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REGENERACIÓN

University of Wisconsin Madison

Chican@ & Latin@ Studies Program

A Note From the Director

By: Armando Ibarra

First and foremost, felicitades to our advisor **Rachelle E. Eilers** and family who welcomed baby **Raquel Grace** in 2018. It's great to see the CLS familia get a little bigger, and we're all looking forward to Rachelle's phased return this Spring. Many thanks to the CLS community for allowing me to serve in this role. I might not have followed this path without the encouragement of many in and outside of our campus community.

Like many of you, I bring a deep personal and work history with Chican@ & Latin@ Studies to the position. I look forward to addressing new challenges and opportunities as we continue to build and grow. This first semester, I have learned much about what it takes to run a program like ours and, as important, that there is still much to learn. Fall 2018 was busy for CLS and we have much good news to share. We continue to add new faculty, recruit new students, offer new courses, and raise our visibility in our campus and community. Our students, staff, and faculty are advancing CLS knowledge in multiple disciplines, conducting important community-based research, and joining the most pressing debates of our time.

This summer and fall, the Program led a successful faculty recruitment. **Almita A. Miranda** will join the Geography Department and the Chican@ & Latin@ Studies Program in Fall 2019. She and her family will move to Madison in August. Her first day will be August 19, 2019. Dr. Miranda comes to us from Northwestern University after a postdoctoral fellowship at Brown University's Center for the Study of Race and Ethnicity in America. If you saw her research presentation when she visited campus this past November, you share my sense that we can expect great things from our new colleague.



(Continues Page 14)

For future issues of *Regeneración*, we hope students and faculty will let us know about the amazing opportunities and programs you are a part of currently.

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

Send your information to:

Samantha Arroyo

sarroyo@wisc.edu

Chican@ & Latin@ Studies Program Faculty Fall Semester, 2018-2019

Falina Enriquez

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Revel Sims

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Juan E. Zalapa

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Chican@ & Latin@ Studies Program Instructors

Megan Bailon

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Fall & Summer 2018 Faculty Updates

Paola Hernandez began serving as director of the Center for Visual Cultures. The Center sponsors a yearlong speaker series and supports the interdisciplinary study of visual cultures on campus.

Mary Louise Gomez published an invited article titled “Critically reflecting on the discourses that guide our thinking, speaking, and actions: Developing a new literacy” in the *Journal of Language and Literacy*, as well as two co-authored articles with A.S. Lachuk in *Teaching Education* and *The European Educational Researcher*.

Armando Ibarra published *The Latino Question: Politics, Laboring Classes and the Next Left* with Pluto Press. His co-authors are Alfredo Carlos and Rodolfo D. Torres.

Michael Light was promoted to Associate Professor of Sociology. Prof. Light was the featured speaker at the CLS graduation ceremony in May 2018. His article, “Does Undocumented Immigration Increase Violent Crime?”, co-authored with Ty Miller, appeared in the journal *Criminology*. With Joey Miller, he also published “On the Weak Mortality Returns of the Prison Boom: Comparing Infant Mortality and Homicide in the Incarceration Ledger” in the *Journal of Health and Social Behavior*.

Benjamin Marquez spent a sabbatical semester as an Honorary Fellow at the Institute for Research on the Humanities, preparing his forthcoming book *Race, Philanthropy, and Identity: The Mexican American Legal Defense and Educational Fund*.



Rubén Medina's *Perros habitados por las voces del desierto: Selección, introducción y notas*, an anthology of poetry by leading figures in the infrarealist movement, was published in Chile.

Alfonso Morales (left, 3rd from right) testified before Congress over the summer about his USDA funded research at the “Agroecology Day on the Hill” at the invitation of the Union of Concerned Scientists.

Mariana Pacheco published “Learning and Becoming Writers: Meaning, Identity, and Epistemology in a Newsroom Community of Practice” in *Mind, Culture, and Activity*. For 2018-2019 she secured a School of Education Grand Challenges *Transform* Grant for a study titled “Socio-critical Literacy for Community Change and Equity: Participatory Action Research with Bilingual Hmong and Latino Youth with/out Disabilities.” Her co-PIs are **Taucia Gonzalez** and **Yang Sao Xiong**.

Chican@ & Latin@ Studies at UW-Madison: A Growing Community

By Samantha Arroyo



Greetings from the Chican@ & Latin@ Studies Program! If you want to see how fast our community is growing, just stop by the Community Gatherings. Every Thursday during the Spring and Fall, we host a lunch with a speaker for our students, faculty members, and community members. All guest speakers share information from their respective spaces and engage our students in conversations about campus resources and opportunities. This past Fall attendance has been strong, and speakers have come from all over campus and the wider community. During our Open House on October 4th, we were overwhelmed with joy when we saw how many students flooded the room. Not only is our CLS community growing, but the friendships, mentorships, and overall family of this program have been expanding

over the years. Maybe the word has been spreading about the great food. Lately we have had catering from El Pastor, La Taguara, and La Mestiza, all amazing restaurants here in Madison!

Of course, there's more going on with CLS than just the Gatherings. During the month of October, **ChiLaCSA** was able to host a *Día de los Muertos* sugar skull decorating event during our gathering. Students were able to honor their loved ones, learn about the history of *Día de los Muertos*, and come together for this holiday near and dear to the Latinx community. We love being able to celebrate culture and diversity whenever we can!

Members of **ChiLaCSA** also organized a Study Jam and other academic support activities during Finals Week and put a mighty effort into bringing students to meet with candidates for a CLS faculty position in November.

As a CLS alum of 2017, I am honored to be the Project Assistant for the academic year. It is always wonderful coming back to a place that helped you find not only yourself, but a community and family. During undergrad, the CLS gatherings helped me connect with people within my major, network with folks in the community, and find a space where I felt like I belonged. Navigating a predominately White institution can be difficult, but having a community to remind you where you come from is so important. As the CLS PA, I hope that I can help students continue finding and building community. I can't wait to continue watching our program flourish.



As the semester is wrapping up, we would like to take some time to thank all of our guest speakers for the semester. You help our programming expand, and we appreciate your time with us! **We'd also like to thank our amazing CLS student workers Michelle Concepcion and Jacqueline Concepcion Cruz and the volunteers who help set up. Your hard work does not go unnoticed, and we appreciate all that you do for CLS!**



Guest Speakers, Fall 18'

Jelani Rivera, Gender & Sexuality Center
Ketzally Lopez, CLS alum '18 and Centro Hispano Youth Program Coordinator
Dr. Consuelo Lopez, Dean & CLS Emerita Faculty and League of Women Voters

Jarrod Buckner, Morgridge Institute For Research
Kate Schachter, UW Campus Peace Corps Recruiter
Lindsey DeCarlo, School of Pharmacy
Alexis Steinbach, Center for Pre-Health Advising

Becoming a Mental Health Provider

By Desiray Stehofskey ('20)



My name is Desiray Stehofskey and I am a 4th-year double majoring in Psychology and Human Development and Family Studies with certificates in Global Health and Chican@ Latin@ studies. I am a first-generation Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) scholar from Milwaukee, Wisconsin. As a PEOPLE scholar, I had become accustomed to the UW-Madison campus as a freshman in high school. I always knew that I wanted to attend the university and that I would major in Psychology, but I assumed that I would work to attend medical school one day. I grew up with the idea of going to school to get the best job and make the most money to live a good life, and that is why I was going to be a doctor. However, many of the experiences on campus, from working for the PEOPLE program to working with youth abroad, have guided me on a different path. My goal now is to attend graduate school to obtain a Master's in counseling psychology and eventually work with the youth of Milwaukee.

Working for the PEOPLE program helped me find my passion in working with the youth of our communities. I have had the privilege of serving as a math and science tutor at La Follette high school as well as a Residential Mentor and a Lead Residential Mentor for the summer program. I learned that many of these youth like me are first generation college students from low income families. Like me, they need of mentorship. I have worked with and built many relationships that have allowed me to see these students grow from high school students to PEOPLE scholars here at UW-Madison and other colleges.

In addition, I had the pleasure of studying abroad in the summer of 2018 in Tanzania. There I worked with a program focused on sexual health and HIV/AIDS, talking to youth about healthy relationships, gender-based violence, and fight the stigmatization of HIV/AIDS. Although I struggled with a language barrier, this experience was amazingly rewarding as I developed relationships with the community and its leaders. I feel great knowing that we were able to use facts and conversations to work with the community and give young people tips and advice they could use even when we left. I will never for-



(Continued from Page 5)

These experiences made me realize that I didn't need to be a doctor to have an impact on people's lives. Since returning from Africa I started searching for other ways to make a difference for youth like me that have to find their own way. That is when I began to take a look into the many areas of my psychology degree and took my first counseling psychology class. From this I began to understand how important mental health is, how great the needs are, and how little many communities recognize them. Growing up as a Latina woman, I never heard people talk about mental health, and I didn't really understand it until I got to college.

I have learned that there are many ways to prevent mental health problems, and that people need to know the protective and risk factors for mental illness. I was fortunate enough to get past many obstacles of my life to get to where I am today, but the journey is different for every individual. This is why I hope to be able to get a Master's degree in counseling psychology and work with youth. I want to be able to help students find the resources they need without struggling because there wasn't someone that could guide them. Everyone deserves to have a chance to thrive.

In the past four years I have had to find my place and identity as scholar to learn what I would do with my life. It wasn't easy, but I found my path in the end. I hope that others know that they can find their passion at any point in life career and it's okay for that to change. I realized that I needed to find my passion in order to grow and be happy with my time spent in school.

Chican@ & Latin@ Studies Program Resources for Students

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

The ARC is a colorful place where you can relax, do homework, or simply gather to meet with other CLS students. The lounge offers access to computers with internet, printing, and snacks! An academic community and connection awaits you.

¡Allí nos vemos!

Academic Year Hours:

Monday-Friday

8:30am– 4:30pm

Closed Sat & Sun

Location:

338 W Ingraham Hall

Chican@ & Latin@ Studies Program Library

The Chican@ and Latin@ Studies Program Library was organized in 2005. The collection offers students and faculty access to books and videos related to Chican@ and Latin@ Studies. Our collection includes an ever-expanding number of books and movies. It also offers a quiet place for reading and study.

Academic Year Hours:

Monday-Friday

8:30am– 4:30pm.

Summer hours vary.

Location:

313 Ingraham Hall

P.A.S.O.S., (Promotores Académicos Sembrando, Orientando y Sobresaliendo / Academic Promoters Seeding, Orienting and Overcoming)

The PASOS mentorship program helps Chican@ and Latin@ students imagine the possibilities of attending graduate school. Intended for both students curious about graduate school and students who have decided to pursue graduate studies, the PASOS program fosters new ways for graduate students to mentor graduate and undergraduate students. Through individual and group mentoring activities, PASOS mentors answer questions about graduate studies and guide CLS students step-by-step through their application process. PASOS mentors volunteer their time to help establish networks of scholars who can guide undergraduate students through the educational pipeline, and coach them as they select careers that fit their goals and needs.

**For more information, contact
Mary Dueñas: duenas@wisc.edu**

Is there Life after CLS? ¡Seguro que sí!

By MollyJo Bautch ('16)



¡Saludos mi gente! I'm MollyJo, a 2016 CLS Graduate. After getting my Bachelor's degree, I decided to stick around Madison and pursue my Master's of Science in Educational Leadership & Policy Analysis focusing on higher education administration and student affairs work. I just graduated this past May 2018 and it feels great to be done. Hang in there scholars, you'll make it across that stage soon! After just a week of summer vacation I started my full-time position as a College Advisor with the PEOPLE Program.

Chican@ & Latin@ Studies was part of my academic family at UW-Madison. Since my freshman year of undergrad, I met people through CLS who gave me comfort in being my whole self and taught me the importance of a community. I will always remember the CLS advisor at the time, Frieda Zuckerberg, telling me as a new freshman "Molly, you've got to build community." CLS made it easy. Through, the Gatherings I built relationships with CLS faculty seamlessly and made friendships I'll have for a lifetime.

