

CHICAN@ LATIN@ STUDIES NEWSLETTER

NOTE FROM THE DIRECTOR

Rubén Medina



As a new director of the Chican@ and Latin@ Studies Program (CLSP), I am quite aware of the challenges our communities are facing at this historical juncture, both locally and nationally. But together with the challenges, many exciting things are happening in the CLSP. I want to share these with you all. Our Notice of Intent to create a major was ap-

proved by all University entities in the summer of 2021, including the Letters & Science Academic Planning Council and the University Regents. Now the Curriculum Committee, chaired by Prof. Armando Ibarra, is drafting the Authorization Proposal to implement our B.S and B.A. In the best scenario, the CLS Major would begin in fall 2022, otherwise in fall 2023. In the last few years, students' interests in Latinx studies have grown tremendously, and a clear indication of such growth is the number of students pursuing the certificate (we have just passed 180 students) despite the political climate of polarization in the country. CLSP has been working for several years to develop a major, and finally, folks, it is here a la vuelta de la esquina! Additionally, we have welcomed several new faculty affiliates from various departments, who find in our program a home for their interdisciplinarity and teaching, and a shared community. Thus, currently our program committee is composed of 28 faculty, including seven faculty budgeted in CLS with a percentage from 25% to 50%. Our faculty continue to receive accolades and secure prestigious grants and awards. This semester, for example, Carolina Sarmiento, an Assistant Professor in the Department of Civil Society and Community Studies and CLS Affiliate, was named an Outstanding Women of Color by the Division of Diversity, Equity, and Educational Achievement. Several other faculty members can also boast notable successes, including Marla Ramírez (Assistant

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**COORDINATING
EDITOR:**

*Raquel Tapia
Orozco*

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Professor in History and CLS) and Almita Miranda (Assistant Professor of Geography and CLS). These two new faculty members secured a \$120,000 Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment Grant for a project titled “Retrofitting Latinxs into the Wisconsin Historical Narrative.” Under the leadership of Emerita Tess Arenas, the team will spend the next three years working to 1) increase primary sources about Latinxs in Wisconsin in the state archives, 2) train students and community members to conduct oral histories, and 3) make these histories widely accessible to students, researchers, and the public. Furthermore, the National Archives recently awarded this same group a planning grant to develop digital teaching materials related to the project. Dr. Miranda also secured a Pandemic Associated Research Continuity Initiative (PARCI) grant from the university for her own research as did Dr. Edna Ledesma of Planning and Landscape Architecture. Not to be outdone, Theresa Delgadillo (CLS & English) has received a Brittingham Award from the Office of the Provost for her work on digital publications.

There is no secret that the key goal of the CLSP is to become a department! As a new chair of the program, I understand how important is to begin creating such a structure. To this endeavor, I have created two new committees in the program: Faculty Development Committee and Funding Committee. Prof. Mary Louise Gomez is chairing the Faculty Development Committee, whose mission is to support professional development for faculty and staff, including recruitment and retention of faculty, and seek actively nominations for fellowships and awards. This committee is offering mentorship to our budgeted assistant professors, with the idea of creating a more systematic and collaborative mentorship across academic units. Profs. Kate Vieira and Falina Enriquez are going to coordinate a first book club with the idea of assisting our junior faculty with getting their manuscripts accepted for publication. The Funding committee (composed of Profs. Steve Quintana, Alberta Gloria, Juan Zalapa and Rubén Medina) is now working on two main projects: creating a CLS professional certificate, and a board of visitors (with community, alumni and professional Latinx). This board would provide political support to the further development of CLS (within and outside the University system) and advise the program for fundraising initiatives and to broaden its financial base. I am quite pleased to be part of the CLS community and work to accomplish its academic and institutional goals!



Allison Powers Useche is a legal and political historian of modern North America. Her research focuses on United States imperialism, the American West, US foreign relations, and international order. She is an Assistant Professor of History.

Diana Rodríguez Gómez is an Assistant Professor in the Educational Policy Studies Department at the University of Wisconsin, Madison. Her work examines state-building and education policy-making processes in areas affected by violence, particularly in Latin America.



Erin M. Barbato directs the Immigrant Justice Clinic at the University of Wisconsin Law School. She teaches second- and third-year law students to represent individuals in removal proceedings and those seeking humanitarian immigration relief.

Katie Kirchgasler is an Assistant Professor of Curriculum & Instruction. Her research explores underexamined histories of coloniality and racialization in STEM, health, and environmental education and how these histories impact teachers and students today. Her current project interweaves insights from Chican@/Latin@ Studies and Science & Technology Studies to examine U.S. science education.



Sarah Rios' research agenda focuses on advancing the study of race, health, and the environment. Rios is interested in the health implications of industrial agriculture and carceral expansion, and community-based resilience through environmental justice activism. Currently, Rios is an Assistant Professor in the Department of Community and Environmental Sociology at the UW.

CHICAN@ & LATIN@ STUDIES PROGRAM FACULTY

Erin Barbato

Clinical Associate Professor of Law

Patrick Barrett

Havens Wright Center
Managing Director

Theresa Delgadillo

Professor of English

Falina Enriquez

Assistant Professor of Anthropology

Alberta M. Gloria

Professor of Counseling Psychology

Mary Louise Gomez

Professor of Curriculum and Instruction

Paola Hernández

Professor of Spanish and Portuguese

Armando Ibarra

Professor, School for Workers

Kathryn Kirchgasler

Assistant Professor of Curriculum and Instruction

Edna Ledesma

Assistant Professor of Planning and Landscape Architecture

Michael Light

Associate Professor of Sociology

Lori Lopez

Professor of
Communication Arts

Benjamin Márquez

Professor of Political Science

Sara McKinnon

Associate Professor of
Communication Arts

Rubén Medina

Professor of Spanish and Portuguese

Almita Miranda

Assistant Professor of Geography

Alfonso Morales

Professor of Planning and
Landscape Architecture

Mariana Pacheco

Associate Professor of Curriculum and Instruction

Steve Quintana

Professor of Counseling Psychology

Marla Ramírez Tahuado

Assistant Professor of History

Alyssa Ramírez Stege

Clinical Assistant Professor of
Counseling Psychology

Sarah Rios

Assistant Professor of Community and
Environmental Sociology

Diana Rodríguez-Gómez

Assistant Professor of Educational
Policy Studies

Diego Román

Assistant Professor of Curriculum and Instruction

Carolina Sarmiento

Assistant Professor of Civil Society and
Community Studies

Revel Sims

Assistant Professor Planning and
Landscape Architecture

Allison Powers Useche

Assistant Professor of History

Kate Vieira

Professor of English

Juan E. Zalapa

Professor of Horticulture

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

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

Send your information to:

chicla@letscli.wisc.edu

FALL 2021 FACULTY UPDATES



Dr. Thersa Delgadillo has received a grant from the *University's Brittingham Trust* for her project, "*Latinx Studies in the Digital Sphere*" to create two Open Educational Resources on the topics of Latinxs and Environmental Change and Latinxs and Gender Equality, in partnership with an advanced undergraduate student.



Patrick Barret will be retiring from his positions as the managing director of the Havens-Wright Center for Social Justice and a CLS affiliate instructor. *Barret has served UW since 1999.*



Dr. Almita Miranda received the *Baldwin Wisconsin Idea Endowment Grant* and funding from the *Pandemic-Affected Research Continuation Initiative* to conduct follow-up ethnographic research with return migrants and transnational family networks in rural communities in central Mexico.



Dr. Benjamin Marquez' book, *The Politics of Patronage* was published by the University of Texas Press. This book is the first monograph-length study of the Mexican American Legal Defense and Education Fund.



Dr. Steve Quintana (left) & **Alyssa Ramirez Stege** (right) were able to get the *Esperanza Bilingual Mental Health Services Certificate* approved at UW's School of Education to be shared across Counseling, Rehabilitation and School Psychology.



Dr. Armando Ibarra won the "*Hispanic Achievement of the Year*" award from "La Movida" Radio, Madison's Spanish-language radio station and was promoted to Professor



Dr. Carolina Sarmiento received the *UW-Madison Outstanding Women of Color Award*. Dr. Sarmiento's research and practice focuses on learning from the grassroots and building sustainable and creative alternatives that help address inequality and injustice.



Lori Lopez' new book, *Micro Media Industries: Hmong American Media Innovation in the Diaspora* was recently released by Bucknell University Press. In addition to serving as a CLS affiliate faculty member, Dr. Lopez will continue as director of the Asian American Studies Program this Fall and was promoted to Professor of Communication Arts.



Edna Ledesma has received a *Pandemic Affected Research grant* to continue a longitudinal study of four Latino Vendor Markets (LVM), classified as flea markets or swap meets, in two predominantly Latino states, California and Texas.

NOTE FROM THE STUDENT ADVISOR

Rachelle Eilers, reilers@wisc.edu



We're back! After almost a year and a half of working remotely, the Chican@ & Latin@ Studies Program Offices have re-opened. It is lovely to see all the students congregating in our office spaces again. The sound of voices and laughter was much missed. We are so grateful to have had the opportunity to stay safe and study/work remote but it definitely feels good to be back to a somewhat normal atmosphere.

The CLS Program has seen tremendous growth over the last few years. I think we can accredit this to our program's community building. This fall we held several events for Latinx Heritage Month. In September we held the 5th annual March up Bascom which was co-sponsored by our CLS student government, ChiLaCSA (shout out to our reps, Carlos, Jessica and Lenzy). We marched up Bascom Hill to show our presence on campus. At the top we networked and enjoyed paletas. Also as part of Latinx Heritage Month, we also co-hosted a pre medicine panel with UWSMPH, PALMA, LMSA, and the Medical College of Wisconsin and a CLS meet/greet for students and faculty. We have held monthly PASOS workshops for graduate/professional school workshops led by our CLS Professor, Dr. Alyssa Ramírez Stege. PASOS stands for "Promotores Académicos Sembrando, Orientando y Sobresaliendo" ("Academic Promoters Seeding, Orienting and Overcoming"), and it is a group of UW Latinx graduate students from various fields who are willing to help undergraduates with the graduate school process. In November, we held our first ever Alumni Panel in partnership with ChiLaCSA. Alumni from the past ten years served on a panel giving their advice to our scholars. Thank you to those alumni that joined us! Lastly, we have started the community gatherings/luncheons again which are always popular, and students can meet over a meal weekly.

In total we have over 180 undergraduate students in our program. We look forward to continued growth as we also add a CLS major soon. We are thrilled to be expanding and want to recognize the accomplishments of the program thus far. In December, we celebrated four outstanding CLS graduates. Felicidades, Marianna, Megan, Nashalee, and Abril!



SANDY CORTEZ**Class of '22, scortez2@wisc.edu**

My name is Sandy Cortez and I am a fourth year student majoring in Health Promotion & Health Equity. I have been volunteering with the Pro-Bono Clinic at UW-Madison as a Spanish Translator. I have worked closely with physical therapy, occupational therapy and speech therapists to provide clear communication between students and Spanish-speaking patients. This opportunity has affirmed my love for therapy and rehabilitation, but also emphasized the need of Spanish speaking specialists within healthcare settings. Language barriers can prevent someone from seeking care and this is very alarming considering that a lot of the health disparities present today have been around communities of color. Representation in

therapeutic settings is crucial as we work to close health disparity gaps. More representation can allow patients to feel reassured that they are safe and culturally valued as individuals. As I continue my path in physical therapy, I envision therapeutic settings to be diverse in representation, language and financial barriers being met, and a more cultural understanding of individuals within these settings.

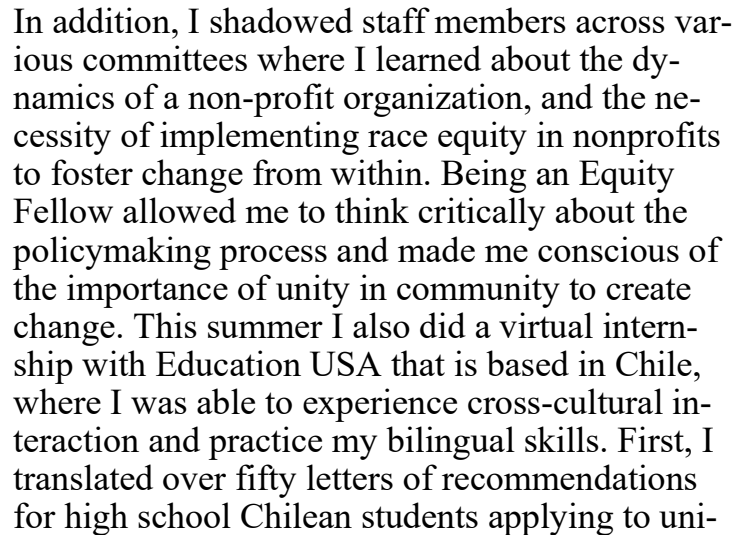
DAWRY RUIZ**Class of '23, druiiz7@wisc.edu**

I am a First Wave Scholar and junior studying Community & Nonprofit Leadership, with a certificate in Arts and Teaching. Through this new certificate in the School of Education, I have been writing curriculum and programming to be used by the new Madison Youth Arts Center. The center houses over 20 nonprofits from all over Madison. Unfortunately, none focuses on professional development or particularly focus on teens. The curriculum I plan on implementing for the spring and/or summer semester provides teens with experience in arts careers and community organizing. This is something I care about, because my parents always told me that "I wouldn't make money through art," making me want to prove it is possible. This experience has let me combine my major with my passion for arts and education. My curriculum is basing everything we do on Critical Race Theory and Queer theory, a lot of which is not taught in Madison public schools and may be banned in Wisconsin. Coming from Boston, specifically a majority Black and Latin/x high school, I want to ensure I can provide teens the education they deserve and need. I am targeting my program to Black and Latin/x high school students in Madison, who I have seen do not feel accepted or welcome in school and community art programs because those programs are predominately White. This experience informs my future plans because it is such an open-ended opportunity to create my own path. I would love to bring in many Student Organizations and students who are future educators in order to really share this experience with the community I've built at UW.



Class of '24, *craya@wisc.edu*

A smiling woman with long dark hair, wearing a tan jacket, sitting on wooden stairs in a church.



GABRIELA MJAANES
Class of '23, gmjaanes@wisc.edu



I am a third-year student and a Research Assistant working with Professor Benjamin Márquez to understand more about how Latinx non-profit organizations operate within the constraints of their funding and whether such parameters impact their goals. This topic is of particular relevance to the Latinx diaspora which, despite suffering from a variety of social problems, receives little money from corporate foundations. Consequently, examining government foundation grants can reveal much about their impact on Latinx service and advocacy work. Furthermore, we hope to understand who represents Latinxs and what future institutional reform and organizations of the Latinx diaspora can possibly create. In particular, we are looking to

understand how this reform could look like if organizations advocating on the behalf of the Latinx community have no members, creating a disconnect between the community and organizations attempting to help it.

To conduct this research, I am using the GuideStar database, which provides information on all non-profit organizations that have registered with the IRS as tax-exempt including information related to revenues, missions, employees, and service categories. With this data, I have helped to create a list of Latinx non-profit organizations that form the basis for our research. In order to ensure that we included all relevant organizations, we decided to use a variety of key terms such as “latino”, “latina”, “latinx”, “chicano”, and “Hispanic” to ensure that we captured the various labels that this community uses. The resulting list includes over 1,100 organizations that serve the Latinx community across a diverse and multifunctional field of service and support. Importantly, most of these nonprofits have names that do not relate to the Latinx diaspora but whose missions largely revolve around serving the Latinx community, demonstrating how the Latinx community is receiving more attention and support from nonprofits across interest fields due to its growing power and prominence in the United States. For example, some of the top 30 Latinx non-profits by income are involved in work ranging from environmental justice to civil rights advocacy, issues that affect the Latinx community significantly, particularly in the last few decades.

The next step of the research project involved categorizing these nonprofit organizations in order to find overarching and meaningful trends in relation to the number of nonprofits, their revenues, and their sectors of work. Most of the Latinx-related nonprofits cluster around social service, education, health, and civil rights with social service providers constituting the largest category and the group receiving the most income. While this data may not be surprising, a closer examination of

our data thus far indicates that there are complexities and counterintuitive findings within the Latinx nonprofit world, particularly in regard to the largest organizations. Moving forward, I will continue working alongside Professor Márquez and his graduate assistant Thomas Worth to conduct a qualitative analysis of our data in order to better understand the trends that affect Latinx nonprofits and how those may influence the goals of these organizations.

I am grateful for the opportunity to work with Professor Márquez on this groundbreaking project. As I continue my involvement in this research project, I look forward to discovering more about the influential, yet largely unresearched Latinx nonprofit sector. I believe that the examination of this subfield of the non-for-profit world carries meaningful implications with regard to understanding the relationship between non profit missions and political movements, particularly in relation to the fastest growing and most influential diaspora in the United States: the Latinx community.

CONGRATULATIONS TO OUR FALL 2021 GRADUATES!

**NASHALEE
RODRIGUEZ**



Bachelor of Science, Human Development & Family Studies

**MARIANA
ROSALES**



Bachelor of Business Administration, Supply Chain Management, Spanish and Operations & Technology Management

**MEGAN
SPIELBAUER
SANDATE**



Bachelor of Arts, Economics & Environmental Studies

**ABRIL
PEREZNEGRON**



Bachelor of Science, Education Studies

FIND YOUR HOME AND ENJOY THE RIDE

Jesus Alberto Del Toro, Class of '18, jdeltoro1@luc.edu

I want to thank the Chican@ and Latin@ Studies Program for the opportunity to briefly share my journey. When I think back, many things come to mind and many lessons learned that I hope I can share with you today.



As a first-generation college student, I was used to figuring things out by myself. I am sure many of you can relate to this. In high school, I figured out how to apply to college, how to pay for it, and how to navigate financial aid through FAFSA. This is a lot for a teenager to grapple with, but I was good at asking questions, especially to people I aspired to be. So, I would reach out to college students to get their advice, learn about their mistakes, and the steps they took to get there. This is still something I do, and it has served me in many positive ways.

When I arrived at Madison, Wisconsin in the fall of 2015, I was excited and ready to begin this new chapter. However, the college students I connected with the previous year recommended that I take it easy. I made sure not to take too many credits at once and not sign up for every organization at the Org Fair. For any freshmen reading this, take it slow. Don't feel like you must do everything at once. I know many who quickly became overwhelmed by the workload, extra-curriculars, and homesickness.

My junior year was pivotal. At this point, I felt comfortable with the rhythm of things, but I had not yet found my place on campus. I was doing well in classes, but I was not very involved. This all changed, when I joined a fraternal organization, Lambda Theta Phi Latin Fraternity, Inc. As a Lambda, I learned to lead, deal with difficult situations, work with others, and connect with the greater Madison community. I had finally found my place on campus. I credit many of my blessings to the work we did through Lambda Theta Phi.

During this time, I also declared CLS as a certificate. It just made sense. I thought it intertwined so nicely with my Spanish and LACIS majors. It quickly became more than that. The program and its staff welcomed and supported me like I never imagined. The classes I took opened up history I had never encountered and stories I had never heard. Often, I recall thinking, "why wasn't I taught this in high school?" CLS gave me confidence in knowing that our community has made deeply important contributions throughout history. We were not an afterthought; we were there all along.

When I think of CLS, I think of support. I think of Rachelle. When the old impostor syndrome would creep up, Rachelle quickly reminded me of my greatness. Her guidance was especially important when I was applying to graduate school. Again, as a first-generation college student, I had to figure it out. This time, I was not alone.

Months before graduation, I had secured a full ride to Loyola University Chicago to complete a Master of Public Policy. Once at Loyola, I took advantage of every opportunity I encountered. I was accepted to the Mayoral Fellowship at the City of Chicago, where I worked with the Mayor's senior staff. One project I am proud of is supporting the launch of the inaugural Mayor's Youth Commission. The commission gave youth a platform to give input and recommendations on policies that impact them and their neighborhoods.

I graduated from Loyola during the height of the pandemic. Like many graduates, I had a tough time landing a job. Apply, interview, and repeat. I grew frustrated and disillusioned. But I remembered the words of the incredible Joselyn Diaz-Valdes, "this too shall pass." I realized that I had not had time in a long time to just relax, slow down, and reflect. During much of the pandemic, I reconnected with old friends, read books, learned new things, and connected with new people. One connection led me to where I am currently at. I reached out to State Rep. Edgar Gonzalez on LinkedIn, and I invited him out to lunch to learn more about his trajectory. Edgar is 23 years old.

I did not expect him to respond, yet he did. We met and had a great time. A month later, he shared an opportunity to take his vacant spot at the Office of Congressman Jesús 'Chuy' García, without hesitation I applied. In this role, I met with stakeholders, coalitions, constituents, and federal government agencies to develop and maintain effective relations. I was recently promoted to the District Communications Coordinator position and I am excited to serve in this new role.

So, for those who kept reading to this point, thank you. If I can bestow any wisdom to my fellow Badgers: find your home, ask questions, practice gratitude, take initiative, be impeccable with your words, and enjoy the ride!



ALUMNI SPOTLIGHT

René Espinoza Kissell, Ph.D. Class of '13, rene.kissell@colorado.edu



I arrived at UW-Madison in 2009 feeling like my summers through the PEOPLE Program had prepared me for college life, but I instead found the unapologetic racism on a predominantly white institution pretty jarring. Madison was just an hour and a half away from my home on the south side of Milwaukee, and yet it felt like a completely different culture. While my courses in Latin American studies, Spanish Literature, and Educational Policy pushed me intellectually, my education was compromised each time I had to explain, once again, to some white students why they cannot wear blackface. I look back at my undergraduate years with

mixed emotions, because I had so many experiences where I often had to teach about privilege and allyship at the expense of my own learning.

