| **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:  Weekly 1-page papers reacting to assigned readings and films, focused on questions/ statements posed by faculty.  Each of these will a) ask students to briefly show that, by doing the assigned reading/viewing, they have familiarized themselves with the details of a particular movement or episode; and b) prompt students to begin to view these through different theoretical lenses (a process which we will then continue in class).  Evaluation Process:  Faculty review using rubric.  Minimum Criteria for Success:  Satisfactory grade (2, on a 1-3 scale) or higher on at least 6 of 9 papers.  Sample:  All students will be assessed. | *To be entered at end of course* |
| **Course Learning Outcome** |
| Students will demonstrate understanding of the connections between ideas/theories of collective action and examples of social movements and political violence observed in different parts of the world. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered at end of course* | | |

| **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:  Timed essay question during in-class midterm and final exams.  Question will ask students to rewrite/retell a narrative of revolution/political violence from the perspectives of multiple protagonists. (For example: “Write three (3) brief histories of the 1980s-90s insurgency in Peru, each one as if it were written by one of the following: a military officer; a peasant farmer; a Shining Path follower; an MRTA follower; a United Left mayor; an APRA member of congress; a Fujimori supporter; the CEO of a mining company; a US State Dept. official; a human rights group leader; a student in a public university. Then discuss the similarities and differences among the three.”)  Evaluation Process:  Faculty review using rubric.  Minimum Criteria for Success:  Minimum of 6.5 out of 10 points on each of the two exam essays.  Sample:  All students will be assessed | *To be entered at end of course* |
| **Course Learning Outcome** |
| Students will be able to analyze episodes of revolution and political violence from the perspectives of different local, national, international and global actors/groups involved. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered at end of course* | | |

| **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:  Policy briefs (8-10 pgs) produced by teams of students, analyzing the causes and consequences of an episode of political violence.  Mock briefs can be written “for” any international organization, foreign policy agency, etc., relevant to the analysis, though students must clear their “target audience” for this brief with the Professor early in the semester. Writing the brief will require students to a) learn to work in teams to discuss/negotiate the contents of the brief, and b) think through not only the causes of a particular episode of political violence but its tangible economic, political, social and cultural consequences too. Each brief must conclude with a series of plausible policy recommendations for their target organization to deal with the consequences of political violence, demonstrating engagement with global issues and perhaps encouraging future engagement as well.  Evaluation Process:  Students assessed by other students, using a checklist of goals to be achieved (provided to all students ahead of time).  Minimum Criteria for Success:  Overall group score of at least 6 out of 10 “checks” on the checklist.  Sample:  All students will be assessed. | *To be entered at end of course* |
| **Course Learning Outcome** |
| Students will demonstrate willingness and ability to work together in teams to actively engage with the policy implications of political violence. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered at end of course* | | |