Syllabus

Hispanic Entrepreneurship

Spring Semester 2019

H. Homero Galicia, Instructor

Chicano Studies 4307-001
Hispanic Entrepreneurship
CRN 22101

Sociology 3341-006
Special Undergraduate Topics
CRN 27373

Location: Education Building
Room 112

Day & Time: Monday and Wednesday
3:00 to 4:20 PM

Instructor: H. Homero Galicia

Office Hours: 4:30 – 5:00 pm MW or by Appt.
hhgalicia@utep.edu

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 stability and long-term stability. 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 assignments.

The students will view video interviews of local Successful Hispanic Entrepreneurs which have been conducted by the Instructor. Some successful Hispanic business owners will 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
   Lectures and Class Discussions and Guest Speakers
3. Practice
   Video interviews: Successful Hispanic Entrepreneurs
4. Analysis and Application
   Class Discussion and Assigned Writing
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
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What is expected of students

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

Required reading

2. *Know Your Next Move: A Parable on the 7 Core Disciplines of Business*, Ruben A. Estrada, Estrada Family Trust, 2013
3. *EntreLeadership, 20 Years of Practical Business Wisdom from the Trenches*; Dave Ramsey; Howard Books 2011
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5. Articles: available on Blackboard at: www.my.utep.edu
   b. Survey of TEXAS HISPANIC-OWNED BUSINESSES with PAID EMPLOYEES, Bureau of Business Research, UT Texas at Austin, 2012

6. Hispanic Biz-Success Stories: EPCC TV 13.2, Spectrum Cable Educational Channel 1301. Sun 8:00 am, Tues & Thurs. 8:30 am, Fri. 2:00, 9:30 pm, Sat. 3:30 PM
   KCOS TV 12, Sundays at 2:00 pm.
   Available on Blackboard and on YouTube

Course Writing Assignments and Evaluation Factors

<table>
<thead>
<tr>
<th>Type</th>
<th>Due</th>
<th>Length</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hispanic Biz – Success Stories Videos (8) Summaries</td>
<td>Feb. 6, 2019</td>
<td>2-page x 8</td>
<td>15</td>
</tr>
<tr>
<td>2. Hispanic Business Articles (2) Summary</td>
<td>Feb. 13, 2019</td>
<td>3 pages</td>
<td>5</td>
</tr>
<tr>
<td>6. Rich Dad’s Cash Flow Quadrant Critical Review</td>
<td>May 1, 2019</td>
<td>5-pages</td>
<td>15</td>
</tr>
<tr>
<td>7. Final Paper: Analysis of the Course Critical Analysis</td>
<td>May 9</td>
<td>8-pages</td>
<td>25</td>
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Total 100

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

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 by the course instructor.
Instructor’s Policies

- Class attendance is expected. Roll will be taken at the beginning of every class.
- Class meets from 3:00 to 4:20 pm Monday and Wednesday.
- Students who have four (4) consecutive unexcused absences may be dropped by instructor if there has not been any communication between the student and the instructor before the Drop Course Deadline. Absences are highly discouraged.
- NOTE: The instructor reserves the right to deduct one letter grade on the Final Course grade if a student is absent without excuse for 6 class sessions or more throughout the semester.
- All papers are due at class time on due date. Late papers may be assessed a penalty.
- The use of laptops or pads in the class should be strictly confined to course notes taking. Personal web surfing during class is a distraction to others and is discouraged. Instructor will ask students to leave the class if observed distracting other students.
- Please silence cell phones during class.
- Text messaging during class is not permitted.
- Professional decorum and high ethics are expected.
- Please show respect to the instructor and to other students.

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](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](http://sa.utep.edu/cass)
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: cass@utep.edu
Brief Outline of Writing Assignment with questions to consider:

Assignments:

1. Hispanic Entrepreneurs Stories – Hispanic Biz video
   2 Page - summary per interview for each of the 8 interviews assigned
   View the video interviews on Hispanic Biz – Success Stories, EPCC TV.
   YouTube web link provided on Blackboard

2. Article Reading Available on Blackboard

3-page summary of articles

Outline the major economic concerns to the Hispanic Community that are revealed by the research. Show that you understand the material and have grasped its significance.

3. The E-Myth Revisited Gerber
   5-page - Critical Review of the reading
   • Identify the key concepts
   • How does Gerber help you understand the Entrepreneur?
   • Does this reading have importance for the Hispanic Entrepreneur?
   • What is valuable to you about this reading?

4. Know Your Next Move Estrada
   4 page - Review of the reading
   • Identify the key concepts
   • How does Estrada, as a Hispanic author, add value in understanding the Entrepreneur?
   • What is valuable to you about this reading?

5. EntreLeadership Ramsey
   5-page - Critical Review of the reading
   • Identify the key concepts
   • What concepts does Ramsey add to the understanding of the Entrepreneur?
   • What do you find most interesting and useful in this reading and why?
   • What value does this reading bring to you?
Brief Outline of Writing Assignment with questions to consider: (continued)

6. **The Cash Flow Quadrant**  
   Kiyosaki  
   5-page - Critical Review of the reading  
   • What Key Concepts are most useful?  
   • How does this reading provide a deeper understanding of the entrepreneur?  
   • What value does this reading add to you personally?

7. **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.  
   • What are the patterns you observed across the interviews? What value do these stories to you?

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