The Chican@ Latin@ Studies program was one of the first places to welcome me and other Latinx students on campus, a mural-filled office where I could find food and mentors. I knew that I would take CLS courses, especially after being politicized through the immigrant rights movement in high school. From Professor Ben Márquez's course on comparative politics of multicultural societies to "Latinos in the Media" with Professor Petra Guerra, I was given an understanding of our history that was erased from the school curricula. And while I was never part of Tess Arena's "Somos Latinas" project, its focus on gathering mujeres' perspectives from the Midwest is critical to highlighting Latinx diaspora outside of California, Texas, and New York. And most influential in my academic trajectory was Cynthia Lin's participatory action research course, where we worked with Centro Hispano on a community-based evaluation of a juvenile diversion program for Latinx youth. This class, along with the McNair Undergraduate Scholars Program, sparked the beginning of my research trajectory in educational policy.

Like Ethnic Studies more broadly, programs like CLS were born out of struggle. The risk with institutionalizing movements is that radical ideas get watered down, often romanticizing a revolutionary past without room for liberatory futures. Spaces like Movimiento Estudiantil Chican@ de Aztlan (MEChA) were pivotal in building community as well as my Chicana identity by pushing me to engage more critically in politics and cultural work. The battle with administration and student government over securing a space spurred a campaign that would eventually shape my interest in the racialized surveillance of fiscal crisis.

We learned lessons in solidarity and resistance, sometimes by stumbling. It was an education beyond the classroom.

Students in MEChA and other organizations took this task to heart in demanding faculty and curriculum stay true to its political roots. These divergent approaches, for example are rooted in debates over its very name: How to center Chicax/a/o struggle without marginalizing other forms of Latinidad? Do both terms erase Indigeneity and Blackness? Does Latin@, Latinx, or Latine allow for more gender expansive language? The tension lies in our (deservedly) high standards of programs that are supposed to reflect a diversity of experiences, and at the same time, these interdisciplinary programs are often at the margins of the university, underfunded and with little status. Imagine business schools getting relegated to the corners of decaying buildings like schools of education, gender and women studies, and African diaspora departments...

I still feel these contradictions working in academia. From my doctoral studies at the University of California, Berkeley to my postdoctoral fellowship at the University of Colorado at Boulder to now pursuing faculty positions, it has been an enduring dilemma to diversify higher education following generations of disinvestment in public education. I am grateful for the opportunities that have brought me to this point, but it is not enough to have a few Brown and Black faces in high positions. I share these reflections with current students about the work needed to move from a politics of symbolic representation towards one of redistribution because I remain both critical and hopeful for a long-overdue transformation of the university's purpose.



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 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/UWCLSprogram>

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

Twitter: [@UWChicano](https://twitter.com/UWChicano)



Chicanx & Latinx Certificate Student Association

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.

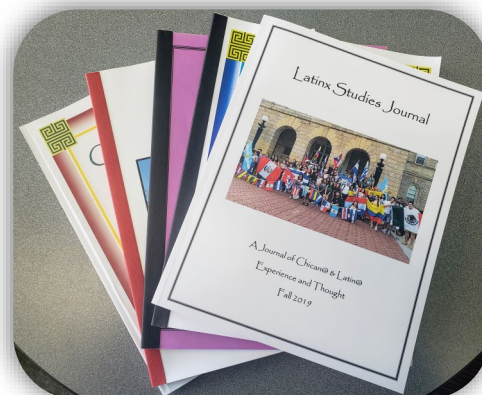
For more information, contact Rachelle Eilers, *reilers@wisc.edu*.

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 Raquel Tapia Orozco,
cls_journal@letsci.wisc.edu



CHICAN@ & LATIN@ STUDIES PROGRAM MISSION

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.

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GIVING BACK: SUPPORTING THE FUTURE OF CLS

CHICAN@ & LATIN@ STUDIES DISCRETIONARY FUND SUPPORTS PROGRAMS FOR STUDENTS, FACULTY AND THE CAMPUS COMMUNITY.

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THE **ANDREA-TERESA ARENAS SOMOS FUND** PROVIDES AWARDS FOR STUDENT AND FACULTY PROFESSIONAL DEVELOPMENT.

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Chican@ & Latin@ Studies

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