CMI COURSE CURRICULUM
COURSE ACTION

Course Title: Introduction to Sociology **Alpha Number:** SOC130   **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:
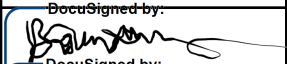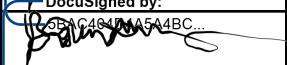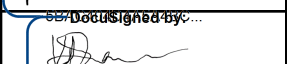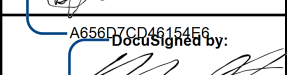
__X___ Non-substantive Revision
   Select all that apply:
   _____ Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
   ___X___ Edit to course description that does not alter the substance of the course
   ___X___ Change to recommended texts
   _____ Other

_____ 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	Oyinade Ogunmokun	*DocuSigned by:* [signature]	1/28/2022
Curriculum Committee Chair	Oyinade Ogunmokun	*DocuSigned by:* [signature] 5BAC4841AA5A4BC...	1/28/2022
Dean	Vasemaca Savu	*DocuSigned by:* [signature] A656D7CD46154E6...	2/10/2022
VPASA	Dr Elizabeth Switaj	*DocuSigned by:* [signature] 89BEB3BDDC23455...	11/7/2022

CMI COURSE OUTLINE

CIP No. 23.1001   **Version No. __7___**

SOC130   Introduction to Sociology
Alpha Number   **Course Title**

Course Description: Introduce basic sociological theories, concepts, and contributions to the modern field of sociology and prepare students to utilize these concepts to show how culture relates to the world as a whole and to the individual citizen. Using scientific methods, sociology explores the relationships between individuals, social groups, institutions, and cultures. This class teaches the core theories of sociology and how they apply to life in the Marshall Islands and around the world. Students will examine interconnectedness of human experience and the vast diversity of cultural construction and expression.

Course originally prepared by: LA Department   2003

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

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   _____LA, BUS_____ __
                          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. Examine the historical context of various social issues to provide reasons for the study of

sociology
2. Identify the most critical issues in present-day society and demonstrate its critical aspects in sociology.
3. Apply various social study methods, including Quantitative/Qualitative/Mixed Method research to explain society and key social issues in present-day society
4. Analyze results and information to propose solutions to social problems.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1. ENG 097 1: Apply Critical Reading Strategies, 2: Produce effective annotations, notes, and graphic organizers on academic texts, 3: Implement writing process independently, 4: Produce Written Compositions with Coherence and Unity with minimal sentence grammar errors	2. All SOC140 SLOs (1-4)	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, The Educated Imagination 149.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link

| 1 | LA 2: Civic awareness, GE 1: Effective Communication GE 2: Civic Awareness

GE 3: Critical Thinking | I | Sociological content and studies helps students think critically, analyze information and communicate with them better. This in turns helps them come up with solutions to contemporary social issues and helps them communicate it more fluently using sociological theories and terminologies. Furthermore, it helps students understand the sociological landscape of their home countries particularly the Marshall Islands to help them communicate and translate it in layman's term via the *Marshallese Language Arts* whether it be through **Bwebwenato/JiTDam** *or the English Language Arts*. It also helps them play a bigger part in constructing their society as members of their respective communities being residents of the Marshall Islands and helps them see their place in that world.

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 2: Civic awareness LA 3: Critical Thinking GE 2: Civic Awareness GE 3: Critical Thinking | I | By identifying the most critical issues in present-day society and demonstrating its critical aspects in sociology, students are able to demonstrate critical thinking and information analysis. Furthermore, through written and oral delivery of these identification, students are able to communicate the issues more fluently using key sociological studies and terminologies thereby helping them translate it and absorb it into their existing Marshallese Word Bank to describe their contemporary context through two operating languages being *Marshallese Language Arts* and English. This also helps with a sense of Civic Awareness because a lot of Pacific students, Marshallese |

			students in particular, are known to talk story (**Bwebwenato**) about everyday realities even amongst their families so the conversations that take place in the classroom is not limited to a confined space. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.
3	LA 3: Critical Thinking LA 5: Creative Process GE 3: Critical Thinking GE 6: Creative Awareness	I	Applying social study research methods allows students to think critically and analyze information such as quantitative and qualitative studies to explain contemporary social issues in their societies and others (e.g. different societies described in text). This then gives them better research literacy to communicate present day issues when reinforcing it with existing qualitative and quantitative research known to them. This also allows them the ability to explain in layman terms via the *Marshallese Language Arts* (MLA) to their respective social networks. By learning more about Sociology, students are able to increase their word bank and increase their ability to translate it to non-English speakers. This is Civic duty at its best in my humble opinion. This goes in line with aligning course with RMI's National Strategic Plan 2020-2030 specifically pillar 1, the social and cultural pillar.
4	LA 4: Quantitative/Scientific Literacy LA 3: Critical Thinking GE 4: Problem Solving GE 3: Critical Thinking	I	Coming up with solutions by analyzing information through critical thinking gives students a chance to know how to communicate these solutions for identified social problems through the act of practice. They not only increase their knowledge base and their English vocabulary, but they are

			then able to communicate better using two languages (e.g. English and *Marshallese Language Arts*). Something as simple as translating English texts, particularly key Sociological studies pertaining to the existing global system within Marshall Islands, demonstrate a students' Civic Awareness because they are literally educating their own society in the process especially when conversing (**Bwebwenato**) with Marshallese who are not that fluent 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.

Course Content: In this course, students will be introduced to:

1. Sociological Perspectives and Aspects
2. Social Change Theory
3. History of Sociology
4. Methods of Sociology (Quantitative/Qualitative/Mixed Method)
5. Society and Culture
6. Social Institutions and Stratification.
7. Religion and Social Class System
8. Race/Gender/Ethnicity
9. Political Economy and Power
10. Capitalism and Neoliberalism
11. Critical Viewpoints (Poststructuralism, Postmodernism, and Feminism)

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:

1. Recommended texts: Henry L. Tischler, *Introduction to Sociology, 10th edition*, Belmont, CA: Wadsworth, 2011. ISBN-13: 978-0495804406
2. Equipment/Facilities: LCD projector, white board, Internet, Moodle online learning platform.
3. Materials and Supplies: Lectern, timing device, poster board, flash drives.

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:

Introduction to Sociology helps students better communicate the research by introducing them to the basics of Sociology as a field of study and the terminologies and research that come with it. It helps them better explain the Marshall Islands as residents here and equips them with the necessary tools to navigate Contemporary Social Issues. It basically helps them to better communicate present day issues they see and how their culturally sanctioned reality plays into it by learning to use research methodologies to understand the dominant culture (e.g. West) and their own (e.g. Marshallese).

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:

SOC130 attempts to equip students with the necessary critical thinking skills through information analysis of sociological theories and studies. This helps students become more aware of their place in the world and how they are situated in life within their own society's cultural context(s). It assists students by providing them with the necessary intellectual tools/resources to promote problem solving thus becoming active communicating agents of change. They will thus have a better ability to communicate issues in both their native tongue (*Marshallese Language Arts*) and in the language of the dominant culture (e.g. English).