

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Contemporary Social issues in Micronesia **Alpha Number:** SOC140 **CIP No.** 16.1401

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

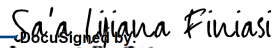
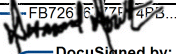
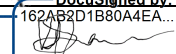

Select all that apply:

- 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		6/5/2024
Curriculum Committee Chair	Desmond Doulatram		6/6/2024
Dean	Vasemaca Savu		6/5/2024
VPASA	Dr. Elizabeth Switaj		6/10/2024

89BEB3BD4C23455...

CMI COURSE OUTLINE**CIP No.** 16.1401**Version No.** 003SOC140Contemporary Social Issues in Micronesia**Alpha Number****Course Title****Previous Number:****Course Description:** Explores and analyzes critical social problems and other issues related to cultural values and changes in Micronesia.**Course originally prepared by:** Beverly Chutaro LA 2000**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/EDU _____
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. Review various theoretical concepts, in social studies, to understand the complicity of the social structure and the change process
2. Apply various social theories to specific social issues, including health or education, and cultural breakdown, such as the influence of foreign culture in Micronesia
3. Evaluate social issues in Micronesia as interrelated issues
4. Investigate possible solutions to identified problems

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1. ENG 097 1: Apply Critical Reading Strategies,	1. Review Various theoretical concepts	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. "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
2: Produce effective annotations, notes, and graphic organizers on academic texts,	2. Apply various social theories to specific social issues, including health or education, and cultural breakdown, such as the influence of foreign culture in Micronesia	This allows students to coherently apply knowledge in a holistic way patterning it through effective information literacy through various academic mediums.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA 1: Civic awareness LA 3: Critical Thinking GE 2: Civic awareness GE 3: Critical Thinking	I	Understanding the Various Social Theories/concepts equips students with the necessary language to communicate the issues more fluently. It also allows them to analyze information and think critically to come up with solutions to the problems. Furthermore, because the instructor is currently Bilingual, Students are able to convey their ideas and converse in two languages being English and Marshallese Language Arts (MLA). 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 3: Critical Thinking GE 3: Critical Thinking	I	Being able to apply basic terminologies (e.g. Colonization/Sustainable Livelihood/Globalization), into their everyday realities allows them to think critically

			<p>about everyday health, education, and cultural issues particularly when it relates to cultural changes due to influence of foreign cultures. This also allows them an ability to be more enlightened to give them the sense of Civic Awareness. As Bilingual learners and Bicultural products, students are able to artistically express their points of view in their mother tongue (e.g. Marshallese Language Arts) which plays well when considering globalization and colonization and the influence of foreign culture in Micronesia where the English language and American English dominates. This goes in line with aligning course with RMI's National Strategic Plan 2020 - 2030 specifically pillar 1, the social and cultural pillar which include health and education.</p>
3	<p>LA 1: Civic awareness LA 3: Critical Thinking GE 2: Civic awareness GE 3: Critical Thinking</p>	I	<p>When studying Micronesia, particularly the former Trust Territory and the US Affiliated Pacific Islands in Micronesia, students are able to understand the greater meaning of globalization and colonization to critically think about the inter - related issues of the Compact states (e.g. FSM, RMI, Palau) and other US affiliated territories (e.g. CNMI, Guam) in Micronesia while also relating it to the independent ones (e.g. Nauru, Kiribati). This helps them analyze information to synchronize their thoughts so that they can communicate it in their everyday conversations via DocuSign Envelope ID: 0331035B-7869-4DE3-9806-1E36CFAED0AF Bwebwenato (story-telling) which is a known Marshallese Language Art. Oral Traditions are a part of every culture even 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.</p>
4	<p>LA 2: Creative Process LA 3: Critical Thinking GE 3: Critical Thinking GE 6: Creative Process</p>	I	<p>This is probably the most situated SLO as it feeds off the former three and it allows students to actually apply learning. They are able to critically think about issues after reading and learning about them. They are able to analyze information from a variety of primary and secondary source readings from Micronesian and non-Micronesians alike to communicate amongst their peers in English and in their own cultural ways whether it be Bwebwenato/JiTDam or writing in Marshallese Language Arts. Instructor tends to be fluid when it comes to giving students a platform to speak their minds. Some if not most in class activities gives them the option to articulate and write in their preferred language they are comfortable with and many have opted to write and speak via the Marshallese Language Arts a.k.a. Kajin Majol. 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</p>

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

1. Effects of Alcohol and drug abuse
2. The Suicide Dilemma
3. Issues on Education and education systems underperformance
4. Gender Inequity
5. Present Health Issues (e.g. Increased Sexually transmitted diseases , Malnutrition, NCDs)
6. Outmigration (e.g. Brain Drain/Urban Drift)
7. Issue of Sustainable Development and Economic burdens of Overpopulation and Underpopulation
8. Increasing poverty
9. Impacts of Climate Change
10. Impacts of Nuclear Colonialism
11. Impacts of Militarism
12. Micronesian Political Economy and Issues with current Political Status (e.g. Compact of Free Association, Commonwealth, U.S. Territory, Independent)

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):

Hezel, Francis X. The Anthropologist and Social Problems in Micronesia. Colonia: Micronesian Seminar, 1982. <http://micronesianseminar.org/media/pubs/articles/socprobs/frames/theanthropfr.htm> Hezel, Francis X.

Is That the Best You Can Do? A Tale of Two Micronesian Economies. Honolulu: East West Center, 2006. ISBN978-0-86638-208-3 <https://www.eastwestcenter.org/publications/best-you-can-do-tale-two-micronesianeconomies>

Other Recommended Open Educational Resources with Questionnaire Guide: https://docs.google.com/document/d/1pXkKcMLUdIVui_MQIGR8tYamzwTUNJt/edit?usp=sharing&oid=116058295816982232791&rtpof=true&sd=true

Equipment and Materials:

1. Recommended texts: Tussy, Alan, and Diane Koenig. Basic Mathematics for College Students with Early Integers. [6th edition]. Cengage. ISBN-13: 9781337618403

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.
EC approved 4th Nov, 2020. BOR approved 1st December, 2020

Connection to College Mission: This is a Contemporary Social Issues in Micronesia class and the students are living the issues being situated in Micronesia and most importantly, the Marshall Islands. Hence, this class equips them with the necessary knowledge to understand how they're situated in the conversation that they are orientated in.

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: The justification for Contemporary Social Issues in Micronesia is a no brainer because students are situated in Micronesia. By reading and interacting with the content, their instructors, and their peers; students think critically, come up with solutions from these interactions, analyze information, and most importantly communicate via *Bwebwenato* (Talk-Story) about them which is known to engage them in Civic Awareness because they are contributing to the conversation. They are in fact agents of change and not just sitting idly by.

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.

