| **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: 3 essays and 1 film paper responding to a Question for Consideration that requires students to tackle a historical problem by examining the applicability and limitations of Western thoughts on gender among women in diverse settings over time in Latin America; Evaluation Process: Assignments will be evaluated for their presentation and interpretation of evidence for interrelatedness. Minimum Criteria for Success: Either a minimum grade of a C on the assignment, or a score of 2 or higher on the Global Awareness rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught*[To be quantitatively calculated on grade results, and qualitatively expressed in brief observations] 10 percent each for papers: 20 percent for film paper, for a total of 50 percent of grade; 15 percent on exams; 5 percent Artifact on Activism. |
| **Course Learning Outcome** |
| *Students will construct an argument based on evidence demonstrating how local and extralocal events (regional, inter-regional, international, and global, as appropriate) shaped the interactions of two or more groups.* |
| **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: Papers that integrate diverse perspectives of historical actors and historians. Discussions in sections and group assignments that require analyzing evidence and listening and contributing to colleagues’ understanding of events and sources.Evaluation Process: Assignments will be evaluated for the ability to analyze and understand multiple perspectives. Minimum Criteria for Success: Either a minimum grade of a C on the assignment, or a score of 2 or higher on the Global Perspectives rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught*[To be quantitatively calculated on grade results. and qualitatively expressed in brief observations.] 10 percent each for papers; 5 percent participation in Discussion Sections. |
| **Course Learning Outcome** |
| *Students will construct an argument based on evidence that integrates multiple perspectives on a historical issue.* |
| **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:** Artifact on Activism: research and reflection on the ways that Latin American or Latina women's issues in contemporary settings exhibit the tensions of Western/non-Western definitions of women or strategic/ practical gender interests **Evaluation Process:** Students will be evaluated on their ability to engage with different perspectives on a global feminist perspectives and observe how activists or practitioners engage them. **Minimum Criteria for Success:** Either a minimum grade of a C on the assignment, or a score of 2 or higher on the Global Engagement rubric. **Sample:** All students will be assessed.  | *To be entered after each time course is taught*[To be quantitatively calculated on grade results. and qualitatively expressed in brief observations.] 5 percent graded and discussed Artifact on Activism |
| **Course Learning Outcome** |
| *Students will be able to consider different perspectives on a historical problem or controversy and attempt to reach a resolution about it.* |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |