| **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 page papers that challenge them to engage the global themes of the course. In the first essay, students consider how interactions between the New World's natives and the newcomers impacted the development of the new colonial societies and initiated the current process of globalization. For the first paper, students will examine how the vassals of the Spanish empire engaged with distant regions of the globe through legal and illegal commerce. In the second paper, students will explore the process of racial miscegenation that started in the New World in the late fifteenth century, and the imperial attempts to restrict and regulate it.  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 how the New World was the setting of interactions of early modern people, goods, and ideas from around the globe, and how the Spanish colonies impacted the economic development of different regions of the world. |
| **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:  Students will analyze different primary sources or materials (paintings, ceramics, architecture, drawings, written documents, etc.) every week. Through weekly writing assignments, they will connect elements of the sources with local, regional, and global processes.  Evaluation Process:  These analytical comments will be assessed according to the following criteria:  • The explanation of the historical context where the primary sources was created.  • An evaluation of the various elements contained in the primary sources.  • An analytic reflection on how local, regional, or global perspectives contributed to the production of the primary source.  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 culture across local, regional, and global scales, and identify these in Spanish American primary sources. |
| **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:  At the end of the semester, students must submit a short original research project. They will get a list of different goods (plants, animals, etc.) originally from Spanish America that are today used around the world. They must research how their produce entered the global market and became widely consumed in foreign cultures.  Based on their engagement with academic articles, books, and primary sources, students will compile a 2-page reflection paper on the history of the product's globalization. The paper will also trace global routes, following the cultural and economic exchange between Spanish America and the rest of the world allowed the product to become of global use.  Evaluation Process:  • Attentively engage with the information obtained from their research  • 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. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate their willingness to engage with contemporary local and global practices and activities permitted and promoted by products original from the New World. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |