

REGENERACIÓN

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



A Note From the Director

By Alberta M. Gloria

In the role of CLS Director for the Fall 2014 semester, there are several working goals that I've focused time and energies. As an academic program that has far-reaching impact and is critical to the educational experiences of students, staff, and faculty at UW-Madison, an overarching task has been to highlight and strengthen the program's visibility, viability, and longevity. In doing so, there are several specific processes that have been put into motion to mobilize our collective energies and build collaborative and meaningful partnerships.

First and foremost, the focus of the program for the semester has been to create a strong "academic family" and community of learners. Through the weekly Community Gatherings, we have drawn in students who are seeking connection and scholarly sustenance. To do so, we have emphasized our recruitment efforts of first-year undergraduates to the program and focused on strengthening our collaborative partnerships. Rachelle Eilers, our CLS Student Advisor, has worked diligently to connect our students to information and resources for personal and educational wellness (See page 5 about Rachelle and her efforts with the gatherings).

As the CLS student community grows, the increased involvement of Chican@ and Latin@ graduates has also been emphasized, allowing students greater campus connections and opportunities for efficacy-building as scholars. In particular, CLS is currently piloting a mentoring program, entitled PASOS, for students interested in the steps toward and processes of graduate school. Two of our CLS doctoral minor graduate students have taken the lead to develop programming and have hosted several events this semester (See page 8 about Ivan's and Alyssa's work with PASOS). Similarly, increasing the number of UW-Madison Chican@ and Latin@ graduate students who attend the Community Gatherings has allowed them academic connections and networking opportunities with our CLS faculty (See page 10 for narratives from several of these graduate students) as well as mentoring for our CLS undergraduates. Similarly, a focus on involving new CLS faculty affiliates is a core way to have increased reach. In particular, we have two Visiting Scholars who have been active with CLS, providing professional connections for students and faculty, adeptly modeling how to tie their personal passions for community advancement to their professional endeavors and identities as scholars (See page 7 for information about Drs. Benitez and Vargas).

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Dr. Consuelo López Springfield: A Lifelong Commitment to Leadership and Service

By Bethsaida Nieves



Dr. Consuelo López Springfield has been an activist scholar for more than forty years. She earned her M.A. from the University of Puerto Rico and her Ph.D. from Indiana University. Her dissertation focused on the political rhetoric of C.L.R. James. After enjoying two post-doctoral fellowships in Comparative Literature at the University of Illinois, she returned to Indiana for teaching, administration, and law school. The University of Wisconsin-Madison, however, would become the primary focus of her academic mentoring and administrative initiatives.

Internationally renowned for her scholarship in Caribbean Studies, Dr. López Springfield continuously strives to publish work that pushes against intellectual boundaries. As evidenced by her extensive list of journal publications and books, her scholarship has introduced new and creative approaches to understanding Caribbean literature, art, law, feminism, and diaspora studies. By challenging normalized and essentialized views of Latin@ communities, her work reclaims and repositions the scholarly narratives that have been imposed upon Latin@ communities. This dedication to her craft is a direct reflection on what she finds most important in academia, which is being connected to Latin@ scholars and grassroots organizations across the U.S.

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CLS Community News & Events

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Somos Latinas Digital History Project of Wisconsin

By Hector Salazar and Nicole Cancel

Coordinating Editor,
Bethsaida Nieves

Contributors:

- ◆ Lisette Aguila
- ◆ Andrea-Teresa "Tess" Arenas
- ◆ Viridiana L. Benitez
- ◆ Ivan Cabrera
- ◆ Nicole Cancel
- ◆ Karma R. Chávez
- ◆ Jessica Diaz-Hurtado
- ◆ Jack Edelson
- ◆ Rachelle Eilers
- ◆ Alberta M. Gloria
- ◆ Consuelo López Springfield
- ◆ MEChA de UW-Madison
- ◆ Laura P. Minero
- ◆ Alfonso Morales
- ◆ Bethsaida Nieves
- ◆ Janelle Perez
- ◆ Alyssa M. Ramírez Stege
- ◆ Laissa Rodriguez
- ◆ Hector Salazar
- ◆ Isaac Solano
- ◆ Anthony Tran
- ◆ Edward D. Vargas

For future issues of
Regeneración

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

Send your information to:
chicla@mailplus.wisc.edu

On October 11, 2014, we presented our work on the Somos Latinas Digital History Project of Wisconsin at the International Oral History Conference with Professor Andrea-Teresa "Tess" Arenas. The Somos Latinas Digital History Project in Wisconsin is a multi-year oral history endeavor, which is built into select topics of undergraduate Chican@ Latin@ Studies (CLS) courses at the University of Wisconsin-Madison.



Somos, as it is referred to, uses a unique combination of oral history methodologies and Community Based Research (CBR) practices to document the history of Latina activism in Wisconsin. We have been involved with Somos either as CLS students or as Office of Service Learning and Community Based Research student workers. We have also served as volunteers on the Somos Project since the Fall of 2012, and have made significant contributions in following areas: interviews of Latina activists, scanning and organizing archives collected from interviewees, arranging interviews, identifying new women to be interviewed, editing video footage, transcribing interviews, and many other aspects of the Somos Project.

There are three community partners that shape the focus of Somos. The National Chicanas Por Mi Raza Digital History Project (CPMRDHP) requested that we lead the first 'State based Chicana/Latina activist history project' in conjunction with their activist interviews. Linda Garcia Merchant, CPMRDHP and Somos Advisory Committee member, helped us establish our DVD formatting and video recording requirements. She also helped us set the parameters for the types of activism to include in the Somos Project. All raw video footage of the Somos interviews will be posted on the CPMRDHP website for use by approved scholars. Our second partner, the Latina Task Force of Milwaukee, is an activist group and has three members on the Somos Advisory Committee. This group helps us to define "activism," and makes suggestions for interviewees, focus groups, and interview questions for the Somos Project. Our third partner, the Wisconsin Historical Society, provides financial support for student travel throughout Wisconsin and helps us define parameters for our archive selections.

The goal of our CBR/Oral History project is to fill an indisputable historical void by documenting the critical and powerful activism of Chicanas and Latinas in Wisconsin. Inspired by Maylie Blackwell's work on "Chicana Power," the Somos Project aims to "retrofit" Chicano history in order to shape the future of Chican@ and Latin@ research and history. Most Chican@ and Latin@ scholarly work focuses on the male leaders of the Chicano Movement, La Raza Unida Party, and other contemporary political movements. Chicanas and Latinas, however, have a long history of activism in Mexico and Latin America. As Maria Cotera highlights in *Chicana Feminism* (1977), Chicanas and Latinas have been political activists "from year one" and certainly before the Chicano Movement. These female leaders carry their legacy of activism into the contemporary political and social movements of Wisconsin.

Our ongoing work with the Somos Latinas History Project includes recording 60+ interviews by summer 2015, continuing our interview analysis for an upcoming book on the Somos Latinas Digital History Project, and lastly, donating all of our archives to the Wisconsin Historical Society so that they may be available to the public both at the library and online.

"The Somos project has taught me how to analyze information and data like a researcher, but also how to be assertive and proactive with my own education. However, most importantly, it taught me how to be comfortable and confident in my skin, as a Latina woman, after having seen what all of these women have done in Wisconsin... for students like me."

— Nicole Cancel, Biology Major & Chican@ and Latin@ Studies Program Certificate Student

"Working on Somos and being part of the staff with the Office of Service Learning has taught me the importance of research and higher education. The experiences and knowledge I have gained from this opportunity will help me as a future nurse to be able to give back to my community. These women have done so much and it is our turn to continue where they have left off and make history."

— Hector Salazar, Nursing Major & Chican@ and Latin@ Studies Program Certificate Student

Scala le Montagne

By Lisette Aguila

“Climb mountains, not so the world can see you, but so you can see the world” -Anonymous

Traveling has always been a dream of mine. Since I was a little girl, I have loved visiting my relatives in Mexico and vacationing with my family to the apple orchards of Michigan and Wisconsin Dells. My traveling adventures so far have included weeklong wilderness trips in Boundary Waters, Minnesota and a six week academic program at Georgetown University. As I've gotten older, I've wanted to travel further and see more of the world.

I first visited Italy in high school with a very large group of schoolmates. When I first landed in Rome, I boarded a coach bus and was surprised by my new surroundings. As we drove through the suburbs of Rome, I saw graffiti along all of the brick walls and stray dogs walking the streets, which was much different from the beautiful architecture and clean cobblestone streets that I had expected to see. My very first impression of Rome was not exciting, but that was because I wasn't in the heart of Rome. Once we began to tour the inner city and its restaurants, fountains, and cobblestone streets with small fountains of fresh streaming water, everything felt incredible to me. Rome, Florence, Capri, and Pompeii are such beautiful places. I am excited to revisit them.

Both of my older sisters studied abroad when they were in college, and studying abroad is something I've always wanted to do, too. I want to live in and learn from a society, culture, and country that is different from my own. I can't wait to visit Rome's museums so that I can see the incredible artwork and sculptures there, and create my own artwork in art class. I'm a little bit nervous about studying abroad, but I am also very excited to take weekend trips around Europe with my friends. I also look forward to enjoying my favorite Italian dishes including gelato, tiramisu, authentic Italian pasta, and the very best pizzas. I want my college experience to go beyond the UW-Madison campus. There is a whole world outside of the UW-Madison campus, and I want to experience it!

I chose to study abroad because I want to see the world and have new experiences beyond UW-Madison. I hope that more young Latino college students can climb this study abroad mountain as well, so that they, too, may see the world.



Celebrating Tradición: Día de los Muertos

By MEChA de UW-Madison

Día de los Muertos is an annual tradition celebrated in different parts of the world. Many of us studying at the University of Wisconsin-Madison come from cultural backgrounds that celebrate this tradition. In previous years, UW-Madison campus organizations have hosted several simultaneous Día de los Muertos events. We wanted to continue this commitment to the community as well, so this year MEChA (*Movimiento Estudiantil Chicano de Aztlán*) de UW-Madison created one big event for Día de los Muertos. We co-sponsored our celebration with the Chican@ and Latin@ Studies Program, ELLA, the Latino Men's Group, and Lambda Theta Phi, Inc. The preparation and planning was key to executing the event. “Pre-preparation and collaboration was really nice,” said ELLA and MEChA member Karina Ovalle. MEChA de UW-Madison initiated these co-sponsorships in order to strengthen the relationships and connections between UW-Madison students and campus programs.



Celebrating Tradición: Día de los Muertos took place on November 1st from noon to 5:00 p.m. We started the event with a ceremony at Bascom Hill, and then Ilhulpachakatl Neubauer, a MEChistA danza ateca dancer, led a procession to 336 Ingraham Hall. This is where the main event was held, and where one of our co-sponsors, the Chican@ and Latin@ Studies Program (CLS) is located. A community altar was set up in Ingraham 336, and everyone was free to add pictures, pieces of paper with the names of departed loved ones, food, and objects that reminded them of those they have lost. Our event included various workshops for the attendees to learn more about Día de los Muertos. The workshops included *papel picado*, face painting, sugar skull decorating, ink blocking, and screen printing the *Celebrating Tradición: Día de los Muertos* event's custom design logo onto a shirt. It isn't a Día de los Muertos celebration without *pan de muerto*! *Pan de muerto* was also provided for the attendees during the celebration.

Día de los Muertos is celebrated on two days. November 1st is traditionally known as the day we honor the children who have passed away, and November 2nd is known for honoring the adults. When our Día de los Muertos committee members found out that November 1st fell on the same day as Madison's Freak Fest, we were hesitant to host our event on November 1st. Our main worry was that attendance to the event would be low, however, the majority of the committee members believed that it was important to uphold our tradition and celebrate Día de los Muertos on its actual dates.

Overall, we believe that the event was a success. None of this could have happened without the help of the committee members and volunteers from MEChA, ELLA, LMG, Lambda Theta Phi, Inc., and the Chican@ and Latin@ Studies Program. We hope this collaboration will occur every year, and we look forward to working with even more organizations as we continue to build a bigger and stronger community at the University of Wisconsin-Madison.

Chican@ & Latin@ Studies Faculty

Andrea-Teresa "Tess" Arenas
Director of Service Learning
tarenas@ls.admin.wisc.edu

Karma R. Chávez
Associate Professor of
Communication Arts
krchavez@wisc.edu

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

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

Camille Guérin-Gonzalez
Professor Emeritus of History
cgueringonza@wisc.edu

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

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

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

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

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

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

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

Francisco Scarano
Professor of History
fscarano@wisc.edu

Consuelo López Springfield
Assistant Dean of Student Affairs &
Senior Lecturer
cspringf@wisc.edu

Steve Stern
Professor of History
sjstern@wisc.edu

Faculty News & Achievements



Professor Karma R. Chávez hosted a symposium on Queer Migrations in Tucson, AZ on October

29 & 30. Professor Chávez received the 2014 national Communication Association Forum's Centennial Award for Social Engagement. She also received the NCA's GLBTQ Division's Book of the Year Award for *Queer Migration Politics*.

Dr. López Springfield's review of Mérida M. Rúa's, "*A Grounded Identity: Making New Lives in*

Chicago's Puerto Rican Neighborhoods" was recently published in the New West Indian Guide. To read the review, visit Brill Online Books and Journals. Dr. López Springfield also presented at the "Latinos in the Upper Midwest and Canada: Imagining Latina/o Studies: Past, Present, and Future" conference, which was held in Chicago in July 2014. She was part of a panel discussion titled, "Latin@s in the Midwest," which included President Rusty Barcelo (Northern New Mexico College) and Jillian Jacklin (UW-Madison Doctoral Student). Special thanks to Dr. López Springfield for the following donation to the Chican@ & Latin@ Studies Program Library - Callaloo, Volume 17, Number 3, 1994, ISSN: 0161-2492

Professor Alberta M. Gloria was recently interviewed by La Comunidad News LLC regarding the collaborative *Día de los Muertos* event.



Dr. Viridiana L. Benitez was recognized at Centro Hispano's 25th Annual Celebration on November 21 for her outstanding volunteer service. She is the first recipient of this award.

Professor Alfonso Morales fostered the creation of the Kaufman lab for the Study and Design of Community Food Systems and Marketplaces. His team was honored in May 2014 with the Chancellor's Community-University Partnership Award. Morales has a new contract with the Oneida Nation of Northern Wisconsin for both a food systems plan and for a community kitchen. Professor Morales is also supporting the UW Odyssey program through grants with the Morgridge Center and the City of Madison. These grants help provide educational opportunities for adults returning to college.

Professor Morales also co-published two articles in the USDA Rural Cooperatives Magazine on Farm-to-School programs, as well as an article, *Composting*, in the APA publication *Zoning Practice*. In addition, he has a new book contract for an edited volume titled, *Cities of Farmers: Problems, Possibilities and Processes of Producing Food in Cities*, with the University of Iowa Press. Lastly, he co-authored a book, *Formation of Latino Grassroots Movement: The Association of Latin American Gardeners of Los Angeles Challenge City Hall* in Aztlan.

Professor Morales has recently been invited to serve as an expert consultant to the USDA on how to produce economic measurements of local and regional food system, and to the American Bar Foundation on "Latinos and the Law."



Visiting Scholars

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

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

Lynet Uttal
Professor of Human Development
and Family Studies
luttal@wisc.edu

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

New CLS Certificate Advisor

By Rachelle Eilers

I am originally from Racine, WI. I began my undergraduate career at UW-Madison as a STEM major, but quickly changed majors as a result of feeling uncomfortable in the department and not finding the resources I needed to be successful. I completed my Bachelor of Arts in Political Science, with dual certificates in Chican@ Latin@ Studies and African Studies. I also completed my Master's Degree in Educational Leadership and Policy Studies.

I got involved in higher education after working as a Residential Counselor for the PEOPLE Program. I was inspired to give back to the community I was from, and assist talented pre-college program students get into college. It was then I enrolled in a Master's Program. While in graduate school, I worked at the Diversity Affairs Office in the College of Engineering, where I helped underrepresented students find their place at this Predominantly White Institution. After Graduate School, I worked as a College Scholar Advisor for the PEOPLE Program where I also helped undergraduate students navigate the UW-Madison campus. I returned to the CLS program with the goal of assisting underrepresented students find their place on campus, introduce them to resources, and most importantly, graduate!

I truly believe in the goals and dreams of my students. I work as hard as possible to make sure that I provide them with the best possible advice so that they can succeed. With hard work and a mentor who provides intentional advising, any undergraduate's goals can be made into a reality. Please stop by 307 Ingraham and introduce yourself!



CLS Community Gatherings



The Community Gatherings are a way for Chican@ and Latin@ Certificate students to come together for a meal and conversation. At noon on Mondays (day subject to change each semester) we provide food from a Madison restaurant. During the hour and half time span, we hear from a speaker regarding an on-campus resource or from one of our CLS faculty and the research he or she is conducting. The Gatherings are a way to foster community amongst our students and the Latino community on campus. This semester, we heard from a variety of guest speakers, including: Dr. Edward Vargas, Visiting Scholar, Chican@ and Latin@ Studies Program; Dr. Jeff Hird and Rob Sepich from University Health Services; Dr. Geoffrey Thompson, Assistant Dean and Director of the L&S Lawton Retention Grant; Professor Karma Chávez, Department of Communication Arts & CLS Faculty Member; and graduate student, Edith Flores. The CLS Program is thankful for their informative presentations. We would also like to thank the generous support of the Office of the Vice Provost Division of Diversity, Equity & Educational Advancement.



Adelante CLS Alumni

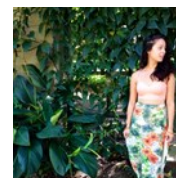
First Wave Alumna Continues Hip Hop Interests at UT-Austin

By Jessica Diaz-Hurtado

In 2013, I graduated from UW-Madison with a Latin American Studies degree and a Chican@ and Latin@ Studies Certificate. During my time at UW-Madison, I was involved with many student organizations and programs that worked with the Madison community, which included MEChA, First Wave, Nuestras Voces, Centro Hispano, and Family Voices. The community work I was involved in centered on youth mentorship, tutoring, poetry, visual art, hip hop, and theater. I used art as a means to raise awareness for social justice issues that centered on discussions of identity. As a first-generation college student coming from a working class immigrant family, I found that using art was an effective medium to talk about immigration, race, gender, sexuality, and class issues.

While at UW-Madison, I devoted my time to many different research topics. For example, I worked with Professor Tess Arenas on *Somos Latinas*, an oral history project. I helped interview and gather archival materials on Latina activists around the Midwest. I also conducted an independent study on the history of MEChA de UW-Madison and the Chicano movement in the Midwest. As part of the UW-Madison's McNair Program, I conducted research with Dr. Florencia Mallon on the role of women during the Salvadoran War. I had the opportunity to present this research work at the UW-Madison's Undergraduate Research Symposium and also at UT-Austin's Institute of Latin American Studies Student Association.

In 2013, I began my Master's degree program at UT-Austin's Lozano Long Institute of Latin American Studies. This past summer I was in Rio de Janeiro, Brazil conducting fieldwork research, and now I am working on my Master's thesis. My MA thesis focuses on the role of young people in the hip hop movement of Rio de Janeiro, Brazil, and how they use space to reclaim their identity. In addition to writing my MA thesis, I am also creating a documentary-style web series titled, *Ta Ligado: Rodas e Hip Hop No Rio* (You Feel Me?: Cyphers and Hip Hop in Rio). See my work at: www.taligadohiphop.com I hope to travel to South America after I graduate in May 2015, and then work in the arts and community non-profit sector of my hometown, Washington, D.C.

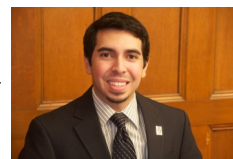


Adelante CLS Alumni

My Journey to a Ph.D. Program

By Isaac Solano

My story was never destined to be one of major success. Now, as I look back, it is almost a miracle that I am on the verge of earning my Master of Arts degree and applying to doctoral programs. As many of my Latino 'homeboys' from the inner-city neighborhood where I grew up turned into prisoners, teen fathers and drug users, I learned to say no and instead kept my head buried in my textbooks. My success, however, should not and cannot be an outlier among the countless students in the Denver metropolitan area. This is precisely why in the fall of 2015, I will pursue doctoral studies focusing on K-12 Educational Leadership and Policy. This path will give me the tools to conduct academic and non-biased research that can be used to help improve education environments throughout the city of Denver, the surrounding Denver suburbs, and other United States municipalities experiencing similar educational trends.



My research will be used to ensure that all students, regardless of their circumstances, will have the equal opportunities to succeed academically no matter where they attend school. Ideally, I will examine the social and economic phenomena of gentrification in metropolitan Denver, particularly as it relates to education systems. This is an extremely important and understudied topic for educational leaders, policy makers, and university education faculty. Gentrification often leads many diverse groups of students to enroll in school systems that have historically served homogenous groups of students, and this gentrification process is part of what I will study. This topic is both practically and theoretically important because school leaders and policy experts need to learn how to effectively lead and create policies that best serve their students' educational needs. This is especially true if the students that are now enrolling in certain school systems are students who have traditionally not been a part of these leaders and policy makers' schools.

My research will hone in and focus on school level and district administrative policies that are geared toward best serving students in the classroom. For example, I am particularly interested in examining how the metropolitan Denver education landscape has changed in the last ten to twenty years due to the hyper-gentrification of certain areas and how school systems effectively deal with these changing demographics. As I learned in many of my Master's level classes at Columbia University, older suburban school districts in many areas are beginning to take on a large influx of new students, and these incoming students are students that they never expected to serve. Thus, from an objective and academic standpoint, my research will investigate the following question: *Can these inner-ring suburban school systems actually serve the students who are now flooding into their classrooms?* This is of keen interest to me because I have been involved in educational leadership and policy issues since I was a grade school student back in Denver. I have spent time serving on the Denver Public Schools Student Board of Education and tutoring students in Adams County School District 50.

I never thought that I would want to be a university professor conducting administrative leadership and policy research and teaching students about my findings. With continued mentorship from great educators like Dr. Andrea "Tess" Arenas, however, I know now that there is no other career that I would rather pursue. I still think of all my Latino 'homeboys' from North Denver and it saddens me that I was one of the few who made it out of our neighborhood. I was the lucky kid who graduated from my inner-city high school, earned my Bachelor's degree from the University of Wisconsin-Madison, and will soon complete my Master's degree from Columbia University. I know, however, that stories like mine should not be based upon luck. Students need equal chances at building necessary academic skills, achieving their dreams, leaving their neighborhoods, and pursuing careers that will provide them with lifelong fulfillment. My research at the Ph.D. level will certainly help to ensure that inner-city Denver and inner-ring suburban students are never left behind by the school systems that are supposed to give them the necessary skills needed to succeed in life.

Isaac Solano is a Gates Millennium Scholar, UW-Madison graduate, and proud UW-Madison Chican@ and Latin@ Studies Program alumnus, Class of 2013. To read Isaac's commentary on education inequity, visit the Washington Post online at: <http://www.washingtonpost.com/news/storyline/wp/2014/10/28/how-i-got-out/>
Isaac Solano can be reached at: iss2105@tc.columbia.edu

ChiLaCSA

We are an academic association that is affiliated with the Chican@ and Latin@ Studies Program. ChiLaCSA serves as the certificate student's voice in the decision-making process in the Chican@ and Latin@ Studies Program, and we promote academic and cultural events focused on Chicano/a and Latino/a heritage. ChiLaCSA is open to all students who are interested in learning more about Chicana/o and Latina/o culture and traditions. We have members who serve and vote on the Chican@ and 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 a declared Chican@ and Latin@ Studies Certificate candidate. To learn more about ChiLaCSA, contact Arturo 'Tito' Diaz at: ChiLaCSA@gmail.com

Getting to Know Our CLS Faculty

Dr. Viridiana L. Benitez, CLS Visiting Scholar, Department of Psychology

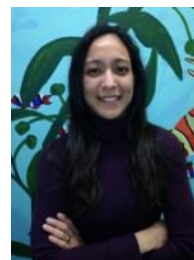
By Dr. Viridiana L. Benitez

I am a Postdoctoral Research Fellow in the Department of Psychology and a member of the Infant Learning Lab at the Waisman Center. As a postdoctoral researcher, I study how young children acquire the words of their first and second language, and how being bilingual changes how people learn and pay attention.

To study how young children learn language, our lab invites families from the community to come to the lab and participate in our experiments. One study I am currently working on investigates how 8- to 10-month-old English learning infants discover the words in fluent speech. Additionally, I also study how adults acquire words and language as a way to better understand language learning across development.

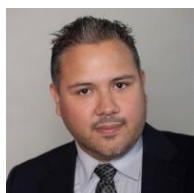
I am also extremely interested in how learning and using multiple languages changes how an individual learns and pays attention. As a bilingual myself, I have been intrigued by recent findings demonstrating a bilingual cognitive advantage. These studies show that bilingualism enhances the ability to focus on the task at hand, while being able to ignore distracting information. In my research, I have explored how this advantage changes how bilinguals learn words and patterns, and how it enhances their memory for the information they are focusing on.

In addition to my passion for research, I also hold a strong commitment to promoting diversity in Psychology and academia. I am a volunteer at Centro Hispano, a community center devoted to serving the Hispanic communities of Dane County. I have been continuously engaged in initiatives that support students' participation in graduate school, research, and the sciences. I am an active member of the national Society for Advancement of Chicanos and Native Americans in Science, and am currently a member of the Diversity Committee in the Department of Psychology. As a visiting scholar in the CLS program, I plan to continue to mentor and support students in their own professional and personal goals, and look forward to contributing to students' success in the academy and beyond.



