



UNIVERSITY OF
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

Academic Program Review, AY 2014-2015
Asian Studies
B.A. Degree Program

March 14

2016

This Self-Study is a comprehensive report addressing every aspect of the Asian Studies degree program. It contains the Program's vision, mission and goals, and based on an overall analysis of the program, makes recommendations for improvement and development. The Self-Study presents its own story to the external review team and the university administration, and is posted on the university assessment website.

**Self-
Study**

On behalf of the
Asian Studies Faculty

Taymiya R. Zaman
Director, Asian Studies Program
College of Arts and Sciences

University of San Francisco
Academic Program Review AY 2014-2015
Asian Studies B.A. Degree Program: Self-Study

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USF: Academic Program Review AY 2014-2015

Asian Studies B.A. Degree Program: Self-Study

I. Mission and History

This Self-Study highlights the mission and accomplishments of the ‘Bachelor of Arts in Asian Studies’ (BAAS) program at the University of San Francisco and assesses the program’s future in light of the challenges it faces. The goal of this Self-Study is to generate a productive dialogue among faculty, administration, and external reviewers about the future of the program.

A. Mission

The mission of the B.A. program in Asian Studies¹ is aligned with the vision of the University of San Francisco (USF). Our students learn about an important part of the world through a multi-disciplinary lens: They take classes on Asian philosophies that have shaped the cultural landscape of India, China, Japan, and the Philippines, they study an Asian language that gives them new vocabularies and ways of seeing the world, and they choose from a rich selection of history classes that expose them to Asia’s pasts and presents. Together, these classes inculcate in students an appreciation for a diverse region of the world, the ability to think critically about the forces that shape Asia today and about their own role as global citizens.

B. History

John Nelson launched the Asian Studies Program in Fall 2004 in partnership with the USF Center for the Pacific Rim (CPR). At the time, an independent minor in Asian Studies directed by Uldis Kruze offered the multi-disciplinary courses needed to develop into a major; Kruze had been the coordinator of the Asia-Pacific Studies Certificate Program since its launch in 1993.

University of San Francisco

Vision & Mission

Jesuit tradition defines USF’s approach to learning and our commitment to welcoming students of every faith and no faith. Our vision and mission are the foundations of our university, and reflect the shared views of our institution.

Vision

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world.

Mission

The core mission of the university is to promote learning in the Jesuit Catholic tradition. The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. 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.

¹ In this study, the expression “Asian Studies” is also used, occasionally, to refer inclusively to “Asia Pacific Studies” as a field of study in which an M.A. (MAPS) is also offered at USF.

I. Mission and History

Nelson was named the first director of the new program, which aimed to “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.” Our Asian Studies curriculum has built upon “constellations of interest” in the study of Asia; students can study comparative Asian religious traditions (such as Buddhism, Hinduism, and Islam) or pursue a multi-disciplinary study of one country (such as Japan, China, or the Philippines) or region by focusing on its history, literature, art, and religious philosophies. Nevertheless, enrollments have not grown over the years (Table I.1).

Table I.1 Number of Declared Majors Enrolled in the Humanities, by Subject

In Fall of:	2010	2011	2012	2013	2014	2015	Total
English	158	159	160	140	147	150	914
History	117	111	98	82	81	62	551
Philosophy	45	46	43	39	39	37	249
Theology and Religious Studies	18	14	21	18	16	11	98
Japanese Studies	14	15	11	7	13	11*	71
Spanish Studies	12	13	14	6	10	11	66
Asian Studies	12	10	10	8	12	9	61
Comparative Literature & Culture	12	11	8	3	10	8	52
Urban Studies**	-	-	-	-	3	13	16

* CIPE data, reported in this Table, does not include second majors. Including 4 second majors, in 2015 there are 15, not 11, Japanese Studies majors, according to latest information provided by the Modern and Classical Languages department.

** Urban Studies didn't exist before 2014.

Source: Center for Institutional Planning and Effectiveness (CIPE).

An independent Yuchengco Philippine Studies Program (YPSP)—through which students not majoring in Asian Studies can minor in Philippine Studies, or those majoring in Asian Studies can do so with a Philippine Studies concentration—is the only program of its kind in the country. While the YPSP program budget is independent of Asian Studies and the program has independent minors and its own director, Asian Studies majors can take YPSP classes to fulfill their regional focus and contextualize a study of the Philippines within the broader study of Asia. The gateway classes for the Asian Studies major contribute to the university core curriculum and to USF’s service learning (SL) and cultural diversity (CD) graduation requirements.

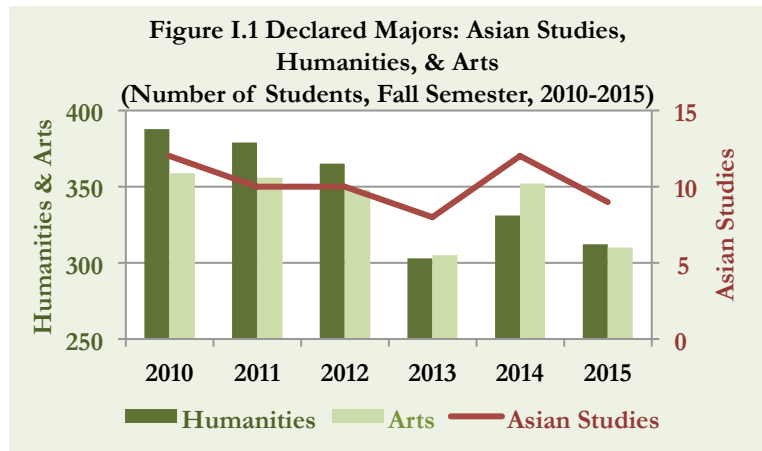
When the Asian Studies major was launched, the Center for the Pacific Rim administered it and managed its finances. The Asian Studies program review of 2010 suggested that there was some confusion about the administrative role of the Center (Appendix 5: Executive Summary) and reviewers recommended that greater clarity about the CPR’s role be established. Following the review, the dean’s office made the program financially and administratively independent of the CPR (re-named the Center for Asia Pacific Studies, CAPS, in Fall 2014), on the grounds that autonomy would be to the advantage of the program. The dean’s office promoted a collaborative, egalitarian partnership between the Center and the program.

Currently, the Center serves as a valuable partner in creating a space on campus for students interested in Asia. The Center holds receptions that publicize Asian Studies classes, sponsors events of interest to students, runs language study-groups, and encourages and funds student-led activities on campus. The current director of the Center, Melissa Dale, is a faculty member who also teaches for the Asian Studies program and attends Asian Studies faculty meetings.

The Master's Program in Asia-Pacific Studies (MAPS), offers students a "4 + 1" option that allows them to gain a Master's degree in five years; promising Asian Studies majors are encouraged to avail of this option. While an independent program, MAPS is affiliated with the Center through a collaborative partnership in which the Center funds fellows who teach for MAPS, and hosts symposia and events attended by MAPS students. For further details, see Section II.K of the MAPS Self-Study (Nelson, 2016), provided to the External Reviewers as a companion to this Self-Study, which notes that: "Since its inception BA/MAPS 4+1 Program has enrolled twelve students, all of whom graduated with a MAPS degree. None went on to do the MAPS/MBA concurrent degree."

Despite the B.A. program's many strengths it faces a number of challenges, many of which were raised by the 2010 program review. This Self-Study addresses these challenges and the views of the faculty on what they believe to be the program's most urgent needs. Between September 11, 2014 and December 4, 2014, the current director held hour-long individual meetings with 18 faculty members to gather data that has been incorporated into this study. This study is also based on informal conversations and discussions at Asian Studies meetings.

We agree unanimously that growing our majors is our greatest challenge; we have struggled with low enrollment that reflects a general decline in student interest in the humanities. Enrollment in the program during the last five years has ranged from 8-12 students during any academic year. This shows that Asian Studies has not grown, especially in comparison to the B.A. in International Studies, which was also started in 2004



but is now the fourth most popular major at USF (with 184 students enrolled in Spring 2015) and has also, as of this year, become a department. Asian Studies has however kept ahead of the overall trend of enrollment in the arts and humanities (Figure I.1).

C. Progress Since the 2010 Academic Review

This is the second review of the BAAS program since its start in Fall 2004. In the first review in 2010, the external review team concluded that the program could be "truly stellar and distinctive" through "better exploitation of resources, thoughtful collaboration with other units and some modest investments" on the part of USF (see Appendix 5: Executive Summary). Reviewers recommended that:

The program should address shortcomings in language instruction and offer Hindi/Urdu. This is because the program advertises itself as offering an East Asia track and a South Asia track. The East Asia track is satisfied by four semesters of Chinese, Japanese, or Tagalog. However, USF currently offers few classes on South Asia and no South Asian languages. Since Asian Studies majors who want to study South Asia are unlikely to take an East Asian language, the South Asia track is not functional.

I. Mission and History

The current director worked with a student assistant in Fall 2014 to assess student interest in Hindi/Urdu classes and found demand to be high. She also found that offering a strong South Asia component would distinguish USF among other Jesuit schools and comparable liberal arts colleges. However, the Department of Modern and Classical Languages (MCL) expressed concerns about a proposal for Hindi/Urdu presented at a meeting on December 3, 2014 because they were facing low enrollment in Arabic, had to cancel Swahili, and wanted administrative support for offering yet another language they felt was likely to have low or fluctuating enrollment (See Appendix 1 for the proposal). The matter has therefore been left unresolved even though it is critical to the program's success.

The university should expand faculty in key areas such as Sociology, Economics, Politics, Anthropology, and Gender Studies.

Between the last review and this Self-Study, the program has expanded its offerings through the presence of new full-time hires e.g. Wei Yang (Department of Modern and Classical Languages—2014), who teaches Chinese language and literature and James Zarsadiaz (History—2014), whose classes on Asian-Americans contribute to the Philippine Studies concentration and who is the current director of the Philippine Studies program (YPSP).

We have updated our offerings as well, by adding THRS 365: Religion and Globalization to our checklist as a core class for the Major. This class has replaced THRS 366: Religion and Spirituality in Asia. John Nelson, who taught THRS 366 and now THRS 365, writes that:

“THRS 366, *Religion and Spirituality in Asia* was designed to replace *Sacred Quest*, a Core class that was one of the department's service courses in the 1990s. While the new course was more comparative and incorporated current debates about religion and spirituality, it did not address key political issues where religion played a role. Also, as information technologies developed in the late 20th century, the concept of ‘globalization’ became highly relevant for religious activities and affiliations. THRS 365, *Religion and Globalization*, was developed to address the ways in which religion travels as well as the way globalizing factors (immigration, tourism, finance, Internet, and so on) influence and shape domestic religious activities...THRS 365 provides students in Asian Studies as well as International Studies and THRS majors with the critical tools needed to interpret and understand both historical legacies and contemporary headlines.”

We note however that the major is offering fewer and fewer classes in politics and economics, even though both are germane to a study of Asia. The Politics Department plans to phase out “POLS 113: Introduction to International Politics,” which is a core class for our major and with the exception of classes taught by one part-time faculty member, Jay Gonzalez, there are no other regularly taught politics classes on Asia. The newly created Department of International Studies will now house a version of POLS 113 but cannot guarantee that an Asianist will teach it. Similarly, introductory classes in economics are general and do not pertain to Asia but there are occasional upper-division and graduate-level classes that do. In order to take these classes, a student would have to be familiar with basic economic theory and method, which means that unless an Asian Studies major

takes introductory economics classes without getting credit towards the major, s/he is not equipped for upper-division classes.

These gaps in our curriculum mean we fail to attract students oriented towards the social sciences. The B.A. in International Studies (BAIS) program meanwhile, offers students a functional track e.g. in International Economics or Peace and Conflict Studies, which they can couple with a regional track e.g. in Asia or another region. Many students prefer majoring in International Studies to Asian Studies, because International Studies lets them focus on a region of interest *and* pair that with a track that teaches them real-world skills. There is then an overlap of target students between the International Studies Program and Asian Studies, with students frequently opting for the former because it gives them a wide array of classes grounded in the social sciences while still allowing them to study a region that interests them.

The university should address the heavy burden interdisciplinary programs such as Asian Studies place on program directors.

Program directors must comb through existing courses to put together a curriculum. We cannot control the cancellation of key classes for the Asian Studies major by departments based on their own internal needs; nor can the directors of interdisciplinary programs make new hires, as hires are only made through departments. The dean's office has discussed the possibility of creating a department of Asian languages and cultures that could strengthen the program. Faculty members have expressed a range of views on this; some are enthusiastic, some opposed, and others ambivalent. A large number of majors would justify creating a department, but in order to have a large number of majors, we may well need a department. The dean's office is in the process of developing a means by which faculty can hold interdisciplinary appointments; under this model, faculty will be able to choose, for instance, a 50% appointment in Sociology and a 50% appointment in International Studies. The goal is to allow faculty to formalize their commitments to their home department and to other departments/programs they serve but this proposal too—university-wide—has generated views ranging from enthusiastic, to ambivalent, to opposed.

The program should create a regular and consistent directorship rotation. Because the incentives to take on a leadership role in an interdisciplinary program do not—for many—match up to the time-consuming nature of such a role, it has been difficult to establish a rotation.

John Nelson had to chair his own department (Theology and Religious Studies) in 2010, which meant he could no longer chair Asian Studies. The 2010 Self-Study indicated that finding a new chair for Asian Studies proved difficult. Jay Gonzalez (Politics) chaired both Asian Studies and Philippine Studies from 2010 to 2012. The current chair, Taymiya Zaman (History) has chaired the program from 2013, and as of Fall 2015 has been also the coordinator of the Middle Eastern Studies minor. The Philippine Studies minor was coordinated by Associate Dean, Pamela Balls-Organista from 2013-2014, and is now coordinated by James Zarsadiaz (History).

Table I.2 Directors of Asian Studies Program, 2004-2016

From:	To:	Director, Asian Studies	Department	Concurrent Appointment(s)
Fall 2013	Spring 2016	Taymiya Zaman Associate Professor	History	Coordinator, Middle Eastern Studies Fall 2015 – Spring 2016
Fall 2010	Spring 2013	Jay Gonzalez Term Associate Professor	Politics	Coordinator, Philippine Studies Fall 2010 – Spring 2013
Fall 2004	Spring 2010	John Nelson Associate Professor	Theology and Religious Studies	

Most faculty members are spread too thin between commitments to their home departments and interdisciplinary commitments. Finding a new chair for Asian Studies, starting in Fall 2016, when Zaman steps down, is proving to be challenging. The standard course release for Asian Studies has been 1 unit per semester. However, the Dean’s Office has decided that directors of programs with less than 15 majors should no longer be entitled to this release. In the past, additional releases have been given under special circumstances (e.g. excess of workload in programs undergoing a curricular overhaul), but these are not guaranteed.

More incentives need to be provided to encourage faculty to spend time creating a greater sense of community among those teaching Asian Studies.

Given that only the director of the program is entitled to course releases, and this too may no longer be the case, the faculty has little incentive to share in the administrative responsibilities of the program. Nonetheless many faculty members have done an admirable job at creating community. In the words of the 2010 review team, faculty members devote “time and energy to Asian Studies above and beyond their normal departmental responsibilities” in a manner that “speaks to their dedication and sense of responsibility.” This continues to be the case: We hold regular meetings, began group advising sessions for students in Fall 2014 to allow students and faculty to learn more about new classes, and we often give our students extra credit for attending events hosted by the Center for Asia Pacific Studies (CAPS). The Asian Studies program has co-sponsored a number of these events and been present to promote the major to students. A faculty advisory board hosted by the Center allows interested faculty members to provide the director of the Center, Melissa Dale, with feedback and suggestions on publicity, events, and the hiring of new fellows.

D. USF Institutional Learning Outcomes, Asian Studies Program Goals, and Program Learning Outcomes

Based on the University’s Mission Statement, USF has identified the following seven “Institutional Objectives and Learning Outcomes” (ILOs), which are also aligned with the five “core competencies” (written communication, oral communication, critical thinking, quantitative reasoning, and information literacy) specified by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) as part of its latest regional accreditation requirements (these core competencies are shown in italics in parentheses at the end of each ILO):

I. Mission and History

1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. (*Critical Thinking*)
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. (*Critical Thinking*)
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. (*Critical Thinking; Quantitative Reasoning; Information Literacy*)
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities. (*Written and Oral Communication*)
5. Students use technology to access and communicate information in their personal and professional lives. (*Component of Information Literacy*)
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. (*Critical Thinking; Quantitative Reasoning; Information Literacy*)
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (*Critical Thinking*)

The matrix in Figure I.2 lists how our Program Learning Outcomes (PLOs) correspond with our Program Goals.

Figure I.2 B.A.A.S. Program: Goals and Learning Outcomes

PROGRAM GOALS

In consultation with all stakeholders, the Asian Studies Program at USF has set its program goals as follows:

A	BASIC LITERACY	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.
B	ANALYTICAL SKILLS	Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information either in Chinese, Japanese, or Tagalog.
C	SOCIAL RESPONSIBILITY	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.

Program Learning Outcomes (PLOs)

Students graduating from the Asian Studies program at USF will be expected and prepared to exercise the skills and abilities (1) through (5) listed below. The table also indicates how these Learning Outcomes relate to the Program Goals.

		PROGRAM GOALS		
		A	B	C
1	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.	X		
2	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.).	X		
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.		X	
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.		X	
5	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.			X

Source: Based on 2010 *Asian Studies Self-Study*, p. 6.

II. Curriculum

In line with the institutional objectives and learning outcomes (ILOs), graduates of the Asian Studies program at USF should be able to understand Asian cultures and societies, articulate their thoughts in speech and writing, analyze key issues and selected regions, and form ethical judgments.

II. Curriculum

Our curriculum compares reasonably well with other programs at small liberal arts colleges. External reviewers observed in 2010 that we provide a “high quality liberal arts education” to our students despite our reliance on other departments and that with some changes, USF could make the program truly exceptional as it is already “of the kind that would be expected at a top tier liberal arts college” (see Appendix 5). The BAAS curriculum, despite its breadth, is marked by two notable features: an in-depth but selective focus mainly on China, Japan, and the Philippines, with an emphasis on languages (especially Chinese and Japanese), and on the humanities rather than the social sciences in terms of functional approach (Table II.1).

Table II.1 Number of Student-Credit-Hours (“SCH”) Taught and their Distribution, by Asian Region and Subject Area, during Fall 2014, Spring 2015, and Fall 2015

Region	Humanities	Languages	Religion	Social Sciences	Inter-Disciplinary	Total (hours)	As % of Total
East Asia	1,160	3,140	77	44	616	5,037	46%
Southeast Asia	88	392	0	4	558	1,042	10%
South Asia	308	0	476	0	0	784	7%
West Asia	108	0	0	0	0	108	1%
Pacific Islands	0	0	0	0	0	0	0%
Non-Area-Specific	316		1,324	1,684	652	3,976	36%
Total	1,980	3,532	1,877	1,732	1,826	10,947	100%
As % of Total	18%	32%	17%	16%	17%	100%	

Note: Student-Credit-Hours (SCH) = Course Units x Number of Students in Class. The ‘SCH’ metric gets around the distortion that would be introduced if data on ‘number of courses’ would be used, in which e.g. a 1-Unit course with 1 student (SCH=1) would be given the same weight as a 4-Unit course with 40 students (SCH=160). Source: Appendix 3.

Table II.1 follows the recommendation of the 2010 external reviewers that: “Certain courses could be coded within Asian Studies by region (China, Japan, SE Asia, South Asia) and by function (methodology course such as Intro to Anthropology, comparative course such as International Business, or single region course such as Chinese Literature) such that even before talking to an adviser, a student would know that they could not take more than a certain number of a certain kind of course.” We endorse this recommendation and although our present coverage is limited, in Table II.1 we have coded the courses listed in Appendix 3, according to the following classification:

- **Central and West Asia (CW):** Afghanistan, Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyz, Republic, Pakistan, Tajikistan, Turkmenistan
- **East Asia (EA):** China, Hong Kong, Japan, DPR of Korea, Republic of Korea, Mongolia, Taipei
- **South Asia (SA):** Bangladesh, Bhutan, India, Maldives, Nepal, Sri Lanka

II. Curriculum

- **Southeast Asia (SE):** Brunei Darussalam, Cambodia, Indonesia, Lao People’s Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Viet Nam
- **Pacific Islands (PI):** Fiji, Kiribati, Marshall Islands, Federal States of Micronesia, Papua New Guinea, Samoa, Timor-Leste, Tonga, Tuvalu, Vanuatu

Based on this classification, the distribution of all Asian Studies courses, broken down into regions for region-specific courses (and a residual “Non-Area-Specific” category for classes that cut across regions), and an admittedly somewhat arbitrary division into five fields of orientation are shown in Table II.1 above. See Appendix 3, for a list of each course and its classification: into the five regions specified above, or as “Non-Area-Specific.”

As recommended in 2010, the program would be strengthened considerably if we offered more classes in the social sciences, in regions other than China, Japan, and the Philippines, and if we could at the very least offer a functional South Asia emphasis. Offering more courses in the West Asian and Pacific Islands area and/or courses with a comparative focus could also strengthen the program.

A. General Overview

The Asian Studies (BAAS) program is multidisciplinary more so than interdisciplinary. The program combines offerings by individual departments in order to offer interested USF students three B.A. degree outcomes: (1) a major; (2) a major with a Philippine Studies concentration, or with a concentration in China or Japan; or for students not majoring in Asian Studies, (3) a minor in Asian Studies. The cluster of courses that forms an Asian Studies Minor is the same as that which forms the regional emphasis in Asia for the International Studies Program.

In addition, there are a number of independent programs, separate from the Asian Studies program, which offer minors but not majors to students. Of these, the Yuchengco Philippine Studies Program (YPSP) can be said to offer an inter-disciplinary YPSP concentration to Asian Studies majors, and a YPSP minor to other majors. The Asian Studies program is also strong in Japanese Studies; a robust curriculum offered by the Modern and Classical Languages (MCL) department allows students to major or minor in Japanese Studies, and the MCL department also allows students to minor in Chinese Studies.

Although official data, posted retrospectively, show Asian Studies graduates from the 1980s and earlier, the first graduates from the present program can only be counted meaningfully from 2007.² Since then, 34 students have graduated with a B.A. in Asian Studies: of which, only 3 have done so with a Philippine Studies (YPSP) concentration and 8 with another major (double majors). However, 119 students have minored in Asian Studies (ANST), and 74 in YPSP (Table II.2).

² We are indebted to Fred Baldwin, Associate Director, Office of Institutional Research and Analytics, CIPE, for this and other insights into the data, and for the data cited throughout this study. We also acknowledge the dedication and hard work of Corie E. Schwabenland, assistant to June Madsen Clausen, Associate Dean for Academic Effectiveness.

II. Curriculum

Table II.2 Number of B.A. Degrees in Asian Studies Awarded since the Start of the Program in Fall 2004

Academic Years, Ending Summer of:	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
B.A. in Asian Studies (Total)	3	3	6	2	6	4	4	1	5	34
<i>of which:</i>										
ANST Major (non-Double Major)	2	2	2	2	3	4	4	1	3	23
ANST with YPSP Concentration	0	0	1	0	1	0	0	0	1	3
Double Majors (with ANST Major)	1	1	3	0	2	0	0	0	1	8
ANST Minor										
– Without <i>Casa Bayanihan</i> , Manila	14	19	17	10	7	10	17	11	6	111
– With <i>Casa Bayanihan</i> , Manila	-	-	-	-	-	-	3	4	1	8
YPSP Minor (with non-ANST Major)	10	10	9	7	11	13	5	7	2	74

Note: *Casa Bayanihan* is the Semester Abroad program in Manila, Philippines, started in 2011.
Source: Center for Institutional Planning and Effectiveness.

Since the last program review in 2010, student enrollment in and graduation from the Asian Studies program fell until academic year 2013-2014 as graduating students were not replaced by an equal or greater number of incoming freshmen or transfers, but has risen slightly since Fall 2014. Although only 2 students have majored in Asian Studies since Fall 2009, data provided by CIPE is reported in Table II.3, which traces the declared majors of ANST majors through 8 succeeding semesters.

Table II.3 Continuation and Attrition of All 12 Asian Studies (ANST) Majors: Declared Majors by Term, until Graduation, as of Fall Semester 2015 (BAIS Int'l Studies • BFIN Finance • BNTL Int'l Business • FNAR Fine Arts • KIN Kinesiology)												
	#	CLASS*	YEAR 1		YEAR 2		YEAR 3		YEAR 4		Major at Graduation	
ENTERING FRESHMEN	1	2013	ANST	ANST	ANST	ANST	ANST	ANST	ANST	ANST	ANST	
	2	2013	ANST	ANST	ANST	ANST	ANST	ANST	ANST	ANST	ANST	
	3	2014	ANST	ANST	ANST	ANST	ANST	ANST	ANST	ANST	ANST	
	4	2014	ANST	ANST	BNTL	BNTL	FNAR	FNAR	FNAR	FNAR	FNAR	
	5	2015	ANST	ANST	ANST	KIN	KIN	KIN	KIN	KIN	KIN	
		2016	No entering Freshman in Fall 2012 declared Asian Studies as a major.									N/A
	6	2017	ANST	ANST	ANST	ANST	ANST	2016	2016-2017	2016-2017	N/A	
	7	2018	ANST	BFIN	BFIN	2016	2016-2017	2016-2017	2017-2018	2017-2018	N/A	
8	2018	ANST	BFIN	BFIN	2016	2016-2017	2016-2017	2017-2018	2017-2018	N/A		
TRANSFERS	1	2014	ANST	BAIS	BAIS	BAIS	BAIS	BAIS	BAIS	BAIS	BAIS	
	2	2016	ANST	BNTL	BNTL	BNTL	BNTL	BNTL	BNTL	BNTL	BNTL	
	3	2017	ANST	ANST	ANST	ANST	ANST	2016	2016-2017	2016-2017	N/A	
	4	2018	ANST	ANST	ANST	2016	2016-2017	2016-2017	2017-2018	2017-2018	N/A	

* "Class" refers to the expected year of graduation (in 4 years); e.g. the Class of 2018 refers to the cohort of Freshmen who entered the University in Fall 2014 ("Cohort Year"). "N/A" means Not Applicable.

Source: CIPE. (The data provided on 2 of the 4 transfer students have been adjusted, to eliminate minor inconsistencies that make no material difference to our conclusions.)

Since Fall 2009, 12 students have been enrolled at USF who have declared their major as Asian Studies: 8 as entering Freshmen (3 of whom are yet to graduate), shown in the top rows; and 4 as transfer students (2 of whom are yet to graduate), i.e. students who started in a different major and then switched into BAAS, shown in the last 4 rows. With such small numbers—each cohort (or class) in the last five years has consisted of zero, one, or two students—it makes little sense to look at attrition rates, and the like. If, in a cohort of two (3 of our 6 cohorts), one student switches major

II. Curriculum

the attrition rate is 50%; if both graduate, 0%; if both drop out, 100%. Clearly, no significance can be attached to any comparison of these rates to university averages.

B. The B.A.A.S. (Undergraduate) Program in Asian Studies

As demonstrated in Section I.D, we have derived our learning outcomes from the institutional objectives. Figure II.1 (below) provides a curriculum map that shows the links between the learning outcomes and the courses in the program.

Figure II.1 Curriculum Map

PROGRAM LEARNING OUTCOMES (PLOS)

B.A.A.S. graduates are expected and prepared to exercise the skills and abilities (1) through (5) listed below.

1	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.
2	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.).
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.
5	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.

Course Mapping (by Course Groups) <i>The table indicates how course groups relate to the learning outcomes above.</i>		PROGRAM LEARNING OUTCOMES (PLOS)				
		1	2	3	4	5
Language Requirement (16 Credits)	Chinese, Japanese, or Tagalog. Under special circumstances, students may demonstrate an equivalent competence in a target language or in another Asian language (such as Hindi/Urdu) through assessment, evaluation, and examination, by language faculty or other qualified staff.				X	
Gateway Courses (12 Credits)	History 130: East Asian Civilizations (4 Credits), or History 130: Indian Civilizations (4 Credits)	X X		X X		X X
	Philosophy 220: Asian Philosophy (4 Credits), or Theology 365: Religion and Globalization (4 Credits)	X X		X X		X X
Electives (16 Credits)	Students usually choose upper-division (i.e. 200-level and above) electives based on the region in Asia on which they wish to focus. This allows them to focus on that region through multiple disciplinary lenses.	X	X	X	X	X
Upper Division History	An upper-division history class, usually in the student's region of emphasis, gives them an understanding of that region that takes into account continuity and change in political, social, economic, and cultural institutions.	X	X	X		X
Regional Breadth (4 credits)	One class in a region outside the student's emphasis allows them to think comparatively about Asia.	X		X		X
Capstone Project (4 credits)	In their senior year, majors work under the supervision of a faculty member on a project addressing a topic or question on which they wish to produce original research.	X	X	X		X

B.1 Requirements for the Asian Studies Major

The major requires 40 credits, distributed as follows (for course descriptions, see Appendix 4):

- ❖ Gateway Courses (12 credits)
 - History 130: East Asian Civilizations, or History 135: Indian Civilizations
 - Philosophy 220: Asian Philosophy, or Theology 365: Religion and Globalization
 - Politics 113: Introduction to International Politics, or Politics 359: International Politics of the Asia Pacific Rim
- ❖ Upper Division History (4 credits)

An upper-division history class, usually in the student's region of emphasis, gives them an understanding of that region that takes into account continuity and change in political, social, economic, and cultural institutions.
- ❖ Electives (16 credits)

Students usually choose upper-division (i.e. 200-level and above) electives based on the region in Asia on which they wish to focus through multiple disciplinary lenses.
- ❖ Regional Breadth (4 credits): One class in a region outside the student's area of emphasis allows them to think comparatively about Asia.
- ❖ Capstone Project (4 credits):

In their senior year, majors work under the supervision of a faculty member on a project addressing a topic or question on which they wish to produce original research. Some projects by recent graduates include a project on nuclear protest art in Japan (by a student who is now a K-12 tutor in the Bay Area), one on transnational crime networks in Southeast Asia (by an ROTC student), and a project on comparative linguistics (by a student who is now pursuing a PhD at Oxford University). Others include a project comparing cell phone usage in Japan and Italy and a project on Deng Xiaoping's dismantling of agricultural communes in 1979-82.
- ❖ Language Study

Taking 4 semesters of Chinese or Japanese (16 credits) fulfills the language requirement, but the first three semesters meet the language requirement for the College of Arts and Sciences and thus are not included in the total number of credits required for the Asian Studies major. Students can count their fourth semester of language study towards their elective credits. Under special circumstances, students may demonstrate an equivalent competence in the target or other Asian languages (such as Hindi/Urdu) through assessment, evaluation, and examination by language faculty or other qualified staff.

B.2 Requirements for the Asian Studies Major with Philippine Studies Concentration

The Philippine Studies program is managed separately, with its own program director, and is not covered by this Self-Study. External reviewers (2010) referred to the Maria Elena G. Yuchengco Philippine Studies Program (YPSP) program, which offers approximately 20 classes every year on Philippine art, culture, history, and literature, as being “quite distinctive” and as a program that “sets

apart USF from most other Asian Studies programs.” As stated earlier, while USF students can pursue an Asian Studies major with a Philippine Studies concentration (for which they would take the classes that count as core classes for the Asian Studies major, and electives that allow them to focus on the Philippines), students not majoring in Asian Studies can also declare an independent minor in Philippine Studies. Currently, the YPSP program is planning to give its curriculum a broader, transnational focus.

B.3. Requirements for the Asian Studies Minor

The Asian Studies minor, which also constitutes International Studies’ regional track (the two are precisely equivalent, which means that all International Studies majors who choose the Asian Studies regional track are Asian Studies minors), requires 20 credits distributed as follows (for course descriptions, see Appendix 4):

- ❖ Gateway courses (8 credits)

Students choose one class from the following pairs:

- History 130: East Asian Civilizations, or History 135: Indian Civilizations
- Philosophy 220: Asian Philosophy, or Theology 365: Religion and Globalization

- ❖ Electives (12 credits)

As with the major, minors usually choose upper-division electives based on a region in Asia to which they are drawn. Occasionally, minors choose electives that are geographically broad but thematically linked.

Gateway courses for the major and minor are offered the most regularly, with some offered every semester and others at least once a year (Appendix 4). Gateway classes for the major meet a number of USF’s core requirements, including history, theology, and social sciences. They also meet graduating requirements for service learning and cultural diversity. Language classes are offered regularly and in sequence. Electives too are offered regularly and students are told about new electives over email or through group advising sessions. Classes at USF rarely have more than 40 students in them and electives have a faculty student ratio of approximately 1:15. Since we usually have less than 15 majors, there is no class in which Asian Studies majors make up a majority. Over the past two years, we have updated our checklists to remove classes no longer being taught and created a new brochure that we plan to update regularly with new offerings.

C. Graduate Programs

This Self-Study is confined to a review of the undergraduate program but below is a brief description of the Masters in Asia Pacific Studies Program (MAPS), reviewed in detail in an accompanying Self-Study (Nelson, 2016; see Appendix 13).

The “4+1” Masters in Asia Pacific Studies Program allows current USF undergraduates to study in an undergraduate major, complete graduate-level courses and requirements, and earn both a bachelor's and master's degree in five years. The ideal candidate is an undergraduate student with a 3.5 or above GPA who has a strong interest in Asia, especially one who has already begun the study of an Asian language. Undergraduates in this program usually earn up to 8-12 graduate credits, while still

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pursuing their undergraduate degree. These credits are then applied to the program's 28 credit total for the MA in Asia Pacific Studies.

D. International and Online Programs

The Asian Studies program does not offer any international or online programs. However, through the Center for Global Education, USF students can attend a study-abroad program and spend a semester or an academic year in another country. Of interest to Asian Studies students are the *Casa Bayanihan* program of the Philippine Studies Program, study abroad programs at Sophia University in Tokyo and Ritsumeikan University in Kyoto, and Loyola University Chicago's Beijing Center and the Hong Kong Baptist University. However, as reported in Table II.2 above, since the start of the B.A.A.S. program, only 8 (under 7%) of 119 Asian Studies minors—and no Asian Studies major—participated in the *Casa Bayanihan* program (all during the last three years). Over the longer term, since Fall 2010, of 44 Asian Studies majors and second majors, 9 (20.5%) participated in studies abroad (or “away”) programs.

III. Policies, Programs, and Institutions

A. Admission and Transfer Policies

All USF students in good standing are eligible for admission to the program. Transfer of credit from elsewhere (advanced placement, transfer, study abroad, etc.) is governed by university policies. The program, in principle, does not have any procedures for awarding credit to experiences other than traditional instruction (experiential learning, undergraduate research, internships, previous learning assessment, etc.). However, students who participate in the *Casa Bayanihan* study abroad program get credit for experiential learning under policies governing the program. As pointed out in the curriculum map (p. 11), students can get credit in Asian languages not offered by USF (such as Hindi/Urdu) through assessment, evaluation, and examination, by language faculty or other qualified staff.

B. Advising

We hold orientation sessions for majors at the beginning of each semester. Over the course of the semester, the director advises students individually and through group advising sessions. Students also consult faculty members in their areas of interest and faculty members have been generous in supervising students' Capstone projects despite advising and mentoring responsibilities in their home departments. Over the summer, faculty members have advised incoming students through WebTrack, which allows faculty to contact freshmen who have shown an interest in their major, introduce them to the program, and help them register for their classes. While advising has not been formally evaluated, faculty have students in common and work well together in responding to student needs; the current director has heard students say only positive things about advising.

C. Overall Academic Quality

The 2010 Self-Study surveyed faculty members in 2010 to assess their views of the program. A modified version of the same survey was given to faculty members in October 2015 for the purposes of

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this report and all survey responses are included in Appendix 12. Out of twenty full-time faculty members, ten responded to the survey (this number corresponds with the number of faculty members who regularly attend meetings); most respondents believe the program compares favorably to other programs of its kind while some believe it does not, for the reasons mentioned in this study and outlined in detail in Appendix 12.

When asked to describe the strengths of the program, faculty members listed the wide range of course offerings given the size of our school, their alignment with USF's mission and values, the range and quality of faculty expertise, the diversity of faculty and students, and the presence of the Center for Asia Pacific Studies on campus. Faculty members also value the resources the Bay Area has to offer (including the presence of Asia-towns and jobs related to Asia in the area). Many faculty members are enthusiastic about their classes, especially because USF affords them small, intimate seminars, and appreciate intellectual curiosity in their students. Some faculty members expressed concern that the needs of *English as a Second Language* (ESL) students, many from China, in their classes required more resource allocation from USF.

Faculty members stated that the program has become more organized because of active and frequent discussions about curriculum and were pleased we have expanded our offerings in the direction of South Asia. They have also written that they would like the program to have more events that could give it a presence on campus and foster a sense of community. Some faculty members believe that a thematic focus would be better than a focus grounded in area-studies (discussions at meetings have emphasized this as well), and faculty members endorse the idea of making our South Asia track functional. They have pointed out that administrative support is the key to this. In the words of one respondent:

“The university and college have yet to develop Asian Studies...to its full potential. Perhaps the current president and leadership team can be prodded to think more seriously about how to take advantage of our geographical position and local resources to do so.”

Another faculty member writes:

“In reading the preliminary self-study narrative, I was struck by the continuity of challenges and problems from the previous self-study. Faculty buy-in, administrative support, student community are some of the same concerns from five years ago. These are institutional and possibly intractable problems that faculty can identify but not solve.”

In a meeting on October 15, 2015, faculty members discussed the possibility of offering a thematic class that would meet the college's core curriculum requirements and serve as a required gateway class for Asian Studies majors and minors. At the meeting, Steve Roddy proposed such a class with the hope that by focusing on the movement of people, goods, and ideas across Asia through commonly tread paths such as the Silk Route, such a class could move the program out of its current area-studies approach and allow students to think more creatively and comparatively about Asia. The proposal was met with enthusiasm and Roddy plans to finalize his syllabus in the months ahead.

Faculty members also proposed renewing plans to reach out to colleagues they knew personally in the Business School as a means of marketing the Asian Studies major outside the College of Arts

and Sciences and suggested that perhaps a program that focused more on creating internship and other service learning opportunities for students would be able to grow its numbers. We are engaged in many such discussions and would appreciate the help of external reviewers on helping us develop the potential of our program.

D. Affiliated/Linked Academic Programs

Apart from the Philippine Studies and the Masters in Asia Pacific Studies (MAPS) programs, mentioned above, Asian Studies students benefit from the opportunities on offer by the following affiliated and linked programs:

- ❖ *Department of Modern and Classical Languages (MCL): Japanese Studies Major, Japanese Studies Minor, and Chinese Studies Minor*

The Department administers a Japanese Studies major that has advanced language classes as its foundation. These are coupled with classes on Japanese art, culture, literature, and history. MCL also administers a Japanese Studies minor and a Chinese Studies minor. In the past, some students have chosen a double Asian Studies/Japanese Studies major and chosen to study more than one Asian language.

- ❖ *Department of International Studies (formerly BAIS): International Studies Major:* Most Asian Studies minors are International Studies majors. While International Studies began as an interdisciplinary program, the rapid growth of International Studies led to the program becoming a department as of Fall 2015. International Studies majors pair a functional track (e.g. “Culture, Society, and Values,” “Environment and Development,” “Global Politics and Societies,” “International Economics,” and “Peace and Conflict Studies”) with a regional track (e.g. “African Studies,” “Asian Studies,” “European Studies,” “Latin American Studies,” and “Middle Eastern Studies”) in order to get their degree.

E. Institutes and Centers

- ❖ *The Center for Asia Pacific Studies (CAPS)*

The Center for Asia Pacific Studies promotes and fosters research, public programs and teaching focused on China, Japan, Korea, the Philippines, and India. This includes organizing conferences on the Asia Pacific region, publishing *Asia Pacific Perspectives*, a peer-reviewed electronic journal, funding fellowships that bring scholars to campus (some of whom have taught for Asian Studies), and hosting the Chinese Studies Research Group for scholars and graduate students from the San Francisco Bay Area in the field of Chinese Studies. Asian Studies students often attend language conversation groups hosted by the Center along with other events of interest to them.

- ❖ *The Ricci Institute for Chinese-Western Cultural History*

Named for the Italian Jesuit Matteo Ricci, the Ricci Institute was founded in 1984. A non-profit interdisciplinary research center, the Ricci Institute is dedicated to the study of religious, philosophical, scientific, educational, and cultural exchange between China and the West with an emphasis on Jesuit missions to the Ming and Qing courts. The Ricci Institute

supports visiting scholars, publishes books and articles, and sponsors symposia and seminars. The Ricci Institute is the site of a major Internet database project, “The 21st Century Roundtable on the History of Christianity in China,” and is home to a unique research library of more than 75,000 volumes in Chinese, Japanese, Korean, and various European languages focused on the history of East-West relations. While MAPS students, who conduct graduate level research are more likely to be involved with the Ricci Institute, Asian Studies majors are encouraged to attend events hosted by the institute as well.

IV. Assessment of Student Learning

The Asian Studies program learning outcomes (PLOs) and the standards, rubrics, and methods designed to measure success in achieving the learning outcomes, first formulated in 2009, as revised in 2010, were set out in the 2010 Self-Study. In brief, three program goals and five learning outcomes were established and are presented in the form of a matrix in Section I.D above (p. 7).

In the present Self-Study we have clarified the link between these program learning outcomes (PLOs) and institutional learning outcomes (ILOs, Section I.D, pp. 6-9), and between the PLOs and courses in the program (Section II.B, Curriculum Map, p. 11). Assessment rubrics, developed by John Nelson, are included at the end of Appendix 7. The external review found the assessment plan of 2010 “very reasonable,” but noted that: “As the plan is just being implemented this year (2009-10), it has not been possible for the evaluators to look at the results.”

A. Review of Last Assessment Report

Based on these rubrics, the program was last assessed for academic year 2008-2009 (the assessment report is reproduced as Appendix 7). In 2010 the Asian Studies (BAAS and MAPS) program was in the second year of assessing its program goals and learning outcomes in a three-year assessment cycle, each year focused on a single program goal.

The results, reported in the 2010 Self-Study, concluded that: “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.” It was expected that this initial round of assessment would result in a serious evaluation of the curriculum and its effectiveness.

B. Subsequent Developments

In the event, this expectation was not fully realized—both due to the numerous structural difficulties faced by the program as described by John Nelson in his 2010 Self-Study, and the difficulty of implementing a standardized assessment plan in a program that has no control over its own curriculum and is scattered across many disciplines, as recognized also in the feedback on the assessment plan from the dean’s office in Spring 2011 (Appendix 10). In the case of the Philippine Studies program, which offers one of our three regional emphases, only three faculty members are full-time, with all

IV. Assessment of Student Learning

remaining classes being taught by adjunct faculty whose involvement with administration cannot be expected to be the same as that of full-time faculty. With the highly informal nature of governance in the early years of the Asian Studies Program (on which more in Section VI below), the lack of formal codification of practices has led to a more personal approach to assessment than had been first envisaged.

This contingency had been seen clearly by the 2010 external review: “The first six years of the Asian Studies undergraduate program have been made possible through the hard work and dedication of the entire faculty, but particularly pivotal has been John Nelson in the director position. Many of the procedures and policies have inevitably been improvised on the run and not thoroughly codified. Now that he will be handing the job off to his successor, perhaps it is a good time to institutionalize some of the practices that are already in place informally...”

Shortly after the 2010 program review, John Nelson had to chair his own department (Theology and Religious Studies). Jay Gonzalez (Politics) chaired both Asian Studies and Philippine Studies from 2010 to 2012. During his tenure Jay Gonzalez undertook course level learning outcomes and assessments, according to matrix/criteria that he developed for some of his classes: China Today, Philippines Today, and Boxing and Social Justice. These laid down criteria for assessing the contribution of these courses to two learning outcomes: cultural diversity and service learning. In addition, for a few BAAS students who were also Politics (POLS) majors or minors, he used criteria from the Politics Department to assess learning outcomes.

The current director, Taymiya Zaman, (who has chaired the program since 2013) has used a modified version of the 2010 rubric to assess Asian Studies majors in all her classes over a period of two years (from Fall 2103 to Spring 2105). By applying her version of this rubric to assignments turned in by Asian Studies majors and minors (see Appendix 8), she concludes that learning outcomes for Asian Studies are being achieved in her classes. No student majoring or minoring in Asian Studies earned a grade below a B- on any assignment and some students produced excellent work.

C. The Road Ahead

Our goal for the coming academic year is to formalize some of the personal approaches to assessment that have emerged over the past two years. Since we wish for our students to be fluent in multiple disciplines, any assessment standard based on the disciplinary rigor of our component departments is likely to meet our standard for multidisciplinary expertise (after taking classes in our component departments, a student is likely to learn the skills of each discipline).

The feedback on the 2010 assessment plan from the dean’s office in Spring 2011 (Appendix 10) had also suggested that the program could ask faculty directing Capstone projects to assess the degree to which students had achieved the goals articulated by the program. This suggestion is welcome. Following a department meeting at the end of the Fall 2015 semester, the current director has been working with faculty directing Capstone projects about integrating assessment criteria. It is worth noting however, that a number of faculty members directing Capstone projects are already giving generously of their time by taking on independent projects with no compensation.

Furthermore, faculty members have expressed a number of difficulties with assessment that are relevant to any multi-disciplinary program. For one, faculty members teaching classes that count towards Asian Studies usually assess their students based on the needs of their home departments; it is therefore difficult to demand that the same faculty members, besides assessing their classes for meeting the learning outcomes set by their departments, also assess their classes for Asian Studies Learning Outcomes, and—if directing a Capstone—engage in the time-consuming task of assessing Capstone projects as well. Second, departments are more manageable than a multidisciplinary program that has more than forty faculty members, many of whom are part-time, visiting fellows, or adjunct faculty.

Some questions that arise are: Which Asian Studies classes should we assess? If we choose, for instance, to assess our gateway classes, then should we assess them only if we have an Asian Studies major in them, and in that case, only assess the progress of the major towards achieving Asian Studies program goals? How do we ensure that there is consistency across assessment practices? We are, nonetheless, working on designing a plan that is reasonable and fair. Faculty members have attended assessment workshops hosted by the Dean’s Office, and the current director has come up with an assessment plan that we have used to assess Capstone projects (see Appendix 6).

V. Faculty

Being a program, not a department, Asian Studies has no faculty of its own. As such, a discussion of faculty demographics, their contributions in the areas of teaching, research, and service, their relationship with other department and programs, recruitment processes, and development opportunities, as required by program review guidelines, is best viewed within the context of their own departments. Nevertheless, a discussion of the fortuitous group of forty-four faculty members from different departments who teach courses eligible for Asian Studies credit—and are not unwilling to be considered as Asian Studies faculty for the purposes of this study—is provided in this section, which is about faculty demographics, contributions in teaching, research, and service, relationship with other programs, recruitment process and development opportunities.

A. Demographics

Basic demographic data on faculty are presented in Tables V.1 to V.3.

	Age:		36-45		46-55		56-65		Over 65		Total	
	Under 36		M	F	M	F	M	F	M	F	M	F
Gender:	M	F	M	F	M	F	M	F	M	F	M	F
Asian	2	1	3	7	4	4	1	6	0	1	10	19
International	0	0	1	1	0	0	0	0	1	0	2	1
Multi-Racial	0	0	1	0	0	0	0	0	0	0	1	0
White	1	0	0	1	0	1	2	0	2	0	5	2
Unknown	1	1	0	1	0	1	0	0	0	0	1	3
Total	4	2	5	10	4	6	3	6	3	1	19	25

Source: Center for Institutional Planning and Effectiveness (CIPE)

V. Faculty

Apart from the high proportion of Asian-Americans (two-thirds), the ethnic composition, by age and gender, of faculty that teach BAAS courses is unremarkable (Table V.1, above). The faculty tends to be relatively younger, and consists of more women (25) than men (19)—especially among part-time faculty where women (16) outnumber men (7) by an even higher proportion, while among full-time faculty men (12) outnumber women (9) (Table V.2).

Table V.2 Number of Faculty by Age, Gender, and Rank, as of Fall Term 2015

	Age:		36-45		46-55		56-65		Over 65		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Professor	0	0	1	0	1	0	2	2	0	0	4	2
Associate Professor	0	0	2	3	2	1	0	0	2	0	6	4
Assistant Professor	1	0	1	2	0	1	0	0	0	0	2	3
Adjunct Professor	3	1	1	5	1	4	1	4	1	1	7	15
EMD Fellow*	0	1	0	0	0	0	0	0	0	0	0	1
Total	4	2	5	10	4	6	3	6	3	1	19	25

* Ethnic Minority Dissertation Fellow.

Source: Center for Institutional Planning and Effectiveness (CIPE). Data in this Table report on characteristics of 44 faculty members who taught ANST courses from Fall 2014 to Fall 2015.

The Asian Studies faculty consists of more part-time (23) than full-time (21) faculty (for their academic profiles, see Appendix 2). This is especially true of faculty of Asian origin, of whom the bulk is part-time and more junior faculty (Table V.3).

Table V.3 Number of Faculty by Rank and Ethnicity, as of Fall Term 2015

	Asian	Inter-national	Multi-Racial	White	Un-known	Total
Professor	4	0	0	2	0	6
Associate Professor*	6	1	1	2	0	10
Assistant Professor**	2	1	0	1	1	5
Adjunct Professor	16	1	0	2	3	22
EMD*** Fellow	1	0	0	0	0	1
Total	29	3	1	7	4	44

* Including 1 term-faculty. ** Including 1 adjunct professor. *** Ethnic Minority Dissertation Fellow.

Source: Center for Institutional Planning and Effectiveness (CIPE).

B. Teaching

A number of questions in the “Program Review Guidelines” (e.g. about monitoring teaching effectiveness and making teaching assignments) are more appropriate for a department chair than for a multi-disciplinary program chair/director. Appendix 3 provides a list of courses taught by each faculty member in the program during the academic year, along with the number of credits and student credit hours. Faculty members perform their duties in accordance with the needs of their home department and a group of committed faculty members play an active role in mentoring, advising, and working with our majors and minors.

C. Research

Below is a selection of recent research highlights chosen by faculty members who have played an active role in the program. Despite their heavy teaching load and service commitments, our faculty members maintain a diverse research agenda.

Melissa Dale's article, "Understanding Emasculation: Western Medical Perspectives on Chinese Eunuchs" was published in *Social History of Medicine* (2010). She regularly presents her work on Qing dynasty eunuchs at national and international conferences.

David Kim is the author of "José Mariátegui's East-South Decolonial Experiment," in *Comparative and Continental Philosophy Journal* (2015) and "Xenophobia and Racism" (with Ronald Sundstrom), in *Critical Philosophy of Race* (2014).

Uldis Kruze recently published *Shin Kanemaru and the Tragedy of Japan's Political System* (Palgrave Macmillan, 2015).

Noriko Nagata received a Japan Foundation research grant (2013) and has been developing a content-based textbook, entitled 『道：日本を探る』 (The Path: Exploring Japan) that explores Japan's diverse regions and their distinctive histories and cultures. It aims to develop students' cultural knowledge of Japan as well as advanced level of Japanese language proficiency. It has been implemented into USF upper-division Japanese courses, and is shaping up for publication.

John Nelson is the author of *Experimental Buddhism: Innovation and Activism in Contemporary Japan* (University of Hawaii Press, 2013), which co-won the Numata Prize for "outstanding book in Buddhist Studies," and the forthcoming "Buddhist Diasporas and Conversions" in the *Handbook of Contemporary Buddhism* (Oxford University Press, 2015). He also published, "Japan's Secularities and the Decline of Temple Buddhism" in the *Journal of Religion in Japan* (2012).

Stephen Roddy has authored, "In Praise of Jeweled Streams: *Ugetsu monogatari*, Nativism, and Tea" in the *Journal of Japanese Language and Literature* (2015) and "Chanting Dharanis While Dreaming of Lilacs: Buddhism and Beijing in Gong Zizhen's Poems of 1839" in the *Journal of Chinese Language & Culture* (2016). Roddy also received a Fulbright (Korea) research grant for Spring-Summer 2015, for a project titled "Border Crossings in Korean Literature, 1880-Present."

Tsering Wangchuk's recent peer-reviewed article titled, "*Dol po pa shes rab rgyal mtshan* on the Mahāyāna doxography - Rethinking the distinction between Cittamātra and Madhyamaka in fourteenth-century Tibet" was published in the *Journal of the International Association of Buddhist Studies* (2012).

M. C. Sunny Wong has studied foreign direct investment (FDI) for more than a decade. His paper "International R&D Transfer and Technical Efficiency: Evidence from Panel Study Using Stochastic Frontier Analysis" was published in *World Development* (2012) and his paper "A

Framework for Unifying Formal and Empirical Analysis” was published in the *American Journal of Political Science* in 2010.

Taymiya R. Zaman’s peer-reviewed publications include “Nostalgia, Pakistan, and the Ghost of Aurangzeb,” in *Fragments: Interdisciplinary Approaches to the Study of Ancient and Medieval Pasts* (2015), which was supported by a National Endowment for the Humanities (NEH) Chair (2012-2013), and “Visions of Juliana: A Portuguese Woman at the Court of the Mughals,” in the *Journal of World History* (2012). Her story, “Thirst” won the 2014 Pushcart Prize for Short Fiction and she recently published an article titled “A Hindu Soldier’s Aurangzeb” (*The Wire*, 2016).

D. Service

Asian Studies faculty members are engaged in a variety of service commitments both on campus and in their communities.

Melissa Dale is and has been the Executive Director of USF’s Center for Asia Pacific Studies (CAPS) from 2012. She is the editor of *Asia Pacific Perspectives*, the coordinator of the Center’s Faculty Learning Committee and of the Center’s Women’s Roundtable. She is also a member of USF’s University Council on Mission, and a founder and chair of a Bay Area Chinese Studies Research. In Fall 2011, she served as a tour lecturer for a UC Berkeley Alumni tour for CAL Discoveries Travel, where she lectured on the Forbidden City, Sino-Foreign Relations, and the Mao Years.

David Kim is active in advancing Asian philosophy and Asian-American philosophy in the profession: He chaired the American Philosophical Association’s main committee for this (APA Committee on Asian and Asian American Philosophers and Philosophies). Recently, his advocacy efforts led to an interview with George Yancey on Asians, Asian philosophy, and multiculturalism in America in *The Stone, The New York Times Opinionator*, titled “The Invisible Asian” (October 8, 2015). At USF, he is involved in developing the global humanities initiative, a program that will introduce students to traditions in the humanities from around the world.

Uldis Kruze chaired USF’s History Department from 1983 to 1984 and from 2007 to 2009. He served for 25 years as co-chair of USF’s Faculty Development Committee, and has been an active member of the USF Faculty Association.

Noriko Nagata has been Director of the Japanese Studies Program since she joined USF (1993). She has chaired the Modern and Classical Languages Department (2002-2010) and served as Acting Chair (2000-2001). She coordinated the Japanese curriculum for the Pacific Rim Master’s Program (1993-2013) and has served as editorial board member for the CALICO (Computer Assisted Language Instruction Consortium) Journal (2001-2014). She is an executive council member of the Foreign Language Association of Northern California (FLANC) (2001-present) and has served as FLANC Vice President (2002-2004) and as President (2004-2006).

John Nelson is currently directing the Master's in Asia Pacific Studies (MAPS) program, serves on the Faculty Advisory Committee for the Center for Asia Pacific Studies (CAPS), and is a member of the National Endowment for the Humanities (NEH) selection committee.

Stephen Roddy served as the Chair/Co-Chair of the Department of Modern and Classical Languages (1999-2002, 2012-14 respectively) and as the Director/Academic Director of the Master's in Asia Pacific Studies (MAPS) Program (1994-99, 2009-14).

Kyoko Suda has been coordinating the MAPS Japanese program since Fall 2013. She was appointed a co-director of the language programs in the Department of Modern Classical Languages from Fall 2011 to Spring 2015. She served as a member of the search committee for a Chinese tenure track position in 2013. She is an officer for NCJTA (Northern California Japanese Teachers' Association), a board member of Soko Gakuen Japanese Language School, and a judge at the 37th, 38th, 39th and 40th Annual Japanese Speech Contest for Middle School and High School Students.

Tsering Wangchuk organized "The Tibetan Reincarnation Symposium" at USF in 2013, which brought a number of speakers to campus.

M.C. Sunny Wong has served as the Chair of Economics Department at USF and serves as a thesis advisor to graduate students in the department. One of his students, Cong Huang, whose Master's thesis focuses on the impact of pollution on tourism in China, graduated from USF with honors in 2012 and her research received international attention; her work was cited by The Associated Press on August 13, 2013.

Taymiya R. Zaman directs the Asian Studies Program, coordinates the Middle Eastern Studies Minor, serves on the board of International Studies, and is a member of the Faculty Advisory Committee for the Center for Asia Pacific Studies. She is also the lead historian for "The History Project," (THP) which is the first India-Pakistan joint venture of its kind. THP aims to introduce new textbooks into schools on both sides of the border that challenge nationalist historiography and encourage critical thinking.

E. Relationships with other Departments and Programs

The director maintains relationships with the chairs of contributing departments and a team of engaged faculty members regularly attend meetings, keep the director apprised of developments in their home department that could impact the program, and offer valuable feedback on program coherence. The director also serves on the faculty advisory board for International Studies.

F. Recruitment and Development

Once again, recruitment and development of faculty is the responsibility of the individual academic departments and lies beyond the remit of the Asian Studies program. New faculty members are assigned mentors through their home departments and senior Asian Studies faculty members have informally mentored newer members. While faculty can provide input into faculty lines to department who are making new hires, these are suggestions only and need not be taken into account should the department in question have other priorities.

VI. Program Governance

The governance of the program is largely informal. There are no by-laws and attendance at meetings is not mandatory. This has both advantages and disadvantages. The advantages are that a flexible structure allows for voluntary presence from the truly enthusiastic; a small group of faculty members regularly attends meetings. The disadvantages are that faculty members are often pulled between commitments to their home departments that they must in fact privilege and can only be engaged in the program to the extent that time allows.

Program directors are appointed by the dean's office and there is no agreed-upon term; as mentioned in Section II, it has been challenging to find directors for the program and the 2010 Self-Study stated that "Repeated attempts to encourage other faculty members to take over the position (of director) have not been successful." The lack of institutional memory also poses a challenge for new directors; there is no handbook for how to direct the program and new directors learn the ropes on the job and by informally consulting previous directors. While there is a "Chair's Manual" for the college, there is no modified version for Asian Studies, nor are there plans to develop one, given the time commitment this would entail from already over-burdened directors.

The role of the director is to facilitate discussion about curriculum, advising, mentoring, and advocacy. For instance, in Fall 2014, faculty assessed the major and minor to phase out classes no longer taught, add new classes, and design a minor with more open electives. In Spring 2015, faculty members worked together on designing a new brochure for the program. As of Fall 2014, the current director has asked our program assistant, Annmarie Belda, to take meeting minutes and upload them to a shared folder online and designed a PowerPoint for group advising that is user-friendly and available online as well.

The PowerPoint contains a general introduction to the major, strategies for student success, and a 4-year plan that can help students advance to graduate on time. The PowerPoint is updated each semester with new offerings and information. The goal of placing PowerPoints and minutes online is to create an accessible repository of information for future directors. To the best of the current director's knowledge, faculty members have felt included in decision-making and form a collegial, enthusiastic, and dedicated group. All full-time faculty members are kept informed about meetings and a small group among them regularly attends meetings.

VII. Students

Demographic trends in enrollment of students in BAAS are shown in Table VII.1.

Semester:	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Total
African American	1	1	1	1	1	1	1	1	0	0	0	1
Asian	5	4	0	1	1	0	2	2	8	6	3	15
Hispanic or Latino	0	1	2	2	4	2	5	4	4	2	1	7
International	1	0	0	0	1	1	2	1	3	1	2	7
Multi-Racial	2	2	3	3	2	2	0	0	0	0	0	3
Pacific Islander	1	1	0	0	0	0	0	0	0	0	0	1
White	3	4	4	4	1	1	1	2	1	1	3	2
Unknown	1	2	0	0	0	0	0	0	0	0	0	9
Total	14	15	10	11	10	7	11	10	16	10	9	45
Male	8	9	3	3	3	1	7	7	10	6	2	23
Female	6	6	7	8	7	6	4	3	6	4	7	22

Source: Center for Institutional Planning and Effectiveness (CIPE).

In theory, we are well-suited to serve any student at USF; in practice, the students who declare an Asian Studies major often come into the program with an existing interest in Asia. A recent survey of all 8 of our majors asked them if they chose to major in Asian Studies because a USF class sparked their interest, or because they had an existing interest in Asia. Strikingly, not a single major chose the former answer. Instead, majors cited a number of other reasons, including their cultural heritage, their desire to work in Asia or on Asia generally; one major mentioned that s/he became interested in Asia because of Bruce Lee. Majors were appreciative of faculty and of the wide array of classes, hoped the program could help build community among students, and also mentioned areas they were interested in that were not currently offered at USF, such as Korea and Vietnam. (For survey results, see Appendix 12.)

Similarly, based on a survey filled out by 11 students from the International Studies program who choose Asia as a regional track, only 1 reported choosing Asia as a regional focus based on a USF class. The reasons cited by minors were again based on personal background, and existing interests in Asia. International Studies majors with a regional focus on Asia were also appreciative of the many classes offered but said they would like more classes on South Asia, Southeast Asia, and specifically Vietnam and Korea. One student wrote: “I think that the Asian studies track caters mostly to those interested in the Far East (mostly China and Japan)—if USF doesn't offer enough classes on the other regions of Asia then it’s unfit to call the minor Asian studies since it doesn't represent all of Asia. Either offer more classes on the rest of Asia, or simply rename the minor.” In advising sessions, students interested in South Asia have said they would not choose to declare an Asian Studies major because the major is skewed heavily towards East Asia.

Overall, Asian Studies students came well-prepared to USF: their average high school grade point average (GPA) was 3.7; and Scholastic Aptitude Test (SAT) scores, 1,166 (with roughly similar scores on verbal and mathematical components). At the University, their average GPA was 3.5 (women 3.6, men 3.4).

VIII. Staff

Expectations for the major are conveyed to students through advising meetings and expectations and learning outcomes for individual classes are conveyed to students by the professors teaching those classes.

Asian Studies faculty have organized a number of events over the past few years that students have been encouraged to attend and we have often co-sponsored events with other departments and programs that allow us to promote our major and maintain a regular presence on campus that help promote our major. Events include lecture series, talks, and festivals (See Appendix 9).

Faculty feedback about these events has been mixed; audiences are unpredictable because there are a number of events happening on campus at one time and quite a few events have not drawn a large audience because we have a small number of majors, and minors are often less invested in the program than majors. Nonetheless, a number of Asian Studies majors and minors surveyed mentioned attending events organized by the Center for Asia Pacific Studies or by individual faculty members.

VIII. Staff

Asian Studies shares a program assistant, Annmarie Belda, with the Masters in Asia Pacific Studies program and with the Yuchengco Program in Philippine Studies. The directors of each program fill out an annual appraisal form for her that is read by Brigid Torres. Brigid is responsible for opportunities for staff development.

We also have a budget for the program director to hire a student assistant. In the past, the current program director has worked with a student assistant, Paige Isaacson, to draw up a proposal for offering Urdu/Hindi at USF and to create promotional material for an event associated with the program and for a class suffering from low enrollment. The current director is also working with a student assistant, Shirleen Teta, on collecting faculty data for this self-study. The availability of funds to hire student assistants has been invaluable to the functioning of the program; Paige and Shirleen have been organized, efficient, enthusiastic, and hard-working. The generosity of the administration in offering the program help through its own staff members has also been a tremendous source of support: Corie Schwabenland from the dean's office has compiled a great deal of data for this study and been indispensable to the current director.

IX. Diversity and Internationalization

The University's Office of Diversity Engagement and Community Outreach seeks to promote a campus climate and culture that values diversity in all its forms through inclusive dialogues, interpersonal experiences, and intercultural appreciation: <https://www.usfca.edu/diversity>.

As a result, USF continues to have one of the most diverse student bodies in the nation. Among all students in Fall 2013, the latest year for which data are available, 21.0 percent were Asian American, 5.4 percent were African American, 17.1 percent were Latino, 1.5 percent were Native American, 0.6 percent were Pacific Islander, 15.5 percent were international, and 33.7 percent were white. The

X. Technology and Information Resources

program's diversity goals and objectives regarding students, faculty and program offerings are in keeping with USF's commitment to diversity.

A. Diversity

The director of the program is appointed by the dean and in keeping with university policy these appointments have given due regard to diversity. The program does not play any role in faculty appointment, student admission, or course design; nor can it speak to factors that might impede departmental efforts at recruiting diverse populations. The demographics of our majors show that our students are representative of positive diversity trends at USF. In 2010, USF won the Senator Paul Simon award for efforts towards internationalization:

http://web.usfca.edu/Newsroom/San_Francisco_Advantage/USF_Recognized_for_Internationalization/

The office of diversity engagement and community outreach continues with these efforts by promoting a campus climate and culture that values diversity in all its forms through inclusive dialogues, interpersonal experiences, and intercultural appreciation.

B. Internationalization

Other than allowing students to pair their study of Asia with study abroad opportunities, the Asian Studies Program offers a number of classes through which students learn about issues of international concern such as globalization and colonialism. We also attract international students to our program along with students from diverse ethnic, linguistic, and cultural backgrounds.

X. Technology and Information Resources

A. Technology

The university's hardware and software policies, to the best of the current director's knowledge, meet the needs of faculty and students. The Information Technology Services (ITS) website provides a comprehensive overview of the university's computer hardware and software policies:

<https://www.usfca.edu/its/>

ITS provide support for office and classroom technology to faculty. Many classrooms at USF come equipped with laptops (with both Mac and Windows PC operating systems), DVD players, and projection capabilities. Faculty use of technology in the classroom is a matter of individual choice.

B. Distance Learning or Online Learning

The program does not offer distance or online learning, nor have faculty members expressed an interest in offering such courses.

C. Library

Most faculty members have expressed appreciation for the Gleeson Library's holdings and their willingness to purchase books, films, and documentaries that faculty members request. Many faculty members are also appreciative of Inter-library loan and Link Plus, which enable them to access books that are not available at Gleeson. In the past, if the program has had money left over in its

XI. Facilities

budget, successive directors have encouraged faculty members to make recommendations about books or films that they would like the program to purchase for the library.

XI. Facilities

There are no facilities specific to the Asian Studies Program; faculty members are housed with their respective departments and the Asian Studies Program Assistant, Annmarie Belda, shares an office with Krysten Elbers, the program assistant for the Center for Asia Pacific Studies. The Center is fortunate to possess an open communal space that majors are encouraged to make use of as a study or conversation area. Some faculty members have expressed that a physical home for the program may help it build community.

XII. Conclusions

One of the strengths of our curriculum is that it is people-centered: Students develop cultural awareness, navigate multiple disciplines, and immerse themselves in the philosophical, literary, historical, and artistic expressions of Asia. Our Philippine Studies program is unique. The *Casa Bayaniban* Study Abroad Program in particular, through which students can earn their Philippine Studies minor, seeks to transform student lives by integrating four pillars of Jesuit education: community, accompaniment (of marginalized communities or “praxis sites”), spirituality, and academics. This community-based experiential learning program is not only exceptional in its study of Philippines but also in the pedagogical model it offers. For a small school, we are able to offer our students a wide array of classes and experiences that deepen their understanding of Asia.

The challenges we face are nonetheless serious; our program currently has 8 majors, has never had more than 12, and is one of the least popular majors at USF (Table XII.1).

To summarize, the challenges we face are:

- (i) The regional and linguistic coverage of the program is narrow and needs to be widened, especially in the direction of South Asian Studies; a functional South Asia track, supported by offering Hindi/Urdu would strengthen the program. This was recommended in 2010 but never implemented. Expanding the coverage of our Asia Studies program to the study of India, a country whose population is projected to overtake China in the coming years, would help us increase interest in the program.

Table XII.1 Arts & Sciences Undergraduate Students Enrolled, by Major

	Student Count	% of Total
The 5 Most Popular Majors		
Psychology	441	4.4%
Biology	390	3.9%
Communication Studies	240	2.4%
International Studies	184	1.8%
Media Studies	170	1.7%
The 10 Least Chosen Majors		
Data Science	17	0.2%
Theology & Religious Studies	16	0.2%
Japanese Studies	14	0.1%
Asian Studies	12	0.1%
Spanish	10	0.1%
Comparative Lit. & Culture	8	0.1%
Latin American Studies	6	0.1%
Critical Diversity Studies	5	0.0%
Urban Studies	5	0.0%
Financial Economics	1	0.0%
Total A&S Undergraduates	3,429	34.1%
<i>of which:</i> Male	1,208	35.2%
Female	2,221	64.8%

Source: Spring 2015 Census.

XII. Conclusions

- (ii) The absence of classes in the social sciences must be addressed urgently if the program is to draw more majors than it does. The dwindling of the social sciences—economics and politics especially—within our curriculum offerings, because the departments in question have not prioritized Asia in their hiring decisions for a number of internal reasons, has weakened the program.
- (iii) A constraint to further improvement is the absence of a community of scholars, as opposed to a collection of interested individuals, who are responsible for providing a collective vision, mission, managerial direction, and leadership to the Asian Studies program. This community needs to be created and provided with the capacity to provide input into faculty recruitment and development, curriculum planning, and other decisions of individual departments involved in the delivery of education in Asian Studies. Currently, the advisory board for Asian Studies consists of faculty who voluntarily attend meetings as time permits. However, faculty are pulled too thin between commitments to their home departments and to Asian Studies; this means that meeting attendance is often inconsistent.
- (iv) More incentives need to be provided to faculty to direct the program, because currently the burden of finding classes, marketing the program, advising for the program, promoting it at campus events, and taking responsibility for its everyday functioning falls entirely on the director. Since the 2010 program review, several unexpected turnovers in leadership prevented the program from living up to its potential.
- In Fall 2010, John Nelson could no longer chair the program because he was in line to chair his own department—Theology and Religious Studies. Jay Gonzales (at the time term-faculty in the Politics department and now adjunct) replaced Nelson.
 - In Spring 2011, when the Center for the Pacific Rim was split from the program by the dean's office, the move was welcomed by many but meant that any changes to the program that were formulated on the basis of collaborations with the Center had to be reconsidered.
 - In Spring 2012, Angelina Yee, the director of the Center resigned after serving for three semesters, which destabilized the Center.
 - In Fall 2012, Yee was replaced by Melissa Dale.
 - In Fall 2013, Taymiya Zaman (full-time faculty, History) replaced Jay Gonzalez as Asian Studies program director, while Gonzalez continued to coordinate the Philippine Studies program.
 - In Fall 2014, the Philippine Studies program was placed under the interim directorship of Associate Dean Pamela Balls-Organista and in Fall 2015, James Zarsadiaz (full-time faculty, History) took over the YPSP program.

The program requires steady leadership in order to thrive; Zaman will step down as director in Fall 2016 and it has been challenging to find the next director for the program. Because the incentives to take on a leadership role in an interdisciplinary program do not—for many—match up to the time-consuming nature of such a role, it has been dif-

difficult to establish a rotation. Institutional requirements such as assessment, that require careful planning and long-term commitment, are difficult to implement otherwise.

XIII. Comprehensive Plan for the Future

The *Guidelines* require that we provide a comprehensive plan for the future giving the core objectives, priorities, and sequence of actions to be taken to improve the curriculum, research, facilities, faculty recruitment and development, and goals for the Asian Studies program. While we have struggled throughout this Self-Study to respond to the *Guidelines*, formulated mainly for review of departmental programs, by adapting them to a review of a program with no physical facilities or budget and little or no control over faculty recruitment and course content, we find it particularly difficult to respond meaningfully to the *Guidelines*' demand for our future plans for these.

While one possible option is for the Asian Studies Program to expand with institutional support in the directions highlighted in this study and in the 2010 external review, another is for it to be downsized to a regional minor. Since most Asian Studies students are in fact minors and not majors, and almost all Asian Studies minors are International Studies majors, a smaller program might be more manageable and it would certainly be easier to find faculty members to coordinate a minor rather than direct a program. Housing such a program in International Studies would allow it to be a functional part of a larger whole instead of a whole that is currently, in the words of the 2010 external review, “not more than the sum of its parts.”

Annick Wibben's 2013 BAIS Self-Study noted that: “A concern has been the limited interest in Asian Studies. Despite the associated major and graduate program, the programming and faculty of the Center for the Pacific Rim, China's increasing importance in world affairs, and our strategic location in the Bay Area it does not seem to attract a significant percentage of BAIS students” (p. 10). Under the circumstances, if resources are constrained, Asian Studies could be merged under the well-conceived structure and outlook of the International Studies program.

The program is at a standstill: It requires either substantial support in the directions outlined in this Self-Study so that it can truly be the rigorous program imagined by its founders and by the 2010 external reviewers or it requires downsizing. These two scenarios are outlined in greater detail below.

Scenario 1: Consolidating 'Modern' International Studies

Both the BAIS program and the BAAS program started in Fall 2004 with broadly similar mission and objectives, albeit with small yet possibly significant differences in mission:

- “The BAIS program seeks to provide students with the conceptual and analytical tools for understanding the changing global environment and the impact of globalization on world cultures, human rights, social justice, and the environment” (2009-2010 BAIS Self-Study); and
- The BAAS and MAPS programs, not only seek “to foster an understanding of the increasingly powerful countries of Asia but also to build a more just and peaceful international community... to emphasize the University's commitment to social justice, ethics, and human

rights... [and] to address in all Asian Studies' courses the socioeconomic imbalances and fragmentation which are a particular characteristic of globalization" (2010 ANST Self-Study).

The trajectory of International Studies has been driven by a social sciences approach, while Asian Studies, despite having some social science classes, imparts a liberal-arts/humanities hermeneutic approach to its students. The classes that currently count for Asian Studies can continue to instill this approach in their students; they would just do so solely through their home departments.

The following sequence of actions could be followed to downsize Asian Studies:

1. The ANST minor should be restructured to meet better the requirements of the International Studies degree in a way that allows students to focus on a region of Asia that works well with their functional track. This way, students could pair a thorough study of Japan, China, or the Philippines with a regional language already offered (Chinese, Japanese, and Tagalog) but do so while having a functional track that supports their study.
2. The university should consider creating an independent Philippine Studies department and offering a B.A. in Philippine Studies if it can create the required number of faculty positions needed to do this.
3. Intake into the BAAS degree program should be discontinued and students currently enrolled in the program should be offered the choice to complete their course of study and graduate with a BAAS degree, or to transfer to the International Studies program or to a program of their choice.

Scenario 2: Strengthening 'Classical' Area Studies

There are at the same time good reasons why the University *should* allocate significant resources, if they can be found, to strengthening Asian Studies (and other regional studies) programs grounded not in the social sciences but in the liberal arts and humanities (the 'Classical') tradition. For instance, if USF chose to offer an Asian Studies major that was cutting edge and comparative, in which students studied multiple regions of Asia, conducted independent research, and learnt either Hindi/Urdu, Tagalog, Japanese, or Chinese, USF could pioneer a program of the kind other colleges would emulate. This would be the more difficult, but potentially more rewarding solution.

Should the university wish to explore this option further, we suggest that this task be entrusted to a high-level **Committee on Area Studies** that should be set up under the Senior Vice-Provost for Academic Affairs (Shirley McGuire). To ensure that their proposals remain realistic, the Committee should include, among others, the Vice Provost for Institutional Budget, Planning, and Effectiveness (Jeff Hamrick) or his nominee.

The Committee would provide leadership and direction to the various programs at the University with international interests, address the common needs of international programs, act as a clearing house for the demands and proposals of individual programs, and raise the visibility of international education at USF. The formation of such a committee would also be a cost-effective way of providing the necessary support, coordination, and direction to Asian Studies and other university-wide

XIII. Comprehensive Plan for the Future

programs with international interests, leading both to resource savings and to program quality improvement.

If in the judgment of the Committee, the goal of complementing the comparative politics program of area studies offered by the International Studies department with a classical approach to area studies as well is worthwhile, then it should not be difficult to formulate a plan for doing so along the following lines:

1. Provide high-level leadership to the effort through a committee of the kind proposed;
2. Create a core community of scholars schooled in a single or closely affiliated traditions to conceive and deliver the program;
3. Enhance their control over program delivery by creating a small core of dedicated (even if part-time) faculty;
4. Expand the geographical coverage of the new program to include: (a) at least China, and India (whose population is expected to overtake China in the next fifteen years); (b) building on our strong study abroad (*Casa Bayanihan*) option of the Philippine Studies program, to cover more of Southeast Asia; and in due course (c) Central and West Asia. (Or, more imaginatively, re-envision Asia not as a collection of nation-states but as areas of civilization—Chinese, Indian, Islamicate).
5. Attend to the difficulties faced by the MCL department (as pointed out by the 2010 external review of the Japanese language program—reviewed together with the French and Spanish languages). This would allow the university to institute the study of Hindi/Urdu based on a reasonable timeline.
6. Better align a variety of programs with international interests—not only with each other—but also with the University’s vision, mission, and core values.

This would be the road to a truer Jesuit, liberal arts based program of area studies at USF, but it calls for direction, resources, and leadership that is fueled by conviction and commitment.

Appendices

Appendix 1: Proposal for Urdu/Hindi Pilot Program at USF, 2014

Proposal for Urdu/Hindi Pilot Program at USF

Taymiya R. Zaman
Chair, Asian Studies

For MCL meeting on December 3, 2014

I. Rationale

The Asian Studies Major at the University of San Francisco was launched in 2004 to provide students with a specialized knowledge of the histories, societies, and cultures of Asia, including four semesters of training in an Asian language. Currently, students majoring in Asian Studies or choosing Asian Studies as their regional track within the Bachelors in International Studies Major (BAIS) are able to take four semesters of Chinese, Japanese, or Tagalog; consequently, those who focus on Asian Studies are students wishing to study China, Japan, or the Philippines. Despite offering an array of classes on South Asia and the presence of many students interested in South Asia, the absence of a South Asian language means that the Asian Studies major cannot support its South Asia track; nor can BAIS students focus on South Asia because their focus would require a South Asian language.

The inclusion of a South Asian language, namely Urdu/Hindi, would broaden the reach of the Asian Studies and BAIS programs and make USF one of five Jesuit colleges (out of a total of twenty-eight) in the country that offer the language. The importance of Urdu/Hindi was expressed by external reviewers in the 2010 Asian Studies Program Review; the growing global presence of South Asia, the significant number of students of South Asian heritage at USF, along with students interested in working and/or studying abroad in South Asia means that there is considerable demand for the language.

Not only would Urdu/Hindi revitalize Asian Studies, draw in new majors and BAIS minors, and allow USF to take a leadership role among comparable colleges through a cutting-edge approach to Asia, it would also be a dynamic addition to the many languages the MCL department already offers. Urdu/Hindi has 260 million native speakers and is the fourth most commonly spoken language in the world (after Chinese, English, and Spanish). The global reach of Indian media has also meant that Hindi/Urdu is understood across South Asia even in countries where it is not the native language.

II. Sources of Support

There is considerable institutional support for offering Urdu/Hindi at USF and a number of resources in the Bay Area for the study of Urdu/Hindi.

Institutional Support

- i. Associate Dean Eileen Fung has committed to supporting a pilot program in Hindi/Urdu starting in Fall 2015.
- ii. The Privett Scholars Program at the McCarthy Center, which regularly sends students to India, has expressed a growing demand among students going to India for some training in Urdu/Hindi. On a

survey given to 6 such students, 4 said they were very likely to sign up to take Urdu/Hindi at USF in Fall 2015 and 1 student said s/he was somewhat likely to do so.

- iii. Of 24 BAIS majors surveyed, 5 said they were very likely to sign up to take Urdu/Hindi in Fall 2015 and 6 said they were somewhat likely to do so.
- iv. Of 27 students surveyed from the Indian Students Association, 16 said they were very likely to sign up for Urdu/Hindi in Fall 2015 and 7 said they were somewhat likely to do so.

This means that were MCL to offer Urdu/Hindi in Fall 2015, based on the estimates above, we could expect a class of around 25 students. The Asian Studies Program, the BAIS Program, and the McCarthy Center are also committed to helping the MCL department with publicity related to offering Urdu/Hindi; this would include publicizing the new offering to at Orientation, through group advising for BAIS and Asian Studies, by posting flyers on campus, and through individual advising appointments. Faculty members in both BAIS and Asian Studies would also promote the new class to advisees in their home departments.

Bay Area Resources

- i. The University of California at Berkeley, Stanford University, and San Francisco State University all offer Urdu/Hindi. This means we would have a pool from which to hire an instructor to teach Urdu/Hindi part-time at USF.
- ii. Currently, Privett Scholars are taking Urdu/Hindi with ABC Language Exchange, a school located in downtown San Francisco that offers a range of Urdu/Hindi classes including private lessons and corporate lessons. It could be possible to work with an instructor at ABC Language Exchange who is interested in part-time employment.

Conclusion

This is an exciting opportunity for USF; supporting the study of South Asia would allow students to work with organizations in South Asia and in the Bay Area and could be a selling point for incoming students. We already offer a diverse range of the courses on the cultures, politics, and religions of South Asia; this means that Urdu/Hindi would enhance an already strong curriculum. The re-branding of the Center for Asia Pacific Studies (previously the Center for the Pacific Rim) and the revamping of the Masters in Asia Pacific Studies (MAPS) Program also points to a trend at USF that aims to conceptualize Asia in the broadest possible way; offering Urdu/Hindi could explode the untapped potential USF possesses to be a leading institution for Asian Studies and allow the MCL department to spearhead this change.

Appendix 2: Profiles of Asian Studies Faculty, as of Fall Term 2015

With no designated members, “Asian Studies Faculty” is more a notion than a fact. To give the concept substance, we have taken as faculty all those who have taught courses offered for the Asian Studies major or minor during the last five years, and added and subtracted a few names for specific reasons (e.g. some faculty wished to be excluded from this study), yielding a list of 44 names. Brief biographical profiles provided by the faculty at the Director’s request, supplemented by those compiled from the USF website, are provided below. More detailed *curricula vitae* will be provided by the dean’s office.

Full Time Faculty (21)



Melissa Dale
Assistant Professor
&
Executive Director,
Center for Asia
Pacific Studies

Melissa S. Dale (Ph.D. History, Georgetown University, 2000)

Melissa Dale has specialized in East Asian History (specialization in late imperial Chinese history), court life, medical history, and gender. As an affiliated faculty member of the History Department, she teaches East Asian Civilizations (HIST 130) and a first year seminar on China’s encounters with the outside world (HIST 195). Prior to joining USF, she served as Associate Director of International Relations at the University of California, Berkeley and as Assistant Director for Strategic Planning at the Institute of East Asian Studies. She previously worked at USF as the Associate Director of Research at the Ricci Institute for Chinese-Western Cultural History. She has taught history courses at Georgetown, Santa Clara University, and UC Santa Cruz. Dr. Dale also holds an M.A. in Asian Languages (Chinese) from Stanford in 1991 and a B.A. in Oriental Languages (Chinese) in 1989 from UC Berkeley. Her research interests focus on the social history of late imperial China including Qing dynasty court life, eunuchs, Chinese-Western medical exchange, and gender studies. Her most recent publication is, “Understanding Emasculation: Western Medical Perspectives on Chinese Eunuchs,” *Social History of Medicine* 23, No. 1 (April 2010): 38-55. Dr. Dale is a fellow of the Royal Asiatic Society of Great Britain and Ireland and a member of the Association for Asian Studies and the American Historical Association.



Aysha Hidayatullah
Associate
Professor,
Theology and
Religious Studies

Aysha Hidayatullah (Ph.D. Religious Studies, University of California, Santa Barbara, 2009)

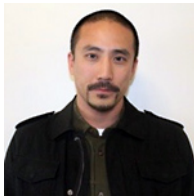
Aysha Hidayatullah primarily teaches courses on Islam to serve USF’s Core D-2 Theology requirement, including Introduction to Islam and Introduction to the Qur’an. She also teaches Islamic Feminist Ethics for the Core D-3 Ethics requirement, as well as a symposium course called Images of Muhammad for the St. Ignatius Institute (an honors undergraduate program). Her research interests include feminist exegesis of the Qur’an, representations of women in early Islam, racial imaginaries of U.S. Islam, popular discourses on Muslim women in the U.S., and the pedagogy of Islamic studies. She is the author of *Feminist Edges of the Qur’an* (Oxford UP, 2014) and serves on the editorial board for the *Journal of Feminist Studies in Religion*. She is a member of USF’s President’s Advisory Committee on the Status of Women, and she recently convened the first national conference on Islam at U.S. Jesuit Colleges and Universities, held at USF in April 2015.



Vamsee Juluri
Professor,
Media Studies

Vamsee Juluri (Ph.D. Communication, University of Massachusetts, Amherst, 1999)

Vamsee Juluri's dissertation examined the implications of satellite music television channels on Indian audiences. Since 2001, he has taught a popular Core course entitled Media, Stereotyping, and Violence, and has developed an original critique of media violence from the Gandhian perspective (published as *Nonviolence and Media Studies, Communication Theory*). He also proposed, developed, and conducted a unique study-abroad program, Understanding India, consisting of a preparatory on-campus class on Indian media and politics, followed by a summer course at the University of Hyderabad in India. He has also taught Audience Research, Introduction to Media Studies, and Global Media (cross-listed with Asian Studies). He is also a novelist, author, and columnist for several popular publications in India and the U.S. and has appeared on NPR and elsewhere to speak about India, Bollywood, and other subjects. His books include *Becoming a Global Audience: Longing and Belonging in Indian Music Television* (Peter Lang, 2003), *The Mythologist: A Novel* (Penguin India, 2010), *Bollywood Nation: India through its Cinema* (Penguin India, 2013), and *Rearming Hinduism: Nature, Hindu-phobia and the Return of Indian Intelligence* (Westland, 2015). His writings have been published in *Foreign Affairs*, *Indian Express*, *The Huffington Post*, *Times of India*, *The Hindu*, *San Francisco Chronicle* and elsewhere.



David H Kim
Associate Professor,
Philosophy, and
Director,
Global Humanities
Initiative

David H Kim (Ph.D. Philosophy, Syracuse University, 1999)

David H. Kim's teaching and research interests include: moral psychology, political philosophy (especially issues of race, democracy, and coloniality), and comparative philosophy (especially the interface between Western thought and that of modern Asia and the Global South). His current focus is on 19th and early 20th century Korean political philosophy and on East-South comparative philosophy. He has served a term as the Chair of the American Philosophical Association's Committee on the Status of Asian and Asian American Philosophers and Philosophies. And he is currently on the board of the North American Korean Philosophy Association and the Caribbean Philosophy Association.



Uldis Kruze
Associate Professor,
History

Uldis Kruze (Ph.D. History, Indiana University, 1976)

Professor Kruze has taught a broad range of courses on East Asian history, ranging from general education courses like "East Asian Civilizations" to specialized courses on Modern China, Modern Japan, The Rise of China, US-China relations, and US-Japan relations. Professor Kruze's research interests have also covered a broad spectrum, ranging from his book-length translation of Kang Fan's *Economic History of the Major Capitalist Countries* (1992); *San Francisco and the 1951 US-Japan Peace Treaty Conference* (2001); and *Shin Kanemaru and the Tragedy of Japan's Political System* (2015). His current research focus is on American popular culture and the role of Bob Hope in reflecting and creating American images of Asia: "Bob Hope's Asia: From 'The Road to Singapore' (1940) to 'The Road to Beijing' (1979).

Professor Kruze was Chair of the USF History Department from 1983 to 1984 and then from 2007 to 2009. He served for 25 years as Co-Chair of the USF Faculty Development Committee, and has been an active member of the USF Faculty Association or faculty union.



Zhiqiang Li
Associate Professor
& Chair, Modern and
Classical Languages;
Coordinator, Chinese
Language Program

Zhiqiang Li (Ph.D. Linguistics, Massachusetts Institute of Technology, 2003)

Zhiqiang Li is the coordinator of the Chinese language program in the Department of Modern and Classical Languages. His research interests include phonetics, phonology and Chinese linguistics. In addition to teaching Chinese courses at all levels at USF, Dr. Li has been actively involved in promoting Chinese language teaching and testing in the Bay Area. He was invited to speak at the Chinese Language Teachers Association Workshop in California, and the StarTalk Chinese Language Pedagogy Workshop at UC Berkeley. Dr. Li's recent research is focused on the relation between tone realization and prosodic prominence, phonetic enhancement and its effect on phonological feature preservation, intonational structures, and production and perception of tones by non-native speakers of Chinese. Dr. Li was also co-organizer of the 24th Annual North American Conference on Chinese Linguistics (NACCL-24).



Mark Miller
Associate Professor,
Theology and Reli-
gious Studies; &
Associate Director,
St. Ignatius Institute

Mark T. Miller (Ph.D. Theology, Boston College, 2008)

Mark T. Miller's interests focus on anthropology, soteriology, political theology, Philippine theology and Daoism. Prof. Miller has taught at the Ateneo de Zamboanga in Zamboanga City, Philippines; the University of Asia and the Pacific in Manila, Philippines; Boston College; and Georgetown University. He also holds a BSFS in Foreign Service from Georgetown University.



Vijaya Nagarajan
Associate Professor,
Theology and
Religious Studies

Vijaya Nagarajan (Ph.D. South Asian Language & Literatures, University of California, Berkeley, 1998)

Vijaya Nagarajan's teaching and research interests include Hinduism, Religion and Ecology, Women and Ritual; Commons: Land, Water and Air; Voice, Memory and Landscape; Community Internships, and Religion and Nonviolence. She is completing the manuscript, *Feeding a Thousand Souls: An Exploration of the Kōlam, a Women's Ritual Ecological Art in southern India* (Oxford University Press.) She has been selected as a Djerrassi Writing Fellow, NEH Chair, Women's Studies in Religion Award (Harvard Divinity School), and Davies Chair. She has been active in the American Academy of Religion and in the environmental movement, both in the US and in India. Professor Nagarajan has also taught at UC Berkeley and at the Harvard Divinity School.



Noriko Nagata
Professor,
Modern and Classical
Languages; &
Director,
Japanese Studies

Noriko Nagata (Ph.D. Foreign Language Education/Computational Linguistics, University of Pittsburgh, 1992)

Professor Nagata has specialized in natural language processing, Japanese linguistics, second language acquisition, and computer assisted language learning. She teaches Japanese language, linguistics, and culture, and directs the Japanese Studies Program. She published a number of articles in *The Modern Language Journal*, *CALICO Journal*, *Foreign Language Annals*, *Computer Assisted Language Learning*, etc., based on her empirical studies of relative effectiveness of computer feedback and different kinds of computer exercises. She also designed and produced a software package called ROBO-SENSEI: Personal Japanese Tutor (published by Cheng & Tsui) that employs natural language processing and provides extensive sentence production exercises and detailed feedback in response to a learner's grammatical errors. She won the 2004-2005 USF Distinguished Research Award. Her current research involves developing a content-based textbook, entitled 『道：日本を探る』 *The Path: Exploring Japan*, funded by a Japan Foundation research grant. It explores the diverse regions of Japan along with their distinctive histories and cultures. It aims to develop students' cultural knowledge of Japan as well as advanced level of Japanese language proficiency. It has been implemented into USF upper-division Japanese courses.



John Nelson
Professor,
Theology and Religious
Studies; and
Academic Director,
M.A. in Asian Studies
Program

John Nelson (Ph.D. Anthropology, University of California, Berkeley, 1993)

John Nelson, a sociocultural anthropologist, specializes in East Asian religions. He is the author of *Experimental Buddhism: Innovation and Activism in Contemporary Japan* (2013, University of Hawaii, co-winner of the Numata Prize for “Outstanding Book in Buddhist Studies), two books on Shinto in contemporary Japan (*A Year in the Life of a Shinto Shrine*, 1996, and *Enduring Identities: the Guise of Shinto in Contemporary Japan*, 2000, and numerous articles. He has produced two short documentary videos, “Spirits of the State: Japan's Yasukuni Shrine” (2005) and “Japan's Rituals of Remembrance: 50 Years after the Pacific War” (1997). He also co-edited the reference volume, *Handbook of Contemporary Japanese Religions* (Brill, 2012). He has received research fellowships from the Japan Foundation (2006), the Social Science Research Council, the Japan Society for the Promotion of Science, the Fulbright Foundation, and the Niwano Foundation. His research and publications explore the interaction between religion and politics in East Asia, with a current emphasis on global dynamics and rapid social change. He is also interested in transnationalism, cultural identity and social memory, the anthropology of meditation, and sites designated as “sacred.” His courses at USF include the following: Religion and Globalization, Sacred Place and Sacred Time, Methods and Theories in Theology and Religious Studies, Buddhist Paths in Asia and N. America, Zen Buddhism, Japanese Religions.



Stephen Roddy
Professor,
Modern & Classical
Languages
(Chinese Studies)
(Japanese Studies)

Stephen Roddy (Ph.D. East Asian Studies, Princeton, 1990)

Stephen Roddy has specialized in Late-Traditional Chinese & Japanese Fiction & Intellectual History. He studies the cultural and scholarly interests of literati elites in China, Japan, and Korea of the 18th through the early-20th centuries. His monograph *Literati Identity* (Stanford, 1998) explores the writings of various late-imperial Chinese intellectuals alienated from both state and society. More recently, he has produced articles on literati tea (*bunjincha*) in Japan, the cosmopolitanism of several 19th century Chinese poets and classical scholars, the implications of homoerotic practices for competition in the Qing examination system (*keju*), and a late-Qing defense of examination essay writing (*baguwen*). He teaches courses on Chinese, Japanese, and other East Asian literature and culture in the MCL and MAPS programs, and has served multiple terms as Chair or Co-chair of MCL and as the Academic Director of MAPS.



Evelyn Ibatan Rodriguez
Associate Professor,
Sociology, &
Philippine Studies

Evelyn Ibatan Rodriguez (Ph.D. Sociology, University of California, Berkeley)

Evelyn I. Rodriguez is a second-generation Pinay, who was born in Honolulu, raised in San Diego. She teaches Foreword: Contemporary Issues, Davies Seminar, FYS: First-Year Seminar, Asians and Pacific Islanders in U.S. Society, People of Mixed Descent, Current Issues in Sociology, Directed Reading, and Sociology Capstone Seminar. [Source: USF Website]



Tanu Sankalia
Associate Professor,
Urban Studies, &
Director, Urban
Studies Program

Tanu Sankalia (M.A. Urban Design, University of California, Berkeley)

Tanu Sankalia specializes in Urban Design. In addition to his graduate degree, he has a Bachelor of Architecture from the Center for Environmental Planning and Technology (CEPT) University, Ahmedabad, India. At USF he teaches History of Architecture 1, Architecture Studio 2, FYS: First-Year Seminar, History of Architecture 4, Architecture Studio 5, Directed Study/Research, Portfolio Lab, Directed Study/Research, and Special Topics. [Source: USF Website]



Hwa-Ji Shin
Assistant Professor,
Sociology

Hwa-Ji Shin (Ph.D. Sociology, SUNY, Stony Brook, 2007)

Hwaji Shin joined USF in 2007. Between 2008 and 2010, she was a visiting assistant professor and Japan fund fellow at Freeman Spogli Institute of International Studies at Stanford University where she researched and lectured on race and ethnic relations in modern Japan. Her research focuses on citizenship, migration, and nationalism in Japan, with an emphasis on the impact of colonialism and globalization. She has written articles on the influence of globalization on social movements among Korean minority groups in Japan. Her article, ‘Colonial legacy of ethno-racial inequality in Japanese society’ (*Theory and Society*, 2010) addresses the lasting impact of colonialism on Japan’s immigration policies and its immigrants’ experiences. She is also working on the project which comparatively investigates experiences of two minority groups (Burakumin and Koreans) and illuminates the highly fluid and malleable nature of ethno-racial boundary transformation in the Japanese context, while identifying both their agency in triggering different outcomes in ethno-racial classifications. At USF, she teaches race, ethnicity, citizenship and nationalism, sociological theory and globalization.



Kyoko Suda
Associate Professor,
Modern and Classical
Languages
(Japanese Studies)

Kyoko Suda (Ph.D. Education, University of San Francisco, 2003).

Kyoko Suda's Ed.D. dissertation (Curriculum and Instruction, School of Education, University of San Francisco) examined how new multimedia computer technology can be integrated into foreign language teaching and learning. Her special interest was in the effect of combining sound, animation, graphics, pictures, videos, and text to teach Japanese. Professor Suda teaches all levels of Japanese language courses. She has ten years of Japanese tea ceremony experience and holds a license to teach Japanese tea ceremony, which she sometimes demonstrates on campus. Professor Suda has coordinated the MAPS Japanese program since Fall 2013. She was appointed co-director of the language programs in the Department of Modern Classical Languages from Fall 2011 to Spring 2015. Outside of USF, her contributions to the profession includes being an officer for NCJTA (Northern California Japanese Teachers' Association), a board member of Soko Gakuen Japanese Language School, and a judge at the 37th-40th Annual Japanese Speech Contest for Middle School and High School Students.



Fr. Antoni Üçerler
Associate Professor,
& Director, Ricci
Institute for Chinese-
Western Cultural
History

M. Antoni J. Üçerler (D.Phil. Medieval and Modern Languages and Literature, and Oriental Studies, Oxford University, 1999)

Fr. Antoni Üçerler, S.J. holds a Bachelor of Sacred Theology from the Gregorian University in Rome. His academic focus is on the relationship between Europe and East Asia in the sixteenth and seventeenth centuries with emphasis on Christianity in Japan and comparative studies of the Jesuit mission in Japan and China. He has authored and edited multiple works, including *Christianity and Cultures: Japan & China in Comparison 1543-1644* (2009) and *Legacies of the Book: Early Modern Printing and the Visual Arts in Asia and the Americas* (Leiden: Brill, forthcoming). Fr. Üçerler is also a Fellow of East Asian Studies at Campion Hall, at the University of Oxford. He teaches courses in both early modern Japanese and global history, including topics in East Asian and European thought. His main research and teaching interests include topics in Japanese samurai history, the era of European maritime empires and expansion into Asia (15th-18th centuries), and the history of Christianity in Japan and China.

[Source: USF Website]



Tsering Wangchuk
Assistant Professor,
Theology and
Religious Studies

Tsering Wangchuk (Ph.D. Religious Studies, University of Virginia, 2009)

Tsering Wangchuk specializes in Tibetan Buddhism and Tibetan diaspora. He teaches courses like Introduction to Buddhism, Himalayan Religions and Cultures, Exploring the Buddhist Himalaya in India, Dalai Lama, and Buddhist Ethics. His research is on the intellectual history of Tibetan Buddhism and the Tibetan diaspora in India. His articles, "Dol po pa shes rab rgyal mtshan on the Mahāyāna doxography - Rethinking the distinction between Cittamātra and Madhyamaka in fourteenth-century Tibet" (*Journal of the International Association of Buddhist Studies* 34.1-2 (2012): 321-348), "In Defense of His Guru: Dratsepa's Rebuttal to the Challenges Articulated by the Proponents of the Other-Emptiness Doctrine" (*Journal of Indian Philosophy* 39.2 (2011): 147-165), "Dolpopa and Gyaltsab Debate Tathāgatagarbha: Two Distinct Interpretations of Buddha-Nature in Tibet" (*Religion Compass* 4.11 (2010): 669-678), are about the intellectual history of Tibetan Buddhism. The article, "We're not home': Tibetans in exile in India in the 21st century" (*India Review* 7.3 (2008): 164-199, co-edited with Jessica Falcone) examines Tibetan diasporic issue in India. His service contributions include organizing a symposium on Tibetan reincarnation in February 2013 featuring 15 scholars including Profs. Donald Lopez and Jeffrey Hopkins; and a Himalayan Studies Lec-

ture Series with speakers such as Profs. David Germano and Sara McClintock.



Man Chiu Sunny Wong
Professor
Economics

Man Chiu Sunny Wong (Ph.D. Economics, University of Oregon, 2002)

Professor Sunny Wong is a professor of Economics at the University of San Francisco, an honorary instructor at the Essex Summer School in Social Science Data Analysis and Collection at the University of Essex in England, and is currently serving as a research associate in the Hobby Center for Public Policy at the University of Houston. His teaching and research interests include monetary policy, learning dynamics, business-cycle theory, and foreign direct investment. Professor Wong has published research articles in academic journals including *Economic Inquiry*, *Economics Letters*, *Macroeconomic Dynamics*, *American Journal of Political Science*, *Political Research Quarterly*, *World Development*, and other journals. He published a book, *The Role of Policymakers in Business Cycle Fluctuations* (Cambridge University Press), with Professor Jim Granato, in April 2006.



Wei Yang
Assistant Professor,
Modern and Classical
Languages
(Chinese Studies)

Wei Yang (Ph.D. East Asian Languages & Literatures, Yale University, 2009)

Wei Yang specializes in Chinese film and literature, and East Asian film. Her research interests broadly are in Chinese cinema in a global context, with special interests in film genre, spatiality, transnational practice, and the intersection between China and Hollywood. Her articles have been published in *East Asian Journal of Popular Culture*, *Science Fiction Studies*, *Modern Chinese Literature and Culture*, and she is currently completing a book manuscript (under contract) on film space in contemporary Chinese cinema. At USF she teaches a variety of courses ranging from a graduate seminar (Literature of East Asia) to first-year seminar (Global Chinese Cinema) to regular undergraduate courses (Chinese Literature in Translation). She is also the coordinator for the Chinese Studies Program.



Taymiya Zaman
Associate Professor
History; Director,
Asian Studies B.A. &
Coordinator, Middle
Eastern Studies
Programs

Taymiya Zaman (Ph.D. History, University of Michigan, 2007)

Taymiya R. Zaman received her BA (2001) in Philosophy from Smith College and her PhD in History (2007) from the University of Michigan, Ann Arbor. She joined the University of San Francisco in 2007. Her area of research expertise is Mughal India and her current research interests include historical memory in South Asia, the interconnectedness of life writing and history, and the transition from subjects to citizens in the Islamic world. She has designed the History Department's "Islamic World" emphasis and teaches courses on the Ottoman, Safavid, and Mughal Empires and the making of modern South Asia and the Middle East. She also writes narrative non-fiction and fiction.



James Zarsadiaz
Assistant Professor,
History; and
Faculty Coordinator,
Philippine Studies
Program

James Frank Zarsadiaz (Ph.D. History, Northwestern University, 2014)

James Zarsadiaz specializes in United States history with particular interests in Asian American history, urban studies, and the U.S. West. He received his and his B.A. in American Studies and Political Science from George Washington University in 2008.

Part-time, Visiting, and Adjunct Faculty (23)



Edith R Borbon
Adjunct Professor
and
Language Liaison,
Philippine Studies

Edith R Borbon (M.S. Education, University of Pennsylvania, 1994)

Edith R. Borbon, born and raised in Manila, the Philippines, immigrated with her family to California at seventeen. She specializes in Intercultural Communication, and also holds a BA in Linguistics from the University of California, Berkeley. Professor Borbon has traveled widely and has taught English and writing for over 15 years. She is an accomplished editor and technical writer who has worked on many projects, including scholarly manuscripts and flight simulation manuals. At USF, she teaches Filipino (Tagalog) and participates in the Filipino program's evaluation and improvement. She also performs student language assessment and placement. Professor Borbon also does interpreting work in healthcare and social services, and has translated documents for city and county agencies.



Jerry Boucher
Adjunct Professor,
Psychology

Jerry Boucher* (Ph.D. Psychology, University of California San Francisco, 1971)

Jerry D. Boucher is a cross-cultural social psychologist, specializing in verbal and non-verbal 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.

*** Retired**



Davina P. Chan
Adjunct Professor,
Psychology

Davina Chan (Ph.D. Psychology, the University of California at Berkeley, 2003)

Davina Chan trained in clinical psychology and cognitive neuroscience at Berkeley. Her primary research interest is in cognitive effects of meditation. She currently serves as Adjunct Faculty at the University of San Francisco, teaching undergraduate courses in the Departments of Psychology and Theology & Religious Studies, as well as graduate courses in Clinical Psychology in the Behavioral Health program. In addition, as a Visiting Assistant Professor at UC Berkeley, she teaches undergraduate courses in the Department of Psychology. She also teaches at Alliant International University and serves as Supervisory Liaison Faculty to hospitals in San Francisco. Her teaching interests include East Asian Meditation Practices, Asian American Psychology, Health Psychology, Biological Psychology, and Cognitive & Affective Bases of Behavior.



Wenchi Chang
Adjunct Professor,
Modern and Classical
Languages
(Chinese Studies)

Wenchi Chang (M.A. Chinese, San Francisco State University, 2008)

Wenchi Chang is a PHP Adjunct Professor in the Chinese language program. She has a BA of Chinese Literature and holds two certificates of Training Program for teachers of Chinese as a foreign language in Beijing Normal University and National Taiwan Normal University. She has taught at UC Berkeley, UC Davis and National Taiwan Normal University Mandarin Training Center. Her teaching experience includes elementary to advanced Chinese, poems, novels, essays and newspapers. Professor Chang proofread a series of textbooks of Beginning to Advanced Chinese, produced audiotapes and videos of Beginning to Advanced Chinese for Korea National Open University. She also produced recordings of Chinese classes on Korean Broadcasting System. She was selected to present 'Analysis of the Vocabulary and Reading Comprehension of TOP (Test of Proficiency — Huayu) from the designed principles of HSK' during the 2008 ACTFL Convention and 'A lesson focusing on the meaning of individual Chinese characters as analogous to English root words "Integrated Chinese, Level I, Part I"' at CLTAC Spring 2010 conference. Her current projects are 'The relationship between corrections of pronunciation and student learning styles' and 'The analysis of common mistakes in Chinese characters writing'.



Claudine Del Rosario
Adjunct Professor,
Philippine Studies

Claudine Del Rosario (M.A. Asian American Studies, San Francisco State University)

Claudine del Rosario teaches "Philippine History: Early Times to 1900" (YPSP 301), "Philippine History: 1900 to Present" (YPSP 310), "Filipino Culture and Society" (YPSP 325) and "Knowledge Activism" (YPSP 312). A community activist, Prof Del Rosario started her academic career as a Research Associate with USF's The Religion and Immigration Project. Outside of USF, Professor del Rosario works at San Francisco City Hall as Deputy Director of the Mayor's Office of Community Investment and Administrator of the South of Market Fund.

[Source: USF Website]



Irene-Faye Duller
Adjunct Instructor,
Dance, Department
of Performing Arts &
Social Justice, and
Philippine Studies

Irene-Faye Duller (M.A. Asian American Studies/Ethnic Studies, San Francisco State University)

Irene Faye Duller specialized in contemporary women artists, critical artistry and cultural theory. She was trained in Freirian and Bolal pedagogy with the Pinay Educational Partnerships and has presented twice at the national Asian American Studies Conference in 2006 on Pinay artists and decolonization. As a cultural educator with Kularts, Yerba Buena Center for the Arts' YAAW program, and Brava! for Women in the Arts, She has led with education programming, critical pedagogy, cultural specificities, and fostering community empowerment through creative arts and curriculum building. She has 10 years' experience as community/internationalist activist, cultural worker and 5 years as a political education organizer. A street culture cognoscente, she is a founding member of 8th wonder (2000), the nation's premiere Pilipina/o performance poetry collective, and The Rhapsodistas, an all women interdisciplinary hip hop group, performing throughout the US and the Philippines. Professor Duller's latest collaborative performance projects include Pinay Stories, Intersection of the Arts' Hybrid Project, Kul Like That at the SF Asian Art Museum, and How to Skywalk at Post-Modern Performance Project and at Kearny Street Workshop's APAture Festival 2008. Professor Duller currently sits on the Board of Directors for dance company, Funkonometry San Francisco. she currently teaches Philippine History (with a focus on women) and co-teaches Knowledge Activism at USF and Asian American Culture at SFSU.

[Source: USF Website]



Valerie Francisco

Valerie Francisco* (Ph.D. Sociology, City University of New York, 2012)

Valerie Francisco was a Faculty Affiliate, Department of International Studies, and an Ethnic Minority Dissertation Writing Fellow, Department of Sociology, at USF during 2011-2012, when she taught courses for the Philippine Studies Program.

*** No longer at USF.**



Joaquin L. (Jay) Gonzalez III
Adjunct Professor,
Philippine Studies

Joaquin Jay Gonzalez III (Ph.D. University of Utah, 1992).

Jay Gonzalez specializes in the international and national politics of the Asia Pacific. He was Director, USF Maria Elena Yuchengco Philippine Studies Program from 2002-2013 and Chair, Asian Studies Program from 2010-2013. His scholarly publications include: *Diaspora Diplomacy: Philippine Migration and its Soft Power Influences* (De La Salle University Press), *Filipino American Faith in Action: Immigration, Religion, and Civic Engagement* (New York University Press) and *Religion at the Corner of Bliss and Nirvana: Politics, Identity, and Faith in New Migrant Communities* (Duke University Press). Professor Gonzalez received the Distinguished Teaching Award in 2009 and the Ignatian Service Award in 2007. Dr. Gonzalez is presently Mayor George Christopher Professor of Government and Russell Sharpe Professor of Business at Golden Gate University. From 1994-1999, he was Assistant Professor of Political Science at the National University of Singapore. Dr. Gonzalez has also consulted for the Inter-American Development Bank, the Asian Development Bank, the World Bank, the Canadian International Development Agency, and the Pew Charitable Trusts.



Patti Hsu
Adjunct Professor,
Performing Arts
Department

Patti K. Hsu (Ph.D. Ethnomusicology, University of California Berkeley, 2010)

Pattie K. Hsu specializes in ethnomusicology, East Asian studies, and music theory. She teaches music history and theory courses in Performing Arts and Asia Studies. She is an ethnomusicologist, musician, and community volunteer. She also holds a B.A. in Music Humanities, and a B.S. in Biology from the University of California, San Diego. Her dissertation focuses on professional folk opera troupes and cultural politics in Taiwan. She has been teaching at USF since 2009. The courses she has taught include music of the Americas, music of Asia, popular music, musicianship/music theory, Western classical music history, and a non-Western-music survey course for music majors and minors. Her current musical research interests include cultural intersections, community engagement through music, and the interaction of socioeconomics and professionalism.



Meeta Rani Jha
Adjunct Professor,
Sociology

Meeta Rani Jha (Ph.D. Sociology, Goldsmiths College, University of London, 2006)

Meeta Rani Jha is a feminist sociologist and an anti-racist activist. She is a scholar-in-residence at Beatrice Bain Research Group (BBRG) in the Gender and Women's Studies Department at the University of California, Berkeley, US. She has taught sociology, globalization, transnational feminist cultural studies, critical race, Asian American studies, ethnicity, and media studies at a number of universities in the San Francisco Bay area (currently at the University of San Francisco, US) and in London. For a long time she was a community organizer on issues of racial discrimination, low pay, migration, domestic violence, and homeworking in the UK.

No
Photograph
Available

Jordan P. Lieser
Adjunct Professor,
History

Jordan P Lieser

Jordan Lieser has taught East Asian Civilization (CD, ANST 130), an introductory survey of the four East Asian civilizations of China, Japan, Korea, and the Asian area of Russia. No other information available.
Source: USF Website

No
Photograph
Available

Wan Liu
Adjunct Professor,
Modern & Classical
Languages
(Chinese Studies)

Wan Liu (Ph.D. Comparative Literature, Princeton University, 1992)

Wan Liu specializes in Chinese poetry, literary culture of the Tang and Song periods, gender and women. Among her favorite subjects of teaching are also the relations among painting, calligraphy, and poetry.



Jay Loyola
Adjunct Instructor,
Dance

Jearold Reyes (Jay) Loyola

Jay Loyola toured internationally as a principal dancer of the Bayanihan Philippine National Folk Dance Company and considered a protégé of choreographer Lucrecia Reyes-Urtula, Philippine's National Artist for Folk Dance, Loyola is the founding artistic director for American Center of Philippine Arts, and consultant for Philippine Cultural Night at various universities, including UC Berkeley, CSU East Bay, UC Merced, UC Irvine and University of Illinois at Urbana-Champaign. His awards include "Young Alumni Achiever in Arts and Humanities" by Holy Trinity University, and the nomination for an Isadora Duncan Award for his 2008 collaboration with Rudi Soriano, *Kadayawan*. He taught Philippine folk dance workshops for Singapore Arts Festival; Kaliningrad International Dance Festival in Russia, Konnichiwa Festival in Japan, Macau Arts Festival in China and the Philippine International Dance Festival and World Folklore Festival under the auspices of *Conseil International des Organisations de Festivals de Folklore et d'Arts Traditionnels* in France, Italy, Switzerland, Germany and the Philippines.
[Source: USF Website]

No
Photograph
Available

William H. Ma
Adjunct Professor,
Art

William H. Ma [Ma Xinyue]

William Ma has taught Asian Art (CD, ANST 217). This course helps students build an understanding and appreciation of the visual arts of China, Japan, and India. No other information available.
[Source: USF Website]



Angelo Merino
Adjunct Professor,
Yuchengco Philip-
pine Studies Pro-
gram, & Teaching
Apprentice, Asian
Studies Program

Angelo Merino (M.A. Sports and Fitness Management, University of San Francisco, 1996)

Professor Angelo Merino is an Adjunct Professor for the Yuchengco Philippine Studies Program and Asian Studies Program at the University of San Francisco. He teaches YPSP 222: Philippine Boxing and Culture which focuses on the diverse societies and communities of Filipinos in the Philippines and America as well as the history of Philippine boxing. In addition Asian studies course, he teaches YPSP 333: Boxing and Social Justice, a unique course which combines recreational sports, cultural diversity, and service learning. In conjunction with Dr. Joaquin Gonzalez III, they teach the summer course Knowledge Activism, an introductory course in activism focusing on Filipino and Asian American communities. Prof. Merino is a Coach Emeriti for the USF Boxing team. He is licensed level 2 by the USA Boxing Association, is internationally certified and recognized by Amateur Boxing of Philippines, and a professional boxing trainer, licensed by California State Athletic Commission. Prof. Merino co-authored Pancho to Pacquiao: Philippine Boxing in and out of the ring, which he used at University of San Francisco, and also One Pacman: Four Biographies, featured in *Asia-Pacific Social Science Review*.



