| **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:  Students will write two 3-4 pages papers that challenge them to understand the phenomenon of piracy that developed across the world between the sixteenth and eighteenth centuries. In the first essay, students will examine the veracity of an account based on the experiences of a Spanish vassal kidnapped by English pirates in the Indian Ocean. In the second paper, students will analyze the economic role that pirates form diverse European nations played in certain regions of the Spanish monarchy that were overlooked by the Spanish legal commercial system.  Evaluation Process:  Papers will be evaluated based on the following criteria:   * A strong thesis that answers the prompt’s question and demonstrates original analytic thoughts about the topic * Body paragraphs that further the argument using evidence drawn from the provided materials. * A clear structure, with an effective introduction and conclusion, that shows logical transition from one paragraph to the next one. * An understanding of the historical context provided in the course readings, discussions, online activities, and lectures.   Minimum Criteria for Success:  A minimum grade of C on both papers.  Sample:  All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to construct evidence-based arguments demonstrating **both** that piracy was an ancient phenomenon that acquired new forms after Europeans reached the New World in the late fifteenth century **and** how this phenomenon shaped local, regional, and global interactions in early modern times. |
| **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 examine multiple perspectives about piracy across local, global, international, and intercultural settings. | Assessment Activity/Artifact:  Students will comparatively analyze different primary sources written by or about pirates. For each module, they will assess the different understandings about pirates’ activities within local, regional, and global historical processes.  Evaluation Process:  These analytical comments will be assessed according to the following criteria:   * The understanding of the historical context where pirates’ activities occurred. * An evaluation of the different contemporary reactions to these practices. * An analytic reflection on how local, regional, or global perspectives contributed to the condemnation of piracy.   Minimum Criteria for Success:  A minimum grade of C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will analyze primary sources to identify different views and perceptions about piracy across local, regional, and global scales. |
| **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 engage with the local, regional, international, and global understandings of piracy in early modern times. | Assessment Activity/Artifact:  At the end of the semester, students will prepare a final report in groups. They will examine the career and performance of one of the various pirates seen in class. They will evaluate the activies and practices they committed, from two different perspective. First, they will consider the rationale of such historical actors, and their justification/s to perform such practices. Second, they will examine the perceptions of peoples and authorities that witnessed their activities.  Using the information of the materials they had to previously read for writing their papers and analytical comments, students will compile a 2-page report on the **multiple** perspectives around piracy, and their **global** impact on politics and economy.  Evaluation Process:  Students will be assessed on their ability to:   * Attentively engage with the information obtained from the sources. * Provide historical context from the course to assess and contextualize the information gathered * Draw their own analytic conclusion about the topic presented   Minimum Criteria for Success:  Completion of the assignment. Students will be given feedback, but the assignment is pass/fail.  Sample:  All students will be assessed. |  |
| **Course Learning Outcome** |
| Students must demonstrate their willingness to understand how piracy impacted the Spanish monarchy, within a larger process of globalization. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |