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**COORDINATING
EDITOR:**

*Alma
Sida Ontiveros*

INSIDE THIS ISSUE:

**Note from
the Director**

Armando Ibarra

Faculty Updates

Award Spotlight

Benjamin Márquez

Sarah M. Rios

Elizandra Sandoval

Priscilla Contreras

**CLS Spring 2021
Graduates**

**Note from the
Student Advisor**
Rachelle Eilers

Alumni Spotlight
*Katherine
Huete Galeano*

Student Spotlight
Aerial Lopez

Christian Pelayo

Raquel Tapia

Maily De Vicente

Jesus Garza Noriega

**Program
Information**

REGENERACIÓN

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

NOTE FROM THE DIRECTOR

By Armando Ibarra, aibarra@wisc.edu

Serving as the Chican@ and Latin@ Studies Director these past three years has been an honor. The challenges and opportunities of the position have helped me grow as a person, and I have been able to witness our program's impact on and off campus. That impact is the result of collective effort by a group of exceptional people who remind me every day why I chose to work in higher education. Our students and alumni are working in ways that will change our society for the better. Staff expertly carry out their daily responsibilities while building spaces for communities that embrace everyone. Our faculty and instructors do groundbreaking research in their fields of study, and more and more of that is happening in connection with the Program. They also teach courses that shape the understanding CLS students have about Latinx communities in the U.S., and help them develop the habit of asking hard questions. Add in generous benefactors, who see the value of what we do, and a growing list of community partners, who find that our teaching and research mesh with their aspirations for social change, and you've got a recipe for growth and success.

I look forward to working alongside incoming CLS Director, **Professor Rubén Medina** and know that we are in exceptional hands as we continue to build our program. Our Notice of Intent to propose a new undergraduate major was approved by the College of Letters and Science this semester. Divisions other than the College on campus are now reviewing the Notice, and to date, we have received support from some of them. We expect this support to grow and anticipate that our major will win the Regents' approval. Until then, we will continue to do what we do best – produce scholarship, teach and recruit students, and build community on and off campus.



(Continued on page 14)

CHICAN@ & LATIN@ STUDIES PROGRAM FACULTY

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

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

Send your information to:

chicla@letscli.wisc.edu

SPRING 2021 FACULTY UPDATES

Paola Hernández recently published a book titled [*Staging Lives in Latin American Theater: Bodies, Objects, Archives*](#), which examines twenty-first-century documentary theater in Latin America, focusing on important plays by the Argentine director Vivi Tellas, the Argentine playwright and director Lola Arias, the Mexican theater collective Teatro Línea de Sombra, and the Chilean playwright and director Guillermo Calderón.



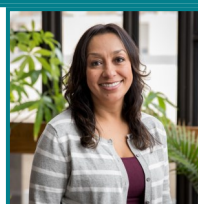
Edna Ledesma published an article in the Journal of the American Planning Association. In her article, “[Why Latino Vendor Markets Matter](#),” Professor Ledesma and co-author Cecilia Giusti analyze Latino vendor markets through the lens of place attachment from three perspectives: basic economic activity, social and human interactions, and their physical setting.

Michael Light was awarded the Vilas Associate Professorship and received a grant from the Russell Sage Foundation for a project on “Colorism and Criminal Case Processing.” He also published the article “[Comparing crime rates between undocumented immigrants, lawful immigrants, and native-born U.S. citizens in Texas](#)” in the Proceedings of the National Academy of Sciences, and the article “[Immigration and Violent Crime: Triangulating Findings across Diverse Studies](#)” in the Marquette Law Review.



Rubén Medina was awarded the [Chancellor's Distinguished Teaching Award](#). Professor Medina is one of thirteen faculty members have been chosen to receive this year's Distinguished Teaching Awards, an honor given out since 1953 to recognize the university's finest educators. In addition, Professor Medina was appointed as the 2021-2022 Chican@ & Latin@ Studies program director.

Mariana Pacheco published an article titled “[Bilanguaging Love: Latina/o/x Bilingual Students' Subjectivities and Sensitivities in Dual Language Immersion Contexts](#)” arguing that Dual Language Immersion can counter oppressive conditions by elevating the students' borderlands epistemologies and knowledges in schools. In March 2020, Professor Pacheco was a keynote speaker at the Dual Language Immersion Symposium at Roosevelt University discussing a similar topic.



Marla A. Ramírez was invited by the National Museum of American History, the Smithsonian Institute, to serve as an expert historian on a collecting initiative to document the history of undocumented youth organizing in the United States and Mexico. Professor Ramírez also secured a \$36,676 Pandemic Affected Research Continuation Initiative grant to support a shift to a virtual collection of oral histories for this initiative during the COVID-19 global pandemic. The grant, in part, will support the hire of at least one UW-Madison graduate student to join this collection effort.

Lynet Uttal is the 2020 recipient of the Elizabeth Hurlock Beckman Award. Nou Yang, a UW-Madison alumni, nominated Professor Uttal for inspiring her work in the [Wilder Foundation's Youth Leadership Initiative](#), and creating a movement of multicultural youth leaders that had not previously existed in St. Paul, Minnesota. Professor Uttal also recently published an article titled “Collecting Immigrant Voices to Inform a Participant-Centered Dialogical Facilitation Method.”



Juan E. Zalapa was promoted to Full Professor for the Department of Horticulture. Professor Zalapa's current research focuses on cranberries (*Vaccinium macrocarpon* Ait.) breeding, genetics, and genomics studies.

SOMOS PROFESSIONAL DEVELOPMENT AWARDS AND STUDENT SOMOS AWARD

The Chican@ & Latin@ Studies Program takes applications for the Somos Professional Development and Student Awards every Spring. The awards are 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. The awards will support professional, academic, or artistic initiatives.

The winners of the 2021 Somos Faculty Development Awards and Student Award are Dr. Benjamin Marquez, Dr. Sarah M. Rios, and Elizandra Sandoval.

Dr. Márquez is a Professor of Political Science. His research focuses on Mexican American politics and the politics of race and ethnicity in the U.S. Dr. Marquez is publishing a book this summer titled *The Politics of Patronage* -- the first book about the Mexican American Legal Defense and Educational Fund, the influential work it has done for the Latina/o community, and the issues stemming from its dependence on large philanthropic organizations. He will soon be on leave to work on his project, "The Professionals: Latinx Advocacy in the Age of Grantmaking."



Dr. Rios is an Assistant Professor in the Department of Community and Environmental Sociology. Her research focuses on advancing the study of race, health, and the environment. Rios is interested in the health implications of industrial agriculture and carceral expansion in rural communities of California. Rios has worked closely with environmental justice activists and prison abolitionist to develop her projects and alternative lenses for environmental health.

Elizandra is a first-generation Mexican-American college student, with double majors in Human Development & Family Studies and Psychology and a CLS certificate. She is a Ronald E. McNair Post Baccalaureate Scholar researching a sense of belonging among Latinx students at predominantly White institutions. Elizandra is also an Undergraduate Research Intern for the Child and Family Ecologies Lab, and Independent Study student under the supervision of Dr. Andrea-Teresa Arenas.



REGENT JESUS SALAS ACADEMIC ACTIVIST SCHOLARSHIP

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. Regent Salas earned a Master's degree in Political Science at the University of Wisconsin Madison, and in 1964 he helped found the Obreros Unidos, a Wisconsin agricultural labor union. He was also the first Latino executive director of United Migrant Opportunity Services, Inc. He served on the University of Wisconsin Board of Regents from 2004 to 2007, and was an instructor at the Milwaukee Area Technical College for many years.

The winner of the 2021 Regent Jesus Salas Academic Activist Scholarships is Priscilla Contreras.

Priscilla is majoring in Education Studies with Certificates in CLS and Gender & Women's Studies. She is a mentor for the Trio and PEOPLE programs. She is the President of Diverse Leaders in Education, and serves as the programming co-chair for the Latine Student Union. She also previously participated in the Latinx Heritage Month Programming Committee. This summer she will be enrolled in two CLS courses while working as peer advisor for SOAR, the University's orientation program. Priscilla will also be researching graduate programs this summer.



CONGRATULATIONS CLASS OF 2021!



Daisey Velázquez
Valedictorian



Obiageli Oniah
Co-Salutatorian



Amy Perez
Co-Salutatorian

CONGRATULATIONS TO OUR SPRING 2021 GRADUATES!

Enrique Abrajan

B.A., Economics

Rosa Amador

B.S., Sociology

Cristina Bahaveolos

B.S., Chemistry

Grace Bezek

B.A., Psychology

Stephanie Blumenthal

B.A., Environmental Studies,
and Political Science

Abigail Briquet

B.A., Political Science,
and Economics

Gasdally Cadenillas Sialer

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

Angelica Catalan

B.S., Community & Nonprofit
Leadership, and Social Welfare

Anakassandra Cavero Rivera

B.S., Community & Nonprofit
Leadership, and Political Science

Lorenzo Contreras

B.S., Environmental Sciences

Lily Correa Rivas

B.A., Legal Studies, and Sociology

Maily De Vicente

B.A., Legal Studies

Sofie Druckrey

B.S., Industrial Engineering

Sabrina Dornan

B.S., Psychology, and Spanish

Grace Edwards

B.A., Political Science

Grissell Erazo

B.A., Legal Studies

Victoria Estrada

B.S., Rehabilitation Psychology

Vanessa Flores

B.S., Rehabilitation Psychology

Katya Garza

B.S., Neurobiology, and Spanish

Mia Gifford

B.A., Political Science

Alejandro Gonzalez-Cibrian

B.A., Political Science

Amara Green

B.S., Nursing

Samuel Hernandez

B.S., Community &
Environmental Sociology

Yesica Hernandez

B.A., Latin America, Caribbean &
Iberian Studies, Communication
Sciences & Disorders, and Spanish

Matthew Iverson

B.A., Legal Studies, and
Political Science

Renata Jaeger

B.S., Education Studies,
and Spanish

Isabel Jimenez-Diaz

B.S., Health Promotion &
Health Equity

Carissa Loeper

B.S., Biochemistry, and Spanish

Lizbeth Lopez-Rico

B.A., Linguistics

Cesar Martinez Jr.

B.S., Biochemistry,
and Economics

Elissa Mitchell

B.A., Psychology

Eduardo Mora

B.A., Political Science

Obiageli Oniah

B.S., Neurobiology

Mirlette Orozco

B.A., Political Science

Amy Perez

B.S., Nursing

Mariah Peterson

B.A., Legal Studies

Rebekah Pulido

B.S., Elementary Education

Alisha Quall

B.A., Spanish

Jennifer Raya

B.S., Elementary Education

Iluhi Razo

B.S., Human Development &
Family Studies

Juan Carlos Ruiz Posso

B.A., Communication Arts

Elizandra Sandoval

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

Ashley Semington

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

Victoria Soto

B.S., Social Work

Gus Sinclair

B.S., Horticulture, and Spanish

Raquel Tapia Orozco

B.A., Social Work

Liliana Teniente

B.A., International Studies

Sophia Torres

B.A., Legal Studies, and Sociology

Claudia Torres Giraldo

B.A., Political Science,
and Russian

Daisey Velázquez

B.S., Spanish Education

Josué Velázquez

B.S., Rehabilitation Psychology

Nisha Wattanayuth

B.S., Neurobiology,
and Psychology

NOTE FROM THE STUDENT ADVISOR

By Rachelle Eilers, reilers@wisc.edu

Rachelle Eilers is the recipient of the 2021 L&S Advising Award.

Thank you for all your work and dedication!



Hola mi gente! Can you believe it, we've been in the pandemic for more than one year? Who thought when this began that we would be where we are one year later? I certainly did not. I remember leaving campus thinking I would be back in a few weeks or months, at the maximum. Yet as the one-year anniversary of COVID came and went, I am still working from home and hoping for my dose of the vaccine. During these challenging times, I hope you and your family have been staying healthy. I am one who tries to stay positive in every situation. One encouraging factor in my life right now is the CLS Program. During COVID, CLS has seen major growth, and for that I am extremely thankful. We are at an all-time high of over 170 certificate students! This spring 2021, we will have over 50 graduates, the largest graduating class for the program. This semester we have added 5 new faculty-affiliates. You can "meet" them on our social media accounts @UWChicano or @ChicanoUW, depending on the platform.

