

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** World History II    **Alpha Number:** HIS202    **CIP No.** 54.0101

**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 SLOs 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


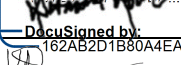

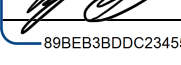
Change to recommended texts

Other: Change in number of contact hours from 48 to 45

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		6/5/2024
Curriculum Committee Chair	Desmond Doulatram		6/6/2024
Dean	Vasemaca Savu		6/5/2024
VPASA	Dr. Elizabeth Switaj		6/10/2024

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**CMI COURSE OUTLINE****CIP No.** 54.0101**Version No.** 001HIS202World History II**Alpha Number****Course Title****Previous Number:**

**Course Description:** Explores the history of the world from the Renaissance and Protestant Reformation down to our contemporary world. Learn about some of the most important figures, movements, and changes in politics, economics, society, thought, culture, and religion that have shaped the development of the modern world in both the West and the East.

**Course originally prepared by:** Janet Hess and Dr. John TuthillSeptember 2003**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			
<b>Total</b>	45	3	22.5

**Purpose(s) of Course:** Degree Requirement \_\_\_\_\_  
Degree Elective  \_\_\_\_\_  
General Education  \_\_\_\_\_  
Credit Certification \_\_\_\_\_  
Developmental \_\_\_\_\_  
CTE/TVET \_\_\_\_\_  
ABE/Adult HS \_\_\_\_\_

**Distribution Area:** Humanities  \_\_\_\_\_  
Social Sciences  \_\_\_\_\_  
Mathematics (Credit) \_\_\_\_\_  
Science \_\_\_\_\_

**Prerequisite:** C or better in ENG 111 & ENG 105

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

1. Identify the causes for the Protestant Reformation in Europe
2. Explain what life was like in one or more of the time periods studied
3. Analyze the importance of a key individual or individuals in the shaping of modern history after 1500
4. Examine events in the past that have stimulated change in a student's culture and country
5. Evaluate the political, economic, technological, or social causes that bring about historical change

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
<p>Demonstrate use of the writing process (ENG 111, SLO #1)</p>	<ol style="list-style-type: none"> <li>1. Explain the causes for the Protestant Reformation in Europe</li> <li>2. Explain what life was like in one or more of the time periods studied</li> <li>4. Explain events in the past that have stimulated change in a student's culture and country</li> </ol>	<p>. Students will demonstrate the use of the writing process in either written exams or essays to explain the causes for the Protestant Reformation in Europe, or to explain what life was like in one or more of the time periods studied, or to explain events in the past that have stimulated change in a student's culture and country</p>
<p>Demonstrate public speaking skills individually and within group settings (ENG105, SLO #1)</p> <p>Write essays that have appropriate content, organization, and formatting (ENG 111, SLO #2)</p> <p>Use basic library and research skills to find and read a variety of college levels sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives (ENG 111, SLO #3)</p> <p>Produce essays that are relatively free of mechanical and technical errors (ENG 111, SLO #4)</p>	<ol style="list-style-type: none"> <li>3. Analyze the importance of a key individual or individuals in the shaping of modern history after 1500</li> <li>5. Analyze the political, economic, technological, or social causes that bring about historical change</li> </ol>	<p>Students will need to use basic library and research skills to write essays that have appropriate content, organization, and formatting, relatively free of mechanical and technical errors, and demonstrate public speaking skills to analyze the importance of a key individual or individuals in the shaping of modern history after 1500 or to analyze the political, economic, technological, or social causes that bring about historical change</p>

**Links to Program Learning Outcomes:**

<b>SLO</b>	<b>Linked PLO</b>	<b>I/P/M</b>	<b>Explanation of Link</b>
1	GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources.	I/	Students will be able to explain the causes for the most important religious movement of the modern age.
2	GE 02: Civic Awareness: Demonstrate civic awareness and an understanding of multicultural perspectives	I	Students will become aware of and understand the details of the lives of individuals in their respective time periods.
3	GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources.  GE 03: Critical Thinking: Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.	I	Students will be able to explain and analyze the impact of an important individual in shaping the history of the modern world.
4	GE 02: Civic Awareness: Demonstrate civic awareness and an understanding of multicultural perspectives  GE 03: Critical Thinking: Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and	I	Students will be able to explain how political, economic, or technological changes in the modern world have impacted and changed their own culture and country.

	substantiated individual points of view.		
5	<p>GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources.</p> <p>GE 03: Critical Thinking: Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.</p>	I	Students will be able to take at least one important political, economic, technological, or social causes and explain how they changed history.

**Course Content:** Students in this course will be introduced to

1. Renaissance and Reformation (1350 – 1600)
2. The Age of Exploration (1500 – 1800)
3. The Muslim Empires (1450 – 1800)
4. The East Asian World (1400 – 1800)
5. Revolution and Enlightenment (1550 – 1800)
6. The French Revolution and Napoleon (1789 – 1815)
7. Industrialization and Nationalism (1800 – 1870)
8. Mass Society and Democracy (1870 – 1914)
9. The Height of Imperialism (1800 – 1914)
10. East Asia Under Challenge (1800 – 1914)
11. War and Revolution (1914 – 1919)
12. The West Between the Wars (1919 – 1939)
13. World War II (1939 – 1945)
14. Cold War and Postwar Changes (1945 – 1970)
15. The Contemporary Western World (1970 – Present)
16. Latin America (1945 – Present)
17. Africa and the Middle East (1945 – Present)
18. Asia and the Pacific (1945 – Present)

**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. Spielvogel, Jackson J. Glencoe World History. Columbus, McGraw-Hill Education, 2005. ISBN 0-07-860702-7

2. Equipment/Facilities:
  - a. Audio-visual equipment
  
3. Materials and Supplies:
  - a. Map of the world

**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.

World History II serves the College of the Marshall Islands by giving students the foundation of historical theories and research skills necessary to serve the Marshall Islands, the wider Micronesia, or outside of the Pacific, as educated and responsible citizens.

**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.

World History II serves the Liberal Arts Department by enabling students to better understand the modern world that they live in and the forces of change that have shaped their history. Students will then be empowered by this knowledge so that they, too, can be a positive force of change in their own communities.

**Narrative Justification**

If the course is to truly be a history course, then it must also include a history component in the SLOs that allows students to understand periods of history and then apply social scientist methods to analyze the concepts of nationhood by applying research literacy through historic insight. Given RMI's Christian background since RMI was Christianized by American Protestant Missionaries, it is also essential that students understand the Protestant Reformation and key enlightened thought that led to rebellion against the one Christian Church being Catholicism that also informs the history and understanding particularly local rivalries between local factions of both churches from the German Period up to the American that



have shaped their nation. 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 take 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 Micronesia subregion, the Pacific region, and the global community at large.



