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**COORDINATING
EDITOR:**

*Alma
Sida Ontiveros*

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REGENERACIÓN

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

NOTE FROM THE DIRECTOR

By Armando Ibarra, aibarra@wisc.edu

As the fall semester draws to a close, we face two pandemics: COVID-19 and racism.

Our staff, students, and faculty work tirelessly to heal the wounds left by both. As the saying goes, we do our best to be “part

of the solution.” After the return to in-person classes in September, an unexpected

spike in novel Coronavirus infections forced the University to lock down and switch back

to remote instruction. Since then, the University has taken steps to make it safer for

students, faculty and staff to learn and work remotely. Although some CLS classes

are meeting in-person, most remain online. After Thanksgiving break, most UW

functions, including instruction, service, and research, will be fully online. We know

that wearing masks and social distancing are tried and true methods of reducing the spread of the virus. We encourage the CLS *familia* to follow the safety guidelines and respect the responsibility we have to one another.

Our campus remains as vulnerable to systemic racism as it is to physical disease, because our daily lived realities are conditioned by racism’s generational effects on

us and our communities. That’s why our Program’s mission and curriculum reflects and teaches on racism’s many manifestations. In their teaching and research, our

CLS faculty and students examine racism’s historical underpinnings, seeking to understand the influence of state-sanctioned inequality on our institutions, our culture,

our economy, and our social life. Our faculty and staff have publicly spoken out against White supremacy, mass shootings, police brutality and racial bias, family

separation at the border and in support of Black Lives Matter, Asian American communities, and DACA. CLS faculty and staff feel that we must engage in the



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

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

Send your information to:

Alma Sida Ontiveros,
asida@wisc.edu

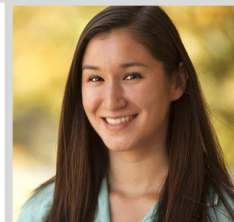
SPRING AND FALL 2020 FACULTY & GRADUATE STUDENT UPDATES

Alberta M. Gloria and former CLS Project Assistant **Mary Dueñas** recently co-authored the article “¡Pertenece y tenemos importancia aquí! Exploring Sense of Belonging and Mattering for First-Generation and Continuing-Generation Latinx Undergraduates” in the **Hispanic Journal of Behavioral Sciences**. Gloria and Dueñas also authored the chapter “Academic family and educational *compadrazgo*: Implementing cultural values to create educational relationships for informal learning and persistence for Latin@ undergraduates” in the book **Schools and Informal Learning in a Knowledge-based World**.



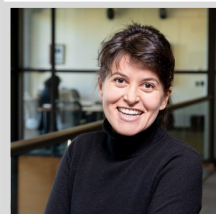
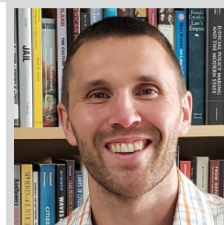
Before joining the UW-Madison faculty, **Theresa Delgadillo** received the Center for Ethnic Studies Award for Distinguished Service 2019-2020 at the Ohio State University. Prof. Delgadillo contributed to the development of Latina/o Studies and then Ethnic Studies at Ohio State, advocating for development of the Center for Ethnic Studies in 2018 and implementing new programming for its inaugural year. For more information, visit the **Ohio State University website**.

Lori Lopez has recently edited the book *Race and Media: Critical Approaches*. Prof. Lopez wrote two chapters of the book: “Introduction” and “Racism and Mainstream Media.” This collection argues that “all forms of media confirm racism and reinforce its ideological frameworks, while simultaneously giving space for new modes of resistance and understanding.” Information about the book is on the **New York University Press website**.

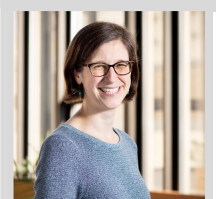


Kate Vieira is working with the Colombian peace and poetry educators, EncantaPalabras, and the Greater Madison Writing Project, an organization that works with teachers to build community around writing. With the funding of Susan J. Cellmer, they are developing a resource guide with and for Colombian teachers who would like to incorporate poetry and peacebuilding in their classes, with a focus on social justice and emotional wellbeing during the pandemic. Prof. Vieira is a fellow for 2020-2021 at the Institute for Research in the Humanities where she is working on a book about writing and peace.

Michael Light is a recipient of the Max Planck Visiting Scholarship, an international competitive research fellowship. Prof. Light is working on his research project “Undocumented Immigration, Crime, and Recidivism: Evidence from Texas.” He serves on the Advisory Board for **United Against Hate**, a Madison-based non-partisan, nonprofit organization seeking equal protection for all, united against hate, bigotry and racism.



Diana Rodríguez-Gómez co-edited the publication “Journal on Education in Emergencies Volume 6, Number 1 – Special Issue on Education and the War on Drugs.” Within the journal, she co-authored the article titled “The Educational Nexus to the War on Drugs: A Systematic Review.” More information can be found on the **Inter-agency Network for Education in Emergencies** website.



Kathryn Kirchgasser received the 2020 NAEd/Spencer Research Development Award.

Diego Román was named a 2020 NAEd/Spencer Postdoctoral Fellow.



Learn more about the awards on the **School of Education website**.

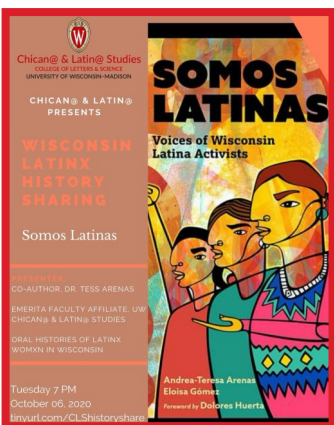
NOTE FROM THE STUDENT ADVISOR

By Rachelle Eilers, reilers@wisc.edu



2020 is a year we will never forget. Gratefully, we are all safe and our program staff are continuing to work remotely. Despite the pandemic, CLS is thriving more than ever. I would like to share with you the positives of the Program. Most of our classes are remote. Our (virtual) programming is steady. We had a variety of Latinx Heritage Month events such as our annual March on Bascom (coordinated by ChiLaCSA), a student panel *Latinx in COVID*, an open house, a WI Latinx Historical Collective lecture with Dr. Tess Arenas, and *Table Talk* events.

Last week we held a virtual graduate school prep workshop. Our CLS Program goal is still and always will be, student engagement. We are working toward a CLS major. The faculty committee submitted their proposal to UW. We hope to hear back soon regarding next steps. I will keep folx updated as we hear more. Thank you to the students and alumni for their support in writing letters and signing off on this effort. Another bit of exciting news is that we have 130 undergraduates in the certificate program! This is the most I



have seen in my time at CLS and certainly the most the program has ever had. I am thrilled that our program keeps growing despite having large graduating classes. Shout out to our six December 2020 graduates and our 40+ Spring 2021 graduates. Spring 2021 will contain our largest graduating class! Our recent addition of faculty and new classes definitely helps. I am in my 6th year of advising for the program. Given my time at CLS, I have had the opportunity to build strong relationships with students and our program alumni.

Speaking of alumni, I am working with the Wisconsin Alumni Association's Latinx Affinity Group. We're planning events for Spring 2021. Learn more by subscribing to our emails at LatinxBadgers@uwalumni.com or check out our [Instagram](#) or [Facebook](#) page.

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



CONGRATULATIONS TO OUR FALL 2020 GRADUATES!



