| **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:Essay 1 requires students to choose an essay prompt from “Section A - Global Awareness” in the Course Reader. Resulting in a paper of 1,500-2000 words written on one of the following prompts:1. Did ideas matter? Discuss with reference to a period you have studied.
2. To what extent are nations and states constructed? Discuss.
3. Explain how militarism shaped and affected politics, economics and society in Germany to 1914. How democratic and representative was German government during this period?
4. Assess the relative importance of generation and class in terms of shaping the culture of a period you have studied.
5. How accurate is Volker Berghahn’s description of Wilhelmine Germany as a “society in restless movement”?

Evaluation Process:Essay 1 will be assessed using a rubric composed of the following criteria:* Strong thesis that answers the question and addresses the views of the main actors in the topic chosen.
* Paragraphs with topic sentence, evidence, conclusion.
* Paragraphs that make an argument and are analytical.
* Understanding of the historical context for the topic chosen.
* Intro and conclusion.
* Required number of sources (6 minimum), use of sources related to different sides of the topic chosen and analysis of those sources.

Minimum Criteria for Success: 70/100 or a grade of 'C'Sample: All students will be assessed. |  |
| **Course Learning Outcome** |
| Students will construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in Germany. |
| **Use of Results for Improving Student Learning** |
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| **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:Essay 2 requires students to choose an essay prompt from “Section B – Global Perspective” in the Course Reader. Resulting in a paper of 1,500-2000 words written on one of the following prompts:1. Analyze the reactions of the social and political elites who are challenged in the Revolutions of 1848-9.
2. What do the ‘Nicky and Willy telegrams’ (between the Russian Tsar and German Kaiser) reveal about the character and leadership of both men?
3. Discuss the social, political, and economic conditions in Germany during the Weimar Republic that contributed to Hitler’s rise to power with the NSDP.
4. How did Germans resist Hitler? What types of people and techniques were involved?
5. What were the driving forces behind the Holocaust? What did the average German know about this event before the end of the war?

Evaluation Process:Essay 2 will be assessed using a rubric composed of the following criteria:* Strong thesis that answers the question and addresses the views of both supporters and opponents of the chosen topic.
* Paragraphs with topic sentence, evidence, conclusion.
* Paragraphs that make an argument.
* Understanding of the historical context and particularly different viewpoints on German history in the 19th and 20th centuries.
* Intro and conclusion.
* Required number of sources (6 minimum), use of sources that represent both support and opposition to the chosen prompt topic

Minimum Criteria for Success: 70/100 or a grade of 'C'Sample: All students will be assessed. |  |
| **Course Learning Outcome** |
| Students will construct an evidence-based argument that integrates multiple perspectives on an issue in Modern German History.  |
| **Use of Results for Improving Student Learning** |
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| **Global Learning Student Learning Outcome Addressed** | **Assessment Method (for my class only)** | 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 are required to choose **four** gobbets (primary source image, audio, or text extract) from the Course Reader. Resulting in four papers of 500-800 words each.Evaluation Process:These “Gobbet Exercises” will be assessed using a rubric composed of the following criteria:* Demonstrate a detailed historical understanding of the gobbet of their choice.
* Identify the document and context (including its language, whether the text provided is a translation, and the place where this document was done), its purpose and the main characters involved.
* Comment on the particular point or points raised in the extract.
* Explain any distinctive words or phrases.
* Towards the end, comment more discursively on some of the broader issues involved. Is this a true or accurate narrative of events? Are the hopes of the protagonist ultimately realized? Where does this extract fit into the wider context of what we know from our sources?
* Engage with different perspectives on the subjects chosen.
* Present their evidence and argument in a clear, coherent way.

Minimum Criteria for Success: 70/100 or a grade of 'C'Sample: All students will be assessed. |  |
| **Course Learning Outcome** |
| Students will consider different perspectives on a problem or controversy related to Modern German History and attempt to reach a resolution about it. |
| **Use of Results for Improving Student Learning** |
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