| **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:  Students will generate research questions based on a discussion of art (casta paintings of Colonial Mexico; Colonial art in Cuzco with its syncretic paintings that combined Inca religion with Roman Catholic religion) food (description of cooking ways that compared Indian and Spanish mores) and special biographies created by historians of everyday people during the Colony.  Evaluation Process:  Students will answer three of the student-generated questions as a take-home question for Exam 1.  Minimum Criteria for Success:  80% of students will score 75/100 (C average) or better on take-home question  Sample: All students | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze the interconnections between historical events, political regimes, and linguistic changes that led to the development of a particular culture in Colonial Latin American as expressed through its art, food, music and literature. |
| **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:  Socratic circle discussions on multiculturalism in Medieval Spain based on listening to songs from the three cultures in Medieval Spain and watching the movie Cities of Light based on life in Moorish Spain.  Evaluation Process:  Evaluate if students can (1) identify perspective (knowledge), (2) subtle perspective (analysis), and (3) problem solve (synthesis) in the *movie Cities of Light* Socratic circle discussions.  Minimum Criteria for Success:  All students will be able to identify global perspective; 75% of students will show the ability for subtle perspective; 75% of students will show an aptitude for problem solving during the discussion.  Sample: All students | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze a complicated cultural situation such as the Christian Reconquest of Muslim Spain and the Spanish Conquest of America in terms of multiple cultural perspectives. |
| **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:  Written reflections before and after reading stories based on the Colonial experience in Latin America.  Evaluation Process:  Two essays on (1) what the Spanish Conquistadors expected to find in l492 America and what they actually found (2) what resulted in the encounter between these different cultures.  Minimum Criteria for Success:  80% of students will score 75/100 (C average) or better on the second written reflection  Sample: All students | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an openness (and an ability to convince others to be open) to the cultural differences found in the l492 encounter between American Indian cultures and the Spanish. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |