

**Assessment Report for USF Yuchengco Philippine Studies Program (YPSP)
Evaluations of Student Work from YPSP 100 (Fall 2016), taught by Claudine Del Rosario**

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Assessing YPSP Program Learning Outcome #1 (approved by faculty in March 2017): "Students will understand the formation of Filipina/o history, culture, and society in the Philippines, United States, and globally."

I assessed written work of four students from Claudine Del Rosario's Introduction to Philippine Studies course (YPSP 100). Professor Del Rosario submitted four student journals written in Fall 2016. The class was rather small due to low enrollment. It was soon converted to a directed study. Upon assessing the students' reports, I noticed that the students, overall, strongly grasped major concepts of Philippine history and culture. For example, students understood the ways in which Spanish and American colonialism reshaped indigenous traditions and social practices ranging from religion to governance to cuisine. I also observed that students often described how longstanding poverty (rooted in histories of political corruption, limited industrialization, agrarian and urban struggles/revolts) and contemporary phenomena influenced diasporic and immigrant migrations (e.g. neoliberalism in post-WWII global economy, overseas workers).

However, I also noticed there are areas for improvement for both this specific course and the overall program. Based on these students' reports along with anecdotal observations, some students who take YPSP courses lack critical thinking skills which leads to broad generalizations about Philippine culture and history. For instance, it is commonplace for students to view history in a teleological manner. Rather than unpack the layers and nuances of economic, cultural, social, and political phenomena over time, some students seem to embrace ahistorical frameworks for thinking through these issues.

Another area of improvement is trying to teach students who take our courses to remain as objective as possible. For a majority of our students (particularly declared YPSP minors), taking Philippine Studies courses is deeply personal. This is largely due to the fact that our typical student identifies as Filipino or Filipino American. As a result, work that is submitted is frequently imbued with tangential information, digressions, or subjective content. Of course, this is not necessarily because of the course structure or program's standards. Rather, this is reflective of academia-wide issues regarding identity politics and the lack of welcoming, inclusionary environments for minorities on most college campuses. Despite academia's perceived "open-mindedness," many students of color still feel marginalized and have limited opportunities for self-exploration particularly on matters related to race, ethnicity, and other forms of identity and expression. It is the program's hope that we can continue to foster a space of inclusion while maintaining the integrity of Philippine Studies, a growing discipline that is rigorous, critical, and founded on the principles of Ethnic Studies.