

Individualized Study Plan
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UW CEP 2019

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Letter of Introduction

The end goal of my educational career has always been to go to college. Ever since I was young, my grandpa would tell me, “You go to college, you’ll get money.” So, up until high school, a higher education (in my mind) equated money. However, by the time I was sixteen or so, and learned that this wasn’t always the case, my motivation to go to college changed. I wanted to go because it was the thing to do, it was what my academic counselors prepped me to do, and I didn’t really know that there could possibly be any other alternative. Then, when I started my freshman year at the University of Washington, I really began to ask myself why I was here. Why had I decided to move from California, away from my home and all my friends, to attend a very expensive, isolating school? I was extremely unhappy and had thoughts of dropping out and just finding a job back home. I had to constantly ask myself what this college education was for and why was it important to me. Upon returning back home for winter break, I found the answers to those questions.

When I arrived back to California, I experienced reverse culture shock, which was a surprise for me. I hadn’t really realized that the people and my surroundings in Washington had such an impact on my perception of things. I discovered that I liked that I was being exposed to a totally different environment and culture that was so different from the one I knew all my life. It registered to me that my college education was for the opportunity to be revealed to a new setting that pushed me outside of my comfort zone. If it weren’t for my college education, I wouldn’t have the chance to meet different-minded people through class projects and group work. Everyone in my hometown had similar ethnic and cultural background experiences and upbringings. It’s important to me that I’m exposed to different experiences so that I can grow in my understanding, knowledge, and empathy, especially since I now plan to work as a community planner.

A college education, I’ve realized, is also for the opportunity to challenge myself through structured learning. Outside of university, I won’t be able to sit down in a classroom and learn about subjects such as literature and history. I want to have a nuanced understanding of life and history, whether that be through a fictional novel or an introductory course in astronomy offered at UW. To me, it is important that I have a real life professional, such as a professor, guiding and teaching me a subject that I otherwise would have little motivation or chance to learn by myself.

Now that I am finishing up my last few days of my senior year and reflecting on all the classes I’ve taken, I’m glad to have had this document guiding me along the way. I am reassured that I’ve made the right choice in leaving home and going to UW. My time both in this school and in the CEP major has pushed me to be a

more vocal, proactive, and better leader. I've been exposed to opportunities that would otherwise not be available to me. As I am growing closer to concluding this chapter of my life, I hope to take what I've learned these past years to become a great community planner and organizer. I hope my education will bring me well-paying job, skills that will positively help me throughout life, and success that will not only benefit me, but also others. I've worked towards this degree not only for myself, but for my grandpa who never had the opportunity to go to school, for my mom who sacrificed her own university experience to raise me, and for my younger siblings to have an example to hopefully follow one day. Ultimately, my college education was important to me because it has helped me become an individual with a nuanced understanding of different subjects and life experiences that will aid me in helping others in a respectable, effective fashion.

Quarterly Plans

Autumn 2017

CEP 301: The Idea of Community

“Theories of community and communal rights and responsibilities. Experience building a learning community within major. Explores struggles for community in every sector of life.”

This course focuses on the construction of society through the study of past philosopher’s works. By analyzing each philosopher’s interpretation of justice, freedom, and community, I will be able to gain a deeper understanding of how today’s societies are structured. The valuable knowledge learned from this course can help me analyze the structure of the communities I hope to work with in the future.

SPAN 201: Intermediate Spanish

“Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings.”

I am taking this course in order to grow in my Spanish speaking skills. In the future, I hope to work with Latino communities, and being able to effectively communicate with them is a vital part of the process. In this course, I will gain the skills needed to speak, understand, read, and write in Spanish.

PORT 110: Accelerated Elementary Portuguese

“Covers the equivalent of PORT 101 and PORT 102 to prepare for PORT 103.”

In this course, I will learn about the basics of the Portuguese language. I will gain the fundamental skills needed to speak, understand, read, and write in Portuguese. This class is essential to my learning because I will learn the majority language of South America.

CEP 302: Environmental Response

“Explores issues of environmental crisis and societal responses. Readings and reflective analysis from broad selection of authoritative sources to develop grounded perspective in ecological literacy and consciousness. Concurrently, experiential education in challenges and practical responses to building sustainable society through participation in community-based environmental effort.”

In this course, I will learn about the environmental issues facing our world today. Through the study of different sources, I will enhance my ecological literacy and learn how to have a positive environmental response. Many pressing ecological issues threaten the marginalized, Latino communities I wish to work with in the future, so the information presented in this course will help me apply the knowledge needed in order to become a competent community planner.

SPAN 202: Intermediate Spanish (Methods)

“Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings.”

I am taking this course in order to continue growing in my Spanish speaking skills. In the future, I hope to work with Latino communities, and being able to effectively communicate with them is a vital part of the process. In this course, I will gain the skills needed to speak, understand, read, and write in Spanish.

PORT 105: Intensive Portuguese for Spanish Speakers

“Covers the verbal system and major grammatical points.”

In this course, I will learn about the basics of the Portuguese language through a Spanish-speaking lens. I will gain the fundamental skills needed to speak, understand, read, and write in Portuguese. This class is essential to my learning because I will learn the majority language of South America.

Spring 2018

CEP 303: Social Structures and Processes

“Investigates use of formal and informal social structures and processes within context of community. Looks at patterns and institutions of social organization and relationships among different sectors. Issues of interrelatedness, citizenship, knowledge, and communication.”

In this course, I will learn more about the structure of communities, such as how and why they are formed. I will gain a deeper understanding of the intangible factors that dictate the formation of these societies. This course is important in understanding the fundamental reasons of how social structures are created and implemented in communities.

PORT 201: Intermediate Portuguese

“This is a course aimed at those students who wish to attain a working knowledge of Portuguese, and the objective conditions will be created whereby all students can have a successful learning experience.”

This course will help me develop communicative skills in the Portuguese language, while also helping me grow in my knowledge of some social and historical aspect of the Portuguese-speaking world. I will gain the fundamental skills needed to speak, understand, read, and write in Portuguese.

JSIS A 492: Race, Nation, and Indigeneity in the Americas (Methods)

“This seminar is an interdisciplinary exploration of struggles against colonial rule in the Atlantic World from the 16th to the 21st centuries.”

This course will help me develop my research question for JSIS A 493 by allowing me to engage in several concepts related to Native and Indigenous studies. By the end of the course, I will be able to critically distinguish various approaches to the study of resistance and social movements.

JSIS A 493: Senior Research

“Independent research and writing under supervision of a faculty member.”

In this course, I will conduct research of my choosing in order to create a final project for my Latin American and Caribbean Studies major. I will use and learn new data and analytical skills while completing my research, making me a more competent scholar. As a culmination of my Latin American and Caribbean studies, I will present what I’ve learned in the major while working with an adviser.

Summer 2018

ARCHY 270: Field Course in Archeology (Methods)

“Students will participate in archaeological fieldwork for four weeks. During this course, students will learn various archaeological excavation techniques, including stratigraphy, profile plan drawing, field photography, total station mapping, and recording. They will also learn the techniques of archaeological survey (i.e., systematically walking through the countryside while collecting and recording traces of past human behavior using GPS equipment).”

Through this study abroad, I will be able to perform field and laboratory work that allows me to gain a deeper understanding of how history is discovered, conceptualized, and renegotiated in modern times. This course will also give me the ability to study and research ancient civilizations and do on site excavation on prehistoric communities.

Autumn 2018

CEP 460: Planning in Context

“Examines theory against backdrop of practice for historical understanding of social, political, environmental planning. Critique from viewpoints, and develop personalized history reflecting on individual experience.”

In this course, I will use my personal experience to grow in my knowledge of community planning. Through the information presented in this course, I will learn more about the general history of societies and planning. This class will help me gain a deeper understanding of the different backgrounds and process of social and communal development.

CEP 490: Senior Project Prep Seminar I

“Supports the conceptualization and planning of senior project/capstone work. Focuses on selecting a project, beginning a literature review, finding a mentor, and developing a plan.”

In this course, I will learn the skills needed to develop my CEP Senior Project. I will begin drafting what my research will look like and outlining my investigative work. This course is vital because it will provide me with the fundamental skills required to complete my capstone work.

LSJ 327: Women’s Rights as Human Rights (Methods)

“Women's rights in comparative perspective (on a domestic and international level), focusing on varying settings that alter the meaning and practical application.”

I will learn about a variety of women’s rights issues around the world, while studying how domestic and international laws and regulations have impacted women from various countries. This course will allow me to focus on the female community and research how systems in power impact their lives.

SPAN 203: Intermediate Spanish

“Practice in speaking, reading, and writing. Review of grammar and oral practice based on literary and cultural readings.”

I am taking this course in order to continue growing in my Spanish speaking skills. In the future, I hope to work with Latino communities, and being able to effectively communicate with them is a vital part of the process. In this course, I will further grow in my Spanish speaking, understanding, reading, and writing skills.

Winter 2019

CEP 461: Ethics and Identity

“Examination of ethics. Readings and discourse on ethical foundations for public life. Readings on values, human potential. Develops understanding of ecological context, moral responsibility, self-awareness. Constructs positive, diverse view of humanity and environment.”

In this course, I will learn about the ethics that structure our society. I will learn how to connect ethics and identity while gaining a deeper understanding of its importance in communities. My personal view of humanity will be restructured and supplemented by the content taught in this course.

CEP 491: Senior Project Prep Seminar II

“Focuses on implementing the senior project/capstone, including revisions and updates as seen fit.”

This course will be a continuation of the skills learned in CEP 490. I’ll review and revise my research in order to develop a final draft. This class is vital because it’ll provide me with the skills needed to complete my capstone work.

JSIS A 324: Human Rights in Latin America

“Overview of human rights issues and their evolution in Latin American history; military dictatorships; contemporary challenges in the region's democracies. Human rights concerns in relation to sociopolitical context.”

In this course I will learn about the history of human rights in Latin American countries. I will analyze the issues plaguing these communities and develop an understanding of why these problems persist. As a future planner with a focus on Hispanic communities, I think it is essential to comprehend how human rights issues influence marginalized Latino neighborhoods.

CHSTU 332: Chicano Film and Narrative (**Diversity**)

“Provides a historical overview of the evolution of Chicano culture through film. Critically examines the portrayal and self-portrayal of Chicanos in film and selected works of narrative.”

Through film, I will learn about the issues facing Chicano communities. I will analyze the cinematic skills used by Latino directors and screenwriters. This course will introduce me to a cultural aspect of Hispanic communities and will allow me to gain a deeper understanding of the Chicano narrative.

Spring 2019

CEP 462: Community and Environment

“Capstone quarter merges core seminars, disciplinary courses in major, community field experiences for mastery of personal knowledge and skills. Reflection and synthesis of themes in major; engagement with contemporary issues. Compares theoretical definitions of community and environment with individual philosophies and knowledge within thoughtful, applied context.”

In this course, I will reflect on the knowledge learned from all past CEP Core Courses. Through the reflective process, I will synthesize my CEP experience and attempt to apply it to my future career path. This class will help me define the skills I've acquired in university.

CEP 446: Internship *Audited*

“Connects courses with field work. Readings develop understanding of how students' internships constitute particular element of community and planning. Explores how what we do is part of our lives as citizens.”

I will reflect on my internship experience as a student and a citizen of the polis. I will explain and analyze the skills learned in my field work. Lastly, I will learn how to use these skills to make a sustainable change in communities.

Visual Map of Courses

Academic Plan for:		Student #:	Last Revised						
Iliana Denise Gutierrez		1531810	Spring 2019						
CEP Requirements		CEP Year 1							
Core	30 Credits (5 per quarter)	AUTUMN 2017	WINTER 2018	SPRING 2018	SUMMER 2 018				
Governance	6 credits (1 credit CEP 400 per quarter)	Course	Credit	Course	Credit	Course	Credit		
Retreat	4 credits (1 credit CEP 300 Fall and Spring)	CEP 301	5	CEP 302	5	CEP 303	5	ARCHY 270	12
Senior Project	2-6 credits CEP 490 and CEP 491 (1-3 variable credit/qr)	CEP 300	1	CEP 400	1	CEP 300	1		
Internship	5 credits -120-150 hour internship with CEP 446	CEP 400	1	SPAN 202	5	JSIS A 492	5		
Methods	25 credits of upper-division coursework	SPAN 201	5	PORT 105	6	PORT 201	5		
Diversity	5 Credits at any level	PORT 110	5			JSIS A 493	2		
TOTAL	77-81 Credits	Quarter total:	17	Quarter total:	17	Quarter total:	18	Quarter total:	12
Restrictions/Rules		CEP Year 2							
Only 15 credit overlap for double majors Minors have to be 60% different than a major Can miss one core course for study abroad		AUTUMN 2018	WINTER 2019	SPRING 2019	SUMMER 2 019				
KEY		Course	Credit	Course	Credit	Course	Credit	Course	Credit
CEP Core Required Courses		CEP 460	5	CEP 461	5	CEP 462	5		
Methods Credits		CEP 300	1	CEP 400	1	CEP 300	1		
Diversity & Internship		CEP 400	1	CEP 491	2	CEP 400	1		
Required Minor Credits		CEP 490	1	JSIS A 324	5	CEP 446	5		
Requirements for 2nd major		LSJ 327	5	CHSTU 332	5				
		SPAN 203	5						
		Quarter total:	18	Quarter total:	18	Quarter total:	12	Quarter total:	0
								TOTAL CREDITS	112
		Overlap with 2nd Major			Minor				
		Quarter/Year	Credit	Course	Quarter/Year	Credit	Course		
		Spring/2018	5	JSIS A 492	Autumn/2018	5	LSJ 327		
		Autumn/2018	5	SPAN 203	Winter/2019	5	JSIS A 324		

Internship Goals

Fall 2018 -
Spring 2019



One Equal Heart (OEH) is a non-profit that collaborates with indigenous communities in Chiapas, Mexico to promote human rights, agro-ecology, and the preservation of traditional knowledge. I began interning with OEH in October 2018, and worked with them throughout the academic school year. My duties included drafting social media posts, volunteering at promotional and fundraising events, and conducting research on Tseltal Maya communities. I learned a lot throughout my time with One Equal Heart, especially how to bring people together in support of a community. As someone who firmly believes in the importance of fostering community, this was my most favorite part of interning. I was able to remotely collaborate with people to address their needs, while also knowing what we (as a non-profit) were advocating for would produce positive change. I am very grateful for my time with OEH, and I know that what I've learned at this internship will help me be a better community planner in the future.

At the beginning of my internship, I outline a few goals that I wanted to reach before I concluded my time with OEH. These goals included learning how to effectively collaborate with and acknowledge the needs of the Tseltal Maya community, while also recognizing my position as an outsider. As a Latin American and Caribbean Studies and CEP major, I had hoped to gain more knowledge about how non-profit work can encourage development through community engagement, especially through the participation of women and youth. I believe that by interning at One

Equal Heart, I was able to work towards these goals of gaining a deeper understanding of how to respectfully promote indigenous knowledge and culture. As I continue how to learn how to advocate for equitable opportunities for communities as a whole, I know that I can apply what I've learned at OEH to all my future endeavors.

Extracurricular Plans

In addition to working as a waitress at the Seattle Yacht Club, I also helped create the Latin American and Caribbean Studies Undergraduate Student Committee. We successfully organized and became an RSO in the Fall 2017 quarter. The goal of this committee is to gather all LACS majors and prospective students to form a community within the larger university. With the help of Monica Rojas (Assistant Directs of LACS), the committee and I have held several meetings to discuss ways in which we can popularize the major. We also created a video outlining 25 reasons to major in LACS, which was featured at the LACS Fundraiser and GALA. Overall, we aim to represent a diverse community within the UW and to provide a welcoming and informational environment to all interested peoples.

Senior Project

Motivational speakers choose to share their messages to attentive audiences in hopes of uplifting and inspiring listeners to make positive change. However, despite their encouraging spirits, motivational speakers can strive to be more inclusive by acknowledging how women of color encounter certain barriers such as cost, representation, and specificity in programs that may prevent them from feeling the empowerment that is supposed to come along with a speaker's moving message. For my project, I looked at four categories that made up the larger themes of my research: background information on motivational speaking, improving accessibility, focusing on representation, and program specificity aimed for women of color. I analyzed various sources that provided background and additional context for my project question, and then organized that collective information in the form of a literature review. Next, I reached out to motivational speakers, and interviewed three Latina women who are active in the motivational speaking event community, in order to inquire about how cost, representation, and program specificity influences or incentivizes motivational speaking events. In evaluating current literature regarding the motivational business and the importance of representation, I've explored how speaker background, market, and advertising influences tickets cost; how representation in speakers lead to empowerment and affirmation; and how program specificity for women of color encourages inclusivity and encouragement. Lastly, I combined the knowledge gathered from my sources and interviews to demonstrate how I believe that it is important to

change certain factors of the motivational business so that it can positively transform the impact of speakers on women of color.