

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: 11/12/2020

From: Dennis Bixler-Marquez, Chair, Curriculum Committee, Chicano Studies

Through: Dennis Bixler-Marquez, Director, Chicano Studies

Through: Denis O'Hearn, Dean, College of Liberal Arts

To: Crystal Herman, Chair, Undergraduate Curriculum Committee

Proposal Title: Addition of New Course – CHIC 2302 – Latina/o Presence in the U.S.

The Chicano Studies Program proposes the creation of CHIC 2302 “Latina/o Presence in the U.S.” for the Core Curriculum in section IV, Language, Philosophy and Culture, in the BA degree. In addition, the course will be included in the CHIC major, the interdisciplinary, social science and humanities minors and the Liberal Arts block electives. The major goal of the course is to provide an avenue for lower-division students to learn early in their academic trajectory about the current and emerging Latino ethnicities in the U.S. The Southwest and border region is seeing an increased presence of immigrants from Central America, the Caribbean, and parts of South America. The growing presence and geographic spread of the Latina/o population in the U.S. indicates a need for its academic examination along key sociocultural dimensions. The course will strengthen the students’ knowledge base of human diversity, enable the integration of the Latina/o experience in upper division courses, and, most importantly, meet the Core Objectives of the THECB 60x30TX Academic and Quality and Workforce for the Texas Core Curriculum.

The proposed course was successfully piloted three times as a UNIV 1301 with freshmen, with an average of 25 students per class. The Entering Student Program facilitated the piloting of the course to ensure CHIC 2302 would meet the content standards of the Texas Core Curriculum and the UTEP BA degree’s Core Curriculum.

Consultation of the Units that have courses in the BA degree’s Core Curriculum, Section IV, Language, Philosophy and Culture took place. Appended are the approvals by chairs/directors of said units, minus those who did not respond.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Addition of New Course - CHIC 2302 - Latina/o Presence in the U.S.

College: Liberal Arts

Department: Chicano Studies

DEPARTMENT CHAIR

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



11/23/2020

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

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

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Chicano Studies

Rationale for adding the course:

The rapidly evolving demographic profile of the Latina/o population requires an academic incorporation of new Latino ethnicities in the humanities and social sciences. There is a need to have a course that examines the growing presence in the U.S. of various Latina/o sub-groups and how they compare, contrast and interface in various American communities.

All fields below are required

Subject Prefix and # CHIC 2302

Title (29 characters or fewer): Latina/o Presence in the U.S.

Dept. Administrative Code : 1735

[CIP Code](#) 05.0203.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

A historical and contemporary analysis of the Latina/o presence in the U.S. that includes geographic distribution, history, cultural expression, migration patterns, education patterns, and political and economic participation. Latina/o groups examined are Mexicans, Puerto Ricans, Dominicans, Cuban Americans, Central Americans and other Latina/os.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Major	
--------------	--

BA Chicano Studies

Chicano Studies Major

All courses listed below are required:

[CHIC 3311](#) | [ENGL 3310](#) | [HIST 3309](#) |

B

(Select one course from ANTH 3325; CHIC 4301, 4304, 4308, 4309; LABS 3301; PHIL 2313; SOCI 3325; SPAN 3320, 3330)

Please Choose a Course Below:

[ANTH 3325](#) | [CHIC 4301](#) | [CHIC 4304](#) | [CHIC 4308](#) | [CHIC 4309](#) | [LABS 3301](#) | [PHIL 2313](#) | [SOCI 3325](#) | [SPAN 3320](#) | [SPAN 3330](#) |

C

(Select one course from ARTH 3359; CHIC 3343, 3344, 3345, 3346, 3347; ENGL 3374; THEA 3335)

Please Choose a Course Below:

[CHIC 3343](#) | [CHIC 3344](#) | [CHIC 3345](#) | [CHIC 3346](#) | [CHIC 3347](#) | [ENGL 3374](#) | [THEA 3335](#) |

CHIC Elective

(Select CHIC 3302, 3304 or 3344)

