| **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 write three 3-4 page papers which ask them to consider how interactions between the major European powers, their colonies, and the United States shaped each nation’s experience of the Second World War. For the first paper, students will assess the extent to which global imperial competition drove the hostilities that caused the Second World War. In the second paper, students will compare how the Japanese and American governments each portrayed the Pacific War in racialized terms. For the third paper, students will compare the biases of diarists from different nations recording their war experiences.  Evaluation Process:  Papers will be evaluated based on the following criteria:   * A strong thesis that answers the question and displays original analytic thoughts about the topic * Body paragraphs that make an analytic argument supported by evidence drawn from the course readings * A clear structure that flows logically from one paragraph to the next, framed by an effective introduction and a conclusion * An understanding of the historical context of different geographic units drawn from the course readings, discussions, and lectures.   Minimum Criteria for Success:  A minimum grade of C on all papers.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to construct evidence-based arguments demonstrating **both** how local, national, and transnational processes contributed to shaping a major global conflict **and** how global events impacted different regions of the world.. |
| **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:  Students will write three 3-4 page papers which ask them to consider how interactions between the major European powers, their colonies, and the United States shaped each nation’s experience of the Second World War. For the first paper, students will assess the extent to which global imperial competition drove the hostilities that caused the Second World War. In the second paper, students will compare how the Japanese and American governments each portrayed the Pacific War in racialized terms. For the third paper, students will compare the biases of diarists from different nations recording their war experiences.  Evaluation Process:  Papers will be evaluated based on the following criteria:   * A strong thesis that answers the question and displays original analytic thoughts about the topic * Body paragraphs that make an analytic argument supported by evidence drawn from the course readings * A clear structure that flows logically from one paragraph to the next, framed by an effective introduction and a conclusion * An understanding of the historical context of different geographic units drawn from the course readings, discussions, and lectures.   Minimum Criteria for Success:  A minimum grade of C on all papers.  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 related to the Second World War. |
| **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:  In groups, students will conduct archival research and use the materials they find to design a museum display aimed at the public. In an 8-10 page report, they will be asked to contextualize the materials and propose how they could be used to intervene in contemporary debates or popular memories of the Second World. Students will also design a poster-board that represents their proposed display visually.  Evaluation Process:  The WWII Archives Project will be assessed with the following criteria:   * The completion of archival research that meets disciplinary standards * An academically rigorous contextualization of the historical documents * An analytic reflection on the pedagogic value of the archival documents and how they might be used to teach a public audience something new about the Second World. This will include a discussion of current popular perceptions, memories, or debates around the war. * Students’ effectiveness working as part of a group to plan, design, and explain a museum display.   Minimum Criteria for Success:  A minimum grade of C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will engage in debates about the local and global importance of the Second World War and its memory today. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |