| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:Team Presentations of ethnographies studied in course. Student teams must develop discussion questions for their classmates, and lead class discussions.Evaluation Process:Students present sections of ethnography using multiple methods, including slide show, creative expressions (e.g. songs), and leading class discussions.Minimum Criteria for Success:Using the example of the ethnography by Seth Holmes, Fresh Fruit, Broken Bodies, students must develop class discussions that require classmates to be able to trace their relationship with those who produce and manufacture the fruits and vegetables that they buy.Sample: All students are assessed. | *To be entered after each course is taught* |
| **Course Learning Outcome** |
| Students will be able to diagram economic forces and actors (including themselves as consumers) involved in a complex system of global trade. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:Students analyze a vignette from Holmes’ ethnography in their teams in class. The vignette is about how habitus is revealed in the field workers’ interactions with white Burger King workers. Students had to imagine themselves if they were in the Burger King and got the wrong order. They had to explain what it is about themselves that would make them insist on getting the order corrected. Then, students had to imagine themselves in a five-star restaurant populated with mostly affluent people from the dominant group. Would their habitus lead them to behave in certain ways? Evaluation Process:Student teams work on answering several questions about the difference between the habitus of the anthropologist and the field workers, then work on analyzing their own habitus.Minimum Criteria for Success:Student team presentations must elucidate three of the five questions.Sample: All students will be assessed. | *To be entered after each course is taught* |
| **Course Learning Outcome** |
| Students will compare and contrast the perspectives of three different ethnographers on a social issue. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:Students develop a research proposal where they describe an ethnography that they would plan to conduct. Students write a proposal and do a final presentation of their ethnography proposal, including a discussion of how their proposal changed since the beginning of the class activities.Evaluation Process:Students workshop their initial ideas in their teams. Team members pose questions based on a rubric of guidelines for doing ethnography. Principally, students must address their own positionality as an ethnographer.Minimum Criteria for Success: Students show analysis of their positionality in relations to the people with whom they plan to study.Sample: All students will be assessed. | *T To be entered after each course is taught* |
| **Course Learning Outcome** |
| Students will be able to draft a research proposal identifying a social issue that ethnographic research could be used to address and how they would go about pursuing that research. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each course is taught* |