

University of Wisconsin CHICAN@ LATIN@ STUDIES NEWSLETTER

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NOTE FROM THE DIRECTOR, DR. RUBÉN MEDINA



Hello friends. I am so pleased to share with you our great news. On March 30th, the University of Wisconsin System Board of Regents approved the proposal for the new BS/BA in Chicana/o and Latina/o Studies major, and we are now getting ready to implement it in fall 2023. Finally, our Major is here at the UW-Madison. It is the first Major of this nature created in the University of Wisconsin system! This achievement has been made possible by a collective effort of faculty, staff, and students, and, of course, of all those activists who first organized marches and met with UW-Madison administrators to demand the creation of Chicano Studies in the mid 1970s. More recently, the Curriculum Committee put in hours of careful, persistent, and exceptional work from 2019 to 2023 to make the early visionaries' dream a reality. Special congratulations are due to the members

of the committee: including Profs. Theresa Delgadillo, Benjamin Marquez, Rubén Medina, Almita Miranda, Revel Sims, and senior advisor Rachelle Eilers, as well as the administrator Peter Haney, and to committee chair Prof. Armando Ibarra. On a personal note, for me, it has been an incredible honor to have been part of the creation of the CLS Certificate back in 1992, and now in 2023 of the CLS major.

In the coming semesters, of course, CLS will be primarily focusing on the success of the new Major. This success requires recruiting and advising students, offering a systematic array of courses, welcoming more students into our weekly programming and gatherings, and creating new courses to expand our curriculum. We particularly are planning to create courses in Education, Art, and in LGBTQ+ issues. In fall 2023, CLS is offering 18 courses, including a large, lecture class (CHICLA 201) which is the foundational course for both the Certificate and the Major. However, our next objective is to achieve departmental status, another overdue goal for the Chicana/o and Latina/o Studies Program. CLS is already functioning like a department, meeting regularly each semester, making decisions as a faculty. Four active committees (Curriculum Committee, Faculty Development Committee, Funding Committee, and Diversity, Equity, and Inclusion) now advise the Executive Committee on different areas of the Program's operations.

Currently we have eight budgeted faculty at 25% or 50% (from English, Spanish, Geography, History, Planning & Landscape Architecture, the School of Workers, Gender & Women Studies, and Sociology), and twenty-three affiliates from departments across the College (see full listing in page 2). We ended this spring semester with over 200 students enrolled in the CLS certificate, and 81 are graduating on May 12th, 2023, which is the largest cohorts of graduates in our history. While we would like to hire two or three faculty in the following years, we currently would be able to sustain a departmental structure given the involvement of faculty (both budgeted and affiliate) in the Program's governance. Our program has been a place where faculty come together to form interdisciplinary research teams. One of these is "¡Presente! Documenting Latinx History in Wisconsin Through a Collaborative Digital Edition." Headed by Prof. Almita Miranda (Geography) and administered through the Program, this project will collect and digitize documents, interviews, and objects connected to the history of Latinx communities in Wisconsin with funds from the National Archives. These materials will serve as resources for community education and K-12 schools. The effort is connected to the the Wisconsin Latinx History Collective, headed by CLS emerita Andrea-Teresa "Tess" Arenas.

As director, it gives me great satisfaction to see our faculty achieving recognition at campus for their research, teaching, and service. This spring semester Carolina Sarmiento, Assistant Professor at the Department of Civil Society and Community Studies, was promoted to the rank of Associate Professor. Profs. Theresa Delgadillo and Armando Ibarra were awarded the Vilas Distinguished Achievement Professorship, which provides generous research funding and is among the most prestigious at the UW-Madison. CLS affiliate, Assistant Prof. Diego Román, received the Distinguished Teaching Award, which recognize exceptional teaching at campus since 1953. CLS affiliate, Prof. Paola Hernández was named Mellon-Morgridge Professor, and has developed a large lecture class on Border and Migration Studies in LatinX America to be offered next year. CLS affiliate, Prof. Kate Vieira, is this year's winner of the Kay W. Levin Award for Short Non-Fiction from the Art+Literature Laboratory for an essay entitled, "Someone Else's Language" that was published in Guernica Magazine. Finally, CLS Assistant Professor Marla Ramírez received the Race, Ethnicity, and Indigeneity (REI) Fellowship at the UW-Madison's Institute for Research in the Humanities, for spring 2024. Not to be outdone, Assistant Professor Revel Sims received the CLS Program's Somos Faculty Development award this Spring for research on displacement and housing in Madison.

Our CLS lecturers continue to excel in the classroom, and it is with decidedly mixed feelings that we say "goodbye" this semester to Dr. Yesenia Cervera. Yesenia came to us in 2021 and in addition to teaching has worked as the administrative coordinator for Almita Miranda's ¡Presente! Project. Recently, she was hired as an Assistant Professor at UW-Whitewater. Although we're sorry to see Yesenia go, we are delighted by her success, and we wish her the very best. Big congratulations to all of our fine instructors.

This semester our program was also busy with many initiatives on programming from a Speaker Series to weekly Gatherings, the PASOS mentoring program for undergraduates interested in graduate school, and a rich array of other co-curricular activities. Our scholarship programs remain active, with Mariela Sida and graduating senior Veronica Gonzalez-Favela receiving the Jesus Salas Academic Activist Scholarship and Yanci Almonte Vargas and Michelle Góngora receiving the Somos Student Development Award. Congratulations to our fantastic award winners! As I end my second year as CLS director, I am excited by everything that our Program is doing, and I could not think of a better place to be.

Unfortunately, I have to end this message on a somber note. Late in the Spring semester, the Program received word that our colleague Prof. Paola Hernández suddenly and unexpectedly lost her husband, Todd Hernández. A professor at Marquette University, Todd was known and loved to many of us, and his passing shocked and saddened us all. Our condolences go out to Paola and her family as they deal with this shattering loss.



Chican@ and Latin@ Program

"CLS" Faculty

SPRING 2023

Nidia Bañuelos

Assistant Professor of Adult, Continuing, and
Higher Education

Theresa Delgadillo

Vilas Distinguished Achievement Professor,
English and CLS

Edna Ely-Ledesma

Assistant Professor, Planning & Landscape
Architecture

Falina Enriquez

Assistant Professor, Anthropology

Alberta M. Gloria

Professor, Counseling Psychology

Paola Hernández

Professor, Spanish & Portuguese

Armando Ibarra

Vilas Distinguished Achievement Professor,
School for Workers and CLS

Kathryn Kirchgasser

Assistant Professor, Curriculum & Instruction

Michael Light

Professor, Sociology and CLS

Lori Lopez

Professor, Communication Arts

Benjamin Márquez

Professor, Political Science

Sara McKinnon

Professor, Communication Arts

Rubén Medina

Professor, Spanish & Portuguese and CLS

Jorell Meléndez-Badillo

Assistant Professor of History

Almita Miranda

Assistant Professor, Geography and CLS

Alfonso Morales

Vilas Distinguished Achievement Professor,
Planning & Landscape Architecture

Mariana Pacheco

Professor, Curriculum & Instruction

Steve Quintana

Professor, Counseling Psychology

Marla Ramírez

Assistant Professor, History and CLS

Sarah Rios

Assistant Professor, Community and
Environmental Sociology

Diana Rodríguez-Gómez

Assistant Professor, Educational Policy
Studies

Diego Román

Assistant Professor, Curriculum and
Instruction

Christopher Saldaña

Assistant Professor, Educational
Leadership and Policy Analysis

Aurora Santiago-Ortiz

Assistant Professor, Gender & Women's
Studies and CLS

Carolina Sarmiento

Assistant Professor, Civil Society &
Community Studies, School of Human
Ecology

Revel Sims

Assistant Professor, Planning and
Landscape Architecture and CLS

Allison Powers Useche

Assistant Professor, History

Kate Vieira

Professor, Curriculum and Instruction,
Susan J. Cellmer Distinguished Chair in
Literacy

Juan E. Zalapa

Professor, Horticulture

Spring 2023 Faculty Updates

Andrea-Teresa "Tess" Arenas

Milwaukee PBS recently covered Dr. Andrea-Teresa "Tess" Arenas' book *Somos Latinas: Voices of WI Latina Activists*. This feature aired on in March of 2023 and is available on YouTube, offering insight into what can be learned from elder Latina activists from Wisconsin.



Nidia Bañuelos

Professor Nidia Bañuelos (Continuing Studies) recently took part in the Proyecto Derechos Civiles at UCLA. This new CRP study urges the expansion of California's community college baccalaureate degree programs. The researchers maintain that California's Master Plan is obsolete, and that structural changes are needed to increase degree production as well as an intense focus on racial equity.

Armando Ibarra

Dr. Ibarra (School for Workers/CLS) was the second recipient of the Vilas Distinguished Achievement Professorships (VDAPs) from our program this academic year. This achievement recognizes UW–Madison faculty members whose distinguished scholarship has advanced the confines of knowledge, and whose excellence also includes teaching or service.



Marla Andrea Ramírez Tahuado



Dr. Marla Ramírez was awarded the Mellon Foundation Grant for First Book Seminar through UW-Madison's Center for the Humanities. This grant provided financial support to workshop her first book manuscript in preparation for submission to Harvard University Press. She was then awarded the Race, Ethnicity, and Indigeneity (REI) Faculty Fellowship through UW-Madison's Institute for Research in the Humanities. She will be on this fellowship during spring 2024 to revise her book manuscript based on readers' reports to submit final draft to Harvard University Press.

She was nominated and awarded the Exceptional Service Support Program Award, which granted a course release for fall 2023. With Professor Almita Miranda, she also served as Principal Investigator for a research project funded by a Baldwin Idea Grant. Dr. Miranda will take over as PI of the project for 2023-2024.



Carolina Sarmiento

Carolina Sarmiento, Assistant Professor at the Department of Civil Society and Community Studies, was promoted to the rank of Associate Professor. Her research focuses on the intersection between urban development, governance, and the creation and destruction of cultural spaces in working class communities of color, on learning grassroots, and on building sustainable and creative alternatives that address inequality and injustice.

Paola Hernández'

Paola Hernández was named Mellon-Morgridge Professor, and has developed a large lecture class on Border and Migration Studies in LatinX America to be offered next year. She specializes in contemporary Latin American theatre, performance, and Latinx Studies.



Diego Román

Diego Román, received the University's Distinguished Teaching Award, which has recognized exceptional teaching on campus since 1953. He is one of twelve UW-Madison scholars so honored this year, and the fourth CLS affiliate in the last six years to receive the award.

Rubén Medina

Dr. Medina had two publications come out this semester as well! The first one being "Roberto Bolaño: The ghost that runs through his writing," in *Bolaño in Context* edited by Jonathan Monroe from Cambridge University Press. The second publication was "Darío Galicia and the Queer Subject / Darío Galicia y el sujeto cuir", prologue to the bilingual edition of *La ciencia de la tristeza/ The Science of Sadness* from Ediciones Norteadas.



Kate Vieira

Kate Vieira, won this year's Kay W. Levin Award for Short Non-Fiction from the Art+Literature Laboratory for an essay entitled, "Someone Else's Language" that was published in *Guernica Magazine*. Her research spans the United States, Latin America, and Eastern Europe, where she works with immigrants, transnational families, and community organizations.



Revel Sims

Revel Sims received the CLS Program's Somos Faculty Development award this Spring for community-based participatory action research on displacement and housing in Madison and Los Angeles, looking at data on evictions in both communities. The research will also examine the crisis in student housing in Madison by mapping locations where students live using a database of addresses.



Faculty Spotlight

Alyssa M. Ramírez Stege



Alyssa M. Ramírez Stege, Ph.D. (she/her/ella), is a queer Latina, U.S.-born and Mexican-raised Clinical Assistant Professor in Counseling Psychology. She currently is involved with the Esperanza Partnership between UW-Madison Counseling Psychology and Centro Hispano. Esperanza mobilizes hope by supporting community well-being through community mental wellness programming and structural change. By training English-Spanish bilingual graduate students in the mental health professions, the program seeks to improve the mental health of Latine communities in Dane County. Recently, the Esperanza certificate graduated its first cohort of 8 Esperanza Bilingual Psychological Services Certificate recipients. Natalie Rivera, M.S. (Doctoral student in Counseling Psych) and Sara Sanchez Santana (Social Media Coordinator at Centro) also completed the first season of *Momentos de Esperanza*, a podcast where testimonios are shared as a form of resistance and a way to expose the complexities within the Latine community's lived experience of oppression and systemic injustices

Esperanza received a Mobilizing Action Toward Community Health (MATCH) Grant from University of Wisconsin Population Health in the School of Medicine and Public Health for the Project: Despertar del Camino Sagrado ("Awakening the Sacred Path") in collaboration with Ana Paula Soares-Lynch, a multilingual (Spanish/English/Portuguese) Licensed Professional Counselor (LPC) in Milwaukee. The project will continue a Healing Ethno- And Racial Trauma Sanctuary space to implement mental health and wellness programming that centers liberation and indigenous knowledge keepers from across Latin America to build capacity, strengthen and promote healing of local Latine community, social service workers, and clinicians-in-training. Additionally, Evelyn and Alyssa presented on the use of the HEART (Healing Ethno- And Racial Trauma) Framework as foundational at Esperanza for the Wisconsin Certified Peer Specialists Community of Practice last September 2022. The Esperanza team also brought together a group of UW Counseling Psychology Alumni doing similar work in New Mexico and Texas in February, including School of Education Outstanding Alumnus Dr. Manuel Zamarripa. They led the following workshops that can be found on YouTube: "De Nuestras Raíces: Traditional Healing, Education and Research in Mexico and U.S. Southwest" by Tonita Gonzales, Tom Chávez, Ph.D., and Rachel Hoogasian-Ocampo, Ph.D., and "Reclaiming Ancestral Wisdoms: The Power of Reconnecting for Positive Brown Identity Development" by Tlazoltiani & Manuel Zamarripa, Ph.D. Furthermore, the Esperanza Team shared information about its model of training and community partnership at the inaugural Wisconsin Idea Conference this past March in a presentation titled "Esperanza (hope) as a culture of health equity: An innovative community-university partnership for Spanish-speaking community-engaged psychology training." Presenters included Evelyn Cruz, Karen Menéndez-Coller, Ph.D., Gabriella Gaus Hinojosa, Alyssa M. Ramírez Stege, Ph.D., Natalie Rivera, M.S., Sara Sanchez Santana & Steve Quintana, Ph.D.

You can find all the Esperanza students and team here: <https://esperanza.wisc.edu/our-team/>



What's New at CLS?

CLS Major

Perhaps the biggest news of the Spring semester was the Board of Regents' approval of a new major in Chican@ & Latin@ Studies in March. The Program is now gearing up to offer that major starting Fall 2023. This will be the first such major offered at any university or college in Wisconsin, and it follows in the footsteps of the pioneering African American Studies department and the Program in Jewish Studies, which have both offered undergraduate majors for some time. The new major is also the fruit of a long struggle on campus that began with student protests in 1974. Today, that vision is ready to become a reality. As we move forward, the Program gratefully acknowledges the work of student activists, faculty, and early directors who set us on this course. We also thank the CLS Curriculum Committee, under the leadership of Armando Ibarra and, before that, current CLS Director Rubén Medina.



The Program is also grateful to its students and alumni, whose desire for knowledge has always animated what we do, and to the administration of the College of Letters and Science, particularly Associate Deans Elaine Klein and Greg Downey, who have provided crucial support in recent years. The announcement of the major sparked considerable interest from media, with stories appearing in the Wisconsin State Journal, the Daily Cardinal, Madison365, Channel 3000 television, and WORT radio's Thursday "8:00 Buzz" talk show, among others. Although academic programs related to the study of race, ethnicity, and indigeneity are under fire in many states, the announcement of the University of Wisconsin-Madison's program has so far received largely positive feedback.

CLS Name Change

During the 2022-2023 academic year, the Chican@ & Latin@ Studies Program began discussing whether it should change its name to signal greater inclusivity. For programs involved with the study of race, ethnicity, and indigeneity on campus, name changes seem to be in the air lately. The former department of Afro-American Studies, for example, has changed to "African American Studies," while the former American Indian Studies Program is now "American Indian and Indigenous Studies." For CLSP, an increasingly contentious national debate about gender issues combines with the lack of consensus in the communities we study to make the naming question both important and challenging.

In recent years, students had advocated for replacing the standard "-a/o" and "-@" in the Program's name with the innovative "-x" to reject the gender binary and advance the inclusion of individuals whose identities do not correspond to it. Preferences have shifted, however, and in a Fall 2022, survey, the CLS student government organization ChiLaCSA found that many students now prefer "Chicana and Latine," a convention that is gaining adherents in the Spanish-speaking world. This usage attaches the newer gender-neutral suffix "-e" to words that would traditionally bear "-a" and "-o."

At the end of Fall 2022, the Program formed a subcommittee to discuss a possible name change, with Prof. Michael Light (Sociology) as chair. Other members include Director Rubén Medina, affiliate faculty member Mariana Pacheco, advisor Rachelle Eilers, administrator Peter Haney, and ChiLaCSA representative Lenzy Xelhua-Ledezma. At the first Gathering of the Spring semester, Lenzy led a student discussion of a possible name change and gathered reflections on the meanings of different terms. After a further conversation between members of the committee and students at an April Community Gathering, the CLS faculty met for its own initial conversation about a possible name change. The Program is now consulting with alumni, emeriti, and community partners, and the subcommittee will consider all this input and draft a recommendation, which will return to the faculty for a vote at a later meeting.

CLS Speaker Series



Perla Guerrero



Jennifer Jones

On March 23, our panelists examined the ways that immigrants from Latin America and Asia have changed southern life over the last thirty years and discussed relations between long-standing African American communities and their new(ish) neighbors. Co-sponsors include the Department of African American Studies, the Asian American Studies Program; the Center for Latin American, Caribbean, and Iberian Studies (LACIS); and the Department of Sociology.

Our CLS Speaker Series was such a hit that we had the opportunity to host a fourth talk! In a presentation titled "Saving Children from Lead Poisoning Through Policy and Community Organizing," Richard Diaz, the chair of the Milwaukee Coalition on Lead Emergency, described his organization's fight to create a sustainable lead-safe environment in Milwaukee. A native of the city, Diaz fights for racial and economic justice for black, brown, and working-class people everywhere. In his ten years as a community organizer, Diaz has helped create the Milwaukee neighborhood association Amani United, increased member participation, helped to achieve a worker-oriented contract in 2014 for members of the Amalgamated



Transit Union local 998, helped thousands of voters register and get out to vote, and also co-founded the Coalition on Lead Emergency (COLE). Among other things, his organization has turned the lead pollution crisis in Milwaukee into an opportunity by training members of communities most affected by the problem in lead abatement. After a successful inaugural year, the "Chican@ & Latin@ Studies Today" series will be back in 2023-2024 with panels on Puerto Rican studies and the U.S.-Mexico border.



Graduate Student Meet-Up

On April 4th, the CLS Program held a Latinx Graduate Student Meet-Up. The spring talk featured iSchool doctoral candidate Barbara Ann Alvarez who shared advice on ways graduate students can reach non-academic audiences with their research and put their emerging expertise at the service of businesses or nonprofits. Barbara has authored a forthcoming book about sexual health information for libraries and has published extensively for popular audiences, collaborating with such organizations as the Freedom from Religion Foundation. She also maintains an active consulting practice and teaches university-level classes. Many participants in the meetup were members of the Latinx affinity group of the School of Education.

Note from the CLS Advisor

Rachelle Eilers

This semester has been a whirlwind to say the least! We're gearing up for our CLS major to be released in late summer. Thank you to the overwhelming support from our students, faculty, alumni, and overall community, we will be the first CLS major in the state of Wisconsin! We already have a strong interest in the major, with students who have been waiting years (literally) to declare. I am thrilled to say that we will also continue to offer the certificate. Speaking of the certificate, this spring we celebrated our largest graduating class with 81 graduates! Over 77% of them are first-generation college students, nine have been admitted to graduate studies, two to medical school, one to law school, and one Truman Scholar. They are an impressive group to say the least. To the class of 2023, good luck and please stay in touch with your CLS community.



This fall, as part of Latine Heritage Month, we will be hosting a CLS major reveal for students and also for alumni, to learn about how the campus and CLS Program have changed since they were students. I look forward to celebrating our growing comunidad with you then. Stay tuned for more information on our social media pages at UWChicla on all platforms. Have a wonderful summer!

Award Spotlight

Somos Student Development Award

Yanci Almonte Vargas



The Chican@ & Latin@ Studies Program offers the Somos Undergraduate Development Award annually to students enrolled in its academic programs who belong to minority groups historically underserved by higher education in the United States for professional development initiatives. The award is supported by the generosity of Dr. Andrea-Teresa Arenas with proceeds from the sale of her book *Somos Latinas*, and by her husband, former Chancellor John Wiley.

Michelle Góngora



Jesus Salas Academic Activist Scholarship

Mariela Sida



The Jesus Salas Academic Activist scholarship is awarded annually to a Chican@ and Latin@ Studies Program Undergraduate Certificate student who has excelled in academic pursuits and has made outstanding service contributions to the Chican@ and Latin@ Community. The award is named in honor of longtime activist Jesus Salas for his continuous commitment and dedication to the advancement and wellbeing of the Chican@ and Latin@ community.

Veronica I. Gonzalez-Favela



Congratulations!





Class of
2023



Congratulations

CLASS OF 2023

Alondra Abrajan
Melissa Abrajan
Christian Aguilar Castro
Cindy Aguirre Garcia
Adriana Alcantar
William Aldana
Areli Alvarez
Alexander Andrade
Carla Angel-Bautista
Alejandra Aponte
Maribel Barrera
Brianna Becerra Lopez
Daryana Balnco
Jasmin Bolaños-Merlos
Audrey Burke
Margarita Campos
Jessica Carrera Valadez
Gabriela Castro
Jemelynn Castro-Contreras
Jessica Chavez
Diego Cisneros
Claire Darmstadter
Owen Dominguez
Lucia Estrada
Isabella Figueroa
Brenda Florencio-Reyes
Ximena Flores
Adrianna Galindo
Yesenia Gamero
Mauricio Garcia
Arlethe Garcia-Teapila
Luke Gogerty
Veronica Gonzalez Favela
Jo Gutiérrez
Francisca Ibanez
Carmen Ibarra
Karlee Kesler
Allison Klare
Reyna Koran
Aerial López

Sandra López Virgen
Ellen Magdaleno
Angela Maloney
Anahí Malvaez
Diana Martinez García
Gabby Marulanda
Julian Maya Martinez
Aimee Melendez
Emily Mendoza
Gabriela Mjaanes
Andy Morales Plata
Sara Mulrooney
Liliana Ortiz
Ava Pakosta
Javier Parra
Andrea Patino
Maurisa Perez
Beatriz Pinacho Eulogio
Kayla Polakow
Lily Reinhardt
Maria Del Carmen Rosales
Amari Rios
Gisselle Rocha-Arce
Dawry Ruiz
Nathanael Ruiz
Katheryn Saavedra-Ballesteros
Jocelyn Salazar
Leslie Sanchez-Hernandez
Armando Sanchez
Karlea Schuelke
Kenia Servin
Sonia Sotelo
Diana Tamato Morales
Taylor Toppi
Hirochi Ura Castro
Krystal Velasco
Lazaro Vergara
Catherine Walsh
Vanessa Wren
Samuel Wood



Student Spotlight

Rachel Temozihui Navarro

I am a third-year PEOPLE Scholar majoring in Human Development and Legal Studies and for the past year, I have been working with Professor Ion Meyn, a team of attorneys and students to develop a DEI Pre-Law Initiative. The focus of this initiative is to support underrepresented individuals who are interested in law, to facilitate meaningful and impactful mentorships between pre-law students and mentors, as well as providing the tools and resources needed to prosper in law school and beyond. Although this initiative is still in the developing stages, we have created successful mentorship teams. My role in this initiative takes part of the Non-Profit Committee where I work with attorney Rachel Dykema drafting documents for the formation of the organization.

