

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Introduction to Social Justice      **Alpha Number:** SOJ 101      **CIP No.** 38.0104

**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:

Non-substantive Revision

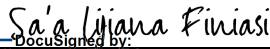
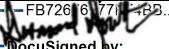
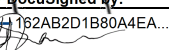
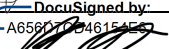
Select all that apply:

- 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:

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

**CMI COURSE OUTLINE****CIP No.** 38.0104**Version No.** 001SOJ101Introduction to Social Justice**Alpha Number****Course Title****Previous Number:**

**Course Description:** Provides students with an introduction to what social justice means in different contexts and how it can be advanced and attained through various mediums including but not limited to innovation, forward thinking, reformation, and tolerance and empathy for the underprivileged.

**Course originally prepared by:** LA Department May /2024

**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			
<b>Total</b>	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. Identify and analyze advantages and disadvantages of various social groups
2. Understand social justice through different social contexts
3. Spearhead social justice concerns within RMI through activism
4. Distinguish on a case by case basis various socially unjust mechanisms that promote structural violence internally and externally.
5. Evaluate the various socially unjust practices within local, national, regional, and international context that contribute to ongoing marginalization and disenfranchisement of social groups.
6. Create a social justice platform for identified social issues through an enacted action plan.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 097 1: Apply Critical Reading Strategies, Implement writing process independently,	1. 1. Identify and analyze advantages and disadvantages of various social groups	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.
4: Produce Written Compositions with Coherence and Unity with minimal sentence grammar errors	2. Understand social justice through different social contexts	Writing allows understanding of the social justice issues through coherent unity of holistic understanding.

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA1: Effective Communication LA2: Civic Awareness/Multicultural Perspectives LA3: Critical Thinking LA4: Quantitative/Scientific Literacy	I	<p>Identifying and analyzing advantages and disadvantages requires information and scientific literacy to effectively communicate orally and in the written form of said social groups. Critically evaluating such advantages and disadvantage requires a degree of also understanding multicultural perspectives that engages one in civic duty to communicate social inequity after careful analysis.</p> <p>Said learning outcome also assists CMI's existing "Policy on <a href="#">Social Justice</a>, Diversity and Inclusion " initiated by the social justice task force while coupling it with <a href="#">ACCJC's social policy first read</a>, and of course RMI's national strategic plan specifically <a href="#">Pillar 1.3 entitled Social Justice</a> and inclusion.</p>
2	LA2: Civic Awareness/Multicultural Perspectives LA3: Critical Thinking LA4: Quantitative/Scientific Literacy	I	<p>Students learn about social injustice through different context by understanding social class and cultural class. Critically thinking about these advantages afforded through institutionalized socialized mechanisms allows one to understand the various disadvantages of various social groups on a case by case basis when weighing out the quantitative and qualitative evidence at play.</p> <p>Said learning outcome also assists CMI's existing "Policy on <a href="#">Social Justice</a>, Diversity and Inclusion " initiated by the social justice task force while coupling it with <a href="#">ACCJC's social policy first read</a>, and of course RMI's national strategic plan specifically <a href="#">Pillar 1.3 entitled Social Justice</a> and inclusion.</p>
3	LA1: Effective Communication LA2: Civic Awareness/Multicultural Perspectives LA3: Critical Thinking LA5: Creative Process LA6: Independence	I	<p>Practicing what one preaches through effective communication to engage in civic duty is necessary to understand multicultural perspectives at play when spearheading social justice concerns when communicating them to others. It also enhances students' understanding of various marginalized groups across cultural, religious, political, and other social spheres within local, national, regional, and global contexts.</p> <p>Said learning outcome also assists CMI's existing "Policy on <a href="#">Social Justice</a>, Diversity and Inclusion " initiated by the social justice task force while coupling it with <a href="#">ACCJC's social policy first read</a>, and of course RMI's national strategic plan specifically <a href="#">Pillar 1.3 entitled Social Justice</a> and inclusion.</p>

4	LA1: Effective Communication LA2: Civic Awareness/Multicultural Perspectives LA3: Critical Thinking LA4: Quantitative/Scientific Literacy	I	<p>Students will learn about how advantages and disadvantages can occur through “structural violence” and the importance of communicating said violence to better reach social equity for all parties concerned and affected parties. Information literacy provides a basic understanding of social and cultural norms coupled by institutionalized poverty where it is supported by research of the qualitative and quantitative nature which can provide the necessary tools to effectively communicate change in policy through lobbying with the immediate human resource base.</p> <p>Said learning outcome also assists CMI's existing "Policy on <a href="#">Social Justice</a>, Diversity and Inclusion " initiated by the social justice task force while coupling it with <a href="#">ACCJC's social policy first read</a>, and of course RMI's national strategic plan specifically <a href="#">Pillar 1.3 entitled Social Justice</a> and inclusion.</p>
5	LA2: Civic Awareness/Multicultural Perspectives LA3: Critical Thinking LA4: Quantitative/Scientific Literacy	I	<p>Information literacy is essential and comprehending the various studies, viewpoints, and performance gaps of cultural, religious, and social institutions improves a students critical thinking to achieve true research literacy.</p> <p>Said learning outcome also assists CMI's existing "Policy on <a href="#">Social Justice</a>, Diversity and Inclusion " initiated by the social justice task force while coupling it with <a href="#">ACCJC's social policy first read</a>, and of course RMI's national strategic plan specifically <a href="#">Pillar 1.3 entitled Social Justice</a> and inclusion.</p>
6	LA5: Creative Process LA6: Independence	I	<p>Enacting out a unique action plan to achieve change within an identified social issue one cares about allows students to practice learning in a creative manner and independently achieve the outcomes necessary to achieve social justice.</p> <p>Said learning outcome also assists CMI's existing "Policy on <a href="#">Social Justice</a>, Diversity and Inclusion " initiated by the social justice task force while coupling it with <a href="#">ACCJC's social policy first read</a>, and of course RMI's national strategic plan specifically <a href="#">Pillar 1.3 entitled Social Justice</a> and inclusion.</p>

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

1. What is Social Justice?
2. How do Social Workers and Activism contribute to Social Justice?
3. Social Class and Poverty
4. Institutionalized Poverty and Structural Violence
5. Minority Rights
6. LGBTQI2S+
7. Indigenous Rights, Nuclear Colonialism, and Environmental Racism
8. Race and Institutionalized Racism
9. Anti-Semitism and Religious Intolerance
10. Civil Rights, Constitutional Rights and Human Rights
11. Cultural Pluralism, Nationalism, and Ethnocentrism

**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 texts: [Margot Rawsthorne](#), [Emma Tseris](#), [Amanda Howard](#), [Mareese Terare](#), [Alankaar Sharma](#). Social Research for Social Justice: An Introduction for Social Work and Human Services . Routledge. ISBN 9781032153650

1. Equipment/Facilities: Computer lab/Software like Moodle
2. Materials and Supplies: Whiteboard Rulers/Math Manipulatives

### **Connection to 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*

RMI's national strategic plan specifically [Pillar 1.3 entitled Social Justice](#) and inclusion.

### **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.

### **Narrative Justification**

As part of CMI's effort to serve the needs of the nation, a Social Justice course is necessary to uphold the upcoming MOU between University of Hawaii-Manoa and the College of the Marshall Islands to start a Social Work program here. Social Work is a vital component of Social Justice. This MOU is currently in the works and is spearheaded by interim President Dr. Elizabeth Switaj as the Social Justice Policy's main responsible officer alongside Dean of Academic Affairs Va Savu to be signed in September of this year. This would allow greater opportunities for our students and helps fulfill the needs of society. It will help implement CMI's existing "Policy on [Social Justice](#), Diversity and Inclusion " initiated by the social justice task force when coupling it with [ACCJC's social policy first read](#), and of course RMI's national strategic plan specifically [Pillar 1.3 entitled Social Justice](#) and inclusion.

Given the many societal needs of RMI that press the need for social workers, this course will be a primary step in giving the necessary qualifications for our students when aligned with the upcoming MOU to be enacted by CMI's President as the primary focal point of CMI's Social Justice policy mentioned above.

Justice is a concept of equity. Social justice is equity that manifests in society through change transforming unfair structures, unjust institutions, and inequitable relationships in the process. Social Justice is a human



right and this includes equitable access to the highest echelons of leadership, fair access to healthcare, equal employment opportunities, equal access to housing, equal educational attainment and rectifying many other areas of society where the flow of resources are imbalanced. This course helps students learn what social justice means in different contexts and how it can be advanced and attained through various mediums including but not limited to innovation, forward thinking, reformation, and tolerance and empathy for the underprivileged.

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 outlets 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 and helps with ISLO #5 when considering the mental therapy achieved when satisfying general inquiries on the world wide web.

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.