



ANTH 4315.01

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

SYLLABUS

Term: Fall 2022

*Subject to any new Texas legislative mandate changes.*

**COURSE INFORMATION:**

**Course Modality: Hybrid/Reduced Seating Class (REDUC)**  
**Meeting Location: ELABS 310**  
**Meeting Day/Time: Mondays 5:00pm – 7:30pm In-person and Online**

**Lead Instructor:**

Dr. Russell Skowronek (CHAPS Founding Director/Assoc. Dean)  
ELABN 317, 956-665-8085  
Office Hours: M 3:00pm-4:30pm and by appointment  
Email: [russell.skowronek@utrgv.edu](mailto:russell.skowronek@utrgv.edu)

Assisted by:

Roseann Bacha-Garza (CHAPS Program Manager/Scholar)  
ELABN 315, 956-665-8161  
E-mail: [roseann.bachagarza@utrgv.edu](mailto:roseann.bachagarza@utrgv.edu)  
Office Hours: M 3:45-4:45pm and/or by appointment  
(Face masks are strongly recommended for in-person office hours or indoor activities on campus.)

Dr. Juan Gonzalez  
ESCN 2.620, 956-665-3523  
Office Hours: M-F 1:00 – 2:00pm and by appointment  
Email: [Juan.I.gonzalez@utrgv.edu](mailto:Juan.I.gonzalez@utrgv.edu)

CHAPS website: [www.utrgv.edu/chaps](http://www.utrgv.edu/chaps)

**WELCOME & INTRODUCTION TO COURSE MODALITY STATEMENT**

Welcome to the 12<sup>th</sup> annual Community Historical Archaeology Project with Schools (CHAPS) class course! Each Fall semester, the CHAPS team conducts a regional research project designed to record a special and unique aspect of the cultural history of Edinburg, in the Rio Grande Valley of Texas. Students benefit from learning in a hand-on environment while given lectures/instruction from various experts/scholars in the field. This year, during the Fall 2022 semester, we will study the **Raygoza** family of Edinburg, TX. This course will result in a comprehensive, contextualized published report that will include oral history interviews and photo journaling.

**COURSE DESCRIPTION, PREREQUISITES & MODE OF LEARNING**

This course is taught by a team of faculty and guest speakers with research expertise in the culture and history of the Rio Grande Valley of Texas. The course is taught through a combination of lectures, required readings, group and individual discussion, films/news reports, individual and group collaborative writing assignments, and hands-on research. There are no prerequisites for this course.

This course will be offered as a Hybrid/Reduced Seat Time Course (REDUC) and **will meet both in-person and synchronously** throughout the semester. Therefore, we will meet every Monday between 5pm – 7:30pm throughout the semester unless otherwise posted. Please see the syllabus for specific dates/mode of learning.

**COVID-19 RESOURCES:**

Please visit the [UTRGV COVID-19 protocols web page](#) for the most up-to-date COVID-19 campus information and resources. The [COVID-19 Frequently Asked Questions \(FAQs\) web page](#) offers additional guidance to specific questions. To submit a question for the FAQ, please email [WelcomeBack@utrgv.edu](mailto:WelcomeBack@utrgv.edu).

**UTRGV VACCINE PORTAL**

UTRGV Students are eligible to receive the COVID-19 Vaccine. Students may access and complete their vaccine profile via the [UTRGV Vaccine Portal](#). For additional information on the COVID-19 Vaccine, please visit the [UTRGV Vaccine web page](#).

**WEAR A FACE COVERING**

Regardless of vaccination status, the use of face coverings in university buildings are strongly encouraged but cannot be required. See this site for information on safety measures and general information on the university's return to campus and Covid-19. It is very helpful!

<https://www.utrgv.edu/commitment/>

**TEACHING PHILOSOPHY/MISSION/GOAL OF THE CHAPS PROGRAM**

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

- 1) Create culturally 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.

**LEARNING OBJECTIVES/CORE CURRICULUM REQUIREMENTS/OUTCOMES FOR THE COURSE**

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).

## LEARNING OBJECTIVES FOR CORE CURRICULUM REQUIREMENTS

Core Objectives	UTRGV Student Learning Outcome Statement	Core Area Requiring this SLO
<b>Critical Thinking</b>	Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.	All Core Areas
<b>Communication Skills</b>	Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.	All Core Areas
<b>Empirical &amp; Quantitative Skills</b>	Students will be able to make and communicate informed conclusions and predictions based on the interpretation, manipulation, and analysis of empirical and quantitative data.	Math, Life & Physical Sciences, Social & Behavioral Sciences
<b>Teamwork</b>	Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.	Communication, Life & Physical Sciences, Creative Arts
<b>Social Responsibility</b>	Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.	Language, Philosophy, & Culture; Creative Arts; American History; Government & Political Science; Social & Behavioral Sciences
<b>Personal Responsibility</b>	Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.	Communication; Language, Philosophy, & Culture; American History; Government & Political Science

### TEXTBOOK, TECHNOLOGY, AND/OR RESOURCE MATERIAL

Each participating faculty member has assigned a list of required readings, as well as additional/recommended 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 on blackboard or 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)

Required:

Brush, Timothy

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

Recommended:

Norquest, Carrol,

The Swarming of the Wetbacks, self-published report (available on blackboard)

## **Agriculture**

### Required:

Anderson, Mike and Carol Goland, "Growing Organics: Integrating Science, Farmer Indigenous Knowledge, and Experience in Expanding Organic Production in Ohio." Sustainable Agriculture Research Education project report, 2010, <https://projects.sare.org/project-reports/Inc07-288/>

Zimmerer, Karl S., and Stef De Haan. "Agrobiodiversity and a sustainable food future." *Nature Plants* 3, no. 4 (2017): 1-3.

### Recommended:

Fukuoka, Masanobu, *The One-straw Revolution: An Introduction to Natural Farming*. Emmaus, PA: Rodale Press, 1978.

Stika, Jon, *A Soil Owner's Manual: How to Restore and Maintain Soil Health*, Createspace Independent Publishing Platform, United States, 2016.

Salatin, Joel, *Everything I Want To Do Is Illegal: War Stories from the Local Food Front*, Chelsea, Vermont: Chelsea Green Publishing, 2007.

## **Anthropology (Skowronek)**

### Required:

Reger, Brandi, Juan L. Gonzalez and Russell Skowronek, 2020, "Lithic Raw Materials in the Lower Rio Grande Valley, South Texas and Northeast Mexico," *Lithic Technology*, DOI: 10.1080/01977261.2020.1765109

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, 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.

### 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)

## **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:

Brannstrom, Christian, and Matthew Neuman, “Inventing the ‘Magic Valley’ of South Texas, 1905-1941,” *Geographical Review*, Apr. 2009, Vol. 99, No. 2, pp. 123-145.

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)

Recommended:

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)

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

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

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)

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

### **Additional sources:**

#### **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.

2020 The Houts Farm: A Porción of Edinburg. A Report Prepared for the Houts 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.

2021 Rio Grande Valley in the Time of a Pandemic: Community Responses to COVID-19. A Report Prepared for the community at large and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas.

2022 Kieffer Enterprises: A Porción of Edinburg. A Report Prepared for the Kieffer 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.

## **Technical Requirements**

### **Computer Hardware**

To participate in this hybrid course for any online class sessions and assignments, you should have easy access to a computer fewer than 5 years-old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboard's resource page. Note: Dell and Apple bundles available [at the UTRGV bookstore \(https://link.utrgv.edu/campusstores-tech/\)](#)

## Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

## Software

- Microsoft Office's [Internet Explorer](#) (latest version)
- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version).
- Virus protection
- Microsoft Office

**It may be useful to use or try Google Chrome if your usual settings don't work.**

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

Submit a [Blackboard](#) Helpdesk Ticket: <https://colttapps.utrgv.edu/helpme/>

COLTT Help Desk Contact Information (UTRGV's Blackboard Support)

Location: Education Building Room 2.202

Phone: 956-665-5327

Monday – Thursday: 7:30AM – 7:00PM, Friday: 7:30 AM – 6:00PM

**Be aware that the instructor cannot offer tech support.** Check with the above links.

## BLACKBOARD SUPPORT

If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](#) (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.

Support Tickets Submit a Support Case via our [Ask COLTT Portal](#)

## 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

## ETHNOGRAPHIC RESEARCH ELEMENTS

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 **Raygoza** 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 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 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.

#### **GRADING POLICIES**

UTRGV's grading policy is to use straight letter grades

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

#### **Category % Breakdown of grades for this class:**

Attendance/discussion	10%
Synopses of readings	25%
Special interest/historical analyses paper	5%
Interview transcriptions	15%
Discussion Activity	5%
Final presentation	10%
Final project	30%

#### **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; have been provided such an accommodation by Student Accessibility Services (SAS); 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.

Since this course is being conducted as **hybrid (in-class and synchronous online) course**, attendance will be taken during in-class sessions as well as through online zoom synchronous sessions. Attendance for this semester will be 10% of your final grade.

Note: \*\*\*Any student that has neglected to take/complete/turn in any combination of three assignments by Wednesday, **November 9, 2022**, without arrangements made with the professor *prior to the due dates*, **will be dropped from the class**\*\*\*



## ABSENCE/SICK POLICY:

In the event that you have to miss a class meeting (or multiple), please reach out to us via email as soon as possible so we are aware of your situation and can help you develop a plan to stay on track with the course. Please know that we will work with you to ensure you have what you need to keep up with your assignments and, if necessary, can work with you on alternative due dates and/or an incomplete for the course. Please do not assume that the semester is a loss; talk with us first and we will determine the best course of action with regard to your progress in the course.

The use of recordings will enable you to have access to class lectures, group discussions, etc. in the event you have to miss a **synchronous 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), UTRGV's acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV 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 under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.

**Makeup Work:** Additionally, if any work needs to be made up due to illness or absence, all recorded lectures will be posted on blackboard and remain available for the duration of the course. Therefore, you will be able to listen to each lecture and take notes to prepare for your research and writing assignments. Please communicate with us via e-mail to let us know if you are unable to complete any portion of the work for this class. We can discuss the make-up options accordingly.

## 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 2022 include:

August 29	First day of classes
September 4	Last day to add a course or register for Fall 2022
September 5	Labor Day Holiday – NO classes
November 10	Last day to drop or withdraw a course; will count toward the 6-drop rule
November 24 - 25	Thanksgiving Holiday – NO classes
December 8	Study Day – NO classes
December 9 - 15	Final Exams
December 16 - 17	Commencement Exercises
December 19	Grades due

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

WEEKLY SCHEDULE FOR THE COURSE:

Day	Topic	Assignments
August 29, 2022 - class will meet in the classroom	Introduction to the course  (discuss 2 page compare/contrast paper in depth)	<b>Homework:</b> READ: Brush 2005 pp. 10-30, READ: Brown 1978 pp. 284-287 Watch: film titled "Kiss the Ground" and engage in discussion activity on blackboard <b>Assignment:</b> 2-page historical research (compare/contrast analysis) paper (Due: October 10 <sup>th</sup> ) (review CHAPS class reports from previous years – on reserve at the library and online at CHAPS website)
September 5, 2022 – no class	Labor Day Holiday	No class
<b>Saturday,</b> September 10, 2022 10:00am – 12:00pm noon  Regional/Cultural history and geography tour of the museum	Visit to Museum of South Texas History - <b>mandatory</b> Museum visit tour by Dr. Skowronek on the Human Geography of the Rio Grande Valley (students must attend/mandatory)	<b>Homework:</b> Due: Synopsis Brush article.
September 12, 2022 – class will meet in the classroom	Oral History Interview Techniques and Training Lecture – Border Studies Archive introduction/process  Raygoza Family to visit our class	<b>Film Discussion activity DUE:</b> "Kiss the Ground" due by 5pm. <b>Synopsis DUE:</b> Brown article <b>Homework:</b> Oral history interview sample/practice assignment READ: Zimmerer & de Haan article
September 19, 2022 – class will meet in person in the classroom	Ms. Ruby de la Garza – USDA lecture Mr. Colin Cain - Sustainable Agriculture and Rural Advancement Lecture  Oral History overview-form groups/develop questions  Plan chapter groups for class report	<b>DUE:</b> Practice oral history interviews  <b>Synopsis DUE:</b> Zimmerer & de Haan article, Brown article.  <b>Homework:</b> READ: Mathis & Matisoff, READ: Reger/Gonzalez/Skowronek article READ: Ewing/Gonzalez Rio Grande Delta article.
September 26, 2022 – online session – synchronous online lectures	RGV Native Plants & Animals lecture, Ms. Becky Reyes  Archaeology lecture, Dr. Russell Skowronek  Geology Lecture, Dr. Juan Gonzalez	<b>Synopsis DUE:</b> Mathis & Matisoff, <b>Synopsis DUE:</b> Ewing/Gonzalez Rio Grande Delta article. <b>Synopsis DUE:</b> Reger/Gonzalez/Skowronek article.  <b>Homework:</b> READ: Brannstrom & Neuman article, READ: Levinson article

		<b>READ: Anderson/Goland SARE report</b>
<b>October 3, 2022- online session – synchronous zoom session</b>	<b>Organic Farming, Sustainability, and Ecological Food Lecture – Guest Speaker: Dr. Carol Goland</b>  <b>RGV History Lecture, Land Title Search Lecture, Ms. Bacha-Garza;</b>	<b>Synopsis DUE: Brannstrom &amp; Neuman article,</b> <b>Synopsis DUE: Kerbey article,</b> <b>Synopsis DUE: Anderson/Goland SARE report</b>
<b>Saturday, October 8, 2022 – Rio Grande Delta International Archaeology Fair Palo Alto Battlefield, Brownsville (optional)</b>	<b>Annual Archaeology Fair</b>	<b>Optional activity</b>
<b>October 10, 2022 – In the field – schedule to be discussed</b>	<b>Hands-on field work at Terra Preta/Raygoza Farm</b>	<b>Due: 2-pg paper due historical research (compare/contrast analysis) paper</b>
<b>October 17, 2021 – In the field – schedule to be discussed</b>	<b>Hands-on field work at Terra Preta/Raygoza Farm</b>	
<b>Saturday, October 22 – South Texas (Way South) Pow Wow, Alton Community Center, 10am – 9:30pm (optional)</b>	<b>Annual Lipan Apache Cultural Event</b>	<b>Optional activity</b>
<b>October 24, 2022 – In the field – schedule to be discussed</b>	<b>Hands-on field work at Terra Preta/Raygoza Farm</b>	<b>Homework: oral history interview transcriptions (ready to send to the interviewees)</b>
<b>October 31, 2022</b>	<b>TBA – Packing House for Organic Materials – Field Visit</b>	
<b>November 7, 2022 - In-class workday – Outline of Chapters to be constructed</b>	<b>TRANSCRIPTS DUE (Oral histories) to be submitted to the Raygoza family members for review</b>	
<b>November 14, 2022 – no class today – submit rough outline of chapter assignment online.</b>	<b>Rough outline of chapter assignment <u>submit online</u> to professor. Will return with comments by Friday, November 18</b>	<b>Rough chapter outline due today.</b>
<b>November 14 – November 27, 2022 No in-class sessions – time to work on constructing your reports/chapters for this course</b>	<b>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.</b>	
<b>November 28, 2022 – class will meet in the classroom</b>	<b>Submit completed chapters as a draft for professors’ review</b>	<b>Homework: oral history interview transcriptions (edited, approved by interviewee, signed permission forms, etc.)</b>

December 5, 2022 – class will meet in the classroom	Chapters returned to students with professors’ preliminary comments for review and revision by students; Class power point presentation of Raygoza Family research – dry run – for critique by professors; submit revised report with edits/corrections	FINAL REVISIONS of Transcriptions DUE Today
December 12, 2022 – class will meet in the classroom	Final presentation to the Raygoza Family and DRAFT manuscript given to family	Finalized manuscript chapter due submitted <u>by NOON</u> today; Final presentation due

**DESCRIPTION OF ASSIGNMENTS:**

**Oral History Interview Practice Assignment:** This assignment is designed to provide a (short 10-15 minute) test-run interview for each student to prepare for the published oral history interview assignment for this class. The steps to the process will be discussed in detail during the in-person class lecture on Monday, September 19, 2022. For successful completion of this assignment, the student will:

1. Identify a subject/person/interviewee for the test interview
2. Create a list of questions
3. Get the interviewee to sign the permission form
4. Interview the interviewee using a recording device
5. Transcribe the interview
6. Get the interviewee to read the transcription, make necessary edits, and sign/date the transcription.
7. Edit the transcription
8. Hand in all steps to this process (list of questions, signed interview form, transcription, edited final transcription, recorded interview digital file)

**Oral History interview of farming family members:** all students will be assigned to an oral history interviewee from the study family and will follow the processes listed above to conduct successful oral history interviews.

**Synopses of Reading assignments/documentary film review:** In order to prepare for thoughtful participation in designated class discussions, the student will be assigned to read journal articles, book chapters, and watch relevant videos to the upcoming subject to be covered in class. A 1-page synopsis for each assignment will be due accordingly and should include the citation/reference, thesis/main idea, list of topics, and special aspects that made an impression, and any impact on their personal viewpoints (whether agree, disagree, or perception change as a result of what was learned from the article/film, etc.). Through these assignments, students will become aware of various current and past events that relate to regional cultural and natural history of the Rio Grande Valley of Texas and reflect upon regional cultural diversity and the differing values and beliefs that influence social and personal responsibility issues. These assigned readings/films have been chosen not only to increase general knowledge of our rich regional borderland history but to ultimately inspire students to delve further into research and to comprehend the importance of participation in historic preservation roles in society and to discover the link between ethics and behavior.

**2-page special interest/cultural/historical COMPARE-CONTRAST analysis:** The students will write a 2-page paper that discusses the events that occurred in the region of our focus family’s origins within Mexico that caused them to relocate to America as well as to compare sustainable organic farming to traditional farming methods present in the RGV during the last century. This exercise will set the stage to understand what motivated the focus family to embark on their journey from their home country to a new life in the US as well as the differences between modern organic farming and traditional methods.

**Discussion Activity Assignment for the film “Kiss the Ground”:** There is one discussion assignments for this course (Week of September 12, 2022) – you can find the film at the following link:  
[https://proxy.openathens.net/login?entityID=https%3A%2F%2Fidp.utrgv.edu%2Fopenathens&url=https://video.alexanderstreet.com/watch/kiss-the-ground?account\\_id=7119&usage\\_group\\_id=114743](https://proxy.openathens.net/login?entityID=https%3A%2F%2Fidp.utrgv.edu%2Fopenathens&url=https://video.alexanderstreet.com/watch/kiss-the-ground?account_id=7119&usage_group_id=114743)

**Please submit your initial post of 200-250 words for this discussion activity early in the week**, and subsequent responses to the posts of **2** of your peers at **timely intervals** throughout the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire week which means it is a good idea to visit the Discussions link to see if new posts are made. You can also **Subscribe** to each forum to be alerted of new responses.

- Posts and responses should be **thorough and thoughtful**. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.
- Respond to at least **two** of your peers.
- Discussions occur when there is a dialogue; therefore, you need to **build upon the posts and responses of other learners** to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- Your prior knowledge, experiences, and resources are an invaluable part of the discussion

**Final Project/Paper:** Students will choose a topic of interest with regard to the farming family and their agricultural and family life on the farm. Chapter themes will be determined early in the semester and groups will be formed. Various photos and documents will be acquired throughout the semester and should be included in the report. The final report should consist of 20-25 pages total contextualizing the chapter topic and the outcomes; 20-25 pages divided amongst the members of each group. The final paper should also include research images, documents, etc., and a list of references.

- **NOTE: FINAL VERSIONS OF THE REPORT WILL FOLLOW THE FORMAT FOUND IN ALL PREVIOUS PUBLISHED REPORTS ON THE NORQUEST, CANTU, ATWOOD-EVINS, EUBANKS, BAIR, ROEGERS, FIKE, LUNA, AND HOUTS 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)

**Final Presentation to the class:** Students will prepare a PowerPoint slide presentation of their group/chapter research project for the class. Maximum # of slides and time length to be discussed in class. This presentation will be given on the day scheduled for our final exam, Monday, December 12, 2022 @ 5:45pm.

## RECAP OF HOMEWORK ITEMS/PROJECT DUE DATES:

**September 10, 2022** (Saturday): Synopsis **DUE**: Brush article

**September 12, 2022**: Film Discussion Activity **DUE**: Kiss the Ground, Synopsis **DUE**: Brown article

**September 19, 2022**: **DUE**: Practice oral history interviews, Synopsis **DUE**: Zimmerer & de Haan article,

**September 26, 2022**: Synopsis **DUE**: Mathis & Matisoff; Synopsis **DUE**: Reger/Gonzalez/Skowronek article. Synopsis **DUE**: Ewing/Gonzalez Rio Grande Delta article.

**October 3, 2022**: Synopsis **DUE**: Brannstrom & Neuman article, Synopsis **DUE**: Kerbey article, Synopsis **DUE**: Anderson/Goland SARE report

**October 10, 2022**: Paper **DUE**: 2-pg paper due historical research (compare/contrast analysis) paper

**November 7, 2022**: TRANSCRIPTS **DUE**: (Oral histories) to be submitted to the Raygoza family members for review

**November 14, 2022**: **DUE** Rough outline of chapter assignment submit online to professor.

**November 28, 2022**: **DUE** Submit completed chapters as a draft for professors' review.

**December 5, 2022**: **DUE** FINAL REVISIONS of Transcriptions; Class power point presentation of Terra Preta/Raygoza Family research – practice/dry run today in class

**December 12, 2021**: **DUE** Finalized manuscript draft submitted by NOON TODAY; **DUE** Final presentation to the Raygoza Family @ 5:45pm in the classroom

## ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are 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 (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

## UTRGV POLICY STATEMENTS

### STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the [mySAS portal](#). and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

## **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) should submit the request using the form found at <https://www.utrgv.edu/pregnancyandparenting> for review by **Student Accessibility Services**.

### **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](mailto: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](mailto:ability@utrgv.edu).

### **MANDATORY COURSE EVALUATION PERIOD:**

Students are encouraged 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:

Fall Module 1 (7 weeks)	October 12 - 18, 2022
Fall Regular Term 2021	November 18- December 7, 2022
Fall Module 2 (7 weeks)	December 7-13, 2022

### **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 (OIED@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](http://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 (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

### **COURSE DROPS:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) 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.

Note: \*\*\*Any student that has neglected to take/complete/turn in any combination of three assignments by Wednesday, November 9, 2022, without arrangements made with the professor *prior to the due dates*, **will be dropped from the class**\*\*\*

### **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 Student 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](mailto:ucentral@utrgv.edu)) or telephone: (956) 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, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

Center Name	Brownsville Campus	Edinburg Campus
<b>Advising Center</b> <a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a>	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
<b>Career Center</b> <a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a>	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
<b>Counseling Center</b> <a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a> <a href="#">Mental Health Counseling and Related Services List</a>	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
<b>Food Pantry</b> <a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a>	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
<b>Learning Center</b> <a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a>	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
<b>Writing Center</b> <a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a>	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

**DEAN OF STUDENTS RESOURCES:**

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](#) allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can be reached by emailing [dos@utrgv.edu](mailto:dos@utrgv.edu), by logging into [Virtual Office hours](#) in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00 p.m, or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323). Phone: 956-665-2260.





HIST 4315.01

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

SYLLABUS

Term: Fall 2022

*Subject to any new Texas legislative mandate changes.*

**COURSE INFORMATION:**

**Course Modality: Hybrid/Reduced Seating Class (REDUC)**  
**Meeting Location: ELABS 310**  
**Meeting Day/Time: Mondays 5:00pm – 7:30pm In-person and Online**

**Lead Instructor:**

Dr. Russell Skowronek (CHAPS Founding Director/Assoc. Dean)  
ELABN 317, 956-665-8085  
Office Hours: M 3:00pm-4:30pm and by appointment  
Email: [russell.skowronek@utrgv.edu](mailto:russell.skowronek@utrgv.edu)

Assisted by:

Roseann Bacha-Garza (CHAPS Program Manager/Scholar)  
ELABN 315, 956-665-8161  
E-mail: [roseann.bachagarza@utrgv.edu](mailto:roseann.bachagarza@utrgv.edu)  
Office Hours: M 3:45-4:45pm and/or by appointment  
(Face masks are strongly recommended for in-person office hours or indoor activities on campus.)

Dr. Juan Gonzalez  
ESCN 2.620, 956-665-3523  
Office Hours: M-F 1:00 – 2:00pm and by appointment  
Email: [Juan.I.gonzalez@utrgv.edu](mailto:Juan.I.gonzalez@utrgv.edu)

CHAPS website: [www.utrgv.edu/chaps](http://www.utrgv.edu/chaps)

**WELCOME & INTRODUCTION TO COURSE MODALITY STATEMENT**

Welcome to the 12<sup>th</sup> annual Community Historical Archaeology Project with Schools (CHAPS) class course! Each Fall semester, the CHAPS team conducts a regional research project designed to record a special and unique aspect of the cultural history of Edinburg, in the Rio Grande Valley of Texas. Students benefit from learning in a hand-on environment while given lectures/instruction from various experts/scholars in the field. This year, during the Fall 2022 semester, we will study the **Raygoza** family of Edinburg, TX. This course will result in a comprehensive, contextualized published report that will include oral history interviews and photo journaling.

**COURSE DESCRIPTION, PREREQUISITES & MODE OF LEARNING**

This course is taught by a team of faculty and guest speakers with research expertise in the culture and history of the Rio Grande Valley of Texas. The course is taught through a combination of lectures, required readings, group and individual discussion, films/news reports, individual and group collaborative writing assignments, and hands-on research. There are no prerequisites for this course.

This course will be offered as a Hybrid/Reduced Seat Time Course (REDUC) and **will meet both in-person and synchronously** throughout the semester. Therefore, we will meet every Monday between 5pm – 7:30pm throughout the semester unless otherwise posted. Please see the syllabus for specific dates/mode of learning.

**COVID-19 RESOURCES:**

Please visit the [UTRGV COVID-19 protocols web page](#) for the most up-to-date COVID-19 campus information and resources. The [COVID-19 Frequently Asked Questions \(FAQs\) web page](#) offers additional guidance to specific questions. To submit a question for the FAQ, please email [WelcomeBack@utrgv.edu](mailto:WelcomeBack@utrgv.edu).

**UTRGV VACCINE PORTAL**

UTRGV Students are eligible to receive the COVID-19 Vaccine. Students may access and complete their vaccine profile via the [UTRGV Vaccine Portal](#). For additional information on the COVID-19 Vaccine, please visit the [UTRGV Vaccine web page](#).

**WEAR A FACE COVERING**

Regardless of vaccination status, the use of face coverings in university buildings are strongly encouraged but cannot be required. See this site for information on safety measures and general information on the university's return to campus and Covid-19. It is very helpful!

<https://www.utrgv.edu/commitment/>

**TEACHING PHILOSOPHY/MISSION/GOAL OF THE CHAPS PROGRAM**

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

- 1) Create culturally 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.

**LEARNING OBJECTIVES/CORE CURRICULUM REQUIREMENTS/OUTCOMES FOR THE COURSE**

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).

## LEARNING OBJECTIVES FOR CORE CURRICULUM REQUIREMENTS

Core Objectives	UTRGV Student Learning Outcome Statement	Core Area Requiring this SLO
<b>Critical Thinking</b>	Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.	All Core Areas
<b>Communication Skills</b>	Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.	All Core Areas
<b>Empirical &amp; Quantitative Skills</b>	Students will be able to make and communicate informed conclusions and predictions based on the interpretation, manipulation, and analysis of empirical and quantitative data.	Math, Life & Physical Sciences, Social & Behavioral Sciences
<b>Teamwork</b>	Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.	Communication, Life & Physical Sciences, Creative Arts
<b>Social Responsibility</b>	Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.	Language, Philosophy, & Culture; Creative Arts; American History; Government & Political Science; Social & Behavioral Sciences
<b>Personal Responsibility</b>	Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.	Communication; Language, Philosophy, & Culture; American History; Government & Political Science

### TEXTBOOK, TECHNOLOGY, AND/OR RESOURCE MATERIAL

Each participating faculty member has assigned a list of required readings, as well as additional/recommended 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 on blackboard or 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)

Required:

Brush, Timothy

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

Recommended:

Norquest, Carrol,

The Swarming of the Wetbacks, self-published report (available on blackboard)

## **Agriculture**

### Required:

Anderson, Mike and Carol Goland, "Growing Organics: Integrating Science, Farmer Indigenous Knowledge, and Experience in Expanding Organic Production in Ohio." Sustainable Agriculture Research Education project report, 2010, <https://projects.sare.org/project-reports/Inc07-288/>

Zimmerer, Karl S., and Stef De Haan. "Agrobiodiversity and a sustainable food future." *Nature Plants* 3, no. 4 (2017): 1-3.

### Recommended:

Fukuoka, Masanobu, *The One-straw Revolution: An Introduction to Natural Farming*. Emmaus, PA: Rodale Press, 1978.

Stika, Jon, *A Soil Owner's Manual: How to Restore and Maintain Soil Health*, Createspace Independent Publishing Platform, United States, 2016.

Salatin, Joel, *Everything I Want To Do Is Illegal: War Stories from the Local Food Front*, Chelsea, Vermont: Chelsea Green Publishing, 2007.

## **Anthropology (Skowronek)**

### Required:

Reger, Brandi, Juan L. Gonzalez and Russell Skowronek, 2020, "Lithic Raw Materials in the Lower Rio Grande Valley, South Texas and Northeast Mexico," *Lithic Technology*, DOI: 10.1080/01977261.2020.1765109

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, 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.

### 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)

## **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:

Brannstrom, Christian, and Matthew Neuman, “Inventing the ‘Magic Valley’ of South Texas, 1905-1941,” *Geographical Review*, Apr. 2009, Vol. 99, No. 2, pp. 123-145.

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)

Kerbey, 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)

Recommended:

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)

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

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

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)

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

### **Additional sources:**

#### **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.

2020 The Houts Farm: A Porción of Edinburg. A Report Prepared for the Houts 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.

2021 Rio Grande Valley in the Time of a Pandemic: Community Responses to COVID-19. A Report Prepared for the community at large and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas.

2022 Kieffer Enterprises: A Porción of Edinburg. A Report Prepared for the Kieffer 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.

## **Technical Requirements**

### **Computer Hardware**

To participate in this hybrid course for any online class sessions and assignments, you should have easy access to a computer fewer than 5 years-old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboard's resource page. Note: Dell and Apple bundles available [at the UTRGV bookstore \(https://link.utrgv.edu/campusstores-tech/\)](#)

## Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

## Software

- Microsoft Office's [Internet Explorer](#) (latest version)
- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version).
- Virus protection
- Microsoft Office

**It may be useful to use or try Google Chrome if your usual settings don't work.**

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

Submit a [Blackboard](#) Helpdesk Ticket: <https://colttapps.utrgv.edu/helpme/>

COLTT Help Desk Contact Information (UTRGV's Blackboard Support)

Location: Education Building Room 2.202

Phone: 956-665-5327

Monday – Thursday: 7:30AM – 7:00PM, Friday: 7:30 AM – 6:00PM

**Be aware that the instructor cannot offer tech support.** Check with the above links.

## BLACKBOARD SUPPORT

If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](#) (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.

Support Tickets Submit a Support Case via our [Ask COLTT Portal](#)

## 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

## ETHNOGRAPHIC RESEARCH ELEMENTS

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 **Raygoza** 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 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 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.

#### **GRADING POLICIES**

UTRGV's grading policy is to use straight letter grades

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

#### **Category % Breakdown of grades for this class:**

Attendance/discussion	10%
Synopses of readings	25%
Special interest/historical analyses paper	5%
Interview transcriptions	15%
Discussion Activity	5%
Final presentation	10%
Final project	30%

#### **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; have been provided such an accommodation by Student Accessibility Services (SAS); 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.

Since this course is being conducted as **hybrid (in-class and synchronous online) course**, attendance will be taken during in-class sessions as well as through online zoom synchronous sessions. Attendance for this semester will be 10% of your final grade.

Note: \*\*\*Any student that has neglected to take/complete/turn in any combination of three assignments by Wednesday, **November 9, 2022**, without arrangements made with the professor *prior to the due dates*, **will be dropped from the class**\*\*\*



## ABSENCE/SICK POLICY:

In the event that you have to miss a class meeting (or multiple), please reach out to us via email as soon as possible so we are aware of your situation and can help you develop a plan to stay on track with the course. Please know that we will work with you to ensure you have what you need to keep up with your assignments and, if necessary, can work with you on alternative due dates and/or an incomplete for the course. Please do not assume that the semester is a loss; talk with us first and we will determine the best course of action with regard to your progress in the course.

The use of recordings will enable you to have access to class lectures, group discussions, etc. in the event you have to miss a **synchronous 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), UTRGV's acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV 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 under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.

**Makeup Work:** Additionally, if any work needs to be made up due to illness or absence, all recorded lectures will be posted on blackboard and remain available for the duration of the course. Therefore, you will be able to listen to each lecture and take notes to prepare for your research and writing assignments. Please communicate with us via e-mail to let us know if you are unable to complete any portion of the work for this class. We can discuss the make-up options accordingly.

## 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 2022 include:

August 29	First day of classes
September 4	Last day to add a course or register for Fall 2022
September 5	Labor Day Holiday – NO classes
November 10	Last day to drop or withdraw a course; will count toward the 6-drop rule
November 24 - 25	Thanksgiving Holiday – NO classes
December 8	Study Day – NO classes
December 9 - 15	Final Exams
December 16 - 17	Commencement Exercises
December 19	Grades due

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

WEEKLY SCHEDULE FOR THE COURSE:

Day	Topic	Assignments
August 29, 2022 - class will meet in the classroom	Introduction to the course  (discuss 2 page compare/contrast paper in depth)	<b>Homework:</b> READ: Brush 2005 pp. 10-30, READ: Brown 1978 pp. 284-287 Watch: film titled "Kiss the Ground" and engage in discussion activity on blackboard <b>Assignment:</b> 2-page historical research (compare/contrast analysis) paper (Due: October 10 <sup>th</sup> ) (review CHAPS class reports from previous years – on reserve at the library and online at CHAPS website)
September 5, 2022 – no class	Labor Day Holiday	No class
<b>Saturday,</b> September 10, 2022 10:00am – 12:00pm noon  Regional/Cultural history and geography tour of the museum	Visit to Museum of South Texas History - <b>mandatory</b> Museum visit tour by Dr. Skowronek on the Human Geography of the Rio Grande Valley (students must attend/mandatory)	<b>Homework:</b> Due: Synopsis Brush article.
September 12, 2022 – class will meet in the classroom	Oral History Interview Techniques and Training Lecture – Border Studies Archive introduction/process  Raygoza Family to visit our class	<b>Film Discussion activity DUE:</b> "Kiss the Ground" due by 5pm. <b>Synopsis DUE:</b> Brown article <b>Homework:</b> Oral history interview sample/practice assignment READ: Zimmerer & de Haan article
September 19, 2022 – class will meet in person in the classroom	Ms. Ruby de la Garza – USDA lecture Mr. Colin Cain - Sustainable Agriculture and Rural Advancement Lecture  Oral History overview-form groups/develop questions  Plan chapter groups for class report	<b>DUE:</b> Practice oral history interviews  <b>Synopsis DUE:</b> Zimmerer & de Haan article, Brown article.  <b>Homework:</b> READ: Mathis & Matisoff, READ: Reger/Gonzalez/Skowronek article READ: Ewing/Gonzalez Rio Grande Delta article.
September 26, 2022 – online session – synchronous online lectures	RGV Native Plants & Animals lecture, Ms. Becky Reyes  Archaeology lecture, Dr. Russell Skowronek  Geology Lecture, Dr. Juan Gonzalez	<b>Synopsis DUE:</b> Mathis & Matisoff, <b>Synopsis DUE:</b> Ewing/Gonzalez Rio Grande Delta article. <b>Synopsis DUE:</b> Reger/Gonzalez/Skowronek article.  <b>Homework:</b> READ: Brannstrom & Neuman article, READ: Levinson article

		<b>READ: Anderson/Goland SARE report</b>
<b>October 3, 2022- online session – synchronous zoom session</b>	<b>Organic Farming, Sustainability, and Ecological Food Lecture – Guest Speaker: Dr. Carol Goland</b>  <b>RGV History Lecture, Land Title Search Lecture, Ms. Bacha-Garza;</b>	<b>Synopsis DUE: Brannstrom &amp; Neuman article,</b> <b>Synopsis DUE: Kerbey article,</b> <b>Synopsis DUE: Anderson/Goland SARE report</b>
<b>Saturday, October 8, 2022 – Rio Grande Delta International Archaeology Fair Palo Alto Battlefield, Brownsville (optional)</b>	<b>Annual Archaeology Fair</b>	<b>Optional activity</b>
<b>October 10, 2022 – In the field – schedule to be discussed</b>	<b>Hands-on field work at Terra Preta/Raygoza Farm</b>	<b>Due: 2-pg paper due historical research (compare/contrast analysis) paper</b>
<b>October 17, 2021 – In the field – schedule to be discussed</b>	<b>Hands-on field work at Terra Preta/Raygoza Farm</b>	
<b>Saturday, October 22 – South Texas (Way South) Pow Wow, Alton Community Center, 10am – 9:30pm (optional)</b>	<b>Annual Lipan Apache Cultural Event</b>	<b>Optional activity</b>
<b>October 24, 2022 – In the field – schedule to be discussed</b>	<b>Hands-on field work at Terra Preta/Raygoza Farm</b>	<b>Homework: oral history interview transcriptions (ready to send to the interviewees)</b>
<b>October 31, 2022</b>	<b>TBA – Packing House for Organic Materials – Field Visit</b>	
<b>November 7, 2022 - In-class workday – Outline of Chapters to be constructed</b>	<b>TRANSCRIPTS DUE (Oral histories) to be submitted to the Raygoza family members for review</b>	
<b>November 14, 2022 – no class today – submit rough outline of chapter assignment online.</b>	<b>Rough outline of chapter assignment <u>submit online</u> to professor. Will return with comments by Friday, November 18</b>	<b>Rough chapter outline due today.</b>
<b>November 14 – November 27, 2022 No in-class sessions – time to work on constructing your reports/chapters for this course</b>	<b>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.</b>	
<b>November 28, 2022 – class will meet in the classroom</b>	<b>Submit completed chapters as a draft for professors’ review</b>	<b>Homework: oral history interview transcriptions (edited, approved by interviewee, signed permission forms, etc.)</b>

December 5, 2022 – class will meet in the classroom	Chapters returned to students with professors’ preliminary comments for review and revision by students; Class power point presentation of Raygoza Family research – dry run – for critique by professors; submit revised report with edits/corrections	FINAL REVISIONS of Transcriptions DUE Today
December 12, 2022 – class will meet in the classroom	Final presentation to the Raygoza Family and DRAFT manuscript given to family	Finalized manuscript chapter due submitted <u>by NOON</u> today; Final presentation due

**DESCRIPTION OF ASSIGNMENTS:**

**Oral History Interview Practice Assignment:** This assignment is designed to provide a (short 10-15 minute) test-run interview for each student to prepare for the published oral history interview assignment for this class. The steps to the process will be discussed in detail during the in-person class lecture on Monday, September 19, 2022. For successful completion of this assignment, the student will:

1. Identify a subject/person/interviewee for the test interview
2. Create a list of questions
3. Get the interviewee to sign the permission form
4. Interview the interviewee using a recording device
5. Transcribe the interview
6. Get the interviewee to read the transcription, make necessary edits, and sign/date the transcription.
7. Edit the transcription
8. Hand in all steps to this process (list of questions, signed interview form, transcription, edited final transcription, recorded interview digital file)

**Oral History interview of farming family members:** all students will be assigned to an oral history interviewee from the study family and will follow the processes listed above to conduct successful oral history interviews.

**Synopses of Reading assignments/documentary film review:** In order to prepare for thoughtful participation in designated class discussions, the student will be assigned to read journal articles, book chapters, and watch relevant videos to the upcoming subject to be covered in class. A 1-page synopsis for each assignment will be due accordingly and should include the citation/reference, thesis/main idea, list of topics, and special aspects that made an impression, and any impact on their personal viewpoints (whether agree, disagree, or perception change as a result of what was learned from the article/film, etc.). Through these assignments, students will become aware of various current and past events that relate to regional cultural and natural history of the Rio Grande Valley of Texas and reflect upon regional cultural diversity and the differing values and beliefs that influence social and personal responsibility issues. These assigned readings/films have been chosen not only to increase general knowledge of our rich regional borderland history but to ultimately inspire students to delve further into research and to comprehend the importance of participation in historic preservation roles in society and to discover the link between ethics and behavior.

**2-page special interest/cultural/historical COMPARE-CONTRAST analysis:** The students will write a 2-page paper that discusses the events that occurred in the region of our focus family’s origins within Mexico that caused them to relocate to America as well as to compare sustainable organic farming to traditional farming methods present in the RGV during the last century. This exercise will set the stage to understand what motivated the focus family to embark on their journey from their home country to a new life in the US as well as the differences between modern organic farming and traditional methods.

**Discussion Activity Assignment for the film “Kiss the Ground”:** There is one discussion assignments for this course (Week of September 12, 2022) – you can find the film at the following link:  
[https://proxy.openathens.net/login?entityID=https%3A%2F%2Fidp.utrgv.edu%2Fopenathens&url=https://video.alexanderstreet.com/watch/kiss-the-ground?account\\_id=7119&usage\\_group\\_id=114743](https://proxy.openathens.net/login?entityID=https%3A%2F%2Fidp.utrgv.edu%2Fopenathens&url=https://video.alexanderstreet.com/watch/kiss-the-ground?account_id=7119&usage_group_id=114743)

**Please submit your initial post of 200-250 words for this discussion activity early in the week**, and subsequent responses to the posts of **2** of your peers at **timely intervals** throughout the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire week which means it is a good idea to visit the Discussions link to see if new posts are made. You can also **Subscribe** to each forum to be alerted of new responses.

- Posts and responses should be **thorough and thoughtful**. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.
- Respond to at least **two** of your peers.
- Discussions occur when there is a dialogue; therefore, you need to **build upon the posts and responses of other learners** to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- Your prior knowledge, experiences, and resources are an invaluable part of the discussion

**Final Project/Paper:** Students will choose a topic of interest with regard to the farming family and their agricultural and family life on the farm. Chapter themes will be determined early in the semester and groups will be formed. Various photos and documents will be acquired throughout the semester and should be included in the report. The final report should consist of 20-25 pages total contextualizing the chapter topic and the outcomes; 20-25 pages divided amongst the members of each group. The final paper should also include research images, documents, etc., and a list of references.

- **NOTE: FINAL VERSIONS OF THE REPORT WILL FOLLOW THE FORMAT FOUND IN ALL PREVIOUS PUBLISHED REPORTS ON THE NORQUEST, CANTU, ATWOOD-EVINS, EUBANKS, BAIR, ROEGERS, FIKE, LUNA, AND HOUTS 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)

**Final Presentation to the class:** Students will prepare a PowerPoint slide presentation of their group/chapter research project for the class. Maximum # of slides and time length to be discussed in class. This presentation will be given on the day scheduled for our final exam, Monday, December 12, 2022 @ 5:45pm.

## RECAP OF HOMEWORK ITEMS/PROJECT DUE DATES:

**September 10, 2022** (Saturday): Synopsis **DUE**: Brush article

**September 12, 2022**: Film Discussion Activity **DUE**: Kiss the Ground, Synopsis **DUE**: Brown article

**September 19, 2022**: **DUE**: Practice oral history interviews, Synopsis **DUE**: Zimmerer & de Haan article,

**September 26, 2022**: Synopsis **DUE**: Mathis & Matisoff; Synopsis **DUE**: Reger/Gonzalez/Skowronek article. Synopsis **DUE**: Ewing/Gonzalez Rio Grande Delta article.

