Hist. 2c:
World History, 1700-present
Prof. Marcuse

1. Enrollment/Crashing
2. Syllabus & Requirements
3. Prof & TA introductions
4. Warm-up (small groups)

Start-up Music: Ode to Joy (Beethoven, 1824) (3:40)

How to Crash
• You can only crash a particular section. Waitlists are kept for sections only—go to multiple ones.
• Prerequisite: signing in at lecture today.
• Priority will be given to:
  1. Students dropped because of financial aid
  2. History majors (or majors that require this course)
     a. esp. those with 2A and 2B already
     b. then students with just 2B, or just 2A
  3. Seniors in majors with high pre-major requirements
  4. Other students who can make a reasonable argument that they are a hardship case.

Hist 4B & 4C also offered this quarter, Hist 2B&C in Summer; 2A&C in Fall.

A Complication
➤ TA Union "Day of Action" on Wed. & Thu.
• UC administration was refusing to talk about TA workload—in particular class sizes
• Class size is prime determinant of quality education
➤ Thus graduate student workload directly affects the quality of your education
• UC has also illegally retaliated against and attempted to intimidate TA union members who participated in a solidarity strike with AFSCME on campuses earlier this year
• I will not penalize students who choose not to cross the picket lines: If you choose not to come to class, there will be no negative consequences for you.
➤ Watch for an email from your TA informing you of enrollment policies

What you may (should) be wondering:
1. Is this the right course for me?
2. Does the teacher seem competent & fair?
3. How much work will be required?
4. How will I be evaluated?

Syllabus Overview
• www.history.ucsb.edu/faculty/marcuse/classes/2c
  – Has announcements, past materials, links
• http://gauchospace.ucsb.edu/courses/course/view.php?id=2876

Section Schedule

Prof. Marcuse, Hist 2c, Spring 2014
Course & Section Schedule

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<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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<td>Prof. Marcuse</td>
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Class Schedule:
- Meets MWF 10-11
- Prof. Marcuse teaches all sections
- Office hours are MWF 1-2
**Introductions: Prof. Marcuse**

- Physics major—Seabrook, NH
- Senior year in Germany: Freiburg Cathedral to Dachau conc.camp memorial site

**How monuments relate to past events**

- Exhibition of Nazi-era/ World War II memorials
  - Soldiers/resistance
  - civilians
  - concentration camp memorials

“Reception History” How people perceive events

“Stones of Contention”

**Ph.D. thesis about history of Dachau camp after 1945**

- What do we learn?
- How do we teach it?
- What should we learn?

**Teaching Assistants**

- Elijah Bender
- Ryan Boghosian
- Brian Griffith
- Cait Koford
- Ben Ma
- Ross Melczer
- Ryan Minor
- Chris Nofziger

**Prof’s Teaching Philosophy**

- Two models of teaching (& learning):
  - Piggy bank: facts
  - Planting seeds

**Questions**

- What is your background?
- How did you get interested in [your field of] history?
- First memory of a “historical event”?
- What is your goal as a historian?