As a first-generation college student, it has been difficult to navigate my journey to law school. Not only because there are few resources available for Latine and other BIPOC communities but networking, LSAT, and applications were completely new things to me. Knowing that Latinas make up about 2% of lawyers made me more intimidated yet excited to pursue this career, but I had no idea where to begin. I had classes with Professor Meyn but like many students, it was nerve-wracking to talk to my professors. I eventually built the courage to attend his office hours where I talked about what it meant to be a student of color on this campus and how it was difficult to find helpful pre-law resources. Since then he has been a great support in this journey by introducing me to law students, professors, and attorneys and now I have a chance to help others who might be in a similar position as me.

I am grateful for the opportunity to create an initiative along with Professor Meyn that will support next-generation lawyers. I believe that initiatives like this one are critical for the success of people's journeys to law school or any legal profession.

Leticia Alavez-Lopez

I am a senior majoring in Community and Nonprofit leadership with a certificate in Educational Policy. In January, I attended the Arts Through Activism Study Abroad Program in Buenos Aires, Argentina.

The main objective of this program was to immerse students in the rich history and culture of Buenos Aires through the study of literature, drama, performance, and museums. Both activism and politics were an ongoing thread in our studies and approach to past and current events that feed into today's theatre, museums practices, novels, and film. As I learned more about the history of genocide and social traumas that happened in Argentina, I started to appreciate the city more. I could see the resilience in the art, manifestations, murals, dark humor, and of course the people. Everywhere I went there were signs of resilience and a sense of victory. I was able to hear from local activist about some of the ongoing battles in Argentina and their efforts to create change.



Paola Hernández, the course Instructor, made this an amazing experience. Her passion and love for Argentina came through in everything she did. It was evident there was a lot of thought and consideration put into the course setup. It was truly an amazing experience, and I am grateful to have been able to see some of the beauties of Buenos Aires.

Carla Angel Bautista

I'm majoring in Legal studies with minors/certificates in Criminal Justice and CLS. I've been a DACA recipient for about seven years now and as many know it's hard to navigate the educational and legal systems when it comes to individuals like myself. Last winter of 2022, I participated in a cohort program called MISOL which stands for Mexico International Study Opportunity for Learning. With MISOL there were two parts of the program. The first part was conducting ethnographic research on our family migration. I was able to go back to my roots in Oaxaca, Mexico and I got to see family that I didn't see for almost two decades. It was a healing and beautiful experience. The second part of the program was taking educational classes that got me and the other 17 participants engaged in our culture, history, identity, and language. We took classes at CEPE-Taxco and at UNAM. We also visited many historical and amazing sites like Tepoztlán, Teotihuacán, La Casa Azul (Frida Kahlo's house), Las pirámides (pyramids), Museo Nacional de Antropología, Xochimilco, and Coyoacán.

★ Student Life At CLS ★



Alumni Spotlight

Alma Sida Ontiveros



My journey with the CLS program began later in my undergraduate career. I didn't meet Rachelle or any CLS faculty until my last year at UW. From my first interaction with Rachelle, I knew CLS would feel like home. Her warm and caring energy connected me to the program, and her support throughout the rest of my last year made me stay. Even though I was soon going to graduate, I was fortunate that my connection to CLS didn't end. After graduating, I attended UW Law School. Only a week before graduating, Rachelle contacted me about an open graduate position with the program – CLS was looking for a project assistant. I immediately knew this was a great opportunity, and I submitted my application. The week after my graduation, I was interviewed and offered the position. I was ecstatic to continue being a part of CLS.

I was immensely grateful to have the support of the CLS program while I attended UW Law School. CLS gave me the opportunity to have an identity outside of the law school and to have a safe space where I could separate myself from the school. On challenging school days, I knew I would return to Ingraham Hall and be able to debrief with my coworkers and friends. I owe my success in law school to the CLS program who provided me with all the emotional (and financial support) I needed to graduate from law school. I will never forget my last CLS gathering in December 2021 where I received a plaque from the program because of my involvement. I now hang it proudly in my office.

Today I am one of three immigration attorneys working at Castro & Gutierrez Law Office. I practice family-based immigration law, along with some humanitarian-based work for individuals who have survived a crime. This is my second year practicing, and I enjoy returning to work every day. The job can be heavy, difficult and tedious, but I always feel like I'm making a difference. Whether or not I can help someone, I make sure that every person who leaves my office feels more secure and knowledgeable than before. I also make sure that I give back to the community as much as I can. I volunteer as much as I can. I've been able to volunteer with the Community Immigration Law Center's Pro Se Asylum Clinic, the Center for DREAMERS MISOL program and the American Immigration Lawyers Association Citizenship Day of Action.

Outside of my professional roles, I continue to be an active member of Lambda Theta Alpha Latin Sorority, Inc. I serve as Chapter Secretary for Alpha Kappa Alumnae Chapter in Madison, Wisconsin. I also serve as Vice President of Administration for the Lambda Theta Alpha Foundation. This year I have the privilege of planning the annual LTA Foundation 1975 Run in support of their mission to advance the community. When I'm not participating with my sorority or working, I spend every second with my pets. I have three chihuahuas (Snow, Buddy, and Scrappy) and a bearded dragon (Dezzy). With so many pets to care for, my days are busy.

As I reflect on my experience with the CLS program and my career, what helped me get here is the mentorship and support I received from CLS alumni. Because of that, I find it incredibly important to always give back and to mentor students. My word of advice for undergraduate students is that they take advantage of the large CLS alumni network and to connect with professionals in your field. On the other hand, my advice for alumni is to make yourselves available for students, in the same way other alumni were available for you.



Jesús Galvan

In Spring 2018, the program had 40 graduates, including myself, and it is remarkable to hear that just 5 years later, CLS is about to become an entire major! In reflection of my journey since graduating from UW, I honestly have not been able to integrate myself into a community to the extent that I did with CLS. Part of why that is has to do with my own decisions to constantly move around and not be at one place for an extended period of time; but it also has to do with the realities of having to complete the majority of my graduate program during the COVID-19 pandemic. It was truly a whirlwind of emotions for me to read through some of the more recent CLS newsletters. The Student Spotlight features made me nostalgic for the gatherings every week and the experience of being exposed to scholarly work centered on U.S. Latina/o communities.



On a more personal level, having staff members who I could genuinely relate to while also seeing my own lived experience reflected in the curriculum allowed me to become more comfortable in my own skin – a comfort that I never truly had in high school. When considering where I am now in my professional life, CLS was, and still is, a fundamental stepping stone to how I approach my work as a School Counselor – an approach that consists of authenticity, passion, pride, and excellence.

AmeriCorps

After graduating from UW-Madison in May 2018, I decided to take a gap year before applying to graduate school for School Counseling, which is how I ended up at Eagle Rock School in Estes Park, Colorado. The AmeriCorps Public Allies Eagle Rock Fellowship is a one-year leadership development program that allows aspiring educators to work with students between the ages of 14-21 in either teaching, health & wellness, residential life, outdoor education, or professional development. Eagle Rock School is a non-profit, residential, alternative high school that provides tuition-free, standards-based education to underserved, diverse students who have not found success in traditional school settings.

My experience at Eagle Rock changed the way I saw myself as an eventual school counselor prior to graduate school because I was able to tangibly maintain high standards and extensive support for my diverse student body's academic, social, and emotional development. Among the main duties I assumed in my role at Eagle Rock, the one that I considered to be the most linked to counseling was assisting students through the college application process. Within the year of service I conducted at this school, I realized that being a first-generation college student and recently finishing my own collegiate experience was a significant asset for several reasons. Many of the students we served that year also aspired to be the first in their families to pursue a higher education. Through our common cultural ground, it was evident that our students at Eagle Rock seemed more apt to build rapport with me, not just with conversations about college but also regarding their social and emotional well-being. Establishing and maintaining meaningful connections to the students at Eagle Rock, who came from various parts of the country, taught me the importance of radical empathy and cultural responsiveness as an paraprofessional educator in a unique educational setting.

DePaul & School Counseling

During my year of AmeriCorps service, I applied to five graduate school programs and chose DePaul because of its vast alumni network in Chicago. It felt right to go back to Illinois and be close to my family for the next 3 years of my life. So once I wrapped up my AmeriCorps experience in mid-August 2019, I road-tripped solo from Estes Park to Chicago over 2 days and started the process of moving into my new apartment in Uptown shortly thereafter, to soon begin my 3-year program.

In all honesty, much of my grad school experience is a blur when I look back on it, mainly because the COVID-19 pandemic started just before spring break of my first year. Consequently, the next year-and-a-half of grad school was entirely remote, and my last year of grad school was "hybrid." On a bleaker note, my time as a grad student will always be linked with the tragedy of losing my father to COVID-19 in December 2020, which was the exact midpoint of my 3-year program at DePaul. The context in which I grieved the loss of my dad, being a counselor-in-training at the time, could almost be described as a blessing and a curse for me. On one hand, I consider it a blessing in disguise because I was experiencing a hardship firsthand that many of my future students would also be experiencing. To help cope with my grief, I used a referral from the counseling services at DePaul to start weekly therapy sessions with the therapist that I continue to see today.

I consider the context of my grief to be a curse, because I lost 50% of my motivation to finish my master's degree when my dad passed. All I ever wanted growing up was to make my parents proud after they raised my sisters and me to value our education. In hindsight, I feel fortunate that he was able to see me graduate from UW-Madison and receive my bachelor's degree. However, my educational journey was not done at that point, and although I am proud of the fact that I am the first in my family to receive a master's degree from a school like DePaul, I had to experience this milestone without my father, who helped me become the person I am today. Grad school is now behind me, and things are easier because I am finally making a salary and have achieved the financial stability that my parents always wanted me to have. My dad would be proud. Moving forward, grad school at DePaul will always be associated with going through the darkest of times, and because of this reality, I am always reflecting on my overall purpose to become a School Counselor in the first place as a way to stay grounded and motivated.

