

**CMI COURSE CURRICULUM  
COURSE ACTION**

**Course Title:** Issues in Pacific Studies **Alpha Number:** PI122 **CIP No.** 23.1001

**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


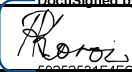

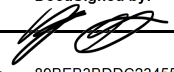
Select all that apply:

- 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 reinstatement, 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
<b>Department Co-Chair</b>	Ana Bulavakarua		11/10/22
<b>Curriculum Committee Chair</b>	Rosie Koro	 <small>DocuSigned by: 50252531F4FC4A3...</small>	11/10/2022
<b>Dean</b>	Vasemaca Savu	 <small>DocuSigned by:</small>	11/10/2022
<b>VPASA</b>	Dr Elizabeth Switaj	 <small>DocuSigned by: 89BEB3BDDC23455...</small>	11/10/2022



**CMI COURSE OUTLINE****CIP No.** 23.1001**Version No.** 4P1122Issues in Pacific Studies**Alpha Number****Course Title**

**Course Description:** Provides a comparative study of newly independent Pacific nations facing the challenges of socio-economic and political development and of globalization. It describes contemporary challenges in Pacific Island(s) settings in the post-colonial age. It will highlight challenges of political and economic independence as well as confront contemporary issues pertinent to the Pacific region and its unique circumstances. This course will concentrate mainly on the Oceanic region, which includes the sub-regions of Micronesia, Melanesia, and Polynesia.

**Course originally prepared by:** LA Department 2009

**Most recent revision by:** Desmond Doulatram LA Department February 2022

**Course mode(s):**  Face to Face (including Zoom)  Hybrid

**Credits calculated by:**  Credit Hour  Clock Hour  N/A

**Contact Hours:** 48.

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	48	3	

**Purpose(s) of Course:** Degree Requirement \_\_\_\_\_  
Degree Elective LA  
General Education LA  
Credit Certification MSS  
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 transference of governance from colonial dominance to independence in the Pacific region to examine how the cycle of governance has happened over the past century in the Pacific island region.
2. Evaluate the ability of the Pacific region to attain sustainable economic development
3. Describe rapid cultural change and globalization in the Pacific region
4. Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates
5. Compare the role of regionalism versus nationalism
6. Evaluate Primary and Secondary sources pertaining to the Pacific Region

### SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
<ol style="list-style-type: none"> <li>1. Apply Critical Reading Strategies,</li> <li>2. Produce effective annotations, notes, and graphic organizers on academic texts,</li> <li>3. Implement writing process independently</li> <li>4. Produce Written Compositions with Coherence and Unity with minimal sentence grammar errors</li> </ol>	<ol style="list-style-type: none"> <li>1. All PI122 SLOs (1-6)</li> </ol>	<p>Oftentimes, a certain level of English is necessary to comprehend. Students are lucky if the instructor is Bilingual and can convey but even then, it will be difficult if they don't have the prerequisite English/Marshallese speaking and comprehension level. And this is a bigger problem for non- Marshallese speaking instructors. <i>"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."</i> — Northrop Frye, <i>The Educated Imagination</i> 149.</p>
<ol style="list-style-type: none"> <li>2. ENG 105 1: Understand and Use fundamental concepts of communication, 2: Demonstrate Public Speaking Skills, 3: Use Different Elements of Speech Process, 4: Analyze Oral Presentations</li> </ol>	<ol style="list-style-type: none"> <li>3. All PI122 SLOs (1-6)</li> </ol>	<p>Fear of Public speaking needs to be alleviated. Hence, it is important that they do ENG105 before entering my class but I often make exceptions as students are still able to present without taking ENG105 or ENG97 for that matter.</p>

### Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	<p>LA 1: Civic Awareness &amp; Multicultural Perspectives LA 3: Critical Thinking</p> <p>GE 1: Effective Communication GE 2: Civic Awareness</p>	I	<p>Analyzing different colonial periods specific to Pacific Island nations and territories to understand political economy demonstrates critical thinking where students become aware of existing issues and creatively come up with solutions. It also allows greater awareness to better communicate the current situation providing greater incentive for Civic Awareness given how students are situated as Compact of Free Association residents in the RMI.</p>

	GE 3: Critical Thinking		This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically the social and cultural pillar.
2	<p>LA 1: Civic Awareness &amp; Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking</p> <p>GE 1: Effective Communication GE 2: Civic Awareness</p> <p>GE 3: Critical Thinking</p>	I	<p>Evaluating the ability of the Pacific Island Nations and territories to attain Sustainable Development requires critical thinking wherein a student evaluates its ability for economic self-sufficiency given current political status (level of self government) and political economic dependencies. It allows students to come up with solutions through information analysis to better communicate it through their existing art of expression whether that be in the <i>Marshallese Language Arts</i> (Bwebwenato/JiTDam Kapeel) or the English Language Arts (e.g. Poetry/Writing/Public Speaking).</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 2, 3, and 4.</p>
3	<p>LA 1: Civic Awareness &amp; Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking</p> <p>GE 1: Effective Communication GE 2: Civic Awareness</p> <p>GE 3: Critical Thinking</p>	I	<p>Analyzing the cultural change in Pacific Island nations and territories allows students to think critically about the current situation so as to come up with solutions to better communicate issues in play when considering the negative side of globalization.</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically the social and cultural pillar.</p>
4	<p>LA 1: Civic Awareness &amp; Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness</p> <p>GE 3: Critical Thinking</p>	I	<p>Understanding the political status of nations and their associated economic dependencies allows students to think critically to analyze current economic state of Pacific Island nations and territories which in turn allows them to better communicate them through their art forms whether that be MLA or English. In other words, students will basically learn that you can't develop a political entity (e.g. government) alone without any economic base because you will have no ground to stand on.</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 2, 3, and 4.</p>

5	<p>LA 1: Civic Awareness &amp; Multicultural Perspectives          LA 2: Creative Process          LA 3: Critical Thinking          GE 1: Effective Communication          GE 2: Civic Awareness</p> <p>GE 3: Critical Thinking</p>	I	<p>Comparing the role of regionalism and nationalism allows students to think critically about the role of regionalism and the limits of national efforts to better analyze Pacific Islands Nations' and Territories' limitations and marginalizations. It thus promotes civic awareness through greater consciousness of a nation's role in a region when acting independently or as a subregion (e.g. Micronesia) or region (e.g. Pacific). Knowing this gives students a better grasp of the situation to elaborate their reality through the arts (e.g. MLA or English) when understanding bilateral and multilateral relationships.</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 2.1.3, 2.2.3, 5.5.</p>
6	<p>LA 1: Civic Awareness &amp; Multicultural Perspectives          LA 2: Creative Process          LA 3: Critical Thinking          LA 5: Quantitative and Qualitative Literacy</p> <p>GE 1: Effective Communication          GE 2: Civic Awareness</p> <p>GE 3: Critical Thinking</p>	I	<p>Evaluating primary sources and secondary sources is information analysis at its finest where students display critical thinking while practicing "textual analysis". They are then able to express their views and elaborate them through the Marshallese Language Arts (<i>Bwebwenato/Oral Traditions</i>) and English. Relevant and contextualized documents also give students greater awareness of their place in the Pacific and their role in it being residents and intellectual global citizens.</p> <p>This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1.2</p>

### Course Content:

Students in this course will be introduced to

1. Post colonial Pacific region
  - a. Population b. Health transitions c. Demographics d. Social change
2. Challenges of political and economic independence as it relates to the issue of Sustainable Development
  - a. Blue Economy b. Land Economy c. Environmental Sustainability d. Education for Sustainable Development/Livelihood e. Climate Change
3. Contemporary issues confronting the region
  - a. Geopolitics b. Nuclear Justice c. Militarism d. Globalization e. Gender Inequity
  - f. Social Stratification g. Corruption/Nepotism
4. Lingering Impacts of Colonization including but not limited to nuclear colonialism and educational colonialism
  - a. Diaspora b. Brain Drain/Urban Drift c. Labor Mobility d. Cultural Loss e. Health Impacts

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Feedback and peer critiques

**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

**Equipment and Materials:**

Recommended Text

Kabutaulaka, Tarcisius, Jacki Leota-Ete, Kealalōkahi Losch, Fleur Enchante Palmer, Damon Salesa, Hiagi Wesley, Terence Wesley-Smith, and Sarah Wongking. 2017 *Health and Environment in the Pacific*. Volume 3 of Teaching Oceania Series, edited by Monica C. LaBriola. Honolulu: Center for Pacific Islands Studies, University of Hawai'i–Mānoa. <https://scholarspace.manoa.hawaii.edu/handle/10125/46004>

Other Open Education Resources with Questionnaire Guide:

[https://docs.google.com/document/d/1Giladxpyp0Pg0BHdb\\_U7wAlwUwdTgK9k/edit?usp=sharing&oid=116058295816982232791&rtpof=true&sd=true](https://docs.google.com/document/d/1Giladxpyp0Pg0BHdb_U7wAlwUwdTgK9k/edit?usp=sharing&oid=116058295816982232791&rtpof=true&sd=true)

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 course helps students develop cultural competence to understand the various cultures across Oceania while relating it to their own circumstances as Marshallese Islanders, Micronesians, and/or residents of the Pacific region. Pacific Studies, as cited by experts in the field, is "an international, interdisciplinary, cross-cultural field of study" that provides students with intellectual resources and relevant research specific to the Pacific Region where the Marshall Islands is situated.

**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 cultural competence to understand the various cultures across Oceania all while relating it to their own circumstances as Marshallese Islanders, Micronesians, or/and residents here. The Liberal Arts program is "designed to integrate an interdisciplinary core of studies with specialization of courses." Hence why *Issues in Pacific Studies* (PI122) was specifically engineered to be "an international, interdisciplinary, cross-cultural field of study" that helps prepare students for transfer and other future educational opportunities through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.