

CMI COURSE CURRICULUM COURSE ACTION

Course Title: History of the Marshall Islands **Alpha Number:** HIS132 **CIP No.** 05.0103

Type of Action:

New Course (attach narrative justification for course creation)

Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

Change in number of credit hours

Change in prerequisite

Substantive change in course content

Change to SLOs

Other: Wording of SLO and option for Hybrid.

Non-substantive Revision

Select all that apply:

Change in Alpha Number or Title (unless letter abbreviation has not previously been used)

Edit to course description that does not alter the substance of the course

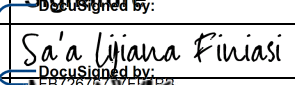
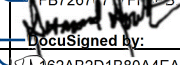
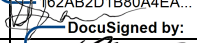
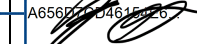
Change to recommended texts

Other: Change in number of contact hours from 48 to 45 and include it also as an option for Humanities..

Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived)

Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature:	Date
Department Chair	Sa'a Lijiana Finiasi	 DocuSigned by: Sa'a Lijiana Finiasi	6/5/2024
Curriculum Committee Chair	Desmond Doulatram	 DocuSigned by: Desmond Doulatram	6/6/2024
Dean	Vasemaca Savu	 DocuSigned by: Vasemaca Savu	6/5/2024
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: Dr. Elizabeth Switaj	6/10/2024

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CMI COURSE OUTLINE**CIP No.** 05.0103**Version No.** 001HIS132History of the Marshall Islands**Alpha Number****Course Title****Previous Number:**

Course Description: Explores the history of the Republic of the Marshall Islands before its written history up to the present day. Describes what life was like for indigenous Marshallese before foreign and cultural contact. Students will study the early arrival of the European explorers and whalers, evaluate the copra trade and its impact on the Islands, analyze the missionaries and the spread of Christianity, and examine the occupation of the Germans and the Japanese, World War II era and its aftermath, the Trust Territory Era coupled with the nuclear weapons testings of the Cold War, and finish with a solid understanding of the establishment and development of the Republic of the Marshall Islands.

Course originally prepared by: Liberal Arts Department2008**Most recent revision by:** Desmond Doulatram LAMay/2024**Course mode(s):** Face to Face (including Zoom) Hybrid Distance Education**Credits calculated by:** Credit Hour Clock Hour**Contact Hours:** 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	22.5
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	22.5

Purpose(s) of Course: Degree Requirement _____
Degree Elective LA/BUS/NURS _____
General Education _____
Credit Certification _____
Developmental _____
CTE/TVET _____
ABE/Adult HS _____

Distribution Area: Humanities _____
Social Sciences _____
Mathematics (Credit) _____
Science _____

Prerequisite: _ENG 90s or placement into Credit English

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Explain the origin and life of the Marshallese people before the arrival of the Europeans with direct reference to Clan Culture prior to foreign influence.
2. Analyze the influence of the colonization on the Marshall Islands, including, but not limited to: the spread of Christianity, the economic desire for coconuts and the copra trade, and the impact of the West and East in shaping the formation of the Republic of the Marshall Islands through the framing of a Constitution in 1979.
3. Explain the historical events that took place between 1944 -1986 painting clear reference to the Trusteeship Agreement of 1947.
4. Analyze the Nuclear Testing Period (1946-1958) and the long term implications of the Cold War leading to the present context.
5. Understand the impacts and implications of American Occupation in WWII (1944) and the US Trusteeship Period during the Pacific Islands Trust Territory Days of 1947-1986.
6. Examine the impacts and implications of the Compact of Free Association on the Republic of the Marshall Islands and of Globalization.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 097 1: Apply Critical Reading Strategies, 2: Produce effective annotations, notes, and graphic organizers on academic texts, 3: Implement writing process independently, 4: Produce Written Compositions with Coherence and Unity with minimal sentence grammar errors	SLOs 1-6	For students to successfully explain each of the SLOs, they will have to apply the vocabulary and information presented in their lectures and discussions to their explanations. They will also have to demonstrate critical reading strategies on their required texts to gather the necessary information for successful explanation of the course SLOs.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	All PLOs	I	Mastering SLO 1 enables students to communicate effectively, understand multicultural perspectives and gain greater understanding of civic duty while also practicing critical analysis through evaluation of various sources of quantitative and qualitative studies allowing them to creatively narrate their history independently.
2	All PLOs	I	Mastering SLO 2 enables students to communicate effectively, understand multicultural perspectives and gain greater understanding of civic duty while also practicing critical analysis through evaluation of various

			sources of quantitative and qualitative studies allowing them to creatively narrate their history independently.
3	ALL PLOs	I	Mastering SLO 3 enables students to communicate effectively, understand multicultural perspectives and gain greater understanding of civic duty while also practicing critical analysis through evaluation of various sources of quantitative and qualitative studies allowing them to creatively narrate their history independently.
4	ALL PLOs	I	Mastering SLO 4 enables students to communicate effectively, understand multicultural perspectives and gain greater understanding of civic duty while also practicing critical analysis through evaluation of various sources of quantitative and qualitative studies allowing them to creatively narrate their history independently.
5	ALL PLOs	I	Mastering SLO 5 enables students to communicate effectively, understand multicultural perspectives and gain greater understanding of civic duty while also practicing critical analysis through evaluation of various sources of quantitative and qualitative studies allowing them to creatively narrate their history independently.
6	ALL PLOs	I	Mastering SLO 6 enables students to communicate effectively, understand multicultural perspectives and gain greater understanding of civic duty while also practicing critical analysis through evaluation of various sources of quantitative and qualitative studies allowing them to creatively narrate their history independently.

Course Content: Although not limited to the following topics, Students in this course will be introduced to:

1. Prehistory: The origins, geography, culture, and life of the Marshallese people before the arrival of the Europeans
2. Contact with the Europeans from the 16 th – 19 th centuries
3. Marshallese encounters with foreigners in the early 19 th century
4. Influence of the missionaries and traders on the Marshall Islands
5. The copra trade and its impact on the Marshall Islands
6. The German Protectorate period
7. The Japanese Mandate period
8. World War II
9. Nuclear weapons testing and missile targets
10. The Trust Territory Era
11. Self-government through free association
12. Impact and implications of the compact of free association

Higher Order Thinking Skills: Student in this course will experience:

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, argument, or method

Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- Demonstration
 Lecture
 Small group discussion
 Class discussion
 Audio-Visual Aids
 Laboratory
 Supervised Practice
 Field Trips
 Other:

Recommended Assessment Tool Type(s):

- Case Study
 Critique of Performance
 Exam/Quiz In-Course
 Exam/Quiz Standardized (attach narrative describing development and validation process)
 Focus Group
 Group Project
 Individual Project
 Portfolio Review
 Presentation
 Simulation
 Skill Performance
 Supervisor Evaluation
 Survey
 Written Assignment

Required Forms of Regular and Substantive Interaction for **Hybrid** or Distance Education Courses (Select at Least Two):

- Direct instruction through:
 Live video lectures
 Live audio-only lectures
 Live text chats
 Assessing or providing feedback on a student's coursework
 Providing information or responding to questions about the content of a course or competency through:
 Live video discussions
 Live audio-only discussions
 Live text chats
 Asynchronous message boards or text chats
 Facilitating a group discussion regarding the content of a course or competency through:
 Live video discussions
 Live audio-only discussions
 Live text chats
 Asynchronous message boards or text chats
 Other, specify: Use both asynchronous and synchronous assessments

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1. Recommended texts:

a. Hezel, Francis X. S.J. *First Taint of Civilization: A History of the Caroline and Marshall Islands in Pre-Colonial Days, 1521 – 1885*. Honolulu, University of Hawaii Press, 1983. ISBN: 970-0-8248-1643-8

b. Hezel, Francis X. S.J. *Strangers in Their Own Land: A Century of Colonial Rule in the Caroline and Marshall Islands*. Honolulu, University of Hawaii Press, 1995. ISBN: 978-0-8248-2804-2

2. Equipment/Facilities:

a. Audio-visual equipment

3. Materials and Supplies:

a. Map of the Pacific

b. Map of the Marshall Islands

College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation. EC approved 4th Nov, 2020. BOR approved 1st December, 2020

Connection to College Mission:

The Liberal Arts Program strengthens the foundation of students' learning for transfer to higher studies and other educational prospects. It trains students to think critically and learn the foundation of historical theories and issues in Micronesia, the Pacific and in the world, the principles of ethics, philosophy, psychology, sociology, geography and the English classes. The Program trains its students to research and advocate for issues pertaining to the region and training them to serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens.

The History of the Marshall Islands serves the College of the Marshall Islands by teaching students about the history of the nation and how it has come to be at its present; students can then use the knowledge gained from the course to be responsible citizens and how to best serve the nation.

Department Mission:

The mission of the Liberal Arts Program is to prepare students for transfer and other future educational opportunities, through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

Connection to Department Mission:

The Liberal Arts Department, through the faculty, using current and effective teaching pedagogy, work closely with students to build their knowledge, awareness and critical thinking skills to better understand the world they live in, especially of their communities. Students also learn to improve their skills to clearly and confidently convey this knowledge, whether oral or written and supported by research, to their audience to bring about positive changes in a society.

The History of the Marshall Islands serves the Liberal Arts Department by helping the students to

understand the community they live in to help bring about positive changes on the RMI.

Narrative Justification

Given the added visibility of the Nuclear Legacy, it is necessary to add an SLO focusing specifically on this rather than lumping it with the Strategic Trust Territory. Nuclear Colonialism is a topic in itself and a key component of Marshall Islands' History that needs its own assessment category. Additionally, the SLO had to incorporate the "East" in the list of cultural impacts given Japan's Imperial Legacy in Micronesia before they lost World War II which was also instrumental in shaping the History of the Marshall Islands' particularly its quest in creating a self-governing nation through a Constitution that stemmed from said experience of the Japanese colonial period that gave fruit to the human resources that would carry on forward the concept of nation building through the Trusteeship Period. The interconnectedness of Japan and RMI's shared nuclear legacy with the United States also speaks volumes.

Written history often focuses too much on hegemonic ideologies, worldviews and narratives that forgoes a multi perspective approach. It is important that the new SLOs takes into consideration the multiplicities of historical narratives ensuring teachers and instructors include supplementary materials to guarantee cultural diversity, diverse perspectives amongst and within communities and an appropriate ratio of local, national, regional, and international histories.

"Historical narratives are important elements of cultural heritage. They play a decisive role in collective identity, with people striving to retrieve, validate, make known and have acknowledged by others their own history, on the one hand, and contesting interpretations, on the other."

UN Special Rapporteur.

Hybrid - Added this component to allow or have the option for students to join class online in case class cannot meet face to face due to unforeseen circumstances (ex. COVID, Natural disasters, Traffic, Sickness, etc.) as well as accommodate working students and those who are sick and unable to come to class. It allows greater flexibility for students that perform better asynchronously due to cultural differences where non confrontational approach increases comfort level in communicating individual points of view and mitigates anxiety because of fear of confrontation which is culturally intimidating to many given the roles of an elder/teacher. Additionally, unforeseen power outages allows students to tackle work load asynchronously and allows better management through a competency based approach allowing PLO # 6 (Independence) and PLO #5 (Creative Process) to take fruit where little guidance is afforded and students take full charge of their academic responsibilities.

Studies show that 40 percent of Pacific Islanders receive their news on some social media outlet and more pressing studies showcase that 40 percent of High School students in RMI never or rarely have access to a computer/tablet and wifi/internet at home. CMI does its best to accommodate this performance gap where IT skills are a necessary component of the 21st century global thinking model that we want our students to master and a hybrid model will provide a learning space for digital literacy to ensure digital natives of CMI are well equipped after graduation. Laptops have been procured for such an endeavor to allow students to do work on campus and CMI is one of the leading institutions in RMI that provides free wi-fi to our students.

A blended hybrid learning space allows flexibility and opportunities for growth because it's a combination of virtual and physical and this is the reality of life. By utilizing a wider array of resources in both the physical and virtual learning environment, students can be better prepared to meet the challenges of the future job market to make innovative, informed, and responsible decisions based on cited evidence physically and digitally through netiquette and etiquette. The net has also been a way for students to search and explore learning opportunities to satisfy their curiosity that physical confinements of travel lay limits to and helps with ISLO #5 when considering the mental therapy achieved when satisfying general inquiries on the world wide web via research literacy.

Additionally, it also places greater emphasis on achieving the goals of ISLO 1-3 because it allows students to navigate resources on the net on top of resources on the ground to plan life-goals and how to use said resources to be more knowledgeable about one's place in society while exploring the cultures of others and relating it to one's own. Better IT mastery through Hybrid learning spaces allows our CMI graduates to acquire 21st century skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, the Pacific region, and the global community at large. - Added this component to allow or have the option for students to join class online in case class cannot meet face to face due to unforeseen circumstances (ex. COVID, Natural disasters, Traffic, Sickness, etc.) as well as accommodate working students and those who are sick and unable to come to class. It allows greater flexibility for students that perform better asynchronously due to cultural differences where non confrontational approach increases comfort level in communicating individual points of view and mitigates anxiety because of fear of confrontation which is culturally intimidating to many given the roles of an elder/teacher. Additionally, unforeseen power outages allows students to tackle work load asynchronously and allows better management through a competency based approach allowing PLO # 6 (Independence) and PLO #5 (Creative Process) to take fruit where little guidance is afforded and students take full charge of their academic responsibilities.

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HIS132 has also been included in the humanities just as World History can be a Social Science and Humanities course to allow students an option where Marshallese History is more relatable and contextualized to their lived world experience and present world view.