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 and may build financial assets. The Entrepreneur then grows the business or organization for long-term stability. The function of the Entrepreneur is to identify unfilled needs for products and services and obtains the resources to deliver the solution to satisfy those needs and resolve issues innovatively.

The course discussions will cover a wide range of topics that bring a deeper understanding of the complexity of the Entrepreneur role. The instructor will also present exercises that encourage personal growth and quality decision making.

The instructor will lecture, but will also ask for 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 also listen to audio files or TV interviews of Oral Histories of local Hispanic Entrepreneurs which have been conducted by the Instructor. Local successful Hispanic business owners will also make presentations to the class.

Class discussions will focus on identifying and analyzing the characteristics, the opportunities and the challenges faced by the Hispanic Entrepreneur.

Course Components:

1. Content: Reading assignments
2. Context and Concepts: Lectures and Class Discussions and Guest Speakers
3. The Hispanic Business Success Story 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, as a result of our work

• 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 endure by the lack of planning, due diligence and weak infrastructure

• To comprehend the negative effect that the marginalization of small 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 capacity of each student

• To clarify personal purpose and strategies to accomplish it

• To grow personal leadership understanding and skills

• To better understand career planning and development

• To have a meaningful and positive experience in the class
What is expected of students?

Each student can expect to be challenged and is encouraged to go beyond the level of average performance and to excel. The class is interactive. Discussion is encouraged. Students are expected to be prepared for each class.

Critical analysis is stressed in discussions and in writing the assigned papers. 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.

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
• To value each student’s input
• To treat each student with the highest respect he/she deserves

Required reading

2. EntreLeadership, 20 Years of Practical Business Wisdom from the Trenches; Dave Ramsey; Howard Books 2011
3. Know Your Next Move: A Parable on the 7 Core Disciplines of Business, Ruben A. Estrada, Estrada Family Trust, 2013
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. A. Hispanic Entrepreneurs Oral History project audio interviews Available on Blackboard
   B. Hispanic Biz-Success Stories, EPCC TV, TW Cable 15, KCOS TV 12, Sundays at 12:00 noon
**Syllabus**

**Hispanic Entrepreneurship**

Spring Semester 2016  
H. Homero Galicia, Instructor

### 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 Business Articles (2)</td>
<td>Journal</td>
<td>Jan. 27</td>
<td>2 page x 2</td>
</tr>
<tr>
<td>3. EntreLeadership – Ramsey</td>
<td>Critical Review</td>
<td>Mar. 16</td>
<td>6 pages</td>
</tr>
<tr>
<td>5. Rich Dad’s Cash Flow Quadrant</td>
<td>Critical Review</td>
<td>Apr. 20</td>
<td>5 pages</td>
</tr>
<tr>
<td>6. Hispanic Entrepreneurs Videos (10)</td>
<td>Summaries</td>
<td>May 4</td>
<td>2 page x 10</td>
</tr>
<tr>
<td>7. Final Paper: <em>Analysis of the Course</em></td>
<td>Critical Analysis</td>
<td>May 11</td>
<td>8 pages</td>
</tr>
</tbody>
</table>

**Total** 100

**Grade Scale:** A (100 – 92), B (91 – 83), C (82 – 74), D (73 -65), F (65 or less)

### Instructor’s Policies

- Class attendance is expected and roll will be taken at the beginning of every class.
- Class meets from 6:00 to 8:50 PM. One break will be provided.
- 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. Absences are discouraged.
- **Late papers may be assessed a penalty.** All papers are due at class time on due date.
- 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.
Syllabus  Hispanic Entrepreneurship

Spring Semester 2016  H. Homero Galicia, Instructor

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

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.
Syllabus

Hispanic Entrepreneurship

Spring Semester 2016

H. Homero Galicia, Instructor

Brief Outline of Writing Assignment with questions to consider:

Assignments:

1. Article Reading Available on Blackboard

   2 page review per article

   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.

2. The E- Myth Revisited, Gerber
   6 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?

3. EntreLeadership, Ramsey
   6 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?

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

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

Hispanic Entrepreneurship

Spring Semester 2016

H. Homero Galicia, Instructor

Brief Outline of Writing Assignment with questions to consider: (continued)

6. Summaries
   2. Page summary per interview: 10 interviews

   Listen to 10 Hispanic Entrepreneurs Oral Histories audio files (on Blackboard), or view the video interviews on Hispanic Biz – Success Stories, EPCC TV, web link provided

7. Final Paper

   8 pages Critical Analysis of the Course

   1. A Critical Review of the course focusing on the relationship between the assigned readings and class discussions
   2. An analysis of the Hispanic Business Success Stories identifying the meaningful patterns and value

      • Make a critical statement of the significance of the readings the contributed most to your greater understanding of the course.
      • 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.

NOTE: Instructor will discuss the writing assignments before they are due
FYI: Instructor’s Background:


- Small Business owner since 1995
- Host: Hispanic Biz-Stories of Success, EPCC TV, TW cable 14, KCOS TV Sunday 12:00 pm

Teaching Experience

- UTEP: Hispanic Entrepreneurship since 2006, Political Science: 1974-1976
- San Jose State University: Mexican American Graduate Studies Dept. 1981-82
- Community Colleges: California Bay Area, 10 years

Education:

- BA, UTEP, , Political Science, 1967
  - 24 Graduate Hours, Political Science

Experience

- Executive Assistant, Mayor William Tilney, 1992-93
- Executive Director, interim, El Paso Chamber of Commerce, 1991
- Director, Minority Business Council, Greater El Paso Chamber of Commerce, 1985-91
- Director; Front-Lash, voter Registration project in Texas, 1970
- Supervisor, Vista: Minority Mobilization Program, El Paso, TX, 1968-69
- Intern: US Commission on Civil Rights, 1969
- Foreign Affairs Scholars Program, USIA, - US Dept. of State, 1967

Service:

- Chairman, Hispanic Leadership Institute, member 8 years
- Board Member, South-West Texas Small Business Development Centers Regional Advisory Board, 6 years
- City of El Paso: Empowerment Zone Advisory Board, member 3 years
- City of El Paso: Information Technology Advisory Board, 4 years
- City of El Paso: Small Business Advisory Committee, 3 years
- State National Bank, Citizens Advisory Board, 2 years

Award: SBA Small Business Advocate of the Year, El Paso District, 1995

Veteran: US Air Force