| **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:  Research Paper. Students will identify a paper topic that compares and contrasts the ways in which black writers, intellectuals and artists in Paris have responded to issues or crises that involved race, nationalism, gender or anti- imperialist discourse during a particular time period.  The research question should be informed by the readings specific to this course. Papers should demonstrate students’ ability to secure and analyze primary source materials and to engage secondary source scholars.  Evaluation Process:  Rubric  Minimum Criteria for Success:  3 or above  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will compare and contrast the experiences of Africans, Caribbean, and African Americans in Paris. |
| **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:  Team-Based Learning activity on translations of key texts. Students will compare and contrasts aspects of texts that get “lost in translation” when dispersed throughout the diaspora. (Students will use pre-translated texts embedded in Brent Hayes Edwards’s, *The Practice of Diaspora: Literature, Translation and the Rise of Black Internationalism* .  Evaluation Process:  Checklist/Rubric  Minimum Criteria for Success:  80% fulfillment of checklist/rubric criteria  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will identify and describe the different perspectives of blacks from regions in the Atlantic world who live in Paris. |
| **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:  Personal manifesto  Evaluation Process:  Checklist  Minimum Criteria for Success:  3 or above  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will engage in problem solving activities in which they examine the responsibilities communities of African descendant in the Atlantic World share in questioning ideas about racial and gendered identity, citizenship, democracy, and colonialism as they inform socioeconomic inequities, as well as the part they play as individuals. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |