

CLUSTER IV

# Social and Behavioral History

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## Summary of Identified Issues

History faculty from the community colleges and the CSUs have taken important first steps to facilitate student transfers from the two and four-year schools, and look forward to working with the institutions in the UC system to accomplish the same goal. Our efforts were greatly assisted by the work of History faculty at the CSUs in the CORE Alignment Project. (For information on this project see attachment.) On the list of topics considered at the regional meetings in October, November, February, March, and the statewide meeting in April were questions concerning:

- ▶ History courses that transfer successfully from CCs:
  - Should Western Civilization or World History be required for majors?
  - Should California History be taught at the lower or upper-division level?
  - How should the U.S. survey courses count for transfer?
- ▶ Course content and specifically about the curriculum now included in the CAN numbering system.
- ▶ The addition of new curriculum to the CAN system.
- ▶ Teacher Credentialing
- ▶ The content of History courses and the balance between historical content and analytical skills associated with these courses;
  - While the courses with CAN numbers agree with respect to course content across institutions, the CAN descriptors do not consider the critical thinking, reading, or writing skills expected of students. Can we set such standards?
- ▶ Ideas for generating interest at the community college level in the discipline of History to encourage students to major in the discipline.
  - Because so many History classes are defined courses for the major, community college students can transfer only a few classes to count towards the major. But it is these very courses—not the survey classes—that generate interest in history.
- ▶ Ways of improving communications among the faculty at the two and four-year schools.

## Identified Trends/Future Directions

### CAN and ASSIST

After lengthy discussion and careful consideration, the faculty at the several meetings agreed to recommend changes to several CAN course descriptors. These changes are shown below in the CAN course descriptors. Additional changes to the CAN course descriptors were made at the annual meeting. These will need to be reviewed next year. Therefore at this time the history faculty will not ask to have recommended changes moved forward. Together, the faculty recognized that the CAN system would facilitate the transfer process, as students are advised to use CAN numbers to identify similar courses that are not articulated with transfer schools.

Proposed changes for courses that now have CAN numbers are italicized in the text below. Over the next year these recommended changes should be reviewed by faculty in the community colleges and the California State Universities. Efforts will be made to engage University of California faculty in the discussion as well. In addition, faculty will be

encouraged to bring forward new ideas for courses to be considered as additions to the CAN course list.

These proposed changes in course descriptors would read:

1. For CAN 8: “American peoples and institutions from earliest times **through** Reconstruction.”
2. For CAN 10: “American peoples and institutions **from the end of the Civil War.**” In effect the proposed change would include Reconstruction in both halves of the U.S. History survey.

In effect these changes call for Reconstruction to be taught in both halves of the U.S. survey.

3. For CAN 13: “The origins, **and** early development of, and the **interactions among world civilizations.** A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.
4. For CAN 14: “The origins, **and** development, **and interactions** among of world civilizations. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilization.
5. For CAN 15: “The continued development and **interactions among of** world civilizations to the dawn of the modern era. A comparative analysis of cultural, economic, geographic, religious, and social forces of world civilization.”
6. For CAN 16: “**The continued development and interaction of** world civilizations from the earliest era to the present. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.
7. For CAN 17: **The continued development and interaction of** world civilizations in the modern era. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

In effect these recommended changes were intended to move away from focus on single nations or areas and rather, to emphasize the interactions among countries and regions. See History Appendix 1 for a complete list of the courses that now have CAN numbers.

The faculty also discussed the value of adding courses to the CAN system. Revision of the CAN process hopefully will renew efforts to use this system, created years ago to move students more easily through the transfer process. One specific proposed change was to develop CAN numbers for courses in Latin American studies, but it may also be important to consider courses within other areas of the discipline be added to the CAN system to facilitate transfer.

In addition, the faculty addressed concerns that have arisen regarding Western Civilization and World History courses in the CSU breadth requirements and IGETC. This issue has created problems for community college students who seek to transfer and find that the CSU of their choice and the community college(s) they attended did not agree on the appropriate curriculum at the pre-major level. Some CSUs and UCs will accept only Western Civilization to fulfill the breadth requirement, while others will take only World Civilization; only a few will accept some combination. In addition, some will take the U.S. sequence and others will not. Fortunately, the CSUs have addressed this issue in their CORE Alignment project. History Appendix 2 summarizes what the CSU history faculty has agreed to thus far. The best advice the community colleges can offer intended History majors is to check with the

four-year college they intend to transfer to and identify the courses they need to take at the community college to complete the lower-division major preparation required by their preferred transfer institution.

Fortunately, ASSIST, a web-based program which has all of the CC, CSU, and UC curriculum and transfer agreements recorded, has been created to help students and academic counselors research their options, make wise choices about what courses to take in their first two years of higher education, and therefore maximize the number of courses that transfer to a four-year school. The historians at the meetings spent a little time talking about ASSIST and discussed ways of ensuring that students know which of their courses will transfer to meet specific graduation requirements, which courses will transfer as general education, and which courses will not transfer at all. This knowledge will, of course, facilitate the transfer process.

### **Teacher Credentialing**

Another point of concern discussed at these meetings was the changes in the teacher credentialing requirements. Three issues were discussed. The first concerned the shift from a Western Civilization to World History requirement made by the California Commission on Teacher Credentialing, and what this change means for institutions of higher education. As the table developed by the CSU CORE Alignment project illustrates, some CSUs remained committed to teaching Western Civilization while others have shifted to World History. At the center of the discussion is a critical question of who has the authority to establish what the History curriculum for majors should be. The CSUs and UCs have enjoyed autonomy in deciding what courses to include in the general curriculum as major requirements. This autonomy led to conflict when the Teacher Credential Commission defined World History as the state requirement. As the History Appendix 2 indicates, this issue has not been resolved and so the problem remains for the community college student who hopes to transfer. Again, the best recommendation for transfer students seems to be to use ASSIST and follow the requirements of the specific transfer institution.

The second issue that arose from the Teacher Credentialing Commission System has to do with a proposed change in the course that covers the first half of U.S. history. The change recommended by the Commission was to make the first course in the series cover more material, through industrialization to 1914. The faculty showed no interest in attempting to make this change. Instead, the suggestion generated a healthy discussion about where responsibility should lie for determining curriculum. Of course, everyone recognized that the material covered in the second half of the survey course series increases with every year, but compacting more into the first half was not seen as an appropriate answer.

The third issue related to teacher credentials was the California History requirement. Currently, the class fulfills a major requirement and thus has to be taken at the upper-division level. But, not all the CSUs have sufficient faculty to cover the demand. A faculty member from a CSU campus suggested that we consider asking CSUs to accept this as a transfer class taken at a community college. This suggestion generated interesting thoughts that will need to be addressed next year.

### **Course Content**

Still another point of concern at these meetings was course content and what the community colleges need to provide to prepare students to be History majors at the four-year schools. While the course descriptors in the CAN system emphasize content, preparation of a student

to complete the requirements of a History major involves developing analytical reading, research, and essay writing skills. The issue of research skills generated considerable discussion because the advent of the computer has transformed methods of doing research. The big question is: Who is responsible for preparing students to use this new technology? Should a History class at the lower-division level begin to move students along this learning curve? Should transfer students arrive at four-institutions already equipped to do critical thinking in the use of computer technology or should this work be left to the faculty at the four-year schools? This topic clearly poses a question as to whether a historical methods course focused on technology should be added to the curriculum at the community colleges. While some faculty are adamant that the survey classes be the only curriculum accepted towards the major, others spoke in favor of having that curriculum taught in preparation for the major. Clearly, this topic will be on the agenda next year.

This last point, that additional courses taken at a community college might be allowed to count as preparation for the major, or perhaps even towards the major, also generated a healthy discussion. While most faculty members from the four-year schools were determined to limit the course work that could transfer to satisfy major requirements, and some strongly believe that only faculty at the four-year schools could teach the curriculum required of the history major, there were also those who recognized some value in allowing students to take courses in topical areas (not survey classes) in their first two years.

Community college faculty recognizes that it is more often in the topical history course that the interest in history is born. That interest can be cultivated and a student sent from a two- to four-year school would arrive excited about the major. In other words, community college faculty may be producing the seeds for the CSU and UC major programs. At this point, topical courses generally transfer only as electives or in the general education certification pattern. What if the CSUs and UCs were willing to accept one such course as credit towards the major? Such an idea would serve two purposes—to facilitate students meeting transfer requirements and to generate interest in the major.

### **Recommendations for the Discipline**

The History discipline clearly is confronted with several issues. In an increasingly technological world, this discipline will have to adapt. Fortunately, the faculty has figured out one way to attend to this pressure. In order to communicate more effectively, participants agreed that historians would seek a listing on H-NET, an online list serve that will allow all History faculty in the community colleges, CSUs, and UCs to communicate with each other. Robert Cherny of San Francisco State has agreed to coordinate this effort. This list serve will allow us to communicate online and to include many more historians in our discussions of proposed changes to the discipline. Further information about the list serve will be sent out once the work to establish it is completed; we will use the list serve to accomplish that goal!

The Teacher Credentialing program has placed additional pressure on faculty to consider curriculum changes and decisions. While we agree that credentials are crucial for establishing who is qualified to teach, we are concerned that the voices of historians, and more importantly the votes of historians, need to shape the decision making process regarding what knowledge and skills are to be required of teachers. While this task was not assigned to IMPAC, historians cannot ignore it.

There needs to be further discussion of what courses will transfer from community colleges to four-year institutions. This is not a popular topic among most of the faculty at transfer

schools. They have carefully and thoughtfully crafted their majors and assigned faculty to teach specific course offerings and requirements. But, there may be room to reconsider several courses, given faculty desires to see major programs expand, and in response to changes in the teacher credentials.

While the UCs have not expressed much interest in the IMPAC project, the historians who have attended our meetings see value in continuing to try to open up a dialogue with History faculty at the UCs. Although the faculty at the CSUs may not see very many of their students transfer to UCs, many community college students do transfer to UCs, making the dialogue all the more important. Increasing the number of CAN courses may represent the biggest step that can be taken toward including UC History faculty in discussions and therefore a crucial step to be taken to facilitate transfer. It is doubtful that the UCs will agree to accept Sequence B (see Appendix 1), classes in U.S. history, to satisfy graduation requirements.

While the efforts of the community colleges to establish an information literacy requirement for the Associates degrees may have been slowed, there is still genuine commitment at the community college level to provide students with the intellectual and technical computer skills they need in the twenty-first century.

### **Topics for Further Discussion**

As the above report suggests there is room for discussion on the following topics:

- › Should new courses be added to the CAN system?
- › Can we add lower-division courses to the list of History courses to be considered as transfers within the History major?
- › Can the California History course be considered as a lower-division course to be transferred with credit for the major?
- › How do we want to handle the Western Civilization/World History issue?
- › What are the critical thinking, reading, and writing skills set by the four-year schools in their lower-division classes that faculty in the community colleges should know to prepare students adequately for transfer?
- › How can we increase the interest of the UCs in the IMPAC Project?

### **Recommendations Forwarded/ to be forwarded to CAN, ASSIST, CIAC**

At this time, the History IMPAC cluster is not prepared to forward its recommendations to these agencies.

## TABLE 1: A COMPLETE LIST OF THE HISTORY COURSES WITH CAN NUMBERS

*Italics:* new proposed language  
~~Strike through:~~ deletion of existing CAN description

### CAN: HIST 1

**Title:** Survey of Western Civilization, 1st quarter

**Description:** Western civilization from ancient to medieval times. Analyzes the changes and continuities in cultural, economic, geographic, political, and social forces.

### CAN: HIST 2

**Title:** Survey of Western Civilization, 1st semester

**Description:** Western civilization from ancient times to the early modern era. Analyzes the changes and continuities in cultural, economic, geographic, political and social forces.

### CAN: HIST 3

**Title:** Survey of Western Civilization, 2nd quarter

**Description:** Western civilization from medieval times to dawn of the modern era. Analyzes the changes and continuities in cultural, economic, geographic, political and social forces.

### CAN: HIST 4

**Title:** Survey of Western Civilization, 2nd semester

**Description:** Western civilization from the early modern era to the present. Analyzes the changes and continuities in cultural, economic, geographic, political and social forces.

### CAN: HIST 5

**Title:** Survey of Western Civilization, 3rd quarter

**Description:** Western civilization in the modern era. Analyzes the changes and continuities in cultural, economic, geographic, political and social forces.

### CAN: HIST 8

**Title:** United States History

**Description:** American peoples and institutions from the earliest times ~~to~~ *through* Reconstruction.

### CAN: HIST 10

**Title:** United States History

**Description:** American peoples and institutions since ~~Reconstruction~~ *the end of the Civil War*.  
(In effect these proposed changes would include Reconstruction in both halves of the survey.)

### CAN: HIST 13

**Title:** History of World Civilizations, 1st quarter

**Description:** The origins, ~~and~~ early development of, and *the interactions among world civilizations*. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

### CAN: HIST 14

**Title:** History of World Civilizations, 1st semester

**Description:** The origins, ~~and~~ development, *and interactions among* of world civilizations to the early modern era. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

### CAN: HIST 15

**Title:** History of World Civilizations, 2nd quarter

**Description:** The continued development and *interactions among* of world civilizations. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

### CAN: HIST 16

**Title:** History of World Civilizations, 2nd semester

**Description:** The *continued development and interaction* of world civilizations from the earliest era to the present. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

### CAN: 17

**Title:** History of World Civilizations, 3rd quarter

**Description:** The *continued development and interaction* of world civilizations to the early modern era. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

In effect these recommended changes were intended to move away from focus on single nations or areas and rather, to emphasize the interactions among countries and regions

**CAN: HIST SEQ A**

**Title:** Sum of the content of CAN HIST 1+3+5 or CAN HIST 2+4

**Description:** Sum of the content of CAN HIST 1+3+5 or CAN HIST 2+4

**CAN: HIST SEQ B**

**Title:** Sum of the content of CAN HIST 8+10

**Description:** Sum of the content of CAN HIST 8+10

**CAN: HIST SEQ C**

**Title:** Sum of the content of CAN HIST 13 +15+ 17

**Description:** Sum of the content of CAN HIST 8+10

## FINAL REPORT

### Meeting Lower-division Requirements for History Major B.A. Degree Programs at CSU Campuses through Courses in the California Articulation Number (CAN) System

Representatives of CSU history programs met three times during 2002: January 2-3, at the San Francisco Hilton preceding the annual meeting of the American Historical Association; April 18, on the campus of CSU Northridge; and November 22, on the campus of CSU Sacramento. Though attendance varied from meeting to meeting, every CSU campus except Fullerton, Long Beach, and the Maritime Academy was represented at least once, and most had representatives at all three meetings. (There was some e-mail contact with the Fullerton history department, and the Maritime Academy does not have a history program nor any t/t history faculty.)

All CSU campuses except the Maritime Academy and Monterey Bay have, or will soon have, stand-alone B.A. degree programs in history. Channel Islands is rapidly developing a stand-alone history program. Monterey Bay has no separate history B.A. degree program, but during the course of 2002 that campus did develop a social history concentration within the major in Social and Behavioral Sciences. There seems to be no prospect for a history major at the Maritime Academy for the foreseeable future.

The attachments to this report present the ways that students may use courses in the California Articulation Number (CAN) system to meet lower-division requirements for B.A. degree programs in history at CSU campuses. Regarding Western Civilization (CAN HIST SEQ A) and World History (CAN HIST SEQ C), there are two basic patterns—15 campuses accept either SEQ A or SEQ C to meet a lower-division requirement in Western Civilization/World History, and five campuses require SEQ C (World History) and will not accept SEQ A (see the 2nd column in attachment 3). Some campuses do not require lower-division coursework in US history (CAN HIST SEQ B), but those that do all accept SEQ B as meeting those requirements. In addition, all campuses have a graduation requirement in US history that can be met by taking part or all of SEQ B. Some campuses have a range of options that include SEQ B (see the 3rd column in attachment 3). In addition, a few CSU campuses have lower-division requirements that may not be met by CAN courses (see the 4th column in Attachment 3), although some of the community colleges near those campuses have one-to-one articulation agreements covering some of those courses.

These requirements will continue to evolve, especially regarding SEQ A and C. During the course of our three meetings, some departments changed their expectations. Others may do so in the near future. One driving force behind these changes comes from alterations in the subject matter waiver program for teaching credential candidates—students in approved waiver programs will soon have to take World History rather than Western Civilization. These changes coincide with developments within the discipline of history that have placed more emphasis on World History, leading several departments to discontinue the teaching of Western Civilization in favor of World History. Others now offer both Western Civilization and World History. Because of changes in the discipline and changes in requirements for credential candidates, the summaries in Attachments 1 and 2 continue to be subject to change. The department representatives agreed that it would be appropriate to review these

summaries annually, and request funding from the Chancellor's Office to permit them to meet annually to do so.

The department representatives reached two other agreements regarding the curriculum:

- ▶ The course description for CAN HIST 8 should be changed to read “American peoples and institutions from earliest times through [rather than to] Reconstruction.” Several CSU history departments have already modified their course descriptions for the US survey class, to specify 1877 as the dividing point rather than 1865. This was decided in part as a consequence of changes in the waiver programs and in part due to other considerations. This change was discussed at the IMPAC meeting of October 26, 2002, and was agreed to by representatives of Foothill, San Mateo, and Cañada colleges. CSU representatives will introduce this change at other IMPAC meetings to secure additional support from other community college representatives.
- ▶ We agreed to establish two e-mail discussion lists, using the H-Net (Humanities and Social Sciences Online) server at Michigan State—one for department chairs (already functioning) and one (yet to be established) open to all CSU, community college, and UC history faculty that will be used to discuss common curricular issues, including future changes in the lower-division requirements for the B.A. major degree program. The list for curriculum discussions will be moderated, so that extraneous comments will not appear.

The meetings had a number of other beneficial results. Department representatives exchanged a good deal of important information on changes in the requirements for teaching credential waiver programs. They discussed a number of common concerns regarding retirements, hiring, and budgets. They revitalized the CSU History Council and intend henceforth to meet at least once a year, to continue the information exchange on waiver programs, lower-division course requirements, and other areas of common concern. All involved seemed to find the meetings valuable.

Respectfully submitted,  
Robert W. Cherny, San Francisco  
David McNeil, San José  
Project Coordinators

### **Attachments:**

1. All history courses currently included in the California Articulation Number System (CAN)
2. Summary: Meeting Lower-division Requirements for History Major B.A. Degree Programs on CSU Campuses through Courses in the California Articulation Number System
3. Matrix: Meeting Lower-division Requirements for History Major B.A. Degree Programs on CSU Campuses through Courses in the California Articulation Number System

## ATTACHMENT 1. ALL HISTORY COURSES CURRENTLY INCLUDED IN THE CALIFORNIA ARTICULATION NUMBER SYSTEM (CAN)

(Source: <http://www.cansystem.org/dbgen/CANDescriptions/CANCourseDescriptions.html>)

(These course descriptors DO NOT include the changes recommended by IMPAC)

CAN HIST 1 Survey of Western Civilization, 1st quarter  
 CAN HIST 2 Survey of Western Civilization, 1st semester  
 CAN HIST 3 Survey of Western Civilization, 2nd quarter  
 CAN HIST 4 Survey of Western Civilization, 2nd semester  
 CAN HIST 5 Survey of Western Civilization, 3rd quarter  
 CAN HIST 8 United States History  
 CAN HIST 10 United States History  
 CAN HIST 13 History of World Civilizations, 1st quarter  
 CAN HIST 14 History of World Civilizations, 1st semester  
 CAN HIST 15 History of World Civilizations, 2nd quarter  
 CAN HIST 16 History of World Civilizations, 2nd semester  
 CAN HIST 17 History of World Civilizations, 3rd quarter  
 CAN HIST SEQ A Sum of the content of CAN HIST 1+3+5 or CAN HIST 2+4  
 CAN HIST SEQ B Sum of the content of CAN HIST 8+10  
 CAN HIST SEQ C Sum of the content of CAN HIST 13+15+17 or CAN HIST 14+16

### **CAN HIST SEQ A (Survey of Western Civilization)**

**Description:** Sum of the content of CAN HIST 1+3+5 or CAN HIST 2+4

#### **CAN HIST 1**

**Title:** Survey of Western Civilization, 1st quarter

**Description:** Western civilization from ancient to medieval times. Analyzes the changes and continuities in cultural, economic, geographic, political, and social forces.

#### **CAN HIST 3**

**Title:** Survey of Western Civilization, 2nd quarter

**Description:** Western civilization from medieval times to the dawn of the modern era. Analyzes the changes and continuities in cultural, economic, geographic, political, and social forces.

#### **CAN HIST 5**

**Title:** Survey of Western Civilization, 3rd quarter

**Description:** Western civilization in the modern era. Analyzes the changes and continuities in cultural, economic, geographic, political, and social forces.

#### CAN HIST 2

**Title:** Survey of Western Civilization, 1st semester

**Description:** Western civilization from ancient times to the early modern era. Analyzes the changes and continuities in cultural, economic, geographic, political, and social forces.

#### CAN HIST 4

**Title:** Survey of Western Civilization, 2nd semester

**Description:** Western civilization from the early modern era to the present. Analyzes the changes and continuities in cultural, economic, geographic, political, and social forces.

#### **CAN HIST SEQ B (United States History)**

**Description:** Sum of the content of CAN HIST 8+10

#### CAN HIST 8

**Title:** United States History

**Description:** American peoples and institutions from earliest times to Reconstruction.

#### CAN HIST 10

**Title:** United States History

**Description:** American peoples and institutions since Reconstruction.

#### **CAN HIST SEQ C (History of World Civilizations)**

**Description:** Sum of the content of CAN HIST 13+15+17 or CAN HIST 14+16

#### CAN HIST 13

**Title:** History of World Civilizations, 1st quarter

**Description:** The origins and early development of world civilizations. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

#### CAN HIST 15

**Title:** History of World Civilizations, 2nd quarter

**Description:** The continued development of world civilizations to the dawn of the modern era. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

#### CAN HIST 17

**Title:** History of World Civilizations, 3rd quarter

**Description:** World civilizations in the modern era. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

#### CAN HIST 14

**Title:** History of World Civilizations, 1st semester

**Description:** The origins and development of world civilizations to the early modern era. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

#### CAN HIST 16

**Title:** History of World Civilizations, 2nd semester

**Description:** World civilizations from the early modern era to the present. A comparative analysis of cultural, economic, geographic, political, religious, and social forces of world civilizations.

## Attachment 2 Summary:

### Meeting Lower-division Requirements for History Major B.A. Degree Programs on CSU Campuses through Courses in the California Articulation Number System <sup>1</sup>

Students intending to transfer lower-division units from a community college as part of a history major at a CSU campus are strongly urged to investigate the requirements of the CSU campus to which they intend to transfer and to be guided accordingly in taking lower-division history courses. When a student's transfer courses do not correspond to a department's requirements, departmental advisors will often accept substitutions on a case-by-case basis. In general, CSU campuses expect that students will have completed only a few broad survey classes at the lower-division level, typically CAN HIST SEQ B (United States History) and either CAN HIST SEQ A (Western Civilization) or CAN HIST SEQ C (World Civilizations). Other courses at the lower-division level will rarely satisfy requirements in the history major on CSU campuses, and taking such courses may inhibit a student's timely progress toward the B.A. degree unless they meet general education requirements.

Nearly every CSU campus will accept CAN HIST SEQ B (United States History) as meeting part of lower-division requirements in the history major. Many CSU campuses will accept **either** CAN HIST SEQ A (Survey of Western Civilization) **or** CAN HIST SEQ C (History of World Civilizations) as meeting the remaining part of lower-division requirements in the History major. There are some exceptions:

- ▶ A few campuses do not require the US history survey in the history major, but require part or all of that sequence as a graduation requirement outside of or as a prerequisite to the history major.
- ▶ Channel Islands, Dominguez Hills, Fullerton, Pomona, and San Diego will not accept CAN HIST SEQ A (Western Civilization) instead of CAN HIST SEQ C (World Civilizations).
- ▶ San Luis Obispo will not accept CAN HIST SEQ C (World Civilizations) in place of CAN HIST SEQ A (Western Civilization).
- ▶ Northridge will accept the first half of CAN HIST SEQ C in place of the first half of CAN HIST SEQ A, but requires the second half of CAN HIST SEQ A (a recent change not yet approved by the campus curriculum process).

Students who have taken a sequence that is not accepted should consult with a departmental advisor regarding the best way to meet departmental expectations in the fewest number of units.

Fresno, Hayward, Humboldt, Northridge, and Stanislaus have additional lower-division requirements that may not be met with CAN courses; students intending to transfer to those CSU campuses are advised to investigate courses at their local community college to see if any are acceptable as meeting those requirements.

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<sup>1</sup> This statement was approved by representatives of each CSU history department except Long Beach.

CAN HIST SEQ B will satisfy part or all of a university graduation requirement in US history on all CSU campuses. Courses from CAN HIST SEQ A and CAN HIST SEQ C will satisfy part of General Education requirements on nearly all CSU campuses.

Students who are planning to complete the subject matter competency waiver program in either multiple subjects or the single subject program in history-social science **should** take CAN HIST SEQ C (World Civilizations) and **not** CAN HIST SEQ A (Western Civilization) unless SEQ A is specifically required for the history major at the student's chosen campus, in which case the student should consult with a departmental advisor to determine the best way to meet both departmental and waiver-program requirements. Students in subject matter competency waiver programs should also take CAN HIST SEQ B. Students in the multiple-subjects program may be able to satisfy requirements on some campuses with just the first half of CAN HIST SEQ C and B.

## Attachment 3 Matrix:

### Meeting Lower-division Requirements for History Major B.A. Degree Programs on CSU Campuses through Courses in the California Articulation Number (CAN) System<sup>1</sup>

Campus	CAN HIST SEQ A (Survey of Western Civilization) or CAN HIST SEQ C (History of World Civilizations)	CAN HIST SEQ B (United States History)	Other
Any campus: Students seeking to complete subject matter requirements for teaching credentials. <sup>2</sup>	CAN HIST SEQ C	CAN HIST SEQ B	
Bakersfield, Chico, Fresno, Hayward, Humboldt, Long Beach, Los Angeles, Sacramento, San Bernardino, San Francisco, San José, San Marcos <sup>3</sup> , Sonoma, Stanislaus <sup>4</sup>	All will accept either A or C as meeting part or all of lower-division requirements in the major, but some campuses prefer one or the other; students should consult the expectations of the campus of their choice.	All accept or require CAN HIST SEQ B as meeting part of lower-division requirements in the major, except Chico, Fresno, Hayward, and San José, which have no lower-division US History requirement in the History major but have a graduation requirement in US history that can be met by CAN HIST SEQ B.	Fresno, Hayward, Humboldt, Northridge, and Stanislaus have additional lower-division coursework required in their majors that are not available as CAN HIST courses.

<sup>1</sup> This matrix was developed by representatives of each CSU history department except Long Beach. Requirements for Long Beach were projected from information available on that university's website.

<sup>2</sup> Candidates for the multiple-subjects credential may be required to take only world civilization to 1800 or US history to 1890.

<sup>3</sup> San Marcos requires 4 courses that must include two sequential courses in two different world regions (including CAN HIST SEQ A, B, or C, or other courses).

<sup>4</sup> Stanislaus accepts either CAN HIST SEQ A, or B, or C.

Campus	CAN HIST SEQ A (Survey of Western Civilization) or CAN HIST SEQ C (History of World Civilizations)	CAN HIST SEQ B (United States History)	Other
Channel Islands, Dominguez Hills, Fullerton, Pomona, San Diego <sup>5</sup>	All require CAN HIST SEQ C and will NOT accept CAN HIST SEQ A.	All accept or require CAN HIST SEQ B, except Dominguez Hills, which has no lower-division US requirement in the History major but has a graduation requirement in US History that can be met by CAN HIST SEQ B.	
Northridge	Accepts the first half of SEQ C in place of the first half of SEQ A, but requires the second half of SEQ A. <sup>6</sup>	Requires SEQ B	Requires additional lower-division coursework that is not available through CAN .
San Luis Obispo	SLO requires CAN HIST SEQ A and will NOT accept CAN HIST SEQ C; part of SEQ C may be used to satisfy GE requirements at SLO.	SLO requires one semester of US history at the lower-division level, which can be met by CAN HIST SEQ B.	
Maritime Academy, Monterey Bay <sup>7</sup>	No Stand-alone History Major		

<sup>5</sup> San Diego requires CAN HIST SEQ C and accepts either SEQ A or SEQ B or a two-semester sequence on the history of the Americas, not available as a CAN course.

<sup>6</sup> Proposed as of January 2003 but not yet approved by all levels of the curriculum approval process on campus.

<sup>7</sup> Monterey Bay does not have a stand-alone history major, but does have a concentration in social history within the Social and Behavioral Sciences major. There are no lower-division courses in the concentration, but there is a prerequisite for completion of the graduation requirement in US history and government, part of which may be satisfied by CAN HIST SEQ B.