Fall 2022

ASIAN AMERICAN IDENTITIES
Special Topics - Asian Studies - ASIA 3350, CRN 18231
Studies in Anthropology - ANTH 4370, CRN 15866
Special Undergraduate Topics - Sociology - SOCI 3341, CRN 15867
Special Graduate Topics - Sociology - SOCI 5341, CRN 12951

Class meetings: Tue and Thu, 12.00 to 1.20 p.m.; Mountain Standard Time (MST)

Hybrid format
   Tue classes: On-campus, College of Business Administration
   Thu classes: Online, via Zoom

Instructor: Pratyusha Basu
Associate Professor of Geography
Department of Sociology and Anthropology
and Director, Asian Studies Program

Email: pbasu@utep.edu
Office Hours: On-campus and online, by appointment

COURSE DESCRIPTION

This course will introduce how Asian origins become an important aspect of American history and identity, focusing on both the role of immigration from Asia in the construction of American culture, and how Asian American experiences and contributions provide insights into social issues and inequalities in the U.S. It views Asia in regional terms and considers East, South, Southeast and West Asian communities and immigration histories. It also considers the distinctive cultural practices that became part of the U.S. social fabric through Asian Americans, including religions, food, and popular culture. This course becomes significant in a moment when racial hierarchies and their consequences are being debated in the U.S. public sphere. Asian Americans are often viewed as constituting a group with a different experience of immigration from African Americans and Hispanic Americans, and this course is an attempt to highlight racial and ethnic solidarities rather than isolate Asian American experiences and perspectives. This course also becomes important because it expands the purview of Asian Studies by considering Asia not as a distant entity, but as part of social and cultural identifications within the U.S.

Course Objectives:
- Introduce various places, identities, and practices that comprise Asian Americans;
- Situate Asian Americans in immigration and racial/ethnic policies in the U.S.;
- Inspire the ability to think beyond social and political boundaries with critical empathy;
- Improve verbal and written comprehension and communication skills useful for future academic and professional development.
ASSIGNMENTS AND GRADING

This course is structured around a textbook, as well as readings from academic books and journals and selected visual materials, that will form the basis for assignments and class discussions. Class meetings will comprise a mix of lectures, student presentations, and discussion. It is being offered in a hybrid format with on-campus classes on Tue and online classes on Thu. Students are expected to actively participate by completing all reading assignments, submitting written exercises, and engaging in thoughtful discussion of the assigned readings in class and online. This course requires that all students take an active role in their own learning, as well as interact with each other through both on-campus and online class sessions to produce a collaborative and supportive learning environment. All students are expected to participate in a manner that demonstrates adequate reflection and understanding of the subject matter, respect for your colleagues in the class, and a willingness to learn and grow. Everyone should feel comfortable sharing their thoughts freely during the class meetings and in the online discussion forums.

The foundation of this course is its weekly readings, so it is important that you attentively and carefully devote time to reading them all. The course expects an intensive and substantial level of engagement with the reading material. The course has one required textbook and additional readings will be available via Blackboard. The schedule of readings is provided in the next section. All assignments should be submitted via Blackboard, and due dates, maximum points, as well as grading rubrics will also be available on Blackboard. Please adhere to the due dates for assignments or let me know of any issues with submitting them. Late submission of assignments may result in the assignment not being graded. Finally, all assignments have to be submitted in order to obtain a final grade for this class.

Assignments for Undergraduate Students

Class Participation (10%)
Class participation will be counted through short in-class quizzes based on readings (for on-campus classes on Tue), and participation in chat (for online Zoom classes on Thu).

Weekly Assignments (40%)
Each week, students will be expected to complete 1-2 short essay (around 250 words in length, or 1 page) or short answer assignments based on the readings for the week. Students are expected to go through the readings to complete the assignment, and can also draw on lectures and class discussions associated with the readings. These assignments will become available every Thursday after class and will be expected to be completed by Monday end of day. The aim here is to ensure that students regularly follow and engage with course materials in a timely fashion. Discussion questions will also be provided online through the Blackboard Discussion Forum which will be an additional space for further comments and reflections on class materials.

Group Presentations (30%)
Students (in groups of 2-3) are expected to make a presentation in class and lead class discussion at least 2 times in the semester. The presentation and discussion will draw on 1-2 chapters from the textbook. To prepare for the presentation, each group member will write a summary of the
chapters, a presentation will then be prepared by the group based on their summaries, and a set of discussion questions will be constructed to structure class discussion.

Written Summary: The summary of the selected chapters should be around 250 words in length (or 1 page). It should cover (i) the main themes of the chapter, (ii) how this chapter adds to your knowledge of Asian American experiences (what is useful in it or what did you like about it), (iii) what could have been added or further elaborated on in the chapter (what is missing or what you would like to read next to add to your knowledge), and (iv) whether and how the themes in the chapters connect to readings discussed in class so far.

Presentation: The presentation should consist of around 5 PowerPoint slides covering the main points from your summary, and should be between 10-20 minutes in length.

You may provide a recorded presentation in lieu of on campus or online presentations, but you need to discuss this with me. The class discussion however will have to be conducted in on-campus or online class.

Class Discussion: An additional PowerPoint slide should list 3-5 discussion questions for the class. Presenters are expected to pose each discussion question in turn to the class, moderate the class discussion around the question, and then provide their own views.

Final Assignment (20%)
The final assignment will consist of 1-2 essay questions which have to be addressed based on class readings and lectures in around 1,000 words (around 4 double-spaced pages). The due date for the final assignment will be Dec 5 (final exams week).

Assignments for Graduate Students

Summaries of Readings (40%)
There will be around 4 readings provided via Blackboard each week, 1-2 of which will be designated as central readings (from the textbook) and the remaining as supporting readings (additional journal articles, book chapters, or videos). Summaries should be written for all or selected central and supporting readings as designated by the instructor.

A broad question will be provided to facilitate the summary. Generally, summaries will be expected to provide (i) an overview of central themes, (ii) 2-3 arguments and aspects of the readings that were especially compelling or insightful, (iii) 2-3 arguments and aspects of the readings that needed to be developed further, and (iv) 2-3 discussion questions (pertaining to one reading or comparing various readings).

Each summary should be at least 500 words. Summaries will be due by Monday end of day and should be submitted via Blackboard.

Class Participation through Discussion Board (10%)
The discussion questions that you provide with summaries will be posted to the Blackboard Discussion Board every Thu. Respond to at least 2 of the discussion questions posted by other students. You can also provide comments on responses given by other students to your questions.

Class participation can also be counted based on in-class quizzes, chats, and participation in class discussions.
**Class Presentation (10%)**
Students are expected to make a presentation in class and lead class discussion at least 2 times in the semester. The presentation and discussion will draw on the readings for the week and should be selected in consultation with me.

The presentation should consist of around 5 PowerPoint slides covering the main points from your summary, and should be between 10-20 minutes in length. You can present in the on-campus class session, online class session, or provide a recorded presentation.

An additional slide should list your discussion questions which can be used to structure class discussion. The leading of class discussion has to be conducted during the in-class or online class session.

**Final Paper (40%)**
The Final Paper will consist of 3 parts.

*Final Paper Proposal (10%)*: The topic of your paper should draw on and extend one or more chapters from the textbook. The proposal should provide an outline of the topic of your paper, the various sections into which you will organize the paper, and a list of potential references (around 10 references in all, 1-3 references can be from class readings and the rest should be drawn from your own search, preferably via the UTEP library catalog). The proposal will be due by Oct 31.

*Presentation of Draft of Final Paper (10%)*: A recorded presentation of a preliminary draft of the research paper (PowerPoint document with voice narration, 10 minutes) has to be uploaded by November 14. The presentation will be available to the rest of the class for their comments.

*Final Paper (20%)*: The final paper should be 10 double-spaced pages in length or at least 2500 words (excluding references and any appended material), 12 point font, with 1 inch margins on all sides. The final paper will be due on Dec 5 (final exams week).

Additional information on the format of the proposal, final paper, and presentation will be provided on Blackboard.

**Grading scale (based on weighted total percentage points)**
A = 90% plus
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = 59.9% and below

**Note:** Grading scale may vary depending on discretion of the instructor. All assignments have to be completed to receive a grade for this class.
# COURSE SCHEDULE (Subject to Change)

**Textbook (Required)**


Additional course materials (e.g. journal articles, videos) will be listed on Blackboard, and will be available either on Blackboard (as pdf files) or through the UTEP Library website. **Please contact Dr. Basu in case of any difficulties in obtaining access to readings.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td><strong>Week 1: Introduction</strong></td>
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<tr>
<td>Aug 23 (on-campus)</td>
<td>Introduction and Discussion of Syllabus: Approaches to Asian American Identity (readings)</td>
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<tr>
<td>Aug 25 (online)</td>
<td>Approaches to Asian American Identity (readings)</td>
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<tr>
<td><strong>Week 2: First Arrivals in America</strong></td>
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<td>Aug 30 (on-campus)</td>
<td>Textbook, Ch 1 Additional readings</td>
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<td>Sep 1 (online)</td>
<td>Textbook, Ch 2 Additional readings</td>
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<td><strong>Week 3: Chinese Immigrants</strong></td>
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<td>Sep 6 (on-campus)</td>
<td>Textbook, Ch 3 Additional readings</td>
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<td>Sep 8 (online)</td>
<td>Textbook, Ch 4 Additional readings</td>
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<td><strong>Week 4: Japanese Immigrants</strong></td>
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<td>Sep 13 (on-campus)</td>
<td>Textbook, Ch 5 Additional readings</td>
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<td>Sep 15 (online)</td>
<td>Textbook, Chs 10 and 11</td>
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<td><strong>Week 5: Korean Immigrants</strong></td>
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<td>Sep 20 (on-campus)</td>
<td>Textbook, Ch 6 Additional readings</td>
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<td>Sep 22 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 6: Southeast Asian Immigrants</strong></td>
<td>Textbook, Chs 14 and 15 Additional readings</td>
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<td>Sep 27 (on-campus)</td>
<td>Textbook, Ch 8 Additional readings</td>
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<td>Sep 29 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 7: South Asian Immigrants</strong></td>
<td>Textbook, Ch 7 Additional readings</td>
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<td>Oct 4 (on-campus)</td>
<td>Additional readings</td>
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<td>Oct 6 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 8: West Asian Immigrants</strong></td>
<td>Additional readings</td>
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<td>Oct 11 (on-campus)</td>
<td>Additional readings</td>
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<td>Oct 13 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 9: ‘Model Minority’?</strong></td>
<td>Additional readings</td>
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<td>Oct 18 (on-campus)</td>
<td>Additional readings</td>
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<tr>
<td>Oct 20 (online)</td>
<td>Textbook, Chs 9 and 13</td>
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<td><strong>Week 10: Assimilation or ‘Forever Foreigners’?</strong></td>
<td>Additional readings</td>
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<td>Oct 25 (on-campus)</td>
<td>Additional readings</td>
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<td>Oct 27 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 11: Cultural Contributions</strong></td>
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<td>Nov 1 (on-campus)</td>
<td>Additional readings</td>
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<td>Nov 3 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 12: Racial Solidarity</strong></td>
<td>Additional readings</td>
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<td>Nov 8 (on-campus)</td>
<td>Additional readings</td>
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<td>Nov 10 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 13: In the Time of Covid</strong></td>
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<td>Nov 15 (on-campus)</td>
<td>Additional readings</td>
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<td>Nov 17 (online)</td>
<td>Additional readings</td>
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<td><strong>Week 14 (no class meetings)</strong></td>
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<tr>
<td>Nov 22</td>
<td>Additional assignment available via Blackboard</td>
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<td>Nov 24</td>
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<tr>
<td><strong>Week 15 (no class meetings)</strong></td>
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<td>Nov 29</td>
<td>Work on final assignment / final paper</td>
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<td>Dec 1</td>
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<td><strong>Week 16: Finals Week</strong></td>
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<tr>
<td>Dec 5-9</td>
<td>Final Assignment due (for undergraduate students)</td>
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<td>Final Paper due (for graduate students)</td>
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SUPPLEMENTARY COURSE INFORMATION

• This course is being offered in a hybrid format, and class meetings will be held from 12.00 p.m. to 1.20 p.m.
  o On-campus on Tuesdays in College of Business Administration, Room 301
  o Online on Thursdays via Zoom (further information available on Blackboard).

• Class readings and lectures will be available via Blackboard.

• Weekly assignments for the course will be usually due on Mondays (but check Blackboard for revised due dates). Assignments have to be submitted via Blackboard, or posted on Blackboard Discussion Board.

• The foundation of this course is its assignments, so it is important that you attentively and carefully devote time to reading, and complete assignments in a timely manner. The course expects you to show an intensive and substantial level of engagement with the reading material which should be reflected in the assignments, research papers, and exams.

• Students are expected to actively participate by completing all reading and viewing assignments, submitting written exercises, and engaging in thoughtful discussion in class and on the discussion board. All students are expected to participate in a manner that demonstrates adequate reflection and understanding of the subject matter, respect for your colleagues in the class, and a willingness to learn and grow. Class meetings and discussion forums are expected to be safe environments and any material posted on them can only be used for class purposes.

• All assignments should be submitted via Blackboard, and due dates, maximum points, as well as grading rubrics will also be available on Blackboard. Please adhere to the due dates for assignments or let me know of any issues with submitting them. Late submission of assignments may result in the assignment not being graded. Finally, all assignments have to be submitted in order to obtain a final grade for this class.

• Office hours for the class will be conducted on-campus and online. Students will preferably first contact the instructor via email and then set up a specific meeting time as required.

TECHNOLOGY REQUIREMENTS

Course content is partly delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Note that for technological issues, the Help Desk is much better equipped than I am to assist you. However, you can also let me know in case this interferes with your ability to attend class, or submit assignments in a timely fashion.

**Course Communication: How we will stay in contact with each other**

- **Office Hours**: Office hours for the class will be conducted on-campus and online. Students will preferably first contact the instructor via email and then set up a specific meeting time as required.

- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.

- **Discussion Board**: If you have a question that you believe other students may also have, you can also post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students’ questions if you have a helpful response.

- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

**NETIQUETTE**

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.
**Course Policies: What do you need to do to be successful in the course**

**ATTENDANCE AND PARTICIPATION**

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in scheduled in-class and online sessions
- Participating in engaging discussion with your peers in class and on the discussion boards
- Other activities that may be indicated

Since these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**ONLINE CLASSES THROUGH ZOOM**

This class requires that you participate in on-campus meetings on Tuesdays and scheduled Zoom sessions on Thursdays, 12.00 p.m. to 1.20 p.m. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates.

Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend an online session, please let me know as soon as possible so that accommodations can be made when appropriate.

**ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.”

See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

Additionally, if you feel that you are unable to complete the course successfully, please let me know, and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

**DEADLINES, LATE WORK, AND ABSENCE POLICY**

**Weekly Assignments**

- Assignments will usually be due on Mondays at midnight (11:59 PM). But do check Blackboard as due dates maybe revised (usually to provide more time). No late work will be accepted if the reason is not considered excusable.
MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (assignments, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

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, possessing 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 as one's 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution (OSCCR)](https://www.utep.edu/osccr) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](https://www.utep.edu/hoop).

CLASS RECORDINGS
The use of recordings will enable you to have access to class materials in the event you miss a class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE
Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS
You should **STAY AT HOME** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. [More information is available at this UTEP website](https://www.utep.edu/covid-19). You are encouraged to report a positive COVID-19 test to [covidaction@utep.edu](mailto:covidaction@utep.edu)

**Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support:

**Technology Resources**
- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

**Academic Resources**
- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
• **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

• **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

**Individual Resources**

• **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.

• **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.

• **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.