**American Multicultural Studies**

**Self-Study 2022-23**

**Fall 2022-Spring 2023**

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 **Self-Study 2022-23**

A. Program Context and Curriculum

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**A. Program Context and Curriculum**

The most important thing to know about the American Multicultural Studies Department (AMCS) at Sonoma State University (SSU) is that virtually its entire curriculum is embedded into the university’s General Education (GE) pattern. More than 90 percent of the courses taught by our department are GE courses. Our being enmeshed within this larger campus curricular structure creates for us a high floor, but also a low ceiling. We can fill even more sections than the university currently chooses to allot to us, but we cannot fill non-GE, dedicated AMCS courses for majors. Relatively many students take AMCS courses, but relatively few students major in AMCS. The reader of this program review should always keep this situation in mind.

In the fall of 1969, only one year after the student strike at San Francisco State University which led to the first Ethnic Studies program in the country, an SSU faculty governance group led by Black professors Levell Holmes and Willie Garrett founded a Division of American Ethnic Studies, offering degree programs in Afro-American studies, Mexican-American studies, and Native American studies. Each area had its own curriculum, class listings, and major requirements, although they shared a common chair. Professor Holmes told the *Santa Rosa Press Democrat* in a November 21, 1969 article, “Our approach is inclusive, not the exclusive hierarchical approach which has dominated the educational scene thus far. The Negro is ignorant about his past, but so is every American. It has been too difficult to separate ourselves from Europe. The European culture has inundated us.” Professor Holmes also noted that the new division and programs were designed not by one group or faculty alone, but by “administrators, students, and the community” working with the faculty to “determine the vision.”

Joining Holmes and Garrett were Professors Ernest Martinez, Isaias De La Rosa, David Peri, and Valesta Jenkins. In the 1980s and 1990s, under the direction of Larry Shinagawa and James (Jim) Gray, the American Ethnic Studies division transformed into two discrete departments in 1989: AMCS and Mexican American Studies, which later was renamed Chicano and Latino Studies (CALS). Native American Studies (NAMS) currently does not offer a major, nor does it have departmental standing, although it is an active program with a minor.

With this new AMCS identity came several tenure-track faculty hires and the creation of a new curriculum, which eventually took hold in AY 97-98. The new curriculum invested heavily in GE courses. Department student-to-faculty ratio (SFR) rose, as did class size, and the number of majors, from an average of about 15 majors a year in the early 1990s to an average of about 25 majors a year in the late 1990s. Throughout its history up to the present, AMCS has been among the entire university’s leaders in SFR, which is both to the detriment and advantage of the department, as articulated in the first paragraph of this document.

Perhaps for a number of reasons, including faculty effectiveness, an intriguing new curriculum, significant GE representation, an active feeder program with Santa Rosa Junior College, and our teaching preparation tracks, the number of AMCS majors increased steeply after the turn of the century. The total leveled around 65 throughout the decade before declining dramatically beginning in 2009. AMCS had 86 majors in 2004, but a decade later it could barely raise a dozen, dropping to a low of nine in Fall 2012.

The department made a curriculum revision in AY 13-14, in conjunction with a concurrent program review, in order to address this decline in majors and graduates. Two main factors characterized the new curriculum: 1) the creation of seven different advising pathways (now being reduced to four due to a lack of student interest in three of them), including a concentration in Africana Studies; 2) the outsourcing of much of the AMCS curriculum to related interdisciplinary departments such as CALS and Women and Gender Studies (WGS), as well as the NAMS minor program. AMCS majors now can take a much wider range of courses for major credit than prior to the revision. With only three full-time faculty members and carrying a disproportionate burden of the university’s relentless GE expectations, it is impossible for AMCS to fully provide its own curriculum without the input of other departments.

For about a decade, several people have felt it might be wise for AMCS to merge with Chicano/Latino Studies (CALS) or Women and Gender Studies (WGS) or both. The departments talked about such a plan about five years ago but did not come to any agreement. Talks between the departments and administration about how to collaborate continue to this day.

AMCS takes an interdisciplinary and comparative approach to teaching students about the importance of race and ethnicity to people living in the United States. Our courses provide students with the theoretical foundation to understand the complexities of these issues while training them to develop cultural competence, critical thinking, and leadership skills that will empower them to navigate their communities and the world. Particularly our courses focus on the histories and cultures of African Americans, Latino/as, Asian Americans, and Native Americans, so that students may understand more deeply America’s multicultural heritage and future. We also address the diasporic and transnational aspects of these peoples’ experiences.

AMCS is committed to graduating students who have the knowledge and skills to live and work productively and competently as culturally informed citizens who can make positive impacts on their communities in an increasingly diverse world. Students who complete our major or minor program will have the tools to adapt to a rapidly changing multicultural environment. At the core of our mission is the hope that our work will lead to a better world.

Students who have graduated with an AMCS degree now work in the fields of education, personnel administration, business, law, human resources, public health, public relations, social services, and environmental planning. AMCS provides a sound foundation for graduate school in many traditional disciplines and emerging multidisciplinary fields of inquiry.

AMCS has a very important place on campus and a long history, thus it sees its future somewhat brightly in spite of institutional neglect. It always has had a departmental mission beyond that of service to its majors. It always has been committed to educating the wider campus community. AMCS courses are often the primary exposure a student may have to issues of race and ethnicity in a college setting. AMCS provides a forum for students to explore issues surrounding race and ethnicity and to understand their own place within U.S. racial paradigms. We provide curricular diversity and breadth to students in the School of Arts and Humanities, while other departments with larger numbers of majors provide more specialized curricula.

AMCS experienced a steady rise in declared majors, and most importantly, graduates, in the years that followed the 2014 curriculum revision and had an unbroken record of upward mobility from then until the university’s operations and enrollment numbers were disrupted by the pandemic. In AY 20-21, AMCS graduated 23 students, its largest such cohort in at least 15 years, before its number of graduates receded sharply during the pandemic. It is unclear to the department whether the decline in AMCS graduates is strictly related to the nationwide and campus wide decline in admissions over the last few years, or if there are additional factors preventing students from becoming AMCS majors.

**AMCS MAJOR/GRADUATES/MINORS OVER LAST 13 YEARS**

AY Majors Graduates Minors

| 2009-2010 | 28 | 10 | 15 |
| --- | --- | --- | --- |
| 2010-2011 | 20 | 11 | 9 |
| 2011-2012 | 9 | 13 | 12 |
| 2012-2013 | 11 | 11 | 14 |
| 2013-2014 | 18 | 9 | 14 |
| 2014-2015 | 20 | 3 | 12 |
| 2015-2016 | 22 | 7 | 8 |
| 2016-2017 | 26 | 14 | 13 |
| 2017-2018 | 34 | 13 | 9 |
| 2018-2019 | 41 | 9 | 18 |
| 2019-2020 | 45 | 9 | 17 |
| 2020-2021 | 22 | 23 | 13 |
| 2021-2022 | 19 | 8 | 13 |

During its period of regrowth, the AMCS department did not see itself targeted by the SSU administration for any increase in resources or tenure-track hires, even as peer departments that currently have less majors and lower SFRs and course enrollments per semester than AMCS, such as CALS, have received such consideration. Only with the addition of a new, state-mandated, GE category in Ethnic Studies (Area F) in 2021-22 did AMCS get funded for a new tenure-track line, but even that resulted in no net numerical gain for the department, due to another faculty member being hired by another institution and leaving SSU a year earlier. The AMCS faculty is the most racially diverse on campus and additional hiring lines would no doubt continue that trend, which is no small consideration due to SSU’s having an overwhelmingly white faculty.

AMCS faculty have believed for years that the administration does not particularly value the department’s contribution to campus, as evidenced by this lack of hiring as well as the department’s being limited to teaching GE courses. AMCS faculty also believe that the department’s mission, perhaps more than any other department’s on the campus, supports the Sonoma State Strategic Plan’s core value of diversity and social justice. Indeed, the AMCS department feels that the SSU administration’s lack of regard for it serves as a glaring and obvious self-reproach of what it claims to be a core value.

The AMCS program learning outcomes (PLOs) align closely not only with the SSU Strategic Plan but also WASC Core Competencies, such as written and oral communication and information literacy. Our tight-knit alignment with GE forces all of our instructors to conscientiously and explicitly address the ties between their curricula and the WASC Core Competencies that make up a central part of SSU’s GE curriculum. Because the AMCS curriculum is almost entirely a GE curriculum, our courses go through a rigorous vetting process simply to get into existence, and our faculty must explain to various committees how we meet these requirements and make these connections to various learning goals and outcomes. Over 90 percent of AMCS courses already meet the GE learning outcomes and are being assessed for WASC via their required GE signature assignments.

All AMCS syllabi conform to SSU standard, including the listing of all GE learning outcomes on course syllabi. Professors provide course-specific renditions of the AMCS PLOs on their syllabi, depending on which course is being taught. Because our curriculum is so clearly aligned with so many GE categories, our faculty must take into account the GE learning objectives in order to create intersections between GE goals and AMCS goals. We also review the syllabi of cross-listed courses to insure their continued relevance to the latest developments in ethnic studies. We vet as a department any Area F proposals by other departments requesting cross-listing with AMCS.

**AMCS MAJOR CURRICULUM–PROPOSED AY 22-23**

AMCS Major: 40 units total=22-unit core + 18 additional units

*Lower Division Core—12 units*

AMCS 210: Introduction to Ethnic Studies (3 units)

AMCS 225: Racism and Resistance: Black Americans (3)

AMCS 260: Ethnicity in the Arts, Culture, and Media (3)

AMCS 277: Asian American Experience (currently being developed) (3)

*Upper Division Core—6 units—take at least two of the following*

AMCS 355: Language and Ethnicity (3)

AMCS 360: Ethnic Literature (3)

AMCS 392: Race in Film and Media (3)

*Methods Course*—*4 units—students must take this course*

AMCS 480: Research and Methodology (4)

*Pathways—18 units—up to 6 units can be lower-division* (choose one pathway)

Comparative Ethnic Studies Pathway: Can be any AMCS, CALS, NAMS, or WGS courses, or approved catalog courses from another dpt., and any approved Area F course

Critical Race, Gender, and Sexuality Pathway: Can be any AMCS or WGS courses

Africana Studies Concentration: being redeveloped

Multicultural Education Pathway: Can be any AMCS or any 400-level EDUC courses

**AMCS LEARNING OUTCOMES**

Our learning goals and outcomes broadly conceive the discipline of ethnic studies, primarily through African American studies and Asian American studies (other campus departments and programs specialize in Chicano/Latino Studies and Native American Studies) in ways that allow our faculty to teach their specialties within larger contexts. Our courses acknowledge the multiracial nature of the American landscape within the fields of African American and Asian American studies.

AMCS narrows its PLOs to three categories: knowledge, values, and skills. Below is further clarification of these PLOs, as well as a required “curriculum map” that illustrates how well our courses address these PLOs, to varying degrees. Please use the numbered PLOs and the linked AMCS course descriptions as a key to understanding the curriculum map.

AMCS course descriptions and titles link: <https://catalog.sonoma.edu/content.php?filter%5B27%5D=AMCS&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=5&expand=&navoid=259&search_database=Filter>

Note: Any AMCS course linked above that has not been taught in the last five years, or any AMCS course that is currently in the course curriculum discontinuation process has been excluded from the curriculum map. Only active AMCS courses are included on the curriculum map.

Knowledge

1) Study the roles of race and ethnicity in U.S. society, both historically and today.

2) Analyze how economic and political forces intersect with race and ethnicity in the United States.

3) Understand the aesthetic and creative contributions of non-whites in the United States.

4) Address the representation of racial and ethnic minorities in American culture, history, and politics.

5) Understand the relationships between ideology and power.

6) Study the intersectional natures of race, ethnicity, class, gender, religion, region, nationality, and other factors.

Values

7) Develop an understanding of how race and ethnicity are tied to personal values.

8) Gain an appreciation for the role non-whites have played in building America.

9) Foster a moral and political commitment to multiculturalism.

10) Understand the connections between individual achievement and community involvement.

Skills

11) Build critical thinking abilities and apply them to real-life issues of race.

12) Develop oral and written communication skills.

13) Develop information literacy and/or critical textual reading skills.

Next to each of the 13 AMCS PLOs will be a letter “A” “B” “C”. These letters correspond to the depth of competence students are expected to achieve in various AMCS courses, as related to each PLO: A-introductory knowledge, values, or skills; B-developed knowledge, values, or skills; C-demonstrated knowledge, values, or skills. For example, the designation “1A” in the table indicates that students should be expected to gain an introductory knowledge of the roles of race and ethnicity in U.S. society, both historically and today.

