

ETHN 128: ASIAN AMERICAN & PACIFIC ISLANDER MENTAL HEALTH

In Workflow

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Approval Path

1. 2026-03-19T21:56:12Z
Clarence George Iii (clarence.george): Rollback to Initiator
2. 2026-03-21T19:21:28Z
Clarence George Iii (clarence.george): Approved for ETHN Committee Chair
3. 2026-04-10T00:16:38Z
Brian Baker (baker): Approved for ETHN Chair
4. 2026-05-15T18:29:20Z
Bao Lo (lo): Approved for SSIS College Committee Chair
5. 2026-05-15T18:29:52Z
Emily Wickelgren (wickelgr): Approved for SSIS Dean

New Course Proposal

Date Submitted: 2026-03-20T22:26:05Z

Viewing: ETHN 128 : Asian American & Pacific Islander Mental Health

Last edit: 2026-08-28T21:03:47Z

Changes proposed by: Giselle Cunanan (223024633)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Asian American & Pacific Islander Mental Health

Class Schedule Title:

Asian Amer & PI Mental Health

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:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

ETHN - Ethnic Studies

Catalog Number: (course number)

128

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:

ETHN 128 expands the Department of Ethnic Studies' upper-division curriculum by offering a structural and interdisciplinary examination of Asian American and Pacific Islander (AAPI) mental health grounded in Asian American Studies, Pacific Islander Studies, and Critical Ethnic Studies. While mental health is frequently addressed within psychology and public health disciplines, this course fills a curricular gap by situating AAPI mental health within histories of racial formation, U.S. empire, migration, settler colonialism, and public policy.

The course emphasizes structural analysis rather than individual pathology and introduces students to established scholarship in Asian American Studies, Pacific Islander sovereignty studies, disability justice, and carceral studies. Through scaffolded research assignments and a culminating project, students develop advanced skills in historical analysis, policy evaluation, and applied research.

This course aligns with departmental commitments to interdisciplinary inquiry and critical analysis of race and power. It also responds to demonstrated student interest in mental health, racial justice, and community-centered approaches to care. ETHN 128 strengthens the department's Asian American Studies offerings and provides a distinctive contribution not currently duplicated elsewhere in the college curriculum.

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

Examines Asian American and Pacific Islander mental health through critical ethnic studies frameworks. Students analyze how racial formation, U.S. empire, migration, settler colonialism, and public policy shape psychological well-being. The course critically evaluates biomedical models and explores community-based and non-carceral approaches to care. Emphasis is placed on structural analysis, intergenerational trauma, and abolitionist perspectives on health and governance.

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	Apply foundational Asian American Studies and Pacific Islander Studies frameworks to analyze mental health.	In-Class Participation; Weekly Reflection Memos; Final Project
2	Explain how U.S. empire, settler colonialism, racial capitalism, and migration shape AAPI mental health outcomes.	Weekly Reflection Memos; Community Narrative Analysis; Final Project
3	Critically evaluate psychiatric and biomedical models as racialized and regulatory institutions.	Weekly Reflection Memos; Reform vs. Structural Change Policy Analysis; Final Project
4	Analyze the roles of racial triangulation, anti-Blackness, gendered violence, and disability governance in shaping AAPI experiences.	Community Narrative Analysis; Final Project
5	Compare reform-based and structural approaches to mental health policy and care.	In-Class Participation; Reform vs. Structural Change Policy Analysis; Final Project
6	Develop a research-based or praxis-oriented project proposing community-centered mental health frameworks grounded in Ethnic Studies scholarship.	In-Class Participation; Final Project

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

ETHN 128 AAPI Mental Health.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?)

No

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

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
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 128 AAPI Mental Health.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 objectives of Subject Area 4 are evaluated through structured analytical writing, policy analysis, and sustained engagement with social theory and historical case studies. Students demonstrate mastery of Area 4 criteria through multiple graded assignments, including:

- Weekly analytical reflection memos applying course frameworks to social institutions and historical contexts
- A Community Narrative Analysis (4–5 pages) examining structural forces shaping AAPI mental health

- A Reform vs. Structural Change Policy Analysis (6–8 pages) requiring historical contextualization and institutional critique
- A Final Research or Praxis Project (10–12 pages or equivalent with analytical essay) grounded in interdisciplinary scholarship

These assignments assess students' ability to analyze social institutions, explain social dynamics, and apply disciplinary methods to contemporary issues.

The writing component exceeds the minimum 1,500 words of formal graded writing required for upper-division GE. Writing is scaffolded through proposal, annotated bibliography, draft workshop, and final submission stages, allowing for instructor feedback and revision.

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 maintains

- A common course description and learning objectives aligned with Area 4
- Required engagement with Ethnic Studies scholarship
- Departmental syllabus review prior to course offering

While instructors may vary specific readings or case studies, all sections must maintain the same core objectives, writing requirements, and critical analysis of students.

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.

ETHN 128 examines mental health within the historical contexts of U.S. empire, settler colonialism, racial capitalism, and migration. Students evaluate competing ethical frameworks including biomedical individualism, reform-based policy approaches, disability justice, and community-centered care through sustained written analysis. Readings and assignments require students to situate ethical debates about governance, responsibility, and care within specific historical and cultural conditions.

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

The course draws from Asian American Studies, Pacific Islander Studies, Critical Ethnic Studies, Critical Refugee Studies, American Studies, sociology, critical race theory, and policy analysis. Students apply concepts such as racial formation, racial triangulation, legal violence, and disability governance to analyze psychiatric institutions, immigration regimes, and public health systems. The Policy Analysis Paper and Final Project require the application of interdisciplinary methods to contemporary social issues.

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 centers Asian American and Pacific Islander communities while examining intersections of race, ethnicity, gender, sexuality, disability, migration status, and class. Students analyze how structural inequalities shape lived experiences and institutional outcomes. Assignments require engagement with scholarship and narratives from historically marginalized communities and emphasize the role of diversity in shaping social institutions.

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

Students analyze deportation regimes, militarization in the Pacific, psychiatric institutionalization, racial panic during COVID-19, and contemporary mental health policy debates. Each issue is examined historically and structurally through required readings and formal writing assignments. Students are expected to contextualize contemporary issues within broader social and historical frameworks.

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.]

This upper-division course includes well over 1,500 words of formal, graded writing distributed across multiple assignments: a Community Narrative Analysis, a Policy Analysis Paper, and a Final Research or Praxis Project. Writing is completed in stages (proposal, annotated bibliography, draft workshop, final submission), allowing students to revise after feedback. Writing is evaluated

for clarity of argument, use of evidence, engagement with scholarship, and structural analysis, and it contributes substantially to the final course grade.

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.

ETHN 128 advances the goals of Subject Area 4 by engaging students in sustained, interdisciplinary analysis of social institutions and the historical forces that shape individual and collective life. The course emphasizes critical examination of how structures such as immigration law, public health systems, militarism, racial capitalism, and psychiatric institutions influence social outcomes. Through structured writing assignments and guided discussion, students learn to analyze these institutions using established academic frameworks rather than relying on individualized or ahistorical explanations.

The course supports the General Education program objectives by fostering critical thinking, intellectual inquiry, and civic awareness. Students engage diverse scholarly perspectives from Asian American Studies, Pacific Islander Studies, Critical Ethnic Studies, Critical Refugee Studies, American Studies, sociology, and critical race theory, strengthening their ability to interpret complex social phenomena and evaluate competing arguments. The scaffolded research process develops information literacy, analytical reasoning, and evidence-based argumentation.

ETHN 128 also contributes to the GE Program's emphasis on understanding diversity and social responsibility. By centering communities historically affected by racial discrimination, migration policy, militarization, and structural inequality, the course deepens students' understanding of the role of human diversity in shaping American society. Students are encouraged to connect structural analysis to broader questions of equity, governance, and community well-being, supporting informed and responsible civic engagement.

Through rigorous writing, interdisciplinary analysis, and engagement with historical and contemporary case studies, ETHN 128 fulfills the intent of Subject Area 4 by preparing students to critically examine social institutions and participate thoughtfully in a diverse and complex society.

Reviewer Comments:

Clarence George Iii (clarence.george) (Thu, 19 Mar 2026 21:56:13 GMT): Rollback: We will approve this course if you add the GE course objectives as soon as possible. This looks good!!!

Giselle Cunanan (g.cunanan) (Fri, 20 Mar 2026 22:27:05 GMT): Thank you ETHN Curriculum Committee. The original syllabus already had the GE Course Objectives listed twice in the syllabus but I made the font bigger and highlighted it in green so that it's easily identifiable. Thank you so much for the support!

Key: 15528