

ETHN 25: RACE, ETHNICITY, AND MIGRATION

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. 2026-02-26T21:33:42Z
Clarence George Iii (clarence.george): Rollback to Initiator
2. 2026-03-05T22:46:31Z
Clarence George Iii (clarence.george): Rollback to Initiator
3. 2026-03-19T20:58:04Z
Clarence George Iii (clarence.george): Rollback to Initiator
4. 2026-03-30T23:46:11Z
Clarence George Iii (clarence.george): Approved for ETHN Committee Chair
5. 2026-04-08T20:28:23Z
Brian Baker (baker): Approved for ETHN Chair
6. 2026-04-22T23:40:19Z
Bao Lo (lo): Rollback to Initiator
7. 2026-05-13T21:44:18Z
Clarence George Iii (clarence.george): Approved for ETHN Committee Chair
8. 2026-05-13T21:51:02Z
Brian Baker (baker): Approved for ETHN Chair
9. 2026-05-15T17:36:58Z
Bao Lo (lo): Approved for SSIS College Committee Chair
10. 2026-05-15T18:26:30Z
Emily Wickelgren (wickelgr): Approved for SSIS Dean

New Course Proposal

Date Submitted: 2026-05-08T21:24:19Z

Viewing: ETHN 25 : Race, Ethnicity, and Migration

Last edit: 2026-08-28T21:03:31Z

Changes proposed by: Rachel Lim (223024880)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Rachel Lim	rachel.lim@csus.edu	703-772-6669
Vanessa Guzman	v.guzman@csus.edu	916-278-6646

Catalog Title:

Race, Ethnicity, and Migration

Class Schedule Title:

Race, Ethnicity & Migration

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)

25

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?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course fills a gap in the Ethnic Studies, Chicanx and Latinx Studies, and Asian American Studies curriculum by offering a lower#division course that provides an analysis of migrant experiences grounded in race, ethnicity, colonialism, and power. This course examines multiple forms of migration—forced, voluntary, refugee, undocumented, gendered, climate#driven, and war#related—across African diasporic, Indigenous, Asian American, Latinx, and Pacific Islander communities, enabling students to understand how racialization, state policies, and global inequalities shape mobility and belonging. By integrating social science methods with critical ethnic studies frameworks, the course directly supports GE Area 4 outcomes by teaching students to evaluate ethical and social values within historical and cultural contexts, analyze social behavior through multidisciplinary approaches, and understand human diversity as central to social processes.

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

Examines how race and ethnicity shape the causes and consequences of global migration, with a focus on migrant agency and collective organizing in the United States context. Topics include labor and globalization; gendered migrations; undocumented and refugee communities; empire and colonialism; the impacts of war and climate change; detention and deportation; and borders and border control.

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):

Seminar

Seminar Classification

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

Seminar 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	Examine how race, ethnicity, gender, class and other forms of difference shape migrant experiences in the United States.	- In-Class Assignments and Participation - Midterm and Final Exam - Reading Annotations - Final Project: Critical Media Analysis - Event Report
2	Evaluate common narratives and policy debates about race, ethnicity, and migration in relation to ethical values, power, and social inequality.	- In-Class Assignments and Participation - Final Project: Critical Media Analysis
3	Analyze the historical and contemporary relationships between race and migration from a critical ethnic studies perspective.	- Midterm and Final Exam - Reading Annotations - Final Project: Critical Media Analysis - Event Report
4	Identify strategies for collective action and organizing toward migrant empowerment and agency.	- In-Class Assignments and Participation - Reading Annotations - Event Report - Final Project: Critical Media Analysis

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

Race & Migration Syllabus.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?

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?

Read, write, and understand relatively complex and sophisticated English prose.
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:

Race & Migration Syllabus.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 course meets the Area 4 requirement by grounding instruction, readings, and assignments in the study of race, ethnicity, and migration as foundational components of human social behavior and historical development. Course topics such as forced migration and the African slave trade, anti-Asian exclusion, gendered and queer migration, refugee displacement, and climate-driven migration ensure that the diversity of the human community—and especially the experiences and perspectives of women, ethnic and racial minorities, migrants, and historically marginalized groups—is fully integrated throughout the semester. This inclusion is pedagogically appropriate because the course explicitly examines how racialization, power, and inequality shape human movement and social systems; thus, engaging with the voices of communities most affected by these forces is necessary for achieving the learning outcomes.

Students develop an understanding and appreciation of these diverse perspectives through multimodal readings, documentaries, podcasts, literary excerpts, and scholarly texts authored by individuals from the communities being studied. The course further requires students to critically analyze ethical and social values across historical and cultural contexts through weekly annotations, in-class activities, and discussion-based assignments that ask them to identify arguments, evidence, and questions emerging from each text.

Major assignments include two exams, which assess students' ability to explain and apply disciplinary concepts related to social behavior, racial formation, migration systems, and structural inequality. The final group project, which is a critical media analysis, provides an additional evaluative measure by requiring students to synthesize scholarly research, critically examine social dynamics affecting contemporary migrant communities, and present findings that reflect an informed understanding of human diversity.

Together, these assessments evaluate how students meet the Area 4 learning outcomes—describing and evaluating ethical and social values, applying academic methods to social behavior, demonstrating understanding of human diversity, and critically examining social issues within historical and cultural contexts—while ensuring that the course fulfills the cultural diversity requirement through sustained engagement with marginalized histories, perspectives, and contributions.

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 situates ethical and social values within the historical and cultural forces that shape migration and racialization. Weekly topics such as forced migration and the African slave trade, anti-Asian exclusion, detention and deportation, and refugee movements require students to examine how societies justify inequalities and how marginalized groups contest them. Assessments—including weekly annotations, in-class discussions, and exams—ask students to identify authors' arguments, evaluate systems of oppression, and analyze how values about belonging, citizenship, and legitimacy have shifted across historical periods.

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

This course frames race, ethnicity, and migration through the methods and analytical frameworks of the discipline of comparative ethnic studies. Course readings and lectures will highlight the comparative and relational experiences of historically marginalized groups, with a particular emphasis on how these groups develop agency, resistance, and collective strategies. Weekly annotations, in-class activities, and exams require students to identify scholarly arguments, assess evidence, and employ comparative ethnic studies methodologies to interpret social behavior and broader social patterns.

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.

This course centers the migration experiences of diverse communities—including African diasporic communities, Asian and Pacific Islander migrants, Latinx immigrants, refugees, undocumented migrants, LGBTQ+ migrants, and climate-displaced Pacific Islanders. Readings, documentaries, and case studies highlight how race, ethnicity, gender, class, sexuality, and legal status shape mobility, opportunity, and social belonging. Assignments such as weekly annotations, discussion activities, and the Critical Media Analysis Final Project ensure students meaningfully engage with the perspectives and contributions of multiple marginalized groups.

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

The course examines major social issues—forced migration, racial exclusion laws, imperialism, criminalization, detention and deportation, gendered labor migration, and climate-driven displacement—within their historical origins and contemporary manifestations. Each weekly module pairs academic texts with multimodal media, including podcasts, documentaries, short stories, and performance art, that privilege the voices of migrants and migrant communities themselves. Through exams, annotations, and the final project, students critically assess how institutions, policies, and social narratives produce and reinforce power relations and how migrant communities resist and reframe these dynamics.

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 course includes the following writing components:

1. Event Report: Students will submit a 500-word written analysis connecting a campus or community event to course themes, thereby reinforcing clarity, critical thinking, and community engagement.
2. Final Project: Critical Media Analysis: The Final Project includes a written proposal, an annotated bibliography, and an analytical write-up synthesizing media objects.

Taken together, these assignments ensure that students consistently practice writing, are evaluated on their ability to communicate clearly, and use course terminology accurately, satisfying the writing expectations for lower-division Area 4 courses.

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 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 attachment.

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 attachment.

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

See attachment.

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 attachment.

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

See attachment.

Please attach any additional files not requested above:

R&E for Race & Migration.docx

Reviewer Comments:

Clarence George Iii (clarence.george) (Thu, 26 Feb 2026 21:33:42 GMT): Rollback: See email..

Clarence George Iii (clarence.george) (Thu, 05 Mar 2026 22:46:31 GMT): Rollback: You said so!!!

Clarence George Iii (clarence.george) (Thu, 19 Mar 2026 20:58:04 GMT): Rollback: Can you please add page numbers add we will approve this course.

Bao Lo (lo) (Wed, 22 Apr 2026 23:40:19 GMT): Rollback: Please see email.

Key: 15526