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**Coordinating
Editor:**

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REGENERACIÓN

University of Wisconsin Madison
Chican@ & Latin@ Studies Program

Message from the Director by Armando Ibarra

My first year as Director of the CLS Program has been rewarding, with much good news and many successes for the program. In this message, I offer selected highlights from spring 2019. First off, our CLS familia grew just a little bigger this year when Professor **Mariana Pacheco Ortiz** and **Ramon Ortiz** welcomed baby **Roman Roberto** in March. Roman is baby brother to **Ramon Jr.** and **Paloma**. ¡Bienvenido pequeño!

Congratulations are also due to Professor **Jim Escalante**, who is retiring after a long career at the University. Jim's support for the Program has been crucial to its development over the years, and we will miss his calm, thoughtful presence in faculty meetings and around the office. We wish him the best as he takes this next step. We will also miss Professor **Taucia Gonzalez**, who has accepted a new faculty position at the University of Arizona, as well as **Susan Lee Johnson**, who leaves Wisconsin after decades of distinguished teaching to become the Harry Reid Professor of the History of the Intermountain West at the University of Nevada, Las Vegas. Congratulations, Taucia and Susan!

Here in Madison, we continue expanding the Program's academic programming and community presence by recruiting students and faculty to our program. Faculty and students have undertaken community projects that bridge learning between the UW and the rest of Madison. As always, our strength lies in the important and timely work of our students, staff, and faculty. It is an inspiration to be surrounded by so many committed and talented people.

Perhaps the biggest news is our recent success in recruiting faculty. Thanks to our efforts in the Fall and Spring, three new budgeted faculty members will join us this coming year.



(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 involved in.

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

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

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CLS Undergraduate Program Update by Rachelle Eilers, Advisor

¡Saludos! This is my first semester back from maternity leave. My family and I welcomed a baby girl at the end of August. I have been fortunate enough to be able to ease back into work on a half-time basis this semester. Although I have been working less, things are busy at CLS! In the Fall, there was a search for new CLS faculty. Dr. **Almita Miranda** was hired as a result. She and her family will join us fall 2019. She comes to us from Northwestern University after a postdoctoral fellowship at Brown University's Center for the Study of Race and Ethnicity in America. This fall, she plans to teach a CLS topics course entitled, *Transnational Latinx Communities: Roots & Migration*. With the addition of Dr. Miranda, we hope to start working toward a proposal for a CLS major! In April, CLS participated in the Day of the Badger, a fundraising effort organized jointly by the University and the UW Foundation. On the Day, the CLS Program asked alumni to support our Jesus Salas Scholarship fund. This scholarship is distributed annually to a CLS scholar who is active in the community and excels academically. We raised over \$1000 from 16 generous donors for the scholarship. Having these extra funds will also help us continue to support the Community Gathering luncheons. Each week during the academic year this event brings together 50 or more students, faculty, and staff. We enjoy catering from local restaurants such as El Pastor and La Taguara and hear speakers on issues of interest to the CLS community. Among this semester's speakers were CLS alum, **Manuel Cerda**, Bilingual Community Engagement Coordinator for **UNIDOS** and **Autumn Sánchez**, representing the **Badger Ready** and **Odyssey** Programs. Each gathering costs about \$400, and each semester we have about 10 gatherings. We seek funding for the luncheons from grants. However, it would be nice to have a guaranteed source of funding such as the funds raised from alumni, so let's be ready when the Day of the Badger comes next Spring! While I was on maternity leave, our CLS Project Assistant, **Samantha Arroyo**, helped facilitate the Gatherings. She was instrumental in ensuring their success each week. Our CLS student government, **ChiLaCSA**, also helped in my absence. They organized the **Latinx Heritage Month Kick-off**, a **Día de Los Muertos** event, a **study jam**, and finals week coffee and donuts. A big thank you to Samantha and ChiLaCSA (**Carlos, Cindy, Michelle** and **Sandra**)! I look forward to coming back full time in fall 2019 and continuing with their initiatives!



Alumni Spotlight: #10yearchallenge By Eder Valle ('09)

I was born in South Central Los Angeles California, where our schools and neighborhoods were 50% Black and 50% Brown. The only White folks were the police officers. We always tried to avoid them. Our high school was ranked the 5th worst in the LAUSD (Los Angeles Unified School District) every year.

When I was there it was up for accreditation and could have lost its ability to grant valid high school diplomas. Lucky for me, a friend introduced me to the Community Action Coalition of South Central LA, which was my first experience with political organizing. Through this group, I learned discipline, communication skills, organizational skills and most importantly how to believe in myself. As my leadership abilities developed, a new opportunity came up. For the first time, a new scholarship was available, and it was called *The Posse Scholarship*. This program was meant to bring diverse leaders into top universities with the idea that they would have each others back/support, or create a "posse".

About 500 students applied, and after three rounds of in person and group presentations, only 10 were selected. I was one of them, and that's how I ended up at the University of Wisconsin-Madison. Growing up in the inner city meant I had to adapt every day, all day, whether at home, speaking both Spanish and English, going to church, walking to and from school, and hanging out with the cousins. UW has hard to handle at first, but once I realized that I had to apply those same skills to my new life, everything became bearable. I was able to pick up little details that in LA would get someone beat up, I was able to understand sarcasm and the stares from White folks. It didn't mean I liked it, it just meant that I could now maneuver easily in a different world. Having organizations for students of color really helped me stop feeling alone and introduced me to other people who were going through the same things I was.



"Let me be great" - Jay-Z
One of Eder's favorite quotes.

I wanted to be more active, but because I was in STEM, I spent most of my time catching up or studying advanced chemistry and math. Still, I am glad I met Latinos from different walks of life, because they were always willing to help me. Sometimes it felt like we were the blind leading the blind, but they were always my friends. Asking them questions helped more than asking my White peers, who couldn't always understand where I was struggling. Once I finally graduated, I was working in my fume hood in my laboratory, and I had some time to think about my accomplishments. I realized that I had done everything that was advised to me while growing up, that is to say, graduating

from high school, going to college, getting a nice job, buying a car, and buying my first home. I realized that most of the people around me never really knew me, but they believed in me and that's when I thought "what if I start believing in me"? I started a business, called **Artesan Fruit**, creating beautiful centerpieces and fruit bouquets using my fruit carving skills, which I learned on YouTube. Our little family business has grown and doubled in sales over the last three years, and I recently obtained a new job as a Senior Scientist at a Pharmaceutical Company. Am I a scholar? No, I am just some guy that wanted to prove everybody wrong. I am a person that got knocked down over and over again, but I also got back up on my feet even stronger. Any STEM folks graduating this year or looking for new opportunities? Send me an email or find me on Facebook!



One of Eder's Creations: carved watermelon with strawberries

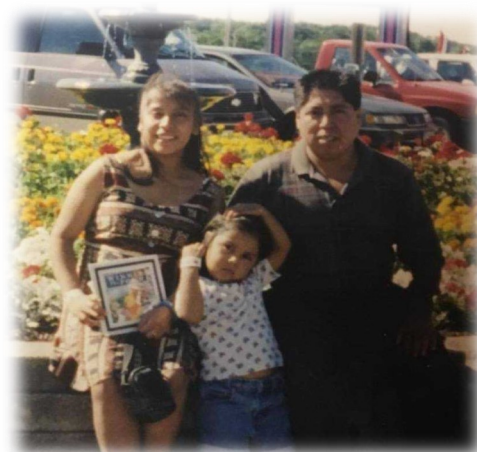
A DREAMer's Journey to UW-Madison By Karen Perez-Wilson ('19)



I vividly remember the day I saw my mom looking through the glass window of my preschool classroom. She was waving to me as tears ran down her cheeks. It had been two years since she had last seen me. I was in diapers when my mom made the difficult decision to leave her one-year-old child behind in México to seek the “American Dream.” My mom had come back for me to take me with her to “el Norte” as my abuelita called it.

I was born in Veracruz, México and although I was only three when I arrived in the United States, I still remember the day I left my country without a choice or knowing if I’d ever see home again. Since then, I have attended school in Madison, becoming the first in my family to graduate from high school and now the first to attend college. As the oldest of four children and the only one with undocumented status, I have faced many obstacles in my life and academic career. I have seen both of my parents work long hours to provide for our family, and watched as their marriage collapsed because of financial stress. I have stepped up and filled in as a mother figure for my siblings and have

