Global Awareness
The Heritage, Mission, Vision, and Values Curriculum

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

**Course title:** Latin American Popular Culture  
**Department and Course Number:** Anthropology 30773  
**Instructor:** Ben Penglase

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 knowledge of trends, issues, and opportunities that impact the global community.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate one or both 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>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate critical awareness that problem-solving in the global community requires the integration of a variety of perspectives. [ ]</td>
<td>Students will examine and critique information and argument related to substantive problems that have a global dimension. [ ]</td>
</tr>
<tr>
<td></td>
<td>Students will learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community. [ ]</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the ability to develop informed judgments about global issues. [ X ]</td>
<td>Students will learn to employ discipline-specific skill sets in their analyses of global issues. [ X ]</td>
</tr>
<tr>
<td></td>
<td>Students will synthesize and balance information in developing appropriate evidence-based conclusions about global issues. [ ]</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

*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.

Examples:

1. By examining how Latin Americans use popular culture to construct their national, racial, class and gender identities, students will learn how anthropologists analyze the construction of social identities in diverse global contexts. Student action steps will be to learn about the cultural and historical contexts of four case studies (Argentina, Brazil, Cuba and Mexico), examine ethnographic analyzes of different forms of popular culture in these countries, and discuss and evaluate the theories and interpretive strategies that anthropologists use to understand the global construction of social identities. Students will demonstrate their understanding in class discussion, by leading one class presentation, in class midterms, and by writing a focused research paper on one example of Latin American popular culture. Learning outcomes will include:
   a. Students will learn to use the theories of anthropology (comparative and ethnographic research) to understand the construction of identity in different global contexts.
   b. Students will demonstrate a familiarity with how anthropologists and other social scientists analyze the relationship between popular culture and broader social and historical forces.
   c. Students will familiarize themselves with the similarities and differences between how popular culture shapes social identities in four different global settings, and will compare these cases to their own society.

2. Through an examination of the creation of different forms of popular culture in Latin America, students will historicize their understandings of what constitutes ‘globalization’ and will learn to evaluate and discuss the causes and effects of global movements of people, goods, images and ideas in particular social and historical contexts. Student action steps will include: examining particular forms of popular culture as case studies to learn how an anthropological study of Latin American popular culture can lead to a deeper understanding of forms of culture produced by European colonialism, the forced migration of Africans to Latin America, and the conquest of indigenous peoples. Students will discuss, define and critique concepts such as diaspora, hybridity, nationalism, globalization, and mestizaje, and evaluate how these concepts allow for both a better understanding of Latin American culture, and for more sophisticated discussions and evaluations of globalization. Students will also examine how more recent technological revolutions in communication and transportation are shaping Latin American societies by examining the effects of late twentieth-century technological, political and economic changes upon Latin American popular culture. They will demonstrate their understanding in class discussion, by applying these ideas to examples presented in class, and by using (and critically evaluating) these theories in their own research papers. Learning outcomes will include:
   a. Students will become familiar with how anthropology, ethnographic research, and detailed analyzes of popular culture can lead them to a more sophisticated, historically-contextualized and precise understanding of the causes and consequences of globalization.
   b. Students will learn how anthropologists understand and examine the effect of global forces upon the everyday lives and cultural practices of people in Latin America.
   c. Students will acquire a broader understanding of how social scientists analyze the effects of large-scale global structures upon everyday experiences.