

HIS101-02and03Introduction©August10,1999

Raymond J. Jirran

A. Introduction

Welcome and welcome back to Thomas Nelson Community College. This is History 101, Section _____. The course goal for this topic is to evaluate the impact of ideas on life.

B. Expectations

When Hamlet first appeared on television, the play was viewed by more people in one evening than had seen it performed since it was written. Hamlet was based on history, such as that in this course. Such knowledge is a sign of level of one's general competence.¹ Income statistics over the last thirty years lend monetary meaning to such competence.

In 1993, the average yearly income for a degree beyond high school was \$28,068; with only a high school diploma, \$12,960; college but without a degree, 15,636; of male workers with less than four years of high school was \$16,605; high school graduation meant \$19,844; not graduating from high school only brought in \$6.096.²

Majors make a difference. People with degrees in medicine and dentistry averaged \$60,588 per year; lawyers, \$52,236; home economics, \$13,980 paid the least. Other majors were as follows: economics, \$39,960; engineering, \$ 37,404; agriculture and forestry, \$35,676; mathematics and statistics, \$30,996; business management, \$29,112; physical and earth sciences, \$28,284; English and journalism, \$27,972; psychology, \$26,832; police and law enforcement, \$26,136; biology, \$25,416; and education, \$22,608.³

Over a lifetime, college graduates earn about sixty percent more than high school graduates do. That was in 1986. In 1993, the difference was even greater, fifty-four percent.⁴ Initial earnings have also changed considerably over the years. In 1970, beginning workers with a college degree earned 39% more than high school graduates. That differential fell to twenty-seven percent by 1980; but in 1985, the differential was fifty-five percent. In 1980, college graduates earned twenty-seven percent more than high school graduates in their early years of employment. By 1985, that differential was fifty-five percent. The reason suggested for the change was the demand for better-educated workers in a service-based economy.⁵ Education pays, particularly out of community colleges that specialize in second-chance and no-other-chance students.

Highest level of Education makes a difference. Mean annual earnings for people age 18 and over, by highest level of education, 1993 are: \$74,560, professional; \$54,904, doctorate; \$40,368, Master's; \$32,629, bachelor's; \$24,398, associate; \$19,666, some college, no degree; \$18,737, high school only; \$12,809, not a high school graduate. These figures are drawn from U.S. Census statistics.⁶

In 1984, the Census made some racial comparisons. For Blacks there is a tremendous payoff for obtaining the baccalaureate (\$16,656); nearly twice the income for not finishing high school (\$6,156) and one and a half times for those with just some college (\$10,344). For whites that

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payoff is still more significant, nearly two and one half times at the baccalaureate level (\$22,572) and (\$8,808) versus about one and a half for just some college (\$14,556). In 1986 the Census reported that 770,000 Black women aged twenty-five to fifty-four were college graduates compared to 633,000 Black men in that age range. Only at the master's and associate degree levels are the differences between White and Black salaries statistically insignificant. In 1986, the National Black MBA Association estimated that sixty percent of all Black MBAs were women.⁷

The monetary reward is for the ability to focus the mind. Perhaps the unique aspect of this course is that the student is almost mandated to express at least one thought about each lesson. Whenever two or more human beings claim to be thinking the same thing at the same time that they are thinking the same thing in the same respect, only one thing is certain. At least one of those two human beings is not, in fact, thinking. This means that the student is expected, at least in some measure, to disagree with the professor. Just as the professor forces his students to focus their minds, so do the students force the professor continually to focus and refocus his presentations.

The professor is more interested in the process students use dealing with historical materials than he is that students know any particular, specific, facts or interpretations of facts. This should not mislead students. In order to think, facts are needed, not every fact, but some facts. Major reviews demand the facts with which students think. Students need to know the notes and read the book. Much of what is in these notes and in the book, students already know from prior education, including from the media. The professor strives to raise cartoon-level television knowledge to a more sophisticated freshman college level of knowledge. The professor is concerned about student progress.

C. Academic Freedom

In order to learn, the student needs a certain amount of security in order to bring out and discuss thoughts and feelings without fear of undue reprisal. The following statement seems to be one to which to adhere.

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.⁸

Just as students may expect academic manners and courtesy from the professor, so may students expect the professor to insist up[on academic civility from students.

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D. *Inspiration*

After a lifetime of thinking about the difference between the facts of history and the meaning of those facts, J. B. Bury concluded that only if the historian is interested in his subject, and therefore has an opinion, can his work interest others and bear the accolade, "history."⁹ Students are encouraged to develop inspired historical interests. Students are encouraged to think and to develop academically sound opinions. Students are invited to view "The Wallenstein Videotape" which the professor, now retired, is willing to place on reserve at the Thomas Nelson Community College Library.

E. *Conclusion*

Under this topic, the student has begun to study the Antecedents to Western civilization. This is a time described as Truth and Politics in Chaos. Together, the student and the professor have delineated the expectations of this course. This delineation has given the student material from which to evaluate the impact of ideas on life. Students are reminded to know the lecture and to read the Syllabus Part II and Chambers assignments.

Supplement

F. *Introduction*

The professor is determined to limit the notes for the formal lecture to no more than two sheets of paper; the professor himself would be able to take no more notes than that himself from an hour lecture. Beginning with an approximate doubling of class size due to budgetary constraints during academic 1991-92, practically all-formal lecturing ended. All class time was devoted to responding to individual student reactions to the material.

Although frequently material is shifted from a formal lecture to the supplement, the emphasis remains the same. The "notes" part of the direction to "know the notes and read the book" refers to the formal lecture rather than the supplement. The supplements are to be read with no more concentration than that given to Chambers. The attempt is to draw approximately half of the review exercises from the notes and the other half from Chambers and the supplements combined.

G. *Attitudes*

The single most important task of the young adult college student is meaning making, rather than simply the more technical tasks of correct language usage and scientific reasoning. The importance of meaning corresponds directly to loving the world enough to take responsibility for the world. In this way, the Syllabus Part II becomes a sort of "confession of faith."¹⁰ The college student not only takes meaning from what is taught, but also gives back meaning to that teaching. In this way the college student re-enters the larger community better equipped to contribute to the task of meaning making which each community forever seeks.

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History is both universal, with no person an island entirely separated from all other people, and individual, with no person having the same life-experience as any other. To know others, one must first know oneself. The better one knows others, the better will one know oneself and the better one knows oneself the better will one know others. This is the stuff of hard intellectual concentration and mental discipline, as well as creative imagination. The results are exciting and exhilarating for students and professor alike. Now that he is getting onto the internet, the professor looks forward to a worldwide audience.

One of the deepest human satisfactions is finding, understanding, and developing personal identity. Research has shown that "if we hope to live not just from moment to moment, but in true consciousness of our existence, then our greatest need and most difficult achievement is to find meaning in our lives."¹¹ Our course goal is to find at least part of that meaning in Western civilization.¹² "The mark of the true professional in any field is the rich vocabulary of patterns, developed through years of formal education and especially through years of practical experience." The student is invited, therefore, to wander around the mind of the professor, in accord with the appropriate course goals and topics for this course. Students should learn from professorial patterns of thought to develop their own patterns, without ever forgetting: "The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education."¹³

H. Differentials

Statistics demonstrate a growing distance between Blacks in and out of the lowest socio-economic strata. In 1989, more than a million, or fourteen percent of the total, Black families had at least a \$50,000 per year income. That figure represented a tripling since 1970. Between 1970 and 1989 the total number of Black families increased from 4.9 million to 7.5 million.¹⁴

In 1989, about twenty-six percent of all Black families had less than a \$10,000 per year income. In 1970 that figure was three percent lower at twenty-three percent. Those Blacks who are able to take advantage of educational opportunities are finding well paying professional and technical jobs. Those who are unable to take that advantage tend to fall behind. Traditional inner-city manufacturing and heavy industry jobs are declining. Locally, the shipyard continually upgrades the skills required for its labor force.

In 1990, only seventy percent of Black males over sixteen years of age were working. White males were seven percentage points higher, seventy-seven percent. Scholars wonder whether class and income divisions will become more important than racial divisions. The professor does not think that such a shift in importance is happening.

If there is such a thing as White flight from the inner cities, so is there trend toward Black flight. One statistical indicator of how Blacks are improving their lot is that Black-owned businesses doubled from 187,600 to 424,200 during the five years between 1982 and 1987. Fewer than one percent of these had more than one hundred paid employees. While Blacks constitute about

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eleven percent of the total population, they own about three percent of the firms in the United States. The message behind the numbers is that education pays.

Footnotes

Is it proper to offer the documentation? Students like the documentation, although students rarely check it out. The documentation gives the students assurance that what is being offered does have a scholarly basis. The professor is very pleased for the opportunity of sharing his research in this way. When he taught at Eastern Kentucky University for two years and at Thomas Nelson Community College for twenty-eight years, those institutions enabled him to reduce his lectures to print. Now the use of the internet means that he is no longer confined to the use of paper. Changes can be immediate.

Comments on the Seventh Edition of Chambers, pages i-xxxviii

Outside cover: note the sharp instruments in the hands of the peasants. After the French Revolution, these instruments in these types of hands, disappear.

Inside front cover: the map lacks the standard cartographic requirement of the direction of north. This is missing on all maps throughout the book. Also, note the lack of a reference key to what the symbols may mean. "Map 1.1" on page 5 identifies colors and the meaning of a dot. This type of reference is common throughout Chambers and is a standard cartographic requirement.

Did these maps identify latitude, climate comparisons with other areas would be much easier.

Page

- iii the authors are from major research universities, three privately run, three publicly run. Expect the authors to present Western civilization with an excellent sense of high-achievement values, but with little empathy for those who have to try harder to achieve less.
- v-vi None of the authors claim personal religious values. This may seem strange to many students. John H. Coatsworth, in his Presidential Address before The American Historical Association, observed ". . . as many historians still do, to avoid making explicit the theoretical and ethical commitments that inform their work."¹⁵ The professor suspects that the reason for such silence rests in the conflict between modernism and religious preconceptions. As a practicing Roman Catholic, the professor knows of the tensions and risks involved. The professor copes with these tensions and risks by identifying his own best interests with Black best interests, in the sense of clinging to the truth as best he can, despite political pressures to the contrary.

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- xxviii Historical Issues Boxes Chapter 2: the authors mention Martin Bernal, without indexing him. This missing element in the index gives the Historical Issues Boxes careful meaning. When anything is missing from an index, it is effectively hidden from view. The professor wishes the name Martin Bernal was not so hidden.
- xxix Chronological Boxes: note that Napoleon is the only person named and that is named twice. Take this and the remainder of the Chronological Boxes to register the importance Western civilization gives to competition and detracts from nourishing. This is treated at greater length by the professor in Topic 07 Hellenic Culture.
- xxxi note how the specific interests of Professor Barbara Hanawalt are unabashedly incorporated into the Chambers text. The professor does the same as a function of presenting the course.
- xxxii Chambers here lists seven overarching themes, which are specifically indexed. Note that social structure, the first theme, is deprioritized on page xxxiv in the last two lines of "Strong Coverage of Social History."
- xxxiii The paragraph immediately preceding "Strong Coverage of Social History" is repeated word-for-word on page xxxviii. Chambers either regards this as an important paragraph or is redundant.

¹ Alvin Toffler, ???. This footnote marks the beginning of my attempt to share the various sources of my lectures with my students, September 18, 1984. Question marks are invitations for students to check out the sources so that I may improve and update the footnotes. Looking up the sources is a good and legitimate student exercise. As of April, 1999, no one had yet looked this up. First, see the professor to make a deal for extra credit for checking out this and other double question marks. On August 10, 1999, I was unable to locate this either in *Future Shock* (1970), *The Third Wave* (1980), or *Powershift: Knowledge, Wealth, and Violence in the 21st Century*.

² The Associated Press, Washington, "Money a major career Concern," *Daily Press*, Thursday, February 29, 1996, page A 3. Ordinarily these notes are written the very formal style desired in the analytical paper. Because of the many numbers in this lecture, a less formal style is used here only.

³ Taken from The Associated Press, Washington, "Money a major career Concern," *Daily Press*, Thursday, February 29, 1996, page A 3.

Carol Kleiman, Chicago Tribune, Chicago dateline, Daily Press/The Times-Herald, March 10, 1989, special insert, p. 8 is the source for the following information:

In 1986, the median yearly income of male workers with less than four years of high school was \$16,605; high school graduation meant \$19,844; one to three years of college, \$23,154; four or more years of college averaged at \$33,443. Education also made a difference in

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unemployment rates. Workers with less than high school were unemployed at a rate of 6.8 percent;³ with high school, 4.8 percent; one to three years of college, 2.3 percent; with a four year-college degree 2.1 percent. Forty-six per cent of U. S. workers have more than a high school education. This is up from thirty-seven percent in 1978 when twenty percent attended college for one to three years. In addition to that, twenty-six percent had a degree from a four-year college.

