| **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: Selected Short Writing AssignmentsStudents must write an argument driven paper in response to a prompt. Several of the prompts ask students to explain changes to family structure or definitions of intimate relations in light of economic, political, social, or religious changes occurring at the time. For these assignments, students will rely on assigned texts which cover both historical context and familial relations. Evaluation Process: Students will be evaluated on a number of factors including:* Overall strength of their argument, which should convincingly tie together changes in intimate relations with changes elsewhere in society.
* Ability to use evidence to support the argument.

Minimum Criteria for Success: A grade of C or better. Sample: All Students.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural developments to definitions and practices of familial and intimate relationships across premodern Europe.  |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time 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: The Longer Writing Analysis. Students must write an argument driven paper considering one type of intimate relation that they have read about within a particular historical milieu with that same intimate relationship at another time and place within the parameters of the class. For the historical milieu not covered by course readings, students will be required to find 5 scholarly sources and compare the perspectives of the scholars to build an understanding of the social relationship. This might involve consideration of that relationship for those involved by also within social norms, theology, law, economics, etc. Evaluation Process: Students will be evaluated on a number of factors including:* Overall strength of their argument
* Ability to use evidence to support the argument.
* Ability to find and evaluate 5 scholarly sources
* Ability to identify differences and similarities in the two historical milieus and to point to factors that might serve as the basis for these.

Minimum Criteria for Success: A grade of C or better. Sample: All Students.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct a multi-perspective analysis of family and intimate relationships in premodern Europe. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time 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: Participation grade (online and/or in person, depending on modality)Students will participate in discussions each class period based on assigned readings. In discussion, students will be challenged to consider the different ways that families and sexual identities were constructed in other historical milieu. Evaluation Process: Students will be evaluated each discussion based on their: * willingness to participate
* grounding in the readings assigned for the day
* ability to use materials from the current and previous readings and discussions in the discussion
* ability to respectfully listen to and respond to their classmates.

Minimum Criteria for Success: A grade of C or betterSample: All students | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving concerning definitions of family and sexuality across time and place.  |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |