| **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:** Each student will write two 3-4-page  papers that critically analyze processes in world history which impacted  Latin American history as well as developments in the region which  affected processes beyond Latin America. For the first paper,  students will examine various interpretations represented on text and film  about the role of the Catholic Church and Iberian institutions in shaping  slavery in Brazil and Cuba as well as slaves’ ability to transplant some  aspects of African traditions within the constraints of bondage. In the  second paper, students will use several films and readings to critically  analyze twentieth-century Leftist movements and military dictatorships in  Latin America as well as their place within the global conflict of the Cold War.  **Evaluation Process:**  Papers will be evaluated based on the following criteria:  • Clear explanation of the historical context drawn from the course  readings, films discussions, and lectures.  •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 course readings and films  • A clear structure that flows logically from one paragraph to the  next, framed by an effective introduction and a conclusion  **Minimum Criteria for Success:** A minimum 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 local, national, and  transnational processes  contributed to shaping Latin  American history and in turn, how central events  in Latin American history  have impacted historical  developments beyond the  region. | | |
| **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:** After being exposed to  some of the major events in Latin American history and to  various interpretations of these events in assigned readings  and films, each student will write a proposal for the making of  an historical film. The proposal should be thesis-driven and  provide support for the global impact of the historical event(s)  represented on the film. Alternatively, the proposal may critically  analyze one of the films viewed in or outside of class and argue  for the remaking of the film based on a different interpretation or  perspective.  **Evaluation Process:**Papers will be evaluated based on the following criteria:  • Clear explanation of the various interpretations of  the historical event drawn from course readings,  films discussions, and lectures  •A strong thesis that conveys the global  significance of representing the historical event on  film or remaking the historical film based on a particular interpretation  • Body paragraphs that make an analytic argument  supported by evidence drawn from the course  readings and films   |  | | --- | | * A clear structure that flows logically from one paragraph to   the next, framed by an effective introduction and a conclusion  **Minimum Criteria for Success:** A minimum 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 be able to construct an  evidence-based argument that  integrates multiple perspectives  related to a historical event of  global significance in Latin America. | |
| **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:** Once over the course  of the semester, students must attend a talk, convention,  museum, or other community event related to subject  matter discussed in class or expressed in the readings  or films. Each student   |  | | --- | | will write a brief 1-page reflection on how this event  relates to the themes discussed in class. The  reflection should consider how new perspectives  introduced through course readings, lectures and/or  class discussions can help resolve the problem or  issue discussed at the event. It should also consider  how the event itself provides other perspectives on  the problem.  **Evaluation Process:**  • Provides historical context from the course readings, films  and discussions to frame the information presented  • Clearly expresses the information and  perspectives presented in the event  • Draws his or her own analytic conclusion about the topic  presented and provides solutions to problems discussed  **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  engage contemporary local and global issues related to audiovisual images and  representations of Latin America’s economy, society, politics and culture. | |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |