| **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, Plague, and Social Upheaval. Students will be asked to consider possible connections between the rise of Genghis Khan, the spread of the bubonic plague, and the creation of preconditions for what would later become the Protestant Reformation. This assignment is all about connecting events that occurred across the globe from each other over what Fernand Braudel and the Annales school of history describes as the “longue duree.”  Evaluation Process:  The paper will be evaluated based on the following:  • Strong thesis that answers the question and addresses both Europe and Asia,.  • Paragraphs with topic sentence, evidence, conclusion.  • Understanding of the historical context of both Asia and Europe in the 1300s, and their connections.  • Intro and conclusion.  • Required number of sources (minimum), use of sources related to both Asia 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. |
| **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: A 3-4 page essay answer to a directed question covering the topics of Mercantilism, Enlightenment, Slavery, and Slave Economics. Assignment will examine the arguments for the absolute economic necessity of slavery in a world dominated by the mercantilist economic system, and the overall debate between the pro-slavery camp and the abolitionists  Evaluation Process:  The paper will be evaluated based on the following:  • Strong thesis that answers the question, addresses both the slave economy and mercantilism, both arguments supporting and against slavery as an economic system, and goes beyond the obvious.  • Paragraphs with topic sentence, evidence, conclusion.  • Paragraphs that make an argument.  • Understanding of the historical context of both the European economy and the slave trade, and their connections.  • Intro and conclusion.  • Required number of sources (minimum), use of sources to the economy and to slavery, and analysis of those sources.  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. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method (for my class only)** | 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 clash or coexistence of civilizations. We shall tackle the famous and infamous article by Samuel Huntington on “Clash of Civilizations.”  Evaluation Process:  The paper will be evaluated based on the following:   * Strong thesis that answers the question, addresses both “the west” and “the non-west,” and goes beyond the obvious. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument and are analytical. * Understanding of the historical context of “the west” and the “non-west” and their 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:  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* | | |