

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Nuclear Tests in the Pacific **Alpha Number:** PI260 **CIP No.** 24.0101

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: SLO Wording and Option for Hybrid

Non-substantive Revision

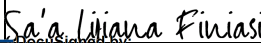
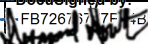
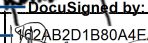
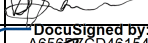
Select all that apply:

- 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.** 24.0101**Version No.** 003PI260Nuclear Tests in the Pacific**Alpha Number****Course Title****Previous Number:**

Course Description: Designed to examine the history of nuclear weapons testing in the Pacific region, and to consider the consequences of testing on local people and their environment. Compares Japanese, British Testing and French Polynesian case studies to the events in the Marshall Islands.

Course originally prepared by: CMI Nuclear Institute/LA 2012

Most recent revision by: Mary Silk and Desmond Narain Doulatram 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: C or better in ENG 111

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

1. Demonstrate knowledge of the Marshall Islands history with nuclear weapons
2. Explain the social, economical, political, cultural, medical, and environmental consequences of the U.S. Nuclear Weapons Testing Program
3. Compare and contrast nuclear related experiences in the RMI and around the Pacific in the atomic age paying clear reference to the Cold War
4. Identify various consequences of the U.S. Nuclear Weapons Testing Program in comparison to other testing programs (e.g. France, Great Britain) in the Pacific at the height of nuclear colonialism and environmental racism
5. Relate events in the Marshall Islands with global concern with security issues
6. Develop research skills and critical thinking skills in regards to nuclear issues and nuclear colonialism

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG111 SLO : 1. Demonstrate use of the Writing Process.	1. Demonstrate Knowledge of the Marshall Islands history with nuclear weapons	Students need to have college level ability to read, listen and understand basic concepts of a subject/theory, and area also able to articulate those ideas back to the class from their own contexts in both verbal and written forms Use of analytical and organizational skill learnt from texts to writing organized and carefully planned papers to achieve the quality learning meant for this class.
2. Use basic library research skills	Identify various consequences of the U.S. Nuclear Weapons Testing Program in comparison to other testing programs (e.g. France, Great Britain) in the Pacific at the height of nuclear colonialism and environmental racism	Students need to have college level ability to read, listen and understand basic concepts of a subject/theory, and area also able to articulate those ideas back to the class from their own contexts in both verbal and written forms Use of analytical and organizational skill learnt from texts to writing organized and carefully planned papers to achieve the quality learning meant for this class

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking	P	Demonstrating knowledge of the Nuclear Testing program here requires effective communication and instills civic awareness where students critically think and creatively and independently plan courses of action

	<p>LA 4: Quantitative/Scientific Literacy LA 5: Creative Process LA 6: Independence GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking</p>		<p>through informed choices that are guided by research literacy.</p> <p>SLO and PLOs also align with the strategic planning of RMI's National Strategic Plan 2020-2030 as it relates to the nuclear legacy as found in action items 1.3.4 , 2.1.2, 2.4 and its overall goal of "nuclear justice" as found in page 22 of said plan.</p>
2	<p>LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking LA 4: Quantitative/Scientific Literacy LA 5: Creative Process LA 6: Independence GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking</p>	P	<p>Explaining the social, economical, political, cultural, medical, and environmental consequences of the U.S. Nuclear Weapons Testing Program requires a great degree of Civic Awareness where students critically think using their scientific literacy to inform their creative process to effectively communicate independently.</p> <p>SLO and PLOs also align with the strategic planning of RMI's National Strategic Plan 2020-2030 as it relates to the nuclear legacy as found in action items 1.3.4 , 2.1.2, 2.4 and its overall goal of "nuclear justice" as found in page 22 of said plan.</p>
3	<p>LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking LA 4: Quantitative/Scientific Literacy LA 5: Creative Process LA 6: Independence GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking</p>	P	<p>Comparing and contrasting nuclear related experiences in the RMI and around the Pacific in the atomic age paying clear reference to the Cold War requires critical thinking based on informed scientific evidence of the qualitative and quantitative nature to allow students to effectively communicate creatively and independently their informed conclusions based on their respective civic duties to their communities.</p> <p>SLO and PLOs also align with the strategic planning of RMI's National Strategic Plan 2020-2030 as it relates to the nuclear legacy as found in action items 1.3.4 , 2.1.2, 2.4 and its overall goal of "nuclear justice" as found in page 22 of said plan.</p>
4	<p>LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking LA 4: Quantitative/Scientific Literacy LA 5: Creative Process LA 6: Independence GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking</p>	P	<p>Identifying various consequences of the U.S. Nuclear Weapons Testing Program in comparison to other testing programs (e.g. France, Great Britain) in the Pacific at the height of nuclear colonialism and environmental racism capitalizes on a students ability to critically think when weighing out the scientific data that informs their way of independently communicating the identified issues at play stemming from nuclear tests in the Pacific allowing creative control of their respective narratives.</p> <p>SLO and PLOs also align with the strategic planning of RMI's National Strategic Plan 2020-2030 as it relates to the nuclear legacy as found in action items 1.3.4 , 2.1.2, 2.4 and its overall goal of "nuclear justice" as found in page 22 of said plan.</p>
5	<p>LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process</p>	P	<p>Relating events in the Marshall Islands with global concern with security issues requires the creative process of critical thinking when informing oneself of the</p>

	LA 3: Critical Thinking LA 4: Quantitative/Scientific Literacy LA 5: Creative Process LA 6: Independence GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking		<p>science and facts at play. It allows a sense of civic awareness on the part of the student as they critically think holistically about how the nuclear legacy is tied to the Cold War and to military concerns that inform Global Security priorities to which the Marshall Islands given its history of militarism plays a vital role in.</p> <p>SLO and PLOs also align with the strategic planning of RMI's National Strategic Plan 2020-2030 as it relates to the nuclear legacy as found in action items 1.3.4 , 2.1.2, 2.4 and its overall goal of "nuclear justice" as found in page 22 of said plan.</p>
6	LA 3: Critical Thinking LA 6: Independence E 2: Civic Awareness GE 3: Critical Thinking	P	<p>Developing research skills and critical thinking skills in regards to nuclear issues and nuclear colonialism requires critical thinking and independence in acquiring greater information and research literacy through dedication and effort on the part of the student. Such skills as mentioned above can be instrumental to achieve "nuclear justice" for parties concerned.</p> <p>SLO and PLOs also align with the strategic planning of RMI's National Strategic Plan 2020-2030 as it relates to the nuclear legacy as found in action items 1.3.4 , 2.1.2, 2.4 and its overall goal of "nuclear justice" as found in page 22 of said plan.</p>

Course Content: Students in this course will understand:

1. The U.S., Nuclear Weapon Testing Program, 1946-1958, the effects from the U.S. Government perspective and from the RMI government perspective
2. WWII, creation of the Trust Territory, Hiroshima and Nagasaki
3. The French nuclear testing in French Polynesia
4. Terminologies associated with atomic bomb and nuclear testing
5. Poem, song, and skit related to nuclear weapons
6. Nuclear Claims Tribunal, Sect. 177 programs for radiation victims (ex. Health care)
7. Four Atoll experiences with nuclear testing
8. Group projects on history, effects, Section 177 programs, comparison/contrast experiences and programs for the Four Atolls
9. Oral histories
10. Changed circumstances and Compact extension

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):

Hersey, John. Hiroshima. New York: Vintage Books, 1946.

Johnson, Barbara Rose and Holly M. Barker. Consequential Damages of Nuclear War: The Rongelap Report. Walnut Creek, CA: Left Coast Press, 2008.

(Supplemental readings; films)

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:

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. This course trains students to research and advocate for issues pertaining to the region and training them to both serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens. This course specifically will help students develop research and information literacy to understand the nuclear legacy in greater depth as it relates to CMI's mission of serving the nation whose strategic plan preaches the goal of "nuclear justice."

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 and broaden student skills in all of the program learning outcomes to understand the various political structures of nuclear colonialism. The Liberal Arts program is "designed to integrate an interdisciplinary core of studies with specialization of courses", and this course will help prepare students for transfer and other future educational opportunities through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

Justification Rationale

Given the heightened visibility of the nuclear legacy, the courses SLOs had to be modified to pertain to the current circumstances that have begun to promote a more holistic narrative of the Pacific as it relates to the greater Military ambitions of Developed Countries. The course itself when looking at the old SLOs was too centralized in the Marshall Islands and there was no SLO that expanded the definition of the course to be inclusive of the Pacific region given that there has been testings in other locations in the Pacific Ocean other than those centered around an Anglo-American narrative. Course had to include and give reference not only to the global consequences of the Nuclear Colonialism but also to the other areas affected in the Pacific Region specifically done by French and British nuclear tests.

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.