Our students never stop reaching for opportunities. The CLS class of 2021 graduates are receiving their acceptances to graduate and professional schools. Others have been offered jobs prior to graduation. Many of the CLS undergraduates have remained active in jobs, virtual internships, and research opportunities. This semester several of our undergraduates are working with Dr. Diego X. Román on his project regarding increased immigration of Latinx to WI and its impact on the education systems. Moreover, others are helping CLS faculty emeritus, Dr. Andrea-Teresa "Tess" Arenas, research for the Wisconsin Latinx Historical Collective. Students are able to receive credit for this work through a CLS 699 course, an independent study. This spring our in-person week lunches were transformed into monthly community builders. The event topics were COVID in Latinx communities, a certificate information session, guidance about our CLS summer and fall courses, and a spring graduation. I looked forward to the events as a way to re-connect with folx in a relaxed setting. They gave me joy which lasted beyond the event date. I want to thank our student government, Chi-LaCSA members, Carlos, Jess and Lenzy for their help with the Gatherings. We can't wait to be back in person soon, but luckily, we have some virtual connections for now. That is what has been keeping me busy for the time being. If you want to connect at all, I can be reached via email at reilers@wisc.edu. I look forward to hearing from you!

MIS SUEÑOS NO TIENEN FRONTERAS MY DREAMS DON'T HAVE BORDERS

By Katherine Huete Galeano, Class of '15, huete.galeano@gmail.com

Looking back at my academic journey, it would be easy to say I simply went to UW-Madison, obtained a Bachelor's degree in Psychology with a Certificate in Chican@/Latin@ Studies, and became a teacher. But, my life is much more complex than just that. In order to understand my journey, it is imperative that I start my story at the beginning.

I was born in Esteli, Nicaragua where I was raised by my mom and my grandma while my dad came to the US to find work. My mom joined him later and my parents were eventually able to bring me to the US as well. I grew up on the west side of Madison and Fitchburg. When I first arrived in the US, I attended elementary school in Verona, WI where I experienced blatant xenophobia. Our district was predominantly white with very few students of color, and fewer immigrant students. I was bullied for not knowing English, having hairy arms, and even for having a different Spanish dialect than some of my bilingual peers. Not only was I navigating a different language and country, but I also had to navigate the complexities that came with being undocumented.

During my freshman year of high school my father was deported. People dressed as civilians came to our home looking for someone who lived down the street. We were unaware of our rights at that time and so, unbeknownst to my parents, they let ICE agents into our home. My dad was taken into custody, handcuffed with nothing but his construction pants on. My mom and I were not taken because my younger sister was a US citizen and ICE agents did not want to deal with child protective services. This was a defining point in my life as every structure my family had set in place seemed to have collapsed overnight.

For the next few years my mom and I struggled to make ends meet. I worked part time at McDonald's, and we moved in with my aunt and uncle. My dad's deportation had taken a significant emotional toll on my mom and so she decided to move back to Nicaragua with my younger sister after my graduation. I was fortunate to have been selected into the PEOPLE program securing a four-year tuition scholarship at UW-Madison. Unfortunately, there were



Receiving the VIDA Bilingüe Conference Bilingual Special Educator of the Year Award

other expenses not covered by PEOPLE, or other financial aid since I did not qualify. So, I had to pay out of pocket. I continued working sleepless nights at McDonald's during my undergraduate years. I also worked cleaning buildings at night, at Best Buy, at the mailroom on campus. Eventually, through DACA, I was able to get a job with the Dane County Rape Crisis Center.

I did not feel like I had a community during my first few years at UW-Madison. I felt very out of place on such a huge campus and it was hard to find faculty who understood what it meant to be undocumented. It took me a while to come out of my shell and share my story with others. I found that in doing so, I was able to find a community of support through the PEOPLE program, MEChA, the CLS program and its advisors (thank you, Rachelle!!).

While my time at the university was very difficult, the classes and experiences I gained through the CLS program were some of the most meaningful. I will never forget everything we learned through the Somos Latinas research project with Dr. Tess Arenas. She taught me to know my history and the importance of documenting our stories. In addition, I was able to take a multicultural counseling psychology course where I met others who were passionate about serving our Latinx community. I wish there had been courses that covered Central America, but I am hopeful the university will eventually add these as well since our experience is very different from the rest of Latin America.

After graduating college, I joined Teach For America and was able to become a Bilingual Special Education teacher in Chicago and have remained a teacher ever since. I received my Master's degree in Special Education from Dominican University and am now working to obtain my second MA in Dual Language Administration from Roosevelt University.

Growing up undocumented there were many times when I felt that my dreams were unattainable. I contemplated dropping out of college several times and even wondered if all the sacrifice was worth it. I am grateful for the communities that helped me get through it all. Now, my life has come full circle as I am working with youth who sometimes share these same feelings and concerns. I continue to advocate for my undocumented community so that our aspirations are not just dreams, but that someday they can become our reality.





AERIAL LOPEZ
Class of '23, allopez@wisc.edu

Under the advisory of Dr. Diego Roman and Luis Gonzalez, I am assisting in conducting a research-based study focusing on the Kichwa Saraguro community residing in Northern Wisconsin. This study aims to collect several testimonial interviews over the course of the next few months; it is a part of broader efforts with the Wisconsin Latinx History Collective which is actively working to document Latinx history across the state. The Saraguros are members of the Kichwa Nation of Indigenous peoples from Ecuador. Their interviews will consist of questions regarding their perception of language and sense of place while in Wisconsin, and how it effects their personal identity. The most intriguing aspect of this research project is the amount of diversity coming from within this community and the ways in which their Kichwa Saraguro roots have stretched and evolved to expand across the Midwest. I will be conducting interviews with the younger people of this community. We anticipate that their testimonies will differ from those of their parents and Saraguro elders due to the amount of time they have spent in Wisconsin—some their whole lives, and others only a few years. From the beginning of this project, it has been emphasized that indigeneity is not static. I believe we can all benefit greatly from this lesson. While leading these interviews, I look forward to learning more from the Saraguro community and how their personal experiences have influenced their perception of self.

CHRISTIAN PELAYO
Class of '22, cpelayo@wisc.edu

As of August 2020, I have been working with Public Health Madison and Dane County as part of the bilingual COVID-19 response team. My responsibilities include interpreting for Spanish speaking patients, translating informational documents into Spanish, registering people to get tested, swabbing patients, and assisting with vaccine administration. Learning in class about disparities on the basis of race/ethnicity is one thing but seeing and reflecting on them live is a completely different experience. People are already scared to come into the Alliant Energy Center after seeing countless videos and news about how getting the test done hurts, or misinformation about the vaccine. On top of that, some members of our community face additional unique stressors because of a language barrier, or concerns about their immigration status, among others. Our community has also been among the most affected by the pandemic, so the stressors are wide-



spread. Unfortunately, as we've learned in class and can deduce from experience, these issues aren't new. Instead, they reflect the new face of a problem which has always had the same root: there are not yet solid systems in place to meet the needs of our community. As a college-educated, native English-speaking, Latino identifying man, the reality is that I'm privileged, and as a member of the community I have a sense of responsibility to help put a system in place to meet our needs. I see my current role as an opportunity to build that system by being a bridge for our community, and I see the results when a patient is relieved to have someone they can trust and understand their concerns. Because of this my desire to be a doctor for our community is greater than ever. I'd like to invite my peers in CLS to recognize your privilege and use it to continue helping our community in any way you can. Every contribution we make is significant, but failure to act condemns the next generation of our community to face the same struggles that we do today.

RAQUEL TAPIA

Class of '21, tapia4@wisc.edu

I am a senior in the Bachelor of Social Work (BSW) program at UW. Through my enrollment in the BSW program, I have had the opportunity to intern at the Immigration Affairs Office in Madison since Fall 2020. At my internship, I help my supervisor, Fabiola Hamdan, with client calls, client intake forms, and logging client information into the system. While our office is often in communication with organizations in the Madison area that provide pro bono legal representation, such as the Immigrant Justice Clinic or the Community Immigration Law Center, our office is designed to help clients with immigration services. This means that our services focus on the needs of the client. For example, we may assist clients with rent assistance, food resources, transportation, and a plethora of other human services. Due to our limited budget, we are only able to help a certain number of clients, but we try our best to direct them to other organizations that may better support each client. Because I will graduate with a BSW in the spring, I am lucky enough to be able to start the full time Master of Social Work advance standing one-year program. This means that I will further my education in social work and expand my experience at a different internship starting next fall. After completing graduate school, I hope to work with clients and assist diverse individuals in accessing human resources, as well as becoming an advocate for those whose voices are often ignored by the government.



MAILY DE VICENTE

Class of '21, devicente@wisc.edu

I am an intern for Parent to Child at the Canopy Center. The Canopy Center is a child abuse treatment and prevention agency created in 1977. The agency started as a grassroots effort to serve families in Dane County. Over the past 40+ years, the agency has grown and changed in respect to research-based methodologies and prevailing needs of families in our community. Canopy's mission is to help strengthen families and support children, teens and adults impacted by trauma and adversity. Canopy's Parent to Child Program provides supervised visits either by interns or staff between children and a biological parent who is ordered to or has agreed to supervised visits. As an intern, I observe children and their parents and write case notes which I later send to the social worker. The Parent to Child Program offers a safe environment and we serve families with sensitive situations, such as domestic abuse issues, or restraining or no-contact orders, by setting specific safety goals with each family as needed. Through my internship, I am learning how to handle difficult family situations, especially how to better serve children who are victims. To be knowledgeable and trained on family issues and trauma is a skill that I hope to bring in the field of family law.



JESUS ADRIAN GARZA-NORIEGA

Class of '22, garzanoriega@wisc.edu

Jesus Adrian Garza-Noriega is one of two recipients of the Outstanding Undergraduate Returning Adult Student Award. Congratulations on your outstanding achievement!

Being awarded the Outstanding Undergraduate Returning Adult Student Award is a true honor. For me, receiving awards or recognition are not victories of my own but ones that I share proudly with my family and community. Had it not been for their unwavering support and genuine interest in my personal and professional development, I would not have been able to achieve this. Receiving this award provides testament that my experience matters and that there are people who feel the same. I am grateful and appreciative of this award, but I didn't achieve this — WE did.



CHICAN@ & LATIN@ STUDIES UNDERGRADUATE CERTIFICATE

The CLS Certificate is open to undergraduate students across the University. Certificate students produce scholarship and expressive culture that exemplifies the Wisconsin Idea: academic excellence, civic engagement, and diversity. The Certificate is 15 credits: CHICLA 201, one additional introductory class, and at least 9 credits of upper-division electives. CLS instructors offer a variety of classes in many disciplines.

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

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

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



ChiLaCSA

We are an academic association that is affiliated with the Chican@ and Latin@ Studies Program. ChiLaCSA serves as the certificate student's voice in the decision-making process in the Chican@ and Latin@ Studies Program, and we promote academic and cultural events focused on Chicano/a and Latino/a heritage. ChiLaCSA is open to all students who are interested in learning more about Chicana/o and Latina/o culture and traditions. We have members who serve and vote on the Chican@ and Latin@ Studies Curriculum Committee and the Chican@ and Latin@ Studies Student-Faculty Liaison Committee and who participate in a multitude of community service events. To be a voting member you must be a student who is a declared Chican@ and Latin@ Studies Certificate candidate.

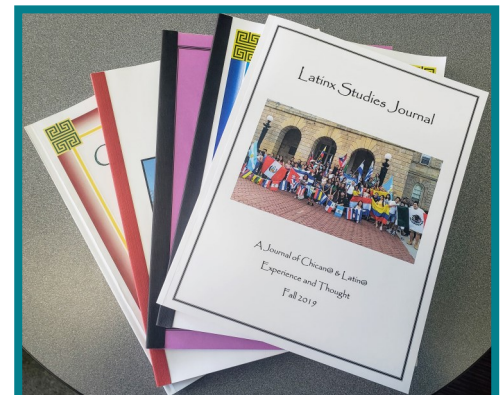
For more information, contact Rachelle Eilers, reilers@wisc.edu.

PUBLISH IN *LATINX STUDIES JOURNAL*

(PREVIOUSLY KNOWN AS CONCIENTIZACIÓN)

Latinx Studies Journal (previously known as Concientización) 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 chicla@letsci.wisc.edu.



(Continued from page 1)

We will simultaneously begin to develop the major we envisioned in our NOI.

The CLS *familia* has enjoyed a number of other important successes during the semester. Late this Spring, a team led by **Marla Ramírez** and **Almita Miranda** secured an Ira and Ineva Reilly Baldwin Wisconsin Idea Grant for a project associated with Wisconsin Latinx History Collective. Other faculty are working on related projects, and several of our undergraduate certificate students are already interviewing Latinx Wisconsinites and collecting documents for the Wisconsin Historical Society. Thanks to CLS emerita **Andrea-Teresa “Tess” Arenas** for her leadership on the Collective, which brings us together with faculty, graduate students, and community-based researchers all over the state. Another team headed by **Erin Barbato** in the Law School also received a Baldwin grant to develop a **Center for DREAMers** on campus. This Center will be a “one-stop shop” for legal advice and social support for students who have Deferred Action for Childhood Arrivals.

Two other groups received funding from the University’s “Understanding and Reducing Inequalities” initiative for innovative community-based research projects in Wisconsin. One of these focuses on the health and safety of essential immigrant workers both in the home and in the workplace. Co-PIs include **Profs. Revel Sims** (Planning & Landscape Architecture), **Carolina Sarmiento** (Civil Society & Community Studies), and “un servidor.” Another, led by CLS affiliate **Diego Román** (Curriculum & Instruction) will train rural teachers in our state to work effectively with students who are learning English as a second language through a project that will see those students document water quality in their communities.

We’ll be saying some “goodbyes” this year. Lecturer **José Villagrán**, who has taught for us through thick and thin over the last two years, will head back to his native Texas, where he has accepted a postdoctoral fellowship at the University of Texas at San Antonio. He will teach one more installment of CHICLA 501 (“Chican@ & Latin@ Social Movements in the US”) this summer before moving south. We will all miss José, and I think nobody will miss him more than our students. Our fearless Project Assistant, **Alma Sida Ontiveros**, plans to graduate from law school in December, so she too will leave her position at the end of the Spring. Alma has done exemplary work on our publications, and we will miss her insight and her cheerful, calm professionalism. It’s exciting, though, to think that we will soon see her in immigration courts representing people who seek relief. Alma is a CLS alum, and the fact that we are turning out students of her caliber speaks highly of our work.

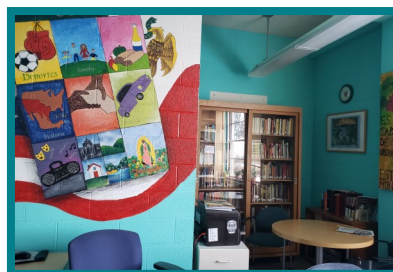
We also have some “hellos” to say and some words of congratulation. This year we welcomed several new affiliate faculty members including **Erin Barbato** (Law), **Kathryn**

Kirchgasler (Curriculum & Instruction), **Allison Powers Useche** (History), **Sarah Rios** (Civil Society & Community Studies) and **Alyssa Ramírez Stege** (Counseling Psychology). We are proud to welcome these remarkable scholars to the Program. Congratulations also to **Prof. Rios** and former CLS Director **Ben Márquez**, who both received Somos Professional Development grants from the Program this Spring, along with the winner of the student So-mos Award, **Elizandra Sandoval**, and **Priscilla Contreras**, who won the Jesus Salas Academic Activist Scholarship. ¡Felicidades a todos! Finally, warm congratulations to CLS affiliate professor **Diana Rodríguez-Gómez**, whose daughter **Federica Abadie-Rodríguez** was born in April of this year. ¡Bienvenida al mundo, pequeña!

I thank the entire affiliate and budgeted faculty who voted to give me the opportunity to serve you as Director. Also, to those who pulled me aside for conversations, gracias – your support and guidance has been crucial during these last three years. My sincerest gratitude to CLS Administrator **Dr. Peter Haney**, Senior Advisor **Rachelle Eilers**, Project Assistant **Alma Sida Ontiveros**, and Student Workers **Lenzy Xelhua-Ledezma** and **Jessica Gomez**. Your expertise and dedication have made my job easier, and you have taught me much.

CHICAN@ & LATIN@ STUDIES PROGRAM LIBRARY

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



CHICAN@ & LATIN@ STUDIES PROGRAM FINANCIAL ASSISTANCE



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

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

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

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The Chican@ and Latin@ Studies Program offers a systematic and interdisciplinary analysis of Mexican- and Latin American-origin people, cultures, and collectivities within the United States. The interdisciplinary Program is designed to provide students with a broad knowledge base and the intellectual tools to understand the unity and diversity of U.S. Latin@ populations. The primary objective of the Program is to train students in the study of Chican@s and Latin@s, as well as to introduce them to the central questions, topics, and applications that have emerged in this field.

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