Edward D. Vargas, CLS Visiting Scholar, Center for Women's Health and Health Disparities Research

By Edward D. Vargas



I am a postdoctoral scholar in the Center for Women's Health and Health Disparities Research as part of a NIH training grant (Health Disparities Research Scholars Program) focused on health disparities research. My primary areas of interest are the effects of poverty and inequality on the quality of life, focusing specifically on health disparities and social policy, and how these factors contribute to the well-being of vulnerable families. In addition, poverty and inequality are strongly tied to race and ethnicity; thus, I am also interested in the methodological issues involved in the quantitative study of race and ethnicity.

My academic background is in public policy and quantitative research methods. I received a Ph.D. in Public Affairs (December 2010) at Indiana University in the School of Public and Environmental Affairs. My dissertation addressed research questions that investigate the effects of immigration policy on social service uptake, access to health care, and access to education (in-state tuition for DREAMers). This work has focused on quantifying anti-immigrant climate through a measure I developed called "risk of deportation." I am using risk of deportation to understand the behavior (government program uptake) of families in which parents are undocumented and their children are U.S. citizens (i.e. mixed-status families).

After graduate school, I accepted a postdoctoral fellowship at the University of North Carolina and the Carolina Population Center. In this position, I expanded my skills in survey design and mixed-method research. After completion of this fellowship, I returned to Indiana University and took a Visiting Lecturer position teaching courses in policy analysis and public finance. Upon completing this teaching obligation, I accepted a postdoctoral fellowship at the Robert Wood Johnson Center for Health Policy at the University of New Mexico in survey design among Latino/a populations. This training has allowed me to extend my work on the effects of immigration policy on Latino/as with a particular focus on health outcomes, laying the groundwork for my current research. This opportunity also allowed me to further develop my second line of work which examines methodological issues in the quantitative research on race and ethnicity among Latino populations. I currently have two manuscripts that have been accepted for publication (DuBois Review and the Journal of Immigrant and Minority Health) and have several papers under review.

I also remain committed to social justice and continue to serve Latino youth and mentor university-affiliated undergraduate and graduate students. I currently am volunteering at Centro Hispano with the ComVida youth program and am also involved with the Ronald E. McNair scholars program (I am a McNair alumnus of Indiana University) here at UW. I recently joined the Chican@ and Latin@ Studies Program as a visiting scholar, and will be helping with the *Concientización* journal as well as mentoring students about the research process. I am honored and look forward to working with CLS affiliated students, faculty, and staff at the University of Wisconsin-Madison. I would like to acknowledge and thank the Center for Women's Health and Health Disparities Research, the Institute for Research on Poverty, and the youth at Centro Hispano who are teaching me invaluable life lessons.

¡Para arriba y hacia adelante!

Chican@ & Latin@ Students Advancing Towards Graduate School

By Ivan Cabrera & Alyssa M. Ramírez Stege

Down for the cause (Ivan)

As a Latino student and scholarship recipient at a predominately Caucasian high school, I was forced to defend my culture early on. My culture and community were often discounted and marginalized, so I learned the importance of making my community strong and visible. I arrived at college during a time when Latino dropout rates were as high as ever, affirmative action was over, and the Latino community was in need of visibility and strength. With the guidance from my mentors, I learned how to organize programs that helped Latino students transition to college. I learned how to initiate outreach programs through residential life, and I learned how to create successful collaborations with university departments. These activities helped me become a leader in my community, and they were important to me because I want my Latin@ brothers and sisters to be visible and successful. I also want them to learn how to be leaders, too. Now as a Badger, my passion for my community continues.



Between worlds (Alyssa)

My father was Mexican and studied up to the 6th grade. In contrast, my American mother received her bachelor's degree from UW-Madison. Growing up in Mexico, I received messages from my parents to achieve academically and to work hard. There were expectations to both go to college and to take on my father's small grocery store. In the meanwhile, I struggled with the financial burden of education and wondered how these worlds could come together. My journey through higher education has been a negotiation

between the values and support of my family, coupled with the messages I received from professors who expressed that I could and *should* continue on. And, that I belonged! Finding a sense of belonging while living simultaneously between two worlds and spaces is not easy, yet it fuels the passion and commitment that I bring to my work. I am always seeking for new ways to help students express their unique views and contributions within their fields in hopes that they too may express their fullest selves within academia.

Given our passion and commitment, and the support of the Chican@ and Latin@ Studies (CLS) program, we have developed the PASOS: *Promotores, Académicos, Sembrando, Orientando y Superando* (Academic Promoters Seeding, Orienting and Overcoming) mentorship program. PASOS helps CLS 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 CLS students step-by-step through their application process. PASOS mentors are also active in establishing networks of scholars who can guide students through the educational pipeline, and coach them as they select career choices that fit their goals and needs.

Based on our own educational experiences, we believe that a culturally tailored model of mentoring works best. We find that when PASOS mentors encourage students to find their own voice and power within their cultural realities and values, students are better able to make career choices that are based on their own strengths and assets. To date, the PASOS program has hosted two professional development events. On October 28th 2014, a panel of current UW-Madison Chican@ and Latin@ graduate students shared stories about what keeps them motivated, the types of obstacles they have encountered, and offered *consejos* to rising scholars. Such stories about achieving success through adversity offer Chican@ and Latin@ students important insights as they continue their educational pursuits beyond undergraduate studies. The second event, held on November 14th 2014, discussed how graduate students can develop a strong personal statement and an effective curriculum vitae. The PASOS program will continue in the Spring 2015 semester and we encourage you to join us! We believe in the value and unique skills that our CLS students bring to higher education, and we support their paths towards achieving their goals and aspirations. We hope that you will become part of the PASOS program, and help students imagine the possibilities of a graduate and/or professional degree.

Concientización, The Chican@ and Latin@ Studies Program's Journal

Concientización is a student journal dedicated to promoting the study of Chican@ and Latin@ experience and thought

CLS invites you to submit your

◇ Research ◇ Scholarly Essay ◇ Book or Movie Review ◇ Poetry ◇ Art

Visit us at <http://chicla.wisc.edu/concientizacion>

Submit a manuscript to Bethsaida Nieves, Coordinating Editor, at binieves@wisc.edu

Nuestras Raíces

Philosophical Foundations of Education: A Discussion of the Chican@ and Latin@ Studies Program

By Bethsaida Nieves

The Chican@ and Latin@ Studies Program at the University of Wisconsin-Madison prides itself in offering courses that are founded on the principles of educating for social justice. Just as importantly, this philosophy of education is foundational to the two publications housed in the Chican@ and Latin@ Studies Program: the Program's journal, *Concientización*, and its newsletter, *Regeneración*.

Concientización is the Spanish translation of the Portuguese word, *conscientização*, which means consciousness-raising. In educational studies, the term is often associated with the critical pedagogy popularized by the educational philosopher, Paulo Freire (1921-1997). A critical pedagogy based on the philosophy of *Concientización* encourages students to be self-reflective and to foster positive change within their communities. Two examples that the *Concientización* philosophy in educational studies speaks about include the "banking" concept of education and the idea of dialogics. In the "banking" concept of education, teachers serve as narrators while students serve as receptacles. This description is what Freire calls the "act of depositing" which is the foundation for the "banking" concept of education where students are given information by the teacher, memorize it, and repeat it back to the teacher without straying from the original information presented to them by the teacher. This type of top-down approach to teaching and learning creates a student that is stifled and not able to think for her or himself. The student who is enslaved in thought and action cannot reach a state of *conscientização* within the classroom because the "banking" form of education oppresses them; and neither can the teacher because he or she is succumbing to the threat of the student becoming humanized, autonomous, and affirming a sense of self which will enable them to independently decide how to think, act, and feel. Dialogics refers to notions of equity and respect. In the classroom, dialogics purposefully humanizes the voice of the student when it takes place in an environment where they can feel safe to share their thoughts. For a critical pedagogy to be effective the teacher must forego a desire to dominate the classroom; students must be allowed to teach and lead. As equal partners in discussions, students and teachers must work towards understanding how they are subscribing to key concepts and why these concepts are important to their communities.

Regeneración also speaks to the educational philosophy that has become a cornerstone of the Chican@ and Latin@ Studies Program at UW-Madison. Two brothers, Ricardo and Jesús Flores Magón, founded *Regeneración* in 1900 in Mexico City. The anarchist newspaper became popular during the Mexican Revolution and was highly influential in shaping the political dialogue between Mexico and the United States. Although the newspaper and its staff worked clandestinely between 1900 and 1918 to create and disseminate copies of *Regeneración*, they were central to critiquing the oppressive social, political, labor, and economic practices of both Mexican and American politicians and leaders. The writings of *Regeneración* argued that the emancipatory politics of those in charge did not liberate anyone, but rather oppressed everyone. Relating these key concepts to education, these intellectuals tried to show that political communication and action must account for and accept differences; not attempt to normalize, classify, and categorize differences in order to further oppress. For a compilation of the *Regeneración* articles, refer to: Bartra, A., & Flores Magón, R. (1977). *Regeneración, 1900-1918* [i.e. mil novecientos-mil novecientos dieciocho]: la corriente más radical de la revolución mexicana de 1910 a través de su periódico de combate. 1. ed. México: Ediciones Era.

Dr. Consuelo López-Springfield: A Lifelong Commitment to Leadership and Service

(continued from page 1)

Among her extensive administrative work and experience at UW-Madison, Dr. López Springfield is most proud of initiating faculty minority liaison positions in all of the departments under the College of Letters & Science. Each L&S department had a designated faculty member whose responsibilities included welcoming students of color. She recalls a time when the L&S faculty penned a letter advocating for affirmative action on the UW-Madison campus. L&S faculty and staff members asked to sign this letter, which was presented to the Board of Regents, the Chancellor, and the press. She underscores the importance of having a strong leader committed to diversity, "The dean at the time was Phil Certain, and he showed that when inclusivity and diversity comes from the top, it filters into departments and reaches the students. It's wonderful to see people who stand tall. Once you do it, you have a beacon. We need to find creative ways to build strong networks between faculty, admin, and students. We need people who are dedicated to openness, receptivity, and equity." As the Chief Minority Diversity Officer for the College of Letters & Science, this meant that Dr. López Springfield worked with a large network of students, faculty, and staff across the UW-Madison campus. Stressing the importance of revisiting this model, she calls on campus program directors, assistant directors, and faculty members to recognize that there is still a need to welcome minority students at the department level. She emphasizes, "We were able to do that because we had a Dean who felt the sense of responsibility for a real equitable, democratic and welcoming campus!"

Dr. López Springfield will retire as Assistant Dean of the College of Letters & Science at the University of Wisconsin-Madison, but she will continue her leadership and service work with U.S. Latin@ communities. A member of the League of Women Voters, she looks forward to working more with them. A self-described life-long learner, she also plans to continue to publish, keep in contact with her academic and grassroots networks, and further her work with communities that are politically and socially active. In the spirit of humility and humbleness, she ends our interview with this advice to students, faculty, and staff, "It is important to find life-long mentors. Everyone you meet has a story to tell. Listen to what they have to tell you."

Chican@ and Latin@ Graduate Students: Building Home-School-Community Connections

Understanding the home-school-community connection helps us appreciate the richness of the diverse contexts in which learning takes place. Below are two stories by two graduate students who are making these home-school-community connections.

DREAMing: The Importance of Supportive Relaciones

By Laura P. Minero



It all began in a washed out burgundy colored van filled with complete strangers; my parents nowhere in sight. I remember repeating over and over to myself in my native Spanish language, “*Me llamo Linda Hernandez y tengo cinco años. Vivo en Tulare, California y estoy de vacaciones con mi familia.*” I was determined to remember the facts of my false identity. I had to make myself believe that I was American and that Laura did not exist; for if I did not pass as a U.S. citizen, I feared that I would never be reunited with my parents again. As a result, I lost sight of who Laura really was for a good part of my life.

From kindergarten all the way to my 12th grade graduation, I carried the experiences of that day in the back of my mind; however, I strived to conceal that part of my identity for I knew that society did not accept a person like myself, an “alien,” an “illegal.” Fortunately, I was able to use higher education as a form of empowerment, which led to the acceptance of my undocumented, Latina, and queer identities. Education gave me the ability and courage to be able to say, “I am proud of my culture, my family, and the barriers that both my parents and I have had to overcome to get me to this point.” The decision that my parents made 18 years ago to move to the United States has been one of the greatest blessings of my life. My parents dreamt of a better future for me, and considering that I am the first person in my family to pursue a Ph.D., I am confident in telling my story. My parents’ dreams, and mine, have become a reality.

I feel that it is important for me to tell my story as an undocumented, queer, Latina, first-generation college student, because in spite of all the barriers in my path, I have been able to beat the odds. Similar to other Latina/o students in the Chican@ and Latin@ (CLS) program, I constantly received messages that I would never be able to succeed in college. More importantly though, there were far more mentors, professors, academic counselors, friends, family, and peers who supported and believed in me. I find it important to emphasize these *relaciones*, because without their encouragement and support, I would not have had the persistence and empowerment that I have now to achieve my dreams.

As a first-year doctoral student in the Counseling Psychology department at UW-Madison and member of the CLS community, I aspire to support, mentor, and provide resources for my fellow Chican@ and Latin@ students as they pursue their baccalaureate degrees, research endeavors, and graduate studies. I am currently learning about the unique needs of both DREAMers and the queer people of color on our campus, and I would like to work on creating and providing viable resources and services for undocumented students and Latin@ LGBTQ+ students. If you want to join me in this effort, contact me at mineromeza@wisc.edu

Equity and Respect in Education

By Janelle Perez

As a first-generation Latina who has recently obtained her bachelor’s degree and is continuing on to graduate school, I believe that the opportunities that I have been given should be accessible to all Latin@ students like me. We are an underrepresented group in higher education and we should be able to have equal access to higher education. This is why I am at the University of Wisconsin-Madison pursuing a doctoral degree in the Department of Curriculum and Instruction. I want to focus my research on bilingual and multicultural education, and find new ways to implement culturally relevant pedagogical practices in K-12 schools. My hope is that my work can help students receive the right support, guidance, and instruction needed at their schools.

In addition, I am very interested in mentoring Latin@ students who want to complete their undergraduate and graduate studies, which was the main reason I chose to become a mentor for the PASOS program. At our first meeting, I was able to tell my story of why I chose to come to graduate school. I wasn’t sure of what I wanted to do after graduating from college, but after I participated in a research project at UW-Madison’s School of Education during the summer of my senior year in college, I knew that I wanted to study education in graduate school. I also wanted to reassure students that even if they are unsure about applying to graduate school, PASOS can provide them with a network of scholars who can answer their questions and support them. I definitely see myself working with students beyond the UW-Madison campus, and guiding our rising scholars in the Madison Latin@ community. Being a mentor for PASOS is a great opportunity to work with students, and I want to continue being a mentor and role model for the many students in the Madison area who not only need academic guidance and support, but who also need someone to believe in them!



Chican@ and Latin@ Studies Program

Queer Migrations: Homeland Insecurities, Violence, and Belonging

By Karma R. Chávez

"Queer Migrations: Homeland Insecurities, Violence, and Belonging" was the theme of the 2014 James J. Leos Symposium held at the University of Arizona, October 30-31st. This symposium, co-hosted by Eithne Luibhéid (University of Arizona) and CLS faculty member, Karma R. Chávez was jointly sponsored by the UA Institute for LGBT Studies, James J. Leos, the University of Wisconsin College of Letters and Science, and the Queer Migration Research Network. As explained in the symposium advertising, "Queer migration scholarship critically explores how sexual and gender normativities shape, regulate, and contest contemporary international migration processes that stem from histories of colonialism, global capitalism, genocide, slavery, and racialized patriarchy. In recent years, scholarly works and organizing efforts, particularly by young queer migrants and those advocating on behalf of transnational families and intimacies, have generated a national conversation about the connections between queer genders, sexualities, and migrations."

This symposium featured an array of local, national and international activists, artists, and academics who work on issues related to queer migration including Jin Haritaworn (York University, Canada), Siobhan Somerville (University of Illinois), Julio Salgado (Dreamers Adrift and I am Undocuqueer), Selly Thiam (None on Record), Alex Soto (Shining Soul), Raúl Alcaraz Ochoa (Mariposas Sin Fronteras), and Kathryn Rodriguez (Colibri Center for Human Rights). Participants came from places as far away as Guatemala and Sweden, and others streamed events from around the globe. Symposium co-organizers, Chávez and Luibhéid felt it was really important to host the event so near the US-Mexico border given that Arizona has become ground zero for immigration politics in the United States. The co-organizers also wanted to bring key stakeholders together across the different arenas—art, activism, and academia in order to learn from each other and demystify differences. From the many ideas generated at the symposium, Chávez and Luibhéid plan to co-edit a volume highlighting symposium presentations, discussions, and events to help chart and shape queer migration agendas for years to come.

A Note From the Director

(continued from page 1)

A final focus for CLS this semester has been assess its impact on our learning community as well as that of the general campus community. To do so, we have asked for feedback about the quality and effectiveness of programming at our different events and working to produce a report that shows the long-term impact of the CLS program. Giving voice to experiences and perspectives is critical as we provide the most effective learning experiences and to ultimately advocate for increased university support to ensure longevity and expansion of the program. CLS will continue to function as a program and it is as active as ever, providing quality teaching and training experiences. Although there are continued conversations and exploration about how the program can best situate and locate itself within the college and university, the CLS program is working hard to provide the needed learning experiences and academic credentialing (i.e., CLS certificate) for students to engage competently in a changing and diversity society.

CLS Student Resources

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

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

Our Library

The Chican@ and Latin@ Studies Library is a new addition to our offices, recently organized in 2005. Our goal is to provide students and faculty with access to books and videos related to Chican@ and Latin@ Studies. Our collection includes an ever-expanding number of books and movies. Academic year hours are Monday - Friday, 8:30 a.m.- 4:30 p.m. Closed Saturday and Sunday. The library is located in 313 Ingraham Hall.

Circulation Policy

Books may be checked out for 1 week. DVD videos may be checked out for 1 week by faculty or 2 days by students. Our materials are not available for inter-library loan.

Congratulations to our CLS Graduates!

May 2014 Graduates

Jocelyn Alday
International Studies,
Spanish

Emily Buss
Political Science, LACIS,
Spanish, International Studies

Rebeca Covarrubias
Community and Nonprofit
Leadership

Anna Golackson
Spanish

Sade Johnson
History

Robin Kraidich
Materials Science and
Engineering

Joseph Mendoza
History

David Preciado
Latin American, Caribbean, and
Iberian Studies

Jose Torres
Human Development and
Family Studies

Andrea Walker-Cousins
Legal Studies

December 2014 Graduates

Alberto Cuevas
Latin American, Caribbean,
and Iberian Studies

Abigail Valero
English

Alexis Wills
Spanish

May 2014

Valedictorian

Anna Golackson

Salutatorian

Emily Buss



May 2014 Graduates

Chican@ and Latin@ Studies Program Mission

The Chican@ and Latin@ Studies Program offers a systematic and interdisciplinary analysis of Mexican- and Latin-American-origin people, cultures, and collectivities within the United States. The interdisciplinary Program is designed to provide students with a broad knowledge base and the intellectual tools to understand the unity and diversity of U.S. Latina/o populations. The primary objective of the Program is to train students in the study of Chicana/os and Latina/os, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry.

Director

Professor Alberta M. Gloria, Ph.D.
Phone: 608.262.9545
agloria@education.wisc.edu

Undergraduate Certificate Advisor

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

Program Administrator

Sylvia Garcia, B.S.
Phone: 608-263-4486
chicla@mailplus.wisc.edu

Coordinating Editor, Project Assistant

Bethsaida Nieves, Ph.D.c
Phone: 608.265.6139
binieves@wisc.edu

Marianna Rivera

Student Assistant

Chican@ and Latin@ Studies Program

312 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706
Phone: 608-263-4486
chicla@mailplus.wisc.edu

CLS Spring 2015 Courses

Course	Topic	Time	Professor/TA	Brief Description (see timetable for more info)
CLS 102	Intro to Comparative Ethnic Studies	MWF, 11:00-11:50 122 Ingraham	Laissa Rodriguez Moreno, TA	Through readings, discussions, and theatrical exercises focused on the relationship between ideas of borders and power, colonialism, and imperialism, students will enhance their understanding of the significance of race and ethnicity.
CLS 231	Politics in Multi-Cultural Societies	T R, 4:00-5:15 120 Ingraham	Jack Edelson, TA	This course explores a wide variety of issues relating to race and ethnicity in American politics. Topics discussed include, among others, voting behavior, public opinion and policy on racial issues, and the causes and effects of racial and ethnic identities, attitudes and conflict. While this is a political science course, it incorporates perspectives from a wide variety of disciplines, such as sociology, social psychology, and history.
CLS 330	Community Arts Practice	TBA	Professor Laura Anderson Bartata	Barbata's course will address social art through art-making, community engagement, and service learning. Students may work on one or more aspects of the project including dance, costume, music, community interaction, and event planning.
CLS 347	Race, Ethnicity, and Media	T R, 2:30-3:45 1641 Humanities M, (Lab) 4:00-6:00 1185 Grainger	Anthony Tran, TA	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. film, entertainment, television and popular culture.
CLS 462	The American West Since 1850	T R, 9:30-10:45 1121 Humanities	Professor Susan Johnson	This course explores the era after the U.S.–Mexico War as the U.S. colonized and incorporated new territory, and as residents embraced and resisted these processes. Considers how the West emerged as a region with distinctive economic features, ties to federal government, patterns of race relations, and grounding in cultural memory.
CLS 510	Integrative Seminar in Chicana/o Studies	M, 2:30-5:30 B231 Van Vleck	Professor Andrea "Tess" Arenas	Chican@ and Latin@ Studies 510 is an advanced cultural studies course in which Chican@/Latin@ life, politics, intellectual debates and more will be closely examined using multiple lenses including critical cultural theories. Topics include: Chicana feminism, LGBTQ Chican@s, Chican@s in the military, the culture of skin art, etc.
CLS 530	Espiritualidad y Lenguaje: Dimensions of Latin@ Mental Health Services	W, 2:25-5:25 2261 Humanities	Professor Stephen Quintana	This course provides students the opportunity to integrate Latin@-specific competencies, while learning by providing services in local agencies that serve the Latin@ community. Topics include: language, historical and social contexts, cultural values, racial and ethnic identity development, acculturation and discrimination, spirituality, and folk ways of knowing that speak to the heterogeneity of the Latin@ experience.
CLS 699	Directed Study	—	—	Credit(s) for self-directed student learners conducting independent reading and research under the guidance of a faculty member.
HDFS 766	Research Methods in Communities of Color	T, 1:30-4:30 Nancy Nicholas Hall	Professor Lynet Uttal	The seminar course examines how race and racism, ethnicity and ethnic identity, cultural practices, immigrant status, discrimination and oppression influence the research process.

Chican@ & Latin@ Studies Program Undergraduate Certificate & Ph.D. Minor Requirements

Chican@ and Latin@ Studies Certificate students gain insight into the cultural issues and historical significance of Chican@s and Latin@s in the United States. Students will also develop the necessary analytical and methodological skills to better understand the emerging multicultural character of the U.S. and the key role that Chican@s and Latin@s play in the rapidly changing demographics of the nation. In order to receive the certificate students must take: 1) At least two 100-200 level courses, one of which must be an interdisciplinary survey class. 2) At least one 300 level course. 3) At least one 400 level course. 4) At least one 500, 600, 700 level course. In order to receive their CLS Undergraduate Certificate, students must also submit a portfolio of written work, which may include past papers from CLS courses.

The intent of the Graduate Ph.D. Minor in Chican@ and Latin@ Studies is to examine U.S. Latin@ experiences in a transnational and comparative contexts while fostering an interdisciplinary understanding of racialized ethnocultural groups in the United States. Students are expected to take a total of 12 credits of coursework, of which only three credits can be taken at the 999 (Independent Reading) level. Students are expected to achieve a B or better in four CLS courses at the 300 level or above. Of the four required courses, one must address the theory and/or methodology of comparative and/or transnational studies of race and ethnicity. For courses below the 700 level, students are expected to complete graduate-level activities, such as conduct original research, submit a scholarly paper, and/or complete a class presentation. Ph.D. Minor students are also required to select a faculty advisor from the CLS Program's faculty in consultation with the CLS Program Director.

2015-2016 Jesus Salas Academic Activist Scholarship

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

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

The scholarships are made possible through the generous support of Jesus Salas, and the Chican@ and Latin@ Studies Program faculty, staff, and community members. To apply for the 2015-2016 Jesus Salas Academic Activist Scholarship, please submit the following materials: 1) A 500-word statement of application addressing the relationship between your academic training and service to the Chican@ and Latin@ community, 2) Resume or curriculum vitae, 3) An official transcript, 4) Two letters of recommendation. Send all application materials to: Awards Selection Committee, Chican@ and Latin@ Studies Program, 312 Ingraham Hall, University of Wisconsin-Madison 53706. The application deadline is **April 13, 2015**.

Giving Back: Supporting the Future of CLS

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



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

\$ 25.00 \$ 50.00 \$100.00 \$200.00 \$ _____
(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: <http://www.chiela.wisc.edu/donation.html>

Name: _____

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

Email: _____ Phone: _____

THANK YOU!