

**Notice of Intent to Offer
BA/BS-Chican@ and Latin@ Studies
University of Wisconsin-Madison**

NAME OF PROPOSED DEGREE/MAJOR

BA/BS-Chican@ and Latin@ Studies

HOME DEPARTMENT/DEPARTMENT LIKE UNIT:

Chican@ & Latin@ Studies Program, College of Letters & Science

MODE OF DELIVERY:

Face-to-face

PRIMARY FACULTY CONTACT PERSON

Associate Professor Armando Ibarra, Director

A DESCRIPTION OF THE NEW PROGRAM

Overview. The new major is a unique interdisciplinary program that critically examines issues relevant to the experience of Chican@ and Latin@ peoples in the U.S. It studies various cultural expressions, such as literature, music, film, dance, performance, visual art, and popular culture. It also considers patterns of inequality formed by historical forces, race, ethnicity, gender, sexuality, class, nationality, immigration, and social capital, as well as collective and individual responses to such formations. The curriculum addresses the diverse populations studied within this field and provides experiential knowledge by bridging theory and practice, building on the academic and professional expertise of faculty and instructors.

Learning Outcomes. By the end of the program, students will be able to demonstrate the following skills and abilities in life, the classroom, and the workplace:

1. Knowledge of core concepts, central issues, and key literary, artistic, and cultural expressions related to Chican@ and Latin@ life in the United States.
2. Understanding of the histories of Chican@s and Latin@s in the United States and their implications for contemporary problems of racialization, social stratification, colonialism, and oppression.
3. Knowledge of the differences and commonalities among Chican@s and Latin@s along lines of class, gender, race, sexuality, citizenship, and national origin, and understanding of *Latinidad* as a pan-ethnic category in the United States.
4. Ability to analyze the transnational and transborder dimensions of Chican@s and Latin@s life in the United States with respect to countries of heritage as well as the ability to analyze relations between Chican@s and Latin@s on the one hand and other minoritized population in the U.S.

5. Ethical and practical judgement gained by applying ideas from Chican@ and Latin@ Studies to concrete problems through service-learning and community-based research.

PROGRAM INFORMATION.

The proposed major in Chican@ and Latin@ Studies (CLS) will be an undergraduate-level major that may be pursued on its own or combined with such Bachelor of Arts or Bachelor of Science degrees as Biology, Curriculum and Instruction, Economics, History, Political Science, Psychology, Spanish, Social Work, and Sociology. Offering a greater depth of study than the undergraduate certificate program in Chican@ & Latin@ Studies, it will not overlap with any other baccalaureate major offered at the UW-Madison. The major will offer a systematic and interdisciplinary analysis of Mexican- and Latin-American-origin people, cultures, and collectivities within the United States. It offers students a broad knowledge base and the intellectual tools to understand the unity and diversity of U.S. Latina/o populations. This geographic emphasis on the United States, together with distinctive course content and distinctive learning outcomes, distinguishes the proposed major from the existing undergraduate major in Latin American, Caribbean, and Iberian Studies (LACIS). The overlap between the two majors is, for these reasons, limited. Furthermore, while the LACIS major is wide-ranging, incorporating a variety of thematic concentrations and combinations of classes from departments across the University, the Chican@ & Latin@ Studies major is concentrated on courses offered by the Chican@ & Latin@ Studies Program. A comparison of 2019 enrollment data from students in the Chican@ & Latin@ Studies Certificate and students in the LACIS major in the same year demonstrates that the Chican@ & Latin@ Studies major would not duplicate the LACIS major.

The proposed major's curriculum reflects the interdisciplinarity of Chican@ & Latin@ Studies. Courses that originate in the program bring together perspectives from the arts, humanities, and social sciences, and occasionally the natural sciences. Faculty in programs, including Anthropology, Art, Civil Society and Community Studies, Communication Arts, Education, English, Geography, History, Horticulture, Labor Education, Law, Political Science, Psychology, Spanish and Portuguese, Sociology, and Planning and Landscape Architecture, develop and teach courses in the Program.

The proposed **undergraduate CLS major** is a 30-credit program. Students can meet the 30-credit requirement with courses already developed for the CLS certificate program. The interdisciplinary nature of CLS lends itself to working well with and complementing many other programs and plans across campus. All CLS courses support one or more of the learning outcomes listed above. In upper-level courses, students apply advanced theoretical perspectives to ideas and facts they have already engaged with, and explore in greater depth topics they have touched on in introductory classes. For the proposed major, after completing one of the introductory courses, students will select nine courses from the intermediate and advanced coursework. Within this curriculum, the program will offer upper-division seminars suited to student interests, from research to community-based learning.

The CLS curriculum will enable students to engage with the history, cultural expression, and social life of communities of Latin American descent in the United States, developing their capacities for civic and community engagement as well as research, writing, and analytical skills. The curriculum offers skills that students can apply in diverse graduate programs or to such professions as social and health services, law, education, business, marketing, journalism, and public administration. No other UW-system campus houses a BA program in U.S. Latin@ studies. Most of the University's peer institutions do have a major in Chican@ and Latin@ studies (i.e., University of Michigan, University of Minnesota-Twin Cities, Northwestern University, Michigan State University, University of Illinois-Chicago, University of Texas-Austin, and others).

REQUIRED RESOURCES

Minimal additional resources will be required for initial implementation of a CLS Major. Currently, the certificate program budget includes 7 CLS faculty, each sharing a partial percentage of their effort with the program (2.5 FTE, up from 0.5 in 2015), 21 affiliate faculty, 1 Faculty Associate who teaches classes cross-listed in the Program, 3 Lecturers, 1 Program Assistant, and 2 student workers. The program has dedicated administrative structure, offices for faculty and staff, student space, an advisor, and an administrator. This current structure would allow implementation of the major as outlined here, without a notable reduction in certificate students. There may be a need for an increase in operational budget to cover costs that include office material and equipment needed to service the increasing needs of a major. As the major attracts more students, support for additional faculty and instructional staff will likely be necessary. The College of Letters & Science has a budget model in which credits generated in courses offered influence budget allocations; as has been the case in the past, program growth would depend on partnerships with tenure-granting departments and allocation of resources to support the collaborative and interdisciplinary nature of the program.

OTHER REQUIRED APPROVALS

NA

ALIGNMENT WITH INSTITUTIONAL MISSION, STRATEGIC MISSION, STRATEGIC PLAN, AND EXISTING ACADEMIC DEGREE PROGRAM ARRAY

The Program's mission—the systematic and interdisciplinary analysis of Mexican- and Latin American-origin people, cultures, and collectivities within the United States—aligns with the University of Wisconsin-Madison's strategic framework that highlights "the importance of working with and learning from" people of diverse backgrounds and views. The commitment to social and economic justice that animates our curriculum furthers the institution's belief that "neither origin nor economic background should be barriers to participation in the community." Furthermore, the Program's emphasis on experiential learning, applied research, and service furthers the Wisconsin Idea, seeking solutions to concrete problems in the larger community. Our academic program also contributes to the recruitment and retention of students and faculty of diverse backgrounds and helps to improve campus climate, key priorities of the University's Diversity Framework.

LINK TO STRATEGIC PLAN

https://strategicframework.wisc.edu/content/uploads/2020/02/Strat-framework_web.pdf

NEED FOR THE PROGRAM

In the past 10 years, the Chican@ & Latin@ Studies Certificate and the Program's course offerings (listed as "CHICLA") have gained popularity among UW-Madison students. Enrollment in the Certificate has reached record levels, and Spring 2018 saw the graduation of the largest cohort of Certificate students in the University's history. Current enrollments in CHICLA courses are strong and growing and have reached 705 students enrolled in CLS courses for Spring 2021, down only slightly from a record high of 717 in Spring 2019. At the end of May 2020, 114 students were enrolled in the Certificate program, and 29 were awarded the Certificate. As of this writing, enrollment in the Certificate has exceeded 165.

The Curriculum Committee of the CLS Program surveyed students between April 23 and May 20, 2020 to gauge interest in a potential CLS major. The survey instrument is attached as an addendum for reference. When asked, "If a major in CLS were available, would you major in CLS?" an overwhelming 90% (91) of respondents who completed the survey noted that they would choose some form of a CLS major. Specifically, 11.9% (12) indicated that they would major in CLS exclusively, while 46.5% (47) would either major or double major, and 31.7% (32) would only consider CLS as a double major. Only 9.9% (10) indicated that they would not consider a major in CLS. These responses provide strong evidence of serious student interest in a CLS major among current Certificate students.

This major would meet these student needs, bring the University's degree offerings to parity with those of its peer institutions, and engage with a group whose growth will help shape our state's future.

Today, Latin@s are the largest ethnic group in Wisconsin. They live in all 72 counties of our state, and their presence has helped revitalize small towns, urban neighborhoods, and the state's economy. Nationally, Latin@s have reached 59.9 million, thus constituting 18.3% of the total population, and becoming the second-largest demographic group in the country. Along with the rest of the United States, Wisconsin is undergoing a demographic shift that is reshaping our state's ethnic profile. The impact, however, is not only demographic. Substantial changes are also taking place in our cultural, social, labor, political, and economic spaces. To serve the state adequately, the University must produce graduates with the knowledge and cultural competence needed to engage effectively with communities of Latin American descent, immigrant and non-immigrant alike. A major in Chican@ & Latin@ Studies would help the University accomplish this goal.

12. LIST OF THE PROGRAM FACULTY

Erin Barbato, Clinical Assistant Professor, School of Law (Affiliate)
Patrick Barrett, Faculty Associate, Sociology (Affiliate)
Theresa Delgadillo, Professor, English (Executive)
Falina Enriquez, Assistant Professor, Anthropology (Affiliate)
Alberta Gloria, Professor, Counseling Psychology (Executive)
Mary Louise Gomez, Professor, Curriculum & Instruction (Executive)
Paola Hernández, Professor, Spanish & Portuguese (Executive)
Armando Ibarra, Associate Professor, School for Workers (Executive, CLS Director)
Karthyn Kirchgasser, Assistant Professor, Curriculum and Instruction (Affiliate)
Edna Ledesma, Assistant Professor, Planning & Landscape Architecture (Affiliate)
Michael Light, Associate Professor, Sociology (Executive)
Lori Lopez, Associate Professor, Communication Arts (Executive)
Benjamin Márquez, Professor, Political Science (Executive)
Sara McKinnon, Associate Professor, Communication Arts (Executive)
Rubén Medina, Professor, Spanish & Portuguese (Executive)
Almita Miranda, Assistant Professor, Geography (Affiliate)
Alfonso Morales, Professor, Planning & Landscape Architecture (Executive)
Mariana Pacheco, Associate Professor, Curriculum & Instruction (Executive)
Allison Powers Useche, Assistant Professor, History (Affiliate)
Steve Quintana, Professor, Counseling Psychology (Executive)
Alyssa Ramírez Stege, Clinical Assistant Professor, Counseling Psychology (Affiliate)
Marla Ramírez Tahuado, Assistant Professor, History (Affiliate)
Sarah Ríos, Assistant Professor, Community & Environmental Sociology (Affiliate)
Diana Rodríguez-Gómez, Assistant Professor, Educational Policy Studies (Affiliate)
Diego Román, Assistant Professor, Curriculum & Instruction (Affiliate)
Carolina Sarmiento, Assistant Professor, Civil Society & Community Studies (Affiliate)
Revel Sims, Assistant Professor, Planning & Landscape Architecture (Affiliate)
Catherine Vieira, Professor, Curriculum and Instruction (Executive)
Juan Zalapa, Professor, Horticulture (Executive)

13. LETTERS OF SUPPORT

We include letters of support from academic departments that are the tenure home departments of CLS faculty, and whose work intersects with that of the CLS Program. Also included are letters from interdisciplinary programs and centers that are regular collaborators; student services units on campus; programs dedicated to diversity, equity, and inclusion; student organizations; community partners; and individual students.