| **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 identify a research topic and write a 3,000-3,500 word paper (8-10 pages) in which they explore how two or more urban centers responded to a similar phenomenon or process, such as urbanization and migration, urban planning and visual culture, or shifting gender and social relations. Papers will focus on ways in which cross-cultural exchanges impacted urban societies, visual cultures, and lived experience in cities.  Evaluation Process:  The essay will be evaluated based on the following:   * Clear thesis statement and argumentation * Command of concepts, issues and vocabulary studied throughout the course * Understanding of the different geographic locations and socio-cultural contexts under review and the connections between them * Justified use of primary sources and secondary works to support an argument * Organized structure and clarity in writing (spelling, punctuation, grammar, and form   Minimum Criteria for Success:  A minimum grade of a C on the assignment  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Identify a research topic and construct an evidence-based argument demonstrating how both local and extra-local processes shaped urban identities and cultures. This involves analyzing the ways in which both transnational and intercultural exchanges impacted urban planning, visual culture, and the socio-cultural development of cities. |
| **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 activity based on group presentations and critical analysis. Groups of four to five students working on different urban centers will present a summary of their projects and findings. Students will contrast and share research tools and draw connections between local practices across different geographic locations.  Evaluation Process:  The assignment will be evaluated based on the following:   * Clarity in argumentation and presentation * Ability to work collaboratively and present evidence and arguments clearly and coherently * Ability to contextualize and compare relevant topics and phenomena * Ability to draw meaningful connections between urban societies and cultures   Minimum Criteria for Success:  Completion of the assignment (Pass/Fail)  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Analyze different urban societies and cities from multiple perspectives and construct evidence-based arguments examining the ways in which local issues and global practices intersect. |
| **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:  Throughout the course students will complete approximately ten short writing assignments and discussion posts (300-400 words). In these assignments, they will be asked to complete readings and engage in problem-solving activities that require analysis of intercultural issues. These activities include discussing the relationship between racial stereotypes, exhibitions, and Imperialism (Weeks 6 and 7); considering the influence of Islam in Spanish cities; comparing so-called peripheral cities and metropoles (Week 11); comparing counterculture movements in various European cities (Week 14).  Evaluation Process:  Assignments will be evaluated based on the following:   * Ability to acknowledge different historical approaches and engage with these perspectives on a controversy. * Ability to contextualize the information and processes under review based on course readings and class materials * Ability to reach an analytical conclusion and a resolution * Clarity in writing and ability to present ideas in a clear and organized manner.   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 consider different perspectives on a specific problem or debate and attempt to reach a resolution. They will engage in activities and discussions in which they establish connections between urban cultures and explore the ways in which issues like urbanization, public art, and lived experience, developed in different geographic locations. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |