Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

Course title: Urban Anthropology
Department and Course Number: Anthropology 30623
Instructor: Dr. Lisa Vanderlinden

Please indicate below which Learning Outcomes* and Student Action Steps** best represent the focus of your course, keeping in mind that your course only needs to meet one of the Learning Outcomes to be approved. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of Student Action Steps, achieve the Learning Outcomes in your course.

Competency:
TCU graduates will demonstrate a critical understanding of cultural phenomena.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate one or more as appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).</th>
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| Students will demonstrate knowledge of one or more disciplinary approaches to issues of cultural differences. [ ] | Students will analyze and synthesize information and arguments related to cultural differences from a range of sources specific to a disciplinary tradition. [ ]
Students will examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition. [ ]
Other: |
| Students will demonstrate an ability to analyze diversity within (or) across cultures. [ X ] | Students will examine the role of social factors, e.g., race, gender, ethnicity, class, sexual orientation, etc., in shaping cultural reality. [ X ]
Students will explore a range of perspectives that address the construction of differences and similarities. [ ]
Students will analyze cultural assumptions, interpretations, and/or opinions relating to issues of diversity. [ ]
Other: |
| Students will demonstrate an understanding of the interconnectedness of society, culture and individual identity. [ ] | Students will analyze cultural and social constructions of individual identity. [ ]
Students will examine the consequences for both the individual and society that arise from cultural differences. [ ]
Students will examine how interaction between personal and social identities is manifested in everyday life. [ ]
Other: |

*The Learning Outcomes are statements of what we expect our students to know or be able to do upon completion of a course in that category.**The Student Action Steps identify the process(es) that will lead to the intended Learning Outcome. As such, Student Action Steps must specify an action(s) to be taken by a student to fulfill a specific Learning Outcome and be reasonable within the context and time frame of the course. The Student Action Steps above are provided as examples of how students might achieve the Learning Outcomes.
Please provide 2 or 3 examples below that explain how students will, through the use of **Student Action Steps**, achieve the HMVV **Learning Outcomes** in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

- Please attach a syllabus as a supporting document for your submission. Syllabi for HMVV courses should reflect the **Learning Outcomes** and the use of **Student Action Steps** that correlate with HMVV requirements.
- Please attach an additional HMVV course submission form if this course is being submitted for a second HMVV category.

**Learning Outcomes:** Students will demonstrate an ability to analyze diversity within (or) across cultures.

**Student Action Steps:** Students will examine the role of social factors, e.g., race, gender, ethnicity, class, sexual orientation, etc., in shaping cultural reality.

**Example 1:**
In week 5, students will examine the role of class, race and ethnicity in the organization of urban environments. They will critically analyze Oscar Lewis’ class essay “the Culture of Poverty” using critiques put forward by anthropologist Judith Goode in her article “How Urban Ethnography Counters Myths about the Poor,” and anthropologist Phillipe Bourgois in his piece: “Office Work and the Crack Alternative among Puerto Rican Drug Dealers in East Harlem.” Quiz 2 (Weeks 4-7) will present the following short answer question that students must respond to:

1. Using Judith Goode (Urban Ethnography) and Phillipe Bourgois (Office Work and the Crack Alternative) as references, respond to Oscar Lewis’ (Culture of Poverty) presumption that survival strategies of poor people in capitalist societies work to prevent their social mobility. Based upon your understanding of the material, do modernization and urbanization lead to a breakdown in the quality of family life and relationships?

**Example 2:**
In week 7, students will read Setha Low’s ethnographic research among homogenous white, upper-middle and middle-classed families living in gated suburban communities in North America and upper-middle classed families living in gated and guarded suburban communities in Latin America. Research participants justify their preferences for living in these isolated communities through their desires for safety, security, community, and “niceness.” Using the readings from “the Divided City, Parts I, II” they will respond to the assumptions made by research participants that living within gated suburbs will keep them “safe” from “unsavory elements” of society. The following question comes from Quiz 2:

2. Based upon your understanding of suburban dwellers in North America and Caracas, Venezuela, respond to the research participant’ beliefs that living within gated suburbs will provide them protection from “unsavory elements” of society. How does living in a gated community reflect overarching issues of social segregation based class, race and ethnicity? How does the fear of “others” intensify these issues?

**Example 3:**
Students will design and execute a research proposal where they study one aspect of human behavior in urban contexts utilizing anthropological field-methods. The research component of this project requires students to independently study the historical context of the urban issue of their choice in the city of Fort Worth, locate and perform at least two 1.5-hour site visits to a corresponding location, and provide a 5-page written analysis of their fieldwork based upon one (or more) of the weekly course themes and lectures. They shall also present the findings of their research in a 5-7 minute presentation. Among the possible units of analysis are neighborhoods which are divided by racial or ethnic make-up, socio-economic class, gender, religion, or a combination of any aforementioned. Students will be expected to incorporate all of the applicable reading and lecture materials in their analyses of these intersecting urban phenomenons.