| **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:  Cosmopolitanism Debate: Is Cultural Appropriation Ever OK?  Evaluation Process:  Each ‘team’ will have to prepare written materials for the debate which are handed in before debate day.  During our debate, every member of the team must talk or your overall team will be docked points.  The winning team will receive +1 EC point.  Minimum Criteria for Success:  1 page double-spaced debate day discussion sheet explaining the position of the philosopher you are assigned.  1 attempt at explaining your position during the debate  1 brief single-spaced critical reflection after the debate discussing how the debate changed / didn’t change their mind.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of the interrelatedness of global and local perspectives on art, art practices, and nature appreciation. |
| **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:  Aesthetic Experience/Creative Engagement Project and Class Presentation  Evaluation Process:  Each student will be asked to engage with an aesthetic experience that is not representative of their own culture(s). These experiences can be attending a religious ceremony, attending an art exhibit, play, or musical performance.  Minimum Criteria for Success:  Student must write a 2-3 page paper explaining their event and relating it to course material.  Student must also present this experience (in a powerpoint) to their fellow students. 5 minute presentation.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to interpret an aesthetic experience from multiple perspectives. They will be asked to write about an aesthetic experience and relate it to their culture and to a culture that we have discussed in our course material. |
| **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:  Public Art final paper  Evaluation Process: Each student will be required to write a final paper based on the readings in this class. The final paper will be practical in nature: students must choose a piece of artwork / artifact from one of the cultures we have discussed in class. They will have to advocate for this artwork to be installed on the FIU campus. The point of this paper is to understand aesthetic standards from other cultures and to be able to explain beauties from unfamiliar cultures. An ancillary goal is to show the value of having access to art from a variety of cultures.  Minimum Criteria for Success:  8-10 page paper will have to include an introduction, a discussion of one of the relevant readings from our course, an application of this reading to the artwork chosen, and an argument for why a ‘public art at FIU’ board should choose to install this artwork.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to defend their own aesthetic preferences, recognize the preferences of others, and negotiate the differences amongst these in the context of a decision that affects diverse people. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |