| **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 concept of corruption is culturally developed across the world. In the first essay, students will consider colonial authorities’ reproduction of abusive practices that were not restricted to the Spanish world, but they were customary among other early modern societies. In the second paper, students will analyze the interplay between custom and law among Spanish colonial subjects, who engaged in contraband with merchants from diverse European nations because the Spanish legal commercial system was unable to cope with the needs of its extensive colonial territories.  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 corruption developed in Latin America societies from early modern time **and** how notions of corruption varied from society to society, and from time to time, around 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 examine the multiple perspectives of corruption meaning across local, global, international, and intercultural settings. | Assessment Activity/Artifact:  Students will comparatively analyze different studies about corruption in colonial Latin America. For each module, they will assess the different understandings about abusive practices within 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 abusive practices 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 specific abusive practices.   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 economic, political, and social transformations in Latin America 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 corruption 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 colonial authorities seen in class. They will evaluate the abusive 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 describe the reasons that produced their political fall.  Using the information of the books they had to previously read for writing the papers, students will compile a 2-page report on the **multiple** perspectives around corruption, and their **global** use as a category of historical analysis.  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. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students must demonstrate their willingness to understand how abusive practices developed in colonial Latin America, within a larger process of globalization |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |