

REGENERACIÓN

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

A Note From the Director

By Ben Marquez

One of my new projects is the preservation of the Chican@/Latin@ archives so that the history of the program will not be lost. The program has kept a variety of artifacts in storage relating to the range of courses and activities and programs CLS has sponsored over the years. These boxes and files contain newsletters, newspaper articles, letters, memos and recordings. We also have photographs of professors, students, events and even a series of photos documenting the life of farmworkers in Wisconsin. These are valuable records and my goal is to have them processed and preserved at a university archive so they will be accessible to students and scholars.

What I find most intriguing are the documents relating to the program's creation in the 1970s. The social and academic issues raised by activists at the time and those facing Chican@s and Latin@s at the University of Wisconsin today are remarkably similar. In the 1970s, students were demanding that the university respond to their educational needs. The proposal submitted to the university administration called for the creation of a Chicano Studies *Department*. Organized under the banner of La Raza Unida Party, students envisioned an entity that would attract top-notch scholars who would not only teach but also diversify the all-white University of Wisconsin faculty. They wanted the new department to promote research into the history, politics and culture of a rapidly growing population, issues that were poorly addressed or ignored all together by established departments on campus. As their proposal stated, the scholarly mission of a Chicano Studies Department would be,



"To study the contributions of the Chicano to American culture and society."

"To promote better understanding among all people and enrich their realm of experience through exposure to cultural, political, historical, and economic contributions of the Chicano."

"To train those in professions such as civil service, police or social work, education, advertising, etc. to work more effectively with American problems which have been aggravated by the alienation of the Chicano."

"To encourage Chicanos to seek higher education by creating a greater feeling of pride for their heritage and acquainting them with the culture that helped form their community."

"To educate the non-Chicano with respect to the Chicano's experience and way of life."

In short, students wanted the university to live up to the Wisconsin Idea.

When the proposal was written in 1974, there was one Latin@ professor on the University of Wisconsin campus qualified to teach a course for the proposed department. Today there are more professors on campus who study issues relating to Chican@ and Latin@ studies, most of them are affiliated with the CLS Program. These talented and accomplished scholars offer important courses and make it possible for our students to earn a Certificate in Chican@/Latin@ Studies. I am grateful for their sustained commitment to the program. Unfortunately, they are few in number and none of them have a teaching assignment in the program. Like other faculty at this university, their teaching assignments are determined by the needs of their tenure home department not the CLS program. At the same time, there are no faculty members with teaching appointments in the program who could fill the gap and part time instructors teach virtually all CLS introductory courses. These instructors do an excellent job of teaching but we are only able to hire them on a semester-to-semester basis and only when the university grants our request for short term staffing. This means that CLS cannot guarantee that the courses our students need to earn their certificate in Chican@/Latin@ studies will be offered when they need it.

(Continued on page 5)

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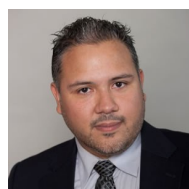
Faculty News & Achievements



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



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



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



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



Karma Chavez is on sabbatical at the Institute for Researcher in the Humanities.



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

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



Alfonso Morales was awarded a Vilas Mid-career Award.



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



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



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



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

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Coordinating Editor,
Mary Dueñas

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- ◆ Melissa Maldonado
- ◆ Kyle Martinez
- ◆ Ben Marquez
- ◆ Alyssa M. Ramírez Stege

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For future issues of
Regeneración

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

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

Note from CLS Advisor

By Rachelle Eilers

I am happy to report that the CLS Community Gatherings have seen about a 30% increase in attendance this semester. Those of you that are unfamiliar with the Community Gatherings, they are weekly workshop luncheons where CLS students, faculty, and staff 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. Each week, representatives of a department or resource unit on campus give short presentations and hold Q&A sessions for students. Consequently since the Community Gatherings have grown, we have also seen a rise in the number of students declaring the certificate, 20 new students have declared this fall 2015.

The CLS Program is moving in the right direction! I am thrilled to see more students in our midst and those same students are now learning to call the CLS offices home. Speaking of CLS space, I want to urge students to utilize the Library and ARC (Academic Resource) spaces. These areas were designed for you, to get away from the craziness of College Library or work with classmates on a group project. There are also computers in each room with free printing. As I am writing this, it is during finals week and we are providing free, healthy snacks in both rooms for our students.



In addition to the growth of our student population, we also have seen the growth in our faculty. This semester the CLS Program has had the pleasure of adding faculty affiliate, Dr. Carolina Sarmiento, to our faculty list. Dr. Sarmiento is an Assistant Professor in the School of Human Ecology. Her research and practice focuses on learning from the grassroots and building sustainable and creative alternatives that help address inequality and injustice. The CLS program also created two new courses, Latin@ Urbanism, spring 2016, and Whiteness and Racial Formation in the United States, fall 2015. These courses will be taught by our CLS Visiting

Assistant Professor, Dr. Revel Sims. Dr. Sims is an Honorary Fellow in the Department of Urban and Regional Planning and his research interest is the dynamic of urban change through gentrification. Dr. Sims and his partner, Dr. Sarmiento, have joined us from California and we are thrilled to have them here at CLS!

Chican@ Latin@ Studies Undergraduate Certificate

Did you know, the Chican@ & Latin@ Studies Program offers an undergraduate certificate? The certificate is a systematic and interdisciplinary analysis of Mexican and Latin-American origin people, culture, and collectives within the United States. The primary objective of the Program is to train students in the study of Chican@ and Latin@, as well as introduce them to the central questions, topics, and applications that have emerged in this field of inquiry. One of the benefits of the certificate is that all certificate students who complete the requirements will graduate with a portfolio that showcases the best examples of their academic work in the Program. The portfolio is intended to demonstrate to future employers, graduate and professional schools that CLS certificate students' ability to think analytically, critically, and creatively. Interested in learning more? Email Rachelle at reilers@wisc.edu or stop by 307 Ingraham Hall during the weekdays to discuss.

CLS Affiliate Faculty

Dr. Carolina S. Sarmiento

Dr. Carolina S. Sarmiento was born in Santa Ana, California, a city that is majority (80%) Mexican immigrant in the middle of Orange County, a county known for Disneyland and the Real OC. Born to a Chicano father and a Mexican immigrant mother, Dr. Sarmiento was exposed to activism at a young age, attending pro bilingual education rallies, and anti-Prop 187 protests. After graduating high school, she postponed her entrance to UCLA and instead decided to move to Mexico City and audition for the *Compania Nacional de Danza Folklorica* where she got to tour Europe while dancing. After a year and a half in Mexico, Carolina returned to get her BA at UCLA in World Arts and Cultures and Latin American Studies. During her time in LA, she worked with musicians and dancers from the East LA community in creating spaces and movements rooted in art, culture and resistance. When she returned to Santa Ana, California, she helped open el Centro Cultural de Mexico, a radical space in her own community works for immigrant rights, anti-gentrification efforts and cultural autonomy. It continues to serve as a community organizing hub in Orange County. As el Centro faced gentrification pressures, she went back to obtain her Masters in Urban Planning from UCLA to understand how to better organize against the process of gentrification and promote more equitable forms of urban development. She received her PhD from UC Irvine in Planning, Policy and Design and wrote her dissertation on the battle over land, culture, and rights in Santa Ana.



Today, she is an Assistant Professor at the University of Wisconsin-Madison in the School of Human Ecology and an affiliate with the Department of Urban and Regional Planning and Chicano Latino Studies Program. Her research investigates the intersection between urban development, governance, and the creation and destruction of cultural spaces in working class communities of color. She examines the everyday responses of working class communities ranging from community-based planning, transnational development, to the creation of new democratic processes and spaces. She also forms part of a joint research team studying transnational indigenous communities in Oaxaca, Mexico and Los Angeles that build economic projects across borders. Her latest published article is titled: "Façades of Equitable Development: Santa Ana and the Affordable Housing Complex?" and published in the *Journal of Planning Education and Research*.

She teaches courses on community sustainability, rights to the city, and community based research. Her community based research includes indigenous and chican@ epistemologies and methodologies. So far her courses have included collaborations with the Worker Rights Center to conduct the research for the Latin@ Workers Study and the Just Dining Guide for Madison. Her courses have also collaborated with organizations including Tiny Houses, Centro Hispano, the Interfaith Worker Coalition, and LGBT Books to Prisoners.

Concientización's New Coordinating Editor

by Mary Dueñas



Saludos! My name is Mary Dueñas, I am originally from Pasadena, CA where I moved to Irvine, CA to receive my bachelors degree from the University of California, Irvine in Criminology, Law and Society. As a student, I became an active member for the Latin@ Student Psychological Association, Peer Educator for Student Support Services and a facilitator for the Reaffirming Ethnic Awareness and Community Harmony (REACH) Program, I learned that I loved working with students and making a difference through individual appointments. However, I recognized the importance of research for marginalized and underrepresented students of color. Wanting to make a difference, I participated in two rigorous summer research programs and participated in multiple research projects during the academic year. I applied to counseling psychology graduate programs and decided to continue my education at the University of Wisconsin-Madison.

Today, I am the new project assistant working in the CLS Program, I have multiple roles that ultimately serve the goal of developing connections between CLS students, faculty, and staff and the greater UW community. First, I serve as coordinating editor for the *Concientización*, a student journal dedicated to promoting the study of Chican@ and Latin@ experience and thought. I am also responsible for updating the CLS webpage and will continue to update it to make it accessible to the campus community. My hope is to spread the CLS message to the greater UW campus, and bring more students into the program. In terms of professional development, I hope to make personal connections with students and help them publish for the CLS Journal but help them think about their next step as young professionals!

CLS Director

By Ben Marquez

(Continued from page 1)

Another parallel I see in these documents is that the University of Wisconsin administration has never been fully committed to Chican@ and Latin@ studies. During the 1970s, the Dean of the College of Letters and Science resisted the demand for the creation of a new Chicano Studies Department. Notably, his argument against creating a Chicano Studies Department is the exact same one we hear when making requests for faculty appointments and increased student services: the university lacks the funds. In the 1970s, the Dean's claim that the university did not have the money for a Chicano Studies Department resulted in four months of picketing of his South Hall office by students. The university administration was so intransigent that it took an act of the Wisconsin State Legislature to go over the Dean's head and allocate the funds that eventually resulted in the creation of a Chicano Studies *Program*. Building on this momentum, plans moved forward and in 1979 the first program director was appointed to head the Chicano Studies Program. Two years later, the program offered the University of Wisconsin-Madison's first Chicano Studies course. The fledgling program and single course offering was a small but significant victory brought about by a sustained movement to change a conservative university bureaucracy. It was a pattern repeated across the country where Chican@/Latin@ studies programs and departments were created only after students and faculty issued demands and disrupted the routine operations of their university.

When I arrived on this campus as an Assistant Professor of Political Science in 1991, I was one of four faculty members with part time teaching assignments in the program. The four courses we offered each semester allowed our students to make steady progress toward earning a CLS certificate. Affiliated faculty who cross-listed their courses with the program increased the number of courses available to our students. The program had a student advisor, a program manager, project assistants and hourly student workers all of whom offered additional services outside of the classroom to help our students succeed at one of the nation's top universities. It was an exciting time and we worked to expand the size of the program and the quality of its offerings. This beginning was the legacy of activism that pressured a resistant university administration to recruit and retain Chican@ and Latin@ students and institutionalize the academic study of a population that is now the largest racial and ethnic minority group in the United States.

In retrospect, the early 1990s constituted a high point of Chican@ and Latin@ studies on this campus. Instead of building on these gains by hiring more faculty and offering additional services to our students, the program has steadily lost ground. As faculty members left the program for personal or professional reasons, a normal occurrence in academia, the CLS Program was not allowed to hire replacements let alone increase the number of faculty working for the program. Instead, the faculty lines were liquidated and reallocated to other departments or programs. The university administration did not pursue an alternate plan for building Chican@/Latin@ studies such as creating a system of incentives for individual departments to hire CLS faculty on their own. This willful neglect brought us to the point where the Chican@/Latin@ Studies Program is barely able to fulfill its mission. It is an unacceptable state of affairs given the dramatic growth of the Latin@ population in Wisconsin and the University of Wisconsin's stated commitment to diversity. If it were not for the tireless dedication of our affiliate faculty and the strong support we receive from our students the CLS program would have disappeared long ago.

Building successful academic and student service programs is no mystery – our affiliate faculty members are very capable of building the comprehensive Chican@/Latin@ Studies Program. CLS also has a cadre of students who believe in our mission and what we can become. What we lack is a university administration with the will to give us the necessary resources. Until that changes, the comprehensive research and teaching mission envisioned by students in the 1970s will remain unfulfilled.

Adelante!

Chican@ Latin@ Studies Community Gatherings

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

Visit the [CLS webpage](#) for more details!

Spotlight on CLS Students

The Power of Mentorship and Nonprofits

by Melissa Maldonado

As a first-generation student, it is an honor to be attending the University of Wisconsin-Madison. When I first started my undergraduate journey here, I was a bit excited, yet extremely anxious. In the beginning of my freshman year, I was terrified of the fact that I left my community and my family to come to Wisconsin, a place so close yet so different and far away from home. I still get homesick because the spaces and communities in Madison are completely different than the communities from back home. Before coming to a predominantly white institution, I never felt so far from my culture, and I never found it so difficult to cultivate a sense of belonging. As I transitioned into the university setting, I realized that the majority of students come from affluent families that allowed them to be well-prepared on the level of networking, internships, job and school opportunities. Despite the challenging transition into this school, I am also very grateful of the great privilege of being able to learn so much about who I am, my interests, and my passions. Through this difficult transition, I developed a passion to work with low income children in the fields of healthcare and education.



During the summer of my sophomore year, I had the opportunity to intern at Vera Court Neighborhood Center, which is a nonprofit that provides enrichment opportunities to youth based on the community's changing needs. This was a heartwarming and memorable experience since it allowed me to connect with students and staff, and be able to see the challenges and yet beautiful experiences presented to nonprofit leaders. As an intern at Vera Court, I had the wonderful experience to work with elementary school children and teach them based on their different needs. I realized the importance of providing a mentoring program and a support system for these students to guide them to success and encourage to enter the higher education world. In addition, I was able to see the influence of providing an inclusive setting to individuals with disabilities. Through the touching experiences and emotions felt in this internship, I was empowered to continue giving back to lower income communities, and it has also strengthened the lifetime goal to open a nonprofit dedicated to providing therapies for low income children and immigrant children with different needs.

The Psychobiology of my Summer

by Jesus Galvan



This past summer, I was fortunate enough to be named a recipient of the Welton Sophomore Honors Summer Apprenticeship. I worked, and will continue this work, with Dr. Dane Cook and Dr. Aaron Stegner in the Exercise Psychology Lab within the Kinesiology Department. The title of the project we are working on is "Impact of exercise on pain and brain function in Gulf War Veterans with chronic muscle pain."

The general focus of the Ex Psych Lab is to explore the relationship between physical activity and mental health, and that motivated me to start working in this lab because its focus is directly related to my overall interest in both the human body and the human mind. I played a part in many roles on the project this past summer, but the most meaningful one I had was my 'specialist' role during the MRI scans we conducted on our subjects. The brain scans give us a way to objectively look at how our exercise intervention affects brain function, and I contributed to those

scans by learning how to calibrate the machine we use. In doing so, it allowed for Dr. Stegner to focus on our individual subjects more effectively, and made each scan run smoothly.

This experience really impacted my ability to look at the 'bigger picture' of research studies, and in general, I was able to grow a genuine appreciation for research. Furthermore, it made me become aware of the importance of having research literacy as a health care provider. That literacy will be a vital tool for me to take into my future practice. To share a bit about myself, I am a Kinesiology major and am also working towards certificates in Chican@ and Latin@ Studies as well as Global Health. My plan after graduation is to gain admission into professional school on route to becoming a physical therapist.

Spotlight on CLS Students

Why Not Both?

by Kyle Martinez

Why not both? This was the question I had for myself when thinking about my racial and ethnic intersectionality during my time here at UW-Madison. Being of mixed European and Puerto Rican ancestry, I look more phenotypically “white” as compared to others that identify as Latino. Still, I decided to identify as a white Latino. Some people are surprised that I identify as both white and Latino, as if expecting me to choose only one and neglect the other. Where is the conflict between my identities? This unsureness prompted me to look at my identity not from others’ perspectives and expectations about my race and ethnicity, but rather from my own personal conceptions about what these meant.

Through my reflection I realized that my race and ethnicity are separate entities. My identification as racially white does not automatically exclude me from identifying as ethnically Latino. To me, my identification as racially white is one based on outward appearance, while my Latino ethnicity is one based upon genetics and heritage. My outward appearance does not change the fact that my familial roots are not only in Europe, but also in Puerto Rico as well. The mixing of racial and ethnic identities doesn’t necessarily mean the dilution of said identities. If anything, my intersectionality of mixed ancestry has enhanced my awareness of my identities and given me the drive to embrace who I am. It is through my acceptance of my intersectionality that I realized that personal racial and ethnic identification does not require the vindication or justification of others. Only you are able to decide what you identify as.

I have become proud of my identity, and talking to people on campus about my race and ethnicity has been one of the most personally empowering and significant parts of my college experience thus far. Where once I was intimidated to speak about my intersectionality in a room full of people with multitudes of identities, I am now more comfortable discussing my intersectionality as a white Latino. This has prompted me to become more active in discussions regarding race and ethnicity, as well as join the Chican@ and Latin@ Studies Program. Through the CLS Program, I have been able to study my own identity and gained a drive to work with underrepresented and minority groups from diverse backgrounds. My comfort in my identity has allowed me to enjoy a wonderful support system of incredible individuals on campus made up my friends and acquaintances that I have had the pleasure of getting to know at UW-Madison.



Summer Bonding Over a Campfire

by Ruben Garcia

As a Junior at UW-Madison who is majoring in Sociology, I come into a lot of contact with different kinds of people given the nature of the area. I would not be where I am today in thanks to Nativity Jesuit Academy, which back in my grade school days was an all-boys catholic school. The rigidity of their curriculum and athletics teaches both the students how to persevere and work towards breaking stereotypes that are given by those who surround them. One special manner in which the school does this is by taking the 80 boys enrolled to a summer camp in a town called Mercer, Wisconsin. There the children take summer classes, and partake in physical activities such as soccer, basketball, and volleyball. Aside from all those things, they also learn to bond as brothers fighting for the same cause. During my summers in college, I have dedicated my time to these kids in order to help them grow as leaders and to break trends. More than often, Latino males from the Milwaukee are deemed to sometimes fail given the current state of the city, but this school provides a way for these kids to escape dangers of the streets, and work towards becoming “Men for Others”, the ideal that the Jesuits themselves embodied. This camp goes a long way in providing the students the extra attention they need in order to stay on track. The counselors, who tend to be alumni of the school, give the students a role model who been in their situation and have it made it out of the streets of Milwaukee, and now walk the campus of a diverse set of universities. This summer camp allowed me the opportunity to bond with these kids for 6 weeks, and I try to set the example that it is possible at a prestigious university like UW-Madison. Through this summer camp the kids get on a track to succeed, and are given the tools to break the stereotypes that follow even some into their college years.



CLS Graduate Students

Studying culture within culture

by Alyssa M. Ramírez Stege



My academic journey has been strongly influenced by my upbringing and background, which have propelled me to seek opportunities to do work and hopefully make a future impact in the Mexican mental health field. I was born in the U.S. to a White American mother and a Mexican father. When my twin sister and I were four years old, our parents decided to move the family back to my father's hometown of Cholula, Puebla. In our case, the search for better opportunities brought us back to Mexico where we had strong family and community bonds.

My interest in mental health and psychology started from a young age when I became curious about understanding people's thoughts, emotions, and what motivated their behaviors. As a child I was very introverted and introspective, partly due to feeling as an outsider in multiple settings. Growing up in a low-income family in *el mercado* (the marketplace) where my parents managed a convenience store, I was immersed in rural customs and traditions that were very contrasting to my American upbringing. I also attended a private school where I could continue to develop my English-language skills with families who were of the burgeoning Mexican middle class whose children either did not understand my day-to-day lived experiences or would mock people from my socioeconomic status.

Cultural contrasts continued to be prominent in my educational training in Mexico. During my undergraduate degree, most of the textbooks and readings were translated theories, methods, and constructs developed in Europe or the United States. In the workforce I found myself lacking an understanding of how to translate these theories and interventions into real-life practice within a Mexican context, with a population that has very different needs as a reflection of a highly inequitable society.

Consequently, I have become interested in understanding how psychologists and mental health care providers incorporate culture – broadly defined– into their practice and interventions. Although I came to the U.S. to pursue my graduate education, I have been fortunate to remain professionally connected to my hometown through research experiences. In the summer of 2014, I was part of a group of undergraduate and graduate students of the Latino Mental Health Research and Training Program (<https://dornsife.usc.edu/latino-mental-health>) doing research in Puebla and Mexico City, under the mentorship of Dr. Kristin Yarris, a medical anthropologist at the University of Oregon. I am looking forward to continuing my collaboration with this program in the upcoming summer of 2016 as I develop my dissertation research understanding how Mexican patients, their caregivers, and mental health care providers make sense of mental illness and treatment expectations. I would highly recommend other students join this program! The **application deadline is February 1st, 2016**; please contact me with any questions.



Alyssa & Research Team

ChiLaCSA

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

CLS Graduate Students

My name is Anthony!

by Anthony Hernandez

Growing up, my family wasn't rich. I was blessed with good parents and a few teachers that really believed in me. I worked hard, was accepted into a good college, and worked several jobs to pay for it. As a Latino, I recognize my journey is not common-and that is what drives me. It should be. I believe that I received the opportunity so that I could give back.

Since I earned my master's degree in Administration, Planning, and Social Policy (APSP), I have been working on a variety of access and equity issues in education in Latino communities in both Los Angeles and Phoenix. At UCLA, I investigated the high school dropout crisis for young men of color. At a Hispanic Serving Institution (HSI) on the outskirts of L.A., I served as the First Generation Student Success Program Director. As a Senior Analyst for the Intersegmental Coordinating Committee (ICC) of the California Education Roundtable, I worked to build a cradle-to-career educational pathway in El Monte, a diverse city on the periphery of Los Angeles.

I have also focused my energies on community work by serving on the boards of nonprofit organizations like *From Gangs to Jobs* and *Gina's Team*, both of which help formerly incarcerated people rebuild their lives. I also served on the board of *College Bound Arizona* which helps undocumented students and their families gain college acceptance.

Given my background and interest in impacting change at the system-level, a doctoral degree was the next logical step in my professional pathway. This past summer, I moved to Wisconsin from Arizona to pursue a doctoral degree in Educational Policy Studies at UW-Madison and to work in The Wisconsin HOPE Lab.

The Wisconsin HOPE Lab, where I now work, is the nation's only translational research lab devoted to college affordability. The Wisconsin HOPE Lab is unusual in that it is based at a university but is mainly concerned with addressing real life problems affecting everyday people. The Wisconsin HOPE Lab conducts studies and tests research to determine which programs truly help where help is needed, and then gets that information into the hands of education practitioners and policy-makers.

This spring I will be leading a research study at The Wisconsin HOPE Lab on housing and food insecurity issues at UW-Madison. The overarching goal of this research is to provide a better understanding of student housing and food insecurity issues at the undergraduate level. Furthermore, it will broaden our knowledge of how students can be better supported on campus regarding this crisis. The results will help stakeholders develop interventions in the future that will assist students both in their personal lives and academic learning.

Anthony Hernandez is a first-generation college graduate. He attended a public high school in South Texas. He earned his undergraduate and graduate degrees at Harvard University. Please feel free to contact him by email at: hernandez26@wisc.edu



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

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

CLS Alumni

Black, Red & White Badger

by Carlos A. Lozano

Most positive memorable moments associated with my Undergraduate and Graduate studies on this campus are a result of being connected with someone similar to me. Not through superficial likes or dislikes, but through similar validated experiences.

You see, for a long time, On top of everything academic and being a first generation college student, I felt as if I was the only student on this campus who translated (literally) life for my parents. It was very difficult for me to accept that responsibility and I found myself feeling a bit isolated. I consider myself to be a very social and outgoing person. However, I started to wonder why I was feeling this way. Am I depressed? Is there something wrong with me? Why don't people like me? I couldn't quite understand where this feeling of isolation was coming from.



Carlos & Family

I began to invest more time in my social life. Beginning with the CeO program (TRIO program at the time). I also had the opportunity to come across other peers who were associated with the Chican@ Latino Studies Program (CLS). I realized that as human beings we need someone to talk to. As a result, I began to understand how to piece myself together. Both of these programs showed me what it meant to be positively supported by those who are not your blood. I was raised to believe that nothing can ever dilute blood. For me, this means that once I consider you to be part of my family, we grow together in the best way. Through the good times, the tough times and of course, the best times!

As I continued social therapy, I noticed feeling happier and feeling more self-worth. I can attest that, the stronger my social bonds were within the Chican@ Latin@ Studies program and the CeO program, the better I was doing in school and in life.

In my opinion, this is what it means to live life (make constant transitions) while going to college. I am a huge advocate for education. I strongly believe that education is and always will be the strongest agent for positive change. The best tip and/or life lesson I have for students is to take each and every experience, make it empowering knowledge and then grow upward and onward! Especially, when seeking it out yourself.

Please know and understand, in my life, I had to learn the hard way (I'm still learning) that it's not about differences but about similarities that gets you through life. In life we have challenges, losses and gains, some more than others. In college, knowing your priorities is most important because knowing what is needed versus what is wanted will help you achieve the success you seek.

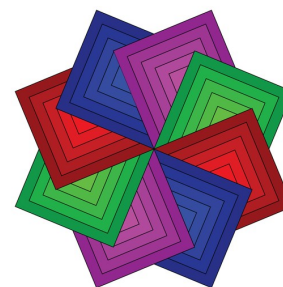
I will be the first to tell you that I am not perfect. My blood is red just like yours. I live my life one day at time and I give back when I am able. So, when you see me, walk up to me and say hi. If you ask me a question, I will be honest and genuine. I will also do my best to answer your question and if I can't, then I will point you in the direction of someone who can help.



Are you a CLS Alumnus?

Tell us what you are up to!

Contact: Mary Dueñas at
cls_journal@letsci.wisc.edu



Jesus Salas Academic Activist Scholarship

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

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

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

Previous Jesus Salas Scholarship Recipients: Edith Flores (2015) and Emily Buss (2014)

CLS Student Resources

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

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

Our Library

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

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

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

Spring 2016 Courses

Course	Topic	Time	Professor	Brief Description
CLS 201	Into to Chican@ & Latin@ Studies	T&TH 2:30-3:45 Ingraham 214	Patricia Castaneda-Tucker	Introduction to Chicano and Latino Studies designed to introduce students to various interdisciplinary and transnational literatures on the study of Chicanas/os & Latinas/os in the U.S. It offers a survey of scholarly literature, paradigms, theories, and debates within Chicana/o & Latina/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o & Latina/o experience in the United States. Such themes as migration, labor, civil rights, community development, education, gender and more.
CLS 231	Politics in Multi-Cultural Society	T&Th 4:00-5:15 Ingraham 120	Ben Marquez	Examines race, ethnicity, & religion as political phenomena, along with cultural identities as dynamic orientations and will focus on the U.S. as a multi-cultural polity.
CLS 347	Race, Ethnicity and the Media	T&TH 11:00-12:15 4008 Vilas	Lori Lopez	Provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in US films, entertainment, television and popular culture.
CLS 462	American West since 1850	T&TH 9:30-10:45 1121 Humanities	Susan Johnson	This course explores the era after U.S.-Mexico War, as the U.S. colonized and incorporated new territory, and as residents embraced and resisted these processes. Examines how West emerged as region with distinctive economic features, ties to federal government, patterns of race relations, and grounding in cultural memory. Examines how some aspects of regional distinctiveness faded over time while others persisted and new ones arose. Interrogates impact of global migrations; world wars, Cold War, and Vietnam War; civil rights and environmental movements; metropolitanization and rise of New Right. Employs perspectives of political, economic, environmental, social, and cultural historians, highlighting racial/ethnic formations, class relations, and gender/sexuality. Attends to aspirations of American Indians, Anglo Americans, Asian Americans, Mexican Americans, and African Americans. Explores how these aspirations clashed and coalesced, producing dissension and division but also new social movements, new cultural forms, new spaces of hope and possibility.
CLS 530	Latin@ Urbanism	T&Th 3:00-4:15 Ingraham 222	Revel Sims	This course will examine the development of Latin@ urbanization in the United States as a process of historical policy regimes, political projects, and important social actors.
CLS 530	Espiritualidad y lenguaje: Dimensiones of Latin@ mental health services.	W 2:25-5:25 Ingraham 216	Steve Quintana	This is a service learning course where students will work with Spanish-speaking Latinos in the community. The course reviews the cultural, spiritual, linguistic and historical components of working with Latin@s, with a focus on their mental health and well-being. The service learning component provides training for those interested in helping/social services careers for working with the Latin@ Spanish-speaking populations by combining community service and course-based learning and discussion."
CLS 699	Directed Study	--	--	Credit(s) for self-directed students learners conducting independent reading and research under the mentorship and guidance of a faculty member.

Congratulations to our CLS Graduates!

May 2015 Graduates

Nicole Cancel, B.S.
Biology

Ramón Colón, B.A.
Spanish

Arturo Diaz, B.A.
Community and Nonprofit
Leadership

Edith A. Flores, B.A.
Latin American, Caribbean, and
Iberian Studies

Barbara Gonzalez, B.A.
Journalism and Mass
Communication

Michelle Gonzalez, B.A.
Legal Studies & Journalism

Aidee Guzman, B.S.
Botany & Environmental Studies

Christian Hernandez, B.S.
Biology

Katherine Huete Galeano, B.A.
Psychology

May 2015 Graduates

Julia Krusenbaum, B.A.
Spanish & Latin American,
Caribbean, and Iberian Studies

Marianna Rivera, B.A.
Italian & Communication
Science and Disorders

Amanda Rosalez, B.A.
Comparative Literature

Hector Salazar, BSN
Nursing

Lisbeth Solano, B.A.
Spanish

Nurys Uceta, B.A.
International Studies

Amanda Villanueva, B.A.
Anthropology

Steve Pereira, M.S.
Counseling Psychology

May 2015

Valedictorian

Edith A. Flores

December 2015 Graduate

Sergio Rodriguez, B.A.
Journalism

Chican@ and Latin@ Studies Program Mission

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

Director

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bmarquez@wisc.edu

Undergraduate Certificate Advisor

Rachelle Eilers, M.S.
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Program Administrator

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chicla@mailplus.wisc.edu

Project Assistant

Mary Duenas, B.A.
Phone: 608.265.6139
duenas@wisc.edu

Student Assistant

Regina Stieber

Chican@ and Latin@ Studies Program

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

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.



Thank
You!



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

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

Enclosed is my tax deductible gift of :

\$ 25.00

\$ 50.00

\$100.00

\$200.00

\$ _____

(write in amount)

Make checks or money orders payable to the: **Chican@ & Latin@ Studies Program Development Fund**

Send to: Chican@ & Latin@ Studies Program, 312 Ingraham Hall, 1115 Observatory Drive, Madison, WI 53706.
You may also donate online at <http://www.chicla.wisc.edu/donation.html>

Name: _____

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

Email: _____ Phone: _____

¡MIL GRACIAS! THANK YOU!