

**Asian Studies Degree Program  
Self Study**

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with contributions from affiliated faculty  
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## 1. *Mission*

Based upon USF's mission statement, emphasizing Asia is clearly in the spotlight of what we do as an institution of higher learning. "The University will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs."

In an era when new forms of global encounter create complex links between places, regions, and peoples, it is vital to promote a clear awareness of the interactivity and interdependence between Asia, the Bay Area, and the University. The Asian Studies degree program not only seeks to foster an understanding of the increasingly powerful countries of Asia but also to build a more just and peaceful international community through faculty and student research on Asia.

One of the key components of our educational mission in the Asian Studies major is to emphasize the University's commitment to social justice, ethics, and human rights. While many of the countries of the Asia-Pacific have produced and continue to produce spectacular economic growth rates, the social and environmental costs are also stunning. Thus, it is crucial to address in all Asian Studies' courses the socioeconomic imbalances and fragmentation which are a particular characteristic of globalization.

## 2. *History*

The creation of an interdisciplinary degree program in Asian Studies began as an initiative of former Dean of Arts and Sciences, Stanley Nel. In the spring of 2003, Dean Nel asked the current director, John Nelson, to draft a proposal, create a curriculum and establish Asian Studies as a major in cooperation with the USF Center for the Pacific Rim. It should be noted that a minor certificate program in Asian Studies already existed, administered by Uldis Kruze, but the administration wanted to maximize available resources in a more systematic way that led to a major. The new major was to draw upon the expertise of faculty in the traditional areas of language, literature, and religion but also include social scientists from a variety of disciplines.

Faculty expertise, courses related to Asia, language training, and interdisciplinary breadth were already present on campus. The major helped to refocus and realign disparate objectives into shared "constellations of interest," creating a mutually reinforcing and supportive program stressing in-depth, integrated, and interdisciplinary pedagogical approaches to the study of Asia. Over the ensuing months, a core group of faculty were consulted frequently as the curriculum and program developed, with consensus emerging about classes, policies, and the overall degree. These faculty, and the classes they offer, comprise the core of the Asian Studies degree.

The program began accepting students in the fall of 2004, with Nelson named the director. The minor in Asian Studies was revised to complement the major, with the minor remaining under the supervision of Professor Kruze. Administratively, the program is run through the USF Center for the Pacific Rim, and shares a program assistant with the Center. The Executive Director for the CPR oversees the Asian Studies

budget, coordinates Asian Studies events with CPR activities and events, and serves as an advocate with the administration.

Like other new programs at USF, whether offering degrees or simply a minor, the administration provides funding for a brochure and support for a website. The brochures were distributed widely and the affiliated faculty began promoting the program. Nelson made numerous class visits to invite students to check out the program. Affiliated faculty promoted the major in their classes, and some lectures and musical events were sponsored by Asian Studies to increase its profile. We even created and distributed an introduction to the program on CD-ROM which utilized "flash" technology and original music from a former student.

Starting from zero in the fall of 2004, five years later in the fall of 2009 Asian Studies has 17 majors (which includes 5 majors with a Philippine studies emphasis) and nineteen minors. This self-study will reflect on the growth of the program, its strengths and weaknesses, and address the various categories listed in the table of contents as well as supplementary questions from the self-study guidelines.

## II. Curriculum

### A. *General Overview of the Major*

The goal of the major in Asian Studies is to provide mutually supportive and complementary approaches towards a deeper understanding of Asia—an area now shaped by the global flows of people, money, and transnational politics. The major's interdisciplinary emphasis seeks to provide a broad overview of Asia as well as an in-depth investigation of themes and topics that extend across a range of Asian societies. It focuses both on the structures of society--its histories, laws, and governments—as well as on the religious, philosophical, and intellectual contexts that provide the foundations for these structures. The program also emphasizes the symbiosis between natural and built environments, one of the fundamental themes of Asian intellectual and religious history obscured by the upheavals of the 20th century. Graduates from this program develop the tools, sense of responsibility, and the background knowledge to contribute appropriately to the creation of a more humane world and, in the words of St. Ignatius, "...to become leaders for others."

Many of the courses offered in the Asian Studies program also fulfill the language and culture studies requirements for other majors, a common feature of interdisciplinary programs and one that generates both opportunities and challenges (to be discussed below). Students may select from a range of courses in Asian Languages and Cultures, Comparative Literature, Economics, Environmental Studies, History, Linguistics, Philosophy, Political Science, Religious Studies, Sociology, Women's Studies, and a few courses offered in the school of Business and Professional Studies.

These concerns and foci extend across all courses in the represented fields of cultural history, religion, anthropology, linguistics and language pedagogy, economics, literature, visual culture, gender, and transnational communication.

As an interdisciplinary major, Asian Studies has no designated faculty. The director is a regular faculty member in an existing department with the attendant duties (and will likely be forced to step down as director to assume the role of chair in that department). Advisory board members are drawn from a variety of Departments and often direct other programs in the College of Arts and Sciences. There are currently no incentives for faculty to “buy-in” to a service commitment to Asian Studies other than their professional expertise and interest in teaching about Asia.

As is the case for most interdisciplinary programs, Asian Studies relies on existing departments to provide classes for its students. History, Politics, Economics, Sociology, Theology and Religious Studies, Modern and Classical Languages, Environmental Studies, Philosophy, and Psychology are among those instructors offer courses on Asia.

Every semester a course list for Asian Studies has to be assembled by combing through the associated departments’ course offerings. The director must find out about special topics classes (which, as a new or experimental course, need not be part of the regular departmental offerings as listed in the General Catalog) as well as making sure newly created classes just added to the catalog fit the Asian Studies curriculum and are cross-listed as electives.

However, the computer system at USF has been unable to cross-list courses for Asian Studies if those courses are already cross-listed with other programs. For example, a course titled, “Hinduism” could not be cross-listed with Asian Studies because it was already designated as an elective in Environmental Studies and cross-listed there. Asian Studies is a category in the “class search” feature of the USF website, but when students went there they saw only a handful of classes and not the full component assembled the by the director. As a temporary remedy, the full list was available as a PDF download, but this required students to leave the class list website and go into the Asian Studies home page. Needless to say, a technical inability to list all Asian Studies-related classes on the main menu of courses is a major source of frustration and hampers potential growth.

Nonetheless, the program has slowly but steadily increased the number of majors and minors over the last few years. We have seen a steady interest in Asian Studies as students begin to understand how it can serve as a single major or complement an existing academic interest. Students who enroll in the program generally finish it, so the retention is good. We expect enrollments to continue to grow slowly, with a possible total of 20-30 majors in the next 5 years.

Majors : 37 (double-majors are not distinguished in the data)

Minors: 52

(Note: the total number of majors listed below for 2009 does not include 5 additional majors in the Philippine Studies track)

majors  
and second majors

Count of ID	term					
MAJCONV	200540	200640	200740	200840	200940	Grand Total
Asian Studies	2	5	9	10	11	37
Grand Total	2	5	9	10	11	37

minors

Count of ID	TERM					
MINCONV	200540	200640	200740	200840	200940	Grand Total
Asian Studies	1	1	14	19	17	52
Grand Total	1	1	14	19	17	52

(data courtesy of Mr. Fred Baldwin, Academic and Enrollment Services, USF)

Number of Degrees Awarded in Asian Studies, Fall 2004 – Spring 2009

Spring 2009 4  
 Spring 2008 3  
 Spring 2007 3  
 Spring 2006 1  
 Spring 2005 0  
 Fall 2004 program begins

As an interdisciplinary program, Asian Studies does not itself create courses; rather, we rely on participating faculty to develop and revise the curriculum. The program director makes decisions on whether to include existing and newly created courses in the Asian Studies curriculum. How well our curriculum compares with other programs nationally and internationally depends on the basis of comparison. In creating the program and developing the curriculum, a considerable effort was made to learn from the strengths of credible programs and to try and avoid problems that can thwart program development. The range of our course offerings covers a broad spectrum of topics and issues, so it is rare to hear students complain that they can't find classes to take or that a required class is not offered. In that sense, we compare favorably to programs prevented by their limited size from offering a diversity of courses and disciplinary perspectives.

We believe the quality of our faculty and the curriculum they have developed is on a par with or slightly above similar liberal arts institutions. Looking at other universities, the variety of courses we offer is certainly one of the unique strengths of our program. We think our classes and their content are considerably more rigorous and of a higher academic quality than those offered by universities in other countries serving students on exchange programs.

## ***B. Undergraduate Program***

The program goals and learning outcomes for Asian Studies are listed below.

*Program Goal 1:* Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.

Learning Outcome 1a: Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.

Learning Outcome 1b: Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.)

*Program Goal 2:* Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information in either Chinese, Japanese or Tagalog.

Learning Outcome 2a: Students will be able to demonstrate their understanding of both a region (or regions) of Asia (including its history, political structures, and key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.

Learning Outcome 2b: Students will be able to utilize information in either Chinese, Japanese or Tagalog as part of their analysis.

*Program Goal 3:* Students will be able to demonstrate understanding of how topics related to social justice – such as human rights, environmental sustainability and ethical considerations – impact both people and policy within Asian societies.

Learning Outcome 3a: Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.

The standards by which we judge these learning and program outcomes are contained in Appendix 4. These program goals and learning outcomes were revised this past year.

We believe we have developed a logically sequenced, coherent plan for our typical student that allows him/her to incrementally build upon his/her knowledge of Asia through a combination of more general “Gateway” and more specialized courses. It is the responsibility of the director to oversee each student’s study plan to determine whether or not it meets the goals of consistency and development of a body of interrelated but comprehensive understanding of the cultures and relevant topical and other issues of Asia.

One structural problem of organization exists in this program, which tends to undermine consistency. The Asian Studies major and minor are administered separately (as noted

earlier). This arrangement is due to Professor Kruze having served as the administrator of the previous certificate program (the minor) in Asian Studies prior to the development of the major.

Whether students learn about the historical roots and developments as well as current trends and directions in Asian Studies (as an academic discipline) is to some extent dependent on the courses the student chooses to take and the emphasis faculty place on the academic study of Asia; however, acquiring a knowledge of the history of Asian Studies as a whole is less important, we feel, than developing expertise in the various analytical tools imparted in disciplines like history, literature, religious studies, or politics. In the course of developing the latter skills, students generally come to acquire some understanding of these disciplines, as well.

### *The Major in Asian Studies*

The major in Asian studies requires:

- Basic training in at least one Asian language (Chinese, Japanese, Tagalog)
- Broad knowledge of the histories, societies, and cultures of Asia
- Specific knowledge of selected thematic links between Asian nations, including in alphabetical order (but not restricted to): artistic expressions (literature, art, music), cultural identity, development, environmentalism, gender, human rights, international relations, mass media, modernization, nationalism, philosophy, political economy, political systems, political conflict, popular culture, religion, social justice, transnationalism, women's movements, and so on
- Application of interdisciplinary academic disciplines towards achieving intermediate levels of proficiency for numbers two and three
- Completion of the Capstone requirement (discussed below)

Specifically, the degree requires completion of forty (40) units of course work, including 12 units of gateway courses and 28 units of electives.

The fourth-semester of language training required for an Asian Studies degree is considered an elective. The previous three semesters of language study meet the Core requirements for the College of Arts and Sciences and thus are not included in the total number of units required for the Asian Studies major.

Students must complete 40 credits as specified below. Up to 8 of these credits may be taken pass/no pass. All other courses used to satisfy major requirements must be taken for letter grades and passed with grades of C or better.

There are no prerequisites for the major. Individual departments may require prerequisites for specific courses.

The initial curriculum proposal included a Senior Seminar. However, we have not been able to offer this course simply because we do not have enough students to meet USF administrative enrollment guidelines (currently set at 12 students per class). To compensate, we require a Capstone thesis project in the final semester of the degree.

The number of faculty in the College of Arts and Sciences has grown considerably over the past ten years; Asian Studies-affiliated tenured or tenure-track faculty members now number about sixteen. Many teach specialty courses in their fields of research. Not all of these faculty are actively involved in the administration of the major or participate in events and activities designed to promote community and a sense of identity among our majors and minors.

In terms of Gateway (Core) Courses we can now offer one course (East Asian Civilization) every semester in multiple sections; International Politics and the History of South and Southeast Asia are offered every year; and the others (Asian Philosophy, Religion and Spirituality in Asia, and the International Politics of the Asia Pacific) are offered every other year. Most electives are offered at least every other year and occasionally once every three years. Frequency of course offerings for students to meet graduation requirements was a problem in the early years of the program but these issues have now been successfully resolved.

Gateway (Core) Courses: One course (East Asian Civilization) is offered every semester in multiple sections; International Politics and the History of South and Southeast Asia are offered every year; the others (Asian Philosophy, Religion and Spirituality in Asia, and the International Politics of the Asia Pacific) are offered every other year.

In terms of the prerequisite structure between lower division and upper division courses, the major requires one gateway course in History, one in Philosophy or Religious Studies, and one in Politics for a total of 12 credit hours:

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History	0115-130	• East Asian Civilization OR
History	0115-384	• History of South and Southeast Asia
Philosophy	0122-340	• Asian Philosophy OR
Rel. Studies	0128-377	• Religion, Society, and Culture in Asia OR
Rel. Studies	0128-365	• Religion and Globalization
Politics	0110-213	• Introduction to International Politics OR
Politics	0110-359	• International Politics of the Asia Pacific

Students are advised to take the gateway courses at the very beginning of their degree program because these courses will provide a comprehensive introduction to the two geographical areas (East Asia and South Asia) covered by the major.



Of these gateway courses, either of the two History courses may serve as the foundational survey of and introduction to of the cultures and societies of Asia. The initial History course helps direct students into regional areas of specialization, although students may also have thematic or topical interests spanning both East and South Asia.

In addition, the gateway courses introduce key literary and philosophical works that add to the coherence of a strong foundational base for continuing study.

Up to 30% (12 units) of the total requirements of 40 units may be fulfilled by lower-division courses; however, the proportion of all lower-division to upper-division courses is lower than this, since we only offer a small number of lower-division courses (in history, politics, and modern languages) to fulfill requirements for the major. Courses that fulfill the University-wide Core Curriculum are capped at 40 students, and many fill to capacity. Upper-division courses in most majors are capped at between 25 and 35 students. Upper-division History, Theology, Modern Languages, and Philosophy courses tend to be smaller, sometimes in the range of 12-15 students; upper-division Politics and Economics courses are often full. The great majority of courses that fulfill requirements for the Asian Studies major are usually comprised of no more than 20% Asian Studies majors; Politics, History, and others majors make up the majority in many of these courses.

The College of Arts and Sciences has been sensitive to the importance of expanding the faculty in the direction of greater coverage of the Asia Pacific. Over the past five years alone, new positions have been added in Japanese Sociology, South Asian History, Chinese Linguistics, and (in the near future) East Asian Politics. As these new faculty members have arrived and developed courses, the perspectives, methodologies, and viewpoints available to our students have expanded considerably. As an interdisciplinary program we have no mechanism for weeding out any less-current elements of the curriculum, but individual departments have developed means of curricular review and renewal through periodic reevaluation.

Nonetheless, the heavy dependence of an interdisciplinary program like Asian Studies upon the offerings of other departments is one feature that characterizes curriculum development. But a number of new courses have been added since the inception of the program in 2004 including...

"The Global Economy"  
 "Global Environments and Societies"  
 "Religion and Globalization"  
 "Religion and Spirituality in Asia"  
 "Women's Lives Across Cultures"  
 "Indian Civilizations"  
 "Asian Musical Cultures"  
 "Asian Art," and  
 "Anthropology of Music"

We try to encourage our most outstanding students to excel academically. The Capstone project is required for all graduating students. No special awards or requirements have

been considered to this point. While the initial idea behind the Capstone was sound when we had few majors, it seems likely that we will be forced to rethink and probably drop this requirement. There are no incentives for faculty to take on extra work and supervise a Capstone project, whether it be done as a directed study or as a final paper in conjunction with a course in which the student is enrolled.

In both cases, students must lobby professors to sign on as Capstone supervisors, and when that fails, the director must take on this responsibility since it is a graduation requirement. Students need and indeed expect to have some final project that summarizes their understanding of a topic or issue related to Asia, however we have not arrived at a satisfactory way to deliver this curricular need. We simply do not have enough majors and minors in any one year to require enrollment in a seminar, nor would the administration's current (but ever changing) policies allow a seminar if enrollment numbers are below 12.

Students have many opportunities to study abroad through the university's Center for Global Education. Among the most popular programs include those at Sophia and Ritsumeikan Universities in Japan, The Beijing Center in China, and the Ateneo de Manila in the Philippines. We have placed students in internships at the Asia Society, the Asia Foundation, and the Japan Society, all in San Francisco. Oddly, students rarely inquire about internships, possibly because they are trying so hard to finish their degree(s) on time. In addition, our students have worked assistants at academic conferences and symposia organized by the Center for the Pacific Rim, but as of now, none have been able to work as research assistants to our faculty.

As a result, we believe that our students have established a solid foundation for future study in a variety of disciplines, and we expect some of our most recent graduates to pursue opportunities at the graduate level in the near future. A handful of them have already announced their intention to seek a higher degree in Asian Studies, History, Business, or other fields.

Asian Studies benefits greatly from the USF Center for the Pacific Rim and its graduate program (MAPS, Master of Asia Pacific Studies). As a way to encourage undergraduates to participate in this program, the "4+1" option has been an option since 2005. Since its inception BA/BS-MAPS has enrolled eight students, including one who did not complete the Program before leaving USF, two who are currently still in the undergraduate phase of the Program, and one who is now in the graduate phase. The other four have all received both their BA/BS diploma and their Master's degrees.

As far as pursuing graduate studies elsewhere, we are not aware of any of our graduates who have gone on to advanced study at major universities at this point.

## **F. Advising**

The Director of Asian Studies has supervised all students in the program; where appropriate, participating faculty have directed Senior Capstone Projects or other activities in which their expertise is relevant to the student's interests. Faculty members tend to be busy with advising in their home departments; nonetheless, when called upon

to do so, they've been generous with their time. There are no standards or guidelines, other than professional expertise, that ensures "advising quality." If students don't complain and are able to progress in their courses successfully, it would indicate that advising is successful.

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Asian Studies organizes speaking events, some with USF faculty speakers, at least twice per semester; many of these are well attended by both students and faculty. Additionally, a music-related event is sponsored once a year, and there are pizza parties in the fall semester and occasionally in the spring. The director has also taken students to lunch on occasion.

The following list provides an overview of activities sponsored by Asian Studies in the last two years:

### **2009 (Fall)**

- 8.26 Prof. Yongdrol Tsongkha, "Religion and History on the China-Tibetan Plateau: 1928-2008"
- 9.21 Welcome back pizza party
- 10.21 Author Jake Adelstein, "Tokyo Vice"
- 10.28 Prof. Shalendra Sharma (USF), "China and India in the Age of Globalization"
- 11.11 Charles Daulo and Ivy Dulay, "Fulbright Scholars in the Philippines"
- 12.3 Two documentary films on Tibet (Presentation Theater)

### **2009 (Spring)**

- 2.24 Author and Master Builder Paul Discoe on "Zen Architecture"
- 3.31 Author and Prof. C. Sarah Soh (SF State) on "The Comfort Women"

### **2008 (Fall)**

- 9.30 Author Yuan-tsung Chen in conversation with Prof. Uldis Kruze, "Return to the Middle Kingdom"
- 10.28 Prof. Uldis Kruze (USF) "Firsthand Impressions of the 2008 Beijing Olympics"
- 11.18 Prof. Jay Gonzales (USF) on "Filipino Migrants in the Fashion Industry"
- 11. 20 Prof. Gareth Fisher (Syracuse) on "Lay Buddhist Revitalizations in Contemporary China"
- 12.2 End of semester pizza party

### **2008 (Spring)**

- 2.13 Author Fredrick Schodt, "The Anime/Manga Revolution"
- 3.11 Musician Shoko Hikage, Okoto Concert
- 4.21 Various Musicians, "Music from the Japanese Diaspora"

## G. Overall Academic Quality

The information in this section is based on responses to an anonymous survey sent to all Asian Studies affiliated faculty. It should be noted that out of sixteen possible respondents, five actually took the time to do the survey.

Three responses indicated the program is very good or of high quality for this stage of its development. Excellence among some members of the faculty was mentioned. One response noted that program quality was competitive with teaching universities but not up to par with tier one research universities.

One response says the program is “strong for an institution of this size. Many larger universities, especially on the West Coast, offer programs of similar scope, but USF has created a well-rounded program with fewer resources and a smaller faculty than other institutions offering such majors.” Another response says the program compares well with other universities having similar resources.

According to one respondent, the program is “strong in the areas where USF's faculty are well-represented: international relations, South & SE Asian politics, Japanese Studies, and religious studies, among others.” Another noted that the Asian Studies program is the only Asian studies major with a Philippine studies concentration in the United States.

In terms of program improvement or deterioration over the last five years, one comment mentioned that, “Advising, breadth and depth of the course offerings, public programs, and student quality have all improved significantly in the past five years. I don't see any evidence of deterioration.” Two other respondents mentioned there should be “a much greater emphasis on political economy, given the emergence of Asia (especially China) as a formidable rival to the US.” More broadly, the program needs “more Asian politics and international relations, (as well as more) comparative studies.”

As far as ways to improve the program, a number of responses were made including trying “to improve communication between the faculty representing different parts of Asia: in particular, those teaching on South and West Asia should be encouraged to come to meetings and share information about their students and courses with those teaching on East and SE Asia. The study of Asian languages could also be further integrated into the program, for example, by listing web-based language resources on the program website.” Others mentioned the need for more advertising about the program, as well as more collaboration with the business school's Asia programming.

One final survey question asked about the morale of faculty affiliated with the program. All four responses indicated that morale ranged from “average” to “high” to “enthusiastic,” although “most are not as involved in the program as one might hope.” (This suggestion did not come from the director of the program!).

Maintaining program coherence and vision when faculty come from a number of different disciplines is always a challenge for interdisciplinary programs. One of the ways that we have tried to do this is with periodic faculty research presentations. On the surface, it provides an opportunity for faculty affiliates and students to get together and

listen to on-going research or a work-in-progress. In reality, however, usually faculty do not attend and the audience is primarily students from the class of the professor giving the presentation.

Another challenge is maintaining relationship with contributing departments and it is the responsibility of the director to contact departmental chairs and faculty directly if he sees a course that could be cross-listed with Asian Studies. The director can also use Asian Studies funds to sponsor events and then list as a co-sponsor the department whose students might find the event most relevant or interesting. This provides free advertising and highlights the profile of the co-sponsoring department.

Additionally, Asian Studies funds can be used by affiliated instructors to purchase DVDs, provide honoraria for guest speakers, or even for student excursions, as long as the instructor makes the case that this is directly related to the study of Asia and/or will recruit new majors, or serve majors currently enrolled in that professor's class. Although this offer is made to affiliated faculty several times a year, those that take advantage of it are very few.