Please Choose a Course Below:

[CHIC 3302](#) | [CHIC 3304](#) | [CHIC 3344](#) |

POLS Electives

(Select POLS 4313 or 4315)

Please Choose a Course Below:

[POLS 4313](#) | [POLS 4315](#) |

H

(Select three courses from ANTH 3326; BED 4340; CHIC 3301, 3303, 3305, 3339, 3347, 4301, 4304, 4306, 4307, 4308, 4309, 4350, 4450; HIST 3342, 3350, 3390; LABS 3301; POLS 4313, 4339; SOCI 3326; SPAN 3325)

Please Choose a Course Below:

[ANTH 3326](#) | [BED 4340](#) | [CHIC 2302](#)
[CHIC 3301](#) | [CHIC 3303](#) | [CHIC 3305](#) | [CHIC 3339](#) | [CHIC 3347](#) |
[CHIC 4301](#) | [CHIC 4304](#) | [CHIC 4306](#) | [CHIC 4307](#) | [CHIC 4308](#) | [CHIC 4309](#) | [CHIC 4350](#) |
[CHIC 4450](#) | [HIST 3342](#) | [HIST 3350](#) | [HIST 3390](#) | [LABS 3301](#) | [POLS 4313](#) | [POLS 4339](#) |
[SOCI 3326](#) | [SPAN 3325](#) |

Term paper

(A writing assignment with a minimum grade of B in an upper-division major course must be on file in the Chicano Studies office)

Please Choose a Course Below:

Chicano Studies Minor (Humanities)

Chicano St Mnr (Humanities)

All courses listed below are required:

[CHIC 3311](#) |

ELEC A

(Select one course from ARTH 3359; CHIC 3302, 3347, 4301, 4308; PHIL 2313; SPAN 3320, 3330)

Please Choose a Course Below:

[CHIC 3302](#) | [CHIC 3347](#) | [CHIC 4301](#) | [CHIC 4308](#) | [PHIL 2313](#) | [SPAN 3320](#) | [SPAN 3330](#) |

ELEC B

(Select four courses from ANTH 3330; CHIC [2302](#), 3301, 3303, 3304, 3305, 4307, 4309, 4350, 4450; ENGL 3310, 3374; HIST 3309, 3342, 3390; LABS 3301; SOCI 3330; SPAN 3325)

Please Choose a Course Below:

[ANTH 3330](#) | [CHIC 2302](#)
[CHIC 3301](#) | [CHIC 3303](#) | [CHIC 3304](#) | [CHIC 3305](#) | [CHIC 4307](#) | [CHIC 4309](#) | [CHIC 4350](#) | [CHIC 4450](#) |
[ENGL 3310](#) | [ENGL 3374](#) | [HIST 3309](#) | [HIST 3342](#) | [HIST 3390](#) | [LABS 3301](#) | [SOCI 3330](#) | [SPAN 3325](#) |

Chicano Studies Minor (Interdisciplinary)

Chicano Std Mnr (Interdisc)

All courses listed below are required:

[CHIC 3311](#) |

ELEC A

(Select one course from ANTH 3325; ARTH 3359; CHIC 3302, 3347, 4301, 4304, 4308; LABS 3301; PHIL 2313; POLS 4313, 4315; SOCI 3325; SPAN 3320, 3330)

Please Choose a Course Below:

[ANTH 3325](#) | [CHIC 3302](#) | [CHIC 3347](#) | [CHIC 4301](#) | [CHIC 4304](#) | [CHIC 4308](#) | [LABS 3301](#) | [PHIL 2313](#) | [POLS 4313](#) | [POLS 4315](#) | [SOCI 3325](#) | [SPAN 3320](#) | [SPAN 3330](#) |

