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REGENERACIÓN

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

NOTE FROM THE DIRECTOR

By Armando Ibarra, aibarra@wisc.edu

I hope you are in good health and spirits.

As I write, the Covid-19 pandemic is redefining our work, social, and personal lives.

It is teaching us just how fragile our social-ecological systems are, and that our well-being is interconnected with that of the world's. In an effort to reduce the spread

of COVID-19, UW leadership decided on March 16th that it would be safer for stu-

dents, faculty and staff to remain home. Most UW functions, including instruction,

service, and research, went fully online in less than two weeks. This was an unprece-

dent move, and we're still struggling to grasp its long-term implications.

In all this, we have things to celebrate. For one, our CLS familia grew just a little bigger this year when **Carolina Sarmiento** and **Revel Sims** welcomed baby **Marcelo** at the end of January. ¡Bienvenido al mundo pequeño! Carolina is an Assistant Professor in the Department of Civil Society & Community Studies and affiliate faculty of CLS. Revel is an Assistant Professor in the Department of Planning and Landscape Architecture & Chican@ and Latin@ Studies. We hear their older son **Galeano** is thrilled to have a baby brother.

Prior to the "Safer at Home Order," we had worked diligently on student recruitment and instruction and reached 132 students in our certificate – the largest number in our history. Our list of Spring classes was larger, richer, and more varied than it had been for some time. With the Center for Latin American, Caribbean, and Iberian Studies, we were working on a Migration Conference that had gained national attention. In February, we also welcomed **Diana Rodríguez-Gómez**, Assistant Professor of Educational Policy Studies, as a new faculty affiliate.



(Continued on page 12)

CHICAN@ & LATIN@ STUDIES PROGRAM FACULTY

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.

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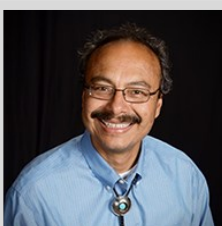
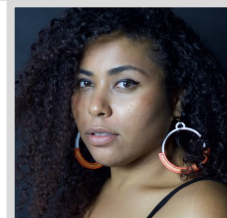
FALL 2019/SPRING 2020 FACULTY & GRADUATE STUDENT UPDATES



Revel Sims and **Carolina Sarmiento** co-authored a chapter titled “The Affordable Housing Complex in Santa Ana, California,” in the book *The Routledge Handbook of Housing Policy and Planning*, edited by Katrin B. Anacker, Mai Thi Nguyen, and David P. Varady.



Sarah Bruno, a CLS lecturer-SA from Spring 2019, published an article with UW-Madison alumnus in *Latinx Psychology Today* titled “I Need a Moment: Being Black and Disrupting Anti-Blackness in Higher Education.” This article discusses how to support Afro-Latinx students and facilitate conversations about Black consciousness.



Alfonso Morales leads the campus Immigration and International Issues Committee, and was on the Chancellor’s Ad Hoc Committee on visas. Dr. Morales recently published a book titled *Advancing U.S. Latino Entrepreneurship, A New National Economic Imperative*, in collaboration with Marlene Orozco, Michael J. Pisani, and Jerry I. Porras.

Alberta Gloria and **Lynet Uttal** co-authored a paper titled “Conceptual Considerations in Moving from Face-to-Face to Online Teaching.” The article includes a discussion of lessons learned including unrealistic expectations, consultation with instructional designers and other online faculty, as well as understanding that students are technologically diverse.



Since retiring from UW last summer, **Lynet Uttal** has been working on the Latinx Task Force (UW Extension, UW Madison, community); the Latinx Mental Health Coalition to improve mental health services for Latinx community in Dane County; and the Formando Lazos Familiares Committee, part of the Latino Families and Children Council. She is also a clinical therapist at Journey Mental Health Center.

Jim Escalante, Emeritus, was involved with an exhibit about book arts at UW-Madison. A collaboration between the Chazen Museum, the Kohler Art Library, and the UW Archives, the exhibit includes works by UW faculty and students as well as oral histories. The exhibit includes an example of Professor Escalante’s work and a clip from an oral history interview with him.



