
California State University, Sacramento

CALIFORNIA STUDIES
AND
THE CALIFORNIA STATE UNIVERSITY

Prepared for
Office of the Chancellor
The California State University
by

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July 15, 1988

Center for California Studies

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The following report is submitted in fulfillment of the charge presented in the Interagency Agreement between the Chancellor's Office, California State University and the C.S.U. Sacramento, calling for a report on the current status and future possibilities of California Studies instruction in the California State University system.

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Many thanks are extended to Mr. James Goldstene, who served as Research Assistant, and to Anne Bridges of the Center for California Studies, both of whose efforts greatly assisted in the preparation of this report.

I. GROUNDS AND CHARACTER OF CHARGE

A. The Emerging Importance of California Studies.

Over the last quarter-century California has emerged as an increasingly distinctive and important region of the nation and world. Familiar facts attest to that distinctiveness. California possesses a population now larger than Canada's, and an economy which makes it, in effect, the sixth largest nation in the world. Los Angeles hosts a Spanish-speaking population larger than any city except Mexico City, and Orange County, a Cambodian population larger than anywhere outside Phnom Penh. ("In Los Angeles you can drive across the Pacific without getting your tires wet."¹) More concrete forms more miles of aqueduct and a greater amount of power hoists more acre-feet of water higher, than any other public works project on the face of the earth. California retains the most extensive manufacturing base in the country. It is itself increasingly likened to a nation.²

Long-noted for the range and importance of its economic innovations and the diversity of its geo-social regions, California has also hothouseed unique social structures and political dynamics which have drawn the attention of historians, novelists and scholars.

California has thus played a special national role. "California is America, only more so", went Carey McWilliams's adage. The state has long displayed an uncanny ability for revealing--indeed anticipating--national trends and developments (a way, for example, of organizing electoral politics, of structuring the urban landscape, or of staging a tax revolt). Poet Robinson Jeffers only reiterated the common belief when he wrote that "the world behind will watch us endure prophetic things/And learn its fate from our ends".³

Finally, California is now undergoing a significant transformation. Changing technologies, demographics, and finance arrangements weld its regions into a more tightly-compacted whole at the same time they integrate that whole more closely into the international economy. These changes simultaneously present both

great opportunities (e.g. California's role on the Pacific Rim) and unprecedented dangers (urban decay or the emergence of a two-tier society). Voices from many quarters announce that the state is "in the midst of a major economic, demographic and social evolution" which will press its political institutions to the limit. "We are in the uncharted borders of social cohesion", declares Dan Walters.⁴ These challenges require sustained, systematic study by students in California's institutions of higher-education.

Unfortunately that study is not currently available to them. The following report reveals that education of the state's students about their past, present, and probable futures is rudimentary and haphazard. The California State University system (C.S.U.) has a perfunctory requirement in California politics and history, University of California and California Community Colleges none at all. Surveys of state university catalogues reveal a dearth of topics Californian. Faculty members report little encouragement and support for California-oriented teaching. Most graduates leave California higher education without ever having had substantive contact or intellectual engagement with California politics, development, communities, industries, or land.

Though it has been a good half-century since California emerged from something like a colonial status in terms of Eastern control of its economy and political parties, it betrays a lingering diffidence about the importance of its legacy, problems and contributions. A national or even international focus for university studies is regarded as legitimate whereas close study of its own land, peoples and developmental patterns is not. Generations of California youth are thus recruited out of California communities to attend California universities, paid for by California taxpayers, to learn not about problems of those communities, but about topics from the agendas of nationally-organized professions. *but about ~~studies~~ ^{abstracts} issues in their particular disciplines or narrow job skills.*

For all of its sunshine and accomplishments, however, California has proven a difficult and sometimes treacherous terrain. At first glance open and ~~easy-going~~, it is a place of paradox and of potential adversity. It is a land of natural bounty, but also sudden natural disaster; of fertile valleys and ~~desiccating~~ deserts; of solid and ornate cities built on wholly artificial foundations. It is a place of great dreams but bitter disappointments, utopias and dystopias, peaceful landscapes disrupted by random violence, "post-modern" buildings abutting pre-modern slums, advanced enterprise and pre-capitalist working conditions, social patterns which fascinate the world but remain fragile in their novelty, a place of fable and counter-fable.⁵

The book titles which now invoke themes of illusion and

post-modern

failed dreams (California, the Elusive Eden; Death Valley and the Amargosa: A Land of Illusion, The Urban Illusion, etc.⁶) suggest--more than innocent affect--a persisting problem of knowledge and comprehension about this society. Just as fault-lines underlie our land, however, so they vein our social, political and economic arrangements--equally invisible to the untrained eye but equally disquieting in their implications. Self-knowledge may come hard in such conditions. But the penalties for its failure are inescapable. Given diminishing resources, in fact, the penalties for mistakes and bad decision may be expected to tell with increasing severity in the coming years.

Though California is often likened to a nation-state it is not yet, then, a country, for its citizens have no sense of it as a place and community. It does not live in their minds as a geographic, social and political whole. In relation to the rest of the nation its condition resembles that of the mythic Tiresias: it is prophetic, yet blind.

B. Terms of Interagency Agreement.

In response to increasing concern on the part of California educators, policy-makers, and C.S.U. faculty that California higher education begin to provide more coordinated and systematic instruction about California subjects and prepare its students better for informed citizenship in a changing state, the Chancellor's Office of the California State University and California State University, Sacramento, concluded an Interagency Agreement on July 1, 1987 (#41870013), authorizing this report. The report is charged to:

i.) make an inventory of all courses and faculty within the California State University system applicable to a California Studies curriculum;

ii.) evaluate existing courses for their pertinence to comprehensive interdisciplinary programs in California Studies should faculty on different campuses choose to create them;

iii.) explore and analyze appropriate models for implementing such a program (i.e. consider the relative merits of major/minor/or certificate arrangements, and examine similar state programs); and

iv.) propose plans for encouraging programs designed to "educate citizens in effectively addressing the major social, political, and economic challenges facing California in the 21st century."

The report is thus to provide the Chancellor's Office, CSU, with background information about the existing state, plausible content, and optimal institutional design for California Studies programs. The desire for this information grows out of recognition of increased faculty activity with California-

oriented teaching and scholarship and a desire to understand and support such activity--the power to initiate California Studies programs clearly lying with the faculties of the CSU campuses.

Further aspects of the interagency charge are that California Studies programs include attention to the state's unique historical conditions and economic diversity, and that the appropriateness of an interdisciplinary perspective be assessed. The report is also charged with suggesting coordination of existing courses and suggesting new courses to fill existing gaps, with identifying topics for potential symposia on critical state topics, and with suggesting linkages with those institutions and historical associations outside C.S.U., already engaged in California Studies-related activities.

In sum, "the product will provide a practical and useful plan to encourage study, scholarship and understanding of California and its contemporary problems", to help "guide the institution in the years ahead". (Appendix "B")

C. Grounds and Objectives of California Studies.

Research and interviews over the course of the year reveal a number of concerns stimulating the growth of California Studies. Because these concerns constitute the grounds for the interagency charge and define the objectives of California Studies scholarship, it is useful to summarize them here. They may be reduced briefly to seven points.

1. Public Policy Concerns. Broad consensus exists that both long-term and newly-emergent policy problems demand more detailed and contextually-informed understanding than they have previously received. One thinks for example of the dilemmas attendant on the coming "minority majority", of the failing urban infrastructure, or of recent economic restructuring. These problems will become more serious and more complex in the New California. Indeed, their effects will vary in the different "societies" of the California commonwealth. But without more widespread instruction the problems can be addressed in only a piecemeal, haphazard and unsuccessful way. The California Economic Development Corporation's recent report, Vision: California 2010 predicts the effects of such failure: lower income and wages, forfeiture of our technological edge, lagging competition, an increasingly polarized society, a declining quality of life, and a deteriorating environment--in short, a future which "may not be the future we want or can have".⁷ The most far-sighted public policy any government can undertake is that by which its future citizens are taught to think intelligently about their society's problems.

2. California Citizen Concerns. Many Californians have called for the same sort of education in the state's

traditions, land, and communities that other people normally receive in their nations' schooling. While a number of interviewees warned against false boosterism ("merely celebrating California"), they affirmed that a university must help train future citizens about the issues and differing interests of their state. At issue here is the concern for civic education that has long underlain the American commitment to public education. "Institutions of higher learning", writes Mervyn Cadwallader (formerly of San Jose State University), "especially public institutions chartered and funded by the state, have both a moral and statutory obligation to help prepare the young for their political role as citizens".⁸ Without a lively sense of the world in which it lives, without a feel for its history, a "map" of its society, and a sense of what's at stake in particular developments, a people cannot really be a citizenry. This concern for civic education becomes more emphatic in an era of increased social interdependence, heightened environmental dangers, and possible social dislocation.

3. Career Concerns. In the next decade most occupations will come to require close and detailed knowledge of California regions, economy, and social dynamics. These will include most business and financial careers (especially those concerned with Pacific Basin ventures), urban planning and community development careers, social welfare occupations, and resource-related jobs. Both public and private sector careers will demand of graduates a more effective grasp of conditions in their state than in the past. Furthermore, the CEDC report adds, "If we do not educate all our people for tomorrow's jobs, our society could become increasingly polarized between the rich and the unskilled". The state's universities are expected to provide this education and training.

4. Liberal Arts Concerns. A basic tenet of the liberal-arts approach has always been that a person cannot understand himself or herself, and his or her possibilities, without understanding the roots of self-identity in culture and history. Knowledge presumes self-knowledge. And self-knowledge requires a quality of mind, traditionally cultivated by the humanities, which moves easily between different ranges of discourse: historical, ethical, and political. It presumes a quality of mind capable of reflection and self-criticism, and of going beyond means to contemplate ends. A central part of the liberal-arts tradition, finally, has been the cultivation of the ability to perceive general themes, overviews, master trends--the wholes beyond the individual parts. In contrast to this complaints are familiar now about a prevailing microspecialization and fragmentation of understanding. And not only in the schools. Observers of state government report a similar condition. California Studies courses could make a major contribution to the state's intellectual and practical life by cultivating the abilities of wholistic thinking as regards

historical trends and specific policy areas.

5. Multi-Cultural Concerns.

Before I came to America I had dreams of life here. I thought of tall Anglos, big buildings, and houses with lawns. I was surprised when I arrived to see so many kinds of people--Black people, Asians. I found people from Korea and Cambodia and Mexico. In California I found not just America, I found the world.⁹

Put best by the Master Plan Review Commission, the concern here is that undergraduate education "draw not only on western historical....tradition, but also on the traditions of the broader world community and California's new citizens", that it expand its "multicultural education programs" in order to prepare Californians to better understand themselves and their place in the world. This state now faces the full challenge of creating a true multi-ethnic society. California Studies could seek in the diverse communities of the state avenues of understanding toward the larger world, and between diverse communities at home. In so doing a California Studies program would move beyond the limits of traditional instructional programs. Beyond studying the problems of the larger society, it could become a critical factor in the resolution of those problems.

6. Political Concerns. California Studies is perceived by many as an appropriate vehicle for bringing the promise of higher education closer to the communities of the state--for making California more of a democratic society on one hand and "democratizing knowledge" on the other. California Studies could provide a major means by which the university would enhance its character as a real social "endowment". A precedent exists here with the old Wisconsin Plan, whereby the University of Wisconsin was conceived early in the century as a laboratory, a problem-solving and experiment station for the state. (President Van Hise, as reported by Lincoln Steffens, did not understand "why his university should not reach all the people of Wisconsin all the time".¹⁰)

California Studies programs could help to establish a lively and productive discourse between California's universities and the communities and regions in which they reside. This discourse could contribute to increased research and public service roles for CSU faculty and increased examination of and attention to the topics, issues and problems of the communities. This making of the university accessible to the peoples of the state would constitute a primary civic education for a democratic society. Fundamentally, as H.G. Wells put it,

It is not by setting up polling booths, but by setting up schools and making literature and knowledge... universally accessible that the way is opened...to that willingly cooperative state which is the modern ideal. Votes in themselves are worthless things. Men had votes in Italy in the time of the Gracchi....¹¹

7. Pedagogical Concerns.

"We must stress the regional again. The 'nation' is a fiction....The region is real".

--Gary Snyder¹²

There is a seventh, inchoate set of concerns implicit in the move to California Studies which can be labelled "pedagogical" or epistemological. It turns on changing ideas about how people come to know what they know, and a belief that they truly learn only when their knowledge is based in the structures of their experience, the rhythms and textures of their world. This hunch is affirmed by the California poet, Gary Snyder's remark above, as by the title of anthropologist Clifford Geertz's noted volume, Local Knowledge. It remains a truth that while we often think in universals, we live in particulars. If current college students often "have trouble connecting the substance of what they study with the substantive problems of their lives"¹³, it may be because their education has been abstracted from the particulars of their lives from the beginning. This pedagogical insight has informed the successful and nationally-funded program in California literature designed by (Sacramento's) Valley High School, described in Part III below.

California Studies courses are also seen by many, finally, as a welcome means for remedying aspects of the "hidden curriculum" of current schooling, the pedagogy latent in the very organization of study and coursework which teaches that social facts are isolated from each other, that very little is at stake in what is being learned, and that the world being examined is a realm of objective data fit perhaps for adaptation or rejection, but not for creative intervention. (Perhaps the most serious lesson of the hidden curriculum in fact is taught by omission rather than commission--a misteaching about the unimportance of California legacies, subjects and issues.)

* * * *

The justifications for creating California Studies programs thus are many. Some seek to grasp what is unique about California ("California: The Great Exception"); some to acknowledge California's traditional role as weathervane for the nation. But underlying them all is the conviction that students must be taught about California because that is the state in which the far majority of them will forge their lives, raise

their families and, for good or ill, make their contributions. California is much larger and more diverse than many nations which regularly provide their youth a firm grounding in their traditions and culture. Indeed, it is six times the size of the nation in which fifty-five men undertook the constitutional venture America chose to honor, study, and celebrate just a year ago.

