CMI COURSE CURRICULUM
COURSE ACTION

Course Title: <u>Politics of Development</u>   **Alpha Number: POL 290**   **CIP No.** 45.1001

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:

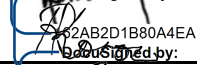_____Non-substantive Revision
       Select all that apply:
       _____Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
       _____Edit to course description that does not alter the substance of the course
       _____Change to recommended texts
       _____Other

____X____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 Co-Chair	Desmond Doulatram	*DocuSigned by:*	3/21/2023
Curriculum Committee Chair	Rosie Koroi	*DocuSigned by:* 7452AB2D1B80A4EA...	3/21/2023
Dean	Vasemaca Savu for Dean AA Vasemaca Savu	*DocuSigned by:* 59250C81F4EC4A3...	3/21/2023
VPASA	Dr Elizabeth Switaj	*DocuSigned by:* 89BEB3BDDC23455...	3/21/2023

CMI COURSE OUTLINE

CIP No. 45.1001   **Version No.** __2

POL 290   Politics of Development
Alpha Number   **Course Title**

Course Description: An introduction to the origins, purposes, and prospects of global and regional development. Examines issues of political, social, and economic development as well as the effects of western development agendas on the non-western world. It is recommended that students take POL 101 before taking this course.

Course originally prepared by: David Kupferman, LA Department   October 2009

Most recent revision by: Desmond Doulatram   LA Department   March 2023

Course mode(s): __X__ Face to Face (including Zoom) ____ Hybrid

Credits calculated by: __X__ 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			
Total	48	3	

Purpose(s) of Course: Degree Requirement _____
                          Degree Elective   ____LA_____
                          General Education   __X_____
                          Credit Certification   _____
                          Developmental   _____
 CTE/TVET   _____
 ABE/Adult HS   _____

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

Prerequisite: ENG 111, ENG 105 C or better

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

1. Use critical thinking to examine the agendas and influences of western definitions of development globally as well as regionally since 1949
2. Analyze primary and secondary sources about fundamental political, social, and economic problems, questions, or issues related to development
3. Present original conclusions from appropriate historical and contemporary policy sources

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 105 3 Analyze other's oral presentations ENG 111 2. Write essays that have appropriate content, organization, and formatting	1. Use critical thinking to examine the agendas and influences of western definitions of development globally as well as regionally since 1949	Understanding the dominant paradigm of Development or Globalization from the top provides learners a working ground to provide a critical alternative or model that feeds into their emotional, mental, and critical growth via multicultural perspectives. The Global North or rather Industrialized or so called "developed" nations have often assumed leadership in the modernization of their economies and the formation of a new world economic order in which the Global South or what the Global North calls "developing" countries have sought to attain through similar economic "growth" and "progress". It is essential that students understand the differences in their underlying assumptions and the dominant and relevant policies or strategies between the dominant "globalization from above"/ corporate-led globalization paradigm and the critical paradigm of "development" and "globalization" which is more inclusive of contextualized approaches to equitable human development.
ENG 105 4. Use and orally cite sources in speeches ENG 111 3 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	2. Analyze primary and secondary sources about fundamental political, social, and economic problems, questions, or issues related to development	Information literacy is essential. Synthesizing information to make sound judgment will instill the proper skill sets to quantify and qualify information. Quantitative and Qualitative reasoning skills are promoted through information analysis to allow students to make innovative, informed, and

		responsible decisions based on primary and secondary sourced evidence.
ENG 111 4. Produce essays that are relatively free of mechanical and technical errors	3. Present original conclusions from appropriate historical and contemporary policy sources	Independent free thinking is a necessary component of an adept student. Making original conclusions using appropriate historical and contemporary policy sources will help students plan projects and complete them independently.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA 1: Civic Awareness & Multicultural Perspectives LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I/P	The dominant paradigm or globalization from the top needs a critical alternative paradigm that takes into consideration the views of the Global South instead of just conforming to the imposed views of the Global North which preaches a globalization from above"/ corporate-led globalization paradigm. Critical thinking through multicultural perspectives must be effectively communicated to understand the critical paradigm of "development" and "globalization". The dominant paradigm of globalization and development tends to lean towards a Social Darwinism way of thinking where "high culture" is associated with the term developed which is associated with the Global North mostly European and Western nations while "low culture" is often associated with Small Island Developing States (SIDS) like the Republic of the Marshall Islands (RMI). At the outset for the sake of Global Justice and Equity, It can be argued that although RMI is classified as a SIDS, it is better to use the term Global South because of the negative connotations of the *"Developing" & "Developed"* labels which implies that citizens of advanced industrialized nations are more "developed" human beings compared to people in less industrialized countries" as Dr. Toh Swee-Hin cleverly re-revealed again because it belittles places and people like the Marshall Islands and Marshallese placing them as inferior culturally, spiritually and less wise because of this "low culture" label without actually looking at the

			structural violence this way of thinking promotes and has been promoting.
			By critically evaluating the way development and developed are viewed and constructed, students come up with critical alternatives via independent thinking through critical thinking to showcase understanding of the politics of development .
			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 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I/P	Information literacy is essential. Synthesizing information to make sound judgment will instill the proper skill sets to quantify and qualify information. Quantitative and Qualitative reasoning skills are promoted through information analysis to allow students to make innovative, informed, and responsible decisions based on primary and secondary sourced evidence where they are able to effectively communicate them. 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.
3	LA 1: Civic Awareness & Multicultural Perspectives LA 2: Creative Process LA 3: Critical Thinking GE 1: Effective Communication GE 2: Civic Awareness GE 3: Critical Thinking	I/P	Independent free thinking through critical thinking is a necessary component of an adept student. Making original conclusions using appropriate primary and secondary historical sources to understand multicultural perspectives of development in local national, regional, and global contexts encourages the creative process and will help students plan projects and complete them independently using evidence-based approaches where they are able to effectively communicate them. 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.

Course Content:

Students in this course will be introduced to: reasons for, effects of, and prospects for alternatives to, political, social, and economic development agendas with a special regional emphasis.

1. Political origins of "development"
2. Neo-liberal economic theory and practice
3. Exportation of democracy and "good governance"
4. Social "development" in context
   i. Health
   ii. Schooling
5. Regional political status
   i. Independent states
   ii. Freely Associated States
   iii. Territories
6. Non-western definitions of and alternatives to "development"

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: Feedback and peer critiques

Recommended Assessment Tool Type(s):
_____Case Study
__X____Critique of Performance
___X___Exam/Quiz In-Course
_____Exam/Quiz Standardized (attach narrative describing development and validation process)
_____Focus Group
_____Group Project
__X____Individual Project
___X___Observation
__X____Portfolio Review
__X___Presentation
_____Simulation
_____Skill Performance
_X_____Supervisor Evaluation
_____Survey
__X___Written Assignment

Equipment and Materials:

Recommended Text: Recommended readings

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:

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 both serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens. This course specifically will help students develop political competence to understand the various state and government structures across Oceania while relating it to their own circumstances as Marshallese Islanders, Micronesians, and/or residents of the Pacific region.

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 political competence to understand the various political structures across Oceania. The Liberal Arts program is "designed to integrate an interdisciplinary core of studies with specialization of courses", and this course will help prepare students for transfer and other future educational opportunities through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.