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Chican@ & Latin@ Studies Program

Spring 2025 Newsletter

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COORDINATING EDITOR
Carmen Ibarra

INSIDE THIS ISSUE

Greetings from the Director

Last year, faculty and students voted to approve the new name of Chicanx/e and Latinx/e Studies. This name preserves the history of our formation as a Chicano Studies Program as well as our history of expanding our research and teaching mission to incorporate multiple Latinidades. The change replaces the "@" ending with both/either the "x" and "e" endings, representing our commitment to using gender-neutral language and recognizing gender fluidity. For some the "e" ending also represents a recognition of Spanish language heritage while for others the "x" ending also represents Indigenous heritage. We all recognize and respect that individuals have the right to name themselves using any term they feel most appropriate. For the past year, we have shepherded this new name through the approval process at the University and this summer we will officially begin using our new name! So don't be surprised if you see "Chicanx/e and Latinx/e Studies" on future newsletters, correspondence, online materials and more. We value our shared experience in critical reflection on the purpose, power, and possibility that any name embodies and suggests, and we hope you will join us in welcoming our new name. There is a second name issue that we're curious to hear your views on: what shorthand name should we use? Some use CLS as shorthand for our program while others use CHICLA, which is the abbreviation the Registrar's Office uses to designate our classes. We mostly use CLS in this and previous newsletters, but what do you think? Let us know on social media which you prefer! Finally, in this newsletter, you'll see that our students and faculty have been busy teaching, researching, organizing and educating ourselves and others about Latinx populations in the U.S. and the unique challenges we face in this moment. We are planning some exciting events in AY 25-26 to deepen that work, and we hope you will join us at some of those events either in person or online!

Best Wishes, Theresa Delgadillo

Latinx Photography Exhibit at the Chazen

Theresa Delgadillo speaks at the Chazen Museum auditorium, Feb. 11.

We often think of art exhibits as participating in or defining the zeitgeist. If so, what do the photographs in the Chazen exhibit *You Belong Here: Place, People, and Purpose in Latinx Photography* tell us about Latinx life in the U.S.? How are these artists engaging with the work of previous Latinx artists and photographers, and how are they creating new imaginaries of Latinx life? These are some of the questions that Professor Theresa Delgadillo explored in a talk at the Chazen Museum on February 11, 2025 on the *You Belong Here* exhibit and the visionary artists whose work is featured in the exhibit. The exhibit, curated by Pilar Tompkins Rivas, chief curator and deputy director of Curatorial and Collections at the Lucas Museum of Narrative Art in Los Angeles, emerged from a special issue of *Aperture* magazine focused on Latinx photography (still available by order to all those interested). Forty people from the campus and Madison community attended the talk and a lively discussion followed on the artwork featured in this exhibit. The talk was part of a series of events the Chazen organized around the exhibit.

Image: Genesis Báez, Parting (Braid), *2021. From the* You Belong Here *Exhibit. Source: Chazen Museum.*

CLS PROGRAM
FALL 2024 GRADUATES

Amir Castillo Cano
B.A., Political Science
Chican@/Latin@ Studies Certificate

Olivia Saud
B.A., Legal Studies & Political Science
Chican@/Latin@ Studies, Criminal Justice, & Public Policy Certificates

Krystal Serrato
B.A., Legal Studies & Political Science
Chican@/Latin@ Studies & Criminal Justice Certificates

Veronica Sparacio
B.S., Neurobiology
Chican@/Latin@ Studies Certificate

Ernesto Ugalde-Gonzalez
B.A., Communication Arts
Chican@/Latin@ Studies & Digital Cinema Production Certificates

Elizabeth Zarate-Perez
B.A., Spanish & LACIS
Chican@/Latin@ Studies Certificate

Barbara Alvarez
PhD, Information Science
Minor in Chican@/Latin@ Studies & Gender and Women's Studies


MARIPOSAS
DE CLS
WISCONSIN
WISCONSIN
WISCONSIN


CLASS OF 2024
CLASS OF 2024
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WISCONSIN
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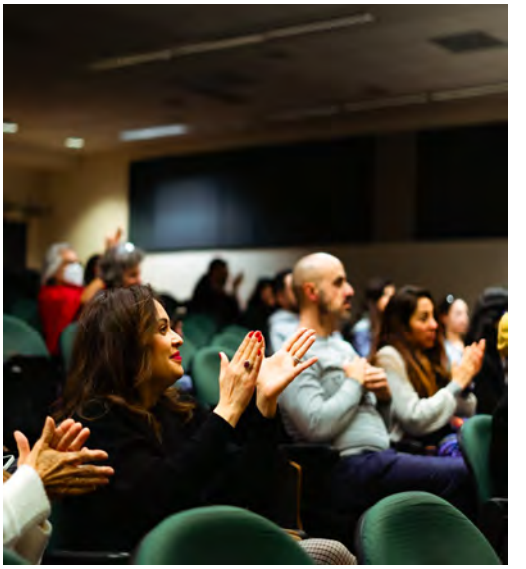
WISCONSIN


Felicidades
Clase 2024

Malaquías Montoya with the ARC Mural. He led the mural project with Deborah Kuetzpal Vásquez in 2000.

Dewey Tafoya (left) with CLS Director Theresa Delgadillo (center) and Malaquías Montoya (right).



The audience applauds Dewey Tafoya and Malaquías Montoya's presentation in the Van Vleck auditorium.

MALAQUIAS MONTOYA AND DEWEY TAFOYA DISCUSS ART AND PROTEST AT CLS PANEL

The CLS Program's "Latinx Art in Protest" speaker series concluded on March 13th with a well-attended panel featuring artists **Malaquías Montoya** and **Dewey Tafoya**. A longtime muralist, printmaker, and retired professor at UC Davis, Montoya helped to define the visual aesthetic of the Chicano movement of the 1960s and 1970s. As his work drew people to many of the movement's most important demonstrations and events, Montoya found himself reaching audiences worldwide as activists from such countries as Chile, Cuba, and Angola sent him requests for posters. One of the founders of the social serigraphy movement in the Bay Area, he led the East Oakland **Taller de Artes Gráficas**, doing grassroots education in silkscreen printing from 1989 to 2008. He continues his artistic work today, creating mages of empowerment that speak to the disenfranchised.

Dewey Tafoya can be seen as a leader of the next generation of grassroots Chicano artists. Having grown up in an era of nightly helicopter malathion spraying, police street sweeps, punk rock, and oldies, he makes art that echoes the urban landscapes, cultures, and communities of inner-city Los Angeles. Often using satire and humor, Dewey's work deconstructs historical contexts and then reconstructs them from the viewpoint of the oppressed. Dewey has been part of the **Self Help Graphics & Art** creative community for nearly two decades. At the panel, both artists shared their images, discussed the connections of screen printing with grassroots organizing, and reflected on the current political conjuncture. In addition to the panel, Montoya and Tafoya visited **Marla Ramírez's** CHICLA 301 class, joined CLS students for the Community Gathering lunch, and shared their thoughts on art with journalist **Carlos Dávalos** on **WORT's "A Public Affair."** The speaker series was made possible by the **Anonymous Fund**, the **Latin American, Caribbean, and Iberian Studies Program (LACIS), Interdisciplinary Theatre Studies**, the **School for Workers**, and the Departments of **Art History**, **English**, **Gender & Women's Studies**, **Geography**, **Sociology**, and **Spanish & Portuguese**.

CLS Panels on Immigration, Education and Empowerment

On a cold, gray winter afternoon at the end of the fall semester, one hundred and forty students, staff and faculty turned out on December 6, 2024, for a discussion on "Immigration and Empowerment: Rights, Community Response and Care" hosted by Chican@ and Latin@ Studies. Our students and faculty and staff joined together in organizing this event so that we could all get some perspective on current events by examining immigration history and policy, learning about our rights, and finding out about local organizing efforts. When we approached other units and organizations for co-sponsorship, we heard "Yes!" repeatedly. In total, twenty-five other programs, centers, departments and student organizations co-sponsored this event! (See list below) Those gathered heard from Assistant Professor Marla Ramírez about her research on the history of deportations in the U.S. Professor Ramírez discussed the history of family separations and the unjust deportation of citizens in previous deportation campaigns. The audience also learned about their rights and the rights of immigrants from Attorney Erin Barbato who is Director of the Immigrant Justice Clinic at the UW-Madison Law

School. Attorney Barbato informed the audience of important policies and procedures. Matt Sablan from University Health Services offered guidance on self-care in difficult times, and Odilon Aranda from Voces de la Frontera discussed local efforts to assist immigrants.

At the beginning of this event, the room was abuzz as we asked everyone to spend a few minutes getting to know the people sitting near them. At the end of the presentations, we had a robust question and answer period among those gathered. Everyone appreciated the chance to learn and to support each other. One key comment was that students wanted more events like this!

So our faculty-student-staff committee got to work on organizing the next workshop. On Friday, February 21st, the Chican@ & Latin@ Studies Program held the second of our panel discussions this academic year surrounding the topics of immigration and education. Our February workshop on "Immigration and Empowerment: Education, Immigration, Citizenship, and Rights" turned to examine the history of efforts to deny education to undocumented children as well as student groups efforts to organize in service to immigrant communities, while continuing to include a focus on self-care and knowing your rights. For this second event we partnered with the Multicultural Student Center and the Latine Cultural Center. Various student organizations and UW units also provided their in-kind support. Our goal was to host an event to educate our students, UW faculty & staff, and community members regarding their rights, mental health and ways in which one can empower themselves.

We were joined by panelists Dr. Chris Saldaña, a CLS faculty affiliate, Aissa Olivarez, an Immigration Attorney, Matt Sablan, and the Voces of Courage for Equity and

Social Justice Student Organization. The Voces group was composed of four student board members (three of them are CLS students). The panel was moderated by Dr. Allison Powers Useche and CLS junior, Ava Peplinski. Assistant Professor Christopher Saldaña spoke about the significance of the *Plyler v. Doe* case with respect to educational rights of the undocumented. Members of the student group VOCES explained their service among local immigrant communities. Matt Sablan from University Health Services let students, staff and faculty gathered about mental health services available on campus. Aissa Olivarez's portion was targeted toward advice regarding knowing your rights and how to best approach any interactions with I.C.E. and law enforcement. She provided best practices regarding when to speak in interactions with these groups and how to best prepare yourself for these situations. We are extremely grateful for the expertise of all the panelists. About 45 people attended this event and again expressed much appreciation for the gathering.

Co-sponsors of 12/6/24 event: Asian American Studies Program, Chican@ and Latino Studies Program, Depts. of African American Studies, Anthropology, Educational Leadership & Policy Analysis, English, Geography, History, the School of Social Work, the School for Workers, the Center for PreLaw/PreHealth, The Center for Visual Cultures, The Center for Law, Justice, and Society, The Human Rights Program, the Morgridge Center for Public Service, the Multicultural Student Center, Advocates for Immigrant Rights, University Health Services, Dreamers of Wisconsin, the Chicanx Latinx Certificate Student Association (ChiLaCSA), the Latine Cultural Center, the Latine Pre-Law Student Association (LPSA), the Latinx Academic Staff Association (LASA), the TAA-Graduate Worker Union, and the Young Democratic Socialists of America Political Education Committee.

Celebrating Prof. Steve Quintana's Service to Chican@/Latin@ Studies

Dr. Steve Quintana began working at the University of Wisconsin-Madison in 1996 in the Department of **Counseling Psychology** and quickly became affiliated with the CLS Program. His research focused psychology and race. Dr. Quintana was inspired to pursue this career path because of his relationship with his own identity. As an individual with mixed heritage, his own journey inspired him to explore how children make meaning of their identities. In his research, he interviewed many children on this topic. He also interviewed parents to learn how they celebrate and understand their cultures, and how this relationship with identity affects their children. Dr. Quintana worked to develop cognitive reasoning skills among children, who so often struggle to make sense of experiences of discrimination. In this way, he hoped to better equip children to handle negative experiences related to race. Similarly, he hopes that through his teaching, students have gained tools to serve their communities, "paying it forward" to the next generation. Dr. Quintana wants students to remember to have confidence in their skills, because they have so much to offer the world. The proudest moments of his career are when children and college students let him know that his model has helped them to understand and relate to their own identities. In addition to his research, Dr. Quintana has created, taught, and led **CHICLA 525, Latinx Mental Health**, as well as a class on race and the developing child. He has treasured his time with CHICLA 525 students and has enjoyed reading student reflections on their own identities, spiritualities, and communities. He also recently served as a partner in a collaborative project with Centro Hispanos of Dane County to train bilingual mental health professionals on campus funded by a $1 million grant. We salute Dr. Quintana's many valuable contributions to education at UW-Madison and wish him a happy, healthy retirement!

CLS Advisor Rachelle Eilers Leads Successful *Day of the Badger* Campaign

Each spring, Day of the Badger invites alumni and friends to help fund the valuable research, teaching, and educational opportunities offered by the Chican@/Latin@ Studies Program. Rachelle Eilers, the Academic Advising Manager for the CLS Program, shares her experience in leading this year's Day of the Badger campaign.

Could you share how you were involved with the Day of the Badger?

I worked with the Director and Administrator to craft an appeal to potential donors and establish a goal. I then led our fundraising effort on social media by gathering and publicizing student testimonies about their positive experiences in CLS. I also emailed our alumni throughout the campaign to solicit their support.

What does Day of the Badger mean to you?

To me, Day of the Badger is about giving back. I am where I am today because of the CLS Program. CLS helped me with my identity as a Chicana and a sense of belonging while I was an undergraduate. The Program in now essential in my professional life as well. It only makes sense to give back and help the Program that is responsible for so much of my growth. Day of the Badger is the perfect time to support the Program that means so much to me (any many others).

How have CLS Students responded to Day of the Badger?

I asked students to respond to the question, "What does CLS mean to you?" at our weekly luncheon, and they gave us so much of their love in their overwhelmingly positive responses. They were excited to be a part of the campaign and to have their thoughts featured on our social media (check us out on Instagram and Facebook). I also appreciate that they shared our posts with friends, encouraging people to donate to the program that is at the center of our hearts.

A social media image from the 2025 CLS Day of the Badger campaign

Who did the Day of the Badger campaign reach and impact?

We usually receive support from friends of the Program but this year most donations were from CLS alumni (thank you)! Many were graduates from 2020-2024. We also received donations from families of alumni and current students which speaks to the impact of CLS.

How did this year's campaign go?

This year's campaign was the most successful it has ever been! We received over $2,000 in donations from 33 gifts. We also had an alumna reach out to discuss a multi-year strategy of giving, wow!

Snapshots from Chican@ and Latin@ Studies 24-25

Graduate students share insights with undergraduates at a recent Community Gathering. These four CLS Alums offered advice about how to get into graduate school and make the most of it.. From left Jonas Gomez-Tijerino, Carlos Puga, Anthony Carreño, Gabriela Gaus.

CLS Students in the ARC during the End-of-Semester Study Jam. The Study Jam happens just before finals start.

CLS Students sharing fuel for finals during the End-of-Semester Study Jam in Ingraham Hall 3rd Floor.

Student Spotlight: Founding A New Student Advocacy Organization

Karen Romo

I am the president and founder of **Voices of Courage for Equity and Social Justice** here at UW–Madison. This project was born during my journey to U.S. citizenship, as I realized I wouldn't be able to vote in an upcoming election because my naturalization ceremony was scheduled just days after Election Day. That moment sparked something in me, and I knew I had to act. I reached out to **Luis Velázquez**, the statewide director of **Voces de la Frontera** ("VDLF"), to share my story. I had previously been involved with **Youth Empowered in the Struggle** ("YES"), the youth branch of VDLF, and I expressed my deep desire to increase Latino voter turnout. I told him that while I personally couldn't vote, I could inspire and mobilize others who could, and through that make my voice heard. That's when I recognized a real need on campus: to create a direct connection with this statewide organization, one that would go beyond protests and build a space centered on education and empowerment.

At Voces, our core belief is simple: we aim to build a chain of empowerment and knowledge. What we learn should never stop with us, it should be shared. Whether it's through one-on-one conversations or through leadership development, we aim to equip our members with the tools and resources they need to spread accurate and reliable information.

We have been able to plan protests, host Know Your Rights sessions, Power of Attorney workshops, and even created an Executive Orders series to help our community better understand how these policies impact their lives. We've also hosted art displays at activist events to incorporate artists as part of the initiative and the struggle.

In times like these, unity and empowerment are essential. We must rely on one another. We must protest. And we must show up for those who can't, for those in vulnerable positions, for those silenced by fear or circumstance. We show up to remind them they belong, and that they matter, regardless of the harmful narratives that try to tell them otherwise.

We created this space so that feelings of impotence could turn into motivation. When you stop speaking, when you're silenced, you've already given in. And we refuse to let that happen.

Student Spotlight: A New May Day in 2025

Andrea (Andi) Sofia Orellana

Each year, May Day symbolizes a day without immigrants and workers. May Day is a time to remember the struggles and sacrifices of workers and immigrants as well as their rights and achievements by leaving school and work together to demand change.

May Day has been an important event for me since I came to UW-Madison. Before coming to UW-Madison, I had never heard of May Day, even though I am from California. While there is May Day in California, it wasn't covered on the local news, so my family and I didn't know how to get involved. In my sophomore year, I got to see what it was all about, and I loved it!

In February of 2025, during my junior year, I began to contact my good friends who had participated and coordinated May Day before. As we began to plan, we ran into a problem: there's no school on May 2nd. Our solution was to have May Day on May 1st in Madison, even though it's the same day as Milwaukee's May Day walkout. This way, high school students could participate, and it would be an option for those who could not make it to Milwaukee.

I began to plan the event with my peers. We weren't supported by any nonprofits or anything fancy, but we had community, and that's all that mattered. We met almost every week with the high school students, and during our planning we established our goals and determined what we wanted to accomplish. In the following weeks, we passed out flyers all over Madison. We targeted small businesses run by immigrants and got a positive response from everyone, with many supporting our cause.

On May 1st, 2025, it rained heavily, but that didn't stop us as we marched to the Capitol. Before we left, I spoke to the group, and as we approached the Capitol, we waived our flags and raised our signs. Our signs included the following demands: free lunches for all, end 287G, free Palestine, and fight for immigrant's rights. Through this march, students made their voices heard and demonstrated their commitment to fighting for their rights. My May Day experience of grassroots organizing showed me that you don't need money to fight for what you want, just energy. I am so grateful for the opportunity I had to organize and participate in May Day this year.

Congratulations Spring 2025 Graduates!

Congratulations Spring 2025 Graduates!

CLS Major Graduates

Cassandra Angeles

Jesus Barraza Jr.

Christine Becerra Lopez

Kelly Carranza

Silvia Galvez

Surina Marced Martinez

Renata Monroy

Noel Morales

Maya Raymundo

Luis Rodriguez

Mariela Sida

Ava Tijerina

Lezly Evett Vejar

Viviana Viveros

Congratulations Certificate Grads!

Lorena Acuña
Abigail Adams
Lauren Aguila
Emily Alvarado Ruiz
Maria Anderson
Amareli Aranda
Camila Arroyo
Aleena Bañuelos
Olivia Bertogliat
Perla Campos Paloblanco
Denise-Arlene Cevilla Covarrubias
Alexandra Chan
Noreri Cisneros Vargas
Arleth Dominguez-Valenzuela
Sophia Elescano
Daniel Fuentez
Olivia Gonzalez
Kathleen Gonzalez de Vicente
Annika Hall
Madeline Hauenstein
Teresa Hernández
Jasper Huegerich
Vanessa Jimenez
Esperanza Jimenez Lopez
Arianna Jordan
Arianna Mancilla
Nicole Mendez
Diana Murillo
Jennifer Orozco Montoya
Yadira Ortiz
Daniel Patino
Kennidy Pelnar
Gianni Perez
Stefany Perez Dorantes
Wendolee Miranda Ramirez
Xitlalli Ramirez Ponce
Jazmin Salazar
Monica Salgado
Andrew Sharp
Maria Stakem
Amaya Stanley
Gabriela Stark-Torrentera
Aide Trejo
Jocelyn Ulloa-Alvarez
Adriana Vazquez Rodriguez
Jovana Vázquez-Sánchez
Lael Warren

2025

Members of the Class of 2025 with family and friends at the May CLS Graduation Celebration in Social Science 6210

Advisor Eilers celebrates with Gabriela Stark-Torrentera

Dr. Ely-Ledesma presents student awards at Graduation

Valedictorian Surina Martinez

Dr. Chris Saldaña gives the Keynote Speech

Recognizing Dr. Steve Quintana

May 2025 Certificate and Major Graduates on the stage of the Social Science Building Auditorium

CLS Director Theresa Delgadillo Congratulates a Graduate

2025

Sharing Wisconsin's Latinx Histories

Photo by Andrew Carlson for PBS Wisconsin

This spring, **PBS Wisconsin** launched a mini-video series about Wisconsin's Latinx communities. These short videos are each about a minute and half in length and were created in collaboration with the **Wisconsin Latinx History Collective** (WLHC) at UW-Madison to showcase both the work of the WLHC and the diverse history of Wisconsin.

The WLHC, spearheaded by **Assistant Dean Emerita Tess Arenas**, is co-led by **Assistant Professor Almita Miranda** (Geography and Chicanx/e and Latinx/e Studies) with participation from **Assistant Professor Marla Ramírez** (History and Chicanx/e and Latinx/e Studies) and **Diego Román** (Curriculum and Instruction). Although Madison faculty have led this effort, the WLHC involves faculty, academic staff, and students at multiple campuses across the state.

The focus of the WLHC has been on collecting oral histories, documents, and papers related to the history of Latinx communities in the state for incorporation into the **Wisconsin Historical Society** (WHS) archives. In this way, the WHLC and the WHS are growing the resources available to researchers and scholars about this important population. Members of the WLHC are also involved in parallel efforts to identify and mark historic landmarks of Latinx life in Wisconsin, as a *Milwaukee Journal Sentinel* article earlier this year while quoting WLHC member **Cheryl Jiménenz Frei**, an Assistant Professor at UW-Eau Claire.

Like the historic landmarks project, the PBS mini-video series is not aimed primarily at

IMAGE: Don Javier Sanchez in charro attire, ca 1950. Donated by Rosario Sanchez to WHS. Source:https://www.latinxwisconsin.org/research-resources

researchers and scholars but instead employs the research of scholars to help create an educational resource for all Wisconsin residents to learn more about the many communities in our state. In these videos, we hear about the reasons for migration to Wisconsin and learn about the participation of Latinx residents in varied industries. These short videos are a lively introduction to the more extensive resources that will eventually be available in the WHS.

Similarly, Professor Miranda launched an effort to digitize a selection of the materials that the WLHC has collected for sharing online. That work has been underway for the past year and will eventually lead to the creation of a new web resource for learning more about Latinx histories in Wisconsin. The Wisconsin Latinx History Collective offers both undergraduate and graduate students the opportunity to gain research experience by working on the project, and to date it has trained twenty students in this work. This outstanding work was recognized in 2024 when the WLHC won the 2024 Governor's Archives Award for Archival Achievement from the Board of Curators at the Wisconsin Historical Society. In 2025, Assistant Professor Marla Ramirez was recognized with Outstanding Undergraduate Mentoring Award for her work with students on this project. We hope you will visit the website for the mini-videos and share these with friends, family, and community (https://pbswisconsin.org/article/new-short-video-series-explores-wisconsin-latinx-history-and-stories/).

References"New Short Video Series Explores Wisconsin Latinx History and Stories" by Andrew Carlson, PBS Wisconsin, April 28, 2025. https://www.pbswisconsin.org/article/new-short-video-series-explores-wisconsin-latinx-history-and-stories/

"Wisconsin has 2,776 Historic Sites. None Acknowledge the State's Latino History. That's Changing" by Gina Lee Castro, Milwaukee Journal Sentinel, December 3, 2024. https://www.jsonline.com/story/news/local/wisconsin/2024/12/03/wisconsin-has-2776-historic-landmarks-none-acknowledge-latino-history/76457722007/

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

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CHICLA.WISC.EDU

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