| **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 a 4-page review of the film *Memories of Underdevelopment* (1968). The film follows a fictional character who watches perplexed as the Revolution unfolds around him as a process of domestic transformation but also one firmly in the crosshairs of the Cold War. Students will critically assess how the film portrays the balance of domestic and international forces operating in Cuban society at the time, in dialogue with course readings.  Evaluation Process:  Papers will be evaluated based on the following criteria:   * A strong thesis that answers the question and displays original analytic thoughts about the topic. * Body paragraphs that make an analytic argument supported by evidence drawn from the film and course readings. * A clear structure that flows logically from one paragraph to the next, framed by an effective introduction and a conclusion. * A demonstrated understanding of the nature of the conflict between Cuba and the United States after 1959 and conflicts between Cubans about the direction of the Revolution.   Minimum Criteria for Success:  A minimum grade of C.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will construct an evidence-based argument demonstrating knowledge of the ways local, national, *and* transnational processes shaped the radicalization of the Cuban Revolution between 1959 and 1962. |
| **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 write a 6- to 7-page paper that explores the lived experience of Cubans in the 1990s drawing on primary sources from at least three different genres (literature, memoir, visual art, film). Students will be provided a list of suggested sources, but will also be encouraged to identify sources of their own. The essay must cite appropriate secondary sources in providing requisite background knowledge that helps to contextualize primary source analysis.  Evaluation Process:  The paper will be assessed according to the following criteria:   * A strong thesis that articulates a clear argument in response to the prompt. * An academically rigorous contextualization of the economic, social, and political forces at play in Cuba in the 1990s. * Intelligent close readings of the primary sources selected. * Effective transitions *between* source analysis; that is, integrating the analysis of individual sources into an argumentative whole.   Minimum Criteria for Success:  A minimum grade of C.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will construct an evidence-based argument that that draws on multiple perspectives to reflect on the meaning of Cuba’s post-Soviet crisis in the 1990s. |
| **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:  During the course of the semester, students must attend **one** of a number of events/exhibits sponsored by the Cuban Research Institute (CRI) on a topic relevant to contemporary Cuban and Cuban-American affairs. A list will be maintained on the course Canvas site, Students may attend similar events outside of FIU (sponsored by community organizations, museums, etc.) with instructor approval. After their visit, students are asked to write a 1-1.5 page critical reaction paper to what they heard/saw and how it relates to the material we have covered in the course.  Evaluation Process:  Students will be assessed on their ability to:   * Attentively engage with and critically assess the information presented in the talk/exhibit. * Acknowledge the range of academic or public perspectives on the topic presented. * Provide historical context from the course to assess and contextualize the information presented. * 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 connect historical knowledge to contemporary conversations and debates about Cuba’s present and future. (Global Engagement) |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |