

UNIVERSITY OF SAN FRANCISCO
MASTER OF ARTS IN ASIA PACIFIC STUDIES
Academic Year 2009-10
Program External Review
Self Study

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The USF Master of Arts in Asia Pacific Studies Program (MAPS) currently has higher enrollment and a more diverse student body than at any time in its seventeen-year history, while continuing to enjoy very high levels of student satisfaction and retention. Operated for the College of Arts and Sciences by its Center for the Pacific Rim (CPR), the Program directly benefits from the CPR's research and publication activities, its public affairs programming, its fundraising efforts, and its many connections to San Francisco Bay Area business, education, and non-profit communities.

I. PROGRAM MISSION

The USF MAPS Program intends to educate graduate students as broadly and deeply as possible in the history, cultures, contemporary politics and economies, and languages of East Asia within the context of the Greater Pacific Rim.

Since 2002, the MAPS Program has been delivered through a combination of language courses, and the six disciplines of Politics, History, Economics, Literature, Philosophy/Religion, and Culture (Anthropology, Sociology, or related disciplines). To some extent, the specific content and focus of these courses have been shaped or modified to take best advantage of the research interests, training, and methodological or theoretical preferences of the specialists who teach them. At the same time, the overall shape of the Program continues to be guided by our founding principles, articulated in the Self-Study of October 1997, by which we aim "[to] provide graduate education in the study of East Asian cultures, languages, and current affairs as these impact upon the entire Pacific Rim,... draw[ing] upon the insights of a wide spectrum of views and methodologies relevant to the study of Asia." Students are encouraged to identify and investigate major issues confronting the Pacific Rim region, including "urgent ethical and environmental problems," and to develop competency relevant to their pursuit of career objectives. Throughout the Program's history, this has included at least basic communicative skills in one of the major languages of East Asia (Chinese, Japanese, or Korean; since 2006, Tagalog has been accepted as an alternative).

II. PROGRAM HISTORY

1993-1997

The MAPS Program inducted its first cohort of students in 1993 following several years of research, planning, and preparation. Up to the time of the first Program External Review in Fall 1997, i.e., over the Program's first five years, nearly 80 students had entered the Program, 95% of whom had or would graduate from the Program. The average class size in this early period was 15 to 16 students, with an average age of 32. More than 70% of these first five cohorts came from within the 'commute zone' surrounding San Francisco.

Structurally, the Program initially consisted of eight 12-week, 3-unit seminar courses or 'modules' (24 units; 384 contact hours, consisting of 12 weekly four-hour sessions) and eight 12-week, 1.5 unit Asian language courses (12 units; 288 contact hours, consisting of 12 weekly three-hour sessions.) This delivery achieved the goal of making the Program as short as possible (which the preliminary market research had indicated would be important to prospective students), but required that the Program calendar be completely independent of the standard University 16-week semester calendar. Early MAPS students began classes in late August, continued without any break through mid-December, resumed in early January, and continued without a break until early August. After a two-week break the second year began, with the same schedule (total length, 23 months, with never more than two evenings of class per week.)

The original seminars were: *Comparative Modernization of East Asia* (history); *Cultures of East Asia: Religion and Philosophy*; *Art History of East Asia*; *Literature of East Asia*; *Politics of the Asia Pacific*; *Economies of East Asia*; *Political Economies of East Asia*; and the *Capstone Seminar*.

The general 'lockstep' nature of the MAPS Program delivery is a legacy of its original target student population of working adults. Market research had shown that the Program needed to be as short in duration as possible and that such students would not be able to attend classes more than two nights per week. Classes were expected to be small (in part by design) and in order to concentrate the small student population in front of the instructors and

to gain the other advantages of such a structure, it was decided to adopt a 'cohort' model, with everyone taking the same core courses in the same sequence over the duration of the Program, while pursuing study of their Asian language of choice at the appropriate level.

In the inaugural year of the Program, only adjunct or Part-time (henceforth 'Part-time') faculty were available to teach the first seminar courses, but this changed as five Full-time i.e., members of the USF Full-time Faculty Association, henceforth 'Full-time') faculty in several departments were hired during the mid- to late-1990s. By contrast, some language courses were initially taught by Full-time instructors, but since 1997 we have had to rely almost exclusively on Part-time instructors for this part of the Program. Starting in 1994, Steve Roddy assumed the newly created directorship of the Program, until his replacement by Shalendra Sharma in 1999.

1998-2003

1997 was in some ways a watershed year for the Program; it underwent its first (five year) External Review and it enrolled its largest class to date, 24 students, in the Fall of that year. Subsequently, enrollment dropped steadily until the Fall 2001, 02, and 03 classes were all only nine students each. However, beginning in Spring 2001, the Program began accepting applications for Spring entry. While doing so did have an impact on the previously strict 'cohort' structure of each year's class, allowing Spring entry can be credited with preventing overall enrollment from falling disastrously low during the so-called 'Dot-com Boom' which dramatically increased the opportunity cost of graduate education in the humanities in particular. The total number of incoming students in the five years from Fall 1998 to Spring 2003 was 74 with an average age of 31, ten of whom were Spring entrants.

Based on student feedback, and as recommended by the 1997 External Review Panel, it was decided that in Fall 1998 the art history seminar would be replaced by a seminar covering 'Society and Culture in the Contemporary Asia Pacific' which might include some art history in the context of the larger field of culture studies and sociology. Following these changes the program structure appeared thus (note that the line above each block illustrates the way in which the University's academic calendar's two 16-week semesters coincided with the pattern of the 12-week 'modules' that made up the Program):

YEAR 1	Year 1, Fall Semester	Year 1, Spring Semester	Year 1, Summer Session
	History (3 units)	Philosophy (3 units)	Culture & Society (3 units)
	Language (1.5 units)	Language (1.5 units)	Language (1.5 units)
		Literature (3 units)	
		Language (1.5 units)	
YEAR 2	Year 2, Fall Semester	Year 2, Spring Semester	Year 2, Summer Session
	Politics (3 units)	Political Economy (3 units)	Capstone Seminar (3 units)
	Language (1.5 units)	Language (1.5 units)	Language (1.5 units)
		Economics (3 units)	
		Language (1.5 units)	

In Spring 2002 the College of Arts and Sciences announced that undergraduate courses would shift from three to four units beginning in the fall of the coming Academic Year (AY). Because all Full-time USF faculty teaching in the Program would have their 'full load' teaching obligations calculated on this four-unit basis, the Program administration realized that unless the MAPS Program also shifted to four-unit courses, the Program would be disadvantaged in trying to retain Full-time faculty teaching its courses. As a result, a complete revision of Program delivery was undertaken, yielding the following structural and substantive changes:

- The Capstone Seminar, which had been cited by both students and the 1997 External Review Panel as unable to achieve the goals set for it, was discontinued and syllabi for the remaining seminars re-written to include more extensive writing.
- The Politics syllabus was re-configured as International Politics of the Asia Pacific, and the Political Economy seminar was taken out of the fixed curriculum and retained as an alternative offering.
- The contact hours of the resulting six seminars were then expanded so they would fill the normal 16 week-semester, preserving the previous total of contact hours for all seminars at 384.

— The Asian language delivery was also revised to fit within the standard 16-week semester. However, since the original delivery had actually included double the contact hours for which the students were paying (i.e., the contact-hour equivalent of 24 rather than 12 units), the College found it necessary to discontinue this largesse and the 12 units of language were configured with the standard number of contact hours: 192 in 16 four-hour weekly sessions (144 hours when offered, as these classes often are, as high student-to-teacher ratio 'directed reading' language courses.)

All of these changes needed to be, and were, accomplished without increasing student attendance beyond two nights per week. The resulting structure appeared thus:

YEAR 1	Year 1, Fall Semester	Year 1, Spring Semester	Year 1, Summer Session
	History (4 units)	Philosophy (4 units)	
	Language (4 units)	Language (4 units)	Language (4 units)
YEAR 2	Year 2, Fall Semester	Year 2, Spring Semester	Year 2, Summer Session
	Literature (4 units)	Politics (4 units)	
	Culture & Society (4 units)	Economics (4 units)	

The overall result, once the transition period had been passed (the final legacy students graduated in 2004), was positive, but not without its problems. On the upside, the Program now lay completely within the normal academic calendar of the University, dramatically simplifying Program administration, including—as we believed then—the engaging of both Part-time and Full-time faculty, enrollment and registration of students, and all aspects of interface with University and College operations. Also significantly reduced was 'burnout' on the part of students, who had found the original schedule quite taxing, especially in the second year. On the downside, because of the two-meeting per-week limit, structurally the three courses/12 units of language needed to be front loaded into the curriculum, dictating that only first-year students, instead of the whole student body, were enrolled in language courses at any given time. This significantly reduced the number of students taking a given language at a given level, leading to difficulty in maintaining class size and, when total enrollment was low, recruiting/retaining instructors.

In 1999 Prof. Shalendra Sharma took over as director of the MAPS Program. In 2002 he stepped down in the wake of his decision to not accept the executive directorship of the CPR, and Ken Kopp, Associate Director of CPR, assumed all administrative responsibilities for the Program under the title of Administrative Director of MAPS, and shared academic responsibility with Barbara Bundy, the Executive Director of the CPR (EDCPR).

2004-2009

Enrollment began to rise in this period. The total number of incoming students in the five years from Fall 2003 to Spring 2008 was 97, a 30% increase over the previous five years, with an average age of 29; 21 of these were Spring entrants. This period also saw the beginning in an increase in international students, which has continued to the present, with students from China constituting the largest single population among them.

Over the same period the number of Full-time USF faculty regularly teaching in the Program began to decline. While there are a number of contributing factors, the main cause for this phenomenon (which continues to the present) has been changes in the demands on Full-time instructors from their home departments as the new four-unit course scheme in the undergraduate College was implemented. The total number of courses taught by Full-time faculty decreased as a result of this shift (in most semesters, just two courses), and this put more pressure on faculty to devote their relatively few teaching slots to delivering the undergraduate curricula of their departments. Most Full-time faculty found they were only able to teach a course in the MAPS Program as an 'overload', significantly reducing the attractiveness of doing so. [See *Full-time Faculty comments, III.C.1, below.*]

In Fall 2009, Steve Roddy was appointed as the Academic Director of the Program, with Ken Kopp continuing as its Administrative Director.

III. CURRICULUM

A. Distinguishing Features of MAPS

Based on our knowledge of currently offered programs both nationally and internationally, there are few if any other MA programs that combine an integral language requirement (rather than pre-requisite language study), a cohort model through which all students take a sequenced set of seminar courses, and the integration of humanities and social sciences into a single, mutually complementary curriculum. It aims to impart knowledge of societal, political, and economic affairs as well as historical, cultural, and linguistic competence, thereby fostering a multifaceted understanding of the factors and conditions that have molded contemporary conditions in the core East Asian nations of China, Korea, and Japan. A second distinguishing feature of the Program is its combination of an intensive focus on the East Asian countries, with a complementary treatment of relevant political, cultural, and economic factors in the wider Asia Pacific region (for example, Vietnamese literature in the Literature of East Asia, Indian or Central Asian Buddhism in Religion and Philosophy, ASEAN in the International Politics of the Asia Pacific, South and Southeast Asian, and even South American economic development in the Economies of Asia). In addition, while the Program's diverse student composition and scheduling of classes in the evening resemble business or other professional degree programs, few of its peer programs in Asian Studies or the humanities and social sciences are similarly tailored to the needs of working adults. Finally, as a Jesuit institution dedicated to the ideals of social justice and ethical and environmental awareness, both USF and MAPS specifically offer a humanistic, ethically informed model of education that is less prominent at other institutions with MA degrees in this field. This commitment is manifested in our curriculum and in the public programs, research projects, and conferences sponsored by the CPR and its subsidiary and affiliate entities on topics such as environmental degradation in China, questions over war guilt in Japan, China, and Korea, among many others.

B. Seminars

The MAPS Program consists of 36 semester units with 24 of those devoted to six single-discipline seminars and 12 devoted to Asian language study. The currently approved seminars are:

- 601: Comparative Modernization of East Asia (first year, Fall)
- 605: Cultures of East Asia: Religion and Philosophy (first year, Spring)
- 635: Literature of East Asia (second year, Fall)
- 636: Society and Culture in Contemporary East Asia (second year, Fall)
- 620: Economies of East Asia (second year, Spring)
- 640: International Politics of the Asia Pacific (second year, Spring)
- 646: Political Economy of the Asia Pacific (offered in place of 620 or 640 in some years, by instructor preference or availability)
- 651: Pacific Rim Internship (optional, 1-4 units per semester)
- 690: Special Topics in Asia Pacific Studies (can be offered in place of other seminars as needed or desired)

Students are all required to take the sequence of six seminars offered and no substitutions with other USF or outside institution courses are allowed. *[A Program Brochure is attached as Appendix 1; a Program Calendar as Appendix 2; and a set of current seminar course syllabi as Appendix 5.]*

C. Asian Language

Based on the original market research conducted when designing the Program which identified a potential market for a graduate Asian Studies degree among working adults who had no prior experience of academic study of Asia or Asian languages, the Program has from the beginning not imposed any pre-requisite study of Asian language on applicants, making it unique among such offerings. The resulting integral Asian Language component of the Program consists of 12 semester units normally taken in the first academic year and the summer between the first and second years. Students who begin the Program without any previous language study background normatively take a series of three courses starting with Beginning Japanese, Chinese, or Tagalog, Level 1. Students coming to the Program with some previous language study in hand will be accommodated in a course at their level (Beginning, Intermediate or Advanced, Levels 1, 2, or 3), based on the online placement tests provided by USF's Modern and

Classical Languages department and subsequent personal interviews administered by the course instructor. Absent any previous language study the goal of the Asian Language component is to provide the student with a low- to mid-intermediate level in speaking and listening, and a high-novice to low-intermediate level in reading and writing (per ACTFL proficiency guidelines). In cases where the student has already acquired some level of competence in the target language whether through formal or informal study, the goal of the Asian Language component is to allow the student to improve their language skills to the greatest extent possible.

By University and Program policy, students are allowed to substitute up to eight semester units of approved undergraduate Asian language courses taken at recognized degree-granting institutions in the U.S. or abroad for language units taken in MAPS. While this option is often taken advantage of by students wishing to take summer courses in the country of their target language, some students have used it to lower the cost of their degrees by pursuing language study at less expensive local colleges and universities. [See *below, XII.B.*]

D. Curriculum Options and Other Features

1. 'Flexible MAPS'

As the profile of students changed from the original class of mid-career professionals aged 35-45 without any previous Asian Language study to the typical class of the post-2005 Program, consisting of younger domestic and international students, many with either various levels of acquired or native Asian language ability, Program administrators packaged together a number of options under the rubric 'Flexible MAPS' to deal with the different goals and needs of a changing student population.

Students who come to the Program with either native Asian language ability or acquired ability above the 'low intermediate' level the Program established as the baseline goal for its own delivered Asian Language component, are able to take advantage of 'Flexible MAPS' to use Program semester units normally devoted to language study to pursue either Directed Research or Internship for Credit courses under the direction of Program faculty and administrators, or to take other approved graduate courses at USF. Qualified students are counseled to approach this curricular flexibility with careful consideration and with their long-term educational and career goals in mind. We also expect students to be able to make a convincing case for exchanging the value of further language study (or study of a second Asian language) for the value of the research, internship, other graduate course, etc. This option also requires a student to have a good record of previous academic success.

2. MBA/MAPS Concurrent Degree Program

Since 1998 students have been able to pursue both the USF MBA and the MAPS degrees via an advantageously constructed Concurrent Degree Program offering a savings of 16 semester units: eight units of MBA core courses are substituted for eight units of MAPS Asian Language credit and eight units of MAPS core courses are substituted for eight units of MBA elective credit. A total of eight students have completed the Concurrent degree to date, one more is in process, and there is at least one in application among current students. Recent (2006) changes to the MBA delivery have effectively eliminated the earlier practice of opportunistically intermingling courses from both programs as the student progressed through them; now students must substantially complete all the requirements of one of the programs before beginning classes in the other, thus extending the time required to complete the Concurrent Degree from a minimum of three academic years plus intervening and final summers as it once was, to a minimum of seven semesters and intervening summers, and more commonly to four full academic years.

3. Graduate Certificate Program

With the belief that there would be some demand for it, a 12-unit, three-seminar Graduate Certificate in Asia Pacific Studies (CAPS) was introduced in 2002. Students are able to select the three seminars that suit their goals from the six on offer. After completing the third seminar (there is no language requirement) students are required to write and submit a brief paper before the certificate is awarded describing how the three seminars they chose contributed to their needs and goals. Demand has come mostly from high school and college instructors who need professional recognition for having acquired additional graduate-level knowledge of a relevant field. In addition, some prospective MAPS students have applied to the CAPS Program first and

then transitioned into the degree Program, and some MAPS students who for business or personal reasons have had to discontinue their study have opted to receive the Certificate as a way of not completely losing the value of the time they had so far invested. To date three students have completed the Certificate Program and one has migrated from CAPS to full MAPS status and is currently completing her degree.

4. BA/BS-MAPS Program

In 2002, at the recommendation of the Dean of Arts and Sciences and based on a similar program in the School of Education, the MAPS Program introduced a so-called '4 Plus 1' option whereby highly qualified and motivated undergraduate students entering their senior year who had also completed or would complete at least 12 units of Asian language study were allowed to enroll in one of the MAPS first-year seminars in each of the final two semesters of their undergraduate program. Optimally this would enable the student to complete 20 (eight seminar and 12 language) of the MAPS Program's 36 units by the time they received their Bachelor's degree, leaving the remaining four second-year MAPS seminars to be completed in just one final year of study. Since its inception BA/BS-MAPS has enrolled eight students, including one who did not complete the Program before leaving USF and two who are currently still in the undergraduate phase of the Program.

5. Breadth, Depth, and Specialization

The MAPS Program was originally designed to provide breadth in various disciplines and topics to non-specialist, working professionals; consequently, the scope for specialization was deliberately de-emphasized, and students seeking disciplinary training or expertise in a single country or culture were generally discouraged from entering the Program. Nonetheless, over the years we have trained a small but significant number of students who have gone on to more specialized, discipline-focused academic Programs, including some at the doctoral level. The courses offered provide opportunities for students to explore a limited set of related topics or issues from multiple disciplinary perspectives; for some of our students, this has meant in-depth work on country-specific issues or topics of special interest to them. A small number of students have cleverly pursued a single topic of interest in one fashion or another through the six successive disciplinary 'lenses' the Program provides as a way of attaining a high level of focus in their studies. Students can also submit their course papers for consideration by the editors of the CPR's online, peer-reviewed journal, *Asia Pacific: Perspectives* (which strongly encourages student submissions), as a way to test or demonstrate their achievements in topics of particular interest to them.

6. Internships and Research Fellowships

The needs of our students are diffuse, in the sense that the Program still includes a diverse mix of working professionals, recent college graduates, and many with personal and/or familial ties to various Asian countries. Hence, while some students actively seek internships or some other means of enhancing their professional training, others are more preoccupied with already established careers or family responsibilities. The CPR's Non-Profit Organization Volunteer program requires winners of some of the CPR's graduate fellowship awards to work 100 hours or more at a Bay Area Asia-related non-profit in order to receive their fellowship funds on a pro-rata basis. Through this initiative we have placed students at organizations such as the Asia Foundation, the Japan Society, the Bay Area Council, the California-Asia Business Council, and other local non-profit organizations for periods ranging from several weeks to an entire academic year. Similar benefits are available to qualified students who, in lieu of Asian language units, pursue Internships for Credit in a for- or non-profit entity.

By close affiliation with the activities of the CPR, and its Ricci and Japan Policy Research institutes, and at the Nautilus Institute or at China Dialogue, a growing number of MAPS students have been able—through formal internships or volunteer relationships—to supplement classroom experience with more specialized research activities and practical experience opportunities. Additionally, the presence of post-doctoral research fellows at the CPR and the funding available to provide these fellows with research assistants sought competitively among the MAPS student body has meant significant academic enhancement for participating students.

Some students use the summer break between the first and second year of the Program to travel to Asia for short-term internships or educational programs. Unfortunately, we have not been able to offer teaching assistantships, except in the case of qualified students employed as language tutors in the undergraduate language programs. Additionally, the CPR and its constituent and affiliate parts have organized colloquia, lectures, and conferences throughout the academic year, which MAPS students are encouraged to attend and sometimes to assist in some capacity.

E. Admission Policies

Admission to the MAPS Program requires the submission of a package consisting of an application form, two letters of recommendation, complete college-level transcripts showing the receipt of a bachelor's degree or equivalent from a properly accredited institution, a statement of purpose of 1500 to 2500 words, and (optionally) a current CV. Applicants are required to have at least a 3.0 cumulative GPA or equivalent upon application. International students are further required to submit TOEFL scores of at least 575 (paper) or 90 (IBT), or an IELTS score of at least 6.5 in order for their application to be considered, in addition to a University-mandated Certificate of Finances. Admission to the MBA/MAPS Concurrent degree additionally requires the student to submit a separate application to the Graduate School of Business, including GMAT scores. Admission to the Graduate Certificate Program requires a shorter personal statement (500 words) and only one recommendation letter. Admission to the BA/BS-MAPS option for undergraduate seniors requires a 3.0 cumulative GPA for all undergraduate coursework completed to date, a writing sample, and a recommendation from a USF faculty member.

Applications are accepted on a 'rolling' basis throughout the year for entry in either Fall or Spring. Program enrollment is capped at 25 students per cohort, calculated after Spring enrollment each academic year. Applications are handled by the College Office of Graduate Admission and when complete are forwarded to the Program Office. Applications undergo review by both the Academic and Administrative Directors, with decisions on admission taken jointly.

F. Advising

Since 2002, the Administrative Director, together with the MAPS Program Assistant, has handled all formal advising during the processes of admission and the monitoring of the progress of students over their time in the Program, assuring that they know their options, and how best to deal with circumstances that arise, with the aim of enhancing overall satisfaction and retention. Informally and on an on-demand basis, individual faculty members, whether Full- or Part-time, have been quite willingly and consistently involved in discussing issues related to immediate or longer term academic and professional interests with students, even without any more formal system.

Given the current form of the curriculum and the preponderance of coursework over independent or directed research projects, the relative absence of broad, formal academic advising seems less of an issue than it might otherwise be.

G. Overall Academic Quality

The following comments are based on a survey conducted in October 2009 of current and former Full- and Part-time faculty. *[Appendix 3 contains their full, unedited remarks.]*

1. Faculty Appraisal of Program Quality

Both current and former faculty members generally agree that the Program is of very good to excellent quality. Given the constraints under which it operates (a night program geared toward working adults, who may have little academic training in Asian Studies), it succeeds in achieving the goals that it was designed to meet. In the view of some, however, these goals are less ambitious than they should be. For example, a significant number think the language requirement could be strengthened, to require more coursework or a minimum proficiency level at entry. In the case of those students coming into the Program with native or near-native fluency in an Asian language, however, it has been suggested that this requirement could perhaps be better used in a methods and research seminar. In regards to this latter suggestion, inadequate preparation for conducting graduate-level research, and lack of familiarity with the standards they should be meeting, is perceived to be an issue for a significant proportion of our students.

Several faculty comment that Program quality is subject to fluctuations in both students and faculty, respectively, in terms of their preparation, commitment, continuity, and other factors. Nonetheless, as a whole they appear to be pleased with the quality of students enrolled in the Program, both currently and historically, as well. Students are now more motivated and self-directed, and the increase in Asian students has contributed to the depth of knowledge and interests that has enriched interaction both inside and outside of the seminars.

Deficiencies cited by the faculty include, inter alia, the lack of communication or contact among faculty, the lack of a role in running or overseeing the language component or other aspects of the Program by Full-time USF faculty, the absence of Full-time faculty teaching in the Program, the unresolved question of how or even whether to balance 'Asia Pacific' and 'East Asia' in the curriculum, and the need for more concerted, well-coordinated efforts to improve alumni support, recruitment, professional placement, and other areas to fulfill the potential of the Program to grow and thrive.

2. *How the Program Compares with Others*

Because the Program occupies a niche market that virtually no other master's programs in Asian Studies try to fill, it is difficult to find comparable examples. Few other programs are as structured, and few bring in so many students of diverse training and interests. The faculty generally concur that the Program should not be judged by the same criteria as its peers, while still insisting that we should endeavor to acquaint our students with the same research methodologies and scholarly standards that prevail in other graduate programs.

3. *Improvements in or Deterioration of the Program within the Last Five Years*

There is some degree of consensus on the perception that the quality of students in the Program has improved in the past several years, and moreover that the coherence of the Program in terms of meeting overall pedagogical and intellectual objectives has also changed for the better. Some responses cite the drop-off of Full-time faculty involvement with MAPS and the CPR as a reason for concern.

IV. ASSESSMENT

In keeping with a College-wide effort begun in 2007-08, MAPS began to implement Program-wide learning outcome assessment rubrics in the current academic year (2009-2010). We are now in the process of tabulating and analyzing the first set of data from the Fall 2009 semester courses. Gathering and reporting this data to the Associate Dean for Assessment will become a regular feature of Program evaluation, per WASC-inspired College guidelines.

The following have been identified in our assessment regime as the over arching goals and learning outcomes of the Program as a whole:

Goal 1: To master the analytical tools and strategies needed for a graduate-level approach to the interdisciplinary study of the Asia Pacific. To achieve proficiency for this goal, students should be able to demonstrate their understanding of methods of reading, discussing, researching, and writing that transcend simple polarities and conventional wisdom about the seminar topic, that interrogate agendas and reveal the limits of existing academic and other discourse, and that seek to consider all available views on the way to drawing conclusions.

Goal 2: To gain an understanding of and ability to articulate fundamental issues and themes in the study of the Asia Pacific at the graduate level within the six seminar disciplines, and encompassing at least the core cultural, linguistic, political, and economic areas of China, Japan, and Korea. To achieve proficiency, students should be able to demonstrate in their writing and discussions an understanding of the key issues and concerns of the six seminar disciplines as they relate to graduate-level study of East Asia.

Goal 3: To integrate an understanding of relevant ethical, gender, and environmental concerns into the examination of critical issues and themes within the Program curriculum. Students should demonstrate in their engagement with the course material an understanding of the role that is played by discourses of rights, race, gender, and the environment within the study of the Asia Pacific.

A. Learning Goals and Outcomes by Course/Discipline

1. *Comparative Modernization of East Asia*

- To grasp fundamental historical issues and methods for understanding the complexity of modern East Asia, including, inter alia, topics in literary analysis, economic development, global politics, and cultural and media studies.
- To apprehend the relevance of the past in the present: that is, how historical analysis and debate enhances our understanding of contemporary East Asia.
- To develop an appreciation of the significance of regional and global interaction to the development of East Asia
- To identify common experiences/features binding the countries of East Asia as well as the great diversity found throughout the region.
- To learn about academic research and publishing, in general, and basic methods for initiating academic research projects, in particular.

2. *East Asian Cultures: Religion and Philosophy*

- To understand the historical and conceptual bases of the religious and cultural traditions of China, Japan, and Korea, specifically Confucianism, Taoism, Buddhism, Shinto, Islam, Christianity, and popular religions, including their multiplicity and their influence on the lives of contemporary East Asians.
- To appreciate the reality that many East Asians participate in multiple religious practices, and thus do not think of themselves as adhering exclusively to a single tradition.
- To attend to the ways in which notions about 'East' and 'West' have been shaped by the history of colonialism.
- To explore how these religious and philosophical traditions were 'translated' in the East Asian Diaspora, in particular among East Asian Americans.
- To enable students to consider the category 'religion' critically in light of information gathered about East Asian religious and philosophical traditions.

3. *International Politics of the Asia Pacific*

- To develop a critical appreciation of the forces of change and continuity in the political systems of East Asia through interdisciplinary and thematic treatment, with particular attention to cultural, economic, political, and social patterns that help explain conflicts and cooperation in the Asia Pacific.
- To understand the historical and structural forces which have contributed to the formation of present-day relationships between and among the countries in the Asia Pacific, through topical treatment of themes such as democracy and economic development, security challenges and multilateralism, consequences of development, and various sources of regional and bilateral conflict.
- To grasp fundamental concepts of international relations theory from the literature on multilateral cooperation and conflict, as relevant to changing relations among countries in the Asia Pacific within increasingly global economic and political systems.
- To gain facility in the application of competing theoretical models to empirical cases, identifying underlying factors to explain how and why states in the Asian Pacific cooperate or compete in economic and security realms, and evaluating the suitability of these frameworks through hypothesis formulation and empirical research.

4. *Literature of East Asia*

- To gain familiarity with the outline of literary development of traditional and modern Chinese, Japanese, Vietnamese, and Korean literature, including a basic understanding of the methodologies that have shaped the discipline of literary studies in East Asia, both traditional and modern.

- To foster understanding of the historical contexts and factors that have nurtured the rise of Asian literary expression, as well as the multiple regional, societal, and ethnic factors that have shaped their development in both the traditional and modern periods.
- To develop the ability to analyze the themes and formal features of literary works, utilizing critical tools appropriate to the East Asian context, in writing and orally.
- To foster a sensitivity to issues of class and gender equity, environmental destruction, and changing ethical values, and how these have impacted the works of modern East Asian writers.

5. *Society and Culture in the Contemporary Asia Pacific*

- To develop an understanding of the social and cultural aspects of contemporary China, Japan, and Korea, with an emphasis on the symbols, ideologies, social orders, and politics that lend themselves to the construction and maintenance of national and cultural identities.
- To gain a grasp of the methods and theories used in the study of cultural anthropology, cultural geography, and sociology
- To reach an understanding of the threads of globalization, urbanization, and modernity as reflected in the readings.

6. *Economies of Asia*

- To develop an understanding of the economist's perspective and conceptual analysis
- To gain familiarity with topics relating to post-war economic development issues and policies for Asia, such as the high rates of growth, significant reductions in poverty, the ability to bounce back after financial and economic crises, the role of the state versus the markets, and the sustainability of development.
- To foster the understanding of gender issues in the discussions of economic transformation and sustainable development; ethical issues in the discussions of financial crises as well as the functioning of markets and the role of the state; and, environmental issues in the discussion of sustainable development

7. *Political Economy of the Asia Pacific*

- To develop a foundation in the theoretical literature on political economy regarding issues of development strategies.
- To gain familiarity with real world examples of coalition building, policy making, and policy implementation in a range of countries from the Pacific Rim to Latin America.
- To gain exposure to practical applications through policy papers, RFPs (Requests for Proposals), and the oral testimony (in guest lectures) of practitioners in the field of international business and development.
- To understand the barriers to development, including economic and political transformation, and the reasons why these have or have not been overcome in specific examples.

8. *Language Courses*

No single set of learning goals can be applied to all of the language courses, given that a substantial proportion of our students possess competency that places them at an intermediate or even advanced level of coursework. The general guidelines for the baseline language proficiency goals in Chinese, Japanese, and Tagalog (all offered either in the MAPS or undergraduate programs, or in both) are as follows:

A. CHINESE

- Ability to read and to use a word processor to write approximately 500 Chinese characters
- Ability to comprehend conversations on topics of daily life such as travel, hobbies, shopping, and schools, and to comprehend authentic radio and television programming on simple daily topics
- Ability to engage in simple conversations on daily life with appropriate vocabulary, correct grammar, and accurate pronunciation

- Ability to use varied sentence structures in writing and to compose short passages on topics such as past experience
- Familiarity with topics of Chinese culture and society, such as traditional festivals, family composition and size, or the changes wrought by recent economic modernization

B. JAPANESE

- Ability to read and write all *hiragana* and *katakana*
- Ability to read and write approximately 250 *kanji*
- Ability to use in speaking and to recognize in listening the grammatical patterns and vocabulary appropriate to the following communicative needs: conditional, necessity, desire, suggestion, preparation, embedded clauses, advice, causation, elementary politeness (including both honorific and deferential verbal and lexical forms), informality (including the dictionary forms of all regular and irregular verb endings), request, time of occurrence (both relative and absolute), resemblance, prediction, giving and receiving (of services performed), attempts to perform an act, hearsay, counting (people, things, etc.)
- Ability to read and write journal entries, short essays, letters, and conversations

C. TAGALOG

- Ability to understand Tagalog speakers talking about everyday experiences
- Ability to sustain conversations/interviews about self, family, experiences, interests, and preferences
- Ability to read and understand texts dealing with personal and social needs, and the Filipino culture
- Ability to write with intermediate proficiency about daily activities and goings-on in the community

9. Pacific Rim Internships (for Credit)

- Ability to integrate previous work or life experience, combined with the content and skills of the MAPS Program into a meaningful work experience relevant to the student's academic and professional goals, and consistent with the values of the Program.

10. Directed Research

- A small number of qualified students with native or advanced learned Asian language competence have the option to pursue Directed Research projects with relevant Program faculty. The student is required to submit a proposal to the instructor and then works with the instructor to craft an agreement specifying the nature and length of the research product, resources, breadth, depth, and the number of units to be attempted (1 to 4 per semester). There are no fixed learning outcomes for the Directed Research courses as these are set by the instructor and approved by the Program directors.

B. Assessment through Course Surveys

Prior to this new assessment regime, anonymous online (previously paper) course surveys administered to all students by the MAPS administrative director, as well as informal feedback from students, have been relied on as the single most important tool for evaluating the effectiveness in achieving learning outcomes—as well as other valuable metrics—for each instructor and course. Such surveys have proven very useful in making adjustments to the readings, teaching formats, assignments, or other aspects of any particular course.

In assessing student progress toward attaining the learning goals of the Program, and communication of goals and expectations to students, this has for the most part fallen to the administrative director in tandem with individual

instructors. In the very rare cases where a student's GPA has fallen close to or below the minimum of 3.0, the administrative director together with the office of the Dean of Arts and Sciences has informed the student of his/her responsibility to raise performance levels, providing counseling on strategies, resources, and tools available to help them do so.

V. FACULTY

A. Faculty Course Assignments (2009-2010)

- 0185-601 Comparative Modernization of East Asia (4); **Chiho Sawada**, Ph.D. (Harvard University)
 0185-605 Cultures of East Asia: Religion and Philosophy (4); **Christopher Moreman**, Ph.D., University of Wales, Lampeter)
 0185-620 International Politics of the Asia Pacific (4); **Doowan Lee**, ABD (University of Chicago)
 0185-635 Literature of East Asia (4), **Stephen J. Roddy**, Ph.D. (Princeton University)
 0185-636 Society and Culture in the Contemporary Asia Pacific (4), **Lauren Mallas**, Ph.D. (UC Berkeley)
 0185-640 Economies of Asia (4); **Inderjit N. Kaur**, Ph.D. (UC Berkeley)

B. Faculty Expertise

For the six seminar courses, each current faculty member either holds the Ph.D. or is close to finishing his/her dissertation in the discipline in which he/she teaches for the MAPS Program. Two specialize in Korea (history and politics), one in Japan (cultural geography/anthropology), one in China and Japan (literature), and two are comparativists (religion/philosophy and economics). Given the expansiveness of the coverage of each of the six seminars, all instructors necessarily teach about countries and topics in which they are not specialists; nonetheless, the faculty has invested considerable time and effort toward achieving the goals of breadth and inclusiveness that are hallmarks of this Program.

For the language courses in Japanese, Chinese, and Tagalog, all instructors hold a minimum of the MA in linguistics, language pedagogy, or language and literature.

C. Full-time Faculty Participation

The standard teaching load of Full-time probationary and tenured faculty is 2-2-2-3, or nine courses over a two-year cycle. Roddy teaches one out of his total of four or five courses per year in the MAPS Program. He was originally hired to teach in both the undergraduate Modern & Classical Language and MAPS Programs, and has continued to do so in every year that he has been resident on campus. Other Full-time faculty have taught for anywhere from one to ten or more semesters in the Program before eventually discontinuing their participation. The migration to a four-unit curriculum discussed above was a major factor in this change, as is the low appeal of evening teaching for many faculty, though these may not be the only factors. Since the Dean and Associate Dean are responsible for approving all teaching assignments, however, any of these faculty could return to teaching in the Program if they wished. *[See p. 30 for a schematic representation of faculty teaching continuity.]*

D. Faculty Attitudes towards Teaching in MAPS

First, we can address the above-mentioned attrition of five Full-time faculty members from the MAPS Program over the past seven or eight years. These faculty members (from History, Economics, Modern and Classical Languages, Theology and Religious Studies and Politics) have cited various reasons, such as teaching priorities, the inconvenience of teaching in the evening, long commutes, or personal reasons, for terminating their involvement in the Program. At least one offered that he no longer took pleasure in teaching MAPS students, who he felt to be lacking both the training necessary to acquire competence in his field, and sufficient motivation to make up for this deficiency.

As for past and current Part-time faculty members, it is the impression of the administrative staff and students that they do indeed enjoy the kinds of teaching experiences that the Program provides. MAPS students are for the most part strongly motivated, and often well informed about many of the topics covered in our courses.

E. Flexibility and Innovation in Curriculum and Teaching

As noted above, the curriculum was revised in AY 2002-3 to conform to the four-unit course delivery model that was adopted by the College as a whole, eliminating two of the original eight courses in the process while keeping the total unit count and instructional hours the same. In AY 2007-8 a 'Special Topics' course was introduced to allow for greater flexibility when hiring Part-time faculty and accommodating Full-time faculty sabbatical leave. Since the development of new courses would necessarily entail the elimination of existing ones, and we have no indications that the current configuration of the curriculum is seriously deficient, we have not entertained this possibility in recent years.

F. Impact of Technology

Some instructors rely heavily on Blackboard and other on-line tools for communicating with their students, for example in threaded discussions or for disseminating lecture materials. They also use them for posting course readings, assignments, grading, and other materials. But since the courses are run as seminars, the teaching styles have been less affected by these technological tools than might be the case for lecture courses. On the other hand, if one includes in this category the myriad forms of information to which students increasingly gain access through internet sources, then it must be acknowledged that no corner of academia has been left untouched by the impact of technological transformation, including MAPS. With a wealth of texts, scholarship, and encyclopedia entries just a click away, students live in an information-saturated environment that has discernibly affected their learning styles, not always positively, it must be said. It is our experience that most instructors have reacted to these changes in some way, not always consciously, but inevitably.

G. Monitoring Teaching Effectiveness

The administrative director collects and reviews course surveys (carried out twice in each semester), and works with faculty to make best use of this frank student input. Members of the USFFA (including the academic director) are not empowered to review individual SUMMA teaching evaluations which are administered to students in all courses, both undergraduate and graduate (though they can see summaries), but both directors have access to the surveys the Program itself employs. In past years, the administrative director has worked closely with faculty to make both pedagogical and substantive modifications.

H. Faculty Research

Stephen Roddy

Roddy's research interests encompass several discrete fields in the literature and intellectual history of Ming-Qing China and Tokugawa Japan. His book on literati identity in 18th century China juxtaposed fictional representations of existential and cultural dilemmas facing mid-Qing elites, with a broad dissection of the epistemological debates raging during the same period over the value of the classically sanctioned pursuit of knowledge through texts, moral cultivation, and empirical observation. In recent years, he has published articles comparing several significant works of Ming-Qing and Tokugawa fiction, which demonstrate both the multidimensional aspects of Japanese writers' interests in Chinese works such as *Shuihu zhuan* (J. *Suikoden*), and the parallel trajectories of late-18th century social critics such as Hiraga Gennai and Li Ruzhen. His most recent project of a comparative nature continues in the vein of his earlier work on representations of elite identity; examining a group of early-modern Japanese and Chinese literary texts depicting the sexual activities of samurai and scholar-officials, respectively, he argues that the sexual lives of social elites became a focal point for writers disgruntled by the political and intellectual crises during the waning years of their respective anciens régimes. This work is comparative in demonstrating both the cultural and intellectual ground shared by writers in both countries, as well as the evidence for the influence of certain late-Ming *biji* anthologies that has heretofore been ignored in the scholarship on these topics.

Roddy is currently completing a book manuscript on the decline of civility (*wen*) in various discursive practices (literary, political, and scholarly) during the period from the 1820s until the eve of the Boxer Rebellion (1900). Taking the poet and scholar Gong Zizhen (1793-1841) as the key figure in this transformative process, he examines a series of literary texts and political treatises for evidence of an increasing

resignation toward and even acceptance of violent action as a means of counteracting the chaotic conditions that were enveloping China during the last decades of the Qing. The book is intended as a contribution toward the literary and intellectual history of the late-Qing period, supplementing existing scholarship that tends to examine the demotic literary texts of this period largely in isolation from the elite debates raging among high officials and scholars. It devotes particular attention to the increasing interaction between highbrow and more popular forms of culture that was surprisingly evident in the works of scholarly figures such as Yu Yue (1821-1909) and his student Zhang Binglin (1867-1931).

Roddy regularly presents his work at scholarly conferences such as the national and regional meetings of the Association for Asian Studies, the International Association of Asian Scholars, and most recently at colloquia and symposia held at UC Berkeley. He has served as a reviewer of several book manuscripts and tenure review cases, and serves on occasion as a discussant or moderator in scholarly panels at academic conferences or intramural panel presentations and symposia.

Lauren Mallas

"In the second half of the 20th century, the notions of 'culture' and 'place' significantly reconfigured the conceptual frameworks of the architectural disciplines. Their conjunctions can be found in compelling ideas such as context, genius loci and sense of place, and current architectural theories such as vernacularism, regionalism, critical regionalism and heritage conservation. Contemporary scholarship repudiates the anthropological view that promotes keeping people culturally in place, a remnant of post-colonial critique concerned with identity and difference. 'Architecture' was once perceived to be 'culturally significant' in so far as it embodied a definable difference, typically the product of a distinct society, history and geographical condition. But now, research aims to problematize that framing of architectural theory. Architectural history has acquired a geo-cultural bent, and cultural content and cross-cultural awareness have emerged as measures of critical and ethical currency.

"My research is broadly based upon the notion of 'space' as defined by cultural geographers: the situated practices of our lives, that is, our countries, cities, neighborhoods, languages, professions, religions, social groups, political organizations, familial and sexual relations, and so forth. I have patterned the syllabus for APS 636 on this notion of spatial hierarchies. How cultural and geographical boundaries are matched and delineated, how a sense of place is defined and understood, how the notions of attachment and belonging are invoked and utilized, and how the located-ness and identity of specific 'spaces' are abstracted and theorized are some of the questions that APS 636 hopes to explore."

Chiho Sawada

"Sawada's research emphasizes cultural and ethical dimensions of Asia-Pacific relations, in particular Japanese-Korean interactions. He leads collaborative research efforts of the USF Center for the Pacific Rim's Japan Policy Research Institute and Stanford's Shorenstein APARC in the project areas of (1) 'Historical Injustice and Reconciliation in the Asia Pacific' and (2) 'Public Diplomacy and Emerging Publics in the Pacific Rim'. He contributed a chapter 'Pop Culture, Public Memory, and Korean-Japanese Relations' to the inaugural volume of project (1), *Rethinking Historical Injustice in East Asia* (Routledge, 2008), and is co-editor with Michael Berry (associate professor of Chinese cultural studies, University of California, Santa Barbara) of the forthcoming book *Divided Lenses: Film and War Memories in the Asia Pacific*. Regarding project area (2), Sawada is now preparing a book manuscript on public/cultural diplomacy in the Pacific Rim for publication by Stanford University and the Brookings Institution. In addition to these primary research endeavors, other projects include producing an annual book/film review section for the *Journal of Korean Studies*, and working with Chalmers Johnson (emeritus professor of politics, University of California, San Diego) to update the book *Okinawa: Cold War Island*."

Inderjit Kaur

Economic development in the Asian economies with special focus on India and China

- Topics of special interest—international trade; global production networks; economic clusters; regional integration; industrial policy; multilateral trading rules; innovation; governance

- Current research projects—Co-editor, *Economics of the Pacific Rim* (Oxford University Press Economics Handbook Series)
- Kiriya Research Fellowship papers
- Industrial policy in India and China
- India and China's recent moves toward regional economic integration

Doowan Lee

Social Movements in East Asia

- Building conceptual frameworks that explore the relationship between institutionalization of social movements and durability of democratic transition in East Asia
- Empirical research on various forms of institutionalization of social movements that increase the durability of democracy and decrease the likelihood of radicalized political activism

Diffusion of Identity

- Identifying different processes of strategic/ideological/cultural framing that enable/disable radical forms of contentious politics
- Exploring the relationship between ideological diffusion and transnational activism

Network Analysis

- Organizational analysis of transnational networks using computational models of organizational evolution and bifurcation, path dependent evolution of international institutions with substantive focus on central organizations
- Robustness of networks against external perturbation and shocks

Christopher Moreman

"As a scholar of comparative religion, I focus my attention on the phenomenology of religious experience, especially as related to death and dying. I have published several articles and book chapters on issues relating to the afterlife, as well as both my recent book, *Beyond the Threshold: Afterlife Beliefs and Experiences in World Religions* (Rowman & Littlefield, 2008) and my edited collection, *Teaching Death and Dying* (Oxford UP, 2008). I have also worked within the realm of popular culture, most recently engaging in a project examining the current popularity of the zombie in film and fiction through the lens of Buddhist philosophy. This work has resulted in two journal articles, a number of scholarly lectures, a two-volume co-edited interdisciplinary collection on 'zombie-studies' (forthcoming from McFarland), culminating in my own monograph on the subject, *Dharma of the Living Dead: A Buddhist Interpretation of the Hollywood Zombie* (under review)."

I. Factors Influencing Areas of Faculty Expertise

The Department of Politics has conducted two searches for a position in International Relations and East Asian Politics in 2007 and 2009; in both cases, the searches ended without hires. It is hoped that this search, or one similar to it, will be embarked on again as soon as Fall 2010. Should the hire actually be effected, the occupant of this new position will be expected, as stipulated by the Dean of Arts and Sciences, to teach the Program's 'The International Politics of the Asia Pacific' seminar, and may also be involved in MAPS curricula and more generally in scholarly and other initiatives at the CPR, depending on their area of focus and degree of expertise in relevant fields. To the extent, then, that the needs and goals of the MAPS curriculum become an explicit part of hiring criteria in relevant departments going forward, we believe that the addition of such faculty can help shape the future of the MAPS Program to a significant degree.

J. Changes in the Discipline of Asian Studies or Area Studies Affecting the Program

Interdisciplinary, multidisciplinary, and interregional or comparative research in Asian Studies have all strengthened during the past two decades. This trend has been evident in the social sciences for some time, and more re-

cently in thematically focused collaborations among historians, literary scholars, art historians, and other humanists. Moreover, as the profile of Asia scholars has risen in American academe and in the world as a whole, they have increasingly become participants in the shaping of disciplinary methodologies and theories than was the case even a few years ago. Within the MAPS Program, these changes have been reflected in the use of theoretical readings that address globalization in the Society and Culture in the Asia Pacific, or in the models of international relations which students are tasked with applying to empirical cases in the International Relations of the Asia Pacific. Needless to say, these trends conform quite well to the original vision of MAPS, and both instructors and students draw from the growing body of scholarship that examines topics of concern from multiple disciplinary and regional perspectives.

K. Communication between Interdisciplinary Faculty

Since no two of the faculty are drawn from any single department or discipline, the necessity to communicate across methodological or disciplinary lines has been a *sine qua non* of the MAPS Program. Yet even during periods when most seminars were taught by Full-time faculty, communication between them was perceived, rightly or wrongly, as an objective that was less central to the success of the Program. Regular contact among the teaching staff, whether Part- or Full-time, has been relatively modest, at least compared to a typical undergraduate interdisciplinary program or department. Historically there has rarely been more two faculty meetings in each academic year and currently we typically manage just one. Each course presents a kind of encapsulated version of the discipline it represents, and class time and instructor energy have generally been devoted to presenting the basic tools, methods, and texts of the relevant subject and discipline. However, thanks to the trends cited in [3] above, and in conformity with the Program's educational mission, instructors have made real efforts, supported and encouraged by administrators, to inform themselves of the various elements of the entire curriculum, including the topics and perspectives taught in the other courses of the Program, and increasingly they incorporate a degree of interdisciplinary themes or methods into their respective syllabi.

L. Service

Because only one member of the MAPS teaching staff belongs to the Full-time faculty, college and/or university service is not a major element in the operation of the MAPS Program.

M. Relationships with Other USF Departments and Programs

The MAPS Program in and of itself has not collaborated extensively with other departments on campus. Where cooperation has occurred, in the form of symposia, guest speakers, or conferences on topics of mutual interest, they have been organized and run by the CPR, rather than by MAPS per se. Nonetheless, both teaching faculty and MAPS students have been involved in such projects, sponsored jointly by History, Theology and Religious Studies, Philosophy, and Politics, among others.

Academic departments in the College of Arts and Sciences have taken an interest in MAPS to the extent that their members have been involved in research and teaching relevant to the MAPS Program and departmental faculty have, of course, served on search committees and acted as consultants in the hiring of Part-time faculty. But since none of these departments themselves offer graduate programs, there has been less interest in developing joint projects in the area of teaching or other collaborations. This may change to some extent with the birth of a new MA program in International Studies (MAIS) in Fall 2009. There are many potential areas of overlap with this new program, and hence future collaborations in curriculum, special programs, or research projects seem feasible. At the very least, qualified MAPS students are already able to take selected seminars in the MAIS curriculum in lieu of language units, and MAIS students, who must complete at least one 'area-based' graduate seminar, are able to enroll in MAPS courses to satisfy this requirement (in fact we have students from each program pursuing these options in the Spring 2010 semester.) We also increasingly accept undergraduates enrolled in the Japanese, Chinese, and Asian Studies majors and minors into the 4+1 MAPS degree Program, and thus find ourselves sharing a student population with these programs and departments.

Over the history of MAPS, the relationship with Modern and Classical Languages has been the strongest, given that the language programs have benefited regularly from the advice from and sometimes teaching by Full- or Part-time faculty from that department. We also hope to develop ties with the Sociology Department, which has

recently hired a new member whose research interests are closely applicable to the MAPS curriculum. Whether or not she chooses to teach in MAPS at a future date, we hope that she will become involved in the CPR in some capacity when she returns from a post-doctoral fellowship in Fall 2010.

N. Challenges of Maintaining Coherence and Quality

The challenges of maintaining an interdisciplinary program taught by specialists in different disciplines and academic departments are both organizational and conceptual. At a relatively small institution like USF, these are probably even more evident than at larger schools, where such programs tend to achieve some cohesion along the lines of sub-regional specializations (China, Japan, Southeast Asia, etc.). An added difficulty, as an evening graduate program whose students and mostly Part-time faculty spend little time on campus outside of class, is that there are fewer ways for us to build a sense of shared community than is the case for undergraduate interdisciplinary programs. We believe that while such challenges need to be squarely faced, the MAPS Program has nonetheless managed to achieve a degree of cohesiveness among the different specializations and a remarkable amount of esprit among the student body. As long as a spirit of cooperation reigns, we anticipate relatively smooth delivery of the curriculum. In the sense that the overall mission and intellectual vitality of MAPS could be improved through more fully integrated and mutually complementary learning, we are continually working toward achieving this at the level of specific recommendations and ideas for each course and instructor. Unfortunately, however, given the frequency with which our teaching staff changes (only two instructors have taught in the Program longer than five years), it is a challenge to ensure that such changes endure over the long term.

O. Faculty Recruitment and Development

It must be emphasized that because the CPR/MAPS is not an academic department, it cannot house Full-time faculty as their primary university home. Due to stipulations in the USFFA Collective Bargaining Agreement, all Full-time faculty positions are advertised by existing academic departments, and in cases where the occupant of the position is expected to teach in MAPS, MAPS-affiliated faculty may participate in the search. This has occurred in Theology and Religious Studies, Modern and Classical Languages, and Politics.

Although we cannot directly hire Full-time faculty, the CPR and MAPS have been instrumental in the creation of several new faculty lines over the past dozen years. As discussed above, we eagerly anticipate the eventual hire for a new position in East Asian and International Politics, one that was created largely at the instigation of the former EDCPR, Barbara Bundy. This new faculty member will fill an important gap in the Full-time faculty, since at present, the politics of East Asia is not covered at the undergraduate level except as topics within courses on international relations. We believe such a position will come to play a pivotal role in the MAPS Program, given the interests of our students, and the position of the politics course, along with economics, in the final semester of the Program.

We also look forward to the continuing development of the language programs in the Department of Modern and Classical Languages, whose recent search for a new Chinese term appointment has, unfortunately, been suspended for budgetary reasons. A small number of our students (all international) are able to take daytime undergraduate language courses to satisfy the language requirement, and the growth of both the Japanese and Chinese language curricula has been beneficial to our own efforts, if only indirectly.

The Program does, of course, conduct searches for Part-time faculty as the need arises and hires them with the approval of the Dean of Arts and Sciences. Announcements of openings are advertised online in the Chronicle of Higher Education and in the jobs section of H-Asia, as well as being broadcast to sister institutions and faculties in the area, and to any scholars and friends who we believe may know of likely candidates. Based on CVs, teaching evaluations, and recommendation letters received, the Program directors will invite suitable applicants to an interview, and if there is any question about teaching experience and "teaching demonstration" may be arranged. When an instructor is chosen the name and CV are forwarded to the Dean's office for approval. Whenever the situation requires, consideration is given to candidates who are or will be local and who may be in a position to teach in the following years if the first course proves successful.

VI. PROGRAM GOVERNANCE

The Program has not seen the need to establish its own by-laws or other governance documents or protocols for its operations. In the early years of the Program (1993-1999), governance tended to follow the model of academic departments, with deliberation and even votes taken among the faculty on matters of special importance, but with ultimate authority and accountability resting with the EDCPR. This was certainly the case when the considerable substantive changes were made to the curriculum in 2002. Since about 2004, the waning involvement of Full-time faculty has resulted in a falling off of regular faculty meetings (currently one per year, typically). On questions such as course staffing or curricular matters, the MAPS Administrative Director, Academic Director, and EDCPR (when present) jointly consult before taking any decisions.

Program administrative directors are appointed by the EDCPR, in consultation with the academic director, and approved by the Dean of Arts and Sciences.

All appointments to the position of academic director have been made by the Dean of the College, in consultation with the EDCPR. This position was staffed during 1994-2002; after the resignation of Shalendra Sharma (academic director of MAPS, 1999-2002), the position was left vacant for approximately seven years. During this period, administrative, advising, admissions, and other related duties became the responsibility of the administrative director, with admissions, curricular, and Part-time faculty hiring affairs overseen by him in concert with the EDCPR. In Fall 2009, the position of academic director was reinstated, with Steve Roddy returning to fill this position. Since then, and in the absence of an EDCPR (who is slated to arrive on campus in August 2010), the administrative and academic directors have jointly vetted new Part-time faculty and managed other activities of the faculty and staff.

VII. STUDENTS

A. Recruitment

Recruitment for MAPS, like college recruitment nation- and worldwide has undergone a considerable revolution with the advent of the World Wide Web. In the early years of the Program large parts of the annual Program operations budget was spent on printing and mailing out posters (with tear-off return cards) to thousands of relevant institutions and faculties, on newspaper advertising for periodic information meetings here in San Francisco, and in maintaining an information page in publications like the Peterson's Guide to graduate Area Studies programs. Today the bulk of the money the Program spends on promotion is used to create awareness of the Program locally through advertising on buses, Bay Area Rapid Transit (BART) trains, occasional public radio advertising, and on sponsoring films in the annual San Francisco Asian American Film Festival. The web—whether in the form of searches by potential students coming to the Program, College, and USF sites, or by pro-active web advertising (Google AdWords, among other initiatives) by the Program, the College Office of Graduate Admissions, or the University—now bears the bulk of our promotional efforts. The College Office of Graduate Admissions must be particularly singled out for their wide-ranging and effective management of representation for MAPS at grad fairs around the country and for advertising for and operation of several grad fairs here on the USF campus each year which have proven a very productive source of applications.

The astonishing thing about the web's role in recruitment is how many applicants will go through the entire process of search, discovery, conversion, application, and enrollment without any or with only minimal contact with Program staff. The other interesting phenomenon is how apposite the self-selection of applicants is; the Program's characteristics as outlined on the web mostly eliminate applications from demonstrably over- or under-qualified prospects.

The pronounced increase in Asian students, especially those from China, in recent years is less a function of the web per se as it is a combination of a large pool of potential students of increasing affluence who carry out most of their investigation of their graduate school options on the web, but many of whom are actually 'landed' as applicants to USF through the work on the ground in the region by USF Vice-President for International Affairs Stanley Nel (formerly Dean of Arts and Sciences, and a person very familiar with the MAPS Program.) Nel travels extensively in China and elsewhere, placing ads in local newspapers announcing the opportunity to speak about graduate school with the vice president of an American university; every year anywhere from a third to a half or

more of incoming Chinese students credit meetings with Nel in their decision to apply to MAPS. No effort the Program itself could mount would have a chance of producing similar results.

B. The MAPS Student Profile

MAPS students are motivated by a combination of academic and professional interests to pursue the study of Asia. In the early years of the Program's existence, a large proportion of our students came into MAPS with moderate to extensive experience in professions such as government service, banking, sales and marketing, environmental engineering, teaching, and advertising or public relations. Almost none of these students had studied Asia in any depth and Asian languages at all. By the early 2000s, this demographic had shrunk to a smaller proportion, and a higher percentage were young people in their mid- to late-twenties, a good number of whom had already achieved some fluency in an Asian language through coursework, residence in Asia, or a combination thereof. The coexistence of these two demographics, along with a steady increase in Asian students, has contributed a diversity of perspectives and experiences that enriches the overall MAPS experience for all students, and we have endeavored to maintain this mix into the present.

The Program is best suited to students with some grounding in Asian Studies, but without extensive knowledge or academic training in Asia-related fields. In fact almost none of our students have undergraduate degrees in Asian Studies, though a few have degrees or at least minors in Asian language. However, almost all students have personal experience in Asia or are actually from Asian countries. In our admissions policies, we are looking for students with the motivation to succeed in a demanding graduate program, and who also exhibit evidence of solid academic skills in critical thinking and verbal expression. *[See p. 28 for a statistical abstract of all students.]*

C. Student Ethnic, Racial Gender Profile

The Program's ethnic, racial, and gender composition has varied over the past ten years. On average, female students have outnumbered male, with occasional deviations from this pattern. Moreover, among international students Asian students have predominated over all, and Asian women have tended to predominate over Asian men. We have sought to achieve gender balance whenever possible, but given the limited size of our applicant pool, this has rarely been attainable. It should also be noted that the undergraduate population at USF is currently about 60% female. *[See p. 29.]*

D. Extracurricular Clubs and Other Activities

Because a significant number of our students are working Full-time, and thus unavailable to spend time on campus, student-centered extracurricular activities are less prominent than we might wish them to be. Another factor in this dynamic is that students tend to relate much more strongly to their cohort-mates than they do even to the students in the cohort preceding or following theirs, even though their time in the Program overlaps by at least a year. For the most part they have not organized among themselves, at least until the recent advent of social networking websites; now the MAPS Program has its own Facebook pages for current students and alumni, and this has helped create a significantly higher level of interaction between members of different cohorts in recent years.

There is a MAPS Alumni Society, headed by George Alessandria '98, but largely due to the strong student identification with cohort rather than program, activities of the Society have been limited. Nonetheless, students in any given year have often managed to avail themselves of alumni contacts to pursue their career and other interests.

E. Student Orientation and Handbook

A student handbook was prepared in the late-1990s, and is updated every year. This provides basic information about academic expectations and resources available to the students both on and off campus. An orientation session is required of all students entering the Program in the fall and spring semester of each year, during which expectations and requirements are introduced. *[A copy of the current Handbook is attached as Appendix 4.]*

F. Funds, Facilities, and Other Resources for Student Use

Travel stipends have been made available to students presenting their work at conferences and other forums, both domestically and internationally; every effort is made to inform students of such opportunities and those students who successfully present papers have their accomplishment noted in the CPR's annual report.

As of now, no dedicated office space is available for student use; however, student assistants use either the Lone Mountain or Main Campus (Kalmanovitz Hall) CPR offices to conduct their work for research projects sponsored by the CPR.

G. Student Quality

We have no basis for comparison with other graduate programs, except to say that, over the years, we have drawn from a pool of applicants that overlaps with the Stanford and Berkeley MA programs in Asian Studies. While no doubt the MAPS Program would welcome any student also able to be accepted by our giant neighbors, it is also true that we have had over the years a number of students who also applied to these schools and yet chose USF in the end; without knowing for sure whether the students were accepted to these competing programs, it is clear that for many MAPS students the determining factor is often our lack of an Asian language pre-requisite, and scheduling that allows students to work full time while they pursue their degree. While the quality of our students overall has remained more or less constant over the past several years, questions over the English proficiency of non-native speakers have arisen more frequently in the past year or two, even when entrance TOEFL minimum scores are met. In some cases, such students have been required to complete an advanced course in the ESL department either prior to or concurrently with their enrollment in MAPS.

H. Fellowships

The CPR has sought funding for MAPS fellowships and scholarships since the Program began. The results of these efforts was relatively modest in the first ten years of the Program, but after 2003 the EDCPR began to specifically solicit fellowship funding from donors as part of the CPR's general fundraising efforts culminating in a gala event each year. As a result of these efforts, and of the Dean of Arts and Sciences generously making available to the Program some of the College's limited graduate fellowship funds, a total of over \$650,000 has been on offer to incoming and continuing MAPS students over the past five years. These fellowships are awarded based on competitive applications, considering either merit or need or, in some cases, both, either as 'tuition supplement' awards (paid directly to the University based on the recipient's enrollment) or so-called 'working' fellowships requiring 100 hours of volunteer work at a Bay Area Asia-related non-profit organization in order for the recipient to receive their award on a pro-rata basis.

I. Student Retention

Since 1993, approximately 87% of students still enrolled after the 'census date' of their initial semester have completed the degree. No student has ever actually 'failed out' of the Program although several departures have coincided with a progressive decline in semester grades.

If we look at the nearly 15% historical attrition in the Program to date, between one third and one half is due to students encountering changes in their personal or working lives, but we must acknowledge that the remainder of this is the direct or indirect result of strong, sometimes acute, student dissatisfaction with, typically, the delivery of a single seminar in a given cycle. In all honesty, more often than not this has been due to our failure to hire the right Part-time instructor for a given course, though it must also be said that some of the attrition is due to dissatisfaction with a course or courses taught by Full-time faculty. The point is that unlike smorgasbord programs where a single unsatisfactory course chosen from dozens of offerings in multiple departments would rarely be blamed on the inter-disciplinary program itself, the same thing encountered in the MAPS Program is invariably blamed on the Program directly, justifiably on its administrators. By eliminating almost all student curricular choice we have taken on the responsibility for these choices ourselves, and a small population of students, denied choices of their own and finding our choices less than satisfactory, chose to depart before receiving their degree, some after having already completed nearly half the Program. In fairness, of course, it must be said that some students refuse to be satisfied, and not all departures can be accurately ascribed to failure in course delivery; in any case, however, we are extremely mindful of this phenomenon and strive our utmost to avoid any repetition. Our main tools are close monitoring of student reactions from the beginning of each semester and the administering of various survey tools that supply instructors with anonymous student feedback no later than the middle of each term to reduce the likelihood that any significant problems turn truly serious. Please see appendices for these figures by year.

J. Mentorship Opportunities and Career Counseling

Our students are encouraged to seek mentors from among the members of the Business Advisory Council of the CPR, and many of them have taken advantage of this opportunity. The informal Mentorship Program is headed by Board member and MAPS alumnus George Alessandria who takes it on himself to meet first with every student interested in mentoring so he can better match them with individual Board members.

Every fall, both incoming and continuing students are polled about their career interests and objectives and based on the collated results Program administrators invite ten or twelve executives and professionals from Bay Area companies, government entities, and non-profit organizations to meet with students for an 'Executive Networking Evening.' At this event students move between tables occupied by professionals representing the career areas in which they are most interested while everyone consumes a buffet dinner. This informal environment allows students to explore possible career path options, to inquire of people who hold jobs of interest to the students themselves about how to best prepare for seeking such jobs. Although perforce there are some students with unique or unusual career interests who will not find a professional of interest at this event, attendance in recent years has been quite high (always attended more by first year students than by second, who will have already participated in one such even), and follow-up feedback indicates very high student satisfaction with this event. In fact, students pursuing the Concurrent MBA-MAPS degree have consistently rated this event higher than similar efforts put on by the USF Graduate School of Business.

Nonetheless, there are a few students who have felt or feel that the Program could and should be doing much more to help graduates with career matters. This has been more especially true in periods such as the past two years, when the economic picture has grown much less certain, and is more typically a view held by younger students with little or no previous work experience. However, given that as many as one third of students in the Program are currently employed full time and may not be seeking our employment help, and another third are international students for whom the Program can do relatively little in this regard beyond helping them seek good opportunities for temporary Optional Practical Training (OPT) following graduation, it is not likely that the Program will be able to muster significant resources beyond those already deployed to assist the small number of remaining students through the sort of ambitious placement programs some students have said are desirable. Nonetheless, the Program Administrative Director is a former director of personnel and training of an Asian hotel chain and offers all students optional tutelage in resume writing and interview skills, and the (retired but still willing to be of help) EDCPR has proven tireless in leveraging her community connections to the advantage of students who have contacted her. The most successful students and alumni are invariably those who have availed themselves of ALL the relevant opportunities the Program offers them as they tirelessly pursue their particular career interests and goals.

K. Student Outcomes

Given the wide range of motivations that bring students to the Program it is not surprising that student outcomes are equally diverse. Leaving aside those students who do not see the Program primarily as a career booster (this includes some heritage students, some international students and some older students, perhaps as many as a third of students in recent years), younger graduates with little previous work experience have mostly seen the value of their degree in the way it serves to differentiate them from job seekers with generally similar age and backgrounds. Although our information is hardly systematic, we do see that at least some graduates who were looking for MAPS to make a difference in their careers have credited their degree with doing just that. While we do have reports of success from students pursuing for-profit careers (in IT fields, shipping and transportation, and language teaching most recently—and including one student who works as a scout for U.S. professional baseball in Taiwan, the very career goal he stated when entering the program), many of our graduates seem to gravitate towards non-profit positions, while a smaller number pursue advanced education options. We have graduates (for instance) working for Oxfam in Bangkok, starting their own NGOs in Cambodia, and enrolled in Ph.D. programs in Berkeley, UCLA, and elsewhere.

VIII. STAFF

The MAPS Administrative Director, Ken Kopp, has been with the CPR for nearly eleven years and is himself a graduate of the Program ('99). Prior to joining the CPR, as its Assistant Director in 1999, Kopp had spent most of the previous 25 years engaged variously in study and work focused on Asia, especially China, beginning with a two-year stint at the Chinese University of Hong Kong while earning his BA in Asian Studies from UC Santa Barbara. Combining extensive experience living and working in the teaching, training, hospitality, and management consulting sectors of Taiwan, China, Burma, and Singapore with an intimate knowledge of the Program, Kopp works closely with the MAPS Program Assistant, Krysten Elbers, and the EDCPR, managing the recruitment, orientation, and mechanical progress of students, and assists the Program Academic Director, Stephen Roddy, Ph.D., in matters related to faculty and curricular development, and student academic affairs.

The MAPS Program Assistant, Krysten Elbers, has been with the CPR virtually since its founding and is the absolute master of the administrative mechanics of the MAPS student experience, having overseen all such matters since the induction of the first MAPS cohort in 1993. She is an invaluable aid to both instructors and other Program administrators. Elbers also manages student employees, both undergraduate and graduate, engaged to perform support work for the Program or the CPR as a whole. In addition to her work for MAPS, it must be noted that she is also the Program Assistant for the undergraduate Asian Studies program (BAAS), not to mention her larger job as Program Assistant for the CPR in all of its other dimensions.

Students have consistently expressed that one of the key parts in their decision to choose the USF MAPS Program is the personal, hands-on approach to Program administration and problem solving made possible by a small, dedicated staff with detailed knowledge of both the Program itself and the larger contexts of College, University, and community. In the last two years maintaining this reputation has been made more difficult by the physical division of Program and CPR staff between Lone Mountain and Main Campus office locations, effects which have been lessened in part by skillful use of internet-based tools, online file sharing, and effective communication.

The University provides professional development opportunities for staff through Center for Instructional Technology (CIT) training programs and ARETE initiatives.

IX. DIVERSITY AND INTERNATIONALIZATION

A. Diversity

Currently, three of the six faculty members teaching in the Program are of Asian ancestry, and of the remaining three, one is a woman. All of these four are Part-time faculty. Students are drawn from a number of ethnic groups; please see appendices for details.

The MAPS Program, as an integral part of the CPR and USF, has a long history of inclusiveness toward faculty, students, and visitors from diverse ethnic, religious, cultural, and socioeconomic backgrounds. Indeed, the ideals of inclusiveness and respect for difference are built into the fundamental mission and practices of the CPR and MAPS. The faculty and staff of the MAPS Program are sensitive to the intercultural and interpersonal factors that both impede and facilitate communication in a multicultural environment such as MAPS, and more broadly, the USF and San Francisco communities.

1. *Possibly Inhibiting Factors*

The ability to recruit faculty of diverse and underrepresented groups has been conditional on funding for new positions. At the university-wide level, a significant number of faculty in the College of Arts and Sciences, including several of Asian-American ancestry, have been recruited through post-doctoral teaching fellowships (funded by the Irvine Foundation for about ten years, subsequently by USF itself), that have been converted to Full-time probationary appointments.

The MAPS Program has received monies specifically dedicated to scholarships for underrepresented groups, which have been helpful in recruiting and retaining a number of students. We hope to continue raising money through the CPR to fund such scholarships.

2. *Impact of Faculty and Student Diversity on Program Affairs*

Some changes have occurred along these lines through the input of students and faculty. For example, the presence of Muslim students has led to inclusion of a unit on Islam in East Asia in the Religion and Philosophy course; several years ago, a Vietnamese student's input inspired the instructor of the Literature of East Asia to bring Vietnamese literature into that course in a substantial way.

B. Internationalization

1. *Study-Abroad and other International Opportunities*

Since the implementation of the four-unit curriculum in 2002, a fair number of our students have spent the summer between the first and second years in Asia, in a variety of settings. Some have attended language programs, while others find internships or travel opportunities in countries ranging from Vietnam to China, Mongolia, and Korea.

2. *Possibilities for Future Internationalization*

This is an area that is ripe with possibilities for development. The incoming EDCPR is from Hong Kong and has extensive experience both in establishing such relationships, and in working in academic institutions in Asia. We look forward to her contributions toward furthering such collaboration.

X. TECHNOLOGY AND INFORMATION RESOURCES

A. Technology

The University, generally, promotes the use of existing and developing technologies in all appropriate aspects of the pedagogical enterprise. The recent and to some extent ongoing renovation of the University's website(s) is partially intended to advantage the use of a wide(r) range of online collaboration tools in addition to Blackboard which is now almost universal here. MAPS instructors—especially Dr. Kaur—have begun using class blogs and wikis to enhance collaboration, and also video as a way to allow students to watch their own presentations in an effort to improve their delivery skills.

B. Distance Learning

Although there have been numerous inquiries over the years about a distance learning option for MAPS seminar content (not least among students who have had to leave the Program prematurely due to work or family exigencies), the University has, at this time, no plan to encourage such moves.

C. Library Holdings and Services

While the Gleeson Library does not routinely collect books or periodicals in Asian languages, it has made an effort to consistently expand its holdings in English-language works in the various disciplines covered in the MAPS Program; in fact the library staff are very welcoming to faculty and even administrative staff suggestions for new acquisitions in Asian Studies. We are reasonably satisfied that it is making its best efforts to keep up with the current scholarship in relevant fields, given current budgetary constraints.

Significant improvements in the Link+ interlibrary loan system has meant that our students actually have access to a much larger collection than that housed at USF itself, while our rather limited periodicals collection has meant that database retrieval services have become vital resources for students conducting their research and writing projects for their courses.

The Ricci Institute's collection has been somewhat useful to students possessing linguistic competence to read Chinese, especially classical Chinese, as well as other East Asian language texts. However, since the interests of most of our students do not extend to the kinds of topics on which the Ricci collection is strongest, it is not tapped as a resource on a regular basis.

XI. FACILITIES

As previously described, the unavoidable division of CPR offices between Lone Mountain and Main Campus locations has no doubt complicated some administrative tasks related to MAPS, but overall the facilities provided for and used by the Program and its students are quite adequate to our needs.

XII. CONCLUSIONS

A. Distinguishing Strengths and Accomplishments

The MAPS Program has pioneered the delivery of an integrated, comprehensive course of Asian Studies that has few if any counterparts in the US or abroad. Now that fifteen cohorts of students have completed the Program, and a total of nearly 300 students have graduated from or are currently enrolled in MAPS, we believe we have established a track record that validates both the intrinsic as well as practical value of this form of learning. From our graduates that have gone on to careers in which they have made use of the skills and knowledge gained in the Program, we have received many testimonials of its importance to them, both professionally and personally. This achievement testifies to what we believe to be a continuing need for a program such as ours, one that fulfills the intellectual and career aspirations of a particular population of people seeking an understanding of and engagement with Asia and the Pacific Rim. Moreover, we are confident that the consistency and quality of the Program has improved over time, thanks to the efforts of its students, staff, and Part- and Full-time faculty, and to the accumulation of our individual and collective experiences.

Additionally, the wide-ranging activities of the CPR and its subsidiary and affiliate entities have provided the MAPS Program with an institutional and communal identity that helps distinguish it from many other programs of its type around the country. CPR lectures, conferences, and other public programs, which take place regularly during the academic year, have contributed to the enthusiasm of our student body, and given them opportunities for interaction with scholars and individuals with similar interests. Beyond, this, and no less significantly, integrating fundraising for MAPS graduate fellowships with the broader effort of raising money for the rest of the CPR agenda has produced distinct material advantages for the Program, particularly at a time when students face not only steadily increasing tuition but also an uncertain economic environment.

B. Challenges, Weaknesses, and Obstacles

The language component has been the most problematic element of the Program, historically, and especially since the migration to our four-unit delivery, as previously noted. Perforce we must tailor our language courses in each cycle to the varying linguistic skills and interests of a relatively small population of (often) non-traditional students many of whom can only study at night. The problems are exacerbated by our particular delivery involving only students in the first year of the Program, and the high stand-alone cost of individual language courses vis-a-vis comparable courses available at other accredited Bay Area institutions (currently \$4300 for a single 4-unit USF course compared to as little as 4 units for \$125 for California residents at CCSF; \$303 for non-residents.)

We have been blessed with a number of very talented, qualified, and dedicated language instructors, now, and over the years, but inevitably, we have often lost them as they eventually move on to more secure and/or remunerative employment. In short, the fluctuations in available language instructors and in the varying levels and demands of our students have presented vexing complications to achieving consistency in the delivery of our language courses. The lack of continuity of faculty teaching the seminars has also presented similar problems, though to a lesser degree.

The diversity of student interests and levels of preparation are both strengths and also, occasionally, potential weaknesses in the Program. Where individual students' motivation, preparation, or interests diverge, there have been minor conflicts in the past. Interestingly, the tendency for such disparities to result in discord has actually diminished in the past several years. Perhaps this is because the instructors have found effective means of fostering harmony and *gemütlichkeit* among our students, or perhaps it simply reflects our good fortune, but in any case, we seem to be relatively free of overt tension.

C. Recent Changes in the Asian and Areas Studies that Influence the Program

As noted above, the field of Asian Studies has, as a whole, moved away from its status as a ghetto, and in the direction of greater integration into the disciplines of the humanities and social sciences. Thanks to this rise in visibility, and also to the collaborative research and teaching across specializations that have become more common in recent years, fewer objections to the viability and intellectual rigor of area studies in general, and Asian Studies in particular, are being voiced than was the case during the debates of the mid-1990s. The relative decline of American economic, cultural, and academic preeminence may also have fostered a greater sense of humility in the academy, one that is conducive to the comparative study of those regions that pose challenges to the untrammelled exercise of Euro-American hegemony, whether in intellectual or other discursive domains. In light of such changes, as we have noted in the Program learning outcomes and elsewhere, MAPS has taken an increasingly comparative approach in its courses, contextualizing the study of Asia within the broader currents of globalization and other developments.

D. College, University, and Internal Expectations for the Program

The College of Arts and Sciences and the University administrations have been supportive of MAPS throughout its history, sustaining us through periods of lean enrollment, and offering assistance for student recruitment in the form of tuition grants, an advertising budget, approval and support for new Program options (such as MBA-MAPS, CAPS, and BA/BS-MAPS), and in other, less tangible, ways. One of the most visible trends within the College over the past five years has been to encourage the development of new graduate programs in the social sciences and sciences, and MAPS has benefited from the increased College budgets for advertising and on-campus recruiting events. In that sense, MAPS belongs to a sector of the College that is assuming greater importance, especially compared to its early years in the 1990s, when graduate education took place on a much smaller scale.

It should also be noted that the College and University have tended to view MAPS within the broader frame of the activities of the CPR. Under Barbara Bundy, who directed the CPR from its creation in 1988 until her retirement in 2009, the CPR expanded on several fronts and directions, in research and publication, teaching, public outreach, and fundraising. As one constituency among several, the students and faculty of MAPS have played important, indeed perhaps crucial roles, in infusing both energy and a sense of tangible accomplishment to the work of the CPR and have benefitted from the energy and dynamism of this larger project in turn.

In our own perceptions of MAPS, the teaching faculty and staff currently active in the Program generally feel that it contributes to the overall dynamism of the CPR and Asian Studies at the College and University. Although the recent dearth of Full-time faculty involvement may have contributed to a certain sense of isolation from the College, our employment of a cadre of Part-time faculty has brought instructors of real talent and commitment into the University's orbit. In any case, the relatively smooth operations, stability, and generally high level of student satisfaction with the Program have protected us from the existential fears or even malaise to which we might otherwise have been susceptible.

XIII. COMPREHENSIVE PLAN FOR THE FUTURE

A. Faculty Recruitment

As noted above, the new position in International Relations and East Asian Politics has the potential to restore a greater presence and visibility of Full-time faculty to the MAPS Program. We believe that a specialist in East Asian politics would help to provide a much-needed source of expertise in a discipline and subject to which many of our students are drawn, both professionally and intellectually.

The allocation of an additional Full-time faculty line that could serve MAPS, in the departments of either History or Economics, would also be desirable. Indeed in all departments which the Program draws from, increased depth, with more than one faculty member able and willing to teach in the Program would provide optimum support to the Program. Having such depth would help avoid the often quite challenging problem of replacing Full-time faculty who go on sabbatical with a one-time Part-time appointment. We see no indications, however, that any plans are afoot to address this possibility.

B. Student Recruitment

Historically the Program receives 35-50 complete applications each year (including Fall and Spring recruitment) most of whom are accepted, and materializes about 50% of these as enrolled students. From the beginning the Program has relied on "rolling" admissions, chosen originally to deal with the slow speed with which the Program became known to the population of potential students. We have been reluctant to move away from this practice to a single fixed deadline (or one for Fall and one for Spring), conditioned as we are to a pattern where we often get a critical portion of our total pool of applicants quite late in the cycle (when we are perhaps the only program—certainly the only local program—still accepting applicants.) Nonetheless, the obvious attraction of accumulating most or all of each year's applicant pool at a fixed point and then cherry-picking the best of these would mark a certain kind of maturity for the Program that would be quite satisfying. As it is, however, we have not actually ever come to the point where we denied entrance to a stellar candidate after having accepted a full class of less than stellar candidates, so perhaps pursuit of this satisfaction is a luxury we need not pursue.

C. Curriculum

Periodic reviews of the curriculum by the faculty and administrative staff may inspire modifications to existing courses, or perhaps even suggested replacement of one or more with new courses in the humanities and/or social sciences. At present, however, no changes of significant magnitude are being contemplated. However, we continue to evaluate the effectiveness of the current sequence (language plus two seminars in Year 1; language only in the intervening summer; four seminars in Year 2), and may yet make changes, if possible, to allow for greater balance between language and seminar classes.

