| **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:  1. Essay 5: Is population the root cause of global poverty and environmental destruction?  2. Essay 6: Global Hunger and Famine  Students will describe (1) historical and contemporary global patterns of hunger and famine and (2) competing explanations for contemporary hunger and famine.  Evaluation Process:  1. 4-point rubric (0-3)  2. 3-point rubric (0-2)  Minimum Criteria for Success:  1. Students will describe (1) the Malthusian perspective on overpopulation, poverty, and environmental destruction; and (2) a competing, political economy/ecology perspective on the interrelationships of overpopulation, poverty, and environmental destruction; and (3) will evaluate each perspective in view of the evidence.  2. A student describes that hunger and famine (1) were based mainly on limitations of agricultural productivity during most of human history, but (2) since the 1500s or so have been increasingly based on inequalities of political power and purchasing power in the context of global transformations of food production and distribution.  Sample: All students will be assessed | | *To be entered after each time course is taught* | |
| **Course Learning Outcome** |
| Students will be able to identify and understand specific aspects of global inequalities and policy options regarding consumerism, labor, business corporations, nation-states, hunger, disease, environment, genocide, protest, and citizen action. |
| **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. Essay 1: The Global Fashion Commodity Chain  Students will describe the roots of global poverty from two contrasting perspectives: (1) the culture of poverty thesis and (2) the global commodity chain thesis  2. Essay 2: Labor and Children in the Global Economy  Students will (1) describe the relationship of child labor in global agriculture to our practices and costs of food consumption; (2) evaluate this relationship from the standpoints of the culture of poverty thesis and the global commodity chain thesis; and (3) discuss implications for global politics/policies and conflict.  Evaluation Process:  1. 3-point rubric (0-2)  2. 4-point rubric (0-3)  Minimum Criteria for Success:  1. A student describes (1) the perspective that people are poor primarily because of their “deficient work ethic” and provides an example that this perspective would cite; and (2) the perspective that people are poor due primarily to exploitation through global commodity chains and provides an example that this perspective would cite.  2. A student (1) describes the relationship of child labor in global agriculture to our practices and costs of food consumption; and (2) discusses the consequences of this relationship for global politics/policies and conflict.  Sample: All students will be assessed | | | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to identify and understand principal perspectives concerning societies and global inequalities in comparative-historical perspective. |
| **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:  Essay 1: The Global Fashion Commodity Chain  Students will describe the extent to which they are willing to accept shared responsibility to reduce global poverty.  Evaluation Process:  2-point rubric (0-1)  Minimum Criteria for Success:  A student describes how her/his practices of apparel consumption contribute to global poverty.  Sample: All students will be assessed. | *To be entered after each time course is taught* | | |
| **Course Learning Outcome** |
| Students will be able to identify how we as citizens of local, transnational, and global communities represent not only causes of, but also potential solutions for, global poverty and inequality. |
| **Use of Results for Improving Student Learning** | | | | |
| *To be entered after each time course is taught* | | | | |