

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

FACULTY APPLICANT

Faculty Name: Tafari Nugent

CEL Course Name: Rhetoric and Writing Studies

College: Liberal Arts

Department: English

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated.

All face to face 1302

Cross-list Information (if applicable):

New CRN (if known):

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.

Tafari Nugent

April 22, 2024

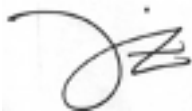
Faculty Signature

Date

DEPARTMENT CHAIR

Department Chair Name:

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.



April 22, 2024

Department Signature

Date

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

FACULTY APPLICANT

Faculty Name: Maria Luisa Picard-Ami

CEL Course Name: Urban Administration

College: Liberal Art

Department: Political Science and Public Administration

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated.

Currently only one section. All CEL

Cross-list Information (if applicable):

New CRN (if known): 12909

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 L. Picard-Ami Digitally signed by Maria L. Picard-Ami
Date: 2024.04.04 16:10:04 -07'00'

Faculty Signature

Date

DEPARTMENT CHAIR

Department Chair Name: Gaspare Genna

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.

Gaspare Genna Digitally signed by Gaspare Genna
DN: cn=Gaspare Genna, o=UTEP, ou=Political Science and
Public Administration, email=ggenna@utep.edu, c=US
Date: 2024.04.08 13:13:24 -06'00'

Department Signature

April 8, 2024

Date

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title:

College:

Department:

DEPARTMENT CHAIR

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

Arma V. Montelongo

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

View results

Respondent

11 Adrian Aragonés

08:14

Time to complete

Faculty Member Name: *

Adrian Aragonés

Semester, Year this form applies to: (i.e. Fall, 2024) *

Fall 2024

Course Title: *

Latino Presence in the US

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

CHIC 2302

CRN (if known):

If not yet known, leave blank

13943

Undergraduate or Graduate Level: *

Undergraduate

Department or Program: *

Chicano Studies Program

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated. *

no

Is the course cross-listed? *

Yes

No

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.

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 create a Dia de los Muertos Alter and present the work to the community via The El Paso Mexican American Cultural Center and/or the Concordia Heritage Association (resective) Dia de los Muertos annual event.

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

20 % minimum

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

20% of the grade

How will these elements be assessed? *

Written reflections, oral presentations to the class, and journaling of the process from start to finish. Included will be a required annotated bibliography.

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

15-page essay that incorporates writing elements that will be used by the whole class but (in the case of no alter done) the written assignment will be 25% of the grade. Experiential learning is the best means to connect theory and practice in any field of study - in my opinion

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

Experiential learning is the best means to connect theory and practice in any field of study - in my opinion

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 El Paso Mexican American Cultural Center, Concordia Heritage Association, La Fe Preparatory School

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. *

TBA

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> *

 [CHIC 2302 CEL FA 2024 Final Edits MW 9am Adrian Aragonés.docx](#)

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/cel-approval-page.pdf> *

 [CHIC 2302 CEL FA 2024 Final Edits MW 9am Adrian Aragonés.docx](#)

The University of Texas at El Paso

Latino Presence in the US, Fall 2024

CHIC 2302, CRN# 13943

Aug 28, 2024 - Dec 15, 2024

M/W 1.30pm - 2.50pm; LART 203

Adrián Aragonés

↗ Graham Hall #200

↗ Office Hrs: TBA

- Blackboard email (responses within 24 hrs.)
- Secondary email: aaragones@utep.edu (no timeline available)
- (915) 867-3311: for scheduling an appointment.

Course Description:

This (CEL)* course's aim is study to better understand immigration from Latin America to the US. This course is designed to provide the student with a general overview of past and present Latino & Latina culture and society. Using an interdisciplinary framework, this course examines ethnic formation from contact and conquest to the present. The course uses race, ethnicity, class, and gender as categories of analysis to interpret how and why Latinos & Latinas create distinct culture and identities in the United States. The readings and videos explore a number of topics to include immigration, education, labor, politics, and pop culture for a better understanding of how diverse and complex Latino & Latina communities negotiate, resist, and redefine their place in the U.S.

Participants will contribute to building an altar that corresponds with Mexican, Mexican American, Chicano and Chicana traditions, beliefs, and culture but will research and present altars that pay homage to people from the larger Latino/a/x community. However, students will have the option, in lieu of the altar, to research and into a significant contribution from the larger Latino/a/x community to the American society.

*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 (full details to be provided in class). 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. Please also note that course

assignments and assessments are developed in line with UTEP's "Edge Advantage" goals.

****If you choose to not participate in the altar making process, you can opt to write a research paper about the socio-cultural dynamics associated with Dias de los Muertos. We will follow the same timelines whether altars or paper. You will only submit the paper at the time colleagues present their altars.**

Goals:

1. Develop the critical-thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes in Latino/a/x community and identity formation within the context of US History.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political and metaphorical borders.
4. Connect the past to the present to better understand the world around them.
5. Develop their technology skills and learn to use software available for teaching and learning.

Required Materials:

- Goetz, P. B. (2020). Reading, writing, and revolution: Escuelitas and the emergence of a Mexican American identity in Texas. University of Texas Press.
- Academic articles, videos, movies, and so forth will be provided, as needed, in respective Blackboard modules.
- Pencil and a highlighter for in-class peer-reviews

Grading: A grading rubric will be explained and provided in class.

- A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%
-

Assignments: 430 total possible points.

- **Dia de los Muertos building/presentation of altars.**
 - ↳ Altar Presentation = 50pts
 - ↳ Reflection Essays = 20pts.
- **Dia de los Muertos research paper:**
 - Proposal = 5pts
 - Research paper 45pts
 - Annotated Bibliography = 20pts
- **Reflections on our textbook and lectures:**
 - 8 reflections = 10 points (80pts for the term)
- **Annotated Bibliography (not related to Dia de los Muertos) and Final paper = 150**

- **Community Service = 60 points**
 - **Service sites include but not limited to" La Fe Preparatory, Concordia Heritage Association, Mexican American Cultural Center. Service sites include but not limited to" La Fe Preparatory, Concordia Heritage Association, Mexican American Cultural Center. Depending on the site, duties include volunteering as needed for a minimum of 20 hours per semester. More details will be available soon.**

Meeting with the Instructor:

- It is up to you to meet with me. I am readily available during office hours or an appointment of your choosing. To set up a date and time, please send a Blackboard email. Please allow, at the least, a 24-hour turn-around time for a response. If I do not respond to your mail accordingly, then text me after the 24hr wait period.

Course Policies

- I will make any necessary additions/subtractions to the course work, assignments, reading materials, films, videos, and so forth in the best interest of stated goals and understanding of class materials and ideas.

Attendance:

- You can miss up to and including 3 classes.
 - ✓ The 4th absence = lose 1 letter-grade from the final grade.
 - ✓ The 5th absence = dropped from the course w/ an "F" grade.
- If you have an excused absence, you are responsible for coordinating a schedule in which to submit your work in a timely manner.
- If you have academic, athletic, or military commitments - proof of said commitment must be presented at least one week of class - no exceptions.
- Missing work will count as an absence.
- Missing an in-class peer-review will result in:
 - ✓ a grade of 0 for the missed review
 - ✓ a final version of the assignment is an automatic "0"
 - ✓ consequently, a missed peer-review: 2 zeros = 2 absences

Electronic Devices:

- If you use an electronic device in class, you must sit in the first or second row.
- You cannot record any class activity or lecture without prior permission. This is done to protect student privacy.
- Phones are not allowed as note-taking or recording devices.
- Use of phone or internet on any device without instruction to do so:
 - ✓ 1st infraction - you will be asked to leave the class and lose a letter-grade from your final grade.
 - ✓ 2nd infraction - you will be dropped from the class.
 - ✓ The two previous points are at my discretion and the decision is final - no exceptions.

Deadlines:

- ✓ All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, tests, and so forth.** No late work accepted.

Academic Dishonesty:

- 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, processing 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 person's 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. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

Students with Disabilities:

- If you have a documented disability and require specific accommodations you will need to 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 within the first two weeks for classes. For additional information please visit the CASS website at www.sa.utep.edu/cass

- **Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents [Rules and Regulations](#), which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate.

VPN Connection

- In this class you will access a number of videos that are housed at the UTEP library. The easiest strategy for you to access these videos is to create a VPN (Virtual Private Network) Connection. I have provided a VPN Connection link on the home page, which will assist you in creating your VPN account. The purpose of the VPN is to provide you with easy access to library sources when you are off campus. Click on the VPN Connection link, choose your operating system and follow the detailed instructions for creating your account.
- You can access instructions for how to set up the UTEP VPN on your personal computer here: <http://libguides.utep.edu/howdoi/vpn>
- If you cannot access VPN for whatever reason: technical issues, not familiar with Blackboard, anxiety, or whatever the case - please let me know as soon as an issue arrives or is seen on your horizon. I can only help if an issue is made known.

Course Calendar

Module #1 Aug 28 – Sept 17	Introduction	Course Work
<u>Week #1:</u>	<p style="text-align: center;"><u>Chicano/a/x = ?</u></p> <p>Reading:</p> <ul style="list-style-type: none"> ↗ Solorzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit theory and method: Counter-storytelling. <i>International Journal of Qualitative Studies in Education</i>, 14(4), 471-495. https://doi.org/10.1080/09518390110063365 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #2:</u>	<p>Videos:</p> <ul style="list-style-type: none"> ↗ <i>Changing Education Paradigms</i> (18 min) ↗ <i>Engineering an Empire: The Aztecs</i> (45 min) <p>Reading:</p> <ul style="list-style-type: none"> ↗ David Stannard, “Genocide in America”. (pp. 1-2) 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: none
<u>Week #3:</u>	<ul style="list-style-type: none"> ↗ Tuesday, we will all meet in the classroom as usual. ↗ Thursday, go directly to the library. <p>Reading:</p> <ul style="list-style-type: none"> ↗ Anzaldúa, “How to Tame a Wild Tongue” (pp. 33-45) <p>Videos:</p> <ul style="list-style-type: none"> ↗ <i>Chimamanda Ngozi Adichie: The danger of a single story TED</i> (19:16 min) ↗ <i>Palos, A. McGinnis, E. (Director). (2011). Precious Knowledge [Video file]. Dos Vatos. Retrieved September 4, 2023, from Kanopy.</i> <p><u>Library Visit 1/2:</u> Library Room #204 B</p> <ul style="list-style-type: none"> ↗ On Thursday - go directly to the library. ↗ This is key to your final grade: the info is invaluable! 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.

MOD #2 Sept. 18 – Oct. 8	Reading / Activities	Due Dates
<p><u>Week #4</u></p>	<p style="text-align: center;">Culture = Identity & History</p> <p style="text-align: center;">-----</p> <p>↪ Tuesday, we will all meet in the classroom as usual. ↪ Thursday, go directly to the Library.</p> <p style="text-align: center;">-----</p> <p>Reading: ↪ “The Mexican Problem: Empire Public Policy and Educating Mexican Immigrants. (pp.8-16)</p> <p><u>Library Visit 2/2: Library Room #204 B</u> ✓ On Thursday - go directly to the library. This is key to your final grade: the info is invaluable!</p>	<p>Reflection & Quiz due:</p> <p>✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.</p>
<p><u>Week #5</u></p>	<p>Readings: ↪ Ruíz, V. (2008). <i>Confronting America</i>. In <i>From out of the shadows: Mexican women in Twentieth-century America</i> (pp. 33-50). Oxford University Press.</p> <ul style="list-style-type: none"> ✓ Proposal format introduced. ✓ Group meeting // planning session ✓ Dia de los Muertos Proposal <ul style="list-style-type: none"> ○ Written draft due next Tuesday for peer-review 	<p>Reflection & Quiz due:</p> <p>✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.</p>
<p><u>Week #6</u></p>	<p style="text-align: center;">Proposal: Dia de los Muertos Alter</p> <p>Readings:</p> <ul style="list-style-type: none"> ✓ <i>Pedagogical Curricular, and Institutional Deficits in K – 12 schooling.</i> ✓ In-class peer-review ✓ Bring one copy of your proposal. ✓ Proposal must be printed – no exceptions. ✓ Bring your pencil for editing 	<p>Reflection & Quiz due:</p> <p>✓ Proposal due Sun. 11PM.</p>

MOD #3 Oct. 9 – Oct. 29	<u>Reading/Activities</u>	Course Work
<u>Week #7</u>	<p style="text-align: center;">Politics = Voice</p> <ul style="list-style-type: none"> ❖ On Tuesday, you will go directly to the Library for the Oct. 10 event. If you stay to help clean up – extra points. ❖ The event starts at 1pm – so come in quietly and sit in the back. I will have a section of seats for you at the ready <p>Readings:</p> <ul style="list-style-type: none"> ✓ <i>Flores-Macias, “Developing a Culturally-Relevant Educational Program for Chicanos.”</i> <p>Special event:</p> <ul style="list-style-type: none"> ✓ TBA Lecture: “Comic Book Fandom: How Latino/a Superheroes Impact Mexican and Mexican American Identities In and Around Ideological and Physical MEX/US Borderlands.” <ul style="list-style-type: none"> ○ 1pm – 3pm Library Blumberg Room ○ Meet at 12pm for set up. ○ If you stay beyond 1.30, you get extra credit. ○ Bring a friend to the event, even more points. ✓ TBA. Presentation: “Mexica, Olmeca, and Maya in a Parallel Universe: An Imagined Future to Better Understand the Past.” <ul style="list-style-type: none"> ○ 1pm – 3pm Library Bloomberg Room ○ Attend both Tues & Thursday = 2x extra credit ✓ Bring a friend to the event, even more points! 	<p style="text-align: center;">Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM. (10pts)
<u>Week #8</u>	<p style="text-align: center;">Alter Planning & Building</p> <ul style="list-style-type: none"> ✓ In-class exercise to help generate a proposal <ul style="list-style-type: none"> ○ We will choose groups to discuss ideas. ○ Collaboration is key. ○ The process is teamwork; the final project is solo. ✓ Bring a hard-copy of rough draft to class for mandatory peer-review. <ul style="list-style-type: none"> ○ Each person will bring one copy to share with a team member for feedback and editing. 	<p style="text-align: center;">Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM. (
<u>Week #9</u> Finalized alters due. Papers: Draft I due.	<p style="text-align: center;">Alter Presentation</p> <ul style="list-style-type: none"> ➤ Saturday, TBA Dia de los Muertos downtown public presentation 	<p style="text-align: center;">Alter presentation</p> <ul style="list-style-type: none"> ✓ Sat, TBA ✓ Location

MOD #4 Oct. 30 - Nov 12	Reading / Activities	Course Work
<p><u>Week #10:</u> ✓ Papers: Final Draft due.</p>	<p style="text-align: center;">Alter Presentation</p> <ul style="list-style-type: none"> ➤ Saturday, TBA <ul style="list-style-type: none"> ○ Dia de los Muertos Concordia Heritage Association <p>FYI >>> November 3, 2023 is the last day to withdraw from the class with a “W”. Dropping the class after this day will incur a grade of “F”</p>	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Quiz: None ✓ Reflection: None
<p><u>Week #11:</u></p>	<p style="text-align: center;">Project Prep: Collecting references.</p> <ul style="list-style-type: none"> ✓ In-class peer-review of sources. ✓ Thursday class is optional. <ul style="list-style-type: none"> ○ I will be in the classroom to review your work on final time before your submission. ○ This day can also be used to come and talk about your grades if you wish. 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Citation revisions are due Thursday at 11pm. ✓ No other work is due.
<p><u>Week #12:</u></p>	<p style="text-align: center;">Project Prep: Collecting the Data / Follow the Data</p> <ul style="list-style-type: none"> ✓ In-class exercise to help generate annotated bibliography <ul style="list-style-type: none"> ○ We will choose groups to discuss ideas. ○ The process is teamwork; the final project is solo. ✓ Bring a hard-copy of rough draft to class for mandatory peer-review. <ul style="list-style-type: none"> ○ Each person will bring one copy to share with a team member for feedback and editing. <p>Use Blackboard to submit a final draft of the proposal.</p>	<p>Critical Reflection Due on</p> <ul style="list-style-type: none"> ✓ Citation revisions are due Sunday at 11pm.

MOD #5 Nov. 20 - Dec. 10	Reading / Activities	Course Work
<u>Week #13:</u>	No class on Tuesday, TBA. <ul style="list-style-type: none"> ✓ I will be in the office if you would like to meet about your project ideas, talk about grades, or anything on your mind. ✓ Take the time to rest and prepare for next week! ----- <ul style="list-style-type: none"> ❖ Turkey Day break Thursday, November 23. ❖ See you all Monday – be safe, enjoy the time off. 	<i>Reflection & Quiz due:</i> <ul style="list-style-type: none"> ✓ Quiz: Opens Monday at 9AM - closes Sun. 11PM. ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #14:</u>	<p style="text-align: center;">Final Project: Final Prep</p> Readings: <ul style="list-style-type: none"> ✓ TBA ✓ Proposal >>> Abstract ✓ Related sources ✓ Annotated bibliography 	<i>Reflection & Quiz due:</i> <ul style="list-style-type: none"> ✓ Quiz: Opens Monday at 9AM - closes Sun. 11PM. ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #15:</u>	<p style="text-align: center;"><u>Project Review</u> >>> TBA</p> Readings: <ul style="list-style-type: none"> ✓ TBA 	Final Project Due on <ul style="list-style-type: none"> ✓ Friday, Dec. 15 t 5pm via Blackboard

MOD #6 Dec. 11 – Dec. 15	Final Project Due Friday, Dec. 15	Course Work
<u>Week #16:</u>	<p style="text-align: center;">Final project due on (or before) Friday, Dec. 15, 2023, at 5pm via Blackboard submission.</p>	Final Project Due on <ul style="list-style-type: none"> ✓ Friday, Dec. 15 at 5pm via Blackboard

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: Cultural Youth & Diversity

College: Liberal Arts

Department: Latin US

DEPARTMENT CHAIR Irma Montelongo, PhD

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



Signature

3-18-2024

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

View results

Respondent

7 Adrian Aragonés

00:45

Time to complete

1. Faculty Member Name: *

Adrian Aragonés

2. Semester, Year this form applies to: (i.e. Fall, 2024) *

Fall 2024

3. Course Title: *

Cultural Youth & Diversity

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

CHIC 3339

5. CRN (if known):

If not yet known, leave blank

13944

6. Undergraduate or Graduate Level: *

Undergraduate

7. Department or Program: *

Chicano Studies Program

8. Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated. *

no

9. Is the course cross-listed? *

Yes

No

10. 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.

11. 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 create a Dia de los Muertos Alter and present the work to the community via The El Paso Mexican American Cultural Center and/or the Concordia Heritage Association (resective) Dia de los Muertos annual event.

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

20 hours minimum.

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

25% of the grade

14. How will these elements be assessed? *

Written reflections, oral presentations to the class, and journaling of the process from start to finish. Included will be a required annotated bibliography.

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

15-page essay that incorporates writing elements that will be used by the whole class but (in the case of no alter done) the written assignment will be 25% of the grade.

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

Experiential learning is the best means to connect theory and practice in any field of study - in my opinion.

17. **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 El Paso Mexican American Cultural Center, Concordia Heritage Association, La Fe Preparatory School.

18. **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. ***

TBA

19. **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> *

 [Sample_Syllabus for CEL App Adrian Aragoones.docx](#)

20. **Please attach your signed CEL approval form.**

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/cel-approval-page.pdf> *

 [cel-approval-page_mar_2024_Adrian_Aragones.pdf](#)

The University of Texas at El Paso

Diversity, Culture, and Youth, Fall 2024

CHIC 3339, CRN# 10476

Aug 8, 2023 - Dec 7, 2023

M/W 1.30pm - 2.50pm; LART 201

Adrián Aragonés

↗ Graham Hall #200

↗ Office Hrs: TBA

- Blackboard email (responses within 24 hrs.)
- Secondary email: aaragones@utep.edu (no timeline available)
- (915) 867-3311: for scheduling an appointment.

Course Description:

This (CEL)* course's aim is study the connections between Mexican and Mexican American culture and society and its relationship to the education system within the context of US History. Using an interdisciplinary framework, the lessons use race, ethnicity, class, and gender as categories of analysis to understand how and why Mexican and Mexican Americans impact the US school's system and how the education has impacted them. The assigned materials a number of topics demonstrate how Mexican and Mexican Americans have succeeded because of the American school system as well as in spite of it.

Participants will contribute to building an altar that corresponds with Mexican, Mexican American, Chicano and Chicana traditions, beliefs, and culture.

*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 (full details to be provided in class). 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. Please also note that course assignments and assessments are developed in line with UTEP's "Edge Advantage" goals.

**If you choose to not participate in the altar making process, you can opt to write a research paper about the socio-cultural dynamics associated with Dias de los Muertos. We will follow the same timelines whether altars or paper. You will only submit the paper at the time colleagues present their altars.

Goals:

1. Develop the critical-thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes in Latino/a/x community and identity formation within the context of US History.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political and metaphorical borders.
4. Connect the past to the present to better understand the world around them.
5. Develop their technology skills and learn to use software available for teaching and learning.

Required Materials:

- Goetz, P. B. (2020). Reading, writing, and revolution: Escuelitas and the emergence of a Mexican American identity in Texas. University of Texas Press.
- Academic articles, videos, movies, and so forth will be provided, as needed, in respective Blackboard modules.
- Pencil and a highlighter for in-class peer-reviews

Grading: A grading rubric will be explained and provided in class.

- A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

Assignments: 300 total possible points.

- **Dia de los Muertos building/presentation of altars.**
 - ↳ **Alter Presentation = 50pts**
 - ↳ **Reflection Essays = 20pts.**
- **Dia de los Muertos research paper:**
 - **Proposal = 5pts**
 - **Research paper 45pts**
 - **Annotated Bibliograph = 20pts**
- **Reflections:**
 - **8 reflections = 10 points (80pts for the term)**
- **Annotated Bibliography (not related to Dia de los Muertos)**
 - **20pts.**
- **Community Service = 60 points**
 - **Service sites include but not limited to" La Fe Preparatory, Concordia Heritage Association, Mexican American Cultural Center. Depending on the site, duties include volunteering as needed for a minimum of 20 hours per semester. More details will be available soon.**

Meeting with the Instructor:

- It is up to you to meet with me. I am readily available during office hours or an appointment of your choosing. To set up a date and time, please send a Blackboard email. Please allow, at the least, a 24-hour turn-around time for a response. If I do not respond to your mail accordingly, then text me after the 24hr wait period.

Course Policies

- I will make any necessary additions/subtractions to the course work, assignments, reading materials, films, videos, and so forth in the best interest of stated goals and understanding of class materials and ideas.

Attendance:

- You can miss up to and including 3 classes.
 - ✓ The 4th absence = lose 1 letter-grade from the final grade.
 - ✓ The 5th absence = dropped from the course w/ an "F" grade.
- If you have an excused absence, you are responsible for coordinating a schedule in which to submit your work in a timely manner.
- If you have academic, athletic, or military commitments - proof of said commitment must be presented at least one week of class - no exceptions.
- Missing work will count as an absence.
- Missing an in-class peer-review will result in:
 - ✓ a grade of 0 for the missed review
 - ✓ a final version of the assignment is an automatic "0"
 - ✓ consequently, a missed peer-review: 2 zeros = 2 absences

Electronic Devices:

- If you use an electronic device in class, you must sit in the first or second row.
- You cannot record any class activity or lecture without prior permission. This is done to protect student privacy.
- Phones are not allowed as note-taking or recording devices.
- Use of phone or internet on any device without instruction to do so:
 - ✓ 1st infraction - you will be asked to leave the class and lose a letter-grade from your final grade.
 - ✓ 2nd infraction - you will be dropped from the class.
 - ✓ The two previous points are at my discretion and the decision is final - no exceptions.

Deadlines:

- ✓ All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, tests, and so forth.** No late work accepted.

Academic Dishonesty:

- 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, processing 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 person's 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. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

Students with Disabilities:

- If you have a documented disability and require specific accommodations you will need to 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 within the first two weeks for classes. For additional information please visit the CASS website at www.sa.utep.edu/cass
- **Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents [Rules and Regulations](#), which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate.

VPN Connection

- In this class you will access a number of videos that are housed at the UTEP library. The easiest strategy for you to access these videos is to create a VPN (Virtual Private Network) Connection. I have provided a VPN Connection link on the home page, which will assist you in creating your VPN account. The purpose of the VPN is to provide you with easy access to library sources when you are off campus. Click on the VPN Connection link, choose your operating system and follow the detailed instructions for creating your account.
- You can access instructions for how to set up the UTEP VPN on your personal computer here: <http://libguides.utep.edu/howdoi/vpn>
- If you cannot access VPN for whatever reason: technical issues, not familiar with Blackboard, anxiety, or whatever the case - please let me know as soon as an issue arrives or is seen on your horizon. I can only help if an issue is made known.

Course Calendar

Module #1 Aug 28 – Sept 17	Introduction	Course Work
<u>Week #1:</u>	<p style="text-align: center;"><u>Chicano/a/x = ?</u></p> <p>Reading:</p> <ul style="list-style-type: none"> ↗ Solorzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit theory and method: Counter-storytelling. <i>International Journal of Qualitative Studies in Education</i>, 14(4), 471-495. https://doi.org/10.1080/09518390110063365 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #2:</u>	<p>Videos:</p> <ul style="list-style-type: none"> ↗ <i>Changing Education Paradigms</i> (18 min) ↗ <i>Engineering an Empire: The Aztecs</i> (45 min) <p>Reading:</p> <ul style="list-style-type: none"> ↗ David Stannard, “Genocide in America”. (pp. 1-2) 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: none
<u>Week #3:</u>	<ul style="list-style-type: none"> ↗ Tuesday, we will all meet in the classroom as usual. ↗ Thursday, go directly to the library. <p>Reading:</p> <ul style="list-style-type: none"> ↗ Anzaldúa, “How to Tame a Wild Tongue” (pp. 33-45) <p>Videos:</p> <ul style="list-style-type: none"> ↗ <i>Chimamanda Ngozi Adichie: The danger of a single story TED</i> (19:16 min) ↗ <i>Palos, A. McGinnis, E. (Director). (2011). Precious Knowledge [Video file]. Dos Vatos. Retrieved September 4, 2023, from Kanopy.</i> <p><u>Library Visit 1/2:</u> Library Room #204 B</p> <ul style="list-style-type: none"> ↗ On Thursday - go directly to the library. ↗ This is key to your final grade: the info is invaluable! 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.

MOD #2 Sept. 18 – Oct. 8	Reading / Activities	Due Dates
<u>Week #4</u>	<p style="text-align: center;">Culture = Identity & History -----</p> <ul style="list-style-type: none"> ↗ Tuesday, we will all meet in the classroom as usual. ↗ Thursday, go directly to the Library. <p style="text-align: center;">-----</p> <p>Reading:</p> <ul style="list-style-type: none"> ↗ “The Mexican Problem: Empire Public Policy and Educating Mexican Immigrants. (pp.8-16) <p><u>Library Visit 2/2: Library Room #204 B</u></p> <ul style="list-style-type: none"> ✓ On Thursday - go directly to the library. This is key to your final grade: the info is invaluable! 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #5</u>	<p>Readings:</p> <ul style="list-style-type: none"> ↗ Ruíz, V. (2008). Confronting America. In <i>From out of the shadows: Mexican women in Twentieth-century America</i> (pp. 33-50). Oxford University Press. <ul style="list-style-type: none"> ✓ Proposal format introduced. ✓ Group meeting // planning session ✓ Dia de los Muertos Proposal <ul style="list-style-type: none"> ○ Written draft due next Tuesday for peer-review 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #6</u>	<p style="text-align: center;">Proposal: Dia de los Muertos Alter</p> <p>Readings:</p> <ul style="list-style-type: none"> ✓ <i>Pedagogical Curricular, and Institutional Deficits in K – 12 schooling.</i> ✓ In-class peer-review ✓ Bring one copy of your proposal. ✓ Proposal must be printed – no exceptions. ✓ Bring your pencil for editing 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Proposal due Sun. 11PM.

MOD #3 Oct. 9 – Oct. 29	<u>Reading/Activities</u>	Course Work
<u>Week #7</u>	<p style="text-align: center;">Politics = Voice</p> <ul style="list-style-type: none"> ❖ On Tuesday, you will go directly to the Library for the Oct. 10 event. If you stay to help clean up – extra points. ❖ The event starts at 1pm – so come in quietly and sit in the back. I will have a section of seats for you at the ready <p>Readings:</p> <ul style="list-style-type: none"> ✓ <i>Flores-Macias, “Developing a Culturally-Relevant Educational Program for Chicanos.”</i> <p><u>Special event:</u></p> <ul style="list-style-type: none"> ✓ TBA Lecture: “Comic Book Fandom: How Latino/a Superheroes Impact Mexican and Mexican American Identities In and Around Ideological and Physical MEX/US Borderlands.” <ul style="list-style-type: none"> ○ 1pm – 3pm Library Blumberg Room ○ Meet at 12pm for set up. ○ If you stay beyond 1.30, you get extra credit. ○ Bring a friend to the event, even more points. ✓ TBA. Presentation: “Mexica, Olmeca, and Maya in a Parallel Universe: An Imagined Future to Better Understand the Past.” <ul style="list-style-type: none"> ○ 1pm – 3pm Library Bloomberg Room ○ Attend both Tues & Thursday = 2x extra credit ✓ Bring a friend to the event, even more points! 	<p style="text-align: center;">Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM. (10pts)
<u>Week #8</u>	<p style="text-align: center;">Alter Planning & Building</p> <ul style="list-style-type: none"> ✓ In-class exercise to help generate a proposal <ul style="list-style-type: none"> ○ We will choose groups to discuss ideas. ○ Collaboration is key. ○ The process is teamwork; the final project is solo. ✓ Bring a hard-copy of rough draft to class for mandatory peer-review. <ul style="list-style-type: none"> ○ Each person will bring one copy to share with a team member for feedback and editing. 	<p style="text-align: center;">Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM. (
<p><u>Week #9</u> Finalized alters due. Papers: Draft I due.</p>	<p style="text-align: center;">Alter Presentation</p> <ul style="list-style-type: none"> ➤ Saturday, TBA Dia de los Muertos downtown public presentation 	<p style="text-align: center;">Alter presentation</p> <ul style="list-style-type: none"> ✓ Sat, TBA ✓ Location

MOD #4 Oct. 30 - Nov 12	Reading / Activities	Course Work
<p>Week #10: ✓ Papers: Final Draft due.</p>	<p style="text-align: center;">Alter Presentation</p> <p>➤ Saturday, TBA</p> <ul style="list-style-type: none"> ○ Dia de los Muertos Concordia Heritage Association <p>FYI >>> November 3, 2023 is the last day to withdraw from the class with a “W”. Dropping the class after this day will incur a grade of “F”</p>	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Quiz: None ✓ Reflection: None
<p>Week #11:</p>	<p style="text-align: center;">Project Prep: Collecting references.</p> <ul style="list-style-type: none"> ✓ In-class peer-review of sources. ✓ Thursday class is optional. <ul style="list-style-type: none"> ○ I will be in the classroom to review your work on final time before your submission. ○ This day can also be used to come and talk about your grades if you wish. 	<p>Reflection & Quiz due:</p> <ul style="list-style-type: none"> ✓ Citation revisions are due Thursday at 11pm. ✓ No other work is due.
<p>Week #12:</p>	<p style="text-align: center;">Project Prep: Collecting the Data / Follow the Data</p> <ul style="list-style-type: none"> ✓ In-class exercise to help generate annotated bibliography <ul style="list-style-type: none"> ○ We will choose groups to discuss ideas. ○ The process is teamwork; the final project is solo. ✓ Bring a hard-copy of rough draft to class for mandatory peer-review. <ul style="list-style-type: none"> ○ Each person will bring one copy to share with a team member for feedback and editing. <p>Use Blackboard to submit a final draft of the proposal.</p>	<p>Critical Reflection Due on</p> <ul style="list-style-type: none"> ✓ Citation revisions are due Sunday at 11pm.

MOD #5 Nov. 20 - Dec. 10	Reading / Activities	Course Work
<u>Week #13:</u>	No class on Tuesday, TBA. <ul style="list-style-type: none"> ✓ I will be in the office if you would like to meet about your project ideas, talk about grades, or anything on your mind. ✓ Take the time to rest and prepare for next week! ----- <ul style="list-style-type: none"> ❖ Turkey Day break Thursday, November 23. ❖ See you all Monday – be safe, enjoy the time off. 	<i>Reflection & Quiz due:</i> <ul style="list-style-type: none"> ✓ Quiz: Opens Monday at 9AM - closes Sun. 11PM. ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #14:</u>	<p style="text-align: center;">Final Project: Final Prep</p> Readings: <ul style="list-style-type: none"> ✓ TBA ✓ Proposal >>> Abstract ✓ Related sources ✓ Annotated bibliography 	<i>Reflection & Quiz due:</i> <ul style="list-style-type: none"> ✓ Quiz: Opens Monday at 9AM - closes Sun. 11PM. ✓ Reflection: Opens Monday at 9AM - closes Sun. 11PM.
<u>Week #15:</u>	<p style="text-align: center;"><u>Project Review</u> >>> TBA</p> Readings: <ul style="list-style-type: none"> ✓ TBA 	Final Project Due on <ul style="list-style-type: none"> ✓ Friday, Dec. 15 t 5pm via Blackboard

MOD #6 Dec. 11 – Dec. 15	Final Project Due Friday, Dec. 15	Course Work
<u>Week #16:</u>	<p style="text-align: center;">Final project due on (or before) Friday, Dec. 15, 2023, at 5pm via Blackboard submission.</p>	Final Project Due on <ul style="list-style-type: none"> ✓ Friday, Dec. 15 at 5pm via Blackboard

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: Community Engagement in Geoscience

College: Science

Department: Earth, Environmental and Resource 

DEPARTMENT CHAIR James Kubicki

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

James D. Kubicki Digitally signed by James D. Kubicki
Date: 2024.04.22 10:40:47 -06'00'

04/22/2024

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.

04/22/2024

Signature

Date

LIBERAL ARTS COLLEGE DEAN – ANADELI BENCOMO

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

04/22/2024

Signature

Date

View results

Respondent

9 Jason Ricketts

00:28

Time to complete

Faculty Member Name: *

Jason Ricketts

Semester, Year this form applies to: (i.e. Fall, 2024) *

Fall, 2024

Course Title: *

Topics in Geological Sciences - Community Engagement

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

GEOL 4315, GEOL 5315, GEOL 6315

CRN (if known):

If not yet known, leave blank

13321, 11507

Undergraduate or Graduate Level: *

Undergraduate and Graduate levels

Department or Program: *

Earth, Environmental and Resource Sciences

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated. *

There is only 1 section of this course, but cross-listed as undergraduate and graduate levels.

Is the course cross-listed? *

Yes

No

If yes, please provide Cross-listed course information below:

If no, skip to next question.

GEOL 4315, GEOL 5315, GEOL 6315

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.

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 be required to produce a deliverable to the community partner as part of this course. This will entail at least 20 hours of engagement during the semester. Although the number of hours will not be counted, we will have multiple group meetings with the partner and spend 5-6 weeks at the Knapp Land Conservation Area, in addition to students working on project deliverables. The final project will include a graded report, a graded reflection, and a graded presentation to the community partner.

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

50%

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

50%

How will these elements be assessed? *

A mix of literature review and discussion, graded reflections with grading rubrics, collection and write-ups of scientific data collected, presentations, and written reports.

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

There is no alternative activity since community engagement and partnering with Frontera are such a large part of the course.

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

The community engagement aspect of the course will help students strengthen interpersonal skills, work in team settings, and build communication skills, all of which are Learning Outcomes of the course. Addressing community needs will also be a driving motivation for students to become familiar with the local geology and to collect additional geologic information. This will help with the other Learning Objective of strengthening skills in scientific research.

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? *

Frontera Land Alliance


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. *

This course is co-taught with Dr. James Chapman.

Please attach your proposed syllabus.

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/files/docs/resources/ce-syllabus-design-guide.pdf> *

 [CE Syllabus 2024 Jason Ricketts.pdf](#)

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/ce/ce-approval-page.pdf> *

 [ce-approval-page Jason Ricketts.pdf](#)



Department of Earth, Environmental and Resource Sciences
GEOL 4315/5315/6315
Community Engagement in Geoscience
 Fall 2024



INSTRUCTORS

Dr. Jason W. Ricketts

Office: Geology Building, Room 405

Email: jricketts@utep.edu

Dr. James Chapman

Office: Geology Building, Room 319

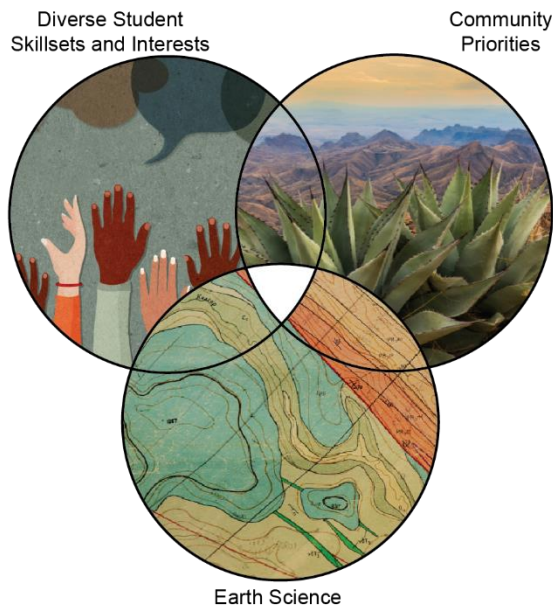
Email: jbchapmanv@utep.edu



Meeting Times: Wednesday: 1:30-4:20PM
 Geology Building, Room 320, or in the field.

I. Course Description

Community Engagement in Geoscience is a project centered 3-credit course designed to emphasize the need for community engagement in Earth Science research. As students, you are developing a broad range of Earth Science skillsets, including (but certainly not limited to!) observation, spatial and temporal organization, recognition of slow vs. fast (catastrophic) Earth processes, and knowledge of feedback loops within specialized fields (seismology, hydrology, structural geology) you engage in. You also have a strong core knowledge of Earth history, Earth structure, mineralogy, petrology, and Earth processes. This course will operate with the understanding that a well-prepared Earth, Environmental and Resource Science workforce must be equipped to integrate multiple perspectives and empower communities within the scientific process.



To do that, **community engagement** will be an integral part of this course. Community-based projects are connected to course learning objectives in a way that equally benefits student development and community needs. This semester we are partnering with Frontera Land Alliance, where students with diverse skillsets and interests will use their Earth Science expertise to address community priorities. Students will learn to bridge the gap between scholarship and community needs to identify meaning in academic studies. Throughout the course, you will be forced to ask: *How does my skillset and interests improve the lives of community members?*

II. Learning Outcomes

Through this course you will learn and practice a blend of geologic, leadership, and community engagement skills. You will

- Strengthen your skills in scientific research
You will gather relevant literature to become knowledgeable of the local geology. This knowledge will aid when you collect scientific data, synthesize results, and present your findings.
- Build your communications skills
You will practice communication skills while working in group settings with other students and when giving presentations to the class and our partners at Frontera.
- Develop critical thinking skills
You will need to critically evaluate the scientific data you are collecting to determine its potential use for the community and how it might contribute to a community need or desire.
- Work in teams and develop interpersonal relationships
Your scientific research, project completion, and presentations will be completed in group settings. To be successful, it will be necessary to develop strong interpersonal relationships with our partners at Frontera and an understanding of their needs.
- Learn how to do community-based geologic research
This course will teach you how to conduct scientific research that is geared towards a specific community need. Pure scientific research, even if done at a high level, is not enough to be successful in this course.

III. Grading

Grading for this course will be a combination of scholarly research and community engagement.

1. Literature Review, Reflection, and Impact Assessment (20%)

You will have several assigned readings early in the semester. These will include scientific literature on the geology of the study area as well as additional readings on community engagement, conservation, and/or land stewardship. These readings will culminate with a written impact assessment. This impact assessment will include (1) a reflection on why land conservation and other goals of Frontera are necessary and useful for the local community, and (2) an impact assessment of your particular semester project.

2. Geologic Data Collection (20%)

You will work in a team of students on a particular research project during the semester. The exact project will be decided based on your own research interests and skills, as well as the needs of the community partner. Deciding on a project will involve conversations and relationship building with Frontera Land Alliance. The scientific data you collect will be synthesized alongside short descriptions of the results. These will be turned in once a month.

3. Project Updates (15%)

Every two weeks you will submit through Blackboard a project update on what you and your group have accomplished during that time. Your accomplishments will likely

include a mix of scientific research, literature review, reflection, and interactions with the community partner. Some updates might lean heavier on scientific research, whereas others might include more community engagement, depending on your particular project and timeline in the semester. These updates will also include a group meeting halfway through the semester and a final meeting at the end of the semester with Frontera Land Alliance. At the halfway meeting, you will provide a brief description of the scientific data you collected and reflect on what types of data might be more useful for the community and/or Frontera. Frontera can weigh in.

4. Final Project (40%)

Your final project will include a deliverable for Frontera as well as a paper to document all of your scientific results and will reflect on the potential impact of your study on the community. You will incorporate what you have learned through readings to highlight the public benefit of your efforts.

5. Final Reflection (5%)

A final reflection at the end of the semester will be guided by the Center for Community Engagement at UTEP. This self-reflection will be an opportunity to revisit your reflection from the beginning of the semester and bring what you have learned with you to future projects.

Graduate Students

Graduate students who enroll in the course will complete the same requirements as undergraduate students. However, their efforts will be geared towards a final goal of submitting an article for publication. To do that, they will work in a group on synthesizing results and documenting the progression of the course. With the help of professors, Naomi Fertman from the CCE, and leaders at Frontera Land Alliance, they will identify an appropriate journal that specializes in community engagement practices and write a draft article for submission. Crafting a near-ready publication will count towards 10% of their final grade.

IV. Policy on Class Participation

Although attendance will not be taken each week, students are expected to attend all meeting times. This course heavily depends on group work and discussion, which only works if you attend. Since we expect the professors, faculty in the Center for Community Engagement Office, and members of Frontera Land Alliance to commit time to make these projects work, it would be highly disrespectful to not attend. If there are extenuating circumstances, please contact one of us to make arrangements.

V. Policy on Late Work and Make-up Assignments

Late work will not be accepted without prior notice and there will be no make-up assignments given. Since much of the work in this course is team-based, all work must be completed on time to prevent the entire group from falling behind. If there are extenuating circumstances that prevent you from turning in an assignment on time, please contact us and we can make accommodations.

VI. Academic Integrity

Students will be required to collaborate on projects and assignments during this course. While some assignments will be graded as a group, many of them will be completed and turned in individually. Students must be responsible for turning in their own assignments and writing project updates, literature reviews, and reports in their own words. Academic dishonesty (plagiarism, copying, etc.) will not be tolerated, and students caught cheating will receive a zero for that assignment. Any academic or non-academic misconduct may also be reported to the Office of Student Conduct and Conflict Resolution in accordance with the UTEP student code of conduct.

VII. Students with Disabilities

If you think you have a disability or if you are experiencing some learning difficulties, please contact the Center for Accommodation and Support Services (CASS) at 915-747-5148, or see them in person in Union East Room 106. They will provide any necessary accommodation. You should also meet with your instructor in order to facilitate your needs. Please provide proper documentation of your disability and needs.

VIII. Course Schedule

Week	Date	Topic	Assignments
Week 1	Wed. Aug 28	Introduction. Discuss Frontera needs and possible projects.	
Week 2	Wed. Sept 4	Field day at Knapp Land Conservation Easement	Project Update (1.7%)
Week 3	Wed. Sept 11	Literature Review	Literature Review (5%)
Week 4	Wed. Sept 18	Geologic mapping at Knapp Land Conservation Easement	Project Update (1.7%)
Week 5	Wed. Sept 25	Geologic Data Collection	Geologic Data Results (6.7%)
			Initial Reflection/Impact Assessment (10%)
Week 6	Wed. Oct 2	Identifying Community Assets, Priorities and Needs	Project Update (1.7%)
Week 7	Wed. Oct 9	Geologic Data Collection	Literature Review (5%)
Week 8	Wed. Oct 16	Halfway Project Updates with Frontera	Project Update (1.7%) Frontera Presentation (3%)
Week 9	Wed. Oct 23	Geologic Data Collection	Geologic Data Results (6.7%)
Week 10	Wed. Oct 30		Project Update (1.7%)
Week 11	Wed. Nov 6	Panel Discussion with other Community Groups	Final Paper Outline (5%)
Week 12	Wed. Nov 13	Energy Transition	Project Update (1.7%)
Week 13	Wed. Nov 20		Geologic Data Results (6.7%)
Week 14	Wed. Nov 27	Final Presentations to Frontera	Project Update (1.7%) Final Project (35%)
Week 15	Wed. Dec 4	Final Reflection	Final Reflection (5%)

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: Research in LA/ Border Studies

College: Liberal Arts

Department: Sociology

DEPARTMENT CHAIR Jeremy Slack

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

Jeremy Slack Digitally signed by Jeremy Slack
Date: 2024.05.01 23:23:55 -06'00'

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

[View results](#)

Respondent

10 Jeremy Slack

22:30

Time to complete

Faculty Member Name: *

Jeremy Slack

Semester, Year this form applies to: (i.e. Fall, 2024) *

Fall 2024

Course Title: *

Border Research Methods

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

LABS 5390

CRN (if known):

If not yet known, leave blank

Undergraduate or Graduate Level: *

Graduate

Department or Program: *

Sociology/Anthropology/LABS

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated. *

SOCI 6362 and SOCI 5362 - all CEL

Is the course cross-listed? *

Yes

No

If yes, please provide Cross-listed course information below:

If no, skip to next question.

SOCI 6362 and SOCI 5362

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.

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 conduct research in the community. Likely around 30 hours per semester. They will work in migrant shelters and in immigration detention facilities to produce research for local organizations. They will write a final presentation and paper which will be shared with community partners.

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

50%

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

50%

How will these elements be assessed? *

Graded by me.

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

They can work on a thesis or dissertation proposal in the form of NSF graduate research proposal.

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

This will give students an opportunity to hone their research methods skills, learn about issues facing the community and apply those skills in the context of our border region.

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? *

Border Servant Core, Hope Border Institute, Centro Integrador del Migrante Leona Vicario

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. *

no

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> *

 [Slack_syllabus_Border_research23_cv_Jeremy_Slack.docx](#)

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/cel-approval-page.pdf> *

 [cel-approval-page_Jeremy_Slack.pdf](#)

Professor: **Jeremy Slack**

Office Hours: 3:30-5:00 Tuesday or by appointment

(or by appointment)

Old Main 307

(915) 747-6530

(520)370-4696 (cell)

jmslack@utep.edu

LABS 5390

Tuesdays 6:00pm – 8:00pm

Border Research

Course Description:

This is an experiential graduate seminar devoted to border research. The goal is for this course to be a mix of in class, social science methodology and border related theoretical readings, combined with fieldwork experience. We will discuss the basic fundamental debates, interpretations, ethical implications and techniques of research for the social sciences as it has typically related to the U.S. Mexico border. We will focus on the nuts of and bolts of participant observation, field notes and interview techniques. However, the major focus of this class will be the development of specific understandings of how to conduct research on the border that fits with the larger debates and methodological trends.

We will divide our attention between three primary goals and their subsequent final projects: 1) develop an advanced understanding of methodological techniques, 2) demonstrate a command of theoretical debates about the U.S. Mexico border, and 3) conduct research with one of our community partners, producing a final report and presentation.

This is an experiential course and will require out of class participation in research. I will try to give options that accommodate a number of schedules but outside participation is MANDATORY. You will have the option of working on our arranged class projects or focusing on your thesis research. However, I typically reserve the option for individual work for students who are nearing completion of the MA/PhD.

Course components:

For the first half of the semester, this course will proceed like a normal graduate seminar. You will be responsible for reading and writing your reading responses and also engaging in a class discussion about questions from the readings. Students will be responsible to lead the discussion once each semester (depending on enrollment etc.). We will use class time to explore the readings and discuss any questions or concerns you have. This will serve to give a background in research methodology and issues that are closely linked to

the class project. You will also write a draft research proposal as one of your main assignments for the semester.

The second part of the course will be directly connected to a broader research project. There are several options for projects. First, we have the possibility of doing court observations for asylum seekers in immigration court (located inside the El Paso Processing Center on Montana ave). We could also conduct interviews or surveys with asylum seekers in Ciudad Juárez (depending on availability and permission). As stated, if you have a preexisting research project tied to your dissertation then we can discuss that as an alternative. You will hand in weekly notes on blackboard and this will comprise your field journal, a major part of your grade. If you have other challenges such as language issues or availability schedule conflicts, we will find alternative activities for you. Because this is a rather large class there may be an additional sub-project depending on interest and opportunity.

Finally, we will divide the class into groups to present the results of our research and share it with our collaborators for feedback. Your final papers will either relate to this research or your thesis proposal.

Course Goals:

Define the different methodological approaches to border research
Understand basic debates and
Evaluate the theoretical and ethical debates surrounding research
Assess the impact these debates have on your own research

Course Objectives:

By the end of the course you will be able to:

Implement a variety of qualitative research methods in the field

Analyze qualitative data in a variety of styles

Present a coherent research proposal including 1) research problem 2) research questions and 3) the appropriate methodological choices to answer your questions.

Be prepared to conduct original research and write your graduate thesis!

Required Texts:

FitzGerald, D. S. (2019). *Refuge beyond reach: How rich democracies repel asylum seekers*. Oxford University Press.

Galli, C. (2023). *Precarious Protections: Unaccompanied Minors Seeking Asylum in the United States*. Univ of California Press.

Recommended Text:

Peck, A. (2021). *The Accidental History of the US Immigration Courts: War, Fear, and the Roots of Dysfunction*. Univ of California Press.

Denzin, Norman K., and Yvonna S. Lincoln. 2011. **The sage handbook of qualitative research**. Thousand Oaks: Sage. (excerpts are taken from the 4th edition but all editions will contain useful information pertinent to research if you are interested...older editions are cheaper on Amazon)

Grading:

Participation and Leading Class Discussion– 32 points

Participation will account for 12 points and will be assessed on based on contributions to class discussion.

Each student will (either individually or in groups) take responsibility for one week's reading to introduce the material and direct class discussion.

Reading Responses - 18 points

You will be graded on each reading response based on thoughtfulness and demonstration that you did the assigned reading (3pts). You may miss one reading response without it hurting your grade (subsequently completing all assignments results in extra credit!). Each reading response should be between 250-500 words.

Class Presentations - 50 points

You will present your research from the semester at the end of the class. These will be group presentations. Depending on how the semester works, we may invite outside members of the community to attend.

Draft Research Proposal – 25 points

You will draft a research proposal based on NSF standards for your individual research (potentially a MA thesis but there are alternative options too).

Field Journal – 50 points

You must document your research over the semester. Generally, you will keep detailed field notes of all research activities, as well as interview notes. This will make up the bulk of your field journal.

Final Report– 50 points

Your group will write a final report detailing your research and data analysis. This will develop throughout the semester and will include a literature review, methods section, data analysis and conclusions. We will be flexible in terms of authorship, but

each person will be responsible for an individual section that contains research methodology, literature review and analysis.

IRB Certification – 10 points

TOTAL POINTS: 225 (=100%)

Academic Honesty Statement

The course will follow the University of Texas at El Paso's policies on academic honesty. These policies can be found at <http://studentaffairs.utep.edu/Default.aspx?tabid=4386>

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 person's as ones' own. And, 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. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated.

All material submitted must be the student's own work. Ideas and expressions cited from the work of others must be credited appropriately. Avoid plagiarism by giving credit where credit is due, using quotation marks when using words directly from another source, and preferably putting things in your own words. I prefer your own phrasing, even if it is imperfect, to a beautifully phrased statement that is borrowed from some other source. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic Assistance and Disability Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services located at UTEP need to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you

are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS website at <http://sa.utep.edu/cass/> or the CASS office in Room 106 East Union Building. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

Tentative Schedule

08/29 –

Introduction to Border Methods and Course Goals

09/05 –

Theories of the Border and Research

Johnson et. al. *“Interventions on rethinking the “border” in border studies.* –

Slack – *Deported to Death* – Chapter 8

Uncharted Terrains – *Introduction*

Denzin and Lincoln: *Introduction: The Discipline and Practice of Qualitative Research. (PDF)*

COMPLETE IRB TRAINING

09/12 -

Ethnography and Interviewing

Discuss methods of participant observation for Field Journal

Mitchell - Ethnography

Uncharted Terrains – Guerra - Magana

Rubin - Interviewing

Agar – Professional Stranger

09/19 –

Asylum and Migration

Fitzgerald – *Refuge Beyond Reach* (whole book)

09/26 –

Participatory Action Research and other alternative approaches

Austin-Partnerships not Projects
Fals Borda; Rahman – 1991
Pulido-09
Hale -2005
Uncharted Terrains - TBD

10/03 – Research proposal discussion

Prepare 2 page prospectus on your research interests in the style of an NSF dissertation proposal

We will discuss your projects in class

10/10 – Children and Asylum Courts

Galli – Precarious Protections – Full book

**10/17 –
Contemporary Asylum Issues**
Peck – Accidental History of Asylum Courts
Heyman, Slack Guerra – Bordering a Crisis
Glockner et al - Lockdown and the List

10/24 – Field Work

10/31 – Field Work

Hand in Field Journal

11/07 – Data Management and Coding

Reading TBD
EXERCISE #6 DUE
Discuss Field Journal #3

11/14 – Field Work

11/21 – Group work (no meeting)

Work on compiling data and organizing presentations

11/28 – Writing and Analysis

Denzin and Lincoln – Chap 32

Foucault – Discourse and Method

Gill- Discourse analysis

FIELD Journal #3 DUE

12/05 – Final Presentations