ELEC B

(Select four courses from ANTH 3326, 3330; CHIC **2302**, 3301, 3303, 3304, 3305, 3339, 3342, 3343, 3344, 3345, 4304, 4306, 4307, 4309, 4350, 4450; ENGL 3310, 3374; KIN 3342; HIST 3309; POLS 4315; SPAN 3325; SOCI 3326, 3330; SOWK 3336; THEA 3335)

Please Choose a Course Below:

[ANTH 3326](#) | [ANTH 3330](#) | [BED 4340](#) | [CHIC 2302](#) | [CHIC 3301](#) | [CHIC 3303](#) | [CHIC 3304](#) | [CHIC 3305](#) | [CHIC 3339](#) | [CHIC 3343](#) | [CHIC 3344](#) | [CHIC 3345](#) | [CHIC 4304](#) | [CHIC 4306](#) | [CHIC 4307](#) | [CHIC 4309](#) | [CHIC 4350](#) | [CHIC 4450](#) | [ENGL 3310](#) | [ENGL 3374](#) | [HIST 3309](#) | [POLS 4315](#) | [SOCI 3326](#) | [SOCI 3330](#) | [SPAN 3325](#) | [THEA 3335](#) |

Chicano Studies Minor (Social Science)

Chicano St Mnr (Social Sci)

All courses listed below are required:

[CHIC 3311](#) |

ELEC A

(Select one course from ANTH 3325; ARTH 3359; CHIC 4301, 4304, 4309; POLS 4313, 4315; SOCI 3325; SPAN 3320, 3330)

Please Choose a Course Below:

[ANTH 3325](#) | [CHIC 4301](#) | [CHIC 4304](#) | [CHIC 4309](#) | [POLS 4313](#) | [POLS 4315](#) | [SOCI 3325](#) | [SPAN 3320](#) | [SPAN 3330](#) |

ELEC B

(Select four courses from ANTH 3326, 3330; CHIC **2302**, 3301, 3303, 3304, 3305, 3339, 3347, 4304, 4306, 4307, 4350, 4450; ENGL 3374; LABS 3301, POLS 4313, 4315, 4339, 4370; SOCI 3326, 3330; SOWK 3336)

Please Choose a Course Below:

[ANTH 3326](#) | [ANTH 3330](#) | [CHIC 2302](#) | [CHIC 3301](#) | [CHIC 3303](#) | [CHIC 3304](#) | [CHIC 3305](#) | [CHIC 3339](#) | [CHIC 3347](#) | [CHIC 4304](#) | [CHIC 4306](#) | [CHIC 4307](#) | [CHIC 4350](#) | [CHIC 4450](#) | [ENGL 3374](#) | [LABS 3301](#) | [POLS 4313](#) | [POLS 4315](#) | [POLS 4339](#) | [POLS 4370](#) | [SOCI 3326](#) | [SOCI 3330](#) |

The University of Texas – El Paso
CHIC 2302 COURSE SYLLABUS
Latina/o Presence in the U.S.

Instructor: Professor Adrián Aragonés

Office: Graham Hall, 200

Office Hours:

Phone: (915) 747-6611

Email: aaragones@utep.edu // Blackboard Email (use the provided link on your Blackboard page, left-hand side.)

Librarian: Joy Urbina

Office, LIB 32

Email: Jurbina4@utep.edu

Phone: (915) 747-5066

Instructor Availability:

Hello There! Welcome to the class. I am here to help you without exception or condition.

However, in order to provide help in an effective, efficient, and timely manner – you need to communicate with me. Let me know what’s up. If I do not know what the problem is, I can’t help you or work to find a solution. Accordingly, you have my information...use it.

If you call, leave your name, the class name and time, and call-back number. And, leave a brief message so that I can know what your comment, question, or concern is.

If you email, use the Blackboard email found in your Blackboard Shell. This way, I can make sure to answer your mail in a timely manner. I check this email at least three times each day.

Course Description:

An examination of Latina/o culture and society. This course examines education, labor, politics, immigration, and language to better understand how Latina/os create distinct cultures and identities in the United States.

Student Learning Goals and Objectives

In this course students will:

- Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
- Identify, analyze, and articulate the central themes in Latina/o community and identity formation.
- Identify and analyze differences and similarities among Latina/o experiences over time.
- Demonstrate their understanding of the concepts of gender, sexuality, race, and class by using them to identify experiences of privilege and inequality as well as collaboration and conflict, within and between Latina/o communities.
- Use an interdisciplinary approach to connect the past to the present in an effort to better understand the world around them and themselves as global citizens.

- Students will analyze the influence of the American Industrial Revolution, eugenics, nationalism, immigration, economics, politics, and culture had (and still has) on Latina/o diaspora.
- Students will think critically about resistance and push-back against racism and segregation in the public schools from marginalized communities prior to Brown v. the Board of Education.
- Compare and contrast: assimilation, acculturation, and multiculturalism.
- Engage theoretical implications of implicit marginalization of students via the intentional withholding or outright denial in resources, people, and monies to Chicana/o and Latino Students.
- Consider the weaponization of IQ-tests and standardized testing as a means to in qualify and quantify people’s academic and economic opportunity and quality of life.
- How perceptions and perspectives about language are used to limit academic opportunity.
- Understand that marginalized communities like Chicana/o and Latina/o communities are not static and create their own agency for change.
- Critical analysis of socio-cultural barriers that isolate and disconnect communities from accessible education and related opportunities.
- As a member of society, there will be ample opportunity to see where you fit, if at all, in existing conversations regarding education, marginalization, and privilege.
- There are a few ground rules for discussions. Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly, about topics like race, class, gender, and sexuality. ***Please make an effort to treat each other, and each other’s contributions to class discussions, with respect.***

Required Materials & Texts:

- Juan González, “Harvest of Empire: A History of Latinos in America” (2011).
- Sandra Cisneros, “*House on Mango Street*” – any edition.
- Marta Moreno Vega (et. al), “Women Warriors of the Afro-Latina Diaspora” (2012)
- Reading will also be made available in PDF format in Blackboard
 - Readings assigned in PDF format in Blackboard will be identified with (A).
 - Readings assigned in book will be identified with (T) = textbook
- 2-pocket folder
- 1-highlighter
- 1-black or blue pen

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%

- (1) Team Project = 250 points total
- (4) Quizzes = 100 points total
- (4) Journal Entries = 200 points total
- (3) Meeting with Instruction Team = 75 points total
- (2) Extra-curricular activities = 200 points total
- (1) Writing Portfolio = 100 points total
- (3) Library visits = 150 points total

General Format of Assignments:

Specific instructions and due dates will be reviewed in class.

Journal Entries:

An opportunity for the students to share and submit a well-written critical response to questions referencing assigned readings, podcast, extra-curricular activity or movie. These will be submitted in hard-copy format due at the beginning of class on specific days.

Extra-curricular activities (cultural/social events):

Students are required to participate in 1 off-campus extra-curricular activity as well as 1 on-campus activity. These will require proof of attendance and a journal entry as well.

Quizzes:

An opportunity for students to demonstrate they have engaged specific assignments. These will be done in-class on random dates. We will employ traditional quizzes as well as user-friendly tech mediums such as Kahootz.

Mid-term – there is no midterm.

Writing Portfolio:

All students will be required to keep, update, and maintain their work in a folder for the duration of the course. These materials will be required in the two mandatory meetings with the instructor. The portfolio is an opportunity for both the Student and Professor to stay current with progress and participation in the class.

Library Visits:

Three library visits, all are mandatory, will help students familiarize themselves with resources at the UTEP Library. Further, the visits will provide help in the Team Project but also in all future scholarly/academic endeavors at UTEP and beyond

Final Project: Latinos in the US:

Students will prepare for a poster-session of their research, as done in professional and academic conferences. This will include, but not limited to, a group effort (4 people per team); 4-5 page essay; a poster-board presentation (specific instructions and protocol will be given to each team by the instructor); a (minimum of) 5 minute oral presentation by two members of the instructor's choosing.

1. Students will choose two people of Latina/o ancestry – and consider why the persons are important to American history.

2. In sharing why the individuals are important, those things will be viewed within the historical context engaged in the assigned material in the course: immigration, social, political, economic, and educational diaspora.
 - Part I: 4-person team creates a proposal and accompanying bibliography in APA format.
 - Part II: In-class peer review of proposal and bibliography.
 - Part III: Present draft to class.
 - Part IV: Teams work on visual presentation, which must be narrated and each student must contribute a section to the final project.
 - Part V: Present final project to class.

1. **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, not the instructor, to find out what you missed. **There are no make-ups for any assignments, quizzes, tests, presentations and so forth.**

2. **Dropping the Class:** Students may drop the class and receive a “W” any time before **Month, day, Year**. It is the student’s responsibility to drop/withdraw from the class.

3. **Format of Written Work:**
 - **black ink**
 - **Times New Roman 12 pt. font**
 - **1-inch margins, double-spaced, on white paper.**
 - In-class assignments require a black or blue pen.
 - No work in pencil is unacceptable.

4. **Technical issues with Blackboard**
 - Any problems or issues with submitting/downloading/viewing anything on or related to Blackboard, students need to contact Tech Support before contacting the instructor. After contacting tech support, students should then notify the instructor.

5. **Deadlines:**
 - Assignments are due at the beginning of class on the due date or as explained otherwise.
 - All late work subject to the loss of one letter grade for each day it is late.

6. **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.

7. **Students with Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. 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
8. **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 and respect the opinions of others. All students are expected to behave as responsible adults.
9. NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION – NO EXCEPTIONS. IT IS ABOUT RESPECT AND PROFESSIONAL COURTESY.
10. UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]:
Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.
11. The Professor reserves the right to alter or change any and all parts of the syllabus in an effort to benefit the greater good of the class. Any updates or changes will be announced in class and students will receive an online copy as well.

Course Calendar

The following is subject to change. Any changes will be announced in class. If you are absent, you are responsible for finding out about any changes.

In the Syllabus and Course Calendar, assignments will be identified in the following manner”

- (CS) = Sandra Cisneros' text
- (WW) = Women Warriors' text
- (A) = PDF Articles
- Films and Podcasts will be found in Blackboard

LATINOS IN THE U.S.: Diaspora

I. Historical Overview of Latinidad

Week 1: (T) Tuesday Aug. 28 – Introduction

- Project Intro: Latina/os in America
- Create research teams

(Th) Thursday Aug 30 – What is history?

- History = is a collection of stories to perpetuate one perspective
- **Read:** (A) “Why valedictorians rarely become rich and famous — and the average millionaire's college GPA was 2.9”, Business Insider.
- **Blackboard** (B.B):
 - Courtesy and professionalism in online communication
 - Plagiarism Video
 - **Due: Online Plagiarism quiz**
- **Read:** (A) Central American-Americans: Invisibility, Power, and Representation in the US Latino World.” Arturo Arias, 2003

<<Friday, August 31, 2018 Census Day>>

<<Monday, September 3, 2018 = Labor Day (University Closed)>>

Week 2: (T) Sept. 4 – **What is Latino Studies, why does it matter?**

- **Read:** (A) “Moving From the Margins to Where? Three decades of Latino/a Studies.” Pedro A. Caban, 2003.

(Th) Sept. 6

- **Movie :** “Being N”
- **DUE:** Complete Library Module A & take quiz.
 - <https://libguides.utep.edu/research/univ1301tutorials>
- **Read:** (CS) – Intro & Chpt 1

Week 3: (T) Sept. 11

- **Read:** (A) “The Brown Threat: Post-911 confluences of Latina/os and Middle Eastern Muslims in the US American imagination.” Christopher Rivera, 2014.

(Th) Sept. 13

- **Due: Journal Entry #1**

Week 4: (T) Sept. 18

- **Library visit #1**
 - Scavenger hunt and Presentation

- Meet at the Library, room 204B – arrive on time

Week 5: (T) Sept. 25

- **Read:** (A) “Dual Ethnicity and Depressive Symptoms: Implication of Being Black and Latino in the United States.” Blanca Ramos, 2003.
- **Due: Journal Entry #2**

(Th) Sept. 27

- **Due: Team Project - Draft #1 = Annotated bibliography; project’s concept in 500-word Word Document; list of assigned tasked to teammates.**
 - **In-class peer review: bring 4 hard-copies to class.**

Week 6: (T) Oct. 2

- **Podcast:** “What Does It Mean To Be A 'Nation Of Immigrants”, NPR (47 min.)
- **(WW) Chpt 1-2**

(Th) Oct. 4

- (CS) Chpt 3-4
- Project update

<<Friday, October 5, 2018 Last day to withdrawal with a “W”. >>

Week 7: (T) Oct. 9

- **Podcast,** “Frida Barbie”, NPR (listen to the first 35 min only)

(Th) Oct. 11

- **Library visit #2**
- **Meet at Library 204B; please arrive on time!**

Week 8: (T) Oct. 16

- **Due: Team Project – Draft #2 = Updated/Revised proposal**
 - **In-class peer review: bring 4 hard-copes to class.**
- **Today, students will schedule meeting with Professor for mid-term grade review for Week 9 - by appointment only!**
- **Due: Quiz #3**

(Th) Oct. 18

- **In-class presentation:** UTEP Student Health & Wellness Center

Week 9: (T) Oct. 23

- **Read:** (A) “Café Conversations in Miami.” Eduardo A. Gamarra, 2018.

- (WW) Chpt 3-4

(Th) Oct. 25

FRIDAY, OCTOBER 26 – 1st year student grades available to students from Registration & Records

Week 10: (T) Oct. 30

- Podcast: “A Former Neo-Nazi Explains Why Hate Drew Him In — And How He Got Out” (NPR, 54 min).
- Due: Complete Library Module and take quiz.
 - <https://libguides.utep.edu/research/univ1301tutorials>

(Th) Nov. 1

- **Library visit #3**
- **Meet at Library 204B; please arrive on time!**

Week 11: (T) Nov. 6

- **Due: (CS) & (WW) Chpts 5**
- **Due: Team Project – Draft #3 = Updated/Revised proposal**
 - **In-class peer review: bring 4 hard-copies to class.**
- **Due: Quiz #4**

(Th) Nov. 8

- **1-on-1-project progress review (in-class) with instructor.**

NOVEMBER 11, 2018 - Last day to withdraw from the course

Week 12: (T) Nov. 13

- **Due: In-class presentation of project to the class.**

(Th) Nov. 15

- **Due: In-class presentation of project to the class (cont'd).**
- **Completed presentation due: paper and visual presentation**

Week 13: (T) Nov. 20

- **In-class presentation: UTEP Financial Aid Services**

(Th) **Nov. 22 THANKSGIVING HOLIDAY: UNIVERSITY CLOSED**

Week 14: (T) Nov. 27

- **Read: (A) “The Politics of Language: An Introduction.”** Antonia Darder, 2004
- **Due: Journal Entry #4**

(Th) Nov. 29:

- **In-class movie: “Who is Dayani Crystal?”**

Week 15: (T) Dec. 4

- **Due: End of the semester survey.**

(Th) Dec. 6

- Final prep for Saturday presentations.

FRIDAY, DECEMBER 7 = DEAD DAY

Saturday, December 8, 2018 Entering Student Research and Creative Projects Showcase: attendance is mandatory. Does not count as extra-curricular activity.

Week 16: (T) Dec. 13: Final Exam (TBA)

DECEMBER 119, 2018 – Grades are posted to student records; students are notified of grades and academic standing.

TEAMMATE NETWORK:

Name

UTEP E-mail

Phone #

Name

UTEP E-mail

Phone #

Name

UTEP E-mail

Phone #