Kate Vieira was honored with the Van Hise Outreach Teaching Award.

Lori Lopez was recognized with the Chancellor’s Inclusive Excellence Award.

Learn more about the awards at <https://news.wisc.edu/2020-uw-madison-distinguished-teaching-awards/>.



GIVING BACK TO CLS

*The Chican@ & Latin@ Studies Program is delighted to thank **Daniel Malacara**, a UW-Madison alumnus and former Assistant Dean of UW Extension, for his generous gift to the fund that supports the scholarship, supplementing gifts provided by Regent Salas himself and our Program's generous alumni. By way of explanation, he offered this statement:*



“My grandparents—Nicolás Malacara, Margarita Paz, Anselmo Mata and Margarita Gonzales—left Mexico for Texas over 100 years ago. They met, married and started families in the San Antonio area, all working in agriculture. The Malacaras traveled north to work seasonally in the fields of Wisconsin, Minnesota and Michigan, while the Matas sharecropped in Mississippi. Eventually, both families resettled in Racine, Wisconsin to share in the prosperity of the post World War II industrial economic boom. There my father Ernesto met Margarita Mata. Neither of my parents finished high school, but they both taught their children to love learning. ‘You think I like working 12 hour days in a factory?’ my father would say. ‘I work those long days so that I can have the money to send you to college, so you don’t have to work 12 hour days in a factory.’ Both my parents completed their GEDs as adults, and I was inspired by their examples.

“My father and Jesus Salas met in Wisconsin through the 1960s farmworker movement. It was a turbulent time, and they shared a passion for organizing the Mexican-American community. Together they demonstrated for fair wages and working conditions, protested the policies and laws that kept farmworkers down, registered voters, and organized political rallies. At the age of 10, I first met Regent Salas during a protest march from Milwaukee to Madison. Our paths crossed again during my sophomore year at the University of Wisconsin, Madison, when Jesus Salas came to campus to complete his PhD. One night after a M.E.Ch.A. meeting, we talked, and he asked me who my father was. As we spoke, we realized we had been together on that march from Milwaukee to Madison when I was a boy. After that, we continued grassroots activist work together during our time at the University. I went on to a 30-year career with the University of Wisconsin Madison and Extension. Jesus Salas went on to a long career at the M.A.T.C. as well as an appointment to the UW System Board of Regents.

“I make this donation and future donations to the Regent Jesus Salas Academic Activist Scholarship Fund in honor of Nicolás, Anselmo, Ernesto and the three Margaritas. If they hadn’t struggled to achieve better lives for their children, I wouldn’t have been able to get the

greatest public education Wisconsin has to offer. I am proud to be able to help others do the same through this scholarship. My parents and grandparents showed vision and courage in their lives. Today's CLS students do too; this is my way of recognizing and rewarding them."

REGENT JESUS SALAS ACADEMIC ACTIVIST SCHOLARSHIP

The Jesus Salas Academic Activist Scholarship is conferred annually to a Chican@ and Latin@ Studies Program Undergraduate Certificate student who has both excelled in academic pursuits and has made outstanding service contributions to the Chican@ and Latin@ Community. 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. This spring, we selected two outstanding CLS undergraduates for the Jesus Salas Award. The winners are Raquel Tapia-Orozco and Daniela Loera-Rivera.

Raquel is a junior from Madison, WI majoring in Social Work. Currently a University House Fellow, she is the President of the Latinx Student Union, the former Latinx Heritage Month Planning Committee Co-Chair, an Office Assistant for the PEOPLE Program, and the former Outreach/Marketing Chair for the Dreamers of UW. Through the leadership of Raquel and other students, the inaugural UW Latinx Cultural Center was created. Raquel has post-graduate goals of becoming a social worker for immigrant children.

Daniela is a sophomore from Madison, WI majoring in Rehabilitation Psychology. Daniela performed an internship at the Infant Learning Lab at the Waisman Center. She was also a Juventud coordinator at Centro Hispano where she tutored, mentored and created workshops for Latinx youth. Daniela is currently a Student Research and Technology Assistant for CLS Director, Dr. Armando Ibarra. Daniela's post-graduate goals are to attend graduate school for counseling psychology. She hopes to work within the Latinx community to destigmatize mental health. ¡Felicidades Raquel y Daniela!



Daniela Loera-Rivera



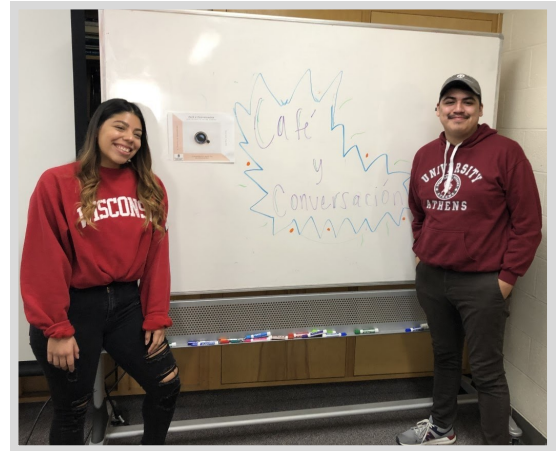
Raquel Tapia-Orozco

NOTE FROM STUDENT ADVISOR

By Rachelle Eilers, reilers@wisc.edu

Sadly, I am writing this piece from my dining room table. For the first-time in history UW has moved to completely online courses due to COVID-19. Most campus units (CLS included) are working remotely. It is during this time of uncertainty that we must remain positive. So instead of reflecting on the scariness of this time, I am going to dedicate my piece to the good that is happening at CLS.

Our faculty is working tirelessly on a proposal for a Chican@ & Latin@ Studies major. We hope to propose this idea to university administration by the end of the spring 2020 semester. This comes at the perfect time as the CLS certificate is at an all time-high enrollment of 125 students, and growing by the day. If you are a CLS alumni and would like to support the major proposal, please consider signing our Alumni Support letter which can be found at tinyurl.com/CLSmajoralumni. We are also collecting feedback from undergraduate students. The undergraduate student survey can be found at tinyurl.com/CLSmajorsurvey. Be on the lookout for it. Shortly before the quarantine began, we had two teach-ins for students regarding the major. They were well attended, and we received some important feedback from students. In all it seems like folx are very supportive of the major.



Latinx Student Union Executive Board Members, Rocio Velasquez and Armando Sanchez, at the CLS major teach-in



*Dr. Tess Arenas
2019 CLS Commencement Speaker*

This spring CLS undergraduate students were able to apply to the first-ever Somos Undergraduate Award. The Award was funded by a donation from CLS faculty emeritus, Dr. Tess Arenas and her husband former UW Chancellor, Dr. John Wiley. The \$1,500 award will be given to students to attend a conference, perform research, fund an internship, etc. We appreciate Dr. Arenas and Dr. Wiley's continued support of our students. We are forever grateful!

Lastly, our certificate program is growing by leaps and bounds. As mentioned earlier, we are the largest we have ever been and continuously growing. New students join the

program weekly. Before the on-set of COVID-19, our community gatherings luncheons were getting so large, we barely fit in one room. It is with their love and dedication that this program is what it is today. Thank you. Thank you to our students, faculty, staff and alumni for making the program a second home for me and many others. Much love!

For more information about CLS awards, visit

<https://chicla.wisc.edu/financial-assistance/>.



CLS student, Anahi Malvaez, speaking at Gathering to elementary school visitors about the importance of being bilingual

FALL 2020 COURSES

- ◆ CLS/HIST 151: The North American West to 1850 (*Megan Stanton*)
- ◆ CLS/HIST 153: Latina/Latino/Latinx History (*Marla Ramírez-Tahuado*)
- ◆ CLS 201: Introduction to Chican@/Latin@ Studies
- ◆ CLS 268: The U.S. & Latin America from the Colonial Era to the Present (*Patrick Barrett*)
- ◆ CLS 315: Racial Formation and Whiteness (*Revel Sims*)
- ◆ CLS 330: Political Economy of Race in the U.S. (*Benjamin Márquez*)
- ◆ CLS 330: Literature of Migration & Diaspora (*Theresa Delgadillo*)
- ◆ CLS 330: Latinxs in the Midwest (*Almita Miranda*)
- ◆ CLS 347: Race, Ethnicity, and Media (*Lori Lopez*)
- ◆ CLS 440: Ethnicity, Race, and Justice (*Michael Light*)
- ◆ CLS 478: Border and Race Studies in the Americas (*Paola Hernández*)
- ◆ CLS 530: Community-Based Research and Evaluation (*Carolina Sarmiento*)
- ◆ CLS 699: Directed Study

DARS Exceptions

- ◆ COUN PSY 225: Coming to Terms with Cultural Diversity: Invitation to Dialogue (*Alberta Gloria*)
- ◆ COUN PSY 237: Mental Health and Diverse Communities (*Abigail Lindemann*)
- ◆ HIST 200: Historical Studies [part of CLS FIG] (*Marla Ramírez-Tahuado*)
- ◆ POLI SCI 825: Race & Politics in the US (*Benjamin Márquez*)
- ◆ SOC 134: Sociology of Race and Ethnicity in the United States

For more details such as course descriptions, class times and class locations, visit

<https://chicla.wisc.edu/chican-latin-studies-program-courses/>.

Due to COVID-19, Rachelle is conducting virtual advising until further notice. Appointments can be arranged via Starfish on your MyUW dashboard.

CULTURAL WARRIOR

By Marcela “Xela” Garcia, xela_garcia@uwalumni.com, Class of 2010

My identity as a Chicana was first documented on July 3rd, 2001. The statement read “I am a Chicana and seventeen years old, with aspirations to become an artist. Art is a very important part of my life, and I would also fight for my right to my self-expression.” This statement was submitted and recorded into Alma Lopez’s website during a time when advocacy groups were attempting to censor her digital print titled “Our Lady.” Almost two decades later, art is still a very important part of my life and the work to ensure self-expression for all continues.



This past December, I celebrated three years serving as the Executive Director at Walker’s Point Center for the Arts (WPCA), an arts nonprofit organization based in Milwaukee whose mission is to make quality art experiences available to folks of all ages, racial and socioeconomic backgrounds. The experience leading an organization creates a hyper awareness of myself, the space that I occupy and the importance of how I hold that space for myself and others. During one of the first interviews that I gave to a local newspaper the reporter was very curious to learn more about me and my vision for the arts center. “Xela, I see that you call yourself a cultural warrior, how do you define that?” I began to think about the tectonic shifts in nearly every facet of our society that we are living through. I thought about the rapid changes we are seeing in our political, environmental and economic landscapes as well as the byproducts of colonization, genocide and exploitation. I responded, “I am a cultural warrior because I am fighting battles against dislocation, against fragmentation as people, and against the loss and sterilization of culture.”

My family immigrated to Wisconsin when I was five years old. I grew up in Milwaukee, a city known for its hypersegregation, having the largest opportunity gap between white and black students, and the highest rate for incarceration of black youth. I attended a bilingual grade school, where my linguistic and cultural heritage was present in the school’s day to day occurrences. In middle school, I was bussed to the Northwest-side of the city, where I was one of very few brown kids who spoke English with a thick accent. Growing up in a home with a very strong cultural identity, and in a home where Spanish was my primary language, gave me the courage to find ways to explore my “otherness” at a very young age. I found great comfort in the arts-- drawing, painting, dancing, reading and writing. I devoured work

by Chicano poets and was deeply transformed when I read Rodolfo “Corky” Gonzales’s “I am Joaquin” poem in high school.

Attending UW-Madison amplified my thirst for finding stories that recognized my history and that reflected my lived experience. Sitting in a sea of whiteness pushed me to look at the concept of identity through a critical lens. I wanted to explore the concept of identity (de) construction and resistance to the systems that (dis)approve of these identities. As an English major, I was baffled by the absence of contemporary narratives that were culturally congruent with those I had grown up with, so I enrolled in as many of the cross listed courses with Chicano@/Latin@ Studies to read the authors that were left out of the “American” literary canon. In one of the Introduction to Chicano Literature courses, a professor spent an entire class period conjugating the word “chingar.” We explored its historical contexts, and its modern application as a way to unpack the complexities of modern society--forever shifting my appreciation and use of this word while pushing me to be critical of the narratives that are elevated, captured and passed on.

As a leader within Wisconsin’s arts sector, my organization arduously promotes social justice, activism, and cultural awareness. Being the only Xicana leader immersed in front-line work has given me a thorough perspective of the challenges that marginalized identities in leadership face. I witness the uneven distribution of resources, the lack of mentors and the lack of representation at tables where decisions get made. I will work to transform the conditions that have led to these outcomes. I believe that the arts are a mechanism that empowers and that helps find solidarity within our varied histories, identities, and traditions. It was through the arts that I found confidence to take risks, the courage to think audaciously, and the strength to fight for a better world. Through my work’s legacy I will honor the voices of my ancestors, my community and the knowledge that has been passed down to me.



Marcela “Xela” Garcia accepting her Milwaukee Business Journal’s 40 Under 40 Award

MÉXICO EN EL CORAZÓN

By Sofía García Garbuno, sgarcia22@wisc.edu

In the summer of 2019, I had the pleasure of getting an internship with the North American Institute for Mexican Advancement (NAIMA) in Chicago. NAIMA's goal is to improve the lives of the Mexican American community and Mexicans across North America, by empowering them through educational, civic, social, economic development and integration initiatives. I worked on NAIMA's 2019 "México en el Corazón" tour, which is a national tour that aims to embrace the bold beauty of Mexican culture by showcasing talented artists directly from Mexico who travel across the country performing traditional ballet, dance, and music.



My focus on this 17-city tour was the stop at the Pritzker Pavillion at Millennium Park in Downtown Chicago on August 27. I served as Assistant Coordinator as this stop in the tour was the largest, and most important, show. In the past, the Chicago stop has been the most attended event in Millennium Park during their summer event series, reaching capacity quickly. I worked on the schedule of the show organizing the rehearsal and actual run of show, the stage agenda for the lighting and photography crew, the VIP Reception for the donors, sponsors, and politicians, the seating arrangement for sponsors, and organizers, the press release for this stop in multiple languages, and most importantly, I was the media contact making sure Univision and Telemundo were available to host the show as well as promote the event on air. I had to be multi-disciplined but was prepared because of my language capabilities and

my ability to adapt to new situations and experiences quickly.



This show allowed me to develop my communication skills, and learn to engage with professionals and politicians. I was the point of contact for all things related to this show, so I had to be aware of all the moving pieces. Above all, this event allowed me to give back to my community on a large scale. This show was free and open to the public in the heart of one of the most populated Latino cities in the



US. Families came from all over Illinois on a Tuesday to fill up the yard and the seats for this awaited performance in the heart of Chicago, surrounded by the famous skyline. Getting to hear traditional Mexican music blasted through Downtown Chicago in such a public manner was the most prideful and empowering display I could think of. The show was catered to the Latino community and focused on getting as many people to attend as possible.

Although the day of the event was hectic having to run through the show, dealing with security and seating, organizing volunteers for the day, and getting media organized and ready to start the show, it was a beautiful sense of chaos. Running around backstage was worth it when I saw Millennium Park crowded with 18,000 people of all backgrounds, all united through their same love of Mexican culture, music, and dance. Little kids were dancing in between rows in traditional dress, families were in the lawn having picnics and exchanging family histories when reminded of the songs or performances, and so many people were shedding tears of relief and appreciation to have their culture being displayed on a public stage amidst the political climate. Everything about this event was magical, from every instrument, every traditional dress worn by the ballerinas, to the speech given by Jesus ‘Chuy’ Garcia, one of my very own political heroes. My mother, Ariadna Garbuno, is currently the president of FEDEJAL (Federacion Jalisciense del Medio Oeste) and was asked to speak for the crowd about the programs and resources available for Latinos. In this moment I was left speechless because I was able to watch her address the crowd with such grace and passion for the benefit of her people.

There are unforgettable moments from this summer that I will be able to carry with me for the rest of my life. While the tour continues to grow and expand to more cities, I hope to continue working with NAIMA. This tour, originated from good hearted and passionate Mexican Americans, is aimed for the general public to enjoy and celebrate Mexican culture in a public space. This summer the show is coming back to Chicago on August 30th, and I plan to be there to support it and work alongside the crew that make this event possible. I promise you this event is not something like you will ever see, and I highly encourage you to attend a show yourself.



(Continued from page 1)

Our Curriculum Committee was hard at work on a proposal for a new major in CLS that is now nearly ready. Key stakeholders in the process, including faculty, students, and administrators, have reviewed drafts of this proposal and offered helpful feedback.

Since March 16, we have had to scale back and focus on meeting our basic teaching and student support missions. With support from staff, our instructors moved CLS courses online almost overnight, staying connected through video meetings. Committees continued to deliberate, and our outreach and advising still reached students. Our faculty spoke out against local incidents of racism toward Asians and Asian Americans by publishing a [statement of solidarity](#) that denounces these hateful actions. We also continue gathering information for the major proposal through a student survey intended to estimate demand for the program.

In the midst of the crisis, we are still moving forward with new initiatives. At the end of the semester, we awarded our first Somos Professional Development Awards for CLS Students and Faculty with funds provided by **Dr. Andrea-Teresa**

“Tess” Arenas and her husband, former **Chancellor John**

Wiley. Our first faculty winner is **Diego Xavier Román**, Assistant Professor in the Department of Curriculum and Instruction, and CLS faculty affiliate for his project, “Are Bilingual Books Being Written for Latinx Children? Examining Authors’ Uses of Spanish-English Translanguaging in Children’s Fiction Books.”

Our first student winner is **Katya Garza**, rising senior studying Neurobiology/Spanish, for her applied public health project, “Overcoming the Barriers to Recruitment of Underrepresented Minorities.” We have also seen growth in the Jesus Salas Academic Activist Scholarship. For the past several years, we have made only one award in the Spring, but a generous donation from UW alumnus **Daniel Malacara** enabled us to make two this time. This year’s winners are **Daniela Loera-Rivera** and **Raquel Tapia-Orozco**. While excelling in their studies, Daniela and Raquel have been active on and off campus working on social justice campaigns and making positive impacts on the Chican@ and Latin@ Community.



Diego Xavier Román



Katya Garza

The CLS graduation ceremony is always a highlight of the Spring semester for our community. This year we will not gather in person, but we will celebrate with our graduates, their families and communities online. Watch for a CLS graduation webpage that honors

graduating certificate students and highlights their accomplishments. It's a humbling experience to learn about graduating students' trials and tribulations, challenges and barriers they have met and overcome, achievements, and aspirations. We're proud to have been part of their UW experience, and we hope that our classes have helped to prepare them as they face uncertain times.

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, **Jessica Gomez** and **Lenzy Xelhua-Ledezma**, 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.

Stay tuned for CLS updates and news. Our students, staff, faculty, and community will continue to grow as we push the boundaries of teaching, research and service. We will also continue to engage in helping to build a more just and equitable UW.

Cúidense unos a otros. We are going to get through this, juntos y en comunidad.

CHICAN@ & LATIN@ STUDIES PROGRAM LIBRARY

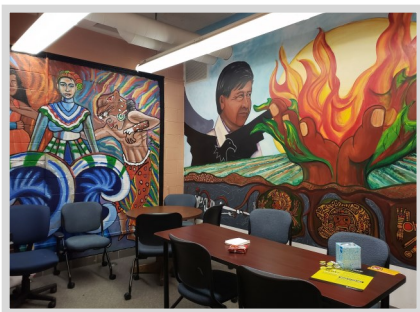
The Chican@ and Latin@ Studies Program Library was organized in 2005. The collection offers students and faculty access to books and videos related to Chican@ and Latin@ Studies. Our collection includes an ever-expanding number of books and movies. It also offers a quiet place for reading and study.

Academic Year Hours: Monday-Friday (8:30am-4:30pm)

Location: 313 Ingraham Hall



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

For more information about CLS resources and student organizations, visit chicla.wisc.edu or contact Rachelle Eilers, reilers@wisc.edu.

CONGRATULATIONS TO OUR SPRING 2020 GRADUATES!

Cindy Abrajan,
B.A., Sociology

Erik Aguilar,
B.A., Economics

Emiliana Almanza Lopez,
B.S., Environmental Sciences and Sociology

Daniela Arevalo,
B.A., Social Work

Sandra Arteaga
B.S., Nursing

Jasmine Brandon,
B.S., Education Studies

Charlotte Brehm,
B.A., French and Spanish

Andrew Briceño,
B.A., Gender & Women's Studies,
Political Science and Sociology

Anita Campo Peralta,
B.A., Gender & Women's Studies
and Psychology

Cecilia Cardenas,
B.S., Neurobiology

Yeritza Carreño,
B.S., Biology

Samantha De Santiago,
B.S., Human Development & Family Studies
and Sociology

Lorena Diaz,
B.S., Genetics & Genomics

Vanessa Fletes-Fregoso,
B.S., Biology

Sari Hattis,
B.A., Latin America, Caribbean & Iberian
Studies and Spanish

Chrissy Hembrook,
B.S., Human Development & Family Studies

Megan Kapke,
B.A., Religious Studies and Social Welfare

Ana Marin-Gonzalez,
B.A., Latin America, Caribbean & Iberian
Studies and Political Science

Carolina Arielle Mora Hurtado,
B.S., Neurobiology

Michelle Navarro,
B.A., Journalism

Eloisa Negrete Garcia,
B.A., Psychology

Carlos Ortega,
B.A., Psychology

Gilberto Osuna-Leon,
B.A., Political Science

Ashley Perry,
B.S., Biochemistry

Bianca Rodriguez,
B.S., Education Studies and
Communication Arts

Desiray Stehofskey,
B.S., Human Development & Family Studies
and Psychology

Francisco Velazquez-Turcios,
B.A., Anthropology and Journalism

Jazmin Zamorano,
B.S., Education Studies

VALEDICTORIAN

Sandra Arteaga, B.S., Nursing

SALUTATORIAN

Eloisa Negrete Garcia, B.A., Psychology

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: CHICLA 201, one additional 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 page 7.

Want to learn more?

Contact Rachelle Eilers, reilers@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.

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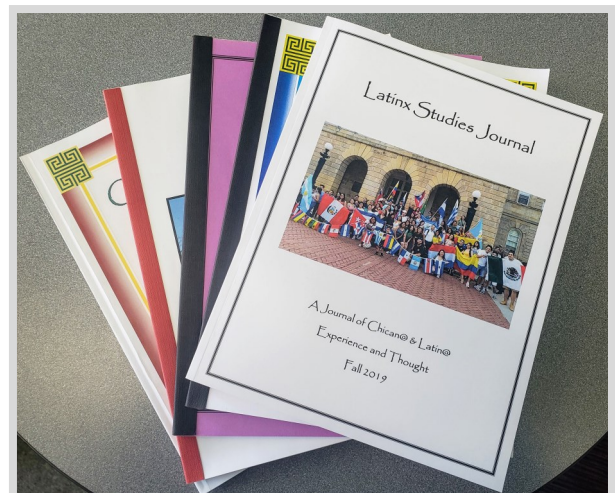
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PUBLISH IN *LATINX STUDIES JOURNAL*

(PREVIOUSLY KNOWN AS CONCIENTIZACIÓN)

Latinx Studies Journal (previously known as Conciencización) is a student academic journal dedicated to promoting the study of Chicanx and Latinx 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 Chicanxs/Latinxs 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



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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.

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