From the moment I moved away from Madison, WI to begin my post-graduate endeavors, I have been equipped with the ability to intentionally reflect upon my own lived experience, and to articulate how that influences who I am both personally and professionally. This would not be possible without my time in CLS. The welcoming community vibe that I experienced from CLS is one that I am continuously looking to replicate no matter what school I am working at. Because the truth is, all students should be able to experience that sense of community long before their potential college years. I am currently finishing my first year as a School Counselor at Genoa-Kingston High School in Genoa, IL. Next year, I will be returning to my alma mater high school (Belvidere North) to be the Bilingual "EL" School Counselor.

This feature is in commemoration to the millions of lives lost during the COVID-19 pandemic. Descanse en paz, pa.

Where Are They Now?



Name: Dr. Carolina Ortega

Major: History and Political Science

Class of: 2013

What are you up to now?: I am currently an Assistant Professor of History at Texas A&M University-Corpus Christi. But, I will be joining the Department of History at Indiana University, Bloomington in Fall 2023. At Indiana, I will be an Assistant Professor of History and Latina/Latino Studies.

Any advice you have for undergraduates?: Study what excites you and makes you curious!

Contact Information: carolina.ortega@tamucc.edu

Name: Josie Rosene

Major: Spanish and LACIS

Class of: 2017

What are you up to now?: ¡Hola a todos! Right now, I am living in Saint Paul, Minnesota, working (mostly) from home as an Attorney Editor for Thomson Reuters. I graduated from the University of St. Thomas School of Law in May of 2022, took (and passed!) the Minnesota Bar Exam, and am now a licensed member of the Minnesota Bar.

Any advice you have for undergraduates?: My best advice would be to follow your passion, even if it doesn't necessarily seem practical at the moment, because you never know where it might lead you. I pursued the Spanish and LACIS majors and CLS certificate in undergrad because these areas of study gave me joy. Once this seed was planted, I realized law and policy could be extremely invaluable tools for change, so I decided to go to law school and pursue a non-traditional legal path centered on policy and legislative analysis. Now, I get to work with legislation every day and understand the inner workings of state legislatures, some of the key stakeholders in the social changemaking process. Another piece of advice that took me far too long to learn is that networking is an amazing tool.

Contact Information: josephinerosene@gmail.com





Name: Marianna Rivera

Major: Communication Sciences & Disorders; Italian

Class of: 2015

What are you up to now?: I own a private practice providing bilingual speech therapy in Chicago called Palabras Speech Therapy LLC

Any advice you have for undergraduates?: Make connections with everyone! Current students, grad students who are older than you, professors. You'll be able to rely on them later on in your career as connections.

Contact Information: mariannarivera27@gmail.com

Name: Juan Felipe Alvarez

Major: Political Science and LACIS

Class of: 2005

What are you up to now?: I live in Los Angeles, CA. For the past 14+ years I have worked at Community Colleges in California coordinating and overseeing programs in Student Services and Academic Affairs, and serving as Adjunct Faculty. Currently, I am the Acting Dean of Student Services at Los Angeles City College (very close to Hollywood!). In my role, I get to oversee Student Life, Student Government, Basic Needs, the Veterans Resource Center, the Health & Wellness Center, and Discipline. In addition, I still make some time to teach Spanish in College. (I love teaching!) Since I was in college, I always knew I wanted to give back to my community. I am passionate about education, and supporting student's goals.

Any advice you have for undergraduates?: Work hard for your dreams! It is ok to make mistakes. If you make them (and it will happen) learn from those experiences and move forward. Navigating college can be intimidating and overwhelming, surround yourself with a good group of friends and seek advice from your faculty or mentors when you need to.

Contact Information: alvarejf@laccd.edu



Name: Ismael Cuevas

Major: Political Science and Sociology

Class of: 2011

What are you up to now?: I live in the neighborhood of Pilsen in Chicago. I work for Amtrak as a Government Affairs manager for the Midwest. I also publish articles in local publications on Black and Brown history in Chicago.

Any advice you have for undergraduates?: Network. Those classmates in your class are also going to be successful professionals like you and relying on their expertise in the future will come a long way.

Name: Robin Kraidich

Major: Material Science & Engineering

Class of: 2015

What are you up to now?: I live in Madison and am a technical project manager.

Any advice you have for undergraduates?: Just because it is your major doesn't mean it will be your full time job forever.

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CHICAN@ AND 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.

CHICAN@ AND LATIN@ STUDIES UNDERGRADUATE CERTIFICATE

The CLS Certificate is open to undergraduate students of all majors and schools. Certificate students are able to take courses on topics ranging from Latina Feminism to Political Economy of Race in the United States. The CLS Certificate is meant to exemplify 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 with many disciplines.

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PUBLISH IN THE LATINX STUDIES JOURNAL



The Latinx Studies Journal is a student academic journal dedicated to promoting the study of Chicanx and Latinx experience and thought. Submissions include essays, poems, and art related work to Chicanxs/Latinxs in the United States. The Latinx Studies Journal gives students the opportunity to express themselves through the work they publish as both authors and editors.

Interested in writing for the journal?

Contact chicla@lets.wisc.edu for more information on how to get involved!



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

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