tried to get them through their education while still trying to complete my own. The first time I applied to the UW-Madison I was denied admission. I was devastated and unsure if I would ever get admitted to a four-year university. Not getting into the UW didn’t stop me from continuing down my pathway to post-secondary education. After working extremely hard to complete my Associate’s degree at Madison College I re-applied to the UW and got in. However, the thrill of getting admitted to my dream school slowly diminished once I realized that I would not be able to afford the high cost of out-of-state tuition as a result of my legal status. I was forced to take one course at a time and work multiple jobs. Despite all of this, I still could not pay for school, so my school account was placed on hold and I found myself having to put my dreams on hold. I took an educational leave of absence for two years because I could not afford to enroll in classes at the UW-Madison. During my time off, I began to doubt if college was the right path for me. I felt inferior in a predominantly White institution and lacked the confidence to put myself “out there.” I had hidden in the shadows for 19 years until I got to college. The moment I became an advocate for myself and others, particularly other Latinas, was when I realized that if I did not, I would only go back into the shadows. Since then, I have always tried to bring people out into the light with me, joining campus and community initiatives in support of social justice. Sharing my immigrant story, although hard, has led me to new opportunities I never deemed possible. I’ve been fortunate enough to work on political campaigns on a local and national level, speaking my truth as an undocumented queer woman of color living in the United States. I have learned to draw pride and strength from my struggles and past experiences. Sometimes my academic career has felt like riding a bike uphill with broken gears, but my determination and resiliency to complete my education has made me push through any obstacles that I have encountered. My experiences have influenced my chosen career path of being an immigration lawyer. Growing up undocumented, I have been affected by our country’s broken immigration system. I can attest to the complexities of legal policies and how they have shaped daily life. I have benefited from programs such as DACA which granted me a temporary legal status that allowed me to work and obtain a driver’s license. Given our current political climate and my experiences as an



Karen y Familia

(Continued on p. 6)

PEREZ-WILSON (Continued from p. 5)

activist, an grant, and a woman of color, I have seen how unjust legal policies constructed by those in power have altered the lives of my communities.

This is why I want to learn how laws operate in the world outside of my personal experience. I never imagined going to law school at first, just like I never imagined I could be graduating from one of the best universities in the country. But I am here and I did it! I hope my story resonates with others who feel discouraged and unsure whether they'll make it. I promise you that you will. All you need is *ganas* and if you've got *ganas* you'll see yourself through the darkest terrain. Remember your community has your back, and when you don't believe in yourself find others who do. Those people will become your backbone, your solid ground when your knees tremble and whenever you'll want to give up you'll hear every one of their voices in your head reminding you why you started this journey in the first place. I am thankful for those people, and if you're reading this you are probably one of them. Thank you for believing me even when I didn't believe in myself. Thank you for guiding me and demonstrating to me that people like me - brown and beautiful - can make it in academia. You all have taught me that *en la unión está la fuerza* and I will carry that with me always. *Sí se puede* and On Wisconsin!

Fundraising for a Dream

By: Jazmin Vargas

Dreamers of UW-Madison is a Registered Student Organization established in 2016 to bring awareness and create a space for undocumented students on campus. The four co-founders, after experiencing the emotional and financial hardships that came with being an undocumented student at UW, gathered together to create an organization to meet students' needs. With the help of allies, faculty, friends, and fellow students, Dreamers had their first "Dreamers of UW-Madison" Scholarship in the summer of 2018. From 13 deserving applicants, two were selected to receive a one time \$1,000 scholarship each.

During the 2018-2019 school year, Dreamers of UW-

Madison made it a mission to continue this scholarship. In striving to do so, they hosted numerous Donuts for Dream fundraisers, launched a new "I support undocumented students" T-shirt design fundraiser, and hosted their first Ecuadorian Valentines day Rose Sale. In these efforts, Dreamers of UW-Madison worked closely with **Claudia Triana** from the **Dean of Student's Office**, supportive TAs from the **UW-Madison Teaching Assistants' Association (TAA)** chapter, and forever welcoming allies in the **CLS** and **MSC** offices. As a culmination of all the hard work put into this school year, Dreamers of UW-Madison was pleased to announce earlier this month their 2019 Dreamers of UW-Madison Scholarship. This year they will be awarding a one time \$2,500 scholarship to an undocumented student enrolled or currently attending UW-Madison, Edgewood College, or Madison College. The success of this organization would not be possible without all the love and help from all of you. Thank you!



For more information, follow the Dreamers of UW-Madison on Facebook and Twitter (@Dreamers of UWMadison)

P.A.L.M.A. of UW-Madison: Meet our Graduating Seniors

Hola a todos! As minority students, we know the struggles and the needs of our community, and come into this prestigious university looking for ways to stand up for those behind us. We look for organization that can support us on this path, and for many pre-medicine students like us, PALMA has given us this. PALMA stands for Professional Association of Latin@s for Medical School Access. Its mission is to provide resources mostly for Latinx students at UW-Madison in order to expand the participation of groups who have traditionally been underrepresented in medicine. These resources include mentoring, leadership opportunities, shadowing, community involvement, volunteer opportunities with the Latino community, professional development, and social support. PALMA members have the opportunity to attend the **Latinx Medical Student Association** conference, which focuses on empowering minority students to become doctors. This conference offers many networking opportunities, and provides information about medical schools around the Midwest. This conference is held at different states around the Midwest, and with the help of the **School of Public Health and Medicine** and the **Latino Health Council**, PALMA provided transportation, hotel, and fees for all of our committed members. This year we also created an MCAT library. The MCAT is an intensive exam, and the resources to prepare for it can be costly. To help lift the economic burden this exam poses on their students, this year's executive board members of PALMA have organized an MCAT library available to all of our members using materials generously donated by previous PALMA members and community members! We are proud to share the pre-med journeys of two of our graduating, executive board members: **Tiffany Andrade** and **Ana Maria Viteri**.



Tiffany Andrade (CLS Class of 2019)

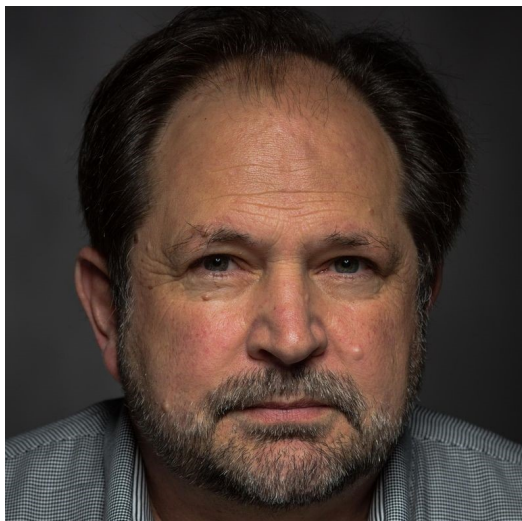
Hello everyone! my name is Tiffany Andrade and I am the co-chair of PALMA. I am a senior graduating with a BS in Biology, a certificate in Chican@ & Latin@ Studies, and a Leadership certificate. Born and raised in Mexico, I moved to the United States when I was 17 years old. Learning English, adapting to the new system, and being away from my family for the first time was hard. Because of the challenges that come along being a minority student, I have felt that I am not good enough to go to medical school. However, through PALMA I met my mentor Dr. Tellez, who has guided me in my path to medical school. I also found an amazing support system in the CLS program, with people who understand my background and the pressure of being a minority trying to excel in college. As I get ready to graduate, I am grateful to everybody who supported me over the years and excited to take the next steps toward a career in medicine.



Ana Viteri (CLS Class of 2019)

Hello everybody! My name is Ana Maria Viteri, PALMA's chief of public affairs. I am majoring in Biochemistry and earning two certificates: Global Health and Chican@ & Latin@ Studies. I was born in Ecuador and moved to the United States with my family when I was nine. My path towards medical school has been full of ups and downs. As an immigrant, and first generation college student, I sometimes felt like the hurdles in my path sometimes were too great. As a freshman in college, I felt lost and constantly doubted myself. Would my efforts be enough? Joining PALMA, Finding my mentor Dr. Tellez and meeting everyone in this organization felt right from the start. That same year I had the joy of joining the CLS program, and finally, I finally felt like I made my own home in UW-Madison. I look up to PALMA alumni and the CLS scholars, and cannot believe that soon I will become one myself. Even though I'm about to say goodbye, CLS and PALMA will always be mi dulce hogar!