**AMCS CURRICULUM MAP**

Course 1 2 3 4 5 6 7 8 9 10 11 12 13

| AMCS 125 | A |  |  |  | A | A |  |  | A | B |  | C | B |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AMCS 210 | A | A | B | B | B | A | A | A | A | B | A | A | B |
| AMCS 225 | A | B |  | A | B |  |  |  | A |  | A |  | A |
| AMCS 260 | A |  | B | B |  |  | A |  |  | A | B | B | B |
| AMCS 350 | A |  | A | A |  | B | C | B | C | A | B | C | B |
| AMCS 355 | B |  | C | C |  | B |  |  |  |  | B | B |  |
| AMCS 360 | B |  | C | C |  | C |  | B |  |  | B | B |  |
| AMCS 392 | B | C | B | C | B |  |  |  |  |  | B | B | B |
| AMCS 420 | B |  |  |  | C | C | B |  |  | B |  | B |  |
| AMCS 480 | B |  |  |  |  |  |  |  |  |  |  | C | C |

Other than adding courses in Asian American studies to account for our latest hire, and trimming superfluous course listings and pathways, AMCS does not foresee itself making major curricular changes in the next few years. Much of our curriculum is not in the hands of our department but rather in that of WGS, CALS, and NAMS. We have found it difficult to provide unique course content for our Africana Studies Concentration following the departure of a faculty member whose courses were key to its curriculum.

**B. Assessment**

The AMCS department engages in no direct assessment of its courses, but because the overwhelming majority of our courses are GE courses with signature assignments, we feel that our courses are indeed being rigorously assessed for their alignment with GE course criteria and learning outcomes, particularly area F. Because a great many of our program outcomes are specifically and purposefully aligned with GE learning outcomes, we feel no need to do any further assessment. The department feels that the university’s assessment teams would indicate to us if our signature assignments were not properly reflecting the WASC accreditation standards, as measured by our GE curriculum. The university’s vetting process for GE courses is, in fact, our assessment process, too.

If AMCS is required to conduct its own direct assessment of its courses, then the department proposes the following process moving forward, and would be willing to indicate its cooperation with this structure in the Memorandum of Understanding (MOU) that will be completed in conjunction with the completion of this program review:

1. The AMCS department agrees to a common student survey that must be completed as part of all GE signature assignments. Students cannot pass the signature assignment or the course without submitting the survey. How will the survey be delivered anonymously and online? Does the university help departments create such assessment tools?
2. The AMCS department will determine if these surveys should focus particularly on the development of student values, because course content and skills criteria are already largely governed by their GE alignment.
3. AMCS tenure-track faculty submit all GE syllabi and signature assignments to the chair (in addition to the AC, as already done) by week one of every semester.
4. AMCS department chair is responsible for vetting signature assignments for alignment with program learning outcomes as well as distributing assessment surveys to TT faculty.
5. TT faculty are responsible for returning assessment survey data to department chair seven days after the end of finals week.
6. Department chair must create a one-page assessment report every semester based on student surveys.

Because AMCS carries a significant FTE (full-time student equivalent) per semester as a result of its GE workload, much of its teaching is necessarily done by adjunct faculty. Additionally, about forty percent of the AMCS curriculum is outsourced to other departments. AMCS has no other choice but to do this as long as the university expects it to carry significant GE workloads as a department while being staffed by only three full-time faculty members. A great deal of the AMCS curriculum is out of the hands of the tenure-track faculty and thus makes assessment quite difficult, even if AMCS engages in assessment of its own courses.

Another assessment option would be to attach some kind of measure to the final student projects developed in the department’s research and methodology seminar AMCS 480. This course, however, is taught only half-time by AMCS (the other half by CALS), and is usually under threat of cancellation due to low enrollment.

AMCS robustly addressed two of its main assessment goals resulting from its previous program review. AMCS now successfully engages in regular peer review of adjunct faculty and encourages instructors to pursue the university’s cumulative evaluation process. Making this change was one of the main assessment suggestions of the last program review, along with the curricular move toward outsourcing and pathways described in the first section of this program review. AMCS counts on three instructors in particular for almost all of its adjuncting needs. These instructors are experienced and reliable and between them have been working with the department for about 25 years.

**C. Faculty**

AMCS has two modest short-term goals: 1) to properly configure our Africana Studies Concentration; 2) to create an Asian American Studies Concentration. The first might be addressed by a rethinking of the AMCS major core. The second would require us to hire a new professor. More immediate goals are to create a joint major with Women and Gender Studies around race and gender/sexuality, and to continue to find ways to collaborate with other departments across campus.

Obviously, the dream scenario would be for AMCS to be treated like every other department and have enough faculty to teach a full-fledged ethnic studies curriculum. AMCS faculty find it curious that our peer department CALS has five full-time faculty to our three, even though more students take AMCS courses per semester than CALS courses, and AMCS has had more majors than CALS in the past (this has changed after the pandemic).

AMCS is made up of three full-time faculty members and then a fourth affiliated faculty member who teaches one course per semester but also serves as an indispensable member of our community, and was our previous chair. About half of our courses are taught by adjunct faculty. Since the last program review AMCS has lost two full-time faculty members and has replaced them with scholars in similar fields. The department has for a long time had two full-time specialists in African American Studies and one in Asian American Studies. Most of our adjunct faculty members specialize in African American Studies as well. Although it would seem that with all these professors of African American Studies it would not be hard for AMCS to fill its concentration in Africana Studies but readers should know that almost all of their African American Studies courses are necessarily represented in the AMCS major core.

Currently there are three full-time AMCS professors. Michael Ezra, the current department chair, came to the department in 2003. Patrick Johnson, an assistant professor, came to SSU in 2019. Katherine Lee, an assistant professor, came to AMCS in 2022. Kim Hester-Williams of the English Department also teaches two courses a year for the department and is a full member of the department from a community standpoint.

Broadly speaking, the teaching and research interests of all faculty members explore how race and ethnicity intersect with power and inequality. Ezra specializes in post-World War II African American history and culture. He is the author of two books and the editor of another two, in addition to founding and editing the peer-reviewed *Journal of Civil and Human Rights*. Johnson specializes in Black popular culture and has published a series of articles focusing on African American representation in television. Lee’s research focuses on the politics of academic writing and its impact on students of color. Hester-Williams specializes in U.S. colonial literature, but has published in a wide range of areas pertaining to African American culture and is the co-editor of a recent book.

The AMCS faculty are the most racially diverse of any department, constituting the entirety of SSU’s tenure-track and tenured Black professorship. Every full-time hire that the department has made since 2003, both tenure-track and one-year, has resulted in a person of color being hired for the position. Whereas many departments at Sonoma State have for decades continued to have an all-white faculty, AMCS for decades has continued to find ways to successfully recruit strong candidates of color who go on to earn tenure and promotion at SSU. Despite the SSU administration’s bemoaning of the lack of faculty diversity, it continually overlooks AMCS for hiring lines, despite the department’s standing as an obvious counterpoint to the dismal record of almost every department at this institution.

All of our faculty teach GE courses. The only non-GE course we teach regularly is AMCS 480, our core methodology course taught once a year by Dr. Lee. Every other semester this course is taught by CALS. The course rarely gets over 10 enrollees in a given semester and is often targeted for administrative cuts in lean budget times. GE classes have 30 or more students in them and even the upper-division ones have an introductory-type nature. Our faculty have no choice but to teach to non-majors at SSU in order to survive. We almost never teach to an audience of AMCS majors and minors. Some AMCS faculty are comfortable with this situation and some of our faculty are not.

The department is well-represented on key campus committees. Johnson is a member of the GE subcommittee and Ezra represents the department on the school tenure/promotion committee and the school on the university’s Educational Policies Committee.

Because there are not many AMCS majors, the departmental advising load does not seem burdensome to individual faculty. The department chair usually does most of the advising in any given semester. Department chairs have three-year terms. Ezra is in the first year of his third overall term as department chair.

Because of the relatively low salaries at SSU and the relatively high cost of living in this area, some of our faculty teach during the winter and summer. Faculty in AMCS would like higher salaries and are at the low-end of the scale, even for SSU.

Despite our usual teaching load of four GE courses per semester totalling well over 100 students, as well as summer and winter classes, all of the AMCS faculty remain productive and active scholars who publish peer-reviewed work regularly. We do not share the administration’s seeming disregard for our capabilities.

**D. Program Resources**

Sonoma State University is not a research university and does not pretend to be one. Although the university standards for tenure and promotion call for peer-reviewed scholarship, we are starting to see some departments, following the university’s requirement for them to develop their own tenure and promotion standards, beginning to move away from peer review as a requirement. While all AMCS faculty continue to publish peer-reviewed work, it is safe to assume that all of us need to at least sometimes go outside the SSU environment to get that work done.

SSU offers limited support for faculty. AMCS faculty have a small spending budget per year. We have adequate office space, supplies, and a competent administrative coordinator. It’s easy to apply for travel funds if you want to attend a conference in a given academic year. If you ask nicely enough you can get a second conference funded. There are various grants for research awarded at SSU as well. New faculty get a research start-up fund.

The IT situation at SSU is a mess, and is continually defunded, but that’s not specific to AMCS.

AMCS is satisfied with the physical condition of its facilities, the amount of money budgeted to operation and expenses, and with its amount of office coverage.

**E. Student Success**

At the heart of its mission since its founding, AMCS is invested in supporting Black students at SSU. Our recent hire of Dr. Lee expresses the department’s reinvigorated commitment to Asian American students.

Because faculty in the past have reported hearing from students in our upper-division classes, “I wish I had taken an AMCS course earlier in my career. I would have become an AMCS major,” we are redefining the major core to include more lower-division courses than previously.

The number of AMCS majors and graduate students was steeply rising prior to the COVID pandemic. We have taken this moment to rearticulate our curriculum to include Asian American Studies and an increased focus on lower-division courses. Our last program review resulted in a successful increase in majors due to a curriculum revision. We hope a similar pattern will emerge this time again.

AMCS attracts students of color and also first-generation students. Our AMCS 360 class taught by Kim Hester-Williams has the university’s largest reverse bias gap of any course, which means that first-generation students do significantly better in the course than non-first-generation students. AMCS courses often speak to more diverse populations than the average SSU courses do.

AMCS is obviously open to everyone, and a great many students who take our courses are white, per the SSU population. We take seriously our role in providing for many students the only exposure in their college careers to questions of race and power. Because we are so closely affiliated with the GE program, we will be able to assess student success in addressing these questions via the signature assignments.

In the first section of this program review self-study we have provided statistical data about our majors.

**F. Reflection and Plan of Action**

Over the next five years, the AMCS Department hopes to somehow capture the attention of the SSU administration in an effort to be taken as something more than just a GE-bearing workhorse. Other departments are given the liberty of low-enrolled classes and viable upper-division non-GE courses, including departments that every semester have lower FTE than AMCS despite having more FTF (full-time faculty) than AMCS. AMCS does more than many other departments do, with less resources dedicated to it, and yet consistently gets overlooked for hiring, even with the creation of GE Area F.

In lieu of any new resources, the most important AMCS goals are to define and staff its existing Africana Studies Concentration as well as develop a concentration in Asian American Studies. Concentrations are different from advising pathways in that they are officially recognized by the CSU Chancellor’s Office and thus appear on student diplomas. These curricular initiatives emphasize the department’s role since its founding in the 1960s of serving African American students and its reorganization in the 1980s of serving Asian American students.

AMCS would like to see the university share its assessment data on the GE signature assignments. AMCS realizes it needs its own assessment plan and looks forward to carrying out the process detailed earlier in this report, beginning with the 23-24 academic year.

With existing resources, the AMCS department can clean up its catalog copy, further streamline and outsource its curriculum, continue to teach large GE classes, create a viable assessment plan, collaborate with other departments, particularly WGS, and possibly successfully redefine its Africana Studies Concentration. Additionally, the department calls on the administration to shift some of its GE burden to other departments and give AMCS the same luxury of having an internal curriculum that other departments have. AMCS should not be in a position where it is almost never allowed to teach small, non-major courses. Few other departments are in such a predicament, and none at SSU have been for as long as AMCS.

With additional resources, the AMCS department can create an Asian American Studies Concentration and successfully staff its African American Studies Concentration, at the very least.