From a purely mechanical vantage, manipulation of the language component offers the least radical options for curricular change in future. Limiting the number of units able to be imported from other institutions is one possibility which could yield higher numbers in MAPS language courses in the first year, but another option would be to reduce the language requirement by four units and replace these with a seminar in Methodology which could address the disparities in student background and preparation for graduate work. Either way, something may need to be done sooner rather than later to rationalize the language part of the Program. Caution is nonetheless needed; a solid percentage of students continue to cite the integral (rather than pre-requisite) language feature as an important factor in their decision to enroll, and all faculty are convinced of its importance to the Program as a whole.

An idea with recurring life would be to develop a unified syllabus for the entire Program. Given the relative stability of recent years, now seems an opportune time to explore such a proposal in depth. By presenting the entire Program in such a format, and bringing all active faculty members into the process, we believe that such a plan could enhance the coherence, and thus the students' experience of, the Program over all.

A related option would be to integrate a defined set of graduate-level skills, in writing, researching, critical thinking, and argumentation, and to incorporate these in the syllabi of all six seminars in a much more thorough way than now (implicitly) exists. This could be usefully linked to the concrete goal of each student being strongly encouraged, or even required, to submit a paper in the discipline of their choice to the editors of the CPR online journal, *Pacific Rim: Perspectives*, for consideration.

D. Possible Impact of Future Changes in Asian/Area Studies

Given the interdisciplinary nature of the Program, it is less evident than it might be in single-discipline curricula how, and in what directions, the study of these subjects will evolve in the next decade. Nonetheless, it is both probable and desirable that the Program moves in the direction of increasing integration of its six disciplines, in particular among the humanities (history, philosophy/religion, and literature), and social sciences (contemporary culture, politics, and economics).

E. Opportunities and Obstacles

USF's location in the city of San Francisco, with its wealth of NGOs and businesses with ties to Asia, is one of the most important assets for our Program. We should continue to exploit possibilities for our students to engage in internships or other positions in these communities. Students specifically cite the possibility of gaining exposure to such work as a significant factor in their decision to enter the Program.

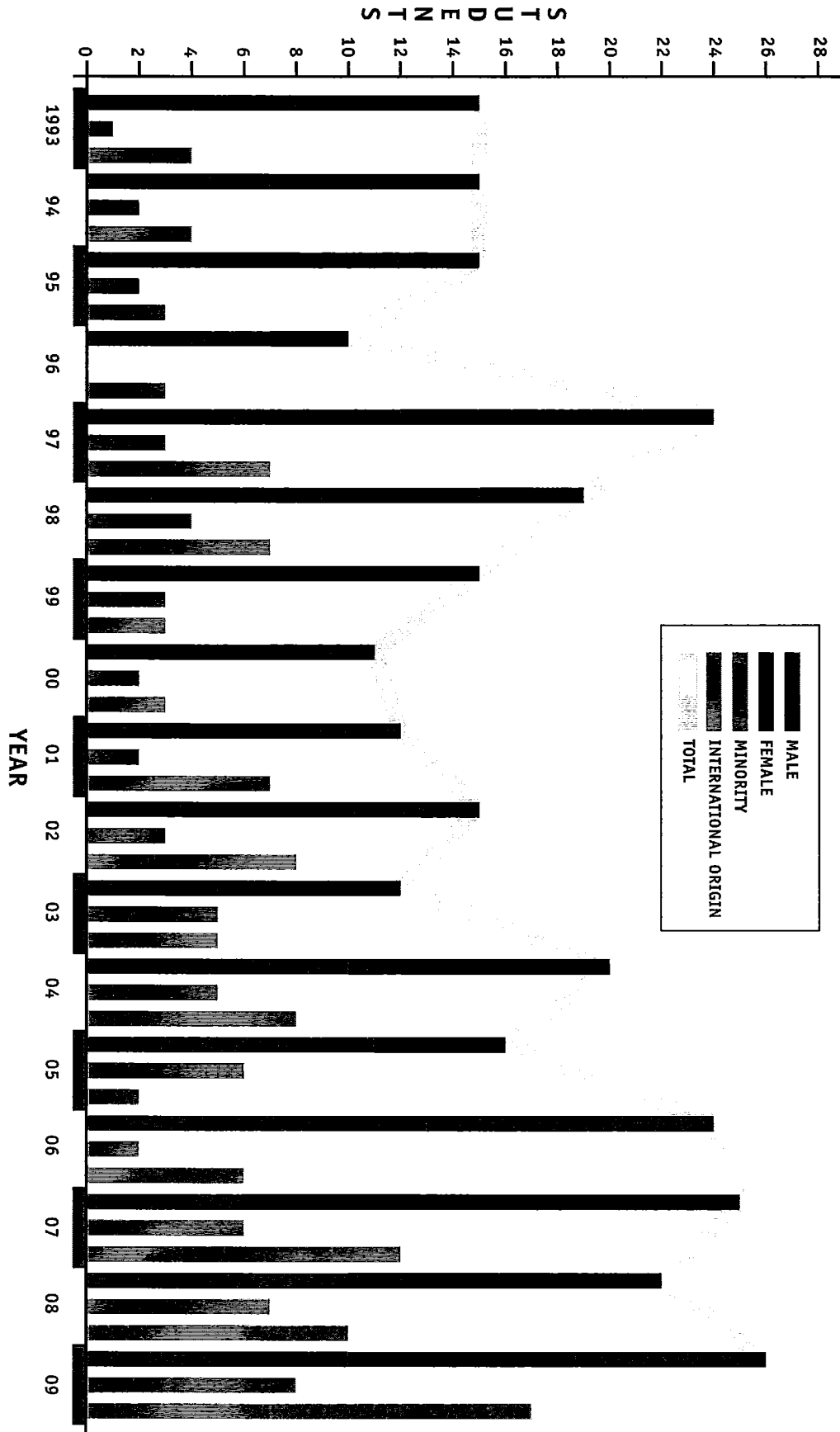
The obstacles to further improving our Program can be summed up as a lack of resources. Of course, the current uncertain economic and jobs environment, while it lowers the opportunity cost of education, it also reduces student funding options even while costs increase. With more money for student scholarships, we could enlarge our student pool, and help them to survive and thrive once here. With more Full-time faculty positions in Asian Studies, we could improve the articulation of the MAPS Program within the College.

Finally, we expect that the Program's relationship with the CPR will continue to evolve under the leadership of the new EDCPR, who is from Hong Kong; we believe that the MAPS Program will find new avenues for expansion, perhaps in the direction of greater collaboration with other institutions both in Asia and in the US going forward.

USF Center for the Pacific Rim Master of Arts in Asia Pacific Studies

Cohort Statistics

	Enrolled	Spring Enrolled	Total Enrolled	Graduated	Male	Female	Average Age	Overseas Origin	Overseas Origin as % of Total Enrolled	US Minorities as % of Domestic Students	Full Time Employment during Program	Zone Residents as % of Total Enrolled	Average Years at Entry Since BA Awarded	Entrants Just Out of Undergrad
1993/4 Cohort 1	15	n/a	15	15	8	7	37	4	26.7%	7.1%	8	86.7%	11.5	0
1994/5 Cohort 2	15	n/a	15	15	7	8	31	4	26.7%	14.3%	8	80.0%	5.8	1
1995/6 Cohort 3	15	n/a	15	15	6	9	31	3	20.0%	14.3%	10	66.7%	7.2	3
1996/7 Cohort 4	10	n/a	10	10	7	3	31	3	30.0%	0.0%	5	60.0%	7.0	2
1997/8 Cohort 5	24	n/a	24	20	12	12	29	7	29.2%	25.0%	7	62.5%	4.7	4
1998/9 Cohort 6	21	n/a	21	21	15	6	29	7	33.3%	30.8%	10	38.1%	5.1	3
1999/0 Cohort 7	15	n/a	15	15	8	7	32	3	20.0%	33.3%	6	53.3%	7.2	2
2000/1 Cohort 8+	10	1	11	9	7	4	33	3	27.3%	20.0%	7	63.6%	6.4	2
2001/2 Cohort 9+	9	3	12	11	3	9	36	7	58.3%	33.3%	8	100.0%	11.0	2
2002/3 Cohort 10+	9	6	15	15	4	11	27	8	53.3%	37.5%	7	66.7%	3.8	4
2003/4 Cohort 11+	9	3	12	11	3	9	34	5	41.7%	50.0%	5	75.0%	10.3	3
2004/5 Cohort 12+	13	7	20	18	10	10	32	8	40.0%	41.7%	4	45.0%	9.3	4
2005/6 Cohort 13+	15	1	16	11	11	5	28	2	12.5%	54.5%	4	43.8%	5.3	2
2006/7 Cohort 14+	17	7	24	17	13	11	27	6	25.0%	20.0%	12	62.5%	4.1	8
2007/8 Cohort 15+	22	3	25	23	6	19	26	12	48.0%	46.2%	12	40.0%	2.9	8
2008/9 Cohort 16+	17	5	22	n/a	10	12	27	10	45.5%	58.3%	8	45.5%	2.6	5
2009/10 Cohort 17+	20	6	26	n/a	10	16	26	17	65.4%	57.1%	13	42.3%	2.4	6
TOTAL	256	42	298	220	140	158		109		61	134	172		59
AVERAGE	15.1	4.2	17.5	14.7	8.2	9.3	30.2	6.4	35.5%	32.0%	7.9	60.7%	6.3	3.5
PERCENTAGE		14.1%		88.0%	47.0%	53.0%		36.6%		20.5%	45.0%	57.7%		19.8%



MAPS Faculty Continuity

Name = Full-time Faculty

SEMINARS or MODULES	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
601: Comparative Modernization	Kruze	Kruze	Kruze	Kruze	Kruze	Kruze	Kala	Sawada	Sawada	Sawada	Sawada	Sawada	Sawada
605: Philosophy & Religion	Berkson	Berkson	Artsaka	Artsaka	Artsaka	Artsaka	Nelson	Artsaka	Thornetz	Velonis	Tseng	Tseng	Moreman
620: International Politics	Kruze	Kruze	Kruze	Fincher	Foot	not offered	Gonzalez	Gonzalez	Gonzalez	Gonzalez	Wilkins	Lee	Lee
635: Literature	Roddy	Roddy	Roddy	Yoshida	Roddy	Roddy	Roddy	Roddy	Roddy	Sub by 690	Roddy	Roddy	Roddy
636: Society & Culture	Boravoy	Kohls	Kohls	Kohls	Kohls	Nelson	Nelson	Nelson	Finchum-Sung	Finchum-Sung	Finchum-Sung	Mallas	Mallas
640: Economics	Lau	Lau	Lau	Lau	Lau	Lau	Lau	Lau	not offered	Kaur	Kaur	Kaur	Kaur
646: Political Economy	Sharma	Sharma	Sharma	Sharma	Marshall	not offered	not offered	not offered	Saxena	not offered	not offered	not offered	not offered
650: Capstone Seminar	Roddy	Roddy	Lau	Roddy	Roddy	Roddy							
690: Special Topics	not offered	not offered	not offered	not offered	not offered	not offered	not offered	not offered	not offered	not offered	not offered	not offered	not offered

LANGUAGE CLASSES

Chinese	T Xie & B Hsieh	T Xie & B Hsieh	T Xie & B Hsieh	Wang	Wang	Wang	T Wang	T Wang	T Wang	T Wang	Tsai	Tsai	Tsai
Japanese	Suda	Otomi	Otomi	Otomi	Otomi	Otomi	Otomi	Otomi	Otomi	Otomi	Otomi	Sato, Shigaki	Sato