To contemplate augmented programs in California Studies, finally, is to confront a number of larger and deeper questions. These are not simply questions of program form and content, as suggested above. At issue, for example, is the fundamental question about the relationship between what people learn and where they live. At issue secondly is a question about the optimal balance between short-term policy or economic goals and more long-term objectives in the study of a state's history, land, and cultures. Finally and most troubling are the questions implicitly raised about public education itself--about the relationship that exists between educators and the state which supports and sustains them.

A partial answer to this latter question informs the ideas of the proponents of civic education mentioned above. Noting the great economic, military and political powers with which our system endows its "citizen-rulers", Cadwallader concluded that "the single most important mission of every [school]...must be the preparation and initiation of a new class of better educated, more creative, critical and responsible citizens." ¹⁴ The Wisconsin Plan initiated by LaFollette and Van Hise was guided by more short-term and utilitarian goals than the course of studies envisioned here¹⁵; its underlying perception that a university should serve the society in which it resides, however, and that the fortunes of the educational community can never be far divergent from the fortunes of the larger community, were valid ones. The discussion which follows should be understood as continuously, though implicitly, addressing these deeper themes.

II. SURVEY OF COURSES

A. Research Design and Main Findings.

The first step of the California Studies inquiry involved the compilation of an inventory of California-related course offerings and faculty in the CSU system. The second consisted of contacting those faculty and acquiring course syllabi and pertinent comments. On the basis of these responses, thirdly, interviews, discussion, and research were undertaken to identify optimal content, forms, and methods of California Studies programs, and to evaluate existing courses for their relevance of such programs. Finally, models from other state studies programs, input from institutions and associations outside the university, and ideas concerning instructional support functions were sought.

The compilation of the Inventory began with a study of different campus catalogue listings supplemented by letters and telephone conversations. Letters were sent to faculty names thus compiled. This procedure initially yielded about two hundred names. To these names were added those of professors from three private universities for comparison (Stanford, University of Southern California, and Pomona were selected), and additional names from the CSU system. The total number of letters mailed in Step 2 was two hundred sixty-one. (Appendix "C") From this inquiry one hundred-six responses were received. The resulting Inventory, summarized in Appendix "A" and the Tables below, represents the first survey of California-related courses compiled in the CSU system.

These procedures revealed what is being taught about California in the current curriculum. To evaluate how these courses could be coordinated in California Studies programs and what might appropriately be taught in such programs (the third step), groups of faculty and other interested publics were convened in advisory discussions, and consultations were made with the Center for California Studies Advisory Board and staff. Recent publications and organizational reports on California were also examined. (Appendix "I") The group discussions and personal

interviews employed at this stage permitted a depth of inquiry and mutual refinement of ideas.¹⁶ The questions addressed to interviewees and discussants inquired about (a) the appropriate subject matters, (b) the optimal program design, and (c) the pedagogical legitimacy of a California Studies program. Seven group meetings and numerous individual interviews with California writers and poets, geographers, journalists, and faculty were held. (See list of meetings Appendix "D"). Minutes of the group discussions and individual interviews were made. (The minutes of one of the meetings is included as Appendix "E"; the records of other meetings are filed at the Center for California Studies).

These discussions and encounters were distinguished by a remarkable enthusiasm and willingness to exchange syllabi, references, lessons, and ideas. Whatever the causes of this--and the supposition of reclusiveness which usually attaches to academics and writers notwithstanding--the spontaneity with which suggestions and admonitions were offered indicates that a broad and committed constituency for California Studies has already emerged.

The additional tasks indicated as part of the fourth step above were carried out simultaneously with these other three.

The main finding of this report is that while a number of well-conceived, richly-textured, and stimulating California-oriented courses have been offered in recent years, the courses together have been coordinated by no informing vision and no systematic plan. Their emergence generally reflects no clear and integrated policy decisions. The courses have tended to emerge from the particular teaching and/or research interest of individual faculty members. What is offered, finally, is usually offered in virtual ignorance of and isolation from other California-related courses (sometimes on the same campus).

It is useful to begin by acknowledging a general finding about the background for what follows. Most respondents reported a widespread lack of recognition of, and facilitation for, efforts spent on course development, course teaching, and research in California Studies. Though many faculty believe community service to be part of the (explicit or implicit) mission of the CSU system, few felt community or region-related study was respected on their campus and during promotion and tenure reviews. In most history and political science departments, for example, the California course is reported to be the least desirable course, often assigned to part-timers and new hires. Those who teach it are not themselves usually trained in California history or politics. A historian noted that his profession as a whole was more familiar with Rhode Island history than California history. (A colleague added that his tenuring options would have been stronger with a pre-existing emphasis in,

say, Massachusetts rather than California history.¹⁷⁾

Though a consensus approaching unanimity also existed on the necessity for an interdisciplinary approach in California Studies and on the rich possibilities of interdisciplinary work, respondents also noted numerous existing impediments to interdisciplinary work. These are not only attitudinal and profession-biased impediments but institutional as well. Respondents reported barriers on CSU campuses to (i) interdisciplinary scheduling of courses, (ii) interdisciplinary assignment of student units, (iii) assignment of responsibility and time for interdisciplinary teaching by department faculty members, and of course (iv) evaluation of interdisciplinary teaching and research in promotion and tenure decisions. The current paucity of California-oriented efforts thus finds part of its explanation in established obstacles to such efforts.

B. Integrated California Studies Programs.

Campus catalogs and subsequent research identified five CSU integrated programs in California Studies as mentioned above. One of these is a minor, requiring a minimum of eighteen units from an approved list of courses in different departments (Chico). One of these is a Certificate program, also requiring eighteen units from an approved list of courses from different disciplines (Sacramento). (See Appendix "F", Items 1,2) Three are upper-division "cluster" programs in General Education requiring three courses from an approved list (Long Beach, Pomona, and San Francisco). As part of these Long Beach and San Francisco offer well-designed interdisciplinary courses in "California Cultures". (See Professor Fine's representative syllabus, Appendix "H", Item 8). CSU Dominguez Hills also appears to offer an informal California Studies program with core and elective courses.¹⁸

All of these are interdisciplinary programs, integrating courses from history, political science, English, geography, anthropology and sometimes disciplines such as environmental sciences as well. They tend to be liberal arts programs; none (with the exception of a single geology elective at Chico) require coursework in the natural sciences. That none of these programs knew of each others' existence prior to this study is testament to the existing lack of communication about California Studies matters within the CSU system. To date most of these programs have been created simply by combining courses already listed in the catalogues. The minor and certificate options have existed, that is, primarily as a convenience for those students who wanted to list it on their transcripts. As would be expected given this manner of program initiation and the general lack of institutional commitment and recognition, student enrollment in the programs to date has been negligible.¹⁹

California appears to be in the first wave of state-studies efforts, joined by Texas and Hawaii and New Jersey. Regional studies centers have, however, long been established. The quite comprehensive Great Plains Studies Center exists in Lincoln, Nebraska and the Southern States Studies Center at University of Mississippi (and more diminutively, an integrated Long Island Studies Center). The objectives, designs and successes or failures of these other state studies programs remains to be analyzed. (For a copy of the exploratory letter sent to 58 campuses and the Texas, Great Plains, and Southern Culture responses, see Appendix "G").

It is worth noting here that the legitimacy of area studies programs for other countries (many, again, of smaller size and less diversity than California) has long been established. The Comparative Politics subfield of political science along with subfields in history and anthropology have long accepted the presence of such academic foci as French Studies, European Studies and Latin American Studies. (A few of the CSU campuses which have yet to acknowledge their own state in curricular matters have even established full interdisciplinary programs in Canadian Studies).

C. Statutory Requirement in California Constitution.

Though comprehensive policy design has been absent from the California Studies area, one instructional duty has been assigned to the California State University. This duty is set forth in Section 40404 of Title 5 of the California Administrative Code, as interpreted by Executive Order #405 (Nov. 15, 1982). That section and interpretation "prescribe the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404" as a condition for graduation from the C.S.U..

Section IB of that Executive Order, Parts 3 and 4, address the elements pertaining to California state and local government. They identify as minimal components of instruction:

3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and the nation, and the political processes involved.

This is a subject-matter requirement. It is neither a unit requirement nor a content requirement. It does not say how much instruction is to occur on the designated topics nor what sort of instruction is to occur. Wide variation therefore exists in its fulfillment. Eleven campuses offer a California Politics course and an additional fourteen, State and Local Government courses, which may be taken in fulfillment of the requirement. All campuses offer California History courses which may similarly suffice. But these campuses also permit the introductory American Government course to fulfill the requirement. Though instructors for these courses are advised to include California-related materials, a study of syllabi and extensive inquiry reveal that it is normal for California-oriented instruction to be postponed until the last two-to-three weeks of these American Government courses. Considering that the far majority of CSU students fulfill the requirement in this way, it appears that the statutory requirement provides most CSU students with two or three weeks of instruction in California constitution and state government during their college careers. In providing even this minimal instruction, the CSU system is distinguished from the University of California and California Community Colleges.

D. Individual Course Offerings.

What follows is an account of the individual courses taught either separately or as part of the integrated programs noted above. Three caveats should be kept in mind throughout this lengthy discussion. First, this is a list of curricular offerings; it does not attempt to document California or regional research activity. Second, these courses are listed according to the departments in which credit is now given, though this should not be interpreted as detracting from the interdisciplinary emphasis otherwise recommended here.

Third, this part of the report simply inventories courses offered and attempts to get a picture of existing California-oriented pedagogy. While many faculty may seek an analysis of the content of such courses and be curious to see which books, monographs, and video documentaries are used in particular courses, this task must await another occasion and a more appropriate faculty body. Discussion of the course offerings and further suggestions will be made in Section III.

The courses recorded in the Inventory (Appendix "A") will be noted here beginning in alphabetical order with four main areas: geography, history, humanities, and political science. The greatest concentration of California courses was found in the first two of these, with geology running a close third. (This contrasts, for example, with political science, where offerings are minimal.) We then proceed to summary comments and tables

for: agricultural science, anthropology, education, economics, English, ethnic studies, environmental studies, geology, and natural sciences.

1. Geography. Seventeen of the CSU campuses offer undergraduate courses in California Geography. (Table 1) In addition nine campuses offer courses in the geography of their local regions or environs (Geography of San Diego, Long Beach, San Francisco, etc., as well as "California Cultural Landscape Heritage" at CSU L.A. and other campuses). A number of these courses are on field methods in their immediate regions as well. Three of the departments offer courses on one topic from economic geography--that is, on California wines and vines.

The geography offerings are currently among the richest in the California Studies area. As befits a field of study which has the relationship of man and land for its domain, which specifically addresses the spatial dimension of human settlement and relations, and which encompasses demography, urban geography, economic geography, industrial location, and environmental studies within its subfields, the range of possible courses is immense. Chico's Geography Department offers a course (by Sanzone) entitled Introduction to Rural and Small Town Economic Development and Planning; Los Angeles, one on The Geography of Ethnic Communities; San Francisco and Sacramento on political geography; and Stanislaus on California Culture and Environments (a course which bridges topics from natural environments of California to ethnography to environmental issues). (Professor T. Jablonsky of University of Southern California submitted a syllabus for Geography 451, Los Angeles Landscapes, which brings a similar breadth of vision to the study of L.A.).

Courses on the peoples and geographies of Asia and the Pacific Basin are offered by a number of departments on different CSU campuses. Few appear to directly address California's role in the emerging Pacific economy, though all imply much about the future relationship of Asian-Pacific countries with California economics, peoples, and politics. (One exception is San Francisco's Geography 507: Japan and California which explicitly addresses the relationship). Interdisciplinary Pacific Basin major and minor programs have been established on eleven campuses (see "Pacific Basin Courses" in Inventory); and Pacific Rim or Asian-Pacific Institutes at four campuses (Long Beach, Los Angeles, Sacramento, and San Diego).

2. History. The bulk of California-oriented courses in the CSU system and the greatest part of instruction for California students on the history and development of their state, regions and communities, are offered by the system's history departments. All campuses offer a course in California History; five offer two-term courses. Diverse offerings abound, not simply in state history but in ethnic group history,

California Studies Survey, Table 1

Field GEOGRAPHY

	Calif. Geog.	Local	Envrmnt/ Nat.Prk.	Wine	Other
Bakersfield					
Chico	/	Calif.Cltrl.Lndscp.			Cmnty Rural Plng Rural Smll Twn Devt
Dominguez Hills	/				
Fresno	✓	Central Valley Cltrl.Landscapes			
Fullerton		Calif. Landscapes	✓		
Hayward	/	San Frncsco Bay Ar.			
Humboldt	✓				
Long Beach	✓	Geog of Long Beach	✓	✓	
Los Angeles	/	Metrop. L.A.			Calif.Cltrl.Lndscp. U.S. Ethnic Comms.
Northridge					
Pomona	✓				
Sacramento	✓	Sacramento Valley	✓	✓	
San Bernardino	✓				
San Diego	✓	Geog. of San Diego			
San Francisco	✓	Geog of San Frncsco			Japan & California
San Jose	✓		✓	✓	
San Luis Obispo	/				
Sonoma	✓	Sonoma County		✓	
Stanislaus	/				

California Studies Survey, Table 2

Field HISTORY

	Calif Gen'l.	2-Semstr	History of Locale	Public History	Park
Bakersfield	✓	✓	✓		
Chico	✓				
Dominguez Hills	✓		✓	✓	
Fresno	✓	✓			
Fullerton	✓		✓	✓*	
Hayward	✓		✓	✓*	
Humboldt	✓				
Long Beach	✓		✓		
Los Angeles	✓		✓ ✓ ✓		
Northridge	✓		✓ ✓		
Pomona	✓		✓ ✓ ✓ ✓		
Sacramento	✓	✓	✓ ✓	✓*	
San Bernardino	✓	✓			
San Diego	✓	✓	✓ ✓	✓*	
San Francisco	✓		✓ ✓	✓	
San Jose	✓		✓		
San Luis Obispo	✓				✓
Sonoma	✓		✓		
Stanislaus	✓				

*Masters program in Public History

environmental history, oral history, labor history, and local regional histories. (Table 2) At least at Sacramento, furthermore, a majority of M.A. theses address California topics.²⁰

Different faculty exhibit a diversity of approaches to the field, some emphasizing a general historical overview (e.g. Hata's at Dominguez Hills), some a social-literary emphasis (e.g. Weber's course at Long Beach, and Tygiel's at San Francisco), and some ethnic history (as Peterson's at San Diego). The history faculty have also apparently compiled the most complete California bibliographies for their students--and potentially for California Studies colleagues as well. (See Appendix "H", Items 1-6)

Twelve of the campuses offer courses in the histories of their regions--Northridge offering one on Hollywood and the U.S. in addition to one on Los Angeles, Bakersfield on Kern County, Sacramento, three courses on the region and an additional study of the gold rush, Pomona on Southern California Social History, and the History of Pomona and San Gabriel Valleys in addition to the regular Southern California History offering.

Elements and themes of California history also naturally find their way into courses in other disciplines (in geography or ethnic studies, for example, or at San Luis Obispo, in agriculture). Subfields of history are taught furthermore, which while now little oriented toward California might well be oriented toward California topics in the future (Women's History, see Appendix "H", Item 7; or Labor History, with well-developed programs that have been created by Professor Stricker at Dominguez Hills and Professor Donohue at San Francisco).

Finally California materials may be used in history courses not focused directly on the state. "Those of us who teach the required U.S. survey course", writes professor Hata of Dominguez Hills,

already attempt to include California and the Western U.S. in discussions of national and global themes from the distant to recent past. With few exceptions, the same perspective pervades our approaches to topical courses on Afro, Asian, and Mexican-Americans, and Public History as well.²¹

This latter reference to Public History identifies a final, practically-oriented offering with important applications in the California setting. Public History courses are offered at a number of campuses, and Masters Programs at Fullerton, Hayward, San Diego, and Sacramento. These offer instruction in such topics as library research strategies, document analysis and preservation, museum procedures, archival preservation and use,

and local and oral history.

(A broad-ranging, well-conceived syllabus for a course in "Social History of California Agriculture", taught in the past at U.C. Santa Cruz by Bardacke, has also been received).

3. Interdisciplinary Humanities Courses. Humanities disciplines, traditionally consisting of literature, philosophy, most fields of history, classics, and languages, are those which address culture and values and teach students to think critically and creatively about culture and values. For most educators its methods (if not content) have traditionally been considered the heart of the liberal arts approach. Many commentators also feel that the most productive work in the social sciences is now that which adopts models from the humanities rather than the older models from physics--i.e. that which sees its task as the hermeneutic one of interpreting rather than the engineering one of seeking laws, regularities, and measurements.²² In recent years, however, national concern has risen sharply over the collapse of humanities education in higher education. (Between 1975 and 1985, while the total number of bachelors' degrees increased, the number of degrees in philosophy fell by 40%, in history by 50%, in literature by almost 60%. In California "the drop in humanities students is staggering--a 73.1% decline over the last decade in bachelor's degrees in comparative literature, for example.... Even English degrees, once the most popular of all letters subjects dropped by 7.2%".²³)

Humanities courses in particular lend themselves to an interdisciplinary approach. A few broad-gauge, interdisciplinary California studies courses have been initiated on CSU campuses in the last few years. These seek to impart to students a sense of historical and cultural location rooted in the state's history, cultural geography, literature and/or political ideas.

The survey identified these courses existing at seven campuses. "California Cultures" courses are offered at Long Beach and San Francisco, the former under the English Department, the latter in humanities, and both cross-listed for American Studies credits. Both were designed by committees from a number of departments and are team-taught. Both have also been approved as electives which may be taken in fulfillment of a the upper-division General Education requirements. The Long Beach course is offered every semester and has grown from forty students to a regular enrollment of 300 (who break down after lectures into different disciplinary sections). One version of this course (Professor Fine's, syllabus appended: "H", Item 8) approaches cultural themes via what might be called a modified cultural geography approach. (Its categories: "Myth and Reality"--the California dream, early history and architectural styles; followed by "Northern California Country--frontier history and literature; then "Southern California Country--later history,

California Studies Survey, Table 3

Field HUMANITIES AND INTERDISCIPLINARY

Bakersfield	
Chico	American Studies 150, Northern California Studies
Dominguez Hills	
Fresno	
Fullerton	Amer Stdies:310, Hollywood and America; 416, Southern California Cultures: A Study of American Regionalism
Hayward	General Studies 4338, "Contemporary California"
Humboldt	Poli Sci/Engl 196, "California, The State and State of Mind: Politics and Literature" (no longer offered)
Long Beach	Interdisc. (Amer Stdies and Hum.) 350, California Culture
Los Angeles	
Northridge	
Pomona	
Sacramento	
San Bernardino	
San Diego	
San Francisco	Amer Stdies 410/Hum.478, California Cultures; Hum. 375, Biography of a City; 376, San Frnsco.(cultural,social center)
San Jose	
San Luis Obispo	Hum. 302, Human Values in Agriculture
Sonoma	
Stanislaus	Geography 3340, California Cultures and Environments

architecture and Hollywood; and finally "Culture, Community and Conflict"--California communities, cults, immigration and ethnic minorities).

More politically oriented are the remaining two offerings: the first, "Contemporary California", designed by Professor Fay at Hayward (and author of the California Almanac), taught almost annually and approved in General Studies for the upper-division requirement. This surveys a broad range of California issues and issue areas. The second, "California, The State and State of Mind: Politics and Literature", was offered twice in recent years at Humboldt, team-taught by English and Political Science professors (Boxer and Lustig). It combined historical, political theory and literary approaches to a periodicized understanding of California political culture. (Appendix "H", 9-10)

4. Political Science Courses. Eleven campuses offer at least one course explicitly devoted to California politics and government. Fourteen offer additional State and Local Government courses with varying amounts of attention given to California matters. (Table 4) (Seven of the eight syllabi received devoted appreciable attention to California politics; the eighth neglected the state altogether). In contrast to history and geography departments, only three campuses appear to offer local or regionally-directed courses (Chico, The Politics of Regionalism; San Francisco, San Francisco Political Issues; and Sacramento's "Sacramento Semester", providing systemwide service in interning and education of students in California government processes and issues).

As can be seen from Table 4, few other California-related courses are regularly offered by Political Science departments in the CSU system. Some California government issues are taught in American Government courses, as noted above, limited to a two-to-three week segment. Aspects of California politics are, however, surely taught on an irregular and not easily discernable basis by courses in other disciplines. Sacramento, for example, offers a Political Geography course, many campuses offer minority-group politics courses in their ethnic studies departments, and a number of environmental studies courses deal with the politics of resource utilization, regulation, toxic waste management, etc. California materials, finally may also emerge in urban planning or public administration courses.

5. Additional Offerings. California-related offerings in the remaining disciplinary areas can be understood without additional discussion by consulting the Inventory of Courses (Appendix "A") and accompanying tables. The only exception to this is the field of Education about which the following should be noted. Secondary school teachers in California are required to take two California-related courses in order to receive their single subject credentials: a comprehensive course in California

California Studies Survey, Table 4

Field POLITICAL SCIENCE

	Calif. Govt.	Calif. explicit in State Local*	Poltics of Locale	Title V P.S. only**	Other
Bakersfield				✓	
Chico	✓			✓	Politics of Regionalism Intrntl: Rels Pacific Basin
Dominguez Hills		✓		✓	
Fresno	✓			✓	
Fullerton	✓			✓	
Hayward	✓				
Humboldt	✓			✓	Calif. Pol. & Lit (no longer)
Long Beach		✓			
Los Angeles	✓	✓		✓	Public Sector Labor Rels.
Northridge		✓		✓	
Pomona		✓		✓	
Sacramento	✓	✓	✓	✓	Fellows Intro & Rsrch Sems.
San Bernardino					
San Diego		✓			Mngmnt of State Govts.
San Francisco	✓	✓	✓		Symposium on CaSt Govt. Urban Pols; Leg Process (Ca)
San Jose		✓			
San Luis Obispo	✓			✓	
Sonoma	✓	✓		✓	
Stanislaus	✓			✓	

* Check indicates State and Local Government course offered which specifies California materials in the catalogue.

**Political Science course exclusively required for fulfillment of Title V California Constitution and local government requirement (i.e., a History course would not suffice).

history, and either a Geography of U.S. and Canada or a California Geography course. Most campuses specify which courses can fulfill the former (some, e.g. Sacramento, require more than one course for this requirement). Many schools include California courses as electives for the Social Studies Single Subject Credential (e.g. The California Environment, or Ethnic Groups in California). California K-12 students are required to take only one California course of instruction in their careers, in the Fourth Grade. Unfortunately no California courses are required for the Multiple Subjects Credential which is granted to elementary school teachers who teach this course.

The disciplinary areas represented by the Tables are:

Table 5	Anthropology
Table 6	Economics and Agricultural Science
Table 7	English
Table 8	Ethnic Studies
Table 9	Environmental Studies
Table 10	Geology and Physical Sciences
Table 11	Natural Sciences

In looking at the inventory and tables it should be kept in mind that primarily courses explicitly noted in the catalogs as addressing California topics have been recorded. Additional courses not so listed also in fact address California subjects and materials. The inventory will be updated as information about these is submitted.

California Studies Survey, Table 5

Field ANTHROPOLOGY

	Calif. Indians	Indians N. Amer. & S'west	Calif. Arche- ology	Other
Bakersfield		✓		
Chico	✓	✓		
Dominguez Hills				
Fresno				
Fullerton		✓		Community Hist. (Orange Cnty)
Hayward	✓			
Humboldt				
Long Beach	✓	✓		
Los Angeles	✓			
Northridge			✓	Urban Anthro. (cross-cultural migration)
Pomona	✓			
Sacramento	✓		✓	
San Bernardino		✓	✓	
San Diego	✓			
San Francisco	✓		✓	
San Jose	✓			
San Luis Obispo			✓	
Sonoma	✓		✓	
Stanislaus	✓			Calif. Cultures & Envrnmnts

California Studies Survey, Table 6

Field ECONOMICS (and AGRICULTURE)

	Calif. Econ.	Local/ Regnl. Econs.	Other Econ.	Ag.Econ Natr'l. Resrces	Crop Veg. or Fruit	Prod Plnt Pathl/ Weeds	Agri. Animal Gen'l. Sci./ Insects
Bakersfield							
Chico					/ / /		Ag Law / Frm Labor
Dominguez Hills							
Fresno				Irrigtn. Ag Econ.	/ / / /	/ /	Lab-Mngmnt Rels.
Fullerton							
Hayward							Ind Rels. Mngmnt
Humboldt		/					
Long Beach		/					
Los Angeles		/	LaborLeg				
Northridge							
Pomona							
Sacramento	/	/					
San Bernardino							
San Diego		/	Ecn.Ocean				Ag Botny. Impri Vly.
San Francisco		/ /					
San Jose							
San Luis Obispo				Cal.Ag.			Ag Law Cal Farms Human Values
Sonoma				Nat Res Mngmnt			
Stanislaus							

California Studies Survey , Table 7

Field ENGLISH*

Bakersfield

Chico Eng. 170, California Regional Writers

Dominguez Hills

Fresno Eng. 50T, William Saroyan

Fullerton Eng. 320, Literatures of the American Indians

Hayward

Humboldt

Long Beach Amer. Studies 350 IC, California Culture

Los Angeles

Northridge

Pomona Eng. 454, London, Norris, Steinbeck

Sacramento Eng. 150, California Authors

San Bernardino

San Diego

San Francisco Amer. Studies 410, California Cultures
NEXA 398, Steinbeck and Ricketts, Literature and the SeaSan Jose Eng. 167, Steinbeck
Eng. 169, Ethnic American Literature

San Luis Obispo

Sonoma Eng. 482, California Literature
Eng. 483, Individual Authors (Calif)

Stanislaus Eng. 4930 California Writers and the California Scene

* i.e., Literature

California Studies Survey, Table 8

Field ETHNIC STUDIES[#]

Ethnic Natv Afro- Chic- Other Asian Pac. Centrl
 Studies Amer* Amer. anos Chi- Amer Basin Amers
 -Genrl in cano_ Ppls &/or
 CA Carbbn

Bakersfield		✓			✓		
Chico	✓	✓			✓		
Dominguez Hills					✓		
Fresno		✓			✓		
Fullerton				✓			
Hayward							
Humboldt		✓ ✓		✓		✓	
Long Beach	✓	✓		✓	✓ ✓	✓	✓
Los Angeles	✓		✓ ✓	✓ ✓	✓ ✓		
Northridge				✓ ✓			
Pomona	✓					✓ ✓	
Sacramento	✓	✓			✓ ✓	✓	
San Bernardino							
San Diego		✓			✓ ✓		
San Francisco	✓	✓		✓	✓ ✓	✓ ✓ ✓ ✓	✓ ✓
San Jose					✓ ✓	✓ ✓	✓
San Luis Obispo	✓						
Sonoma		✓ ✓ ✓			✓ ✓		
Stanislaus					✓		

[#]Not all of these courses are in ethnic studies programs; many are in geography, history, or sociology programs.

*See anthropology departments as well; this column's listings denote courses besides those in anthropology.

California Studies Survey, Table 9

Field ENVIRONMENTAL STUDIES

Bakersfield -Interdisc. Studies 369, Environmental Regulation

Chico -Envrnmntl Major and Minor: interdisc'ary courses from seven depts.