That said, collaboration with other departments and programs would certainly enhance the perspectives within Asian Studies. The School of Business and Professional Studies could be a hugely important source of double-majors and, as mentioned in the introduction, was the site of a survey of students enrolled in international studies. However, the BPS curriculum is so restricted that students cannot (in general) double-major without spending an extra year at USF.

When setting up the Asian Studies degree, the current director met numerous times with BPS faculty and undergraduate advisors, and received encouragement from all parties. However, no one seemed to fully understand or appreciate that BPS students were locked in to their major with little or no leeway to seek out classes that could prove critically important to their careers. Needless to say, this has been a huge source of frustration and has curtailed rapid growth of the major as was initially expected. It would be very helpful to us if the BPS curriculum in International Business could be revised so as to allow its students to take courses that could increase their appreciation for and literacy in the cultures and societies of Asia.

### **III. Assessment**

The program goals and learning outcomes were listed above. We are now in the second year of assessing its program goals and learning outcomes in what is a three year assessment cycle. The assessment rubrics are included in Appendix 4, preceded by a report on how well the program is meeting this initial goal. It seems likely that this initial round of assessment—requiring three years, each one focused on a single program goal---will result in a serious evaluation of the curriculum and its effectiveness.

As the report indicates, results from the first-year assessment are mixed. While student quality is an issue, it must also be mentioned that the results are based on a small sample of actual student work. Some instructors contacted to provide data about Asian Studies students in their classes simply ignored the request, or said they would collect data but

never did. At the present time, we simply do not have enough data to determine whether individual courses are meeting their stated learning outcomes. It is very much up to the instructor of the course to determine the correlation between learning outcomes and course content. To revisit a recurring theme, our program goals and learning outcomes have to be broad and somewhat vague so they can apply to an ever-changing curriculum which we do not control. This situation inhibits a desire to have more sharply focused outcomes, typical of most departments.

#### **IV. Faculty**

##### **A. Demographics**

The overall demographic profile of faculty whose courses count for Asian Studies credit is outlined in Appendix 1.

##### **B. Teaching**

As an interdisciplinary major, Asian Studies has no designated faculty. The director is a regular faculty member in an existing department with all the attendant duties that implies. The current director will likely be forced to step down in Fall 2010 to assume the role of chair in his home department. Advisory board members represent a variety of departments and often direct other programs in the College of Arts and Sciences. There are currently no professional incentives for faculty to “buy-in” to a service commitment to Asian Studies other than their professional expertise and interest in teaching about Asia. They can, however, gain access to funding for educational materials, guest speakers, and class excursions.

Appendix 2 shows a partial list of the courses and faculty in the program since 2005. It should be noted that this list of classes does not reflect the total number of classes and faculty that participate in the program. For example, courses taught by the director—such as one on Buddhism and another on religion and globalization—are not listed. There is obviously some work that needs to be done between the program and the university’s database services so that all classes qualifying for Asian Studies course credit are accurately recorded. The list is supplemented with course lists from Spring 2008 to Fall 2009.

In general, we believe that the faculty as a whole possess the appropriate background and expertise to deliver the current curriculum. The curriculum evolved around the strengths and assets of existing interdisciplinary Asian studies faculty who bring a wealth of conceptual and practical rigor (from religion to politics) as well as geographical breadth (from South Asia to Southeast and East Asia) to USF’s unique program.

The Asian Studies program draws upon the expertise of faculty in the traditional areas of language, literature, and religion but also includes social scientists from a variety of disciplines. By doing so, we guarantee our majors a complementary approach of both information regarding Asian societies and cultures as well as the skills to think critically about this information.

Students select from a range of courses in Asian Languages and Cultures, Comparative Literature, Economics, Environmental Studies, History, Linguistics, Philosophy, Political Science, Religious Studies, Sociology, Women's Studies, and courses offered in the school of Business and Management.

Faculty expertise, courses related to Asia, language training, and interdisciplinary breadth are already present on campus. The major will facilitate a refocusing and realignment of objectives into shared "constellations of interest," creating a mutually reinforcing and supportive program stressing in-depth, integrated, and interdisciplinary pedagogical approaches.

In terms of teaching assignments and classes, as is the case for most interdisciplinary programs, Asian Studies relies on the goodwill of home departments to provide classes for its majors and minors. Asian studies classes are usually offered by the departments of History, Politics, Economics, Sociology, Theology and Religious Studies, Modern and Classical Languages, Environmental Studies, Philosophy, and Psychology. These AS class offerings are primarily listed in the home departments' course offerings page. Upon request from the faculty, courses could also be cross-listed in the Asian Studies page (ANST) course offerings page.

Every semester the director, with the assistance of a program assistant, prepares an Asian Studies program course list by combing through home departments' course offerings. The director usually spends a considerable amount of time finding out about special topics classes (which, as a new or experimental course, need not be part of the regular departmental offerings as listed in the General Catalog) as well as making sure newly created classes just added to the catalog fit the Asian Studies curriculum and are cross-listed as electives (please see a more detailed discussion on p. 4).

Teaching and service for the needs of their home departments is the first priority of USF faculty. The home departments are normally sympathetic to supporting interdisciplinary programs. However, at times, AS faculty have had to prioritize the demands for mainstream home department classes (e.g. much-needed Introductory classes) over their teaching and service to interdisciplinary departments, including Asian Studies.

Nonetheless, the USF Asian Studies Program is shaped by the teaching capacities and interests of in-house faculty so they are able to provide a curriculum that is enjoyable to them. Additionally, there seems to be a great deal of satisfaction from faculty who teach Asian Studies courses since the course curriculum normally overlaps with their specialized research interests or field experiences in Asia. Faculty already have control regarding curriculum and pedagogy within their own departments and can, in most cases, offer whatever course they feel best meets the needs of their departmental majors. Asian Studies merely utilizes those courses for its own curricular needs, but with minimal control over offerings.

Overall, the Asian Studies program offers a highly flexible and adaptable curriculum which allows for innovations in pedagogy. One of those innovations is in the use of technology. Because students expect faculty to be "tech" and "internet" savvy, there is a

growing use of classroom technology to facilitate learning, including Blackboard, powerpoint, live internet feeds, video clips, film viewing, etc.

Monitoring the effectiveness of the program can be difficult because the Asian Studies director does not see individual faculty SUMMA evaluations or aggregated ANST faculty performance so he/she relies heavily on anecdotal evidence from students. While this sounds rather suspect, the director has taken action to try and improve the quality of a particular course that is relevant to the major.

To cite an actual case, student complaints about a particular course resulted in several discussions between the director and chair of the department offering that course. The chair was conscientious enough to contact the instructor of the course (an adjunct faculty member) and discuss low teaching evaluations. This instructor was then assigned a course better suited to their expertise and the chair took over teaching responsibilities for the course in question.

## **V. Departmental Governance**

Thus far, it has not been necessary to establish by-laws or other governance documents or protocols for handling curricular or other matters. We do this consensually and as a group, with the director soliciting ideas for discussion and then vetting any and all new policies with the affiliated faculty members before seeking their approval. To the best of my knowledge, everyone feels included and I have heard no complaints.

Since all faculty members have primary responsibilities to their home departments, they serve Asian Studies to the best of their abilities and when time allows. Meetings are usually attended by the same small group of people, although the wider group receives all communications.

The director is appointed by the Dean and serves until someone else is willing to take over or is appointed. Repeated attempts to encourage other faculty members to take over the position have not been successful. As mentioned elsewhere, it seems likely that the current director will have to serve as chair of his home department from Fall 2010, which will necessitate a new director for Asian Studies, either temporarily or (hopefully) long-term.

## **VI. Students**

### *Asian Studies Student Profile and Recruitment*

After five years of advising in this program, it seems there is no typical profile of a student seeking an Asian Studies major. Our students are a cross-section of the general USF student body (which is roughly 60% female) and there are no special ethnic, racial, or gender disparities. About the only characteristic shared by all students is an interest in some kind of international experience related to Asia, whether it be travel, study-abroad, an internship, or home-stay. We have students from multiple disciplines who want to double-major in Asian Studies simply because they have invested three semesters in



language study already and, with an additional semester, can qualify for Asian Studies credit in many of these areas.

We also are getting an increasing number of ROTC students, as word gets around that Asian Studies is cool, fun, and relevant. This is a vexing issue for the current director since, as a cultural anthropologist, he is aware of the military's historical use and abuse of area studies for its own purposes. He makes all this clear to incoming students and tells them he is ethically and professionally obligated to impress upon them the ramifications of their study of Asia for military purposes. At the same time, some of these students have been among the most committed and disciplined of our majors.

Two of our majors have started a student organization that promotes the latest anime films and video games. The Animation Comics & Video Games Club is devoted to promoting understanding and celebration of those media. Its charter states that "we are open to types of these media from all nations and peoples, in order to promote the improvement of a modern interconnected society." Please see section F.5 for a summary of the activities directed towards student recruitment and for developing community within the major for academic years 2008 and 2009.

## **VII. Staff**

Asian Studies shares a program assistant with the USF Center for the Pacific Rim. It would be accurate to say that this person's primary responsibility is to the Center and not Asian Studies, yet she has been very helpful with budget and expense-related matters, as well as with some formatting for flyers.

Asian Studies currently has funds to hire a student assistant, who facilitates planning and promotion of Asian Studies events. We are fortunate to have during this year a truly efficient assistant (Annie Liu) who is not only an Asian Studies major but is also taking the 4+1 program and doing graduate work as well as interning at the Nautilus Institute. In the past, the director focused on hiring work-study students with office management skills—in part because he sympathizes with students who must work in order to be able to study at USF-- but these assistants never really understood the Asian Studies program and so were less than efficient and actually created more work for the director. But Ms. Liu is exceptional because she not only understands the program but aspires to someday be a professor herself, and thus regards each and every task as a kind of training for that goal.

## **VIII. Diversity and Internationalization**

### **A. Diversity**

The University of San Francisco takes very seriously the issue of diversity and fair representation. Two years ago, we were ranked 16th in the nation for the ways in which the university has integrated its student body and increased diversity among faculty members. The Asian Studies program depends on a university wide commitment to diversity and therefore does not privilege this issue in any way. Our majors come from

wide economic and ethnic backgrounds, and faculty do their best to encourage and empower each student to reach their goals.

The increased diversity of the faculty in general at USF has generated a number of curricular changes in offering new courses that may be of interest to our majors. The director is always willing to consider granting credit to electives that can serve a broader intellectual theme that can then be applied to the study of Asia.

## **B. Internationalization**

Asian Studies promotes through its curriculum and exchange programs the direct experience of other societies and cultures in Asia. All our instructors have facility with the languages of the countries covered in their courses, and several have ongoing research projects that take them to Asia on a regular basis.

Most but not all of our students in the program have taken advantage of study-abroad programs organized by USF or other institutions. Whether it is for a semester, a summer, or a year abroad, students are usually able to find a way to do an exchange. We work closely with the USF Center for Global Education in helping students find programs that are accredited and will transfer back to their degree at USF.

We should probably do more to collaborate with international students on campus, especially since we have over 200 from China and around 20 from Japan. But this is not an area designated as a priority.

Ongoing and regular programs are in operation at The Beijing Center, Sophia and Ritsumeikan Universities in Japan, and the Ateneo de Manila in the Philippines. One of our affiliated faculty has also run a summer program in Hyderabad, India.

While thinking initially when the program was first developed that faculty-led study tours would be a great way to introduce students to the cultures and societies of Asian countries, the economic realities of the last few years have dampened these plans. For example, a Japan Study tour scheduled for 2007 was aborted when the price of oil skyrocketed, adding around \$400 to the cost of airfare. Around that same time was an even more prohibitive consequence enacted by the USF administration in charging increased tuition for summer courses. Despite considerable lobbying on the part of the program, there was no flexibility given for students on study tours hoping to gain a single unit of credit during a two and a half week tour. The cost (2007-2009) for a single unit during the summer was over \$1,100. With a similar cost for airfare, the total amount for a 2.5 week tour of Japan would be around \$5,000, even if the group stayed in low budget accommodations and temple lodgings.

## **IX. Technology and Informational Resources**

The university's IT services and facilities are entirely adequate for all aspects of the major and minor. Students need no special skills in order to complete their requirements. Many if not all instructors make use of the university's "Blackboard" software to convey course content, and all have access to a wide-range of library resources. All classrooms

are equipped with a projector and computer hookup, enabling instructors to use websites, films, and other online resources related to the study of Asia.

Once our new website is fully functional (in early April, 2010), each program will be able to modify existing content without having to go through intermediaries. In addition to revising our course list and updating activities and events, we can create a resource for online research that includes major centers for the study of Asia, libraries, and special topic websites identified as "essential" by the WWW Virtual Library of Asia list-serve (<http://vlib.org/AsianStudies>).

As far as library holdings go, the collection is small but adequate for student research. Whenever a particular book or DVD has been requested to supplement Asian Studies-related collections, the library has been quick to fulfill the request, with no questions asked.

## **X. Facilities**

There are no important issues related to facilities to discuss, aside from the lack of a central location where students and faculty can meet.

## **XI. Conclusions**

### *Strengths*

The strengths of the Asian Studies degree program lie in the range of courses offered, the expertise and excellence of our faculty, administrative support for the program, and the resources available locally. Each of these topics will be discussed below.

First, the sixteen affiliated faculty and the courses they offer cover a number of academic disciplines that provide exciting range and breadth to students interested in studying Asia. We think our curriculum is one feature that helps distinguish the program, and keeps students satisfied that they can tailor their degree in relation to personal interests.

We have been fortunate (thus far) to have administrative support from the Dean's Office despite being unable to reach target goals for majors in the program. This support has manifested itself financially in regular program funding (\$12,000 per year) and the cost-free printing of brochures and pamphlets. The administration seems to understand that, although the program does not attract majors as anticipated, it nonetheless fulfills a niche and helps to integrate and utilize campus-wide personnel and other resources.

The good fortune of our location in the San Francisco Bay Area is highlighted in our promotional material and addressed in our mission statement. There is such a range of opportunities for our students that it really is up to them to make the most of these resources, (although they rarely do).

If the program were to be considered a leader in its field, it would require additional funding, a half-time director and staff, and an actual physical presence on campus. Given the limitations we have to work with and through, I think we can be proud of what has

been accomplished thus far. All of us are keenly aware that much more work is required to raise the program to the next level of excellence.

### *Weaknesses*

A number of points have been raised throughout this discussion, which will be summarized here.

1. More effort and emphasis needs to be given for advance planning in matters related to events, programmatic development, recruitment, and so forth.
2. We need to review our entire curriculum and see if we can find ways to improve course offerings. The Asian Studies degree program is being assessed right now and we expect those findings to impact future curricular development. Suggestions from the external reviewers will be welcome and seriously considered.
3. Asian Studies courses should be able to be cross-listed in the university's online class schedule. The current stopgap method of a PDF file download is cumbersome and two web pages removed from the class schedule. Students simply do not take the extra seconds to make that journey.
4. We need to have an extended discussion with faculty in the School of Business and Professional Studies and the Associate Dean for Arts and Humanities about the restrictions on international business students to double-major outside of business.
5. A discussion is needed about incentives for faculty to participate in Asian Studies and other interdisciplinary programs like International Studies, Latin American studies, and Japanese studies.
6. Faculty simply do not have sufficient time to devote to interdisciplinary programs, except in the rare case where someone's home department is not welcoming or is experiencing conflict, a scenario which might motivate faculty to seek community elsewhere.
7. More attention should be given to ways to develop relationships between our majors and minors and incoming exchange students from China and Japan.
8. It is a source of great and continual frustration that our own majors and minors do not attend events we sponsor as a program. How can we reward them for participating?
9. Community partnerships with organizations promoting Asian culture, arts, religion, and so on need to be further developed.

Changes in the field over the last ten years that have improved our ability to offer courses related to Asia would include a greater sophistication of analysis in all academic fields, greater access to primary materials online, and increased appreciation for interdisciplinary programs on campus.

Our relationship with International Studies, one of the largest majors on campus bar none, should be explored for ways to collaborate rather than compete for students interested in Asia.

We could also try to develop some unique service learning opportunities emphasizing Asia, but this would depend on a particular instructor's willingness to supervise the requirement as it applies to Asian Studies.

Finally, how the program envisions itself and how the College views the program may not be wholly complementary. It is likely that the administration has no compelling reason to observe our activities closely simply because we take care of our own problems and run the program efficiently. We do, however, alert the entire university community via email announcements any time we sponsor or co-sponsor an event on campus. We also make a considerable effort to target specific departments and instructors whose students may be interested in attending, with the hope we might attract a new major or minor.

Morale within the program among affiliated faculty seems to be neither high nor low. Our infrequent meetings are attended by the same group of people, and everyone seems engaged and supportive of new ideas and opportunities. Collegial relationships seem to be normal and friendly. Where a situation may give rise to irritation or frustration because a colleague has not done what he or she said he would do on behalf of the program, and follow-up "encouragement" generates no results, the director of the program has opted to take on that work rather than risk conflict that might alienate the faculty member from the program.

## **XII. Comprehensive Plan for the Future**

It would be less than honest to describe a "comprehensive plan for the future" when the last five years has been focused on the present as we try to establish the presence and raise the profile of Asian Studies at USF. Having a clear plan for the future is a goal that we hope will emerge from this external review.

Guidelines for this self-study ask at this point, "what are the major obstacles that impede the department's progress?" followed by "what improvements are possible through reallocating existing resources (or creating new ones)?"

There is little doubt that Asian Studies would grow substantially as a major if students in International Business were able to double-major in Asian Studies (or in other degree programs). In 2003, three survey groups of over 100 students were polled regarding their interest in the study of Asia as an extension or supplement to their business major. It would be interesting to conduct the same survey again to see if interest has grown or diminished, information which could be useful in lobbying the administration to encourage the School of Business and Professional Studies to rethink its curriculum for majors in International Business.

It would also be prudent if the Asian Studies major and minor were administered by the same person. This would allow for a greater recruiting among minors and increase communication between minors and the director.

Other obstacles have already been alluded to (common to most interdisciplinary programs dependent on university funding and not endowments) and will simply be summarized here:

1. A lack of control over curriculum

One of the recommendations we anticipate receiving from this review is for the director and advisory committee to screen all syllabi of courses offered to see if they meet the overall learning and program outcomes in explicit ways. Even though we cannot determine what classes are offered by departments, sometimes this works to our advantage when a new class pops up and the instructor is willing to cross-list with Asian Studies, thus bringing a potentially new ally to the program.

And yet, even when an instructor offers a course directly relevant to Asian Studies and gives permission to cross-list, this same instructor may not have any interest in the program or fear additional work as an affiliated faculty member. “Buy-in” incentives include funds for the purchase of DVDs, student gatherings, honoraria for guest speakers, student excursions, and so on—yet these funds are rarely utilized by affiliated faculty.

One telling example is the lack of a course on the economies of Asia. The Economics department does not offer a class like this, largely because regional economics are not highly valued in the discipline itself. According to one faculty member, there are no “Asian Economists” although there are “International Economists.” Nonetheless, this same faculty member believes there is a possibility to create a class that would address the “economies of Asia.”

2. Time demands on Asia Studies affiliated faculty members whose primary loyalties and responsibilities are to their home departments

3. Time demands on the director who conducts all advising for Asian Studies as well as serves as a policy board member and advisor for International Studies (one of the largest majors on campus), and as full-time faculty in Theology and Religious Studies

4. Lack of a “home” for the program where students can congregate and develop a sense of shared community; similar concerns are shared by all interdisciplinary programs focused on area studies

## Appendix 1: Faculty profiles

(The faculty listed here offer courses which count for Asian Studies credit. Only a few actually devote time and effort to the administration, activities, and students of the program itself.)

Jerry D. Boucher (Ph.D., University of California San Francisco, 1971) is a cross-cultural social psychologist, specializing in verbal and nonverbal emotional behavior across cultures, and in ethnic and inter-cultural conflict. He served two years in Malaysia as Research Psychologist, International Health, UCSF, followed by sixteen years as a Senior Research Associate at the East-West Center, Honolulu, Hawaii, and a member of the Affiliate Graduate Faculty at the University of Hawaii. He was Visiting Professor at Western Washington State University and at the University of Arizona. He has been an Adjunct Professor at USF since 1994. He has numerous publications in the professional literature and has lectured in many countries of Asia, Europe and the Pacific. He is co-editor of the book *Ethnic Conflict: International Perspectives* (1987); Consulting Editor, *Journal of Cross-Cultural Psychology* (1979-1988); and Associate Editor, *International Journal of Intercultural Relations* (1989-2005). He is a Founding Fellow of the International Academy of Intercultural Relations, served on the Board of Directors of the San Francisco Korean Center, and is a Fellow and member of the Board of Directors of the Institute for Corean-American Studies (ICAS). He created and maintains an extensive web site for the papers, symposia, and other activities of ICAS at [www.icasinc.org](http://www.icasinc.org)

Joaquin Jay Gonzalez III (Ph.D., University of Utah). Areas of Specialization: Filipino and Southeast Asian studies, international and regional politics, migration, public policy and administration. He is the Director, Maria Elena Yuchengco Philippine Studies Program since 2003 and also teaches for the Asian American Studies Program. He has been a Kiriyaama Fellow at the Center for the Pacific Rim. His most recent publications include: *Filipino American Faith in Action: Immigration, Religion, and Civic Engagement* (New York: New York University Press) and *Religion at the Corner of Bliss and Nirvana: Politics, Identity, and Faith in New Migrant Communities* (Durham, NC and London, UK: Duke University Press). Professor Gonzalez received the Distinguished Teaching Award in 2009 and the Ignatian Service Award in 2007. Prof. Gonzalez has consulted for the Inter-American Development Bank, the Asian Development Bank, the World Bank, and the Canadian International Development Agency.

Patrick Hatcher (U.C. Berkeley, History Dept. Emeritus) Areas of Specialization: Chinese and Korean History, Military History, comparative history of Asia and the West. Prof. Hatcher is currently a Kiriyaama Fellow in the USF Center for the Pacific Rim and serves as the moderator for the Center's public lecture series. He teaches a course titled "The United States and the Rise of the Pacific Rim."

Vamsee Juluri (Ph.D., University of Massachusetts) Areas of Specialization: the political-economy of media institutions; empirical cultural studies; the media audience; race and ethnicity in global media. His research interests are media audiences and globalization, Gandhian philosophy and media violence, Indian cinema, mythology and religion in the media, and vegetarianism. He is the author of three books, *Becoming a Global Audience: Longing and Belonging in Indian Music Television* (Peter Lang, 2003/Orient Longman, 2005), *The Ideals of Indian Cinema* (Penguin India, forthcoming) and *The Mythologist: A Novel* (Penguin India, forthcoming). His work has been published in journals such as *Communication Theory*, *Television and New Media*, *European Journal of Cultural Studies*, and *Critical Studies in Mass Communication* and in various scholarly anthologies on globalization, audiences, and Indian cinema. He has also written numerous op-eds and feature articles for the *San Francisco Chronicle*, *Times of India*, *India-West* and *Hinduism Today*, among other publications, and is a contributor to *The Huffington Post*. He has been quoted about media matters in the *Christian Science Monitor*, *India-Abroad*, *BBC World Service*, *Al Jazeera* television, and *KPIX-CBS*, and is a recipient of the *College of Arts and Sciences in the Media Award*. His teaching areas include *Media Audience and Research*, *International/Global*

Media, Media, Stereotyping and Violence, and Understanding India, a USF International Program course.

Uldis Kruze (Ph.D., Indiana University). Areas of Specialization: Japanese and Chinese political history; U.S. diplomatic relations with East Asia. Kruze has translated Kang Fan's *An Economic History of the Major Capitalist Countries: A Chinese View* (M.E. Sharpe, 1992), published numerous articles, and is currently working on two books, one on President Nixon's "new" China policy initiatives of 1969-73 and another on the Japanese political figure Shin Kanemaru entitled *A Biography of Shin Kanemaru (1918-1993): The Rise and Fall of a Japanese "Shadow Shogun"*.

Man-lui Lau (Ph.D., Cornell University). Areas of Specialization: microeconomics, macroeconomics, options and futures, mathematical economics and economies of East Asia. Lau received the Best Teacher Award at the Chinese University of Hong Kong in 1987. He has published numerous articles on the theory and growth of technology transfer as well as on structural change and economic growth in the economies of China and Hong Kong. He is currently working on a book entitled "Economies of the Pacific Rim", which includes the East and Southeast Asian economies, financial development and economic growth, and the theory of Real Options and its applications.

Professor Nagata (Ph.D. University of Pittsburgh). Areas of Specialization: computational linguistics, computer assisted language learning (CALL), Japanese linguistics, and second language acquisition. She published a number of articles based on a series of empirical studies she conducted regarding the relative effectiveness of various CALL features. She produced a software package called *Robo-Sensei: Personal Japanese Tutor* (published in 2004 by Cheng & Tsui) that employs natural language processing and provides extensive sentence production exercises in communicative contexts and detailed feedback in response to a learner's grammatical errors. Professor Nagata won the 2004-2005 USF Distinguished Research Award for this endeavor. Her current research project involves expanding *Robo-Sensei* to a stand-alone online Japanese textbook, *Robo-Sensei: Japanese Curriculum with Automated Feedback*. Professor Nagata has been Chair of the department of Modern and Classical Languages since 2002. She established the Japanese Studies Major Program in 2004 and has been Director of the program since then. Professor Nagata teaches all levels of Japanese language courses as well as Japanese linguistic and culture courses. Professor Nagata has recently published four research articles related to the new *Robo-Sensei* online textbook she has been developing: "An Online Japanese Textbook with Natural Language Processing" (*Teaching Literature and Language Online*, edited by Ian Lancashire, MLA, 2009), "Robo-Sensei's NLP-Based Error Detection and Feedback Generation" (*CALICO Journal*, 2009), "Some Design Issues for an Online Japanese Textbook" (*CALICO Journal*, 2010), and "Input Enhancement by Natural Language Processing." (*Assessing the Impact of Input Enhancement in Second Language Education: Evaluation in Theory, Research and Practice*, edited by Carolyn Gascoigne, New Forums Press, 2007). Professor Nagata has been serving as Department Chair of Modern and Classical Languages, as Director of the Japanese Studies Program, and as Director of the Asian Language Division (Chinese, Japanese, and Tagalog). She has also chaired and been a member of various search committees for full-time faculty and staff positions. She was a member of the Arts Peer Review Committee and the University Peer Review Committee for tenure and promotion for two years, and also served as Chair of the Arts Peer Review Committee for the second year. She has been in charge of the assessment project for the Japanese Studies Program, composed the assessment plan, collected assessment data, and wrote an assessment report.

John K. Nelson (Ph.D., University of California, Berkeley) is Associate Professor of East Asian Religions in the Department of Theology and Religious Studies at the University of San Francisco, where he also directs the Asian Studies program. He has produced a large body of scholarship on the interface of religion and politics in Japan and East Asia. Among his publications are *Enduring*



Identities: the Guise of Shinto in Contemporary Japan (2000) and *A Year in the Life of a Shinto Shrine* (1996) as well as entries in the *Encyclopedia of Religious Freedom* (2003) and the *Encyclopedia of Religion and War* (2003). In 1997 he produced a well-received documentary film, *Japan's Rituals of Remembrance*, on state and private commemorations related to World War II, and recently completed a second documentary, *Spirits of the State* (2006), on the controversy of enshrining military spirits of the dead at Yasukuni Shinto shrine. He has received research fellowships from the Fulbright Foundation, the Charlotte W. Newcomb Foundation, the Social Science Research Council, the American Academy of Religion, and the Japan Foundation. His current research and forthcoming publications focus on Buddhism in contemporary Japan.

Stephen Roddy (Ph.D., Princeton University). Areas of Specialization: Chinese fiction and classical prose, Japanese fiction. 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. 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.

Shalendra Sharma (Ph.D., University of Toronto). Areas of Specialization: international relations and the political-economy of the Asia Pacific. Sharma serves as a consultant to the World Bank and the IMF and has published numerous articles in leading journals, including "Constructing a New International Financial Architecture: What Role for the IMF?" in the *Journal of World Trade* and "Lessons from the Asian Financial Crisis" in the *Cambridge Review of International Affairs*. He is the author of a book, *Democracy and Development in India* (1999), which won the Choice Outstanding Academic Title for 1999, and editor of *Asia in the New Millennium: Geopolitics, Security and Foreign Policy* (UC Berkeley; 2000). His latest book is *China and India in the Age of Globalization: A Comparative Political Economy* (Cambridge University Press, 2009). Sharma was the recipient of USF's Distinguished Teaching Award in 1996-97 and the University-wide Distinguished Research Award for 2002-03. During the 2006-2007 academic year he was a Visiting Professor in the Departement Politieke Wetenschap, Faculteit der Sociale Wetenschappen, Universiteit Leiden, the Netherlands.

Victoria Siu (Ph.D. Georgetown University). Areas of Specialization: East Asian History, gardens of China. She received a regular fellowship in Garden Architecture for the 1999-2000 academic year at Dumbarton Oaks in Washington, D.C. She has taught a variety of on the history and

culture of China and Japan and published several articles on the gardens of China, the focus of her current research.

Kyoko Suda (M.A., San Francisco State University). Areas of Specialization: Japanese language instruction, second language acquisition, computer assisted language learning, and Japanese linguistics. Suda has published works on the phenomenon of politeness in the Japanese language and is received her Doctorate in Education at the University of San Francisco in 2003. She is also licensed by the Urasenke School to teach the Japanese tea ceremony (Omote Senke). She previously taught at UC Berkeley, Stanford University, and City College of San Francisco.

Vijaya Nagarajan (Ph.D., U.C. Berkeley) Areas of Specialization: Hinduism, Religion and Nonviolence, Religion and Environment, Nonwestern Religious Traditions, Religion and Health, Voice, Memory and Landscape, and Gender, Art, and Religion. Her interests range from gender, folklore, art history, cultural studies and ecology. She was awarded a 2001-2002 Fellowship in the Women's Studies in Religion Program, Harvard Divinity School, Cambridge, where she completed her book *Drawing Down Desires: Women, Ritual and Art in Southern India*, to be published by Oxford University Press. She is the author of numerous articles. She was selected as the Davies Chair, University of San Francisco for Fall 1999, during which she conducted a series of public dialogues on the themes of Voice, Memory and Landscape with Arundhati Roy, Peter Matthiessen, Ivan Illich, and Maxine Hong Kingston, among others. She has also received extended research and language fellowships from the Fulbright Foundation and the American Institute of Indian Studies.

Peggy Takahashi (Ph.D., U.C. Berkeley) Areas of Specialization: Comparative East Asian Business, Concentration: Japan; Organization Strategy and Policy; Keiretsu and Alliance Forms; Networks of Organizations. Her recent publications include, "How Japan can move toward a third major reform" and "Asian American women as effective managers in Asia: Strengths and weaknesses of gender and ethnicity" in the Proceedings of the Annual Conference of the International Business Association.

## **Appendix 2: Course Census Data**

There are two parts to this appendix. The first is a list generated by Academic and Enrollment Services. Unfortunately, it provides a very limited listing of courses that are part of the Asian Studies curriculum. Following this table are course lists from Spring 2008 to Fall 2009 prepared by the director and posted on the website as well as sent to all majors and minors. A link to this information is provided on the "class schedule" web page as well.

Asian Studies Faculty Course Census  
2005-2009  
(does not reflect all classes counting for Asian Studies credit)

ACADEM	CRS_TTL	FAC_NAME	ENRL	SCH
200840	East Asian Civilization (CD)	Kruze, Uklis	20	80
200840	East Asian Civilization (CD)	Siu, Sr V.	17	68
200840	East Asian Civilization (CD)	Siu, Sr V.	15	60
200840	Asian Philosophy	Black, Katherine A.	21	84
200840	Filipino Culture & Society(CD)	Gonzalez, Joaquin L.	12	48
200840	Religion & Spirituality/Asia	Tseng, Timothy	22	88
200840	Sp Top: Asian American Media	Mallare, Marie-Lorraine	6	24
200820	East Asian Civilization (CD)	Kruze, Uklis	20	80
200820	East Asian Civilization (CD)	Siu, Sr V.	3	12
200840	East Asian Civilization (CD)	Siu, Sr V.	15	60
200840	East Asian Civilization (CD)	Siu, Sr V.	16	64
200840	Filipino Culture & Society(CD)	Gonzalez, Joaquin L.	5	20
200840	Asian Philosophy	Black, Katherine A.	20	80
200820	East Asian Civilization (CD)	Siu, Sr V.	18	72
200820	East Asian Civilization (CD)	Siu, Sr V.	25	100
200820	Cross-Cultural Psychology	Boucher, Jerry D.	2	8
200820	Modern Japan Since Perry	Kruze, Uklis	9	36
200740	Intro to Int'l Politics	Sharma, Shalendra D.	1	4
200740	East Asian Civilization (CD)	Kruze, Uklis	13	52
200740	East Asian Civilization (CD)	Siu, Sr V.	7	28
200740	East Asian Civilization (CD)	Siu, Sr V.	17	68
200740	Asian Philosophy	Black, Katherine A.	20	80
200740	Religion & Spirituality in Asi	Nelson, John K.	12	48
200740	Sp Topics: Rise of China	Kruze, Uklis	6	24
200720	East Asian Civilization (CD)	Siu, Sr V.	7	28
200720	East Asian Civilization (CD)	Siu, Sr V.	7	28
200720	Philippine Hist:1900-Pres (CD)	Del Rosario, Claudine M.	8	32
200720	Globalization & Resistance	Edwards, William A.	2	8
200720	Philippines/New Asia Pac (SL/C	Gonzalez, Joaquin L.	5	20
200720	Asian Philosophy	Kaitz, Edward E.	20	80
200720	Chinese Lit in Translation	Roddy, Stephen J.	12	48
200720	Japanese Lit in Translation	Roddy, Stephen J.	14	56
200720	Sp Topics: China in Hist/Film	Siu, Sr V.	5	20
200640	East Asian Civilization (CD)	Siu, Sr V.	5	20
200640	East Asian Civilization (CD)	Siu, Sr V.	7	28
200640	East Asian Civilization (CD)	Siu, Sr V.	7	28
200640	Asian Art	Allen, Laura W.	3	12
200640	Cross-Cultural Psychology	Boucher, Jerry D.	1	4
200640	Religion & Spirituality in Asi	Cook, Theodore A.	9	36
200620	Intro to Int'l Politics	Sharma, Shalendra D.	5	20
200620	Intro to Int'l Politics	Sharma, Shalendra D.	3	12
200620	Religion & Spirituality in Asi	Nelson, John K.	12	48
200540	Japanese Culture	Roddy, Stephen J.	3	12
200540	Religion & Spirituality in Asi	Thometz, Joseph M.	11	44
200540	Sp Topics: Rise of China	Kruze, Uklis	2	8

**Courses for the Asian Studies Major/Minor, Fall 2009**

**Anthropology**

40247 - ANTH 200 – 01 Introduction to Anthropology  
10:30 am - 12:15 pm TR K-Hall 263 G. Gmelch

41852 - ANTH 250 – 01 Urban Anthropology  
1:30 pm - 4:15 pm R LM 141A R. Zeigler

**Art History**

41300 - VA 307 - 01 Asian Art 3:30 pm - 5:15 pm MW LM 245 L. Allen

**Business**

41419 - BUS 350 – 01 International Business 11:35 am - 1:20 pm MW LM 245  
R. Mefford (by permission of instructor)

### Chinese

See the Course Schedule for Language classes

### Communication Studies

(Freshman Seminar) 40185-COMS 195 From Acupuncture to Yoga 3:30-5:15 PS 227 E. Ho

40183 - COMS 204 - 01 Communication & Culture (CD) -10:30-12:15 ED 308 E. Ho

### Economics

40878 - ECON 280 – 01 The Global Economy (4) TR 8:30-10:15 K-Hall 367 Fischer, H.

40882 - ECON 280 - 02 The Global Economy (4) TR 3:15-5:15 K-Hall 111 Fischer, H.

### English

(Freshman Seminar) Asian American Lit - 40223 - ENGL 195 - 01  
8:30-11:15 Cowell 418 E. Fung

40230 - ENGL 211 – 01 Asian American Lit Survey TR  
8:30am-9:45am K-Hall 311 Recio, D *applies to Core, Area C1*

40378 - ENGL 410 – 01 Asian Amer. Women: Lit & Film  
9:40 am - 12:25 pm F Cowell 418 E. Fung

### History

41739 - HIST 130 – 01 E. Asian Civ. MW 1:30-2:45 ED 301 Kruze, U.  
*applies to Core, Area C2 Cultural Diversity*

41763 - HIST 130 – 02 East Asian Civ. TR 1:30-2:45 CO 114 Siu, V. *applies to Core, Area C2 Cultural Diversity*

41743 - HIST 130 – 03 East Asian Civ. TR 3:30-4:45 CO 114 Siu, V. *applies to Core, Area C2 Cultural Diversity*

41746 - HIST 135 - 01 Indian Civilizations TR 3:30 pm - 4:45 pm TR Kalmanovitz Hall  
267 Zaman, T.

41798 - HIST 390 - 04 Sp Top: Traditional Japan  
3:30 pm - 4:45 pm MW Cowell 418 U. Kruze

### Japanese

See the Course Schedule for Language classes

40519 - JAPN 310 - 01 Zen & Art/Japanese Calligraphy 11:35 am - 12:50 pm MW  
Kalmanovitz Hall 172 N. Nagata

40520 - JAPN 357 - 01 Naturalism in Japanese Lit 8:30 am - 10:15 am TR  
Kalmanovitz Hall 211 S. Roddy *meets area C1 Core requirement*

**Media Studies**

41457 - MS 390 - 03 Asian American Media  
1:30 pm - 3:15 pm MW Lone Mountain 351 M. Mallare

**Philosophy**

40987 PHIL 275-01 Asian American Philosophy MW 11:35-1:20 Cowell 417 Kim, D  
*applies to Core, Area D1 Cultural Diversity*

41764 PHIL 340 - 01 Asian Philosophy 3:30 pm - 5:15 pm TR Cowell 418  
K. Black *applies to Core, Area D1*

**Philippine Studies**

40207 - YPSP 303 - 01: Asian American and the Law 3:30 pm - 5:15 pm MW Lone  
Mountain 351 M. Mallare

40205 - YPSP 325 - 01 Filipino Culture & Soc  
1:30 pm - 2:45 pm TR Lone Mountain 351 J. Gonzalez

41408 - YPSP 390 - 01: Sp Topics; Asian American Media 1:30 pm - 3:15 pm MW Lone  
Mountain 351 M. Mallare

40198 - YPSP 101 - 01: First Semester Tagalog

41822 - YPSP 102 - 01 YPSP 102: Second Semester Tagalog

40203 - YPSP 301 - 01 Philippine History: to 1900 T LM 244A 5:30-6:45 pm  
Del Rosario *Cultural Diversity*

YPSP-312-01 Knowledge Activism (2 units) T 12:15pm-1:15 LM 351 Del Rosario, C

YPSP 325 - 01 Filipino Culture & Society TR 3:30pm- 4:45pm LM 351 Gonzalez, J  
*applies to Core, Area E; Cultural Diversity, applies to Core*

41960 - YPSP 390 - 01 Sp Top: Filipino /Amer Film & Lit  
5:30 pm - 7:15 pm TR Cowell Hall 113 Wofford, J.

**Politics**

40271 - POLS 113 - 02 Intro. to Intl' Politics 1:30 pm - 2:45 pm K-Hall 363  
Sharma, S. *applies to Core, Area E*

40287 - POLS 352 - 01 Human Rights/Global Change 10:30 am - 11:45 am  
TR Cowell 327 R. Elias

41458 - POLS 392 - 02 Asian American and the Law 3:30 pm - 5:15 pm MW  
Lone Mountain 351 M. Mallare

**Sociology**

40795 - SOC 228 - 01 Asian/Pacific Islanders in US Soc 11:35 am - 1:20 pm MW Cowell  
418 E. Rodriguez

40797 - SOC 231 - 01 Introduction to Globalization 9:40 am - 11:25 am MW  
Kalmanovitz Hall 163 W. Edwards

40798 - SOC 233 - 01 Women in Developing Countries 3:30 pm - 5:15 pm TR  
Lone Mountain 344 M. Santos

40800 - SOC 302 - 01 Global Inequalities/Soc Justice 5:30 pm - 7:15 pm  
TR Lone Mountain 344 M. Santos

41163 - SOC 320 - 01 Global Environments/Societies  
1:30 pm - 3:15 pm TR K-Hall 363 S. Zavestoski

**Theology and Religious Studies**

40659 - THRS 365 - 01 Religion & Globalization 3:30 pm - 5:15 pm MW Lone  
Mountain Rossi Wing B01 Nelson, J *Core in D2*

41569 - THRS 379 - 01 Buddhist Paths: Asia and N. America TR 1:30-3:15 LM 355  
Nelson, J. *Service Learning course*

**Asian Studies Course Offerings for Spring 2009**

**Anthropology**

20181 ANTH 210-01 Cultures Through Fieldwork  
41172 ANTH 200 - 01 Introduction to Anthropology  
41173 ANTH 215 - 01 Women's Lives Across Cultures

**Business Administration**

20499 BUS 350-01 International Business

**Chinese**

21333 CHIN 101- 01 First Semester Chinese  
21334/5 CHIN 102-01/02 Second Semester Chinese  
21337 CHIN 201- 01 Third Semester Chinese  
21338 CHIN 202-01 Forth Semester Chinese  
21339 CHIN 302-01 Advanced Chinese  
21340 CHIN 355- 01 Chinese Lit. in Translation

21351 CHIN 398 Dir Reading and Research

Communications

20399 COMS 204 - 01 Communication & Culture (CD) -

English

20479 ENGL 211-01 Asian American Lit Survey

Economics

21178 ECON 280-01 The Global Economy

History

20866 HIST 130- 01 East Asian Civilizations

20868 HIST 130 -02 East Asian civilizations

20870 HIST 135-01 Indian Civilizations

20993 HIST 383-01 Modern Japan Since Perry

20994 HIST 386- 01 History of US- China Relations

Japanese

21341 JAPN 101 First Semester Japanese

21342/3/4 JAPN 102 -01/02/03- Second Semester Japanese

21737 JAPN 102- 04 Second Semester Japanese

21345 JAPN 201 Third Semester Japanese

21346/7 JAPN 202-01/02 Forth Semester Japanese

21348 JAPN 302 Advanced Japanese

Modern Languages and Literature

21349- JAPN 350- 01 Japanese Culture

21748 JAPN 383-01 Modern Japan Since Perry

21350 JAPN 398 Dir. Reading and research

Media Studies

20990 MS 409-01 International/ Global Media

Music

21582 MUS 214- 01 Asian Musical Cultures

Philosophy

0122-275-01 Asian American Philosophy

Politics

20407/8/9 POLS 13-01/02/03 Intro to Int'l Politics

Psychology

20286 PSYC 307-01 Cross Cultural Psychology

20296 PSYC 317-01 Asian American Psychology

Sociology

20343 SOC 231 Intro to Globalization

**Tagalog**

- 21094 TAGL 101 First Semester Filipino/Tagalog  
 21098 TAGL 102 Second Semester Filipino/ Tagalog  
 21100 TAGL 201 Third Semester Filipino/Tagalog

**Theology and Religious Studies**

- 20748 THRS 366 Religion and Spirituality in Asia  
 20747 THRS 361 Religion and the Environment  
 21862 THRS 365 Religion and Globalization

**Visual Arts**

- 20916 VA316 -01 Filipino American Arts

**Yuchengco Philippine Studies**

- 21093 YPSP 101 First Semester Filipino/Tagalog  
 21097 YPSP 102 Second Semester Filipino/ Tagalog  
 21099 YPSP 201 Third Semester Filipino/Tagalog  
 21856 YPSP 303 Asian Americans and the Law  
 21101 YPSP 310 Philippine History  
 20917 YPSP 316 Filipino American Arts  
 20430 YPSP 323 Filipino Pol's/ Justice

**Courses for the Asian Studies Major/Minor, Fall 2008****Anthropology**

- 41172 - ANTH 200 – 01 Introduction to Anthropology  
 10:30 am - 12:15 pm TR Lone Mountain 355 G. Gmelch
- 41173 - ANTH 215 – 01 Women's Lives Across Cultures  
 1:30 pm - 3:15 pm TR Harney 232 S. Gmelch

**Art History**

- 40923 - VA 307 - 01 Asian Art 3:30 pm - 5:15 pm MW LM 344 Allen, L

**Business**

- 41131 - BUS 431 – 01 Analysis of Global Business Conditions  
 3:30 pm - 5:15 pm TR Harney 510 D. Blakley (by permission of instructor)
- 41106 - BUS 350 – 01 International Business - 11:35 am - 1:20 pm MW LM 358  
 J. Green (by permission of instructor)

**Chinese**

See the Course Schedule for Language classes

**Economics**



41384 - ECON 280 – 01 The Global Economy (4) TR 10:30-12:15 Harney 510 Wydic,  
B

41385 - ECON 280 - 02 The Global Economy (4) TR 1:30-3:15 K-Hall 315  
Wydic, B

### English

40368 - ENGL 211 – 01 Asian American Lit Survey TR  
8:30am-9:45am LM 244A Recio, D *applies to Core, Area C1*

40378 - ENGL 410 – 01 Asian Amer. Women: Lit & Film  
9:40 am - 12:25 pm F Cowell 418 E. Fung

### Environmental Studies

41164 - ENVA 320 – 01 Global Environments & Societies TR 1:30 pm - 3:15 pm TR  
Kalmanovitz Hall 363 Zavestoski, S  
*Identified as a McCarthy Public Serv Cert Course*

### History

41761 - HIST 130 – 01 East Asian Civ. TR 1:30-2:45 Cowell 324 Siu, V. *applies to  
Core, Area C2 Cultural Diversity*

41763 - HIST 130 – 02 East Asian Civ. TR 3:30-4:45 CO 324 Siu, V. *applies to Core,  
Area C2 Cultural Diversity*

41950 - HIST 135 - 01 Indian Civilizations TR 3:30 pm - 4:45 pm TR Kalmanovitz Hall  
163 Zaman, T.

41783 - HIST 380 – 01 Traditional/China to 1839  
3:30 pm - 5:15 pm MW Harney Science Center 510 U. Kruze

41784 - HIST 387 – 01 Hist/US/Japan Relations  
11:35 am - 12:50 pm MW ED 301 U. Kruze

### Japanese

#### See the Course Schedule for Language classes

40326 - JAPN 355 – 01 Japanese Lit/Translation  
8:30 am - 10:15 am TR Education 101 Roddy, S.  
Core C1 Literature, Core CD Cultural Diversity

40327 - JAPN 410 - 01 Japanese Linguistics  
MW 11:35 -12:50 Cowell Hall 322 Nagata, N.

### Media Studies

40435 - MS 204 – 01 Media/Stereotyping/Viol  
11:35 am - 12:50 pm MW Education 203 V. Juluri

41910 - MS 204 – 02 Media/Stereotyping/Viol  
1:30 pm - 2:45 pm MW Education 203 V. Juluri

**Music**

41992 MUS 214-01 Asian Musical Cultures  
TR 3:30-5:15 PM LM 355 F. Conzetti *applies to Core*

**Philosophy**

0122-275-01 Asian American Philosophy MW 1:30-3:15 LM 344 Kim, D  
*applies to Core, Area D1 Cultural Diversity*

41436 PHIL 340 – 01 Asian Philosophy 3:30 pm - 5:15 pm TR K-Hall 172  
K. Black

41442 - PHIL 483 – 01 Modern Asian Philosophy 1:30 pm - 3:15 pm MW UC 222  
D. Kim Pre- or Corequisites: PHIL 275 or PHIL 340

**Philippine Studies**

40242 - YPSP 301 – 01 Philippine History: to 1900 T LM 244 6:15pm- 9:00pm  
Del Rosario *Cultural Diversity*

YPSP-312-01 Knowledge Activism (2 units) T 12:15pm-1:15 LM 351 Del Rosario, C

YPSP 325 - 01Filipino Culture & Society TR 3:30pm- 4:45pm LM 351 Gonzalez, J  
*applies to Core, Area E; Cultural Diversity, applies to Core*

41960 - YPSP 390 – 01 Sp Top: Fil/Amer Film & Lit  
5:30 pm - 7:15 pm TR Cowell Hall 113 Wofford, J.

**Politics**

40408 0110-113-03 Intro. to Intl' Politics 10:30-11:45 K-Hall 363  
Sharma, S. *applies to Core, Area E*

40409 0110-113-02 Intro. to Intl' Politics 1:30-2:45 LM 351 Gonzalez, J.  
*applies to Core, Area E*

41940 - POLS 355 – 01 American Foreign Policy 1:30 pm - 2:45 pm TR  
UC 400 S. Sharma

**Sociology**

41160 - SOC 302 - 01Global Inequalities/Soc Justic 11:35 am - 1:20 pm MW  
Cowell 324 Edwards, W.

41163 - SOC 320 – 01 Global Environments/Societies  
1:30 pm - 3:15 pm TR K-Hall 363 S. Zavestoski

**Theology and Religious Studies**

41833 - THRS 395 – 02 Religion & Globalization TR 1:30-3:15 Cowell 323  
Nelson, J *Will change to Core credit in Spring 09*

0128-379-01 Buddhist Paths: Asia and N. America TR 1:30-3:15 LM 355  
Nelson, J. *Service Learning course*

40760 - THRS 390 – 02 Religious Ethics: Buddhist  
3:30 pm - 5:15 pm MW Lone Mountain 351 Instructor: TBA  
*Core D3, Ethics*

**Visual and Performing Arts**

40923 - VA 307 - 01 Asian Art 3:30 pm - 5:15 pm MW LM 344 Allen, L

**Courses for the Asian Studies major, Spring 2008****Lower Division*****Business***

International Business - 20616 - BUS 350 - 01  
8:30 am - 10:15 am TR Malloy Hall 122 L William Murray Jr

***Communications***

Communication & Culture (CD) - 20399 - COMS 204 - 01  
1:30 pm - 2:45 pm TR Education 102 Marco Jacquemet

***Economics***

The Global Economy - 21190 - ECON 280 - 01 MW Cowell Hall 428 Purba Mukerji

Environmental Economics - 21189 - ECON 230 - 01  
3:30 pm - 5:15 pm TR Cowell Hall 428 Jennifer M. Alix-Garcia

***Environmental Studies***

Introduction to Globalization - 21792 - ENVA 231 - 01  
9:40 am - 11:25 am MW Education 303 William A. Edwards

Religion & the Environment - 22028 - ENVA 361 - 01  
Class 6:15 pm - 9:55 pm T Cowell Hall 327 TBA

***History***

East Asian Civilizations (CD) - 20749 - HIST 130 - 01  
3:30 pm - 4:45 pm MW University Center 400 Sr V. Siu

East Asian Civilizations (CD) - 20749 HIST 130-02 6:15 pm - 9:00 pm  
M University Center 222 2008 Sr V. Siu  
*applies to Core, Area C2 Cultural Diversity, applies to Core Curriculum*

Hist of South & Southeast Asia - 20754 - HIST 135 - 01  
 6:15 pm - 9:55 pm M TBA Taymiya R. Zaman  
*applies to Core, Area C2, Cultural Diversity*

***Philosophy***

0122-275-01 Asian American Philosophy T/TH 1:30-3:15 LM 344 Kim, D  
*applies to Core, Area D1 Cultural Diversity*

**Upper Division**

***History***

Modern Japan Since Perry - 20795 - HIST 383 - 01  
 11:35 am - 12:50 pm MW Education 001 Uldis Kruze

***Media Studies***

International/Global Media - 20895 - MS 409 - 01  
 1:30 pm - 4:15 pm R Lone Mountain 147 Seminar Dorothy Kidd

***Modern and Classical Languages***

Fourth Semester Chinese - 20827 - CHIN 202 - 01  
 Class 9:40 am - 11:25 am MW Lone Mountain 354 Zhiqiang Li

Business Chinese I - 21718 - CHIN 310 - 01  
 Class 1:30 pm - 3:15 pm MW Lone Mountain 343 Zhiqiang Li

Fourth Semester Japanese 21057 - JAPN 202 - 01  
 1:30 pm - 3:15 pm TR Cowell Hall 426 Yoko Otomi

Fourth Semester Japanese 21058 - JAPN 202 - 02  
 3:30 pm - 5:15 pm MW Lone Mountain 345 Yoko Otomi

Advanced Japanese - 21714 - JAPN 302 - 01  
 1:30 pm - 3:15 pm MW Lone Mountain 345 Noriko Nagata

Contemporary Japanese Culture - 21715 - JAPN 351 - 01  
 9:40 am - 11:25 am MW Lone Mountain 140 Itoh, Reiko

***Music***

Anthropology of Music - 21798 - MUS 390 - 01  
 3:30 pm - 5:15 pm TR Lone Mountain 152 Seminar Francesca M. Rivera

Asian Musical Cultures - 21799 - MUS 390 - 02  
 9:40 am - 11:25 am MW Lone Mountain 152 Seminar Florian Conzetti

***Performing and Visual Arts***

Asian Amer Perf & Culture (CD) - 21399 - PASJ 312 - 01  
 3:30 pm - 5:15 pm TR Lone Mountain 363 Radmar A. Jao

***Philippine Studies***

Philippine Hist:1900-Pres (CD) - 21914 - YPSP 310 - 01

6:15 pm - 9:00 pm T University Center 222 Claudine M. Del Rosario  
*applies to Cultural Diversity, Core Curriculum*

Knowledge Activism (SL) - 21913 - YPSP 312 - 01  
 12:15 pm - 1:15 pm T Lone Mountain 351 Claudine M. Del Rosario (P)

Filipino American Arts (CD) - 21024 - YPSP 316 - 01  
 1:30 pm - 3:15 pm TR Lone Mountain 351 Studio Jennifer K. Wofford

Barrio Fiesta: Performing Arts YPSP 390-01  
 6:15- 9:00 pm Th LM 351 Bernardo

Philippines/Asia Pac (SL/CD) - 20301 - YPSP 323 - 01  
 3:30 pm - 4:45 pm TR Lone Mountain 351 Joaquin L. Gonzalez  
*applies to Core, Area E; Cultural Diversity, applies to Core*

### ***Philosophy***

Asian American Philosophy - 20446 - PHIL 275 - 01  
 10:30 am - 12:15 pm TR Education 301 David H. Kim

### ***Politics***

Intro to Int'l Politics - 20179 - POLS 113 - 01  
 10:30 am - 11:45 am TR Education 308 Shalendra D. Sharma

Intro to Int'l Politics - 20179 - POLS 113 - 02  
 1:30 pm - 2:45 pm TR Education 101 Shalendra D. Sharma  
*applies to Core, Area E*

Philippines/N.Asia Pac (SL/CD) - 20300 - POLS 390 - 01  
 3:30 pm - 4:45 pm TR Lone Mountain 351 Joaquin L. Gonzalez  
*Core CD Cultural Diversity, Core SL Service Learning*

### ***Psychology***

Cross-Cultural Psychology - 20140 - PSYC 307 - 01  
 1:30 pm - 3:15 pm TR Harney Science Center 232 Jerry D. Boucher

### ***Sociology***

Introduction to Globalization - 21791 - SOC 231 - 01  
 9:40 am - 11:25 am MW Education 303 William A. Edwards

Nationalism and Citizenship - 20578 - SOC 333 - 01  
 6:15 pm - 9:55 pm W Education 303 Hwa-Ji Shin

Sociology of Peace and War - 20291 - SOC 353 - 01  
 9:40 am - 12:25 pm F Hayes Healy Hall LOUNGE Annick Wibben

### ***Theology and Religious Studies***

Religion & Spirituality in Asia - 21719 - THRS 366 - 01  
 5:30 pm - 7:15 pm TR Lone Mountain 140 John K. Nelson  
*applies to Core, Area D2*

Religion and the Environment - 22027 - THRS 361 - 01  
 6:15 pm - 9:55 pm T Cowell Hall 327 TBA  
*applies to Core, Area D2*

Japanese Religion & Soc (CD) - 20910 - THRS 368 - 01  
 3:30 pm - 5:15 pm TR Lone Mountain 244B John K. Nelson

**Visual Arts**

Filipino American Arts (CD) - 21023 - VA 316 - 01  
 1:30 pm - 3:15 pm TR Lone Mountain 351 Studio Jennifer K. Wofford

**Appendix 3: 2003 Survey of International Business Students conducted prior to constructing the degree program in Asian Studies**

**Survey of Student Interest for the Proposed Major in Asian Studies**

The following five questions were asked of 107 students (primarily freshmen and sophomores) in lower-division business courses during the week of April 14, 2003. Percentages represent student responses based on 107 returned survey forms. I am grateful to Professors John Green, Nick Imparato, and Joel Oberstone for permitting this survey to be administered in their classes.

**1. Upon graduation, will your career in business take you to any Asian nations?**

Most likely 26% Unlikely 37% I don't know where I'll be located 37%

**2. Do you feel confident about your knowledge concerning how Asian history, culture, and social forces affect economic development and consumer behavior?**

Confident 19% Uncertain 43% Uncertain, but Curious to Know More 38%

**3. How many topics from the following list could you discuss intelligently with one of your professors?** Cinema of India/China/Japan/SE Asia, Migration and Immigration, the Changing Family in Asia, Contemporary Asian Writers, Inter-Asian Political Relations, Asian Popular Culture, Asian Ways of Dying, Death, and Salvation, Rural-urban Migrations, Environmental Issues in Asia, Technological Change in Asia

Three or more 23% Less than Three 34% One or none 43%

**4. The list of classes (on the reverse of this page) indicates courses in a variety of departments that are devoted to the study of Asia. After looking at this list, can you find five classes that might help you understand Asian society or culture better, and thus help you be more effective in your career?**

Yes, I found five 49% Actually, I found more than five 23% Fewer than five 28%

**5. Do you think a major in Asian Studies could complement and further empower your degree from the School of Business and Management?**

Yes 23%Maybe 52%I really don't know 25%


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#### Appendix 4 PROGRAM ASSESSMENT REPORT, 2008-2009

**School/College:** Arts and Sciences

**Department/Program:** Asian Studies

**Person completing the Report:** John Nelson

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
  - a. which program learning outcomes were assessed this year.
  - b. who in your department/program was involved in the assessment of the above learning outcomes

Following the general guidelines for assessment conducted throughout the entire university, we assessed only the first program learning outcome. It reads: **(The degree program in Asian Studies will) articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.**

Although this outcome may sound rather ambiguous and broad when compared to other programs that focus on a single discipline, Asian Studies is an interdisciplinary program that depends on courses from a variety of departments. As such, our program learning outcomes must resonate with, and not contradict or undermine, the departmental learning outcomes we rely upon.

The person in charge of assessment is the same as the author of this report. I am the current director of the Asian Studies program at USF.

#### 2. Please Answer the Following Questions for Each of the Student Outcomes Assessed:

##### a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- First, I identified courses in which Asian Studies majors were enrolled and which contributed to our curriculum through cross-listings.
- I contacted the instructors for those courses--most of whom are affiliated with Asian Studies-- and informed them of the requirement to assess the first program learning outcome, and asked for their cooperation.

- Next, we collaborated on the best way to assess the outcome, concluding that a combination of embedded questions were likely to produce the kind of response that could be identified and assessed, following the rubric I had devised.

- I was supposed to receive copies of all student work, which would provide around 12 documents to be assessed. As of this date and despite my diplomatic encouragement for faculty members to live up to their words of cooperation, I have received only 8 documents.

- I read each essay (4), senior thesis (2), or exam essay question (2), and kept notes about how each document met or fell short of the first program learning outcome.

- Finally, I used the rubric grid to determine the classification for that particular document, ranking it from “very poor” to “superior.”

**b. What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Strengths

In most of the student work I assessed, the final grade was high--in the A or B range. This performance shows competence in their coursework, when then reflects indirectly on the Asian Studies major. Students were able for the most part to meet the program learning outcome, which was further divided into two parts. The first states that students will be able to provide an overview of key topics that “promote understanding of Asian cultures, societies, and histories.”

Whether students were discussing new literature in China, Japanese history, Sino-Tibetan relations, or spiritual and religious interpretations of trans-Asia Buddhist practice, they were able to identify and explain adequately a range of subjects that promoted understanding of Asian cultures and societies.

Weaknesses

As mentioned below, some of the weaknesses for Asian Studies program assessment-related purposes were not the students’ fault. Instructors affiliated with the program did not, as requested by me, create clearly worded questions that addressed both dimensions of the program learning outcome. A more detailed discussion follows below.

**c. What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

It’s obvious that the suggestions I gave to individual faculty to embed a particular question related to assessing Asian Studies program outcomes were not sufficiently clear (or coercive enough). In about half of the examples, it was a matter of subjective interpretation on my part to determine how an answer or essay met or fell short of the program outcome, especially the second part. In other cases, it was easy to see multiple disciplinary approaches used by the student to address the issue or question at hand.



I think it will be necessary for faculty to emphasize a more interdisciplinary set of analytical and intellectual “tools” in their respective courses. For example, if someone specializes in language acquisition, they will also want to include history and perhaps some anthropology as part of their course readings. Without an explicit use and emphasis of interdisciplinary methodologies, we will be hard pressed to provide evidence in future assessments about the first program learning outcome.

At this point, I think the “weaknesses” and “strengths” of the students--in regard to the first program learning outcome--is entirely dependent on faculty course design and the implementation of these strategies. Students enjoy learning by comparing and contrasting perspectives, so it is up to the faculty to make a more sustained effort to do this. As director of the program, I will be emphasizing that we can do a better job in this regard, and will work with faculty to ensure this happens. For one thing, I will ask for syllabi (in advance) to see where there might be an opportunity for integrating multidisciplinary methods. I will also work with individual faculty to see how they might be able to diversify their approach so that it will address the first program learning outcome in a more systematic manner.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
  - a. Program Mission
  - b. Program Learning Goals
  - c. Program Learning Outcomes
  - d. Program Learning Rubrics aligned with outcomes
  - e. Curriculum map that shows the courses that pertain to the outcome

There have been no changes in any of these items since their initial submission.

Please return to: Provost Office by June 1, 2009

The documents which follow this page contain rubrics for assessing the program goals of Asian Studies, as required by WASC guidelines.

### Asian Studies Outcome Rubrics

**Program Goal 1: Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.**

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome (meets curricular expectations)	Good Achievement of Outcome	Exemplary Achievement Of Outcome
1a. Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies, and histories	Students exhibit little understanding of major issues related to the study of Asia or a particular region of Asia.	Students can identify and define two or fewer major issues related to the study of Asia or a particular region of Asia.	Students can discuss in-depth the origins and impacts of at least two major issues related to the study of Asia. In the case of a particular region of Asia, they can discuss three (or more) major issues.	Students exhibit an in-depth understanding of a number of major issues related to the study of Asia (or a particular region of Asia) and demonstrate an ability to critically analyze those issues.	Students can integrate knowledge, theory, and personal experience to discuss in-depth and analyze critically major issues of current concern to the peoples and societies of Asian nations generally or for a particular region of Asia.
1b. Students will utilize approaches which represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc).	Students exhibit little understanding of the different disciplinary approaches to Asian Studies.	Students can identify the research methodologies and theoretical frameworks of at least two of the main disciplines within Asian Studies, but exhibit a limited ability to apply them.	Students can identify and discuss the research methodologies and theoretical frameworks of at least two of the main disciplines within Asian Studies, and demonstrate beginning expertise with at least one discipline's approach to international issues.	Students demonstrate an in-depth understanding of research methodologies and theoretical frameworks of the main disciplines of Asian Studies and show expertise in the application of two (or more) disciplinary approaches.	Students can identify, discuss, and contrast at least two different disciplinary methods and theories as they apply to the study of Asian societies and cultures. They can also effectively apply these disciplinary perspectives to the analysis of key issues.

**Program Goal 2: Students will be able to analyze both a specific region of Asia and an Asia-related topic using interdisciplinary perspectives and methods, including information in either Chinese, Japanese, or Tagalog**

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome (meets curricular expectations)	Good Achievement of Outcome	Exemplary Achievement Of Outcome
2a. Students will be able to demonstrate their understanding of both a region (or regions) of Asia (including its history, political structures, and key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.	Students cannot provide a basic analysis of a specific Asian region, nor can they identify key topics that are relevant to Asian societies generally.	Students demonstrate a limited ability to analyze a specific region, and can identify but not articulate well key topics that apply to all Asian societies.	Students are able to analyze a specific region in Asia as well as identify key topics that apply to all Asian societies.	Students show an ability to go beyond superficial analysis of a particular region, and are able to integrate key topics applicable to all Asian societies into their discussion.	Students demonstrate advanced ability in their analysis, drawing upon scholarship, personal experience, and fieldwork.
2b. Students will be able to utilize information in either Chinese, Japanese, or Philippine as a part of their analysis	Students exhibit little familiarity with the language they have studied.	Students are able to identify information in their target language, but but are unable to apply this information to their analysis.	Students are able to identify concepts in their target language and can integrate this information into their analysis.	Students display intermediate proficiency in their target language and can actually use this information in their analysis beyond passing reference.	Students display advanced knowledge of their target language and are able to apply multiple references to their analysis of a particular issue.

**Program Goal 3: Students will be able to demonstrate understanding of how topics related to social justice--such as human rights, environmental sustainability, and ethical considerations--impact both people and policy within Asian societies.**

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome (meets curricular expectations)	Good Achievement of Outcome	Exemplary Achievement Of Outcome
3a. Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.	Students exhibit a very limited understanding of themes related to social justice in Asian contexts.	Students can describe social justice themes in Asia, but have a limited ability to apply them in different Asian societies.	Students can discuss issues related to social justice in Asia, and assess their influence on a particular topic or region.	Students demonstrate an in-depth understanding of social justice issues generally, and can evaluate critically how they relate to specific topics or issues in Asia.	Students are able to provide in-depth analysis about the relationship between social justice issues and specific incidents or situations in Asian societies.

## Appendix 5

Additional comment from affiliated faculty (received after finalizing report)

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Here are my recommendations:

1. Although Asian Studies is Interdisciplinary, and the faculty come from different schools and disciplines, I'd suggest to have 2-3 expert Faculty on board whether a visiting or a fellow of some sort i.e, instead of country focused, to be issue oriented...i.e. Terrorism and its Effect on Asia; U,S, Economics and its role in Asia; Intellectual Property issues from Asia; Social Issues or Topics that exist in Asia (human trafficking), and its impact on the world economy; Japan: The existence of the Yakuza; Martial Arts: Its beginnings in Asia (Japan, China, Korea, Philippines, Thailand, Malaysia), to create courses, workshops or seminars offerings to students.
2. Look at the CAPSTONE closely and DO NOT ELIMINATE, I actually have an idea on how to create something uniform that will 1) challenge the student 2) allow the student to master and understand his/her country of interest (ASIA only) and be able to write 3 papers and present a Country Briefing.
3. Look for international opportunities for students by partnering up with other universities in Asia, and NOT LIMIT TO ONLY, East or West Asia. Goal is to be inclusive of ASIA as a whole. In this partnership, we will seek placement of student internships/on-the-job experience within their organizations, whether NGO or Govt, or private corporations. Areas of Interest still need to be explored.
4. Honors program? I highly suggest reviving our program (if USF has one in AS's) or Create one and partner with top-tier universities in terms of creating similar curriculum, and/or allowing Honor students to cross-enroll with these institutions for a class or a semester. I also would look into creating a pilot where our AS's students, whether graduate/Ph.D. or senior level Undergraduate experience attending an international university to take courses in their AS's departments.
5. Look into other "emphasis" to current programs so AS's is marketable, and attracts students because of the topics or courses that are current, rather than the traditional classes of religion, society, politics and justice.