Syllabus  Hispanic Entrepreneurship

Fall Semester 2020  Hispanic Entrepreneurship  H. Homero Galicia, Instructor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CRN</th>
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<tbody>
<tr>
<td>Chicano Studies 4307-001</td>
<td>Hispanic Entrepreneurship</td>
<td>17303</td>
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<tr>
<td>Sociology 3341-024</td>
<td>Special Undergraduate Topics</td>
<td>19226</td>
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<tr>
<td>Political Science 4319-001</td>
<td>Special Topics in Amer. Politics</td>
<td>18959</td>
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</tbody>
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Location: On Line: BlackBoard

Day & Time: Monday 3:00 to 4:20 pm

Instructor: H. Homero Galicia

Office Hours: 3:00 – 4:30 pm Wed or by Appt. on Blackboard

E-Mail: 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  On-line Lectures, Class Discussions and Discussion Board
3. Practice  Video interviews: Hispanic Biz-Success Stories
4. Analysis and Application  Discussion Board 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
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 and reward excellent performance and to reward it

Required COVID-19 Student Training Video

All students, regardless of where you are taking classes, are asked to watch a COVID-19 informational and training video no later than Aug. 19, 2020. Students can access the 6-minute training video at covidtraining.questionpro.com.
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:** EPCC TV, Broadcast on KCOS TV 12, Sundays at 2:00
   Available on Blackboard and on YouTube
   H. Homero Galicia is the host of the Hispanic Biz -Success Stories Program produced by EPCC TV. Successful Hispanic Business Owners share their background, how and why they started their business and challenges they have faced and how they have overcome them. Seventy two interviews have been conducted to date. Most are available on YouTube. Select 7 interviews to view during the semester.
### Syllabus  
**Hispanic Entrepreneurship**

**Fall Semester 2020**  
**H. Homero Galicia, Instructor**

#### Course Writing Assignments and Evaluation Factors

<table>
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<tr>
<th></th>
<th>Type</th>
<th>Length</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>1.</td>
<td>Hispanic Business Articles (3)</td>
<td>Review</td>
<td>3 pages</td>
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| 2. | *E-Myth Revisited* – Gerber  
read Chapters 1-9, 12  
   a. Bb Discussion Board  
   b. Comment on Bb 2 other student’s reviews | Critical Analysis | 5-pages | 15 |
|   |                          |          |         |   |
|   |                          | Review key concepts | 250 words weekly | 5 |
|   |                          |           | 50 word comments | |
| 3. | *Farming in a Farmer’s World* -Dini  
read Parts I, II, III  
   a. Bb Discussion Board  
   b. Comment on Bb on 2 other student’s reviews | Critical Analysis | 5-pages | 15 |
|   |                          | review key concepts | 1 page per week | 5 |
|   |                          |           | 50 word comments | |
| 4. | *Cash Flow Quadrant* –Kiyosaki  
read Chapters 1-11  
   a. Bb Discussion Board  
   b. Comment on Bb on 2 other student’s review | Critical Analysis | 5-pages | 15 |
|   |                          | weekly comments | 250 words weekly | 5 |
|   |                          |           | 50 word comments | |
| 5. | Hispanic Biz – Success Stories- Videos  
Each student is to view seven (7) interviews by the end of the semester  
   a. A two page summary of each interview viewed is required. | Critical Analysis | 7 x 2-page | 15 |
| 6. | Final Paper: *Analysis of the Course*  
Of the Course | Critical Analysis | 6-pages | 20 |
|   | 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

- Participation in all class on-line activities is expected. Roll will be taken at every class meeting the first class day of the week.

- Participation in the Bb Discussion boards is required. Each student is expected to provide a one page weekly statement addressing the key concepts of the assigned reading and responding to two other student’s statements each week.

- Students who do not participate in class meeting or discussions for 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 encouraged to fully participate in the class in order to capture the “Process” of the class.

- All papers are due at the end of the Friday of the week that the paper is due. 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.

- Discussion boards are an integral element in the learning process of this class. Critical insights and personal experiences that highlight the understanding of a concept or idea are encouraged.

- Professional decorum and high ethics are expected.

- Please show respect to the instructor and to other students on all class activities.

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
Brief Outline of Writing Assignment with questions to consider:

1. Article Reading Available on Blackboard
   a. Report  
   Wealth Gaps Rise to Record Highs Between Whites, Blacks and Hispanics, Pew Research Center, 2011
   b. Report  
   Survey of Texas Hispanic Owned Hispanic Businesses with Paid Employees, Bureau of Business Research, UT Austin, 2012
   c. Report  
   State of Latino Entrepreneurship, 2018 Report
   Stanford Business: Latino Entrepreneurship Initiative

   3-page summary of articles (one page 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 a grasp of its significance.

2. 5-page - Critical Analysis of the reading

   A. The E- Myth Revisited  Gerber
   B. Hunting in a Farmer’s World  Dini
   C. The Cash Flow Quadrant  Kiyosaki

   The content of each paper should include the following elements:
   • Identify the key concepts of the reading
   • What Key Concepts are most helpful to your understanding?
   • How does this reading provide a deeper understanding of the entrepreneur?
   • What value does this reading add to you personally?
   • Does this reading have importance for the Hispanic Entrepreneur?
   • What is valuable to you about this reading?
   • What do you find most interesting and useful in this reading and why?
   • Papers are to be double spaced 11 point font. Title and student name on front top page

3. View and Summarize
   Hispanic Entrepreneurs Stories – Hispanic Biz video – One hour interviews
   2 Page summary per interview for each of the 7 interviews selected
   View the video interviews on Hispanic Biz – Success Stories, EPCC TV.
   YouTube web link provided on Blackboard.
4. Final Paper

7-pages - Critical Analysis of the Course

A Critical Review of the course. Focus on the most compelling concepts expressed in the assigned readings, class presentations, Hispanic Biz video interviews and class discussions.

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