Dominguez Hills

Fresno

Fullerton -Geog. 341, California Environmental Change

Hayward -History 4869, California Environmental History; Envrnmntl Studies with
Geog. Dept.; Env. Stdies Major

Humboldt -Env. courses in three depts; Nat Res Plng 422, Redwood Biome; Nat. Res
Plng. 465, Resource Planning in Rural Communities

Long Beach -Geog. 356, Man and the Coastal Environment

Los Angeles

Northridge

Pomona -Econ 435, Envrnmntl Economics; Econ 419, Role of Land; Geol 250,
Envrnmntl Geology

Sacramento -Env. Studies Dept and Envrnmntl Engineering; Env Stds 110, Contemp
Envrnmntl Issues; Geog 161 Cal Water Issues; Geog 162, Res. Issues

San Bernardino

San Diego

San Francisco -Human Env'al Studies Dept with Geog; Biol. 820, Ecology of Estuaries
and Lagoons; Geog 651, San Francisco Bay Env'al Issues

San Jose -Env. Studies Dept. with Geog.; Env Stds 144, Calif. Env. Controversies;
128, Water and Res Mngmnt; 129, Western US Water; Geog 189, Bay Area

San Luis Obispo -Nat Res Mngmnt 408, Water Res Law and Pol; 409, Coastal Resource
Mngmnt; 540, Water Resource Sysys; 112, Parks and Outdoor Rec

Sonoma -Env. Stds Dept with Planning Dept; Econ 381, Nat Res Mngmnt (Calif);
Env Stds. 338, Env'a; Reg; Env. Stds. 395, Community Involvement

Stanislaus

California Studies Survey, Table 10

Field GEOLOGY AND PHYSICAL SCIENCES

	Calif. Geology	Water Resrcs **	Ocean Stds./ Coastal	Earth- quakes & Nat Disastrs	Env'al Geol.	Field Geol- Calif.	Other
Bakersfield					✓		
Chico	✓					✓ /	
Dominguez Hills	✓						
Fresno	✓	✓				✓	
Fullerton *	✓			✓			Geol 310: many poss.topics
Hayward	✓			✓		✓ /	Western Natl Parks
Humboldt	✓			✓		✓	
Long Beach			✓				
Los Angeles	✓		✓			✓ /	
Northridge	✓						
Pomona					✓	✓	Explratn and Mining
Sacramento	✓				✓		Volcanoes and Human Envmt
San Bernardino							
San Diego			✓	✓		✓	National Parks Seismic Stgphy
San Francisco	✓			✓			
San Jose	✓						
San Luis Obispo	✓		✓	✓		✓	
Sonoma	✓				✓		Death Valley Geol of Mts.
Stanislaus	✓			✓			

*Host campus of Desert Studies Consortium, to which Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, and San Bernardino belong. Courses are organized and administered by the CSU San Bernardino Extension.

**Other water resources courses, outside Geology departments, are listed with geography and environmental courses.

California Studies Survey, Table 11

Field NATURAL SCIENCES

	Regional Natural History	Calif. Biology (Field)	Calif. Botany or Plants	Aquatic Biol/ Ocngrphy Ichthy.	Herp- atology	Zoo- logy/ Wild- life	Other
Bakersfield							
Chico	✓	✓	✓ ✓ ✓	✓			Blood Bank Field Exp.
Dominguez Hills							
Fresno							
Fullerton			✓ ✓	✓			
Hayward			✓	✓			
Humboldt	✓	✓	✓ ✓				Ca Forests & Woodlands
Long Beach	✓ ✓		✓				
Los Angeles	✓	✓		✓		✓	Ecology of the Urb. Envmt (LA)
Northridge							
Pomona							
Sacramento			✓				
San Bernardino			✓				
San Diego			✓ ✓				
San Francisco	✓	✓		✓	✓		Human Sexlty.
San Jose							
San Luis Obispo			✓			✓	
Sonoma	✓	✓	✓				
Stanislaus			✓ ✓	✓		✓	

III. ANALYSIS AND DISCUSSION

Discussion of these courses in terms of the basic concerns and goals stated at the beginning is now in order. The purposes of the discussion, again, are to provide the Chancellor's Office, CSU, with background information about the existing range and appropriate goals of California Studies, and to inform CSU faculty from different campuses about what their colleagues are doing in this emergent field. The comments have not been intended to design a new curriculum but to aid faculty in their expected future efforts in California Studies.

We have been sensitive to the fact that California can legitimately be approached by a number of avenues and perspectives. The heart of a California Studies program should probably be comprised of a combination of history, political science, geography and literature courses, but legitimate programs could well be guided and informed by any number of possible organizing visions.

What is being sought overall is the education of California students into the particular history, issues and voices of their state. At the heart of this goal is not simply a desire to transmit facts but also to develop abilities to interpret the meaning of those facts. It is a desire to cultivate a rooted sensibility, one attentive to foundations and connections, knowledgeable about perspectives beyond its own, and capable of distinguishing the things that matter behind the welter of daily events--a sensibility capable of "grasping the interplay of man and society, of biography and history, of self and world."²⁴ At issue, in short are questions both about the content and the method of California Studies.

A. Optimal Institutional Design.

Widespread opinion now exists on California State University campuses and among surrounding publics (e.g. writers

and independent historians) that integrated, coherent programs in California Studies should be established in California universities. Mindful of the precedent of area studies and anxious to see curricula reflect the primacy of regional and problem-orientations rather than disciplinary boundaries, these people look forward to what in essence is the creation of a new field of inquiry.

Many, sensing the importance of this new field and the urgency of disseminating information about state public policy questions, have urged the establishment of a California Studies interdisciplinary major. California Studies clearly encompasses the range of topics, fields, and skills appropriate to a major. Analysis and further discussion raise serious questions, however, about this proposal.

i) Practically speaking, the creation of an interdisciplinary major at this time would appear to require the reallocation of resources, staff and courses from existing departments. This would be a difficult and, many argue, impractical effort. A period of fiscal austerity and program retrenchment is not a propitious time to found new programs which must be cut from the cloth of existing programs.

ii) The audience for California Studies has not yet fully identified itself. Creation of a major should follow rather than precede the emergence of a faculty and student constituency. Establishment of a more modest program at the present time would permit the emerging interest to identify itself.

iii) Establishment of a major might be well-advised to wait upon the trial and testing of different course areas and experimental methods which are part of the building of any new field of intellectual endeavor. (This requirement, however, has not always been required of new majors).

iv) Finally, a number of respondents raised questions about the career implications of an immediate major in California Studies. Within the university community prevailing disciplinary distinctions continue to organize funding, crediting, transfer units and career patterns. The private sector also tends to base expectations on traditional areas of academic expertise. A full major in California Studies might, prior to proven results, handicap rather than benefit graduates.

At the other extreme, certificate or cluster programs are too narrow and vague in purpose to suffice for the objectives of California Studies as sketched at the beginning. "A certificate program is the worst way to go", one faculty member put it. Certificate programs usually lack coherent organization, having simply been collated offerings from existing catalogues. It is unclear "what a certificate really is, and how useful it is."²⁵

A cluster program on the other hand is too small for a California Studies program worth the name.

A few faculty suggested that California be included under American Studies, as is sometimes done in some other states. This may be the most practical option on a few campuses for the short term. It is doubtful, however, that this inclusion would permit the breadth of offerings ultimately required. And the move would simply transfer rather than resolve the problems, as American Studies programs are also poorly developed at present. California Studies as an option within interdisciplinary social science programs might also make sense in the short-run, but would quickly encounter the same problems.

The most reasonable and promising approach for most respondents after argument and discussion proved to be that of establishing an interdisciplinary Minor in California Studies on interested campuses.

i) A minor holds out the potential for offering a solid set of courses as core requirements and a broad range of courses as electives.

ii) A minor would provide the opportunity to build support among students and avenues through which the new field of inquiry, new vocabulary, and unified perspective could take shape.

iii) The institution of a minor would minimize the practical obstacles involved with reallocation of scarce resources noted above.

iv) The completion of a minor in California Studies would, it was felt, constitute a positive contribution to career opportunities. For a history major to have minored in California Studies, or teachers and educational administrators to have minored in California Studies, for business administration majors to have minored in California Studies, or civil engineers, marine biologists, social workers, etc., would be to have required a positive enrichment and grounding for their education.

The creation of California Studies minors on interested CSU campuses would require institutional commitment and formal articulation of objectives. It would also require that the faculty create core courses on most campuses to provide for pedagogical coherence. (The example of CSU Sacramento is instructive on this point. The faculty meetings which created the certificate program in 1983 noted the absence of key offerings in economics and in literature. They pointed out these absences to their colleagues, and the courses were immediately designed. These courses continue to be taught. The California economics survey course, it might be added, is the only one now

offered in the system; the literature course, one of three.) Course innovations would understandably vary according to interests of faculty, resources of different campuses, and the needs of different regions.

It is the recommendation of this report, as explained in Part IV that the Chancellor's Office of the California State University system establish material support and standardized procedures for the creation of a variety of such minors, and that CSU faculty continue to expand their California-oriented teaching, scholarship, and creative activity.

B. Interdisciplinary Orientation and Fieldwork Requirement.

Part of the excitement generated by the idea of California Studies arises from recognition that these studies would be naturally and necessarily interdisciplinary. This orientation is consistent with the manifest interest in current American universities in developing curricular programs beyond those defined by the traditional disciplinary emphases.

Proponents of interdisciplinary education affirm the older liberal-arts conviction that an educated person must have a clear sense of his or her world, and of his or her place within it. They worry that when specialization preempts general understanding it becomes impossible to see how different ranges of knowledge illuminate a common world, indeed even impossible to understand and remember isolated facts. People then become victims of the intellectual division-of-labor rather than its beneficiaries. The malady of overspecialization is not limited of course to the university. Observers of state government often report a similar fragmentation of knowledge and purpose in its staff offices and committee rooms producing a political "gridlock". Most peoples' information is confined to the small picture, the single aspect of a single problem. Few understand an entire issue, and even these are isolated from unknown experts in other fields.

What is lost, in educational terms, is not simply knowledge of the society as a whole and the feel for one's era in history, but the deeper ability to even think in a unifying, synthesizing way. Bold, broad-ranging visions (like that, to take a random example, of Donald Worster's Rivers of Empire: Water, Aridity and the Growth of the American West, which builds on Wittfogel's classic thesis about the fate of irrigation-based civilizations) become incomprehensible to precisely those whose future they seek to illuminate.

Also lost by victims of a prematurely specialized approach is the ability to think about society in practical and political terms that cut across scholarly boundaries. Important issues and critical problems are ignored because they don't fit into

existing outlooks. The most lamentable cost of a fragmented understanding finally is that, failing to see how social facts have emerged historically, it also fails to see how they can change or be consciously changed. From the overspecialized perspective facts appear as "givens"; the world as a place open to creative interventions disappears.

The current state of California-oriented education reveals the unanticipated costs of this fragmentation. The curricular disconnectedness ramifies--abstracting the substance of course work from the substantive problems of students' lives, the offerings of one department from those of others, individual campuses from their social contexts, and ultimately students from their communities.

Remarking on the rich "jumbling of discourses" that has already emerged outside the university, Clifford Geertz paints a colorful picture of

philosophic inquiries looking like literary criticism... baroque fantasies presented as deadpan empirical observation (Borges, Barthelme)..., documentaries that read like true confessions (Mailer), parables posing as ethnographies (Castaneda), theoretical treatises set out as travelogues (Levi-Strauss), and epistemological studies constructed like political tracts (Paul Feyerabend)...; one waits only for quantum theory in verse or biography in algebra."²⁶

Similar observations are registered about the current state of scientific research. "I know it is true in the natural sciences", observes a chemist,

and I believe it to be true in other fields, that the frontiers of research are no longer found in the center but rather at the peripheries, where one classical discipline interfaces with another... Narrow specialists will not be equipped to understand the problems in... new areas, let alone to participate in their solutions.²⁷

This report therefore recommends that California Studies be understood as an essentially interdisciplinary course of studies. Persuaded that important topics and issues will be excluded from an exclusively specialized approach, and that the habits of mind necessary to perceive overviews and synthesize the lessons of different areas of experience cannot be cultivated within a single discipline, it also recommends that faculty establish interdisciplinary courses at the core of the California Studies programs. Specific courses may still be best taught through existing disciplines. California offerings should, however, encourage the cross-fertilization and broad-gauge thinking being

sought by scholars in many fields now.

The forms of interdisciplinary work may vary. Some courses may be team-taught by colleagues from different departments; some offered by one department with recourse to interdisciplinary resources; other programs may consist of separate courses designed to operate as an interdisciplinary cluster with the close cooperation of the instructors. What is essential is that such courses truly issue from an interdisciplinary vision and be open to the cross-fertilization of different perspectives, and not simply be conceived as the mixing and matching of current disciplinary fragments.

This report therefore recommends that CSU faculty and system offices facilitate interdisciplinary work and remove the obstacles repeatedly identified by CSU faculty. It recommends further that the Chancellor's office allocate funds for course development, interdisciplinary course work, and most importantly, the creation of interdisciplinary faculty positions.

Numerous respondents within and outside the university community have also urged that a practical work-study or community research component be included in the California Studies. This advice expresses an underlying impulse within the California Studies outlook to implement a new kind of study, a new kind of understanding, and a new kind of educational discourse to meet the demands of this period.

Different forms of practical engagement are possible:

- internship in a California social, economic or political organization or agency (on the model of the internships in the State Government already organized by CSU Sacramento) to serve as the basis for field description, analysis and further study;

- work-study arrangements for the same purposes;

- community research project participation under faculty guidance of either an instructionally-related or public-service character;

- historical preservation and scholarship attendant on recording the biographies and world-views of the "unrecorded", documenting the undocumented, as required by social history and ethnic studies and discussed below;

- on-the-job training in methods of Public History or the methods of the qualitative social sciences (ethnomethodology, cultural sociology, etc.) for purposes either of current course work or future career possibilities.

The campuses of the California State University system house and support a number of important centers and institutes which provide opportunities for fieldwork and experiential learning. Some are addressed to specific topics (e.g. The Steinbeck Research Center at San Jose, or Pacific Rim institutes at various

campuses), and some to larger fields (e.g. The Public Research Institute or Paul F. Romberg Tiburon Center for Environmental Studies at San Francisco, Center for Practical Politics at San Luis Obispo, Indian Teacher and Educational Personnel Program (ITEPP) at Humboldt, or Institute for Regional Studies of the Californias, at San Diego). Still others constitute multi-campus consortia (as the Desert Studies Consortium, headquartered at Fullerton, a Field Station of the CSU and organization of seven campuses; or Moss Landing Marine Laboratories, to which six campuses are attached). Some of these institutes already fulfill teaching functions auxiliary to particular campuses. (Part of the Desert Studies Consortium mission, for example, in addition to fostering research and disseminating information about the desert, is to "host field courses or field trips for CSU and non-CSU faculty and students...and offer 18 weekend courses throughout the year".²⁸) This report recommends that the possibility of developing further courses and fieldwork through organizational resources like these be further explored by California Studies faculty.

What is sought in the inclusion of a fieldwork component in California studies is an altered understanding on students' parts of the activity, object and language of learning: an understanding of the activity as one of active confrontation and interpretation rather than passive absorption; of the object as an active, changing world, and of the language, such as can be understood and felt meaningful by fellow-citizens of the state.

C. Particular Subject Areas.

What follows is discussion and commentary on particular subject areas of California Studies. The organization and emphases of this discussion differ slightly from those of Part II, as the fields in which most work is now being done now are the fields requiring least discussion. After offering general comments this section will address the first four subject areas discussed previously, adding very little about geography and history, a bit more about the humanities in order to stress their essential role in California Studies, and quite a lot about the study of California politics. (The ordering is alphabetical.) The discussion will then proceed to the remaining social sciences, including comments on Pacific Rim Studies, suggestions for a language requirement and so forth. Much, of course, could be said about each field, and the effort here has not been to be exhaustive. The effort rather has been to report points raised by others and considerations appearing on the basis of the year's inquiry to be of essential importance.

In terms of general comments, the key shortcoming of existing instruction in California Studies is clearly its rudimentary and fragmented character. While the variety of courses surveyed in the previous section is impressive and would

be capable of eliciting a rich understanding of California issues and problems, the hard fact remains that the variety only exists in the system as a whole. Most campuses offer only general classes in a few fields. Nor are the majority of students exposed to these classes in the course of their college careers. (America Is In The Heart, the work of the great Filipino-Californian, Carlos Bulosan, appears to be accessible to students of only one course in the system, Weber's history course at Long Beach. An overview of California economics is only available to students of a single course, at Sacramento.)

The second shortcoming of existing programs is that the courses which are taught are not usually taught from an interdisciplinary perspective. The resulting orientations risk losing what is important and distinctive about California issues and the chance to cultivate students' sense of the whole. (What is a course in California politics without reference to the history, say, of the Southern Pacific? a course in rural sociology without attention to traditional land tenure patterns? in natural resource economics without attention to demographics and state politics?)

1. Geography. California-oriented geography courses are extensive in the CSU system as noted above. The critical comments offered above are little-applicable here. One suggestion only is that the current geographical inquiry associated with U.C.L.A.'s Graduate School of Architecture and Urban Planning, which examines the social construction of urban space and is deeply informed by the study of history and economics, shows explanatory and predictive power regarding California social patterns. It may be of interest to CSU geography faculty seeking to expand their offerings.²⁹

2. History. Offerings in history are already quite broad. In recent years there has been a discernible trend in the teaching of history away from the simple study of political events or social elites, or alternately of quantitative trends, toward more comprehensive and inclusive themes. Integral to this has been the growth of social history, ethnic history, women's history and labor history. These departures show great promise with regard to California materials. They should be encouraged and broadened. All of these groups have made critical contributions to the history and development of the state; modern California cannot be understood without them.

For a long time the history of minorities, women, and working people has been part of what McWilliams in 1939 already labeled the state's "hidden history", and Kevin Starr, its "counter fable". Their contributions have been unrecognized, their experience made mute, and in the process, the tensions and questions raised by their experiences obscured and the lessons taught by mainstream history rendered partial and incomplete.

Widespread knowledge about the hidden history and the tensions and questions raised by it is essential to understanding our state and coming to grips with its emerging dilemmas.

What is required here is not the presentation of isolated facts from divergent histories--fragmentary data about the Okies, the Mexicans or the Filipinos. To understand these peoples and their contributions courses must incorporate their differing world-views. Different peoples are doing different things in California; indeed they possess and endure different "Californias". (The Anglos came to California from the East, across the mountains; the Mexicans from the south, up valleys. "What's the significance"? I asked writer Richard Rodriguez. "Different attitudes toward the past, toward history. Anglos came to leave their pasts behind, Mexicanos as an exercise in continuity with theirs. Entirely different psychologies of time", he responded, thereby alluding to the abyss between cultures.³⁰) It is necessary to somehow encompass different ways of seeing the world, different perspectives and vocabularies, in California history courses.

This however raises a problem--which is also a major opportunity. Accessible course materials barely exist for such a task. Usual course materials are the fruit of established methods of historical scholarship: studies of written records, official documents, recorded biographies. But in speaking of minorities' contributions, working people's contributions, and to a great extent women's contributions, we are talking about unwritten histories, unrecorded experiences.

The challenge then, as part of the instructional mission of California Studies courses, is to help create and record such "unofficial" histories from materials in the world. As part of learning this history students should be sent into the community to learn from people in the field. And this requires that they learn methods of field research, interdisciplinary methods (e.g. ethnomethodology), and methods of confronting history-in-the-making. It requires that as a condition of knowing California, they come to know the peoples of California. An essential part of the students' task would be the reconstruction of values, meanings, and past itself from the actors' view points by interviewing people and studying the structures of their everyday life and material cultures. In this, California Studies would clearly be more than simply a way of contributing to students' learning. It would also be a way of giving voice to the peoples of California. And in cultivating a lively interchange between scholarship and active inquiry, it would be more than the simple introduction of new courses into the curriculum. California Studies would begin to define for the state a new and very different kind of educational program for the new historical period.

3. Humanities. It is not entirely accidental that major leadership in interdisciplinary California Studies work so far has been taken by faculty in the humanities. California since discovery has been associated not simply with a physical area but with a state of mind. A recent review of a new work by nationally-acclaimed Fresno poet, Gary Soto, begins reiterating: "California is a region of mind rather than a region of Earth."³¹ This is to say that particular attitudes have always been associated with the state, particular ways of seeing the world, and particular expectations from the world. (One attitude or illusion, for example, according to Carey McWilliams, Jr., is that here "Freedom is a natural, sometimes a brutal, never a political fact."³²)

One indication of the widespread awareness of the importance of these cultural ideas was the repeated admonition in the making of this report that attention be extended to the California Dream and to "Hollywood". What was at stake, it became clear, was less a concern for fantasy or tinsel and stardom than a deep curiosity about shaping visions and about what California images and self-conceptions have meant for American culture.

These images and visions define intentions, shape social relations, indeed even constitute "nature". What an earthquake, a flood, or a drought mean is determined by cultural ideas and social relations. Few have made the point better than Richard Lingenfelter (himself trained as a research physicist) writing on Death Valley. Surely, we think, no California region is more purely physical, more dehydrated of ideational content than this. But Lingenfelter writes that

What sets it apart more than anything else is the mind's eye. For it is a land of illusion, a place in the mind.... These illusions have distorted its landscape and contorted its history. One of the simplest lessons of history is that we respond not so much to what is happening around us as to what we believe is happening--not to what we see but to what we believe we see.³³

The study of what people believe they see, and of how these beliefs have shaped subsequent realities, is the particular domain of the humanities. It is important they retain a central place in California Studies.

What is commended here is neither the humanities as caretaker-of-the-classics nor the humanities of "eternal verities". It is the humanities which takes as its special office the attention to and interpretation of cultural meanings. More: humanities disciplines have been those which have always self-consciously sustained discussions of values. Students today are anxious to learn about how to think about values and to

argue and debate values. Failing to teach them risks failing to prepare them to be members of a public, to think critically and in large terms about the value judgments they will inevitably be making. Nor does the refusal to openly acknowledge the values of different California communities really expel those values from the classroom. Ultimately, failure to recognize these values helps further sever the linkages between thought and action, the university and the real world. An education, by contrast, which speaks about values openly and intelligently, which locates them in their milieux, and which probes the major value conflicts of the times will be one that engages students and helps them locate themselves in their world.

4. The Study of Politics. The fragmentary and single-disciplinary handicaps of current California-oriented work has the most serious consequence in the social sciences, particularly the study of politics. The statutory requirement for study of the California Constitution was perhaps a step in the right direction. Little reflection is needed, however, to see that California politics is broader than California government, and that "government" indeed is broader than constitutional provisions. It would be entirely possible for students to become well-versed in the clauses of the state constitution without having the least understanding of California politics and the forces which periodically change what that constitution is taken as saying. To restrict California students' political education to bare clauses of state and local government charters is to subscribe to a formalism the limits of which have been well-documented for a century.

Present coursework also conduces to a limited and erroneous sense of what politics is. Politics is not defined simply by the intricacies of the legislative process or by interest-group haggling over scarce resources. Politics is nothing less than the collective working-out of the collective existence, the choices involved with the common shaping of a public life. It might be regarded as the collective artistry of the future. Its study, then, must range beyond the formal channels of government to those precedents, economic forces, private institutions, and values which shape social choice. And it must also range beyond the limits of consensus. Different peoples and regions disagree on the manner in which they want the future worked out.

California politics in particular is possessed of a distinctiveness which has drawn comment since Bryce. Uniquely distinguished by fragile institutions (e.g. weak parties), volatile popular movements, an awkward reliance on the initiative process, and enduring structures of influence which insulate key issues from the ballot, California's political processes and their promise for the future demand careful and theoretically-informed study. In the state from which the Sierra Club and the tax revolt issued, in which a Progressive insurgency

emerged early in the century, and student protest and environmentalism later, the politics of citizen action and popular organizing should not be overlooked.

The character of California political thought also deserves close attention. Even beyond the notable theorists and the nationwide movements which began here, certain characteristic themes have repeatedly captured the attention of the state's thinkers and writers. Certain ruts have been worn deep in our cultural roadways. Josiah Royce early grappled with the problem of creating community out of a society of immigrants, Henry George with the social bases and effects of changing property values, Carey McWilliams and Nathaniel West with the politics and psychology of mass society (long before Herbert Marcuse, having discovered One-Dimensional Society, was sentenced to live in it). The fates of many political illusions (that freedom, for example, is "a natural fact") have also been richly and sharply chronicled on this western shore. These themes deserve attentive inquiry.

The most serious oversight in current California political education is that concerning instruction on long-term policy issues. Occasional one-shot courses on particular issues or problems have been offered by faculty on individual campuses, depending on interest and local resources. But systematic, regular policy study of issues is lacking. A list of issues about which important interdisciplinary courses could well be taught can be gleaned easily from recent magazines and journals.³⁴ These would include:

- California cities: social conflict and infrastructural decay
- demographics and the new ethnic relations
- campaign finance
- coastal plan and coastal access
- the economy (rising or falling? manufacture or service? regional variation)
- education
- environmental issues
- energy
- the fiscal crisis of state government (Prop. 13 and federal cutbacks)
- hazardous wastes
- immigration
- land use planning
- plant closures and economic restructuring
- political party decline
- private interest and PAC influence on public policy
- Medical and public health care
- rural reconstruction and the suburbanization of the Central Valley
- special districts, the proliferation of government units

- transportation
- the emergent two-tier society
- water use, water allocation and water rights

A key element of any developed California Studies program must be augmented instruction in California politics, and especially in the sources, effects and intricacies of these policy issues.

Full understanding of existing policy issues and processes requires a depth of sophistication and a range of skills which does not lend itself well to undergraduate instruction. The CSU system ---both faculty and administration--would be well-advised to introduce policy analysis at the masters level. This report therefore recommends that faculty leadership consider transforming one of the existing Public Policy or Public Administration masters programs into a California Public Policy program. A California Public Policy Masters Program would draw students from throughout California higher education as well as policy and campaign analysts. No California public-policy school currently exists in the state. Its creation would be a major contribution to the public life of the state.

5. Social Science Courses. Comments about the remaining social-science fields can be made more briefly. Anthropology courses are well-accounted for in Part III above. Sociology and Psychology have yet to stake California claims, though the range of urban social problems, race relations and social deviance issues, and the fact that California has been the capital of the human potential movement and of much social psychological theorizing (feminist theorizing, for example) suggests that both fields would have important contributions to make to California Studies.

Comments about the Economics component of California Studies are simpler, due to the facts that some of the relevant issues have already been covered. The paucity of courses here, as elsewhere, is unexpected. Philip Shapira writes that "California's industrial position has changed in the space of just a decade or two from one of geographical advantage to one of geographical exposure."³⁵ It is surprising that faced with the multitude of serious questions raised by that shift, and by the state's integration by the flow of capital and peoples into the world economy, only one general survey course on the breadth of the California economy exists on the campuses of the CSU system (Calandri's and McGowan's at CSU Sacramento).

It is also intriguing that at a time when the structure of the American workplace is being transformed through innovations many of which are being pioneered in California (e.g. at the G.M.-Toyota plant in Fremont), only one course is offered in "The Changing Workplace", again at Sacramento. This is not to deny the importance of existing economics courses--for example,

agricultural economics. These have a real and important place in California curricula, and for the broad range of California university students. At present they are restricted largely to business administration or agricultural science students and they are too specialized in themselves to comprise the economics of this whole region.

The economic transformations in the state offer unprecedented opportunities and not a few dangers (the submergence of California's rural communities, or the emerging two-tier society of which Dan Walters has so convincingly written); but California's people have to achieve a basic economic literacy in order to understand either. Career needs also demand such education. The jobs CSU graduates will be getting in coming years will require as a matter of course that they become more effective in their understandings of the state's economy and its place in the world than graduates have been in the past.

6. Ethnic Studies.

"We are moving into a destiny which is not defined by Europe anymore."

--Richard Rodriguez³⁶

California State University faculty have initiated a number of important courses at many campuses in response to the changing character of California's society and to renewed concern about California's particular legacy of racism.³⁷ Given the dilemmas which loom as products of internal state demographics and increased immigration (the latter excellently chronicled in California Tomorrow's "Crossing the Schoolhouse Border"³⁸), such courses could well determine whether the state is to become a true pluralism and "ethnic mosaic" or a maelstrom of estranged and competing communities.

One shortcoming of existing ethnic studies programs which was suggested by the catalog listings and confirmed by interviewees could be remedied by a well-designed California Studies program. This is the problem, shared with other American colleges, of a balkanization and fragmentation of ethnic studies offerings. While past efforts have succeeded in opening institutions of higher learning to ethnic concerns, they have also sometimes unintentionally worked to preserve cultural divisions and create ethnic studies ghettos in American universities. Minority peoples have gained a forum, that is, but at the price of directing themselves and concern for their histories and cultures away from the mainstream departments of, say, Political Science or History, and away from the "majority" students who stand in need of ethnic-studies education.

Three sets of recommendations emerged from discussions of

these topics. The first stressed the need for the creation of at least one integrated, overarching course which would bring the different perspectives of California's multi-cultural society together in one place, and identify common conditions, predicaments, and outlooks for the future. It was also urged that much of this instruction be included within existing introductory California history and politics courses.

A second set of comments saw in ethnic studies courses a means for remedying a usually-neglected aspect of ethnic imbalance in California universities. Familiar discussions of this imbalance usually focus on the problem of access and retention. What is neglected is a concern about the content of coursework once minorities, and white poor, have been successfully admitted to California schools. I want to suggest that the important question here may not be about access, financial support or counseling. Equally important (especially for retention) is the matter of what minority students are offered once they achieve access.

The challenge raised by changing demographics when probed deeply is not simply to meet quantitative goals, but to acknowledge the curricular, pedagogical and epistemological dimensions of multiethnicity. Exclusion of minority students could be achieved easily, to put it differently, not by obstructing entry, but by presenting students once enrolled with course materials foreign to their experiences and needs, materials that exclude an awareness of their heritage, problems, and the larger visions and normative concerns which inform their lives.

California Studies courses could provide a place in the college curriculum where different world-views were encountered and a different pedagogy were practiced. And it could be the source for introducing these different world-views into existing courses in other departments.

Third, a few interviewees noted a unique aspect of California's multiethnicity, the fact some groups constitute, as it were, detached islands of their nation of origin. To speak about Mexican-Americans in California, in particular, is only partly a matter of speaking about Chicano conditions. A student must also learn to think about Mexico afuera ("Mexico outside"), about Mexico-in-California. The boundaries on the land define but poorly the contours in the minds of a people who have traveled north and south for longer than the United States has been in existence. But to some degree there is also a Vietnam-in-California, a China-in-California. (One interviewee urged the creation of a course focused on the migrant experience in California and divided into three components: "Westward Ho!", "North to California", and "East to America".)

There are, again, many Californias at issue. To assume there were but one (New England-in-California) would be an error at best, an impertinence at worst. It would be a shame and a fateful missed opportunity if the promise of increased number of blacks, Hispanics and Asians in our schools came down to the assurance to them that if they studied hard and agreed to amputate their legacies, they might aspire to be minority versions of the narrow majority students of today. Students may well find it more exciting, and realistic, if invited for example when studying Stockton to read Maxine Hong Kingston's Chinaman as well as Frank Norris's Octopus (and the more working-class Fat City of Leonard Gardner), or regarding Sacramento, to read Galarza's Barrio Boy as well as Didion's Run River.

The topic of Ethnic Studies again points this report beyond immediate purposes to suggest a larger role for California Studies. Just as it became clear how California Studies students would be led in their search for historical materials into the communities of the state, so it becomes possible to see how ethnic studies scholarship might point off campus and affect the world being studied. Where other courses simply study problems, ethnic studies education might well become a means, by promoting understanding of multiethnicity, to help resolve those problems.

7. English and Literature.

"Knowing exactly where he is is as important to a writer as it is to a blind man."

--Ross McDonald³⁹

"Intelligence is international; stupidity is national; art is local".

--Ezra Pound⁴⁰

The importance of the study of California literature cannot be exaggerated. What is to be gained through consideration of such literature is not expertise in the high culture of the society, or a literary tour of the countryside, though these may be exciting enough. More important, a student learns to hear the voice and vision (the voices and visions) of a place. He or she learns the experience, pains, desires and worries that make it a social "place" as opposed to a bare physical location. And because most CSU students are Californians and the voice they study will be a voice which has shaped them--indeed is them--education into a region's literature becomes an exercise in the recognition and cultivation of self-identity. The study of a region's literature, finally, is a vindication of different ranges of experience which might otherwise be ignored and disowned. To read the poetry and literature of the different Californians is to assure them that their experience is experience worthy of commentary, inquiry, and reflection, that it is part of the human record which has made the place what it is.

A sense of what this might mean is suggested by Richard Rodriguez's recounting of his encounter with a passage in Saroyan:

I remember a story he wrote about a boy who returns to Fresno and stops in front of his house and drinks from a garden hose. Saroyan creates this miracle paragraph about the taste of Valley water. I remember reading that--10 or 11 years old--and the liberation it gave me: Valley water, the water I consumed, the water that was me, was worth writing about...[Y]ou didn't have to grow up in Mississippi or on the Lower East Side.⁴¹

Or, one might add, Paris or Berlin. The pedagogical implications of Rodriguez's insight were hinted at in the beginning of this report. They informed the high school literature program, to which we now turn.

In fall, 1984, four English teachers at Valley High School in Sacramento, undertook a program entitled "Celebrating the Region". This project was ultimately funded by the National Humanities Faculty, and recast the four-year high school English curriculum in order to initiate 10th grade students into the study of literature through a study of the writings of their own region. In this case these writings included the works of Saroyan, Galarza, Didion, Steinbeck, Gary Soto, and Lincoln Steffens. On the basis of this study the students then went on in subsequent years to take up traditional works of national and world literature. This project was advised by CSU English professors Haslam (Sonoma) and Madden (Sacramento), and by writer James Houston.

During the course of the first year students in the program are introduced to four distinct regional literature units: Heartland, Wilderness, North Coast and Southern California. Each work in these units is selected "to contribute to a total California literary experience by providing students with a sense of geography, a sense of history, and a sense of the culture that is unique to California". Works are selected on the basis that they connect with students' experiences and "focus on California concerns, such as the effects of urbanization or the preservation of the environment."⁴²

Employing Haslam's notion of the "regional ripple", this approach grows out of the pedagogical insight that people learn best when the materials they study find rooting and confirmation in their own experience, and then extend outwards. This in turn suggests that the real benefit of "Celebrating the Region" is not simply in its treatment of California materials, but in its contribution to students' broader education, their encounter with broader world literature, and indeed their understanding of

what literature is. The Valley High instructors believe that the effects of the program are clearly discernible in the improved writing abilities of students who have been through the program.

This is an educational initiative with powerful implications for all California Studies courses.

8. Environmental Studies. California has been the leader in the growth of environmental consciousness in the nation. One of the most insightful precursors of the modern movement was in fact H.S.U. Professor Raymond Dasmann, whose Destruction of California was published in 1965. The state's diverse ecological zones, distribution of resources, and direct impact of nature on man, early forced on Californians the importance of understanding their natural context. (It is impossible to understand California without understanding its water, Paul Taylor often said, and once you understood that you understood just about everything).

Half of the state's lands remain under public management as parks and forests, preserving not only wilderness and resources but constraints and influences on social settlement and attitudes as well. The politics of the environment (of water distribution, resource regulation, forest practices, etc.) have been and will remain central to the state's history and development. In a larger sense, finally, California's environmental movement has also been harbinger of the new cultural attentiveness--which has now flooded its original banks and flowed into social and political thought--to matters of interrelationships, context, and a wholistic understanding of the world.

Cultivation of environmental literacy is a necessary part of the education of California's college students. Knowing the real opportunities, possibilities, and limits of their natural environment is and will remain a key part of knowing where they are in the world. More: such knowledge is a prerequisite for grappling with--let alone solving--the impending problems of water, energy, toxics, and land use, facing the state's population. (One exemplary course here is Dillon's California Water Resources, Appendix "F", Item 11).

Environmental Studies is a burgeoning field within the campuses of the California State University. Though enrollment has reportedly declined since its high-point in the mid-seventies, schools still reported strong student interest in a broad range of environmental courses. Many campuses offer Environmental Studies majors, pursuant to a B.A. or B.S. (or sometimes a Geography degree). Some campuses emphasize a natural resources approach, some a socio-political approach, some environmental engineering and management. Humboldt offers environmental programs in three departments: The College of Natural Resources, the Education Department (which offers an

environmental education credential), and the Environmental Resources Engineering Department--as well as an auxiliary program in Appropriate Technology. San Jose State University offers perhaps the most well-developed program. It entails three majors (B.S. or B.A.), two minors, a teaching credential, and a masters program. All CSU campuses offer interdisciplinary programs, integrating numerous courses from existing departments and usually requiring specific Environmental Studies core course credits as well. (SJSU requires 20 core units). Some campuses have full-time faculty in the field (CSUS and SJSU having four). Most, however, report difficulty scheduling and arranging interdisciplinary credits.

Courses in Environmental Studies now extend to a burgeoning field of topics: environmental geography, geology, and chemistry; land use, air and noise pollution, water quality and water resources management; wilderness, open space and wildlife resources; energy, energy policy analysis, and energy alternatives; environmental impact analysis and environmental law as well as such courses as urban design and environmental quality, historic preservation, nature photography, cartography, Nature and American Culture, and environmental ethics. All of these have obvious importance in California.

(San Jose S.U.'s Environmental Studies Program avails itself of a practice which might commend itself to other California Studies projects: its literature clearly explains the career choices open to graduates, and documents the large number of graduates who have recently been hired into an array of professions.)

9. Languages. Wittgenstein remarked at one place that "To imagine a language is to imagine a form of life." Foreign languages are windows to other cultures and thoughtways, and not simply travel tools, research tools, or keys to employment as often assumed in college settings. (Employment clearly is a factor however. The Southern California Gas Company can tell you how to hook up a gas stove in Chinese, either Mandarin or Cantonese, Spanish, Korean, Vietnamese and English.⁴³) Greater facility in languages beyond English and greater understanding of others' cultural patterns will be expected of members of a state playing the role in the world community sketched above, and serving as host to as many diverse communities as now constitute California. (Eighty-seven different languages are spoken simply in the homes of current Los Angeles high-school students; forty-seven at Hollywood High alone.⁴⁴)

It is improbable that even California history could be taught properly without language facility beyond English. One advisee to the report insisted that a Major in California Studies requires instruction in the Spanish language. However the particular language choice be made, current social realities

require that California's long tradition of ethno-centrism be ended. President Gerth of CSU Sacramento urged, in explaining the possible contributions of a comprehensive regional university:

...a university education should constitute an essential preparation for international relations. I have long thought that we are overdue in teaching Asian languages. Perhaps the single most important contribution a university could make to international trade would be to graduate students who can function with grace in a foreign society and do business in the language of the land.⁴⁵

The 23,000 students in American colleges now taking the Japanese language indicates a 45% increase since 1983; but it is still a barely significant number. (275,000 by comparison are enrolled in courses in French).⁴⁶ This report recommends a language requirement be part of a California Studies minor.

10. Pacific Basin Studies. The nations and cultures of the Pacific Basin and Pacific Asia are nations and cultures of increasing international importance with whose futures California's will be entwined. California has been America's gateway to the East, the launching point for imperial expansion after the Spanish-American War, the fortress for military expeditions during the Second World War, and increasingly now the gateway for peoples and products from Japan, China, Korea, Vietnam and elsewhere. "Los Angeles is the eastern capital of the Pacific Rim".⁴⁷ The Hmong who we met in the hills of Laos but fifteen years ago we meet in Fresno today.

The arguments presented above about the need for new courses in California politics and ethnic studies apply to those in Pacific Basin subjects as well. California universities will be expected to provide California youth with the skills, sensibilities and understandings to operate in this culturally diverse and economically volatile world. There is need for interdisciplinary offerings in geography, politics, anthropology and literatures of the Pacific Basin, as well as for economics. There is the same need for providing students with an overview of trends, long-term currents and cross-currents, and the same need as in domestically-oriented policy studies to avoid overspecialization in the introductory stages.

The impact of California as one capital of the nations of the Pacific suggests a further course which might be taught. "Remember, there is also a special 'California' that exists in the Philippines" notes Professor D. Lummis of Tsuda College, Tokyo⁴⁸, fresh from teaching in the Philippines (and grandson of the California notable, Charles Fletcher Lummis)-- and in Japan, Okinawa, Korea and China as well, he might have added. There

are, that is, "Californias afuera", made up of families of emigrants to and returnees from California, whose expectations and intentions are bound up with California and may well affect its future. These communities could teach us something about ourselves, provide us with another lens on ourselves. Would not a true understanding of the breadth of California require a study and appreciation of these other "Californias", these distant visions of ourselves?

11. Additional Possible Offerings. The following subjects and titles were also suggested in the course of the year's discussions. Some subjects will be given brief comment; the remainder are self-explanatory.

California Survey Course: Different respondents came up with an identical proposal for creating an introductory survey course which drew together the faculty from the campus who deal with various aspects of California history, geography, environment, politics, etc., and different media materials as well. The course would require a central factotum to organize guest speakers and events, plan the syllabus, and provide continuity for the students. It would provide a hard-hitting but easily-organized way of introducing students to the breadth of California topics, of developing their sensitivities to those topics, and of introducing them to their particular campus offerings.

California and the American Dream: California as a way of understanding America; California technical and sociological innovations which have transformed American life; the emanations of the American Dream in California history; what it means that the dream has now confronted the Western shore.

California Borders: Mexico, immigration, and the permanence/artificiality of borders; also California and the Northwest.

California Business History: major industry origins and development beginnings with the railroads; industrial location; the different economic eras; the role of the federal government in the economy (from land grants to Defense); corporate culture and its changing character; Silicon Valley and lessons of scale, entrepreneurship, etc.

The European Encounter with Asia: California as a point in world history.

California Fine Arts: the California vision has shaped distinctive styles in painting (e.g. "California Modernism" in the early twentieth century⁴⁹), photography (Dorothea Lange, Ansel Adams, Imogene Cunningham, et.al), architecture (Maybeck, Julia Morgan, et.al.) and other arts; California land, light and

experience have sparked distinctive reworkings of eastern conventions in these fields.

California Folklore: California's oral traditions; different areas' characteristic stories, self-conceptions, jokes. "face-to-face" culture; the ideas implicit in Californians' material culture; the need for an "ethnosemiotics" of California.

The Influence of "Geometry on Geography": man's transformation of California's natural world.

The California Indian World: not simply history, but past accommodation to California's land, animals, flora ("We are still but a flicker in the history of the state; we have to see how people before us were shaped by the landscape and plants and climate..."⁵⁰); and the conditions and needs of current Native American communities.

Industrial Organization and Social Organization: the relationship between the two, on model of Walter Goldschmidt's classic study of the Central Valley in the 1940s, As You Sow; this again becomes pertinent in an era of shutdowns, mergers, and new forms of corporate organization.