Jim Escalante to Retire after Decades of Service By Benjamin Márquez



After a thirty one year career at the University of Wisconsin, Professor of Art Jim Escalante is retiring. A long-time supporter of the Chican@/Latin@ Studies Program, Professor Escalante worked long on behalf of the program and the students who took our courses and benefitted from our programs. A tireless defender of CLS, Professor Escalante left a lasting imprint on the program. He served two terms as CLS Director, Advisory Committee Chair, member of the CLS Executive Committee, and chaired the tenure review committees of many CLS faculty. Professor Escalante can also boast distinguished record of achievement at the university at large. He chaired the Art Department from 1995 to 1998 and again from 2001 to 2006. I worked closely with Jim for many years and greatly benefitted from his insights and experience as well as his advocacy on my behalf. He is a wonderful colleague and friend. I know you will be missed by the entire CLS community. Congratulations Jim! Enjoy your retirement hermano! Readers who want to sample our colleague's creative

work can check out the archives on his [photoshelter site](#), which contains a number of remarkable images.

Chican@ & Latin@ Studies Program Resources for Students

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

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

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**

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:
the CLS Program: chicla@letsci.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 Spring 2019 Graduates!

Tiffany Andrade, B.S.
Biology

Jacqueline Arroyo B.S.
Life Sciences Communication

Enrique Avila, B.S.
Biochemistry

Aracely Becerra, B.S.
Social Work

Alfredo Benitez, B.A.
Political Science

Karina Cazares, B.S.
Microbiology

Melina Chavarria, B.S.
Biology

Alyssandra Chavez, B.S.
Rehabilitation Psychology

Victoria Cooper, B.A.
English

Kimberly Crow, B.S.
Biology

Elisa Cruz, B.S.
Economics

Jacqueline Cruz, B.S.
Rehabilitation Psychology

Nashali De Leon Hernandez, B.A.
Communication Sciences
and Disorders

Samantha DeLeon, B.A.
Psychology

Estefania Diaz, B.A.
Political Science

Javier Diaz, B.S.
Computer Sciences

Crystal Gallarzo, B.A.
Legal Studies

Gabriella Gaus, B.A.
LACIS, Portuguese and
Psychology

Jonas Gomez Tijerino, B.A.
Communication Arts and English

April Hoh-Alfaro, B.S.
Textiles & Fashion Design

Sarah Kear, B.A.
Political Science

Daisy Mejia, B.S.
Human Development & Family
Studies and Spanish

Ellie Mhando, B.S.
Biology

Francisco Penaloza, B.S.
Biology

Karen Perez-Wilson, B.A.
Legal Studies

Ricardo Rangel Mejia, B.S.
Zoology

Peter Rios-Rivera, B.S.
Psychology, Gender & Women's
Studies

¡Muchas felicidades a la clase de 2019!

Cole Robinson, B.S.
LACIS and Psychology

Kayla Roman, B.S.
Communication Science &
Disorders

Alma Sida, B.A.
French and Spanish

Joaquin Valdez, B.A.
History

Alexander Villalba, B.S.
Anthropology

Ana Viteri, B.S.
Biochemistry

Valedictorians:

Nashali de Leon
Hernandez

Sarah Kear

Salutatorians:

Javier Diaz

Alma Sida



We couldn't be more proud of the Class of 2019. We wish you the very best in the future! —CLS Faculty and Staff.

CLS FALL 2019 COURSES

| Course | Topic | Time | Instructor | Brief Description |
|--------------------------------|--|--|-------------------------|---|
| CLS 201 49753 | Introduction to Chican@/Latin@ Studies Cap: 40 | 9:30am -10:45am T & Th INGRAHAM 222 | TBA | Introduction to the interdisciplinary study of Chicanas/os in the United States. Students will become acquainted with recent scholarly literature, paradigms, theories, and debates within Chicana/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o experience in the United States. |
| CLS 201 57541 | Introduction to Chican@/Latin@ Studies Cap: 40 | 9:55am – 10:45am M W F INGRAHAM 115 | TBA | Themes will include migration, labor, civil rights, community development, education, gender and more. 20 seats in the MWF 9:55 am section are reserved for FIG students. |
| CLS 201 62967 | Introduction to Chican@/Latin@ Studies Cap: 40 | 12:05pm – 12:55pm M W F INGRAHAM 115 | TBA | |
| CLS 268 62013 | The U.S. & Latin America from the Colonial Era to the Present Crosslisted LAC-IS/POLI SCI, HISTORY Cap: 28 | 9:30am – 10:45am T & Th INGRAHAM 115 | Patrick Stephen Barrett | A critical examination of US-Latin American relations from the colonial era to the present, tracing the emergence and evolution of the United States as a hemispheric and global power and its political and economic impact on Latin America. Primary attention will focus on US relations with Mexico, Central America and the Caribbean, but other Latin American countries will figure prominently during certain episodes. 20 seats are reserved for FIG students. |
| CLS 302 64059 | Mexican American Politics Cap: 25 | 9:30am – 10:45am T & Th INGRAHAM 223 | Benjamin Márquez | This class examines the major problems and issues in Mexican-American politics since World War II. Emphasis on the ways in which race, class and culture have structured politics for Mexican origin people. Not open to students with credit for POLI SCI 464 prior to fall 2017 |
| CLS 315 65605 | Racial Formation and Whiteness Cap:25 | 1:00pm – 2:15pm T & Th SOC SCI 6240 | 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 56124 | Topics in Chican@/Latin@ Studies: Transnational Latinx Communities: Roots & Migrations Cap. 25 | 2:30pm – 3:45pm T & Th INGRAHAM 224 | Almita Miranda | Examines histories and experiences of Latinx transnational migrants from Mexico, Central America, Puerto Rico, the Dominican Republic, and Cuba in the USA. Highlights the ways race/ethnicity, class, gender/sexuality, and citizenship affect Latinx migrant experiences, using ethnographies, films, and popular media. Explores the historical role of the USA in Latin America, labor markets under neoliberal globalization, race & immigration policy, gender relations in kinship networks, inter-ethnic political organizing, and return migration . |

| | | | | |
|--------------------------------|---|---|--------------------------|---|
| CLS 347 56462 | Race, Ethnicity, and the Media <i>Cross Listed: COMM ARTS</i> Cap: 60 | 2:30am – 3:45am M & W VILAS 4028 | TBA | 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. |
| CLS 440 65079 | “Ethnicity, Race, & Justice” <i>Crosslisted SOC, LEGAL ST.</i> Cap: 40 | 4:00pm – 5:15pm M & W SOC SCI 6104 | Michael Light | Explores the intersection of ethnicity, race, and justice including: 1) racial and ethnic relations in society 2) racial and ethnic differences in crime and violence, 3) racial and ethnic disparities in the criminal justice system, and 4) race and ethnicity under the law. A major focus of this course will be to move beyond the black/white dichotomy, with a specific emphasis on US Latin@s. |
| CLS 469 60693 | Topics in Hispanic Cultures in the US. Topic: "Mexican and Chicana/o Expressive Culture." <i>Cross Listed: SPANISH</i> Cap. 24 | 9:55am – 10:45pm M W F VAN HISE 201 | Rubén Medina | Examines contemporary Mexican and Chicana/o cultural expressions particularly in music, film, documentary, and painting, and what these narratives reveal about Mexican and Chicana cultures, identities, and worldviews. Considers the historical aspects that shape cultural production, artistry, and reception. Include discussions on recent Mexican immigrant cultural production along with theories of popular culture, identity, migration, gender, and nation. Taught in Spanish. |
| CLS 699 | Directed Study | | Multiple CLS instructors | 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, FALL 2019

| Course | Topic | Time | Instructor |
|---------------------|---|---|-------------------------------|
| COUN PSY 225 | Coming to Terms with Cultural Diversity: Invitation to Dialogue | Online, Multiple Face-to-face discussion sections. Enroll through disc. section | Stephen Quintana, Lynet Uttal |
| COUN PSY 237 | Mental Health and Diverse Communities | 2:30pm – 3:45pm, T & Th EDUC SCI 1053 | Lynet Uttal |
| L&S 106 | First-Year Seminar: Latinx Identity & Politics Note: FIG Students Only | T & Th 1:00pm – 2:15pm VAN VLECK B231 | Benjamin Márquez |
| SOC 134 | Sociology of Race and Ethnicity in the United States | Multiple times & locations. Enroll through disc. sections. | Various Instructors |

DIRECTOR'S MESSAGE (Continued from p. 1)

Almita A. Miranda, jointly appointed as Assistant Professor in Geography and Chican@ and Latin@ Studies, and **Marla A. Ramirez**, jointly appointed as Assistant Professor, History and Chican@ and Latin@ Studies. In Spring 2020, **Theresa Delgadillo**, will join our faculty as a full Professor of English and Chican@ and Latin@ Studies.