Sam Robert Mickey
Adjunct Professor,
Theology and
Religious Studies

Sam Robert Mickey (Ph.D. Philosophy, Cosmology, and Consciousness, California Institute of Integral Studies, 2008)

Sam Mickey's area of specialization is philosophical and religious perspectives on ecological issues. He has also taught in the M.A. program in the Engaged Humanities at Pacifica Graduate Institute, and he has worked for the Forum on Religion and Ecology, a multicultural and international project to work with religious traditions in efforts to cultivate a deeper understanding of environmental problems. His two monographs are: *On the Verge of a Planetary Civilization: A Philosophy of Integral Ecology* (Rowman & Littlefield International, 2014) and *Whole Earth Thinking and Planetary Coexistence: Ecological Wisdom at the Intersection of Religion, Ecology, and Philosophy* (Routledge, 2015).



**Yumi Moriguchi-
McCormick**
Adjunct Professor,
Modern and Classical
Languages
(Japanese Studies)

Yumi Moriguchi-McCormick (Ed.D. Education, University of San Francisco, 1999)

Yumi Moriguchi-McCormick has specialized in Second Language Acquisition, Cross-Cultural Issues, and Sociolinguistics. She teaches first, second, and third semester Japanese.

[Source: USF Website]



Yoko Otomi
Adjunct Professor,
Modern and Classical
Languages
(Japanese Studies)

Yoko Otomi (M.A. Teaching Japanese as a Foreign Language, San Francisco State University, 1996)

Yoko Otomi is a native of Japan, and received her undergraduate education there, although she has now lived in California for many years. She has been teaching Japanese language and culture to students in the San Francisco Bay Area since 1996. Although she has taught learners of all ages, her main focus has always been on the teaching of college and university students, and has been teaching at the University of San Francisco since 1997. During that time, she has seen many of her students go on to major in Japanese, to study abroad in Japan, and to use their knowledge of Japanese language and culture in many different fields and professions.



Barbara Reyes
Adjunct Professor,
Yuchengco
Philippine Studies
Program

Barbara Jane Reyes (M.F.A. San Francisco State University, and B.A., Ethnic Studies, University of California, Berkeley,)

Barbara Jane Reyes was born in Manila, the Philippines, and is the author of *Divata* (BOA Editions, 2010), and of two previous collections of her poetry, *Gravities of Center* (Arkipelago Books, 2003), and *Poeta en San Francisco* (Tinfish Press, 2005) which received the James Laughlin award of the Academy of American Poets. Her chapbooks, *Easter Sunday* (Ypolita Press, 2008), *Cherry* (Portable Press at Yo-Yo Labs, 2008), and *West Oakland Sutra for the AK-47 Shooter at 3:00 AM and other Oakland poems* (Deep Oakland Editions, 2008). Professor Reyes' poetry, essays, and reviews have been published in *Latino Poetry Review*, *North American Review*, *Notre Dame Review*, *Parthenon West Review*, *XCP: Cross Cultural Poetics*, among others. She teaches Barrio Fiesta/Remixing Culture: Filipino American Cultural Production in Literature, Performance, and Visual Art, and Filipino American and Philippine Literature. Professor Reyes currently serves as a member of the Board of Directors and Vice President of Philippine American Writers and Artists, Inc (PAWA).

[Source: USF Website]



Nobuko Takamatsu
Adjunct Professor,
Modern and Classical
Languages
(Japanese Studies)

Nobuko Takamatsu (M.A. San Francisco State University)

Adjunct Professor, received her BA in English Literature from Aoyama Gakuin University, Tokyo, Japan and (MA, San Francisco State University). Area of Specialization: Japanese language pedagogy, teaching of Japanese as a second language.

[Source: USF Website]



Josephine Tsao
Adjunct Professor,
Modern and Classical
Languages
(Chinese Studies)

Josephine Tsao (Ph.D. Journalism, University of Missouri-Columbia)

Josephine Tsao also holds an MA in Chinese from San Francisco State University. She teaches Third Semester Chinese, Third Year Chinese, First Semester Chinese, Second Semester Chinese, Third Semester Chinese, Fourth Semester Chinese, Third Year Chinese, Dir Reading & Research

[Source: USF Website]



Jenifer Wofford
Adjunct Professor,
Art History and Arts
Management, &
Philippine Studies

Jenifer Wofford (M.F.A. University of California, Berkeley)

Jenifer Wofford is a professional visual artist, curator, graphic designer, and illustrator who works both nationally and internationally. She has shown her work extensively in the Bay Area, at venues such as Yerba Buena Center for the Arts, de Young Museum, Berkeley Art Museum, and the San Jose Museum of Art. In addition to teaching at USF, she has also taught at UC Berkeley, California College of the Arts, Diablo Valley College, and the San Francisco Art Institute. She received her Bachelor of Fine Arts from the San Francisco Art Institute, and her Master of Fine Arts from UC Berkeley. She teaches Filipino American Arts (CD), Drawing for Non-Majors, Art Fundamentals, Drawing 1, Sculpture 1, Filipino American Arts (CD), Special Topics, Directed Study/Research, and Filipino American Arts (CD).



**Sophia Tingting
Zhao**
Adjunct Professor,
Modern and Classical
Languages

Sophia Tingting Zhao (Ph.D. East Asian Languages & Cultures, Stanford University, 2016)

Sophia Zhao has specialized in Modern Chinese Literature and culture; Performance Study and Cinema Study; Critical Theory and Comparative Literature. Before joining USF in 2015, Sophia Zhao was a visiting scholar at Harvard University. She has a long-standing interest in the relationship between literature, performance, and politics. Her first co-authored book *Ming Dynasty Poetry on Kun Opera: An Annotated Anthology* (2014) is a critical anthology of the spectatorship in Chinese performance history. Her second co-authored book *Tale of Lychee and Mirror* (2014), examines how the popular southern Min play, received and transformed through Ming-Qing dynasty, was transcribed in page and on stage. She has published extensively in peer-reviewed journals, such as “Reorienting the Gaze in Mei Lanfang’s Lyrical Theater: Performing Female Interiority” in *Asian Theater Journal* and “Chinese Montage: How Qi Rushan and Mei Lanfang’s Modernized Peking Opera through Recomposition” in *Theoretical Studies in Literature and Art*. In 2014, she was the recipient of Emerging Scholar Award from the Association for Asian Performance. She is currently working on a book manuscript, tentatively entitled “Performative Modernity: Revolutionary Theater in Pre-War Shanghai, 1872-1937.”

Appendix 3: Courses Taught by Faculty

Appendices 3 and 4 are based on online data on enrollment in undergraduate courses for the Asian Studies major, including electives (see note at end). On the basis of this data, Appendix 3 lists courses taught by the 44 faculty members listed in Appendix 2 (and as a result includes a few courses that are not listed with the Asian Studies attribute in our data source, and excludes a few taught by others); while Appendix 4 lists *all courses taught*, including by faculty members not listed in Appendix 2.

Faculty Members, Undergraduate Courses Taught, Geographical Area Covered, Disciplinary Field, Units, and Students Credit Hours (SCH), Academic Year 2014-2015 and Fall 2015							
Faculty Member	Course Taught	Area	Field	Units	Semester	Class Size	SCH *
Borbon, Edith R.	First Semester Filipino/Tagalog	SE	L	4	Fall 2014	23	92
	Third Semester Filipino/Tagalog	SE	L	4	Fall 2014	12	48
	Second Semester Filipino/Tagalog	SE	L	4	Spring 2015	20	80
	First Semester Filipino/Tagalog	SE	L	4	Fall 2015	18	72
	Third Semester Filipino/Tagalog	SE	L	4	Fall 2015	9	36
Boucher, Jerry**	Cross-Cultural Psychology	N	S	4	Fall 2014	37	148
Chan, Davina P.	SYM: E Asian Meditation Practice	EA	R	1-2	Spring 2015	14	21
Chang, Wenchi Lin	Second Semester Chinese	EA	L	4	Fall 2014	8	32
	Third Semester Chinese	EA	L	4	Fall 2014	9	36
	First Semester Chinese	EA	L	4	Spring 2015	10	40
	Third Semester Chinese	EA	L	4	Spring 2015	14	56
	Second Semester Chinese	EA	L	4	Fall 2015	11	44
	Third Semester Chinese	EA	L	4	Fall 2015	9	36
Dale, Melissa	FYS: China Encounter Beyond	EA	I	4	Fall 2014	16	64
	East Asian Civilizations (CD)	EA	I	4	Spring 2015	41	164
	East Asian Civilizations (CD)	EA	I	4	Fall 2015	41	164
Del Rosario, Caludine M	Directed Study: Filipino Culture & Society	SE	I	4	Fall 2014	6	24
	Directed Study: Philippine History 1900-Present	SE	H	4	Spring 2015	3	12
	Knowledge Activism	N	I	2	Fall 2015	27	54
	Filipino Culture and Society	SE	I	4	Fall 2015	9	36
Duller, Irene-Faye	Philippines History from Pre-Spanish Times to 1900	SE	H	4	Fall 2014	8	32
	Barrio Fiesta: Performance	SE	I	4	Spring 2015	27	108
	Terrorism and Transnational Crime				Spring 2015	1	4
	Philippines History from Pre-Spanish Times to 1900	SE	H	4	Fall 2015	11	44
Francisco, Valerie [No longer at USF]							
Gonzalez III, Joaquin L	Asian Politics, Activism & Justice	SE	I	4	Fall 2014	28	112
	Intro to International Politics (1)***	N	S	4	Spring 2015	33	132
	Intro to International Politics (2)	N	S	4	Spring 2015	16	64
	Int'l Politics of the Asia Pacific Rim	EA	I	0	Summer 2015	0	0
	Intro to International Politics	N	S	4	Fall 2015	36	144
	Government and Politics of China and East Asia	SE	S	4	Fall 2015	10	40
Hidayatullah, Aysha	Introduction to Islam	N	R	4	Fall 2014	39	156
	Introduction to Islam	N	R	4	Fall 2015	37	148
Hsu, Patti	Music of the Americas (CD)	N	I	4	Fall 2014	23	92
Jha, Meeta Rani	International/Global Media	N	S	4	Spring 2015	17	68

Appendix 3: Courses Taught by Faculty

Faculty Members, Undergraduate Courses Taught, Geographical Area Covered, Disciplinary Field, Units, and Students Credit Hours (SCH), Academic Year 2014-2015 and Fall 2015							
Faculty Member	Course Taught	Area	Field	Units	Semester	Class Size	SCH *
Juluri, Vamsee							
Kim , David H	Asian Philosophy	N	H	4	Fall 2014	40	160
	Asian Philosophy	N	H	4	Fall 2015	39	156
	Human Rights: East and West	N	H	4	Fall 2015	16	64
Kruze, Uldis	East Asian Civilizations	EA	H	4	Fall 2014	41	164
	History of US-China Relations	EA	H	4	Fall 2014	15	60
	East Asian Civilizations	EA	H	4	Spring 2015	41	164
	Modern Japan Since Perry	EA	H	4	Spring 2015	9	36
	Communism in Asia	EA	H	4	Spring 2015	1	4
	Japanese Society Post-1945	EA	H	4	Spring 2015	1	4
	East Asian Civilizations	EA	H	4	Fall 2015	39	156
	History of US-China Relations	EA	H	4	Fall 2015	9	36
	Lu Xun	EA	H	4	Fall 2015	1	4
Politics of South China Sea	EA	H	4	Fall 2015	1	4	
Li, Zhiqiang	Capstone: Manchu and Mandarin	EA	L	4	Fall 2014	1	4
	Traditional Chinese Culture	EA	I	4	Spring 2015	41	164
	First Semester Chinese	EA	L	4	Fall 2015	21	84
Lieser, Jordan P	East Asian Civilizations	EA	H	4	Fall 2014	39	156
Liu, Wan	Chinese Literature in Translation	EA	L	4	Fall 2014	40	160
	Chinese Literature in Translation (1)	EA	L	4	Fall 2015	40	160
	Chinese Literature in Translation (2)	EA	L	4	Fall 2015	40	160
Loyola, Jearold Reyes (Jay)	Philippine Dance and Culture	SE	I	4	Fall 2014	21	84
	Philippine Dance and Culture	SE	I	4	Spring 2015	12	48
	Philippine Dance and Culture	SE	I	4	Fall 2015	17	68
Ma, William H	Asian Art	N	I	4	Fall 2015	21	84
Merino, Angelo	Philippines Boxing and Culture	SE	I	2	Fall 2015	22	44
Mickey, Sam Robert	Religion and the Environment	N	R	4	Fall 2014	45	180
	Religion and the Environment	N	R	4	Spring 2015	40	160
	Religion and the Environment	N	R	4	Fall 2015	41	164
Miller, Mark							
Moriguchi- McCormick, Yumi	First Semester Japanese	EA	L	4	Fall 2014	23	92
	Second Semester Japanese	EA	L	4	Fall 2014	18	72
	Second Semester Japanese	EA	L	4	Spring 2015	21	84
	Third Semester Japanese	EA	L	4	Spring 2015	13	52
	First Semester Japanese	EA	L	4	Fall 2015	21	84
	Second Semester Japanese	EA	L	4	Fall 2015	17	68
Nagarajan, Vijaya	Hinduism	SA	R	4	Fall 2015	33	132
Nagata, Noriko	Advanced Japanese	EA	L	4	Fall 2014	7	28
	Intro to Japanese Linguistics	EA	L	4	Fall 2014	10	40
	Intermediate Japanese 1	EA	L	4	Fall 2015	12	48
Nelson, John	Japanese Religion and Society	EA	R	4	Spring 2015	14	56
	Japan's Demographic Future	EA	S	4	Spring 2015	1	4
Otomi, Yoko	First Semester Japanese (2)	EA	L	4	Fall 2014	20	80
	First Semester Japanese (3)	EA	L	4	Fall 2014	20	80
	First Semester Japanese	EA	L	4	Spring 2015	20	80
	Second Semester Japanese	EA	L	4	Spring 2015	15	60
	First Semester Japanese (1)	EA	L	4	Fall 2015	20	80
	First Semester Japanese (2)	EA	L	4	Fall 2015	19	76
Reyes, Barbara	FYS: Pinay Literature	SE	L	4	Fall 2014	9	36
	SIT: Fil Am & Philippine Literature	SE	L	2	Spring 2015	14	28

Appendix 3: Courses Taught by Faculty

Faculty Members, Undergraduate Courses Taught, Geographical Area Covered, Disciplinary Field, Units, and Students Credit Hours (SCH), Academic Year 2014-2015 and Fall 2015							
Faculty Member	Course Taught	Area	Field	Units	Semester	Class Size	SCH *
Roddy, Stephen	Japanese Literature in Translation	EA	L	4	Fall 2015	39	156
Rodriguez, Evelyn Ibatan							
Sankalia, Tanu							
Shin, Hwa-Ji	Critical Approaches to Race and Ethnicity	N	S	4	Fall 2015	18	72
Suda, Kyoko	Third Semester Japanese (1)	EA	L	4	Fall 2014	17	68
	Third Semester Japanese (2)	EA	L	4	Fall 2014	10	40
	Fourth Semester Japanese	EA	L	4	Spring 2015	20	80
	Third Semester Japanese (1)	EA	L	4	Fall 2015	11	44
	Third Semester Japanese (2)	EA	L	4	Fall 2015	20	80
Takamatsu, Nobuko	Intermediate Japanese	EA	L	4	Fall 2014	9	36
	Contemporary Japanese Culture	EA	I	4	Fall 2014	38	152
	Intermediate Japanese 2	EA	I	4	Spring 2015	8	32
	Japanese Culture	EA	L	4	Spring 2015	9	36
	Contemporary Japanese Culture	EA	L	4	Fall 2015	35	140
Tsao, Josephine HsiaoYin	First Semester Chinese	EA	L	4	Fall 2014	17	68
	Third Semester Chinese	EA	L	4	Fall 2014	15	60
	Second Semester Chinese	EA	L	4	Spring 2015	14	56
	Fourth Semester Chinese	EA	L	4	Spring 2015	8	32
	First Semester Chinese	EA	L	4	Fall 2015	11	44
	Third Semester Chinese	EA	L	4	Fall 2015	14	56
Ucerler, Fr. Antoni	Classical Japanese IV	EA	L	2	Fall 2014	1	2
	Religion & Spirituality/Asia	EA	R	4	Fall 2014	1	4
Wangchuk, Tsering	Intro to Buddhism (1)	N	R	4	Fall 2014	40	160
	Intro to Buddhism (2)	N	R	4	Fall 2014	39	156
	Intro to Buddhism: Dalai Lama	SA	R	4	Fall 2014	37	148
	Intro to Buddhism	N	R	4	Spring 2015	16	64
	Himalayan Religions and Cultures	SA	R	4	Spring 2015	19	76
	Intro to Buddhism	N	R	4	Fall 2015	34	136
	Intro to Buddhism: Dalai Lama	SA	R	4	Fall 2015	30	120
Wofford, Jenifer K	Filipino American Arts	SE	I	4	Spring 2015	22	88
Wong, Man Chiu Sunny							
Yang, Wei	First Semester Chinese	EA	L	4	Fall 2014	19	76
	Chinese Literature in Translation	EA	L	4	Fall 2014	41	164
	Second Semester Chinese	EA	L	4	Spring 2015	10	40
	FYS: Global Chinese Cinema	EA	L	4	Spring 2015	15	60
Zaman, Taymiya	Indian Civilizations	SA	H	4	Fall 2014	37	148
	Sex & Transgression Islamic World	CW	H	4	Fall 2014	15	60
	Indian Civilizations	SA	H	4	Spring 2015	40	160
	Islamic Empires	CW	H	4	Spring 2015	12	48
Zarsadiaz, James							
Zhao, Sophia Tingting	Chinese Literature in Translation	EA	L	4	Fall 2015	43	172

Appendix 3: Courses Taught by Faculty

Note: Names of all 44 Asian Studies faculty are listed in the first column. Not all have taught courses during the 3 semesters covered. See note on Source below.

.. not applicable

Area Sub-Regions of Asia, not all covered by our courses, are classified as follows:

- CW Central & West Asia: Afghanistan, Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyz Republic, Pakistan, Tajikistan, Turkmenistan, Uzbekistan
- EA East Asia: China, People's Republic of, Hong Kong, China, Japan, Korea, Democratic People's Republic of, Korea, Republic of Mongolia, Taipei, China
- SA South Asia: Bangladesh, Bhutan, India, Maldives, Nepal, Sri Lanka
- SE Southeast Asia: Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Viet Nam
- PI Pacific Islands: Fiji, Kiribati, Marshall Islands, Micronesia, Federal States of, Papua New Guinea, Samoa, Timor-Leste, Tonga, Tuvalu, Vanuatu

Field N: Non-Area-Specific

H: Humanities L: Languages R: Religion S: Social Science I: Inter-disciplinary

*SCH = Student-Credit-Hours (Units x Class Size, where Class Size = Number of Students). For cross-listed courses, the total class enrollment (under both cross-listings) has been used to calculate SCH.

** Retired

*** () = Section Number

Source: This appendix is based on online USF data on Class Schedule (Enrollment View), by choosing *Terms*: Fall 2014, Spring 2015, Summer 2015, and Fall 2015; and selecting *Subject*: "All", and *Attribute Type*: Undergraduate Major Asian Studies ("UG MJR ASIAN STUD ELECT (ANST)"), and Asian Studies Electives ("UG MJR-Asian Studies").³ The alternative, selecting *Subject*: "Asian Studies" and *Attribute Type*: "ALL", yields only one course offering: ANST 398 (which we have included above). The procedure adopted, however, does not pick up a number of courses that show up, among others, under *Subject*: Asian Studies ("ANST"), Filipino/Tagalog ("FILI"), Philippine Studies ("YPSP"), *Casa Bayaniban* in Manila ("CBNM"), and Study Abroad ("STA") programs (in Tokyo, Kyoto, Beijing, Seoul, and Nepal Tibetan). In particular, with the exception of Second Semester Filipino/Tagalog (FILI 102|YPSP 102), it does not pick up any other Filipino/Tagalog courses; to remedy this, FILI|YPSP 101 and 201 (First and Third Semester Filipino/Tagalog) listed under *Subject*: Filipino (or *Subject*: Yuchengco Philippine Studies P) have been added, and in Appendix 4 YPSP 102 has been re-listed as FILI 102. Finally, we have also added some courses bearing on Asian Studies taught by Asian Studies faculty listed in Appendix 2.

³ Based on data accessed on September 15, 2015 from https://iris.usfca.edu/prod/bwckschd.p_get_crse_unsec (password required).

Appendix 4: Course Census Data

Appendices 3 and 4 are based on online data on enrollment in undergraduate courses for the Asian Studies major, including electives. On the basis of this data, Appendix 4 lists *all courses taught*, including by faculty members not listed in Appendix 2; while Appendix 3 lists courses *taught by the 44 faculty members listed in Appendix 2*. For each course, semester, section numbers, and instructors are shown.

Courses for the Asian Studies Major/Minor Offered from Fall 2014 to Fall 2015⁴

Gateway Courses

HIST 130	East Asian Civilizations (CD)	ANST 130	4 Units
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Introductory survey of the four East Asian civilizations of China, Japan, Korea, and the Asian area of Russia. The course offers a selective treatment of key issues and important achievements of these societies. Its methodology is historical, analyzing the political, economic, social, and cultural institutions as they have developed from antiquity to the present. The emphasis will be on the modern period, primarily after the middle of the nineteenth century. Junior or Senior standing advised. Offered every semester. Option for major or minor requirement.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
01-	Kruze	01-	Kruze	01-	Barnes	01-	Dale
02-	Lieser	02-	Dale			02-	Kruze

HIST 135	Indian Civilizations		4 Units
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A broad survey of South Asian history from antiquity to modern times. Beginning with the rise of the Indus valley civilization, the course considers topics like European colonialism and imperialism, nationalism, and the post-independence period. Offered intermittently. Option for major or minor requirement.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
01-	Zaman	01-	Zaman				

PHIL 220	Asian Philosophy		4 Units
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This course examines the historical development and contemporary debates of some of the main philosophical traditions of Asia. The topics include metaphysical, epistemological, and ethical questions raised in Hindu, Buddhist, Daoist and Confucianist philosophies. References will also be made to the larger cultural and political issues that are relevant in these traditions today. Offered every year. Option for major or minor requirement.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
01-	Kim					01-	Kim

POLS 113	Introduction to International Politics	BAIS 102	4 Units
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A course which situates and compares the political institutions, cultures, and processes of states in a variety of world regions. Special attention is paid to the comparison of non-Western regions, including Africa, Asia, and Latin America. Offered every semester. Option for major requirement.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
01-	Whooley	01-	Gonzalez			01-	Kovacevic
02-	Wibben	02-	Gonzalez			02-	Gonzalez

⁴ Based on data (Enrollment View—Subject: All; Attribute: UG MJR ASIAN STUD ELECT (ANST), and UG MJR-Asian Studies), from https://iris.usfca.edu/prod/bwckctlg.p_disp_cat_term_date (password required), accessed on September 16, 2015. For further details, see Note at end of Appendix 3.

Appendix 4: Course Census Data

POLS 359	International Politics of the Asia Pacific Rim		4 Units
<p>A study of the foreign relations of China, Japan, Korea, and Vietnam from the 19th century encounters with Western powers and each other through the late 20th century. An analysis of post-war U.S.-China, Sino-Soviet, U.S.-Japan, divided Korea, revolutionary Vietnam, and other selected international relationships. Offered every other year. Option for major requirement.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
		01- Gonzalez (Enrolled: 0)	

POLS 369	Asian Politics, Activism & Justice (SL/CD)		4 Units
<p>Asia Advocacy and Activism is a unique USF service learning and cultural diversity fieldwork course that immerses the student in advocacy, action, and activism among San Francisco's Asia and Asian American social justice organizations. The first part of the course discusses critical issues concerning international and transnational relations of Asia and Asian Americans. The second part exposes students to the influence and consequences of the Asian diasporas through Asia-town ethno-tours and fieldwork activities. The third part of the course requires the student to perform faculty supervised political action, community advocacy, or public service that relates directly to the social justice worlds of Asians in North America and elsewhere. Option for minor requirement.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Gonzalez			

THRS 365	Religion and Globalization		4 Units
<p>This course emphasizes both the historical foundations of the world's major religious traditions as well as how they have confronted and been shaped by the globalizing forces of modernity. Student research projects will require fieldwork in the Bay Area. Option for minor requirement.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015

Languages

Chinese

CHIN 101	First Semester Chinese	ANST 107	4 Units
<p>Intensive grammar, composition, conversation, reading. Stress on spoken language. Offered every Fall. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Yang 02- Tsao	01- Chang		01- Li 02- Tsao

CHIN 102	Second Semester Chinese	ANST 102	4 Units
<p>Continuation of CHIN 101. Offered every Spring. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Chang 02- Tsao	01- Yang 02- Tsao		01- Chang

Appendix 4: Course Census Data

CHIN 201	Third Semester Chinese	ANST 108	4 Units
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Continuation of CHIN 102. Offered every Fall. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Tsao	01- Chang		01- Tsao 02- Chang

CHIN 202	Fourth Semester Chinese	ANST 109*	4 Units
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Continuation of CHIN 201. Offered every Spring. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Chang 02- Tsao		

* Titled: Third Semester Chinese.

CHIN 301	Third Year Chinese		4 Units
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Develops intermediate-to-advanced-level skills in oral and written expression, and introduces modern literary Chinese through texts such as newspapers, short stories, and essays.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Chang			

Japanese

JAPN 101	First Semester Japanese	ANST 103	4 Units
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This course will introduce basic Japanese grammar, vocabulary, and writing systems (katakana and hiragana), together with some relevant aspects of Japanese culture. Emphasis on developing communicative conversational skills. Offered every Fall. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Moriguchi-McCormick 02- Otomi 03- Otomi	01- Otomi		01- Otomi 02- Moriguchi-McCormick 03- Otomi

JAPN 102	Second Semester Japanese	ANST 103	4 Units
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Continuation of JAPN 101. Some basic kanji will be introduced. The course will focus on developing conversational skills and reading/writing skills. Offered every Spring. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Moriguchi-McCormick	01- Moriguchi-McCormick 02- Otomi		01- Moriguchi-McCormick

Appendix 4: Course Census Data

JAPN 201	Third Semester Japanese		ANST 105	4 Units
Continuation of JAPAN 102. This course will develop communicative conversational skills and reading and writing skills and will familiarize the student with Japanese grammar, vocabulary, and kanji. Offered every Fall. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.				
Fall 2014		Spring 2015		Fall 2015
01- Suda		01- Moriguchi-		01- Suda
02- Suda		McCormick		02- Suda

JAPN 202	Fourth Semester Japanese			4 Units
Continuation of JAPAN 201. This course will provide extensive practice for conversation, reading, and writing for advancement to the intermediate level of Japanese. Offered every Spring. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.				
Fall 2014		Spring 2015		Fall 2015
		01- Suda		

JAPN 301	Intermediate Japanese 1		ANST 106	4 Units
The course is grounded strongly in cultural content. It explores the Kanto region of Japan (Tokyo, Kamakura, and surrounding major cities as well as Shinkansen travel) along with its distinctive history and culture. The course also aims to develop the student's Japanese language proficiency to the "Intermediate-Mid to Intermediate-High" level, according to the ACTFL proficiency guidelines. Offered every Fall.				
Fall 2014		Spring 2015		Fall 2015
01- Takamatsu				01- Nagata

JAPN 302	Intermediate Japanese 2		ANST	4 Units
Continuation of JAPAN 301. The course explores the Kansai region (in the south-western half of Japan, including Ise, Kyoto, Nara, Osaka) along with its distinctive history and culture. The course also aims to develop Japanese language proficiency to the "Intermediate-High" level, according to the ACTFL proficiency guidelines. Offered every Spring.				
Fall 2014		Spring 2015		Fall 2015
		01- Takamatsu		

JAPN 401	Advanced Japanese 1			4 Units
Continuation of JAPAN 302. The course explores the southern regions of Japan, including Chugoku, Shikoku, Kyushu, and Okinawa, along with their distinctive histories and cultures. The course also aims to develop Japanese language proficiency to the "Intermediate-High to Advanced-Low" level, according to the ACTFL proficiency guidelines.				
Fall 2014		Spring 2015		Fall 2015
01- Nagata				

Filipino/Tagalog

FILI 101	First Semester Filipino/Tagalog	YPSP 101	4 Units
<p>First Semester Filipino introduces students to the basic structure of the Philippine national language, its development, grammatical characteristics, and to learn basic "survival" Filipino vocabulary. It also exposes students to important Filipino non-verbal discourse and communication patterns. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Borbon			01- Borbon

FILI 102	Second Semester Filipino/Tagalog	YPSP 102	4 Units
<p>This course introduces non-native speakers to an intermediate understanding and comprehension of the Filipino language, its development, and grammatical characteristics. It exposes students to intermediate-level Filipino discourse, exchange, and vocabulary using a functional-situational approach. It also immerses intermediate level students to important Filipino non-verbal communication patterns. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Borbon		

FILI 201	Third Semester Filipino/Tagalog	YPSP 103	4 Units
<p>This course introduces non-native speakers to an advanced understanding and comprehension of the Filipino language, its development, and grammatical characteristics. It exposes students to advanced-level Filipino discourse, exchange, and vocabulary using a functional-situational and culture-media immersion approaches. It also immerses advanced level students to simple and complex Filipino verbal and non-verbal communication patterns.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Borbon			01- Borbon

FILI 202	Fourth Semester Filipino/Tagalog	YPSP 103	4 Units
<p>This course introduces non-native speakers to an advanced understanding and comprehension of the Emphasis on speaking and listening skills given specific social-cultural situations, and reading and writing skills that center on cultural material. More grammatical structures. Exposure to and understanding of written material such as essays, poems, songs, and recipes.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015

Upper Division History

Major: (4 credits)

HIST 383	Modern Japan Since Perry	JAPN 383	4 Units
<p>A survey of Japan's history after 1868, emphasizing its rapid modernization and its rise to great power status. Offered every other year.</p>			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Kruze		

Appendix 4: Course Census Data

HIST 386	History of U.S.-China Relations		CHIN 386	4 Units
A study of the United States-China relations from the 1780s to the present day, with special emphasis on the period since 1945. Offered every other year.				
Fall 2014	Spring 2015	Summer 2015	Fall 2015	
01- Kruze				

HIST 388	Islamic Empires		JAPN 383	4 Units
This upper-division course focuses on the Ottoman Empire (1300-1922), the Safavid Empire (1501-1722), and the Mughal Empire (1526-1707) and is arranged both chronologically and thematically. While the focus of this course is pre-modern empire, this course will examine how a study of the pre-modern Islamic world challenges current narratives of empire, imperialism, and Islamic identity.				
Fall 2014	Spring 2015	Summer 2015	Fall 2015	
	01- Zaman			

Electives

Art

ART 307	Asian Art			4 Units
This lecture course examines periods and monuments of Asian art from India, China, and Japan, and offers an introduction to the methods of art-historical analysis. Emphasis will be placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to these contexts. Among the topics to be explored are ritual arts, Buddhist art (painting, sculpture, and architecture), secular painting, and garden architecture.				
Fall 2014	Spring 2015	Summer 2015	Fall 2015	
			01- Ma	

Chinese Studies

CHIN 195	FYS: Global Chinese Cinema			4 Units
First Year Seminars are designed and taught by faculty who have a special passion for the topic. All FYSeminar are small classes (16 students) that count toward the university Core. Many FYSeminar include enrichment activities such as excursions into the city or guest speakers. FYSeminar are only open to students in their first or second semester at USF, and students may only take one FYS, in either Fall or Spring. For a detailed description of this course, and other FYSeminar this semester, go to this webpage by cutting and pasting the link: http://www.usfca.edu/artsci/firstyearsem/				
Fall 2014	Spring 2015	Summer 2015	Fall 2015	
	01- Yang			

CHIN 350	Traditional Chinese Culture (CD)			4 Units
A history of the literati arts of landscape and bird and flower painting, calligraphy, and zither music, along with closely affiliated pursuits such as poetry, garden design, religious or literary pilgrimage, and philosophical contemplation. The impact of literati culture on Japan, Korea, and elsewhere is also covered.				
Fall 2014	Spring 2015	Summer 2015	Fall 2015	
	01- Li			

Appendix 4: Course Census Data

CHIN 355	Chinese Literature in Translation		4 Units
An introduction to significant examples of classical and modern literature, with emphasis on fiction, drama, and poetry (shi and ci). Offered every Fall.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Yang 02- Liu			01- Liu 02- Liu 03- Zhao

History

HIST 195	FYS: China: Encounter Beyond		4 Units
First Year Seminars (FYS) are designed and taught by faculty members who have a special passion for the topic. All FY Seminars are small classes (16 students) that count toward the university Core. Many FY Seminars include enrichment activities such as excursions into the city or guest speakers. FY Seminars are only open to students in their first or second semester at USF, and students may only take one FYS, in either Fall or Spring. Descriptions here: http://www.usfca.edu/arts/firstyearsem/			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Dale			

HIST 270	Sex and Transgression in the Islamic World		4 Units
This course explores sexuality and transgression in the pre-modern, colonial, and modern Muslim world including the Ottoman and Qajar Empires, and the modern Middle East.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Zaman			

HIST 383	Modern Japan since Perry		4 Units
A survey of Japan's history after 1868, emphasizing its rapid modernization and its rise to great power status. Offered every other year.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Kruze		

HIST 386	History of U.S.-China Relations		4 Units
A study of the United States-China relations from the 1780s to the present day, with special emphasis on the period since 1945. Offered every other year.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Kruze			01- Kruze

HIST 388	Islamic Empires		4 Units
This is an upper-division course that addresses empire in the Islamic world. This course focuses on three Islamic Empires, the Ottoman Empire (1300-1922), the Safavid Empire (1501-1722), and the Mughal Empire (1526-1707) and is arranged both chronologically and thematically. While the focus of this course is pre-modern empire, this course will examine how a study of the pre-modern Islamic world challenges current narratives of empire, imperialism, and Islamic identity.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Zaman		

Appendix 4: Course Census Data

Japanese Studies

JAPN 350	Japanese Culture (CD)		4 Units
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This course will introduce essential aspects of Japanese culture. It is taught in English and may be repeated for credit when different topics are treated. Offered every other Fall.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Takamatsu			

JAPN 351	Contemporary Japanese Culture		4 Units
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This course will explore various aspects of contemporary Japanese culture. It is taught in English. Offered every other Fall.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Takamatsu			01- Takamatsu

JAPN 355	Japanese Literature in Translation		4 Units
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This course will introduce the classics of Japanese literature as well as works by the Nobel laureates. The course is taught in English. Offered every Spring.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Roddy

JAPN 410	Introduction to Japanese Linguistics	ANST 410	4 Units
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This course aims to develop linguistic knowledge about the Japanese language. The course will focus on understanding the Japanese language in terms of history, lexicon, phonology, morphology, syntax, pragmatics, and sociolinguistics. Such linguistic training provides essential background for teaching Japanese. Offered every Spring.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Nagata			

Media Studies

MS 409	International and Global Media		4 Units
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Prerequisite: MS 311 or MS 313 or permission of instructor. Analysis of structures and content of international media and role of culture in globalization.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01 Jha		

Philippine Studies

YPSP 195	FYS: Pinay Literature		4 Units
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First Year Seminars are designed and taught by faculty members who have a special passion for the topic. All FY Seminars are small classes (16 students) that count toward the university Core. Many FY Seminars include enrichment activities such as excursions into the city or guest speakers. FY Seminars are only open to students in their first or second semester at USF, and students may only take one FYS, in either Fall or Spring. Descriptions here: <http://www.usfca.edu/artsci/firstyearsem/>

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Reyes			

Appendix 4: Course Census Data

YPSP 206	Barrio Fiesta: Performance		4 Units
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This unique Philippine studies course focuses on Filipino and Asian American performing arts and social justice. It is an advanced immersion to the social, arts, political, cultural, linguistic, and historical experiences of Filipinos. Participation in the annual Spring Barrio Fiesta promotion, performance, and production is mandatory. YPSP 206 builds on and integrates the conceptual and cultural learning from YPSP 205 Barrio Fiesta: Introduction as well as other YPSP courses.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Duller		

YPSP 222	Philippine Boxing and Culture		4 Units
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This is a non-contact Philippine boxing course that introduces students to the history, art, and science of the Filipino/a boxer's workout, exercise, technique, and routines. It focuses primarily on the physical conditioning, protocols, rituals, and self-defense aspects of boxing as influenced by Philippine culture and Filipino traits, behavior, psyche, and antics. A physician's certificate is required. All students are required to consult his/her physician before beginning this or any other USF fitness, sports, and exercise oriented course.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Merino

YPSP 251	Philippine Dance and Culture		4 Units
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This course studies the culture, tradition, politics, and development of Philippine dances and rituals through a variety of methods: lecture/discussion, videos, live performance, and movement classes.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01 Loyola	01 Loyola		01- Loyola

YPSP 295	Filipino American and Philippine Literature		4 Units
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Filipino American and Philippine Literature is a unique Philippine literature survey course where students will read and discuss short works of fiction, essay, and poetry written by Filipina/o writers in English. They will also critically analyze literature as art and document, and the writers as cultural historians humanizing the supposedly objective details of academic texts. The course starts at the very beginning of the Filipino relationship with English. Moving through history into the present day, the course expands into writings by the Philippines and Filipinos in diaspora.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01 Reyes		01-

YPSP 301	Philippine History from Pre-Spanish Times to 1900		4 Units
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The course provides a general introduction to the social, economic, and political history of the Philippines from the early times (i.e. pre-Spanish period) to the Spanish colonial period(1565-1898). The lectures and readings highlight the various aspects of local-indigenous culture before the advent of Spanish colonization, and how the meshing of Spanish-Catholic culture with the local one help explain what is known today as "Philippine culture." The course also includes a discussion on some of the more recent themes in Philippine historical studies, such as gender, identity, and the role of nationalist discourse in shaping historical writing. In addition, a number of original documents, essays, and visual-arts materials, including the reading of Noli Me Tangere (a satirical novel written by Philippine national hero José Rizal) are included to provide the students with a more direct feel for earlier eras.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Duller			01- Duller

Appendix 4: Course Census Data

YPSP 312	Knowledge Activism (SL)		4 Units
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Knowledge Activism is an introductory course in activism focusing on Filipino and Asian American communities. The course explores issues that are paramount to the Filipino American community, as well as the Asian American community in general.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Del Rosario

YPSP 316	Filipino American Arts		4 Units
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No description provided.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01 Wofford		

YPSP 325	Filipino Culture & Society (CD)		4 Units
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This course is an introductory survey of the Filipino social and cultural experiences. It encompasses concepts and issues encountered by Filipinos in the Philippines and in their diasporic communities. Discussion topics include: class and kinship formation, values, behavior and psychology, languages, literature, religion, food, music, art, dance, ethnic minorities, education, gender and the Filipinization of the United States.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Del Rosario

YPSP 398	Directed Study	ANST 398	1-4 Units
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A faculty supervised course of study. Written permission of the instructor and dean is required.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
Filipino Culture and Society (4 Credits)	Philippine History 1900-Present (CD) (4 Credits)		
94- Del Rosario*	11- Del Rosario**		
95- Del Rosario*	12- Del Rosario**		
96- Del Rosario*	13- Del Rosario**		
97- Del Rosario*			
98- Del Rosario*			
99- Del Rosario*			

Philosophy

PHIL 483			4 Units
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An intensive study of selected problems in social and political philosophy. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. Offered intermittently.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Kim

Appendix 4: Course Census Data

Politics

POLS 347	Government and Politics of China and East Asia		4 Units
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A study of the emergence of modern East Asia; political changes in China, Japan, Korea, and Taiwan after 1945; survey of international developments. Offered every other year.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Gonzalez

POLS 352	Human Rights and Global Change		4 Units
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Domestic and global human rights, and their role in a changing world order. Impact of governments, multinationals, churches, universities, and human rights advocates on political and economic development, and the level of repression in the world. Strategies for global justice and change, with a focus on human rights activists and movements. Offered every year.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Zartner	01- Whooley	01- Zartner	01- Elias

POLS 360	International Environmental Politics		4 Units
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In Global Environmental Politics we consider the international law and institutions which make up the international environmental regime. We will examine global action on such issues as climate change, species extinction, and pollution, while also considering the relationship between policy made at the global level and environmental action at the local level. These classroom topics are enhanced by a service learning project with a local environmental organization.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
	01- Zartner		

POLS 396	Public Admin Internship (SL)		4 Units
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Students do interesting work six to ten hours per week in a federal, state, or municipal agency, giving them a chance to strengthen their skills, and network. They will prepare journal themes, read relevant assigned material, and meet every two weeks in a seminar. Permission of the instructor required. Offered every semester.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Kessler-Mata

POLS 398	Directed Study: International Politics of the Asia Pacific Rim		4 Units
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Independent Study. Written permission of the instructor and dean is required. Offered every semester.

Fall 2014	Spring 2015	Summer 2015	Fall 2015
		59- Gonzalez	
		60- Gonzalez	
		61- Gonzalez	
		62- Gonzalez	
		63- Gonzalez	
		64- Gonzalez	
		65- Gonzalez	
		66- Gonzalez	
		67- Gonzalez	
		68- Gonzalez	

Note: This appears to be the same as POLS 359. Course enrollment data show an actual (“Act”) enrollment of 1 for each of these sections, but after accounting for enrollment in cross-listed sections a total (“XL-Act”) enrollment of 0. The course is not included in the calculation of any statistics.

Appendix 4: Course Census Data

Psychology

PSYC 307	Cross-Cultural Psychology		4 Units
This course increases understanding of the similarities and differences among cultures through experimental evidence, group experience, and class discussion. Offered every year.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Boucher		01- Haack	01- Haack

Saint Ignatius Institute

SII 330	Symposium: East Asian Meditation Practice		2 Units
The St. Ignatius Institute Symposium is a two-unit course intended for SII students in which they have the opportunity to study a great book or books, an author, idea, or movement in the Western tradition in the context of a small, informal, seminar. Symposia will be offered every semester. Their structure, meeting time, and curriculum will be determined by the professor. However, Symposia will emphasize student leadership and participation, direction and input, as well as encourage professors to utilize educational opportunities off campus including theatre, opera, museum visits, and lectures. SII students are expected to complete one Symposium each academic year which they are on campus.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
10- Mohr	08- Chan		

Sociology

SOC 325	Critical Approaches to Race and Ethnicity		4 Units
This course is a comparative inquiry into the bases and mechanisms of racial and ethnic thinking which have been used as the criteria to create social inequality. We look at the epistemological ways that people have come to understand the concepts of race and ethnicity and have used those understandings to perpetuate social inequality. Offered intermittently.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
			01- Shin

Theology and Religious Studies

THRS 361	Religion and the Environment	ENVA 361	4 Units
Explores the religious underpinnings of contemporary attitudes and practices concerning the environment. Both historical and contemporary understandings of nature as expressed in various religious traditions. Offered intermittently. Cross-listed With: ENVA 361			
Fall 2014	Spring 2015	Summer 2015	Fall 2015
01- Mickey	01- Mickey		01- Mickey

THRS 366	Religion and Spirituality in Asia		4 Units
This course explores both historical and contemporary expressions of key religious traditions--Hinduism, Daoism, Confucianism, Buddhism, Shinto, and Christianity--that have helped shape the socio-political development and cultural identities of Asian peoples. Offered every semester. Option for major requirement.			
Fall 2014	Spring 2015	Summer 2015	Fall 2015

Appendix 4: Course Census Data

THRS 367	Introduction to Buddhism		4 Units
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This class explores the histories, doctrines, and practices of Buddhism(s). Emphasis will be on its historical and philosophical as well as how contemporary men and women live as practicing Buddhists. Through diachronic and synchronic examination, we will get a broad, complex picture of Buddhism(s), a significant Asian tradition that has now taken in root in the West. “Introduction to Buddhism: Dalai Lama” is taught with a special emphasis on the Dalai Lama.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
01	Wangchuk	01	Wangchuk			01-	Wangchuk
02	Wangchuk					02-	Wangchuk—Dalai
03	Wangchuk—Dalai Lama						Lama

THRS 368	Japanese Religion and Society		4 Units
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This course surveys nearly 2000 years of the religious traditions, heritage, and culture of the Japanese people. We will explore key texts, charismatic leaders, and periods of conflict and stability in our goal to understand both historical and contemporary religious and spiritual examples within Japan and abroad.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
		01	Nelson				

THRS 371	Hinduism		4 Units
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Ancient, classical, medieval, modern and contemporary Hinduism. Offered intermittently.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
						01-	Nagarajan

THRS 373	Introduction to Islam		4 Units
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Introduction to the depth and richness of religious concepts, worship, spiritual practice, and social institutions found in Islam. Offered yearly.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
01	Hidayatullah					01-	Hidayatullah

THRS 381	Himalayan Religions and Cultures		4 Units
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This course explores contemporary religions and cultures of the Himalayan regions such as Tibet, Nepal, and northern parts of India. We will examine the relationship between the local peoples and their sacred spaces, between societies and their shamanic healers, and between celibate virtuoso and non-celibate ritual specialists. It is through such analysis that students will learn how religions such as Buddhism, Bon, Hinduism, and shamanic healing practices shape the lives of the sturdy Himalayan people and how they in turn give new meanings to their cultures and societies.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
		01	Wangchuk				

Appendix 4: Course Census Data

Capstone

ANST 398	Directed Reading and Research		4 Units
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The Asian Studies major is completed through the Capstone Project in the final year of the major. Students will converge on the study of selected issues and topics, to be determined by the professor (or professors) in charge. Topics and themes providing interdisciplinary and inter-regional breadth for all majors in Asian Studies.

Fall 2014		Spring 2015		Summer 2015		Fall 2015	
37-	Li	38-	Kruze			42-	Kruze
		39-	Duller			43-	Kruze
		40-	Nelson				
		41-	Kruze				

Appendix 5: The Dean's Executive Summary of 2010 External Reviewers' Findings

EXECUTIVE SUMMARY *Academic Program Review*

Asian Studies

EXTERNAL REVIEWERS

Don Baker, Professor of Asian Studies, University of British Columbia.
Mark Hansell, Professor of Chinese and Director of Asian Studies, Carleton College.
Shawn McHale, Professor of History and International Affairs and Director of the Sigur Center for Asian Studies, George Washington University.

CAMPUS VISIT: March 3-5, 2010.

The review team read the self-study written by the faculty in the department; reviewed the curriculum, course syllabi and evaluations; conducted class visits; interviewed faculty, students and staff; and met with the Dean, Associate Deans and other relevant members of the campus community. Prior to their visit, the reviewers were provided with USF's Vision, Mission, Values Statement, the department's self-study and other university materials.

- 1. How did the external review committee rate the quality of the program – excellent, very good, good, adequate, or poor? How does the program compare with benchmark top-tier programs nationally? Please provide a brief rationale for the external review committee's rating.**
 - The Asian Studies program is very good, of the kind that would be expected at a top tier liberal arts college.
 - With some changes, USF could develop a “truly stellar and distinctive program in Asian Studies”.
 - The program provided a “high quality liberal arts education” to the students despite its reliance on other departments to fill out its curriculum.
 - Given the growing awareness of the importance of Asia in all areas of academia, the program is likely to see a steady increase in the number of majors.

- 2. What are the most important general issues that emerged from the external review process?**
 - Asian Studies at USF is sometimes less than the sum of its parts.
 - Improve collaboration among faculty and units in Asian Studies and particularly with the Center for the Pacific Rim.
 - Take greater advantage of San Francisco's enviable location.
 - Address shortcomings in language instruction.
 - Expand faculty in key areas.

3. **What specific recommendations for improving the program's quality has the external review committee made to the Dean?**

Curriculum and Instruction

- Being an interdisciplinary program, Asian Studies is at the mercy of other departments in terms of course offerings and this, together with advising loads, puts a heavy burden on the program director”.
- The major requirements display “a spread of methodological interdisciplinarity in gateway courses, an emphasis on language in the four semester requirement and a good acknowledgement of regional breath.”
- Increasing the number of capstones and internships will be difficult to sustain given the current system of faculty rewards for such enterprises.
- The creation of tracks within the major (by region and/or function) might lighten advising loads and give greater curricular cohesion.
- The program should have a Faculty Workshop with broad faculty participation to consider the expectations for the major, tracks, capstones, advising, etc.
- The program needs a regular and consistent directorship rotation.
- The four-semester language requirement can only be filled in Chinese and Japanese. To remedy this, Tagalog could be expanded. Furthermore, students interested in South Asia or mainland Southeast Asia may be deterred from Asian Studies by the limited language options – why would a student interested in India want to take four semesters of Chinese for example?
- Study abroad or summer study should be explored as an additional remedy for this problem. In addition, students with knowledge of another Asian language could be tested by ACTFL certified testers in order to authenticate proficiency.
- The University should discuss making study abroad for Asian Studies students mandatory.

Faculty and Administration

- Asian Studies has no FTE's of its own but the reviewers felt that, given this, the faculty were unusually dedicated and committed to the program.
- There are gaps in the coverage of specialties important to Asian Studies. The reviewers felt that the Dean's Office should encourage departments (especially in Sociology, Economics, Politics and the areas of Anthropology and Gender Studies) to hire candidates with some expertise in Asia.

Students

- Many students felt that study abroad had been a highlight in their college careers and they also enjoyed the Asian cultural opportunities presented by San Francisco though wished more even more classes took advantage of these opportunities.
- Students seemed unaware of some Asian Studies resources on campus such as the Ricci Institute and China Dialog.

Resources

- Greatest need is for time and space.
- More incentives need to be provided to encourage faculty to spend time creating a greater sense of community among those teaching Asian Studies.
- Lack of a fixed Asian Studies location contributes to fragmentation and lack of community.
- The School of Business and Professional Studies is a resource “that seems ripe for a mutually beneficial relationship with Asian Studies”.

Center for the Pacific Rim

- There is confusion as to the administrative role of the Center for the Pacific Rim vis-à-vis Asian Studies. This needs to be clarified.
- As a resource, the Center is far too removed from the undergraduate program. More coordination, communication and participation between the Center and other academic units in Asian Studies is needed.

4. In the opinion of the external review committee is the program following the University's strategic initiative in that it is;

Recruiting and retaining a diverse faculty of outstanding teachers and scholars.

- The review team noted that the faculty were "scholars and educators engaged with their fields and working hard to juggle the responsibilities of scholarship, education and service."
- That the faculty devote so much "time and energy to Asian Studies above and beyond their normal departmental responsibilities speaks to their dedication and sense of responsibility."

Enrolling, supporting and graduating a diverse student body that demonstrates high academic achievement, strong leadership capabilities, a concern for others, and a sense of responsibility for the weak and vulnerable.

- The review team was impressed were impressed with the "excited and engaged" students that they met.

Providing the environment necessary to promote student learning in the program.

- The review team felt the program was very good and with some changes the University could develop a truly stellar and distinctive program in Asian Studies.

5. In what way is the program contributing to the goal of making the University of San Francisco a premier Jesuit, Catholic urban university with a global perspective that educates leaders who will fashion a more humane and just world?

- The review team found that Asian Studies was "well aligned with the mission of the University."
- In conversations with students and faculty, there was "an emphasis on the values of social justice and service along with academic rigor and intellectual curiosity".

6. What is the timetable for the response to the external review committee's recommendations for program improvement? What can the Office of the Provost do to appropriately respond to the review?

- Work with departments to hire faculty with teaching and research interests in Asian Studies.
- Improve collaboration and co-operation across the academic units studying Asia.
- Assist the programs as they seek to improve language instruction and acquisition.

7. What general comments or issues, if any, are crucial to understanding the reviewers report?

- The reviewers noted that Asian Studies at USF is sometimes less than the sum of its parts.
- Better exploitation of resources, thoughtful collaboration with other units and some modest investments will be the path to excellence.

Appendix 6: Assessment Plan, December 2015

Assessing Learning Outcomes for Asian Studies Capstone Projects

Taymiya R. Zaman

December 2, 2015

I. Mission Statement

The mission of the Asian Studies Program is aligned with the global vision of the University of San Francisco. Our students learn about an important part of the world through a multi-disciplinary lens: They take classes on Asian philosophies that have shaped the cultural landscape of India, China, Japan, and the Philippines, they study an Asian language that gives them new vocabularies and ways of seeing the world, and they choose from a rich selection of history classes that expose them to Asia's pasts and presents. Together, these classes inculcate in the student an appreciation for a diverse region of the world, the ability to think critically about the forces that shape Asia today, and about their own role as global citizens.

II. Program Goals and Learning Outcomes

The matrix that follows shows how our Program Goals and Learning Outcomes map onto one another.

B.A.A.S. Program: Program Goals and Learning Outcomes			
PROGRAM GOALS			
<i>In consultation with all stakeholders, the Asian Studies Program at USF has set its program goals as follows:</i>			
A	BASIC LITERACY	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.	
B	ANALYTICAL SKILLS	Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information either in Chinese, Japanese, or Tagalog.	
C	SOCIAL RESPONSIBILITY	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.	
Program Learning Outcomes (PLOs)			PROGRAM GOALS
<i>Students graduating from the Asian Studies program at USF will be expected and prepared to exercise the skills and abilities (1) through (5) listed below. The table also indicates how these Learning Outcomes relate to the Program Objectives.</i>			
			A
			B
			C
1	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.		X
2	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.).		X
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.		X
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.		X
5	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.		X

In line with the institutional learning objectives (ILOs), graduates of the Asian Studies program at USF should be able to understand Asian cultures and societies, articulate their thoughts in speech and writing, analyze key issues and selected regions, and form ethical judgments.

III. Curriculum Map

Curriculum Map						
PROGRAM LEARNING OUTCOMES (PLOS)						
<i>B.A.A.S. graduates are expected and prepared to exercise the skills and abilities (1) through (5) listed below.</i>						
1	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.					
2	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.).					
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.					
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.					
5	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.					
Course Mapping (by Course Groups)		PROGRAM LEARNING OUTCOMES (PLOS)				
<i>The table indicates how course groups relate to the learning outcomes above.</i>		1	2	3	4	5
Language Requirement (16 Credits)	Chinese, Japanese, or Tagalog. Under special circumstances, students may demonstrate an equivalent competence in a target language or in another Asian language (such as Hindi/Urdu) through assessment, evaluation, and examination, by language faculty or other qualified staff.				X	
Gateway Courses (12 Credits)	History 130: East Asian Civilizations (4 Credits), or History 130: Indian Civilizations (4 Credits)	X X		X X		X X
	Philosophy 220: Asian Philosophy (4 Credits), or Theology 365: Religion and Globalization (4 Credits)	X X		X X		X X
	Politics 113: Introduction to International Politics (4 Credits), or Politics 369: Asian Politics, Activism, and Social Justice (4 Credits)	X X	X X			
Electives (16 Credits)	Students usually choose upper-division (i.e. 200-level and above) electives based on the region in Asia on which they wish to focus. This allows them to focus on that region through multiple disciplinary lenses.	X	X	X	X	X
Upper Division History	An upper-division history class, usually in the student's region of emphasis, gives them an understanding of that region that takes into account continuity and change in political, social, economic, and cultural institutions.	X	X	X		X
Regional Breadth (4 credits)	One class in a region outside the student's emphasis allows them to think comparatively about Asia.	X		X		X
Capstone Project (4 credits)	In their senior year, majors work under the supervision of a faculty member on a project addressing a topic or question on which they wish to produce original research.	X	X	X	X	X

IV. Assessment Plan

External reviewers in 2010-11 recognized the difficulty of conducting assessment for a program with a handful of majors scattered across different classes and recommended that the program assess

Capstone projects. At a meeting on November 23, faculty agreed that our goal for Spring 2016 would be to assess Capstone projects with a view to answering the question of whether our students are making use of the multi-disciplinary skills they have acquired in their classes.

Currently, we have 8 majors of whom 2 are registered for Capstones. Uldis Kruze is supervising both students. Cody Dugrenier, who graduates in December 2015 is working on a Capstone Project titled “Politics of the South China Sea” and Yumeng Xiu, who graduates in May 2016 is working on a project titled “Lu Xun.” The assessment plan below was developed by the current director (Taymiya Zaman), circulated at the November 23 meeting, and met with the approval of all faculty members present. Faculty present included Uldis Kruze, who has agreed to use the plan below to assess the Capstones under his supervision. The program assistant for Asian Studies, Annmarie Belda, will also inform the current director if any students register for a Capstone in Spring 2016 so that a meeting can be arranged between the director and the supervising faculty member to discuss the assessment plan.

We agreed that a Capstone Project need not meet every PLO outlined above and that faculty members can decide which PLO/s they will choose to assess and provide a rationale and method as they see fit. Below is a series of steps meant to assist faculty in assessing Capstone projects.

- A. Choose PLOs. For instance, if a student is working on the debate over Tibetan sovereignty, PLOs #3 and #5 might be appropriate
- B. Design a rubric. Designations such as “inadequate,” “competent,” and “excellent” can help assess the degree to which the project succeeds at meeting the PLO/s chosen.
- C. Make a chart explaining what the meaning of assessment terms such as “inadequate,” “competent” and “excellent.”

For instance, for a Capstone on the debate over Tibetan sovereignty, here’s one way to explain these terms:

Program Learning Outcome	Inadequate	Competent	Excellent
PLO #3: Demonstrate understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.	Does not show an understanding of either local or pan-Asian/international context of Tibetan sovereignty.	Has an adequate understanding of local context and larger pan-Asian/ international thematic framework of Tibetan sovereignty debate. Poses relevant questions and shows analytical reasoning.	Has a substantial understanding of topic that is informed by an in-depth analysis of local and pan-Asian/international context. Shows insight and critical thinking.
PLO #5: Discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.	Does not display adequate oral or written comprehension of themes relevant to topic. Cannot use examples to demonstrate applicability of themes.	Displays reasonable oral and/or written command of topic at hand and can provide some examples that show an understanding of relevant themes.	Demonstrates a strong oral and written command of the themes addressed in project, is able to illustrate these themes by using relevant examples, and project is compelling.

- D. Draw up a table showing how the Capstone project in question was assessed. Below is one example.

Title: The Tibetan Sovereignty Debate

PLOs	Inadequate	Competent	Excellent	Notes
PLO#3 Understanding of local Tibetan context e.g. history of conflict, political structures involved and pan-Asian international issues.				The project is a 25 pp. paper with visual accompaniments that shows a strong grasp of the local context for the debate over Tibetan sovereignty and a good grasp of international context. The paper requires some work contextualizing the debate through a more international/pan-Asian lens especially as related to human rights law.
PLO #5 Ability to discuss in oral and written form, examples that illustrate themes relevant to topic.				Student discussed themes during a series of meetings with me (e.g. once a week for a semester) and was able to illustrate by example, the applicability of these themes in a local context. The student's writing skills lag behind his/her oral skills; a number of examples the student discussed intelligently do not come across as clearly in his/her paper.

V. Write up a summary and/or conclusion. Faculty members directing Capstones can use this opportunity to voice anything else they would like the program director to know.

VI. Turn in assessment data to the program director after the project has been graded.

Appendix 7: Last Program Assessment Report

(This Appendix 7 is Appendix 4 of the 2010 Self-Study)

PROGRAM ASSESSMENT REPORT, 2008-09

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 Answers 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 was 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 W ASC guidelines.

Appendix 7: Last Program Assessment Report

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	Poor Achievement	Average Achievement (meets curricular expectations)	Good Achievement	Exemplary Achievement
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 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 analyze those issues critically.	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 (e.g. Politics, Economics, Sociology, History, Theology)	Students exhibit little understanding of the different disciplinary approaches to Asia.	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 the 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	Poor Achievement	Average Achievement (meets curricular expectations)	Good Achievement	Exemplary Achievement
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 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 religion 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 Tagalog 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 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.

Appendix 7: Last Program Assessment Report

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	Poor Achievement	Average Achievement (meets curricular expectations)	Good Achievement	Exemplary Achievement
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 relationships between social justice issues and specific incidents or situations in Asian societies.

Appendix 8: Assessment Rubric

Taymiya R. Zaman

My course distribution is as follows:

Fall 2013	Spring 2014	Fall 2014	Spring 2015
HIST 135: Indian Civilizations*	HIST 135: Indian Civilizations*	HIST 135: Indian Civilizations*	HIST 135: Indian Civilizations*
HIST 388: Islamic Empires**	HIST 385: Living Muslim History**	HIST 270: Sex & Transgression in the Islamic World**	HIST 388: Islamic Empires**

*ANST Gateway Class
**ANST Elective

Asian Studies learning outcomes for these courses are as follows:

- Ability to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies. (LO1)
- Ability 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. (LO2)
- Ability to demonstrate understanding of how topics related to social justice such as human rights, environmental sustainability, and ethical consideration impact both people and policy within Asian societies. (LO3)
- Ability to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis. (LO4)
- Ability to discuss in oral and written form specific examples of the themes mentioned about as they influence their chosen area or topic of study. (LO5)

My methodology for assessment and results by term are as follows:

I. FALL 2013

1. HISTORY 135: INDIAN CIVILIZATIONS

METHOD

HIST 135 has three assignments. These are: (1) A paper on primary source analysis (2) a mid-term that tests students on basic dates, events, and concepts in the study of Indian history and requires students to write short paragraphs explaining these (3) a final exam which consists of two in-class essays. The class is grounded in historical method, which is why I did not assess students for LO2. Historical method is complementary to LO1, LO3, and LO5 and once a student has completed his/her ANST major and/or minor, s/he will be competent in more than one discipline.

RUBRIC

The rubric below shows the degree of competence shown by Asian Studies majors and minors in meeting LO1, LO3, and LO5 in HIST 135: Indian Civilizations. No names are included to protect

Appendix 8: Assessment Rubric

student privacy but I have indicated next to each name whether the student was an Asian Studies major (ANSTMJR) or minor (ANSTMNR). I have included students' grades and assessed assignments in terms of the following three categories:

☐ Inadequate ☐ Competent ☐ Excellent

Concentration	Primary Source Analysis		Mid-Term		Final	
ANSTMJR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Excellent	LO1	Excellent
	LO3	Competent	LO3	Competent	LO3	Competent
	LO5	Competent	LO5	Competent	LO5	Competent
	Grade: B+		Grade: A-		Grade: A-	
ANSTMNR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Competent	LO1	Competent
	LO3	Competent	LO3	Excellent	LO3	Excellent
	LO5	Competent	LO5	Competent	LO5	Competent
	Grade: B+		Grade: A-		Grade: A-	

2. HISTORY 388: ISLAMIC EMPIRES

No ANST majors or minors enrolled.

II. SPRING 2014

1. HISTORY 135: INDIAN CIVILIZATIONS

Concentration	Primary Source Analysis		Mid-Term		Final	
ANSTMNR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Excellent	LO1	Excellent	LO1	Excellent
	LO3	Competent	LO3	Excellent	LO3	Competent
	LO5	Excellent	LO5	Excellent	LO5	Competent
	Grade: A-		Grade: A		Grade: B+	
AN-STMNR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Inadequate	LO1	Competent	LO1	Inadequate
	LO3	Competent	LO3	Competent	LO3	Competent
	LO5	Inadequate	LO5	Competent	LO5	Inadequate
	Grade: B-		Grade: B		B-	

2. HISTORY 385: LIVING MUSLIM HISTORY

No ANST majors or minors enrolled.

III. FALL 2014

1. HISTORY 135: INDIAN CIVILIZATIONS

Concentration	Primary Source Analysis		Mid-Term		Final	
ANSTMJR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Excellent	LO1	Competent
	LO3	Competent	LO3	Competent	LO3	Competent
	LO5	Competent	LO5	Competent	LO5	Competent
	Grade: B		Grade: A-		Grade: B	

2. HISTORY 270: SEX AND TRANSGRESSION IN THE ISLAMIC WORLD

METHOD

HIST 270 has four assignments. These are: (1) A reaction paper in which students evaluate a historical theme to which they have been introduced in class (2) An analytical essay in which students make an informed argument about a topic of historical significance (3) A 3-4 page book review of Fatima Mernissi's *Dreams of Trespass* (4) A final research paper on a topic of the student's choice. This class counts for both Middle Eastern Studies and Asian Studies and Assignment #3 is on a source that is set in Morocco; however the themes this source interrogates (gender, sexuality, and family) are explored comparatively in the context of West and Central Asia in my class. For the purposes of evaluating my class for ANST learning outcomes, I have left out Assignment #3. Since I had only one ANST minor in this class and this student chose to write their final paper on the Arab world, I have also left out Assignment #4. However, I have evaluated Assignment #1 and #2 for LO1, LO2, LO3, and LO5 Asian Studies learning outcomes. I have included LO2 because this class uses an interdisciplinary lens that draws on theoretical frameworks that come out of gender and sexuality studies, literary criticism, art history, and sociology.

RUBRIC

The rubric below shows the degree of competence shown by the Asian Studies minor enrolled in this class in meeting LO1, LO2, and LO3 in HIST 270: Sex and Transgression in the Islamic World. I have included the student's grades and assessed assignments in terms of the following three categories:

- Inadequate Competent Excellent

Concentration	Reaction Paper		Analytical Essay	
ANSTMNR	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Excellent
	LO2	Competent	LO2	Competent
	LO3	Competent	LO3	Competent
	LO5	Competent	LO5	Excellent
	Grade: B		Grade: B+	

IV. SPRING 2015

1. HISTORY 135: INDIAN CIVILIZATIONS

Concentration	Primary Source Analysis		Mid-Term		Final	
ANSTMNR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Competent	LO1	Competent
	LO3	Inadequate	LO3	Competent	LO3	Competent
	LO5	Competent	LO5	Competent	LO5	Competent
	Grade: B-		Grade: B		Grade: B	
ANSTMNR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Excellent	LO1	Excellent	LO1	Excellent
	LO3	Competent	LO3	Excellent	LO3	Excellent
	LO5	Competent	LO5	Excellent	LO5	Excellent
	Grade: B+		Grade: A		Grade: A	
ANSTMJR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Competent	LO1	Competent
	LO3	Competent	LO3	Competent	LO3	Competent
	LO5	Inadequate	LO5	Competent	LO5	Competent
	Grade: B-		Grade: B		Grade: B	

2. HISTORY 388: ISLAMIC EMPIRES

METHOD

HIST 388 has three assignments. These are: (1) A paper in which students evaluate the significance of a historical event in West Asian history (2) A paper in which students do an interdisciplinary reading of autobiographical writing from South and Central Asia (3) A final research paper on either an assigned topic (on comparative Islamicate empires) or a topic of the student's choice. This class draws on theoretical frameworks that come out of gender and sexuality studies, literary criticism, political science, and art history. I have therefore chosen to evaluate the Asian Studies major who enrolled in this class for LO1, LO3, and LO5 Asian Studies learning outcomes.

RUBRIC

The rubric below shows the degree of competence shown by the Asian Studies major enrolled in this class in meeting LO1, LO2, LO3, and LO5 in HIST 388: Islamic Empires. I have included the student's grades and assessed assignments in terms of the following three categories:

- Inadequate Competent Excellent

Concentration	Paper 1		Paper 2		Final Paper	
ANSTMJR	Component	Assessment	Component	Assessment	Component	Assessment
	LO1	Competent	LO1	Competent	LO1	Competent
	LO2	Inadequate	LO2	Excellent	LO2	Competent
	LO3	Competent	LO3	Competent	LO3	Competent
	LO5	Inadequate	LO5	Competent	LO5	Inadequate
	Grade: B-		Grade: A-		Grade: B	

Appendix 9: Events Organized by the Asian Studies Program

Below is a sample of events organized and/or co-sponsored by the Asian Studies Program.

I. Publicity

- **DonsFest:** Donsfest is an annual festival for students and their parents held over a weekend in the fall, before the semester begins. Asian Studies has regularly hosted a booth at DonsFest.
- **Major/Minor Fair:** An annual fair for students to learn about different majors offered at USF. Asian Studies has regularly had a table at the fair.
- **Dean's Open House:** In Fall 2013, the director of Asian Studies hosted a booth at an open house held by the dean's office for program directors to meet parents and students.
- **Career and Networking Forum:** MAPS and the Center for Asia Pacific Studies jointly hosted a forum in Spring 2014 with presentations on possible careers in Asian Studies and networking opportunities for students and employers. The director of the Asian Studies program spoke at this forum.
- **Asia Pacific Studies Fall Festival:** An outdoor festival organized by the Center for Asia Pacific Studies meant to raise awareness about Asia Pacific events and programs on campus. Asian Studies had a table at this forum.

2. Lecture Series

- **Asian Studies Brown Bag Lunches**
Organizer: Jay Gonzalez, Politics Department. Director of Asian Studies
Terms: Spring 2012-Spring 13
Co-Sponsors: Center for the Pacific Rim, Sociology, Yuchengo Philippine Studies Program, Sociology Department, Bachelors in International Studies Program.

Some talks by full-time faculty, visiting fellows, and guests under this series were:

- "Official Corruption in 18th Century China" (Nancy Park),
- "North and South Philippine Indigenous Sound Traditions" (Robin Estrada),
- "The Emperor's Submissive Servants: Chinese Eunuchs Revisited" (Melissa Dale)
- "Decoupling Nationality and Citizenship in Japan" (Hwaji Shin)
- "The Passionists in China: A Photographic History of West Hunan, 1921-1955" (Margaret Kuo and Robert Carbonneau)
- "Translating Chinese Materials: Material Culture and the Art of Things" (Ellen Huang)
- "The Global Family: Filipino Translational Families and Caring from Afar" (Valerie Francisco)
- "Skype Mothers and Facebook Daughters: How Technology is Transforming Care Work in Transnational Families" (Valerie Francisco)

- **Lecture Series in Himalayan Studies**

Organizer: Tsering Wangchuk, Department of Theology and Religious Studies

Term: Spring 2015

Co-sponsors: Bachelors in International Studies (BAIS), Masters in Asia Pacific Studies (MAPS), and Theology and Religious Studies.

The talks for the series were:

- “Defining Buddhist Contemplation, Contexts, and the Modern University” (David Germano)
- “The Ethics of Forgetting and Remembering in Buddhist Narrative Traditions” (Sara McClintok)
- “When Time is Overturned: The Temporal Dimensions of Exile in Tibetan Exile Literature” (Tsering Wangmo Dhompa).

3. Presentations

- “The Religious Situation in China: An Insider’s Perspective” (Zhao Dunhua).
Organizer: Dan Kendall, SJ (Theology and Religious Studies)
Term: Fall 2011
Co-Sponsor: Theology and Religious Studies
- “The Scatter Here is Too Great” (Bilal Tanweer—Book Talk)
Organizer: Taymiya Zaman (History)
Term: Fall 2014

4. Events co-sponsored by Asian Studies

- USF’s annual human rights film festival (Spring 2014, Spring 2015)
- The “Islam at Jesuit Universities” national conference hosted by USF (Spring 2015)
- The Center for Asia Pacific Studies’ Mid-Autumn Festival (Fall 2014 and Fall 2015), Asia Symposium (Fall 2014), Asian New Year Celebration (Spring 2015), Conference on Bodies, Healing, and Culture: A Social History of Medicine in East Asia (Fall 2015)
- The Center for Asia Pacific Studies’ “Hello Kitty’s Trek Across the Pacific” event, and a talk hosted by the Center on “Leftover Women and Gender Inequality in China and Japan” (Fall 2015)

Appendix 10: Dean's Office Feedback on Assessment in Spring 2011



4 April 2011

Student Learning Assessment Plan and Reports: Asian Studies
Reporting Period: AY 2008-2011.

Dear Colleagues:

The Provost's Office has undertaken a review of all the assessment plans and assessment reports developed over the last three years in every academic program at the University. Mike Webber (Associate Vice-Provost for Academic Effectiveness) and Bill Murry (Director of Institutional Assessment) have carefully examined your program assessment plan and the assessment reports that have been submitted based upon that plan. This letter outlines our response to your program's assessment efforts thus far with a view to making suggestions that will improve the gathering of evidence from which you can make decisions for the continued improvement of your program. This will be helpful as you prepare for the second cycle of assessment beginning in the 2011-2012 academic year.

These first three years have in many respects been a pilot period designed to create a culture of assessment that contributes to the improvement of student learning at USF. All programs on campus are to be congratulated for the tremendous efforts that have gone into creating the plans and documenting the program's efforts in achieving their learning goals. These efforts resulted in a very successful WASC review and a reaffirmation of our accreditation in Spring 2010 but, more importantly, they have focused our attention on the simple, overarching goal of improving student learning at USF.

This report contains feedback matrices on the initial assessment plan and assessment reports we have received as well as more detailed comments on specific issues that are important for the program to address as it prepares for the next assessment cycle. Please review this feedback with your program colleagues and make any necessary changes to the assessment plan before the second three-year assessment cycle begins in 2011-2012. Please forward your new assessment plan to the Office of Institutional Assessment by October 31, 2011. ***In addition, the final report for the current assessment cycle will not be necessary. However, we strongly encourage you to discuss the assessment results for the past three years (along with the attached feedback) and incorporate any changes in the new assessment plan for the next cycle. The new plans will be reviewed and timely feedback will be provided by the end of the fall semester.*** For this transition period, both Mike and Bill are available to answer any questions you might have.

Sincerely,

Gerardo Marin
Vice Provost for Academic Affairs

Office of Institutional Assessment
Rev: 4 April 2011



Overall Feedback: **Asian Studies**

Reporting period: AY 2008-2010

Substantive Feedback on Assessment Plan and Report Contents:

Learning Outcomes (Plan):

- Please consider a greater level of specificity in the student learning outcomes that indicate the "end result" expected in the student's learning - what should the student know and be able to do?

Assessment Methods (Report):

- We recognize how difficult it is for an interdisciplinary program to properly assess its learning outcomes in a situation where the program has little control over course offerings and course content. Given this, we would recommend that the assessment of program goals and outcomes focus on the use of the capstone experience.
- It should be made clear which assessment measures are direct measures and which are indirect measures. It is important that there are direct measures of student learning in the overall assessment plan.
- Please be certain to electronically archive all the assessment measures used in the reports (e.g., test questions, writing samples, surveys, etc.). Accreditation agencies may want to look at the original data upon which the assessment was based.

Assessment Findings (report):

- Please be certain to electronically archive all supporting documentation for the assessment results. Accreditation agencies may want to look at the original data upon which the assessment was based.



Program Student Learning Outcomes Assessment Plan

Overall Feedback: **Asian Studies**

Reporting period: AY 2008-2010

Report Contents:	Yes	No	N/A
Does the plan contain primary contact person and information?		X	
Does the plan clearly indicate the name of the program, the school/college and the years covered by the plan?	X		
Does the plan provide a concise mission statement for the program?	X		
Does the plan provide a brief statement of how the program mission aligns with the university mission?	X		
Does the plan list the program goals?	X		
Does the plan contain student learning outcomes for each goal?	X		
Does the plan provide a curriculum map (matrix)?	X		
Do the learning outcomes have accompanying rubrics that define different levels of student success on the learning outcomes?	X		
Does the plan contain a summary of the assessment method(s)?	X		

Plan should address:	Fully Developed Stage 4	Developing Stage 3	Emerging Stage 2	Missing/ Incomplete Stage 1
Mission	<i>Mission fully articulates who benefits from the program and what the student will accomplish as a major in the program</i>	Mission outlines the basics of what the program is about but needs further development.	Mission does not articulate some basics of who and what the program is about.	No Mission has been written for this program or Mission is unclear.
Program Goals	<i>Program goals are defined, specific, and assessable</i>	Program goals defined, could be assessable	Program goals defined but are vague, not assessable	No Program goals or goals not defined
Learning Outcomes	Outcomes are defined, specific, and assessable	<i>Outcomes defined, could be assessable</i>	Outcomes defined but are vague, not assessable	No learning outcomes or outcomes not defined
Curriculum Map	<i>Curriculum map is fully developed, it is clear which course fulfill which learning outcome.</i>	Curriculum map completed but not in terms of which course fulfill which learning outcome.	Curriculum map is incomplete	No curriculum map
Learning Outcomes Rubrics	Outcomes rubrics are clearly defined and specific as to what constitutes student success in achieving the learning outcome	<i>Outcomes rubrics defined, could be assessable</i>	Outcomes rubrics defined but have a vague connection to the outcomes	Outcomes rubrics not defined
Measures	Multiple direct and indirect measures are linked to outcomes and levels of performance	Only indirect measures or only basic levels of learning measured	<i>Measures are indirect, vague, and not linked to specific outcomes</i>	No assessment measures defined

Office of Institutional Assessment
Rev: 4 April 2011



Program Student Learning Outcomes Assessment Report

Overall Feedback: **Asian Studies**

Reporting period: AY 2008-2009

Report Contents:	Yes	No	See Comments
Does the report name a primary contact person and their information?	X		
Does the report clearly indicate the name of the program, the school/college to which it reports, and the year covered by the report?	X		
Does the report contain a summary of the assessment method(s) for each learning outcome assessed?	X		
Does the report contain a summary of the assessment results?	X		
Does the report identify the group(s) who participated in the discussion of the assessment results?	X		
Does the report provide specific recommendations for improving student learning based on the assessment results?	X		
Does the report specify who will be responsible for implementing any proposed change(s)?	X		

Plan should address:	Fully Developed Stage 4	Developing Stage 3	Emerging Stage 2	Missing/ Incomplete Stage 1
Measures	Multiple direct and indirect measures are linked to outcomes and levels of performance	Inadequate mix of direct and indirect measures	<u>Measures are indirect or vague, and not linked to specific outcomes</u>	No assessment measures defined
Findings	Findings are clearly explained and explicitly related to outcomes	<u>Findings are explained and may be related to outcomes</u>	Findings are unclear and/or unrelated to outcomes	No findings
Use	Extensive discussion and use of findings by faculty	Broad discussion and use of findings by faculty	<u>Limited discussion and use of findings by faculty</u>	No discussion or use of findings by faculty

Appendix 11: BAAS Response to 2010 Academic Program Review

BAAS response to Academic Program Review
By Jay Gonzalez, Asian Studies Program Chair
November 30, 2010

A. Improve collaboration among all faculty and units involved in Asian Studies, particularly the Center for the Pacific Rim

ACTIONS

BAAS has already begun this process of greater collaboration and tighter partnerships with the arrival of the new USF Center for the Pacific Rim Executive Director, Dr. Angelina Yee. Both she and Associate Director Ken Kopp were involved in Asian Studies (BAAS & MAPS) core group meetings beginning in the Summer 2010. She has begun to advocate for faculty lines for both BAAS and MAPS. Dr. Yee also hosted an Asian Studies get-together in early Fall 2010 attended by faculty and students. Dr. Yee participated in the first faculty meeting for the term. She has also invited BAAS Chair to the CPR Board Meeting.

BAAS Chair has sent an e-mail trying to schedule a meeting with Associate Dean Baradello, Business School. In the interim, international business school professor, Dr. Peggy Takahashi, continues to advise business students interested in the Asian Studies major and minor. We hope that the international business program could revise its requirements so as to allow more Arts and Science electives which in turn will increase the number of Asian Studies minors from the Business School because of the double-counting. Dean Camperi's assistance would be highly appreciated.

B. Take greater advantage of USF's enviable location

ACTIONS

San Francisco is America's most Asian city. Hence, a number of courses are planned to harness what San Francisco has to offer to the faculty and students in the program with the many Asia related business (including sports and fitness, etc.), government (including offices of Asian American politicians and Asia consulates), and civil society organizations (including advocacy and non-profit groups) in San Francisco. For instance, ANST/POLS 369 Asia Advocacy and Activism. An ANST/YPSP Boxing and Social Justice course and ANST Business in Asia course are also planned for 2011. The former is pending with the College Curriculum Committee.

Recently, core full-time Asian Studies faculty (Gonzalez, Nelson, Roddy, Kruze, Nagata, Sharma) have unanimously approved a curriculum adjustment with the integration of the new ANST 369/POLS 369 Asia Advocacy and Activism into the gateway courses effective Spring 2011. This service-learning and cultural diversity class will place students at a San Francisco based government, business, or civil society organization. Site placements that have committed to accept USF students include: Philippine Consulate General in San Francisco, US Department of Trade, Offices of Senator Leland Yee, Assemblywoman Fiona Ma, as well as Supervisor David Chui, Asia Society, Asia Foundation, Westbay Pilipino Multi-Services Center, Donaldina Cameron House, California-Asia Business Council, Japanese Cultural and Community Center of Northern California, among others. It will be offered every year.

C. Address shortcomings in language instruction

ACTIONS

A draft of Fourth Semester Filipino/Tagalog (YPSP/TAGL 202) is being prepared by MCL Adjunct Prof. Edith Borbon. This will make USF Filipino/Tagalog program consistent with Japanese and Chinese.

Prof. Borbon is also working on making the learning outcomes of First Semester (YPSP/TAGL 101), Second Semester (YPSP/TAGL 102), and Third Semester Filipino/Tagalog (YPSP/TAGL 201) to be consistent with Japanese and Chinese. Profs. Noriko Nagata and Zhiqiang Li will assist and oversee.

D. Expand faculty in key areas

ACTIONS:

The CAS Dean, Associate Dean, and Provost have approved the inclusion of BAAS request for a 2011 Minority Dissertation Scholar. The target hire is in the area of East Asian politics and international relations. This initiative was supported by CPR, Politics, and BAIS.

BAAS Chair was able to recruit Dr. Sunny Wong, Economics Department to teach ECONS 283: Economies of Asia while Dr. Hwa-Ji Shin, Sociology Department has agreed to teach SOCS 390: Immigration and Japan. Their classes will be offered in Fall 2011.

Other departments: ESS 100 activity courses on Yoga, Taichi, Taekwondo are now included as Asian Studies major and minor electives together with YPSP 222: Philippine Boxing and Culture. The latter is so popular that it fills up on the first day of registration every semester. Additionally, YPSP 333/ANST 333 Boxing and Social Justice, proposed SL and CD, is currently under review by College Curriculum Committee. These are 1-2 unit courses which could help BAAS majors reach up to 18 units per term.

E. GENERAL OBSERVATIONS, QUESTIONS, OR ISSUES

Asian Studies is a very new program, and in some ways has yet to be fully institutionalized.

Faculty agrees. Dean's office should provide more resource support to sustain institutionalization

Asian Studies is at the mercy of the departments for course offerings and when hiring decisions are made.

New BAAS chair is building on diplomatic relations started by past chair to gently nudge departments to cross-list and/or offer more Asian Studies courses.

Dean's office needs to send a message to chairs to support Asian Studies. E-mail of thanks from the Dean should be sent to Economics, Sociology, History, Theology and Religious Studies, Modern and Classical Languages, Exercise and Sports Science, Philosophy, and Psychology.

Advising students and keeping track of which courses each term will count for Asian Studies credit puts a heavy burden on the director of the program.

New half-time program assistant has been hired. She begins Nov. 29th.

Service/internship (due to need to find and administer) and capstone requirements (due to need for faculty volunteerism) promise to be labor intensive as the number of majors increases.

Hopefully, new PA will be able to help with the administrative load and new AS faculty will step-up to help.

A student could take 12 credits of Asian-American courses as electives in an Asian Studies major. Is this consistent with the faculty's conception of Asian Studies, or should the number be more limited?

This is a mutually beneficial quid pro quo arrangement between the two programs—Asian American Studies and Asian Studies. Further discussion with Asian American studies is needed and will be scheduled in Spring 2011.

Should/could study abroad be a requirement?

BAAS faculty have mixed opinions on this issue. Most international studies related programs (majors and minors) at USF, i.e., BAIS, European Studies, Middle East Studies, Philippine Studies, Japanese Studies, African Studies, do not require study abroad.

BAAS Chair will work with CPR to determine if part of the BAAS budget could be used as a study abroad travel scholarship probably in the amount of \$500 for three BAAS major or minor.

— Is the CPR simply providing support for, or actually overseeing Asian Studies?

CPR does not oversee BAAS administratively. However unlike other programs, e.g., Philippine Studies whose budget is directly overseen by the Arts and Science Dean, the BAAS operating budget is overseen by CPR. BAAS Chair and faculty feel that they should have more fiscal autonomy. The Dean's support is appreciated.

— Students report difficulty in transferring credits from Sophia University.

Transfer office has been informed by BAAS chair of this issue.

— Students were mostly unaware of resources available right on campus, such as the Ricci Institute and China Dialogue.

CPR hosted get-togethers are planned. Faculty are encouraged to send students to Ricci Institute and China Dialogue events.

CAPSTONE SUGGESTION: If the current trend is towards adopting capstones in more and more departments, perhaps a college-wide system compensating faculty for work on capstones can be worked out, one that would not privilege departments over interdisciplinary programs.

BAAS faculty agree.

ADVISING SUGGESTION: Certain courses could be coded within Asian Studies by region (China, Japan, SE Asia, South Asia) and by function (methodology course such as Intro to Anthropology, comparative course such as International Business, or single region course such as Chinese Literature) such that even before talking to an adviser, a student would know that they could not take more than a certain number of a certain kind of course.

This needs a College-wide adjustment first approved at the Departmental level. In the interim, BAAS chairs, past and present, have worked to accurately place Asian Studies attributes to AS related classes.

INSTITUTIONALIZATION SUGGESTION: Stipend supported faculty workshop aimed at enhancing faculty identification and buy-in at which faculty could more explicitly codify the expectations for the major and decide which courses belong in which categories or to discuss sharing the capstone advising load (as above); establishing a regular rotation of directorship.

College-level opinion and action are necessary.

LANGUAGE COMPONENT SUGGESTION: Provide fourth semester course in Tagalog; allow fulfillment of language requirement in un-offered languages through testing out (by native or learned speakers) or study abroad.

For Tagalog, see action mentioned above.

BAAS faculty agrees on testing out procedure or study abroad.

FACULTY HIRING SUGGESTION: The Dean's office should nudge departments toward the direction of hiring Asianists, especially in the fields of Sociology, Anthropology, Asian Economies, Political Economy, and Women and Gender Studies, and generally the study of Korea.

See actions already started and mentioned above.

SPACE/LOCATION SUGGESTION: A greater sense of community would result if there was a location that was the home and hangout space for Asian Studies.

The fire place space in front of the K-Hall Center for the Pacific Rim office has been designated as the Asian Studies "hangout" space.

The new Asian Studies PA office in K-Hall 260 is also expected to become a hang-out.

Informal hang out places include: Lone Mountain cafeteria booths, Koret Combatives and Boxing Rooms, particularly students interested in Taekwondo, Yoga, and boxing.

ASIAN STUDIES DEPARTMENT SUGGESTION: Asian Languages could be split off as a separate department, and housed together with the Asian Studies director and the head of Philippine Studies; this could become the physical center of a larger Asian Studies community of interest.

Status quo is preferred by BAAS faculty. MCL should continue to oversee learning outcomes, assessment, pedagogy, and hiring for Asian languages.

CPR INTEGRATION SUGGESTION: A committee of faculty meeting regularly with CPR to facilitate communication could leverage the resources of CP more efficiently for its educational goals, raise CPR's profile on campus, and provide volunteers and interns for mutual benefit.

CPR has already started to do this. It has sponsored the new student organization: International Affairs: Asia and Asia-Pacific. Other initiatives are planned.

BUSINESS AND PROFESSIONAL STUDIES SUGGESTION: If the bureaucratic walls between different sectors of the university can be lowered a bit, a mutually beneficial relationship between Asian Studies and BPS might result.

CAS Dean should host a meeting.

F. INTEGRATION OF ASIAN STUDIES (BAAS & MAPS) AT USF SUGGESTIONS:

- Students should get credit/ be required to attend Asia related public talks at USF and papers produced by those doing so; speakers could also visit classes.*
 - Work and study/research opportunities for students should be provided at the Ricci Institute.*
 - Work and study/research opportunities for students should be provided at the Japan Policy Research Institute.*
 - Work and study/research opportunities for students should be provided at the Nautilus Institute.*
 - Work and study/research opportunities for students should be provided at China Dialogue.*
 - The funds of the Kiriya and EDS-Stewart endowed chairs should be used to strengthen course offerings in Asian studies (through choice of fellows, hiring of guest faculty, etc.)*
 - Greater integration and mutual awareness of Asian Studies and School of Business and Professional Studies offerings should be attempted.*
 - Greater integration and mutual awareness of Asian Studies and Nursing School offerings should be attempted.*
 - Greater integration and mutual awareness of Asian Studies and Law School offerings should be attempted.*
 - Greater integration and mutual awareness of Asian Studies local Asian cultural offerings (food, film, art, etc.) should be attempted.*
 - Greater exploitation by Asian Studies of local Asian cultural offerings (food, film, art, etc.) should be attempted.*
 - Greater exploitation by Asian Studies of the network of Jesuit universities, schools, and other institutions in Asia should be attempted, including faculty exchange, video conferencing, and student exchange.*
 - Development of Asian Studies within the growth of international studies generally at USF should be conscientiously pursued to the benefit of both, through faculty and staff hiring, etc.*
- Development of Asian Studies within the general context of the Jesuit tradition of service and commitment to social justice at USF should be conscientiously pursued through the creation of courses on human rights, gender, war and peace, etc., with a specific focus on Asia.*

Initiatives addressing these concerns are in-progress with the support of new CPR Executive Director and MAPS director.

Appendix 12: Results of Faculty and Student Surveys

The results of three surveys—one of faculty, and two of students (majors, and minors)—are reported below.

Survey of Asian Studies Faculty

On October 3, 2015 the director conducted an online survey of 19 Asian Studies faculty members, most of whom are full-time, active members of the program. The survey was similar to the one conducted in 2010. By October 20, the survey had received 10 responses and was closed. The questions, our summary of the 10 responses, and the raw responses received are reported below. To protect the identity of the respondents, the order of responses has been rearranged (so that, for example, the 3rd response across questions need not belong to the same respondent).

Q1: Please describe any special strengths and/or unique features of the Asian Studies major:

Summary: Based on 8 of the 10 faculty who responded, the variety of courses offered was mentioned as a special strength, and the Philippine Studies program as a unique feature, by several respondents. However, one respondent felt that while our offerings in Philippine Studies are a unique source of strength of our program, it has come at the cost of neglecting other areas (Korea, Southeast Asia, China) and functional approaches (economics, sociology, politics). One respondent mentioned the wide range of course offerings in Buddhism, Hinduism, Islam, and Christianity, in the Japanese and Chinese languages, and in fields of study like history, anthropology, and urban studies. Several faculty members also mentioned the diversity of background from which faculty and students come. Another pointed out the close alignment of the program with the University's mission and values.

1	There are varieties of courses to take.
2	Special strengths include a wide range of course offerings in Buddhism, Hinduism, Islam and Christianity. Japanese and Chinese language offerings. And in a variety of fields of study (history, anthropology, urban studies)
3	Obviously, the offerings in Filipino and Philippine Studies make us unique for a university of our size. While this is certainly a strength, it has come at the cost, I think, of neglecting other areas, such as Korea or SE Asia, Chinese economics/sociology/politics (no one is teaching courses in any of those areas right now), etc.
4	Link to USF Mission: -- social justice oriented both in the classroom and community (service learning and internship classes, both domestic and international). Advantage of USF unique location in the most "Asian city" in the U.S. and the gateway to Asian business, immigration, culture, politics, NGOs, etc. Asia towns connected directly to Asian countries Asia related jobs abound in SF Bay Area
5	Its strengths are the faculty who teach in the program, as well as the wide ranging resources available in the SF bay area, as well as program via the Center for Asia Pacific Studies.
6	Interdisciplinary program. Focus on humanities and social sciences in Asia.
7	I think our unique strengths include faculty from diverse backgrounds and students from various socio-economic backgrounds.
8	For a small school, we are able to offer students a large number of classes in many disciplines. The YPSP program is unique.
9-10	[Respondent skipped this question]

Appendix 12: Results of Faculty and Student Surveys

Q2: In what areas has the program improved over the past five years?

Summary: Based on 8 of the 10 faculty who responded, most felt that the main improvement in the program has been in number and diversity of courses offered. The addition of offerings in South Asian studies was mentioned by two respondents. Two respondents, however, expressed some skepticism on whether has improved during this period; one pointed out that in the past, there were symposia, concerts, public talks, and other events to foster community and promote Asian Studies. Others felt, however, that the program has become more organized and focused, academic requirements have been made clearer, courses have been updated, there is greater coordination among faculty, and a greater awareness of the need to make the curriculum more coherent. One responded also mentioned that the program has now been differentiated from the Philippines Study program.

1	Using my own courses as examples here, our course offerings have been significantly expanded over the past few years.
2	Rigorous arts, language, culture, history, philosophy, religion courses
3	Offering South Asian-specific offerings in history and other fields.
4	It has become much more organized and focused. There is greater coordination among faculty and also a greater awareness of the need to make the curriculum more coherent.
5	I'm not well-informed enough to say, but since we have in fact added several new faculty lines, the number of courses certainly has grown. And, we're definitely making headway in South Asian Studies, compared to the near absence (other than in Politics) in the past.
6	I'm not sure it has improved during this time. In the past, there were symposia, concerts, public talks, and other events to foster community and promote Asian Studies.
7	Hard to say.
8	Academic requirements have been made clearer. Courses available to students have been updated. Program has now been differentiated from YPSP.
9-10	[Respondent skipped this question]

Q3: Has the program deteriorated in any way over the past five years?

Summary: Based on 7 of the 10 faculty who responded, while one felt that it was “hard to say” whether the program deteriorated in any way over the past five years, most did not feel that this was the case. One respondent felt that the focus on Philippine studies hurt the program and diluted its original focus on East Asia, but felt that this should be remedied through thematic study rather than area studies. A number of other suggestions for improvement were made: more attention should be given to outside marketing of the program; to student recruitment and retention; and to offering more courses (especially Asia-focused social science courses) and service learning opportunities.

1	The focus on Philippine studies hurt the program and diluted its original focus on East Asia. Of course the program needs to encompass all of East, South, and Southeast Asia in moving forward, but should probably do this through thematic study rather than area studies.
2	Not that I'm aware.
3	Not enough courses being offered. More focus needs to be put on student recruitment and retention.
4	None that I see.
5	Lack of demand from USF students No direct outside marketing of BAAS Lack of Asian social science courses -- economics, politics, sociology, business. environment Declining SL classes both domestic and international
6	I don't think so.
7	Hard to say.
8-10	[Respondent skipped this question]

Appendix 12: Results of Faculty and Student Surveys

Q4: What deficiencies do you see in the program, and how can they be remedied?

Summary: The main deficiencies pointed out in the program were structural: the lack of clearly designated core program faculty (other than the director), and their having no control over curriculum, being dependent on other departments for offerings. One respondent pointed to leadership issues in terms of planning and strategy related to the concurrent development of Asian Studies and International Studies programs. A number of respondents pointed to the need to widen the coverage of the program both regionally and functionally. Three respondents stressed the need to offer courses in South Asian languages, cultures, and society—two mentioning the need for a Hindi-Urdu program; and one, to link to other universities (like the University of Wisconsin, Madison) to take other South Asian languages—with the aim of developing a South Asian Studies track. A number of respondents stressed the need for greater cohesion in the curriculum offered, including the possibility of one or more core required courses on Asian Studies.

1	There have been no clear core faculty members in the Asian Studies Program. The participants in the Asian Studies meetings have been changing all the time. The director has been inviting input/feedback from related faculty members by email, but such email communications have been limited as well.
2	The main and overriding deficiency is administrative planning and strategy from the Deans' office. When Asian Studies was started, it fulfilled a need on campus that combined shared interests and pooled resources. But when International Studies was started, Asian Studies was coopted and has never realized its potential because of this move. With Intl' Studies becoming a department (slowly) I don't see a rosy future for an independent Asian Studies major on campus.
3	Since our numbers remain low, I think that a South Asian track, with Hindi/Urdu, would attract more students. I also believe that a couple of core classes could perhaps provide intellectual cohesion and a common identity for AS and its students.
4	Perhaps more courses related to South Asian languages, cultures, and society could be offered in the future?
5	I think it is very important to have a Hindi-Urdu program to support South Asian studies and a link to other universities to take other South Asian languages (University of Wisconsin, Madison).
6	Having no control over curriculum, being dependent on other departments for offerings.
7	Have one dedicated course for Asian Studies that could also be taken by students outside of the major. This could be used to feed students into the program.
8	Further coordination and discussions regarding curriculum and the goals of the program itself should continue.
9	Full-time hires in the weak disciplines Take advantage of [USF unique location in the most "Asian city" in the U.S. and the gateway to Asian business, immigration, culture, politics, NGOs, etc.]
10	A stronger representation of social science faculty is needed, e.g. sociology, political science, etc. 2. A fuller Asia needs to be covered in the program -- e.g. Korea, Southeast Asia, and South Asia. Currently, the program seems to be mostly a Japan-China program. In both of these cases, we need the ability to influence fulltime faculty hires, and in the meantime (and afterwards), the ability to hire part-time faculty to meet these needs.

Q5: In your opinion, what is the overall quality of the Asian Studies Major program?

Summary: The overall quality of the program is rated “good” by most (60%) of the faculty, although a large proportion (30%) rate it as “fair” and none as excellent. This reflects a favorable—Good or Excellent—rating of faculty (90%) and students (80%), but a slightly adverse rating of the curriculum (70% Good, 20% Fair).

	Fair	Good	Excellent	No opinion	No Response
Curriculum	2 (20%)	7 (70%)			1 (10%)
Faculty		7 (70%)	2 (20%)		1 (10%)
Students		7 (70%)	1 (10%)	1 (10%)	1 (10%)
Program as a Whole	3 (30%)	6 (60%)			1 (10%)

Appendix 12: Results of Faculty and Student Surveys

Q6: In your opinion, how does this Asian Studies program compare with other colleges and universities?

Summary: A large proportion of the faculty either did not respond to this question (20%) or said that they had no opinion (presumably because they had no basis for comparison—40% to Jesuit universities, and 20% to others). Those who responded and expressed an opinion felt that the program compared Well or Very Well in comparison to other Jesuit universities (3 out of 4 responses) and to other nationally ranked colleges and universities in the United States (3 out of 6 responses, with the other 3 rating it Fairly or Poorly), but only Fairly or Poorly in comparison to other nationally ranked colleges and universities internationally (5 out of 6 responses). This is based, however, on the views of only 6 faculty members.

Compared to:	Poorly	Fairly	Well	Very Well	No Opinion	No Response
Other Jesuit universities		1	2	1	4	2
Other nationally ranked colleges and universities in the US	1	2	3		2	2
Other nationally ranked colleges and universities internationally	3	2	1		2	2
Total						
% of Total						

Q7: Do you have any other comments or concerns that have not been addressed in these questions that you would like to offer in this survey of faculty opinion?




Summary: Only 4 of the 10 faculty who responded answered this question. The respondents noted that the challenges and problems faced by the program outlined in the previous Self-Study appear to be institutional, possibly intractable problems, that faculty can identify but not solve without higher level support. In order for the program to develop to its full potential, it may require the attention of the current president and new leadership team.

1	The university and college have yet to develop Asian Studies (both within and outside of the program) to its full potential. Perhaps the current president and new leadership team can be prodded to think more seriously about how to take full advantage of our geographical position and local resources to do so.
2	Ranked as only fairly competitive program simply because we don't have the breadth of course offerings that other universities have. USF is not focused on Asia and as a result we don't have the faculty to support a competitive Asian Studies program at the undergraduate level.
3	In reading the preliminary self-study narrative, I was struck by the continuity of challenges and problems from the previous self-study. Faculty buy-in, administrative support, student community are some of the same concerns from five years ago. These are institutional and possibly intractable problems that faculty can identify but not solve.
4	Assistance in figuring out how to increase majors and minors in the field
5-10	[Respondent skipped this question]

Survey of Asian Studies Majors

Between October 29 and November 12, the current director gave a paper survey to 8 Asian Studies Majors that they filled out by hand. All 8 respondents filled out the survey. The results of the survey are reported below.

Q1: Why did you choose Asian Studies as your Major? (Multiple choices allowed)





#	Choose from the following:	Response	No.	%
a	My interest in Asia was sparked by a class I took at USF		0	0%
b	My personal background (e.g. cultural heritage)		3	38%
c	My future goals (e.g. working on or in Asia)		4	50%
d	Other (Please respond in your own words)		1	12%

Total Responses: 8.

Response to Question 1.d:	
1	It began with Bruce Lee. I was 18, relatively narrow-minded, and I decided that I was curious about the martial arts of Asia. After watching Avatar: The Last Airbender, a very mature albeit animated show, I gravitated towards Bruce Lee, read his books on philosophy and martial arts, a few trips to Chinatown later and that was it, I was hooked.

Responses: 1.

Q2: To what extent did you avail of resources available on campus of interest to Asian Studies minors? (Multiple Choices allowed)

#	Choose from the following:	Response	No.	%
a	I attended an event hosted by the Center for Asia Pacific Studies.		5	63%
b	I went to a lecture series on an aspect of Asia organized by a faculty member.		1	12%
c	I attended an event hosted by the Ricci Institute for Chinese-Western Cultural History.		1	12%
d	Other		1	13%

Total Responses: 8.

Appendix 12: Results of Faculty and Student Surveys

Q3: What do you like best about your major?

Summary: In what they liked best, most students mentioned the breadth and variety of the program’s course offerings, and the relevance of the program to their personal background. Some students mentioned the small size of classes and the closeness and openness of class discussions that this makes possible; one, the opportunity it offers to learn a foreign language and about a foreign culture; and another, the opportunity that the program offers to explore the world in a focused way.

1	I like that it’s something personal to me and is something I am incredibly passionate about.
2	This major is related with my culture (sic) background.
3	The knowledge is broaden (sic) and I think this is the most important for me. It make (sic) me broaden my view and think more about relationship of Asian and myself as a (sic) Asian.
4	The large amount of classes offered on a wide variety of cultures/countries.
5	I enjoy learning the language and about the different cultures in Asia.
6	Asian Studies specifically seems to be a small major so a lot of my classes are small and I like the intimate classes.
7	It lets me follow my curiosity. It essentially allows me to explore a world I find intriguing and captivating while giving me a degree or two.
8	The openness of class lectures. I was able to create a program that had a wide breadth of knowledge but still focused enough on the consistent overlaying themes.

Responses: 8.

Q4: In what ways do you believe it could be improved e.g. are there areas in which you would like to see more classes offered?

Summary: Most students felt that to improve the major, more classes should be offered on other regions of Asia—Vietnam, Thailand, and Korea were mentioned—and on international relations between the U.S. and China, and Japan. One student singled out the need for additional classes on Asian art, foods, and martial arts.

1	Possibly add more classes on countries like Vietnam or Thailand, as there are already a lot on Japan and China.
2	I think study abroad is a good way.
3	Relationship Asia and US (sic). It means I want to learn more American’s (sic) view of China, Japan. It’s help for my career.
4	I think a Korean Studies minor would be a good addition along with Korean language classes.
5	I would like to see classes offered in Chinese and American relations.
6	I feel like there’s not a huge option of variety of classes—more options and classes.
7	I would be interested in a class about Asian foods, while that may be covered in broader culture classes, I think the importance of food and eating practices can give deep insight into the heart of a culture. I would also be interested in a class discussing Asian martial arts and their historical, philosophical, and practical roots. Also, I’d be interested in more regionally specific art classes.
8	Because of ROTC I was unable to go out and do real-world learning opportunities like study-abroad and internships. I would enjoy it if there were courses offered but lots of that stems from class conflicts with ROTC. Also increase the number of advanced level classes.

Total Responses: 8.

Appendix 12: Results of Faculty and Student Surveys

Q5: We are collecting data on our students as part of a process through which we strengthen existing programs. Is there any major feedback you would like to include about your major?

Summary: In response to an open-ended question on other feedback: two students mentioned the need to create a community of, and increase communication among, students majoring in Asian Studies. One student praised the supportiveness of Asian Studies faculty; another, the helpfulness of his or her advisor.





1	Though I have only been here for one semester, I feel like the Asian Studies faculty was very supportive and offered me great advice on my future college years and career path.
2	No.
3	[Name of Class redacted] Professor is very bad he cannot prepare his class and very not Academic he just ask some question in class and his ideas is very general. I don't think he is a good professor. I cannot learn something in his class. Also he does very (sic) not subject to critics professional area. It's bad that I learn in USF the worst professor (sic).
4	N/A
5	I think there should be more communication w/people w/in the major.
6	Just like stated before, more classes to choose from.
7	I would love it if there were more events and ways to meet people in the major as I haven't really been able to meet anyone in the major unfortunately.
8	My advisor was always very helpful. Maybe find a way to increase the community of the major.

Total Responses: 6.

Survey of Asian Studies Minors

On October 3, 2015 the director conducted an online survey of 19 Asian Studies faculty members, most of whom are full-time, active members of the program. The survey was similar to the one conducted in 2010. By October 20, the survey had received 10 responses and was closed. The questions, our summary of the 10 responses, and the raw responses received are reported below. To protect the identity of the respondents, the order of responses has been rearranged (so that, for example, the 3rd response across questions need not belong to the same respondent).





Q1: Why did you choose Asian Studies as your regional track for your International Studies major?

#	Choose from the following:	Response	No.	%
1	My interest in Asia was sparked by a class I took at USF		1	9%
2	My personal background (e.g. cultural heritage)		7	64%
3	My future goals (e.g. working on or in Asia)		5	45%
4	Other		1	9%

Total Responses: 11.

Appendix 12: Results of Faculty and Student Surveys

Q2: To what extent did you avail of resources available on campus of interest to Asian Studies minors?

#	Choose from the following:	Response	No.	%
1	I attended an event hosted by the Center for Asia Pacific Studies.		5	50%
2	I went to a lecture series on an aspect of Asia organized by a faculty member.		4	40%
3	I attended an event hosted by the Ricci Institute for Chinese-Western Cultural History.		1	10%
4	Other		1	10%

Total Responses: 10.

Q3: What do you like best about your regional track?

Summary: In what they liked best, most students mentioned the breadth of the regional track and the opportunities it consequently offers to explore through a variety of subjects, classes, cultures, and languages. Some students mentioned the study abroad options; others, the opportunity to meet and befriend American students interested in Asia.

1	No response.
2	Since Asia (and the range topics one can study regarding it) is so big, this track is a great way to explore!
3	I like that it allows me to explore a variety of different subjects within one field. For example, I'm able to study philosophy, religion, history, politics, etc. just by minoring in Asian studies.
4	The wide variety of interesting classes I can take to fulfill my minor.
5	I like that there are many different paths you can take with it, while still focusing on the region.
6	Knowing many American students learning Asian culture is really amazing for me to know. I made many friends by taking this regional track. I like it.
7	I enjoyed the classes offered on East Asia and Asian politics/history. I feel like they did teach me a lot about the region and how it relates in various ways to the US and the West.
8	Study abroad options.
9	The language studies (for example I am taking Japanese).
10	I haven't taken classes yet for my regional minor except language class. I love the languages and cultures of all of the Asian countries I have studied.

Responses: 11.

Appendix 12: Results of Faculty and Student Surveys

Q4: In what ways do you believe your regional track could be improved e.g. are there areas in which you would like to see classes offered?

Summary: Most students felt that to improve the regional track, more classes should be offered on other regions of Asia—one going so far as to say that “it’s unfit to call the minor Asian studies since it doesn’t represent all of Asia. Either offer more classes on the rest of Asia, or simply rename the minor”. Countries mentioned included: South and North Korea, which are presently viewed only in terms of their relation to China and Japan; Vietnam, and other Southeast Asian countries. The need for offerings on Korean and Vietnamese languages were mentioned, as was the need to improve Chinese literature classes. One student felt that courses on Philippine studies need to be better integrated. Another suggested that while many classes are offered on politics, more classes should be offered on cultural topics.

1	No response
2	I think that the Asian studies track caters mostly for those interested in the Far East (mostly China and Japan)—if USF doesn't offer enough classes on the other regions of Asia then it's unfit to call the minor Asian studies since it doesn't represent all of Asia. Either offer more classes on the rest of Asia, or simply rename the minor.
3	N/A
4	I think there could be more cultural classes, since there are many political ones.
5	Well, Chinese literature class should be improved.
6	South Korea is a rising power in Asia and North Korea presents a global security risk, yet we offer little to no classes on the subject and only view the two nations as they relate to China and Japan. Korean language classes and/or Korea-focused politics/history classes would be greatly appreciated.
7	Haven't given it much focus to adequately contribute.
8	Vietnamese language and culture courses.
9	I would like to see more classes on Southeast Asian countries. Many of the courses I see listed focus on South or East Asia.
10	Integration of Philippine courses.

Total Responses: 10.

Q5: We are collecting data on our students as part of a process through which we strengthen existing programs. Is there any other feedback you would like to include about your regional track?

Summary: In response to an open-ended question on other feedback, one student suggested that given the expanse of Asia there was a need to have sub-regional minors—South Asia, Southeast Asia, Far East Asia, Central Asia, etc.—to be supported by expanded course offerings. Another singled out Vietnam for increased attention.

1	No response
2	I've had some really excellent professors through my Asian studies track, and I've definitely learned a lot more than I expected. This being said, Asia is a very large and diverse part of the world and I don't think the classes being offered right now cover that. I don't think it's fair for students to graduate with the expectation that they are now experts in Asia when we barely know about it. I think it would be better to have separate sub-regions of the Asian studies minor (South Asia, Southeast Asia, Far East Asia, Central Asia, etc.) instead of a broad field that doesn't really give one the foundation to be an expert on.
3	N/A
4	Nope! Thanks ☺
5	Any additionally classes about Vietnam would be amazing.
6	I haven't taken many classes yet, so I don't have much to say.

Total Responses: 6.

Appendix 13: Key Documents Consulted

Guidelines:

University of San Francisco, Office of Assessment and Accreditation Support, Academic Program Review Guidelines, AY 2014-2015, n.d.

Asian Studies:

John Nelson, Academic Program Review, Self-Study, Academic Year 2014-2015: Master's Program in Asia Pacific Studies University of San Francisco, 2016. (Companion to this Self-Study, under finalization; cited from Draft Version 1, November 23, 2015.)

Don Baker et. al., Report of the External Review of Asian Studies at the University of San Francisco, May 2010.

USF, Executive Summary: Academic Program Review – Asian Studies, External Reviewers (Campus Visit: March 3-10, 2010), n.d.

John Nelson, et. al. Asian Studies Degree Program: Self-Study, February 4, 2010.

Stephen Roddy, et. al., University of San Francisco: Master of Arts in Asia Pacific Studies, Academic Year 2009-2010, Program External Review, Self-Study, n.d. (This Self-Study provides greater details on the early history of Asian Studies at USF.)

John Nelson, Program Assessment Report AY 2008-2009: Asian Studies, n.d. (Spring 2009?).

Other Programs:

Heather Hoag, Program Assessment Report AY 2008-2009: International Studies Program (BAIS), June 1, 2009.

Annick T.R. Wibben, et. al., 2009-2010 Academic Program Review, Self-study of the Interdisciplinary, Undergraduate International Studies (BAIS) Program, n.d. (2013).

USF, Executive Summary: Modern and Classical Languages (Baccalaureate Programs in French, Japanese and Spanish), Campus Visit: April 21-23, 2010.

Department of Modern and Classical Languages, College of Arts and Sciences, University of San Francisco, Self-Study [French Studies, Japanese Studies, and Spanish], March 2010.

Program Review, Self-Study, Theology and Religious Studies, University of San Francisco, March 10, 2011.

Elisabeth Jay Friedman, Latin American Studies, Academic Program Review, College of Arts And Sciences, University of San Francisco, Fall 2009.

Appendix 14: Acronyms and Abbreviations

4+1	4+1 years of study leading to a combined Bachelor's and Master's degree
ACTFL	American Council on the Teaching of Foreign Languages
ANST	Asian Studies (Major: ANSTMJR; Minor: ANSTMNR)
AY	Academic Year
BAAS	Bachelor of Arts in Asian Studies
BABS	Bachelor of Arts, Bachelor of Science
BAIS	Bachelor of Arts in International Studies
BFIN	Bachelor of Arts in Finance
BNTL	Bachelor of Arts in International Business
CAPS	Center for Asia Pacific Studies (before Fall 2014, Center for the Pacific Rim)
CBNM	<i>Casa Bayanihan</i> , Manila (Study Abroad program)
CD	Cultural Diversity (Requirement for graduation)
CIPE	Center for Institutional Planning and Effectiveness
CPR	Center for the Pacific Rim (since fall 2014, Center for Asia Pacific Studies)
ENVA	Environmental Studies
ESL	English as a Second Language
FILI	Filipino (Same as TAGL, Tagalog)
FNAR	Fine Arts
ILOs	Institutional Learning Outcomes
ITS	Information Technology Services
JPRI	Japan Policy Research Institute
KIN	Kinesiology
MAPS	Master of Asia Pacific Studies
MBA	Master of Business Administration
MCL	Modern and Classical Languages
NEH	National Endowment for the Humanities
OIRA	Office of Institutional Research and Analytics, CIPE
PC	Personal Computer
PLOs	Program Learning Outcomes
POLS	Politics
SII	Saint Ignatius Institute
SL	Service Learning (Requirement for graduation)
SLOs	Student Learning Outcomes
TAGL	Tagalog (Catalogue term: same as FILI, Filipino; courses are listed under FILI)
USF	University of San Francisco
WASC	Western Association of Schools and Colleges
WSCUC	WASC Senior College and University Commission
YPSP	Maria Elena G. Yuchengco Philippine Studies Program