

**LA 113 P: Instructing Males Through Peer Advising Course Tracks
(IMPACT)
Spring 2023 Syllabus**

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Meeting Times

Section 30715: Monday: 5:00 PM – 6:00 PM

Location: SZB 2.222 (in-person)

Office Hours: *By Appointment, Virtual*

COURSE DESCRIPTION

This course is designed to enhance college student engagement and academic achievement by offering active and experiential learning opportunities through near peer advising and service learning. This course will be based on the integration of theory and practice. Service-learning courses involve reflection (theory) as well as action (practice) and combine community work with classroom instruction and course requirements (Schutz & Gere, 1998). This course will engage and connect undergraduate students who attend the University of Texas at Austin (UT-Austin) to Latino and African American male youth at the middle school and high school levels in the Central Texas community through near peer advising and mentoring (Schmidt & Moust, 1995).

The design and structure of this service learning course (IMPACT) will provide students with first-hand experiences working within local schools in the Austin Independent School District (AISD) to advise and mentor young middle school and high school males about college pathways (e.g., tracks), and the importance of learning the necessary soft-skills that will make them successful students whether they are transitioning from middle school to high school, or high school to a higher education institution. Students will also engage in leadership training

with emerging and established community leaders. Overall, this service-learning course will focus on leadership development, mentoring theories, youth development, research presentations and discussions about males of color in education.

Additional readings and discussions will focus on the dual issues of gender and educational equity. Students will also produce brief writing assignments that will ask them to critically reflect on their experiences and how they are bringing transformative change to their communities and their own educational experiences at UT-Austin. Through this service learning course (IMPACT), we will emphasize active learning in different environments, allow students to see and experience the relationship between theory and practice, engage them in meaningful service benefiting the community, and provide them with opportunities to use newly acquired skills and knowledge in real-life situations.

Undergraduate students taking this course will become familiar with a wide variety of literature on historical and contemporary issues males of color face within the U.S. education system, specifically U.S. higher education. Existing literature and other resources (e.g. current events) along with student's personal experiences and perspectives will be used to enhance the teaching and learning taking place in and out of the classroom setting.

Course Goals:

- Engage in critical thinking and dialogue
- Understand the significance of critical mentoring and social emotional learning
- Develop meaningful relationships with classmates with the intent to uplift and support each other academically and build community
- Understand and engage in equity root using diverse experiences
- Participate in community outreach projects
- Explore personal goals and engage in meaningful academic activities
- Examine the U.S. higher educational sector through a critical lens

Learning outcomes:

At the completion of the course, students will be able to:

- Employ best critical mentoring practices
- Achieve an understanding of the experiences of male students of color in the higher educational sector
- Define and describe key social science concepts and theories and their application
- Interpret social science literature focused on male students of color within the U.S. higher educational sector
- Describe and critique developmental, social, environmental factors that males of color navigate within the U.S. higher educational sector
- Apply theoretical frameworks, course literature, and additional relevant research in the form of a written final paper and oral presentation

Methods:

- Circle-Seminar open class discussion
- Small group discussion and exercises
- Instructor workshops and guest lectures

- Individual exercises
- Community building activities
- Writings and reflections
- Outreach to local schools
- Participation in on-campus/community events
- Other methods TBD by students and instructor

Expectations:

- Attend every class
- Be on time
- Turn off cell phones, etc.
- Responsible for making up missed work
- Be open to learning more about yourself and others
- Complete assignments, and let us know what will make this class most helpful for you
- Comply with the UT Austin Student Code of Conduct and the Code of Academic Integrity

Course Textbook, Readings, and Resources

No textbook is required for this course. Readings for this course will be accessible via **CANVAS**. There are numerous online sources for the APA stylebook as well (<https://owl.english.purdue.edu/owl/resource/560/01/>).

All assignments submitted in this course should be written incorporating the APA Publication Manual, 7th Edition stylebook.

Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, we encourage all the faculty, staff, students, and guests of The University of Texas at Austin to open public events and gatherings with the following Land Acknowledgement, and/or to include this statement in printed materials associated with your events:

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

COURSE READING SCHEDULE

***Readings/Assignments to be completed BEFORE each class day**

Week	Date	Topic	Readings/Assignments
1	1/9	Syllabus Day	
	1/16	NO CLASS: MLK	
2	1/23	Introduction to Latino Men in Higher Education	Discussion Post 1 Due Saenz V. B., & Ponjuan, L. (2009). <i>The Vanishing Latino Male in Higher Education</i> . Journal of Hispanic Higher Education
3	1/30	Plática #1	
4	2/6	Literature Topic #1: Countering Deficit Thinking Towards MOC	Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i> , 8 (1), 69-91. Discussion Post 2 Due
5	2/13	Literature Topic #2: Intersectionality and Afro-Latinos in Higher Education	Haywood, J. (2017). ‘Latino spaces have always been the most violent’: Afro-Latino collegians’ perceptions of colorism and Latino intragroup marginalization. <i>International Journal of Qualitative Studies in Education</i> , 30(8): 759-782 Discussion Post 3 Due
6	2/20	Plática #2	

7	2/27	Mentoring Practices Workshop #1: Role of Care and Cultural Affirmations in Mentoring BYMOC	Okello, W. K., & Pérez, D., II. (2018). “Don’t Believe the Hype”: Complicating the Thriving Quotient for Latino Undergraduate Men at Selective Institutions. <i>About Campus</i> , 22(6), 27–31. Group 1 In-Class Facilitation Discussion Post 4 Due
8	3/06	Literature Topic #3: Community College Pipeline/Experiences for Men of Color	Vasquez et al. (2017). Narratives of Success: A Retrospective Trajectory Analysis of Men of Color Who Successfully Transferred from the Community College. <i>New Directions for Institutional Research</i> . Discussion Post 5 Due Group 1 Reflection Due
9	3/13	Spring Break	<u>No Class/No School week</u>
10	3/20	Mentoring Practices Workshop #2: Role of Gender and Mentoring BYMOC	Singh, M. V. (2018). Role Models without guarantees: Corrective Representations and the cultural politics of a Latino male teacher in the borderlands. <i>Race Ethnicity and Education</i> , 21(3), 288-305 Group 2 In-Class Facilitation Discussion Post 6 Due
11	3/27	Plática #3	
12	4/03	Mentoring Practices Workshop #3 Role of Mental Health in Mentoring	“Supporting Young People in the Wake of Violence and Trauma” from Mentoring.org Group 3 In-Class Facilitation Discussion Post 7 Due Group 2 Reflection Due

13	4/10	Literature Topic #4: Queer Latino Men in Higher Education	Durán, A. & Pérez II, D. (2019). The multiple roles of chosen familia: Exploring the interconnections of queer Latino men’s community cultural wealth. <i>International Journal of Qualitative Studies in Education</i> , 32(1), 67-84. Discussion Post 8 Due Group 3 Reflection Due
14	4/17	Mentoring Practices Workshop #4: Role of Identity and Inclusion in Mentoring	hooks, b. (2004) <i>The will to change: Men, masculinity, and love, Chapter 2.</i> “Conversations about Masculinity: How Mentors Can Support Young Men of Color” Group 4 In-Class Facilitation Discussion Post 8 Due
15	4/24	Presentations	Final presentations & write-up due on CANVAS by Monday, April 2 at 11:59pm.

(We reserve the right to change the syllabus as the semester progresses)

ASSIGNMENTS & GRADING

Guidelines for Submitting Assignments:

1. Papers should be completed with letter size (8.5” x 11”) settings, double-spaced, and 1” margins. Font size should be 12 point, using Times New Roman only including headers and page numbers. All assignments should have an APA-style cover sheet with your name, the title of the assignment (an actual title, not “Individual Project,” etc.), and the date. *Follow APA rules for page headers.* Page numbers (if submitting more than one page) should appear at the top of the page.
2. All papers should be submitted as PDF or Word documents via Canvas by 11:59 PM on the due date. Students should keep an electronic backup copy of all submitted work.
3. Please proofread your work and make sure your work is as polished as possible. Consider working with a classmate to proofread written assignments. Your class TA’s are resources. We are happy to offer feedback and advice on assignments before you submit them.
4. Correct citation, in APA 7th edition style. All papers should have a references section citing all works used, and citations should appear in text. Poor or spotty citations can

often lead to charges of plagiarism. If you have any questions about the use of APA style consult the APA Publication Manual.

1) Class/Mentoring Attendance

You will be held accountable for attending and participating in class and at your respective mentoring sites. **In case of an emergency, you are allowed to miss 2 times, either class or mentoring, without penalty.**

You are required to contact your Site Coordinator beforehand to explain why you will be missing the session. After two absences, you will only be able to acquire up to 9 points of the total attendance grade.

2) Participation

It is imperative that you show up to class prepared. At mentoring sites that means ready to participate, engage with the mentees and facilitate sessions. In class, that means having completed the readings and ready to discuss questions you have, share what you learned/ found interesting, share opinions etc. Attendance and participation will be taken each class day and at every mentoring site.

3) Discussion Posts

Students are required to submit a discussion post (**100-150 words**) for at least **6 out of the 8** readings. Your reflection could be a brief discussion of what you found interesting about the reading and why, it could be a reaction to the reading, or it could be a set of questions that you have. This is a chance for you to share your questions, opinions and other thoughts. This will be uploaded to the discussion section of Canvas every week. Some weeks discussions may have prompt questions. In those weeks respond to those questions in your discussion post. Discussion posts are due by **11:59pm on the Sunday before our Monday class.**

NOTE: If you do not submit at least 6 you will not get credit for any of the reflections.

4) Group Project - Facilitation of Group Activity

In small groups, students will undertake a presentation, lead a discussion, or develop an activity at the beginning of one class session. This presentation should be related to the topic and reading of the mentoring practices workshop but should bring a new perspective or direction to it; it is not a report on the text. This is an open-ended and creative assignment; however, the total time allotted for the presentation and discussion is no more than 30 minutes. You will be expected to turn in a **half to full page reflection** that describes your experience planning and facilitating the activity within one week of your facilitation. *See list below for Group Presentation topics.*

Topics:

- 1) **Group 1:** Role of Care and Cultural Affirmations in Mentoring BYMOC [Week 5]
- 2) **Group 2:** Role of Gender and Mentoring BYMOC [Week 7]
- 3) **Group 3:** Role of Mental Health in Mentoring [Week 10]
- 4) **Group 4:** Role of Identity and Inclusion in Mentoring [Week 13]

5) Final Write-Up & Presentation

For your final write-up and presentation you will have the choice between writing and presenting on an academic topic discussed in class OR interviewing a Latino/x man about their educational journey. **Final presentations & write-up due on Canvas by Monday, April 25 at 11:59pm.**

Option 1: For this final, you will choose a topic discussed in the course **or** a topic that was not discussed in the course but relates to the experiences/challenges of men of color in higher education. You will then write a 2-3 page write-up giving a brief overview of the topic (1-2 paragraphs), a short analysis of how the topic shows up in the experiences of men of color in higher education (2-3 paragraphs), and a conclusion either suggesting recommendations for higher education institutions based on your topic or describing how men of color have successfully navigated through in regards to your topic (1-2) paragraphs.

Option 2: For this final, you will interview someone who identifies as a man of color (Black, Latino, Native, Asian...) about their educational journey. The interview could ask about their experiences in schooling such as where they went to school, how long they went to school, what are some of their most memorable moments from schooling, and anything else you find interesting about their experience. You will **NOT** be required to transcribe or record your interview, however we recommend that you take notes and record if they give you permission to. After the interview you will write a 2-3 page write-up of your reactions and analysis of the interview. This should include a brief overview of you interviewee and their educational experiences (2-3 paragraphs), a connection of the persons narrative/life experiences to one or multiple topics discussed (1-2 paragraphs) or not discussed in the course but that still relate, and lastly, a reflection about your experience interviewing your interviewee (1-2 paragraphs).

Presentation: Presentations should be a maximum of 5 minutes. It is required to have powerpoint slides or a similar visualization to compliment your presentation.

Missed Assignments/Class

Students are required to complete any missing assignments. Failure to complete all of the required assignments can result in failure of the course.

Grading Summary

	Assignments	Grade Weight
1	Mentoring Site/Class Attendance	15
2	Participation	15
3	Weekly Discussion Posts (6 out of 8 total posts)	20
4	Group Project	25

5	Final Write-Up	20
6	Final Presentation	5
	TOTAL POINTS	100

The final grades will be given as follows:

A	A-	B+	B	B-	C+	C	F (see instructor)
100 – 94	93 – 90	89 – 86	85 – 83	82 – 80	79 – 77	76 – 73	72 – 0

COURSE POLICIES

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your email address. You should check your email regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your email address at <http://www.utexas.edu/its/policies/emailnotify.php>

Religious Holy Days

By UT Austin policy, you must notify us of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, we will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and

Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Use of CANVAS in Class

In this class we will use CANVAS—a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find support in using Blackboard at the ITS Help Desk at (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Feedback Statement

During this course we will be asking you to give us feedback on your learning in informal as well as formal ways, including through anonymous surveys about how our teaching strategies are helping or hindering your learning. It is very important for us to know your reaction to what we are doing in class, so we encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.