

REGENERACIÓN

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

A Note From the Director

By Alberta M. Gloria



CLS Fall 2014 Graduates

number of Chican@ and Latin@ graduate students in the program, we have established a strong “academic family.” This focus on academics and excellence is clearly reflected in each of the newsletters’ entries and I invite you to enjoy this volume as of *Regeneración*.

The 2014-2015 academic year was filled with great achievements and losses. Our community’s greatest loss was the passing of Professor Guerin-Gonzales, to whom the CLS program is eternally indebted. It is because of her dedicated work and foresight to develop a program with a clear and culturally-steeped academic mission that the CLS program again celebrated students earning a certificate in both the Fall and Spring semesters of this year. Offering a range of classes, colloquium, community gatherings, mentoring activities, and involving an increased



CLS Spring 2015 Graduates

CLS Advisor Corner

by Rachelle Eilers



As I reflect back on my first academic year as the Chican@ & Latin@ Studies Advisor, there are many things I am proud of. The first is the the Dia de Los Muertos event that occurred in October 2014. This event was coordinated by MEChA, along with the help and support of ELLA, Lambda Theta Phi, LMG, and Chican@ & Latin@ Studies. It started with Aztec dancing and prayer in addition to making t-shirts, decorating calaveras, dancing, and face-painting. It was great to see the Latin@ community come together in unity for the celebration of the holiday and the dead. Secondly, I am proud of the CLS Community Gatherings. The Gatherings are a weekly event in which CLS students meet to enjoy a free meal and learn about a resource on campus or in the community. This academic year we had speakers range from CLS Professor, Karma Chavez, to UW-Madison Artist in Residence, Laura Anderson Barbata. The Gatherings are a place for students to feel at home. I was excited about the growing amount of faculty and graduate students that attended and look forward to the Gatherings starting up again in the fall. Last, but certainly not least, is graduation. I hear the birds chirping from my window as I am writing this. Spring is finally here! Every year when the flowers begin to bloom and the winter jackets are retired for a few months, I cannot help but think of graduation. In the fall we had four CLS students graduate and this spring we will have fifteen CLS graduates; nineteen students in total that will change their surrounding communities and take the Wisconsin Idea forward. Graduation is what makes the Advisor position so great, it is where we as a university see our work pay off. Congratulations to the class of 2014-2015. We are proud of you and know you will do great things! Please know that you will always have a home at CLS. *Felicidades!*



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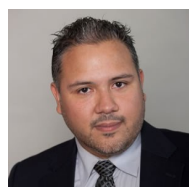
Faculty News & Achievements



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 on sabbatical and writing a book on the Mexican American Legal Defense Fund.



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 will join the Counseling Psychology Department in late summer.



Karma Chavez hosted an event called, “Why Tony Robinson’s Death is a Queer Issue.”



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. Two of his recent publications include:



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*, and is currently on sabbatical.



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



Consuelo López Springfield retired at the end of the Spring semester after almost 20 years of distinguished service to UW-Madison.

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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:
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The Power of Research

Symbolic Boundaries

by Laissa Rodriguez



Have you ever wondered about boundaries? Not the physical ones, but more so the symbolic ones that exist in the imaginary spaces that define our communities? My academic research, my work as a lecturer, and my volunteer work reflect my own concern with this issue. While I was living in my native Colombia (a country with a long history of civil conflict), I wondered how we, as a nation, could turn against our fellow citizens during times of internal conflict. My dissertation returns to this issue and analyzes how we conceive boundaries that divide the society through the use of metaphors, as well as how they are reinforced through theatricality. The concern with the divisions in our nations is also carried out in my work as a lecturer in the Chican@ and Latin@ Program. With my students' help, I reflect on the illusion of race, which is a different kind of boundary that has a tremendous impact in our society even though it has no scientific basis (i.e., it is socially constructed).

My academic work with the notion of boundaries is also revealed in my work with fellow Ph.D. student, Nora Diaz Chavez.

With the support of the Public Humanities Exchange Program at UW-Madison, we developed a project with the goal of 'softening' those boundaries that exist here in Madison. Together with the organization Breaking Barriers, we have provided middle school students with a space to explore the arts and to learn about a part of the city that is unfamiliar to many of them: the university campus. Although most of our kids come from Latina/o and African American communities in Madison, we welcomed all who are interested in joining our project. Our final day was on May 2, where we celebrated by participating in the parade "Strut!" which was being organized by artist in residency, Laura Anderson Barbata. This parade around the Capitol was part of an effort to enhance the social fabric of our city, and was a playful, colorful, and performative event to help erase those imaginary boundaries around us.



Laissa and Laura Anderson Barbata

Adelante CLS Alumni

Spotlight On Melissa Gombar, 2010 CLS Graduate

Melissa Gombar is a 2006 graduate of UW-Madison with a major in Spanish and a certificate in Chican@ and Latin@ Studies. It was an honor for Melissa to work and study with Camille Guérin-Gonzales, the former Director of the Chicano Latino Studies Program, who passed away in early 2015. It was Professor Guérin-Gonzales and the Chican@ and Latin@ Studies Program Faculty and students who deepened Melissa's knowledge and analysis of racial and social justice, worker justice, and workers rights. This knowledge put Melissa on the path to serving the community and to a career in civil rights in local government.kk



Since 2009, Melissa has worked for the City of Madison Department of Civil Rights, where she began as a Bilingual Investigator/Conciliator. In this role, Melissa mediated and investigated concerns of discrimination for individuals who lived, worked, and visited businesses in the City of Madison.

Melissa was promoted to the City of Madison Affirmative Action Specialist in May 2013. In this role, Melissa is responsible for monitoring the City of Madison's hiring process, assisting departments meet city-wide hiring goals, and building strategies to work toward an employee workforce that demographically represents our community. Melissa also enforces the City of Madison's Prohibited Harassment and Discrimination Policy and conducts investigations when city employees feel they have been discriminated against.

Since fall 2013, Melissa has also worked to establish the City of Madison's Racial Equity and Social Justice Initiative. This initiative has been co-led by Melissa and staff from Public Health Madison Dane County, and will establish Racial Equity and Social Justice into all decisions, policies, and functions of the City of Madison. There are many strategies for accomplishing this mission. The cornerstone to this work is conducting equity impact analyses (much like environmental impact statements), which ask questions like: Who stands to be impacted by this decision? Are they involved in the decision? What might be unintended consequences of our decisions on communities of color and communities that are low-income? How will we work to mitigate those consequences?

Secondly, the City of Madison is working on training and grassroots leadership development for city employees on topics such as implicit bias, historical implications of discriminatory practices, and many others. This work truly strives toward a liberated culture in the City of Madison, where those who are most impacted by the decisions of local government are authentically included and listened to. There is certainly a lot of work to be done and a lot of progress to be made. The common theme of the work is that it is a marathon, not a sprint.

Melissa is an active member of Groundwork, an anti-racist collective in Dane County. Groundwork's three main goals are: to engage White people to work for racial justice, work in collaboration with organizations led by people of color, and deepen member's education and leadership development. Melissa has also volunteered as a mentor for a first-generation college student with the Boys and Girls Club of Dane County's AVID/TOPS program. Melissa also serves on the Board of Directors for Common Wealth Development, a Madison non-profit that promotes small business and art incubation, job and career development opportunities for low income youth of color, and affordable housing for all.

Melissa is currently studying a Master's of Science in Organization Development at Edgewood College. Melissa is proud to be alumni of UW-Madison's Chican@ Latin@ Studies Program because of the contributions the program has on both the student body and the community at large.



Honoring Professor Guérin-Gonzales

Professor Camille Guérin-Gonzales, one of our esteemed CLS faculty members, passed away Tuesday, 24 February 2015. She was instrumental to the development of our CLS program, creating spaces and places of transformative learning through her generous mentorship and championing social justice through example. Under her leadership as CLS Director, she had many major accomplishments including increasing the number of CLS faculty and course offerings, creating an official CLS student organization, and developing the newsletter and journal for the program. She was for many a role model and mentor as she pursued her work on labor and immigration history with great passion, gave selflessly to her students and the CLS community, and fought tirelessly for equality and justice at the local, university, and national levels.



Commencement Address
Chican@ and Latin@ Studies Program
University of Wisconsin-Madison
 Professor Camille Guérin-Gonzales
 May 18, 2014

I am honored to give the keynote address at your graduation ceremony today, and am blessed to be able to share this important day with you.

Today, we recognize that each of you has devoted a significant portion of your college career to studying Latinas and Latinos in the United States—our histories, our cultures, our politics, our communities, our literature and music and art, and our educational and workforce and healthcare experiences. You have also examined our interactions with other minoritized people as well as our relationship to the ever-shrinking majority. Along with your major field of study, your Certificate in Chican@ and Latin@ Studies equips you to understand and advance the interests of the ever-growing U.S. population of Mexican, Central American, Caribbean, and South American origin and descent. You couldn't be taking this expertise into the world at a better time: in the very years when you were pursuing your degrees, Latinos became for the first time the largest U.S. minority group. And you couldn't have gained this expertise in a more important place: while Anglo Americans constitute the majority in every region of the nation, nowhere is that majority larger than in the Midwest. Here in the Badger State, despite the rapid influx of Latinos, it's easier for non-Latinos to remain ignorant of our presence, at best, and hostile to it, at worst, diminishing our life chances and our sense of belonging.

What you've learned about Latinas and Latinos right here in Wisconsin's capital couldn't be more crucial. When I joined the faculty at UW in 2001, a faculty colleague told me that there were hardly any Latinos living in Wisconsin and that because of this, the field of Latino studies was of no account—this despite the presence of 140,000 Latinos in the state. In the ten years that followed his pronouncement, Wisconsin's Latino population grew by 74 percent, to 340,000. I wish he were in this room right now and had to contemplate the educational choices a dozen of you have made, not to mention the 150 other UW graduates who have made the same choice over the past decade by completing a certificate in Chican@ and Latin@ Studies. Likewise, since I arrived in Madison, I have heard ethnic studies more generally denigrated as “me studies”—that is, the study of particular ethnic groups exclusively by members of those ethnic groups. I wish all such detractors had to contemplate the list of UW graduates who have earned CLS certificates in the past ten years, since nearly one-third of those students have been non-Latino; they have been Anglo American, African American, American Indian, Arab American, Jewish American, and of mixed racial and ethnic heritage.

That I'm promoting the pursuit of Chican@ and Latin@ Studies at a place like UW-Madison and applauding those of you who have followed that pursuit is on odd twist of fate. I grew up in New Mexico, long the state with the largest percentage of Latinos in the nation. It's been big news this spring that California has reached the demographic tipping point, with Latinos outnumbering white, non-Latinos there for the first time since the nineteenth century—39 percent of Californians are now Latino, and just under 39 percent are Anglo. That kind of news produces a big yawn in my home state, where Latinos constitute a whopping 47 percent of the population; Anglos lag well behind at under 40 percent. And New Mexico's demography reminds us of both the historical depth and contemporary diversity of U.S. *latinidad*; like me, a majority of Latinas and Latinos there trace their roots back 15 or 20 generations, when *nuevo-mexico* was New Spain's northern frontier, a frontier controlled not so much by Spanish colonists, but by the Indigenous peoples who lived in settled villages and mobile communities all around the Spanish colonies. Spain tried to con-

quer those peoples, but more often had to settle for an uneasy coexistence and the eventual emergence of the kind of *mestizaje* that appeared almost everywhere the Spanish went in the New World. My own New Mexico-based ancestry is Spanish and Apache, and when my non-New Mexican ancestors belatedly arrived in New Mexico in the nineteenth century from France and Germany and New England, they had to accommodate themselves to the *hispano* world that had emerged there; they had to marry into the culture in order to survive. In the twentieth- and twenty-first centuries, however, that old, deeply rooted *hispano* population has been enriched by a new influx of immigrants from Mexico and Central America, restoring to New Mexico a Latino majority that had diminished after the U.S. conquest in 1848. How strange, then, for me to end up in a place like Wisconsin, where the Latino population, relatively speaking, is so new—just a century in the making.

Still, along with the differences between Wisconsin and New Mexico, there are also similarities, and those similarities remind us of the broader circumstances Latinos face in the U.S. and thus why it's so important that you chose to earn a certificate in Chican@ and Latin@ Studies. In Wisconsin and New Mexico, as throughout the U.S., the Latino population is growing, augmented by both immigration and birth, but increasingly more by birth than immigration. That population is still disproportionately of Mexican origin, but a rapid increase in immigration from Central America—especially from El Salvador, Guatemala, and Honduras—has diversified the Latino population in both Wisconsin and New Mexico and throughout the U.S., even in places with large Puerto Rican and Cuban communities, like New York and Florida. In Wisconsin and New Mexico, as throughout the U.S., more than one-third of all Latinos live in poverty, compared to about a tenth of the Anglo majority. In Wisconsin and New Mexico, as throughout the U.S., far more Latinos lack health insurance than do majority Americans. By every measure, Latinas and Latinos fare more poorly in Wisconsin and New Mexico, as they do elsewhere in the U.S. That is why your commitment to Latino studies matters; armed with what you've learned in Chican@ and Latin@ Studies as well as in your major field, you are poised to make a difference, to improve the life chances and sense of belonging of all Latinas and Latinos in the U.S. You may do that as an educator, as an engineer, as a chemist, as a business owner, as a nurse or doctor or lawyer, as filmmaker or novelist, as a politician, as a journalist, or, after pursuing an advanced degree, as an academic in any number of fields—from economics to psychology, from art history to food science, from language studies to ethnic studies. There is no realm of contemporary life where your newfound knowledge can't be used to the benefit of our communities and toward the cause of social and environmental justice.

But that newfound knowledge and the commitments it engenders can never be, and should never be, extracted from the profoundly relational nature of contemporary life, where Latinas and Latinos only become Latinas and Latinos in relationship to one another and to other peoples. U.S. *latinidad* encompasses an extraordinary diversity of ancestries and cultures and migrations, only some of which we routinely acknowledge and celebrate. For example, we know the history and cultural consequences for *puertorriqueños* of Spanish and African and Indigenous mixing in the Caribbean, but how often do we recognize the importation by force of 200,000 African slaves to what is now Mexico between the sixteenth and nineteenth centuries? And we know that in the past decade or so, more and more immigrants have come to the U.S. from Central America, but how often do we acknowledge that many of those immigrants are from Maya or Nahua communities, and some do not speak Spanish, let alone English, but rather an indigenous language? And we know that family reunification has been a primary goal for generations of Mexican immigrants, but how often do we recognize the added burden placed on families created by same-sex couples or on immigrants estranged from their kin because of their sexual orientation or gender self-presentation? These questions only begin to touch on the diversity within Latino communities and the cultural hierarchies and differences of power that attend that diversity, but they are among the questions one must ask and answer if one means to embark on a lifetime of advocacy on behalf of Latinas and Latinos.

But there is more than this, because the circumstances of Latino life in the U.S. are inextricably bound up in a complex national and global political economy that demands a broader vision. We can advocate all we like for the interests of ethnic Mexican and Cuban and Puerto Rican and Guatemalan communities, but if we don't take into account the structures of capitalism that shape African American and Afro-Caribbean and Vietnamese and Hmong and Ojibwe and Lakota and poor white communities in both similar and different ways, we'll make limited political headway in our lifetimes. And we will deny ourselves crucial allies in the struggle for a more just world, a world where more people are more able to determine the contours of their own existence on this earth—where voting rights are not restricted but rather guaranteed; where national borders are not theaters of war; where love is legible as love no matter who the lovers are; where disease and wellness aren't indexed by race and class; where fewer people of color spend much of their lives in prison; where safe and meaningful work at a living wage is in reach for all. So take what you have learned in Chican@ and Latin@ Studies, and breathe life into the world around you.

¡Sí, se puede!



CLS Visiting Scholars

Connecting with *Comunidad*: Volunteering at Centro Hispano

by Viridiana L. Benitez



Seven years ago, I left my family, my friends, and my community to settle into the Midwest, first for graduate school, and now to work my first professional job. I continue to be homesick not only for the people closest to me, but also for all the spaces in my community back home in which I felt comfortable and that I belonged. It has been a challenge for me living in the Midwest, where I often find myself in spaces where I am the only Latina or the only woman of color. I was in culture shock when I first arrived. However, I have discovered that one can build community even in the least likely places. You just have to reach out and look for it. One way that I have found community is through volunteering. Soon after I arrived in Madison one year ago, I contacted Centro Hispano for an opportunity to volunteer. Centro Hispano was founded in 1983, and has since been serving the Latin@ community in Dane County. Centro is often considered the hub through which many other organizations in town are connected to better serve our *comunidad*.

As a volunteer at Centro, I have had the opportunity to help in multiple ways. Once a week, I go to Centro to provide adults assistance with the job search process. We help build resumes, search for jobs, and fill out job applications. This work is very rewarding; I help people with something that is essential to their livelihood, that helps them *sobrevivir*. There are many hardships that impact our Latin@ community's opportunities for employment here in Madison. Many employers continue to discriminate against Latin@s. Few offer support for undocumented individuals or realize the working potential and motivation of our community. I have learned about many employers who take advantage of workers, from demanding unreasonable workloads, to not paying them for their work, and some even have fired employees after decades of service for not having the "right" documentation. Although our jobs program cannot solve any of these pervasive problems, we can at least play a small part by lessening the burden of the job search process. In addition to the employment program, I have also volunteered in many events hosted through Centro Hispano. I have met many of our community leaders, gotten to know about other organizations that support Latin@s in Madison and Dane County, and connected with youth by engaging them in my academic work. In my short time here in Madison, I truly have enjoyed my time volunteering with Centro Hispano, not only because I am contributing to my new community, but also because I have a space where I belong. I have found *mi comunidad*.



This year, I was awarded a Postdoctoral Research Fellowship from the National Science Foundation Directorate for Social, Behavioral, and Economic Sciences. The fellowship will support my research to understand how monolingual and bilingual infants discover their first words in the speech that they hear. This research will provide insights into early language learning by studying infants from a variety of language backgrounds, and has the potential to be used as a framework in future studies of young children with language impairments. The grant will also support my efforts to broaden the participation of underrepresented students in STEM through mentorship, community outreach, and professional development.

Training to Make Change
This summer, I also took part in the Society for Advancement of Chicanos/Hispanics and Native Americans in Science Summer Leadership Institute (SLI) in Washington, DC. This one-week institute provided rigorous training, mentorship, and community building exercises, all with the goal of improving our leadership skills and preparing us to make change at the local and national level. I was one of 30 individuals selected, all from different stages in our careers (postdocs, early-, and mid-level careers), and from a variety of professional science backgrounds, including academia, industry, and government. The experience was inspiring, transformative, and empowering. Among the topics covered were effective strategies for leadership, assessing our privilege and social identities, evaluating our professional networks, and building a successful leadership plan. We also took the time to connect with our group, facilitators, and mentors, which I found to be one of the most important components of the SLI. I now not only have the tools to become a successful leader, but I have the *familia* to support me along the way. Thanks to this experience, I have gained the confidence and ability to impact my institution and community in a meaningful way. *Pa'lante!*



Dr. Viridiana L. Benitez earned her Ph.D. in Developmental Psychology from Indiana University. Her research addresses the interaction between attention and learning processes for infants, children, and adults. Dr. Benitez is a Postdoctoral Research Associate in the Infant Learning Lab at UW-Madison.

CLS Visiting Scholars

Are Latinos Living in Anti-Hispanic, Anti-Immigrant Environment?

by Edward D. Vargas

The political spotlight has focused on the Latino community over the past two election cycles, as they comprised a record 10 percent of the voting population in 2012. The increased political prowess of this population comes at a time when immigration has emerged as the dominant issue for Latinos who have seen a record number of state immigration laws passed (many highly controversial and punitive toward immigrants), and a record number of mostly Latino immigrants deported.

A recent groundbreaking survey sponsored and designed by the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico (RWJF-CHP) and implemented by Latino Decisions polled 1,505 adults. *The Latino National Health and Immigration Survey* was fielded from January 29, 2015 to March 12, 2015 and provides some of the most comprehensive data on Latinos' attitudes toward immigration policy and interactions with undocumented and deported immigrants. The new survey reveals that Latinos, regardless of their personal immigration status, have deep and personal connections to the segment of the Latino community most directly impacted by immigration policy. For example, 61 percent of Latinos know someone personally who is undocumented. Even more alarming, the results show that 36 percent of Latinos know someone who has been detained and/or deported. Over a third of the sample reported that the person deported was a family member. These questions from the survey speak to the consequences the spike in deportation numbers has had on the Latino community overall, not only those who are directly impacted by these policies. This is reinforced by U.S.-born Latinos being more likely to know a deportee, compared to foreign-born Latinos in the sample. Public health scholars have been studying the direct impact of this immigration climate on the mental health of the undocumented. They are finding that this vulnerable population suffers from anxiety and depression as a result of feeling constantly hunted and knowing that they might be removed from their families at any time. The survey revealed evidence of indirect health consequences. Forty-six percent of the sampling indicated being stressed that a friend or family member might be detained or deported due to their immigration status. Arguably, the most eye-catching finding from the new survey is that 78 percent of Latino adults believe there is an anti-immigrant or anti-Hispanic environment in the United States today. This is not a finding being driven by immigrants, as U.S.-born Latinos are more likely to believe that they are living in an environment that is hostile toward not only immigrants, but Hispanics overall. As Congress has failed to pass comprehensive immigration reform, state action on immigration policy is on the rise. This snapshot of Latinos' perceptions of their current policy environment provides a glimpse of how immigration is playing out at the local level and the negative externalities of federal policy inaction. As the 2016 presidential campaign ramps up and parties continue their goal of courting the Latino vote, it will be important for candidates to recognize that the overwhelming majority of this important voting bloc believes that they are living in an environment that is hostile toward them.



Dr. Edward Vargas earned his Ph.D. in Public Affairs (Public Analysis and Public Finance) from Indiana University. He has held postdoctoral positions at the University of North Carolina and the Robert W. Johnson Center for Health Policy at the University of New Mexico. He has also served as a Visiting Lecturer at Indiana University. He is currently a Postdoctoral Fellow in the Center for Women's Health and Health Disparities and a CLS Visiting Scholar at UW-Madison. His research interests include well-being of vulnerable families and the effects of poverty and inequality on the quality of life, focusing specifically on health, education, and social policy. He also investigates the methodological issues involved in the quantitative study of race and ethnicity.

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

Concientización is a student journal dedicated to promoting the study of the Chican@ Latin@ Studies experience and thought. More information about the journal can be found at www.chila.wisc.edu/concientizacion

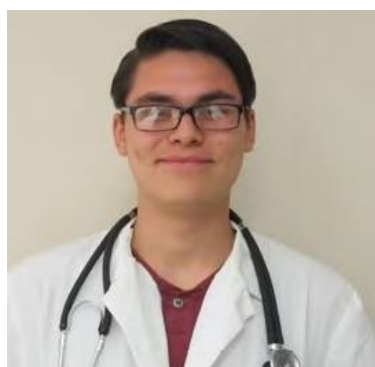
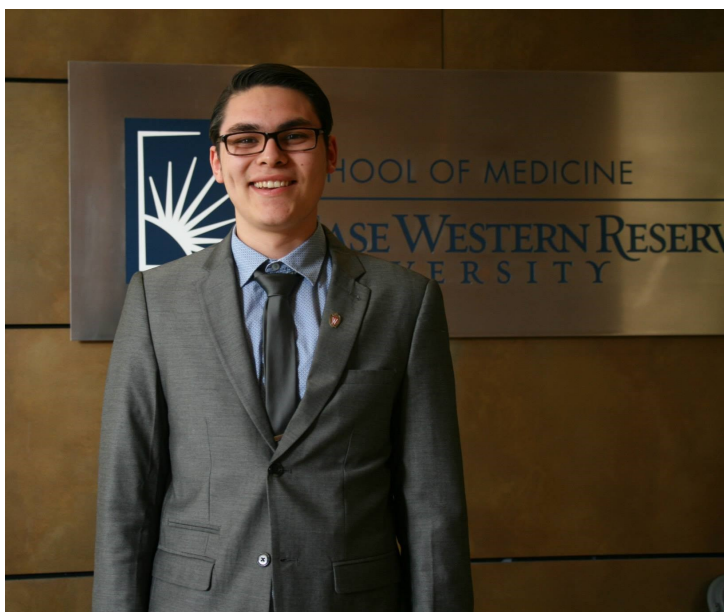
Concientización publishes research, scholarly compositions, book and movie reviews, and art and poetry submissions. Submissions can be sent to CLS_Journal@mailplus.wisc.edu

Spotlight on CLS Students

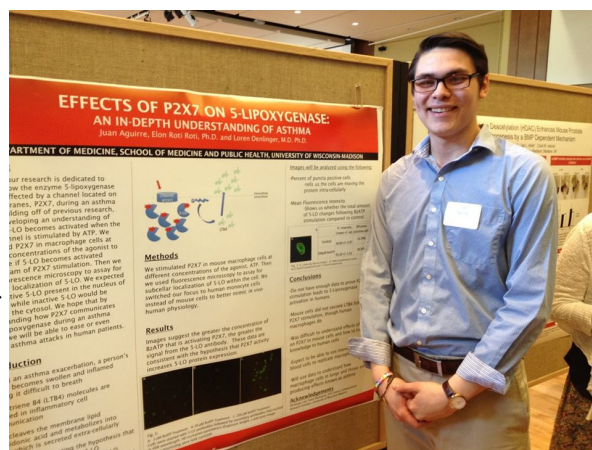
Accessing Various Support Systems

by Juan Aguirre

I have had the great privilege of being accepted into UW-Madison and succeeding thanks to the support of family and friends, in conjunction with programs like the Information Technology Academy and Advancement Via Individual Determination. These programs worked with me during my high school years to prepare me for college academics and opportunities. They not only exposed me to the idea of college at a young age, but they also helped open the door to UW-Madison, which has only led me to more great opportunities. When I first arrived to UW-Madison I was as lost as many other freshman in regards to what I wanted to devote the rest of my life to. After joining the Professional Association of Latinos for Medical School Access (PALMA), I gained valuable volunteer experience and exposure to medicine that allowed me to discover my dream: to become a family medicine physician. One of those experiences was the Summer Medical and Dental Education Program (SMDEP) at the University of Washington. As a participant in the free, six week program I learned what it is like to be a doctor in a variety of specialties. In addition, I improved my study strategies by taking classes, I learned about a variety of health issues from local professors and doctors, and had time to explore the beautiful city of Seattle. As a member, and currently volunteer coordinator, of PALMA, I have been able to reach out to the local Madison community to volunteer and plan a variety of events, such as the Latino Mental Health Bash, the Latino Teen Health Bash, and HOPE conferences. Another great experience I have had the opportunity to take part in is research. I am currently assisting in research under the Division of Allergy, Pulmonary & Critical Care, which focuses on trying to ease or completely prevent asthma attacks from occurring by understanding how cells communicate during an asthma attack. This is my first undergraduate experience in a lab so I have learned a lot about the process of research. As a result, I have had a spark of interest in pursuing research in the future, although my main interest continues to be practicing medicine in a clinic. I recently began shadowing my mentor, Dr. Patricia Tellez-Giron, at Access Community Health Centers to get more exposure to what a physician, who primarily works with low-income Latino patients, encounters on a regular basis. The emotions and experiences I have had the opportunity to be part of at the clinic have allowed me to envision myself working primarily with low-income, Latino patients as well. One of the



greatest underlying forces that has served as a support system throughout my college experience is the Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE). They have provided me a network of students and advisors with whom I can learn from and share my experiences with in order to continue to succeed here at UW-Madison. To be able to go from such a large university to a smaller group of students who look like you is an incredibly beautiful and uplifting feeling. I'm very thankful for the opportunities I have been a part of and the people that have guided me there. Opportunities to succeed academically and to explore new things exists everywhere and it is our job to seek them out and create the relationships necessary to succeed in a large university, while also giving back to those who helped us get here.



Spotlight on CLS Students

When In Rome

by Lissette Aguila

My dream, ever since I first traveled to Rome and later saw my sisters studying abroad in different parts of the world, was to return to Italy and study here. The final spring semester before I graduate, and here I am, in the heart of Rome. Studying abroad for a semester in Europe has allowed me the great privilege of being a plane ride away from London, Amsterdam, Barcelona, and other cities with mountains to climb and sights to see. I have enjoyed and appreciated the time I have spent abroad. I have learned so much about who I am, what I like, and most importantly, who I want to go on adventures with. When I first got to Rome I was a bit nervous, but excited. It was finally time to go out in the world and meet new people. I was completely alone and it was terrifying being so far away from home. If you



are anything like me, you would have cried yourself to sleep, thinking of your family, and wishing you were home. You would have stayed in bed for a whole weekend, only getting up to make lunch, dinner, and a snack because although you are in Rome, you also do not know what to make of this new way of living. But when you are ready to finally experience new sights and taste new foods, you are taken aback with the beauty and flavor that fill the wide and narrow streets and roads of Italy, and all of Europe, really. You enjoy walking on the cobblestone roads, smelling fresh bread baking in pizzerias, and listening to the Italian language you do not fully understand. It is not utterly terrifying to get lost during the daytime, when you can bask in the sun, but then again, it is also more beautiful to walk around the Coliseum with a full moon shining brighter than the stars. When in Rome I have come to realize that the best things in life take a lot of courage, and more than anything, passion. I have wanted to travel in Europe from the very first time I visited Rome. I never thought I would tour alone but I have found myself having amazing solo adventures that I will never forget. I have wanted to see this side of the world and I am here, relishing every fleeting moment. Last semester I wrote an entry encouraging people, "scala le montagne." (climb mountains) and last weekend, I did just that; I climbed a hill called Mountjuic in Barcelona, Catalonia, Spain. I stood on top of that hill overlooking the city and the Mediterranean Sea as far as my eyes could see. It was breathtaking and beautiful. I just hope to return someday with family who will fall in love with the city as much as I have. Studying abroad anywhere in the world is an adventure that can be both challenging and terrifying at times, but that is what it means to climb mountains and accomplish our dreams. Regardless of where we are now, if we could be anywhere in the world, wouldn't you want to do like the Romans and be in Rome?

Back for the Future: CLS Student Graduate School Bound

By Johnathan Martinez



As a first-generation Latino student, to graduate from the University of Wisconsin-Madison was one of the greatest honors I could have achieved. After graduating, it was difficult adjusting to life after school as I search for a career path for myself. I was fortunate to find a position as a Case Manager at Covenant House-New York, an organization that provides shelter, food, and immediate crisis care to homeless and runaway youth, which helped guide me to my true passion. As a Case Manager, I worked with youth from diverse backgrounds and assisted them in creating historic assessments, developing and implementing an integrated housing plan while addressing their immediate needs. I worked with varied youth with a history of mental illness, substance abuse, trafficking, criminal background or immigration status, which influenced the type plan that was created. While working with Covenant House, I realized how many of my clients were raised from a similar environment and community as mine. Many of our youth were raised in

the low-income neighborhoods of Brooklyn and Bronx, New York. Our youths were forced to face many obstacles and barriers that hindered their path towards success. While working with these youths, I realized that this is the community that I felt passionate to work with, which motivated me to go back to school and study Counseling Psychology at UW-Madison. I will begin my program in Fall 2015. A master's degree in counseling will allow me to professionally develop and practice my abilities to serve and guide multicultural societies and work in my community.

2014-2015 Jesus Salas Academic Activist Scholarship Karina Ovalle

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.

This year, the Jesus Salas Academic Activist Scholarship was awarded to Karina Ramos. Karina has been actively involved with the UW-Campus since she was in high school. The summer before her senior year, Karina was a member of the PEOPLE program. For her project she conducted an extensive literature search on Latina/o undergraduates' educational experiences under the direction of Dr. Alberta M. Gloria, a CLS faculty affiliate and member of the Department of Counseling Psychology. Now on campus, she continues to conduct research as she works with Dr. Carmen Valdez on the *Fortalezas Familiares* team. This research provides a community intervention with Latina/o families.

Karina is active with Latina/o student organizations that empower others who seek to give back to the

Latina/o community. For instance, she is a member

and Events Coordinator for the *Movimiento Estudiantil Chican@ de Atzlán* (MEChA) and a member of the Educated Leading Ladies Association

(ELLA). As part of her *Espiritualidad y Lenguaje* (CLS530), she provided community service with *La Clinica Latina*, a component of Journey Mental Health which is a non-profit community mental health center serving the needs of diverse clients. In this role, she translated for monolingual Spanish speakers, informing them of the clinic layout, making home calls, and assisting clients to feel welcome at the clinic. Her services were of great assistance as there are few Latina/os who hold positions at the clinic.

The Jesus Salas Academic Activist Scholarship is open to all under-

graduate 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. Each year the scholarship is

made possible through the generous support of Jesus Salas and the Chican@ and Latin@ Studies Program.



CLS Student Resources



Dolores Huerta and Cesar Chavez Community Room ~ CLS Academic Resource Center: The Academic Resource Center is a colorful place where to relax, do homework, or simply meet with other CLS students. The ARC offers computers with internet access, free 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.

Chican@ Latin@ Studies Library: The CLS Library is a new addition to our program, 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. Books may be checked out for one week. DVD videos may be checked out for one week by faculty or two days by students.

CLS Graduate Students

La experiencia de una estudiante Latina: The Importance of Belonging

by Mary Dueñas

As a first-generation college student from Pasadena, California, my thoughts of attending a tier-one research institution were beyond my dreams. As I got older, I realized how little I knew about navigating and succeeding in the educational system. With the support of my parents, peers, and mentors, I continued my educational journey as a graduate student in the Department of Counseling Psychology at the University of Wisconsin-Madison. As a Master's student, I have found a personal interest in conducting research that will benefit Latina/o communities.

It was through my own educational experiences that I became interested in working with and understanding students' processes and understanding of belonging and maturing as it relates to academic persistence at four-year academic institutions. Under the guidance and supervision of Professor Alberta M. Gloria, the CLS Director and Professor in the Department of Counseling Psychology, I am conducting research on how Latina/o undergraduates feel they belong and are valued on university campuses. By adapting the Psychosociocultural framework (Castellanos & Gloria, 2007; Gloria & Rodriguez, 2000), an approach that emphasizes the importance of self-beliefs, connections, and cultural processes, we aim to understand Latina/o educational experiences when they do not have the necessary resources to succeed at their institutions. The study's findings evidence the critical role of students' having a sense of connection and belonging as they feel that they matter at the university. The results clearly direct how student service personnel, faculty, and university programming need to emphasize academic and social connections as part of their work to ensure that Latina/o students feel that they belong and matter. Our hope is that these institutional changes will help Latina/o students feel like they matter, and in turn, help them have a greater connection to the university so that they will persist in their educational studies.



Mary and Jeanett Castellanos

As a recent attendee of the National Latina/o Psychological Association (NLPA) Conference, I was extremely excited to meet and hear nationally-renowned Latina/o scholars present their research work on different Latina/o communities. This memorable experience allowed me to connect with students and faculty members by learning about the multiple topics that contribute to the successes of various Latina/o communities. I learned that the key to being an effective leader is to know and understand the needs of our diverse Latina/o communities. Attending the different workshops helped me to recognize the importance of being an advocate for those who often do not



Mary and Patricia Arredondo, Past NLPA President

have a voice. Listening to the keynote

speakers discuss issues related to DREAMers, immigration, and social justice confirmed my commitment to working with Latina/o communities. One of my goals is to work with college students and empower them to be academically successful. As a part of the Latina/o community at UW-Madison, I want to support undergraduates' post-baccalaureate success. For example, I help motivate students to accomplish their goals by offering my time to talk to those who want to attain a graduate degree. Most recently, I served as a representative for my home department at a Graduate School fair. I talked with several Latina/o students among others who shared a similar passion to help their communities. Lending support that they too belong in higher education was a critical experience in working to advance Latina/o into graduate education. Another goal of mine is to be an academic mentor for the Latina/o student community at UW-Madison. I am strongly tied to my Central American roots and I see myself working with first-generation, underrepresented college students. I am excited for what the future will bring!



CLS Graduate Students Social Justice Research Community Building

by Laura P. Minero

The A.N.D.A.L.E. (Advancing, Nurturing, Developing, Achieving Latina/os in Education) Research Team, which is housed in the Department of Counseling Psychology, hosted a workshop titled, "Involvement in and Development of Social Justice Oriented Research Agendas" in February. The workshop provided guidance, resources, and space for undergraduate and graduate students to engage in dialogue about how one could develop social justice oriented research endeavors. Members of the A.N.D.A.L.E. team reflected and shared the knowledge and experiences they gained after having attended the National Latina/o Psychological Association Biennial Conference, which took place in October of last year in Albuquerque, New Mexico. This provided a forum in which participants engaged in a sharing of personal narratives and experiences. Participants shared their personal journeys in pursuing higher education as first generation Latina/o students and explored how their personal narratives have contributed to their pursuit of careers, research endeavors and volunteer activities that have social justice oriented directions. Workshop participants indicated feeling validated by engaging in this form of story-telling and making meaning of their life experiences. Participants shared how specific events along with how values of *familismo* have motivated them to pursue their goals and emphasized the responsibility they felt to continuously give back to their communities, remember where they came from, and honor their parent's sacrifices. Although it was clear that these conversations rarely occur, they hold great significance for Latina/o students and point to the need for space on campus where these conversations can occur on a regular basis. Support for the A.N.D.A.L.E. team to travel to the conference in New Mexico was in part funded through the Office of the Vice Provost and Chief Diversity Officer / Division of Diversity, Equity, & Educational Advancement.



Nancy Herrera, Mary Dueñas, Alyssa Ramirez-Stege, Arellys Aguinaga, Laura P. Minero, Marla Delgado-Guerrero, and Elizabeth Martinez Martinez.

Chican@ and Latin@ Studies Program: Learning Goals for a Community of Excellence

Chican@ and Latin@ Studies program proudly implements the following learning goals in our classes and academic programming:

- Become familiar with contemporary expressions, situations and theoretical explanations about Chican@s and Latin@s, as individuals and as a group, to social, political, economic, media, and educational institutions and public policies.
- Develop an understanding of how the differences and commonalities (culture, indigeneity, Diaspora, national origin, migration and immigration, citizenship, phenotype, gender, sexual orientation, sexuality, language, geography, economics, and worldviews and values) shape the intersecting experiences and tensions within and across Chican@ and Latin@ populations.
- Develop an understanding of how the sociocontextual, sociocultural, and sociopolitical histories of Chican@s and Latin@s in relation to the development of the United States as a nation and the role of this relationship in shaping the racialization, social stratification, and oppressions of these populations.
- Understand the historical and contemporary contributions of Chican@s and Latin@s to artistic, cultural, social, labor, educational, and political activism across local, national, and global contexts.
- Become familiar with how to analyze, critique, and interpret theory and research on and for Chican@ and Latin@ populations.
- Engage in experiential based learning and/or applied action based research to bridge theory, action, and community service with Chican@ and Latin@ populations.

CLS Summer & Fall 2015 Courses

Course	Topic	Time	Professor	Brief Description
CLS 201	Introduction to Chican@/Latin@ Studies Enrollment Cap: 40	9:30 - 10:45 am T & Th 120 Ingraham Hall	Armando Ibarra	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 330	Afro Cuban Music-Roots to Jazz and Hip Hop Enrollment Cap: 25	3:30 – 6:00 pm T 2441 Humanities	Johannes Peter Wallmann & Juan de Marcos Gonzales	The 3 credit course focuses on learning about the development of Afro-Cuban music and emergence of Cuban Hip Hop from the legendary musician, composer and producer Juan de Marcos Gonzalez. Students may also enroll for an optional 1 credit music production and recording section.
CLS 461	The American West to 1850 Cross-listed -History Enrollment Cap: 126	8:00 – 9:15 am T & Th 1121 Humanities	Susan Johnson	North American frontiers through the period of the Mexican War. Major Indian cultures of North America; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the United States through 1850. Prereq> So st
CLS 530	Chican@ Movements: Inquiry engagement with queer and feminist Chican@	7:30—9:30 pm T L135 Education Building	Karma Chavez	This course will investigate Chican@ movements from the perspective of feminists and queer people. Discussions will address what is known as The Chicano Movement in the United States, but the majority of the shared inquiry will be an engagement with queer and feminist Chican@ writings about and from the movement efforts.
CLS 699	Directed Study			Credits for self- directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member
CLS Equivalency/DARS Exception				
HDFS 474	Racial Ethnic Families in the U.S. Enrollment : Permission from Instructor	6:00 - 7:15 pm T & Th 2235 Nicholas Hall	Lynet Uttal	This course will examines the diversity of family life and human development across and within racial ethnic groups in the United States as shaped by race, ethnicity, culture, biculturalism, and the social contexts of history, economics, immigration, and socio-political conditions.
PoliSci 442	Latino History and Politics	8:00 - 9:15 pm T L135 Education Building	Benjamin Marquez & Francisco Scarano	Students will examine the historical, social, political, economic, and cultural experiences and conditions of Latinos, the second largest US racial/ethnic minority group. The course will focus on people who trace their origins to Mexico, the Caribbean, and other countries of Latin America.

CLS Classes for Summer 2015

CLS 330	Oral History, Methods and Fieldwork Enrollment: 25	10:30am -12:30 pm T, W & Th 2231 Humanities	Tess Arenas	Students will engage in the process of research in gaining the narratives of keys individuals who advanced the Chican@ and Latin@ movements.
CLS 347	Race, Ethnicity & the Media Enrollment: 35	1:10 - 3:40 pm M,T,W & Th 4008 Vilas Hall	Anthony Tran	This course will provide 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.

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
CLS Graduate Minor

May 2015

Valedictorian

Edith A. Flores

Salutatorian

Nicole Cancel

December 2014 Graduates

Marisa Aronson, B. A.
Spanish

Alberto Cuevas, B. A.
Latin American, Caribbean, and
Iberian Studies

Abigail Valero, B. A.
English

Alexis Wills, B. A.
Spanish

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.

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Giving Back: Supporting the Future of CLS

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



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

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!