**Course Overview**

The course emphasizes the persona of the Entrepreneur especially as it relates to the Hispanic Community. The assigned readings focus on developing an understanding of the Entrepreneur and the need for that role in society. The Entrepreneur starts a for-profit business or a not-for-profit organization that solves problems, employs people and builds financial assets. The Entrepreneur then grows the business or organization for long-term stability and continuous growth. The function of the Entrepreneur is to identify unfilled needs for products and services and obtains the resources and delivers the solution to satisfy those needs and resolve issues innovatively.

The course discussions will cover topics that bring a deeper understanding of the complexity of the Entrepreneurial role. The instructor will also present materials and exercises that encourage personal growth, quality decision making and the understanding processes to accomplish complex goals.

The instructor conducts lectures and expects participation from every student during every class. It is a highly participatory class. Discussions will focus on specific questions related to the reading assignments.

The students will view one hour video interviews of local Successful Hispanic Entrepreneurs which have been conducted by the Instructor. Also, some successful Hispanic business owners may make presentations to the class at appropriate class sessions.

Class discussions will focus on identifying and analyzing the characteristics of Entrepreneurs. It will also explore the opportunities and the challenges faced by Hispanic Entrepreneurs. Students will also discover the Entrepreneurial characteristics in themselves and in others.

**Course Components:**

1. Content  
   Reading assignments
2. Context and Concepts  
   On-line Lectures, Class Discussions and Dialogue
3. Practice  
   Video interviews of Successful Hispanic Entrepreneurs
4. Analysis and Application  
   Critical Analysis: Writing Assignments
Course Objectives:

- To understand the need for, the role of and the value of the Entrepreneur in the society
- To fully comprehend the importance of developing successful Hispanic Entrepreneurs for the economic development of the Hispanic community
- To recognize and encourage the Entrepreneurial drive in each of us to make meaning in society
- To acknowledge that as entrepreneurs overcome obstacles and challenges, they can bring change to the society. Thus, the Entrepreneur can be a “change agent” in the society
- To recognize that Entrepreneurship is a vehicle for self-expression and self-realization
- To comprehend the social dynamics of Entrepreneurship as a vehicle for social change
- To understand the limitations small business owners experience by the lack of planning, due diligence and weak infrastructure
- To comprehend the negative effect that the marginalization of Hispanic owned business has on the self-esteem and on the economy of the Hispanic community
- To have a deeper understanding of the value of financial literacy, financial goal setting and financial planning in the Hispanic community
- To appreciate the value of planning and leadership for successful careers
- To recognize and mitigate the risks associated with owning a business and executive decisions making
- To understand the emotional and financial costs in operating a business to the business owner and to others associated
- To learn the skills and attributes to be a successful Entrepreneur or Executive
- To develop skills for entrepreneurial success and executive leadership
- To increase the Leadership skills and capacity of each student
- To clarify personal purpose and develop strategies to accomplish them
- To better understand career planning and career development
- To have a meaningful and positive experience in the class
- To identify and develop personal vision, goals and strategies
What is expected of each student?

This course will be conducted on-line. Each student is expected to participate as fully as possible.

Each student can expect to be challenged and make every effort to excel in their performance in the class. The class is highly interactive. Critical discussion is emphasized. Students are expected to be prepared for each class. Mediocrity is challenged. It will not be enough to just “get by”.

Critical analysis is stressed in all elements of the course. There is an emphasis on writing critical analysis of the assigned materials. The student is expected to acquire a thorough understanding of the readings and provide subjective and critical insight gained from personal experience and apply it in the writing assignments and discussions. Superficial reading of the material will not suffice. Depth and rigor are stressed. Academic excellence is expected from everyone.

Genuine engagement in the class by each student will result in deeper understandings and personal growth. The course emphasizes process and content mastery. Consistent attendance is essential for success in the class. By ensuring consistency, the student will capture “the process” of the course, which is the most critical element in the educational pedagogy specifically designed for this class.

This Course is paced so that the diligent student can progress through the semester completing each week’s assignment on time. The load on the student is taken into consideration. Students are encouraged to do their work timely so that the load does not accumulates and can become a burden. The course is designed so that the student can accomplish all requirements and learn and have a good experience and enjoy the class.

Instructor’s Commitment:

- To present a well-designed and effectively executed course that brings positive value to each student’s life.
- To be an attentive listener open to each student’s voice and to encourage participation
- To recognize, and value each student’s input
- To treat each student with the highest respect he/she deserves and to expect the same in return
- To be receptive to each student’s needs, circumstances and challenges
- To encourage excellent performance
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COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

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) in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services (CASS) Office can also be reached in the following ways:
Web:  http://sa.utep.edu/cass
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: cass@utep.edu

Special Note: Please communicate with the instructor any issue that may arise that inhibits or interferes with your performance in class. The instructor is particularly sensitive to personal matters and health issues that may arise and will make appropriate adjustments as needed.
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Required Reading and viewing

1. **Articles:** available on Blackboard
   b. *Survey of TEXAS HISPANIC-OWNED BUSINESSES with PAID EMPLOYEES*, Bureau of Business Research, UT Texas at Austin, 2012

2. **Books**
   A. *The E-Myth Revisited, Why Most Small Businesses Don’t Work and What to do About It*

   B. *Hunting in a Farmer’s World, Celebrating the Mind of the Entrepreneur*


3. **Hispanic Biz-Success Stories:** KCOS TV 12, Sundays at 2:00 pm.
   Available on Blackboard and on YouTube

   H. Homero Galicia is the host of the Hispanic Biz Program produced by EPCC TV. Successful Hispanic Business Owners are interviewed for one hour. They share their background, how and why they started their business and challenges they have faced and how they have overcome the challenges. Seventy two interviews have been conducted to date. Most are available on YouTube.

**GRADUATE CREDIT FOR THIS COURSE:** In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand.
Brief Outline of Writing Assignment with questions to consider and grade factors.

1. A Critical Analysis of each reading – 6 pages each
   
   A. *The E- Myth Revisited*  
     Michael E Gerber
   B. *Hunting in a Farmer’s World*  
     John F. Dini
   C. *The Cash Flow Quadrant*  
     Robert T. Kiyosaki

   The content of each paper should include the following elements:
   - Identify the key concepts of the reading
   - Relate which Key Concepts are most helpful to your understanding of the material.
   - Show how does this reading provides a deeper understanding of the entrepreneur.
   - Share the value this reading adds to you personally.
   - Discuss how this reading has importance for the Hispanic Entrepreneur.
   - Explain what you find most interesting and useful in this reading and why.
   - Relate the meaningful concepts with your experience where applicable.

2. Hispanic Entrepreneurs Stories – Hispanic Biz video – 8 interviews
   
   a. One and a half Page summary per interview for each of the 8 interviews selected.
   View the video interviews on Hispanic Biz – Success Stories, EPCC TV
   Or on YouTube web link provided on Blackboard.
   b. A three (3) page overview of the interviews viewed.
   An overview of the patterns observed from all the interviews viewed and the insight gained.

3. Final Paper
   
   8-pages - Critical Analysis of the Course

   A Critical Review of the course focusing on the relationship between the assigned readings, class presentations, video interview and class discussions

   - Make a critical statement of the significance of the readings that contributed most to your greater understanding of the Entrepreneur.
   - Outline the major concepts articulated in the course that have provided a deeper understanding of the Entrepreneur.
   - What value do the Hispanic Entrepreneur Histories bring to you and to the course?
   - What have you learned that is important for the Hispanic Entrepreneur and for you?
   - Please describe any paradigm shift you experienced as a result of this course.
   - Review the impact and the value of the Hispanic Biz-Success Stories in understanding the Hispanic Entrepreneur and What value do these stories for you?
   - What are the patterns you observed across the interviews?
Syllabus

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NOTE: The Instructor will discuss each of the writing assignments in class before due dates

4. Class Attendance and Participation
   15% of grade
   This course is designed as a process. The process is captured over the entire course. Students gain the most benefit by fully participating in each class session and by consistent attendance.

Grade Scale: A (100 – 93), B (92 – 85), C (84 – 75), D (74 -65)

Instructor’s Policies

• Participation in all class on-line activities is expected. Roll will be taken at every class meeting.

• Students who do not attend class sessions for four (4) consecutive unexcused absences may be considered to be dropped from the course by instructor if there has not been any communication between the student and the instructor before the Drop Course Deadline.

• Students are highly encouraged to fully participate in the class in order to capture the “Process” of the class. Each Student will be called on to share their interpretation of the readings.

• All papers are due on date provided on Class calendar. Late papers may be assessed a penalty.

• Students are asked to use the utmost courtesy toward other students in all on-line discussions and comments. Derogatory language toward another student will be immediately addressed by the instructor. Professional decorum and high ethics are expected. Please show respect to the instructor and to other students on all class activities.

• Each student is encouraged to schedule a private Office Hours visit with the Instructor on Line. early in the course.