UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: February 29, 2024

From: Selfa A. Chew-Melendez, Associate Dean, College of Liberal Arts

Through: Anadeli Bencomo, Dean, College of Liberal Arts.

To: Selfa A. Chew-Melendez, Chair, Liberal Arts Curriculum Committee

Proposal Title: CEL DESIGNATIONS

The Community Engagement and Leadership program is an initiative of the College of Liberal Arts aimed at developing courses with integrated, structured community-based opportunities for students that are connected to course learning objectives. These courses receive a CEL designation from the Registrar's Office and will appear as such on students' transcripts.

The College of Liberal Arts is requesting consideration for:

a) CEL designation renewal forms for 25 courses scheduled for Fall 2024,
b) CEL designation applications for 10 courses scheduled for Summer and Fall 2024.

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Course "CEL" Designation Renewal Form

CEL Course Name: MLS/MLSX 5300 Contemporary Concepts of Leadership

New CRN: 13773 and 13754

College: Liberal Arts   **Department:** Leadership and Community Engagement
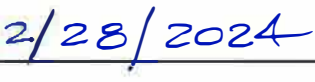
FACULTY APPLICANT Dr. Areli Chacon Silva

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   ___2/28/2024___

Signature   **Date**

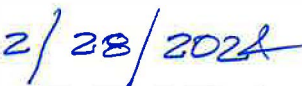## DEPARTMENT CHAIR Dr. Areli Chacon Silva

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   ___2/28/2024___

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Course "CEL" Designation Renewal Form

CEL Course Name: Rhetoric and Composition 2 RWS 1302

New CRN: 11708

College: College of Liberal Arts

Department: English **Jonathan Nehls**

FACULTY APPLICANT

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   __2/24/2024_____

Signature   **Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   February 26, 2024 _____

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Course "CEL" Designation Renewal Form

CEL Course Name: Rhetoric and Composition 2 RWS 1302

New CRN: 11709

College: College of Liberal Arts

Department: English   - **Jonathan Nehls**

FACULTY APPLICANT

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   __2/24/2024_____

Signature   **Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   February 26, 2024 _____

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: COMM 2344 Digital Video and Audio Production

Cross-list Information (if applicable):

New CRN:

College: Liberal Arts - Instructors: Kathleen Gannon and Angela Kocherga

Department: Communication

FACULTY APPLICANT -KathleenGannon

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

[signature]	2/26/2024
Signature	**Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Richard Pineda _Digitally signed by Richard Pineda Date: 2024.02.27 05:14:37 -07'00'_	
Signature	**Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: COMM 3313 Newsgathering and Investigation

Cross-list Information (if applicable):

New CRN:

College: Liberal Arts - Instructors: Kathleen Gannon and Angela Kocherga

Department: Communication

FACULTY APPLICANT   KathleenGannon

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

_____   2/26/2024
Signature   **Date**

DEPARTMENT CHAIR

_____

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Richard Pineda Digitally signed by Richard Pineda
                Date: 2024.02.27 05:15:58 -07'00'
_____   _____
Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: COMM 4313 Senior Capstone Digital News Bureau

Cross-list Information (if applicable):

New CRN:

College: Liberal Arts - Instructors: Kathleen Gannon and Angela Kocherga

Department: Communication

FACULTY APPLICANT

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

(signature)	2/26/2024
Signature	**Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Richard Pineda _Digitally signed by Richard Pineda Date: 2024.02.27 05:16:56 -07'00'_	
Signature	**Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form
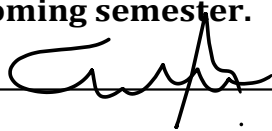
CEL Course Name: ESOL 1311

Cross-list Information (if applicable): New CRN: 10413, 10414, 12352, 12579, 14885 **College:** Liberal Arts

Department: Latin-US and Linguistics - Instructor: Luz Garcia Rochin

FACULTY APPLICANT - Luz Garcia Rochin

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.
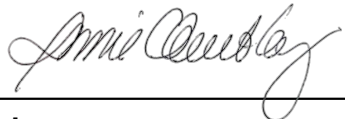
Signature	2.26.2024
	Date

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Signature	2/27/2024
	Date

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Course "CEL" Designation Renewal Form

CEL Course Name: Leadership of Organizational Change

New CRN: MLS 5326 CRN 13781

College: College of Liberal Arts   **Department:** Leadership and Community Engagement

FACULTY APPLICANT Dr. Mari Y. Noopila

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   2/28/24

Signature   **Date**

DEPARTMENT CHAIR Dr. Areli Chacón

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   2/28/2024

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: Rhetoric and Composition 2
Cross-list Information (if applicable): NA
New CRN: 11848
College: College of Liberal Arts
Department: English
FACULTY APPLICANT Maria Isela Maier

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

___*Maria Isela Maier*_____   ___02/12/2024_____
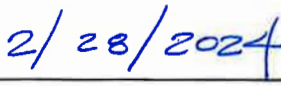**Signature**   **Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

15 February 2024

_____   _____
Signature

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Course "CEL" Designation Renewal Form

CEL Course Name: MLS/MLSX 5300 Contemporary Concepts of Leadership

New CRN: 17170 and 17174

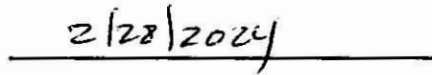**College:** Liberal Arts   **Department:** Leadership and Community Engagement

FACULTY APPLICANT Dr. Rueben Moreno

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   2/28/2024
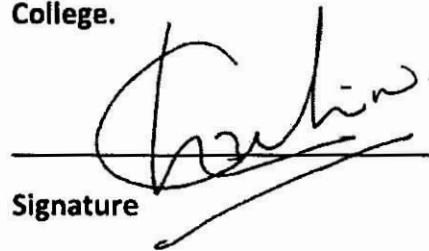
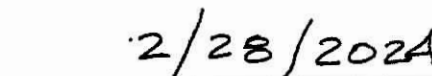**Signature**   **Date**

DEPARTMENT CHAIR Dr. Areli Chacon Silva

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

_____   2/28/2024

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Designation Program "CEL" Course Renewal Form

CEL Course Name: Global Health (online)

Cross-list Information (if applicable): ANTH 4346 / SOCI 4346

New CRN: ANTH: 12887 / SOCI: 12890

College: Liberal Arts

Department: Sociology and Anthropology

FACULTY APPLICANT   Sylvia Torezani

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

_____   **02/27/24**
Signature   **Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

_____   02/27/2024
Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: ART 3307 - SCUL 2332

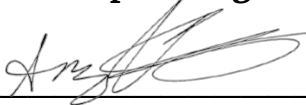**Cross-list Information (if applicable):** ART 3307 - SCUL 2332

New CRN:

College: LIBERAL ARTS

Department: ARTS

FACULTY APPLICANT AngelCabrales

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

Signature	**Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

3/1/2024

Signature	**Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Designation Program "CEL" Course Renewal Form

CEL Course Name: Intro To Women's Studies   WS 2300

Cross-list Information (if applicable):

New CRN:

College: Liberal Arts

Department:
WOmens and Gender Studies

FACULTY APPLICANT   NAOMI FERTMAN

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

_____   2/13/24
Signature   **Date**

DEPARTMENT CHAIR

_____

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

_____   2-13-24
Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)
Designation Program "CEL" Course Renewal Form

CEL Course Name: LABS 3301 (The Border)

Cross-list Information (if applicable): N/A

New CRN: 14740

College: Liberal Arts

Department: CIBS

FACULTY APPLICANT - Silvia Torezani

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

Silvia Torezani

Signature

02/26/2024

Date

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Signature

2/26/24

Date

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: RWS 3359 Technical Writing

Cross-list Information (if applicable):

New CRN: To be updated

College: College of Liberal arts

Department: English

FACULTY APPLICANT   SOYEON LEE

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

_____   2.25.2024
Signature   **Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Ortiz, Joseph M Digitally signed by Ortiz, Joseph M
Date: 2024.02.26 11:21:49 -07'00'   February 26, 2024
Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: Opera Workshop +   KSQ? 0031

Cross-list Information (if applicable):
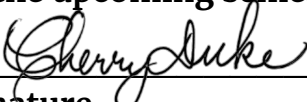
New CRN:

College: Liberal Arts

Department: Music

FACULTY APPLICANT   CHERRY DUKE

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

Cherry Duke	2/29/2024
Signature	**Date**

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

[signature]	3/04/2024
Signature	**Date**

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

CEL Course Name: HIST 5390 -PUBLIC HISTORY INTERNSHIP

Cross-list Information (if applicable):

New CRN:

College: Liberal Arts

Department: HISTORY

FACULTY APPLICANT Brad Cartwright

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.

Brad Cartwright   3/1/2024

Signature   **Date**

DEPARTMENT CHAIR Dr. Ernesto Chavez.

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

                                                3/04/2024

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: THEA 3387 CEL DESIGNATION – INSTRUCTOR: ADRIANA DOMINGUEZ

College: LIBERAL ARTS   **Department:** THEATRE AND DANCE

DEPARTMENT CHAIR HIDEAKI TSUTSUI

I have read the enclosed proposal and approve this proposal on behalf of the department.

Hideaki Tsutsui   3/3/2024

Signature   **Date**

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR – SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

_____   _____

Signature   **Date**

LIBERAL ARTS COLLEGE DEAN – ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

_____   _____

Signature   **Date**

Respondent

2   Adriana Dominguez

01:17
Time to complete

1. **Faculty Member Name:** *

Adriana Dominguez

2. **Course Title:** *

Leadership in Performing Arts Organizations

3. **Course Prefix/Abbreviation (Ex: HIST 1302):** *

THEA 3387

4. **CRN (if known):**
   If not yet known, please update with CRN information once known.

5. **Undergraduate or Graduate Level:** *

Undergraduate

6. **Department or Program:** *

Theatre and Dance

7. **Is the course cross-listed?** *

    ◯ Yes

    ◉ No

8. **If yes, please provide Cross-listed course information below:**
If no, skip to next question.

> _____

Rational for including the course as a CEL course for the CEL Designated Program:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

9. **The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.** *

> Ushering (CEL Component): 12 hours
> The students MUST also USHER a MINIMUM of THREE times in order to gain an understanding of working with patrons, house managers, box office personnel, and other theatre staff. One ushering opportunity must be at UTEP, the other two can be at any other performing arts organization. Those who are unable to travel to other locations can usher multiple times at UTEP.
>
> Volunteer Packet (CEL Component): 8 hours
> Based on articles, interviews, and experience, students will create a five-page volunteer packet for an organization and will share this packet with the organization for them to potentially incorporate.
>
> Development Ask (CEL Component): 5 hours
> Based on articles, interviews, and experience, students will create a one page outreach letter seeking funds for an organization and will share this letter with an organization for their potential use.
>
> Interviews and Reports (CEL Component): 15 hours
> In order to learn about the current issues in the field, it is necessary to talk to those in the field. During the SECOND half of the semester; the student will need to set up four (4 interviews) with leaders in the field. These interviews can be in person, over the phone, or video conferencing. The student will need to have one interview from EACH of these categories:

10. **What percentage of time will the above engagement hours and deliverables comprise for this course?** *

> 60% of the final grade
>
> Ushering: 5%
> Volunteer Packet: 10%
> Development Ask: 5%
> Interviews and Reports: 40%

11. **What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?** *

> 60% of the final grade
>
> Ushering: 5%
> Volunteer Packet: 10%
> Development Ask: 5%
> Interviews and Reports: 40%

12. **How will these elements be assessed?** *

> Ushering (CEL Component): 12 hours
> Signing in at the location and a reflection in class.
>
> Volunteer Packet (CEL Component): 8 hours
> Through a co-created rubric detailing the requirements
>
> Development Ask (CEL Component): 5 hours
> Through a co-created rubric detailing the requirements
>
> Interviews and Reports (CEL Component): 15 hours
> Through a written paper reflecting on the experience and a larger class presentation/discussion on the findings.

13. **What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances?** *

> Other modes of conducting the work is provided for the two larger assignments.
>
> Ushering (CEL Component): 12 hours
> The students MUST also USHER a MINIMUM of THREE times in order to gain an understanding of working with patrons, house managers, box office personnel, and other theatre staff. One ushering opportunity must be at UTEP, the other two can be at any other performing arts organization. Those who are unable to travel to other locations can usher multiple times at UTEP.
>
> Interviews and Reports (CEL Component): 15 hours
> In order to learn about the current issues in the field, it is necessary to talk to those in the field. During the SECOND half of the semester; the student will need to set up four (4 interviews) with leaders in the field. These interviews can be in person, over the phone, or video conferencing.

14. **How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?** *

> LO: To participate actively in the leadership processes of performing arts organizations through direct interaction with and for performing arts organizations.
> Edge Advantage: Leadership, Communication, Team Work, Confidence.
> Assignments: Ushering, Volunteer Packet, Development Ask, Interviews
>
> LO: To be able to communicate and present information effectively in informal class discussions, and to be able to evaluate and communicate both orally and in writing the importance of leadership in performing arts organizations.
> Edge Advantage: Leadership, Communication, Team Work, Confidence
> Assignments: Development Ask, Volunteer Packet, Interviews

15. **Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?** *

> The intended goal is to have several partners that can benefit from the service and work of the students. Current strong relationships already in place include:
> SISD Fine Arts
> El Paso Opera
> Kids-N-Co.
> El Paso Playhouse
> El Paso Symphony
> Kids Excel
> YISD Fine Arts
> These partners will be contacted in April for scheduling in Fall

16. **Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information. ***

Not at this time, but if the course is successful other faculty will be sought.

17. **Are there faculty members within your department(s) able and willing to teach another course in this format? If so, please provide their name(s) and department information. ***

Not that I am aware of at this time.

18. **Please attach your proposed syllabus.**
   For additional guidance please visit the Faculty Syllabus Design Guide.
   https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf *

   📄 Leadership in Performing Arts Organizations. Adriana Dominguez.pdf

Syllabus
Leadership in Performing Arts Organizations
THEA 3387
Course Meeting: Tuesday & Thursday 9a.m.-10:20a.m.
Location: Music 101

Course Instructor & Contact Information
Adriana Domínguez, Ph.D. (she**|**ella)
Mailbox: Department of Theatre and Dance, Fox Fine Arts 371D
E-mail: adrianad@utep.edu
Prospect Hall 126
915-747-5502
Office Hours: Tuesday: 10:30a.m.-12p.m.
E-mail: adrianad@utep.edu
I will typically respond to e-mails within 24 hours Monday-Thursday and 48 hours Thursday-Sunday unless otherwise noted. Please make sure that you utilize proper etiquette.
Text number: 575-265-0687
You can TEXT me any immediate questions about the course Monday-Friday 9a.m.-4p.m. (MST)
VIOLATIONS of these time restrictions will result in reduced use of text.
*I ask that you look over the syllabus before asking a question.
Please note that all deadlines are in Mountain Standard Time (MST).

Course Description: An examination of concepts, frameworks, and models to understand the process of managing a performing arts organization. The focus of the course includes the principles of leadership management in conjunction with a board of trustees, professional and artistic staff, and volunteers. As a Community Engagement and Leadership Designated Course, students will be working as ushers at performing arts organizations, engaging in interviews with leaders in the performing arts locally and nationally, and creating materials (fundraising material, volunteer packets, and support material) for performing arts organizations

This is a course highly focused on STUDENT perception, discussion, and research. Discussions, presentations, and interactions will be the guiding tools in this course.

Course Learning Objectives and Edge Advantages
1) To gain an understanding of leadership theories and their implementation in performing arts organizations.
   Critical Thinking, Problem Solving.
2) To be able to evaluate the different processes and impact of leadership on performing arts organizations.
   Critical Thinking, Problem-Solving, Leadership.
3) To participate actively in the leadership processes of performing arts organizations through direct interaction with and for performing arts organizations.
   Leadership, Communication, Team Work, Confidence.
   Assignments: Ushering, Volunteer Packet, Interviews

4) To be able to communicate and present information effectively in informal class discussions, and to be able to evaluate and communicate both orally and in writing the importance of leadership in performing arts organizations.
Leadership, Communication, Team Work, Confidence
Assignments: Development Ask, Volunteer Packet, Interviews

Course Policies and Procedures

Blackboard

Blackboard is a tool that allows faculty to add resources for students to access online. Assignment and schedule details as well as assignment grading can be found on Blackboard. If you need a hard copy of this syllabus, print it.

Uploading and downloading assignments, syllabus, and readings will be on Blackboard unless otherwise noted.

Blackboard is tied to my.utep.edu. If you are properly registered for the class, you are enrolled in Blackboard as well.
Go to: https://my.utep.edu, log in, and click on Blackboard.
IMPORTANT: You must get into the habit of checking Blackboard often to make sure you do not miss any important announcements, which will be posted in the Announcement area.

Class Attendance

http://catalog.utep.edu/policies-regulations/attendance-grading/#text
The student is expected to maintain a consistent presence in this course.
IF you are late to class please WAIT until the person speaking is done; this is about respect.

Illnesses

Please stay home if you have symptoms of a communicable illness. There is a large point spread in this class in order to provide that buffer when life happens. UTEP is no longer asking employees and students to report positive COVID-19 test results to the University. However, if you have any questions or concerns about COVID-19, please email covidaction@utep.edu for assistance.

Deadline Policy

Late submissions will not be graded. Please ensure that you carefully read all instructions. Reading the instructions is your responsibility and you should not assume due dates or times. Work can be submitted before the deadline time/date. Note that all assignments have a stated deadline. If you are unable to find an assignment link, it is very likely that the deadline has passed which is why you cannot access the link. If you have CASS accommodations, please be aware that any extensions must be communicated with the professor in a timely manner as indicated by CASS policy.

Upload Instructions

Upload written work as a **PDF** file. **Do not upload Text files**. Name them as follows: your last name_assignment(no spaces)_date(mmddyy). All assignments are due at 11:59p.m. (MST) unless otherwise noted.
example: lopez_finalpresentation_012524

For video and audio links, make sure that your links can be accessed by anyone who has the link.

I will not be spending time tracking students down to resubmit if a file does not open.

Grading:
Class Participation & Article Discussions: 25%
UTEP Play Attendance/Ushering: 5%
Volunteer Packet: 10%
Development Ask: 5%
Investigative Paper: 15%
Interviews and Reports: 40%
100-90=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F

* LATE WORK IS NOT ACCEPTED. IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT WORK IS TURNED IN ON TIME.
* ASSIGNMENTS MUST BE SUBIMMITED IN THE REQUIRED FORMAT FOR CREDIT—ALL SUBMITTED WORK MUST BE TYPED AND DOUBLE SPACED.
*YOU MUST WORK TO EARN YOUR GRADE!

Explanation of Assignments:
Class Participation/Article Discussions:
The student is responsible for attending the class meetings. In addition, the student will be required to research the given topic for the week and upload in Blackboard by SUNDAY night at 11:59p.m. at least two (2) articles (current, 2020+). The student will then be in charge of leading the discussion. The articles must be from high-quality sources. Uploading them on Sunday will allow for everyone to read the articles for the Tuesday class meeting.

Ushering (CEL Component): 12 hours
The students MUST also USHER a MINIMUM of THREE times in order to gain an understanding of working with patrons, house managers, box office personnel, and other theatre staff. One ushering opportunity must be at UTEP, the other two can be at any other performing arts organization. Those who are unable to travel to other locations can usher multiple times at UTEP.

Investigative Paper:
The student is required to write a five-to-seven-page quality investigative paper on a pertinent issue facing leaders of performing arts organizations If a topic is not approved on time, the

student will **NOT** be allowed to submit a paper for assessment. Students must provide a minimum of EIGHT valid resources.

Volunteer Packet (CEL Component): 8 hours
Based on articles, interviews, and experience, students will create a five-page volunteer packet for an organization and will share this packet with the organization for them to potentially incorporate.

Development Ask (CEL Component): 5 hours
Based on articles, interviews, and experience, students will create a one page outreach letter seeking funds for an organization and will share this letter with an organization for their potential use.

Interviews and Reports (CEL Component): 15 hours
In order to learn about the current issues in the field, it is necessary to talk to those in the field. During the SECOND half of the semester; the student will need to set up four (4 interviews) with leaders in the field. These interviews can be in person, over the phone, or video conferencing. The student will need to have one interview from EACH of these categories:

Children's Theatre
Music Performance (Vocal, Instrumental, etc.)
Dance Performance
Student Choice

The student will need to write a two-page summary of the interview and upload it on Bb (connecting it with class discussions) and will present their findings at the class discussion. The instructor must also be copied on the communication. These interviews can be conducted virtually or in person.

Subject Matter
The performing arts have the power to stir strong emotions, or possibly touch on subjects you might not feel comfortable reading/viewing. If you have concerns about reading or discussing specific subjects, please contact me as soon as possible to discuss possible accommodations.
I expect all our discussions—including any that may occur outside of class—to be conducted in a respectful and professional matter.

The Center for Accommodations and Support Services
Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance

with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Please be aware that accommodation requests must come from the student and prior to submission deadlines.

Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. For more information, please visit:
https://www.utep.edu/titleix/pregnancy-and-parenting.html

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is *not allowed* for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Some of your coursework and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Resources
Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- UTEP Edge: UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources
- Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources my submit a ticket request assistance to studentsuccess@utep.edu
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Student Agreements
Student agrees to treat fellow students, UTEP faculty and staff, with respect and collaborate with all group members in a professional manner.
Student understands that copyright laws protect the materials used in this class.

Student will refrain from any public or private distribution of all materials provided and/or created in this course.

Student understands that any superimposed copyright on materials may not be "letterboxed" or covered over in any way.

Student will not upload the aforementioned materials to Internet sites, whether public or private, such as YouTube, facebook/Meta, Instagram, or any other Web Publishing System.

Student will not exhibit any of the materials provided and student work created in this course and shared on Blackboard in any public venue without express and written permission of the copyright holder.

Student Responsibility

You are responsible for seeing that all of your equipment and software are up to date or that you get yourself to a lab, library, etc. where you can meet the requirements of the class.

It is very important that you follow directions carefully. You must submit all of your work correctly. If you fail to properly submit your work you will not receive credit for the assignment. Here is an example of improperly submitting work: Student opens assignment link, copies/pastes their critical response then fails to click the submit button. They then move into another part of Blackboard and the assignment is never submitted. Simple human error, but it will cost you a grade.

The only time that I will accept a late quiz or assignment is if the Blackboard System goes down. I have the ability to enter the system as both an administrator and as a student and I will know if there was a system failure. If there was a failure I am provided with a report stating so and then I can extend the deadline.

You will be penalized for poor writing skills. If you submit work that is riddled with spelling, grammar, and punctuation errors you will lose a significant number of points for that assignment. This could be the difference between a passing and failing grade so I strongly suggest that you utilize the spell check that is provided in all of your Blackboard links.

Respect

All students are in this class to learn. Should a student disrupt that process, the instructor will take the appropriate steps to ensure that all students interact in a safe space that is conducive to the learning process.

Remember that your instructor is also a human being. She has many other responsibilities outside of this class, just as the student has several responsibilities outside of this one class. Read the syllabus, stick to class/university policies, utilize common etiquette and respect, and know that your instructor wants you to succeed in this course, but she is not responsible for that, you are.

Security & Email Netiquette

Don't share your password.

Always logout when you are finished using the system.

When you send an email to your instructor, teaching assistant, or classmates, you should:

Use a descriptive subject line.

Be brief.
Avoid attachments unless you are sure your recipients can open them.
Avoid HTML in favor of plain text.
Sign your message with your name and return e-mail address.
Please note that aggressive and unprofessional behavior is not acceptable and will be dealt with immediately.

Instructor Bio
Adriana is an Assistant Professor of Theatre at UTEP and Director of the Theatre Programs. Recent projects include *Los empeños de una casa, Heroes & Saints, Zoot Suit, And Then Came Tango, Real Women Have Curves, Luna, El Toro y La Nina, Lengua,* and *Cenicienta* which received the Directors' Choice Award at the Region VI Kennedy Center American College Theatre Festival in 2022. Adriana's adaptation, *A Christmas Carol en La Frontera* with co-author Jay Stratton, was accepted for publication by Eldridge Musicals and Plays in 2022. Adriana was appointed a Provost's Faculty Fellow for 2022-2024 and was named Educator of the Year for Higher Education by the Texas Educational Theatre Association in 2020. Adriana is honored to live in El Paso, a vibrant community that knows no borders. She received her B.A. in Theatre Arts with a Minor in Secondary Education from the University of Texas at El Paso, her M.A. in Performing Arts Administration from New York University, and her Ph.D. in Curriculum & Instruction from New Mexico State University. Adriana has participated in theatre as an actress, director, producer, designer, playwright, dramaturg, and teacher at the elementary school, middle school, high school, and college level.

Land Acknowledgement
As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixarrika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

Tentative Class Schedule:

Week One: What is a leader? What are performing arts organizations?

Week Two: Leadership Styles and Organizational Culture (including boards)

Week Three:	Finances and Development/Guest Speaker
Week Four:	Working with Staff & Volunteers/Guest Speaker
Week Five:	Competition for the Performing Arts/Guest Speaker
Week Six:	Programming, Community, and Audience Development/Guest Speaker
Week Seven/Eight/Nine:	Set Up/Conduct interviews
Week Ten:	Interview Reports (1-2)
Week Eleven:	Interview Reports (3-4)
Week Twelve:	Volunteer Packet Draft/Guest Speaker
Week Thirteen:	Present Volunteer Packet
Week Fourteen:	Development Ask Draft/Guest Speaker
Week Fifteen:	Present Development Ask
Week Sixteen:	Investigative Paper Draft
Final Presentation:	Present Final Paper

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: DANC 3341 & DANC 4341

College: LIBERAL ARTS   **Department:** THEATRE AND DANCE

DEPARTMENT CHAIR - HIDEAKI TSUTSUI

I have read the enclosed proposal and approve this proposal on behalf of the department.

Hideaki Tsutsui   3/3/2024

Signature   **Date**

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR - SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

_____   _____

Signature   **Date**

LIBERAL ARTS COLLEGE DEAN - ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

_____   _____

Signature   **Date**

Respondent

5   Melissa Melpignano

1. **Faculty Member Name:** *

Melissa Melpignano

2. **Course Title:** *

Intermediate Ballet

3. **Course Prefix/Abbreviation (Ex: HIST 1302):** *

DANC 3341

4. **CRN (if known):**
If not yet known, please update with CRN information once known.

5. **Undergraduate or Graduate Level:** *

Undergraduate

6. **Department or Program:** *

Theatre and Dance

7. **Is the course cross-listed?** *

    ◉ Yes

    ◯ No

8. **If yes, please provide Cross-listed course information below:**
   If no, skip to next question.

   > DANC 4341

Rational for including the course as a CEL course for the CEL Designated Program:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

9. **The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.** *

   > Service hours: support and participation in the Eco Education Hubs of Eco El Paso, community workshops on performance and ecological sustainability, and support to Eco El Paso team members for initiatives on renewable energy through embodiment.
   > Final deliverables: two to three 2-hour community-engaged performances in public parks in El Paso

10. **What percentage of time will the above engagement hours and deliverables comprise for this course?** *

    > 40%

11. **What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?** *

    > 50%

12. **How will these elements be assessed?** *

    > Written and mixed-media reflections, guided conversations, research reports, feedback from community partners and community participants

13. **What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances?** *

    > Students who would find themselves unable to join in-person service hours will be assigned online activities of support (such as content creation or punctual promotion and dissemination of community deliverables). If unable to participate in the deliverables, they will support the instructor in feedback sessions (videorecorded if necessary) to guarantee the cohesiveness between the ecological and performative aspects of the work.

14. **How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?** *

> The community workdays and service hours are the backbone of the choreographic research process students will undertake to develop Social Awareness and Critical Thinking skills. The final community-engaged performances (deliverables) and their preparation process are the creative experiences through which students will increase and master Leadership skills.

15. **Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?** *

> Eco El Paso
> and, if possible to have another one, American Conservation Coalition El Paso
> Both organizations want to partner.

16. **Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.** *

> I don't think that other faculty with advanced ballet skills in practice and pedagogy do community-engaged work and performance.

17. **Are there faculty members within your department(s) able and willing to teach another course in this format? If so, please provide their name(s) and department information.** *

> I believe colleague Paola López Ramírez could teach with such a format but the discipline informs the format, hence I'm not sure.

18. **Please attach your proposed syllabus.**
    For additional guidance please visit the Faculty Syllabus Design Guide.
    https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf *

    DANC 4341_DANC 3341_Melpignano_Fall 2024_syll_Melissa Melpignano.docx

THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF THEATRE & DANCE

INTERMEDIATE

ADVANCED

BALLET

Swamp Lake!

DANCE 3341 (   ) •DANCE 4341 (   )

Fall 2024

Community Engagement & Leadership (CEL) Course (*)

FORMAT: In-person class
DAYS: Monday, Tuesday, Wednesday and Thursday
TIME: 12:00 – 1:20 PM
WHERE: Fox Fine Arts A452

INSTRUCTOR: Dr. Melissa Melpignano
E-MAIL: mmelpignano@utep.edu
(please, do not use Blackboard message)

OFFICE HOURS: Monday, 1:30 – 2:30 PM or by appointment (specifying if in-person or on Zoom)
OFFICE LOCATION: Fox Fine Arts, M200A
VIRTUAL OFFICE HOURS: Zoom
                                        Meeting ID 836 5693

This is a zero-cost course. All reading and audio-visual materials are available on Blackboard.

(*) The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL Program mission in Liberal Arts, as well as within the broader framework and mission of UTEP's "Edge Advantages" goals.

COURSE DESCRIPTION

Why do we keep practicing ballet? How does it keep transforming and circulating? And why do 20th and 21st century choreographers and dance (not only specifically "ballet") companies across continents keep engaging with a 19th-century ballet such as *Swan Lake* and its narrative, challenging and revisiting (but not always) its gender, socio-economic, political, dramaturgical construction? What does ballet *become* throughout the reworkings of its 19th-century repertoire and "classics"?

Our course will rethink, reframe, and rechoreograph a ballet classic from the unprecedented perspective of ecology and environmental activism. We will recenter the oft forgotten and overlooked element of *Swan Lake*: the lake itself, the site, the place that hosts and drives the overall narrative. We will explore the technical, expressive, choreographic, and dramaturgical aspects of numerous existing versions of *Swan Lake* and then research in praxis (joint theory & practice) how our human and skillful dancing bodies can support, rather than reduce to "set", and shed light on water. We will study the peculiar technical *motifs* in the *Swan Lake* repertoire, we will study and unpack key variations from the classical 19th c. and contemporary versions, and we will analyze a variety of videos to inform our process, always questioning the different functions water plays in the stagings and how water relates to the bodies.

To inform our analysis and choreographic process from *Swan Lake* to *Swamp Lake*, we will work side by side environmental and conservation experts in our region. Their knowledge will help us recalibrate a sustainable human presence through a socially responsible and eco-sensitive use of the bodies in ballet. We will learn from and share with our community partners and participants what water work/access/scarcity/organization/presence mean in Paso del Norte, and how our artistic leadership can contribute to fostering a more livable environment and use of shared energy.

This process will culminate in public and accessible performances through which we share with the community our mission as artist as well as the mission of our partner organizations.

COURSE OBJECTIVES (AKA WHAT I COMMIT TO SHARE WITH YOU)

- Offer methods to situate ballet repertoire (in particular *Swan Lake*) in critical historical perspective, while recognizing, challenging, and dismantling hierarchical constructions of "ballet" through critical practice and analysis.
- Offer analytical tools to critically thinking about the present relevance of ballet and its repertoire.
- Support original choreographic research able to speak and provoke contemporary audiences.
- Equip the students with a confident performance and theoretical knowledge of the salient technical elements of ballet in their more complex articulations (in accordance with the students' progress).
- Offer tools to playfully and critically engage with the notion and practice of "expressivity" in ballet practice.
- Increase awareness about the choreographic potential of ballet elements such as *cambré, port de bras, epaulement, arabesque, attitude, manège*.
- Stimulate awareness about the social responsibility, power, and ethics of being an artist in particular in relation to ecology and environmental urgencies–globally and locally.
- Practice values of access, belonging and care from an individual and relational standpoint.

MAIN LEARNING OUTCOMES (AKA WHAT I HOPE YOU WILL LEARN AND CULTIVATE LONG-TERM, AKA UTEP EDGE ADVANTAGES)

Social Responsibility: You will act ethically and responsibly by questioning, engaging in, and creating with ballet, while thinking about its relevance for our community in our environmentally challenging times, contributing to increasing public awareness around water issues and the role of human bodies and artist play in ecological discourses and phenomena.

Leadership: You will apply ethical research values to set into practice professional critical and creative skills, while facing creative challenges and conflicts by assuming and negotiating leadership and following roles in your studio practice, community-engaged activities, and performance.

Critical Thinking: You will draw on existing knowledge (historical, performative, and scientific), gained individually and collaboratively, to produce a transformed and new type of knowledge that centers the environment in our dance and human practice.

ADDITIONAL LEARNING OUTCOMES

- Develop a broad, inclusive, and ethically grounded idea of ballet in a historical and critical perspective in relationship to the present
- Confidence in the embodied understanding and performance of technically complex ballet elements, utilizing alignment, core stability, and turn-out with somatic awareness and a sense of self-improvement.
- Demonstrate adaptability and critical knowledge of different ballet styles and methods, and their intersection with other dance styles.

REQUIREMENTS

- Commit to the established service hours with our community partners and for the community performances.
- Attend 2 mandatory departmental performances (details below).
- Individual commitment to practice and generous commitment in the choreographic group project.
- Consistency in attendance and active participation, which include vibrantly engaging with the class materials and creatively contributing to the craft of the collective performance.
- Consistently communicate with the instructor: if necessary, conversations and exchanges will remain confidential. Always inform the instructor in advance via e-mail if you will miss class.
- Abide by the attendance policy (below).
- Submit all the written assignments on time (see Grade Breakdown section).
- Proper warm-up, conditioning, and cool-down need to be practiced daily and in autonomy: some exercises will be modeled in class early in the semester, and students are always invited to ask the instructor for advice and guidance.

CLASS MATERIALS

- All the class materials are uploaded/linked on Blackboard (BB). Students do not need to purchase any textbook.
- Ballet slippers (*)
- Students will need to purchase tickets for in-person performances (See Deadlines and Mandatory Events section).
- Refer to the UTEP Library Dance Studies research guide for important dance sources: https://libguides.utep.edu/c.php?g=429599&p=2930447

(*) UTEP students with valid ID have a discount in the following dance stores in El Paso: Dance Designs (central) and Distractions (inside Champion Dance Studios - far eastside).

ATTIRE

- Ballet slippers (at the barre and for warm up socks are welcome; at the center, wear ballet slippers for safety).
- Please, secure your hair away from face to avoid distractions and movements that can cause possibly traumatic movements.
- Tight fitted attire to assess proper alignment and to avoid hindering your movement (you can choose any combination of the below options):
- Extra layers (sweaters, leg warmers, socks, sweatpants, etc.) are welcome at the beginning of class, and in case of exceptionally cold environmental conditions: avoid baggy clothes after warm-up.

GRADE BREAKDOWN AND SCALE

- **PARTICIPATION, COLLABORATIVE ETHICS, SERVICE HOURS: 30%**

Come to class ready to engage, with commitment and focus, in the practice and in the critical conversations. Complete all the assignments, participate in all the service hours with the community partners (dates TBD), and attend all the mandatory events listed in the syllabus (see Course Schedule). Practice a collaborative and proactive work ethics, based on listening and respectful sharing. See also the Attendance Policy below.

- **REFLECTION JOURNAL: 20%**

You are required to bring a notebook/journal to class every day (for class at UTEP and during service hours). It will be your companion during the semester. You will need it for processing practice, videos, and experiences as well as critical reflections on community workdays. You will turn it in in class at the end of Weeks 4, 8, 12, and 15.

- **TECHNIQUE RESEARCH PROGRESS: 30%**

Ongoing technical progress throughout the semester. I recommend periodical check-ins during office hours. Don't hesitate to ask for more feedback.

- *SWAMP LAKE* **CHOREOGRAPHIC PROCESS AND COMMUNITY-ENGAGED PERFORMANCES: 20%**

Group project to be choreographed *mostly* during class time in which the class will choreographically process the information acquired in class and during community workdays, to create a revisitation of *Swan Lake* into the community-engaged, environmental performance *Swamp Lake*. The dates of the performances are XXXXXXXX. Extensive instructions and guidance for this group project will be continuously given in class, during service hours, and on BB.

A = 90+
B = 80–89
C = 70–79
D = 65–69
F = < 65

TECHNOLOGY REQUIREMENTS

The course utilizes Blackboard as the main platform. You need to have access to a device that allows you to enter Blackboard (better a computer/laptop to watch videos), to a printer, to webcam and microphone to record and upload audio-visual materials.

All the class materials are uploaded/linked on Blackboard. Sometimes, if a video doesn't work or a page doesn't open, it's because you need to download or update a software or update/change browser. Check that your device's hardware and software are up-to-date and able to access all parts of the course. If you encounter technical difficulties of any kind, contact the Help Desk at https://www.utep.edu/technologysupport/

If you cannot have access to technological means for whatever reasons, contact the instructor ASAP to negotiate an accommodation.

If you do not know how to use Blackboard – contact Tech Support immediately. Do not wait until you do not understand until you are having problems. You can go in person to Room 300 at the UTEP Library or contact the Help Desk via email at helpdesk@utep.edu, or by phone 747-5257. Hours are M-F 7a-8p, Sat 9a-10p and Sun 12-4p.

ATTENDANCE POLICY

In a course that meets four times a week, a student is allowed <u>a maximum of 8 absences in an entire semester</u>, <u>5 of which require no justification</u> and result in no penalty. A student can use these absences based on personal necessity. The <u>6th, 7th and 8th absences will result in a drop of ½ a letter grade</u> each in the student's overall grade. At the 9th absence, regardless of the student's current course standing or grade the student will automatically fail the course.

Exceptions:

- In the event of international bridge closures, exceptions may be made, and make-up work may be assigned.
- In case of an injury or extended illness, it is the student's responsibility to meet with their instructor to discuss possible solutions for course continuation or to consider dropping the class.
- In the event of highly unusual or extenuating circumstances, a student may petition the course instructor and department chair for permission to continue in a course.
- In case of injury, a student who is able to be present in the studio may observe class and complete alternative and equivalent assignments to be negotiated with the instructor.

In case of sickness due to **Covid-19,** <u>please, contact the instructor</u> and show <u>proof of positive test with a date on it.</u>

Please, follow CDC and UTEP guidelines: https://www.utep.edu/extendeduniversity/professional-and-public-programs/safety-protocols/index.html

UTEP continues to offer free testing for students: https://www.utep.edu/ehs/covid/

SPECIFIC BALLET CLASS POLICIES

- Respectful and non-intrusive <u>touch</u> of body parts to offer feedback on alignment or form is part of the teaching pedagogy in several studio practices. The instructor will ask for consent, and "no-s" are welcome. If students do not feel comfortable with touch, they are encouraged to communicate it to the instructor, who will find alternative ways to give feedback.

- Students are expected to be in the studio and <u>ready to begin class on time</u>. If you are tardy, please send an email to the instructor explaining the reason for being late, and, once you arrive, wait at the studio door for permission to enter. Joining while an exercise is performed is not allowed.
- No street shoes and no food or beverages (except bottled water) are allowed in the studios.
- Jewelry must be kept to a minimum, and only small pieces that do not dangle are allowed.
- Avoid wearing strong perfumes and essences as these products can trigger serious health issues for those with fragrance allergies and/or chemical sensitivities
- Leave the studio clean
-

DEADLINES AND MANDATORY EVENTS   TBD

MAKE-UP WORK AND EXTRA-CREDIT OPPORTUNITIES
The necessity and modality of make-up work will be discussed on a case-by-case basis.
Extra-credit opportunities will be announced in class and on BB via the Announcement feature (students will receive an email on their UTEP account).

ACCOMMODATIONS
The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

SCHOLASTIC INTEGRITY AND ACADEMIC DISHONESTY
Any form of academic dishonesty: cheating, plagiarizing, or taking a test for another student is considered a very serious matter at UTEP. Our library webpage provides good information on what UTEP considers Academic Dishonesty and what steps the university takes in such cases. Please review this information at: http://libraryweb.utep.edu/research/plagiarism.php. Refer also to the <u>Handbook of Operating Procedures: Student Affairs</u>.

COURSE COPYRIGHT
All the materials—written, audio, and visual—shared within this course remain within this course. To store, post, or share by any means and/or for personal use or public consumption any course material (assigned or produced within and for the course) without explicit authorization by the subjects involved is illegal. Make sure to ask for permission in case. You can share on your social media your own materials if the only person that appears or the only author is you. If you want to share content that includes or is co-authored with other classmates, you need to contact them *and* the instructor via e-mail (utilizing the UTEP account) to discuss the authorization.

POLICY ON COPYRIGHT AND FAIR USE
Some of the materials in this course are copyrighted. Copying of textbooks is not "fair use" under the Copyright Act. Your cooperation is expected. The University requires all members of its community to

follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

POLICY ON SENSITIVE SUBJECT MATTER

The performing arts have a power to stir strong emotions, or possibly touch on subjects you might not feel comfortable seeing or experiencing. If you have concerns about viewing or discussing specific subjects that may trigger specific emotions, please see me as soon as possible to discuss possible accommodations. Triggering elements, for instance, in an assigned video, are indicated by the instructors, and students can communicate the instructor if it's safer for them to disengage from the viewing. As I will respect your individual's rights to choose what performances and topics you can engage with, I expect all our discussions and reflections to be conducted in a respectful and professional matter.

IMPORTANT RESOURCES FOR STUDENT SUPPORT

- Center for Accommodations and Support Services https://www.utep.edu/student-affairs/cass/
- Student Success Helpdesk https://www.utep.edu/advising/student_resources/student-success-helpdesk.html
- Miner Learning Center https://www.utep.edu/mlc/
- University Writing Center https://www.utep.edu/uwc/
- Counseling and Psychological Services https://www.utep.edu/student-affairs/counsel/
- Students are encouraged to speak with professionals from UTEP's Counseling and Psychological Services on a walk-in basis from 8 a.m. to 5 p.m. Monday through Friday in Union Building West, Room 202. In addition, the Miners Talk Crisis Line at 915-747-5302 is available 24 hours a day, 7 days a week.
- UTEP Title IX (Anti-Sexual Harassment and Anti-Sexual Violence) Office: https://www.utep.edu/titleix
- Need more dance in your life? Join the UTEP student organization DESERT DANCE. E-mail desertdanceutep@gmail.com

DETAILED COURSE CALENDAR TBD (it will include the dates and times of community workdays and service hours and final community-engaged deliverables).

COMMUNITY ENGAGEMENT & LEADERSHIP
APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: HUMN 4390 CEL DESIGNATION.

College: LIBERAL ARTS   **Department:** HUMANITIES

DEPARTMENT CHAIR – RONALD WEBER

I have read the enclosed proposal and approve this proposal on behalf of the department.

Ronald J. Weber
Digitally signed by Ronald J. Weber
DN: cn=Ronald J. Weber, o=University of
Texas at El Paso, ou=Philosophy Department,
email=rjweber@utep.edu, c=US
Date: 2024.03.04 18:13:13 -07'00'

03/04/2024

Signature   **Date**

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR - SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

Signature   **Date**

LIBERAL ARTS COLLEGE DEAN - ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

Signature   **Date**

Respondent

4   Miguel Juarez

18:00
Time to complete

1. **Faculty Member Name:** *

Miguel Juarez

2. **Course Title:** *

Special Topics in Humanities, Disability: A Humanities Context

3. **Course Prefix/Abbreviation (Ex: HIST 1302):** *

HUMN 4390 and LEAD 4351

4. **CRN (if known):**
If not yet known, please update with CRN information once known.

5. **Undergraduate or Graduate Level:** *

Undergraduate

6. **Department or Program:** *

Humanities Program

7. **Is the course cross-listed?** *

   ◉ Yes

   ○ No

8. **If yes, please provide Cross-listed course information below:**
   If no, skip to next question.

   | LEAD 4351 |

Rational for including the course as a CEL course for the CEL Designated Program:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

9. **The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.** *

   | Service hours will include working with non-profit community organizations which work with disability populations. Students can work on a project agreed upon by the agency and the student, as well as organization panel discussions to bring about more awareness in disability issues and needs. |

10. **What percentage of time will the above engagement hours and deliverables comprise for this course?** *

    | 20-40 community engagement hours for the semester. |

11. **What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?** *

    | 40 to 50 percent. |

12. **How will these elements be assessed?** *

    | These activities will be assessed by students producing written reports on their progress in their projects. |

13. **What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances?** *

    | They will have to write a researched 12-page paper incorporating disability issues in their majors and interview at least one person engaged in the specific profession, for example how policemen handle disability issues in their profession, etc. |

14. **How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?** *

    | The service hours and deliverables will help students apply and contextualize the study and learning about disability issues in their educational majors. |

15. **Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?** *

> This semester, we are working with VIBE (Visually Impaired Blind Education), a non-profit which has just opened their offices in South Central El Paso. We have also approached the Autism Society and Gigi's Playhouse for future Community Partners.

16. **Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.** *

> Outside from me teaching this course, I don't know who else would be willing to teach this course in this format. Every semester I bring in at least 6-8 speakers (based on their availability). There is a lot of time spent inviting the speakers and contacting University Parking so they can be on campus.

17. **Are there faculty members within your department(s) able and willing to teach another course in this format? If so, please provide their name(s) and department information.** *

> I'm not sure who else would be willing or is already teaching a course in this format. Noami Fertman can possible answer that since she works with classes and their Community Partners. I can contact her and ask her.

18. **Please attach your proposed syllabus.**
    For additional guidance please visit the Faculty Syllabus Design Guide.
    https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf *

    📄 cce-HUMN_4390-002_CRN_22804_Miguel_Juarez.pdf

The University of Texas at El Paso
Humanities Program
"Disability: A Humanities Context"
January 16 – May 2, 2024
Syllabus

COURSE INFORMATION
HUMN 4390-001: Special Topics in the Humanities, CRN: 22804
& LEAD 4350-002: Community Engaged Leadership, CRN: 26191
Term: Spring 2024, January 16 – May 2, 2024
Delivery Method: In-person Hybrid
Meeting Day and Time: Wednesdays, 12-1:20 p.m., includes a community engaged component.
Class Location: Liberal Art Bldg., Room 102.

This syllabus is subject to change. The instructor reserves the right to make changes to the syllabus over the course of the semester. The latest version will be on Blackboard.

INSTRUCTOR INFORMATION
Dr. Miguel Juarez, mjuarez6@utep.edu
Written Communication: Via email on Course Messages or e-mail.
Phone Number: (915) 204-7816
Office Location: Liberal Arts, Room 333
Office Hours: Wednesdays, 1:30-3:30 p.m. and/or Online via Zoom by appointment.

Please speak to me during my office hours or contact me using Blackboard's Course Messages first. Outside office hours may take 12 to 24 hours to respond. If you need a virtual live meeting, contact me via email and I will schedule an appointment.

COURSES DESCRIPTIONS
Special Topics in Humanities (3-0) Advanced study of a special topic such as Postmodern Culture, Western and Non-Western Cultures, the Cultures of the Humanities and the Sciences, and other areas of special interest in the Humanities. Topic varies with professor in charge. May be repeated for credit when the topic varies. Specific Topics courses are often cross listed in other departments. At least one Special Topics course is presented in each semester and in the Maymester to support the Humanities Minor. Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better.

Mexican Artist Frida Kahlo is one of the most widely known persons who lived with disability. She used her body as a means of artistic expression to deal with issues she was facing in her life. Using the humanities as a palette, **Humanities 4390-001: Special Topics in the Humanities (Disability: A Humanities Context)** takes a broad brush and explores disability in art, culture, literature, music, religion, and philosophy. Through analysis of primary sources, excerpts from major works, reproductions of art and musical works, and lectures, students will be stimulated to develop a capacity for critical assessment of disability in society. Humanities aid us in understanding why we believe what we believe regarding issues like disability. The course will also explore disability in activism, educational, and economic areas, as well as in health and legal systems, and the perspectives of persons with disabilities. We will also explore topics which intersect with disability like the Fat Civil Rights Movement, Aging, Diabetes, Neuro-disabilities, and Speech and Communication issues.

COMMUNITY ENGAGED LEADERSHIP
The LEAD 4350-002: Community Engaged Leadership course is part of a minor in Leadership and Community Engagement in which students will gain a basic understanding of how to be leaders in applying principles of community engagement in organizational settings. With the course's design grounded in community-based practice, students will complete the course with the skills necessary to dynamically engage different stakeholder sectors, lead the collaborative design of strategic plans, promote multi-level cohesion, and communicate to different audiences. Given the importance of community-engaged leadership, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork. **In the course, students will select a disability non-profit organization and design a project or program for them, with guidance from the instructor.**

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

By the end of the course, students will be able to:

Student Learning Objective	Outcome
Demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Teamwork Skills
Draw on existing knowledge bases to create "new" or "transformed" knowledge	Critical Thinking Skills
Engage as a community of writers who dialogue across texts	Communication Skills
Address the specific, immediate situations of individual communicative acts	Social Responsibility

At the end of this course, students will be able to:

- Understand major trends in disability studies represented in the humanities.
- Understand how disability studies are connected to the humanities.
- Understand how various generations through the ages identified disability and how it has changed.
- Connect the similarities of concepts and intellectual ideas across humanities disciplines.
- Contrast the ideas between dis/abilities and disabilities. Be able to explain how various groups define disability differently but which is inherent in human experiences.
- How to analyze creative works which represent disability in the humanities.
- Understand the roots of modern thoughts on disability.
- Be able to write and have a professional and positive discourse on people with disabilities.

Our Humanities Librarian is:
Jennifer D. Urban-Flores, MA, MLS
Online Teaching and Learning Librarian,
https://libguides.utep.edu/disabilityinthehumanities
Education | Kinesiology | Chicano Studies | Native American & Indigenous Studies | History | Humanities | Jewish Studies |
University Library
The University of Texas at El Paso
Office: 915-747-5394
utep.edu/library

IMPORTANT DATES

Jan 16th	Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 17th	Spring classes begin
Jan 17th-20th	Late Registration (Fees are incurred)
Feb 1st	Spring Census Day Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Feb 13th	20th Class Day Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
Feb 17th	Graduation application deadline for degree conferral
Mar 13th-17th	Spring Break
Mar 30th	Spring Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
Mar 31st	Cesar Chavez Holiday - No classes
Apr 7th	Spring Study Day
Apr 14th	Deadline to submit candidates' names for commencement program
May 4th	Spring – Last day of classes
May 5th	Dead day
May 8-12th	Spring Final Exams
May 13-14th	Spring Commencement
May 17th	Grades are Due
May 18th	Grades are posted to student records; students are notified of grades and academic standing

REQUIRED MATERIALS:

About Us: Essays from the Disability Series of the New York Times, Edited and Introduced by Peter Catapano and Rosemarie Garland Thomas. Liveright Publishing Corporation, A Division of W.W. Norton & Company, New York Times, 2019. ISBN: 978-1-63149-858-9 pbk. Available at the UTEP Bookstore or on AbeBooks, Amazon, Alibris, Amazon, BookFinder.com, Thriftbooks, etc. Some parts of this book have been scanned and posted in "Readings for Class Discussion" on Blackboard.

eBOOKS
Contemporary World Issues, Disability, A Reference Handbook by Michael Rembis (Copyright 2019 by ABC-CLIO LLC, Adobe Digital Editions). Available electronically (Full text) in the UTEP Library.

The Disability Studies Reader by Lennard J. Davis, Taylor & Francis Group, 2013
ISBN: ISBN number:9780415630528, ISBN number:9781135134570
Available electronically via eBook Central Perpetual, DDA and Subscription Titles. (Full text) in the UTEP Library. Additional articles will be provided to you on Blackboard or in class, as PDFs.

ASSIGNMENTS AND GRADING
Assignments for this course are assessed according to rubrics. The rubric is located at the end of this syllabus.   Written assignments will be due on Blackboard.

Grade Distribution:

   1000 - 900 = A   899 - 800 = B   799 - 700 = C   699 - 600 = D   599 and below = F

ASSIGNMENTS	POINTS
Bio Sheet	50
Your reactions to speakers or videos (50 points each)	400
(Instructions will be provided).	
Mid-Term Reflective Essay on your Community Service Project	150
Update on your Community Service Project	200
Final reflective essay Community Service Project	200
+ Extra Credit Assignments	
TOTAL POINTS	1,000

SUBJECT JOURNAL:
I recommend that you read the Disability Studies Quarterly (DSQ) to research your articles, in addition to other humanities journals recommended by the Humanities specialist in the Library. The DSQ is the journal of the Society for Disability Studies (SDS). It is a multidisciplinary and international journal of interest to social scientists, scholars in the humanities and arts, disability rights advocates, and others concerned with the issues of people with disabilities. It represents the full range of methods, epistemologies, perspectives, and content that the field of disability studies embraces. DSQ is committed to developing theoretical and practical knowledge about disability and to promoting the full and equal participation of persons with disabilities in society. (ISSN: 1041-5718; eISSN: 2159-8371). The DSQ is available at the UTEP Library.

TECHNOLOGY REQUIREMENTS

Some course content will be delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION: How we will stay in contact with each other

Here are the ways we can keep the communication channels open:
- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person; however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

ATTENDANCE AND PARTICIPATION

Our Hybrid class meetings are in-person at the Liberal Arts Bldg., Room 109, every Wednesday from 12 noon to 1:20 p.m., beginning January 17th through May 2nd. These classes will be lectures and visits by guest speakers and if you are absent, they cannot be made up. We will in person every week, except the week of Spring Break, March

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments

- Writing assignments will be due on Sundays at midnight (11:59 PM) via Blackboard. No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your

work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

AI allowed only with prior permission from instructor
Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **only allowed with approval from the instructor BEFORE being used**. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

> Chat-GPT(version). Date of query (year/month/day). "Text of your query." Generated using OpenAI. https://chat.openai.com/

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

AI allowed with proper acknowledgement
Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is *only allowed with proper attribution given for its use*.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

> Chat-GPT(version). Date of query (year/month/day). "Text of your query." Generated using OpenAI. https://chat.openai.com/

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

Using AI for brainstorming

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often "hallucinate" or produce materials and information that are inaccurate or incomplete—even providing false citations for use.
That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Free use of AI without acknowledgement
Use of AI technologies or automated tools, including generative AI such as ChatGPT or DALL-E, is permitted in this class. Students must include a short paragraph, with each relevant assignment, explaining how the tool was used.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES: Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.

HUMN 4390-001: Special Topics in the Humanities, CRN: 22804
& LEAD 4350-002: Community Engaged Leadership, CRN: 26191

CALENDAR AND ASSIGNMENTS (COURSE CALENDAR) THIS SYLLABUS IS SUBJECT TO CHANGE
"The instructor reserves the right to change the schedule as needed"
All readings must be completed each week.
**Changes or additions and the latest class syllabus will be uploaded
and announced in class. All assignments are due on Blackboard.
Suggested time requirement to complete weekly assignments: 1 to 2 hours.

Week 1 **1/15-21**	**Week 1: Introduction to the Course and to each other: What are the humanities and why are they important? Why a Course of Disability in the Humanities?** **Wednesday, January 17th (Lecture, Discussion)** ▪ Fill out and use Bio Sheet to introduce yourself in class. ▪ Read: "The History of the Americans with Disabilities Act, A Movement Perspective," by Arlene Mayerson (1992), https://dredf.org/about-us/publications/the-history-of-the-ada/ ▪ Upload your Bio Sheet. ▪ Course and Essays expectations. Review Writing Resources. https://www.utep.edu/cce/students/community-engagement-for-students.html **See Weeks 1 & 2: Introductions**
Week 2 **1/22-28**	**Why Study Disability in a Humanities Context?** Wednesday, January 24th **(Lecture, Discussion and Work Session)** ▪ **Bring your laptop—we will research local disability organizations so you can select one or two organizations to visit and decide whom to work with.** ▪ Essay #1 (due 2/4): answer the question: "**What can we learn about the**

	humanities with disability lenses?" or "How can we study contemporary disabilities via the humanities?" essay is due February 4th on Blackboard before 11:59 p.m. Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. You can also visit the University Writing Center for your essays. https://www.utep.edu/cce/students/community-engagement-for-students.html **See Weeks 1 & 2: Introductions**
Week 3 **1/29-2/4**	**Wednesday, January 31st (Lecture, Discussion, Work Session)** ▪ Read, Michael Rembis Disability: A Reference Handbook: Table of Contents, Preface and Background and History, pages xv to 36 (see Readings for Discussion in Class link on Blackboard) ▪ Listen to the Call Your Girlfriend Podcast "Demystifying Disability" with Kelly Dawson and Emily Ladau, two writers who also both have physical disabilities or pick from the **Resources Section** below: https://podcasts.apple.com/us/podcast/demystifying-disability/id881487725?i=1000435429868 ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **See Weeks 3&4: Connect with your agency.**
Week 4 **2/5-2/11**	**Wednesday, February 7th (Lecture, Discussion, Speaker, or Work Session)** ▪ Read and Discussion, Rembis: Chapter 2: Problems, Controversaries and Solutions, pages 39 to 40. ▪ Syllabus Quiz (worth 25 points), due Sept. 24th. ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **See Weeks 3&4: Connect with your agency.**
Week 5 **2/12-2/18**	**Wednesday, February 14th (Lecture, Discussion, Speaker, or Work Session)** ▪ Watch: Reimagining Disability & Inclusive Education	Jan Wilson | ▪ TEDxUniversityofTulsa, https://www.youtube.com/watch?v=CtRY_1mZWWg ▪ Watch: Disability Etiquette ▪ https://www.youtube.com/watch?v=bLIHZUQPLAw ▪ Watch: The Dos and Don'ts of Disability https://www.youtube.com/watch?v=hVFjS_BdZiI ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**

Week 6 2/19-2/25	**Wednesday, February 21ˢᵗ (Lecture, Discussion, Speaker, or Work Session)** ▪ Lecture and Discussion using About Us: Essays from the Disability Series of the New York Times, Edited and Introduced by Peter Catapano and Rosemarie Garland Thomas. ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**
Week 7 2/26-3/3	**Wednesday, February 28ᵗʰ (Lecture, Discussion, Speaker, or Work Session)** ▪ Watch: Disability: How you see me, https://www.youtube.com/watch?v=bwW6mYdJ7Xc ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**
Week 8 3/4-3/11	**Wednesday, March 6ᵗʰ (Lecture, Discussion, Speaker, or Work Session)** ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**
3/11-3/15	**Spring Break, March 11-15ᵗʰ**
Week 9 3/18-3/24	**Wednesday, March 20ᵗʰ (Lecture, Discussion, Speaker, or Work Session)** ▪ **Presentations of work in progress with community organizations.** ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**
Week 10 3/25-3/31	**Wednesday, March 27ᵗʰ (Lecture, Discussion, Speaker, or Work Session)** ▪ **Presentations of work in progress with community organizations.** ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**
Week 11 4/1-4/7	**Wednesday, April 3ʳᵈ (Lecture, Discussion, Speaker, or Work Session)** ▪ **Possible Guest Presenter** ▪ https://www.utep.edu/cce/students/community-engagement-for-students.html ▪ **Weeks 5-11: Service Hours**

Week 12 4/8-4/14	**Wednesday, April 10th (Lecture, Discussion, Speaker, or Work Session)** - **Possible Guest Presenter** - https://www.utep.edu/cce/students/community-engagement-for-students.html - **Weeks 12-14: Reflection & Completion**
Week 13 4/15-4/21	**Wednesday, April 17th (Lecture, Discussion, Speaker, or Work Session)** - **Possible Guest PresenteR** - https://www.utep.edu/cce/students/community-engagement-for-students.html - **Weeks 12-14: Reflection & Completion**
Week 14 4/22-4/28	**Wednesday, April 24th , Possible Guest Presenter** - https://www.utep.edu/cce/students/community-engagement-for-students.html - **Weeks 12-14: Reflection & Completion**
Week 15 4/22-4/28	**Wednesday, May 1st (PowerPoint Presentations on your Community Engagement Project)**

Resources Section:

A Valid Podcast: https://open.spotify.com/show/2EM1bA04aElvHjBTcKJ6oE

The Disability Visibility Podcast under the Disability Visibility Project: https://disabilityvisibilityproject.com/podcast-2/

Stella Young's Ted Talk: "I'm not your inspiration, thank you very much." https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/transcript

The Accessible Stall Podcast: https://podcasts.apple.com/us/podcast/the-accessible-stall/id1105184406?ls=1&mt=2

On Twitter (now X): use the following hashtags:

#badcrip
#Disability

Other resources will be posted and shared as the semester continues.

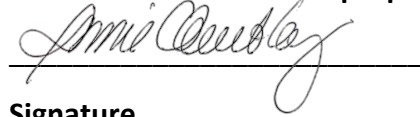# COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: CHIC 4350 CEL DESIGNATION.

College: LIBERAL ARTS   **Department:** LATIN-US AND LINGUISTICS

DEPARTMENT CHAIR – ANNIE TREMBLAY

I have read the enclosed proposal and approve this proposal on behalf of the department.

_____   03/01/2024_____

Signature   **Date**

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR - SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

_____   _____

Signature   **Date**

LIBERAL ARTS COLLEGE DEAN - ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

_____   _____

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP
APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: CHIC 4350 CEL DESIGNATION. (CROSS-LIST: HIST 3390, NAIS 4350, SOC 3341, ANTH 4370)

College: LIBERAL ARTS   **Department:** LATIN-US AND LINGUISTICS

DEPARTMENT CHAIR – ANNIE TREMBLAY

I have read the enclosed proposal and approve this proposal on behalf of the department.

_____   03/01/2024_____

Signature   **Date**

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR - SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

_____   _____

Signature   **Date**

LIBERAL ARTS COLLEGE DEAN - ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

_____   _____

Signature   **Date**

Respondent

6   Selfa Chew-Melendez

29:57
Time to complete

1. **Faculty Member Name:** *

Selfa A. Chew-Melendez

2. **Course Title:** *

Mesoamerican Religions

3. **Course Prefix/Abbreviation (Ex: HIST 1302):** *

CHIC 4350

4. **CRN (if known):**
If not yet known, please update with CRN information once known.

5. **Undergraduate or Graduate Level:** *

Undergraduate

6. **Department or Program:** *

Chicano Studies

7. **Is the course cross-listed?** *

◉ Yes

◯ No

8. **If yes, please provide Cross-listed course information below:**
   If no, skip to next question.

   HIST 3390, NAIS 4350, SOC 3341, ANTH 4370

Rational for including the course as a CEL course for the CEL Designated Program:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

9. **The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course. ***

   Students will teach English to members of the host community in a study abroad program, for a total of 20 direct service.

10. **What percentage of time will the above engagement hours and deliverables comprise for this course? ***

    25%

11. **What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)? ***

    25%

12. **How will these elements be assessed? ***

    Students will report on their teaching experiences through journal entries and a timesheet will be submitted by Na'atik, the institution coordinating the lessons.

13. **What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances? ***

    Students will write a research paper on education and Mesoamerican religious system, with an extension of 12 pages, double space, and a minimum of five academic sources.

14. **How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus? ***

    Among the objectives of this course are: To strengthen your intercultural competences and to recognize diversity in experiences derived from gender, race, and economic class differences through your daily interaction with your peers and the members of our host community. Students will receive Mayan language courses and they will be teaching English in a reciprocal relation with the Mayan host community, sharing their knowledge and learning from their students/teachers.

15. **Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner? ***

    Na'atik Language and Culture Institute - a Non-profit organization in Carrillo Puerto, Quintana Roo, Mexico.

16. **Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.** *

Irma Montelongo.

17. **Are there faculty members within your department(s) able and willing to teach another course in this format? If so, please provide their name(s) and department information.** *

Irma Montelongo.

18. **Please attach your proposed syllabus.**
For additional guidance please visit the Faculty Syllabus Design Guide.
https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf *

📄 Syllabus Maymester 2024 Chicano Studies - Qui_Selfa Chew-Melendez.docx

SYLLABUS

CHIC 4350, HIST 3390, NAIS 4350, SOC 3341, ANTH 4370

Instructor: Selfa A. Chew-Melendez, PhD
E-mail: sachewsmithart@utep.edu
Session: Maymester 2024
Class: Quintana Roo Study Abroad program

This course is a survey of religious and spiritual traditions in Mesoamerica, spanning from the pre-Columbian period to the present. The objective of this class is to develop an understanding of religion as a cultural and social process contributing to the formation of complex societies in Mesoamerica. This assessment necessitates an acquaintance with the historical context of Mesoamerican cultural practices, which extend beyond the region's borders and affect the politics of race and culture in diasporic contexts. While Mesoamerican communities have undergone transformations and continue to thrive despite centuries of colonization and neoliberal processes, they have produced—and continue to create—oral histories, written records, and various other sources of information and knowledge, whose analyses necessitate an interdisciplinary approach. The resources consulted in this course will enable students to identify their own relationship to Mesoamerican spiritual and religious traditions, as their notions have been deployed to construct views of original peoples in the region as well as their descendants. As students immerse themselves in the material culture and social landscapes of the region through the Quintana Roo Study Abroad Program, various topics will emerge in relation to our analysis of Mesoamerican religious and spiritual systems. These topics include immigration, cultural politics, colonialism, borders, gender, syncretism, and resistance and will be explored through our lectures, field trips, cultural activities, Mayan language lessons, and the teaching of English to members of the Mayan host community in Quintana Roo.
Participation in all activities that form part of our Study Abroad Program is mandatory, and you will describe them in your journal and final paper to assess their value to your professional development and intellectual growth.

EDGE advantages

I have designed this course in alignment with UTEP's Edge framework, which recognizes that our students bring to college their individual and collective strengths, skills, and capacities. We, instructors, are aware that our students "are talented, asset rich, and ready to succeed in the classroom, the world of work, and the global community."[1] Thus, this course will concentrate on the following Edge advantages: confidence, communication, critical thinking, teamwork, and social responsibility. Our study abroad program falls by definition under the Edge framework as it immerses students in experiential learning.

---

[1] All citations in quotation marks in this section are part of UTEP's edge framework: https://www.utep.edu/edge/

Confidence: Your confidence will be strengthened by learning new vocabulary and information that will enhance your participation in discussions centered on social issues. Blackboard discussions, journals, and presentations create opportunities to engage in group conversations. Your scores and feedback on your assignments will promote an awareness of your intellectual growth and other strengths.

Communication: UTEP's Edge encourages students to reach mutual understanding through the effective exchange of information, ideas, and feelings. By examining the material assigned to this class, and demonstrating comprehension of content, you will confidently engage in our class activities practicing effective communication strategies. Written assignments, team work, instructor/student meetings, and guided visits will all serve to build this set of skills.

Critical Thinking: The Edge Advantage framework recognizes that "students become adept at analyzing and evaluating issues in order to solve problems and develop informed opinions." This course offers multiple opportunities to think critically since we will analyze the relationship between Mesoamerican religious and spiritual systems and our individual and collective past and present. While the study of original peoples has frequently been relegated to an invisible status in our educational systems, solving pressing social issues affecting disfranchised populations require strong critical thinking skills that you will practice in this course. To that effect you will analyze research produced by scholars, compare your experiences and perspectives to those posted by your peers, and write papers with a critical perspective on the issues researched in this class.

Social Responsibility: "As an Edge Advantage, social responsibility encourages students to act ethically and responsibly for the benefit of society and the public good." Your assignments include a section where you will express your informed opinion and propose solutions to problems that emerge from unequal relations of power affecting Mexican American communities. A reflection on your own participation in the solution of social problems will be recurrent in our daily assignments. As part of your social responsibilities, your course evaluation is a form of civic engagement since it is seriously considered by UTEP's instructors to redesign their courses, and by our administrators in hiring and promotion processes. Hence, you will earn points towards your final grade by completing your course evaluation.

Teamwork: This Edge advantage requires that each student participates "as an effective, efficient member of a group in order to meet a common goal." Before the trip, students often work together to plan logistics, such as travel arrangements, accommodation bookings, and itinerary development. This requires collaboration and coordination to ensure that everyone's needs and preferences are considered. Challenges and unexpected situations may arise during the study abroad experience, such as transportation delays, communication difficulties, or cultural misunderstandings. Students collaborate to problem-solve, adapt to changes, and support each other in overcoming obstacles. During the study abroad experience, students collaborate to navigate unfamiliar cultural contexts, language barriers, and social norms. They support each other in adapting to new environments, learning from local communities, and understanding different perspectives.

While this course will present students with a community engagement component, interaction among students from diverse backgrounds will foster cross-cultural understanding, empathy, and collaboration. Furthermore, students will establish a socially responsible relationship with their hosts in Quintana Roo as they learn about Mesoamerican religions and cultures in the classroom and through other daily activities. While students will be learning Mayan language and culture, they will also teach English to residents of Carrillo Puerto, Quintana Roo—an exchange that will

foster respect, effective communication, collaboration, and engagement across cultural differences.

Textbook

Carrasco, David. *Religions of Mesoamerica*. Second edition. Long Grove, Illinois: Waveland Press, 2014.
This textbook is the only book you will buy. It can be acquired in an electronic format. You do not need to have a Kindle device to read it, you can download the app or read it online. Renting cost: $7.00 - $14.00. Sale price e: $15 – $26.00.

The following texts and video materials will be assigned for reading, in part or in their entirety, and they will be available through our library or Blackboard. We will review each text as a group and I will provide definitions of terms, explanation of complex notions, and relevance of each item in class to facilitate your reading comprehension. In addition, you will find my notes in Blackboard to give you an idea of what I consider important in each item assigned. It is natural to find some texts challenging; that is part of our intellectual growth. It is normal to make mistakes in our interpretation of new material, and also a step towards more complex ways of knowledge. Do not hesitate to ask questions during our lecture and discussion time.

Restall, Matthew. *Seven Myths of the Spanish Conquest*. New York: Oxford University Press, Incorporated, 2004.

Pharo, Lars Kirkhusmo. "The Concept of 'Religion' in Mesoamerican Languages." *Numen* 54, no. 1 (2007): 28–70. https://doi.org/10.1163/156852707X171370.

Townsend, Camilla. "Burying the White Gods: New Perspectives on the Conquest of Mexico." *The American Historical Review* 108, no. 3 (2003): 659–87. https://doi.org/10.1086/529592.

Jeanette Favros Peterson. "Creating the Virgin of Guadalupe: The Cloth, the Artist, and Sources in Sixteenth-Century New Spain." *The Americas* 61, no. 4 (2005): 571–610. http://www.jstor.org/stable/4490973.

Chiappari, Christopher L. "Toward a Maya Theology of Liberation: The Reformulation of a 'Traditional' Religion in the Global Context." *Journal for the Scientific Study of Religion* 41, no. 1 (2002): 47–67. http://www.jstor.org/stable/1387710.

Norget, Kristy."Progressive Theology and Popular Religiosity in Oaxaca, Mexico." In Smith, Christian, and Joshua. Prokopy. *Latin American Religion in Motion*. New York: Routledge, 1999.

Gill, Anthony."The Struggle to be Soul Provider." In Smith, Christian, and Joshua. Prokopy. *Latin American Religion in Motion*. New York: Routledge, 1999.

Pastor de Maria y Campos, Camila. "Guests of Islam." In Pinto, Paulo Gabriel Hilu da Rocha, María del Mar Logroño Narbona, and John Tofik Karam, eds. *Crescent over Another Horizon :*

Islam in Latin America, the Caribbean, and Latino USA. Austin, Texas: University of Texas Press, 2015. https://doi.org/10.7560/302293.

Bristol, Joan Cameron. Christians, Blasphemers and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century., University of New Mexico Press, 2017.

Interview with Dr. Matthew Restall. Spanish Conquest. Wpsu/PBS. https://youtu.be/_U-19v-WC9Y?si=5Hw_r2GHzLG12bBH

Course objectives:
- To develop an understanding of religion as a cultural and social process contributing to the formation of complex societies in Mesoamerica.
- To **critically** analyze the social, cultural, and political Mesoamerican communities in a global context.
- To strengthen your intercultural competences.
- To recognize diversity in experiences derived from gender, race, and economic class differences through your daily interaction with your peers and the members of our host community.
- To identify and analyze texts, documents and other sources for clear, accurate, and informed for discussion (in class and in your written reports).
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.
- To reflect on strategies to become effective educators.

At the end of this course I would like my students to be able to:
- Think critically about the relevance of religious and spiritual systems in the social, cultural, and political development of the Mesoamerican communities.
- Evaluate past events and social processes as factors that shape our present.
- Develop a sense of global citizenship and responsibility, understanding your role in the world and the impact of your actions on a global scale.
- Demonstrate empathy, cultural sensitivity, and a commitment to making positive contributions to society
- Develop strategies to improve independent study and academic writing skills.
- Become familiar with social science terminology.

Learning modules:
This course is designed using a modular format—that is, each week is "packaged" as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

Timely submission of Blackboard assignments and participation in group discussions are compulsory to pass this course.

All texts assigned for this course will be available through Blackboard, our UTEP library or other internet sites.

The reading assignments are by no means exhaustive; they will, however, provide clues to more detailed treatments of the great majority of issues and questions raised in our examination of the Mesoamerican religions and spiritual systems.

Our study necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about and eradicating racism and other "isms" damaging to Mesoamerican peoples and their descendants. Material will not be introduced in a strict chronological order.

Note that films and sections of videos will be used to heighten our appreciation of historical eras and issues. As new material is emerging, our list of resources may change.

Grade distribution

Journal	35%
CEL project	25%
Participation	15%
Final paper	22%
Course evaluation	3%

- 90 – 100% = A   80 – 89% = B   70 – 79% = C   60 – 69% = D
  59% and below = F

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in the class is not the optimal. Every assignment must be proofread and processed through Microsoft Word Spelling and Grammar review system to ensure a college-level participation.

I will manage our course through Blackboard. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. When your score is not perfect, make sure you read the feedback provided by your instructor in the field titled "my grades." If the same errors are repeatedly submitted, the rubrics applied to your work will be different, assigning a larger weight to the items in need of improvement. I will be working on a one-to-one basis with you. I develop a personal relationship with each of my students through different channels, and always on their own terms. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me through Zoom if you need face-to-face instructions.

Journal (35%)

As part of your daily assignments, you will write a journal documenting your reflections on specific items listed in our syllabus schedule and about your learning progress in the program, through visits, lectures, and other activities. By thinking about and comparing issues, experiences, and course readings, you will develop well-supported opinions and knowledge on the content of the course. Journaling is defined as an interactive learning tool because this practice allows students to reflect on ideas and experiences that bring about questions, comparisons, insights, criticisms, speculations, and tentative conclusions. Although less formal than essays, journal entries should still construct a coherent narrative, use complete sentences, cite sources, be grammatically correct, and scholarly in tone. Extension: 250 words, minimum, per journal entry. For this part. When more than one item is listed for this activity, they will be combined in one journal entry. Keep in mind that you will use your journal entries substantially to write your final paper; thus, cite your sources as you type your reflections and reports, and in a references section. Additionally report on your experiences teaching English to members of the community. The extension for this part of the journal is 100 words, minimum, daily.

Community engagement (25%)

In this program, you will have the opportunity to teach English to members of our host community. This activity will allow you to share your culture and perspectives, simultaneously learning from your students about theirs. Class hours, tools, and guidance will be provided at our arrival by Na'atik instructors. Add at least 100 words to your journal entry describing your experiences and reporting the time spent teaching. The Na'atik coordinator will send a time sheet at the end of the course. Minimum teaching time: 20 hours. An alternative to this part of your grade is to do an additional research paper with an extension of 12 pages, double space, font 12, on the relation between education and religious systems in Mesoamerica, with a minimum of five academic sources.

Participation (15%)

You will maintain your participation status mainly by participating in all activities scheduled by our host community in Quintana Roo, and contributing to maintaining a collegial environment. Demonstrating your interest and active learning when in guided visits or guest lectures, particularly when members of the Mayan community share their knowledge with us, is crucial to excel in this area of your grade. Points will be deducted when distracted or causing distractions for our guides or lecturers, or when late or absent. Punctuality and attendance is mandatory. Two instances of lateness to any of the activities in the program will cause a deduction of 5% of your final grade. Every late arrival after the first two will result in a deduction of 5% of your final grade. Two absences will result in a deduction of 10% of your total score. Three absences to any of the activities will result in a failing grade.
In-class discussions must generate respectful and meaningful conversations. Conversations will always be unfinished since our aim is to generate permanent reflection on the topics at hand. The readings, lectures, and documentaries are provided as a point of departure to our intellectual journey. Applying the most current academic terminology to describe communities, except when

outdated terms are properly quoted, allows us to have respectful conversations and to observe how our language has evolved to reflect new perspectives in terms of race, ethnicity, and gender relations. When in doubt about the propriety of a term, consult with your professor.

Final paper (22%)

Students will submit a final argumentative paper developing the relation between Mesoamerican Religion, cultural identity and social justice. Minimum extension: 10 pages, not counting the cover page and the references, double space, Roman Times font 12. This is an assignment that you will be writing on a daily basis with your journal entries, where you will produce material to incorporate into your final paper. You can integrate your own experiences, but must use at least five primary sources, and five secondary sources to support your argument(s). Citing your sources, adding a reference section to your journal will certainly prepare you for this larger assignment.

Course evaluations (3%)

Submit your course evaluation and upload proof of submission to Blackboard. Do not include your responses.

Late work policy:
Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to "View Rubric" from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers and exams with me, but such conversation can only take place 24-hours after students receive their scores.

Students' responsibilities
- Students will complete all procedures required to drop the course if they desire to obtain a "W." A failing grade may affect your financial aid status and also affect the terms of your registration. I will work with you to succeed in this course; however, consult with your academic advisor to determine if you should drop this course on time to avoid a low GPA, or meet with me to go over your grades.
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at http://www.wikihow.com/Email-a-Professor. The format to address your professor is "Dr. Chew." Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.

- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.
- If you feel this course is not contributing to your intellectual growth, or you have any other concern, communicate with your instructor immediately so we can find ways to offer you a productive educational experience.

Technology requirements

In addition to receiving information during our class lectures, discussions, field trips, and other activities, course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. Our host community in Quintana-Roo will provide internet.

You will need to have access to a computer/laptop. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.
The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The Help Desk can provide answers via online to questions about using technology and services as well as technical support. Please visit the technical support page for more information.

How are we going to communicate with our professor?

Because this is a Study Abroad Program, we will constantly see each other and I will be available pretty much all day every day. I understand that, due to our busy schedule, you may still have questions or comments. Please, feel free to email me through our Blackboard system. I will respond as soon as possible.
- **Blackboard course messages**: We will use our Blackboard message system to communicate, when face-to-face meetings are not possible due to lectures, visits, and other activities. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.

- **E-mail.** Even if we see each other in class and during our program activities, sometimes I will not have enough time to reply to your messages immediately. Remind me of them when meeting in class. Or, if I do not respond during the next 48 hours through Blackboard, e-mail me through our UTEP system at sachewsmithart@utep.edu When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.
- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other students' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:
- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum).
- Other activities as indicated in each module's folder and in the Study Abroad Program schedule. Stay in contact with the group and our hosts to learn about any changes in the program as you are responsible to attend every event provided by your instructor or the host community.

Excused absences and/or course drop policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." In a course that is part of a Study Abroad program, attendance is evaluated through participation in our lectures and activities, punctual responses to your professor's feedback and instructions, and timely submission of assignments. See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. I may not drop you from the course; however, you may earn a failing grade if you do not complete your assignments or participate in the program activities. If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not submit your request, you are at risk of receiving an "F" for the course.

Make-up work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed or will miss a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort but you will upload it once your access to Blackboard is restored.

Incomplete grade policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline. **Assignments already graded are subjected to revision until the end of the course and will be reported to the OSCCR if academic dishonesty is suspected.**

This class is devoted to learning and practicing important critical thinking and communication skills that cannot be substituted by generative artificial intelligence (AI). While AI has already an important role in our lives, applying it to write your assignments can counteract learning. AI may be a fantastic tool in other courses, but activities in our syllabus do not include your direct use of AI to generate your homework. AI decreases our opportunities to learn from our experiences and from each other, our ability to overcome every intellectual challenge posed in this class, and to contribute our ideas, strengthening the confidence we need to respond to real-world situations. College is a place for learning, and AI cannot do that learning for us. In sum, submitting work that was actually produced by AI, even if edited, constitutes plagiarism.

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Test proctoring software

Quizzes may require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detection software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detection software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase. Other software will be used to identify Generative Applied Intelligence applications used in texts submitted by students.

Copyright statement for course materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources
- <u>Help Desk</u>: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, or chat.

Academic Resources
- <u>UTEP Library</u>: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- <u>University Writing Center (UWC)</u>: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. The center offers virtual tutoring.

- <u>RefWorks</u>: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- <u>Military Student Success Center</u>: Assists personnel in any branch of service to reach their educational goals.
- <u>Center for Accommodations and Support Services</u>: Assists students with ADA-related accommodations for coursework, housing, and internships.
- <u>Counseling and Psychological Services:</u> Provides a variety of counseling services including individual, couples, and group Modules as well as career and disability assessments.

This syllabus may be subject to modifications.

Reading and assignments schedule

Graded weekly activities include journal entries and exams. Access the assigned material on a daily basis.

This schedule is only a guide. Specific instructions will be posted in each module. Some introductory items may be added to this schedule to enhance our learning process. I will adjust our calendars to meet our class needs. If there are areas that require further review, I will add or substitute materials and graded activities.

Reading and discussion schedule

Carrasco, David. *Religions of Mesoamerica*. Second edition. Long Grove, Illinois: Waveland Press, 2014.

This textbook is the only book you will buy. It can be acquired in an electronic format. You do not need to have a Kindle device to read it, you can download the app or read it online. Renting cost: $7.00 - $14.00. Sale price e: $15 – $26.00.

Other texts and video materials will be assigned for reading, in part or in their entirety, and they will be available through our library or Blackboard. We will review each text as a group and I will provide definitions of terms, explanation of complex notions, and relevance of each item in class to facilitate your reading comprehension. This is a partial list:

Pharo, Lars Kirkhusmo. "The Concept of 'Religion' in Mesoamerican Languages." *Numen* 54, no. 1 (2007): 28–70. https://doi.org/10.1163/156852707X171370.

Restall, Matthew. *Seven Myths of the Spanish Conquest*. New York: Oxford University Press, Incorporated, 2004.

Townsend, Camilla. "Burying the White Gods: New Perspectives on the Conquest of Mexico." *The American Historical Review* 108, no. 3 (2003): 659–87. https://doi.org/10.1086/529592.

Bristol, Joan Cameron. Christians, Blasphemers and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century., University of New Mexico Press, 2017.

Jeanette Favros Peterson. "Creating the Virgin of Guadalupe: The Cloth, the Artist, and Sources in Sixteenth-Century New Spain." *The Americas* 61, no. 4 (2005): 571–610. http://www.jstor.org/stable/4490973.

Chiappari, Christopher L. "Toward a Maya Theology of Liberation: The Reformulation of a 'Traditional' Religion in the Global Context." *Journal for the Scientific Study of Religion* 41, no. 1 (2002): 47–67. http://www.jstor.org/stable/1387710.

Norget, Kristy."Progressive Theology and Popular Religiosity in Oaxaca, Mexico." In Smith, Christian, and Joshua. Prokopy. *Latin American Religion in Motion*. New York: Routledge, 1999.

Gill, Anthony."The Struggle to be Soul Provider." In Smith, Christian, and Joshua. Prokopy. *Latin American Religion in Motion*. New York: Routledge, 1999.

Pastor de Maria y Campos, Camila. "Guests of Islam." In Pinto, Paulo Gabriel Hilu da Rocha, María del Mar Logroño Narbona, and John Tofik Karam, eds. *Crescent over Another Horizon : Islam in Latin America, the Caribbean, and Latino USA*. Austin, Texas: University of Texas Press, 2015. https://doi.org/10.7560/302293.

Interview with Dr. Matthew Restall. Spanish Conquest. Wpsu/PBS. https://youtu.be/_U-19v-WC9Y?si=5Hw_r2GHzLG12bBH

May 13
Chapter 1 in *Religions of Mesoamerica*.

May 14
Chapter 2 in *Religions of Mesoamerica.*

May 15
Chapter 3 in *Religions of Mesoamerica.*

May 16
Chapter 4 in *Religions of Mesoamerica.*

May 17
Chapter 5 in *Religions of Mesoamerica.*
First Exam available in Blackboard. Submit by 9 PM on May 18.

Week Two (May 19 – May 25)

May 20
Pharo, Lars Kirkhusmo. "The Concept of 'Religion' in Mesoamerican Languages." *Numen* 54, no. 1 (2007): 28–70. https://doi.org/10.1163/156852707X171370.

May 21
Restall, Matthew. *Seven Myths of the Spanish Conquest*. New York: Oxford University Press, Incorporated, 2004.
Interview with Dr. Matthew Restall. Spanish Conquest. Wpsu/PBS. https://youtu.be/_U-19v-WC9Y?si=5Hw_r2GHzLG12bBH

May 22
Townsend, Camilla. "Burying the White Gods: New Perspectives on the Conquest of Mexico." *The American Historical Review* 108, no. 3 (2003): 659–87. https://doi.org/10.1086/529592.

May 23
Bristol, Joan Cameron. Christans, Blasphemers and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century., University of New Mexico Press, 2017.

May 24
Jeanette Favros Peterson. "Creating the Virgin of Guadalupe: The Cloth, the Artist, and Sources in Sixteenth-Century New Spain." *The Americas* 61, no. 4 (2005): 571–610. http://www.jstor.org/stable/4490973.

Chiappari, Christopher L. "Toward a Maya Theology of Liberation: The Reformulation of a 'Traditional' Religion in the Global Context." *Journal for the Scientific Study of Religion* 41, no. 1 (2002): 47–67. http://www.jstor.org/stable/1387710.

Norget, Kristy."Progressive Theology and Popular Religiosity in Oaxaca, Mexico." In Smith, Christian, and Joshua. Prokopy. *Latin American Religion in Motion*. New York: Routledge, 1999.

May 25
Gill, Anthony."The Struggle to be Soul Provider." In Smith, Christian, and Joshua. Prokopy. *Latin American Religion in Motion*. New York: Routledge, 1999.

Pastor de Maria y Campos, Camila. "Guests of Islam." In Pinto, Paulo Gabriel Hilu da Rocha, María del Mar Logroño Narbona, and John Tofik Karam, eds. *Crescent over Another Horizon : Islam in Latin America, the Caribbean, and Latino USA*. Austin, Texas: University of Texas Press, 2015. https://doi.org/10.7560/302293.
Second Exam available in Blackboard, Submit by 9 PM on May 27.

May 28.
Final paper due by midnight.