Global Affairs and Cultures Rubric DRAFT

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| SLO:Students will: | Does not meet General Education Proficiency | Beginning  |  Intermediate | Advanced  | Beyond Advanced |
| Demonstrate knowledge of and a critical perspective[[1]](#footnote-1) on one or more topics of global reach, past or contemporary  |  | Describe how a major issue (e.g. slavery, climate change, hunger, genocide, indigeneity, public health, cultural preservation, etc.) operates globally within a particular timeframe or over time, and identify patterns that emerge.[[2]](#footnote-2) | Analyze from a critical perspective how one or more major issues operate globally within a particular timeframe or over time and describe what implications this has for the present and/or the future. | Draw well researched and nuanced conclusions about the implications of how one or more major global issues operate at multiple scales[[3]](#footnote-3) and across multiple culturally distinctive sites.  |  |
| Demonstrate an understanding of the topic of the course in relation to human populations in their social, economic, cultural, political, or ecological environments. |  | Discuss the central global topic(s) of the course in relation to human populations in one or more of the following environments: social, economic, cultural, political, or ecological. | Analyze a particular global facet of the course topic in relation to human populations in one or more of the following environments: social, economic, cultural, political, or ecological. | Generate comparisons and draw nuanced conclusions about one or more global facets of the course topic in relation to human populations in one or more of the following environments: social, economic, cultural, political, or ecological. |  |
| Identify and explain multiple, culturally situated perspectives[[4]](#footnote-4) on the topic being studied. |  | Identify and compare at least two culturally situated perspectives on the topic being studied. | Discuss in detail at least two culturally situated perspectives on the topic being studied, addressing their contexts and implications. | Analyze multiple culturally situated perspectives on the topic being studied, with attention to the historical and/or political as well as the cultural contexts of each perspective. |  |

Rubric Information:

* “Beginning” meets the benchmark for General Education. It may or may not meet the expectations of a particular course.
* Student work must meet all the criteria in a category in order to satisfy that category. If the student work is between “Beginning” and “Intermediate” (meeting all the “Beginning” criteria and achieving some, but not all, of the “Intermediate” criteria), the student work belongs in the “Beginning” category.
* This rubric does not give specific criteria for “Does not meet General Education Proficiency” and “Beyond Advanced.” If student work does not meet “Beginning,” the work “Does not meet General Education Proficiency.” If the student work meets all “Advanced” criteria and exceeds some or all of it, the student work is “Beyond Advanced.”
1. We feel that the meaning of “critical perspective” might vary depending on the topic being studied. If the topic is global commerce, then a critical perspective would take into account unequal power relationships and unintended consequences of trade. If the topic is genocide, on the other hand, then critique of genocide *per se* is too obvious to count as a “critical perspective.” Instead, a critical perspective might require a rigorous comparison of different instances of genocide or the use of different theories to explore the complex conditions that lead to genocide. [↑](#footnote-ref-1)
2. Some assignments (e.g. work on oral histories) might deal with people’s personal experiences of these issues in different places but not give a global overview of the issues, so they wouldn’t meet this criterion, but it’s possible that another assignment in the course could meet this criterion. [↑](#footnote-ref-2)
3. By “multiple scales,” we are referring to, e.g., not just the zoomed-out global perspective but also how these issues operate at a local scale in a specific community or region, or at even smaller scales, like within a household or in the experiences of specific individuals. [↑](#footnote-ref-3)
4. “Culturally situated perspectives” are those perspectives that might be shared by members of a distinctive cultural group (even though there is some individual variation) in a particular historical moment. Examples might include: Thai perspectives on international sex trafficking versus Vietnamese perspectives on international sex trafficking; Catalonian perspectives on national identity politics versus Basque perspectives on the same; etc. [↑](#footnote-ref-4)