| **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: This is a 3-4 page essay answer to a directed question covering the topics of Conquest, Disease, and Social Upheaval. Students will be asked to consider “pro and con” arguments about the eventual global effects of the encounter between Europeans and native Amerindians. Should this encounter be described as the “discovery of the New World”? or would it be better to consider it the “destruction” or “conquest” of Amerindian civilizations? Consider the demographic devastation of diseases, and the global effects of the Columbian Exchange.  Evaluation Process: The paper will be evaluated based on the following:  • Strong thesis that answers the question and addresses both Europe and the Americas.  • Paragraphs with topic sentence, evidence, conclusion.  • Understanding of the historical context of both the Americas and Spain in the 1500s, and their connections.  • Intro and conclusion.  • Required number of sources (minimum), use of sources related to both the Americas and Europe.  Minimum Criteria for Success: A minimum grade of a 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 demonstrating how local, regional, and inter-regional events will have far reaching impacts. Specifically here you will analyze the Columbian Exchange in the 16th century and the devastating spread of diseases among native Amerindians |
| **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: Either a 3-page **essay**, or an online **forum discussion** leading to a **classroom exercise or discussion** regarding how Spanish (and Portuguese) countries south of the U.S. border with Mexico came to be called “*Latin*” American, and making an argument about which countries should be included as “*Latin” American* nations. Who are *Latin Americans*? What is the difference between *Latinos* and *Hispanics*? Should people in North and South America both be referred to as “*Americanos*” or is the *American* vs. *Latino/Hispanic* designation useful?  Evaluation Process:  The paper (or forum and classroom discussion) will be evaluated based on the following:   * Follows instructions and guidelines * Makes a clear argument supporting for or against the idea of Latin America * Understanding of the historical context of both the encounter between Europeans and Amerindians and the global nature of the Columbian exchange. * Participates in the discussion, expresses him or herself in a professional way.   Minimum Criteria for Success: A minimum grade of a 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 on the necessity on the idea of Latin America, vs. *Americanidad*, and the pros and cons of a Latino identity versus a Hispanic identity. |
| **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:  Our third and last assignment addresses one of the biggest hot button issues today, that of the clash or coexistence of Latin American civilization and the United States. We shall read an article by Samuel Huntington on “Clash of Civilizations” and analyze his thesis and discuss possible policy solutions for our current problems with an ineffective immigration system.  Evaluation Process:  The paper will be evaluated based on the following:   * Strong thesis that addresses issues related to immigration from Latin America to the United States. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument and are analytical. * Understanding of the historical context of Latin America and the United States and their conflicts and connections, as well as the history of the debate on the “clash of civilizations.” * Intro and conclusion. * The ability to imagine alternate visions of the future than those presented in the document, but still grounded in the historical narrative. * The ability to express ideas clearly and concisely.   Minimum Criteria for Success: Either a minimum grade of a 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 consider different perspectives on a problem or controversy that is deeply troubling us world. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |