

Syllabus Part II

HIS 101--102
History of Western Civilization I--II

by
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Students¹ have asked the professor to summarize this Syllabus Part II. The summation is "know the notes and read the book." Use the summary as a lode star for direction, rather than as a substitute for the journey.

Not only did the professor write the Syllabus Part II, but he also rewrote the Syllabus Part II for one course or another practically every quarter or semester between 1985 and 1991. The present revision builds upon that of December 20, 1993.

The student should be sure to read what the professor wrote. Although only four hours is expected from the student on the Syllabus Part II, frequently students spend more time than that digesting what is here.² In the Fall³ of 1990, two, rather than just one, lessons were designated for this task in the first of the two sequence courses.

The point of it all ought to be obvious for the student. The student should be sure to read this Syllabus Part II. Particularly at the beginning of each semester, the Syllabus Part II is offered more as a suggestion than as a mandate, but, nonetheless, as part of the syllabus.

Warning! Students in the summer of 1991 suggested the following: "try to read the entire Syllabus Part II before trying to understand the content of the course or the method of the professor."

Course goals are detailed daily in writing. To understand classroom activity, the course goals must be grasped.

¹?? Dr. Jirran was amazed to find that the "students" entry in the index refers to almost every page. Dr. Jirran would like to reclassify those references. Interested students should first see Dr. Jirran. Dr. Jirran will then ask them to highlight and organize sixty or ninety "students" in the Syllabus Part II. "??" is an invitation from the professor to his students to do some research which would technically improve either the lecture or this Syllabus Part II, but for which the professor would better spend his time searching in other places.

²These footnotes are reference items, not particularly meant to be read. In fact, beginning with the 1990 spring, these footnotes were not read as part of the revision. The 1989 fall revision was timed. The professor himself spent five and a half hours rereading and noting changes to be made in the Syllabus Part II. The 1990 spring revision took six hours. The professor spent another sixteen hours incorporating those fall 1989 changes into the text. The 1990 summer revision was not timed. The 1990 fall revision took over nine hours simply to reread and note changes to be made. The 1991 spring and summer revisions were not timed, but twenty hours was about right. The 1991 fall revision took over twenty-two hours.

³H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), page 425 directs "Use small letters for the names of seasons or the names of academic years or terms.

Class sessions are always clearly related to explanations of course goals. Classes are conducted with the assumption that students already know the notes, have read the book, and are prepared with a comment. With that, class sessions will be clear. Without that, class sessions will not be clear.

To explain clearly what is expected in this course is the purpose of this Syllabus Part II for HIS 101-102 History of Western Civilization.

History of Western Civilization I-II (3 credits each) may be taken out of sequence. Examines the development of Western civilization from ancient times to the present. The first semester ends with the seventeenth century; the second semester continues through modern times. Lecture 3 hours per week.

The "Repeating A Course" policy is found on page 28 in the College Catalog and Student Handbook 1995-96. Where the policy reads "The limitation does not apply to the courses in the Curriculum Guide identified as General Usage Courses," what is meant is as follows. "Curriculum Guide" refers to the Virginia Community College System Curriculum Guide, available in the Library.

One should desire to take this course to enjoy what it is that makes Western civilization Western civilization. Frequently the other social sciences, such as anthropology and sociology must be cleared away in class discussions before Western civilization can be understood. HIS 101 and 102 are like other survey history courses in that HIS 101 and 102 deal with the content of civilization. HIS 101 and 102 are different from similar courses in that they focus on life in the West. Broader courses would bring in more on global history. Narrower courses would be more specific. The emphasis upon chronology is the chief distinction between history and both the other social sciences and the other humanities. The essence of the course is to be found in the formal written lectures.

Educational Philosophy

In every detail, the purpose of this course suits the purpose of the college as stated in the Catalog.

Thomas Nelson Community College provides residents of the Virginia Peninsula with access to comprehensive instructional programs which extend through the associate degree level. Courses of study provide individuals with the knowledge and skills required to gain employment, to continue their [sic] education at four-year colleges and universities and to become generally-educated citizens able to function in a complex world. . . .

As an institution of higher education, the college is committed to high academic standards in all its curricula offerings and to . . . promote intellectual and cultural awareness.⁴

The "Pfizer Third Quarter Report of 1989" made the point in dollars and cents:

⁴Thomas Nelson Community College Catalog and Student Handbook 1991-1992, page 5.

All segments of American society--including the business community--must join in the effort if progress is to be made. As John Clendenin, Chairman of Bell South Corporation and Vice Chairman of The Business Roundtable's Education Task Force, told the U. S. Chamber of Commerce at its annual meeting:

The bottom line is that America's fight for long-term competitiveness ultimately will be won or lost not in the halls of Congress, not at the treaty table, not in the Board rooms around the world, but in American classrooms.⁵

Western civilization does try to solve problems through the pursuit of truth rather than force. Everyday knowledge, the living of life itself, is a better indication than academic knowledge of what students learn. Many students of Western civilization fit the tradition of trying to implement political and moral programs by influencing educational institutions.⁶

Sometimes it takes a while for the individual to grasp the value, particularly the economic value, of education. Thomas Nelson Community College is at an advantage over high school and over more traditional four-year colleges. At Thomas Nelson Community College the average age of the students for the past several years has been twenty-eight,⁷ meaning that the student body is in early adulthood.⁸

For more than a decade two-year colleges have enrolled more than half of all college freshmen in the United States. Several incompatible yet inseparable issues are endemic to community colleges: secondary and higher education, liberating minds and training hands, social mobility and an illusion thereof. Students generally come to community colleges with the intent to transfer to four-year colleges.⁹ Faculty receive these students intent on promoting the availability of vocational training.

⁵Edmund T. Pratt, Jr. Chairman and to Board and Chief Executive Officer and Gerald D. Laubach, Ph.D., President, Pfizer Inc., "Pfizer Third Quarter Report of 1989," just before "Condensed Consolidated Statement of Income (unaudited), Pfizer Inc. and Subsidiary Companies."

⁶See Samuel Haber, review of Lawrence A. Cremin, Popular Education and Its Discontents, in The Journal of American History, Vol. 77, No. 4 (March 1991), page 1414.

⁷Interview with Terry L. Allen, Program Support Technician, Office of Institutional Research and Planning, April 16 and July 22, 1991, State Council of Higher Education for Virginia Research Section, "Statistical Summaries--1989-1990: December 14, 1990." Interview with Michael B. Quanty, Coordinator of Institutional Research, at the President's Christmas Reception at the Hampton Holiday Inn, December 4, 1995.

⁸"Thomas Nelson Community College Fall 1990 Schedule of Classes: Dare to Dream," centerfold.

⁹See David O. Levine, review of Steven Brint and Jerome Karabel, The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985 in The Journal of American History, Vol. 77, No. 3 (March 1991), pages 1064-1065.

The Thomas Nelson Community College service area is experiencing severe challenges to the status quo, not from the truth, but from other political realities, especially downsizing of the defense establishment. The relationship between truth and the exercise of power--which is to determine which--is particularly crucial to the mission of the college and of the course. College is about seeking truth within a context of the power of the status quo. Simple bowing before political realities, without question, will do neither the college nor the service area much good.

Historically community colleges have been caught between boosters who want a glorified high school and professionals who want a real college. The tension between vocational training and education, between hands and heads, is "this historic tension within the junior college system over whether its primary goal should be social efficiency or social mobility."¹⁰

Before going on to compare Thomas Nelson Community College with other schools, more consideration is due to demographics. Up until this point in the Twentieth Century, the population has been growing and with that growth has come a constant buffer against recession. While this buffer held steadfast in the nineteen-eighties, demographers predicted that the nineties will be different. Fewer women were choosing to marry and more men were choosing to stay at home. This meant that fewer new households started up and a consequent settling of economic growth. In 1960 the growth rate of the adult population was 0.92 percent, in 1980 that rate had increased to 2.15 percent, but the prediction is for only 0.78 percent by the year 2000. In a word, fewer consumers.¹¹ As predicted, Virginia enrollment statistics leveled off in the mid-nineties. Beginning in 1997 college enrollments are expected to accelerate for at least five years.

As a point of demographic comparison, in 1989 seventy-two percent of the students at Thomas Nelson Community College were over twenty-one years of age; at The College of William and Mary, thirty-six percent, Old Dominion University, sixty-one percent, Christopher Newport College sixty-one percent, and The University of Virginia, fifty percent. In other words, the Thomas Nelson Community College student body is more emotionally mature than other student bodies. The prime task of adolescence is achieving a sense of power. That task is more appropriate for schools other than this one. In this Western civilization class, because of the maturity of the student body, that sense of power is generally assumed and made more explicit.¹² Furnishing the lectures in documented format

¹⁰David F. Labaree, review of John H. Frye, The Vision of the Public Junior College, 1900-1940: Professional Goals and Popular Aspirations, in The American Historical Review, Vol. 98, No. 2 (April 1993), page 588.

¹¹Maggie Mahar, "The Death of Growth? A Demographer [Richard Hokenson of Donaldson, Lufkin & Jenrette, the securities firm] Sees a Radical Change in Vital Trends," Barron's: National Business and Financial Weekly, January 7, 1991, page 10 and following.

¹²Erik Erikson, Identity, Youth, and Crisis (New York: W. W. Norton, 1968), 211 as cited in Sharon Parks, "Global Complexity and Young Adult Formation: Implications for Religious and Professional Education," Religion and Intellectual Life: The Journal of Associates for Religion and Intellectual Life, Vol. 4, No. 3 (Spring 1986), page 90.

is designed to honor that maturity. These comments in general are designed to make clear the expectations of classroom management.

In the aggregate, Thomas Nelson Community College students have taken differing power images and successfully reintegrated them into an ensemble of roles which secure recognition. This reintegration is an ongoing task involving two steps: critical thinking and adult relationships. In this class, students become deeply engaged in critical thinking. Such thought leads to the composition of a fitting relationship between the self and society, which is the hallmark of full adulthood.

More students than before are coming with a playful facade, unsuited for a serious college education. In the fall of 1995 Dr. Jirran sensed a significant difference from earlier years. For the only time in this twenty-seven year teaching career at Thomas Nelson Community College, he assigned seats because a whole cadre of students was out of order.

History is itself the exemplar of how society perceives itself in relationship to individuals. One of the functions of this class is to reflect on the implications of how history is written and taught and how else history might be written and taught. Though this is time-consuming, this is only done to satisfy the felt needs of the students as found in each particular class section.

In accord with this approach, the attitude of the professor is first with determination to learn, and only then with ability to do so. Determination to learn is the most important sign of both education and employability. Employability is one of the purposes of the college.¹³ Ability to satisfy employment needs turns on ability at self-expression which reflects credit upon both the student, the professor, and the college. The student will frequently be asked for both oral and written expression. Part of employability assumes that what is expressed is informed by education. This course is taught in standard English and English is taught directly in this course. Students should expect their English to be corrected.

Education assumes intellectual and cultural awareness. The promotion of intellectual and cultural awareness means that classes connect the course content both with what is happening now, i.e. current events, and with the so-called closed areas. Closed areas are topics of scholarly interest generally forbidden to polite conversation. Closed areas are generally closed because they are so personal. Dr. Jirran, for one, regards his discussion of racist, sexist, and atheistic biases as closed area topics, properly opened in the college class room.

A more formal approach is more suited to entering closed areas. Just as a patient will expect a physician to enter the body and then to withdraw without much personal involvement, so should a student expect the profes

¹³Michael L. Dertouzos, Richard K. Lester, Robert M. Solow, "Made in America--Regaining the Productive Edge," as reported by Elizabeth M. Fowler, N.Y. Times News Service, New York, "Careers: Study: Productivity increases possible with more education," Inside Business: Daily Press/The Times-Herald, Monday, May 15, 1989, page 3.

sor to enter the mind and then to withdraw without much personal involvement. That is one reason why it is appropriate to call both physician and professor "doctor."

The professor has a problem between following the more personal, pedagogically sound, approach of addressing the student in this Syllabus Part II directly, as "you" or following the more objective, research grounded approach. Students have said that they like the personal "you" approach, which was utilized until the August 1, 1987 rendition. The current preference for the more formal approach is based on the fact that the so-called informal approach has a lot more rules to follow than the professor cares to learn.

This more formal approach is in line with what the business community expects. The professor pays respect: to the business community, in part, by his personal appearance; to the academic community by the fact that he studies and does not hide anything that he finds significant; to the student body by facing up to academic biases; and to himself, by integrating the whole. Throughout most of this Syllabus Part II, therefore, the first and second personal pronouns are avoided, except in two places: first, where directions on how to study are offered; second, in the directions for the formal reviews. Suggestions for better ways to solve this problem have been invited since October 17, 1987.¹⁴

To paraphrase the Catalog by substituting the phrase "Syllabus Part II" for "catalog:"

This Syllabus Part II is not intended to be a contract between either the college or the professor and a [sic] student. However, it is a document which contains policies, procedures, and requirements which all members of the class follow. There may be occasions when substantive changes are required, and those changes will be communicated through other channels until the Syllabus Part II is revised.¹⁵

Objectives

Each formal lecture contains an introduction and conclusion in which the course goal for that particular topic is laid out. These goals are designed to implement the objectives described in this section III of the Syllabus Part II. To help keep the objectives before the class, students arriving early for class are cordially requested to write out the particular course goal then under consideration on the chalk board. Such a favor will serve to offset penalties which accrue from being tardy at other times.

Nature

¹⁴For a description of what is going on in the Commonwealth as specified at James Madison University, see Michael J. Galgano, "Tilting at Windmills or Harnessing Their Power More Efficiently: Assessment in the History Major," Newsletter of the American Historical Association: Perspectives, Vol. 26, No. 3 (March 1988), pp. 14-16.

¹⁵1993-1994 Thomas Nelson Community College Catalog and Student Handbook, unnumbered page following the title page.

The objective in helping students grow and mature is positive reinforcement of useful behavior and dissuasion from self-defeating behavior.¹⁶ The professor functions to let students know the relationship between their evaluation of the subject matter and the evaluations made by scholars. Accepting some academic biases is not in the self-interests of all students.¹⁷ At all times, the aim is to be humble and to be concerned with developing a process for enabling students to continue evaluating their relationship to their cultures even after the class is finished. For this reason, involving personal significant others in learning Western civilization is encouraged.

Learning in this course is meant to be open-ended, i.e. all learn how and what to learn, together. This approach supports the dedication of the college to providing leadership in determining and addressing both the needs of individuals and the economic needs of the service area.¹⁸ During academic 1988-89, this came to include a view toward international education.¹⁹ By the fall of 1990 and a new governor the catch phrase had become global awareness.²⁰ In the fall of 1995, the phrase was education for the Twenty-first century.

In the fall of 1993 Republicans assumed the governorship, after twelve years of Democratic control. Time is still required to determine how the new regime will adjust global priorities as they affect education. The General Assembly elections of 1995 had an educational component concerning the level of funding. Generally, Republicans wanted less state involvement, Democrats the same or more. Voters just barely returned control of the General Assembly to Democrats, despite the fact that the local Senator Hunter Andrews lost his seat after thirty-two years in office. Voters are now more involved than ever before. The significance of international education is found in the following observation:

As the gap between rich and poor widens in our society, the wealthiest fifth of the U.S. population now participated in a global [italics in the original] economy which is increas

¹⁶This idea is also brought up in III. B.1.b. Student Responses, d. Academia, e. i); V. B. Assignments; 1.c. i Optional paper.

¹⁷There will be more on academic biases below.

¹⁸Jeff Hokaday, Chancellor, Virginia Community College System, to Gordon K. Davies, Director, State Council of Higher Education, March 24, 1986, as posted in the Public Service Technologies office, April 9, 1986.

¹⁹The VCCA Journal: Journal of the Virginia Community Colleges Association, Vol. 3, No. 2 (Fall/Winter 1988) is dedicated to the issue of international education as set forth by Governor Gerald L. Baliles in his message to the members on the inside front cover.

²⁰Report of the "Virginia Commission on the University in the 21st Century" as cited by Mark Di Vincenzo in the Daily Press, November 16, 1989, page B 1.

ingly sheared away from and indifferent to the national [italics in the original] economy by which the poorest half of our population is still bound.²¹

The global need is for persons who can, among other things, think in the abstract and write up the diagnosis of a technical problem.²² Students in this class should expect to think in the abstract and to be able to write up problems, whether technical or not, on a daily basis for purposes of class discussion. English is taught and corrected here. Just as collegiate learning goes well beyond rote learning, so does collegiate learning go well beyond criteria of employability.

When students ask themselves, during or after this course, 'What have I learned?' they should not only expect a behavioral, 'can do,' answer but also a cognitive, 'wisdom,' type of answer. Students should not only expect a skill like building a bridge or baking a cake, or speaking and writing standard

English, but also a skill like how to recognize a well-built bridge or the effects of ingredients and temperatures upon baked cakes or a well-written argument.

The course strives to sharpen understanding of moral ambiguities, particularly as related to religion,²³ race, gender,²⁴ and capitalism.²⁵ Students will be able to translate knowledge of Western civilization into their own personal relationships. The objectives, aims, and goals are important because the objectives enunciate why the material ought to be communicated. Students may, therefore, legitimately, have another opinion, about what ought to be learned and about what ought to be omitted. Within reason, oral discussion of these opinions is viable; written discussion is always all right and, even, demanded.²⁶

²¹Sharon Daloz Parks, "Social Vision and Moral Courage: Mentoring a New Generation," Cross Currents: Religion & Intellectual Life, Vol. 40, No. 3 (Fall 1990), page 350.

²²William R. Daggett as cited in Lisa Daniels, Hampton Neighbors section of the Daily Press, March 7, 1991, page 5.

²³See Clarke (not Mortimer) A. Chambers, "Toward a Redefinition of Welfare History," The Journal of American History 73 (September 1986): 407-433.

²⁴See Judith C. Brown, review of Joan Kelly, Women, History, and Theory: The Essays of Joan Kelly, The Journal of American History, 92 (October 1987): 938-40. Also see Clarke Chambers, "Welfare History," JAH, pp. 415. Judith M. Bennett, "Feminism and History," Gender & History, 1 (Autumn 1989), 251-72 as cited in The Journal of American History, Vol. 77, No. 1 (June 1990), page 426. The library has H Q 1587.A53 1988 Bonnie S. Anderson and Judith P. Zinsser, A History of their Own: Women in Europe from Prehistory to the Present (New York: Harper and Row, 1988). Catherine M. Prelinger gives a good review of Anderson and Zinsser in The American Historical Review, Vol. 96, No. 1 (February 1991), pages 137-138.

²⁵See, for example, David Brock, "Combating Those *sic* Campus Marxists," the featured editorial in The Wall Street Journal, December 12, 1985, p. 30.

²⁶See V. Assignments.

Sometimes the class may not sound like a history class. Should this happen, students are invited to challenge the professor to tune the class in such a way that television viewers would recognize the history being presented. At any time students do not recognize the relationship between the specific objective for a particular class and what is happening in that class, they are required to ask for that explanation.

Sometimes more thoughtful students have a problem gaining the floor. To offset this difficulty, the professor requires students to commit their comments to writing before class begins. Comments written in class, after class begins, will not be accepted.

In the fall of 1990 Black History students began holding their own classes outside of class. Dr. Jirran continues to encourage students to do that. Should students meet as a group, the group itself may submit written comments, along with the individual comments required of each student. Group discussions can give rise to unanticipated problems with what the material means.

Why does Dr. Jirran date the development of his thought, for example with the reference to the fall of 1990 in the previous paragraph? One reason is to admit that a particular change in teaching methodology has stood but a limited test of time. As a further example, in the July 26, 1991 version of this Syllabus Part II, provision was made for extra credit for classes outside of class. That extra-credit provision was unsuccessful and was eliminated as an option in the 1993 revision. When readers are aware of how and why changes have occurred, they may have other ideas about further improvements.

Historians have a problem which may come as a surprise to their students. A book reviewer can write, "the historical profession, which has learned to wince at any declaration that history teaches thus-and-such, and to doubt that history has anything particularly to teach . . ." That historians can doubt that history "has anything particularly to teach" is what may come as a surprise.

There is a formula for false pretense about what is there to learn from history. Historical romances like to place order, dry reason, and an efficient sort of practicality as to where history had led. History has come from such an earlier era of feeling, spontaneity, and a reverence for mystery. In the fall of 1993 Dr. Jirran was having a particularly difficult time finding a balance between romance and analysis teaching Black History. Finding that same balance is a constant effort in all lower level undergraduate courses.

Where does the professor stand? Does history teach anything positive or does it not? This course does treat the human experience as much more than the experience of irony. With Diogenes of old this course is much more of a search for truth than a proclamation of truth.²⁷ That search

²⁷See Thomas R. West, review of George Dekker, The American Historical Romance in The American Historical Review 94 (June 1989): 876.

is that about which this course particularly teaches. History positively teaches the value of critical thinking in developing such identities as personal, group, and global identities.

Critical thinking involves recognizing and exposing contradictions. This class goes beyond that to evaluate the totality in which contradictions are found.²⁸ That is what is meant by evaluate in the course goals. The standard to which Dr. Jirran holds and which he applies to all understanding is that it is the function of truth to determine the exercise of power and that it is not the function of the exercise of power to determine truth. Dr. Jirran generally shortens this into the aphorism that it is truth which is to determine politics, and not politics which is to determine truth. Students are invited to check the index for other references to politics and political correctness.

This ascendancy of truth over politics is not as pervasive as Dr. Jirran would hope. There is a sense of legal thinking in the United States which regards government as a system of pure will, that is reasons make little and no difference. Government is a matter of force, "disconnected from the efficacy of giving reasons in rational debate."²⁹ The Declaration on Religious Liberty of the second Vatican Council opposed this sense of force disconnected from the use of reason.

Scholars insist that history is determined by "the politics of truth."³⁰ Dr. Jirran agrees. This does not mean that history determines truth, but only that history keeps trying to determine truth. The study of history, then is both a search for facts, which do determine truth, and a search for interpretations, which determine what truth means.

Critical thinking leads to evaluation. The criteria for evaluation, eventually, is freedom of one sort or another. Philosophically, freedom is a negative, rather than a positive, concept. Freedom is a lack of restraint.³¹ While freedom is positive, in the sense of something to be valued, freedom is not positive in the philosophical sense of something which has its own being. Freedom is a void, an emptiness waiting to be filled, rather than a completeness or a fullness of anything. A wonderment of the United States is that the people support this philosophically negative concept.

²⁸Steve Heymans, "Will Catholic Campus Ministers Contribute to the demise of the Modern University," The Journal of the Catholic Campus Ministry Association, Vol. 4 (April 1993), pages 9-11.

²⁹William M. Sullivan, review of John Courtney Murray and the American Civil Conversation in The Journal of American History, Vol. 80, No. 3 (December, 1993), page 1150.

³⁰Sandra Weldin, review of Keith Jenkins, Re-Thinking History as cited in Teaching History, Vol. 18, No. 1 (Spring 1993), page 36.

³¹See Orlando Patterson, Slavery and Social Death (Cambridge, Mass., 1982), 340, 372 as cited in Richard H. King, review of Freedom in the Making of Western Culture, Volume 1 by Orlando Patterson in History and Theory: Studies in the Philosophy of History, Vol. 31, No. 4 (December 1992), page 330 footnote 8. On December 18, 1993 I was unable to verify the journal, though the page numbers are correct.

Scholars have developed three types of freedom: (1) sovereign or organic freedom, which is the power to act as one pleases, without consideration for others; (2) personal freedom, which is the power to act as one pleases, with consideration for others, that is, within the limits of other people doing likewise; (3) civic freedom, which is the power which comes from belonging to a community, having a recognized place in that community, including involvement in governance. Civic freedom is what is known by freedom in the United States.³²

Suitable vocabulary to describe the freedom of the civil rights movement has yet to be developed. The liberal definition of civil rights is freedom from racial discrimination or other arbitrary restrictions. Black leaders have historically wanted more, freedom from the values, attitudes, and social relationships from which those restrictions grew and flourished. Isaiah Berlin regarded freedom as negative, as does Dr. Jirran in the philosophical realm. African Americans have found more accuracy in such ideas as the political action of Hannah Arendt. Dr. Jirran treats political action as but one type of freedom. The civil rights freedom which forms the milieu out of which history is written has yet to include the dynamic between northern and southern Black militancy and between the nations of racial separatism and civil right advocacy.³³

The need for suitable vocabulary is recognized apart from the civil rights movement in the United States. In a 1993 American Historical Review article titled "Voter, Junker, Landrat, Priest: The Old Authorities and the New Franchise in Imperial Germany," Margaret Lavinia Anderson noted that the new franchise,

gave voters a safe vocabulary with which to articulate their own community relationships . . . campaign rhetoric served to legitimate and therefore bring out into the open conflicts, even class conflicts, that might otherwise have remained submerged--or been expressed inarticulately or violently.³⁴

Academic civility³⁵ is related to civic freedom. Academic civility balances the right to be heard with the obligation to listen. Should a student begin to repeat an argument, Dr. Jirran will sometimes quip that the student "should turn it onto receive" and listen a while, before rejoining the conversation. Academic civility also requires that class

³²Richard H. King, review of Freedom in the Making of Western Culture, Volume 1 by Orlando Patterson in History and Theory: Studies in the Philosophy of History, Vol. 31, No. 4 (December 1992), page 326. On December 18, 1993 I was unable to verify the journal, though the page numbers are correct.

³³Clayborne Carson, review of Richard H. King, Civil Rights and the Idea of Freedom in The American Historical Review, Vol. 98, No. 4 (October 1993), pages 1341-1342.

³⁴Margaret Lavinia Anderson, "Voter, Junker, Landrat, Priest: The Old Authorities and the New Franchise in Imperial Germany," The American Historical Review, Vol. 98, No. 5 (December 1993), page 1468.

³⁵A worthwhile book for students who dress and act as if they still need to grow up is Erving Goffman, Behavior in Public Places: Notes on the Social Organization of Gatherings (New York: Free Press of Glencoe, 1963) available in the Thomas Nelson Community College library at call number H M131.G54/1963.

not be disrupted with extraneous distractions, such as talking, beepers, passing notes, telephones, and the like. A student who only speaks to Dr. Jirran and who waits for recognition before speaking and who does not make distracting noises in class is always academically civil. For purposes of classroom management, Dr. Jirran is the sole judge of whether a student who either speaks to anyone other than Dr. Jirran or who does not await recognition before speaking or who makes noises which distract Dr. Jirran lacks academic civility. Dr. Jirran is the sole judge of what is disruptive. Some students, particularly some fresh out of high school, expect to harass their teachers. Dr. Jirran discourages such expectations. Each of the three grading periods will have three points, for a total of nine, for academic civility.

Please leave the first two rows near the door for tardy students.

During the fall 1993 semester students invited Dr. Jirran to distinguish behavior from participation. Behavior is about being civil to one another. Participation is about engaging the subject matter. Dr. Jirran remembers one instance in which a student used vile and vulgar language to express her disgust with an historical opinion. The class itself was shocked at the lack of dignity and apparent disrespect for academic decorum.

Dr. Jirran responded by observing that the student was not being disrespectful of academe--Dr. Jirran knew the student--but that she was so upset that at the moment she was unable to express herself in any other way. The student nodded assent. Such vulgarity never happened again. There, then, is the point at which behavior and participation cross.

In most societies personal freedom had never been a recognized value. The idea was to belong to the in-group, rather than to be personally free. In other words, historically, the opposite of slavery has been belonging, not personal freedom. Historically, to be a slave "was precisely not to be where and with whom one inherently belonged. It was to exist in a state of natal alienation."³⁶

As one scholar put it, "the idea of freedom is born, not in the consciousness of the master, but in the reality of the slave's condition."³⁷ Dr. Jirran follows this reasoning to assert that Black History lies at the heart of Western civilization by way of United States History. The real meaning of the experience of Western civilization in the United States of America rests in the African-

³⁶Orlando Patterson, Slavery and Social Death (Cambridge, Mass., 1982), 97-101 as cited in Richard H. King, review of Freedom in the Making of Western Culture, Volume 1 by Orlando Patterson in History and Theory: Studies in the Philosophy of History, Vol. 31, No. 4 (December 1992), page 329 footnote 7. On December 18, 1993 I was unable to verify the journal, though the page numbers are correct.

³⁷Orlando Patterson, Slavery and Social Death (Cambridge, Mass., 1982), 340, 372 as cited in Richard H. King, review of Freedom in the Making of Western Culture, Volume 1 by Orlando Patterson in History and Theory: Studies in the Philosophy of History, Vol. 31, No. 4 (December 1992), page 98 footnote 9. On December 18, 1993 I was unable to verify the journal, though the page numbers are correct.

American experience. Whenever freedom means freedom to be anything specific, then the elite can force the non-elite to be free, thereby abrogating the very notion of freedom.

Dr. Jirran is not about to force anyone to be free. Dr. Jirran works to share his experiences studying history with his students who are also studying history. Dr. Jirran prefers to share experiences rather than to teach anything didactically.

Historical thinking is not done in isolation, but must be done in concert with others. Civic virtue rests on a critical evaluation of where the group has been. Upon this sense of history rests the civic virtue upon which the future is built. There are three prerequisites: (1) open-mindedness, (2) logical skill, (3) the ability to think with those not present, often associated with the ability to read.³⁸ These three prerequisites all depend upon the use of the English language, which is also taught in this course.

"If historians are also keepers of a nation's soul, the custodians of its sense of identity, one-sided indictments can serve the function of destroying the very fabric of national identity."³⁹ Dr. Jirran agrees with this statement in two ways. First is that the statement is correct and all reasonable arguments merit hearing. Second is that it is both possible and wrong to use this statement in a self-righteous manner to silence differing opinions.

Class time is regarded as more suitable for a search for the unknown than as a time for the repetition of established formulas. In general, class time is not spent drilling for examinations. Class time, rather, is spent exchanging ideas about what the assigned course content means. Students frequently mistake the focus on meaning as not course content. Such students, perhaps, are used only to including facts in course content.⁴⁰ In this class, the facts become nothing more than a vehicle for getting at what the facts mean. In this search for present meaning the historian does become "not simply a historian but a social or intellectual critic as well." In the search for meaning, narrative can and often does shift to explanation.⁴¹

³⁸Suzanne L. Morse, "Citizenship in the New Millennium," Virginia Social Science Journal, Vol. 28 (1993), page 5.

³⁹Gerald D. Nash, Creating the West: Historical Interpretations 1890-1990, page 276, 79, 130, 262. as cited in John Mack Faragher, "Review Article: The Frontier Trail: Rethinking Turner and Reimagining the American West," The American Historical Review, Vol. 98, No. 1 (February 1993), page 111.

⁴⁰This stress on meaning reappears throughout this Syllabus Part II: III. A. 2. Practical Aspects, twice; B. 1. a. Cognitive Mapping, thrice; d. Academia, seven times; e. 6), once; III. C.3.i. The Effort To Teach and the Effort to Learn; V. B.2. research paper.

⁴¹Allan Megill, "Recounting the Past," The American Historical Review, 94 (June 1989): 647.

Fernand Braudel⁴² is one of the better contemporary historical thinkers. Braudel treats history at three levels: (1) the facts, fast moving, easily visible; (2) the relationship between facts or conjunctures, slower moving, less easily visible; (3) the relationship between conjunctures and the physical environment which hardly moves and is very difficult to get at. Braudel has recognized two chains or conjunctures, political and economic. Even he, however, has not brought those conjunctures into close proximity with the third level, the physical environment. In a word "the reader's active involvement with the text is a necessary condition of understanding."⁴³

Dr. Jirran relates to Braudel in two distinct practical ways. First, to political and economic conjunctions, Dr. Jirran adds social. All history can be divided into political, economic, and social. Second, Dr. Jirran regards geographic realities as the fundamental device from which all human history develops. Dr. Jirran brings all history into close proximity with the physical environment through his topical titles. Geographic realities form a the most common thread running through those titles. A sense of geography is also very useful for following Chambers, the commercial textbook, around Europe.⁴⁴

To give students a sense of how tough things are, Braudel sold only 8500 copies between 1949 and 1985. That is, perhaps, a difficulty in writing at different levels. Such writing, however, is a recognized scholarly genre. Influence is more related to the quality of the readers than to the quantity of readership. There was an earlier Twentieth Century positivist school of writing which simply tried to tell what happened, without explanation. Braudel was among those who denied that that could be done without studying the systems which carried the facts. These systems involved a variety of themes such as geographic, economic, political, and social. So-called New Historians are known to slip away from the canons of logic to the device of "coping." This is what Dr. Jirran means when he explains that such and such is how he makes sense out of material which he finds overwhelming and contradictory.⁴⁵

With a somewhat similar form, similar to Braudel, Dr. Jirran also functions at several levels, some simple and clear, others complex and sophisticated. What is simple and clear is the relationship between study time and grades. What is complex and sophisticated is the relationship between the underlying assumptions of history and the Creator. Where Braudel looks to the earth, Dr. Jirran looks past the earth to the heavens.

⁴²TNCC Library # DE/80/.B7713 Fernand Braudel, The Mediterranean and the Mediterranean World in the Age of Philip II, 2 vols., tr. Sian Reynolds (New York: Harper and Row, 1972 and 1973)

⁴³Allan Megill, "Recounting the Past," in The American Historical Review 94 (June 1989): 643-646.

⁴⁴ Mortimer Chambers, Raymond Grew, David Herlihy, Theodore K. Rabb, Isser Woloch, The Western Experience, 5th ed. (New York: Alfred A. Knopf, 1974, 1979, 1983, 1987, 1991, 1995).

⁴⁵Allan Megill, review of Philippe Carrard, Poetics of the New History: French Historical Discourse from Braudel to Chartier in The American Historical Review, Vol. 98, No. 5 (December 1993), page 1556.

Similar to Braudel, Dr. Jirran maintains that "to draw a boundary around anything is to define, analyze, and reconstruct it."⁴⁶ The question is always who belongs in and who belong out of the circle of the we. As the circle changes, so does the definition. That changing circle of the we receives high focus in the history which undergirds identities in contemporary society. That underlying strata, which is simple and clear, rests in the lectures professors present.

Dr. Jirran began by letting students take notes from his lectures. Dr. Jirran continued by reading from and commenting on written lectures he furnished to his students. Large class sizes in the summer of 1991 caused Dr. Jirran to stop reading the full lectures in class. He began, instead, reading aloud from the assigned context of student comments. This meant that unprepared students were even more lost than before.

There is something deep at work. Nice, easy to read history, history by journalists, narrative history, history that simply tells a story, does offer meaning, but not really the kind of meaning presented in this class. Narrative is based on unquestioned assumptions. Analysis questions assumptions and is the manner of contemporary professional thinkers. In this class, much time is spent questioning the assumptions upon which history is based, often much to the consternation of students either unwilling or not used to working at the higher cognitive levels demanded.

Current historiographic methodology has a fascination with statistics. The professor recognizes "the empiricist fallacy that what cannot be precisely observed and measured does not exist."⁴⁷ While statistics can help get the facts straight, too great a reliance upon statistics can also incapacitate that imagination so important for clear thinking.

Imagination in this class requires discipline. Disciplining the imagination with facts is a proper function of statistics. Interest in statistics is traced to Einstein who shifted scientific interest from objects to processes, relations, and structures.⁴⁸ This course maintains such an interest, perhaps most annoyingly through its daily interest in the "you-knows" described later.

Questions arising in this class about the future, will quickly be labeled as inappropriate for history. There is little more tolerance for imaginative questions concerning what might have happened had history been different. Imagination used to try to figure out what actually did happen, however, is eagerly welcomed.

⁴⁶Fernand Braudel, The Mediterranean and the Mediterranean World in the Age of Philip II, vol. 1, page 18 as cited in David A. Hollinger, "How Wide the Circle of the "We"? American Intellectuals and the Problem of the Ethnos since World War II," The American Historical Review, Vol. 98, No. 2 (April 1993), page 337, footnote 64.

⁴⁷J.T. Jackson Lears, "The Concept of Cultural Hegemony: Problems and Possibilities," The American Historical Review, 90 (June 1985): 585.

⁴⁸Frederic B. Burnham, "Response to Arthur Peacocke," Religion and Intellectual Life: The Journal of Associates for Religion and Intellectual Life, 2 (Summer 1985): 29.

The historical profession exemplifies the recent changing tenor in an examination of slave emancipation in Cuba from 1860 to 1899. The structuralist approach considered that the mechanization of labor forced the end of slave profitability. The phenomenological approach developed since 1977 focuses more on the role of the slaves engineering their own freedom.⁴⁹ This class strives to take both the structuralist and phenomenological approaches to history in stride.

Humility before the relevant facts is a constant and unwavering requirement of professional history. While facts can be used to manipulate the truth and others, college is about understanding the truth and oneself as part of the facts. Sometimes students want to possess the truth, rather than be possessed by the truth. These students want the right to manipulate reality, without accepting their own malleability as part of reality. This idea is developed more specifically in III. B.1.d. ii. Feminism. Students in this class are supposed to acquire experiences of Western civilization, rather than memories alone. In this class, truth is to be experienced as well as remembered. Students should expect insights useful for changing both themselves and those with whom they come into contact.⁵⁰ This comes in recognition of the fact that everyone grows together.

History is not free from either being manipulated or manipulating. There was a school of historians under Augustin Thierry who "hoped to capture the historical world" in order to "subject it completely to their manipulation."⁵¹ Dr. Jirran does his best to let the truth come first as something used for empowerment rather than manipulation.

Education hinges on the essence of the character and personality of the professor, not on what the professor commands or threatens or bribes. The real issue is the quest of the professor for his own growth and development in truth and in his ability to pass on that quest to his students. Illusion is only pierced by disillusion and such forms the matrix

out of which is formed this course. This means that Dr. Jirran will try to present many explanations which are neither popular nor politically correct. The only justification for any abrasiveness students may experience from Dr. Jirran rests in the quest for truth.

While the piercing process is rarely pleasant, the new insights usually are. Hard work and perseverance are required for both. It is necessary to begin with the present in order to break into the past. Let that ac

⁴⁹Emilia Viotti da Costa, review of Rebecca J. Scott, Slave Emancipation in Cuba: The Transition to Free Labor, 1860-1899 in The American Historical Review, 92 (February 1987): 245-6.

⁵⁰See Eric Fromm, To Have or to Be, the Thomas Nelson Community College library, call number BF/698/F746; pp. 29-30, 37-40, 127. This is also developed below in III. B.1.d.

⁵¹Ann Rigney, review of Between History and Literature by Lionel Gossman in History and Theory: Studies in the Philosophy of History, Vol. 31, No. 2 (December 1992), pages 208-211.

count for why this Syllabus Part II requires that most students expand their vocabulary. Vocabulary building is treated more explicitly in III. C.1. Collegiate Expectations and in III. C.2.xii.3.)a.) vocabulary.

This section of the Syllabus Part II is about theoretical aspects of the nature of the course objectives. These aspects involve the individual course goals for each topic. Each topic is designed to evaluate the relationship between the students and Western civilization according to chronology, human and non-human environment, and degree of certitude warranted. The professor would like "according to chronology, human and non-human environment, and degree of certitude warranted" appended to each course goal written by students on the chalk board. The professor at least implies that phrase in each introduction and conclusion.

Motivation is the key to all education. The primary function of the professor is to motivate the students. Beginning in the spring of 1990, therefore, the professor began integrating the motivational aspects of the course goals into their explicit expressions. This mainly involves pointing out the relationship between individual student identities and the general group identities explicated by history. Generally students of Western civilization enter the class already highly motivated. In those cases, what Dr. Jirran does is to channel that motivation into academically fruitful behavior.

Practical Aspects

Information is often presented not as the opinion of Dr. Jirran about what should be, but as his opinion about what actually is. Dr. Jirran, thus sometimes, is viewed as being an atheist, although he is a theist; as being a sexist, although he is a feminist; of being a racist, although he has devoted his life to opposing racism. As part of society, Dr. Jirran, too, hardly avoids either atheism, sexism, or racism, and, in his attempt to be humble, too often is misunderstood. Dr. Jirran does not expect students to buy into atheism, sexism, or racism, but simply to be aware of such influences in the subject matter.

All course goals are designed to motivate students to study. The course goals as expressed in the formal two-page syllabus are expressed here in different format. Every evaluation is meant to take place within a context of the time, place, and personalities involved and according to the degree of certitude merited. The course goals are to enable the student to evaluate the relationship between students and Western civilization as developed in:

Because the lectures are keyed to the fifth edition of Chambers, all the while this Syllabus Part II is written for the sixth edition of Chambers certain adjustments are in order. First, there follows a list of references to the fifth edition in the lecture notes. These references are then keyed to the sixth edition. All lectures dated after 1995 will be keyed to the sixth edition. Second, in both the course goals, here, and in the page assignments, later, the fifth edition Topic Number is included.

HIS 101

I. Antecedents

1. the introductory distribution of materials.
2. the impact of ideas on life.
4. ethnocentrism in the light of Mesopotamian history.
5. ethnocentrism in the light of Egyptian history.
6. the impact of religion upon civilization.
7. the intellectual life of the Greeks.
8. the democratic way of life among the Greeks.
9. the impact of Greek ideas upon Western life.
10. orderliness in Rome.
11. the legitimation of authority in the West.
12. the impact of religion on civilization by early Christianity. (Topic # 13 for the fifth edition of Chambers.)
13. how progress can occur in an apparently disorderly way. (Topic # 12 for the fifth edition of Chambers.)
14. motivating the students to study.
15. further relationships to what others know.

II. Politicalization

16. how progress can occur in an apparently disorderly way.
17. nationality not only in its medieval origins but also in its contemporary development.
18. ethnocentrism in the light of Byzantine history.
19. the undemocratic way of life which occurred in Russia.
20. the relationship between politics and economics in medieval England.
21. the legitimation of human rights in Seventeenth-century England.
22. the role of the middle classes in medieval France.
23. the impact of technology upon civilization.
24. current historical research in commerce relative to the felt needs of the students.
25. the impact of religion on civilization by Christianity.
26. the need for giving up the old order when it becomes necessary to accept change.
27. the legitimation of authority and human rights in society.
28. ethnocentrism in the light of historical interest in the masses.
29. motivating the students to study.
30. further relationships to what others know.

III. Conceptualization

31. ethnocentrism in the light of what happened in the year 1492.
32. the intellectual life of the Renaissance.
33. the intellectual life of the Renaissance.
34. the impact of the Protestant Reformation upon the history of Western civilization. (Topic # 36 for the fifth edition of Chambers.)
35. the impact of the Catholic Reformation upon the history of Western civilization. (Topic # 37 for the fifth edition of Chambers.)
36. the impact of technology on civilization (Topic # 34 for the fifth edition of Chambers.)
37. the legitimation of human rights. (Topic # 35 for the fifth edition of Chambers.)
38. the legitimation of human rights in Seventeenth-Century England.
39. the legitimation of human rights.
40. the impact of science upon society during the Seventeenth Century.
41. the intellectual life.
42. motivating the students to study.
43. further relationships to what others know.
44. further relationships to what others know.
45. further relationships to what others know.

HIS 102

I. Capitalism

1. the introductory distribution of materials.
2. the impact of ideas on life.
3. the rise of common people in Russia during modern times. (Topic # 4 for the fifth edition of Chambers.)
4. the rise of common people in Russia during modern times. (Topic # 5 for the fifth edition of Chambers.)
5. the legitimation of human rights in the Germanies. (Topic # 6 for the fifth edition of Chambers.)
6. the economic dimension of Western civilization. (Topic # 7 for the fifth edition of Chambers.)
7. the legitimation of authority. (Topic # 8 for the fifth edition of Chambers.)
8. the legitimation of human rights. (Topic # 9 for the fifth edition of Chambers.)
9. the impact of technology upon civilization. (Topic # 13 for the fifth edition of Chambers.)
10. the impact of ideas on life and art. (Topic # 16 for the fifth edition of Chambers.)
11. international relations. (Topic # 17 for the fifth edition of Chambers.)
12. the legitimation of human rights. (Topic # 10 for the fifth edition of Chambers.)
13. the legitimation of human rights. (Topic # 11 for the fifth edition of Chambers.)
14. motivating the students to study.
15. further relationships to what others know.

II. Democratization

16. the legitimation of human rights. (Topic # 3 for the fifth edition of Chambers.)
17. the legitimation of human rights in the mid-Nineteenth Century. (Topic # 20 for the fifth edition of Chambers.)
18. the legitimation of human rights. (Topic # 18 for the fifth edition of Chambers.)
19. international relations in the Twentieth Century. (Topic # 19 for the fifth edition of Chambers.)
20. economic history. (Topic # 23 for the fifth edition of Chambers.)
21. the intellectual life. (Topic # 22 for the fifth edition of Chambers.)
22. minority identity. (Topic # 21 for the

fifth edition of Chambers.)

23. the role of technology upon contemporary civilization. (Topic # 12 for the fifth edition of Chambers.)
24. the intellectual life. (Topic # 25 for the fifth edition of Chambers.)
25. Russian Communism. (Topic # 24 for the fifth edition of Chambers.)
26. expanding personal, historical identities into a global setting. (Topic # 32 for the fifth edition of Chambers.)
27. expanding personal, historical identities into a global setting. (Topic # 26 for the fifth edition of Chambers.)
28. expanding personal, historical identities into a global setting. (Topic # 27 for the fifth edition of Chambers.)
29. motivating the students to study.
30. further relationships to what others know.

III. Existentialism

31. the strengths and weaknesses of democracy. (Topic # 37 for the fifth edition of Chambers.)
32. international relations in the Twentieth Century. (Topic # 28 for the fifth edition of Chambers.)
33. expanding personal, historical identities into a global setting. (Topic # 31 for the fifth edition of Chambers.)
34. the intellectual life of the Western World. (Topic # 34 for the fifth edition of Chambers.)
35. Russian Communism. (Topic # 33 for the fifth edition of Chambers.)
36. Russian Communism. (Topic # 35 for the fifth edition of Chambers.)
37. the legitimation of human rights. (Topic # 36 for the fifth edition of Chambers.)

38. integrating personal identity into a world environment. (Topic # 40 for the fifth edition of Chambers.)
39. the intellectual life of the Western World. (Topic # 39 for the fifth edition of Chambers.)
40. the strengths and weaknesses of democracy. (Topic # 38 for the fifth edition of Chambers.)
41. the legitimation of human rights. (Topic # 41 for the fifth edition of Chambers.)
42. motivating the students to study.
43. further relationships to what others know.
44. further relationships to what others know.
45. further relationships to what others know.

The central question for each lesson is, first of all, should this be studied? and, then, secondly, why? Both questions pertain to motivation. The answers to those questions are found in the course goals, above. Reviewing, which is almost a euphemism for testing, will necessarily include an ability to relate the subject matter and the goals developed, the one with the other. Simply remembering words and passages, without understanding meanings, will not do. Multiple-choice review exercises are designed so that students are required to make sense out of both the review

exercises and what they already know, before attempting a response. In other words, the multiple-choice review exercises test whether or not the course goals have been met.

Students frequently miss the point of the daily exercises. The point is not to measure how full the skull bucket of the mind has become, but rather to teach the student to think like a historian of Western civilization at the freshman college level. In other words, the student must assume that the facts have already been seen and that if an exercise has been missed, then the significance of the fact was missed. This requires that the student remain not only to find out what the correct response is but also to locate where that answer is to be found and, most importantly, why the student did not think that the correct response was significantly important to know for testing purposes. This means that no student should ever leave a daily exercise before knowing what the correct responses are. Students have advised the professor not to write this paragraph here, but to make a whole lecture out of it where it will receive greater attention. The diligent student reading this here, should be forewarned. As it turned out, by the fall of 1993 far too many students were leaving the formal examinations without, first, checking the answers in the hall, outside of the examination room.

The relationship between stems and responses is complex. In the humanistic agenda utilized in this class, Western civilization requires the assent of a knowing subject for validation. In this way the student lives, rather than finds, the judgment of assent.⁵² The words used to express history, those words are not regarded as independent from their own meaning in this class. History is not only about remembering words. History is also about deriving identity and meaning from words. Purpose and character are considered part of identity by Dr. Jirran.⁵³ As one scholar has put it,

A self is knowable, then--even to itself--only in terms of its history. If this premise is true, it follows that one cannot explain human behavior and desire absent the social and historical contexts within which they are grounded.⁵⁴

Biologists are now coming to regard memory itself as an individual rather than a common event. Each memory in this class is assumed to be an active and new construction made from many tiny associations by each individual. Memory is not regarded as an active storing and retrieving full-blown objective representation of past experiences. Memory is regarded as an extension of personal identity.⁵⁵

⁵²Joyce Appleby, "Notes and Comment: One Good Turn Deserves Another: Moving beyond the Linguistic; A Response to David Harlan," The American Historical Review, 94 (December 1989): 1331.

⁵³Messianic identity, purpose, and character are treated as having a variety of conceptions in ancient Jewish thought. See John Mark Jones, "Subverting the Textuality of Davidic Messianism: Matthew's Presentation of the Genealogy and the Davidic Title," The Catholic Biblical Quarterly, Vol. 57, No. ?? (?? 1994), footnote 3, page 257 and page 270.

⁵⁴Thomas C. Holt, "Marking: Race, Race-making, and the Writing of History," The American Historical Review, Vol. 100, No. 1 (February 1995), page 9.

⁵⁵David Thelen, "Memory and American History," The Journal of American History, Vol. 75, No. 4 (June 1988), page

In general, the professor thinks of teaching as an exercise of power dictated by truth. Power is not only a relationship of repression or domination, but also a set of relationships or processes that produce such positive effects as social consensus about the meanings of truth and the hegemony of certain systems of knowledge. Teaching includes the rules and conventions that govern the production and acceptance of academic knowledge. Indeed there are contests, more and less conflicting, more and less explicit, about the substance, uses, and meanings of academic knowledge. To the mind of the professor, at least, all of this is about Western civilization.⁵⁶

As a practical matter, the course leads students toward a more effective sense of the relationship between the individual and the larger family, national and international cultures and civilizations of which they are a part. As an intellectual matter, the course leads students toward a better understanding of how civilization is developed. As a character-development matter, the course leads students toward an intellectual and cultural awareness of their own actual and potential roles in developing personal, family, national, and international cultures and civilizations.

The title of the Western Civilization notes, "From Adam to Atom," is designed to reflect this practical matter.

By the end of the course, students will know broad generalizations concerning Western civilization as expressed in the topical outline contained here in the Syllabus Part II and elsewhere in the Syllabus Part I. Students will also know specific facts, taken from the written and unwritten class lectures and the book. Students will be able to construct broad generalizations with supporting details. The interaction involved means that no one is ever bored for very long in this class.

One of the professorial aims is to make televising the course practical. For both televised and non-televised classes, the following lead seems appropriate:

Welcome to Thomas Nelson Community College. This televised version of HIS ___ is communicated for adult audiences only. The opinions expressed here do not necessarily represent the opinions either of this station, Thomas Nelson Community College, the participating students, or even the professor, after reflection. Neither television nor the classroom is being used simply to convey facts. The objective is to convey meaning. This involves spontaneity, thinking and a certain amount of necessary, but otherwise unwanted, controversy. The course goal for the topic today, _____, is _____.

⁵⁶Joan Wallach Scott, "AHR Forum: History in Crisis? The Others' Side of the Story," The American Historical Review, Vol. 94, No. 3 (June 1989), pages 680 and 681. Also see Michel Foucault, "Truth and Power," in Colin Gordon, ed. Power/Knowledge: Selected Interviews and Other Writings, 1972-1977 (New York: 1980) as cited in Scott above, footnote 1.

Anyone interested in helping develop the televised version of this course for extra credit should see the professor. A video camera is available from the college. Overheads have already been made. What remains is to integrate the total package.⁵⁷ This task is within ready reach now as the president of the University of Florida insisted in 1994.⁵⁸

Without a written record to the contrary, student-generated work is assumed to enter the public domain upon acceptance by the professor. This is particularly germane to cartoons, multiple-choice exercises, and other creative work conducive to incorporation into the televised presentation of this course. The core of the course, however, resides in knowing the lecture notes.

Structure

Braudel, mentioned above in III. Objectives A. Nature 1. Theoretical Aspects,⁵⁹ considers history as a sort of multi-layered stream, with each layer moving at its own pace. These layers have a classroom analogy. Chambers⁶⁰ corresponds to the geography, the facts which never change. The lectures correspond to the relationship between geography and the patterns of human behavior associated with place. Just as humans give places their meaning, so do the lectures give greater meaning to the facts offered by Chambers. Classroom interchange happens at the surface of the facts offered by Chambers and the greater meaning to be found in the lectures. Classroom interchange is analogous to the fast paced facts of Braudel. One historian has summed the matter up this way, "history is not an agreed-upon list of names, events, places, and dates. It is an ongoing argument about the meaning of the past."⁶¹

Teaching

Cognitive Mapping

⁵⁷Help is available in TNCC Library # P N1992.95 .I48 1984 Pamela Levine, The Complete Guide to Home Video Production: A Ten-step Plank for Making Your Own Television Program (New York: Holt, Rinehart, and Winston, 1984) first Owl book ed. Also useful because it has an index, bibliography and appropriate appendices for documentation of the laws is TNCC Library # K F3030.4 .M54 1987 Jerome K. Miller, Using Copyrighted Videocassettes in Classrooms, Libraries, and Training Centers (Friday Harbor, WA: Copyright Information Services, 1988) 2nd ed.

⁵⁸John V. Lombardi, "Point of View: Campuses Need Not Wait for Snazzy New Technology to Enter Cyberspace," The Chronicle of Higher Education, Vol. ??, No. ?? (March 2, 1994), page A 48.

⁵⁹Fernand Braudel, TNCC Library # DE/80/.B7713 Fernand Braudel, The Mediterranean and the Mediterranean World in the Age of Philip II, 2 vols., tr. Sian Reynolds (New York: Harper and Row, 1972 and 1973)

⁶⁰Mortimer Chambers, Raymond Grew, David Herlihy, Theodore K. Rabb, Isser Woloch, The Western Experience, 5th ed. (New York: Alfred A. Knopf, 1974, 1979, 1983, 1987, 1991, 1995).

⁶¹Richard Nelson Current, Arguing With Historians: Essays on the Historical and the Unhistorical as cited in the review by Charles B. Strozier in The Journal of American History, Vol. 77, No. 1 (June 1990), page 270.

Course content is approached with three overlaying structures or organizations. The most important structure is that contained in the at-most two-page written lectures, excluding the supplements. This lecture material is brief enough to be learned and well-enough structured to convey meaning. Supplementary material, such as this, is regarded as either a memory aid for what is generally accepted or, more usually, as non-traditional information useful for non-traditional students, such as those older and female and minority students frequently found in community colleges. Traditional students are White, Anglo-Saxon Protestant males, between eighteen and twenty-two years of age. The supplements and Chambers make up the second overlaying structure and organization. There will be more on Chambers below.

The professor moves easily from abstract unifying principles to concrete examples of those principles at work. Somewhat like Ralph Waldo Emerson,⁶² the professor readily focuses on concrete topics, but with a difference. Unlike Emerson, the professor is in a constant struggle to explain the system behind his anecdotes. The point behind everything the professor says and does in the classroom is to be found in the course goals.

Different minds work in different ways. Some are more suited to academic traditions than others. There are two basic approaches to reality: structured and less structured; concrete and abstract.⁶³ Particular structure serves the purpose of eliminating extraneous material. General lack of structure and abstractness, serves the purpose of ensuring that nothing significant is overlooked. The structure for this course is found in the notes and in the commercial text.

Class sessions follow the abstract, less structured, somewhat non-traditional, peripatetic approach. Actually, the peripatetic approach is the most traditional and classical of approaches to education. Aristotle used it in his Academy.

Community college students are known for their inclusion of non-traditional students.⁶⁴ Non-traditional college students include all minorities, women, those under eighteen and over twenty-two years of age. Graduate students are non traditional. The mention of graduate students is meant to convey the idea that non traditional does not mean unsuited for the academic life.

⁶²Mary Kupiec Cayton, "The Making of an American Prophet: Emerson, His Audiences, and the Rise of the Culture Industry in Nineteenth-Century America," The American Historical Review, 92 (June 1987), p. 611.

⁶³The professor wishes he would succeed in obtaining Barbara Meister Vitale, Unicorns are Real: a right-brained approach to learning (Jalmar Pr., 45 Hitching Post Dr., Bldg. 2, Rolling Hills Estates, CA 90274. 1982. c. 120p illus. bibliog. ISBN 0-915190-34-4, pap. \$9.95.) as reviewed by Shirley L. Hopkinson, Div. of Library Science, California State Univ., San Jose in Library Journal, 107 (October 1, 1982): 7? The curriculum is traditionally geared to the left-brained, or less artistic and more logical students.

⁶⁴That the community colleges were built during the sixties if not with the purpose, then with the effect of an alternative to rioting for Blacks, see TNCC Library # L B2328.C65 1986 Reginald Wilson, "Minority Students and the Community College," including the documentation, in L. Steven Zwerling (ed.), The Community College and its Critics (San Francisco: Jossey-Bass, 1986), p. 61

The tradition of men and women going to college together is so historically recent and the academic bias against women is so pervasive, that the professor, at least, includes women as non-traditional students.⁶⁵ This means that by-gone structures can have little meaning to a significant body of students and to their legitimate academic interests.

On the one hand, the outline, and almost all primary lectures offer traditional structures. On the other hand, material such as what is in this Syllabus Part II, for but one example, is generally assumed, rather than spelled out, in traditional courses. Thinking, based on the third structure, has no immediate limits and is the purpose of class work. The three overlaying structures or organizations are: i.) lectures, designed to be learned; ii.) text and lecture supplements, designed to give background; iii.) class work, designed to satisfy particular class needs. The analogy is to Braudel: where Braudel has fast moving facts, Dr. Jirran has classroom exchanges; where Braudel has slower moving conjunctures between facts, Dr. Jirran has formal lectures; where Braudel has an almost stationary geographical environment, Dr. Jirran has Chambers and the lecture supplements.

Student Responses

After establishing goals within the wide parameters of Thomas Nelson Community College expectations and student needs, wisdom then seeks ways to meet those goals and to satisfy those needs. There are two basic components: first, the professor, and, second, the student. Course content is the vehicle for bringing the students and the professor together.

The only absolute prerequisite for this course is enough time to do the work. In a worst-case scenario, the student comes to the class as a functional illiterate. That student will not be functionally illiterate by the time the course is completed. As of October 1987, the professor remembers no one ever failing because of an inability to read. In the fall of 1987, one student, having great difficulty with English as a second language, who had received two R's in Developmental Reading, earned a C; in the winter of 1988, D; in the spring of 1988 W. That was a very difficult experience, mainly because the individual attention she received in the fall quarter came at the expense of attention which otherwise would have been paid to her classmates. To a lesser extent that same disparity occurred during the winter.

From the spring of 1981 through the summer of 1993, only six students have even claimed the following was not true in their own cases: students who are at least average to begin with, spending a maximum of six hours per week in homework, earn an A; five, B; four, C; three, D; less than three, less than D. "Average" is defined as anyone with at least a 2.0 grade point average at Thomas Nelson Community College. This does not mean that many, even most, students earning A worked more than six hours; just that those

⁶⁵This definition of non-traditional students is furnished in response to repeated requests for the same. The professor invites interested students, particularly those interested in the history of education, to do further research in this matter. Students desiring optional credit for such a task, should obtain a written agreement with their professor as they begin.

who worked at least that much, did earn the A. Studying two hours per hour of class should expect to get at least five of each six daily multiple-choice exercises correct. So in a standard Monday, Wednesday, and Friday class, one exercise may be missed every other day, with three exercises being offered each day. Other time-frames must be prorated.

Between the summer of 1993 and the fall of 1995, two or three students did miss the mark. Dr. Jirran remained unsatisfied as to why and in the summer of 1995 began paying more attention. Dr. Jirran still is unsure about what has changed, except that the short-fall students are less willing to discuss what is happening. The following examples may help.

When anyone puts in the suggested study time and does not earn the grade expected, an effort is made to avoid repeating any recognizable errors. As a result of one student who did not make it, students are now forewarned to make sure that the professor knows if the grades expected are not developing at least by the time of Topic Seven, i.e., half way to the First Major Formal Review. Another student, under the care of a physician, was too drugged to have done well. Another was under too much pressure, so, very consciously backed off and swapped migraine headaches for a B instead of an A.

The fourth student neglected utilizing short-term memory just before working the exercises. This fourth student permitted the professor to make a class project out of the A. As it turned out, the deeper problem was with test anxiety. This student is taken up again in IV. A.2.c.

The student did take the recommended ENGL 119, Critical Reading and Study Skills, which is now known as ENG 109, Study Skills. What seemed missing from that course, which seemed to help that student was the following suggestion. Test anxiety can be dealt with by repeatedly raising the anxious emotion outside of test time, until the adrenalin is used up. Then when the emotion arises at test time, the emotion will be an old friend and "no problem."

The fifth student refused to follow directions. The prime example of this behavior occurred at the time of the Final Examination. The student put her soda away only after she realized that she had missed a "C" by one point. The tragedy is that the student apparently spent enough time, but not well enough.

During the summer of 1986 a very good student, just out of high school, with no college experience, put in the time, but only received a high B. The first grading period was a low C. As a result, the student and the professor discussed the matter and thought that she was not prepared to think in school. The student then earned a strong A for the second grading period. The professor mistakenly thought that the problem was solved and paid little note to the fact that the student stopped doing A work on the quizzes. Afterwards, the student said that the sense of what was important was missing during the third grading period.

In the fall of 1986, that summer of 1986 experience seemed to be repeated. Students attending college for the first time are not the kinds of students the professor deals with most of the time. Students are necessarily new to college only once. The professor

finds it more difficult to adapt the course to students without prior collegiate background. The reason for the difficulty is not because new students are unsuited for college but because they remain new for such a short time. Input toward adapting the course to new students, therefore, is welcomed.

In the spring of 1990, three students put in the time, but did not get the grade. The reason was the discontinued availability of computerized reliability item analysis. The return of this facility finally happened during the fall of 1993. Students have done better since then.

Some students find it easier to withdraw from this course than to pass it. The professor does try to be just as insistent as he is able that students learn something. Students err in withdrawing from this course, as many do, without first seeing the professor for an evaluation of their chances for success. If any student does withdraw, that student should please return this reusable handout.

By reducing his own notes to handout form, Dr. Jirran ensures that each student has a good accurate copy of his lectures. Dr. Jirran assures the administration that his handouts are reusable. Dr. Jirran asks the students, in return, to ensure that his notes are indeed reusable. Unfortunately, Dr. Jirran is unable to guarantee good covers for each set of his notes. Even if students do not receive their notes in good covers, students are requested to return them in good covers. Those students unwilling or unable to satisfy that request should either not take the notes or should see Dr. Jirran before taking the notes. Students should feel free to write on the notes and otherwise use the notes as their own.

All of the notes should have header dates from the 1990s. Students lacking up-to-date notes should let Dr. Jirran know at their second meeting. Students should then expect a lapse from a week to ten days to prepare whatever may be missing.

While the professor does not hesitate to tell a student to withdraw for fear of an unwanted grade, if such seems warranted, he has never advised a student not to withdraw, only to have that student subsequently disappoint the expectations. In a word, the professor himself should not scare the student into withdrawing. The professor also strongly objects to anyone else scaring the student into withdrawing.

In accepting the 1988 Democratic nomination to run for re-election as Virginia Attorney General, Mary Sue Terry spoke of "owning the problem."⁶⁶ Such owning takes the kind of courage the professor elicits from his students. Sometimes when students own the problem of learning the material, they buckle down and get to work. This pleases the professor. At other times, when students finally decide to own their problem of learning the material, they buckle under. The professor is willing to accept that situation if the student has buckled under in order to avoid something worse than

⁶⁶Democratic State Convention, Richmond Convention Center, June 10, 1989.

learning the subject matter. The professor is unwilling to accept that situation if the student buckles under from lack of faith in the ability of the professor successfully to get the student through the course.

The professor does his best to protect those students prepared and taking the course for credit, from unprepared students switching to audit. The professor is committed to fostering an atmosphere relaxed enough to permit meaningful learning to take place, yet not so relaxed as to permit the diligent student being abused by the not diligent student. In practice this means that the professor will take extraordinary efforts to be responsive to credit students who complain about the lack of preparation in auditing students. In thirty years, Dr. Jirran does not remember anyone to audit Western civilization.

Students should realize that the professor constantly uses student input for improving his teaching techniques. At the time of the multiple-choice administrative evaluation, students are given blank sheets of paper, meant only for the professor, on which class evaluations are also invited. The professor thinks that teaching is basically a creative act and therefore profoundly unsuited for the standardized tests mandated by the college. The professor thinks he does and ought to excel in all of the standardized school tests. At times, students have problems understanding what is being asked. The reason for the blank sheets of paper is to enable those students who would never report what they perceive, either as devastating insight or pandering praise, to the administration would report that insight, as a private favor, to the professor. Dr. Jirran is grateful for such highly valuable reports.

The school inquiry involves seventeen questions. Dr. Jirran requests that any student who cannot mark any of these questions either "strongly agree" or "agree" to talk with Dr. Jirran before marking the questions. Dr. Jirran wants to do well on these questions. Three of the questions cause considerable concern, 1, 2, 5, and 7, all of which deal with clarity of instruction. Clarity of instruction comes from three sources, first, the text, Chambers; second the printed lectures authored by Dr. Jirran for his students; third, class sessions in which questions from each student are responded to individually and daily. When students are confused, it is either because they have not done the work or because the subject matter itself is unclear. Dr. Jirran is able and happy to clear up any such misunderstandings.

1. The instructor clearly explained what was expected of the students.
2. The instructor presented material clearly and understandably.
3. The instructor stimulated learning.
4. The instructor demonstrated sufficient knowledge of the subject matter of the course.
5. The instructor assisted students in reaching the objectives of the course.
6. The instructor provided sufficient opportunities for students to ask questions and make comments.
7. Class sessions were clearly related to stated course objectives.
8. The instructor gave sufficient assignments, quizzes or tests to adequately [sic] evaluate my progress in class.
9. exams and assignments were clearly related to course material.

10. Graded assignments and tests were returned in a timely fashion.

Dr. Jirran returns grades assignments and tests at the first meeting after the assignments are turned in and the tests are taken.

11. Exams and assignments were graded according to the instructor's stated grading policy.

12. The instructor's grading procedures were fair.

13. the instructor met classes on time and for adequate duration.

14. the instructor came to class well prepared.

15. The instructor maintained regular office hours and encouraged students to seek help when needed.

Dr. Jirran keeps his hours posted on his door and when he is out of the office, leaves a note indicating where he is. During the course of the semester, Dr. Jirran will rearrange his scheduled office hours to suit various needs of the college. Students always have priority. At times partial hours will be held; infrequently no hours will be held. Appointments are, nonetheless, required in order to ensure that Dr. Jirran in fact will be present and available when a student arrives. As office hours are rearranged, a record of the changes will be posted on the door at Room 329-I.

16. The amount of learning which has taken place met my expectations.

17. I found this instructor to be an effective teacher.

Diligent students will note that each of these exercises is dealt with unobtrusively, but separately, throughout this Syllabus Part II.

Proper academic decorum is expected at all times. When the professor cannot hear a pin drop during his lectures, he feels that the professorship he holds is being disrespected and his anger and embarrassment feed on each other. One does not really want to get that sort of scenario started. Students should realize that pages can be turned quietly, rather than noisily; that there is a way to open a heavy zipper quietly, particularly after a class has quieted down after the start. Dr. Jirran will object, in a variety of ways, when students make noise during class, particularly toward the end.

In the spring of 1991 student behavior in one class exhibited a rudeness previously associated with about second and seventh graders. The following rules are meant to cope with people of that level of maturity. Others are expected to already know and keep these rules, as a matter of course:

Behavioral Expectations:

1. Students will be in their assigned seats by the time class is scheduled to begin. Students who are either tardy or who leave during the class, will return to the seats reserved for tardy students.
2. Students will leave their assigned seats only with permission. If students do leave their assigned seats without permission, they will explain why they left in writing at the first opportunity.
3. Students will talk only with permission.
4. Students will come to class with required materials, including a soft number two lead pencil.
5. Students will respect others.
6. Students will keep their hands to themselves.
7. Students will follow directions.

In order to exchange ideas the class needs to be able to hear. While the primary discussion usually rests on the notes, the background Chambers offers frequently comes into play as well. Chambers and the supplements merit reading.

Chambers

The parts of the course outline come in the order they do with the purpose of following the train of thought in Chambers⁶⁷ the commercial text. The divisions are artificial creations designed to enable students to understand what is happening. The organization was laid over Chambers rather than otherwise rearranging Chambers to meet preconceived ideas. The lectures draw attention to more difficult to understand aspects of the course. Chambers develops a more general flow of information. Students have already seen comments on organization under a Cognitive Mapping,⁶⁸ above. Professors divide the Western civilization during the Seventeenth Century. The pattern followed here follows a similar pattern.

The lectures are in print for a variety of reasons. One reason is to provide students with the material in a reasonably organized manner, suitable for learning. The professor has never met a student who could learn the material according to more than one organizational mode. The organization of Chambers is too unsuited for testing, if only because that text is too detailed to be remembered. The lectures, however, are learnable and students are expected to know the notes and to read the text.⁶⁹ This directive is very important. Having the lectures in print is designed to spare students from having to take such lecture notes themselves.

While assignments are made from the sixth edition, the lectures are keyed for the fifth edition of Mortimer Chambers, et al., The Western Experience. The problem is that Thomas Nelson Community College has graciously printed enough copies to last for several more years. Dr. Jirran does not wish either to abuse the Commonwealth of Virginia by throwing away usable copies or to provide the lectures through a commercial publisher.

The current 1996 organization of the course follows the fifth edition of Chambers. As of July 1996 Dr. Jirran was in the process of changing the Course of Study for the sixth edition. Dr. Jirran does not wish to impose his personal organization of Western civilization on adjunct faculty. Neither does Dr. Jirran have a particularly personal organization developed for Western civilization. This means that the order of lectures Dr. Jirran used for the

⁶⁷Mortimer Chambers, Raymond Grew, David Herlihy, Theodore K. Rabb, Isser Woloch, The Western Experience, 5th ed. (New York: Alfred A. Knopf, 1974, 1979, 1983, 1987, 1991, 1995).

⁶⁸TNCC Library # L C4704.5.D36 B37 1986 Paul E. Dennison, Brain Gym: Simple Activities for Whole Brain Learning (Glendale, Calif.: Edu-Kinesthetics, Inc., 1986) looks promising.

⁶⁹The importance of this statement is demonstrated twice at the start of this Syllabus Part II and by repetition at III. B.1.d.; III. B.1.e; III. C.1.1. twice; III.C.2.xiii.; IV.A. twice; IV.A.1.a. twice; IV.A.2.c.; V. B.2.; V. B.3.

fifth edition has been somewhat changed for the sixth edition. Until the lectures are rewritten and reprinted, they will continue with the numbering system utilized for the fifth edition.

Before reprinting his lectures, Dr. Jirran would prefer to rewrite them, to include new material he has collected since their last rendition. For extra credit, students are invited to participate in this endeavor. In order to participate, students must agree to place their endeavors within the public domain, so that Dr. Jirran can retain his copyright on his own work, without having to seek student permission for possible later publication. All lectures either are at the computer center or can be made available there.

When Dr. Jirran reprogrammed his lectures for the sixth edition, he rearranged the lectures to fit the text. Although Dr. Jirran would prefer such a reorganization, Dr. Jirran knows that the academy is far more used to jumping around texts than jumping around lectures. For that reason, Dr. Jirran will exercise great care in rearranging the organization of the course. In the summer of 1996 Dr. Jirran kept his lectures in their original order and had the students read Chambers out of order. Beginning in the fall of 1996 Dr. Jirran intends to have students read Chambers basically in order and to take his lectures out of their original order. Dr. Jirran foresees that his lectures may need two numbers until they can be renumbered and reprinted for student use. Learning is always a moving target and change takes time. One number will be what actually appears on the printed lecture, the other number will be what actually appears in the Syllabus Part I. Students may choose to read Chambers in the sequence presented by Chambers and study the lectures in the sequence presented by Dr. Jirran.

Of interest is the fact that book publishers indicate that about thirty percent of students do not purchase a textbook. One student earned an "A" without a copy of the lecture notes, other students have earned As without copies of Chambers. Dr. Jirran takes some pride when students used to say that they did not understand Chambers without the lectures and that they did not understand the lectures without Chambers. Dr. Jirran knows of no one from the summer or fall of 1995 who received an A without a copy of Chambers.

No one argues that at least half of his questions are based on Chambers and no one really knows how, without Chambers, students are able to do well on tests. What is certain is that the material otherwise in Chambers is, in fact, covered in class, though not on a manner organized to suit the subject matter. Material is covered in class in a manner organized to suit the personal needs of the students.

Chambers has been chosen because Chambers represents the better thinking of mature, but younger scholars. As a rule of thumb, professors who like their texts do not know their subject matter. That was an observation the professor was making even when he used to add that he liked the textbook. This means that students should be prepared to exercise critical thinking with Chambers as a foil all the way through the course.

Several critical letters to the publisher are available from Dr. Jirran. Students are invited to add their own critiques to those already offered in those letters. These letters are not meant to be studied and absorbed but are meant as a reference source for student use. The primary practical use for these letters is documentation for errors in Chambers which Dr. Jirran already has.

Dr. Jirran regards himself as focusing on the American Dream in order to reach the American Dilemma. Dr. Jirran maintains: (1) that there is neither an American Dream without a concomitant American Dilemma and (2) that any American Dilemma only exists because, first, there is the American Dream. Dr. Jirran maintains that all adult people are suited to govern themselves directly, no matter how badly they may be caught up on the American Dilemma. Dr. Jirran maintains that Latin America and Canada are also American, and Dr. Jirran recognizes the legitimate existence of Latin America and Canada in the Americas.

Academia

Avoiding biases avoids the heart of the subject matter itself, at least insofar as college work is concerned.⁷⁰ The collegiate approach is to recognize biases for what they are, under the assumption that an entirely open mind is like a sieve, not holding much of anything.⁷¹ Biases are a result of values and values form the basis of wisdom. Wisdom realizes how many mistakes are made. Wisdom then hopes for at least making some different mistakes the next time. Wisdom admits to ambiguity and does not try either to clarify or to avoid that which is inherently ambiguous.

What about biblical wisdom? "Lady Wisdom" is a biblical expression. Biblical wisdom is something feminine. Biblical wisdom is a quest for life, rather than an abstract thought process. Biblical wisdom is more than simply secular. Wisdom is comfortable with facing paradox and ambiguity because God can unravel the problems. Wisdom itself is a paradox, obtained by discipline and docility, such as that required for this class, and also obtained only as a gift from God and hardly a course requirement.

The reason the professor is the professor is because he has had opportunities to make and learn from more mistakes than his students. He is more aware of his ignorance than are others aware of their ignorance. His doctorate means that his ignorance is more organized than that of some others.

All too often students object to having history interpreted. They simply want to know what happened. The problem is that what happened is not simple and that it is impossible to present history without interpretation. One important historical thinker, Charles S. Pierce has noted that "neither

⁷⁰For a recent description of the problem see Mary Kupiec Cayton, "The Making of an American Prophet; Emerson, His Audiences, and the Rise of the Culture Industry in Nineteenth-Century America," The American Historical Review, 92 (June 1987): 598.

⁷¹See for example, J. Morgan Kousser, "The State of Social Science History in the Late 1980s," OAH Newsletter, 17 (November 1989): 4-5.

present nor past people's thoughts can be dismissed as irrelevant to the rest of their behavior." Postmodernists question whether "the meaning of human experience is self-evident and transparently immediate." Students who object to having history interpreted stand not alone.⁷² Dr. Jirran points out that for everything a historian says or writes, there are thousands of other things that might be said or written. The sifting through what to say and what to write amounts to interpretation.

When the professor sees things which no one else seems to recognize or to think important, that is usually a sign that he is wrong. That is what either "Jirran" or "The professor says . . ." means when it appears. The professor is paid, nonetheless, to teach according to his own best lights. Students are invited to consider the following observations of this professor. Western civilization is suited for two models.

In the opinion of the professor, Black History is at the core of not only United States history, but also of all history, including Western civilization and global and even Biblical history. Two models have been developed. One which many present-day humanities professors use:

Training citizen-orators to lead society requires identifying true virtues, the commitment to which will elevate the student and the source for which is great texts, whose authority lies in the dogmatic premise that they relate the virtues, which are embraced for their own sake.⁷³ In this way, Western civilization has become an integral part of what a college education is supposed to do, namely offer a liberal education.

Another model is more standard in academia:

Epistemological skepticism underlies the free and intellectual search for truth, which is forever elusive, and so all possible views must be tolerated and given equal hearing with the final decision left to each individual, who pursues truth for its own sake.⁷⁴

The professor regards both models as having something to offer. The professor regards truth as virtue because truth is at the core of creation. The professor regards epistemological skepticism as fundamental because both he and others have made so many mistakes already that it seems likely that mistakes continue. With Bernard Lonergan, however, Dr. Jirran stops short of permitting skepticism to rust into incoherence.⁷⁵

⁷²James Hoopes, "Review Article: Objectivity and relativism Affirmed: Historical Knowledge and the Philosophy of Charles S. Pierce," The American Historical Review, Vol. 98, No. 5 (December 1993), page 1554.

⁷³Joseph M. McCarthy, review of Bruce A. Kimball, Orators and Philosophers: A History of the Idea of Liberal Education in The American Historical Review, 94 (April 1989): 406.

⁷⁴ibid.

⁷⁵See Andrew Beards, "Reversing Historical Skepticism: Bernard Lonergan on the Writing of History," History and Theory, Vol. 33, No. 2 (May 1994), page 219.

The importance of United States History for all history was set forth by Raymond Grew, one of the authors of the Western Civilization text, The Western Experience. Comparisons between United States History and the history of other nations:

typically . . . with issues that rise from within American historiography--frontiers, slavery, and immigrant groups . . . But rarely . . . has the exploration moved from the other direction, beginning with issues identified more fully in some other historical tradition to reveal something previously overlooked about American society . . . (E)ven the most successful systematic, transnational comparisons have led American historians back to the familiar mines rather than out toward new horizons.⁷⁶

Dr. Jirran, with other historians of experience in the United States, agrees that this American experience is unique. To begin with, no one takes history as seriously as does the United States. People in the United States regard what actually happened as vitally important to what is politically correct, to what people say actually happened. In this sense, people in the United States seem more determined than others to let truth determine politics, rather than to permit politics to determine truth. Secondly, national policies in the United States have always been designed to offer equitable opportunities to people who otherwise would not have equitable opportunities. Like most other historians, why Dr. Jirran regards experience in the United States as unique is personal to his own insights. Historians generally agree that United States History is unique, though they seldom agree on why. In this course, Western civilization is necessarily being taught within a context of contemporaneous United States history.

i. God

Four areas hold particular interest. Academic structures are comfortable in avoiding any consideration of a personal God. Existentialism is the underlying philosophy. Students frequently are uncomfortable with the systematic elimination of any consideration of God, who is very personal to them. The best thinker about religion in the United States has been Perry Miller. Perry Miller was an unbeliever, an atheist. Perry Miller makes it possible to consider God in history without accepting the existence of God in the first place.

In the fall of 1989, students began charging such an atheistic academic approach with blasphemy. The tragedy is that one of the authors of The Western Experience,⁷⁷ David Herlihy, was past president of The Catholic Historical Association and died as president of the most prestigious American Historical Association. In a review published at the time of his death, Herlihy took an historian to task for making fun of the early medieval penitentials. A penitential is a guide for penances for sins heard in the sacra

⁷⁶Raymond Grew, "Comparative Weakness," 99-100 as cited by Jan Tyrrell, "AHR forum: American Exceptionalism in an Age of International History," in The American Historical Review, Vol. 96, No. 4 (October 1991), page 1038, footnote 24.

⁷⁷Mortimer Chambers, Raymond Grew, David Herlihy, Theodore K. Rabb, Isser Woloch, The Western Experience, 5th ed. (New York: Alfred A. Knopf, 1974, 1979, 1983, 1987, 1991).

ment of Penance or Reconciliation⁷⁸ during the confession of sins. "There is a depth in them that mockery will never reach." Herlihy is hardly a blasphemer.⁷⁹ The Western Experience is the text used in the Western civilization course.

There is another side to all of this. For years the professor has taken an unsophisticated, Archie Bunker, approach to "pinko" or Marxist leaning scholarship. A recent study raises the level of that Marxist leaning suspicion to a more sophisticated academic level.⁸⁰ Communism is the form of Marxism meant. The problem with using "communism" in the lower case is confusion with "Communism" in the upper case. Since "Communism" in the lower case is not necessarily related to Moscow, "Marxism" seems like a preferable substitute. Dr. Jirran invites students to relate particular passages from their assigned readings to test this observation.

Treating God simply as a myth of the imagination and limiting reality to materialism confined by economic constructs, narrows reality unrealistically. Crass materialism and mythifying God, in the final analysis, pose a suspicion of communist influence. Students are quite capable of watching out for themselves, through these potentially dangerous intellectual shoals.

Regarding God as a figment of the imagination is about as close as one can come to being correct and still be wrong. As one scholar has put it:

When a person imagines nothingness, he should realize that this is the closest that it is possible to come to imagining God. Most certainly, this does not mean that God is nothingness. In every possible way, God is more real than anything else that exists. However, it means that since there is nothing in the human mind that can relate to God as He actually is, nothingness is the closest thing to a perception of God that we can obtain. When a person depicts nothingness, he must realize that behind the nothingness is God.⁸¹

A 1986 survey revealed that ninety-six percent of Americans believed in God.⁸² In 1989, the Christian Broadcasting Company commissioned a Gallup poll of two-year and four-year college students. Only six percent were atheists or agnostics, well within the margin of error for the nation as a whole.⁸³ The 1986 survey indicated that sixty-seven percent of Americans

⁷⁸See The HarperCollins Encyclopedia of Catholicism, ed. Richard P. McBrien (San Francisco: Harper, 1995), page 982.

⁷⁹David Herlihy, review of James A. Brundage, Law, Sex, and Christian Society in Medieval Europe in The American Historical Review, 94 (October 1989): 1072-3.

⁸⁰Robert Allen Skotheim review of Susan Stout Baker, Radical Beginnings: Richard Hofstadter and the 1930's, in The American Historical Review 91 (December 1986): 1288-1289.

⁸¹Aryeh Kaplan, Jewish Meditation: A Practical Guide (New York: Schocken Books, 1985), page 90.

⁸²U. S. Weekend magazine as reported by Associated Press, New York in Daily Press, Dec. 16, 1986, Page A 3, col. 4-6.

⁸³Washington (AP) dateline, "Poll: Religion has little impact on sex life," Daily Press/The Times Herald, Monday, May 29, 1989, page A 3, columns 2-4.

believed in God.⁸⁴ The 1986 survey indicted that sixty-seven percent of all believe in hell, but only fifty-six percent of college graduates and seventy-one percent of high school graduates; ninety-four percent have read some part of the Bible; twenty-seven percent the entire Bible. Five percent of the current students of Dr. Jirran have read the entire Bible.

The significance of Bible reading rests in the resulting doctrines or values. What happened within the Catholic Church is a reflection of what was happening in the broader religious community within the Western civilization. In 1910 Henry Poels was dismissed from The Catholic University of America because he would not "submit `in conscience' to pontifical decrees regarding Mosaic authorship of the Pentateuch." The Pentateuch is the first five books of the Bible. Edward Siegman was dismissed from The Catholic University of America also because of school politics. The basic philosophical and theological problem was inability to distinguish between theological development and doctrine.

In that context, history is first and foremost about theological development. Between 1955 and 1962 the Catholic Biblical Association of America was under continuing abrasion from the hierarchy. The Second Vatican Council, which lasted from 1962 to 1965, began with the same Nineteenth Century confusion between theological development and doctrine, but ended when "the Church had officially espoused historical criticism and placed itself firmly in the mainstream of biblical scholarship."⁸⁵

Dr. Jirran frequently refers to the Reverend Charles E. Curran who was fired from The Catholic University of America in the mid-1980s. Father Curran is a good priest, hounded by the hierarchy until he now teaches at Southern Methodist University. As a moral theologian, Father Curran belongs to a profession dedicated to the proposition that sins are not to be multiplied for the faithful. By thinking that some acts are not sinful, even though ___

⁸⁴U.S. Weekend magazine as reported by Associated Press, New York in Daily Press, December 16, 1986, page A 3, columns 4-6.

⁸⁵Gerald P. Fogarty, American Catholic Biblical Scholarship: A History from the Early Republic to Vatican II as cited by Joseph Jensen in Cross Currents: The Journal of the Association for Religion and Intellectual Life, Vol. 42, No. 3 (Fall 1992), pages 268-269.

the hierarchy thinks that these same acts are sinful, Father Curran incurred their displeasure. Dr. Jirran uses Father Curran as the example of an attempt to make church politics determine truth.⁸⁶

The greater significance of what is involved came out in 1989. Both religious and non-religious commentators persist in saying that religion is in decline, giving way to secularism, materialism, scientism, and hedonism, despite the fact that no research has ever backed that up. Half of college students read the Bible at least occasionally.⁸⁷ Dr. Jirran has learned always to teach under the assumption that someone is carrying a Bible in class.

Some comparative statistics help to make the point. According to the

⁸⁶Harold A. Buetow reviews Curran vs. Catholic University: Study of Authority and Freedom in Conflict by Larry Witham in The Catholic Historical Review, Vol. LXXVIII, No. 1 (January 1992), pages 146-147.

⁸⁷n.a., "Religion: Surveys dispute rumors that society has lost faith," New York (AP), Daily Press/The Times-Herald, Sat., Sept. 23, 1989, page B 5. This article refers to the "Christian Broadcasting Network," rather than "Company." This article refers to 2.3 rather than 6.0 percent atheists. This article is based on George Gallup, Jr., 100 Questions and Answers: Religion in America and Religion in America: 50 Years; Andrew Greeley, Religious Indicators, and Unsecular America published by Erdmans. Incidentally, Catholic students were more likely to approve divorce than were Protestant students, seventy-six percent to sixty-three percent.

American Association of Fund-Raising Counsel, in 1992 \$56.7 billion was contributed to religion. Only \$4 billion was spent on the three biggest sports, major league baseball, football, and basketball. Attendance for religion was 5.6 billion in 1993 compared with 0.1 billion total attendance for all three sports leagues. According to 1990 figures in the Daily Racing Form only 0.4 billion attended all sporting events, 5.2 billion religion attendance. Similar statistics were recorded in 1973 and 1980. When students sometimes complain about the amount of coverage given to religion in Western civilization Dr. Jirran wonders whether students have become too used to the unbalanced coverage against religion found in the media.⁸⁸

As important and as influential as the media is, the media is more truthful than those in power would ever like. As one scholar put it, "The effects of the media, the reception and appropriation of messages, is actually less under control than any ruling group would like."⁸⁹ The powers that be, perhaps, regard the Bible as restricting what they would do.

The Bible-reading statistics cited above tend to replicate what is found in Thomas Nelson Community College classes. Twenty percent of the U. S. population reads the Bible every day. In the spring of 1991 a class was asked how many read the Bible daily and ten percent responded positively. Sixty-five percent of the general public belong to a place of worship. When asked, somewhat more than ten percent of his students attest to experiencing a miracle.

In the mid-1980s the cardiologist Randolph Byrd asked a group of born-again Christians to pray for a group of 393 coronary patients at San Francisco General Hospital. The Southern Medical Journal reported that the prayed-for group did better than those not prayed for. That study began the current academic interest in prayer as a healing force. Students may want to be sensitive to the news concerning on-going similar studies.⁹⁰

So what does this mean? First of all, many of the students feel comfortable in the presence of evangelistic enthusiasm, whereas, generally, good liberal professors feel uneasy in the presence of evangelistic enthusiasm.⁹¹ Be

⁸⁸George W. Cornell, The Associated Press, "Religion of higher interest, but sports gets more play," in Daily Press, Saturday, April 23, 1994, page D 5, columns 1-2.

⁸⁹Fred Weinstein, review of John B. Thompson, Ideology and Modern Culture: Critical Social Theory in the Era of Mass Communication, History and Theory, Vol. 31 No. 1 (February 1992), page 91.

⁹⁰Joseph Pereira, "The Healing Power of Prayer Is Tested by Science," The Wall Street Journal, Wednesday, December 20, 1995, pages B1 columns 3-6 and B 6 column 6.

⁹¹Clarke Chambers, "Welfare History," The Journal of American History, ??: 432.

cause emotions tend to obscure reason, enthusiasm of any sort causes some discomfort in the academy. The professor is comfortable in the presence of evangelistic enthusiasm and scholarship, both. Some background is in order.

Dr. Jirran does not present the historical Jesus either as the epitome of scholarship or as the essence of reason. When Jesus made accusations of blindness and hypocrisy, corruption and murder, his was not the rhetoric of polite and rational Twentieth Century religious discourse. What Jesus was doing was delegitimizing institutions which he did not want integrated into the symbolic universe Jesus developed as a coherent and comprehensive explanation for all of life.⁹²

But how does the teaching faculty view God? In 1992 the faculty of colleges and universities in the United States were polled about their religious preferences. Thirty percent of all faculty had no religious preference. Thirty-nine percent of the history faculty had no religious preference.⁹³ College professors are often labeled liberal and are rarely associated with the religious right.

The 1988 presidential election made a great deal out of liberal, which became known as the "L" word. The inept Michael Dukakis was unable to defend himself when George Bush labeled him liberal. In the final analysis, all liberal means is reasonably open-minded. Liberal thinking, in the sense of being willing to change once the truth is recognized, is essential to political development, whether in American National Politics, Western Civilization, Afro-American History, or United States History.⁹⁴

What happened was that during the Nineteenth Century⁹⁵ professors felt that facts would dissolve myths, which facts do. A lot of myths are associated with God. As can happen, the insight that facts dissolve myths became overvalued, so that today facts sometimes supersede meaning. Without facts, there can be no history. Without facts, there can be no academic study. Facts are important. Even more important than facts, however, is what facts mean. The history profession is tending to question the primacy of facts over interpretations.⁹⁶ Since history lies at the root of all social

⁹²Anthony J. Saldarini, "Delegitimation of Leaders in Matthew 23," The Catholic Biblical Quarterly, Vol. 54, No. 4 (October 1992), pages 659 and 667.

⁹³"Politics of the Professoriate," The Public Perspective: A Roper Center Review of Public Opinion and Polling, Vol. 2, NO. 5 (July-August 1992), pages 86-87 as cited by Robert Trisco, "Report of the Secretary and Treasurer", The Catholic Historical Review, Vol. LXXVIII, No. 2 (April 1992), page 249.

⁹⁴Interested students may wish to consult Gerald Strauss, review of Leonard Krieger, Time's Reasons: Philosophies of History Old and New in The American Historical Review, Vol. 96, No. 1 (February 1991), pages 125-126.

⁹⁵The reason the professor prefers to capitalize centuries, such as Nineteenth Century, is because the number names a group of years, rather than offers an ordinal placement. Students had better not try that in other classes.

⁹⁶See Robert F. Berkhofer, Jr., review of Robert William Fogel and G. R. Elton, Which Road to the Past? Two Views of History, in The American Historical Review, 90 (February 1985): 104-105; Eric H. Monkkonen, The American Historical Review, 91 (December 1986): 1146-1157; David Thelen, "A Round Table: Synthesis in American History: Introduction," The Journal of American History, 74 (June 1987): 107-108; Nell Irvin Painter, "Bias and Synthesis in History," *ibid.*, pp. 109-112; Richard Wightman Fox, "Public Culture and the Problem of Synthesis," *ibid.*, pp 113-116; Roy Rosenzweig, "What Is the Matter with History?" *ibid.*, pp. 117-122; Thomas Bender, "Wholes and Parts: Continuing the Conversation," *ibid.*, 123-130; "A Round Table: Synthesis in American History: Introduction," by David Thelen; "Bias and Synthesis in History," by Nell Irvin Painter; "Public Culture and the Problem of Synthesis," by Richard

science, including political science, which the professor also sometimes teaches, balancing faith and meaning remains an ongoing struggle.

One writer worded it differently. "The quest for meaning does not take place within a dichotomy between faith and knowledge, but within their creative interaction." The problem with the statement is that the professor does not treat faith and knowledge as polarized. Faith and reason are both legitimate means to knowledge.⁹⁷ Values have their place. As one scholar put it: "There is one way in which commitment to values is absolutely central to history. Historians must recognize such intellectual values as concern for truth, validity in argument and respect for evidence."⁹⁸ This is especially true for Black Historians. While valuing the truth does not change, valuing the context within which truth is found does change.

In days gone by, scholars used to focus upon individual actions of gods and men, with little regard for the general context within which human activity transpired. This class seeks to know not only what the individual facts are, but also what are the circumstances which make those particular facts worthy of consideration. In other words, what are the historical circumstances, of both the present and the past, which do change? This class does take that changing context into account.

While the context in which events occur may arrange the interests of the parties involved, these interests may not be assumed as a substitute for causality. One scholar referred to:

the double illusion under which much contemporary scholarship labors: that interest is the only thing that explains human behavior and that, once historians have linked acts with interests that might plausibly account for them, there is nothing left to explain.⁹⁹

Wightman Fox, "What Is the Matter with History?" by Roy Rosenzweig, and "Wholes and Parts: Continuing the Conversation," by Thomas Bender, The Journal of American History, 74 (June 1987): 107-130.

⁹⁷Brent Waters, "Critical Realism within Academe: A response to Peacocke," Religion and Intellectual Life: The Journal of Associates for Religion and Intellectual Life, 2 (Summer 1985): 64.

⁹⁸R. F. Atkinson as quoted by James Collins, review of Peter Munz, The Shapes of Time: A new Look at the Philosophy of History; R.F. Atkinson, Knowledge and Explanation in History: An Introduction to the Philosophy of History; and Burleigh Taylor Wilkins, Has History Any Meaning? A Critique of Popper's Philosophy of History in The Catholic Historical Review, 36 (July 1980): 422-4.

⁹⁹Thomas L. Haskell, "AHR Forum: Convention and Hegemonic Interest in the Debate over Antislavery: A Reply to Davis and Ashworth," The American Historical Review, 92 (October 1987): 865.

Uncovering the causal relationship between social consciousness and changes in social structure may be the most pressing historiographic problem today.¹⁰⁰ Accepting the principles of causality is basic to accepting God as the author of human rights. Political scientists actually seem more comfortable denying causality and consequent human rationality.

Before passing on, one more personal observation of Dr. Jirran is in order. Historians are more comfortable writing the history of religion as if the history of religion were the history of scandal. The true history of religion is the history of the life of God or grace in the souls of people. The true history of religion is the history of goodness in the midst of evil. Even religious historians of an academic stripe, write religious history more as a history of scandal than as a history of grace. For example the first attempt to write a religious history of American Catholicism was only published in 1989.¹⁰¹

In the 1995 fall semester, Dr. Jirran began moving from the love of God for his church to the model on which that love is described, the love between husband and wife. Dr. Jirran is beginning to suspect that marital love is also being presented as a history of scandal. To the contrary, Dr. Jirran suspects that love is historically as present in marriage as grace is present in the church.

ii. Feminism¹⁰²

Just as God has become de-emphasized as a legitimate source of human rights in academia, so have women come upon a new, but unsettling, importance. Leopold von Ranke (1795-1886) is considered the Father of Modern History. Jacob Burckhardt was a direct disciple of Ranke. Burckhardt "found the work of Italian women to be of historical importance only when they showed a 'manly spirit.'"¹⁰³ As late as the 1940s and 50s, women historians were marginalized. The situation only began to improve in the 1960s.¹⁰⁴ Only in the summer of 1986, did these lectures begin dealing directly with feminism. This is the section referred to earlier, in III. A.1. Theoretical Aspects of the course objectives. In the fall of 1987, students began focusing on feminism at almost every class. When African-American history began being

¹⁰⁰See, for example, Eugen Weber, "Comment la Politique Vint aux Paysans: A Second Look at Peasant politicization," The American Historical Review, 87 (April 1982): particularly p. 367.

¹⁰¹Thomas E. Wangler, review of Living Stones: The History and Structure of Catholic Spiritual Life in the United States by Joseph P. Chinnici, O.F.M. [Makers of the Catholic Community: The Bicentennial History of the Catholic Church in America], in The Catholic Historical Review, Vol. LXXVIII, No. 3 (July 1992), pages 471-472.

¹⁰²One of the professors at Thomas Nelson Community College found no significant strategies in TNCC Library # L D5655.V856 1984.H524 Judith Anderson Hickey, A National Survey of Strategies to Achieve Sex Equity in Community College Secretarial Science Programs. 1984; a good text on women's history is found in Bonnie G. Smith, Changing Lives: Women in European History since 1790 available in the Thomas Nelson Community College Library, call number HQ/1588/S64/1989.

¹⁰³Helen Liebel-Weckowicz, review of Felix Gilbert, History: Politics or Culture? Reflections on Ranke and Burckhardt in History and Theory, Vol. 31 No. 1 (February 1992), page 86.

¹⁰⁴Jacqueline Goggin, "Challenging Sexual Discrimination in the Historical Profession: Women Historians and the American Historical Association: 1890-1940," The American Historical Review, Vol. 97, No. 3 (June 1992), page 802.

taught again in the spring of 1990, after a seven year hiatus, the feminist perspective did not seem as strong there as in other courses. When Dr. Jirran taught United States History again in 1993, for the first time since 1986, feminism seemed relatively easy to omit. By 1996, however, discussions in Western civilization came up in practically every class.

As a practical matter, Dr. Jirran has observed that males like to talk about biological differences. When males speak about female biology, they run the risk of being accused of sexism. Because of the political risks involved, Dr. Jirran, therefore, avoids as much as possible the biological facts which distinguish males from females.

What Dr. Jirran will talk about is the difference between male competitiveness and female nourishing. Dr. Jirran invites his students to pay attention to people when their minds are on idle and their mouths are on chatter. Males tend to compete, females to share.

Competing and sharing have classroom repercussions. Males tend to blurt out and take the floor competitively without first being recognized. Females tend to think that such unwillingness to take turns is rude. Once rude males realize how their competitive behavior is perceived by females, males frequently grow up and change their behavior.

Alice Walker coined the term womanist drawing attention to women who "affirm themselves as black while simultaneously owning their connection with feminism."¹⁰⁵ The significance of womanist has yet to be developed by the professor and his students. Such a development is particularly significant for relating the Nation of Islam to Western civilization.

At least one scholar has characterized women's studies programs "as the academic arm of the feminist movement." Insofar as this course is sensitive to feminist issues, then let it be part of that movement. The question feminists ask is why is it that the human experience studied by the traditional disciplines of the humanities, social sciences, and biological sciences was so often limited to the experience of males?¹⁰⁶ Such a limit was never imposed on African-American history.

Another variation of feminism is "ecofeminism," the combination of environmentalism and feminism. Since Dr. Jirran implicitly evaluates each topic "according to chronology, human and non-human environment, and degree of certitude warranted," this course has at least that much environmental interest. As one scholar words it,

¹⁰⁵See Delores Williams, "Womanist Theology: Black Women's Voices," in Judith Plaskow and Carol Christ, eds., Weaving the Visions: New Patterns in Feminist Spirituality (San Francisco: Harper & Row, 1989, 179-186 as cited in Sandra Friedman and Alec Irwin, "Christian Feminism, Eros, and Power in Right Relation," in Cross Currents: Religion & Intellectual Life, Vol. 40, No. 3 (Fall 1990), footnote 1, page 405.

¹⁰⁶Linda L. Clark, review of The Impact of Feminist Research in the Academy, Christie Farnham (ed.), in The American Historical Review 94 (June 1989): 700-701

The challenge that humans face in the last decade of the twentieth century is whether they will be able to visualize and organize their own reproductionk production and consumption in such a way as to stabilize their relation to the rest of the ecospher4e and so avert massive social and planetary ecocide.¹⁰⁷ The notion of Karl Jaspers that the Axial Period between 800 and 600 B.C. enabled a male-type-dominance of nature, Gaia is the story of a billions-year-old evolving universe in which Earth is part of the ultimate dance of energy and divinity. Political issues associated with this view include nuclear power, urban life, natural resources, abortion, animal rights, and education.¹⁰⁸

Historical interest in ecology is associated with William H. McNeill, from whom Dr. Jirran has drawn the "incompatible inseparables" mentioned in the objectives as presented in the introductions and conclusions for each topic. McNeill made way for ecological study in history by abandoning historical cycles as crucial for understanding. Secular historians tend to regard history as repeating itself in unending purposeless cycles. Religious historians tend to regard history as going somewhere, as having a purpose. Dr. Jirran's teachers taught him to regard history as a combination of cycles and purposes. Religious fundamentalists emphasize a purposefulness in history. Ecology should have a friend in fundamentalism.

Feminism, however, has a powerful opponent in fundamentalism. Fundamentalism is a world-wide movement capable of reacting against (1) feminism, (2) secularism, (3) elitism, (4) imperialism, (5) communism, (6) decadance, and (7) modernism. Modernism opposes the results of secular rationalism, that is treating God like a figment of the imagination. Bob Jones I, II, II, Dwight Moody, and Jerry Falwell and the televangelists are important fundamentalists in the United States. According to scholars, others who fit this mode are Catholic prelates, Iranian religious leaders, Jewish left-bank settlers, south Asian sectarians. This does not mean that the mold is a prerequisite to be a Catholic prelate, Iranian religious leader, Jewish left-bank settler, or south Asian sectarian. Dr. Jirran is not a fundamentalist.¹⁰⁹

Fundamentalists are politically active, that is, they fight. Fundamentalists share a vision of God-given truth which give the fundamentalists an a priori advantage over others. Since compromise does not work for fundamentalists, fundamentalists tend toward a totalitarian view of politics. Fundamentalists strive to restore a primacy of religious belief and authority. Fundamentalists correctly recognize that the family serves two symbolic functions, one, of an idealized moral order, two, of society at large.¹¹⁰

¹⁰⁷Rosemary Radford Ruether, Gaia & God: An Ecofeminist Theology of Earth Healing, page 47, as cited by Amy Hannon in Cross Currents, Vol. 43, No. 4 (Winter 1993-94), page 557.

¹⁰⁸Amy Hannon review of Rosemary Radford Ruether, Gaia & God: An Ecofeminist Theology of Earth Healing and Ecofeminism and the Sacred, ed. Carol J. Adams, in Cross Currents, Vol. 43, No. 4 (Winter 1993-94), pages 557-559.

¹⁰⁹Mary Jo Weaver, review of The Fundamentalism Project Volume I Fundamentalisms Observed, Volume 2 Fundamentalisms and Society, Volume III, Fundamentalisms and the State, and The Glory and the Power, eds. Martin E. Marty and R. Scott Appleby in Cross Currents, Vol. 43, No. 4 (Winter 1993-94), pages 524-529.

¹¹⁰Mary Jo Weaver, review of The Fundamentalism Project Volume I Fundamentalisms Observed, Volume 2 Fundamentalisms and Society, Volume III, Fundamentalisms and the State, and The Glory and the Power, eds. Martin E. Marty and R. Scott Appleby in Cross Currents, Vol. 43, No. 4 (Winter 1993-94), pages 524-529.

The world-wide political goals of fundamentalists can be categorized. They want the right to (1) cop out of society, (2) change the system, (3) enforce behavior. These goals are readily seen in faraway places where the separation of church and state is not constitutionally binding. The core goal is a search for identity in a world that threatens old values. This search for identity directly impacts the understanding of Western civilization and is relevant to the course.¹¹¹

Dr. Jirran is unaware of professional fundamentalist historians, historians who place the quest for truth above political constraints, including political religious constraints. Dr. Jirran, furthermore, is unaware that anyone but himself right here is calling attention to the conflict. Dr. Jirran's own experience with fundamentalist students is that they are just as open to the truth as he is. For that reason, while not a fundamentalist himself, Dr. Jirran enjoys fundamentalists and welcomes them into his classes. Dr. Jirran thinks that it is possible to be a true believer and a true historian at one and the same time.

Historians themselves have addressed this issue. Historians tend to be liberal and tend to regard fundamentalists as isolated and backwards. While the liberalism of the historians is correct, the isolationism and backwardness of actual fundamentalists does not hold up. Several paragraphs from The American Historical Review sum up the situation.

The politics of the 1980s and 1990s suggest that this effort--the effort to make the values and assumptions of liberal, secular Americans the values of all Americans--has failed. It has contributed to some great accomplishments, to be sure: ;most notably in loosening the grip of racism and sexism on American life. But it has not eliminated, and has in many ways increased, the cultural chasms separating different groups of Americans from each other. Members of the secular center continue to define America as a society committed to modern rationalism, free inquiry, scientific discourse, and above all progress. But members of the fundamentalist Right continue, despite (or perhaps because of) the assaults of recent years, to define America as a very different society: as a bastion of traditional (or "family") values and traditional faith in an increasingly godless age; as a citadel of righteousness in a corrupt world; as the earth's only truly Christian nation. It is unthinkable for secular Americans to contemplate any retreat from the rational, progressive course on which they have long assumed the nation is irrevocably em

¹¹¹Mary Jo Weaver, review of The Fundamentalism Project Volume I Fundamentalisms Observed, Volume 2 Fundamentalisms and Society, Volume III, Fundamentalisms and the State, and The Glory and the Power, eds. Martin E. Marty and R. Scott Appleby in Cross Currents, Vol. 43, No. 4 (Winter 1993-94), pages 524-529.

barked. But it is equally unthinkable for fundamentalists to consider abandoning in the name of progress the values and faiths that give their lives meaning and their communities definition.¹¹²

Dr. Jirran digresses to differ in that the secular center gave up on the faith in progress. In the late Nineteenth Century scholars realized that humans could destroy the world and seemed likely to do just that. Many prominent social theorists have given up on rational choice and resource mobilization theories to favor "a renewed interest in issues of collective identities, norms, values, moral obligations and transgressions, that is, in issues that have been central to psychohistory from the beginning."¹¹³ Progress did not seem inevitable. For historians anything smacking of inevitability is anathema. Just the same, Dr. Jirran has little first hand research experience dealing with fundamentalism and must sit with others at the feet of those who do the research. To continue with the above observations,

It has not been easy or comforting for liberal, secular Americans to assume (as many have done) that the fundamentalist Right is an irrational, rootless "lunatic fringe," plagued by cultural and psychological maladjustments. But it may be even more difficult and less comforting for secular intellectuals (and hence for most historians) to accept that fundamentalists can be rational, stable, intelligent people with a world view radically different from their own. For to accept that is to concede that they may have been wrong in some of their most basic assumptions about America in our time. It is to recognize that the progressive modernism that most scholars, and many others have so complacently assumed has become firmly and unassailably established in America¹¹⁴

For years Dr. Jirran has explicitly objected to racism, sexism, and atheism, all the while indicating that he was politically correct objecting to racism and sexism, but not to atheism. In other words, Dr. Jirran counts himself among those standing up for some basic fundamentalist beliefs. Where Dr. Jirran strongly departs is in letting religious politics dictate what he himself understands as true. In spite of the church, Galileo, after all, was correct.

Getting back to the main track, sensitivity to issues such as feminism is not enough. No more than all studies of socialism and socialists should be characterized as "socialist" research, should all sensitivity to feminism be characterized as feminist. Some examples of truly feminist studies illustrate what is meant by feminist research.

¹¹²Alan Brinkley, "AHR Forum: The Problem of American Conservatism," The American Historical Review, Vol. 99, No. 2 (April 1994), page 428.

¹¹³Fred Weinstein, "Psychohistory and the Crisis of the Social Sciences: Abstract," History and Theory, Vol. 34 No. 4 (December 1995), page 275.

¹¹⁴Alan Brinkley, "AHR Forum: The Problem of American Conservatism," The American Historical Review, Vol. 99, No. 2 (April 1994), page 428.

Carol Gilligan is a psychologist who argues that men and women develop their moral values with different lines of focus. The professor would simplify those lines into competitive for men and nurturing for women. Boys bond by doing things together; girls by sharing secrets. This means that gentlemen will be more comfortable in academia where competitive arguing is regarded as doing something together. This also means that Dr. Jirran will work to make academic room for gentleladies to share legitimate academic insights.¹¹⁵

Gerda Lerner is the leading feminist historian. Lerner observes that historically girls have been prepared for participation in having and raising children at home while boys have been prepared for participation in the public sphere. Gender-defined girls and boys are prepared for roles which situate girls primarily within the sphere of reproduction in a sexually unequal society.¹¹⁶ Dr. Jirran tries to recognize the reality and the potential injustice of such preparation. In his classes Dr. Jirran tries to disengage historical identity from purely competitive values and to draw that historical identity toward more nurturing values. Dr. Jirran tries to treat his students as they wish to be treated, whether male or female or androgynous.

Gerda Lerner writes that "Women's History is indispensable and essential to the emancipation of women."¹¹⁷ While Dr. Jirran is not convinced that Women's History is all that important, Dr. Jirran carefully notes the opinion of Gerda Lerner. Dr. Jirran does more than that. He has offered to teach Women's History himself, he has encouraged others to teach it, and he tries to incorporate as much Women's History into his courses as he legitimately can. Gerda Lerner comes to her conclusion from observing the experience students have in her Women's History classes, an experience which all too few historians ever have, Dr. Jirran included.

Dr. Jirran is aware of the stereotypes of women have the enduring theme that such women are domineering dowagers and scheming concubines.¹¹⁸ Partially to offset such balderdash, Thomas Nelson Community College Library has the multivolume copy of Black Women in U.S. History as well as the Black Women in America: An Historical Encyclopedia.¹¹⁹

¹¹⁵Deborah Tannen "Opinion: Teachers' Classroom Strategies Should Recognize That Men and Women Use Language Differently," The Chronicle of Higher Education, Vol. 37, No. 40 (June 19 1991), pages B 1 and B 3.

¹¹⁶Gerda Lerner, The Creation of Patriarchy (New York: Oxford University Press, 1986), page 44.

¹¹⁷Gerda Lerner, The Creation of Patriarchy (New York: Oxford University Press, 1986), page 3.

¹¹⁸Barbara Garlick, et al., editors. Stereotypes of Women in Power: Historical Perspectives and Revisionist Views. (Contributions in Women's Studies, number 125.) New York: Greenwood, 1992. Pp. viii, 236. \$45.00 as described in "Collected Essays" in The American Historical Review, Vol. 98, No. 2 (April 1993), page 623.

¹¹⁹Black Women in America: An Historical Encyclopedia, ed., Darlene Clark Hine (Brooklyn, New York: Carlson Publishing, 1993)

Joan Scott¹²⁰ has set European history into three stages: (1) "herstory," (2) statistics, and (3) power. The first stage rescues women from anonymity through a compensatory search for heroines. Phyllis Wheatley, Sojourner Truth, Harriet Tubman, and Rosa Parks and others have always been present in African-American history. In their abandoned Pastoral Letter, the Roman Catholic bishops cited such married Saints as Monica, mother of Augustine; Catherine of Genoa; Elizabeth of Hungary, Margaret of Scotland; Jane de Chantal; Therese of Lisieux; Elizabeth Ann Seton; and the Virgin Mary.¹²¹ The second stage counts whatever there is to be counted, but particularly economic matters. The third stage marks a shift. Developments such as the Renaissance, technological innovation, democratic revolutions, and the "affective" nuclear family are no longer seen simply as progressive for men, but also as constraints for women. The professor is a member of The Association of Black Women Historians and as such strives to be inclusive in his presentations. Students are invited to express their feminist concerns throughout the course.

Academic structures are comfortable treating women as under-developed men, incapable of abstract thought. Male chauvinism, or sexism, is the underlying attitude. Non-traditional students, such as women, are frequently uncomfortable with their implicit treatment as not fully developed men with the systematic elimination of any consideration of the power of womanhood. While Black women frequently find themselves in different circumstances, the professor has not been able to substantiate the difference with research. To get an idea of how deep seated the anti-feminist situation is, the 1917 Code of Canon Law, Canon 90, still classified women with idiots and children.¹²² Saint Thomas (1225-1274) was not much better when he wrote:

Sobriety is most requisite in the young and in women, because concupiscence (lust; unregular [sic] or unlawful desire for sexual pleasure) of pleasure thrived in the young on account of the heat of youth, while in women there is not sufficient strength of mind to resist concupiscence. . . . Man is yet further ordered to a still nobler vital action (than woman) and that is intellectual operation.¹²³

¹²⁰The diligent student may want to check Joan Wallach Scott, "AHR Forum: History in Crisis? The Others' Side of the Story," The American Historical Review 94 (June 1989): 680 ff.

¹²¹"One in Christ Jesus: A Pastoral Response to the Concerns of Women for Church and Society," (Cincinnati, Ohio: Catholic Telegraph, March 1990 (Second Draft)), paragraph 52.

¹²²As cited in Joan D. Chittister, O.S.B., "Communities of Women Religious: Paradigms of Oppression and Liberation," Religion and Intellectual Life: The Journal of Associates for Religion and Intellectual Life, Vol. IV, No. 1 (Fall 1986), pp. 99 and 103. WordStar 2000 Plus, the program used to word process this material has no way for renumbering footnotes. The pagination, therefore, is able to follow consecutive order, whereas the footnotes begin again at the place a new floppy disk comes into use. Some inventive student, perhaps, will show me how to get the footnotes renumbered likewise, but this has not happened since academic 1986-87.

¹²³Thomas Aquinas, Summa Theologica, Vol. I, II, Qu. 92, Art. 1, "The Production of the Woman" and Qu. 93, Art. 4, "The Image of God" (New York: Benzinger Bros., 1947), 466; 472 as cited in Joan D. Chittister, O.S.B., "Communities of Women Religious: Paradigms of Oppression and Liberation," Religion and Intellectual Life: The Journal of Associates for Religion and Intellectual Life, Vol. IV, No. 1 (Fall 1986), pp. 88 and 103.

So what can be done? One study has shown that women in male-taught classes were more silent than in those taught by women.¹²⁴ The first thing to do is to foster the attitude that scholarship exists for women and everybody, rather than the other way around, that women and everybody exist for scholarship. The next step may be to let women feel as comfortable sharing as men do arguing.

One way of coping with sexism is by making explicit, anti-feminine biases about which polite society demands silence. The problem with that societal demand in this class is that the professor will not remain silent. The price he pays for this exposure of male chauvinism is to be unwittingly accused of male chauvinism himself. That takes some time for students to get over and to get accurately. The price of the accusation comes with the territory of seeking truth which challenges past assumptions.

This material touches sensitive contemporary feelings. As the following chart indicates, between 1970 and 1990 women have had a shift in attitude towards men. In 1970 only thirty-two percent of women thought men were basically selfish. Ten percent more, forty-two percent, thought so in 1990. In 1970, sixty-two percent considered men as basically kind, gentle, and thoughtful. Sixteen percent less, or fifty-one percent thought so in 1990.¹²⁵

	% Agree 1970	% Agree 1990
Most men are basically selfish and self-centered	32	42
Most men are basically kind, gentle and thoughtful.	67	51
Most men look at a woman and immediately think how it would be to go to bed with her.		41
Most men think only their own opinions about the world are important.		54
Most men find it necessary for their egos to keep women down.	58	
Annoyed by jokes about women drivers, mothers-in-law or dumb blonds.	49	55
Resented a woman being looked upon as a sex symbol instead of as having sense in her head.	32	53
Annoyed by men referring to women as a "girl" rather than as a "woman."		66
		80
	53	

¹²⁴Cited in J. Harvie Wilkinson III, From Brown to Bakke: The Supreme Court and School Integration: 1954-1978 (New York: Oxford University Press, 1979), p. 283. Students interested in extra credit for locating the study cited by Wilkinson should see me.

¹²⁵Roper Organization poll as reported in "Women say shape up, lazy pigs," NEW YORK (AP), Daily Press, Thursday, April 26, 1990, page A 1 and A 8. This poll was financed by Philip Morris USA in the name of its Virginia Slims cigarettes and was conducted July 22 through August 12 by in-person interviews with a random sample of 3000 women across the country. It had a margin of error of plus or minus two percentage points. On May 25, 1993 Sandra D'Souza pointed out that the text refers to sixty-two percent, but the chart sixty-seven percent. Dr. Jirran has been unable to check on which is wrong and invites interested students to do so, for extra credit.

Financial matters were the number one cause of resentment. The second greatest cause of resentment, by fifty-two percent, was the failure of the spouse to help with household chores. The purpose of including these observations here is an attempt to bring some research to bear upon the relationships between men and women implicit in the study of Western civilization.

In the fall of 1988, students observed that females were more likely to raise their hands before being recognized, than were males. Both the summer and fall 1988 classes observed that males were more likely to spring a follow-up question or to engage in spontaneous dialogue, than were females. In the class making the observations, at least, eye contact and a nod of the head replaced much hand raising for initial recognition. Students are invited to analyze what is happening.

One would think that academe relies on logic, which it does, but:

. . . Just relying on logic . . . involves a bias, an unwillingness to consider the rival and very different claims of authority, emotion, and intuition. . . . The model of the . . . modes of moral reasoning suggests that logic alone is not enough--we should teach . . . all . . . ways of thinking, so that for the first time (the students) can get a true overview . . . something more encompassing than what they have received to date.¹²⁶

Dr. Jirran regards values as embedded in all history. Dr. Jirran tries to expose these values, particularly when the values of academe seem at cross purposes with the values of students.

One wrong way to reach toward meaning is to accept the fact that as long as self and world circle each other in an endless, logical, Aristotelian quest for power, there is little choice: dominate or be dominated. The proper quest is for truth, having almost nothing to do with: manufacturing a world, keeping the world at a distance, manipulating the world to suit personal rather than community needs, or owning the world as property.¹²⁷ It is possible, therefore, to avoid the Aristotelian quest for power.

As Parker Palmer has put it:

For many years I regarded thinking as a kind of board game in which we move the pieces in patterns that allow us to "win." "Winning" meant different things in different settings, according to different rules. For a while, my setting was school. Here, the winning pattern of pieces was whatever the professors were willing to reward with high grades. Truth was reduced to whatever would give me an "A." As I moved into professional academic life, winning meant arranging the

¹²⁶Hunter Lewis, A Question of Values: Six Ways We make the Personal Choices that Shape Our Lives, page 183 as cited in the review by John Crocker, Jr. in Cross Currents: The Journal of the Association for Religion and Intellectual Life, Vol. 41, No. 4 (Winter 1991), page 555.

¹²⁷Parker Palmer, To Know as We are Known, p. 31; also see Robert N. Bellah and William M. Sullivan, "The Professions and the Common Good: Vocation/Profession/Career", Religion and Intellectual Life: The Journal of Associates for Religion and Intellectual Life, Vol. IV, No. 3 (Spring 1987), pp. 7-20.

pieces in ways acceptable to my peers. Now the criteria of truth became publication in professional journals and academic appointments and advancements. When I left the academy to go into community organizing, truth was weighted by its ability to help me win the political battle at hand. My ethic was opportunistic, dictated by the demand of the situation--an ethic that reflected the manipulative mode of knowing described in that stillborn book, where "truth" is whatever works.¹²⁸

Truth is congruence between mental and extra-mental reality. The mode of existence, however, is different. An ax outside of the skull has a significantly different mode of existence from that same ax within the mind. Truth can be congruent and known. The first thing to do is to foster the attitude that scholarship exists for women and everybody, rather than the other way around, that women and everybody exist for scholarship. The next step may be to let women feel as comfortable sharing as men do arguing. As a practical matter, beginning in the fall 1993 semester Dr. Jirran began including more on the history of marriage in his discussions.

This paragraph is being first composed January 9, the morning after Rush Limbaugh's midnight show. Apparently Rush makes a distinction between the feminists and the feminazis. Insofar as feminism seeks equality and the ending of abuse, Rush has no quarrel. Insofar as feminism is intolerant and inequitable, Rush is opposed. What Rush thinks would not matter, except for his influence defining terms.

Dictionary definitions of feminism are inadequate. According to both Webster's Ninth New Collegiate Dictionary and the Tenth, the word feminism first came into use in 1895. The first meaning is "the theory of the political, economic, and social equality of the sexes." Because the sexes cannot be politically, economically, and socially different and still be equal, such a definition is absurd. To be feminine is not the same as to be masculine, either politically, economically, or socially.

The second definition, "organized activity on behalf of women's rights and interests" is also incorrect. Feminism also includes disorganized or unorganized activity on behalf of women's rights and interests. Between the time of that Feminism lecture and the 1996 Syllabus Part II, this development of feminism had been reduced to "taking turns at the good things at the good things of life without a sense of guilt."

By the May 14, 1991 edition of his PLS 135 Feminism lecture, Dr. Jirran had developed the following. The following definition is meant to serve as part of the quest for meaning of feminism. Feminism is a value system in which women are permitted to be their own persons; a value system which recognizes that all humans are self-limited and ensures that the only limitations placed on being a woman are self-imposed; a value system which permits a woman to sacrifice herself for others without guilt, and which also permits her to accept sacrifices from others without guilt.

¹²⁸ibid., pp. 3-4. Dr. Jirran participated in the annual consultation of the Associates for Religion and Intellectual Life in the Minneapolis area, from Monday, April 28 through Wednesday, April 30 1991. Parker Palmer was the facilitator for that consultation.

iii. Racism

Academic structures are comfortable avoiding any consideration of racism.¹²⁹ The underlying attitude is patronizing.¹³⁰ The countering attitude, on the part of the victims, is defensiveness, a chip on the shoulder. Non-traditional students, such as Blacks, frequently are uncomfortable treating reality as a White, Anglo-Saxon, Protestant (WASP) domain. So, again, other thoughts and contrary prejudices are shared.¹³¹ That is one reason students may take Western civilization in college.

Historians are relatively comfortable with Marxists and neo-Marxists who privilege class over race. The scholar who looked at that prioritization demonstrated, ". . . convincingly that `race differences in identity and social position were, and are, more important than class differences in American society.'"¹³² This approach has spread from the United States throughout the world. Race is

. . . a folk classification . . . a cosmological ordering system structured out of the political, economic, and social realities of peoples who had emerged as expansionist, conquering, dominating nations on a worldwide quest for wealth and power.¹³³

This approach was incorporated into law and science by the end of the Eighteenth Century and continued through the Nineteenth and Twentieth Centuries, despite protests from scholars who disagreed. The approach lasts because,

of its value as a mechanism for identifying who should have access to wealth, privilege, loyalty, respect, and power and who should not . . . it is a powerful psychological force, providing scapegoat functions as well as a facile external means of establishing and measuring one's own self-worth.¹³⁴

¹²⁹Cf., e.g., William A. Sampson, "Desegregation and Racial Tolerance in Academia, Journal of Negro Education, Vol. 55, (Spring 1986), pp. 176-84 as cited in Recently Published Articles, Vol. 11, No. 3, p. 137; Naomi W. Cohen, review of Dan A. Oren, Joining the Club: A History of Jews and Yale, The American Historical Review, 91 (December 1986): 1281-1282.

¹³⁰For example, in Chapter 24, "The Ordeal of Reconstruction," note how Bailey treats Blacks who never were slaves. Throughout the history of even the colonies, at least ten per cent of the Blacks were free. Thomas A. Bailey and David M. Kennedy, The American Pageant: A History of the Republic 9th and 10th eds. (Lexington, Massachusetts: D. C. Heath and Company, 1956, 1961, 1966, 1971, 1975, 1979, 1983, 1987, 1991, 1994) was a text used for over twenty years at Thomas Nelson Community College.

¹³¹For a consideration of the Frontier Thesis, see David J. Weber, "Turner, the Boltonians, and the Borderland," The American Historical Review, 91 (February 1986): 66-81.

¹³²Audrey Smedley, Race in North America: Origin and Evolution of a Worldview, page 24 as cited in the review by Vernon J. Williams, Jr., in The American Historical Review, Vol. 99, No. 3 (June 1994), page 961.

¹³³Audrey Smedley, Race in North America: Origin and Evolution of a Worldview, page 25 as cited in the review by Vernon J. Williams, Jr., in The American Historical Review, Vol. 99, No. 3 (June 1994), page 961.

¹³⁴Audrey Smedley, Race in North America: Origin and Evolution of a Worldview, page 29 as cited in the review by Vernon J. Williams, Jr., in The American Historical Review, Vol. 99, No. 3 (June 1994), page 961.

In the fall of 1988, the professor suggested that the reason some Black students reacted negatively to comments on African Americans was because he understood and was correct in what he said; not because he did not understand and was wrong. Whatever the case, students, later in the fall, told him that his almost too keen interest belied a genuine concern. So, students and professor struggle along, together.

The professor is still trying to find a more waxed approach to his inclusion of African-American events into United States History, American National Politics and Western civilization. During the seven years African-American history was not offered, the professor shifted the new research into other courses. What became ensconced in those courses has not been removed into courses on African-American history. As a practical matter, undeveloped Black History material became reserved for the Black History course beginning in the spring of 1990.

In this class, the truth is studied in a way which also studies the students and their professor as well. Questioning is regarded as the piety of thinking.¹³⁵ From another angle, teaching is creating a space in which obedience to truth is practiced.¹³⁶ This obedience to truth is both very mainstream academic and very pertinent to understanding racism.

A historiographic pattern has developed about whether to focus on how groups assimilate into United States culture or on how United States is made up of a diversity of groups. Dr. Jirran has grown too comfortable charging assimilationist historiography as meaning that the immigrant groups had to be taught United States racism in the public schools. That is an admittedly off-the-wall, but effective, way of understanding the abstract differences between the assimilationist and diversity approaches. For a somewhat more scholarly presentation, which tries its best to avoid the racism issue, see Russell A. Kazal, "Revisiting Assimilation" in the April 1995 issue of The American Historical Review.¹³⁷

Political repercussions envelope the quest for truth following assimilation and diversity. As one scholar puts it, "In these days, when we aspire to celebrate our differences, it deserves to be noted that diversity more often causes disruption and argument, even dissolution or civil war."¹³⁸ Dr. Jirran knows what it is to stir up trouble while developing the advantages of diversity. Dr. Jirran tries to present the material to his students within the bounds of what his students are capable of learning and what the politics of the day demand for survival. Dr. Jirran does not want to pretend that his own quest for truth is unaffected by political

¹³⁵Martin Heidegger (1889-1976) had this regard first. Cf. Palmer, To Know.

¹³⁶ibid., pp. 62, 86, 88.

¹³⁷Russell A. Kazal, "Review Article: Revisiting Assimilation: The Rise, Fall, and Reappraisal of a Concept in American Ethnic History," The American Historical Review, Vol. 100, No 2 (April 1996), pages 437-471.

¹³⁸Janice Brandon-Falcone, review of Debra Gold Hansen, Strained Sisterhood: Gender and Class in the Boston Female Anti-Slavery Society in The American Historical Review, Vol. 99, No. 5 (December 1994), page 1758.

realities. Neither does Dr. Jirran want to pretend that his own opinions deserve any more merit than they actually do. Opinions come from facts and Dr. Jirran does try to present the facts, all of the facts, according to their total relevance to understanding.

iv. Capitalism

Academic structures are comfortable with the short-comings of capitalism.¹³⁹ Students frequently are uncomfortable with the systematic elimination of any consideration of the concrete virtues of capitalism. Students feel that after spending years studying to be successful in the system as it is, the last thing they want is a change.

What probably happens is that certain truths destroy myths around which people build their lives. People who build their lives around myths find it easier to attack the professor than engage the truths propounded. The professor needs to become sensitive to such myths so as not to treat his students rudely. Such students, on the other hand, might profit from realizing that the professor is simply trying to find the truth, regardless and apart from preconceived myths.¹⁴⁰

The argument has been made that U. S. historians have omitted Marxist concepts, largely due to adherence to a false distinction between observer and fact. The way to open the door for considering Marxist concepts in juxtaposition with capitalist concepts is through studies of oppressed workers, slaves, and women with attendant emphasis on class, social structure, and ideology. Especially useful is the focus on cross-national structures, capable of linking more superficial histories. Students should anticipate this type of analysis as appropriate.¹⁴¹

¹³⁹For a scathing indictment, on the one hand, of some history books on this matter, including Thomas A. Bailey and David M. Kennedy, The American Pageant: A History of the Republic, used at Thomas Nelson Community College for decades, see Burt Folsom, "Entrepreneurs vs. The Textbooks," The Wall Street Journal, July 22, 1987, probably the editorial page, four columns. For a rendition of scholarship favorable to Marxism, on the other hand, which gave me pause to think as I finished reading the book January 4, 1988, consult Elizabeth Fox-Genovese and Eugene D. Genovese, Fruits of Merchant Capital: Slavery and Bourgeois Property in the Rise and Expansion of Capitalism. At the beginning of the 1988 winter quarter I announced to each of my classes that I would try to integrate what the valid insights of the Genoveses into my teaching. As this Syllabus Part II is prepared for the spring quarter those insights have been so thoroughly integrated into my thinking that I am no longer comfortable singling them out as from the Genevoses.

¹⁴⁰This insight was developed in a after-dinner discussion Friday, October 6, with Kim Lacy Rogers of Dickinson College at the Seventy-fourth annual meeting of the Association for the Study of Afro-American Life and History in Dayton, Ohio, October 4-7, 1989.

¹⁴¹Susan Stout Baker, review of Ian Tyrrell, The Absent Marx: Class Analysis and Liberal History in Twentieth Century America, in The American Historical Review, 92 (June 1987): 763-764. Also of significance on the matter of objectivity is "AHR Forum: Peter Novick's That Noble Dream: The Objectivity Question and the Future of the Historical Profession," J. H. Hexter, "Carl Becker, Professor Novick, and Me; or, Cheer Up, Professor N.!" Linda Gordon, "AHR Forum: Comments on That Noble Dream," David A. Hollinger, "AHR Forum: Postmodernist Theory and Wissenschaftliche Practice," Allan Megill, "AHR Forum: Fragmentation and the Future of Historiography," Peter Novick, "AHR Forum: My Correct Views on Everything," Dorothy Ross, "AHR Forum: Afterword," The American Historical Review, Vol. 96, No. 3 (June 1991), pages 675-708.

Scholars have noted that historians became lathered when the political ramifications of trying to be objective became apparent. This means that a call for objective history, "just tell me what happened and I'll make my own judgments," fits a variety of political agendas. History cannot be told without interpretation, without political ramifications. As Peter Novick puts it, "schools of historical interpretation are never politically neutral."¹⁴² Claims for factual objectivity are generally made by those with power; claims against the possibility of factual objectivity are generally made by those without power. All professional historians agree, however, that without facts there is no history.¹⁴³ As the editor of The American Historical Review puts it so well, "The important question is not how accurately a recollection fitted some piece of a past reality, but why historical actors constructed their memories in a particular way at a particular time."¹⁴⁴

Not only the actors require scrutiny, but so do the historians. As one scholar put it, "Examination, grading, peer review, employment, promotion, tenure, publishing requirements are effective sanctions in the educating process to bend the historian's will to what proper history might be."¹⁴⁵ Like most historians, Dr. Jirran has struggled to dodge these sanctions as best he could throughout his career. Historians tend to like socialism and to dislike capitalism because socialism is good in theory but bad in practice, all the while capitalism is bad in theory but good in practice.

The apparent collapse of Eastern Communism in Europe during the first six months of 1990, a political phenomena, almost instantly made obsolete what had been available in Eastern European studies.¹⁴⁶ Students should be prepared to note the effect of those politics on the academic perception of socialist truths. The professor still feels confident in his past assessments of Eastern European history.

¹⁴²Peter Novick, That Noble Dream: The "Objectivity Question" and the American Historical Profession (New York, 1988), 458, as cited by Linda Gordon, "AHR Forum: Comments on That Noble Dream, The American Historical Review, Vol. 96, No. 3 (June 1991), on page 686 in footnote 1.

¹⁴³Linda Gordon, "AHR Forum: Comments on That Noble Dream, The American Historical Review, Vol. 96, No. 3 (June 1991), pages 683 and 686.

¹⁴⁴David Thelen, Introduction to Archives of Memory: A Soldier Recalls World War II by Alice M. Hoffman and Howard S. Hoffman as cited in the review by Arthur A. Hansen, The American Historical Review, Vol. 96, No. 5 (December 1991), page 1137.

¹⁴⁵Greg Dening, History's Anthropology: The Death of William Gooch as cited in Patricia Nelson Limerick, "Review Article: The Multicultural Islands," The American Historical Review, Vol. 97, No. 1 (February 1992), page 129, footnote 17.

¹⁴⁶See for example, Julie L. Nicklin, "Countries in East Europe Turn to American Professors for Help in Reshaping Governments and Economies" and "'N.Y. Times' as Textbook: Professors Teaching About East Europe Scramble to Keep Pace With Shakeups," The Chronicle of Higher Education, Vol. 86, No. 43 (July 11 1990), page A 9, col. 3-5

In summary, as an academic exercise, the student is challenged to find any passage in Chambers wherein either i. God, ii. feminism, iii. Blackness, iv. affirmative action, or v. capitalism receive positive evaluation. Affirmative action for its own sake, without regard to race, but with regard to injustice is what to seek.

As is pointed out in The American Historical Review with regard to contemporary academic politics:

As conservative academics organize against affirmative action and for their canon of what is central to history teaching and writing, they claim objectivity. They defend that claim by a reductio ad absurdum of a relativist position and accuse their opponents of fashionableness, thus avoiding substantive discussion of what is important and should be taught in history. In fact, supporters of affirmative action and critics of the "western" civ. canon are not usually relativists but critics of the conservatives' claimed objectivity. The contending epistemological position is more complex and nuanced than relativism, but Novick does not examine it. Novick's approach more obscures than illuminates the actual theoretical positions of those who, for example, think that African-American history is part of U.S. history, that conditions in the "Third World" are part of the history of Europe, that the construction of gender and family are fundamental to modern politics and economies. These may actually be ob

jectivist, not relativist views; by using "relativist," the pejorative term of the objectivists, to describe their opponents, Novick avoids discussing that the nonobjectivists do think.¹⁴⁷

While Dr. Jirran does not like to label himself, he does regard African-American American history as part of Western civilization. Dr. Jirran is also inclined to think that Third World conditions are part of the history of Europe. Dr. Jirran thinks that it is important to consider how the construction of gender and family may be fundamental to modern politics and economies. Most of all, however, Dr. Jirran honors the facts, whatever they may be and wherever they may lead. As best as he is able Dr. Jirran is determined to let truth determine politics, rather than politics truth.

Dr. Jirran hesitates to comment on contemporary academic politics, but he does want to continue with those good comments he found in The American Historical Review.

In general, we might identify two types of definitions of the Left: a more traditional one, on which Novick usually relies, referring to Marxist or other anticapitalist views; and a newer, broader one, referring to all openings toward greater democracy and thus toward the inclusion and representation of marginalized social groups and toward the "new Social movements." But even when there is no clear Left/Right definition, one must still see "politics," by which I mean

¹⁴⁷Linda Gordon, "AHR Forum: Comments on That Noble Dream, The American Historical Review, Vol. 96, No. 3 (June 1991), on page 686.

the organized struggle of different social groups for power, including the struggle on the part of those who already have power to keep it.¹⁴⁸

Dr. Jirran sees himself as favoring new openings toward greater democracy, but not necessarily every new opening. Dr. Jirran also uses a broader definition of politics. Politics is the use of power, whether organized or not, whether a struggle or not.

In summary, as an academic exercise, the student is challenged to find any passage in Chambers wherein either i. God, ii. feminism, or iii. capitalism receive positive evaluation. The student is urged to find anywhere that private property is presented as a legitimate human right. Is there any place wherein American National Politics is presented from a Black, Indian, or feminine or ethnic perspective? While the professor expects such perspectives exist, he has yet to effectively look for them. Students are invited to help. Another undeveloped area is gerontological, or, as Cicero put it in one of his titles, De Senectute, Concerning Old Age. One last area is the physically, intellectually, and emotionally handicapped. The purpose of the challenge is to stimulate interest in the subject matter of this course by giving the student something for which to look. This challenge has gone unanswered since October 17, 1987. There is much to be done besides simply mastering what is in Chambers. Much of this involves classroom exchange of ideas.

v. "You know"

No section of this Syllabus Part II raises more student eyebrows than this section on the "You knows." That notwithstanding,

One of the most widespread features which marks the historiography of the last twenty years is its concern with the analysis of language written and spoken language, the language of symbol and gesture, language as representation, the language of the sources, the language of the historian, and even silence. The linguistic turn" and, more generally, all the forms of mediation between historians and their supposed objects of study, have affected all the branches of "new history." The "linguistic turn," of course, is usually related to poststructuralist thought, in particular to the work of Michel Foucault and Jacques Derrida.¹⁴⁹

Dr. Jirran takes this business of language into the classroom and into an idiom students use. Students are uncomfortable having their "you know" habit examined. The professor is at least equally uncomfortable ignoring the "you know" habit. While Dr. Jirran is truly not out to rid students of a bad habit, by the end of his courses, his students no longer use "you know." Students have a different perception of the habit than does

¹⁴⁸Linda Gordon, "AHR Forum: Comments on That Noble Dream, The American Historical Review, Vol. 96, No. 3 (June 1991), on page 686

¹⁴⁹Ignacio Olabarri, "'New' History: a Longue Duree Structure, History and Theory, Vol. 34 No. 1 (February 1995), page 19.

Dr. Jirran. Students regard the habit as a show of ignorance of language; Dr. Jirran regards the habit as a show of intelligence that language itself is inhibiting the expression of some truth.

"You know" relates to unstated assumptions and the ability of language to carry non-traditional meanings important to non-traditional students at Thomas Nelson Community College.¹⁵⁰ In the summer of 1988, the classroom became a laboratory for examining why people say "you know." The following assumptions have stood the test of time:

1. "You know" is so common that frequently neither speaker nor listener pay attention to its use. "Excuse me" is the sign the professor uses when he hears his own "you-knows." Students are invited to do likewise.
2. "You know" frequently refers to what is about to be said, rather than to what was just said. This anticipatory usage is a sign of a failure of the language used to communicate fully what is meant and is an attempt to avoid embarrassment.

This phenomena has been noted by Margaret Lavinia Anderson studying nineteenth century Germany.¹⁵¹ Her study concerned how non-traditional political participants entered the political fray. At one point Anderson writes, ". . . the elections gave voters a safe vocabulary with which to articulate their own community relationships." She is not using "vocabulary" as some sort of metaphor. She gets more specific with the general status quo of the language when she writes, "Rarely did this [general status quo] vocabulary give back a precise reflection of the local conflicts it expressed."

Anderson ties in her phenomena with Marxism, as might be expected, when she writes,

It should not be surprising that the words Germans used in their elections were taken from established idioms, for for beginner, as Marx noted, "who has learnt a new language . . . translates it back into his mother tongue."¹⁵²

3. "You know" is a sign of intellectual laziness or incompetence on the part of the speaker. To the contrary, Dr. Jirran insists that accepting "you know" as a sign of intellectual laziness or incompetence on the part of the speaker contains an element of blaming the victim for the crime of inadequately developed language. Once sensitized, students would rather get caught chewing gum in class than saying "you know."

¹⁵⁰An article in this direction is John H. Stanfield, II, "Absurd Assumptions and False Optimism Mark the Science of Race Relations," The Chronicle of Higher Education, Vol. 34, No. 43, (July 6, 1988), p. B 2. Among other things, Stanfield writes: "we must first discard our obsolete vocabulary We do not have the vocabulary to explain"

¹⁵¹Margaret Lavinia Anderson, "Voter, Junker, Landrat, Priest: The Old Authorities and the New Franchise in Imperial Germany," The American Historical Review, Vol. 98, No. 5 (December 1993), page 1468.

¹⁵²While Anderson does have a footnote here, she offers no citation for the quotation.

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4. "You know" has a relational quality, indicating that what is about to be said pertains to the assumptions of a particular group. That is why your professor will change stations when he hears a sports figure saying "you know." Why women and minorities use "you know" is of particular interest. See # 6. below.

5. "You know" sounds uncollegiate and this focus will tend to eliminate its usage. Students are mistaken when they think that the professor abhors the use of "you know." The fact is that the professor likes to take the opportunity for examining why it is that students use that expression. It is the students, rather, who abhor the idea that they are trying to express an idea which their language abhors and will not allow expressed. As one scholar put it:

Culture in all its manifestations, particularly language, standards of education, rituals of deference, patterns of urban space, celebration of human values, religious practice, social forms all contribute to the plenitude of the authority enjoyed by the ruling class.¹⁵³ As one non-scholar put it, "y'know" is "intolerable."¹⁵⁴

There is historical precedent for this line of thinking. Historians have come to realize that the contemporary English land owning class could not possibly have seen the revolutionary implications in John Locke which are still being worked out. John Locke is described on pages 557-558 in the sixth edition of Chambers. Locke maintained that people began with minds blank and that the blanks were filled in through life experiences. From this and similar situations, historians can conclude, "Men cannot do what they have no means of saying they have done; and what they do must in part be what they can say and conceive that it is."¹⁵⁵

Such an approach addresses the limits of the language medium. There is another, better way to look at language. Good language produces texts which produce "a plenitude of meanings and interpretations, only a small percentage of which make themselves available at any single reading."¹⁵⁶ Good writing has "qualities not to be detected save at an appropriate moment in the future."¹⁵⁷

¹⁵³Elizabeth Fox-Genovese and Eugene D. Genovese, Fruits of Merchant Capital: Slavery and Bourgeois Property in the Rise and Expansion of Capitalism, (New York: Oxford University Press, 1983), 208.

¹⁵⁴Howard E. Congdon, St. Maries, Idaho, Time Magazine, January 29, 1990 p. 13 in Letters to the Editor.

¹⁵⁵J.G.A. Pocock, Virtue, Commerce, and History: Essays on Political Thought and History, Chiefly in the Eighteenth Century (New York, 1985), page 10 as cited in David Harlan, "AHR Forum: Intellectual History and the Return of Literature," The American Historical Review, Vol. 94, No. 3 (June 1989), page 589 footnote 32.

¹⁵⁶David Harlan, "AHR Forum: Intellectual History and the Return of Literature," The American Historical Review, Vol. 94, No. 3 (June 1989), page 598.

¹⁵⁷Frank Kermode, Forms of Attention (Chicago 1985), 75, as cited in David Harlan, "AHR Forum: Intellectual History and the Return of Literature," The American Historical Review, Vol. 94, No. 3 (June 1989), page 598, footnote 78.

This use of language enables the intellectual giants of history to engage in a dialogue with each other across the ages. The professor wonders if eliminating the "you-knows" accentuates the possibilities of active engagement with such history. Understanding history requires that one actively engage the story-teller, somehow with one's own story and one's own telling.

There is a way in which language does constitute rather than reflect experience. There is a way in which meaning can be reduced to "a function of the linguistic system, with fixed rules and paired oppositions, rather than something waiting to be discovered in nature or the past."¹⁵⁸ Limiting what words mean to other words is not the way of this course. Students are expected to think and wonder and express their wonderment as a sort of discovery. My assumption is that academe is about discovering knowledge and is not about making knowledge.

6. "You know" is a way of seeking approval from the listener for assumptions not borne by the language used. Women more frequently seek such approval of men, than do men of women.¹⁵⁹

Students frequently challenge the above research. Such challenges are good because "attending to the process of assigning and contesting meanings makes gender visible where it otherwise might remain concealed."¹⁶⁰ Such students are invited to check the documentation in the attached footnote. Dr. Jirran invites such to keep a tally of who uses the "you-knows" more in this class itself. So far, the research has validated all of the assumptions presented.

As the student can well imagine, the editor of The Journal of American History, David Thelen, became considerably exercised over plagiarism found in the doctoral dissertation of Martin Luther King, Jr. Thelen interviewed Cornish Rogers, a doctoral classmate of King. The transcript of that interview contains eleven you-knows which support the thesis that you-know is an indicator of the fact that the language itself is at fault. Rogers uses you-know as an aid in expressing an idea about

¹⁵⁸David Harlan, "AHR Forum: Intellectual History and the Return of Literature," The American Historical Review, Vol. 94, No. 3 (June 1989), page 581.

¹⁵⁹Alfie Kohn, "Girl Talk, Guy Talk: How speaking patterns reveal our gender," Psychology Today, Vol. 22, No. 2 (February 1988), pages 65 and 66 mentions relevant research from the following scholars: Charles Derber, Candace West, Don Zimmerman, Pamela Fishman, Robin Lakoff, Sally McConnell-Ginet, Cheri Kramarae, William O'Barr, Jean Berko Gleason, Maryann Ayim. Just as this article was brought to my attention by a student in the first place, so are other students invited to follow-up by checking out the article and researchers cited. Students are also invited to check out Raymond Williams, Keywords: A Vocabulary of Culture and Society (New York, 1983) as cited in Kathleen Canning, "Gender and the Politics of Class Formation: Rethinking German Labor History," The American Historical Review, Vol. 95, No. 3 (June 1992), page 736, footnote 1.

¹⁶⁰Joan Scott's deconstructive reading of E. P. Thompson as described in "Women in The Making of the English Working Class," 85, 88 offers one excellent example of how this might be done as found in Joan Scott, Gender and the Politics of History cited in Kathleen Canning, "Gender and the Politics of Class Formation: Rethinking German Labor History," The American Historical Review, Vol. 95, No. 3 (June 1992), page 767, footnotes 94 and 95.

friendship in a Caucasian frame of reference,¹⁶¹ Black acceptance of Southern Blacks in the North,¹⁶² interest in happenings at historically Black colleges,¹⁶³ the lack of Black studies in classes,¹⁶⁴ relating to the N.A.A.C.P.,¹⁶⁵ the credibility of King as a Black student,¹⁶⁶ integration as an acceptance of oppression,¹⁶⁷ and the doctoral program as a relatively minor hurdle.¹⁶⁸ Thelen uses you-know to express the idea that history is supposed to be original, yet grounded in facts. Historical originality constitutes a challenge to the assumptions out of which the status quo and language arise.¹⁶⁹ S. Paul Schilling, one of the dissertation readers, uses no you-knows at all. Schilling is defending the legitimacy of the degree King earned.

Martin Luther King, Jr. does offer a moral center for contemporary life in the United States. Martin Luther King mediates the conflict between the educated and secular upper middle class and the less well-educated and very vulnerable lower middle class.¹⁷⁰ There is not much of a way for Dr. Jirran to avoid problems of integrity between the high moral standards Martin Luther King presented to the United States and the evident lack of those standards within academe. Maybe there is some sort of a resolution of the difficulty resident in the you-knows.

7. Legislators never use "you know" when speaking from a position of power.¹⁷¹

¹⁶¹"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 43.

¹⁶²"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 44.

¹⁶³"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 45, twice.

¹⁶⁴"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 47.

¹⁶⁵"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 47.

¹⁶⁶"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 48, twice.

¹⁶⁷"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 51.

¹⁶⁸"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 60.

¹⁶⁹"Conversation between Cornish Rogers and David Thelen," The Journal of American History, Vol. 77, No. 1 (June 1991), page 79.

¹⁷⁰Thomas Bender, review of Christopher Lasch, The True and Only Heaven: Progress and Its Critics, The American Historical Review, Vol. 97, No. 2 (April 1992), page 605.

¹⁷¹This observation was first offered in the summer of 1990.

Academe, of course, tries to present reality in its generalizations and in its particulars, without prejudice to what exists; without reference to comfort zones. Transforming the fear of such topics as race, sex, religion, environment, health, homophobia, child and spousal abuse, crime, gerontology, and the handicapped into understanding is essential for survival. For an elaboration, see the comments of Dr. Jirran in scholarly journals.¹⁷²

The notion of pornography as a legal and artistic category is unique to Western civilization. The word itself, "pornography" only entered the English language in the mid-Nineteenth Century. French had the word a century earlier. Words like "homosexuality," "sadism", and "masochism" only entered the English language about 1887. From 1500 to the mid-Seventeenth Century pornography was but a form of criticism of both the Church and the State. After the mid-Seventeenth Century, pornography became self-directed. Around 1660, for the first time dildos and condoms were sold. Only after 1800 did pornographers become almost exclusively interested in sexual pleasure as an end in itself. The early Nineteenth Century marked the beginning of "truly modern pornography, with its mass-produced text or images . . . Paradoxically, once political pornography had become democratized, it ceased being political."¹⁷³ Dr. Jirran regards scholarship in this area as too new to be of much use in this curvey course.

The point is that the academic comfort zone is in areas away from matters of keen interest to a significant body of those non-traditional students for which this community college is especially established. The aforementioned breadth of consideration, therefore, is designed to meet such student needs. Many times students suppress their needs so that, by going along, they may get along. The professor has little quarrel with such an attitude.

The concern is that students do not abuse themselves by suppressing that which is in their own best interests to expose. The expression of this concern is found in the assignment that each student prepare, whether concrete or abstract, a comment for each topic covered and, then, listen to the comments of fellow students and the professor. Such listening is passive class participation. The personal comment and listening comprise about thirty percent of the course grade. Class participation is also mentioned in the lecture proper and further developed below in e. iv.) in

¹⁷²Letters to the editor in The American Historical Review, Vol. 83, No. 5 (December 1978), page ??; Vol. 88, No. 1 (February 1983), page 246 and Presidential Studies Quarterly, Vol. 16 (Winter 1986), pages 172-173; The Journal of American History, Vol. 75, No. 5 (March 1989), page 1418; Teaching History, A Journal of Methods, Vol. 15, No. 2 (Fall 1990), page 91.

¹⁷³Lynn Hunt, The Invention of Pornography: Obscenity and the Origins of Modernity, 1500-1800, edited by Lynn Hunt, page 305, as cited in the review by Valerie Steele in The American Historical Review, Vol. 99, No. 2 (April 1994), page 505.

III.C.2.xiii.; and V. B.3. The December 1993 edition was the first to attempt to offer an index. Students are invited to note whether that succeeded or not.

What about death itself? Dying has its own history, its own process. The process organizes the lives of the survivors. In early modern times, people were fascinated with death. In the Victorian era, people feared death to the point of almost pretending that death did not exist. Today a change seems to have occurred, with such interests as euthanasia laws, the world-traveled AIDS quilt, and, since 1981, history books.¹⁷⁴

Dr. Jirran is prepared to show the relevance of student concerns to academic constructs and to the course content. The importance of this statement is demonstrated at the start of this Syllabus Part II and by repetition here and in IV. D. and V. B.2. If any student still does not see the relationship, that student should feel free to ask, immediately, at any time, under any circumstances, no matter who is present. This idea is repeated again and again in this Syllabus Part II because of its importance.

There may be something of a yet higher order going on. Is it the function of education to change society or is it the function of society to change education? There are "ever-building contradictions between schools and the social order."¹⁷⁵ to which the "you-knows" may be pointing. Part of what historians watch for is class conflict. Use of the you-knows seems to be class based. Yet, just as the workers shy away from Communism, so do students shy away from owing their you-knows. Associating the you-knows with class based interpretations of history seems like a fruitful avenue of intellectual direction.

One scholar, writing about the conquest of Mexico, observed, "The elites strive to set the parameters, employing their superior knowledge and status to coerce a society's subcultures to acknowledge their limitations and demonstrate adherence to the overall culture."¹⁷⁶

In a word, "y'know" means that the language itself does not know how to express whatever it may be the speaker has in mind. The word y'know is an indicator of social intellectual maladjustment. The work y'know reveals society and language like it does the speaker.

The Professor

¹⁷⁴Michael Camille, review of Nigel Llewellyn, The Art of Death: Visual Culture in the English Death Ritual, c. 1500-c. 1800 in The American Historical Review, Vol. 98, No. 4 (October 1993), page 1242. The 1981 book which renewed the interest was Phillipe Aries, The Hour of Our Death.

¹⁷⁵Jurgen Herbst, review of Michael B. Katz, Reconstructing American Education in The American Historical Review, ?? (before November 1989), page 1389.

¹⁷⁶Colin M. MacLachlan, review of Serge Grunzinski, The Conquest of Mexico: The Incorporation of Indian Societies into the Western World, 16th-18th Centuries translated by Eileen Corrigan in The American Historical Review, Vol. 99, No. 2 (April 1994), page 512.

Past generations of students have suggested the following introduction for incoming students getting to know Dr. Jirran. Present students are encouraged to help improve the list. As of the fall of 1995, nothing substantive had been added by the students in about twelve years.

i. That which the students say about Dr. Jirran which pleases him the most is that Dr. Jirran will work with his students to enable them to work on their own. Students who give the professor a chance to teach will, themselves, find a chance to learn.

ii. The professor does not like to interrupt students, nor does he like students to interrupt him. The professor likes students to come to class on time and not leave early, always recognizing that it is better to arrive late or leave early--very quietly--than to miss entirely. The professor requests that the seats near the door be left available for tardy students. The professor suggests written explanations for tardies, and for leaving the room when class is still in session.

iii. The professor will treat students gently, if students treat him gently. If students like classroom excitement, however, so does the professor. The professor develops his relationships with students slowly and gently, at a slow and easy pace. He needs time. Students should be careful about assuming that the professor is even trying to develop the same rapport with each classmate.

iv. The professor will come to class everyday prepared to discuss the material with students. He expects students to come prepared to discuss the material with him. If the student anticipates a problem with this approach, he should see the professor.

v. Like Mark Twain, the professor often finds humor in aspects of reality which are inherently tragic. He uses such humor as a defense mechanism for facing up to the subject matter. The professor is unaware of spontaneously using humor to scoff at or ridicule anyone or anything.

vi. The professor uses emotional hooks to help students understand the meaning behind what is presented. Patience is required to absorb much of what he presents. He has different messages at different levels of insight.

vii. The core to the approach which the professor uses is abstract. The professor puts as much mental energy as he has at his disposal into presenting the material. Students should expect to expend at least some minimal mental energy if they are to understand the relation

ships between the text, the lectures, class discussions, and the multiple-choice exercises. Students should anticipate that their grade will be a reasonably accurate reflection of the amount of time spent studying. The professor sometimes asks probing background questions before using examples to illustrate a point a student may be missing. Should the professor ever ask a question which is apparently impertinent, an appropriate response from the student is "Go on." or "Continue." or "That is too personal."

viii. The professor uses standard English. He expects students, also, to use standard English.¹⁷⁷ Teaching English is part of this course. The professor invites students to call his "-ahs . . ." and "-ums . . ." to his attention as "you know" substitutes. He uses about seventy per hour when no one is counting. When students count, he reduces that in about half.

Research continues to support the thesis of the professor. The professor has long since maintained that his own "-ers" and "-ums" and "-uhs" and "-ahs" are but substitutes for "you knows." Research now indicates that those words and similar pauses are more influenced by the content of what is said than by the personal attributes of the speaker.¹⁷⁸

During the summer of 1991 Dr. Jirran shared the following description of what a Tidewater Community College researcher labeled "nonstandard Black English." Students reacted by insisting that people from Appalachia use similar syntax and diction. Ordinarily Dr. Jirran has described nonstandard English as pertaining to word-endings. Linguists specify up to forty features. Most linguists use between six and twelve. The following ten seem especially appropriate:

the uninflected plural (five girl), the uninflected possessive (the boy hat), the uninflected third person singular (he think), the uninflected past tense and past participle (he play, he has play), the absence of the copula (he here), the uninflected be (It be), overinflection

¹⁷⁷The interested student may wish to consult TNCC Library # P E3102.N4 L3 1972 William Labov, Language in the Inner City: Studies in the Black English vernacular (Philadelphia: University of Pennsylvania Press, 1972). Labov makes references to the Journal of American Folklore and the Harvard Educational Review which Thomas Nelson Community College does not carry. The college does, however, have American Psychologist and the Journal of Social Issues both of which may be suitable for a scholarly piece on the "y'knows." The Journal of Communication, mentioned in The Chronicle of higher Education Vol. 86, No. 43 (July 11 1990), page A 5 under "Research Notes" seems most promising.

¹⁷⁸Stanley Schacter, Journal of Personality and Social Psychology (March 1991) as cited in The Chronicle of Higher Education, Vol. 37, No. 31 (April 17 1991), page A 6, column 3-4.

(I knows), final consonant reduction (fir), the existential it (it is a man there), and question inversion (I want to know can he go).¹⁷⁹

Dr. Jirran remains confused about students who vigorously assured him that their families were not supportive of their decision to go to college. The significance of that confusion is because Dr. Jirran has always assured students that in trying to get students to use standardized English he was not trying to get students to give up those values from whence they had come. Dr. Jirran had liked to say that the reason their families had sent students to college was so that those students would sound as if they had been there. Dr. Jirran still finds it hard to believe that his students have value for a college education though their families, somehow, do not.

Students are encouraged to take notes in order to follow the thought patterns the professor uses. If that fails, students are invited to ask him to explain, in ten words or less, in words which are easy to spell.

x. The professor shares his opinions, basically as an act of integrity because he does not want his students to be tricked into his value system. There are some apparently intractable problems with the current feminist movement, involving racism, ethnocentrism, and classism. What relationship exists between these values and the values informing the presentations offered has yet to be developed. Student ideas are welcomed here.¹⁸⁰ In the fall of 1989 the professor came to suspect that the problem was less his values than the values of his students which would not abide the truth. The values of the professor are ancient and medieval. The politics of the professor are immediate and contemporary. Historians realize that they do better than not to confess their attempts to balance their own biases with objectivity.

xi. The professor would rather be thought of as fair than as strict. The professor would rather be thought of as giving his students an opportunity to learn, than as someone from whom it is easier to get an "A" than to

¹⁷⁹David L. Shores, "Black English and Black Attitudes," in Papers in Language Variation, ed. by David L. Shores and Carole P. Hines as cited by Mary Ruth Cloudsley, "Usage of Features of Black English in Freshman Writing," The ECCSSA [Eastern Community College Social Science Association] Journal, Vol. vi, No. 1 (Winter 1991), page 15.

¹⁸⁰See Lillian S. Williams, review of Barbara Hilkert Andolsen, "Daughters of Jefferson, Daughters of Bootblacks": Racism and American Feminism in The Journal of American History, 74 (March 1988): 1345-1346.

put up with for not working up to potential. The professor actually is lighthearted and happy with his students.

xii. The professor does try to enforce school rules about not eating or drinking in the classroom and he begs indulgence in this endeavor. Students frequently tell him that he is the only one to try so to enforce that rule--placed on a sign in each classroom. If for medicinal purposes, students need to eat or drink in the classroom, that sign was never meant to apply. If a student eats or drinks regularly, that student may be required to attest to the medicinal purpose in writing. Dr. Jirran is interested in the health of his students because health is essential for life and education really is about learning how to live well. Because of the special urgency of the AIDS pandemic two phone numbers are included here: The Center for Disease Control in Atlanta, Georgia is 1-404-639-3311 and the associated AIDS hotline is 1-800-2437 [=AIDS].

xiii. During the winter of 1988, student difficulties with analysis became more apparent. Analyzing each hour of class, toward the end, does seem to help. Remind Dr. Jirran to do that, and he will. The purpose of the drill is to assure students that the class has been useful for learning the subject matter. Some rules must be followed, however, because analysis itself is usually very stimulating. This means that the professor may not be interrupted during his final wrap-up analysis. Students may see him after class--unless he himself has another obligation, or bring the matter up again at the next class. In the summer of 1990 the professor was appalled by a set of analytical papers from a class with an unusually high number of As and Bs. This means that at ten minutes before class is scheduled to end, students should feel free to request an analysis of the class. More on this is developed in V. Assignments B. Mandatory 1. Research Paper. Between 1991 and 1993 increasing numbers of students caused Dr. Jirran to reduce required papers to daily comments. By 1993 the analytical paper was optional.

No extra credit will be offered without prior approval. No research paper will be read unless Dr. Jirran has first initialed the approval form. No paper will be read unless the student first proofreads the paper, correcting typographical errors.

In the spring of 1995, Dr. Jirran understood his Black history students to encourage more lecturing and less attention to student comments. In the fall of 1995, Dr. Jirran began presenting an overview of the whole

course at the beginning and at the end of each class session. Dr. Jirran was pleased with the intellectual results.

Part of the reason Dr. Jirran changed his approach was to change the approach of his students to his evaluation. Dr. Jirran wanted to be more perceived as "clear." Dr. Jirran does not know what to make of the fact that students did not utilize the opportunity offered for comments meant for him but not for the administration. Dr. Jirran has often said, "If you have something negative to say, tell me; something positive, tell my boss." Results from the fall student evaluations are not expected until mid-way through the 1996 spring semester.

The following was added in the fall of 1993.

xiv. The professor enjoys wit and repartee as an indication of intelligence and involvement. This levity, however, is not condoned when presented in a manner which is unjustly or inappropriately facetious. When witticism has reached a point of useless banter and has become disruptive, the responsible culprit eventually may be asked to see the professor after class or to leave the class immediately for a time-out. The student should use this time-out to examine when the line was crossed between smart and smart-aleck and endeavor to learn appropriate responses for future participation.¹⁸¹

Dr. Jirran regards himself as too often taking student maturity for granted. This is college and for some time the average age of the students has been twenty-eight.

There is an ancient Muslim custom whereby when a student had finished reading a book with a teacher, he could ask him for an ijaza, a certificate to the effect that A. had studied the book with B.¹⁸² Years ago Black History students asked Dr. Jirran for such certification, but Dr. Jirran was unable to obtain administrative clearance to his own satisfaction. Now Dr. Jirran appears able to obtain such clearance, but he lacks a format for the certificate. Anyone interested in getting involved should see Dr. Jirran.

Learning

The more than fifty pages on basic objectives around which class discussions take place now turn toward an explanation of what is to be learned from those objectives.

¹⁸¹Written by Cheryl Akers.

¹⁸²Albert Hourani, A History of the Arab Peoples (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1991), page 164.

This class assumes that students already know how to compare and contrast; how to analyze and synthesize, if not by those names, then by other names. The assumption that students know how to analyze has been severely shaken, as described below, in IV. B.2. The focus of each class continually changes, in accord with changing student needs, as concepts are grasped and facts are mastered. Concepts are communicated through vocabulary. This matter was touched upon at the end of III. A.1. Theoretical Aspects of the nature of the objectives and in III. C.2.xii.3.)a.) vocabulary.

How fast are students expected to read? The average college graduate reads about 300 words per minute. Undergraduates may be reading at a rate much less than that. Whatever the student does, the student should not reread the text. This idea is very important and is reiterated in III. B.1.c., III. C.1.a. twice and III. C.2.

The optimum reading speed is between 600 and 800 words per minute. Research shows that people think about 2400 words per minute. Students should use the difference between reading rate and thinking rate, not to go to Pago Pago enjoying the beaches there, but to concentrate on the organization of the material at hand.

What is remembered is largely determined by the variety of life-experiences and value-systems present with each individual. The review of the articles cited in the next footnote brings in the matter of identity.¹⁸³ The student must make a very conscious decision, a value judgment, about what to remember. This judgment determines what is in the short term memory at review time. The formal reviews or tests are designed to enable students to move from what they can remember to make incredible multiple-choice judgments about other facts, which they cannot remember.¹⁸⁴ Students are urged to wait to see the results of the scoring before denying that the grading system works. For formal reviews and quizzes, students should know the notes and read the book. The importance of this statement is demonstrated twice at the start of this Syllabus Part II and by repetition at III. B.1.d.; III. B.1.e; III.C.1.1. twice; III.C.2.xiii.; IV.A. twice; IV.A.1.a. twice; IV.A.2.c.; V. B.2.; V. B.3.

First, know the notes. Students should not misunderstand. Since the fall of 1986 students have agreed that those students who know the notes and read the text earn C's; those who go back over the text earn B's; those who integrate the text and the lectures, A's. While going back over the text contradicts the advice Dr. Jirran offers at least since 1993, going back over the text is apparently what students do, despite his advice. By "integrate" the professor means the last step, fixing between three to ten items from Chambers in the short term memory to establish the edge making the dif

¹⁸³David Thelen, "Opinion: A New Approach to Understanding Human Memory Offers a Solution to the Crisis in the Study of History," The Chronicle of Higher Education: Section 2, September 27, 1989, pages B 1 and B 3. David Thelen is the editor of The Journal of American History.

¹⁸⁴The five major articles in the The American Historical Review, 75 (March 1989): 1115-1280 all concern the use and of memory.

ference between B and A work on major reviews. Since the fall of 1988 students have agreed that the payoff for memorizing the Informal Review lectures is an "A" grade. It appears next to impossible to memorize those reviews without the appropriate study and class time.

Basic Studies

Students properly prepared to study Western civilization might well be expected to have this hidden lesson, Basic Studies, well in hand. Experience shows that prudence requires more than a simple presumption. The following ideas break down studying the text into twenty easy to follow steps.

i. Recall the titles of the major divisions of the course, found on the assignment sheet and in Part V, Assignments.

ii. Recall all the titles of the major division at hand.

iii. Use the following dates as lode stars:

HIS 101

1900 Abraham leaves Ur

1200 Moses

750 Second Isaiah

331 Alexander

1 Jesus

476 Rome

800 Charlemagne

1250 Aquinas

1492 Columbus

1588 Defeat of the Spanish Armada

1688 Glorious Revolution in England (William and Mary)

HIS 102

1714 Peace of Utrecht

1789 French Revolution

1815 Age of Metternich begins

1848 Age of Metternich ends

1871 Era of Bismarck begins

-2401914 World War I begins

1924 Lenin dies, Stalin gains ascent

1934 Hitler elected president of Germany

1944 Normandy invasion

1954 Southeast Asia Treaty Organization (SEATO) formed

1964 Tonkin Gulf Resolution

1974 Nixon, Meier, Heath out

1984 Reagan re-elected

1994

iv. Read the lecture.

v. Recall the lecture, with a special focus on:
1.) the course goal

- 2.) general headings
- 3.) proper nouns and dates
- 4.) paragraph in the Informal Review lecture.

vi. Reread the lecture.

vii. Make sure that the course goal is fixed in your memory before turning to Chambers.

viii. Get a broad sense of the human options exercised from the table of contents.

ix. Reflect on what is already known in order to build on that knowledge.

each map.

x. Spend at least three, but no more than six minutes on

1.)

Choose five items as worth remembering for each map.

2.)

Draw the map, freehand, entirely from memory alone.

3.) Check the accuracy of the drawing.

xi. Only after the above has been done, read Chambers.

1.) In the margin, check passages which deserve reconsideration.

2.) Do not reread anything. Despite student practices to the contrary, Dr. Jirran regards this idea as very important. The advice is reiterated in III. B.1.c., III. C.1.a. twice; III. C.2.; V. B.2.; and page 2. If the author thinks anything is important, he will repeat that item again, and again.

3.) Read and check footnotes and picture captions.

xii. Go back and mark the checked passages.

1.) Underline the items in order to find them later, especially for purposes of refreshing memory.

2.) Transfer items to appropriate places in the margins of the notes for more concentrated study. Students, therefore, are expected to write in the handouts. Very rarely, nevertheless, do students ever accept the advice of transferring items.

3.) When needed, do further research.

a.) Vocabulary: look up no more than three words per hour. Students may ask the professor to pronounce and define any terms in the lesson. Students may feel free to put the list and location of the words on the desk

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of the professor, before he arrives. Why students rarely accept this invitation is an ongoing mystery. Definitions, nevertheless, will not be offered during formal reviews and quizzes, because vocabulary is part of all tests.

b.) Internal contradictions within or between topics: check out no more than one per topic.

c.) Implausibilities which need to be checked against various outside sources: do this no more than three times per semester. The library exercises can be useful here.

xiii. Decide whether to prepare a classroom comment from Chambers or the written lecture. Mark the appropriate passage on the assignment sheet for later transfer to the daily answer sheet. Just as a convenient reminder, this is alluded to on page two and in III. B.1.e. iv.); V. B.3. Make the transfer from the assignment sheet to the answer sheet between the time the answer sheet is received and the daily quiz begins. Also be sure to make a duplicate copy of your daily quiz grades as a backup in case your daily quiz sheet becomes lost. To ensure accuracy, ask a classmate to initial the record, daily. Currently grades are entered into my computer at three times during each semester, after each major review.

xiv. Reread the lecture.

xv. Recall the lecture.

xvi. Reread the lecture.

xvii. After and outside of class:

1.) Make a record of the quiz exercises, the exercises themselves, not simply the grade.

2.) Check the source of information needed to respond to exercises missed.

About an hour per topic on Chambers should be enough. The other hour and a half is meant for the lecture, and general review. Sometimes, perhaps even most of the time, students take more time than what the professor regards as appropriate to read the assignment. These suggestions for reading Chambers are supposed to be practical. This means that any other bright ideas for improving this hidden topic are welcome for use in further editions of this Syllabus Part II.

With regard to any of these study hints, always remember that you know yourself best. These are just some ideas about how to study, first utilized in this package some time before April 16, 1983. Try what may seem useful here and feel comfortable ignoring the rest.

Interaction

The Effort to Teach and the Effort to Learn

Learning¹⁸⁵ is composed of two parts, first remembering, second understanding. In no more than twenty minutes, the professor has been able to get almost all in each class to be able to recite in numerical sequence the fourteen topics needed for the Major Reviews. Although between eighty-five and ninety-five percent of the students able to recite those fourteen topics at the time of Formal Reviews have received at least a B grade, the professor regards such drill as inappropriate for most collegiate classroom circumstances. Such over-learning more properly belongs to homework. Class sessions are, instead, devoted to using the facts of the lesson to search for greater understanding. It is in this way that class sessions and the explanations of the professor are helpful in learning the course content. The facts are gone over and explained and presented, but in a way designed to meet student needs, rather than the needs of the organization of the discipline.

A way to test this helpfulness is to think back over what was covered in any class, as compared with the multiple-choice exercises offered during that same class. Without reflection, students and professor, both, are frequently unaware that facts are being treated. Students or others who do not do their homework before class, should expect to be lost during class, until and unless the homework is made up.

The effort to teach, described below, presupposes the effort to learn, described above. Research has shown that attendance is the best predictor of grades.¹⁸⁶ Conformity to college attendance regulations is carried primarily by adherence to the daily quizzes. College policy requires attendance in classes scheduled. Roll will be taken. Upon accumulation of absence from five or more topics in the standard Monday, Wednesday, and Friday class, or the equivalent in other longer classes, a student may be administratively dropped from the course. Also see III.C.3.c.ii.

If circumstances unforeseen at the time of registration cause absence, the students concerned are responsible for contacting the professor to explain the absence and to arrange to make up the work, even when, and especially if, Thomas Nelson Community College administrative snafus cause the tardy or absence. All missed work must be made up. As a matter of courtesy and because the professor tends to forget such details when students most require that the professor should remember them, written explanations are ap

¹⁸⁵For a tangential sense of interaction, see Weber, "The Boltonians," The American Historical Review, 91 (January 1986): 81 for "We no longer think of the frontier as a line between 'civilization and savagery' but as an interaction between the two cultures."

¹⁸⁶There is a reference to the general notion and to the research of Howard Schuman in William R. Brown, "Why I Don't Let Students Cut My Classes," The Chronicle of Higher Education, 33 (January 28, 1987): 88.

preciated for any absence, including and especially that caused by late registration, and for any tardy or early exit. This may be demanded from students who are habitually late. Students late four times without special arrangement will be penalized at least one point per tardy thereafter. This is also treated in III. Objectives. More specific details are repeated and developed below in section d.

Beginning with the winter of 1994, students missing the first class were obliged to take a multiple choice make-up examination. Make-ups are provided only for this very first examination and the Comprehensive Review, toward the end of the course. The purpose of the make-up for the first class is to ensure that the work to read this Syllabus Part II is made-up immediately. This is a pass or fail situation. Students must take the make-up before they take the quiz for the following lesson. Students are limited to three attempts before receiving a permanent grade of "0" and a strong recommendation that they immediately withdraw from the class, because they are in dire danger of failing the course itself. For the class, this means that after the fourth subsequent topic, the make-up work for the first assignment will no longer be available. The original make-up has been standardized at the score of the fortieth percentile of those taking the examination, but who have attended a previous class. Make-ups for the original make-up are under development. Students requiring a make-up but attending class for the first time, will be permitted to help set the standard, but then will be required to retake the examination, later, for credit. No student may take the make-up test for missing the first day, after that student has received the answer sheet to the non-threatening final Final Examination.

Class attendance is a matter of priorities and priorities are a matter of values. One of the first requirements to be impressed on all collegiate students, traditional and non-traditional alike, therefore, is the expectation that they will both know success and attend class. The goal is that students learn the material, however, and not that students provide the professor with a captive audience. The professor is prepared to negotiate alternative blocks of study-time for deserving and needy students.

Students, however, are not the only ones to miss class. Sometimes the professor does not show up either. When that happens, the following procedures should be followed.

In Case the Professor is Absent:

- i. If another school official comes in to take over the class, follow his directions. Except when the building is ordered evacuated, if someone from the administration says that class is canceled, class is not canceled. Go to ii., immediately below.
- ii. If a school official does not come in to take over the class:
 - 1.) choose a discussion leader, because not everyone can talk at once.
 - 2.) choose a secretary to keep track of any items about which the professor needs to address upon his return.

a.) make an alphabetized list of who is present.

b.) note that everyone takes the opportunity to comment on the topic itself either orally or in writing (sixty percent of the grade).

c.) get the notes taken by the secretary on top of the desk of the professor before he returns, either by placing them there under supervision directly or by leaving the notes with some responsible person who will. (If this is not done, the three extra points for the discussion leader and secretary are both canceled.)

d.) by the time everyone has had a chance to participate, the hearty expectation is that the usual time allocated for an hour class will have expired. (To translate that hearty expectation into points: each five minutes the class stays adds one more to the total possible number of points for the class; so that fifty minutes equals ten points. Whether or not the class stays for the full time, the key will receive its points for the full time.)

In Case the Student is Absent:

i. Courtesy will prompt a note to be filed for the records. Attentive students will note that whenever the professor is late for the beginning of class, he always explains why.

ii. Except for the first daily review, as described above, no make-ups are allowed for daily formal reviews. An allowance for absence from five standard Monday, Wednesday, and Friday topics will be provided at the end of the course. Also see III.C.3.a. and IV. B. Directions. While no make-ups, as such, will be provided for the two intermediate Formal Reviews, grades for such missed reviews will be prorated, based on the Comprehensive Review.

iii. For the comprehensive formal reviews, make-ups will be provided but will not be graded until everyone entitled to take a make-up has had that opportunity. This means that make-up grades will not be available until the following semester, after the course grade has been submitted to the Registrar. This is treated again in IV. A.2.d.

iv. The best way to make up missed work is by scoring top in the class on an intermediate Formal Review and the Comprehensive Review. The top grade on any of those reviews is ordinarily assured sufficient points for an A grade. For more on this, see below. Students taking

a make-up with another section of the same class, if such is offered by the professor, will receive their grades when the grades for that other section are made available.

Deadline!

v. Special optional projects, such as a term paper, are permitted and will effectively make up work. The problem is that ordinarily all optional projects must be approved before the Topic Seven. No extra credit will be offered without prior approval. No research paper will be read unless Dr. Jirran has first initialed the approval form. No paper will be read unless the student first proofreads the paper, correcting typographical errors.

The distinguished Professor of Biology and friend of the professor, Iris C. Anderson, likes to take her students, who usually include students of the professor, on field trips. Such trips are unauthorized by the professor. Work missed from going on a field trip or from participating in any other school related activity, such as a Student Council retreat, must be made up, just like the work from any other absence.

In Case the Student is Tardy:

The determination is to extend a firm welcome to late and tardy students as mentioned above in III. C.3.a. The Effort to Teach and the Effort to Learn. If such students do the missed work, they shall succeed. Understanding the difficult position is appreciated.

Tardy students frequently are lost on their first day and agitate for irrelevant inquires or for a repetition of their missed instruction. The rule for tardy students on their first day of class is to assign a student, known as the bubble, to calm them down until they have had a chance both to study these notes, outside of class.

In recognition of the need to accommodate students arriving late for class, credit for the the first three topics is optional. Topic 2, Introduction is the fourth topic in rotation. In HIS 101 at the fifth topic in rotation and in HIS 102 at the fourth topic in rotation, twenty multiple-choice exercises will be used, worth at least forty points. Students missing that meeting, will be obliged to take a make-up forty-exercise review in the assessment center.

While the college obliges the professor to give students who are tardy the first day the help they need in catching up, the professor is not anxious to do this at the expense of those who arrive on time. Make-up work is to be done outside of regular class time. Students entering the class after the first day who have not successfully passed the make-up review over this Syllabus Part II before returning to class, will be required to take the make-up during class. Students entering the class after the first day will not be permitted to take the daily quiz before successfully passing the examination for the work covering the first day. The only way to make up for such

missed quizzes is by receiving a top score on the intermediate Formal Review. Students starting the class late frequently have a more difficult time than others in understanding such academic matters.

The purpose of each and every assignment is to enable students to evaluate the material at hand and to earn academic credit, i.e., points, in the process. That is why the syllabus infers that the course goal is to reflect what has been learned by earning points. The purpose of the library assignment is to begin research. Inattentive, absent, and tardy students all interfere with these purposes.

Learning is disturbed by students leaving early and arriving late. For that reason, a one point penalty will be imposed for each ten minutes a student misses class. No excuses will be accepted. Tardy work is to be made up by doing well on the formal reviews and daily quizzes. After three tardies, there will be at least a one point penalty for every tardy not made up thereafter.

Despite disruptions, it is much preferred that students should arrive late or leave early than to miss class altogether. Be sure to drive carefully. It is better to drive carefully and arrive than not to arrive at all.

By reducing his own notes to handout form, Dr. Jirran ensures that each student has a good accurate copy of his lectures, whether the student has arrived on time or not. Dr. Jirran assures the administration that his handouts are reusable. Dr. Jirran asks the students, in return, to ensure that his notes are indeed reusable. Unfortunately, Dr. Jirran is unable to guarantee either good or even any covers for each set of his notes. Even if students do not receive their notes in good covers, students are requested to return them in good covers. Those students unwilling or unable to satisfy that request should either not take the notes or should see Dr. Jirran before taking the notes. Students should feel free to write on the notes and otherwise use the notes as their own.

Errors unidentified in the notes receive three extra credit points; in Chambers 90 or more.

All of the notes should have header dates from the 1990s. Tardy students lacking up-to-date notes should let Dr. Jirran know at their second meeting. Students should then expect a lapse from a week to ten days to prepare whatever may be missing.

Evaluation

What right does Dr. Jirran have to stand in judgment over history, over whether it is better to make a good humanistic presentation or to offer solid positivistic facts? Historians themselves wonder about this. Some professional judgments of historians cannot be made explicit. They derive from a "feel" for the subject matter, from a sense of the value of competing interpretations. When Dr. Jirran offers an "educated guess," or "my sense of the material," therefore, he is presenting himself in a professional, rather than an amateur, manner.¹⁸⁷

¹⁸⁷Draws from Paul A. Roth, "Review Essays: THE PAST WITHIN US. An Empirical Approach to Philosophy of History. By Raymond Martin in History and Theory, Vol. 31, No. 2 (1992), pages 202-203.

Reviews

The multiple-choice exercises are designed to test ability to think by offering facts, seen but forgotten, and expecting students to reason from those forgotten facts to evaluate the most appropriate other information offered in the exercises. The rationale behind the testing is that no particular set of facts is sacrosanct: that any reasonably detailed and well organized set of facts will suffice. The validity of the rationale rests on the fact that average students, spending a maximum of six hours studying per week, have earned A grades, as explained above in III. B.1.b. Student Responses. Appropriate prorations must be allowed for summer semester. Except for unusual circumstances, an A grade will be given for neither more than ninety percent of the total points, nor less than seventy; B, between eighty and sixty; C, between seventy and fifty; D, between sixty and forty.

At the end of the 1988 fall semester, surviving students advised the professor to explain his grading system because some of their classmates, who did not survive, left for fear of the grading system. Survivors were particularly concerned because the original cut-offs, which now appear at the end of this section, seemed entirely beyond reach. Another reason for concern was that the professor indicated that he would change the cut-offs, in a somewhat arbitrary manner.

The reason for not spelling out how grades are calculated any sooner is because students investing two hours of homework for every hour of class receive A's. Because hardly anyone challenges that fact, so long as the computer analysis is working, the professor has felt that that was all any student needed to know. In the fall of 1993 after computer analysis was once again available, the explanation had already been committed to writing. That explanation continues.

From what has already been presented, it is evident that the student is expected to know the notes and to have read the book and lecture Syllabus Part II before class. The reality of this expectation is again evident in the classroom where unprepared and otherwise uncommunicative students are first ignored and then denied passive participation credit. This is also mentioned for students who are either unwilling or unprepared to do adequate homework and are, thereby, unprepared for college.

If students are unprepared for college, the professor will prepare them. Due to no fault of his own, because new students by definition do not know the professor, new students often do not believe the professor when he says that he wants them to think. Later, when those students come to realize that the professor does mean it, their first thought often is on getting rid of the professor. Once that is over with, frequently taking up to five weeks, the professor and his students can get at what else they have come to do.

Encouragement

The purpose of grades in this class is not so much to measure how many facts the student knows, as to motivate students to learn. This motivation and encouragement is meant to take place on a daily basis. The daily quizzes are a real pain to grade.

Students who do the grading do a great personal favor for the professor, though they receive no academic credit for that favor. On the one hand, students doing the grading are penalized because they must make-up what they have missed during class time. On the other hand, being responsible for the grading does place a special emphasis on attending each and every class. Dr. Jirran likes to begin each semester by getting a former student to do the very first grades. Dr. Jirran then likes to get the same students to continue the grading through the next Formal Review. After each of the two intermediate Formal Reviews, Dr. Jirran likes to actively reconsider who will continue to do the grading.

Every once in a great while, some student objects to having the quiz graded by another student. Those objecting students are treated in a way so as to remove their objection. When the professor suggests doing away with the daily quizzes to the survivors, the survivors suggest not. Those daily quizzes do keep students studying. The immediate feedback is also useful for conquering test anxiety and for doping out the professor.

Sometimes a student will be able to psyche the reviews without studying. As of the fall 1993 semester, that had not happened in about eight years. Should that happen, the professor may ask the student his secret, in exchange for a promise not to change whatever it may be that Dr. Jirran is doing which is giving the student an edge. The reviews are not meant so much to be mysteries as learning experiences. While reviews are always generated under his supervision, frequently exercises and even whole reviews have been composed by students themselves. When that happens, the agreement is that such exercises and reviews become part of the public domain, so that the professor and his students may continue to use them. This is also mentioned in III. A.2. Practical Aspects of the nature of the objectives.

Different students know the notes and read the book in different ways. This means that standardized multiple-choice exercises receive different responses from college-level students with similar amounts of study time. Such legitimate differences should pose no barriers to academic success. Dr. Jirran is aware that some students learn better by seeing, others by hearing, others by doing, and yet others by a combination of the other three. In this class, the seeing part is in these notes and Chambers the hearing part is in passive participation in class, the doing part in active participation in class.

For the past forty years, the research interests of the professor have focused in African-American studies. This means that he has seen tremendous changes from what scholars used to think was important to what they now think is important. This means that non-traditional students, in which community colleges specialize, have special interests which the professor is determined to respect and draw forth.

The bulk of class time is spent in what the professor would call "individualized instruction," but which is too often misunderstood as off the main subject. The traditional main subject is to be found in the standard text, Chambers and in the written lectures, before the supplements. Multiple-choice exercises go over that material basically three times during the semester: daily; at the Major Reviews; and at the Comprehensive Review--not counting the non-threatening five point Final Examination. One purpose of the Final Examination is to ensure that grades are awarded according to the instructor's stated grading policy. In order really to understand the academic traditional mainstream it is necessary to connect with individual interests and understandings, outside that mainstream. The professor uses a point system, whereby everything that happens in each class is graded.

Points

Major Reviews

The grades basically come from the three columns on the daily answer sheet, received and returned the first day. After each Major Review, the score of the Major Review is added into the daily quiz grades for a composite score. The cutoff for a grade of A will be no higher than ninety percent of the total points and that is why the totals appear ridiculously high at the beginning of the course. The cutoff for that grade of A, however, will also be no lower than seventy percent. In the fall of 1988 that cutoff was at the sixty-five percent mark. The reason was a change in the dates which were being asked in the history courses. That change took place in 1988. Except for that, the seventy percent cutoff line has proved practical. percent. The range in between is somewhat arbitrary, but is fair and according to the stated grading policy of Dr. Jirran, for all of that. Each intermediate Major Review has forty exercises. There is an attempt to get three exercises from each of the thirteen original assignments, with about half the exercises derived from the lectures and half from the supplements to the lectures and Chambers. There is a further attempt to include one spelling exercise and one topic arrangement series. Expect at least four map exercises--often two exercises from two maps; and eight dates. Unless stated otherwise, each exercise is worth two points on the first two Major Reviews, in the sixty minute classes; three points in the ninety minute classes.

The idea of eight dates was something new in the fall of 1988. At that time the professor concluded that students did not have an adequate sense of time and that they were not learning that sense of time from his course. This meant that, rather than getting sixty percent of the multiple choice exercises correct on the Major Reviews, the average dropped to forty-five and fifty percent.

Starting with the Comprehensive Reviews in the spring of 1989, the professor ceased giving students their individual raw scores. The reason for this was that good students frequently could not withstand the shock of only getting

eighty percent of the questions right and still being at or near the head of the class. Danger rests, about one in three hundred times, in the fact that the professor fails properly to translate the raw score into its multiple. This means that if a student ever doubts that his score has been properly recorded, the student may ask to see the original document.

The professor is concerned that students miss such a high percentage of exercises, but not yet concerned enough to invest the time and energy required to raise the percentage. From about 1975 to 1990 he subjected his exercises to a computerized item analysis, the most important part of which compared how the upper quartile compared with the lower quartile. So long as the upper quartile tended to get the exercises correct and the lower quartile tended to get the exercises wrong, in comparison, the reviews did what the professor wanted, namely motivate students to study and accurately measure differences. This effort eliminated exercises which the lower quartile tended to get correct and the upper quartile tended to miss.

In the spring of 1990 students started saying that they were expending the time but not earning the grade. At this time computer generated item analysis of the multiple-choice exercises became lost. In the fall of 1993 that resource, with a different program, returned to availability. There seems to be a causal relationship between the computer calling attention to statistically questionable exercises, to the professor purging those exercises, to the strength of the relationship between study time and student grades. Dr. Jirran is now in a position to rewrite examinations with relative ease. By the fall of 1995, the former balance had been regained.

-240Students, then, are in a quandary. Students realize that the professor himself does not consider all of his exercises fair and that part of every review is the expectation that students will successfully challenge unfair exercises. Students need to realize that if the professor has been using the same undetected but unfair exercise for twenty years, he is not going back to revise all past grades after that unfair exercise is finally uncovered. Validating the exercises is part of each review. In the past, some students have felt that the review only began once they received the key in the hall, because it was then that they had the opportunity to challenge what was asked.

Needless to say, challenging his exercises demands not only a knowledge of the subject matter, but also an ability to articulate and argue the points made. Students may rightly feel that in any contest between an individual student and the professor, the student is at an insurmountable disadvantage. Students, however, also recognize that a whole class is quite capable of taking on the professor successfully, particularly when the facts warrant the challenge. Professorial willingness to expose personal ignorance before a class can be mistaken for a lack of self-confidence and self-assurance with the subject matter when, in fact, a moment's thought of the fact of his survival unto gray hair with this methodology, will indicate that the opposite is the case.

What this means is that the non-traditional criteria of the student body is included in the validation of the grading system. Individualized instruction is taken along, every step of the way. A few words are in order on the different time-frames in which Thomas Nelson Community College presents the

courses, such as one hour, three days a week; an hour and a half, twice a week; three hours, once a week; or different variations yet during the summertime and forthcoming semesters.

Different Time-frames

The three-times-a-week classes and the once-a-week classes are each easily divisible into thirty points per week. The twice a week classes cause a problem, solved by offering twenty points per meeting and forty points per week. This makes the daily work somewhat more important for the Tuesday-Thursday classes. Rather than cover a class and a half at each Tuesday-Thursday class, some classes cover one topic, others two. The points, however, for the Tuesday-Thursday classes remain the same, twenty per meeting. The multiple-choice exercises, whether six or three, are worth eight of those twenty points. This makes the daily work somewhat more important for the Tuesday-Thursday classes.

In the thirty point per week classes, each segment is worth ten points, four from the multiple choice exercises, six from both active and passive participation in class work. "A" students should not miss more than one out of six exercises. In order to make that happen, the first exercise missed in each set of three exercises is worth two points, the other two exercises are worth one point each for a total of three exercises worth four points on a daily basis.

Active and passive participation involves passively paying attention to classmates and actively being prepared to react to each topic at each meeting. As has been implied in IV. A.2.b. ii.2.)b.) and explicitly stated here, students refusing to comment or pay strict attention or repeatedly coming to class unprepared, lose those six points. In other words, sixty percent of the daily work is taken from the individualized instruction required for the anticipated traditional and non-traditional interests and background of community college students.

In the thirty-point-per-week classes, the scoring is relatively standard and easy to break out on the basis of three exercise quizzes. The forty point per week classes are more of a mess, with some classes having two sets of three exercises, worth a total of eight points and other classes having but one set of three exercises, worth only eight points. Summer School is yet another matter, with an occasional nine exercises. In that case, the first two missed exercises are worth one point together, the rest a point each.

Homework

Think of it. This explanation is supposed to make understanding the grading easier. The original idea still seems better. All students really need to know is that two hours of study per hour of class results in a grade of "B," at least, but generally "A." Know the notes, read the book. To give this new idea a chance, nonetheless, continue on. Students since the spring of 1989 have encouraged the professor to incorporate the rest of this section into the Syllabus Part II.

Daily work is devoted to individualized instruction. In the fall of 1988 there was another student putting in the time who received a B rather than an A. This student had a bevy of personal problems, not the least of which was a good old fashioned case of test anxiety. This student was previously mentioned in III. B.1.b. The student himself was satisfied with the B, but the professor was not. What seems to make sense was that the student suffered from missing over twenty-two percent of the lectures. Missing that much individualized instruction made the difference.

The general theory is that the course itself has forty-five hours of lecture and ninety hours of homework, for a total of one hundred thirty-five hours of devotion. The general theory is that it is not at all necessary to come to class in order to learn the material, but that it is necessary to put in the study time. The professor has enough confidence in his reviews to be able to defend the thesis that whoever writes an "A" paper and gets the top review score in a class with "A" students is an "A" student. This does not mean a tie for the top score but actually the top score.

In other words, the best way to make up work is to put in the study time and then score higher than anyone else on the reviews. Nobody ever gets everything right. "A" students regularly miss more than fifteen percent of the exercises. When the top test score lacks sufficient daily work for an "A," the professor will make up whatever points may be needed for a minimum A. Thanks to his computer, the professor is able to identify the top review score in each category: A, B, C, and D. When the professor adds such points to a grade, he likes to tell the class that he has done so. This adding in of apparently unearned points may also seem like favoritism and inequity, but no student has ever accused the professor of that, even indirectly. The reason anybody ever gets those points is because he missed classes and subsequently studied extra hard outside of class. Anybody taking the review knows that that is exactly what happened.

What is truly amazing is that, so long as the computer analysis was working, non-traditional and traditional students were able to compete on an equitable basis. That is also why it is very upsetting when non-traditional students give up and drop the class. The tremendous sense of confusion, caused by this peripatetic but apparently non-traditional teaching method makes almost all students feel that they are at a disadvantage, when, in fact, just the opposite is true. This class is designed to take that student needing individualized instruction right through Western civilization in such a way, that academia itself is properly challenged by the non-traditional grasps of reality. This challenge legitimates both the non-traditional student and academia itself, for all concerned. "Academia" is a variant of "academe" which refers to the academic life, as community, or as world.

Finalizing the Grades

At the end of the course is the Comprehensive Review, this time having eighty exercises. The value of each exercise varies from section to section, depending on the length of each class meeting. The first forty exercises are taken twenty from the first fifteen topics, twenty from the second fifteen topics. In this way, those missing the first two Major Formal Reviews, can have their grades prorated from the Comprehensive Formal

Review. The second forty exercises are taken from the last fifteen topics. Students taking any part of the Comprehensive Review as a make-up, do not receive the grade for that make-up of the Comprehensive Review, except by contacting the professor the following semester. The make-up grade itself is calculated into the final letter grade. It is simply a matter that the student taking a make-up Comprehensive does not receive that grade before the registrar sends him his course grade. This matter was treated above in III. C.3.c. iii.

Toward the end of the semester, some students pester the professor to find out how close they are. Such harassment is more easily borne with than challenged, but that is what it is, harassment. The time to be concerned about grades is early in the course, not at the very end, when the professor needs his time for grading purposes.

Students who miss a Major Review are already in so much trouble that letting them sit in on the analysis of the Review itself has seemed like a poor favor in return. Students taking Major Reviews have not objected to classmates having to take make-ups sitting in on the after-action analysis, provided that that analysis is not necessarily over the very Review being used as the make-up. There is something, however, to which students do strongly object and that is classmates leaving the class in the midst of a Major Review, apparently to go to the toilet. Once a student leaves a Major Review, he will not be allowed to continue that Review.

So, the professor and his students have worked their way through the three major columns on the daily quiz sheet. After those three columns are added up, so are the A's, B's, C's, and D's for totals in each of those categories. Then comes some further calculation.

Library work is worth a total of fifteen points. Any student missing a letter grade by as little as a point and not doing the library work will not receive that point. The idea of the library work is to make two statements: one to the student and another to the administration. To the student, the professor is saying, find the library, take out a book, examine the indices. While reading the book is not part of the assignment, ten percent of the students will read the book anyway and that is meant to happen. What the professor and his students are trying to say to the administration is that the library is an integral part of this course and is barely adequate for their purpose.

During academic 1987-88, the professor became aware of the fact that some library research had been waiting for him for ten years, the wait due to lack of help. Students wishing to earn limited extra credit by helping with such research and other aspects of organizing the course responded in 1987-88, but not in 1988-89. By 1989-90 the professor had caught up. Many of his notes, however, still require organizing, which students might do. If you are interested, see the professor. Thank you.

Optional work has a maximum value of ten per cent of the course total. The amount of extra credit is under constant scrutiny and change. It is a good idea to get a commitment from the professor at the beginning of the course.

In order to avoid writing at the secondary level, students are required to fill out and have the professor sign a topic card before proceeding very far. No extra credit will be offered without prior written approval. No research paper will be read unless Dr. Jirran has first initialed the approval form. No paper will be read unless the student first proofreads the paper, correcting typographical errors. Optional work probably includes, without being limited to, taking on an honors project as well. All optional work is to be approved by Topic Seven.

Non-traditional optional work includes finding an error in Chambers. The reward for locating such errors is high: the maximum optional points available. Critiquing Chambers is an important element for that critical thinking which is supposed to characterize all courses in the social sciences and history. The professor has now written almost one hundred pages of letters to the publisher of The Western Experience based on what students continue to find. Not everything which gets into his letters, however, earns this extra credit, only bona fide certifiable errors of fact. Dr. Jirran has incorporated his comments on John Hope Franklin in the lectures themselves.

The classic optional work is a term paper. The problem here is that the traditional student, who needs least to write a term paper, is the one most likely to do so. The non-traditional student, who most needs to write a term paper, is the one least likely to do so. As a result, Dr. Jirran reads few term papers.

Non-traditional optional work includes finding an error in Chambers. The reward for locating those errors is high: the maximum optional points available. Critiquing Chambers is an important element for that critical thinking which is supposed to characterize all courses in the social sciences.

The professor would like very much to take his classes onto television. His thought is that the approach used is suitable for commercial television, even. The exchange of ideas really does put on quite a show at each and every class. There are a superfluity of overheads which go unused at each class, which some extra preparation could put in place. The professor is open to ideas for figuring out various schemes for extra credit here. In fact, the college will make a television camera available for taping the class. In the spring of 1988, a student began taping the class and the professor began trying to take that tape and add commentary, explaining what was happening. So far a finished tape has not been completed, but the professor and his students have come very close. Beginning in the fall of 1993 Dr. Jirran began audio recording each class.

Undoubtedly, students will have other ideas for optional work. For certain, however, this professor does not want to be embarrassed should some other professor inquire what the student made in the class and the student should reply that he made a bridge, rather than with his grade.

Finally, comes the allowance for missed classes. Scoring well on the Major Reviews is not the only way to make up for missed classes. The best story the professor has heard in a long time was told in the fall of 1988. It seems this student had a physician who prescribed marijuana so that his legs would not spasm. Because this student refused to give an acquaintance any

of his dope, his acquaintance turned him into the police. Finding marijuana in the van of the student, the police confiscated the vehicle forcing the student to miss class.

For whatever reason students may miss class, the professor is willing to accede that only an act of God would permit that. In order to accommodate such acts of God, the professor builds in an allowance for missing about ten percent of the classes: five classes in those classes meeting three times per week; three classes for those meeting twice per week; two classes for those meeting once per week. At the end of the course the point requirements are appropriately lowered.

Because of this allowance, some have concluded that they were obliged to cut class. In order to accommodate such enterprise, the professor has added bonus points back into the grade corresponding to about half the number of points earned in the missed classes allowed. Insofar as bonuses are concerned, a tardy loses the right to the bonus, just like an outright cut does. Students may cancel their tardies by arriving early enough and placing the course goals on the chalk board. The first student to arrive gets the credit. Later students must try harder to be first at subsequent classes. The difference between a tardy not made up and an absence is that a tardy can still earn the daily points. Without mitigating circumstances, however tardies also culminate in one point lost for every tardy over four in the summer of 1991. A tardy occurs when, in the judgment of the professor and of the professor alone, a student is not settled into his seat at the time the class is scheduled to begin.

A tardy can be made up by arriving early enough to place the course goal on the chalk board before the professor arrives. Tardiness loses points at the rate of one point for each ten minutes missed. That means that in one sixty minute class, a student can theoretically miss all of his six participation points. As a practical matter, sometimes the professor will hold a quiz early because a student must leave early, for example to attend a funeral. Leaving early also results in the loss of one point for each ten minutes.

The idea is that the professor stresses his justice at the beginning of the course, so that he may then exercise mercy at the end, where it counts. The problem is that too many students, confronting the justice at the beginning, walk away before discovering mercy at the end. From the standard Monday, Wednesday, Friday key, at the A level, fifty points (five classes times ten points per class) are deducted as the allowance for unavoidable absences; forty-five at the B level; forty at the C level; thirty-five at the D level.

Three basic choices remain: (1) include this essay in the Syllabus Part II, thus increasing its size by six more pages; (2) put this essay on reserve in the library for interested students; (3) abandon the essay. The fearful expectation is that anyone diligent enough to read and understand this essay would never be scared out of the class anyway. Students both seem to agree and to encourage including the material. As this material gets integrated redundancies gradually will be eliminated. The gist of all this remains: know the notes and read the book. Any ideas about the value of this essay on grades will be appreciated.

Students have suggested that Dr. Jirran go into detail about how the daily grade is composed. In the standard Monday, Wednesday, and Friday class, a perfect score is ten, six from passive participation, four from three multiple-choice exercises. The first exercise missed is worth two points. The second and third exercise missed are worth one each, for a total of four.

In the standard Tuesday and Thursday classes, a perfect score is twenty, twelve from passive participation, eight from multiple-choice exercises. When three exercises are offered, the first is worth two, the second three, and the third three. When six exercises are offered, those exercises are graded in two sets of three exercises each. In other words, each set of three exercises is worth four points, as described above in the Monday, Wednesday, and Friday class. Two sets of four points amount to an eight point total.

In the standard evening classes, a perfect score is thirty, eighteen from passive participation, twelve from three sets of three multiple-choice exercises. When nine exercises are offered, those exercises are graded in three sets of three exercises each. In other words, each set of three exercises is worth four points, as described above in the Monday, Wednesday, and Friday class. Three sets of four points amount to a twelve point total. When other than nine exercises are offered, the total number of exercises is divided into twelve in order to obtain the worth of each exercise, following the same principles described in the previous two paragraphs.

Scoring:

approximate calculations, depending on the calendar for this particular semester.

	B	C	D	A	B	C	D	Points					A
									Key	You	No more than		
Actual													
First Daily Reviews				160									
First Formal Review				123									
								====	283	___	255	226	198 170
-	-	-	-										
Second Daily Reviews				140									
Second Formal Review				123									
								====	263	___	237	210	184 158
-	-	-	-										
Third Daily Reviews				130									
Comprehensive					163								
								====	293	___	264	234	205 176
-	-	-	-										
Library work					15			___	9	8	7	6	___
Optional (80 max.)													
Allowance													
Plus Final Examination					5			___	5	5	5	5	___
=====													
-240			809	___		720	638	559	480	___	___	___	___

Specific point cutoffs for grades will be announced twice during the course and again as part of the non-threatening, five point Final Examination. At the time of the First Major Review, students are encouraged to insist that by that time, at least, they understand the grading system. At the Final Examination, each student receives a grade, exclusive of the Final. One purpose of this approach is to ensure that grades on tests and assignments are given according to the instructor's explanations of grading policies.

To ensure that exams and assignments are clearly related to the course material, keys are made available beginning immediately upon completion of each Formal and Comprehensive Review. These keys are to be returned immediately, before the session adjourns. Extensive computerized statistical analyses when available are also frequently brought to bear. As texts change, from edition to edition, and from book to book, exercises might inadvertently not change. Constant vigilance is in order.

Exams are called Reviews to emphasize the teaching, rather than the measuring, purpose of the exercises. Exams are called Reviews to emphasize the qualitative, rather than the quantitative, purpose of the exercises. Examinations are called Reviews, furthermore, to emphasize what facts mean, rather than what facts are, purpose of the exercises.

Students are encouraged to examine the reviews and to challenge individual exercises for relevance to the course material. After inappropriate exercises are identified, no effort is made to re-evaluate prior results. In that sense, student evaluation of the exercises is part of the evaluation process.

Directions for Major and Comprehensive Reviews

Students are not to write on the Reviews themselves. Students may write in the margins and on the reverse side of the answer sheets. Each copy of the Formal and Comprehensive Reviews has a handwritten number in the upper right hand corner. In order to identify the exact copy of the review which the student is using, the student is to enter that number on the Special Codes bars on the response or answer sheet. Failure to enter that number carries an automatic ten percent penalty. The student is not to mark on the exercises themselves. There is at least an automatic ten percent penalty for so doing.

In the exercises, each of the statements suggests or characterizes one of the names, terms, or phrases which are adjacent to the statement. Maps usually appear at the end, last. Some exercises using the same set of responses, are grouped. If no response appears immediately after an exercise, then check down until responses are found. For each exercise, indicate the item which best applies by marking the appropriate space on the answer sheet. Mark the answer sheet with a dark number two lead pencil, suitable for machine grading.

If responses have more than one a, b, c, d, or e, simply use the letter which best fits and do not worry about the other a, b, c, d, or e or aa, bb, cc. Unless stated otherwise, the same answer may always be used more than once. Unless indicated otherwise, arrange any list in alphabetical order. Ignore the footnote numbers on formal reviews.

Computerized grading only takes five responses, from "a" to "e." Sometimes Dr. Jirran needs more than five responses. In such cases Dr. Jirran will add responses aa, bb, and cc. In such cases aa = a; bb = b; cc = c. Should the student think that the response is "a" and Dr. Jirran "aa," Dr. Jirran is willing to give that student credit anyway.

Reviews are designed to be taken in silence and in class. Conduct yourself so that there can be no question but that you are doing your own work. Room permitting, students will be asked to sit in every other row and to face the front, with their feet under their own desks.

Forty minutes are allotted for the two Major Reviews; seventy for parts I and II of the Comprehensive Review. Any remaining time is designed for checking answers and for administration. Penalties for violating directions vary according to the severity of the violation.

Cheating may be defined as not doing one's own work. This includes, but is not limited to, not fully erasing multiple-answers on multiple-choice exercises. Two witnesses to the act of cheating are required for prosecution--for example, a student and the professor. The professor is committed to prosecuting cheating to the maximum degree feasible.

Between about the summer of 1986 and the summer of 1987, students demonstrated a willingness to join their professor in prosecuting cheaters. Students, however, who do wish the professor to stop cheating, but who do not wish to join the professor in prosecuting the cheater, will have their wishes honored. Cheating is a gamble against getting caught. The response to that reality is to raise the stakes just as high as possible and then to exercise at least ordinary diligence to catch cheating.

The Student

In the beginning of the semester, each student is given a three by five inch card. The card asks for self-identification material. A major purpose of the card is to enable the professor to be able to continue to write letters of recommendation after the memory of each student has faded. The history profession recommends:

Generally speaking, try to secure a letter of recommendation [for Graduate School] as soon as possible after you have completed a course or an independent study project, when you and your work are still fresh in the instructor's consciousness.¹⁸⁸

Most students prefer asking a fellow student about course administration. Students offering these explanations receive no academic credit for their efforts. Administration includes ensuring that each student receives and properly maintains the course handouts; establishing a seating chart; grading daily quizzes; explaining how daily quizzes are graded; explaining what grades mean; retrieving material forgotten outside of the classroom. Dr. Jirran refers to his aids as: (1) the bubble, who, as if in a bubble, walks about the class helping students without disturbing anyone, (2) the grader's grader, who grades the key and the gatekeeper; (3) the gatekeeper who returns answer sheets daily and may occasionally grade all other papers; (4) the gofer who obtains material forgotten by the professor.

Dr. Jirran never begins using student aids before first requesting permission from the students involved. Students are invited to withdraw such permission at anytime. As things now are, only two students over the past four years have intensely objected to permitting other students handle their work. Those two students were cheerfully accommodated; future students with similar objections will be similarly accommodated, immediately upon notification. As a matter of course, in the fall of 1995, Dr. Jirran began letters of commendation for the grader, grader's grader, "gofer," and "bubble."

In order to alleviate problems should your grade sheet become lost or mislaid, please remember to make a duplicate record of your grade each day and ask a classmate to initial that record for verification. Grades are entered into my computer at three times during each semester, after each major review.

¹⁸⁸Paul Boyer, "Graduate Applications--The Important Elements," Perspectives: American Historical Association Newsletter, 27 (October 1989): 5.

In the summer of 1988 the F.B.I. inquired about a former student, having obtained the name of the professor from Thomas Nelson Community College, unknown to the student. The professor resists such blind inquiries, to the limits of acceptable academic protocol.

In the fall of 1986, the professor became aware of students who were like newly born robins in their nest, always with their mouths open, ready to receive. These students needed to learn how to project themselves in a more appealing manner. When they were given the card, at the end of the session and asked to write something positive about themselves, they seemed dumbfounded at the request. The professor is not attempting to square this with his comments on student maturity, made in section II. Educational Philosophy, because the "newly born robin" syndrome seems to have been an aberration.

By the spring of 1991 such student behavior began making more sense. Some parents have stopped raising their children and the children are raising themselves. Such self-raised students lack the self-assurance emanating from a loving family environment and have the self-assurance emanating from a lack of consideration for others. The professor then finds himself dealing with unaccustomed rudeness and lack of academic decorum.

In the spring of 1996, Dr. Jirran began including a three-point civility grade as part of each Formal Review. What started out as an exercise designed to aid the professorial memory has become an exercise also designed to aid students to project themselves in a positive manner. Perfect attendance, consistent early arrival, consistent good grooming, an upbeat attitude, and a willingness to volunteer are all positive attributes. By the fall of 1986, the professor was admonishing students never to write anything negative about themselves on those cards, e.g., "I was only tardy ten times," "I only came to class hung-over, once," "My appearance was not what I would have liked it to have been because I came straight from work."

Sometimes students see themselves in a way in which the professor does not see them. Before the fall of 1986, a student might write that he had an outgoing personality, when the professor thought he had a negative, introspective personality. When the professorial perception was different from the self-perceptions of the student, the professor avoided upsetting the student by letting said student know of the difference in perception. In the fall of 1986, the professor finally told a student about a difference in perception. The student was grateful for the sharing. The professor told another student in the summer of 1987. That student had no effective response about how he appreciated his difference of perception. The intention is to continue this sharing more frequently in the future.

By the fall of 1995, Dr. Jirran no longer was collecting self-evaluation cards from students. Students, nevertheless, are urged to write such comments on their notes-receipt cards. The professor will keep such notes and return the first card received as the receipt for returning the notes in a good cover.

Freedom to Ask Questions

There is one question students are always free to ask: "What does this have to do with the course goal?" Not only are students free to ask other questions and share other insights, students are practically mandated to do so, either orally or in writing, as suits their style. Students who do not spontaneously ask questions or make pertinent comments will be called upon to do so. In fact, at least sixty percent of the daily grade is based on the presupposition that students do feel free to ask questions. The importance of this is reflected in III. B.1.d.

Assignments

Three types of assignments characterize this course. The first assignment is topical and traditional. The second assignment is mandatory participatory, less standard, but traditional. The third assignment is optional, creative, and relatively non-traditional.

The parenthetical numbers following the topic titles refer to the lecture numbers used for the fifth edition of Chambers. The left-hand numbers presented here are keyed to the sixth edition of Chambers.

HIS 101

A. Topics

<u>Topic</u>	<u>Chambers</u>	<u>You</u>
<u>I. Antecedents</u>		
1. Administration		
2. Mesopotamia (#4)	5- 9	_____
3. Egypt (#5)	10- 20	_____
4. Introduction (#2)	i- xxxi	_____
	Front and end pages in Chambers Syllabus Part II	
5. Introduction (#3)	1- 5	
	Syllabus Part II	
6. Palestine (#6)	20- 29	_____
7. Hellenic Culture (#7)	30- 42	_____
8. The Polis (#8)	42- 61	_____
Ordinarily, special projects must be approved before this Seventh Topic.		
9. Hellenistic Unification (#9)	62- 87	_____
10. The Roman Republic (#10)	88-115	_____
11. The Roman Empire (#11)	116-129	_____
12. Roman Withering (#13)	129-134	_____
13. Christianity (#12)	134-149	_____
14. Informal Review		_____
15. First Major Formal Review, Topics 1-14, 120 points		_____
 <u>II. Politicization</u>		
16. Western Europe	150-166	_____
17. Nationality	166-179	_____
18. Byzantium	180-193	_____
Ordinarily special projects are due before Topic 18.		
19. Medieval Russia	193-209	_____
20. William	210-227	_____
21. Mary		_____
22. Medieval France	227-247	_____
The last day to withdraw for a grade of "W," except for extenuating circumstances, is generally before Topic 22.		
23. Towns	248-254	_____
24. Commerce	254-265	_____
Starting immediately after Topic Twenty-four begins, the library and research paper assignment is penalized ten points for each calendar day it is not in the hands of the professor--the hands of his secretary or anyone else is unacceptable.		
25. The Church	265-281	_____
	VIDEOTAPE/NA/4830/.C3	
26. The Crusades	282-294	_____
27. The Middle Ages	294-311	_____
28. Capitalism and Demography	312-327, 521-531	_____
29. Informal Review		_____
30. Second Major Formal Review, Topics 16-29, 120 points		_____
 <u>III. Conceptualization</u>		
31. Modern Europe	327-345	_____
32. The Renaissance	346-360	_____
33. The Renaissance	360-381	_____
34. Protestantism (#36)	382-409	_____

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35. Catholicism (#37)		409-419	_____
36. Exploration (#34)		420-430	_____
37. Spain (#35)		430-459	_____
38. England		460-485	_____
39. Modern France		485-495	_____
40. Science		495-510	_____
41. Thoughts		510-521	_____
42. Informal Review			_____
43. Comprehensive Review: Part I, Topics 1-30, 80 points			
44. Comprehensive Review: Part II, Topics 31-43, 80 points			
45. Final Examination, Topics 1-44, 5 points.			

HIS 102

A. Topics

1. Topic Chambers You
 I. Capitalism

1. Administration			
(Beware of the heavy reading assignments for Topics 13 and 40.)			
2. Louis XIV (#4)		532-547	_____
3. Russia (#5)		547-558	_____
4. Culture (#6)		558-573	_____
5. Prussia: The Germanies (#7)		574-593	_____
6. Slavery (#8)		594-605	_____
7. The Enlightenment (#9)		606-635	_____
8. The French Revolution (#13)		636-669	_____
9. Napoleon (#16)		670-701	_____
10. Introduction		i-xxxi	_____
11. The Congress of Vienna (#17)		702-715	_____
12. Technology (#10)		715-723	_____
13. Energy (#11)		723-731	_____
14. Informal Review			
15. First Major Formal Review, Topics 1-14, 120 points.			

II. Democratization

16. Modern Art (#3)	732-743, 793-801, 835-848	_____
17. Social Changes (#20)	743-756	_____
Ordinarily special projects are due before Topic Eighteen.		
18. Revolution Renewed (#18)	756-765	_____
19. Industrial Revolution (#19)		_____
20. The Crimean War (#23)	766-780	_____
21. German Unification (#26)	780-793	_____
22. Romanticism (#21)		_____
23. Economic History (#12)	802-810	_____
24. Marx (#25)	810-815, 848-869	_____
25. Darwin (#24)	815-822	_____

Starting immediately after Topic Twenty-four begins, the library and research paper assignment is penalized at least ten points for each calendar day it is not in the hands of the professor--the hands of his secretary or anyone else is unacceptable.

26. Imperialism (#32)	822-830	_____
27. Africa (#26)	830-834	_____
28. South and Southeast Asia (#27)	834	_____
29. Informal Review		
30. Second Major Formal Review, Topics 16-29, 120 points.		

III. Existentialism

31.	China (#37)		_____
32.	World War One (#28)	870-905	_____
33.	Lenin (#31)	906-921	_____
34.	Freud (#34)	921-931	_____
35.	Russia (#33)	931-949	_____
36.	Holocaust (#35)	950-963	_____
37.	World War Two (#36)	963-001	_____
38.	Existentialism (#40)	1002-025	_____
39.	The Economy (#39)	025-050	_____
40.	The Third World (#38)	051-063	_____
41.	The Nuremberg Trial (#41)		
42.	Informal Review		
43.	Comprehensive Review: Part I, Topics 1-30, 80 points		
44.	Comprehensive Review: Part II, Topics 31-43, 80 points		
45.	Final Examination, Topics 1-44, 5 points.		

References to the fifth edition in the lectures had the following correlates in the sixth edition:

HIS 101

Topic Number	Fifth Edition	Sixth Topic
04	92	38
05	20-22	15-17
06	32	22
07	95	45
08	92 & 93	44 & 64 Iphigenaia is not indexed
	66	Drachma
	87	76 and 59
09	91	79
	134	102
10	125	96 For the Appennines Mountains see the Italian Peninsula on the Physiography of Europe on the inside front cover.
	141	105 Spartacus
	143	--- Via Appia
	144	122 "Map 4.3 The Network of Roman Roads (a) from the City and (b) in Gaul" does not appear in the sixth edition. Closest to it are "Map 5.2 The City of Rome in the Empire" on page 122 and "Map 4.1 The City of Rome in Republican Times" on page 94.
	272	--- Septimus Severus
11	525	144 Nicaea
	528 = error	Chalcedon
	530 = error	"
	195	144 "
	229	163 " but not indexed
	257N	184 "
	540	Trent
	560-562	412-414 Trent
	529	418 Alcuin
	530	541 Alcuin

	three lines of index	Luther
		seventeen lines of index Luther
	537	384, 385 f Savanorola
	251	176-177 Alcuin
	160	113 map
12	192	---- fresco
	188	135 Caesarea does not appear in the sixth edition
	Footnote 7 in the lecture. There are now thirty points for finding Hillel.	
	192	--- Gnostics does not appear in the sixth edition index.
	192	142 Marcion
13	198	129 The Late Roman Empire
	202	132 The sixth edition reference is to the second paragraph in the first column.
	213	153 Map 6.1
16	238	170 Map 6.3 = Map 6.2
17	325	237 Map 8.5
18	258	184 Map 7.1
	283	205-206 Islamic women
	282	285 Caliph Harun al-Rashid
	398	299 Map 10.3
	506	525 Map 13.2 = Map 16.3
	427-428	321-322 Gutenberg
	259-260	185-186 Heralcius
	278	198 wool and skins
	236	167 Charles Martel
	280	201 Battle of Tours
	385	288 Fatimids
	345	289 Saladin
	387	289 Saladin
	282-288	203-206 Jerusalem
	392	291 1188
	574	462 Lepanto
19	281	202 Map 7.3
	409	307 Map 10.4
	402	303 Genghis Khan
	502	429 Map 13.1 = Map 14.1
20	308	223 Bayeux Tapestry
	311	236 Map 8.4
	373	--- time-line
	593, 594-595	Oliver Cromwell
		482-485, 484b
	871	706 Map 22.1
	indexed on two lines Manchester	
	indexed on four lines	
21	William III, Stadholder of Holland	
	= William of Orange, king of England	
	William, Duke of Normandy	
	= William I, the Conqueror, king of England (1026-1087)	
	477	372 Chaucer
	513	440 Mary Tudor, queen of England
22	no references	
23	297-299	215-217 commerce
	298	216 Map 8.2

- 311 226 Map 8.4
- 24 309 224 Doomsday Book
 355-357 263-265 Frederick II
 506 525 Map 13.2 = Map 16.3
 352 260 Map 9.1
- 25 no references
- 26 365 & 394 270 Fourth Crusade
 374 --- time-line
 364 --- Saint Francis of Assisi portrait
 387 289 Map 10.2 = Map 10.2a
 582 476 Map 15.2 = Map 15.4
 346 --- Provisions of Oxford
- 27 --- 346 "Provisions of Oxford" is a heading in the fifth edition of Chambers on page 346. Provisions is indexed in the fifth edition, but not indexed in the sixth edition. The section on Provisions of Oxford is omitted entirely in the sixth edition.
- 28 328 & 371 240 St. Anselm
 422 315 Map 11.1. Neither Northampton nor Bruges are in the sixth edition. Thomas Nelson Community College is in the Northampton section of Hampton.
- 31 443 332 Map 11.2 = Map 11.3
- 32 427-428 321-322 Gutenberg
 196 145 & 176 Jerome
 470 --- Lorenzo Valla
- 33 622 & 627 499, 500 ff., 503 Vesalius
 --- 206 Hypocrites = Hippocrates
 487 361-362 Masaccio
- 34 500 428 Columbus
 501 430, 430f Columbus
 503 431b Columbus
 427-428 321, 322f In footnote 10, Columbus is wrong. It should be Gutenberg.
 1011 809 infant mortality
 1011 fn. 809 fn.
- 35 362 --- Bernard Gui
- 36 384 285-286 Bernard of Clairvaux, St.
 236 167 Pepin of Heristal
 232-233 --- Saint Bede
 244 173 Saint Bede
 247 175 Saint Bede
 --- --- Moses Maimonides
 567 418 Xavier
- 37 Plate 35 517f Teresa of Avila
 561 414 Teresa of Avila
 --- 415b Teresa of Avila
 602 488 Teresa of Avila
 --- 510 Teresa of Avila
 371 275 Duns Scotus, John
 482 377 Erasmus
 483 378 Erasmus
 543-544 393-395 Erasmus
 --- 394f Erasmus
 --- 405 Erasmus

- 511 Erasmus
- 38 552-554 401-404 Disorder and Revolt
- 582 476 Map 15.2 = Map 15.4
- 39 578 466 Henry IV survives massacre
- 894 763 Salic Law
- 734=634 507 Jansenism
- 672-673 540 Jansenism
- 769-820 --- Industrial Revolution This is tricky. It seems as if the former Chapter Twenty has been rewritten into Chapter Eighteen. "Industrial Revolution" takes up twenty-four lines of index in the fifth edition and is not listed at all as such in the sixth edition.

HIS 102

TopicFifth Number	Sixth Edition	Topic
03 720	623	Eighteenth Century style inside front hardback cover Stockholm
572, 574, 581, 883, 608, 691		Gustavus Adolphus
04 ---	---	War of Devolution
670	538	Map 17.1 where Blenheim does appear.
691	---	Great Northern War
692	454 & 545	The only references to the Turkish siege in 1683 are on Maps 14.5 and 17.2.
05 646	should be 710	
	559	Map 18.1 = Map 17.4
06 nothing		
07 716	570	Map 18.2 = Map 17.2
08 nothing		
09 775	---	unclear
593-594-595		Oliver Cromwell
	482-485, 484b	Oliver Cromwell
671	---	League of Augsburg
795	618, 619b	social contract of Rousseau
---	---	Spinoza
10 nothing		
11 nothing		
12 nothing		
13 844	676	Map 21.1 = Map 21.1
		to be continued.
16 854	685	Map 21.2
874-863	675-688	
---	652	Toussaint-L'Ouverture
851	683	Amiens
inside back cover		Niemen River
		inside front cover Niemen River
864	701	Isser Woloch
17 871	706	Map 22.1
18 none		
19 772	1053	Arnold Joseph Toynbee
916		Crystal Palace
20 nothing		

HIS 101 and 102 Syllabus Part II	102	
21	---	--- Dostoevsky
	960 and 1055	Daumier
		736 and 794 Daumier
22	---	426 Poor Law of 1601 (England)
	---	756, 758 Poor Law of 1834 (Britain)
	890-891, 929	Chartism
		758-761, 759, 760 Chartism
	Chapter 23	Chapter 23 Industrialization ... = Learning ...
	740	608, 609 Lavoisier
	960, 961	794, 795 Dickens
	959, 960, 961	Balzac
		794, 795 Balzac
23	998	779 Map 24.3 = Map 24.1
	398	299 Map 10.3
24	1018	815 Darwin
25	935	848 First International
26	unsure	
27	1131	981 Map 29.4
28	974	779 Map 24.1 = Map 24.2
	978	784 Map 24.2 = Map 24.3
	998	789 Map 24.3 = Map 24.1
	1084	880 Map 26.4 = Map 27.2
	1109	895 Map 26.6 = Map 27.4
31	----	
32	----	
33	1085	883 Map 26.5 = Map 27.3
34	776	596 growth chart
35	----	
36	1223	981 Map 29.2 = Map 29.4
37	----	
38	1248	988 Map 29.3 = Map 29.5
	1282	1013
39	----	
40	----	

July 28, 1999

The 1999 rendition of these lectures is updated to the seventh edition. The assignments, however, are not updated to the seventh edition. To locate the correct assignments locate the appropriate html file at www.western-civilization.com

Mandatory

For Each Topic

Written

Students are to arrive at each class with a written reaction to the assignment. Attendance is based on doing that assignment correctly. The paper on which the reaction appears is not to have ragged edges, because ragged edges are difficult to store. Across the top of the page is to appear:

Your name Topic Number Source of comment
Class and section Date

The object of the comment is to satisfy Dr. Jirran that the material has been studied. The comment is to be submitted in a timely manner to the satisfaction of Dr. Jirran. The comment is not to be written in class,

after class has begun. Students are expected to present themselves before their class prepared to demonstrate that they know the notes and have read the book. Television-inspired standards make the self-imposed student criteria often far beyond the at-least-some-sort of reaction wanted. Also see III. A.1. Theoretical Aspects of the nature of the objectives.

On the syllabus, there is a column of blank spaces, under the heading "You." The student is to enter the page number of the text or the paragraph letter of the lecture against which he has prepared his reaction. Students not reacting in writing on the "You" line are liable for a one point penalty per topic. Do not take chances. Do it between the time the answer sheet is received and the daily quiz begins.

Students who object to having their answer sheets passed around the classroom should note that on their answer sheet. Those students should use their own paper for the daily quizzes and should turn in that paper directly to the professor. To see their daily grades, such students should obtain an appointment in writing from Dr. Jirran, their professor.

Students may be permitted to write their own multiple-choice exercises with the understanding that the exercises then enter the public domain, without copyright protection. Students may write their own multiple-choice exercises for daily quizzes, but not for formal reviews. Consult the professor for details.

Oral

This implies that students will give each other a chance to participate daily. In the summer of 1990 the professor filled out drop slips for students who seemed unwilling to give their classmates such a chance. Those students signed the slips and dropped the class. The learning atmosphere improved immediately. In the spring of 1991 the professor suggested than an overly aggressive and unreasonably rude student drop the course. She refused and as a result the academic level of the class suffered. At the end of the course, just before handing out the final grades, Dr. Jirran read the following statement which includes a description of a non-threatening Final Examination.:

I have just returned from a professional conference whereat I laid out our anguish of souls in this course.¹⁸⁹ An Episcopal priest from the University of North Carolina gave me the following verse from Ezekiel 22, 30. "I have been looking for someone . . . to man the breach in front of me." We are being tape recorded.

Some final comments are in order. To teach is to create a space in which the community of truth is practiced. At a very painful personal level we have tried to do that and I am grateful. Having my work challenged means that it is being taken seriously.

¹⁸⁹Dr. Jirran participated in the annual consultation of the Associates for Religion and Intellectual Life in the Minneapolis area, from Monday, April 28 through Wednesday, April 30 1991. Parker Palmer was the facilitator for that consultation.

While polarization is comfortable it is self-defeating and, so, we reach out toward one another across a variety of personal and impersonal chasms. In our attempt to reach one another we raise an issue known across the nation as "P.C.," for political correctness. If not in the name of political correctness, then, at least the tactic of political correctness has been utilized in this classroom, through what we seem to be able to agree to call rudeness, to prevent me from sharing what at least seems like seventy-five percent of what I would like to share with you. Frankly I feel like Jesus who, before he was crucified, cried out, "Jerusalem, Jerusalem how often would I have taken you under my wing, but you would not." Despite that I really think that broadcasting this class on television would have been helpful.

As a whole, the grades are painful and disastrous. No one in this class attended enough to earn any bonus points. Some have still not turned in the three by five card designed to get papers on the right track. As best as I recall, only two people rewrote their papers.

The procedure from here on out is as follows. You will receive your grade and place your initials on top of it as evidence that you are present. I will explain how the grades were calculated. Then when either there are no more questions or we run out of time or I feel the class out of control, class will be dismissed. This is the time for students who feel that their grade merits adjustment to be heard. The first students to be heard will be those who wish to challenge the math involved, next those who feel that their letter grade may have been miscalculated for any other reason. At least one student does not think that I graded his paper accurately. I do make mistakes, that case is a judgment call which I have considered and reconsidered and cannot change with integrity.

My reason for exposing myself to the possibility of more rudeness now is so that should I change my mind about a grade, all interested parties may be able to take advantage of the same reason for the change. It is not fair to grade the student who has done the work the same as the student who has not done the work. That means that my attitude toward possibly correcting a grade in front of the class here assembled is far more flexible than doing so at any other time.

Only a third of that class passed. Most of the remainder received Fs, with a number of Ws, and a few Is. What gratified and amazed me was that no one argued with the standards, the integrity, or the basic fairness of the grades. What he means is best described by his comments at the end of the most difficult class he ever taught, HIS 142-01, spring 1991, quoted above.

The material associated with the quotation above is also suited for the beginning of this Syllabus Part II, under II. Educational Philosophy. The reason for including it here is so as not to frighten the student lacking the stamina to get this far. Educational philosophy does not simply flow

from Dr. Jirran to his students. That philosophy also has a fundament within the students themselves. The matter of standards is at issue. Dr. Jirran remains both appreciative and amazed at the support for maintaining first year college level standards.

Class work is primarily lectures; first the formal lectures, then the less formal mini-lectures, designed to meet individual student needs. Group work, of a very informal, but very effective nature, takes place before and after class and during breaks. The significance of being tardy for a lecture is not so much in the words which have been missed, as in the attitudes which have been shaped and the disturbance caused.

More exact assignments are found above and suffice as a reference point should the Syllabus Part I become either lost or mislaid. Section A presents a list of topics and reading assignments; Section B. mandatory assignments; Section C. optional assignments. It all boils down to knowing the notes and reading the book.

For Special Topics

Book

There are several mandatory assignments, divided into library and daily comment. The library assignment requires that the student show the professor a book pertinent to this course. The student is also obliged to return the book to the library. Five points are recorded at the time the book is shown to the professor. There is no extra credit for reading the book, although experience shows that about ten percent of the students do at least some of that reading. There was reference to this in III. B. d. i. above.

Half sheet

For ten points, the student is expected to begin a term paper by identifying a topic and locating the title of a scholarly source from which to begin. This work is to be done on the half-sheet hand out. A sample of the work expected may be found in the front-material. After the Final Examination has begun, library work will not be accepted. Library work will not merit any points after the time the class at which it is due is scheduled to begin. Students should not play games. Students should get the assignments completed early in the course.

Optional

Analytical paper

The the analytical paper must be for a class actually taught by Dr. Jirran. In the winter of 1986, the professor, for the first time, became aware of the ravages of television on the minds of the students.¹⁹⁰ Some students seem never to have gotten beyond the short attention-span, Sesame Street, mode of learning. The highest form of thought involves not only grasping

¹⁹⁰See The Chronicle of Higher Education, ca. 19 February, 1986 for concern as expressed by various professors around the country.

disparate facts of information, but also developing those facts into a related, integrated whole meaning. A research essay is partially designed to overcome the scourge of television by mandating that students think for themselves. In the summer of 1990 the professor was again thunder-struck with the abysmal lack of analysis in the better papers.

Analyzing what is happening is part of being human and growing up. It may be all right for a dumb animal or a child simply to observe without analysis and evaluation. But even animals seem to analyze their situations in order either to prey or to avoid being a victim. In fact, students are always analyzing their situations. The professor is demanding that his students be strong enough to analyze the broad picture of their own situations, from specific instances of classroom exchanges all the way to the meaning of Western civilization itself.

In May 1986, the National Assessment of Educational Progress reported that only thirty-eight percent of all seventeen-year-olds could write a "detailed, organized description."¹⁹¹ This study, again in the news in December 1986, cited analytic writing as the most difficult, and comparing and contrasting as the easiest. Students did better who did more planning, revising, editing, and writing.¹⁹² The purpose of the research and analytical paper is to help students cope with the problem just cited. Meeting this purpose also serves to enable the student to evaluate the class for the administration.

One purpose of research paper is to bring the student into perspective of what collegiate competence for this professor includes. Students shall use their own theses to provide unity for their papers. That theme should be used to link paragraphs. Students ignoring this direction are particularly vulnerable to the "Write a better transition." stamp.

Many students do not know what to make of the approach to them through the subject matter used in this class. Since new students probably have never seen anyone teach in the way this professor does,¹⁹³ they mistakenly assume that the approach is wrong. The fact of the matter is that old students say that this professor neither does nor should spoon-feed them. This means that classes are conducted with the original assumption that students already know the notes, have read the book, and are prepared with a comment. The importance of this statement is demonstrated twice at the start of this Syllabus Part II and by repetition at III. B.1.d.; III. B.1.e; III.C.1.1. twice; III.C.2.xiii.; IV.A. twice; IV.A.1.a. twice; IV.A.2.c.; V. B.2.; V. B.3.

¹⁹¹Linda S. Wootton, "My God--the Kid Plans to Be a Teacher," The Wall Street Journal, June 26, 1986, col. 5-6, at the bottom of the editorial page.

¹⁹²"Johnny can't Write, survey concludes," Washington (AP), The Times-Herald, Dec 3, 1986, pp. A 1 - A 2. Ina Mullis, Arthur Applebee, and Judith Langer, "The Writing Report Card."

¹⁹³In the summer of 1987 Michael Bazemore announced that Thomas E. Garner, one of my former students, utilized this methodology at Menchville High School; another of my former students was teaching AP History at Ferguson High School in the fall of 1987.

At any time a student does not see the relationship between the course goal and what is actually happening in class, that student should first ask himself what that course goal is. If one still does not know the relationship, that person should ask, immediately. This sentence is repeated and paraphrased from III. B.1.d and IV. D. because this sentence is so important. Students are invited to write the daily goals on the chalk board before the professor arrives, as a means for compensating for tardiness of less than ten minutes and, more importantly, as a means for keeping the course goals before the students. The course is a constant quest for better analysis.

The optional analytical paper assignment requires that a student take notes for fifty minutes in at least one class. Should a college administrator or surrogate attend class, this exercise may be required. Class notes become a database from which to write a unified, coherent paper based on the theme that what actually took place in class either did or did not meet the course goal for those particular fifty minutes.

While Thomas Nelson Community College may forbid professors from refusing papers not typed, the college may not prohibit deducting points for neatness. Students turning in papers not typed should know that neatness is the first requirement. Good students never submit a paper without ensuring that a copy is available for replacement purposes. In this way any contest between professorial negligence and student integrity may be avoided over papers.

Papers frequently have the same mistakes. In order to streamline the grading process, the following stamps exist: BE NEATER; IMPROVE YOUR SPELLING; WRITE THIS SENTENCE IN A LESS AWKWARD MANNER; IMPROVE YOUR PARAGRAPH FORMATION; BE MORE SPECIFIC, USE MORE DETAILS. Other stamps include: "See Turabian." Turabian is but one acceptable manual of style in use at Thomas Nelson Community College.¹⁹⁴ "Number the pages." "Avoid contractions in formal papers." "Avoid possessive nouns in formal papers." "Avoid apostrophes in formal papers." "This sentence is incomplete." "What is the course goal?" "Write a better transition." "Make noun and pronoun agree." "See the syllabus." "See the supplement for Topic Two." "Improve your grammar." "Use only one verb tense per paragraph." "Avoid malaprops." "Improve the punctuation." "REALLY?" While the "REALLY?" stamp is embarrassingly oversized, that stamp still bears an appropriate message. "Utilize analysis for transitions."; "Use parallel construction."; "Avoid the virgule." "Document this." "Compare and contrast sources." "Improve the punctuation." "Use noun-verb agreement." "Think more. Write less." "The initialed approval card is missing."

¹⁹⁴Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago, The University of Chicago Press, current edition [my paperback is the 1973 fourth edition]). The professor also uses the hardback *The Chicago Manual of Style: Thirteenth Edition, Revised and Expanded: For Authors, Editors, and Copywriters* (Chicago: The University of Chicago Press, 1982). The standard grammar for Thomas Nelson Community College is H. Ramsey Fowler, ed., *The Little, Brown Handbook*, 4th ed., (Boston: Little, Brown and Company, 1989). That grammar is acceptable substitute for Turabian. Besides *Webster's Collegiate Dictionary* another worthwhile reference book for the library of a college student is *The Concise Columbia Encyclopedia* (New York: Columbia University Press, current edition [mine is the 1983 edition]). For locating words I find difficult to spell, *Roget's International Thesaurus*, fourth edition, Revised by Robert L. Chapman (New York: Harper and Row, Publishers, 1977) is useful.

The object of every good student ought to be to make mistakes other than those conducive to the above stamps. Try for the "Good." stamp. Other overly large stamps include: "See Turabian on quotations." "See Turabian on numerals." and "Develop a broader context."

Besides their obvious meaning, some of the existing stamps have special meaning.

"Be neater." has special application to papers which are not typewritten. The typing lab is available for walk-in students.

"Improve your spelling." includes improper capitalization.

"Consult a dictionary" is a sign that the writer has either included a relatively elementary mistake of meaning or a more sophisticated mistake of spelling.

"Write this sentence in a less awkward manner." includes a host of improprieties, but, particularly excessively long and poorly constructed sentences.

"See Turabian." includes standard format for miscellaneous errors. A high level of academic format is really expected.

"See Turabian on the dash." "See Turabian on margins." and "See Turabian on spacing." are stamps involving technicalities which, without the use of the stamps, would not be brought to the attention of the student. The best margins include one and a half inches to the left and an inch top, right, and bottom. Double spacing is standard.

"See Turabian on the watermark." is special because Turabian no longer offers directions on the watermark. Good, twenty-weight, bond paper, when held up to light will at least have the word "bond" appear translucently. That word indicates the proper way to turn the paper for typing purposes.

"Avoid possessive nouns in formal papers." and "Avoid contractions in formal papers." Standard English grammars treat contractions and possessives separately. What the professor wants the student to avoid is both. What the professor wants the student not to use at all, unless the student is quoting, is contractions of the more standard sort, e.g. "ain't."

"See the syllabus." usually means "See the supplement about the nature of the assignment." In the winter of 1986 the professor shortened the Syllabus Part I to one page and added what had been the syllabus to this Topic Two as a supplement. In 1996 this part of the supplement to Topic Two was changed to Syllabus Part II.

Beware of the stamp "Proofread more carefully." A good paper is well proofread. One penciled correction every other page, discretely used, is not only acceptable, but even expected.

"Good." refers to a variety of items, from a noteworthy insight to careful spelling. "Good." frequently refers to a word the professor suspected was spelled incorrectly, but which was correct.

"See the assignment directions." In the past students have objected to lecturing on these directions for students who had not read what is here. Beginning with the summer of 1987, the professor has not done that.

"The initialed approval card is missing." refers to term papers and some optional assignments.

"See Mrs. Williams in Room 232." This refers to the English Support Laboratory in Wythe Hall. During the 1988 winter quarter, the laboratory was open on Mondays and Thursdays between 4:00 and 10:00 p.m.; Tuesdays, Wednesdays, and Fridays, between 10:00 a.m. and 4:00 p.m. As required, your professor has requested Mrs. Williams to help you write your themes and check your papers for grammar errors prior to your handing them in. A blurb from the Laboratory follows this Syllabus Part II as an appendix. Williams in the English laboratory. Mrs. Williams is willing to help students learn what they need to know while they still have time to learn, rather than after it is too late and in the red ink stained hands of the professor. Too frequently Mrs. Williams is unable to do as much as she would like because of the great demands on her time. Dr. Jirran has stopped both using his Mrs. Williams stamps and suggesting that students see her. Some students, nonetheless, go to see Mrs. Williams anyway and sometimes are able to receive her counsel

There is another stamp which has proved useful: "Take this paper to Mrs. Williams in Room 232 as evidence for the fact that more English needs to be incorporated into your curriculum." Ordinarily when that stamp is used, the paper is sent directly to Mrs. Williams and the grade is not awarded until Mrs. Williams is seen. When the professor uses this stamp he feels that he is doing the student a favor.

For the student diligently reading all of this, Dr. Jirran is making the point that he does teach English in this history class. Thanks to computer technology, Dr. Jirran has developed the following statements, suitable for placement on one-inch address labels, which can then be attached to student papers.

Use "a" before words beginning with consonant sounds, including those spelled with an initial "h" and those spelled with vowels that are sounded as consonants . . . Use "an" before words that begin with vowel sounds, including those spelled with an initial silent "H": an orgy, an L, an honor. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 748; sixth edition, page 727.

For the hyphenation of compound adjectives see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 536 and 772; sixth edition, page 500-501.

For the use of nouns as adjectives, see The Little, Brown Handbook, third edition, pages 143, 215-16;

The course goal for administrative activity is to motivate students to learn.

For the difference between adjectives and adverbs, see The Little, Brown Handbook, fifth edition, pages 180-181 and 261; sixth edition, pages 161-162, 240-241.

Conjunctive adverbs may be moved around inside a clause. Conjunctive adverbs include however, otherwise, and therefore. For a more complete list of common conjunctive adverbs see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 203; sixth edition, page 180.

Avoid the ampersand (&) in formal papers. See The Little, Brown Handbook, third edition, pages 390-391; fifth edition, page 465; sixth edition, page 433.

Greater unity and coherence would improve this paper. Make better use of analysis to make transitions both between sentences and between paragraphs. For unity see The Little, Brown Handbook, third edition, pages 36, 58-67; fifth edition, pages 43-44, 71-78, 788. For coherence see pages 36-37, 58, 67-81; fifth edition, pages 43-44, 71, 79-90, 115-117; 770; sixth edition, pages 53, 82-91, 112-115, 324, 750.

Avoid the vertical pronoun "I."

Use the blank sheet as a backup for the cover page.

For guides to the preparation of a bibliography, see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), pages 597-598, 693, and 713; sixth edition, pages 563, 666, 685. Turabian is specifically mentioned on pages 598 and 693 in the fifth edition and on pages 563 and 666 in the sixth edition.

For the use of underlining (italics) for titles of books see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), page 428.

This is unacceptable because written in broken English. Resubmit as soon as possible.

Your written comment today ___/___ was unacceptable.

For the hyphenation of compound words see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), pages 440 and 500.

A conjunctive adverb relates only main clauses, not words, phrases, or subordinate clauses. Conjunctive adverbs do not appear first in a clause. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), pages 180-181.

See The Little, Brown Handbook, fifth edition, pages 312-315 and 773 on dangling modifiers; sixth edition, pages 290-292, 753.

To make a dash, use two consecutive hyphens with no space before or after. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 738; sixth edition, page 714.

Date this.

This is not the most recent rendition of this lecture. The current date is _____.

For the punctuation of subordinate clauses, see The Little, Brown Handbook, third edition, pages 156, 275-76, 319-20, 322-24, 349; fifth edition, 196-197, 385-390, 404-405; sixth edition, pages 175, 2112-214, 258, 312-313, 358-362, 374.

For the difference between "different from" and "different than" see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 754. "Different from" is preferred; sixth edition, page 733.

You do not seem to understand the rules of documentation. The grammar book puts it well. "You need to acknowledge another's material no matter how you use it, how much of it you use, or how often you use it. . . . whether you are using the source only once or a dozen times, you much acknowledge the original author every time." See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 581; sixth edition, page 548.

Use words to express round dollar or cent amounts of only a few words. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 469; sixth edition, page 437.

Double space after periods. See "Forming and spacing punctuation" in H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 738; sixth edition, page 714.

For the forming and spacing of ellipses marks in manuscripts see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), pages 447 and 738; sixth edition, pages 414-415 and 714.

Some writers avoid common Latin abbreviations in formal writing, even within parentheses. For etc. see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 465; sixth edition, 433 and 734. Etc. implies a list so well-known that the reader has no need for the list itself. Etc. most often obscures, rather than helps the reader, because the reader does not, in fact, know the whole list.

Be more serious about your scholarship. For guides to the preparation of footnotes see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), pages 621-629; sixth edition, page 569-570, 657-662.

This is unacceptable because illegible.

For the indentation of paragraphs see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 70; sixth edition, page 75.

For the use of emphasis see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), pages 351-360; sixth edition, pages 327-336. Emphasis through italics or underlining should be avoided in formal papers. Even the exclamation point should be used sparingly. This means about one time per paper.

For the maximum extra credit, may I use this as a model paper? This means that I will read the paper before your class and then place the paper on reserve in the library. The basis for the extra credit is the emotional hook criticizing your paper before your class will have on you.

If you agree, sign and date this. Thank you for your nicely done paper.

This is unacceptable because the name is not in the upper left hand corner and topic number centered. Resubmit immediately.

The first time a name is used, use the complete name so that the person may be fully identified.

For an anonymous author, use the abbreviation anon. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 629; sixth edition, page 586.

For no date of publication use the abbreviation n.d. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 629; sixth edition, page 586.

Consult a dictionary. Our ancestors fought long and hard to see to it that the word "Negro" was capitalized.

For the use of neither . . . nor see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 202; sixth edition, page 179.

This is unacceptable because written in non-standard English. Resubmit as soon as possible.

This is unacceptable because no specific source is indicated. Resubmit immediately.

For the use of adjectives as nouns and nouns as modifiers, see The Little Brown Handbook, third edition, pages 143, 215-216; fifth edition, page 182, 268-269; sixth edition, page 162, 246.

Spell out numbers of one or two words. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 468; sixth edition, page 436.

The work you missed the first day has still not been made up. The course is more than one-third over. Would it be wise to drop the course now?

SEE OVER (lift the card)

Please do not pester the secretary. Thanks. My home phone is 595-3778; office 825-2792.

During the course of the semester, Dr. Jirran will rearrange his scheduled office hours to suit various needs of the college. Students always have priority. Appointments are, nonetheless, required in order to ensure that Dr. Jirran in fact will be present and available when a student arrives. As office hours are rearranged, a record of the changes will be posted on the door at Room 329-I.

Please do not mark on this official college document. Thank you.

Lectures are written to satisfy the organizational needs of the subject matter. Class discussion is organized to meet the differing needs of the students.

The proper "bibliography books," or indices, are located on the reverse side of this sheet.

The word "percentage" should be used instead of the symbol (%) in general writing. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), page 740.

For the position of propositions in sentences see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), page 165.

Few things are as irritating for the professor as proofreading student papers. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 67 for the following admonition, "Be sure to proofread the final essay several times to spot and correct errors. Other useful advice is offered on pages 68, 302, 496. On page 561 the following worthy advice appears, "Unless the errors are very numerous (more than several on a page), you can correct them by whiting out or crossing out (neatly) and inserting the correction (neatly) in ink. See Appendix Z, p. 718, for an example. Don't let the pressure of a deadline prevent you from proofreading, for even minor errors can impair clarity or annoy readers and thus negate some of the hard work you have put into your project. Proofreading is defined on page 764.

Where is the closing quotation mark?

Place commas and periods inside quotation marks. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 435; sixth edition, page 403.

Indent and single space quotations of more than four lines. See The Little, Brown Handbook, fifth edition, page 431-432 for quotations displayed separately from text. In the sixth edition, see pages 399-400.

Do not add quotation marks when separating a prose quotation of more than four typed lines from the body of the paper. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), pages 434-435; sixth edition, page 402-403.

Where is the opening quotation mark?

Place commas and periods inside quotation marks. See The Little, Brown Handbook, fifth edition, page 435; sixth edition, page 403.

Omit the space between the quotation mark and the quotation. See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), pages 427-437 for examples. In the sixth edition, see pages 395-405.

For the use of quotation marks within quotation marks see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 430; sixth edition, page 398.

It is not necessary to use an exact quotation in order to document your source.

This is unacceptable because the edge is ragged. Resubmit immediately.

Please give me written permission to read and critique your paper before your class and, then, possibly place your paper on reserve in the library. Having your mistakes exposed before your classmates, and perhaps the college by way of the library, will give you an emotional hook into learning which merits the maximum optional credit, which, in this case, amounts to _____ points. Thank you for your consideration.

Exercise greater regard for academic rigor.

For fused or run-on sentences see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition, pages 288-289 and 776; sixth edition, page 267-268 and 756.

Keep parts of verb phrases and infinitives together. See The Little, Brown Handbook, fifth edition, page 311; sixth edition, page 280.

For the use of the subjunctive mood see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), pages 216-218 and 759.

Place For the differences between there, their, and they're see The Little, Brown Handbook, fifth edition, page 763; sixth edition, page 743.

See "Titles to be underlined (italicized)" in H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), page 460; sixth edition, page 428.

See H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition (New York: HarperCollins [sic], 1992), for transitions on pages 112-114, the section "Linking paragraphs in the essay."

For the difference between a noun and a verb see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), pages 154, 760 and 769.

Prefer the active to the passive voice.

The course goal, for such administrative activity as listening to reactions to the Voodoo videotape, is to motivate students to learn.

Watermarked paper should be used so that the watermark is right side up and on the front.

Place For the proper use of which and who see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, fifth edition, page 764; sixth edition, page 744.

For who versus whom see H. Ramsey Fowler and Jane E. Aaron, The Little Brown Handbook, sixth edition (New York: HarperCollins [sic], 1995), page 193-194.

This ends the collection of one-ince labels available January 10, 1996.

-240Since about 1993, Dr. Jirran has learned about the availability of student tutors in the library. These tutors know how to recognize non-standard English and how to write standard English. These tutors can be very helpful to everyone. During the fall of 1995, one of the chief complaints Dr. Jirran made to his students was that they were not rereading what they had written. The first tutor, then, become the original writer. Rereading and rewriting is required for good writing.

English is taught in this class. The biggest problem is that students do not reread their daily comments before Dr. Jirran reads them. Students should expect to have their written comments correctly, gently, as Dr. Jirran reads them. Were Dr. Jirran not to offer his corrections as they arise, Dr. Jirran himself would begin making the same mistakes as those uncorrected in student papers. Some common errors are misspelling separate, "seperate," using "their" for there, and not capitalizing proper nouns and derivatives, such as Indian, English, American. Should a student not want a particular comment read in class, Dr. Jirran will honor that request, but not in an on-going, habitual manner. any student not submitting a satisfactory comment will be regarded as unprepared and will receive a zero for the work for that day.

The most useful advice seems to be that a good paper states the theme early. The paper proceeds to examine facts in the light of that theme. The paper concludes by summarizing the arguments and repeating the theme.

Students frequently ask the professor about the length of their papers. The ideal A paper usually consists of approximately ten tightly-reasoned typed pages. In the fall of 1989 a "Hall of Fame" for papers was begun on library reserve. The first papers arrived in the spring of 1990. By the summer of 1991 they had all been replaced.

The lecture notes come to about four pages per hour. About one and a half times that much space seems appropriate for examining what happened. Neither the printed notes, when and where available, recopied nor a court-proceedings type of transcript is what is wanted, but rather an analytical description of what actually took place in class. Without at least one typed page, the student ordinarily will not receive a D; two, a C; three, a B; four, an A. Beginning in the 1988 winter quarter, four and five page papers were regularly receiving C grades, mainly for lack of strong analysis.

***** Deadline!

Computer technology makes correcting papers much easier for students. To enable students to take advantage of such technology, analytical papers submitted before the tenth topic, will be returned to the author for possible rewriting. Students rarely take advantage of this. Both analytical and research papers submitted in the point-deduction time, as found, and perhaps changed, on the syllabus, will be graded, but will not be marked. Such papers will be available for oral critique in the office. Research paper deadlines are negotiable in writing.

Please do not say that the idea of a deadline became your idea of the earliest an assignment would be accepted. The idea of a deadline is that you are dead should you cross that point. No excuses are acceptable, e.g. 'I broke my arm and had to go to the hospital,' 'My son broke his arm and I had to go to the hospital with him;' certainly not, 'I was in an auto wreck;' definitely not, 'The Gloucester bridge was open because of a destroyer going through;' do not even think about an accident on either Big Bethel Road or Magruder Boulevard or any other act of God; do not bother with 'I thought this was due after the whatever wrong meeting;' do not try "I am an A student who needs a high grade point average to get into medical school. My nine year old son erased the tape I took on Friday for the paper which was due the following Monday."

If a student really wants to stir up the old duodenal ulcer, try 'My cat was having kittens' or 'Your Aunt Lil died and, since you weren't here yesterday, I didn't think that my paper had to be here today either.' In such cases, God himself is letting you know that he is calling home whatever points may be involved with crossing the deadline, if not you personally. Be more creative than "You mean I walked all the way from Briarfield and was only sixty seconds late, and you're still taking off points?" or "My secretary wouldn't give me my paper." or "I had the paper here on time, but I left to staple it together." or "How can this work be mandatory if you will not accept it after the deadline has passed?" Do beat the deadlines by as much time as you can.

Do not try: 'You weren't here, so I gave your paper a.) to the secretary, b.) to the janitor, c.) to the president of the college, d.) to the man in the moon, e.) all of the above.' No student has permission either to place an assignment or a note on the desk of the professor or to take anything off of that desk. Papers left in the tray with the name of the professor on it opposite the secretary in Room 329 are received when the professor picks them up, not when such papers may be placed in that tray. Papers placed in the mail have the same fate. They are received when the professor obtains them, not when they are first sent.

On the first day, a paper not more than one second late loses one point; not more than ten minutes late loses two points; an hour late, three points; before the professor leaves the school, four points; at home, before midnight, five points; after midnight ten points until after the professor returns to and leaves the school, when the penalty turns to at least twenty points, with the announced per-day points deducted for each successive calendar day.

Should the professor be absent due to illness or for any other reason, that is a mitigating circumstance. In such a case, the papers are due the first meeting after the professor returns.

At the request of this professor, the bookstore carries reference works listed in the Turabian footnote above. Dr. Jirran highly recommends the following reference books for individual student libraries. Because these books do not receive the action they seem to merit, these books are mentioned here, again, in the body of the text because that does make a difference. Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations fifth edition offers detailed formatting directions. Besides Webster's Tenth New Collegiate Dictionary another worthwhile reference book for the library of a college student is The Concise Columbia Encyclopedia current edition [mine is the 1983 edition]. For locating words found difficult to spell, Roget's International Thesaurus, fourth edition, Revised by Robert L. Chapman is useful. The standard grammar for Thomas Nelson Community College is H. Ramsey Fowler, ed., The Little, Brown Handbook, fifth edition, (Boston: Little, Brown and Company, 1989). That grammar is best used in conjunction with Turabian. Should the college bookstore not have such works in stock, the bookstore will order them. Another place to check is Walden's Book Store (827-6365).

A further word on the "you-knows" is in order, particularly if you have permission to tape the class. Treasure those "you-knows." Analyze why they were utilized and why they were noted or not. Try to spell out just what it was that the speaker expected "you know" to know. Look for a social class bias. Test the hypothesis that the problem is not so much with the speaker as with the language. Is there a problem in that the language is serving those well-situated, but not those others, like us, who are not so well-situated? Is "you know" being used to make up for a deficiency in language, to make up for a cultural bias against the best interests of the user? Is the problem of bias against the user of "you know" the problem of blaming the victim for the crime against him? This notion of the big shots determining what may and may not be said and thought is examined with relative explicitness in John Bodnar, "Power and Memory in Oral History: Workers

and Managers at Studebaker," The Journal of American History, Vol. 75 No. 4 (March 1989): 1201-1233. In your paper, make an exact transcript of the context in which the "you know" was used.

Research continues to support the thesis of the professor. The professor has long since maintained that his own "-ers" and "-ums" and "-uhs" and "-ahs" are but substitutes for "you knows." Research now indicates that those words and similar pauses are more influenced by the content of what is said than by the personal attributes of the speaker.¹⁹⁵

As a sort of reward for the student plowing this far in reading this Syllabus Part II, the professor points out areas from which some multiple-choice exercises were written. From page three, the exact title of the course; the two sections associated with A. Nature; the section beginning with V. B.1 library, ending with 3. reactions; all of the deadlines; the third paragraph under III. B.1.b. "From...D;" III. B.1.e. 8) Dr. J...English; III. C.3.b.4) "(To...points;" III. C.3.c. v. "The problem...review;" IV. B. First paragraph: "In order . . . bars." Expect to see these exercises for the Syllabus Part II on the daily review and on the First Major and Comprehensive Reviews. In the 1987 fall, the 1989 summer, and the 1993 summer students told the professor that these sources were not entirely accurate. Students are invited to keep letting Dr. Jirran know of corrections which become needed as this Syllabus Part II is rewritten, semester after semester.

Writing Own Multiple-choice Exercises.

Students may be permitted to write their own multiple-choice exercises with the understanding that the exercises then enter the public domain, without copyright protection. Students may write their own multiple-choice exercises for daily quizzes, but not for formal reviews. Consult the professor for details.

The professor may be willing to accept one set of forty copy-ready multiple-choice exercises for consideration. From this number, the professor will ordinarily cull no more than thirty-two for use by students. For the student-generated review to be eligible, the professor must have a list of the topics reviewed and of both the answers and the location utilized to substantiate the answers. Again, consult the professor for details.

Other

Non-traditional avenues for academic credit are available. Illustrating the course goals with cartoons, utilizing already available visuals and audios during the lecture, helping prepare the presentation for television, are several examples of non-traditional avenues. Every effort will be taken to prevent students from substituting a non-traditional avenue for the core of the course. This means that, except for the A student, optional work must be agreed to before

¹⁹⁵Stanley Schacter, Journal of Personality and Social Psychology (March 1991) as cited in The Chronicle of Higher Education, Vol. 37, No. 31 (April 17 1991), page A 6, column 3-4.

Topic Seven. With regard to extra-credit projects, the mainstream of education recognizes three appropriate goals: cognitive, affective, and practical.¹⁹⁶ Finally, there are suitable videotapes. Students viewing the tapes listed below after giving oral reports in class can receive three points per hour for the time consumed viewing and preparing.¹⁹⁷

Students particularly interested in naval architecture are invited to participate in a project on which the professor has been working for the past twenty-five years.

Years ago, students insisted that the professor view Leo Buscaglia, "The Art of Being Fully Human," a fifty-eight minute VIDEOTAPE/BJ/1581.2/A7. Reluctantly, the professor made them watch it with him, at the end of the course. The professor watched and remains deeply complimented to think that his teaching reflects ideals of Buscaglia. This video, plainly, explains at least what the professor tries to do, if not what the professor actually succeeds at doing.

Leo Buscaglia, "A Time to Live with Leo Buscaglia," 30 minutes, VIDEOTAPE/BJ/1581.2/T5.

While other worth while audio-visual material remains to be investigated, the following can be recommended.

Peter Wallenstein, "Research Methods in Black History" in on reserve in the library with material from Dr. Jirran. While the technical quality of this tape is poor, Peter Wallenstein is excellent. Wallenstein made the tape at Thomas Nelson Community College for students of Dr. Jirran and of the college as a whole.

Civilization Videos (13 episodes)¹⁹⁸ in Hampton Public Library, Main Branch, 4207 Victoria Boulevard (near Darling Stadium) three days free (overdue costs three dollars per day) VIDEO 909/CIV/ Pts 1-13

HIS 101

"Heritage: Civilization and the Jews," with Abba Eban in Hampton Public Library, Main Branch, 4207 Victoria Boulevard (near Darling Stadium) three days free (overdue costs three dollars per day) VIDEO 909.04924

1. "The Frozen World" Videotapes/CB/68/C55/1-13
2. "The Great Thaw" Videotapes/CB/68/C55/2
3. "Romance and Reality" Videotapes/CB/68/C55/3
4. "Man: The Measure of all Things" Videotapes/CB/68/C55/4
5. "The Hero as Artist" Videotapes/CB/68/C55/5

¹⁹⁶See The Campus Ministry Pastoral Letter Editorial Committee, Draft: The Quest for Wisdom: The Church in Dialogue with Higher Education (Washington, D.C.: United States Catholic Conference, 1984), pp. 8 and 19.

¹⁹⁷Ann B. Dolgin, "Thomas Nelson Community College Directions 90: Curriculum and Instruction," August 1, 1990, Section VI, Assessment and Institutional Effectiveness, page 75.

¹⁹⁸?? what are their specific names? Located by Kat Kitterlin before January 14, 1996.

"The Shaping of the Western World: The Romans: Life, Laughter and Law," thirty minutes, CB/245/S45/(1)/c.2.

"The Shaping of the Western World: The Middle Ages: A Wanderer's Guide to Life and Letters," thirty minutes, VIDEOTAPE/CB/245/S45/(2)/C.2.

The following thirty minute film is frequently viewed in class: "Chartres Cathedral," 16MM FILM/NA/5551/C5C35.

"The Shaping of the Western World: Galileo: The Challenge of Reason," thirty minutes, VIDEOTAPE/CB/245/S45/(3)/c.2.

6. "Protest and Communication" Videotapes/CB/68/C55/6
7. "Grandeur and Obedience" Videotapes/CB/68/C55/7
8. "The Light of Experience" Videotapes/CB/68/C55/8
9. "The Pursuit of Happiness" Videotapes/CB/68/C55/9

"The Shaping of the Western World: Elizabeth: The Queen who shaped an Age," thirty minutes, VIDEOTAPE/CB/S45 (4)/C.2.

"Dale Pascal," thirty minutes each, numbers 2-9, VIDEOTAPE/QA/76.73/P2/D3/no.2-9.

Music is yet another non-traditional avenue open for exploration.

HIS 102

The following sixteen minute VIDEOTAPE/E/241/Y6, "The Archaeology of the Grand French Battery, Yorktown, Virginia" is also frequently shown at the time of the Final Examination.

A student has prepared a videotape, dating from the winter of 1987, on the underwater retrievals happening at Yorktown.

- # 10. "The Smile of Reason" Videotapes/CB/68/C55/10
- 240# 11. "The Worship of Nature" Videotapes/CB/68/C55/11
- # 12. "The Fallacies of Hope" Videotapes/CB/68/C55/12
- # 13. "Heroic Materialism" Videotapes/CB/68/C55/13

Bismarck: Germany from Blood and Iron," 30 minute VIDEOTAPE/DD/218.2/B57

The official records of the Nuremberg Trials is available on the seventy-six minute VIDEOTAPE/JX/5437.N8 pt. 1.1.

"Adolph Hitler," is on art. Professor Goldberg and this professor were present at one of the first presentations of this to the scholarly community. VIDEOTAPE/DD256.5/.A4 parts 1.2.

Professor Goldberg highly recommends "Shoah," on the Jewish Holocaust experience. This was shown on television.

Music is yet another non-traditional avenue open for exploration.

Students particularly interested in naval architecture are invited to participate in a project on which the professor has been working for the past twenty years.

Students are invited to obtain permission to investigate and suggest yet other videotapes.

The extra credit project from which both students and professor have derived the most satisfaction is the identification of textual malaprops and misspellings in Chambers. The first time such as these are discovered, they are worth the maximum points available. Identifying previously undiscovered errors in these notes is worth ten points each. Errors will only be accepted at the time the topic in which they occur is first taught.

Conclusion

The purpose of this Syllabus Part II rests on some interesting research.¹⁹⁹

As the course begins, students tend to have three common concerns: Will I be able to do the work? Will I like the professor? Will I get along well with my classmates? Professors often miss this in students, and think that students are concerned about grades, the difficulty of the work, and the appeal of the course. It seems never to occur to students that professors worry about anything at all.

As a matter of fact, professors tend to worry: Will the students get involved? Will students like me? Will the class work well as a class? The point is that both students and professors tend to have the same concerns, although neither group realizes the commonality of interest. The purpose of this Syllabus Part II is to start to bridge that gap. As one professor put it:

But if students could be persuaded that we are really interested in their understanding the material we offer, that we support their efforts to master it, and that we take their intellectual struggles seriously, they might respond by becoming more involved in our courses, by trying to live up to our expectations, and by appreciating our concern.²⁰⁰ Students and professors, both, need to grant to each other that they are interested and enthusiastic about the subject matter of the course. Students and the professor need to realize that the notes will be known and the book read.

¹⁹⁹Sharon Rubin, "Point of View: Professors, Students, and the Syllabus: We forget that what we know about our disciplines and your teaching methods is not known by everyone," The Chronicle of Higher Education, August 7, 1985, p. 56.

²⁰⁰ibid.