

Please complete the following chart in order for the IS/MS committee to assess how well your course addresses the student learning outcomes. Please indicate with specificity what element of the assessment addresses the SLO. You do not need to address all the assessments for each SLO. Please note that we do not require you to list ALL assignments or texts that address the SLOs, representative texts or tasks are sufficient.

For a course to be designated IS, at least _____ of these six SLOs must be addresses in content and assessments.

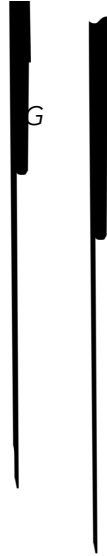
IS SLO #	RELEVANT TEXTS/READINGS	ASSESSMENT/S
<p>SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</p>	<p>Homer's [REDACTED] Virgil's [REDACTED] <i>H</i> Dante's [REDACTED] Machiavelli's [REDACTED] Montaigne's [REDACTED] 5 Hobbes' [REDACTED] Rousseau's [REDACTED]</p>	<p>What does the Epic of Gilgamesh teach us about Mesopotamian cultural ideas about kingship, law, and the proper relationship between humanity and the gods?</p> <p>What does Homer's [REDACTED] teach us about ancient Greek cultural ideas about masculinity, violence, and excellence? What do you think ancient Greek audiences were meant to learn from this story?</p> <p>How does the figure of the "ideal soldier" shift between Bronze Age Mesopotamia, Archaic Greece, and the Roman Empire? What qualities make up the ideal soldier in each society? What does this reveal about the values of each society? How does historical context help to explain these values?</p>
<p>SLO 2. Apply discipline-based approaches to analyze complex,</p>		

interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.

SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.

Homer's

H
Urban II's



S

		<p>Compare and contrast cultural understandings of religious violence between Christians and non-Christians in the Middle Ages with violence between Catholics and Protestants in early modern Europe. How might historical context help to explain the similarities and differences?</p> <p>Compare and contrast Dante's and his pilgrim's journey through Hell to at least one other hero's journey we have read about. What challenges exist in each story, and who helps the heroes through their journeys? What function(s) do these guides serve in the story?</p>
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SLO 5. Apply multiple disciplinary perspectives exist in each

		about violence in their respective societies?
SLO 6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.		