

ETHN 126: ANTI-ASIAN VIOLENCE

In Workflow

1. ETHN Committee Chair (clarence.george@csus.edu)
2. ETHN Chair (baker@csus.edu)
3. SSIS College Committee Chair (lo@csus.edu; mummawh@skymail.csus.edu)
4. SSIS Dean (wickelgr@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (julian.fulton@csus.edu)
8. Dean of Undergraduate and Graduate (Dean of Undergraduate and Graduate@csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (k.mcfarland@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. 2026-03-19T21:07:23Z
Clarence George Iii (clarence.george): Approved for ETHN Committee Chair
2. 2026-03-24T20:23:55Z
Brian Baker (baker): Approved for ETHN Chair
3. 2026-04-20T15:59:05Z
Bao Lo (lo): Approved for SSIS College Committee Chair
4. 2026-04-20T21:34:44Z
Emily Wickelgren (wickelgr): Approved for SSIS Dean

New Course Proposal

Date Submitted: 2026-03-02T20:40:06Z

Viewing: ETHN 126 : Anti-Asian Violence

Last edit: 2026-08-28T20:52:40Z

Changes proposed by: Bao Lo (102091858)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Bao Lo	lo@csus.edu	(916) 278-6646

Catalog Title:

Anti-Asian Violence

Class Schedule Title:

Anti-Asian Violence

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Ethnic Studies; African Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2027 (2026/2027 Catalog)

Subject Area: (prefix)

ETHN - Ethnic Studies

Catalog Number: (course number)

126

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The new course incorporates current topics and trends in the discipline of Asian American Studies. Additionally, this course diversifies and adds to the curriculum for the Asian American Studies Program. Currently, there are no courses on Anti-Asian violence at Sacramento State. Given the rise of anti-Asian sentiment and violence during Covid-19, the course provides students with a critical understanding and analysis of anti-Asian violence through the lens and theoretical frameworks of Asian American Studies. This course is severely needed and urgent as the rise of violence in our communities will continue and escalate further given the ongoing racial divides and climate of our country.

The course is also being prepared for GE Area 4 and the Race and Ethnicity requirement. This course is essential in prevention efforts to educate our students and campus community about the histories and experiences of Asian Americans and Pacific Islanders to challenge and address anti-Asian violence. Students will critically examine mainstream narratives that reduce anti-Asian violence as "hate" and carceral solutions that do not effectively address the problem. The course centers the most marginalized voices and experiences that are often overlooked by mainstream narratives.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Examines the historical and contemporary formations of anti-Asian violence. Students will critically analyze anti-Asian violence as structural violence to move beyond mainstream narratives of "hate" and the interpersonal. This course centers abolitionist and decolonial feminisms to challenge mainstream narratives that isolate violence to conversations of racism alone and calls for the abolition of the carceral system that is historically and inherently responsible for violence against Black, Indigenous, people of color (BIPOC) communities and women.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Explain anti-Asian violence beyond hate and the interpersonal.	In-class Assignments Case Study Analysis Community Action Plan Final Project
2	Analyze the historical and contemporary formations of anti-Asian violence through theoretical concepts and application.	In-class Assignments Case Study Analysis Final Project
3	Examine community needs, resources, and contributions in relation to anti-Asian violence.	In-class Assignments Community Resources Evaluation Community Action Plan Final Project
4	Evaluate strategies for collective resistance and healing to address anti-Asian violence.	In-class Assignments Community Action Plan Final Project

Attach a list of the required/recommended course readings and activities:

ETHN 126_ Anti-Asian Violence.pdf

For whom is this course being developed?

Majors in the Dept
Majors of other Depts
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Minor in Asian American Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

4. Social and Behavioral Sciences
Race and Ethnicity in American Society (Pertains to GE Areas 3A, 3B, and 4 only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ETHN 126_ Anti-Asian Violence.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 4: Social and Behavioral Sciences

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.

The in-class assignments, community resources evaluation, case study analysis, community action plan, and final project will assess for student learning and the objectives of Area 4.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The Department provides each instructor with the template syllabus. Each semester, the syllabus for each section of the course are collected by the Department. The Program Directors will review and ensure that all syllabi comply with the category criteria and the fulfill the student learning outcomes of the GE area.

Section 2.

Indicate in written statements how the course meets the following criteria for Area 4. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course achieves this learning objective through Course Learning Objective 1: Explain anti-Asian violence beyond hate and the interpersonal.

The course contextualizes the historical and contemporary formations of anti-Asian violence as systemic to move beyond mainstream narratives of “hate” and the interpersonal. This course centers abolitionist and decolonial feminisms to challenge mainstream narratives that isolate violence to conversations of racism alone and calls for the abolition of the carceral system that is historically and inherently responsible for violence against Black, Indigenous, people of color (BIPOC) communities and women. This is especially important as Anti-Asian violence during the pandemic has been largely framed by mainstream media as an individual response to the pandemic and reduces anti-Asian violence to “hate” toward Asians, therefore justifying increased use of law enforcement and carceral punishment of individuals committing hate incidents. Reducing anti-Asian violence to hate removes the systemic ways violence forms and impacts communities of color.

See content weeks/modules 1 through 5, which addresses mainstream narratives and representation of anti-Asian violence during covid that reduces it to hate and as individual acts of violence. Weeks/modules 6-13 will contextualize the historical and contemporary formations of anti-Asian violence as systemic to challenge mainstream narratives. Students achieve this learning objective through in-class assignments, community action plan, case study analysis, and a final project.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course achieves this learning objective through Course Learning Objective 2: Analyze the historical and contemporary formations of anti-Asian violence through theoretical concepts and applications.

Using theoretical concepts and frameworks of Ethnic Studies, Asian American Studies, and women of color and decolonial feminisms, students analyze the historical and contemporary formations of anti-Asian violence to challenge mainstream narratives that reduce anti-Asian violence to hate and the interpersonal. This course centers abolitionist and decolonial feminisms to challenge dominant narratives and theoretical frameworks such as carceral feminisms that reinforce violence against Black, Indigenous, people of color (BIPOC) communities, indigenous women, women of color, and the LGBTQ+ community.

See content weeks/modules 9 through 13, which focus on abolitionist and decolonial feminist frameworks to help students critically examine anti-Asian violence beyond hate and the interpersonal. Students achieve this learning objective through in-class assignments, the case study analysis, and a final project.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

The course achieves this learning objective through Course Learning Objective 2: Analyze the historical and contemporary formations of anti-Asian violence through theoretical concepts and application and Course Learning Objective 4: Evaluate strategies for collective resistance and healing to address anti-Asian violence.

This course centers abolitionist and decolonial feminist frameworks to challenge mainstream narratives that isolate violence to conversations of racism alone, which often times exclude and marginalize the experiences and violence against Black, Indigenous, people of color (BIPOC) communities, particularly indigenous women, women of color, and the LGBTQ+ community. Similarly, the course addresses strategies for collective resistance and healing to address anti-Asian violence that go beyond the focus of racism alone which employs solutions that do not effectively address the needs and challenges of indigenous women, women of color, and the LGBTQ+ community. This also excludes and marginalizes the collective resistance, agency, and healing of indigenous women, women of color, and the LGBTQ+ community.

See content weeks/modules 9 through 15, which focus on abolitionist and decolonial feminist frameworks and collective resistance and healing that addresses the experiences and needs of indigenous women, women of color, and the LGBTQ+ community. Students achieve this learning objective through in-class assignments, community action plan, case study analysis, and a final project.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The course achieves this learning objective through Course Learning Objective 1: Explain anti-Asian violence beyond hate and the interpersonal and Course Learning Objective 3: Examine community needs, resources, and contributions in relation to anti-Asian violence.

The course contextualizes the historical and contemporary formations of anti-Asian violence as systemic to move beyond mainstream narratives of "hate" and the interpersonal. The course also focuses on the agency of Asian American communities to challenge anti-Asian violence by identifying how these communities contribute and respond to anti-Asian violence during covid.

See content weeks/modules 1 through 9, which addresses the historical context and mainstream narratives and representation of anti-Asian violence during covid as systemic or consequences of institutions, rather than the interpersonal. Weeks/modules 4 and 5 specifically focuses on community responses to anti-Asian violence. Weeks/modules 14 and 15 focus on the ways that various communities have responded and contributed to addressing Anti-Asian violence. Students achieve this learning objective through in-class assignments, community action plan, case study analysis, community resources evaluation, and a final project.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The case study analysis (1,250 words) requires students to research and examine a case study that reflects one or more central themes of the course, using course concepts and theories. The case study analysis will be assigned as two sections, that are due at various times throughout the semester. The instructor will provide feedback for each section for students to revise for the final draft. The assignment will be graded using a rubric. Students will also be required to provide written analysis (1000 words) of one community resource (ie. non-profit or government organization, community center, etc.) that address anti-Asian violence and connect course material. Students will complete a first draft for the instructor to provide feedback for the final draft. This assignment will be graded using a rubric.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

General Education - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

See attached document, ETHN: 126 (Race and Ethnicity Statement)

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

See attached document, ETHN: 126 (Race and Ethnicity Statement)

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

See attached document, ETHN: 126 (Race and Ethnicity Statement)

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

See attached document, ETHN: 126 (Race and Ethnicity Statement)

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

See attached document, ETHN: 126 (Race and Ethnicity Statement)

Please attach any additional files not requested above:

ETHN_ 126 (Race and Ethnicity Statement).pdf

Key: 15527