in Wisconsin. We are active members of different community groups and engage in community building activities throughout the state. If we aren't home, we can be readily found chasing our kids somewhere in Madison – at the mall, a park, downtown, or on a picket line somewhere. We travel to Mexico and Northern California frequently to visit family and childhood friends.



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A bit about my professional self. I am an Associate Professor in the School for Workers at University of Wisconsin Extension, which is currently in the process of transitioning to UW Madison DCS. In addition, I hold a faculty appointment in Chican@ and Latin@ Studies, am the Faculty Latino Specialist at UW Cooperative Extension, and an affiliate faculty at the Labor Center at UMASS Amherst. I earned my Ph.D. in Political Science from the University of California, Irvine, where I was the first student to earn a graduate emphasis from their Department of Chicano/Latino Studies.

My research and fields of specialization are Mexican, Mexican American, Chicano/a, and Latino/a working class studies, labor migration, and community-based participatory applied and action research. My publications include books, journal articles, community and organizational applied research studies, policy reports, and documentaries. My latest book, *The Latino Question: Politics, Laboring Classes and the Next Left*, engages the timely debates on Latino working class struggles, immigration, identity politics and inequality in the US. This book is scheduled for publication in August 2018.

I enjoy coffee and conversations. Whether it is work or non-work related, I value person-to-person interactions and prefer it when possible. Who am I kidding, that was just a shameless plug for coffee J. I look forward to meeting, working, building, and learning with you as the incoming CLS Director. Please do not hesitate to contact me with any CLS related questions and requests.

Sinceramente,

Armando Ibarra



## CONGRATULATIONS TO OUR LARGEST GRADUATE CLASS:

### Valedictorian

**Alex Whitfield**  
B.S., Biology

### Salutatorian

**Liliana Lule**  
B.S., Latin American, Caribbean &  
Iberian studies,  
Spanish and English

**Gregorio Abrian**  
B.A., Zoology

**Juan Aguirre**  
B.S., Kinesiology

**Ana Arellano Jimenez**  
B.A., Political Science

**Giselle Blocker**  
B.A., History

**Andrea Carlson**  
B.A., Social Welfare

**Mayra Ceballos**  
B.S., Human Development &  
Family Studies and Legal Studies

**Manuel Cerda**  
B.S., Latin American, Caribbean &  
Iberian studies, Spanish and English

**Andria Chatmon**  
B.A., Latin American, Caribbean &  
Iberian studies and Spanish

**Brianna Deigan**  
B.A., Latin American, Caribbean &  
Iberian studies, Spanish and  
International Studies

**Jesus Del Toro**  
B.A., Latin American, Caribbean &  
Iberian studies and Spanish

**Megan Diaz**  
B.A., Sociology

**Victoria Duarte**  
B.A., International Studies

**Jesus Galvan**  
B.S., Kinesiology

**Ruben Garcia**  
B.A., Latin American, Caribbean &  
Iberian studies, Spanish  
and Sociology

**Luis Gonzales**  
B.A., Sociology

**Pedro Guajardo**  
B.S., Chemistry and Spanish

**Clara Huerta**  
B.A., Communication Arts

**Pamela Jiménez**  
B.S., Rehabilitation Psychology

**Jasmin Loera-Espinoza**  
B.A., Legal Studies

**Ketzally López**  
B.S., Community &  
Nonprofit Leadership



# CLS SPRING 2018 GRADUATES

## **Liliana Lule**

B.S., Latin American, Caribbean &  
Iberian studies,  
Spanish and English

## **Martin Martinez**

B.S., Biology

## **Pemiri Merel**

B.A., Economics

## **Ulises Montoya**

B.A., Latin American, Caribbean &  
Iberian studies and Spanish

## **Caludia Ortiz**

B.B.A., Management and  
Human Resources

## **Karina Ovalle-Villanueva**

B.A., Sociology

## **Diana Pavon**

B.A., Latin American, Caribbean &  
Iberian studies and Political Science

## **Martha Pena-Mata**

B.S., Human Development &  
Family Studies

## **Alberto Prado**

B.S., Rehabilitation Psychology

## **Sofia Rebollar**

B.S., Human Development &  
Family Studies

## **Genesis Rodriguez**

B.S. Neurobiology

## **Russell Roman**

B.A., Communication Arts

## **Lucero Serna**

B.A., Conservation Biology and  
Environmental Studies

## **Cecilia Soto**

B.S., Human Development & Family Studies  
and Latin American, Caribbean &  
Iberian studies

## **Makenzi Tijerina**

B.B.A., Marketing

## **Cristal Uceta**

B.A., Latin American, Caribbean &  
Iberian studies and Spanish

## **Arely Ugalde**

B.A., Communication Arts

## **Mel Wewers**

B.A., Latin American, Caribbean &  
Iberian studies, Spanish and Gender &  
Women's Studies

## **Alex Whitfield**

B.S., Biology



*Congratulations to our graduates! We  
couldn't be more proud of all that the  
Class of 2018 has accomplished during their time  
at UW-Madison. We wish you all the best in your  
future!*

*-CLS Faculty & Staff*



## Jesús Salas Academic Activist Scholarship 2018 Recipient



*(Jacqueline is pictured in the back row third person from your right )*

This years Jesús Salas Academic Activist Scholarship 2018 Recipient *Jacqueline Cruz* is being honored for her dedication to making a difference in the Madison community. As a Pre-Nursing Rehabilitation Psychology major, she has immersed herself into being an active participant in different opportunities that can give her experience working with and for the Latinx community.

Cruz is currently a student member in both the Multicultural Student Nursing Organization and MECha. Both organizations are providing Cruz with the opportunity to develop her skills as a professional and leader. In addition to her membership within these student organizations, Cruz volunteers as a HOPE (Health Occupations and Professions Exploration) mentor, Centro Hispano volunteer tutor, and UNIDOS child aid volunteer. Her involvement and dedication to the Latinx community via student organizations and community organizations demonstrates that Jacqueline Cruz is an exemplary leader and deserving recipient of the Jesús Salas Academic Activist Scholarship.



## CONGRATULATIONS to Rachelle Eilers



On May 3rd, 2018 our amazing CLS Academic Adviser Rachelle Eilers received the Outstanding Achievement Award in Undergraduate Advising from the UW-Madison Office of Undergraduate Advising. Rachelle is an incredible academic adviser to our CLS students providing support, encouragement and guidance. Many of our CLS students share their love and appreciation for Rachelle. Thank you Rachelle for your continued work to making CLS a wonderful, safe and supportive space for our students. Congratulations on receiving this incredible recognition!

## THANK YOU !



A warm Thank You to all CLS faculty, staff, and students for your continued investment into creating a vibrant and supportive community. We had a wonderful semester full of interesting and engaging activities. Special shout out to our CLS staff for their hard-work this year. May you all have a relaxing and enjoyable summer. See you all in the fall for our CLS Gatherings and many events!

*-CLS Program*



## CLS FALL COURSES 2018

Course	Topic	Time	Instructor	Brief Description
<b>CLS 201</b> <b>30520</b>	Introduction to Chican@/ Latin@ Studies <b>Cap: 42</b>	9:30am -10:45am T & Th  VAN VLECK B139	Christina Treviño-Murphy	Introduction to the interdisciplinary study of Chicanas/os in the United States. Students will become acquainted with recent scholarly literature, paradigms, theories, and debates within Chicana/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o experience in the United States. Themes will include migration, labor, civil rights, community development, education, gender and more. <b>20 seats in the MWF section are reserved for FIG students.</b>
<b>CLS 201</b> <b>39215</b>	Introduction to Chican@/ Latin@ Studies <b>Cap: 40</b>	9:55am - 10:45am M W F  INGRAHAM 222	Megan Bailon	
<b>CLS 268</b> <b>45807</b>	The U.S. & Latin America from the Colonial Era to the Present <i>Crosslisted LACIS/POLI SCI, HISTORY</i> <b>Cap: 28</b>	9:30am - 10:45am T & Th  INGRAHAM 222	Patrick Stephen Barrett	A critical examination of US-Latin American relations from the colonial era to the present, tracing the emergence and evolution of the United States as a hemispheric and global power and its political and economic impact on Latin America. Primary attention will focus on US relations with Mexico, Central America and the Caribbean, but other Latin American countries will figure prominently during certain episodes.
<b>CLS 330</b> <b>37487</b>	Topics in Chican@/Latin@ Studies <b>Cap. 25</b>	2:30pm – 3:45pm T & Th  SOC SCI 6323	Christina Treviño-Murphy	Topic: “Latinx Gender & Joteria [Queerness] Uses the Latinx concept of “borderlands” and the Black feminist concept of “intersectionality” to analyze queer theory and practice. Using theory, case studies, and diverse forms of media and expressive culture, the course critically examines the construction of gender and sex.
<b>CLS 330</b> <b>44757</b>	Topics in Chican@/Latin@ Studies  <b>Cap. 30</b>	1:00pm – 2:15pm T & Th  VAN HISE 159	Revel Sims	<b>Topic: Gentrification in Latinx Communities</b> Explores gentrification, especially in Latinx communities. Investigates gentrification’s origin & theories that seek to explain it through four case studies—the Mission-San Francisco, Boyle Heights-Los Angeles, East Harlem-New York, & Pilsen-Chicago—to form critical conclusions.
<b>CLS 347</b> <b>37899</b>	Race, Ethnicity, and the Media <i>Cross Listed: COMM ARTS</i> <b>Cap: 25</b>	9:30am -10:45am T & Th  HUMANITIES 1217	Jason Kido Lopez	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 469</b> <b>44085</b>	Topics in Hispanic Cultures in the US <i>Cross Listed: SPANISH</i> <b>Cap. 24</b>	9:55am-10:45pm M W F  VAN HISE 155	Rubén Medina	<b>Topic: Mexican Migration to the US.</b> Explores topic from historical, cultural, political, literary & gender studies perspectives. Analyzes films, documentaries, testimonies, essays, novels, stories, & music in connection with theories of migration, transnationalism, & transculturation. Discusses legal/illegal status, social mobility, cultural integration, belonging, language, & the production of new gendered identities. <b>Taught in Spanish.</b>



<b>CLS 530</b>  <b>32574</b>	Chicanx & Latinx Social Movements.  <b>Cap: 25</b>	9:30am -10:45am T & Th  INGRAHAM 225	Armando Ibarra	Explores Chicanx and Latinx social movement participation & collective action from the 1940s to the present. Analyzes paradigms, theories, & debates about historical & contemporary economic, cultural, & sociopolitical dimensions of the Latinx position in the USA. Focuses on race and racialization, power and powerlessness, migration, community development, & gender. Compares different Latinx groups.
<b>CLS 530</b>  <b>44674</b>	Advanced Topics in Chican@ & Latin@ Studies: "Ethnicity, Race, & Justice" <i>Crosslisted SOC, LEGAL ST.</i> <b>Cap: 40</b>	4:00pm – 5:15pm M & W  SOC SCI 6104	Michael Light	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.
<b>CLS 530</b>  <b>45934</b>	Advanced Topics in Chican@ & Latin@ Studies: "Why be Xicana/o? Identities and Implications" <b>Cap: 25</b>	6:00pm – 8:30pm W  MUS HALL 208	Alfonso Morales	Examines identity formation and associated processes for individuals and in society. Traces the history of 'Spanish-Speaking,' 'Hispanic, Chicano, Latino, and Latinx and locate each in socio-political processes. Students will explore the future of identity, socially and individually and they will determine how they know to identify the way(s) that they do, at this point in their lives.
<b>CLS 530</b>  <b>45748</b>	Advanced Topics in Chican@ & Latin@ Studies: "Community-Based Research & Evaluation" <i>Crosslisted CSCS</i> <b>Cap: 40</b>	9:30am – 10:45am T & Th  NICHOLAS 4325	Carolina Sarmiento	Theoretical, critical, and analytical understanding and application of the conscious and systematic use of data, inquiry and analysis for community, organization and program diagnosis, intervention and evaluation in various community-based and nonprofit organizations.
<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

Course	Topic	Time	Instructor
<b>COUN PSY 225</b>	Coming to Terms with Cultural Diversity: Invitation to Dialogue	Online, Multiple Face-to-face discussion sections. <b>Enroll through disc. section</b>	Alberta Gloria, Lynet Uttal
<b>COUN PSY 230</b>	Race and the Developing Child	2:30-3:45 pm, T & Th EDUC SCI 1053	Stephen Quintana
<b>COUN PSY 300</b>	Displacement, Resettlement, & Working with Refugee Families	Online	Lynet Uttal
<b>CURRIC 240</b>	Critical Aspects of Teaching, Schooling, and Education	T 1:00-2:15; <b>Enroll through disc. section</b> TEACHER ED 267	Mary Louise Gómez
<b>SOC 134</b>	Problems of American Racial & Ethnic Minorities	Multiple times & locations. <b>Enroll through disc. sections.</b>	Various Instructors



## 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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## 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

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(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>

Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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¡MIL GRACIAS!    **THANK YOU!**