ESTEFANY ARMENTA GONZALEZ
B.S., ELEMENTARY EDUCATION



MARY BLANDO
B.S., HUMAN DEVELOPMENT & FAMILY STUDIES



XIOMARA CASTAÑEDA-CERDA
B.A., COMMUNICATION ARTS



MICHELLE CONCEPCIÓN
B.S., EDUCATION STUDIES



KAREN HUERTA
B.S., BIOCHEMISTRY



MARIA MUÑOZ-SANCHEZ
B.S., ASTRONOMY-PHYSICS

¡MA, SIEMPRE ÉCHALE GANAS! CREATING THE RIPPLE EFFECT

By María L. Espino, Class of '16, mespino@iastate.edu

Growing up on the South Side of Milwaukee, being in a community of Latinas/os/xs folx was my norm. Through my undergraduate and graduate academic career, I have scarcely seen a face like mine. Although my *familia* pushed and pushes *mi educación*, having the community of others like me and going on this journey is priceless. I vividly remember the moment when I was 15 and *mi amá* dropped me off to start my first summer of the PEOPLE Program. It was our first time being on a college campus and we had no idea what to expect. We looked around and at that moment, I knew I wanted to be a Badger. When my family left me, they just said, “¡Ma, échale ganas!” Although they had no idea what I was going to be doing for those three weeks, they knew that this was the beginning of me being able to afford going to college. So they wanted me to take advantage of the experiences I was going to have. Fast forward to 2011 when I graduated from Hamilton High School in Milwaukee. It was my time to move to Madison and get this degree. At UW, my majors were in Community and Non-Profit Leadership and Gender and Women Studies along with my certificates in Chican@ and Latin@ Studies, Educational Policy Studies, LGBTQ Studies, Education and Educational Services, and Leadership.



As a CLS student, I was able to take classes which led me to learn about my background, view how oppressions manifest in different areas of life, and gain a fantastic community. The classes were so influential that not only did I learn history of Latin American countries, I learned of my own family lineage. I shared my class experiences with my ma, and she shared my family's experience with immigration and how we made it to Wisconsin. These conversations gave me a bigger sense of who I am as a Mexican American woman and what it means for me to exist in higher education. This led me to explore how I have learned history and the aspects of my ancestors in my family and all Latinos/as/xs. In my five years at UW, I acknowledged and understood the privilege of being a student pushing through the barriers that systematic oppressions and the system of higher education had built for people like me.

My existence and pathways through UW started with the relationships I had with my PEOPLE program and CLS advisors. These programs provided me a community, and CLS

provided me a place to grow and explore myself through student organizations like McNair, La Mujer Latina, and eventually Corazones Unidos Siempre Chi Upsilon Sigma National Latin Sorority, Incorporated, once me and four other women established a chapter at UW-Madison. CLS, PEOPLE program, and these organizations let me have mentorship from women like Sylvia Garcia and Frieda Zuckerberg to pursue anything and everything I set my mind to.

Following my time at UW, I went to Marquette University to earn my master's degree in Educational Policy and Leadership in 2018. Currently, I am a third-year doctoral candidate in the Higher Education Administration program at Iowa State University with three minors in Community College Teaching, Education for Social Justice, and Applied Research in Human Sciences. As a first-generation, low-income Queer woman, my identities have influenced how I navigate my work as an instructor and as a researcher. My scholarship broadly encompasses experiences of first-generation, low-income, marginalized college students in community colleges and four-year institutions. I focus on students' access, retention, success and socialization into collegiate institutions. With these interest areas, I find it important to recognize, gather, and share the powerful stories that reflect students lived experiences to provide a counter-narrative, (de)construct knowledge, and allow their voices to be heard.

Now as I am close to pursuing my dream of being a professor, I hope to incorporate research, practice, and policy to promote the development of Latinx students as they persist through higher education. With being a CLS student at UW, I developed an interest and passion for learning about Latino/a/x students and people, which encouraged me to pursue teaching in Latinx studies as a graduate student. For the 2019-2020 academic year I was the instructor on record for the *Introduction to U.S. Latinx Studies* class at Iowa State. This experience opened my eyes to the professoriate's strengths and weaknesses and how important it is for me, with my intersecting identities to be there for Students of Color. It was extremely impactful for me to be the first Latina for most students to learn from in the classroom at the college level. This motivates me to keep pursuing my dream of being a faculty member and shows me how important it is for the future generation of Latino/a/x students to see someone like them in positions of power. Together we can dismantle what is taught and push boundaries that were never meant for us.





YANCI ALMONTE VARGAS

Class of '23, yalmonte@wisc.edu

I am one of the authors for the book *Green Card Youth Voices: Immigration Stories from Madison and Milwaukee High Schools*, an insightful collection of personal essays written by 30 immigrants and refugees coming from 20 different countries. This book is accompanied by a full-color portrait of each author, a QR code that links to online video narratives, and a glossary to help teachers use the book as an educational resource. Green Card Voices was founded in 2013 in Minneapolis to amplify first person stories of immigrants and refugees, and to build inclusive and integrated communities. The nonprofit was created after the increase of hate crimes, prejudices, and negative perceptions towards the immigrant community. Green Card Voices has recorded almost 500 first person digital stories, published 8 books, toured 12 exhibits, developed school curriculums, hosted a podcast, and co-created Story Stitch, a conversational card game. Being an author was a gratifying and extraordinary experience, because it empowered me to use my own voice and to share my stories, which is not the case when you read nonfiction or fiction books about immigration. My hope is that this book bridges between immigrants and the world of possibilities and opportunities that exist in the US, and that it unites us as a community that is diverse, talented, intelligent, courageous, and beautiful. I also hope this opens doors for empathy and builds a deeper understanding and appreciation of contemporary immigration and refugee resettlement in the US.

XIOMARA CASTAÑEDA-CERDA

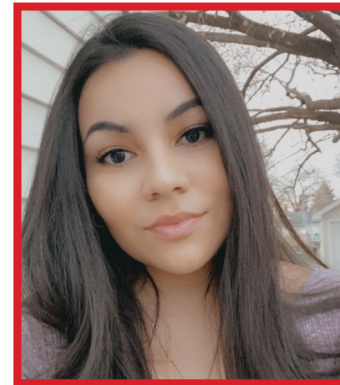
Class of '20, castanedacer@wisc.edu

In the midst of COVID-19 finding an internship seemed impossible. I had interviews lined up for multiple internships and all of them emailed me to let me know they were no longer offering the position, all except one. After two phone interviews I was offered a remote corporate communications internship with Haribo of America. Not only was I grateful to have an internship, but I was also extremely excited to have it at a well-established company like Haribo. Going into the internship I had four main goals: learn the value of business communication in a corporate setting, identify mentors and gain valuable advice on how to navigate my career, apply my skills, creativity, and what I've learned in class to add value to Haribo, and build a network of contacts. In my time there, I had several responsibilities including both internal and external communication and re-entry. I was in charge of writing articles for their international company web-



site, and LinkedIn. I planned and executed a way to celebrate National Gummy Bear day for all the employees while working remotely, and I helped create a training video for the company upon re-entry. Coming into the internship I felt intimidated and nervous, as I had never worked in a corporate setting before, but after my three months there I realized I had no reason to feel like that. I was completely capable of working in a fast-paced corporate environment, and I felt like a vital part of the team. Not only did I accomplish the goals that I had set before entering my internship, but I learned a lot about myself and the amazing things I bring to the table. If you are looking for an internship, I would highly encourage you to check out Haribo of America. If real world experience isn't enough, the free candy is an amazing bonus.

VIRIDIANA CARRENO
 Class of '22, vcarreno@wisc.edu



As a RUSCH scholar (Rural and Urban Scholars in Community Health), I was able to intern with the University of Wisconsin School of Medicine and Public Health RUSCH Summer Program. Through enrichment seminars and individual assessment sessions, I was able to further my knowledge on important concepts that exist in the health field and learned about the culture and climate of the UW School of Medicine and Public Health. I became interested in healthcare after personal experiences that brought my attention to the great need for representation in medicine. As a future physician, my goal is not only to treat patients, but to help change the healthcare system with the ideas and experiences I have to offer. One thing I would like to focus on in the future is preventative care and building a relationship with patients to ensure that they feel comfortable going to the doctor and getting the care they need before it is too late. My goals include working in underserved communities, specifically Latinx communities, to address health disparities and health care issues that exist within them. For this reason, it is important for me to increase my awareness of these issues, and I was able to do so through presentations and field experiences in rural and urban health. We talked about how important it is for physicians to look further into a patient's health concerns by not just focusing on how to treat them in that moment, but also trying to figure out what is causing them to need treatment and how to prevent them from future health concerns. In addition, each week we got to hear from a physician with different specialties talk about their path to medicine and their work. This shadowing experience was beneficial to not only learn about different specialties but also learn about how medicine and how physicians' work have been responding to the COVID pandemic. The RUSCH summer program was an incredible experience and I can't wait to continue working with the program.

JESSICA GOMEZ
 Class of '22, jgomez22@wisc.edu
AND CARLOS PUGA
 Class of '22, puga@wisc.edu

As active members of the Chicana & Latinx Certificate Studies Program pursuing careers in law, we believed it was crucial to create a community for simi-



larly driven Latinx students on a predominantly white campus. Since last year we began planning and organizing how to best cater to the needs of law interested undergraduates. After founding the Latinx Pre-Law Student Association (LPSA), our goals were to help navigate our fellow undergraduates and prepare them for law school. By creating a welcoming space for Latinx students, we aim to establish a community of prospective law students who will not only help each other but also the Latinx community throughout Wisconsin. Moreover, we believed it was necessary to create a foundation for future undergraduate students so that they would not encounter the same obstacles that we faced. Our organization plans to create a yearly scholarship that will help support Latinx pre-law students for years to come. Additionally, LPSA intends to create a LSAT prep library to provide accessible prep materials at no cost to students. We hope to connect undergraduate students with current law students and law professionals to assist them in pursuing their goals. We believe it is important for students to know that law school is possible no matter what they major in and that there are career paths other than becoming a lawyer.

CHRISTIAN FIGUEROA
 Class of '23, cefigueroa2@wisc.edu

During my time on this year's Latinx Heritage Month Committee, I served on the Programming Committee and the Latinx Ball/Radio Committee. I eventually obtained the Latinx Cultural Programming Intern position and, consequently, became the second Co-chair on the committee. I helped with many core events and mainly worked on Tu Voz and the Latinx Radio. I decided to get involved



because I wanted to do something for my community and LHM was a perfect way for me to accomplish that. I loved working with my peers and creating events that served the community. Working in the LHM Committee taught me a lot about collaboration and support. In committees, you don't always get your way and that is totally fine because you realize that your

way might not always be the best way. Also, attending events opened my eyes to the resources and people on this university that are here to aide us in our journeys. LHM has been an incredibly humbling and gratifying experience. A future goal I have for LHM is to connect with more graduate students. I found that there was an increase in graduate students attending Tu Voz events. For those in college, finding community can be harder considering the even greater ethnic and racial disparities in higher education. Moving into the school year and next year's LHM, I would like to reach out to that demographic more because it can be useful for undergraduates and graduates alike. For undergraduates, they get to see representation in graduate school and develop a system of support and advice that many underrepresented students cannot get from their families; I know I sadly cannot. For graduates, this is a way to create community and make campus smaller, safer, and happier.



LENZY

XELHUA-LEDEZMA

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AND

ELIAS MOORE-BARBOSA

Class of '23, emoorebarbos@wisc.edu

Being on the Latinx Heritage Month Planning Committee may have been

one of the best decisions of our college lives so far. We decided to become a part of the LHM Committee to meet new people, to be more involved on campus, and to have an impact on our community, even if only by a very small amount. We had the opportunity to be involved in an amazing committee, meet new people, and organize events. We were even co-hosts for two events: March on Bascom and the Carne Asada Kickback. We specifically served on the Media Committee to create flyers, social media posts, and design the LHM stickers and t-shirts. The Media Committee also planned out what to post throughout the month. We decided to share information on various topics impacting the Latinx community, such as colorism, anti-blackness, heterosexism, machismo, mental health, and sexual assault. We also chose to do shoutouts of staff on campus. Our goal was to provide resources that students can use to discover our community. We're grateful for the opportunity to be members of the Media Committee. We didn't just make friends and meet wonderful people, but we were also able to be educators in our community. It tested our creativity, organization skills, and ability to communicate effectively. We hope to continue being involved within our community through LHM, and we hope to continue sharing our culture with everyone.

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academic and national debates that seek just societal change in order to remain attached to the communities we serve and relevant as outlined in the Wisconsin Idea. Statements won't end the problems. But the intelligence, determination, and drive that our students show as they pursue their undergraduate degrees give us hope for the future.

For those students, this semester has been a slog. Long hours in front of computers are taking a toll on everybody, and many of our students are feeling the economic pinch. Although we have worked hard to create community through online events, the in-person gatherings that are so central to our academic support mission are simply impossible right now. Nevertheless, our advising and counseling work continues "virtually," and is bearing fruit.

Enrollment in our Certificate has grown to 131 this semester, and we are set to graduate a class of more than 40 students in May. We are also ready to propose a new undergraduate major in Chican@ & Latin@ Studies. Many academic departments, student organizations, and community partners have contributed letters of support to this effort, and we are deeply grateful for these votes of confidence. We plan to submit the proposal once final comments come in from our Division. The list of our faculty affiliates keeps getting longer, and we now have six faculty members on campus with partial budgeted appointments in CLS. This fall we welcomed **Erin Barbato**, of the UW School of Law and the director of the University's Immigrant Justice Clinic, and **Kathryn Kirchgasser**, Assistant Professor of Curriculum & Instruction, as new Affiliate Faculty. All of this progress has been possible because of the resourcefulness, compassion, and staying power of everybody involved with the CLS *familia*.

On the research side, our Program is also making strides. This semester, our faculty agreed that the Chican@ & Latin@ Studies Program would serve as the key UW-Madison partner for the Wisconsin Latinx History Collective. This five-year effort, led by CLS emerita **Andrea-Teresa ("Tess") Arenas**, has brought together more than fifty researchers at colleges and universities across Wisconsin in an ambitious effort to collect oral histories of Latinx life in our state and deposit them in the collection of the Wisconsin Historical Society. In addition to expanding the documentary record of Latinx history in the state, the project will create public programming to share the research with a broader audience. The goal is to "retro-fit" the existing narrative of our state's history



Erin Barbato



Kathryn Kirchgasser

with new information about people of Latin American descent. **Almita Miranda** in Geography and **Marla Ramírez Tahuado** in History and their students are already gathering stories for the initiative, and several other faculty members are getting involved. In addition, **Sonia Olmos**, who interned with the CLS Program on a precursor to this project during the summer of 2019, has returned to the UW-Madison as a graduate student in the **Gender & Women's Studies Department**. It's great to have Sonia back.

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 UW that is more just and equitable. Cuídense mucho. We are going to get through this, juntos y en comunidad.

CHICAN@ & LATIN@ STUDIES PROGRAM LIBRARY

Organized in 2005, the Chican@ and Latin@ Studies Program Library offers students and faculty access to materials related to our field. Our collection includes an ever-expanding number of books and movies. The Library space is closed to the public for Fall 2020, but everything in the collection is available to UW Library patrons. Contact us for access!



CHICAN@ & LATIN@ STUDIES PROGRAM FINANCIAL ASSISTANCE



The Chican@ & Latin@ Studies Program offers a variety of resources of financial assistance. Keep an eye out for future announcements about the Regent Jesus Salas Academic Activist Scholarship and the Somos Student and Faculty Development Awards.

For more information about CLS awards, visit the [CLS Program website](#).

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

CHICAN@ & LATIN@ STUDIES UNDERGRADUATE CERTIFICATE

The CLS Certificate is open to undergraduate students across the University. Certificate students produce scholarship and expressive culture that exemplifies the Wisconsin Idea: academic excellence, civic engagement, and diversity. The Certificate is 15 credits: 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 more information, contact Rachelle Eilers, reilers@wisc.edu.

Facebook: <https://www.facebook.com/UWCLSPprogram>

Instagram: [@chicanouw](https://www.instagram.com/chicanouw)



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.

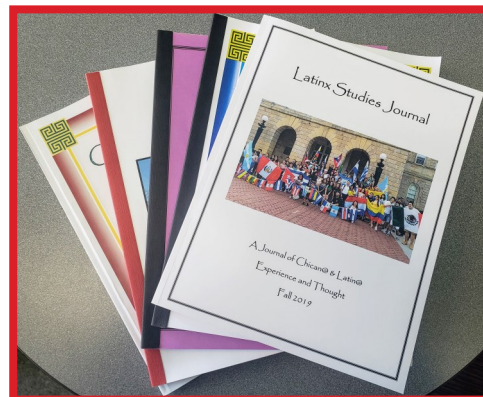
For more information, contact Rachelle Eilers, reilers@wisc.edu.

PUBLISH IN *LATINX STUDIES JOURNAL*

(PREVIOUSLY KNOWN AS CONCIENTIZACIÓN)

Latinx Studies Journal (previously known as Concienciación) 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.

For more information, contact Alma Sida, asida@wisc.edu.



CHICAN@ & LATIN@ STUDIES SPRING 2021 COURSES

For more details such as course descriptions, class times and class locations, visit <https://chicla.wisc.edu/chican-latin-studies-program-courses/>.

- CLS 102: Introduction to Comparative Ethnic Studies (*Timothy Yu*)
- CLS 201: Introduction to Chican@/Latin@ Studies (*Megan Bailon, José Villagrán*)
- CLS 231: Politics in Multi-cultural Societies (*Benjamin Márquez*)
- CLS 302: Mexican-American Politics (*Benjamin Márquez*)
- CLS 308: Latinx Feminisms: Women's Lives, Work, and Activism (*Almita Miranda*)
- CLS 330: Gentrification in Latinx Communities (*Revel Sims*)
- CLS 330: Black & Latinx in Literature and Visual Culture (*Theresa Delgadillo*)
- CLS 330: U.S./Mexico Borderlands (*Almita Miranda*)
- CLS 330: Marketplaces and Entrepreneurship (*Alfonso Morales*)
- CLS 330: Indigenous Migrations and Empire (*José Villagrán*)
- CLS 347: Race, Ethnicity, and Media (*Lori Lopez*)
- CLS 355: Labor in the Americas: The U.S. & Mexico in Comparative & Historical Perspective, A Critical Survey (*Patrick Barrett*)
- CLS 364: Survey of Latina and Latino Popular Culture (*Rubén Medina*)
- CLS 443: Immigration, Crime & Enforcement (*Michael Light*)
- CLS 469: Topics in Hispanic Cultures in the U.S.–Mexican Migration to the US (*Rubén Medina*)
- CLS 469: Afro-Latinx Solidarities (*Victor Goldgel-Carballo*)
- CLS 501: Chican@ and Latin@ Social Movements in the U.S. (*José Villagrán*)
- CLS 525: Dimensions of Latinx Mental Health (*Alyssa Ramírez Stege*)
- CLS 699: Directed Study

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. For more information, visit the [**CLS Financial Assistance webpage**](#).

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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

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