

December 9th, 2019
Volume 17, Issue 1

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REGENERACIÓN

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

A Note From the Director

By Armando Ibarra, aibarra@wisc.edu

I continue to be humbled and amazed by the work of CLS students, staff, and faculty. Summer and fall 2019 have been rewarding, with many challenges, good news and successes for the program. In this message, I offer selected CLS highlights and updates. First off, our CLS familia grew just a little bigger this year when **Megan** and **Peter Bailon** welcomed baby **Ileana** in September. ¡Bienvenida al mundo pequeña! Megan is a PhD candidate in the Department of Spanish and Portuguese and a CLS lecturer.

We continue to make progress on our proposal for a CLS major. At our Summer Planning Retreat, the Curriculum Committee was tasked with developing and moving the proposal forward. Members **Rubén Medina (chair)**, **Almita A. Miranda**, **Revel Sims**, **Benjamin Márquez**, and I have been hard at work, meeting regularly to create a model for the major, and prepare the necessary documents. We are excited about this initiative and will host a series of teach-ins and community events on the CLS Major in the new year.

We welcomed three new affiliate faculty this semester. Among our new colleagues is **Sara McKinnon**, an Associate Professor in the Communication Arts Department who came to the University of Wisconsin in 2012. **Diego X Román**, a new Assistant Professor in Curriculum and Instruction who specializes in Bilingual/Bicultural Education, has also agreed to affiliate with the Program, as has **Edna Ledesma**, a new Assistant Professor of Planning and Landscape Architecture. These new colleagues will greatly enrich the Program's course offerings and research profile.

CLS Lecturers **Kristina Fullerton-Rico** and **José Villagrán** won Honored *Instructor* status awards from University Housing after being nominated by students in CHICLA 201. We expect that Kristina and José's research will impact Chicano & Latin@ Studies just as much as their teaching is transforming the academic lives of their students. All of our lecturers and graduate lecturer-SAs do might work for our CLS community, and we are honored to have them.

(Continued on page 28)



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:

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Fall & Summer 2019 Faculty Updates

Alberta M. Gloria published a chapter titled “Academic family and educational *compadrazgo*: Implementing cultural values to create educational relationships for informal learning and persistence for latin@ undergraduates.” Gloria also served as co-Chair of the University’s Campus Diversity and climate Committee for the 2018-2019 Academic Year.



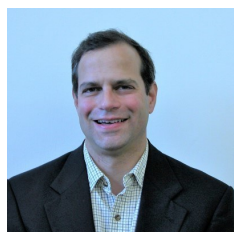
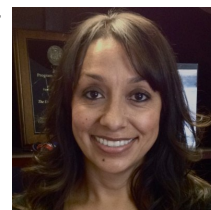
Paola Hernández was promoted to Professor for the Department of Spanish and Portuguese. Hernández specializes in contemporary Latin American theatre, performance, and Latinx Studies

Armando Ibarra received the 2019 Best Book in Latino Politics Award for his co-authored book *The Latino Question: Politics, Laboring Classes and the Next Left*. His co-authors are Alfredo Carlos and Rodolfo D. Torres.



Alfonso Morales received the 2018 Vilas distinguished Achievement Professor Award. Morales was also invited to deliver the Coss Lecture to the Society for the Advancement of American Philosophy which was published with comment and response in *The Pluralist*.

Mariana Pacheco’s *Transforming schooling for second language learners: Policies, pedagogies, and practices*, an edited volume of contemporary research and scholarship in language education, was published. Her co-authors were P. Zitlali Morales (UIC) and Colleen Hamilton (National Louis U, Chicago). Her chapter titled, “Meaning making, narrative, and nuance: Exploring the role of religious discourses and practices in expanding bilingual youth’s linguistic repertoires” co-authored with P. Zitlali Morales appeared in the edited volume, *Everyday learning: Leveraging non-dominant youth language and culture in schools* (García-Sánchez & M. F. Orellana, Editors, 2019). Additionally, she is currently serving on the expert reading/literacy panel for the National Assessment of Education Progress (NAEP) Reading Assessment Framework.



Steve Quintana secured a \$1 million Community Impact Grant through the Wisconsin Partnership Program at the UW School of Medicine and Public Health. The grant was awarded to Centro Hispano of Dane County. The grant will advance the quality of accessible and culturally competent services that support the mental health of the Latinx community in dane Coutnty by training Spanish-speaking Latinx UW-Madison Students.

Kate Vieira with co-coordinator Jhoana Patiño Lopez and 14 Colombian co-authors, have recently published *Paz: Escribiendo un Corazón Común*--a community-authored book and board game about writing and peace-building. Learn more about this project at www.escribiendolapaz.com/. And publish your own poetry for peace (in the language of your choosing) here: <https://www.escribiendolapaz.com/new-index>. She has also recently published a book titled *Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families*.



GET TO KNOW: MEGAN BAILON

I am a first-generation college student. I received my Bachelor's in Spanish and Linguistics at the University of Montana-Missoula and am currently working to finish my PhD in Spanish here at UW-Madison. My academic research focuses on themes of labor and migration in Puerto Rican and Dominican theater and performance. In my free time, I enjoy collaborating in bilingual theater projects on campus, exploring Wisconsin's state parks, and spending time with my recently-born daughter, Ileana.

bailon@wisc.edu



GET TO KNOW: KRISTINA FULLERTON

I have a B.A. in Sociology from Reed College, a Master's in Sociology from UW-Madison, and I'm currently working on my Ph.D. here. Even though I was born in the U.S., I moved to live with my mom and her family in Chihuahua, Mexico as a baby and didn't really speak English until I moved to Texas in 2nd grade. I feel really lucky to have grown up in both countries and to be an immigrant. My research focuses on what it means to live a transnational life during our historical moment of closing borders and barriers to migration. If I had to pick a hobby, I think I would say it's sharing food. I invite friends to have dinner at my house every week, and I *always* have snacks in my office. CLS students, please stop by the next time you're in Ingraham (room 308)!

kristina.fullerton@wisc.edu



GET TO KNOW: JOSÉ VILLAGRÁN

I received my graduate degrees from the University of Texas at Austin (M.A. in Mexican American studies and a Ph.D. in cultural anthropology), and I study migrant and seasonal farmworkers. I spent several years as a migrant farmworker from Texas to Wisconsin as a child so both my research interest as well as my position at this university are deeply personal to me. I enjoy chasing down a good torta and participating in efforts for social justice.

jgvillagran@wisc.edu

HONORED INSTRUCTORS AWARD

Since 2007, University Housing residents have had the opportunity to nominate outstanding classroom instructors for the Honored Instructor Awards. Students nominate instructors who have made significant impacts on their educational experiences.

This semester, Dr. Villagrán and Fullerton-Rico were recognized as Honored Instructors. Congratulations to you both and thank you for your contributions to our program. For more information about the Honored Instructors Award, see

<https://www.housing.wisc.edu/residence-halls/academics/honored-instructors/>.

GET TO KNOW:

ALMITA A. MIRANDA, PhD

ASSISTANT PROFESSOR IN THE
DEPARTMENT OF GEOGRAPHY



Hometown: Chicago, IL

Educational/professional background:

I am a cultural anthropologist and political geographer interested in migration, legality, citizenship, and transnational Latinx communities. I am currently working on a book manuscript, *Living in Legal Limbo: Migration, Citizenship, and Mexican Mixed-Status Families*, based on a long-term ethnographic project working with Mexican mixed-status families and immigrant rights activists in Chicago, as well as return migrants (including deportees) and their families in central Mexico.

I completed my Ph.D. in the Department of Anthropology at Northwestern University, where I also earned my B.A. and M.A. I have been a Predoctoral César Chávez Fellow at Dartmouth College, where I taught courses in the Latin American, Latino, and Caribbean Studies Program (LALACS). Most recently, I finished a Presidential Postdoctoral Fellowship at Brown University, and was affiliated with the Center for the Study of Race and Ethnicity in America and the Watson Institute for International and Public Affairs.

Hobbies/other interests:

I have a special appreciation for the culinary arts, and love trying new foods—from the traditional to the fusion trends. I am the kind of person that enjoys watching cooking shows and food competitions to relax. And when I have time, I like cooking dishes from scratch—mole, pozole, tamales—you name it. That said, I don't claim to be any good at it. I also enjoy watching films and TV shows, particularly those that touch on issues of race, class, and gender in more critical ways. I appreciate good acting, writing, and visual aesthetics used for storytelling. So, if students have any recommendations of favorite films or shows, please send them my way.

How did you get into your field of research?

I became interested in studying the experiences of mixed-status families, following my participation in the 2006 immigrant rights marches in Chicago. I was an undergraduate student at the time, and I remember hearing about the anti-immigrant legislation, HR4437 or "Sensenbrenner bill," on the radio in the dorm room. I couldn't believe that no one on campus was talking about this, and I took the train down to Chicago that day. It was an incredible sight. I don't know that anyone expected to see more than 100,000 people come out and march. And there were more than 500,000 on May 1st. Soon after, I kept reading stories of mixed-status families in the newspaper, and I remember thinking that those family formations were not unusual in my community, but I wanted to learn what type of laws and policies maintained them in limbo, and the ways in which family members dealt with that difference of status on an everyday basis. That summer, I received a Davee Fellowship to conduct undergraduate research, and I was also part of the Summer Research Opportunity Program (SROP) in the following summer. From there, I decided to continue my research in graduate school and I applied to PhD programs. The support I received from feminist anthropologists like Monica Russel y Rodriguez, and my later advisor, Micaela di Leonardo, was instrumental in encouraging me to study an area of research that felt deeply personal to me, but to do so through a lens of deep immersion ethnography. As a

2nd generation Mexican-American, the topic of immigration had always been part of my family's story, I just didn't know that I could conduct research on pressing issues affecting our communities as part of a profession, and that's what those undergraduate research opportunities encouraged me to do. I recommend anyone interested in research and/or academia to try out for summer research opportunities, and get experience doing research with a mentor.

What's something interesting about your area of expertise you can share with us?

It's difficult to sum up more than a decade of research into a few sentences. I hope that my research on Mexican mixed-status families will help us push the boundaries on the way we discuss contemporary undocumented migration—to think more about the effects of neoliberal economic policies on recent migration waves, to understand that the “condition of illegality” affects both the undocumented as well as U.S. citizens in mixed-status families; to consider how transnational migrant networks are still relevant especially when we talk about forced return migration; and to think about the long-term consequences of “living in legal limbo” for both families and communities on both sides of the border. Mixed-status families have taught me a lot about community, resiliency, and faith, because to have to go through all that they do, you need the support of people who will fight alongside with you and an inexplicable push to keep moving forward.

If you could require me to read one thing before I graduate, what would it be and why?

I love Latinx ethnographies, and there are so many excellent ones. It's difficult to choose just one book. How about I tell you about authors who have been the most influential? Sandra Cisneros' *House on Mango Street* made me want to be a writer back in elementary school. Gina Perez' the *Near Northwest Side Story: Migration, Displacement, and Puerto Rican Families* made me want to be an ethnographer during my undergraduate years. And Leo Chavez' and Susan Coutin's works sustained me in graduate school. Right now, I'm most excited about my students' oral history projects. I just finished reading their transcripts and they're extraordinary stories. They're the future of the discipline.

What attracted you to the CLS program?

The Chican@ and Latin@ Studies program has a long history at UW-Madison, and in the region. I was excited to come to work here because of the extraordinary work that is being done by CLS faculty, as well as the vision they had for the program. I wanted to be part of that work and contribute to it through my research, teaching, and service—working with CLS undergraduate and graduate students. If there was “one thing” that sold me it was learning about CLS' community gatherings with students and the engaged work faculty have been doing with local Latinx communities (e.g. organizing a panel last year to address the recent ICE raids in Dane County). After learning about it, I knew this was a place that shared my vision of doing socially significant research and working with communities in a collaborative way, thus using our platform to promote social justice within and outside of campus.

What is your favorite tradition that you practice with your family?

Christmas celebrations were always fun. For years now, my family has adopted the Mexican tradition of *acostar y arrullar al Niño Dios* for Christmas Eve and *levantarlo* for Three Kings Day. Growing up, we were never big on presents, but it was nice to have family around during Christmas. There was always lots of food to go around, and unannounced guests were welcome. That's what I remember about the holidays.

What advice can you offer an undergraduate student in our program?

I would encourage undergraduate students to take advantage of research opportunities—whether it's an internship or applying to a program like SROP or McNair. It's an incredible opportunity that will help shape your time at UW-Madison in significant ways. My other advice would be to approach

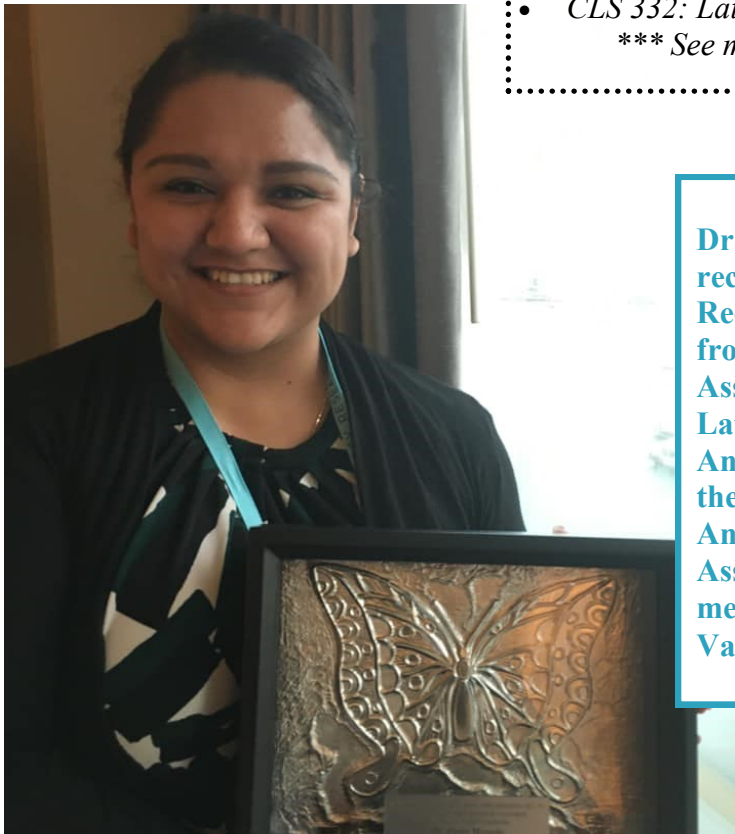
CLS faculty more—come to office hours or send us an email—because we’re also eager to hear about your plans and goals. We’re here to serve our students and if there’s something we can do to make your college experience better, please don’t hesitate to let us know.

What’s one thing you hope students who take a class with you will come away with?

I have been fortunate enough to have a diverse group of students—from different majors and personal backgrounds—eager to learn more about my courses on immigration, transnational communities, the U.S.-Mexico borderlands, and Latinx ethnography. As a professor, I aim to create a good learning environment for students to learn about the diversity of Latinx communities and the various histories of Latin American migrations to the U.S. I also design my courses carefully and assign projects that will help students incorporate course material with a methodology that will give them a more “hands-on approach” to learning. For example, I have had students conduct life history interviews, ethnographic projects, and next semester, they will be exploring digital storytelling. But if there’s one thing that I would like students to come out of my courses with is becoming comfortable *applying* what they have learned in class to their lives outside of the classroom, whether it’s in their future careers or through engaged community work. I’ve had students who have completed my classes and decided to apply to law school to study immigration law, or to work for community organizations in their hometowns, hoping to use their education to fight for social justice efforts. And honestly, I couldn’t be prouder. It’s exciting to see younger generations display such vibrant energy and creativity to address many of the ills that our country is currently facing.

Professor Miranda will be teaching two CLS courses in the Spring:

- *CLS 330: Topics in Chican@/Latin@ Studies: “U.S./Mexico Borderlands”*
- *CLS 332: Latinas: Self Identity and Social Change*
*** See more information on pages 32-34



**Dr. Miranda
receiving a
Recognition Award
from the
Association of
Latina and Latino
Anthropologists at
the American
Anthropological
Association annual
meeting in
Vancouver.**

GET TO KNOW: EDNA LEDESMA, PHD

ASSISTANT PROFESSOR IN THE DEPARTMENT OF
PLANNING AND LANDSCAPE ARCHITECTURE

Hometown: Brownsville, Texas

Educational/professional background: Architect, Urban Designer, and Urban Planner

- Bachelor of Environmental Design
- Master of Architecture
- Master of Urban Design
- Ph.D. in Urban and Regional Science

Hobbies/other interests:

I love running, discovering the trails system in Madison has been fun, and going to the Saturday Farmer's Market at the capitol is a new tradition of mine.

How did you get into your field of research?

As the daughter of a contractor and a community organizer, I like to say that my parents have been huge influencers on my career. As a child being around construction sites, I wanted to grow up and design buildings, but I quickly learned that I cared a lot more about people and that has had a significant influence on my focus on community driven planning efforts.

What's something interesting about your area of expertise you can share with us?

My focus within the study of justice and the built environment is motivated by the fundamental question of how Latinos have a voice in the 21st century American city. More specifically, I seek to understand their place in the city in an era of increased marginalization of the urban poor and the privatization of social goods. My current research examines the creation of place in 21st century American cities through the study of four selected Latino vendor market case studies in California and Texas. In a context of physical isolation produced by 20th century development, it examined territories of sprawling landscapes in American cities that are being given a second life with the weekly interjection of markets that are servicing a predominately Latino population. This research analyzes vendor markets as a potential resurgence of public life and examines the role they play as cultural landscapes and social infrastructure within cities.

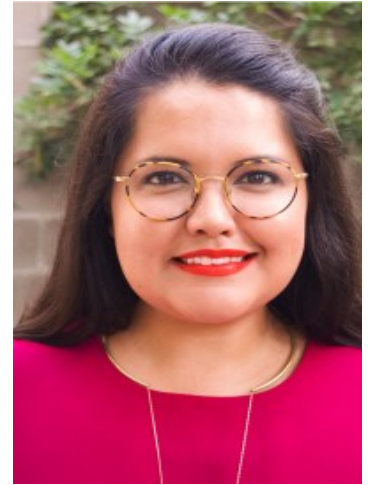
If you could require me to read one thing before I graduate, what would it be and why?

The Uses of Disorder: Personal Identity & City Life, by Richard Sennett

I study flea markets and street vendors. I have a fascination for the unplanned and the everyday life on the streets. As an architect and a planner, this book was instrumental in understanding the power of the unplanned, the everyday, and how society many times fears the unknown. It inspired me to continue to fight for the place of Latinos in cities, and for the contribution to public life.

What attracted you to the CLS program?

My academic focus, research and teaching, and future ambitions provide an interdisciplinary foundation that is well aligned with the ambitions of CLS. I am particularly interested in the design of the smart, green, and just city, and how inclusion within the planning process can build a more pluralistic 21st century city. Through both research and practice, my work seeks to bridge the gap between communities and city governments to help define the design agency of Latinos, a traditionally under-



represented group. My teaching and research are theoretically grounded, people oriented, and driven by the motivation to propose applicable solutions to real world problems. My courses bridge the divide between theory and practice by taking students out of the classroom to engage in discourse with communities. I believe that interdisciplinary teaching strengthens students' capacity to forecast the future of our cities through inclusivity.

What is your favorite tradition that you practice with your family?

“Posadas”(Spanish word for inn) are by far my most valued and treasured tradition. My mom has been the lead coordinator our of local church posadas for many years, and I have fond memories of going home at the end of every semester (while I was a student) and entering into the Christmas spirit with eight nights of Posadas surrounded by family and friends. The tradition is all about community, culture, and expressions of faith, all with a nightly feast of tamales, champurrado, pan dulce, and of course the breaking of the piñata.

What advice can you offer an undergraduate student in our program?

Make the most of your time in college. Higher education is a privilege and having access to it is something none of us can take for granted. Embrace where you come from, be proud, and know that you have a voice that needs to be heard. Use your education as a tool to let other hear yours and those of the people you lift by being here in search of an outstanding education.

What's one thing you hope students who take a class with you will come away with?

This upcoming spring 2020 I'll be teaching a class titled, “LAND ARC 375: Latino Urbanism: Design and Engagement in the American City.” The course will address Latino Urbanism in the American city as a new understanding of urban placemaking and development. This course will explore the intersections of culture, place, and design to critically address how the socioeconomic dynamics that underlie demographic shifts in the U.S. are influencing urban change in the American landscape. The class will focus particularly on exploring the evolution and ways by which Latinos shape the built environment, both at in the public realm and in the home. We'll discuss topics such as gentrification, environmental (in) justice, Urban Renewal, placemaking, top-down vs bottom-up planning, among others.



**LATINO URBANISM:
DESIGN & ENGAGEMENT IN
THE AMERICAN CITY**

Professor : Edna Ledesma, Ph.D.
eledesma@wisc.edu

This course will address Latino Urbanism in the American city as a new understanding of urban placemaking and development. This course will explore the intersections of culture, place, and design to critically address how the socioeconomic dynamics that underlie demographic shifts in the U.S. are influencing urban change in the American landscape. The class will focus particularly on exploring the evolution and ways by which Latinos shape the built environment, both at in the public realm and in the home.

Spring 2020
LAND ARC 375
Tuesdays/Thursdays
9:30-10:45am
VAN HISE 115

****This is a 3-credit course and cross-listed under CLS.**

Message from CLS Academic Advisor

By Rachelle Eilers, reilers@wisc.edu



Latinx New Student Orientation

The fall of 2019 marks my fifth year as an Advisor for the Chican@ & Latin@ Studies Program. I cannot believe it has been five years since I joined this brilliant program as an Advisor, after having been an undergraduate certificate student. I value the familia we have developed at CLS over the years. This community has made

my full-time return enjoyable. Despite being gone for most of last year because of the birth of my baby, the CLS familia has grown. This fall we continued to grow with new CLS students and faculty, as well as new programming.

New this year, CLS offered a Latinx Identity and Politics First-year Interest Group (FIG). A FIG is a cluster of three classes linked together to explore a common theme. First-year students attend these classes together as a cohort. Those who participated in the FIG were able to complete a majority of their CLS certificate courses. As a result of the FIG, we have seen an influx of first-year students in the program. I love this, as most students do not find the program until they are more advanced into their academic careers. By connecting with them earlier, we can provide support for a longer time.



Café y Conversación with Dr. Miranda

Additionally, this semester we had two new lecturers join us, Kristina Fullerton-Rico and Dr. José Villagrán. Both lecturers teach Introduction to Chicanx & Latinx Studies. We also had two new professors, Dr. Marla Ramírez and Dr. Almita Miranda, as well as new faculty affiliates, such as Dr. Edna Ledesma from the Department of Planning and Landscape Architecture and Dr. Sara McKinnon from the Department

of Communication Arts. The new faculty will be offering new courses such as “Latino Urbanism,” “Latinas: Self-Identity and Social Change,” and “Transnational Latinx Communities.” All of our new instructors have been wonderful with students and perfect for CLS.

Finally, we have been busy with student-focused programming. ChiLaCSA (CLS’s student government) held its annual March Up Bascom Hill event to start Latinx Heritage Month. As part of



March Up Bascom Hill

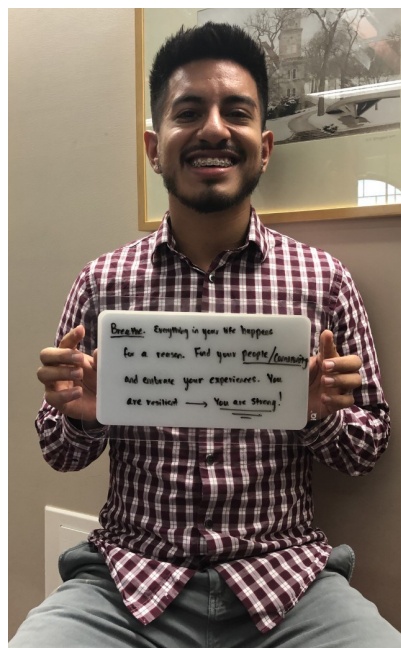


*Sebastian Khattabi, Rachelle Eilers,
Carlos Puga, Armando Ibarra at WSUM*

great way to connect with students. CLS participated in a radio show on WSUM, held a canvas-painting event with faculty and students, and hosted a lunch for transfer students of color as part of National Transfer Student Week. Last and certainly not least, the Community Gatherings weekly luncheons are growing at a large rate. We have to start to think about a new room to fit everyone.

Stay tuned for more CLS updates in spring!

Latinx Heritage Month, CLS started a Café y Conversación series to create dialogues between professors and students. CLS participated in the first-annual Latinx New Student Orientation hosted by the Latinx Cultural Center. The event was full with Latinx first-year students, transfer students, Latinx faculty and staff. The Orientation was one of the best experiences I have had on campus in a long time. Additionally, I have been hosting drop-in advising on Wednesdays at the Latinx Cultural Center. This has been a



*Gilberto Osuna-Leon at the
Transfer Students of Color Lunch.- “Breathe. Every-
thing in your life happens for a reason. Find your
people/community and embrace your experiences.
You are resilient. You are strong!”*

Fall 2019 Community Gatherings



Dr. Andrea-Teresa "Tess" Arenas



Cesar Martinez



*Brenda González,
UW Community Relations*



*Carlos Puga, Alejandro Gonzalez-Cibrian, Carlos Ortega
(Brothers of Lambda Theta Phi Latin Fraternity, Inc.)*



*Dr. Audra Hernandez,
McNair Scholars Program*



Fall 2019 Community Gatherings



Luis Abreu-Socorro



Anthony Lizarraga, Joseph Romero, PhD Candidates



Isabel Jimenez-Diaz



Dezarae Avalos, Rachel Bitman-Heinrichs, UHS



Kathleen Rause, SuccessWorks

Paving the Way for Immigrant Communities and Latinx Mental Health in WI

By Marla Delgado-Guerrero, marla.delgadoguerrero@marquette.edu ('05)



If someone told my 18-year-old self that one day I would be a counseling psychologist and be working at a prestigious university serving underrepresented college students, I would have said, “um, you must be predicting someone else’s future, not mine.” You see, when I started college many years ago, I had a very different vision for myself—I wanted to be an editor-in-chief for *Latina* magazine working in a large office building in New York City. It was because of this vision that I found myself taking my

first CLS course with Professor Ben Márquez in which I first began constructing my cultural identity. This transformative process continued all throughout my additional CLS courses and learned more about my culture that I never read about in any history books prior to starting college. Reflecting back now, I can truly say the CLS program was the catalyst of my own racial ethnic identity development that now is salient in every aspect of my professional and personal life. Though my undergraduate degree is in journalism, my path took a turn towards mental health and diversity and inclusion work within institutions of higher education. I obtained my master’s in counseling and PhD in counseling psychology both from UW-Madison.

Currently, I provide mental health counseling, with an expertise serving underrepresented college student populations such as students of color, first-generation college students, low-income students, LGBTQ students, and DACAmented/undocumented college students. In addition to my clinical role at Marquette, I also serve on a number of university-wide committees with a focus on diversity and inclusion. For example, I have had honor to serve in leadership roles as the Co-Chair of the Division of Student Affairs Diversity Committee and helped to both establish and lead [Marquette’s Dreamers Support Committee](https://www.marquette.edu/diversity/undocumented-student-resource.php) (<https://www.marquette.edu/diversity/undocumented-student-resource.php>). Most recently, I have been involved with establishing a statewide coalition of higher education professionals across over 15 colleges and universities to better serve immigrant students and families across Wisconsin. And for the record, yes, I do manage to get my 7-8 hours of sleep each night. Finally, I also serve

as an adjunct professor in the Department of Counselor Education and Counseling Psychology at Marquette and find training the next generation of counseling psychologists an incredible honor and privilege.

Of the various roles I currently have, I am most proud to be serving our immigrant community here in Wisconsin. I truly believe serving and supporting our WI undocumented/DACAmented students and immigrant families is critical to social justice since this population is often forced to live in the shadows of our society despite being significant contributors to our communities. I also believe that education is a right, not a privilege, so this has become part of my professional goal--to provide more resources and information about educational access to one of our society's most vulnerable population given our current political climate. This is why I am so excited about the work of our state-wide coalition to support undocumented/DACA students and families that I hope will make a positive difference in Wisconsin.

Looking back to my first CLS class, I knew that being a first-generation college student and becoming more aware of my cultural identity would be part of my educational journey. It was through having a stronger sense of self that allowed me to pave not only my own way, but more importantly pave the way for others that would come after me. For the last 15 years, I am humbled and honored to have been part of so many incredible students' educational paths. Both these students and the CLS program have been critical to my professional success. Recently, I was honored to be named to the *Si Se Puede: 34 Most Powerful Latinos in WI* (<https://madison365.com/si-se-puede-2019-wisconsins-34-most-powerful-latinos-part-5/?fbclid=IwAR0OzmmdJUAv-oySFYU5CY6FMigSSzXgXeWq6Jg9KGmMvGO-2cxHQNVQSOD8>) list this year and now looking back, the CLS program gave me the foundation to find one of my life's passion to serve the Latinx and immigrant communities.



To learn more about Dr. Delgado-Guerrero's recent award, please see these two news articles published in *Marquette Today* (https://today.marquette.edu/2019/09/dr-marla-delgado-guerrero-featured-on-list-of-wisconsins-most-powerful-latinos/?fbclid=IwAR1uF4kbpC9IzQKF-6ezbJqNyp9GEaX28ij3_Bczqcq2zvNe15LJlt3oK9w) and the *Marquette Wire* (<https://marquettewire.org/4017634/radio/radio-news/mental-health-counselor-featured-on-list-of-wisconsins-most-powerful-latinos/>).

The Promise of Public Education

By Joseph Mendoza, uwmendoza@gmail.com ('14)



Are you sure this is Wisconsin? It looks more like Hogwarts to me, muttered my ten year old sister, Wilman, as we arrived at Tripp Residence Hall in the summer of 2009. Under the guidance of an incredible faculty member, Gia P. Euler-Plath, I was able to draft a strong application and be selected to participate in the *Summer Collegiate Experience*. Little did I know that this summer experience would be the beginning of a remarkable journey that would forever change the life of an inner city kid from the west side of Chicago.

When the Chican@ and Latin@ Studies Program reached out to me on potentially sharing my story for the upcoming fall newsletter, I couldn't help but feel a great sense of honor and excitement. Since graduation in 2014, I have garnered many great experiences that have truly shaped me into an effective educator and persistent community leader. I hope that by sharing some of these experiences, I can provide some sort of direction, motivation and even comfort to current undergraduates. Undergraduate years can be very daunting and challenging especially to first generation college students. As I share my professional journey with you, I would like for you to consider one thing: the notion of always having an open mind as you approach graduation.

Upon graduation, I moved to the Rio Grande Valley in South Texas to fulfill my education commitment with Teach for America. I was completely new to the state and particularly to that region. I did not let the sense of uncertainty dictate my experience but rather viewed it as a rich and unique opportunity. I officially began my teaching career at Moises V. Vela Middle School in Harlingen teaching 7th grade social studies. Two years flew by and I completed my two year commitment becoming a TFA alum. The following academic year I accepted an offer to work for the highest performing charter system in the state in Texas, Idea Public Schools, in the city of Austin. During my time with this district, I learned how to be an efficient and effective teacher in the classroom. I always had a group of teacher mentors that provided on the spot feedback and exposed me to the best practice in the field. The following year Houston was call-

ing my name and I accepted an offer to teach 8th grade mathematics at John L. McReynolds Middle School in Fifth ward. After four years of establishing myself as a leading educator in the state of Texas, I decided to bring my talents back home. In the summer of 2018, I moved back to the Midwest. I now work for the Chicago Public School District at Rachel Carson Elementary located in the Gage Park community. I'm currently part of the Instructional Leadership Team, the Empowered Schools design team, and selected to be featured on the CPS's recruitment media. As you have read I am heavily involved in the field of education and truly believe in the promise of public education.

I intentionally began this article with a vivid memory from the summer of 2009. Participating in the *Summer Collegiate Experience* allowed me to formally learn about the contributions that Latin@s have made to our American society. These type of courses were just unheard of to me prior to setting foot on campus. The textbooks in my high school courses allotted about two paragraph to squeeze in *Cesar Chavez* and *La Raza Unida Party*. I was impelled to register for *CLS210 Introduction to Chican@ and Latin@ Studies* with Professor *Patricia Tucker* on sight! This course wasn't just about memorizing names in Spanish or dates, but about developing a critical thinking lens to identify racist policies (policies that do not promote equity) from antiracist policies (policies that do promote equity) in our communities. This introductory course allowed me to form a clear consciousness of our communities, including the challenges they have historically faced and continue to face in present-day society. It also empowered my identity and culture at a time in which I was experiencing a culture shock at a pre-dominantly white institution. Born and raised in the west side of Chicago, I was accustomed to a diverse city that celebrated different cultures. I had no clue what the word minority meant or how it "felt" to be one before my arrival to Madison.

Ultimately this experience helped me realize that I wanted to jump into a profession that would allow me to directly serve and empower underserved communities. It's been almost ten years since SCE, and I will never forget how life changing this course was. Now in my sixth year of teaching I still continue to use the critical thinking lens that I formed throughout several CLS courses. Over time this same lens has allowed me to identify other social monsters such as a biased criminal justice system, segregation based on income, and the displacement of working families by gentrification. Forms of oppression that are directly affecting my current students and their communities. I hope that all my students at one point in their lives have the opportunity to experience these type of courses.



My Summer on the Hill

By Stephanie Blumenthal, skblumenthal@wisc.edu



During summer 2019, I had the opportunity to intern in the United States Capitol under Congressman Jim Cooper (D-TN), who represents my home city of Nashville. This experience has shaped my outlook on future professional career goals, understanding of how our country's governmental systems

operate, and appreciation for the unique chance I had to get an up close and personal look at Congress in session. Throughout my time in Washington I assisted my congressman's office with secretarial and administrative duties, met with over a dozen former staffers and interns of the office or district, attended briefings, hearings and floor sessions, and met with my Congressman almost daily with 11 of my fellow interns. These opportunities were unique, not only to the experience of being an intern on The Hill (a "Hilltern," if you will), but also to be an intern in my congressman's office (a "Jimtern"). Congressman Cooper and his staff prioritized our congressional education throughout our 6 weeks in the Capitol.

During my time in Congressman Cooper's office, the Supreme Court of the United States (SCOTUS) was having their last week in session. This was in June, when the court was hearing the case regarding the citizenship question being asked on the 2020 Census. On our third day in Congress, we were instructed to meet in front of the Supreme Court no later than 6 a.m. for the chance to be one of the first 50 people in line who are allowed in to observe the court. Thankfully, we all arrived by 6 a.m., some of us cutting it close and arriving precisely at 5:55, and were close enough to the front of the line to be allowed inside. Admittedly, seeing Justice Ruth Bader Ginsberg and Justice Sotomayor had me a little star struck. Unfortunately, SCOTUS chose not to review the citizenship question on the day we had come in, so we weren't in the room to hear the final reading of that decision. Nevertheless, hearing Justice Sotomayor speak so eloquently, and seeing the grandeur of the room is an experience I was privileged to have and will certainly never forget. Throughout this, I reflected upon the histories of Chicanx and Latinx people which I've learned about in CLS classes at UW. After the SCOTUS decision came out, I was able to learn more about my congressman's position on immigration

and immigrant rights as well as the organizations which he has partnered with in his district to help Latinx people in the community.

The Mueller testimony was also scheduled to occur later on in our internship. When the time came, Congressman Cooper was kind enough to allow us to sleep in the office after all the staff had left--so we could be first in line to hear the Mueller testimony. We sat in line from 2 a.m. until 8 a.m. and were allowed in! Being in the room where something as historic as the Muller testimony took place was really unbelievable.

One of the most rewarding aspects of this internship, aside from these two uncommon occurrences, were found in our daily meetings with former “Jimterns” who had gone on to hold incredible positions in political and non-political jobs alike. One particular former intern and staffer, Katie Hill, began working for President Obama during his last year in office and currently still works in his communications department. Another particularly gratifying aspect of our job as interns was giving Capitol tours to constituents of Tennessee’s 5th district. I thoroughly enjoyed learning about each family that came in and showing them around our nation’s Capital building. Lastly, each day during our “intern time” meetings with Congressman Cooper, we had to present our opinion of a news article and discuss them with the Congressman. These articles ranged from discussing the newest technology phenomena to the family separation policy of the Trump administration. Having to create, discuss, and defend my opinion on each piece of news I presented to Congressman Cooper was an invaluable experience. One of the most treasured skills I walked away from my time in Washington DC with was the ability to better articulate and defend my own morals and values.

As fun and exciting as being near so much of the political action in our nation was, many parts of being an intern in the Capitol were challenging. I learned a lot about what I hope to get out of a potential political career for myself. I have always thought of politics as a way to assist people in our country, whether that’s on a local school board or as Speaker of the House. While in Congressman Cooper’s office, I realized how important it is to me to be in the community I wish to serve. Having seen how constituent interaction works at the federal level, I’ve decided



I would like to work on a state or even local governmental level moving forward. These experiences were invaluable to me but allowed me to see that I didn’t feel as impactful when working from DC.

Salud

By Jesús Adrian Garza-Noriega, garzanoriega@wisc.edu

Hello, my name is Jesus Adrian Garza-Noriega, I am a student at the University of Wisconsin-Madison pursuing a Bachelor of Science degree in Rehabilitation Psychology. As a husband, father, first-generation college student, veteran and returning adult student, I believe it is important for me to share my experience. Growing up in Madison, Wisconsin representation was scarce and sometimes that translated to feelings of seclusion. Growing up I went to predominately white schools and often times I was the only person of color. On top of that, I was placed into ESL for simply knowing Spanish and then later processed through the special education system. I felt like my teachers and counselors did not care about my education and I quickly began to face questions of identity, race, culture, education, and ability. I felt alone. As if I were the only one going through something different than the status quo. These thoughts made my growth different from many of my peers. To work through these feelings, I turned to poetry as a way of exploring who I am. What I really enjoy about poetry is that I am able to come to a personal realization of vulnerability that is



at times hindered by always trying to be strong. This is liberating for me. I feel comfortable in my own skin, and I can share a side of me that I previously wanted to protect by holding it in. The most rewarding aspect of this experience is the ability to share and be comfortable doing so.

However, while writing poetry I run into some challenges. For example, it can be difficult to find a balance between covering the intimate moments of my life without watering down the emotional aspects. The CLS program has allowed me to publish a poem in the Latinx Journal that serves as an example of how I face this challenge. The poem is meant to be performed in a spoken-word style to capture the emotional tone, body language, and cadence while still

speaking to some of the intimate moments in my life. While writing, I also come across another challenge of deciding whether a piece will be written with an academic stroke. More times than I can remember, I have had to package myself for people in a way that separates my friends and family from the writing because of language and formality. The people who matter the most in the writing are excluded from the conversation because of these formalities. To put it frankly, they should be able to read about themselves in a way that is representative to them. The difficulty in making this decision stemmed from not believing I had a right to have this decision in the first place. In other words, I felt as if I had more to prove as an academic in order for my writing to speak. This was a barrier until I realized that this is my vida bro, be proud. I made it here, I deserve to be here and that's what I rocked with.

The CLS courses have really shaped me in a way I never thought possible. Growing up I never heard about the historical processes, struggles, and contributions that Latinxs provided the U.S and the world. Having CLS felt like I was given roots. I thank one of my professors, Dr. Villagrán, for providing labels to the systematic hurt I felt but never had names for. CLS has allowed me to be represented within the curriculum, and meet professionals who have similar cultural experiences and that also care about my academic journey. I recall meeting with Mary Dueñas and Dr. Quintana to discuss post-undergraduate plans. They walked me through the process and made me feel comfortable asking questions. CLS is filled with so many people who care. My advisor, Rachelle Eilers, has always helped me during times of need. If it were not for her passion and care for her students, I honestly do not know how I could have made it.

If you want to join CLS or if you want to write about your experience, my advice is to do it. You never know what discoveries you might find about yourself. This is your story too and it deserves to be heard. Para mí, estoy haciendo esto por mi familia que sacrificó tanto por mí. Ahora tengo una familia propia. Tengo un niño pequeño que necesita que su padre sea exitoso y otro pequeño en camino. Sé que cumpliré mi objetivo. Tengo que.

(insert grito)

-Chuy



Summer Internship at Mayo Clinic

By Karen Huerta, khuerta@wisc.edu



As I started my 8th semester of college, I was disappointed in myself for not graduating in four years, as most students do. When I came to the University of Wisconsin-Madison, I had an idea that I wanted to major in the science field. However, I was undecided for the first three semesters until I finally declared a Bachelor of Sciences in Chemistry. I had a rough journey with this major, but I

still believed that I could succeed even though it would take me another year. To make the best of this extra year, I decided to look for an internship that was not research-based. It took me days to find internships that were interesting. I eventually came across a summer laboratory program at Mayo Clinic in Rochester, MN. With the help and support of Rachelle, I applied. A couple of weeks later, I received a call from the program director letting me know that I was one of the 28 students selected to be part of the Summer Lab Science Program (SLSP). I was shocked to know that there were more than 120 applicants for this program and I was one of the students chosen.

This past summer, I worked in a Clinical Mass Spectrometry Laboratory in the Department of Laboratory Medicine & Pathology at Mayo Clinic. It was such a wonderful experience working at one of the Mayo Clinic laboratories. It was an especially unique experience because Mayo Clinic is rated the #1 hospital in the nation. In this competitive 10-week internship, I worked alongside full-time employees. My assigned bench was to test samples of testosterone. I had the responsibilities of preparing about 1000 patient samples each day, and analyzing the results with a full-time worker. As part of this program, I also had the opportunity to visit many of their different laboratories and attend intriguing presentations from researchers and doctors.

However, I also faced challenges. One of the most challenging aspects of this experience was pushing myself to commit to this program. I did not know what to expect from this internship, and I knew it would be difficult to be away from home. It's about a 4-hour drive from Rochester, MN to my hometown of Waukesha, WI. However, I always liked to challenge myself and go on adventures, like this program. No matter what, I knew I was going to learn and experience a possible future career.

Despite the difficulties, this experience was rewarding because I gained knowledge, practice, and training in a clinical laboratory setting. I understood the importance of clinical la-

laboratories; people work 24/7 in these laboratories to accurately test samples and report the results back to doctors. This internship guided me into appreciating healthcare. Because of this, I decided to change my major from Chemistry to Biochemistry. I knew that it would be more beneficial to take more biology and biochemistry courses as they relate more to the type of laboratory that I am interested in. This opportunity helped me see what I am capable of accomplishing. It made me realize that there will be a lot of other experiences and jobs in my future. I am now confident that my future after graduation will have a positive outcome if I keep challenging myself.

I want to thank the SuccessWorks Internship Fund for the funding support I received, which was used for housing and transportation. A big thank you to Rachelle for helping me throughout my application process and always being there when I needed her. Also, I want to thank my friends, sisters, and, most importantly, my parents for the full support and unconditional love. I hope that anyone that is in a similar position as I was, allows themselves to be challenged in any opportunity that they encounter.

Siempre Perdida

By Michelle Navarro, *mnavarro4@wisc.edu*

Growing up in a predominately Latinx neighborhood in the southwest side of Chicago shaped my upbringing and perspective on my community. In my neighborhood of Gage Park, I always attended public schools where most students were first generation immigrants. Our parents crossed borders in



search of economic opportunities to better our lives. This narrative was common to hear and very familiar to me. Chicago's segregated history was the reason why my neighbors and classmates closely aligned with my background. I always felt a sense of community and familiarity in my neighborhood. However, this also caused me to witness the issues that impacted this community the most. I witnessed my community struggle against gang violence, the lack of resources in our public schools and centers, and legal and financial support for immigrants and our most vulnerable groups. The racial and ethnic disparities

were clear to me every single day. You could see it riding on the Red line from south to north. There are neighborhoods where you cross the street and you may be in a disadvantaged area or a wealthy one.

Although the issues that my community faced were present and visible in my everyday life, I did not feel them as present as I did until I attended to the University of Wisconsin-Madison. Cultural shock was real my first semester, after seeing students walking around with one thousand dollar coats, or hearing stories of their extravagant family vacations twice a year. I heard how they spoke about college. To many, college is just a fun experience because they are just going to end up at their family member's

company. I was lucky that I came to UW-Madison with nine other individuals through Posse – a program that offers full tuition scholarships to students with high academic standing and leadership abilities. These nine people became very important in my college experience. The relationships I made with them have comforted me through many situations, especially in my first year.

While I was discovering the differences in my upbringing compared to the traditional Wisconsin student, my friends were dealing with microaggressions by both classmates and professors. Microaggressions were common as my friends were often the only students of color in the classroom. They had to face this all while having to deal with moving from 300 to 1,500 miles away from home. Many of us are the first in our families to attend an institution like UW. We all shared the pressure from our peers, from our families, and from ourselves on doing the best we could because it was now up to us to continue what our parents started – upward social mobility. My friends and I wanted to give back to our families, continue figuring out who we wanted to be, and also address our needs on campus.

I attended The Social Justice Leadership Retreat in 2018 and during the retreat we had time to reflect with our communities about our experiences on campus. We began to discuss issues our community faces, noting the lack of resources, support and staff that should be dedicated to Latinx and immigrant student's needs. Alondra Avitia, Jonathon Godinez, Josue Velazquez and I met, and we researched cultural centers and crafted a proposal. We reached out to student organizations, academic offices and departments spreading awareness of this initiative and found an Asian Pacific Islander Desi America (APIDA) student group who were also proposing a cultural center, so we formed a coalition that would hopefully address these issues to the administration. It is sad that students have to do this work, when white students can fully participate in “college culture” by just worrying about their academics, a job, and their social life. I wish my friends had the luxury of focusing on themselves and their studies. Nonetheless, the people I have met here are motivated and dedicated to help their communities. This commitment inspires me every single day.

We were offered space for an APIDA and Latinx center - the first in our campus' history. However, it was not an easy decision to make. The spaces were small and we were frustrated with what we were offered. After discussing it with our coalition groups, we ultimately decided that this can only allow us to grow more. This past summer, I was granted the chance to visit cultural centers at universities throughout the Midwest to learn from their programming, organizational structure, space and the resources they provide in order to implement and im-

prove the cultural centers at UW. Something we consistently saw was a new student orientation to welcome first-year and transfer Latinx students. Inspired by this work and the new student orientation that the Black Cultural Center has hosted for about three years, we decided to have one for Latinx students for the first time on campus. With the help of the Multicultural Student Center as well as the staff and faculty from the Chican@ and Latin@ Studies Department, we put on an orientation that provided resources, information, and support services to the new students. It was beautiful seeing over 40 Latinx first-year and transfer students together in one room, with Latinx faculty and staff across different departments. You could see in the new students' eyes that they had finally felt at home.

Today, I host office hours in the Latinx Cultural Center space throughout the week. Seeing students sharing space where they could speak to each other in Spanish, talk about their upbringing, study for courses together, and genuinely make connections with one another reminds me of why I enjoy doing this kind of work. It has also taught me a lot about my identity as a Latina who is first generation but is also white passing. I hope to continue learning better ways to support underrepresented communities through my research and work. The support system I have built with my closest friends, my roommates, and staff like Rachelle Eilers and Emilie Hofacker, have taught me more about the person I am, the work I want to do, and the person I want to be. I also want to thank the people who sit in the back of CLS courses with me – the work you all do in your organizations has done so much for the community. I can't wait to see what you all accomplish.

I hope Latinx students continue advocating for the community and their needs, but most importantly, I hope they can also advocate for themselves. It's important to remember that students of color have the right to just exist. It's easy to feel lost here. I spent a lot of time feeling lost, to the point where my dad calls me 'perdida' sometimes. Don't let others influence what you choose to study or do



because although we do need lawyers, scholars, and doctors of color - we also need master chefs, comedians, creatives, actors and other professions that some peers and parents may question. I still feel perdida sometimes, but now I embrace it because siempre voy estar un poco perdida. Explore your interests – whatever they may be. I promise something will stick. When you find what moves you, your purposes in life (because we do get to have multiple) become more apparent.

Congratulations to our CLS Fall 2019 Graduates!

Ivan Delgado

Bachelor of Science in Personal Finance

Vianey Hernandez Ramirez

Bachelor of Arts in Psychology

Whitney Lazo Guevara

Bachelor of Arts in Psychology

Isabel Miranda

Bachelor of Science in Community & Nonprofit Leadership

Jocelyn Ruiz

Bachelor of Science in Chemistry



(Left to Right – Vianey Hernandez Ramirez; Jocelyn Ruiz; Ivan Delgado; Whitney Lazo Guevara; Isabel Miranda)

Spring 2019 Graduation



Spring 2019 CLS Graduates



Spring 2019 CLS Valedictorians (Left to Right– Armando Ibarra, Director of CLS Program; Nashali de Leon Hernandez, Valedictorian; Rachelle Eilers, CLS Program Academic Advisor; Sarah Kear, Valedictorian)

(Continued from page 1)

We would like to congratulate **Professor Lynet Uttal**, who retired after a long career at the University. Lynet's support for the Program and advocacy for applied community-based research at the UW has been crucial to the grounding and development of the program and for new avenues of knowledge production. Most recently, she provided invaluable service to the Program as a member of the Race, Ethnicity, and Indigeneity cohort hire during the previous academic year. Our success in that search owes much to her leadership and vision. We wish her the best as she takes this next step.

Congratulations are also due to **Professor Stephen Quintana** and **Centro Hispano of Dane County** whose collaborative project was awarded a *Community Impact Grant* from The Wisconsin Partnership Program at the UW School of Medicine and Public Health. "This project will help increase the number of trained professionals to serve Latino communities through a partnership with UW-Madison School of Education, specifically for native Spanish heritage speakers."

We have been busy in engaging with campus and community partners on a number of initiatives. Most recently we were a sponsor of the Centro Hispano of Dane County BECAS Scholarship Luncheon. This program raises funds that help students who are not eligible for many other forms of financial aid or for in-state tuition at the UW. Over the years, some CLS students have received the scholarships. We were a sponsor of the 2019 Treaty Day lecture. This year's event drew over 1100 people from our campus and surrounding communities, making it the largest audience ever for a Ho Chunk speaker. We were a sponsor of the Latinx Student Union Welcome Reception that drew hundreds of Latinx student, faculty and staff.

We wrote a letter of support for the Madison Museum of Contemporary Art (MMoCA) to the Institute of Museum and Library Services for a grant to bring to Madison a major exhibition of the Mexican Modernism Initiative artworks that will open in September 2021 and run through January 2022. In particular, the exhibit features Mexican Master Diego Rivera's work whose timeless art still has much to teach a new generation. Should the exhibit be approved, our faculty and students



José Villagrán and Kristina Fullerton-Rico, Recipients of the Honored Instructors Award



Armando Ibarra at the Cap Times Idea Fest: Latino Wisconsin-Organizing at the Margins

will have the opportunity to seek ways to partner with MMoCA and other community organizations involved in this project. The Program also co-sponsored a lecture by Alex Chávez of Notre Dame University, who was invited to campus by the Anthropology department. We also co-sponsored the panel “From Awareness to Action: Immigration’s Impact on Children from Madison to the Northern Triangle of Central America” with Voces de la Frontera and other community partners, as well as “On the Border and Beyond: Ethics and Immigration Reporting” with the Center for Journalism Ethics. Both of these panels brought experts on migration and Latinx issues into contact with the broader Madison public.

Here in Madison, we continue to expand our academic programming and community presence by recruiting students and faculty to our program. Faculty and students have also engaged in community projects that bridge learning between the UW and the rest of Madison. As always, our strength lies in the important and timely work many of our students and faculty engage in through their studies and scholarship.

We are fortunate to have such dedicated and talented CLS Staff. Simply put, without them or CLS work does not get done. Gracias, **Peter C. Haney**, **Rachelle E. Eilers**, **Alma Sida Ontiveros** and our student workers, **Michelle Concepcion** and **Jessica Gomez** 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.

Our campus community faced ongoing challenges as well. We issued two faculty statements within the past year addressing major national and campus concerns. The first was a statement issued in August 2019 on White supremacy, mass shootings and ICE Raids. Subsequently, the faculty issued a statement in October 2019 responding to the UW Homecoming video controversy. A video issued by the University’s Homecoming Committee that ended up deepening the sense of alienation felt by many students of color on campus instead of contributing to the celebration. Both statements can be read in their entirety on our website. We work as best we can as the national political landscape looks increasingly ominous for many in our communities. In the face of challenges to come, we continue to foster dialogue and critical analysis, provide intellectual resources for struggling communities, and work to equip the next generation to make the world a better place for all of us.

Spring 2019 will bring much attention to CLS. We will offer the largest number of courses in our program’s history. Our student certificate enrollments exceed 100 and continue to increase. These numbers speak to the commitment and resourcefulness of our students, staff, and faculty. We welcome this continued growth and are well-positioned to pursue our next initiative, proposing and implementing a major in Chican@ & Latin@ Studies. Stay tuned, our work this coming year will undoubtedly be one full of challenges and opportunities.



Mindy Navarro Velez and Diana Tamayo at the November 12th, 2019 DACA Rally

*Pá delante,
Armando*

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*)

The **Latinx Studies Journal** (previously known as *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. 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:
Alma Sida: asida@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>

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.

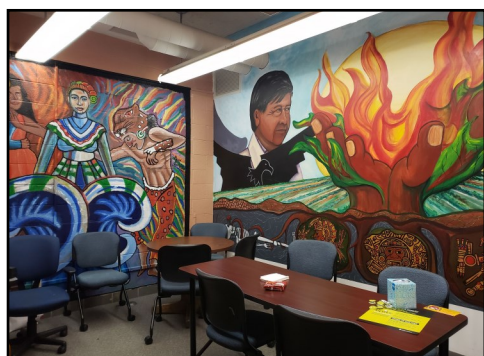
Academic Year Hours: Monday-Friday (8:30am-4:30pm)
Location: 313 Ingraham Hall



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



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.

Academic Year Hours: Monday-Friday (8:30am-4:30pm)
Location: 338 W Ingraham Hall

Latinx Cultural Center

The Latinx Cultural Center at UW-Madison serves Latinx students by facilitating opportunities for academic and social support, co-curricular programming, and community building.

The Latinx Cultural Center is located in the Multicultural Student Center.

CLS Academic Advisor Rachelle Eilers hosts office hours at the Latinx Cultural Center every Wednesday from 10:30am-1:30pm.

SPRING 2020 COURSES

Course	Topic	Time	Instructor	Brief Description
CLS 102 (lect.) 27615	Introduction to Comparative Ethnic Studies Cap: 189	T & Th 1:20-2:10 INGRAHAM 19 Enroll through discussion section	José Villagrán & Armando Ibarra	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 201 24712	Introduction to Chican@/Latin@ Studies Cap: 40	T & Th 9:30am -10:45am INGRAHAM 222	Megan Bailon	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 26004	Introduction to Chican@/Latin@ Studies Cap: 40	M W F 9:55am - 10:45am INGRAHAM 122	Kristina Fullerton-Rico	
CLS 231 20768 (lect.)	Politics in Multi-Cultural Societies Cap: 76	M W F 9:55am -10:45 am Social Science 6104 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 301 TBA	Chicana/o & Latina/o History Cap 45	T & Th 9:30am -10:45am INGRAHAM 214	Marla Ramírez-Tahuado	Analyzes the historical and contemporary social and legal effects of immigration flows by focusing on the development of the U.S.–Mexico border, U.S. immigration policies, gendered migrations, and U.S. definitions of belonging and exclusion in relation to Latinas/Latinos/Latinxs immigrant communities.
CLS 330 36125	Topics in Chican@/Latin@ Studies Cap: 100	T & Th 1:00pm - 02:15pm HUMANITIES 111	Alfonso Morales	Reviews the history, practices, processes, and prospects of marketplaces generally, farmers markets in particular, and how these relate to entrepreneurship.
CLS 330 35596	Topics in Chican@/Latin@ Studies Cap: 40	T & Th 11:00 am – 12:15 pm SCIENCE 175	Almita Miranda	Draws on theoretical and empirical scholarship from history and various social science disciplines, including geography, anthropology, and sociology, to introduce students to the U.S.-Mexico borderlands region. Divided into three main parts—historical background (pre-and post-1848), Mexican migration, and contemporary border issues (2000s-present)—guides students through major shifts of the U.S.-Mexico border and issues affecting Latinx residents and migrants across time.

SPRING 2020 COURSES

Course	Topic	Time	Instructor	Brief Description
CLS 330 35592	Topics in Chican@/Latin@ Studies Cap. 30	T & Th 11:00 am – 12:15 pm INGRAHAM 115	Revel Sims	Explores gentrification, especially in Latinx communities. Investigates gentrification's origin & theories that seek to explain it through four case studies—the Mission-San Francisco, Boyle Heights-Los Angeles, East Harlem-New York, & Pilsen-Chicago—to form critical conclusions.
CLS 332 35410	Latinas: Self Identity and Social Change Cap: 30	T & Th 2:30pm – 3:45pm STERLING 1333	Almita Miranda	Explores the multiracial and multicultural reality of Latina societies by becoming familiar with the history and cultures of Chicana, Cuban-American, and Puerto Rican women. Interdisciplinary readings in law, journalism, policy, history, and self-reflective literature.
CLS 355 27863	Labor in the Americas: The U.S. and Mexico Cap: 28	T & Th 9:30am -10:45am VAN VLECK B341	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.
CLS 368 35850	Chicanx & Latinx Literature and Visual Culture Cap: 35	M & W 2:30pm – 3:45pm VAN HISE 155	TBA	Considers the interplay between the visual and the literary as we read novels, short stories and poems about visual objects such as art, print, visions, photographs, movies, architecture, graffiti, tattoos, landscapes. Explores how Chicanx/Latinx literature and film participates in and mediates visual culture, and how it questions the act of "seeing," especially with respect to race, ethnicity, class, gender, sexuality and nation.
CLS 440 35860	"Ethnicity, Race, & Justice" Cap: 60	4:00pm – 5:15pm M & W SOC SCI 5231	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 will be to move beyond the black/white dichotomy, with an emphasis on US Latin@s.
CLS 443 29479	Immigration, Crime & Enforcement Cap: 60	M & W 2:30pm – 3:45pm SOC SCI 6102	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 30436	US Latino Literature Cap: 24	T & Th 11:00am - 12:15pm VAN HISE 367	Rubén Medina	Analyzes the representation of the Latino/Latina experience in the US, as well as the linguistic, cultural and formal singularity of their literature. Traces the development of Hispanic/Latino literature, its trends, the incorporation of newer Latino and Latina migrant communities in the US, question how it is defined, and address various issues concerning its poetics and present state. It will explore the intersectionality of ethnicity, class, gender, migration, sexuality, and literary forms.

SPRING 2020 COURSES

Course	Topic	Time	Instructor	Brief Description
CLS 470 34460	Socio-demographic Analysis of Mexican Migration Cap: 40	M & W 3:30pm - 4:45pm SOC SCI 6240	Jenna Nobles	Introduces students to social and demographic analysis and explanations of the historical and present day causes and consequences of migration of the largest immigrant group to the United States in the 20th century.
CLS 525 30215	Latin@ Mental Health Cap: 25	M 10:00am - 1:00pm EDUC SCI 218	Mary Dueñas & Jessica Pérez-Chávez	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 & applies knowledge in service placements.

DARS EXCEPTIONS FOR CHICLA CERTIFICATE, SPRING 2020

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 Discussion Section	Unlisted
COUN PSY 270	Topics in Counseling Psychology: First Wave	M 9:55am – 11:50am	Alberta Gloria
CURRIC 240	Critical Aspects of Teaching, Schooling, and Education	T 1-2:15, Discussions T 2:30-3:45 Enroll through Discussion Section	Mary Louise Gómez
INTEG ARTS 310/610	Artivism: Intercultural Solidarity & Decolonizing Performance	MW 3:30pm-5:10pm	Benjamin Barson & Gizelxanath Rodríguez
HIST 600	Advanced Seminar in History: Immigration and the U.S./Mexico Border	T 8:50am -10:45am	Marla Ramírez-Tahuado
LAND ARC 375	Special Topics in Landscape Architecture: Latino Urbanism: Design & Engagement in the American City	T & Th 9:30am – 10:45am	Edna Ledesma
LACIS 260	Latin America: An Introduction	T & Th 1:00am – 2:15pm Enroll through Discussion Section	Patrick Iber
SOC 134	Sociology of Race and Ethnicity in the United States	T & Th 2:30pm – 3:45pm	Nicholas Anthony Pedriana

Chican@ & Latin@ Studies Program Resources for Students

ChiLaCSA

We are an academic association that is affiliated with the Chican@ and Latin@ Studies Program. ChiLaCSA serves as the 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 Chicano/a and Latino/a heritage. ChiLaCSA is open to all students who are interested in learning more about Chicana/o and Latina/o culture and traditions. We have members who serve and vote on the Chican@ and Latin@ 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 a declared Chican@ and Latin@ Studies Certificate candidate.

For more information, contact
Rachelle Eilers
reilers@wisc.edu



Art & Community Event with ChiLaCSA

Regent Jesus Salas Academic Activist Scholarship

The Jesus Salas Academic Activist Scholarship is conferred annually, usually in the Spring, 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. Administered by the CLS Program, 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. Regent 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 (more information). He was also the first Latino executive director of United Migrant Opportunity Services, Inc. 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 Program accepts applications for the Scholarship through AcademicWorks, the UW-Madison scholarship platform.



Fall 2019 Día de Los Muertos Alter

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

DONATE ONLINE TODAY!



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

**April 8, 2020 is
the Day of the
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day to support
CLS**

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