**October 3, 2022**: Synopsis **DUE**: Brannstrom & Neuman article, Synopsis **DUE**: Kerbey article, Synopsis **DUE**: Anderson/Goland SARE report

**October 10, 2022**: Paper **DUE**: 2-pg paper due historical research (compare/contrast analysis) paper

**November 7, 2022**: TRANSCRIPTS **DUE**: (Oral histories) to be submitted to the Raygoza family members for review

**November 14, 2022**: **DUE** Rough outline of chapter assignment submit online to professor.

**November 28, 2022**: **DUE** Submit completed chapters as a draft for professors' review.

**December 5, 2022**: **DUE** FINAL REVISIONS of Transcriptions; Class power point presentation of Terra Preta/Raygoza Family research – practice/dry run today in class

**December 12, 2021**: **DUE** Finalized manuscript draft submitted by NOON TODAY; **DUE** Final presentation to the Raygoza Family @ 5:45pm in the classroom

## ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are 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 (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

## UTRGV POLICY STATEMENTS

### STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the [mySAS portal](#). and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

## **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) should submit the request using the form found at <https://www.utrgv.edu/pregnancyandparenting> for review by **Student Accessibility Services**.

### **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](mailto: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](mailto:ability@utrgv.edu).

### **MANDATORY COURSE EVALUATION PERIOD:**

Students are encouraged 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:

Fall Module 1 (7 weeks)	October 12 - 18, 2022
Fall Regular Term 2021	November 18- December 7, 2022
Fall Module 2 (7 weeks)	December 7-13, 2022

### **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 (OIED@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](http://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 (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

### **COURSE DROPS:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) 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.

Note: \*\*\*Any student that has neglected to take/complete/turn in any combination of three assignments by Wednesday, November 9, 2022, without arrangements made with the professor *prior to the due dates*, **will be dropped from the class**\*\*\*

### **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 Student 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](mailto:ucentral@utrgv.edu)) or telephone: (956) 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, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

Center Name	Brownsville Campus	Edinburg Campus
<b>Advising Center</b> <a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a>	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
<b>Career Center</b> <a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a>	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
<b>Counseling Center</b> <a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a> <a href="#">Mental Health Counseling and Related Services List</a>	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
<b>Food Pantry</b> <a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a>	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
<b>Learning Center</b> <a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a>	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
<b>Writing Center</b> <a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a>	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

**DEAN OF STUDENTS RESOURCES:**

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](#) allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can be reached by emailing [dos@utrgv.edu](mailto:dos@utrgv.edu), by logging into [Virtual Office hours](#) in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00 p.m, or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323). Phone: 956-665-2260.





**ANTH 6315.01**

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

**SYLLABUS**

**Term: Fall 2022**

*Subject to any new Texas legislative mandate changes.*

**COURSE INFORMATION:**

**Course Modality: Hybrid/Reduced Seating Class (REDUC)**  
**Meeting Location: ELABS 310**  
**Meeting Day/Time: Mondays 5:00pm – 7:30pm In-person and Online**

**Lead Instructor:**

Dr. Russell Skowronek (CHAPS Founding Director/Assoc. Dean)  
ELABN 317, 956-665-8085  
Office Hours: M 3:00pm-4:30pm and by appointment  
Email: [russell.skowronek@utrgv.edu](mailto:russell.skowronek@utrgv.edu)

Assisted by:

Roseann Bacha-Garza (CHAPS Program Manager/Scholar)  
ELABN 315, 956-665-8161  
E-mail: [roseann.bachagarza@utrgv.edu](mailto:roseann.bachagarza@utrgv.edu)  
Office Hours: M 3:45-4:45pm and/or by appointment  
(Face masks are strongly recommended for in-person office hours or indoor activities on campus.)

Dr. Juan Gonzalez  
ESCN 2.620, 956-665-3523  
Office Hours: M-F 1:00 – 2:00pm and by appointment  
Email: [Juan.I.gonzalez@utrgv.edu](mailto:Juan.I.gonzalez@utrgv.edu)

CHAPS website: [www.utrgv.edu/chaps](http://www.utrgv.edu/chaps)

**WELCOME & INTRODUCTION TO COURSE MODALITY STATEMENT**

Welcome to the 12<sup>th</sup> annual Community Historical Archaeology Project with Schools (CHAPS) class course! Each Fall semester, the CHAPS team conducts a regional research project designed to record a special and unique aspect of the cultural history of Edinburg, in the Rio Grande Valley of Texas. Students benefit from learning in a hand-on environment while given lectures/instruction from various experts/scholars in the field. This year, during the Fall 2022 semester, we will study the **Raygoza** family of Edinburg, TX. This course will result in a comprehensive, contextualized published report that will include oral history interviews and photo journaling.

**COURSE DESCRIPTION, PREREQUISITES & MODE OF LEARNING**

This course is taught by a team of faculty and guest speakers with research expertise in the culture and history of the Rio Grande Valley of Texas. The course is taught through a combination of lectures, required readings, group and individual discussion, films/news reports, individual and group collaborative writing assignments, and hands-on research. There are no prerequisites for this course.

This course will be offered as a Hybrid/Reduced Seat Time Course (REDUC) and **will meet both in-person and synchronously** throughout the semester. Therefore, we will meet every Monday between 5pm – 7:30pm throughout the semester unless otherwise posted. Please see the syllabus for specific dates/mode of learning.

**COVID-19 RESOURCES:**

Please visit the [UTRGV COVID-19 protocols web page](#) for the most up-to-date COVID-19 campus information and resources. The [COVID-19 Frequently Asked Questions \(FAQs\) web page](#) offers additional guidance to specific questions. To submit a question for the FAQ, please email [WelcomeBack@utrgv.edu](mailto:WelcomeBack@utrgv.edu).

**UTRGV VACCINE PORTAL**

UTRGV Students are eligible to receive the COVID-19 Vaccine. Students may access and complete their vaccine profile via the [UTRGV Vaccine Portal](#). For additional information on the COVID-19 Vaccine, please visit the [UTRGV Vaccine web page](#).

**WEAR A FACE COVERING**

Regardless of vaccination status, the use of face coverings in university buildings are strongly encouraged but cannot be required. See this site for information on safety measures and general information on the university's return to campus and Covid-19. It is very helpful!

<https://www.utrgv.edu/commitment/>

**TEACHING PHILOSOPHY/MISSION/GOAL OF THE CHAPS PROGRAM**

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

- 1) Create culturally 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.

**LEARNING OBJECTIVES/CORE CURRICULUM REQUIREMENTS/OUTCOMES FOR THE COURSE**

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).

## LEARNING OBJECTIVES FOR CORE CURRICULUM REQUIREMENTS

Core Objectives	UTRGV Student Learning Outcome Statement	Core Area Requiring this SLO
<b>Critical Thinking</b>	Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.	All Core Areas
<b>Communication Skills</b>	Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.	All Core Areas
<b>Empirical &amp; Quantitative Skills</b>	Students will be able to make and communicate informed conclusions and predictions based on the interpretation, manipulation, and analysis of empirical and quantitative data.	Math, Life & Physical Sciences, Social & Behavioral Sciences
<b>Teamwork</b>	Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.	Communication, Life & Physical Sciences, Creative Arts
<b>Social Responsibility</b>	Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.	Language, Philosophy, & Culture; Creative Arts; American History; Government & Political Science; Social & Behavioral Sciences
<b>Personal Responsibility</b>	Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.	Communication; Language, Philosophy, & Culture; American History; Government & Political Science

### TEXTBOOK, TECHNOLOGY, AND/OR RESOURCE MATERIAL

Each participating faculty member has assigned a list of required readings, as well as additional/recommended 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 on blackboard or 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)

Required:

Brush, Timothy

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

Recommended:

Norquest, Carrol,

The Swarming of the Wetbacks, self-published report (available on blackboard)

## **Agriculture**

### Required:

Anderson, Mike and Carol Goland, "Growing Organics: Integrating Science, Farmer Indigenous Knowledge, and Experience in Expanding Organic Production in Ohio." Sustainable Agriculture Research Education project report, 2010, <https://projects.sare.org/project-reports/Inc07-288/>

Zimmerer, Karl S., and Stef De Haan. "Agrobiodiversity and a sustainable food future." *Nature Plants* 3, no. 4 (2017): 1-3.

Fukuoka, Masanobu, *The One-straw Revolution: An Introduction to Natural Farming*. Emmaus, PA: Rodale Press, 1978.

Stika, Jon, *A Soil Owner's Manual: How to Restore and Maintain Soil Health*, Createspace Independent Publishing Platform, United States, 2016.

Salatin, Joel, *Everything I Want To Do Is Illegal: War Stories from the Local Food Front*, Chelsea, Vermont: Chelsea Green Publishing, 2007.

## **Anthropology (Skowronek)**

### Required:

Reger, Brandi, Juan L. Gonzalez and Russell Skowronek, 2020, "Lithic Raw Materials in the Lower Rio Grande Valley, South Texas and Northeast Mexico," *Lithic Technology*, DOI: 10.1080/01977261.2020.1765109

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, 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.

### 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)

## **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:

Brannstrom, Christian, and Matthew Neuman, “Inventing the ‘Magic Valley’ of South Texas, 1905-1941,” *Geographical Review*, Apr. 2009, Vol. 99, No. 2, pp. 123-145.

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.

Recommended:

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)

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

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)

### **Additional sources:**

#### **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.

2020 The Houts Farm: A Porción of Edinburg. A Report Prepared for the Houts 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.

2021 Rio Grande Valley in the Time of a Pandemic: Community Responses to COVID-19. A Report Prepared for the community at large and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas.

2022 Kieffer Enterprises: A Porción of Edinburg. A Report Prepared for the Kieffer 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.

## **Technical Requirements**

### **Computer Hardware**

To participate in this hybrid course for any online class sessions and assignments, you should have easy access to a computer fewer than 5 years-old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboard's resource page. Note: Dell and Apple bundles available [at the UTRGV bookstore \(https://link.utrgv.edu/campusstores-tech/\)](#)

## Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

## Software

- Microsoft Office's [Internet Explorer](#) (latest version)
- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version).
- Virus protection
- Microsoft Office

**It may be useful to use or try Google Chrome if your usual settings don't work.**

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

Submit a [Blackboard Helpdesk Ticket](#): <https://colttapps.utrgv.edu/helpme/>

COLTT Help Desk Contact Information (UTRGV's Blackboard Support)

Location: Education Building Room 2.202

Phone: 956-665-5327

Monday – Thursday: 7:30AM – 7:00PM, Friday: 7:30 AM – 6:00PM

**Be aware that the instructor cannot offer tech support.** Check with the above links.

## BLACKBOARD SUPPORT

If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](#) (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.

Support Tickets Submit a Support Case via our [Ask COLTT Portal](#)

## 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

## ETHNOGRAPHIC RESEARCH ELEMENTS

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 **Raygoza** 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 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 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.

Graduate students are expected to take on a leadership role within the course to model academic skills and professional behavior as mentors to undergraduate students in the class. Graduate students will lead student groups in oral history interviews and final report chapter development.

#### **GRADING POLICIES**

UTRGV's grading policy is to use straight letter grades

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

#### **Category % Breakdown of grades for this class:**

Attendance/discussion	10%
Synopses of readings	25%
Special interest/historical analyses paper	5%
Interview transcriptions	10%
Discussion Activity	5%
Leadership	5%
Final presentation	10%
Final project	30%

#### **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; have been provided such an accommodation by Student Accessibility Services (SAS); 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.

Since this course is being conducted as **hybrid (in-class and synchronous online) course**, attendance will be taken during in-class sessions as well as through online zoom synchronous sessions. Attendance for this semester will be 10% of your final grade.



Note: \*\*\*Any student that has neglected to take/complete/turn in any combination of three assignments by Wednesday, **November 9, 2022**, without arrangements made with the professor *prior to the due dates*, **will be dropped from the class\*\*\***

#### **ABSENCE/SICK POLICY:**

In the event that you have to miss a class meeting (or multiple), please reach out to us via email as soon as possible so we are aware of your situation and can help you develop a plan to stay on track with the course. Please know that we will work with you to ensure you have what you need to keep up with your assignments and, if necessary, can work with you on alternative due dates and/or an incomplete for the course. Please do not assume that the semester is a loss; talk with us first and we will determine the best course of action with regard to your progress in the course.

The use of recordings will enable you to have access to class lectures, group discussions, etc. in the event you have to miss a **synchronous 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), UTRGV's acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV 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 under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.

**Makeup Work:** Additionally, if any work needs to be made up due to illness or absence, all recorded lectures will be posted on blackboard and remain available for the duration of the course. Therefore, you will be able to listen to each lecture and take notes to prepare for your research and writing assignments. Please communicate with us via e-mail to let us know if you are unable to complete any portion of the work for this class. We can discuss the make-up options accordingly.

#### **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 2022 include:

August 29	First day of classes
September 4	Last day to add a course or register for Fall 2022
September 5	Labor Day Holiday – NO classes
November 10	Last day to drop or withdraw a course; will count toward the 6-drop rule
November 24 - 25	Thanksgiving Holiday – NO classes
December 8	Study Day – NO classes
December 9 - 15	Final Exams
December 16 - 17	Commencement Exercises
December 19	Grades due

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

WEEKLY SCHEDULE FOR THE COURSE:

Day	Topic	Assignments
August 29, 2022 - class will meet in the classroom	Introduction to the course  (discuss 2 page compare/contrast paper in depth)	<u>Homework:</u> READ: Brush 2005 pp. 10-30, READ: Brown 1978 pp. 284-287 Watch: film titled "Kiss the Ground" and engage in discussion activity on blackboard  <u>Assignment:</u> 2-page historical research (compare/contrast analysis) paper (Due: October 10 <sup>th</sup> ) (review CHAPS class reports from previous years – on reserve at the library and online at CHAPS website)
September 5, 2022 – no class	Labor Day Holiday	No class
<b>Saturday,</b> September 10, 2022 10:00am – 12:00pm noon  Regional/Cultural history and geography tour of the museum	Visit to Museum of South Texas History - <b>mandatory</b> Museum visit tour by Dr. Skowronek on the Human Geography of the Rio Grande Valley (students must attend/mandatory)	Homework due: Synopsis of Brush article.
September 12, 2022 – class will meet in the classroom	Oral History Interview Techniques and Training Lecture – Border Studies Archive introduction/process  Raygoza Family to visit our class	Film <u>Discussion activity DUE:</u> "Kiss the Ground" due by 5pm. <u>Synopsis DUE:</u> Brown article <u>Homework:</u> Oral history interview sample/practice assignment READ: Zimmerer & de Haan article READ: Foscue article <b>(review books on reserve at library – TBA)</b>
September 19, 2022 – class will meet in person in the classroom	Ms. Ruby de la Garza – USDA lecture Mr. Colin Cain - Sustainable Agriculture and Rural Advancement Lecture  Oral History overview-form groups/develop questions  Plan chapter groups for class report	<u>DUE:</u> Practice oral history interviews  <u>Synopsis DUE:</u> Zimmerer & de Haan article, Brown article, Foscue article  <u>Homework:</u> READ: Mathis & Matisoff, READ: Reger/Gonzalez/Skowronek article READ: Ewing/Gonzalez Rio Grande Delta article.

September 26, 2022 – online session – synchronous online lectures	<p>RGV Native Plants &amp; Animals lecture, Ms. Becky Reyes</p> <p>Archaeology lecture, Dr. Russell Skowronek</p> <p>Geology Lecture, Dr. Juan Gonzalez</p>	<p><u>Synopsis DUE:</u> Mathis &amp; Matisoff, <u>Synopsis DUE:</u> Ewing/Gonzalez Rio Grande Delta article.</p> <p><u>Synopsis DUE:</u> Reger/Gonzalez/Skowronek article.</p> <p><u>Homework:</u>  READ: Brannstrom &amp; Neuman article, READ: Levinson article  READ: Anderson/Goland report</p>
October 3, 2022- online session – synchronous zoom session	<p>Organic Farming, Sustainability, and Ecological Food Lecture – Guest Speaker: Dr. Carol Goland</p> <p>RGV History Lecture, Land Title Search Lecture, Ms. Bacha-Garza;</p>	<p><u>Synopsis DUE:</u> Brannstrom &amp; Neuman article,  <u>Synopsis DUE:</u> Kerbey article,  <u>Synopsis DUE:</u> Anderson/Goland SARE report</p>
Saturday, October 8, 2022 – Rio Grande Delta International Archaeology Fair Palo Alto Battlefield, Brownsville (optional)	Annual Archaeology Fair	Optional activity
October 10, 2022 – In the field – schedule to be discussed	Hands-on field work at Terra Preta/Raygoza Farm	<p>Due: 2-pg paper due historical research (compare/contrast analysis) paper  Due: Book review assignment (TBA)</p>
October 17, 2021 – In the field – schedule to be discussed	Hands-on field work at Terra Preta/Raygoza Farm	
Saturday, October 22 – South Texas (Way South) Pow Wow, Alton Community Center, 10am – 9:30pm (optional)	Annual Lipan Apache Cultural Event	Optional activity
October 24, 2022 – In the field – schedule to be discussed	Hands-on field work at Terra Preta/Raygoza Farm	<u>Homework:</u> oral history interview transcriptions (ready to send to the interviewees)
October 31, 2022	TBA – Packing House for Organic Materials – Field Visit	
November 7, 2022 - In-class workday – Outline of Chapters to be constructed	TRANSCRIPTS DUE (Oral histories) to be submitted to the Raygoza family members for review	
November 14, 2022 – no class today – submit rough outline of chapter assignment online.	Rough outline of chapter assignment <u>submit online</u> to professor. Will return with comments by Friday, November 18	Rough chapter outline due today.
November 14 – November 27, 2022 No in-class sessions – time to work on constructing your reports/chapters for this course	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 28, 2022 – class will meet in the classroom	Submit completed chapters as a draft for professors’ review	Homework: oral history interview transcriptions (edited, approved by interviewee, signed permission forms, etc.)
December 5, 2022 – class will meet in the classroom	Chapters returned to students with professors’ preliminary comments for review and revision by students; Class power point presentation of Raygoza Family research – dry run – for critique by professors; submit revised report with edits/corrections	FINAL REVISIONS of Transcriptions DUE Today
December 12, 2022 – class will meet in the classroom	Final presentation to the Kieffer Family and DRAFT manuscript given to family	Finalized manuscript chapter due submitted <u>by NOON</u> today; Final presentation due

**DESCRIPTION OF ASSIGNMENTS:**

**Oral History Interview Practice Assignment:** This assignment is designed to provide a (short 10-15 minute) test-run interview for each student to prepare for the published oral history interview assignment for this class. The steps to the process will be discussed in detail during the in-person lecture on Monday, September 19, 2022. For successful completion of this assignment, the student will:

1. Identify a subject/person/interviewee for the test interview
2. Create a list of questions
3. Get the interviewee to sign the permission form
4. Interview the interviewee using a recording device
5. Transcribe the interview
6. Get the interviewee to read the transcription, make necessary edits, and sign/date the transcription.
7. Edit the transcription
8. Hand in all steps to this process (list of questions, signed interview form, transcription, edited final transcription, recorded interview digital file)

**Oral History interview of farming family members:** all students will be assigned to an oral history interviewee from the study family, and will follow the processes listed above to conduct successful oral history interviews. Graduate students will be assigned to 2-3 interviewee groups. In addition to the interview transcription workload, graduate students and are responsible for leading the student groups, scheduling, and transcription follow-up/approval process.

**Synopses of Reading assignments/documentary film review:** In order to prepare for thoughtful participation in designated class discussions, the student will be assigned to read journal articles, book chapters, and watch relevant videos to the upcoming subject to be covered in class. A 1-page synopsis for each assignment will be due accordingly and should include the citation/reference, thesis/main idea, list of topics, and special aspects that made an impression, and any impact on their personal viewpoints (whether agree, disagree, or perception change as a result of what was learned from the article/film, etc.). Through these assignments, students will become aware of various current and past events that relate to regional cultural and natural history of the Rio Grande Valley of Texas and reflect upon regional cultural diversity and the differing values and beliefs that influence social and personal responsibility issues. These assigned readings/films have been chosen not only to increase general knowledge of our rich regional borderland history but to ultimately inspire students to delve further into research and to comprehend the importance of participation in historic preservation roles in society and to discover the link between ethics and behavior.

**2-page special interest/cultural/historical COMPARE-CONTRAST analysis:** The students will write a 2-page paper that discusses the events that occurred in the region of our focus family's origins within Mexico that caused them to relocate to America as well as to compare sustainable organic farming to traditional farming methods present in the RGV during the last century. This exercise will set the stage to understand what motivated the focus family to embark on their journey from their home country to a new life in the US as well as the differences between modern organic farming and traditional methods.

**Discussion Activity Assignment for the film "Kiss the Ground":** There is one discussion assignments for this course (Week of September 12, 2022) – you can find the film at the following link:  
[https://proxy.openathens.net/login?entityID=https%3A%2F%2Fidp.utrgv.edu%2Fopenathens&qurl=https://video.alexanderstreet.com/watch/kiss-the-ground?account\\_id=7119&usage\\_group\\_id=114743](https://proxy.openathens.net/login?entityID=https%3A%2F%2Fidp.utrgv.edu%2Fopenathens&qurl=https://video.alexanderstreet.com/watch/kiss-the-ground?account_id=7119&usage_group_id=114743)

**Please submit your initial post of 200-250 words for this discussion activity early in the week**, and subsequent responses to the posts of **2** of your peers at **timely intervals** throughout the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire week which means it is a good idea to visit the Discussions link to see if new posts are made. You can also **Subscribe** to each forum to be alerted of new responses.

- Posts and responses should be **thorough and thoughtful**. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.
- Respond to at least **two** of your peers.
- Discussions occur when there is a dialogue; therefore, you need to **build upon the posts and responses of other learners** to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- Your prior knowledge, experiences, and resources are an invaluable part of the discussion

**Final Project/Paper:** Students will choose a topic of interest with regard to the farming family and their agricultural and family life on the farm. Chapter themes will be determined early in the semester and groups will be formed. Various photos and documents will be acquired throughout the semester and should be included in the report. The final report should consist of 20-25 pages total contextualizing the chapter topic and the outcomes; 20-25 pages divided amongst the members of each group. The final paper should also include research images, documents, etc., and a list of references. Graduate students will lead 2-3 groups within the study and therefore contribute written portions of the final paper/report chapters accordingly.

- NOTE: FINAL VERSIONS OF THE REPORT WILL FOLLOW THE FORMAT FOUND IN ALL PREVIOUS PUBLISHED REPORTS ON THE NORQUEST, CANTU, ATWOOD-EVINS, EUBANKS, BAIR, ROEGERS, FIKE, LUNA, AND HOUTS 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)

**Final Presentation to the class:** Students will prepare a PowerPoint slide presentation of their group/chapter research project for the class. **Graduate students will be assigned to lead 2-3 groups, keep their teams on schedule and lead the final presentation** Maximum # of slides and time length to be discussed in class. This presentation will be given on the day scheduled for our final exam, Monday, December 12, 2022 @ 5:45pm.

#### **RECAP OF HOMEWORK ITEMS/PROJECT DUE DATES:**

**September 10, 2022** (Saturday): Synopsis **DUE:** Brush article

**September 12, 2022:** Film Discussion Activity **DUE:** Kiss the Ground, Synopsis **DUE:** Brown article

**September 19, 2022:** **DUE:** Practice oral history interviews, Synopsis **DUE:** Zimmerer & de Haan article, **DUE:** Foscue article

**September 26, 2022:** Synopsis **DUE:** Mathis & Matisoff; Synopsis **DUE:** Reger/Gonzalez/Skowronek article. Synopsis **DUE:** Ewing/Gonzalez Rio Grande Delta article.

**October 3, 2022:** Synopsis **DUE:** Brannstrom & Neuman article, Synopsis **DUE:** Kerbey article, Synopsis **DUE:** Anderson/Goland SARE report

**October 10, 2022:** Paper **DUE:** 2-pg paper due historical research (compare/contrast analysis) paper, book review assignment **DUE** (TBA)

**November 7, 2022:** TRANSCRIPTS **DUE:** (Oral histories) to be submitted to the Raygoza family members for review

**November 14, 2022:** **DUE** Rough outline of chapter assignment submit online to professor.

**November 28, 2022:** **DUE** Submit completed chapters as a draft for professors' review.

**December 5, 2022:** **DUE** FINAL REVISIONS of Transcriptions; Class power point presentation of Terra Preta/Raygoza Family research – practice/dry run today in class

**December 12, 2021:** **DUE** Finalized manuscript draft submitted by NOON TODAY; **DUE** Final presentation to the Raygoza Family @ 5:45pm in the classroom

#### **ACADEMIC INTEGRITY:**

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are 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 (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

## **UTRGV POLICY STATEMENTS**

### **STUDENTS WITH DISABILITIES:**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the [mySAS portal](#). and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

### **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) should submit the request using the form found at <https://www.utrgv.edu/pregnancyandparenting> for review by **Student Accessibility Services**.

### **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](mailto: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](mailto:ability@utrgv.edu).

### **MANDATORY COURSE EVALUATION PERIOD:**

Students are encouraged 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:

Fall Module 1 (7 weeks)	October 12 - 18, 2022
Fall Regular Term 2021	November 18- December 7, 2022
Fall Module 2 (7 weeks)	December 7-13, 2022

### **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 (OIED@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](http://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 (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

### **COURSE DROPS:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) 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.

Note: \*\*\*Any student that has neglected to take/complete/turn in any combination of three assignments by Wednesday, November 9, 2022, without arrangements made with the professor *prior to the due dates, will be dropped from the class*\*\*\*

### 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 Student 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](mailto:ucentral@utrgv.edu)) or telephone: (956) 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, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

Center Name	Brownsville Campus	Edinburg Campus
<b>Advising Center</b> <a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a>	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
<b>Career Center</b> <a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a>	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
<b>Counseling Center</b> <a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a> <a href="#">Mental Health Counseling and Related Services List</a>	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
<b>Food Pantry</b> <a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a>	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
<b>Learning Center</b> <a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a>	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
<b>Writing Center</b> <a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a>	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

### DEAN OF STUDENTS RESOURCES:

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](#) allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can be reached by emailing [dos@utrgv.edu](mailto:dos@utrgv.edu), by logging into [Virtual Office hours](#) in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00 p.m. or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323). Phone: 956-665-2260.