History and Politics of California's Educational System: California has led the nation in developing a quality and extensive higher education system; it schools more university students than any other system in the world; what are its different elements?; what are the decisions which shaped it? the objectives which guide it? the role it fulfills in society? how does it shape its students' minds and lives?

Japanese Internment and World War II: internment as the culmination of larger patterns of West Coast racism, heir of Progressive exclusionism, the product of interest-group ambitions; the relationship of military and civilian authority; the political process and legal entanglements of internment.

Labor History of California: the history of changing forms of work and organizations of work, changing skills, the sociology of work and working people; the history of labor organization (from the Knights of Labor, through the Wheatland Riot, through the S.F. General Strike of '34 to the UFW); the new industrial relations; public-sector employee precedents from California.

California Migration and the Migratory Experience: "California's history is a history of people on the move"; migration is a focal state experience; California is a nation of transients, its stability is movement, its refuge traffic; as Central Americans and Southeast Asians repeat others' experience with augmented traumas of passage, the psychology, sociology and culture of migration need particular study.

California as a Media State: analysis of images and narrative styles of Hollywood and their effects on American culture; California as the birthplace of media political process, and the effects of media technologies on American politics and culture; mass communications and society.

Mexico in California (see discussion p.33 above)

The Military in California: From Fremont (or Portola) to Lockheed

California Seen From Other Continents

State Power Structures: the Big Four, Otis and Los Angeles, the movie empires, agribusiness, changing centers of wealth, rise of the multi-nationals, age of mergers and acquisitions (Pacific Lumber Meets Maxxam).

Okie Studies

Regional Diversity in California: California as a commonwealth of regions; in addition to the traditional rivalries (North and South), environmentalists see six ecological zones; writers, five literary regions; newspapermen, three marketing regions; botanists, 17 growing zones; the Central Valley ("Heartland") consists for some of three smaller areas⁵¹; what these regions share, how their economies, resources, and rhythms shape life differently; how they affect each other.

Tourism: Tourism as a marketing strategy for small California rural communities (currently Social Science 250, and a minor at Chico).

The Politics, Law, and Sociology of Water: water resources in California, water wars, the economics and politics of state water systems; riparian, appropriative and other bases for water rights.

Women's Studies women's contributions to California history; comparison of experiences of different groups of women (Spanish, Chinese, Anglo upper-class, working women, Okie); history and impact of different women's organizations in California history; women and the political process (e.g. the comparable worth issue); the woman's voice in California history. (CSU possesses a recognized expert in California historiography in Gloria Ricci Lothrop of CSU Pomona. See Appendix "H". Item 7 and also the California Women report Appendix "I").

IV. INSTRUCTIONAL SUPPORT FUNCTIONS

A. Research and Creative Activity.

California Studies as envisioned by most respondents and interviewees extends the educational process beyond the classroom and campus as noted above. It adds experiential and active elements to materials of the students' education. Many respondents believe that California Studies holds the promise of extending faculty efforts beyond the campus as well.

Preparation for California Studies courses will require research of various kinds into the histories, cultures, and problems of the universities' immediate communities and regions. Field trips, not only in geology or rural geography but also in such areas as urban geography, architecture, and sociology, will invite involvement and preparation. In addition to this research emerging as an integral part of the university's instructional mission, faculty oriented toward California topics and finding support in their interests will also naturally extend their own research activity in California directions.

Particularly the economic and demographic transformations facing California raise a number of complex questions which require attention and sustained analysis. Public elucidation of such problems is part of the contribution a university naturally makes to its society. Work on these problems will also contribute to the ongoing professional development of the faculty and in the production of media, art and theatre productions as well as of scholarly research. To the extent this research directly involves students, finally, it can constitute a valuable, substantial, and practical contribution to their overall instruction. In thus involving students, California Studies would be the only educational program in the state which regularly initiated undergraduates into such research skills as those involved in public history, social history, ethnomethodology, and various forms of media production.

At a time when many California State University faculty want to augment their research and creative activities, and also find themselves subject to new entreaties to devote their skills to the study of issues of public concern, California Studies programs offer an unprecedented means and opportunity for extending their scholarly and creative efforts. More, California Studies also holds out the possibility of attracting the fiscal support necessary for the augmented research and creative activity to become a reality.

B. California Studies Center.

CSU faculty, independent writers, and public policy-makers have during the past year identified the need for an institutional center for intellectual work on California subjects and issues. Curriculum development in California Studies would be helped, a California-oriented public created, and recognition of the importance of California thought and research improved by the creation of an expanded Center for California Studies. The existing Center for California Studies, CSU Sacramento, could well serve as the basis for such an expanded institute. This Center would have two primary functions. The first would be a public policy function. The Center would serve as a bridge between California higher education and the state government, focusing attention on important issues, channeling help of various sorts to policy-makers, and writing reports on policy issues or processes itself. The second function would be intellectual and scholarly, to establish a recognized public forum for a broad range of matters Californian. This scholarly institute would serve as a vehicle to promote inter-campus cooperation, interdisciplinary cooperation and the coordination of new curricular initiatives in California-oriented work.

Precedents for this exist in the work of the Center for Great Plains Study in Lincoln, Nebraska and the Center for the Study of Southern Culture at the University of Mississippi. Besides helping coordinate the major in Great Plains Studies, Professor Cherny of San Francisco State University explains that the Great Plains Center

sponsors an interdisciplinary journal, an annual interdisciplinary conference, and a grants center. It brings people together from throughout the College of Arts and Sciences....There the Center is much more important than the major. The major is almost incidental to the other work....There are a number of models out there for similar things. Almost all of them deal with much smaller populations than what we're dealing with in California. The whole Great Plains is much smaller in terms of population than California....⁵²

This report recommends that the Chancellor's Office, CSU,

offer support, fiscal and otherwise, for developing the work of a Center for California Studies capable of providing for the following functions.

1) Instructional support: creating a repository and distribution point for existing syllabuses, bibliographies, media resource listings (see Appendix "H", Item 12), listings of CSU faculty's works-in-progress, and consultants would help development and implementation of California Studies programs.

2) California materials library: a wide range of public and private reports on the state and on particular policies proliferate; legislators, journalists and educators would be helped by the central collection and listings of these reports along with pertinent California magazines.

3) Conference and colloquia planning; an expanded Center could plan specific colloquia on particular topics bringing together a range of scholars, experts, artists, and private and public figures, providing new insight into familiar problems and placing previously-neglected topics on the public agenda. It could plan large interdisciplinary conferences annually to promote communication between different fields of inquiry and experience, and to elicit a common sense of purpose among academics, policy analysts and independent writers. Conferences and colloquia would also help improve California scholarship and research by promoting the emergence of a unified California public, perspective and discourse.

4) Miscellaneous functions: a Center like that envisioned here would help host Visiting Scholars and researchers coming to Sacramento from other countries, host Visiting Fellows from other CSU campuses, provide organizational coordination for a new California Studies Association, develop a publications program for disseminating the work of colloquia and producing an interdisciplinary Journal of California Studies (currently non-existent), establish connections with such state-history agencies such as the State Archives and State Library, and place California Studies interns from around the state in various governmental and non-governmental agencies.

The manner in which this Center should be organized on a systemwide basis, the manner in which it might serve different campuses and be advised by them in turn, remains to be worked out. Existing multi-campus consortia in the CSU system (the Desert Studies Consortium, Moss Landing Marine Laboratories, Southern California Ocean Studies Consortium, the Sierra Nevada

Field Campus, the Tiburon Center for Environmental Studies, and the Inter-University Consortium for Political and Social Research) may provide models here. So may other state-studies or regional-studies programs around the nation.

A university system which created such an institute would leave its stamp on the intellectual life of the state.

V. RECOMMENDATIONS

We now bring together the recommendations offered on the basis of the considerations of the preceding pages.

A. California Studies Programs.

Persuaded that California Studies fulfills important and legitimate scholarly and public objectives and that its instruction is necessary

--for students to learn about the history, cultures and problems of their state and to acquire a lively sense of the social context in which they live,

--for faculty to develop courses responsive to their environs and to extend their teaching and research opportunities,

--for the universities to become more adequate and responsive intellectual centers for the regions they serve, and

--for the state itself to meet current demographic, economic, and environmental challenges and to implement the most fundamental of policy goals: the education of future generations for informed and intelligent California citizenship,

this report supports the creation of California Studies instructional programs and recommends the extension of these programs on the campuses of the California State University system.

The findings of this report indicate that California Studies is a pedagogically legitimate and appropriate field of study. It embraces a substantial and intellectually coherent range of topics, fulfills curricular objectives not fulfilled by existing disciplines, requires training in a number of research skills as well as subject matters, and cultivates habits of mind both subtle and wide-ranging, critical and creative.

This report recommends more specifically:

1. that the Chancellor's Office, CSU,

i) publicly recognize the value and legitimacy of California Studies as a focus for instructional and research efforts, and

ii) in consultation with local Academic Senate committees, allocate funds for further development and implementation of California Studies efforts.

2. that the faculty and appropriate Academic Senate committees within the CSU system,

i) take steps to inaugurate California Studies programs on those campuses where faculties have expressed interest and communities have expressed needs;

ii) create a statewide California Studies Committee through the appropriate Academic Senate committees to record, exchange, and coordinate information about California Studies instructional and creative activities on a continuing basis.

B. Program Content.

1. Subject-matters. A number of different perspectives and avenues of approach provide effective, stimulating access to California Studies. California's house has many mansions. The purpose of this report has not been to design a model curriculum, nor would a uniform course of studies be desirable for the diverse campuses and regions of the state. By common agreement the heart of a competent California Studies program would normally include courses from history, geography, political science and literature.

i) This report recommends that a wide variety of courses be recognized as appropriate in California Studies programs, acknowledging as well that intellectual coherence and conceptual accessibility require the presence of a unifying vision or theme to serve as a focusing lens for the offerings.

ii) Language Requirement. Given the increasingly multi-ethnic character of California society and the role of California in the world, this report accepts the recommendation of many interviewees that a language requirement be included as an element of a California Studies program.

iii) Education Requirement. This report recommends that current Education faculties and systemwide offices provide a mandatory California history/California Studies requirement in the Multiple Subjects teaching credential program. The teachers who instruct the state's fourth graders in California history should themselves have the benefit of instruction in the field. It also recommends that California courses be included in the core requirements for additional

Single Subject credentials for high school teachers.

iv) Masters Program in California Studies. Given the current lack of regular and systematic instruction in key California policy issues and the fact that appropriate policy instruction requires sophisticated, specialized and contextually-informed study, this report recommends that the California State University system in consultation with faculty committees of the Academic Senate create a California Public Policy Masters Program, perhaps through modification of an existing public policy or public administration M.A. program.

2. Inclusion of Practical, Field Component. California Studies students should be exposed to a practical, experiential form of learning in addition to regular classroom instruction and should have available a wide range of possibilities for education in applied settings. Understanding of California requires understanding of the peoples of California. This may best be acquired through such activities as public history projects, ethnomethodological research, community internships, and participation in faculty-directed research. With this field component California Studies would move beyond the transmission of new subject-matters to new forms of instructional experience, new kinds of "subject-matter", and new kinds of educational institutions themselves.

3. Support. In order to facilitate development of the above programs, this report recommends that

i) the CSU system promote the broadening of its mission to include public service and curricular and scholarly attention to the peoples and communities of the state; and that

ii) Academic Senate committees assure that criteria for hiring, promotion, and tenure include recognition for scholarship, research and creative projects which address the people and problems of California or serve the campuses' immediate communities and regions.

C. Program Design and Methods.

1. Institutional Design. A minor in California Studies appears the most appropriate institutional design at this time. A minor affords the scope and curricular integrity appropriate to California Studies while postponing questions of institutional reorganization until this new field of scholarship and inquiry is further defined. Without prejudging success or failure, a minor permits students and faculty to register their interests in the new field. A California Studies minor would also, it is widely felt, enhance CSU graduates' career opportunities.

2. Method. Respondents and interviewees are unanimous in perceiving California Studies as an essentially interdisciplinary course of studies. The nature of materials requiring study, problems requiring attention, and intellectual qualities needing development make an interdisciplinary approach welcome and necessary.

3. System Support. Extensive research reveals existing impediments to the development of California Studies courses and programs. This report recommends that the Chancellor's Office remove many of these impediments and facilitate the creation of interdisciplinary minors by:

i) allocating fiscal support for curriculum development, experimental course work, development of curriculum materials and, most importantly, interdisciplinary faculty positions where requested; (faculty and chairpersons universally agreed, again, that expanded California Studies initiatives will be impossible without such support);

ii) encouraging adoption of systemwide procedures to enable interdisciplinary efforts and team-teaching (e.g. by facilitating interdisciplinary scheduling and interdisciplinary credits, and the compensation of departments whose faculty contribute their services to interdisciplinary California Studies courses);

4. Faculty Support. This report also recommends that faculty committees recognize the promise and potential contributions of interdisciplinary scholarship, encourage interdisciplinary work within their ranks, and provide mechanisms for the evaluation of interdisciplinary teaching and scholarship in promotion and tenure decisions.

D. Instructional Support Functions.

1. Research and Creative Activity. This report recommends that research and scholarship on California topics be accepted and recognized as a part of the legitimate and regular functions of CSU faculty, and as a necessary condition for this that

i) funds be allocated to provide for release time for faculty engaged on research and scholarship on California Studies subjects, and that

ii) funds be allocated and procedures approved to provide for the creation of new organized research units and regional service institutes on CSU campuses.

2. California Studies Center. This report recommends that the Chancellor's Office, CSU, offer support, fiscal and

otherwise, for developing an expanded Center for California Studies on at least one of the CSU campuses. This would be a statewide intellectual and public policy center addressed to California subjects and issues. The Center would serve as a primary resource for innovative, instructional projects in California Studies and a clearinghouse for syllabuses, bibliographies, lists of works-in-progress, etc. It would include a Library of California reports and studies, as needed by students, faculty, scholars and journalists. It would fulfill a number of auxiliary functions relating to (i) the organization of a California Studies Association, (ii) the publication of reports, monographs, proceedings and perhaps an interdisciplinary California Studies Journal, and (iii) the planning of an annual Conference and numerous colloquia. Such Center would also work to link the CSU system with the resources, needs, and policy studies of state government.

VI. CONCLUDING COMMENTS

California enjoyed an almost providential founding and first century. Blessed by extensive land and resources, mild climate, and strategic world location it offered extensive opportunities for settlers, wide latitude for their mistakes and seemingly limitless resources for construction and growth. As we near the end of the twentieth century, however, those open spaces are gone, the resources depleted, the social landscape compacted. In the years ahead California society will have a diminishing ability to forgive and remedy the effects of unwise policies. It is precisely at this time, however, that a set of unprecedented challenges beset the state: vastly increased immigration, burgeoning ethnic diversity, failing infrastructure (including educational infrastructure), gridlocked political institutions and an altered economic terrain. "California is under siege" as Robert Monagan has put it.

Carey McWilliams sometimes quipped that "California was settled by losers, looking for a second chance". Whatever the accuracy of his generalization, California always afforded its seekers and builders a second chance. Contemplating the state of the current cities, farms, and schools, of California's air and water, however, it is clear that that dispensation is gone. On the important problems we will not get another chance.

In such conditions social apprehension joins traditional liberal-arts wisdom in urging the implementation of systematic and coherent instruction in California Studies. Californians must now show whether they can marshal intelligence and foresight to solve their problems with the same success they once availed themselves of luck and natural abundance.

California Studies programs would begin to fashion a new kind of educational experience to meet this challenge. The educational program discussed in the preceding pages holds the promise not simply of teaching the students of the state's universities about currently neglected subjects, but also of eliciting a new kind of relationship between the state's

intellectual and practical activities, its institutions of higher learning and its communities.

A relationship of university and society similar to that proposed here was anticipated earlier in the century by the Wisconsin experiment, as noted above. The notion of public service proposed there was narrower than that entertained here, as also noted. To say this, however, is only one way of recognizing something deeper: whereas the Wisconsin reformers assumed they already knew the problems of their society, we have yet to disseminate a widespread literacy about ours. They were only seeking the answers; we are still, to a great extent, seeking our questions.

Few more important tasks exist than the broad dissemination within the population of the abilities to formulate these questions. Public education is ultimately far more than simply publicly-funded education. It is an exercise in the education and development of a real "public". The above research indicates that California Studies programs hold the promise of helping create such a public--one capable of critically understanding the wide-ranging questions before it, of actively integrating theory and practice, and of perceiving the larger world of which it is part. It appears that the California State University could find few more effective and less intrusive ways of responding to the needs of students, faculty, communities, and the university itself, than by recognizing and encouraging the establishment of the new interdisciplinary field of California Studies on the campuses of this state.

Endnotes

1. Schwartz, J., et. al., "The 'Eastern Capital' of Asia", Newsweek, 22 February, 1988, p. 56.

 2. For example, by Bradshaw, T.K., "New Issues for California, The Word's Most Advanced Industrial Society", Public Affairs Report, Institute of Governmental Studies, Berkeley, California, Vol. 17, No. 4 (August 1976). The syllabus for Richard Peterson's History 541B, CSU San Diego, notes that as early as 1967, a Saturday Review article referred to California as "The nation within a nation."

 3. Jeffers, Robinson, Thurso's Landing, cited in Everson, William, Archetype West: The Pacific Coast as Literary Region, Oyez Books, Berkeley, 1976, p.v.

 4. These ideas inform Walters' The New California: Facing the 21st Century, California Journal Press, Sacramento, 1986. Specific remarks from private conversation, 22 June, 1988.

 5. The familiar California fable "did not contain the entire truth. The California experience had its nether side, a burden of violence and frustration and failure. A sort of counter-fable ran through California historiography--which took its design from the expectations of the primary fable....
- "The tragedy of the Donner Party provided California with its most compelling counter-fable.... What shocked Californians about the Donner ordeal was its force as a dystopian symbol. Taken collectively, the Donner party was Everyman in a morality play of frontier disintegration. As a group, acting democratically, representatives of the varieties of settlers coming into California, amateurs on the frontier, filled with hopes for a better life, the Donner Party showed itself capable of bad behavior and bad decisions--which the wilderness compounded into disaster.... " Starr, Kevin, Americans and the California Dream, Oxford University Press, New York, 1973, p.

126.

"In the saga of the States the chapter that is California has long fascinated the credulous and charmed the romantic. [It is] a fabled land.... But there has long existed another California--a hidden California. Its tradition parallels the legend. The tradition dates from the ugly...records of Indian exploitation; it carried through the period of ruthless American occupation; and occasionally it echoes in the violent history of racial exploitation which has long existed in the State." McWilliams, Carey, Factories in the Field, Little, Brown, and Co., Boston, 1939, pp.3-4.

6. Orsi, Richard, Rice, Richard, and Bullough, William, California The Elusive Eden: A New History of California, Alfred Knopf, New York, 1988; Lingenfelter, Richard E., Death Valley and the Amergosa, A Land of Illusion, University of California Press, Berkeley; Bernick, Michael, The Urban Illusion: New Approaches to Inner City Unemployment (San Francisco), Praeger Publications, Westport, Connecticut, 1987.

Consider also these additional titles: Starr's Inventing the Dream, Oxford University Press, 1985; Rapoport, Roger, California Dreaming, the Political Odyssey of Pat and Jerry Brown, Nolo Press, Berkeley, 1982; Hale, D. and Eisen, M., The California Dream, Collier Paperbacks, New York, 1968; and Smith, Michael, Pacific Visions: California Scientists and the Environment, 1850-1915, Yale University Press, New Haven, 1987.

7. Vision: California 2010, A Special Report to the Governor by the California Economic Development Corporation, March, 1988; Robert T. Monagan, President, CEDC, pp. 1-2.

8. Cited in Syer, J., "Civic Education and Democratic Values", Proceedings, Spring Dialogue, California State University, Sacramento, 1985, p. 38.

9. Immigrant Students and the California Public Schools: Crossing the Schoolhouse Border, California Tomorrow Policy Research Report, San Francisco, 1988, p. 10.

10. Steffens, Lincoln, "Sending a State to College", The American Magazine, February, 1909 (349-364), p. 351. Steffens cites course descriptions including that of E.A. Ross, the early sociologist: "Society is regarded as happening, not as having happened....The aim is to qualify the student to play an intelligent part as citizen...." Reflecting LaFollette's and Van Hise's grand vision, Steffens continued, "What the brain is to a man's hands, feet and eyes, this university is to the people of the state: the instinctive recourse for information, light and guidance"--indeed, "a public mind distinct from the minds of

any...of the individuals in the community". (pp. 363-364)

See too, Maxwell, Robert S., LaFollette and the Rise of the Progressives in Wisconsin, State Historical Society of Wisconsin, Madison, 1956, pp. 128-138.

The reference to the university as social endowment is from CSU Sacramento President Donald Gerth's "A Settled Consensus", in Proceedings, Spring Dialogue, (note 8 above), p. 7. The university in this sense is, more than a mere entitlement or public utility, an intellectual and cultural resource which enriches society and helps transform a passive "area" into a rich, social region.

11. Wells, H.G., The Outline of History, Garden City Publishing Co., Garden City, N.Y., 1920, p. 707.

12. South Dakota Review, XIII, No. 3 (Autumn, 1975). Issue devoted to "The Writer's Sense of Place", p. 10.

13. Invitation to Joint Committee for the Review of the Master Plan for Higher Education, Teaching and Learning Task Force Hearing, Santa Barbara, California, November 21, 1985.

14. Cited in Syer, Proceedings, p. 40.

15. The Wisconsin "experiment" emphasized the practical side of problem-solving, for example, crop and stock breeding. Still, the "Wisconsin tradition of state service" was often invoked (cf. Steffens, above, p. 353). And one commentator identifies an emphasis pertinent to concerns later in this report: "the training students received...pointed them less toward professionalism than toward cooperation" with the community to solve social problems. This approach aimed to teach students "the complexity and interdependence of social problems...[T]he 'excursion method' thrust students into poor neighborhoods to learn truly scientific humbleness...." Thelen, David P., The New Citizenship: Origins of Progressivism in Wisconsin, University of Missouri Press, Columbia, Missouri, 1972, p. 123.

16. Methods of conversation, dialogue and direct inquiry were preferred here to more quantitative methods because they permit a depth of inquiry and a collective cross-fertilization of ideas impossible with bare survey findings. It is also true that different practitioners proved to possess widely varying degrees of experience with and concern for California Studies, and it would have been inadvisable to average them all together.

17. Professors Jules Tygiel and Robert Cherny, History Department, S.F.S.U. California Studies meeting, April 4, 1988.

18. Professor Judson Grenier, Chair, Department of History, CSU Dominguez Hills; response of December 3, 1987.

19. Twelve students have taken the California Studies Minor at Chico since it began in 1984. Data for the other programs is unknown at this time as the lack of program and counselling status prevents California Studies enrollees' names from being recorded at a particular campus office. Enrollment has apparently been negligible.

20. Personal interviews with Professor Joan Moon, Chair, History Department, CSU Sacramento, and Professor Joseph Pitti, History Department, CSU Sacramento.

21. Professor Donald Hata, History Department, CSU Dominguez Hills; response of December 2, 1987.

22. Geertz, Clifford, Local Knowledge, Further Essays in Interpretive Anthropology, Basic Books, Inc., New York, 1983, p. 19 and p. 34.

23. Michaelson, J., "Conversation with Lynne V. Cheney On Humanities: Return to Liberal Arts Education Urged", Los Angeles Times, June 3, 1987; Smith, J.L., "Breathing Life Back Into the Humanities", Sacramento Bee, Sept. 19, 1987.

24. The latter phrase defines the governing idea of C. Wright Mills' The Sociological Imagination, Oxford University Press, New York, 1959.

25. Tygiel, April 4, 1988 (note 16 above).

26. Geertz, op. cit., p. 20.

27. Walter, Paul H.L., "The Professor as Specialist and Generalist", Academe, May-June, 1988, p. 28. Emphasis added.

28. Letter of June 3, 1988 from Professor G. Scherba, Director, Desert Studies Consortium. Additional multi-campus consortia are the Southern California Ocean Studies Consortium at Long Beach, and the Sierra Nevada Field Campus of San Francisco, in Sattley, California.

29. See for example Professor Edward W. Soja's "Los Angeles: Through the Kaleidoscope of Urban Restructuring", UCLA Graduate School of Architecture and Urban Planning, 1985; and "L.A.s the Place: Economic Restructuring and the Internationalization of the Los Angeles Region", unpublished manuscript, Annual Meeting of the American Sociological Association, San Antonio, 1984.

Also, Scott, Allen, "Industrial Organization and the Logic

of Intra-metropolitan Location II: A Case Study of the Printed Circuits Industry in the Greater L.A. Region", Economic Geography, LIX, 1983; "Industrial Organization and the Intra-Metropolitan Location III: A Case Study of the Women's Dress Industry in the Greater Los Angeles Region", Economic Geography LX, 1984.

Related to these, see the examination of industrial restructuring and post-modernist social forms, Michael Davis's "Chinatown, Part Two? The 'Internationalization' of Downtown Los Angeles", New Left Review, #164, July-August 1987.

30. Richard Rodriguez, personal interview, January 26, 1988.
31. Dunn, Geoffrey, "Nuggets of Golden State Life", (review of G. Soto's California Childhood, Recollections and Stories of the Golden State) San Francisco Examiner, "Review", June 19, 1988, p. 4.
32. McWilliams, Wilson, C., "Notes of a Native Son", in Eisen, J. and Hale, D., The California Dream, Collier Books, N.Y., 1968, p. 6.
33. Lingenfelter, op. cit., p.1.
34. Recent issues of California Journal, Golden State Report, and California Tomorrow were surveyed in the making of this list.
35. Shapira, Philip P., Industry and Jobs in Transition: A Study of Industrial Restructuring and Worker Displacement in California, Unpublished Manuscript (Doctoral Dissertation), University of California, Berkeley, 1986, Ch. 5, p. 42.
36. Interview of January 26, 1988
37. The literature here is extensive. See Saxton, A., The Indispensable Enemy, Labor and the Anti-Chinese Movement in California, University of California Press, Los Angeles, 1971; Daniels, R., The Politics of Prejudice, University of California Press, Los Angeles, 1962; Wollenberg, C., numerous articles including "Mendez V. Westminster: Race, Nationality and Segregation in California Schools", California Historical Quarterly, LIII, 4 (Winter, 1974), "James v. Marinship: Trouble on the New Black Frontier", California History, LX, 3 (Fall, 1981).
38. "Immigrant Students....", op. cit. (note 9).
39. "The Writer's Sense of Place" (note 12), p. 83.
40. ibid., quoted by Marion Montgomery, p. 57.

41. Quoted by Haslam, G. in "Richard Rodriguez, A Writer 'At the Edge of Mexico'", S.F. Examiner, This World, December 20, 1987, p. 11. Much of the interview recounted in this article addresses efforts to express a "truly Californian literary vision".
42. Kashing, Mary Ellen et. al., "Celebrating the Region: An NCTE Center of Excellence Program", California English, March-April, 1987, pp. 12-17. Also personal interview with Kashing, Eugene Borges, Sharon Ewbank, and Christina Penna, Valley High School, October 23, 1987.
43. Hodgkinson, H.L., "California: The State and its Educational System", The Institute for Educational Leadership, Inc., Washington, D.C., 1986, p.2.
44. Walters, p. 20 (see note 4 above).
45. Gerth, Donald R., "International Trade, A role for Universities", AASCU Western Regional Seminar, Menlo Park, February 4-5, 1988.
46. Schwartz, p. 57 (see note 1 above).
47. ibid.
48. Writers and Poets Meeting, Goethe House, Sacramento, December 10, 1987.
49. Boas, Nancy, "The Society of Six and the Birth of California Modernism", The Californians, VI, 3 (May-June, 1988), p. 25-33.
50. Writer Carolyn Polese, February 8, 1988 meeting, Arcata, California.
51. Haslam, G., "California Heartland: Voices from the Great Central Valley" Western American Literature, 1979 (201-216); and Haslam, "California Writing and the West", Western American Literature, Utah State University, Logan, Utah, 1983 (209-222).
52. San Francisco State University California Studies Meeting, April 4, 1988.

