| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, regional and global material and cultural interactions that occurred in early modern times. | Assessment Activity/Artifact:  Students will write two 3-4 pages papers that challenge them to understand the phenomenon of piracy that developed across the world between the sixteenth and eighteenth centuries. In the first essay, students will analyze the impact of Asian material culture in the New World, using objects of arts that unveil the fusion of Asian and New World elements. In the second paper, students will examine the experiences of a Puerto Rican man in the Indian Ocean until his return to New Spain (modern Mexico), and how the viceroy of this jurisdiction used this personal account to influence political decisions of the Spanish crown.  Evaluation Process:  Papers will be evaluated based on the following criteria:   * A strong thesis that answers the prompt’s question and demonstrates original analytic thoughts about the topic * Body paragraphs that further the argument using evidence drawn from the provided materials. * A clear structure, with an effective introduction and conclusion, that shows logical transition from one paragraph to the next one. * An understanding of the historical context provided in the course readings, discussions, online activities, and lectures.   Minimum Criteria for Success:  A minimum grade of C on both 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** that global connections occurred on the Pacific world since the sixteenth century **and** how these interactions shaped politics and people’s lives in Asia, the Americas, and beyond. |
| **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 examine multiple experiences of locals and newcomers in the Spanish Pacific, across local, regional, and global intercultural exchanges. | Assessment Activity/Artifact:  Students will comparatively analyze different primary sources about authorities and colonial subjects that directly participated in the material and cultural exchanges in the Spanish Pacific. For each module, students will assess the different experiences of these individuals within such exchanges that occurred in the local, regional, and even global level.  Evaluation Process:  These analytical comments will be assessed according to the following criteria:   * The understanding of the historical context where material and cultural exchanges in the Spanish Pacific occurred. * An evaluation of the different contemporary perceptions or reactions to these exchanges. * An analytic reflection on how these experiences, which occurred in the local, regional, or global level, reveal the larger process of early globalization.   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 analyze primary sources to identify intercolonial relations within the Spanish Pacific **AND** to understand how Pacific peoples’ experiences varied across local, regional, and even global scales during early modern times |
| **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 engage with the experiences, activities, and practices within the Spanish Pacific that shaped local, regional, and global settings in early modern times. | Assessment Activity/Artifact:  At the end of the semester, students will prepare a final report in groups. They will examine a commodity product that shaped the interactions between Asia and the New World. First, they will describe why such product became important within the intercolonial relations within the Spanish Pacific. Second, they will examine how such relations expanded beyond the limits of this region to have a global impact.  Using the information of the materials they previously read for writing their papers and analytical comments, students will compile a 2-page report on the impact of a specific **commodity** in the relations within the Spanish Pacific, and its **global** impact beyond the limits of the Spanish monarchy.  Evaluation Process:  Students will be assessed on their ability to:   * Attentively engage with the information obtained from the sources. * Provide historical context from the course to assess and contextualize the information gathered * Draw their own analytic conclusion about the topic presented   Minimum Criteria for Success:  Completion of the assignment. Students will be given feedback, but the assignment is pass/fail.  Sample:  All students will be assessed. |  |
| **Course Learning Outcome** |
| Students must demonstrate their willingness to examine the local, regional, and global impact that single commodities promoted within the Spanish Pacific **AND** larger process of globalization. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |