

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Introduction to Sociology **Alpha Number:** SOC130 **CIP No.** 45.1102

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

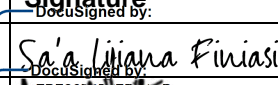
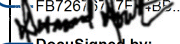
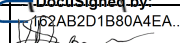
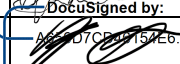
Select all that apply:

- 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: FB726753757575...	6/6/2024
Dean	Vasemaca Savu	 DocuSigned by: 162AB2D1B80A4EA...	6/5/2024
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: A65707C809154EB...	6/10/2024

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CMi COURSE OUTLINE**CIP No.** 45.1102**Version No.** 003SOC130Introduction to Sociology**Alpha Number****Course Title****Previous Number:**

Course Description: Introduces basic sociological theories, concepts, and contributions to the modern field of sociology and prepares students to utilize these concepts to show how culture relates to the world as a whole and to the individual citizen. Using scientific methods, sociology explores the relationships between individuals, social groups, institutions, and cultures. This class teaches the core theories of sociology and how they apply to life in the Marshall Islands and around the world. Students will examine interconnectedness of human experience and the vast diversity of cultural construction and expression.

Course originally prepared by: Beverly Chutaro LA 2003

Most recent revision by: Desmond 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 LA _____
General Education LA _____
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. Examine the historical context of various social issues to provide reasons for the study of sociology
2. Identify the most critical issues in present-day society and demonstrate its critical aspects in sociology.
3. Apply various social study methods, including Quantitative/Qualitative/Mixed Method research to explain society and key social issues in present-day society
4. Analyze results and information to propose solutions to social problems.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 097 1: Apply Critical Reading Strategies	1. Examine the historical context of various social issues to provide reasons for the study of sociology	It is important that students have a level of English comprehension that would allow them to comprehend at a better rate. Although Bilingual instruction is offered, not all instructors are Marshallese speakers hence they can't always accommodate students. Furthermore, Sociological terminologies are very technical and there are often no Marshallese translatable equivalent and often times it can only be explained through examples because "loan words" depicting sociological terms is fairly new and it hasn't been standardized in the existing vocabulary and even if there are existing vocabularies within Marshallese linguistics, they are hardly used and have disappeared with lack of usage not being applicable within the cultural setting because it no longer exists within the cultural memory of the Marshallese people orally. "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.
3: Implement writing process independently,	2. Apply various social study methods, including Quantitative/Qualitative/Mixed Method research to explain	Writing using information, scientific, and research literacy is essential for comprehensive understanding.

society and key social issues in present-day society
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Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	L A 2: Civic awareness GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I	<p>Sociological content and studies helps students think critically, analyze information and communicate with them better. This in turns helps them come up with solutions to contemporary social issues and helps them communicate it more fluently using sociological theories and terminologies. Furthermore, it helps students understand the sociological landscape of their home countries particularly the Marshall Islands to help them communicate and translate it in layman's term via the Marshallese Language Arts whether it be through <i>Bwebwenato/JiT Dam</i> or the English Language Arts. It also helps them play a bigger part in constructing their society as members of their respective communities being residents of the Marshall Islands and helps them see their place in that world.</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.</p>
2	L A 2: Civic awareness L A 3: Critical Thinking G E 2: Civic Awareness G E 3: Critical Thinking	I	<p>By identifying the most critical issues in present-day society and demonstrating its critical aspects in sociology, students are able to demonstrate critical thinking and information analysis. Furthermore, through written and oral delivery of these identification, students are able to communicate the issues more fluently using key sociological studies and terminologies thereby helping them translate it and absorb it into their existing Marshallese Word Bank to describe their contemporary context through two operating languages being Marshallese Language Arts and English. This also helps with a sense of Civic Awareness because a lot of Pacific students, Marshallese students in particular, are known to talk story (<i>Bwebwenato</i>) about every day realities even amongst their families so the conversation that takes place in the classrooms is not limited to a confined space.</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.</p>
3	LA 3: Critical Thinking LA 5: Creative Process GE 3: Critical Thinking GE 6: Creative Awareness	I	<p>Applying social study research methods allows students to think critically and analyze information such as quantitative and qualitative studies to explain contemporary social issues in their societies and s (e.g. different societies described in text). This then gives them better research literacy to communicate present day issues when reinforcing it with existing qualitative and quantitative research known to them. This also allows them the ability to explain in layman terms via the</p>

			<i>Marshallese Language Arts (M L A)</i> to their social networks. By learning more about Sociology, students are able to increase their word bank and increase their ability to translate it to non-English speakers. This is Civic duty at its best in my humble opinion. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.
4	LA 4: Quantitative/Scientific Literacy LA 3: Critical Thinking GE 4: Problem Solving GE 3: Critical Thinking	I	Coming up with solutions by analyzing information through critical thinking gives students a chance to know how to communicate these solutions for identified social problems through the act of practice. They not only increase their knowledge base and their English vocabulary, but they are then able to communicate better using two languages (e.g. English and Marshallese Language Arts). Something as simple as translating English texts, particularly key Sociological studies pertaining to the existing global system within Marshall Islands, demonstrate a students' Civic Awareness because they are literally educating their own society in the process especially when conversing (Bwebwenato) with Marshallese who are not that fluent in English. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.

Course Content: Students in this course will be introduced to

1. Sociological Perspectives and Aspects
2. Social Change Theory
3. History of Sociology
4. Methods of Sociology (Quantitative/Qualitative/Mixed Method)
5. Society and Culture
6. Social Institutions and Stratification.
7. Religion and Social Class System
8. Race/Gender/Ethnicity
9. Political Economy and Power
10. Capitalism and Neoliberalism
11. Critical Viewpoints (Poststructuralism, Postmodernism, and Feminism)

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:

Recommended Text(s):

Henry L. Tischler, Introduction to Sociology, 10 th edition, Belmont, CA: Wadsworth, 2011. ISBN-13: 978-0495804406

2. Equipment/Facilities: LCD projector, white board, Internet, Moodle online learning platform.

3. Materials and Supplies: Lectern, timing device, poster board, flash drives.

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:

Introduction to Sociology helps students better communicate the research by introducing them to the basics of Sociology as a field of study and the terminologies and research that come with it. It helps them better explain the Marshall Islands as residents here and equips them with the necessary tools to navigate Contemporary Social Issues. It basically helps them to better communicate present day issues they see and how their culturally sanctioned reality plays into it by learning to use research methodologies to understand the dominant culture (e.g. West) and their own (e.g. Marshallese).

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:

SOC130 attempts to equip students with the necessary critical thinking skills through information analysis of sociological theories and studies. This helps students become more aware of their place in the world and how they are situated in life within their own society's cultural context(s). It assists students by providing them with the necessary intellectual tools/resources to promote problem solving thus becoming active communicating agents of change. They will thus have a better ability to communicate issues in both their native tongue (Marshallese Language Arts) and in the language of the dominant culture (e.g. English).

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.