

ETHN 127: NATIVE HAWAIIAN & PACIFIC ISLANDER STUDIES

In Workflow

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Approval Path

1. 2026-03-19T20:54:43Z
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2. 2026-03-23T18:02:36Z
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3. 2026-04-20T15:57:59Z
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4. 2026-04-20T21:34:14Z
Emily Wickelgren (wickelgr): Approved for SSIS Dean

New Course Proposal

Date Submitted: 2026-03-02T21:08:55Z

Viewing: ETHN 127 : Native Hawaiian & Pacific Islander Studies

Last edit: 2026-08-28T20:51:35Z

Changes proposed by: Bao Lo (102091858)

Contact(s):

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Catalog Title:

Native Hawaiian & Pacific Islander Studies

Class Schedule Title:

Native Hawaiian & PI Studies

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)

127

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?

Yes

This course replaces the following experimental course:

ETHN 196P - Native Hawaiian & Pacific Islander Studies

This course complies with the credit hour policy:

Yes

Justification for course proposal:

There are no courses in our curriculum that centers the histories, experiences, and epistemologies of Native Hawaiian and Pacific Islander (NHPI) communities. Additionally, there are no other courses on campus that focuses on Native Hawaiians and Pacific Islanders. As an Asian American Native American Pacific Islander Serving Institution (AANAPISI), this course provides Asian American, Native Hawaiian, and Pacific Islander students with a sense of identity, connectiveness, and community, many who are working-class, first-generation college students. Also, this course provides students with the histories, cultures, identities, and contemporary issues facing NHPI communities through NHPI perspectives and epistemologies.

This course was originally developed as an experimental course to meet the deliverables of the one-year grant our program received from the California State University Chancellor's Asian American, Native Hawaiian, and Pacific Islander Student Achievement Program. We are proposing this course for GE area 6. The course description and learning objectives remain the same.

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

Examines the historical, social, cultural, political, and economic experiences of Native Hawaiians and Pacific Islanders (NHPI). As a community centered course, it focuses on NHPI activism, advocacy, cultural continuance, and revitalization in the Pacific and its diasporas during the 19th- 21st centuries.

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	Articulate theoretical concepts in Native Hawaiian and Pacific Islander Studies.	Discussion Posts Project Proposal Reflection Papers Creative Community-Based Project
2	Analyze the critical events, histories, contemporary issues, and social movements that shape Native Hawaiian and Pacific Islander lived experiences.	Discussion Posts Project Proposal Course Participation Reflection Papers Creative Community-Based Project
3	Explain the cultural productions and practices of Native Hawaiian and Pacific Islander communities.	Short Story Discussion Posts Project Proposal Course Participation Reflection Papers Creative Community-Based Project
4	Evaluate the solidarities and alliances among Native Hawaiians and Pacific Islanders and other indigenous and communities of color in support of sovereignty and decolonization.	Short Story Discussion Posts Course Participation Reflection Papers
5	Create a community-based project that accurately represents Native Hawaiian and Pacific Islander lived experiences.	Project Proposal Creative Community-Based Project

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

ETHN 127_ Native Hawaiian and Pacific Islander Studies.pdf

For whom is this course being developed?

Majors in the Dept
Minors in the Dept
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?

6. Ethnic Studies

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 127_ Native Hawaiian and Pacific Islander Studies.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 6: Ethnic Studies

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 6: Ethnic Studies, the cultural diversity requirements, and the writing requirements are met for all course sections.

This fulfills the objectives of the Area 6: Ethnic Studies, cultural diversity, and writing requirements through a series of lectures, discussions, and assignments. The course is based on core Ethnic Studies principles, frameworks and concepts in order to prepare

students to understand the histories, struggles, and achievements of Native Hawaiians and Pacific Islander communities. Through an interdisciplinary study and comparative approach to race, ethnicity, colonization and imperialism, students learn about the various histories, perspectives and sovereignty practices of Native Hawaiians and Pacific Islanders, and the ways these communities survive within a settler colonial state. Student assessment in the form of critical response papers, discussion posts, in-class assignments, and a creative community-based project bolsters student engagement, active learning in class, and a pedagogical practice of Ethnic Studies that prompts students to apply theory into concrete practice. Students acquire the knowledge and skills that will help them understand Native Hawaiian and Pacific Islander communities.

Section 2.

Indicate in written statements how the course meets at least 3 of the 5 following criteria for Area 6: Ethnic Studies. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

1. Analyzes and articulates concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, Pan African Studies, Asian American Studies, and Chicana/Latina Studies.

Course learning outcome #1: Articulate theoretical concepts in Native Hawaiian and Pacific Islander Studies meets this objective.

The course draws from Native American Studies, Asian American Studies, and broader Third World Liberation frameworks to situate Pacific Islander histories within global systems of empire and racial capitalism while centering Indigenous epistemologies.

1. Race, Racism & Racialization

The course explicitly analyzes how Pacific Islanders have been racialized within U.S. and global racial hierarchies.

-Quito Swan's *Pasifika Black* examines intersections of Blackness and Pacific Islander identity, foregrounding how race operates transnationally across Oceania.

-Gerald Horne's *The White Pacific* introduces students to the construction of a "White Pacific" as a racial project of empire.

-Haunani Kay Trask critiques racialized commodification in tourism, exposing how Native Hawaiians are fetishized within white supremacist economic systems.

Students analyze how Pacific Islanders are positioned within U.S. racial formations, how militarization and labor migration racialize Pacific bodies, and how white supremacy operates through culture, economy, and state power.

2. Eurocentrism, Ethnocentrism & Imperialism

The course directly confronts Eurocentric narratives of "discovery" and progress.

-Epeli Hau'ofa's "Our Sea of Islands" reframes Oceania from a vast, interconnected Indigenous perspective rather than a fragmented colonial cartography.

-Emalani Case critiques the language of "discovery," exposing it as an imperial fiction.

-Jonathan Kay Kamakawiwo'ole Osorio's *Dismembering Lāhui* details how U.S. annexation functioned as settler colonial dispossession.

Students evaluate how imperialism, missionary projects, tourism, militarization, and global capitalism reproduce Eurocentric hierarchies and ethnocentric worldviews.

3. White Supremacy, Settler Colonialism & Militarization

The course frames U.S. expansion in the Pacific as an extension of settler colonialism.

-Lili'uokalani's 1897 Letter of Protest centers Indigenous resistance to illegal annexation.

-Keith Camacho examines World War II memorialization as a racialized project.

-Teresia Teaiwa's "Bikinis and Other S/pacific N/oceans" critiques nuclear colonialism and militarized masculinity.

Through these texts, students analyze how white supremacy operates structurally through land theft, military occupation, nuclear testing, and economic dependency.

4. Self-Determination, Sovereignty & Decolonization

A core throughline of the course is Indigenous sovereignty and decolonial resurgence.

-Craig Santos Perez articulates CHamoru sovereignty through poetry and literary intertextuality.

-Julian Aguon advances legal and poetic arguments for Indigenous self-determination.

-Screen and visual sovereignty projects (Week Ten) foreground media autonomy as political practice.

Students critically examine sovereignty not only as legal status, but as cultural, linguistic, ecological, and epistemological autonomy.

5. Liberation, Anti-Racism & Solidarity

The course situates Pacific Islander struggles within broader Third World, Black, Asian American, and Indigenous liberation movements.

- The Third World Liberation Front strike anchors the course in the historical foundations of Ethnic Studies.
- Climate justice movements (Kathy Jetñil-Kijiner, Brianna Fruean) connect anti-racism to environmental justice.
- Pacific feminist and diasporic solidarities (Weeks 12–13) analyze care, collective revolution, and intersectionality as anti-racist praxis.

Students learn that anti-racism in Pacific contexts includes:

- Land defense
- Language revitalization
- Climate activism
- Gender justice
- Community-based storytelling

6. Equity & Ethnicity

The course centers Pacific Islander ethnic identities while examining diaspora, migration, and community formation in the U.S.

Readings on Pacific Islander cultural districts, migration narratives, and Chamoru and Native Hawaiian revitalization movements engage students in analyzing:

- Structural inequities in representation
- Labor exploitation
- Health disparities
- Educational marginalization

Students are asked to produce reflection papers and a community-based creative project that articulate these concepts in applied, relational ways.

2. Applies theory and knowledge produced by Native American, Pan African, Asian American, and/or Chicana/Latina communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Course learning outcome #3: Explain the cultural productions and practices of Native Hawaiian and Pacific Islander communities meets this objective.

This course applies theory and knowledge produced within Native American, Asian American, Pan African, and Chicana/Latina Studies by grounding Pacific Islander histories within the intellectual and political foundations of Ethnic Studies. Beginning with the legacy of the Third World Liberation Front and engaged pedagogy from Bell Hooks, the course situates Pacific Islander Studies within liberationist traditions that center community knowledge, resistance, and self-definition. Readings such as Epeli Hau'ofa's "Our Sea of Islands" and Jonathan Kay Kamakawiwo'ole Osorio's work on lāhui apply Indigenous frameworks of relationality and nationhood to reinterpret colonization, annexation, and diaspora from the perspective of Pacific peoples rather than empire.

The course further draws on transnational and comparative racial frameworks developed in Pan African and Asian American Studies to analyze militarization, migration, racial capitalism, and solidarity. Quito Swan's Pasifika Black connects Black internationalism to Pacific struggles, while critiques of tourism and globalization by Haunani Kay Trask and Gerald Horne situate Oceania within broader structures of white supremacy and empire. These materials help students describe key historical events—illegal annexation of Hawai'i, World War II occupation, nuclear testing in the Marshall Islands, labor migration, and climate displacement—through community-centered analysis rather than state narratives.

Most importantly, the course emphasizes agency and group affirmation by centering Pacific intellectual, artistic, and activist traditions. Through the poetry of Craig Santos Perez, the legal advocacy of Julian Aguon, feminist scholarship, eco-activism, and language revitalization movements, students examine how Pacific communities assert sovereignty, cultural resurgence, and collective care.

Reflection papers and a community-based creative project require students to apply Ethnic Studies theory to lived experience, demonstrating how Pacific Islander communities actively shape their futures through resistance, solidarity, and decolonial practice.

3. Critically analyzes the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, Pan-African, Asian American, and/or Chicana/Latina communities.

Course learning outcome #2: Analyze the critical events, histories, contemporary issues, and social movements that shape Native Hawaiian and Pacific Islander lived experiences meets this objective.

The course critically analyzes the intersection of race and racism with gender, sexuality, class, national origin, sovereignty, language, and spirituality through a Pacific-centered Ethnic Studies framework. The course situates racialization within histories of imperialism and settler colonialism, demonstrating how U.S. expansion in Oceania shaped land dispossession, labor exploitation, and migration. Texts such as Haunani Kay Trask's critique of tourism, Gerald Horne's analysis of a "White Pacific," and Jonathan Kay Kamakawiwo'ole Osorio's work on lāhui and annexation show how race operates alongside class stratification, militarization, and national origin to produce structural inequality across Pacific communities.

The course also foregrounds the intersections of race with gender and sexuality. Screenings such as *A Place in the Middle* and scholarship on sport, labor, and commodification examine how Pacific bodies are racialized and gendered simultaneously, while feminist and queer Pacific perspectives challenge colonial heteropatriarchy. Teresia Teaiwa's writing on militarization and nuclear colonialism and eco-activist works by Kathy Jetn#il-Kijiner illustrate how race, gender, environmental injustice, and global power converge, particularly in the lived experiences of women and Indigenous communities impacted by climate change and displacement.

The course emphasizes how racism intersects with language suppression, spirituality, tribal citizenship, and sovereignty. Readings on Hawaiian and Chamoru language revitalization, Queen Lili'uokalani's resistance to annexation, and diasporic return migration explore how race shapes political status, immigration, and Indigenous nationhood. By engaging literature, legal advocacy, migration narratives, and community-based projects, students analyze how Pacific Islander communities navigate and resist overlapping systems of racial, gendered, economic, and colonial power—demonstrating an intersectional understanding consistent with Native American, Asian American, Pan-African, and Chicanx/Latinx Studies traditions.

Students complete the following to meet this learning objective:

- Discussion Posts
- Project Proposal
- Course Participation
- Reflection Papers
- Creative Community-Based Project

4. Critically reviews how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, Pan-African, Asian American, and/or Chicanx/Latinx communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Course learning outcome #2: Analyze the critical events, histories, contemporary issues, and social movements that shape Native Hawaiian and Pacific Islander lived experiences and course learning outcome #4: Evaluate the solidarities and alliances among Native Hawaiians and Pacific Islanders and other indigenous and communities of color in support of sovereignty and decolonization meet this objective.

The course critically reviews struggle, resistance, racial and social justice, solidarity, and liberation by centering Pacific Islander intellectual traditions that emerge from Indigenous, diasporic, and Third World movements. Through works such as Emalani Case's critique of "discovery" narratives and Craig Santos Perez's explorations of Chamoru literary sovereignty, students examine how settler colonialism and empire shape historical memory, land dispossession, and cultural erasure. These texts connect Pacific struggles to Native American and Chicanx/Latinx frameworks of land, nationhood, and decolonization, demonstrating how sovereignty movements in Hawai'i, Guåhan, and Aotearoa are embedded within broader structural debates about federal recognition, treaty rights, and self-determination.

The course also analyzes how resistance intersects with global racial politics and solidarity movements. Quito Swan's work traces transnational alliances between Black internationalism and Pacific activism, illustrating how anti-colonial movements in Oceania intersect with Pan-African struggles against racial capitalism and militarism. Evyn Le Espiritu Gandhi's archipelagic framework situates refugee resettlement, war, and U.S. empire within interconnected Asian American and Pacific Islander histories, helping students evaluate contemporary immigration policy, displacement, and transnational militarization as structural legacies of war and colonial governance.

The course foregrounds language revitalization, environmental justice, and feminist activism as forms of liberation that challenge multicultural tokenism and neoliberal governance. Readings on Hawaiian and Chamoru language resurgence, alongside climate justice poetry and eco-activism, demonstrate how Pacific communities enact racial and social justice through cultural renewal, land defense, and collective care. By culminating in reflection papers and a community-based creative project, students critically assess how Pacific Islander struggles—rooted in sovereignty, solidarity, and decolonial praxis—remain central to contemporary communal, national, and international debates surrounding settler colonialism, immigration, reparations, language policy, and global justice.

Students complete the following to meet this learning objective:

- Short story
- Discussion Posts
- Project Proposal
- Course Participation
- Reflection Papers
- Creative Community-Based Project

5. Describes and actively engages with anti-racist and anti-colonial issues and the practices and movements in Native American, Pan African, Asian American, and/or Chicanx/Latinx communities and a just and equitable society

Course learning outcome #5: Create a community-based project that accurately represents Native Hawaiian and Pacific Islander lived experiences meets this objective.

This course actively engages anti-racist and anti-colonial issues by centering Pacific Islander intellectual traditions that expose and challenge imperialism, racial capitalism, and settler colonialism. Through readings such as Gerald Horne's *The White Pacific*, students analyze how white supremacy structured U.S. expansion, labor exploitation, and racial hierarchy across Oceania. Haunani Kay Trask's critique of corporate tourism reveals how Indigenous culture is commodified within global capitalism, while Keith Camacho's work on World War II memorialization interrogates militarism and historical memory. These materials connect Pacific struggles to broader Native American, Asian American, Pan-African, and Chicanx/Latinx critiques of land dispossession, racialization, and state violence.

The course further highlights anti-colonial movements through transnational and environmental justice frameworks. Evyn Le Espiritu Gandhi's archipelagic analysis links war, refugee displacement, and empire across Asian American and Pacific histories, while eco-activist poetry by Kathy Jetn#il-Kijiner foregrounds climate justice as racial justice. These works allow students to critically examine how militarization, migration policy, nuclear testing, and globalization disproportionately impact Indigenous Pacific communities, and how resistance movements—such as Mauna Kea land defense and Pacific Climate Warriors—advance anti-racist and anti-colonial visions of sovereignty and environmental protection.

Assignments move students from analysis to praxis. Reflection papers require students to examine structural racism and colonialism using course texts, while the Creative Community-Based Project Presentation (Week Fifteen) asks students to develop and present a project addressing sovereignty, language revitalization, environmental justice, diaspora, or decolonization. By designing research-informed, community-centered projects, students actively apply anti-racist and anti-colonial frameworks to contemporary issues, demonstrating how Pacific Islander movements contribute to building a more just and equitable society grounded in collective care, cultural affirmation, and self-determination.

Included writing component described on the course syllabus

If the 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 that include essay questions, periodic formal writing assignments, periodic journals, reading logs, or 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.

If the 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 that 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.]

This course meets and exceeds the 1,500-word minimum requirement for a writing-extensive course through multiple scaffolded, formal writing assignments that require analytical, reflective, and research-based engagement with course materials.

First, students complete three formal Reflection Papers across the semester. Reflection Paper I (3–4 pages; approximately 900–1,200 words) requires students to analyze racialization, imperialism, and settler colonialism using assigned readings from Units I–II. Reflection Paper II (4 pages; approximately 1,200 words) asks students to critically examine resistance, sovereignty, and environmental justice movements in relation to militarization, migration, or globalization. Reflection Paper III (4–5 pages; approximately 1,200–1,500 words) engages feminist, diasporic, and solidarity frameworks, requiring students to synthesize multiple course texts and apply intersectional analysis. Collectively, these three papers alone total approximately 3,300–3,900 words, more than double the 1,500-word minimum.

In addition, students submit a Project Proposal and Annotated Bibliography (approximately 750–1,000 words total), which includes a written project rationale and critical summaries of 5–7 scholarly sources. The course also begins with a Short Story assignment (2–3 pages; approximately 750–900 words) that situates students within broader discussions of identity, diaspora, and decolonization. Together, these assignments bring the cumulative formal writing requirement to approximately 4,800–5,800 words over the semester.

Beyond major papers, students regularly complete written discussion posts and brief analytical responses that reinforce drafting, revision, and argument development. All major assignments require thesis-driven analysis, engagement with course scholarship, proper citation practices, and revision based on instructor feedback. Through this structured progression—from narrative writing to analytical essays to research-informed community-based projects—the course ensures sustained, formal, and substantive writing practice well above the 1,500-word threshold for a writing-extensive designation.

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

Key: 15521