CMI COURSE CURRICULUM
COURSE ACTION

Course Title: <u>World History I</u>   **Alpha Number:** <u>HIS201</u>   **CIP No.** <u>54.0101</u>

Type of Action:
_____New Course (attach narrative justification for course creation)

__x___ 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
        _____x___Change to SLOs
        _____x_Other: Wording of SLOs and Option for Hybrid
__x_____Non-substantive Revision
        Select all that apply:
        _____Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
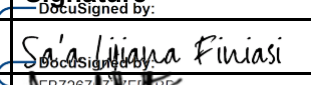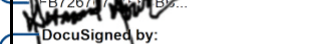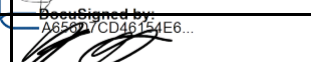   _____Edit to course description that does not alter the substance of the course
        _____Change to recommended texts
        _____x__Other: Change in number of contact hours from 48 to 45.

_____ 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	*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

CIP No.54.0101 **CMI COURSE OUTLINE**

      Version No. 003

HIS201

Alpha Number

Previous Number:

Course Description:
                                        World History I

                                        Course Title

Explores the history of the world from the first humans and civilizations to the European Renaissance and Reformation of the 16th century. Learn ancient, medieval, and renaissance history of both the West and the East by studying civilizations across time and space covering every continent; for each civilization encountered, topics explored will include political, economic, religious, technological, and cultural history, along with an understanding of the daily lives of the people who lived in their respective time periods.

Course originally prepared by: Janet Hess and Dr. John Tuthill   September 2003

Most recent revision by: Desmond Doulatram   LA   May/2024

Course mode(s): __x__ Face to Face (including Zoom)   __x_ Hybrid   ___Distance Education

Credits calculated by: __x__ 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   __x_____
                    Credit Certification   _____
                    Developmental   _____
                    CTE/TVET   _____
                    ABE/Adult HS   _____

Distribution Area: Humanities   ____x_____
                       Social Sciences   ____x_____
                       Mathematics (Credit) _____
                       Science   _____

Prerequisite: C or better in ENG 111 & ENG 105

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

1. Reflect on the emergence of modern man and his progression through the stages of civilization up to the feudal empires, while also critically classifying the history of the Marshall Islands.
2. Demonstrate an understanding of the different historical primary sources and secondary sources and how to deal with them.
3. Independently research sources and to critically process the knowledge gained from them.
4. Present informed information on the colonial influences on historical science and the resulting problems for an actual world history.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
Demonstrate use of the writing process (ENG 111, SLO #1)	All SLOs 1-4	Students will demonstrate the use of the writing process to compare and contrast different civilizations across space and/or time, or to explain what daily life was like in one or more of the civilizations studied in class, or to examine the forces that created medieval Europe and its institutions.
Demonstrate public speaking skills individually and within group settings (ENG105, SLO #1) Write essays that have appropriate content, organization, and formatting (ENG 111, SLO #2) 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 (ENG 111, SLO #3) Produce essays that are relatively free of mechanical and technical errors (ENG 111, SLO #4)	All SLOs 1-4	Students will need to use basic library and research skills to write essays that have appropriate content, organization, and formatting, relatively free of mechanical and technical errors, and demonstrate public speaking skills to evaluate secondary and primary historical source materials to reach original conclusions about historical problems, questions or issues or to analyze the causes that bring about historical change and trends.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources. LA 01: Civic Awareness, Multicultural Perspectives: Demonstrate civic awareness and an understanding of multicultural perspectives. LA 03: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order to (a) solve problems and (b) to formulate reasoned and substantiated individual points of view. LA 04: Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres	I	Students will be able to explain the positions/arguments for one or more of the historical theories discussed in class effectively using terminologies through writing, oral presentations and technological resources to convey understanding of the theory of globalization and how this interdependence stemming from vital periods in history led to the present circumstances of the global international machinery at play.
2	L A 2: Civic awareness L A 3: Critical Thinking G E 2: Civic Awareness G E 3: Critical Thinking	I	Students will be able to explain the role primary and secondary sources of history through critical thinking to become civically aware of multicultural perspectives leading to present day practices.
3	GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources. GE 05: Quantitative Literacy: Demonstrate quantitative literacy. LA 02: Creative Process: Apply the Creative Process. LA 03: Critical Thinking: Evaluate, analyze, and	I	Students will be able to independently come up with conclusions and effectively communicate it by planning and processing a wide array of information from qualitative and quantitative historical studies detailing historical methods of application to critically think of historical insights.

	synthesize information from a variety of sources in order to (a) solve problems and (b) to formulate reasoned and substantiated individual points of view. LA 04: Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres. LA 05: Quantitative/Scientific Literacy: Demonstrate and use quantitative literacy and scientific method to analyze and solve problems.		
4	GE 03: Critical Thinking: Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view. LA 02: Creative Process: Apply the Creative Process. LA 03: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order to (a) solve problems and (b) to formulate reasoned and substantiated individual points of view. LA 04: Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.	I	Students will be able to synthesize all the information learned in the course to formulate their own approach to understanding how history is made, interpreted and most of all reinterpreted in light of existing priorities leading to conversations around contemporary problems and contemporary problem solving.

Course Content: Students in this course will be introduced to

1. Western Asia and Egypt (3500 – 500 B.C.)

1. Ancient Israel (1400 – 586 B.C.)
2. India and China (3000 B.C. – A.D. 500)
3. Ancient Greece (1900 – 133 B.C.)
4. Rome and the Rise of Christianity (600 B.C. – A.D. 500)
5. The World of Islam (600 – 1500)
6. Early African Civilizations (2000 B.C. – A.D. 1500)
7. The Asian World (400 – 1500)
8. Emerging Europe and the Byzantine Empire (400 – 1300)
9. Europe in the Middle Ages (1000 – 1500)
10. The Americas (400 – 1500)
11. Renaissance and Reformation (1350 – 1600)

Higher Order Thinking Skills: Student in this course will experience:

__x___ Analyzing the basic elements of an idea, experience, or theory
__x___ Making judgments about the value or soundness of information, argument, or method
____x__ Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction
__x___ Demonstration
__x___ Lecture
__x___ Small group discussion
__x___ Class discussion
__x___ Audio-Visual Aids
_____ Laboratory
_____ Supervised Practice
___X___ Field Trips
__x___ Other:

Recommended Assessment Tool Type(s):
_____ Case Study
_____ Critique of Performance
__x___ Exam/Quiz In-Course
_____ Exam/Quiz Standardized (attach narrative describing development and validation process)
_____ Focus Group
__x___ Group Project
__x___ Individual Project
___X___ Portfolio Review
____X__ Presentation
_____ Simulation
____X__ Skill Performance
____X__ Supervisor Evaluation
_____ Survey
__x___ Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

____x__ Direct instruction through:
        ____x_ Live video lectures
        _____ Live audio-only lectures
        ____x_ Live text chats
__x____ Assessing or providing feedback on a student's coursework

_____x_ Providing information or responding to questions about the content of a course or competency through:

     ___x__ Live video discussions
     _____ Live audio-only discussions
     ___x__ Live text chats
     ___x__ Asynchronous message boards or text chats

___x___ Facilitating a group discussion regarding the content of a course or competency through:

     __x___ Live video discussions
     _____ Live audio-only discussions
     ___x__ Live text chats
     ___x__ Asynchronous message boards or text chats
     ___ x__ 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:

1.   Recommended texts:
. Spielvogel, Jackson J. *Glencoe World History.* Columbus, McGraw-Hill Education, 2005. ISBN 0-07-860702-7

0.   Equipment/Facilities:
.   Audio-visual equipment
0.   Materials and Supplies:
.   Map of the world

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:

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 serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens.

World History I serves the College of the Marshall Islands by giving students the foundation of historical theories and research skills necessary to serve the Marshall Islands, the wider Micronesia, or outside of the Pacific, as educated and responsible citizens.

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 College Mission:

The Liberal Arts Department, through the faculty, using current and effective teaching pedagogy, work closely with students to build their knowledge, awareness and critical thinking skills to better understand the world they live in, especially of their communities. Students also learn to improve their skills to clearly and confidently convey this knowledge, whether oral or written and supported by research, to their audience to bring about positive changes in a society.

World History I serves the Liberal Arts Department by enabling students to better understand the world that they live in and the forces of change that have shaped their history. Students will then be empowered by this knowledge so that they, too, can be a positive force of change in their own communities.

Justification Rationale

The previous SLOs were too broad and focused too much on nation building on the concept of nationhood rather than history and holistic grasp of this social science discipline. If the course is to truly be a history course, then it must also include a history component in the SLOs that allows students to understand periods of history and then apply social scientist methods to analyze the concepts of nationhood by applying research literacy through historic insight. It was also very eurocentric and lacked the inclusive factor to make it a true world history where the East and West are equally present in early civilizations alongside ancient indigenous tribes other than Egypt and Mesopotamia. Written history often focuses too much on hegemonic ideologies, worldviews and narratives that forgoes a multi perspective approach. It is important that the new SLOs take into consideration the multiplicities of historical narratives ensuring teachers and instructors include supplementary materials to guarantee cultural diversity, diverse perspectives amongst and within communities and an appropriate ratio of local, national, regional, and international histories.

"Historical narratives are important elements of cultural heritage. They play a decisive role in collective identity, with people striving to retrieve, validate, make known and have acknowledged by others their own history, on the one hand, and contesting interpretations, on the other."
UN Special Rapporteur.

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.