

**USF Yuchengco Philippine Studies Program (minor)  
2021-2022 Assessment Report  
YPSP Director, James Zarsadiaz**

**Mission Statement:**

Founded in 2002 through a generous gift from Philippine diplomat and industrialist, Alfonso Yuchengco, the Yuchengco Philippine Studies Program (YPSP) is an interdisciplinary minor program that provides students the opportunity to learn about the global Filipino experience through history, sociology, politics, literature, modern and classical languages, art, and dance among others. The program is committed to providing a pragmatic yet critical education of Filipino culture and society.

The program's foundational courses teach students important historical, cultural, and socio-political phenomena central to the transnational Filipino and Filipino American experience. In the classroom and through programming, students are introduced to provocative ideas and scholarly frameworks important when thinking about past and present challenges of the broader Filipino diaspora.

In addition, YPSP promotes student participation in social justice advocacy and engagement through service learning placements and immersion courses within communities and agencies that serve the needs of Filipinos locally and internationally. Students can obtain Filipino/Tagalog proficiency in basic and advanced language classes while courses centered on literature and the arts allow a critical examination of the creative expression of the Filipino cultural experience.

YPSP regularly holds events and hosts programming featuring recognized Filipino and Filipino American scholars, artists, philanthropists, entrepreneurs, and community leaders. It also supports student academic research and activities that benefit community partners within and outside the university. YPSP is an academic and community resource based in San Francisco, but with a desire to remain globally connected.

**Direct Assessment:**

We assessed written work from Irene Faye Duller's course, YPSP 301 (Philippine History until 1900).

The assignment was a "field study assignment." From Duller's instructions: "With ethnography and epistemological methods, we will immerse in Pilipina/x/o American culture within the 'living' classroom of San Francisco. As a California State designated cultural heritage district, SOMA Pilipinas and countless organizations in its perimeter, Philippine Studies is alive and surrounding us. Learning can be dynamic!" "You will sign up for 4-5 total touch points (events, activities) to attend. You will take field notes via recordings, photos, journal, drawing, on what you gather as far as information and stimulation, but who is in attendance (why?), and how they, (and you) are experiencing

all of it. We want to keep the lens of the class on at all times: Where are we seeing stems / branches that are rooted in PRE-COLONIAL Philippines and what do you witness as inspired acts of DECOLONIZATION today? This is how you begin to observe, engage. As documentation of these experiences, students will create collages\* (photos you take during the PAHM event as a reflection/sharing) for EACH event. \*"collage" can be made of photos, drawings, and even words." "Semester long learning journey: To accompany each student's grasping of concepts of Pre-Philippines culture/ identity/ethos, students will prepare a reflection post every week as an act of examination, examining a topic in preparation of sharing/exchanging with others. This is also our contributions in real-time knowledge and cultural production as the class barangay voted for Instagram as a container for this level of reflection and storytelling. Topics explored: Barangay, Colonial Mentality, Mental Health, Kapwa, Roles in Pre-Philippines society (Warriors, Healers), Decolonizing thru: Mythology, Artforms, Values, Healing, Pre-colonial food recipes, colorism / racism, kultural wealth."

In reviewing seven of these assignments, YPSP noticed the students were deeply engaged with the assignment's objectives and what the instructor wished for them to accomplish. They unpacked multilayered subjects around identity, place-making, colonialism/neocolonialism, and Philippine or Filipina/o/x American history. Students were particularly creative in this assignment by using visuals, graphics, and photographs along with text to articulate broader course themes. Overall, this assignment reflected many of YPSP's core values and program learning outcomes.

**PLO:**

There are no updates to YPSP's PLOs.

The Philippine Studies Minor seeks to train and educate students to:

- Understand the formation of Filipino history, culture, and society in the Philippines, the United States, and globally;
- Develop an empathy for the values, behaviors, ethics, and perspectives of Filipinos;
- Be able to identify and discuss social, political, economic, business, psychological, and environmental issues relevant to the Philippines and the Filipino diaspora;
- Obtain basic, intermediate, and advanced Filipino/Tagalog language proficiencies;
- Appreciate the literary, linguistic, philosophical, religious, and artistic contributions of Filipinos to the United States, Asia, and the world; and
- Apply knowledge for activism, advocacy, and social justice in the Philippines, the United States, the Asia Pacific, and the world.

**What do you want your students to learn?**

YPSP wants our students to understand and grapple with the diversity of the Philippine diaspora through its histories, experiences, and cultures.

**Are they learning it?**

As a program, we are confident our students walk away with a solid grasp of the histories, experiences, and cultures of the Philippines and/or Philippine diaspora. Beyond the materials they consume and engage with in class, YPSP promotes and encourages active learning through community work, internships, and by hosting numerous in-person or online events throughout the academic year (particularly during an event-packed October commemorating Pilipinx American History Month). Our minors (and alumni) continue to express their gratitude in receiving a well-rounded education in Philippine Studies.

**How do you know they are learning it?**

We measure this through our teaching evaluations, word of mouth, and in students' classwork (as exemplified above under "Direct Assessment").

**General Comments:**

In the years ahead, YPSP hopes we can offer new courses and hire new faculty (some folks have retired or left USF in recent years, especially since 2020 and 2021). As always, we try to revisit our curriculum by examining syllabi and talking through what has been working, not working, etc. in the classroom. These goals, however, remain challenging since nearly all of our faculty are part-time or adjunct. (James Zarsadiaz, Evelyn Rodriguez, and Mark Miller are the only full-time faculty affiliated with the program.) Overall, YPSP is thriving. We will continue to strategize ways for increasing the number of YPSP minors and to keep our classes full.