

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Introduction to Political Science **Alpha Number:** POL101 **CIP No.**45.1001

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

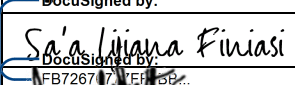
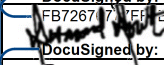
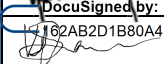

Select all that apply:

- 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 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	 DocuSigned by: Sa'a Lijiana Finiasi	6/5/2024
Curriculum Committee Chair	Desmond Doulatram	 DocuSigned by: FB726717FE15B...	6/6/2024
Dean	Vasemaca Savu	 DocuSigned by: K1162AB2D1B80A4EA...	6/5/2024
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: A62597CD46154E6...	6/10/2024

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CMI COURSE OUTLINE**CIP No.** 45.1001**Version No.** 002POL101Introduction to Political Science**Alpha Number****Course Title****Previous Number:****Course Description:** Introduces basic terminology, typologies, and development of Western political thought, as well as the contributions of various political and non-political groups to the structures and practices of the contemporary state.**Course originally prepared by:** Ponipate Rokolekutu LA 2004**Most recent revision by:** Desmond Narain Doulatram LA 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 _____ X _____
General Education _____ X _____
Credit Certification _____
Developmental _____
CTE/TVET _____
ABE/Adult HS _____

Distribution Area: Humanities _____
Social Sciences _____ X _____
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. Apply basic concepts related to political science to present context
2. Differentiate among various major Western political theories
3. Describe basic features and machinery of the state and government
4. Compare and contrast the effects of the application of political theory and practice in various global and regional contexts

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 096 1. Demonstrate comprehension of new vocabulary, lecture language and information presented in advanced lectures and discussions by responding appropriately to impromptu questions ENG 097: 1. Demonstrate critical reading strategies on a range of 100-level academic texts	1. Apply basic concepts related to political science to present context	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.
ENG 096 Demonstrate comprehension of new vocabulary, lecture language and information presented in advanced lectures and discussions by responding appropriately to impromptu questions. ENG 097 Apply new vocabulary, lecture language and information presented in academic lecture	2. Differentiate among various major Western political theories 3. Describe basic features and machinery of the state and government	Students need basic college level English to build on terminology and structures needed in Political Science ideas and theories.
ENG 096 2. Demonstrate appropriate organizational strategies to initiate, sustain, and close advanced communicative exchanges in dialogues, role play and impromptu situations ENG 097 3. Implement the writing process independently in 3-5 paragraph academic essays and reflections and 4. Produce written compositions with cohesion, unity and minimal sentence-level grammar errors	4. Compare and contrast the effects of the application of political theory and practice in various global and regional contexts	Students will need basic organizational skills to organize and analyze structures in political structures in regions studied

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA 1: Civic Awareness & Multicultural Perspectives	I	Students link what they have learnt to the wider community they live in – RMI, Micronesia, Pacific and

	LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking		also in the US. They get to understand the basics and terminology used in Political Science
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	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	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.

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

1. Theories of political science
2. Political theory
 - a. Monarchism b. Constitutionalism c. Republicanism
3. Legislative processes
 - a. Bicameral and parliamentary systems b. Checks and balances c. Separation of powers
4. Political economy
 - a. Marxism b. Neoliberalism
5. Contemporary political development in theory and practice
 - a. Rise of the military-industrial-congressional complex b. Exportation of democratic processes and structures c. Non-governmental organizations d. International funding and aid agencies

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):

<https://openstax.org/details/books/introduction-political-science>

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. The Program trains its 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 political competence to understand the various state and government structures across Oceania while relating it to their own circumstances as Marshallese Islanders, Micronesians, and/or residents of the Pacific region.

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 political competence to understand the various political structures across Oceania. 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.

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 Micronesian subregion, the Pacific region, and the global community at large.