Life post-graduation is way different from college. Sometimes I feel as though I'm starting school all over again and majoring in "Adulting." It's not easy to balance a professional career, family, friends and self-care. College teaches you a lot but there's always more to learn. Since starting my professional role as a college advisor with the PEOPLE program, I've been thinking about my identity as a first-generation student and how that has influenced my career, and my role as a professional. I catch myself questioning what I know, what I should know but don't, questioning my abilities, wondering whether I'm asking the right questions, whether I'm doing enough or if I should be doing more. It's been a rollercoaster trying to navigate the world of work as a young Latina, but I think this is just part of the process, a part of learning, a part of growing. My CLS familia are the people I can count on for continuous support and encouragement, even as I become a professional in the field of student affairs.

As we go through these transitions, I think it's important to pass down information, both the good and the bad. Hearing each other's stories of successes and failures can reassure us about our own lives, and remind us that we aren't alone. Sharing can show us the light at the end of the tunnel, and empower us to continue the path we're on. As college juniors and seniors, we are sometimes too scared to want to know what life will be like for us once we cross that stage and move the tassel from right to left. I say we need to talk about what to expect, about the struggle of the job search. We need to hear how you can apply to 10 jobs, get interviews for all of them but not get an offer. We need to think about how to negotiate salary when the offer does come. And in particular we need to ask about healthcare – vision & dental (not always included!), retirement, maybe even life insurance. These are things I never really talked about with other people. Nobody sat me down and said, "Do this. Don't do that." I had to figure it out as I went along, and that's what I'm still doing.

I guess what I'm trying to say is that there's a learning curve after graduation. We're not going to get it on the first try, or the second, maybe not even the third, but we will get it. Our mistakes and experiences make us stronger and wiser. We should keep seeking resources, use our communities and ask questions of our friends and colleagues because no one person knows it all. Since CLS, I have always made it a priority to build community. Having people who respectfully challenge our growth can help us change the world and ourselves. I wouldn't be where I am today if I didn't have my community behind me. They are who I go to when I have questions, or need a little encouragement to keep going. My advice to you? Build your community. Ask questions. Seek and offer help. I'm here if you need anything.

CLS: From Certificate Student to Professional

By Monica Madrigal ('16)

This fall, I had the pleasure of joining the staff of the Rainbow Project as a Bilingual Child, Adult, and Family Therapist. In that role I provide therapeutic services for children 12 and younger and their families who've experienced or are at risk of experiencing trauma. As I begin my career, I find myself reflecting on my personal and academic journey. From a young age, I knew I wanted to join a helping profession because of my need to serve and care for others. Growing up I worked towards becoming a pediatrician because my limited knowledge of professions made me believe that was the only profession that would allow me to serve children. At the University of Wisconsin-Madison, my undergraduate experience put me on a new path as it granted me a wide array of opportunities, both professionally and personally.

People say your college years are a time for exploration, a time to "find yourself." It sounds like a cliché, but it was true for me. During college, I was able to solidify my passion for working with children and more specifically with the Latinx community. The Chican@ and Latin@ Studies program allowed me to acknowledge and more deeply learn about my Latinx culture. When you grow up in Milwaukee, the inequalities among ethnic and racial groups can be quite obvious, but the CLS courses truly allowed me to see how various injustices started and continue to exist. It gave me a fuller understanding of concepts that are too present in our communities such as systematic oppression, discrimination, and inequalities. With a clearer perspective of our society, I was motivated to work with individuals who are at a disadvantage in this country because of their race, gender, socioeconomic status, citizenship status, and language abilities. The CLS program empowered me to take action and use my privileges as a Latina in higher education to advocate for my community.

Simultaneously, I was drawn to the mental health professions and decided that I would advocate for my community through this field. Many in the Latinx community do not seek out mental health services because of the stigmas, language barriers, and lack of cultural understanding by providers. My biggest aspiration is to offer clients proper psychoeducation, a healthy lifestyle, and a sense of empowerment to face societal injustices. Through my Master's program in Counseling Psychology and my internship in the Outpatient Services Unit at Journey Mental Health Center, my professional identity began to emerge. As a bilingual, bicultural therapist I connected with my clients because we shared narratives, culture, and language. I also became involved with Fortalezas Familiares, a family-based research intervention at the University of Wisconsin-Madison under the supervision of Dr. Carmen Valdez. As a researcher, I received training on implementing a fifteen-week family intervention for Latinx families with a mother suffering from depression and became aware of the unique obstacles that arise when working with a familial unit and individuals of diverse backgrounds. I also co-facilitated a 14-week children's intervention in which I was able to provide psychoeducation around mental health needs, as well as coping and emotion regulation skills. Currently, I am developing and modifying training manuals and online modules for school staff and clinic practitioners from partner schools and mental health clinics in Madison and Milwaukee. These training materials will facilitate the implementation of the Fortalezas Familiares intervention in the partner schools.

My schooling made me a dedicated and socially responsible practitioner whose mission is to continue working with underserved communities through advocacy and by providing bilingual services. I believe that stability, safe spaces, and empathy are key ways to being able to work with a unique population of individuals. Thus, my goal is to use the skills I've gained to continue serving and learning from diverse individuals in order to become a well-informed and well-rounded clinician. It is my hope that others always remember where they came from, acknowledge their privilege in order to advocate for others, and most importantly, always take care of themselves before trying to care for others.



Chican@ & Latin@ Studies Undergraduate Certificate



The CLS Certificate is open to undergraduate students across the University. Certificate students produce scholarship and expressive culture that exemplifies the Wisconsin Idea: academic excellence, civic engagement, and diversity. The Certificate is 15 credits: CHI-CLA 201, one introductory class, and at least 9 credits of upper-division electives. CLS instructors offer a variety of classes in many disciplines. For a sample, see the course list on pp. 12-13 of this newsletter.

Want to learn more? Email Rachelle Eilers: reilers@wisc.edu
or stop by 307 Ingraham Hall weekdays

Publish in the Latinx Studies Journal *previously known as *Concientización**

*Latinx Studies Journal previously known as *Concientización** a student academic journal dedicated to promoting the study of Chican@ and Latin@ experience and thought. We are committed to creating alliances across boundaries of nation, race, ethnicity, gender, class, and sexuality. Submissions include essays, poems, and artwork related to Chican@/Latin@s in the United States. Latinx Studies Journal also gives students the opportunity to participate in the publication process as authors and editors.

If you have questions regarding the journal, please contact:
Samantha Arroyo: sarroyo@wisc.edu



CLS Community Gatherings

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

Follow us on Facebook:
<https://www.facebook.com/uwmadison.CLS>

Congratulations to our CLS Fall 2019 Graduates!



Kristen Johnson-Salazar

Bachelor of Arts in Communication Arts,
Certificates in Chican@ and Latin@ Studies,
Digital Cinema Production

Joshua Kather

Bachelor of Science in Geology & Geophysics,
Certificates in Chican@ and Latin@ Studies,
Environmental Studies (not pictured)

Esmeralda Tovar

Bachelor of Science in Mathematics,
Certificates in Chican@ and Latin@ Studies,
Environmental Studies

Cung King,

Bachelor of Arts in Psychology,
Certificate in Chican@ and Latin@ Studies

Spring 2018 Graduation



CLS Graduates and their families packed the Genetics/Biotech Center Auditorium for May's CLS Graduation.



CLS Graduate Luis Gonzalez a (BA Sociology/CLS Certificate, second from right) and his family at Graduation.

SPRING 2019 COURSES

| Course | Topic | Time | Instructor | Brief Description |
|---|---|--|-------------------|---|
| CLS 102 70869 (lect.) | Introduction to Comparative Ethnic Studies Cap: 189 | T & Th 1:20-2:10 Ingraham 19 Enroll through discussion section | TBA | Introduces students to a multicultural history of the US, focusing on each of the major ethnic groups. European Americans, African Americans, Native Americans, Chicano/as, Latino/as and Asian Americans. |
| CLS 152 73752 | American West since 1850 Cap: 144 | T & Th 9:30am -10:45am Humanities 1121 Enroll through discussion section | Susan Lee Johnson | The West as frontier and region since 1850. Indian-white and other interethnic relations; federal policies; the development of a resource-intensive economy, its environmental effects, and political conflicts accompanying it; and the ideology of the frontier in American culture. |
| CLS 201 66671 | Introduction to Chican@/ Latin@ Studies Cap: 40 | T & Th 9:30am -10:45am Ingraham 122 | Sarah Bruno | Introduces students to various interdisciplinary and transnational literatures on the study of Chican@s & Latin@s in the U.S. Offers a survey of scholarly literature, paradigms, theories, and debates within the field pertaining to the historical, economic, cultural, and sociopolitical dimensions of the experience of people of Latin American descent in what is now the United States. Themes will include migration, labor, civil rights, community development, education, gender and more. |
| CLS 201 68279 | Introduction to Chican@/ Latin@ Studies Cap: 40 | M W F 9:55am - 10:45am Ingraham 214 | Megan Bailon | |
| CLS 231 62285 (lect.) | Politics in Multi-Cultural Societies Cap: 100 | M W F 9:55am -10:45 am Ingraham 22 Enroll through discussion section | Benjamin Márquez | Examines Race, ethnicity, and religion as political factors; cultural pluralism, politics, and policy in the United States and selected other multi-cultural politics. |
| CLS 315 76704 | Racial Formation and Whiteness Cap:30 | T & Th 11:00 am - 12:15 pm Chamnberrlin 2104 | Revel Sims | Examines the construction of whiteness in the United States from the colonial period to the present with an eye to the ways in which Chicanx Latinx communities have engaged with whiteness. |
| CLS 330 70483 | Topics in CLS | M & W 4:00pm - 05:15pm Sterling 1339 | Sarah Bruno | Topic TBA |
| CLS 347 73541 | Race, Ethnicity & Media Cap: 80 | M & W 9:55am – 10:45am Enroll through discussion section Vilas 4070 | Lori Kido Lopez | Provides students with critical tools and understanding of the main topics of concern and debate in the study of race and ethnicity in US films, entertainment, television and popular culture |
| CLS 355 71379 | Labor in the Americas: The U.S. and Mexico Cap: 28 | T & Th 9:30am -10:45am Ingraham 224 | Patrick Barrett | Critically examines the history of labor and working people in the Americas, from the colonial era to the present, focusing the United States and Mexico. Slavery, industrialization, labor unrest, neoliberalism, migration, & the drug trade. Pre-Reqs: Sophomore standing |

SPRING 2019 COURSES

| | | | | |
|--------------------------------|---|---|----------------------------|---|
| CLS 443 73775 | Immigration, Crime & Enforcement Cap: 60 | M & W 5106 Soc Sci 2:30pm – 3:45pm | Michael Light | Engages historical and present-day debates surrounding immigration and crime. Emphases include: (1) theories of migration and criminal behavior; (2) immigration enforcement; (3) the use of criminal justice tools in border enforcement, and; (4) the experiences of living undocumented in the United States. Focus on Latin@ immigration and the U.S.-Mexico border. |
| CLS 467 75018 | US Latino Literature | T & Th 9:30am - 10:45am Van Hise 474 | Rubén Medina | Study of the literature of Latin@s in the United States: the representation of their experience in this country and the linguistic, cultural and formal singularity of their literature. Traces the development of Hispanic/Latin@ literature, its trends, the incorporation of newer Latin@ migrant communities in the US, question how the literature is defined, its poetics and present state. Intersectionality of ethnicity, class, gender, migration, sexuality, and literary forms. |
| CLS 525 74703 | Latin@ Mental Health Cap: 25 | M 10:00am - 1:00pm Educ Sci 218 | Ivan Cabrera & Mary Dueñas | Service-learning course. Trains students who aspire to one of the helping, health, or mental health professions and who currently work or who plan to serve Latin@ populations. Provides important frameworks for working with Latin@s, including cultural, spiritual, linguistic and historical features relevant to this population and applies knowledge in service-learning placements. |
| CLS 530 73640 | Advanced Topics in CLS: “Partnerships in Community Based Research” Cap: 36 | T & Th 9:30pm – 10:45pm Nicholas 1125 | Carolina Sarmiento | Engages with the theories, principles, and strategies of scholar activism and research justice as frameworks for building partnerships with communities of color. Primary focus on housing policy and the intersections of race, gender and class. Students will analyze community-based research in relation to community organizing and movement building. Students should have already taken an introduction to community-based research.. |
| CLS 699 | Directed Study | | | Credits for self- directed student learners conducting independent reading and research under the mentorship and guidance of a faculty member |

DARS EXCEPTIONS FOR CHICLA CERTIFICATE, SPRING 2019

| | | | |
|---------------------|---|--|-----------------------------|
| COUN PSY 225 | Coming to Terms with Cultural Diversity: Invitation to Dialogue | Online, Multiple Face-to-face discussion sections. | Alberta Gloria, Lynet Uttal |
| COUN PSY 237 | Mental Health and Diverse Communities | W 2:25pm -5:25pm | Lynet Uttal |
| CURRIC 240 | Critical Aspects of Teaching, Schooling, and Education | T 1-2:15, Discussions T 2:30-3:45 | Mary Louise Gómez |
| LACIS 260 | Latin America: An Introduction | T & Th 11:00am – 12:15pm | Patrick Iber |
| SOC 134 | Problems of American and Racial and Ethnic Minorities | M W F 8:50am – 9:40am | TBA |

Director's Note

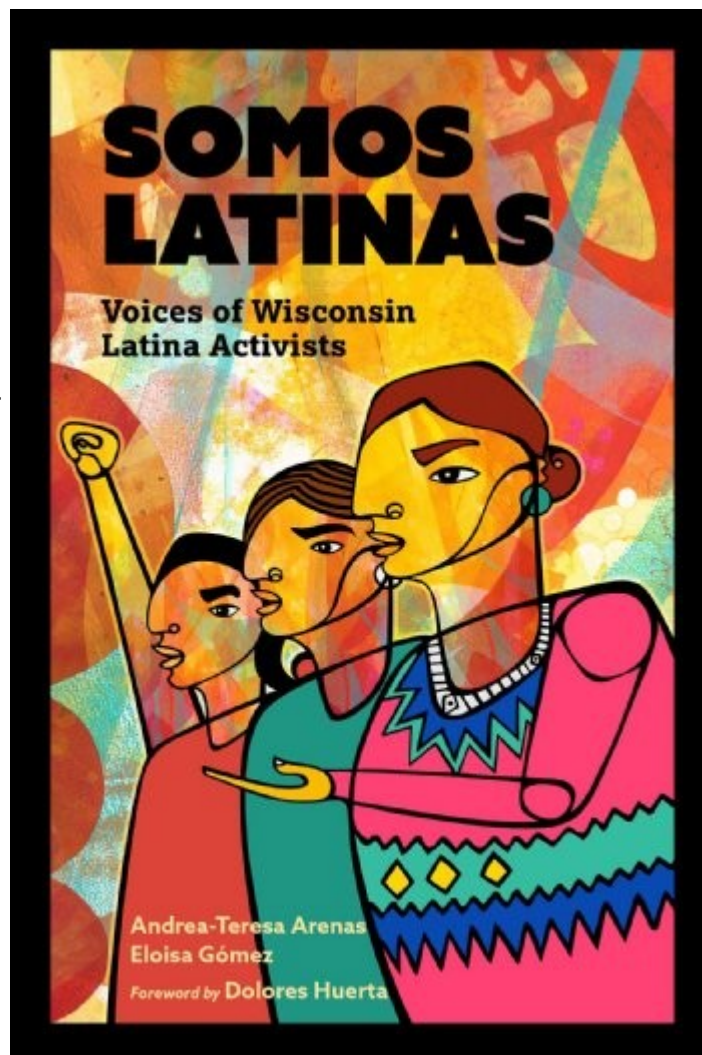
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This semester we also welcomed **Falina Enriquez** as faculty affiliate. Prof. Enriquez is an Assistant Professor in the Department of Anthropology and research is on the cultural politics of music in Brazil and its impacts on national and international citizenship, belonging and social stratification will continue to strengthen our course offerings and breadth.

Currently there 93 CLS Certificate students. Four graduated and earned CLS Certificates this fall, after a record class of 43 in May 2018. We expect that at least 33 CLS students will complete their studies, earn their degrees, and receive CLS certificates, at our 2019 Spring Graduation. This is a true testament to the work of our students, their respective departments, and all involved with CLS. During the fall semester, a total of 358 students enrolled in CLS and CLS cross-listed courses. Another 53 enrolled in our first CLS FIG, which included classes taught by **Megan Bailon**, **Roberta Hill**, and **Steven Quintana**. The FIG will continue Fall 2019 with **Ben Marquez**, **Patrick Barrett**, and a CLS 201 instructor. We offered two new special topics courses that have added breadth to our offerings and attracted new students to the program. In the fall, **Cristina Treviño-Murphy** taught CLS 330: *Latinx Gender & Joteria (Queerness)* and in the spring **Sarah Bruno** will teach CLS 330: *Latinxs in Reggaetón and Hip Hop*.

We were also active in our fundraising efforts. I am pleased to announce that **Andrea-Teresa "Tess" Arenas**, PhD, professor emerita and **John D. Wiley**, professor emeritus and former chancellor of the University of Wisconsin–Madison have established a UW Foundation fund called *Somos Latinas: Voices of Wisconsin Latina Activists*, to support CLS students and faculty. This fund is named for Dr. Arenas' and her coauthors' recently published book. This work has made a significant contribution to our knowledge of Wisconsin Latina activists who organize for justice and social change. Gracias Tess and John for your generosity and commitment to CLS. In the Spring, CLS will participate in **Day of the Badger**, UW-Madison's first national day of giving.

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This one-day fundraising initiative runs from April 8 to April 9 and will celebrate the work and accomplishments of the College of Letters & Science. Participating departments and programs will have a distinct giving page where friends and alumni can donate to continue to support the programs work.

We have been involved in campus-community programs. Most recently, CLS partnered with **Asian American Studies**, **Centro Hispano of Dane County**, **Freedom Inc.**, and the **Community Immigration Law Center** and held a community to campus teach-in that focused on the impacts of **Immigration and Custom Enforcement (ICE)** activities in Wisconsin on immigrant and non-immigrant communities. One hundred and thirty students and campus community members heard testimonials from affected community members and learned from local leaders on this issue. We will continue these types of partnerships, create spaces to have these teaching and learning opportunities, and not shy away from difficult and important societal issues. Many thanks to Prof. **Cindy Cheng** and administrator **Nhung Nguyen** of Asian American Studies for their thoughtful, creative, and diligent work on this project.

Finally, I'd also like to thank staff members **Peter C. Haney**, **Rachelle E. Eilers**, **Samantha Arroyo** and our student workers, **Michelle Concepcion** and **Jacky Cruz** who perform the daily duties that allow us to maintain a rich and welcoming program for CLS Certificate students and soon-to-be Certificate students. Thanks also to CLS faculty, to our department partners, and to **ChiLaCSA** for all that you do. Spring is coming and our work continues. We submitted a Borderlands and Migration Cluster hire proposal and await a decision. We are scheduled to offer a CLS Introduction class during Summer term and are actively recruiting students for this class. All of our collective work and accomplishments make me hopeful that we are on the path to a CLS major.

Pá delante,

Armando



Panelists at the “Days of Terror, Days of Hope” event, November 20th at the Pyle Center From left: Kazbuag Vaj (Freedom, Inc.), Aissa Olivarez (Community Immigration Law Center, Mario Garcia-Sierra (Voces de la Frontera), Karen Menendez-Coller (Centro Hispano of Dane County).

Chican@ & Latin@ Studies Program Mission

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Chican@ and Latin@ Studies Program

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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.

Giving Back: Supporting the Future of CLS

DONATE ONLINE TODAY!



<https://chicla.wisc.edu/giving>

**April 8, 2019 is
the Day of the
Badger, a great
day to support
CLS!!!**

**See pp. 12-13 for
more info!**

The **Chican@ & Latin@ Studies Discretionary fund** supports programs for students & faculty and the campus community.

The **Jesus Salas Scholarship Fund** provides scholarships for CLS students who are active in the Community