

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Issues in Pacific Studies **Alpha Number:** PI122 **CIP No.** 45.1101

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: Option for Hybrid

Non-substantive Revision

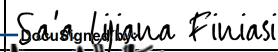

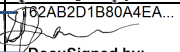
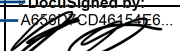
Select all that apply:

- 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

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.** 23.1001**Version No.** 003PI122Issues in Pacific Studies**Alpha Number****Course Title****Previous Number:**

Course Description: Provides a comparative study of newly independent Pacific nations facing the challenges of socio-economic and political development and of globalization. It describes contemporary challenges in Pacific Island(s) settings in the post-colonial age. It will highlight challenges of political and economic independence as well as confront contemporary issues pertinent to the Pacific region and its unique circumstances. This course will concentrate mainly on the Oceanic region, which includes the subregions of Micronesia, Melanesia, and Polynesia.

1. **Course originally prepared by:** Beverly Chutaro LA 2009

Most recent revision by: Desmond Narain Doulatram Liberal Arts May 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 _____
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. Examine the transference of governance from colonial dominance to independence in the Pacific region to examine how the cycle of governance has happened over the past century in the Pacific island region.
2. Evaluate the ability of the Pacific region to attain sustainable economic development
3. Describe rapid cultural change and globalization in the Pacific region
4. Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates
5. Compare the role of regionalism versus nationalism
6. Analyze Primary and Secondary sources pertaining to the Pacific Region

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
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	1. Examine colonialism and post colonialism in the Pacific region 2. Evaluate the ability of the Pacific to attain sustainable economic Development 3. Describe Rapid Cultural change and globalization in the Pacific region	Oftentimes, a certain level of English is necessary to comprehend. Students are lucky if the instructor is Bilingual and can convey but even then, it will be difficult if they don't have the prerequisite English/Marshallese speaking and comprehension level. And this is a bigger problem for non- Marshallese speaking instructors. "Nobody is capable of free speech unless he/she knows how to use language, and such knowledge is not a gift: it has to be learned and worked at." — Northrop Frye, <i>The Educated Imagination</i> 149.
ENG 105 1: Understand and Use fundamental concepts of communication, 2: Demonstrate Public Speaking Skills, 3: Use Different Elements of Speech Process, 4: Analyze Oral Presentations	4. Compare the relationship between economic development and political independence 5. Compare the role of regionalism versus nationalism 6. Analyze Primary and Secondary sources	Fear of Public speaking needs to be alleviated. Hence, it is important that they do ENG105 before entering my class but I often make exceptions as students are still able to present without taking ENG105 or ENG97 for that matter.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA 1: Civic Awareness & Multicultural Perspectives LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	Analyzing different colonial periods specific to Pacific Island nations and territories to understand political economy demonstrates critical thinking where students become aware of existing issues and creatively come up with solutions. It also allows greater awareness to better communicate the current situation providing greater incentive for Civic Awareness given how students are

			situated as Compact of Free Association residents in the RMI. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically the social and cultural pillar.
2	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	Evaluating the ability of the Pacific Island Nations and territories to attain Sustainable Development requires critical thinking wherein a student evaluates its ability for economic self sufficiency given current political status (level of self government) and political economic dependencies. It allows students to come up with solutions through information analysis to better communicate it through their existing art of expression whether that be in the Marshallese Language Arts (Bwebwenato/JiTDam Kapeel) or the English Language Arts (e.g. Poetry/Writing/Public Speaking). This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 2, 3, and 4.
3	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	Analyzing the cultural change in Pacific Island nations and territories allows students to think critically about the current situation so as to come up with solutions to better communicate issues in play when considering the negative side of globalization. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically the social and cultural pillar.
4	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	Understanding the political status of nations and their associated economic dependencies allows students to think critically to analyze current economic state of Pacific Island nations and territories which in turn allows them to better communicate them through their art forms whether that be MLA or English. In other words, students will basically learn that you can't develop a political entity (e.g. government) alone without any economic base because you will have no ground to stand on. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 2, 3, and 4.
5	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	Comparing the role of regionalism and nationalism allows students to think critically about the role of regionalism and the limits of national efforts to better analyze Pacific Islands Nations' and Territories' limitations and marginalizations. It thus promotes civic awareness through greater consciousness of a nation's role in a region when acting independently or as a subregion (e.g. Micronesia) or region (e.g. Pacific). Knowing this gives students a better grasp of the situation to elaborate their reality through the arts (e.g. MLA or English) when understanding bilateral and multilateral relationships. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 2.1.3, 2.2.3, 5.5.

6	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking LA 5: Quantitative and Qualitative Literacy GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	Evaluating primary sources and secondary sources is information analysis at its finest where students display critical thinking while practicing “textual analysis”. They are then able to express their views and elaborate them through the Marshallese Language Arts (Bwebwenato/Oral Traditions) and English. Relevant and contextualized documents also give students greater awareness of their place in the Pacific and their role in it being residents and intellectual global citizens. This goes in line with aligning course with RMI’s National Strategic Plan 2020-2030 specifically pillar 1.2
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Course Content: Students in this course will be introduced to:

1. Post colonial Pacific region
 - a. Population b. Health transitions c. Demographics d. Social change
2. Challenges of political and economic independence as it relates to the issue of Sustainable Development
 - a. Blue Economy b. Land Economy c. Environmental Sustainability d. Education for Sustainable Development/Livelihood e. Climate Change
3. Contemporary issues confronting the region
 - a. Geopolitics b. Nuclear Justice c. Militarism d. Globalization e. Gender Inequity f. Social Stratification g. Corruption/Nepotism
4. Lingering Impacts of Colonization including but not limited to nuclear colonialism and educational colonialism
 - a. Diaspora b. Brain Drain/Urban Drift c. Labor Mobility d. Cultural Loss e. Health Impacts

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
- Observation
- 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:

Recommended text(s):

Kabutaulaka, Tarcisius, Jacki Leota-Ete, Kealalōkahi Losch, Fleur Enchante Palmer, Damon Salesa, Hiagi Wesley, Terence Wesley-Smith, and Sarah Wongking. 2017 Health and Environment in the Pacific. Volume 3 of Teaching Oceania Series, edited by Monica C. LaBriola. Honolulu: Center for Pacific Islands Studies, University of Hawai'i–Mānoa. <https://scholarspace.manoa.hawaii.edu/handle/10125/46004>

Other Open Education Resources with Questionnaire Guide:

https://docs.google.com/document/d/1Giladxpy0Pg0BHdb_U7wAlwUwdTgK9k/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true

1. Equipment/Facilities: LCD projector, white board, Internet, Moodle online learning platform.
2. Materials and Supplies: Lectern, timing device, poster board and index cards

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

Connection to College Mission:

This course helps students develop cultural competence to understand the various cultures across Oceania while relating it to their own circumstances as Marshallese Islanders, Micronesians, and/or residents of the Pacific region. Pacific Studies, as cited by experts in the field, is "an international, interdisciplinary, cross-cultural field of study" that provides students with intellectual resources and relevant research specific to the Pacific Region where the Marshall Islands is situated.

Connection to 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:

Social Science is a field of study that requires general understanding and critical thinking to achieve career opportunities in that field. Hence, this class helps students develop cultural competence to understand the various cultures across Oceania all while relating it to their own circumstances as Marshallese Islanders, Micronesians, or/and residents here. The Liberal Arts program is "designed to integrate an interdisciplinary core of studies with specialization of courses." Hence why Issues in Pacific Studies (PI122) was specifically engineered to be "an international, interdisciplinary, cross-cultural field of study" that helps prepare students for transfer and other future educational opportunities through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

Narrative Justification

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.