

# REGENERACIÓN

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



WISCONSIN  
UNIVERSITY OF WISCONSIN-MADISON

## A Note From the Director

By Ben Marquez



This semester has been disturbing for students of color. A number of well publicized racist incidents occurring on campus brought the long standing problem racial discrimination into the open. Students were assaulted in university dorms and had racist notes slipped under their doors. Anti-Semitic graffiti was sprayed painted on nearby buildings, Native Americans were ridiculed with “war cry sounds” during an on campus ceremony, and, in the most explosive incident of them all, a black student pulled out of a classroom by the university police. Students have been told by people passing them on the street to go back to Mexico or China. They are sometimes asked which country they come from or have their academic qualifications questioned.

During counseling sessions, the Chican@/Latin@ Studies advisor hears many accounts of insults and aggressive behavior aimed against our students. In short, people of color at the University of Wisconsin work and study in a hostile atmosphere.

In response to the outcry generated by these events, University of Wisconsin Chancellor Rebecca Blank issued an open call for proposals to deal with the crisis. Over one hundred proposals were submitted. Among them was an initiative written by faculty from the Chican@/Latin@ Studies, Asian American Studies, Native American Studies and the Afro American Studies Department. It was a call to invest in the teaching and service mission of the university’s ethnic studies programs. I also submitted a proposal calling for a special allocation of funds to boost Latino Studies on this campus and lay the groundwork for the creation of a world class Chican@/Latin@ Studies *Center* or *Department*. Adequate funding for the Chican@/Latin@ Studies Program will make a difference in the lives of our students. Our mission is to find creative ways to serve and educate the student body and we have leveraged our scarce resources to meet those goals. From an intellectual standpoint, the dramatic growth of the Latino population over the past thirty years merits extensive research and incorporation of new knowledge into the curriculum. Yet, in spite of these compelling needs, the opposite has occurred. The Chican@/Latin@ Studies Program’s funding for student services, student help, staff support and faculty appointments has dropped to a historic low. It is a shocking state of affairs especially in the light of the University of Wisconsin’s stated commitment to equity and diversity. **(Continued on page 11)**



## Chican@ & Latin@ Studies Faculty

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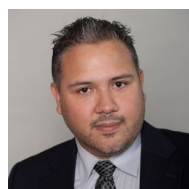
## Faculty News & Achievements



**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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- ◆ Martin Brubaker
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- ◆ Rachelle Eilers
- ◆ Jesus Galvan
- ◆ Mary Louise Gomez
- ◆ Dominic Ledesma Perzichilli
- ◆ Kyle Martinez
- ◆ Ben Marquez
- ◆ Jasmine Sanchez
- ◆ Revel Sims

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**For future issues of**  
*Regeneración*

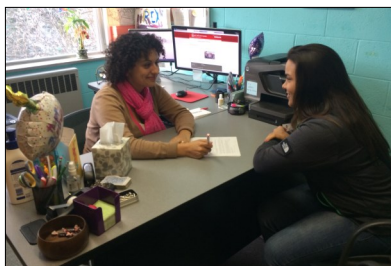
Alumni, please send us news and updates about yourself, and reflections of your experience in the CLS program.

Send your information to:  
[chicla@letsci.wisc.edu](mailto:chicla@letsci.wisc.edu)

## Note from CLS Advisor

By Rachelle Eilers

This academic year has been a mix of emotions, due in part to the current climate at UW and the growth of the certificate program. First I will begin with the good news. Since last year this time the certificate has grown over 100%. I attribute this growth to the need for students to find a home and a safe haven where they can learn about themselves, their history, and meet others who are along the same journey. I also contribute the growth to the Community Gatherings, which are our weekly luncheons which bring students together over a meal and good conversation. Our offices are unique in that students can come as they are to seek refuge from their sources of tension and find solace.



As we all know. This year at UW was a tough one for many reasons. Acts of hate and discrimination occurred more times than I feel comfortable saying. There were student-led protests and walk-outs in support of the awareness to the hostile campus climate. CLS students proudly stood their ground as they took part in the "Real UW Campaign." The Campaign was managed by students in CLS 530 (Latin@ Urbanism) and it was a visual display of the macroaggressions students received while at UW. Students were interviewed by the Badger Herald, Channel3000 News and Wisconsin Public Radio. Their work can be viewed at [Facebook.com/UWvisualcampaign](https://www.facebook.com/UWvisualcampaign).

The last part of this essay is dedicated to one of our faculty members, Dr. Karma Chavez. Dr. Chavez was an integral part of the CLS community. She frequently attend the Community Gatherings and spoke at the about her activism on and off campus. She was heavily involved with Young Gifted and Black Collation, LGBT Books to Prisoners, as well as a supporter of the Real UW Campaign. She took every opportunity she saw to mentor students. One semester stands out because she noticed there was a lack of CLS course offerings, she so created a new class. I am sad to say she will be leaving us beginning in fall. CLS is blessed to have had her for as long as we did and we hope that UT-Austin takes care of her well. You will be missed Dr. Chavez!



MollyJo, Rachelle & Monica

### 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@letsci.wisc.edu](mailto:cls_journal@letsci.wisc.edu).



## CLS Affiliate Faculty

### Dr. Karma R. Chávez



Parting is always bittersweet, even when the bitterness is more palpable than the sweetness. I'd be lying if I said I didn't have a strong bitter taste in my mouth as I look toward my departure for the University of Texas-Austin, after dealing with so many struggles and crises at the UW over the past six years. I arrived in the summer of 2010, on the precipice of Scott Walker's election to the governor's office, and with no sense of what I would see change so rapidly in the years to come. I experienced the progressive Wisconsin that people spoke so highly of, where people walk faster and taller on campus, for only a moment. And then it was immediately into the struggle—the battles for public education, for public unions, for tenure and shared governance, and for ethnic studies and against institutional racism, jails and policing, extreme right wing agendas, and the myth of Madison as a progressive oasis.

That idea of Madison as a progressive oasis was also only ever a myth, a myth that worked really well for the privileged white, middle-upper-class, heterosexual folks in Madison and on UW's campus. For the rest of us, we served as the other upon which that progressive idea rested. We received nominal inclusion in order to show the multicultural nature of the idea, but if we spoke too loudly, asked for too much, or called attention to the function we served, we were met with resistance, hostility, or maybe even worse, polite head nods in agreement only to fade away into further inaction after a conversation demanding more.

This has been a frustrating place. When I arrived, I looked at the numbers, and out of more than 2000 faculty on campus, I was one of about 30 Latinas. And we're isolated in various departments on campus where we are the only one, or maybe one of a couple. People of color enter and exit from here using a proverbial revolving door, as mostly white administrators shake their heads and wonder why we don't love it here as much as they do. In some ways, UW is not unique, people of color, especially women of color are burdened with more formal and informal service than their white and male colleagues, lifted up only as examples for photo ops, and held to standards that don't quite fit their experiences or epistemologies. But in other ways, this place is unique. The progressive form of racism that characterizes UW and the city of Madison is often much harder to penetrate than other kinds of racism. When people think they get it, even as they live in the city with the worst racial disparities in the country, that makes it hard for true change to even be considered.



Dr. Chávez & Dr. Marquez

With real tenure protections, I was eagerly pouring my heart into Madison and UW to try to intervene in the particular brand of racism that plagues this place. With or without those protections, I was devoted to the students in Chican@ and Latin@ Studies, and in fact, I asked the UW for some modest financial support for CLS as part of its retention offer for me, a request that was not granted. With the end of tenure protections, an ongoing refusal to support ethnic studies, and some major changes in my personal life, when I was given the opportunity to try something else, I had to take it.



Dr. Chávez & MollyJo

I don't entirely know what to make of my decision to depart right now. In some ways, it is how the academic job market works—the exciting job I was offered this year wouldn't be around next year or the following, so the option was now or maybe never. The conditions at UW certainly made the decision a lot easier. Yet, I feel bad leaving in the midst of the struggle, and I don't want my departure to be viewed as a normative standard to which I am holding others that remain. Good people in the struggle must remain. This is especially true for people of color and allies who will continue to challenge racism and support students of color. And I am hoping that the administration's recent gestures to shift the structures that keep ethnic studies stagnant on campus will continue—gestures that have only come through years of struggle against and attention toward ongoing racism on campus. I am hoping for the best for you who remain at UW. And I will face my own new struggles at UT. One thing is for sure: I have grown immensely from my relationships with CLS faculty, staff and students, and I will miss you all very much.

## CLS Affiliate Faculty

### Dr. Mary Louise Gomez

Mary Louise Gomez is Professor of Literacy Studies and Teacher Education in the Department of Curriculum & Instruction. She earned a bachelor's degree in Political Science and a master's degree in literacy education with teacher certification from the University of Vermont. She earned her doctorate at UW-Madison. Mary Louise conducted post-doctoral studies at Michigan State University where she worked on a large national research project concerning teacher education.

Returning to UW-Madison, she began studying her own teacher education practices of educating prospective elementary teachers for social justice. Initially, she studied how White, European American teachers enacted teaching for social justice, and more recently has been studying how Latino/a prospective teachers experience their teacher education, learning in cohorts of majority White peers. Currently, she is working on several projects and texts. These include a chapter for the International Handbook of Teacher Education; a paper concerning how teachers are depicted in novels for young adult readers, and a paper focusing on how a biracial university student and her peer, who is the child of immigrants, experienced and thought about their service learning with youth of color from low-income families.



She teaches a large undergraduate course, 240 Critical Aspects of Teaching, Learning, and Education, and graduate courses focused on narrative inquiry and life history as qualitative methodologies. She also leads a cohort group of students in the Middle Childhood through Early Adolescence Content-Focused teacher education program, and co-leads another group in the Dual Certification program in Elementary Education and Special Education. She is the university liaison to Schenk Elementary School, and Whitehorse Middle School in Madison where she places many practicum and student teachers. She also directs a teacher education program (called Professional Accelerated Licensure or PAL) aimed at preparing adults who work in the Madison and Verona, Wisconsin schools as teacher aides or bilingual resource specialists to become certified teachers.

For many years, Mary Louise served on the board of Kanopy Dance, where her daughter studied and danced in their modern company. More recently, her service has revolved around work for the university, including the Bouchet Scholarship Committee, the Graduate Program Academic Planning Council, the Graduate Program Executive Committee, Chair of Elementary Education, and Chair of the Coordinating Council of Professionals in Education.

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Examples of her scholarly work are below:

- Gomez, M. L., Johnson Lachuk, A., & Powell, S. N. (2015). The interplay between service learning and the ideological becoming of aspiring educators who are marked as different. *Teaching and Teacher Education*, 47, 162-172.
- Gomez, M. L., Ocasio, K., Johnson, Lachuk, A. & Powell, S. N. (2015). "The "battlefield": life histories of two higher education staff members of color." *Urban Review*, 47, 676-695.
- Gomez, M. L., Carlson, J. R., Foubert, J., & Powell, S. N. (2014). "It's not them; it's me: Contradictions in aspiring teachers' consciousness. *Teaching Education* 25(3) 334-347.
- Gomez, M. L. (2014). Examining discourses of an aspiring teacher of color in the figured world of schooling. *Teacher Education Quarterly* 41(1), 45-62.
- Johnson Lachuk, A. S., Gomez, M. L., & Powell, S. N. (2014). What does it mean to be the "pride of Pinesville?:" Opportunities facilitated and constrained. In K. Bhopal & U. Maylor (Eds.) *Educational inequalities: Difference and diversity in schools and higher education* (pp. 193-211). New York: Routledge.
- Gomez, M. L. & Johnson Lachuk, A. (2013). The ideological becoming of international graduate assistants in a United States university. *Revista Interuniversitaria de Formación del Profesorado*, 15 (4).
- Gomez, M.L., Khurshid, A., & Freitag, M. B., & Johnson Lachuk, A. S. (2012). Every day racial microaggressions in graduate students' lives: How they operate and their consequences. *Teaching and Teacher Education*, 27, 1189-1199.
- Gomez, M.L., Rodriguez, T.L., & Agosto, V. (2008). Who are Latino prospective teachers and what do they bring to US schools? *Race, Ethnicity, and Education* 11(3), 267-283.

## CLS Affiliate Faculty

### Dr. Revel Sims

When I was asked to write a short piece introducing myself, I struggled a little with what to write. So rather than devoting time and space to certain personal qualities and anecdotes, I find it much easier, and in many ways more important, to situate myself within a context. For me, my foundational context was growing up in north-east Los Angeles during the pivotal decade of the 1990s. For many young *angelinos* like myself, this was a difficult period, a rude awakening of sorts, that introduced me to what politics meant and helped shaped my world view.

The 1990s began with a prolonged economic downturn that was fueled by plant closings and layoffs in LA's large manufacturing sector. The economic stress resulted in an increase in poverty and unemployment that hit the larger LA region particularly hard relative to other cities in the country. The context was exacerbated by an explosion of urban unrest following the acquittal of the four police officers involved in the brutal beating of an African American man in 1992. Two years later, in 1994, when the city was still trying to articulate a collective understanding of what had happened we were hit with a new type of legislation targeted at the state's growing Latin@ population. In that year, California Governor Pete Wilson helped pass Proposition 187 which was intended to establish state-run citizenship screening in order to deny undocumented people basic public services like health care and education. And then in 1996, voters passed Proposition 209—deceptively titled the Californian Civil Rights Initiative—which ended affirmative action policies through an amendment to the state constitution.

In search of understanding and transformation, many of us began to take sides on the important events happening around us. We went to our first political marches such as the anti-Prop 187 march in October 1994 that drew more than 70,000 people and was, at that time, the largest demonstration in the city's history. We became inspired by the example of the Zapatistas who sought to 'create a world where many worlds fit.' And we set out to change our own world through new organizing models such as the Bus Riders Union that opened up what community and labor organizing could look like.

All in all, it was a bewildering period that marked what it meant to be an *angelino*. However, by the end of the decade a new type of urban transformation began to take root which many of us were unprepared for. Thus, while a lot of focus was directed at the ballot and questions of representation, gentrification began to disrupt many communities from the ground up. Rents increased, home values soared, and people began to move or be displaced. In the process, many low-income communities of color were transformed and the political bases that had historically supported progressive community activism gradually began to be eroded. **(Continued page 11)**



*CLS Faculty/ Staff love receiving updates from our CLS alumni,  
below is a short piece we receive from our very own Emily Buss, a graduate from our program!*

I am a Chican@/Latin@ Studies Certificate Alumna from Spring 2014, and I wanted to share with the program that I was recently selected for a Fulbright English Teaching Assistantship to Mexico for the 2016-2017 academic year.

My motivations for selecting Mexico and what I shared in my application essays were largely influenced by the topics and themes covered in the courses I took within the CLS program. I want to thank you all for supporting and working for such an important program within the UW-Madison. What I learned in CLS courses without a doubt prepared me for the work I do today (adult ESL in Austin, TX) and will be doing in Mexico.



## Spotlight on CLS Students

### Reclaiming Voices

by Martin Brubaker



In the 1920's my great uncle, Valentin Campa, worked as machinist and union representative on the Mexican Gulf Railroad, later as a soldier fighting for Pancho Villa, and eventually the president of the Mexican Communist party. His sister married my Great Grandfather, Manuel Antonio Romero, who served as the governor of Tabasco. They had three daughters, one of which became the first female agricultural extension agent in the state, the other, *mi abuela* Ninel Salcedo (Read Ninel backwards), was a teacher whose house served as a message relay point for revolutionaries in the El Salvadoran civil war, the other, strangely became a nun. My mother had my brother at the age of fifteen, and got her degree in archaeology at UNAM. She fought to keep indigenous artifacts in the communities they were excavated in. In essence, activism has been in my blood for generations.

Yet, in the United States my mother has never marched. In 2006, on the day of the Great American Boycott, I remember my mom coming home from work and reading *El Vocero* and crying out of joy and regret. She wanted to protest, but she didn't want to risk the life she had built in this country. Because she and my brother are not US citizens, and the pervasive fear that she and her son could be deported prevents her from engaging in a political matter that directly affects her. To think a hundred years of proud activist Mexicans could be silenced because of the fear of deportation is revolting to me. Because of my status as a citizen I will never experience that fear. My citizenship, my ability to march is a privilege that I am honored to have. Obviously my mother still worried, and she called to me that day to tell me "Ten cuidado miijo y wear that coat I bought you porque it's cold in Wisconsin." It's hard to describe the feeling I had that day, but I know it's a beautiful sight to see over 20,000 Latinos surrounding the Madison capitol. I honestly haven't seen that many Latinos in one place since the family favorite primo Jose had his confirmation. There is power in what occurred that day. From an academic standpoint social capital was gained as community was built that day. From a more personal perspective, for a day, Latinx people from around the state of Wisconsin gathered together and demonstrated to those who would undervalue our services that we are proud and powerful Latinxs. My mother did not build a new life in a foreign country in the hopes that her children would have a better life, so that people like Rep. John Spiros could take it away. In volatile times like these, silence is not an option for those of us with the ability to raise our voice.

For those that don't know AB450, which aimed to make sanctuary cities in Wisconsin illegal as well as allow permit police to inquire about and detain people based on their immigrant status died in the senate. SB 533 which would dismantle the county and city of Milwaukee program that provides IDs for those unable to obtain a state ID was signed by Scott Walker this morning. Thousands of people, who were once able to receive public benefits, and vote in local elections are no longer able to. Since I was a child, my mother used her wallet as her form of activism, she boycotted grapes, Walmart, and now *La Voces De La Frontera* has asked us to do the same. They have called on us to boycott Menard's, the largest donor to Scott Walker, and urge the City of Milwaukee to continue to create ID's despite this legislation.

## 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

### A march to the Capital

by Jasmine Sanchez



On March 14<sup>th</sup>, I decided to march to the capital along with thousands of others to protest for the new bills Wisconsin is trying to pass. The first bill is SB533, it enforces that every resident should get a local ID which is mainly directed to immigrants but it can affect the transgender community, the homeless, foster youth and those who do not have the money to purchase an ID (*Voces de La Frontera*). The second bill AB450 is a replica of AZ1070, which targets undocumented folks and allows for racial profiling. This bill allows police officers to stop you and ask for your documentation because their probable cause is the color of your skin.

Based on the Wisconsin Legislature page, if the person being attained “fails to comply” the officer can file to writ a mandamus which is a court form that can end up costing \$500-\$5,000. The files also have dehumanizing language such as calling undocumented folks immigrant aliens and many of the definitions are vague. It amazes me how these explicitly racist bills are being passed and are evidently targeting the Latino population.

At the march I felt adrenaline flowing when I saw the crowd getting bigger by the minute.

I went up the hill and I could see a sea of Latinos and it was beautiful. I had a bitter sweet feeling, I had never seen so many Latinos on campus but then thinking about why we were all standing there sadden me. As famous rapper J. Cole says in *Fire Squad*, “History seems to repeat itself and that’s just how it goes”, it seems as though we haven’t made much progress since the 60’s. Though it may seem draining to teach others about your culture and it’s not “our job” to do so, I still think it is very necessary in order to end the ignorance of others.

In order to make a progress and fight the system that we currently live in, the 99% of the working class needs to get together. We have seen in the past that change can happen when the minority groups reunite such as the revolution in China led by Mao. Many of the Latino students that I have met with on campus are anti-white and/or anti-black and I think this is counterproductive to the movement. We cannot play by the same rules that others do, I think we should be inclusive to everyone and accept those who want to be our allies. Our allies are the ones that can speak up for us when we aren’t present in spaces and educate those who are ignorant, because that’s when they will listen.

There have been a lot of discriminatory incidents on campus lately and a lot of the white students are feeling attacked by the students of color. We need to have conversations about race instead of avoiding it. It’s not that whites don’t experience macroaggression or have struggles they just don’t have to worry about their race. I think the first step is to be educated about what is happening around us even though it doesn’t affect us directly. We should all be allies because there might come a time when we will need someone’s support and no one will have your back.





## Spotlight on CLS Students

### CHILACSA

by Kyle Martinez & Jesus Galvan | Student Liaisons

#### CHILACSA MISSION

ChiLaCSA's first mission is giving the student body of the Chican@ and Latin@ Studies Program a voice within the program itself and the direction that it takes. Our second mission is to act as a powerful voice on the UW-Madison campus to promote the interests of CLS students in regards to education, policy, and legislation. Finally, our third mission is to make an effort in supporting diversity, inclusivity, and multiculturalism on campus. We plan on accomplishing this through the promotion of Chican@ and Latin@ culture, heritage, and traditions. We also aim to partner with other student organizations in an attempt to create a more unified and cohesive multicultural community on campus.

#### Student Liaison: Kyle Martinez

My name is Kyle Martinez, and I am a junior at the University of Wisconsin-Madison. I am studying Political Science with a certificate in Political Science and Chican@ and Latin@ Studies. My future goal as of right now is to gain a position in which I will be able to help students and promote inclusion, understanding, and multiculturalism at the university level.

I decided to join the ChiLaCSA leadership because I felt the need to give back to the CLS program and its student body, which have already given me so much since I became a certificate student. I wanted attain a position to help place a larger emphasis on the interests of CLS students and to promote Chican@ and Latin@ culture on the UW-Madison campus.

#### Student Liaison: Jesse Galvan

My name is Jesse Galvan, a fourth-year undergraduate majoring in Kinesiology with certificates in Chican@ and Latin@ Studies and Global Health. I hope to gain admission into physical therapy school after I graduate.

I wanted to become a ChiLaCSA student rep because I felt that in many regards, the timing was perfect for me to step up. Over these last 3 years, I've learned so much about societal issues, both at the individual level and the institutional level, and I am confident that ChiLaCSA will empower me to do meaningful work on this campus. I'm also grateful for the support I've gotten from the CLS program and community, and I see this as an opportunity to not only give back to CLS, but to help it grow.

#### LETTER OF RECOMMENDATION EVENT

ChiLaCSA's Letter of Recommendation event was first brought up by Professor Ben Marquez as a way to give CLS students—as well as any other students that wanted to attend—useful information on how to ask for and receive excellent and effective letters of recommendation from professors and other university staff. The event was a success, with Professor Marquez, Rachelle Eilers, and our student panel sharing tips and pointers on how to make great relationships with professors and staff, how and when to ask for a letter, and how to identify who would be a good choice to write one a letter of recommendation. Hosting the student panel was great, as they shared valuable experiences and advice with their fellow students. We hope to hold similar events in the future.



#### WHAT YOU'RE EXCITED FOR MOVING FORWARD

*Kyle:* I am most excited to be a part of further developing the Chican@ and Latin@ Studies Program to be an even more incredible academic program here at UW-Madison. I also look forward to participate in ChiLaCSA's efforts to promote our CLS certificate students' interests and Chican@ and Latin@ culture at UW-Madison.

*Jesse:* In a short amount of time with ChiLaCSA, I've learned a lot about the university from a structural and organizational standpoint. I am looking forward to devoting myself to being an advocate for the CLS program while also working to improve our institution in regards to the racial climate and our commitment to ethnic studies.

## CLS Alumni

### Non-guilty admissions from someone who chose “an easy major”

by Dominic James Ledesma Perzichilli

I grew up in the east metro area of St. Paul, Minnesota, and was no stranger to the dynamics of being educated as a Brown kid in a predominantly white community. I am the first of five siblings to attend a four-year university, which is a responsibility I take very seriously. My mom has a high school diploma and worked as a licensed daycare provider out of our home. My father, an immigrant from Ciudad Juárez, Mexico, who never finished primary school, spent the last 30 years of his career working as a set-up lead for injection mold machines at a water softener factory. After more than three decades in their respective careers, both of my parents retired last year. Needless to say, I am very proud of the example they set for my siblings and me.

As I work with other first-generation undergraduates who are also a part of the light blue collar class, I realize how higher education can still be a paradox; it is something that both keeps us in tune with our modest upbringings while at the same time separating us from them. Like some first-generation college students, I did not know what I wanted to study. The uncertainty was further complicated by the balancing act between what I thought I wanted to do with my education and what others thought I should do with my education. Reflecting back on this, I am reminded of two conversations I had with each of my parents at different points during college. Both conversations were memorable because they challenged me to think about what I wanted to take away from my undergraduate education at UW-Madison and how I wanted it to serve me in my life and career.

I was on the 2<sup>nd</sup> floor of College Library speaking with my mother and I remember telling her that I wanted to major in Spanish and Italian and pursue a certificate in Chicana/o and Latina/o Studies. When I told her this she asked me, “Okay, but don’t you need another major for getting a job like economics or something?” I understand what she meant and did not have an answer, so I flubbed through a response and tried to elude her point altogether.

Three and a half years later, degree in hand, I had a job offer from the National Security Agency to participate in their new Language Enhancement Program. At 22, it was a language major’s dream job because it trained you to be linguist and offered a secure future. When I told my dad he said, “That’s great man, now you’re set, just get in there and you’ll be able to retire with great benefits.” His response when I then told him that I was turning down the offer to move to Mexico to live, work, and study is perhaps a story for another time. To put it lightly, he did not think it was sensible alternative for my future and career.

As double language major and CLS certificate holder, I often got the “So what do you want to do with that?” question, which, despite innocuous intentions, always seemed to alienate my academic choices and call my judgement into question. I realize that my choice of majors and certificate was not a means to an end, but rather a means to a means. When I look back on my experiences in the classroom and beyond, here are a few ways my post-secondary education helped me become a better version of myself.

My majors and certificate gave me the courage to always trust my instincts and follow my heart. They taught me to focus on the learning moments and takeaways of each new experience. With this came the necessity of upholding an immovable sense of respect and empathy toward others, especially those whose experiences and perspectives differed from my own. My education taught me how to be a good ambassador and to pay close attention to the importance of communication in all its forms. Perhaps most importantly, my majors taught me to patiently seek the confidence that was often burrowed in the spaces where I felt most vulnerable. Formal study of the languages, art, history, politics, traditions, literature, identities, and belief systems of my community and other Brown communities was validating in its own right. My undergraduate education allowed me to explore the bounds of my own bicultural identity and equipped me the tools to express it with pride. This is what I took away from choosing to study what I wanted to study in college.

In closing, the words of one mentor come to mind, “Think about the job you want, but also think about the work you want to do. If you are committed to your goals, the job you seek will be the one that will allow you to do your work.” Still thinking about your intended area of academic interest or considering whether you should pursue a CLS certificate? Here is a thought: Pause and think critically about who you are and where you want to go, now and in the future. If you thrive from the challenge your academic interests provide you with, then you are on the right track.



## CLS Director (Continued from page 1)

There are no simple solutions to the problem of racism on campus and investing in the Chican@/Latin@ Studies Program is just a partial solution to a large and complex problem. Nevertheless, the University of Wisconsin administration can take positive steps right now to repair the damage inflicted on our students and make the university a better place for everyone. It is heartening that the Chancellor called on the university community for ideas. The question is how will she respond? I sincerely hope that new policies and priorities will be the end result. However, my hopes are tempered by the fact that, in the past, the University of Wisconsin has moved slowly, cautiously and sometimes reluctantly when grappling with equity and diversity issues. In my many years as a faculty member at the University of Wisconsin I have served on numerous committees created to study the problems facing students, staff, and faculty of color on campus. My colleagues and I invested considerable time and energy searching for solutions to the deep-seated problems facing targeted minorities only to see our recommendations watered down or ignored all together.

The reason that most of our recommendations did not become university policy is that they all cost money, the real measure of commitment. The most innovative ideas generated by these committees would require a restructuring of university priorities by making a budgeted commitment to the recruitment, retention and graduation of students in addition to hiring more minority faculty and staff. What the University of Wisconsin needs is a new set of priorities not another diversity plan. It is time to take up the challenge of equity and diversity by making those goals part of the university's overall mission to educate students and serve the people of Wisconsin. Adelante!

## Dr. Revel Sims (Continued from page 6)

Looking back, growing up in LA during this time gave me a lesson in the complexities of urbanization. One of the most important lessons I took from my experience is that cities are the central battlegrounds where the struggle between capital and community unfolds. The neighborhood that I call home, Glassell Park, is no longer the neighborhood I knew growing up. Much of what I study and teach attempts to deal with questions that are based in this experience: *How can we understand and measure displacement? How do people experience the city on an everyday level? How can rights be reconfigured to reflect those realities in ways that support justice?*

As I transition to Madison, this perspective has helped me understand my new reality. I am continually reminded that while the demographics are obviously different and the political and historical legacies are unique, similar battles between community and capital are being played out here as well. My CLS classes are often the first places where I learn about this. Through their stories and questioning, my students help me realize the importance of learning to appreciate the complexities of the Midwest in ways that I would not have come to on my own. I am grateful to them for this and hope that I will continue to be able to learn

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



## 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](mailto: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](mailto:icabrera@wisc.edu) and [ramirezstege@wisc.edu](mailto:ramirezstege@wisc.edu). Alyssa and Ivan are both first-generation college student and graduate students in the Department of Counseling Psychology.

## Fall 2016 Courses

Course	Topic	Time	Professor	Brief Description
<b>CLS 201</b>	Introduction to Chican@/Latin@ Studies	9:30 – 10:45 am T & Th  222 Ingraham	TBA	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.
<b>CLS 330</b>	Whiteness & Racial formations	2:30 – 3:45 pm T & Th  115 Ingraham	Revel Sims	The course will expose the social construction of whiteness in the U.S. from its origin in colonization to the contemporary period. A major focus of the class will be tracing the evolution of race, and through the lens of racial formation, introduce theories of about identity, citizenship and justice relevant to anti-racist praxis.
<b>CLS 347</b>	Race, Ethnicity, and the Media	2:30 – 3:45 pm M & W 6203 Social Science	Tony Tran	The course provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in U.S. films, entertainment, television and popular culture.
<b>CLS 461</b>	The American West to 1850	9:30 – 10:45 am T & Th  1310 Sterling Hall	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.
<b>CLS 464</b>	Mexican American Politics	4:00 – 5:15pm T&TH  53 Bascom Hall	Ben Marquez	This class examines the major problems and issues in Mexican-American politics since World War II. An emphasis will be placed on the ways in which race, class and culture have structured politics for the Mexican origin people. Prereq> Jr st & Poli Sci 104, 184 or 404 or intro courses in Chicano studies or intro courses in Afro-American studies or consent of instructor
<b>CLS 470</b>	Socio-demographic Analysis of Mexican Migration	11:00 – 12:15 pm T & Th 6112-Social Sciences	Jenna Nobles	The class introduces students to the causes and consequences of Mexican Migration to the U.S. by looking at the history of Mexican-U.S. relationships; Mexican –American experience focusing on the immigration to the Midwest.
<b>CLS 530</b>	Latino Communities in Small Towns and Rural Areas, a Service Learning Course.	2:30 – 5:00 pm TH  231 Van Vleck	Armando Ibarra	This course extends service learning beyond Madison to outlying Latino Communities serving as a bridge course between the UW and the Chican@&Latin@ small towns and rural communities surrounding the City of Madison. The students will reach out to and contact Chican@ & Latin@ families in these areas who desire that their children attend the University of Wisconsin. The students will learn the basics of the social sciences literature on immigrant and generational incorporation, and students will deliver presentations based on findings from Professor Ibarra's study, Latino Wisconsin: Needs Assessment and Family Integration to Latino and Non- Latino audiences in community centers, public locations, and other spaces. Students will gain a richer understanding of Latino communities in outlying areas, become familiar with the incorporation literature, and learn the importance of providing service that is practical, research based and leads to stronger communities.
<b>CLS 699</b>	Directed Study	N/A	N/A	Credits for self- directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member

## Fall 2016 Courses

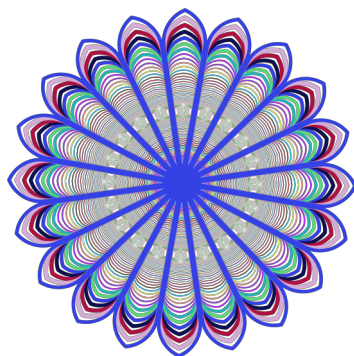
Course	Topic	Time	Professor	Brief Description
<b>C&amp;I 240</b>	Critical Aspects of Teaching, Schooling and Learning.	1:00 – 2:15 pm T  267 Teacher Ed Building	Mary Louise Gomez	This course is designed to actively explore diverse topics, issues, and trends related to the term broadly defined as education through classroom and community experiences. The course is focused on social justice-oriented responses to confronting various dilemmas, including racism and discrimination (based on race, class, gender, ability, language background and/or sexual orientation) through active participation and problem-solving in educational and community settings. Twenty-five hours of service learning are required.
<b>CLS 525/ LACIS 433</b>	Labor in Americas: The U.S. and Mexico in Comparative and Historical Perspective	TBA	Patrick Barrett	TBA



***Did you know!*** The addition of more faculty and students is great news for the future of the program. The more students we can graduate, the better the State of Wisconsin and more importantly, the nation, will be. CLS will have a hand in producing a more mindful and well-rounded individual. One who will approach graduate school, the workforce, and/or professional-school with knowledge regarding the fastest-growing minority population, Latin@s. Thank you for reading. On Wisconsin!

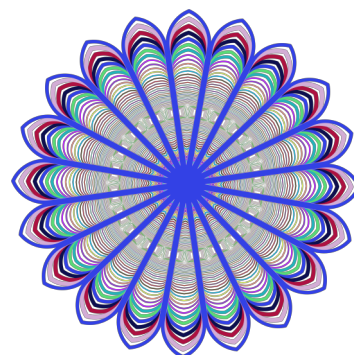
### ChiLaCSA — 411

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](mailto:bmarquez@wisc.edu).



#### Are you a CLS Alumnus?

Tell us what you are up to!  
Contact: Mary Dueñas at  
[cls\\_journal@letsci.wisc.edu](mailto:cls_journal@letsci.wisc.edu)





## Congratulations to our CLS Graduates!

### May 2016 Graduates

**Lisette Aguila, B.A.**  
Sociology

**Alexandra Arriaga, B.A.**  
Journalism & LACIS

**MollyJo Bautch, B.S.**  
Sociology

**Martin Brubaker, B.S.**  
Community & Environmental  
Sociology and Geography

**Maria Espino, B.S.**  
Community & Nonprofit  
Leadership & GWS

**Marcelo Heredia, B.S.**  
Community & Nonprofit  
Leadership

### May 2016 Graduates

**Eli Lynch, B.A.**  
Communication Arts

**Monica Madrigal, B.S.**  
Psychology & Spanish

**Rocio Perez, B.A.**  
Spanish

**Chinar Raul, B.S.**  
Biology

**Sergio Rodriguez, B.A.**  
Journalism

### May 2016

#### Valedictorian

**Monica Madrigal, B.S.**  
Psychology & Spanish

### May 2016

#### Salutatorian

**Chinar Raul, B.S.**  
Biology



## 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.

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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.

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: \_\_\_\_\_