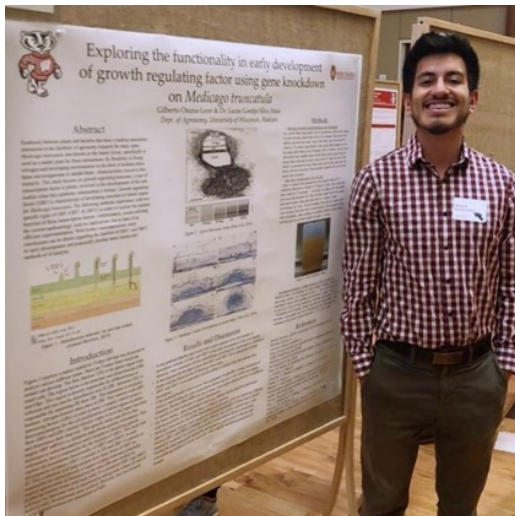
Thanks are due to L&S leadership, departments, and especially CLS faculty, staff, and student whose collaboration led to this success, not to mention Prof. **Cindy Cheng** of Asian American Studies, whose successful Race, Ethnicity and Indigeneity cluster initiative made our own efforts possible. Please join me in welcoming our new CLS faculty in the Fall. We plan to have a welcome reception for them upon their arrival.

I am also delighted to announce the creation of the **Arenas and Wiley Endowment fund** and the **Somos Fund** thanks to the generosity of Prof. Emerita **Andrea "Tess" Arenas** and former UW Chancellor **John Wiley**. These funds will support CLS student and faculty initiatives that advance the program's mission. The first includes an initial lump sum donation that



John Wiley and Tess Arenas with their daughters

will build over time and a \$3000 annual donation to be used for short-term CLS student and faculty scholarships and program building. The second fund will benefit from the proceeds of Tess's book *Somos Latinas*. Thank you, Tess and John! Your generosity is a testament to the longstanding and forward-thinking work of the CLS Program. We will put your gifts to good use.



Salas Recipient Gilberto Osuna-Leon at a Biology Poster Session

Every Spring, the CLS Program awards the **Jesus Salas Academic Activist Scholarship** 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. This year our winner is **Gilberto Osuna Leon**. Gilberto, you are an inspiration, and your work ethic and compassion are a model for all of us. ¡Felicidades! You earned this!

(Continues p. 15)

DIRECTOR'S MESSAGE (Continued from p. 14)



Cherrie Moraga (center) with Isabel Martín-Sánchez (L). CLS lecturer Megan Bailon, Prof. Paola Hernández, and Anna Gebarski

This semester we were pleased to support Professor **Steve Quintana's** project "Promoting Persistence: A Culturally-affirming Wellness Program for Latinx College Students." The study seeks to create a model for mental health services for Latinx college students using culturally competent coaches and a smart-phone app that incorporates elements of Latinx culture into daily meditation and reflection. We also partnered with the Madison Public Library on internationally recognized poet, playwright, essayist, memoirist, and activist **Cherrie Moraga's** visit to Madison. Professor Moraga, who began her public writing life as the co-editor (with **Gloria Anzaldúa**) of the foundational feminist anthology *This Bridge Called My Back: Writings by Radical Women of Color* read from her new memoir *Native Country of the Heart* and discussed her ideas with CLS affiliate Professor **Paola Hernández** as part of the Wisconsin Book Festival.

As always, we are fortunate to have such dedicated and talented CLS Staff. Without them our CLS work does not get done. Gracias, **Peter C. Haney, Rachelle E. Eilers, Samantha Arroyo** and our student workers, **Michelle Concepcion** and **Jacky Cruz** for helping maintain a robust and welcoming program. This Spring we will graduate 33 Certificate students. More than 100 are now enrolled in the Program. These numbers speak to the commitment and resourcefulness of our students, staff, and faculty. Facing resource challenges, we are well-positioned to grow as we pursue our next initiative: creating a major in Chican@ & Latin@ Studies. We do this at a difficult time. Many of our students and their families and friends feel directly the harsh effects of our country's policies toward immigrant populations. Even so, we will continue to teach about the importance of respect, inclusiveness, migration, labor, social movements. As they say, *el respeto es básico*. Our work this coming year will bring new challenges and opportunities.

Chican@ & Latin@ Studies Program Mission

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Chican@ and Latin@ Studies Program

312 Ingraham Hall
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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

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

The Jesus Salas Scholarship Fund supports CLS students who are active in the Community

