

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Politics of Development **Alpha Number:** POL290 **CIP No.** 32.0104

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

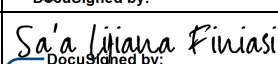
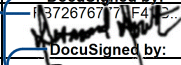
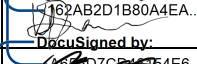

Select all that apply:

- 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 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: 372676777E4E...	6/6/2024
Dean	Vasemaca Savu	 DocuSigned by: 1E2AB2D1B80A4EA...	6/5/2024
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: A99D7C94E54E6...	6/10/2024

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CMI COURSE OUTLINE**CIP No.** 32.0104**Version No.** 002POL290

Politics of Development

Alpha Number**Course Title****Previous Number:**

Course Description: Introduces the origins, purposes, and prospects of global and regional development. Examines issues of political, social, and economic development as well as the effects of western development agendas on the non-western world. It is recommended that students take POL101 before taking this course.

Course originally prepared by: David Kupferman LA 2009**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	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

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: C or better in ENG 105 and ENG 111

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

1. Use critical thinking to examine the agendas and influences of western definitions of development globally as well as regionally since 1949
2. Analyze primary and secondary sources about fundamental political, social, and economic problems, questions, or issues related to development
3. Present original conclusions from appropriate historical and contemporary policy sources

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 105 3 Analyze other's oral presentations ENG 111 2. Write essays that have appropriate content, organization, and formatting	1. Use critical thinking to examine the agendas and influences of western definitions of development globally as well as regionally since 1949	Understanding the dominant paradigm of Development or Globalization from the top provides learners a working ground to provide a critical alternative or model that feeds into their emotional, mental, and critical growth via multicultural perspectives. The Global North or rather Industrialized or so called "developed" nations have often assumed leadership in the modernization of their economies and the formation of a new world economic order in which the Global South or what the Global North calls "developing" countries have sought to attain through similar economic "growth" and "progress". It is essential that students understand the differences in their underlying assumptions and the dominant and relevant policies or strategies between the dominant "globalization from above"/ corporate-led globalization paradigm and the critical paradigm of "development" and "globalization" which is more inclusive of contextualized approaches to equitable human development.
ENG 105 4 Use and orally cite sources in speeches ENG 111 3 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	2. Analyze primary and secondary sources about fundamental political, social, and economic problems, questions, or issues related to development	Information literacy is essential. Synthesizing information to make sound judgment will instill the proper skill sets to quantify and qualify information. Quantitative and Qualitative reasoning skills are promoted through information analysis to allow students to make innovative, informed, and

		responsible decisions based on primary and secondary sourced evidence.
ENG 111 4. Produce essays that are relatively free of mechanical and technical errors	3. Present original conclusions from appropriate historical and contemporary policy sources	Independent free thinking is a necessary component of an adept student. Making original conclusions using appropriate historical and contemporary policy sources will help students plan projects and complete them independently.

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	The dominant paradigm of globalization from the top needs a critical alternative paradigm that takes into consideration the views of the Global South instead of just conforming to the imposed views of the Global North which preaches a globalization from above"/ corporate-led globalization paradigm. Critical thinking through multicultural perspectives must be effectively communicated to understand the critical paradigm of "development" and "globalization". The dominant paradigm of globalization and development tends to lean towards a Social Darwinism way of thinking where "high culture" is associated with the term developed which is associated with the Global North mostly European and Western nations while "low culture" is often associated with Small Island Developing States (SIDS) like the Republic of the Marshall Islands (RMI). At the outset for the sake of Global Justice and Equity, It can be argued that although RMI is classified as a SIDS, it is better to use the term Global South because of the negative connotations of the "Developing" & "Developed" labels which implies that citizens of advanced industrialized nations are more "developed" human beings compared to people in less industrialized countries" as Dr. Toh Swee-Hin cleverly re-revealed again because it belittles places and people like the Marshall Islands and Marshallese placing them as inferior culturally, spiritually and less wise because of this "low culture" label without actually looking at the structural violence this way of thinking promotes and has been promoting. By critically evaluating the way development and developed are viewed and constructed, students come up with critical alternatives via independent thinking through critical thinking to showcase understanding of the politics of development . This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.
2	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process	I	Information literacy is essential. Synthesizing information to make sound judgment will instill the proper skill sets to quantify and qualify information. Quantitative and

	LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking		Qualitative reasoning skills are promoted through information analysis to allow students to make innovative, informed, and responsible decisions based on primary and secondary sourced evidence where they are able to effectively communicate them. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar specifically addressing education and training needs pillar 1.2.
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	Independent free thinking through critical thinking is a necessary component of an adept student. Making original conclusions using appropriate primary and secondary historical sources to understand multicultural perspectives of development in local national, regional, and global contexts encourages the creative process and will help students plan projects and complete them independently using evidence-based approaches where they are able to effectively communicate them. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar specifically addressing education and training needs pillar 1.2.

Course Content:

Students in this course will be introduced to:

1. Political origins of "development"
2. Neo-liberal economic theory and practice
3. Exportation of democracy and "good governance"
4. Social "development" in context
 - i. Health ii. Schooling
5. Regional political status
 - i. Independent states ii. Freely Associated States iii. Territories
6. Non-western definitions of and alternatives to "development"

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: OER
Recommended readings

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.