| **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: One of six 2-page response papers. The papers will be assessed according to how well students can define and then employ “race” as a changing social and cultural construct and explain why race has particular relevance to the history of nation-making and intercultural relations in the Americas generally and in Brazil specifically. Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an understanding of race as a changing historical construct and social reality in the Americas, using modern Brazil as a case study. This includes contextualizing systems of inequality and privilege that historically undergird structures of power. |
| **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:One of two analytical essays. The papers will be assessed according to how well students can describe the impact of the populist turn from the diverse perspectives of Afro-Brazilians, immigrant, and Indigenous peoples. The paper should also offer a comparative analysis of racial theory emanating from the US and its role as a “cautionary tale” during the populist turn. Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric. Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct a multi-perspective analysis of problems in Brazilian history and a comparative analysis of race in Brazil and the United |
| **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: One of two analytical essays. The papers will be assessed according to how well students can articulate race and racism in nation-making as international historical problems affecting various social sectors in distinct ways over time, using Brazil as a case study. They will also be assessed on whether their grasp of this historical problem encompasses the 5 analytical frameworks of historical inquiry (contingency, context, change over time, chronology, and causality). Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to conceptualize problems from multiple angles and identify how historians approach reconstructing social and political problems in their time and context. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |