

ANTH 4315.01

Discovering the Rio Grande Valley: The Natural and Cultural History of South Texas

UTRGV Fall 2019

Monday 5:00 – 7:30pm, ELABN 207

Instructor:

Roseann Bacha-Garza (CHAPS Program Manager/Scholar)

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E-mail: roseann.bachagarza@utrgv.edu

Office Hours: M 3:45-4:45pm and by appointment

Participating instructors:

Dr. Russell Skowronek

ELABN 317, 956-665-8085

Monday and Tuesday 4:00pm-4:45pm and by appointment

Email: russell.skowronek@utrgv.edu

Dr. Juan Gonzalez

ESCN 2.620, 956-665-3523

Office Hours: 12:30-2:30pm TU/TH and by appointment

Email: Juan.l.gonzalez@utrgv.edu

CHAPS website: www.utrgv.edu/chaps

Textbook and/or Resource Material

Each participating faculty member has assigned a list of required readings, as well as additional readings. Students are responsible for completing the required readings and will be required to turn in a brief synopsis of each one. Failure to do so will result in the loss of grade points and a lowering of the final grade received in the course. Each synopsis will be turned in at the beginning of the appropriate class meeting and will also be used to indicate attendance. Failure to turn in the synopsis will result in the student being marked absent for that class. A list of the required/additional readings is as follows:

Museum of South Texas History (Skowronek)

Brush, Timothy

2005 **Nesting Birds of a Tropical Frontier**. Perspectives on South Texas. Texas A & M University, Kingsville. (available on blackboard)

Anthropology (Skowronek)

Required:

Brown, Marley

1978 The Use of Oral and Documentary Sources in Historical Archaeology: Ethnohistory at the Mott Farm. In **Historical Archaeology: A Guide to Substantive and Theoretical Contributions**, edited by Robert Schuyler, pp. 284-287. Baywood Publishing Co., Inc., Farmingdale, N.Y. (available on blackboard)

Geology (Gonzalez)

Required:

Ewing, T.E. and González, J.L., 2016. The Late Quaternary Rio Grande Delta-A distinctive, underappreciated geologic system. *Gulf Coast Association of Geological Societies Transactions*. 66: 169-180.

Recommended:

Gonzalez, Juan L., Russell K. Skowronek, and Bobbie L. Lovett, "Deflation Troughs, Water, and Prehistoric Occupation on the Margins of the South Texas Sand Sheet. *Journal of Texas Archaeology and History*, November 20, 2014, Vol. 1, Article 4, 2014, pp. 70-93. (available on blackboard)
Ewing, Thomas E. and Juan L. Gonzalez, "The Late Quaternary Rio Grande Delta – A Distinctive, Underappreciated Geologic System." *Gulf Coast Association of Geological Societies Transactions*, v. 66, p. 169-180, September 2016.

Biology (Guest Speaker Ms. Reyes)

Required:

Mathis, Mitchell and Daniel Matisoff, "A Characterization of Ecotourism in the Texas Lower Rio Grande Valley", *Houston Advanced Research Center: Valuing Nature in Texas*, March 2004.

Recommended:

Bomar, G.W., Texas Weather. University of Texas Press: Austin, 1999.
"When rains become excessive" pp. 59-73
"Looking back: the most memorable hurricanes" pp. 77-85
"The scourge of drought" pp. 152-159
"Snow, cold and ice" pp. 160-162 and 171-177
Handouts will be provided in class or posted on blackboard.

History (Bacha-Garza)

Required:

Edinburg Bicentennial Heritage Committee, **Edinburg: A Story of a Town**, Edinburg, TX, 1976.
(On reserve at the UTRGV library)

Kardel, Abigail, "We are Still here: Tracing U.S. Agricultural Change through the Kardel Multigenerational Farm", *The Journal of Culture and Agriculture*, Vol. 36, No. 2, December 2014, pp. 142-152. (available on blackboard)

Hidalgo County Historical Society, "Eastern/Western Hidalgo County Bus Tour", Edinburg, TX, 1981 (available on blackboard).

Recommended:

Knight, Lila, "The Creation of a Magic Valley: Irrigation in the Lower Rio Grande Valley, 1904-1965", *A Field Guide to Irrigation in the Lower Rio Grande Valley*, (Historical Studies Report No. 2009-01), Buda, TX: Texas Department of Transportation, 2009, pp. 7-92. (available on blackboard)

Levinson, Irving W., "The Contours of a Very Special Border", *Journal of the West*, Vol. 53, No. 3, 2014, pp. 69-84. (available on blackboard)

Kirby, McFall, "The Texas Delta of an American Nile: Orchards and Gardens Replace Thorny Jungle in the Southmost Tip of the Lone Star State", *National Geographic*, Vol. LXXV, No. 1, January 1939, pp. 51-94. (available on blackboard)

Foscue, Edwin J., Irrigation in the Lower Rio Grande Valley of Texas, *Geographical Review*, Vol. 23, No. 3, Jul., 1993, pp. 457-463.

Previous Reports Authored by Students in this class.

2012 The Norquest Family: A Porción of Edinburg. A Report Prepared for the Norquest Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

2013 The Cantú Family: A Porción of Edinburg. A Report Prepared for the Cantú Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. The University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

2014 Atwood Acres: A Porción of Edinburg. A Report Prepared for the Atwood Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

2016 The Eubanks Family: A Porción of Edinburg. A Report Prepared for the Eubanks Family and for the University of Texas-Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas-Rio Grande Valley, Edinburg, Texas. (on reserve in UTRGV library)

2016 Bair Farms: A Porción of Edinburg. A Report Prepared for the Bair Family and for the University of Texas-Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas. (on reserve in UTRGV library)

2017 Roegiers Farm: A Porción of Edinburg. A Report Prepared for the Roegiers Family and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas. (on reserve in UTRGV library)

2018 Fike Farm: A Porción of Edinburg. A Report Prepared for the Fike Family and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas. (on reserve in UTRGV library)
Work in progress:

2019 Luna Family Legacy: A Porción of Edinburg. A Report Prepared for the Luna Family and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas.

Book Authored by Students in this class.

Flores, Lupe A., Sandra Hernandez-Salinas, Maria Vallejo, Daniel Nicholson, Rolando Silva, Mary F. Noell, Amanda De La Fuente, Geoffrey Waters, and Geoffrey Schwarz

2013 The Norquest Family of Edinburg, A Century-long Perspective on Life in the Lower Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas.

Course Description and Prerequisites

This course is taught by a team of faculty with research expertise in the Rio Grande Valley. This is an interdisciplinary course where students will gain an understanding of the archeology, anthropology, history, geology, and biology of this dynamic borderlands region. The course is taught through a combination of lectures, required readings, group and individual discussion, music, films, individual and group writing assignments, and hands-on research.

Themes/topics that will be discussed include, but are limited to: Indigenous cultures, race and ethnicity, cartography, institutions, political economy, women, gender relations, family and land history, and the environment.

Learning Objectives/Outcomes for the Course / Mission/Goal of CHAPS

The Community Historical Archaeology Project with Schools (CHAPS) was established in 2009 to:

- 1) Create archaeologically and historically literate citizens who are aware of the local culture and natural history and of its importance to the future of the Rio Grande Valley.
- 2) Help local school districts develop interdisciplinary K-12 curriculum to prepare students for future enrollment in the STEAM subjects.
- 3) Teach students the importance of stewardship to include site preservation, ethics and laws that affect our non-renewable local resources.

Classroom Structure:

Students will experience a combination of classroom and “field” activities. During the first months of the semester, CHAPS Program team members will meet with students and provide instruction in the form of lectures, reading discussion, documentaries, workshops, or related formats. The latter part of the semester will be used to conduct off-campus activities, though there might be classroom meetings as well. The main project will consist of conducting the following research on the **Houts** family and its property: oral history, archeological research, land ownership/title, GIS mapping, and biological research. Students will receive guidance from the lead instructor as well as the team of faculty who will assist throughout the semester.

To participate in the class **ALL students must sign a release of liability form**. We will be working on private and public property and must be responsible for our own safety. These forms will be completed on the first day of class.

Service Learning—Hands-On Research

Students will have the unique opportunity of conducting on-site research focusing on one of the main themes of the class with the guidance of the CHAPS Program team members. For the end of term project, students will conduct field work incorporating research techniques, if possible, in the fields of anthropology, archeology, history, geology, and biology (subject to land access). The class will focus on investigating the **Houts** family and their lands in Edinburg. Students will incorporate all of their findings and sources (land deeds, transactions, oral histories, genealogy, maps, GIS mapping/research, and geological research) in an end-of-semester research project. Students will work in teams and will collaborate in the completion of a synthetic report documenting the story of the land and its residents. **All students are expected to be actively engaged in all aspects of the research and documentation process including classroom, lab, and field work. This means mandatory attendance**. Specific details about the project will be given during the first weeks of class.

Specifics will be given by each CHAPS Program instructor on the nature of research in his/her field. For example, students will get training on how to conduct oral history interviews, conduct land title research, and conduct field surveys in wildlife preserves to familiarize themselves with the diverse flora and fauna of southern Texas. Students will also do secondary source reading to familiarize themselves with the development of the Rio Grande Valley from various disciplinary perspectives. In short, students will gain an understanding of the uniqueness of the region.

Students will present their findings to the class as well as to the collaborating family. This is a somewhat formal oral presentation, making use of power points or other methods of illustration. Specifics about the research project and its requirements will be discussed in more detail during the first weeks of class. Each student's work (chapter development, oral history interview transcriptions, and data collection analyses will contribute to the final published report for this study and be housed in regional library systems.

Learning Objectives for Core Curriculum Requirements

1. Students will comprehend the origins and evolution of a regional farming/agricultural family from their arrival in Edinburg and throughout their experiences with political systems, commercial agriculture business, and civil and human rights issues. Research will focus on family genealogy, land ownership, tenure and transactions as well as community engagement across a range of historical periods.
2. Students will analyze effects of historical, social, political, economic, cultural and natural forces on the family under this study.
3. Students will understand the evolution and current role that this family has in the region as it pertains to commercial agriculture and community engagement.
4. Students will learn to differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. Students will learn to recognize and apply reasonable criteria for acceptability of historical evidence and social research.
6. Students will identify and understand differences and commonalities within diverse cultures of the region.
7. Upon completion of this class, students will have experience developing their Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, as well as

participate in learning activities that require Teamwork, Social Responsibility, and Personal Responsibility as outcomes set by the Texas Higher Education Coordinating Board (THECB).

Grading Policies

Attendance is **mandatory**, as is participation in the research projects that will be carried out over the course of the semester. Absences will require a valid excuse. A student who compiles 3 unexcused absences may be dropped from the class, or may lose a full letter grade. Graduate students will be expected to lead group projects and supervise undergraduate students throughout the semester activities. Late work will receive partial credit and will effect discussion grade scores. Grades will be calculated using the following scale: 90% or more A; 80% or more B; 70% or more C; 60% or more D. UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

<u>Category</u>	<u>Undergraduate</u>
attendance/discussion	10%
MOSTH Visit	10%
synopsis of readings	15%
special interest/historical analyses	15%
transcriptions	10%
presentations	10%
final project	30%

Calendar of Activities

The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, prior to login. Some important dates for Fall 2019 include:

August 26 First day of classes

August 29 Last day to add a course or register for Fall 2019

September 2 Labor Day Holiday – NO classes

November 13 Last day to drop a course; will count toward the 6-drop rule

November 28 - 29 Thanksgiving Holiday – NO classes

December 5 Study Day – NO classes

December 6 - 12 Final Exams

December 13 - 14 Commencement Exercises

Course Schedule: (subject to change: check your e-mail daily)

August 26: Introduction to the class; **Houts** Family background; **Homework:** **READ:** Brush 2005:10-30, **READ:** Tracking US Agricultural Change (Kardel), **READ:** unpublished manuscript Norquest Swarming of the Wetbacks article P. 1-2,23-26, **Assignment:** 2-page historical research (push/pull analysis)paper

September 2: Labor Day, no class

Friday, September 6th - Border Studies Archive (BSA – 3rd floor in our UTRGV library) visit with Shantal Brissette/Rocio Diaz – Oral History Interviews techniques and training (sign up for 1 of the following 3 sessions 10:00am, 12:00 noon and 2:00pm)

September 9: Plan chapter groups for class report; **Houts Family to visit our class;** Schedule oral history interviews by group; **2-pg paper due** historical research (push/pull analysis) paper
Synopsis due Kardel, **Homework: READ:** Brown 1978; **READ:** Archaeology and Geology chapters Norquest, Cantu, Atwood, Eubanks, Bair, Roegiers, Fike reports; **READ:** Ewing/Gonzalez Rio Grande Delta article.

***September 14 (Saturday): Visit to MOSTH 10:00am** for tour by Dr. Skowronek on the Human Geography of the Rio Grande Valley (**students must attend/mandatory**) **Synopsis due:** Brush, **Synopsis due:** Norquest article

September 16: Oral History overview-form groups/develop questions; Archaeology lecture, Dr. Russell Skowronek; Geology Lecture, Dr. Juan Gonzalez; **Synopsis due** Ewing/Gonzalez Rio Grande Delta article. **Synopsis due** Brown; **Synopsis due** Archaeology/Geology chapters of (5) Norquest, Cantu, Atwood, Eubanks, and Fike reports
Homework: READ: Mathis & Matisoff, **READ:** (4) CHAPS class reports
Norquest/Cantu/Atwood/Eubanks – Biology chapters

September 23: RGV Native Plants & Animals lecture, Ms. Becky Reyes, **Synopsis due** Mathis & Matisoff; **Synopsis due** Biology chapters Norquest, Cantu, Atwood, Eubanks, Bair, Roegiers, and Fike reports; **Homework: READ:** Border Sanctuary: The Conservation Legacy of the Santa Ana Land Grant (chapters 2, 3, and 4 – pages 30-82)

September 30: Santa Ana Wildlife Refuge class trip – native plants and animals; **Synopsis due** Border Sanctuary, **Homework: READ:** Hidalgo County Bus Tour; **READ:** Edinburg: Story of a Town,

October 7: In the field – schedule to be discussed

October 14: In the field – schedule to be discussed

October 19 – Rio Grande Delta International Archaeology Fair – Palo Alto Battlefield, Brownsville (optional)

October 21: In the field – schedule to be discussed

October 26 – South Texas (Way South) Pow Wow, Lark Community Center, McAllen (optional)

October 28: RGV History Lecture, Land Title Search Lecture, Ms. Bacha-Garza; **Synopsis due** Hidalgo Co Bus Tour; **Synopsis due** Edinburg: Story of a Town **Homework: oral history interview transcriptions**

November 4: TRANSCRIPTS DUE (Oral histories) to be submitted to the Houts family members for review; In-class workday – Outline of Chapters to be constructed

November 11: Rough outline of chapter assignment submit online to professor. Will return with comments by Friday, November 17

November 5 – November 24: work on completion of chapter drafts consisting of chapters with citations, photos and images, appendices with oral history transcriptions, family tree, property/land title history, etc.

November 25: Submit completed chapters as a draft for professors' review.

December 2: Chapters returned to students with professors' preliminary comments for review and revision by students; **FINAL REVISIONS of Transcriptions DUE;** Class power point presentation of **Houts** Family research – dry run – for critique by professors; submit revised report with edits/corrections

December 5: Return reports to students with professors' final comments.

December 9: Finalized manuscript draft submitted; Final presentation to the Houts Family and DRAFT manuscript given to family (at later date)

NOTE: Final versions will follow the format found in all previous published reports on the Norquest, Cantu, Atwood-Evins, Eubanks, Bair, Roegiers, and Fike families which include:

Table of Contents

List of Figures

Captions with attribution for ALL figures

Chapters- (earlier drafts, and approved by the family—signature and date required)

Maps will have scales and north arrows

Artifacts (if found) will be photographed with scales

Land Transactions (Parcel Number) and chain of title

Tables

Oral histories (accompanied by the draft versions with corrections indicated, signed and dated by the interviewee). There must be signed release forms

References/Bibliography (complete citations that include: date, publisher, location, and if an article Volume, number and pages)

Recap of Homework items/project due dates:

Monday, **September 9**, 2019: 2-page historical research (push/pull analysis), paper, 1-page synopsis Kardel article

Saturday, **September 14**, 2019: 1-page synopsis Timothy Brush article, 1-page synopsis due Norquest article

Monday, **September 16**, 2019: 1-page synopsis Brown article, 1-page synopsis Ewing/Gonzalez Rio Grande Delta article, 1-page synopsis CHAPS reports of Geology/Archaeology chapters in Norquest/Cantu/Atwood/Eubanks/Bair and Roegiers reports

Monday, **September 23**, 2019: 1-page synopsis Mathis/Matisoff article, 1-page synopsis Biology chapters in Norquest/Cantu/Atwood/Eubanks/Bair and Roegiers reports

Monday, **September 30**, 2019: 1-page synopsis Morgan (Border Sanctuary) book chapter

Monday, **October 28**, 2019: 1-page synopsis Edinburg Story of a Town book, 1-page synopsis Eastern/Western Hidalgo County bus tour, Oral history interview transcriptions

Monday, **November 4**, 2019: Oral history transcriptions due (will be submitted to **Houts** Family)

Monday, **November 11**, 2019: Rough outline of chapter assignment submit online to professor.

Monday, **November 25**, 2019: completed chapters as final draft for professors' review

Monday, **December 2**, 2019: FINAL REVISIONS of Transcriptions; Class power point presentation of **Houts** Family research – dry run –

Monday, **December 9**, 2019: Finalized manuscript draft submitted; Final presentation to the **Houts** Family

Other Course Information

Communication: Per UTRGV policy, all email communication between the UTRGV faculty and staff and students must be conducted through the students' official University supplied Vaquero Mail account. Therefore, please use your UTRGV assigned Vaquero Mail for any correspondence with UTRGV faculty and staff. Other emails may be blocked by the spam filter. You are responsible for the consequences of an undelivered or delayed email that are blocked by the spam filter. For online courses students should use the email system in Blackboard.

UTRGV Policy Statements

Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1	October 2 nd – 8 th
Module 2	November 27 th – December 3 rd
Full Fall Semester	November 14 th – December 4 th

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC DISHONESTY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT and MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oiie@utrgv.edu) any instance, occurring during a student's time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no

longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

Center Name	Brownsville Campus	Edinburg Campus
Advising Center AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	ESWKH 101 (956) 665-7120
Career Center CareerCenter@utrgv.edu	BCRTZ 129 (956) 882-5627	ESSBL 2.101 (956) 665-2243
Counseling Center Counseling@utrgv.edu	EUCTR 109 (956) 665-2574	BSTUN 2.10 (956) 882-3897
Learning Center LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
Writing Center WC@utrgv.edu	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538