In 1991, the unemployment rate was 25.3 percent for high school graduates who did not go to college, 40 percent for high school dropouts, and 8.5 percent for those who had gone to college. These later statistics are found in N.a., "Education: Is College a Good Investment?" *Right Choices: A Guide For Today's Black Students: College and Career Planning Guide*, Vol. 15, No. 1 (Fall 1998), page 8.

For figures similar to the 1986 figures from the 1980 Census, see Howard B. London, The Culture of a Community College, available at Thomas Nelson Community College Learning Resources Center Library number: L B/2328/.L58. Those figures show that according to the 1980 census the median income of a male grammar school graduate who worked full time in 1980 was \$11,765; 1-3 years of high school, \$14,199; four years of high school, \$16,396; one to three years of college, \$17,411; four years of college, \$20,941; five years of college, \$23,578.

⁴ N.a., "Education: Is College a Good Investment?" *Right Choices: A Guide For Today's Black Students: College and Career Planning Guide*, Vol. 15, No. 1 (Fall 1998), page 8.

⁵ N.a., "College Graduates," The Wall Street Journal, March 22, 1988, p. 1, col. 5.

⁶ N.a., "Education: Is College a Good Investment?" *Right Choices: A Guide For Today's Black Students: College and Career Planning Guide*, Vol. 15, No. 1 (Fall 1998), page 8.

⁷ Extrapolated from "Regardless of education, blacks earn less than their white counterparts," Washington, Journal and Guide, October 14-October 20, 1987, page 3, columns 2-4. This paragraph is based on What's It Worth/ Educational Background and Economic Status: Spring 1984, Series P-70, No. 11. At the doctoral and professional levels, there were insufficient samples for comparison.

Educational Level	Ratio of Black	Black	White	Associate/ Other	Associate/ Other
		White	Black/White		
Master's	\$23,956	\$27,444	87%	172%	167%
Bachelor's	\$16,656	\$22,572	74%	120%	138%
Associate	\$13,896	\$16,404	93%	100%	100%
Vocational	\$10,320	\$14,976	69%	74%	91%
Some College	\$10,344	\$14,556	71%	74%	89%
High School Only	\$9,180	\$12,960	71%	66%	79%

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Not High School Grad	\$6,156	\$8,808	70%	44%	54%
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Carol Kleiman, Chicago Tribune, Chicago dateline, "Careers: Professor's study on race, wages raises controversial questions," in Daily Press/The Times-Herald Inside Business, Monday, June 26, 1989, page 3, col. 1-5. The study was Reynolds Farley, "The Growing Racial Difference in Marriage and Family Patterns" and was probably published by the U.S. Department of Labor. The material used in the lecture is cited as a 1986 Census Bureau report and from The National Black MBA Association. The Farley study is controversial.

⁸A.A.U.P. Bulletin Vol. 55, No. 2 (June 1969), p. 259.

⁹In Doris S. Goldstein, "J. B. Bury's Philosophy of History: A Reappraisal," The American Historical Review [hereafter sometimes abbreviated AHR], Vol. 82 (October 1977): 896-919.

¹⁰Carol Ochs, review of Sharon Parks, The Critical years: The Young Adult Search for A Faith to Live By, in Journal for the Associates of Religion and Intellectual Life, Vol. 4, No. 4 (Summer 11987), pp. 130-131.

¹¹This and the following paragraph draw heavily from Thomas J. Peters and Robert H. Waterman, Jr., In Search of Excellence: Lessons from America's Best-Run Companies (New York: Harper & Row, publishers, 1982), pp. 67, 75, 85, and throughout: Thomas Nelson Community College Learning Resources Center Library number: HD/70/.U5/.P424.

¹²In the summer of 1989, the professor noticed that The American Historical Review, was not capitalizing "Civilization." From this point on, the professor will try to do likewise.

¹³John Gardner as cited in Academe: Bulletin of the American Association of University Professors, Vol. 70, No. 2 (May-June, 1984), inside front cover.

¹⁴William O'Hare and Taynia L. Mann, "African Americans in the 1990s," published by Population Reference Bureau, as reported in "Income gap of blacks grows: Researchers fear class divisions may deepen, Knight-Rider Newspapers, Washington dateline, Las Vegas Review-Journal, Friday, August 9, 1991, page 10 A.

¹⁵ John H. Coatsworth, "Presidential Address: Welfare," The American Historical Review, Vol. 104, No. 1 (February 1999), page 1

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