| **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:Take-home essay exam; topic:What is the “Jewish Question,” and when did it originate? Comprehensively discuss how and why societies throughout history, up to but not including the Nazi era, have sought to “answer” this question.Evaluation Process:Grading RubricMinimum Criteria for Success:70% or greaterSample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to identify the complex interconnections among historical, religious, social, political, and cultural factors that led to the Holocaust. |
| **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:1. Pre-essay online dialogue
2. Comparative Essay Assignment; topic:

It could be said that, at heart, the story of the “Final Solution” to the Jewish Question is the story of a total breakdown in the realm of human relationships and the ethics governing those relationships. Please assess this claim through a comparative analysis of both assigned course texts by Wiesel and Levi, specifically considering the following questions: * What does the author say about this breakdown?
* What are the key narrative moments that mark this breakdown?
* Were there relationships that survived this breakdown, and, if so, how does the author and how would you describe them and their value?

It is important that your answer address both **perpetrator** and **victim** perspectives on/experiences of the Holocaust. While your answer should primarily utilize the books by Wiesel and Levi, you may refer directly and explicitly, *with proper citation*, to secondary sources such as Rubenstein & Roth and/or class lectures, as well as to other primary sources such as those found in Hochstadt.Evaluation Process:1. Observation
2. Grading Rubric

Minimum Criteria for Success:1. Students will recognize different perspectives in the course of their online dialogue
2. 70% or greater

Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze from several perspectives the experiences of people involved in the Holocaust. |
| **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:Visual Culture Blog in 3 interactive parts (parts 1 & 2 are deductive, in which students post reactions to propaganda images provided; part 3 is inductive, in which students are responsible for identifying and posting contemporary images they relate to the initially provided images; students must also respond to others’ posts in each part)Evaluation Process:Grading RubricMinimum Criteria for Success:70% or greaterSample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will reflect on and respond to the legacies of the Holocaust and its global impact in the present and their own lives. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |