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

1. Enrollment/Crashing
2. Syllabus & Requirements
3. Prof & TA introductions
4. The Need for & Uses of Theory

How to Crash

- You can only add the course by adding a particular section, not the lecture as a whole.
- You also need to: be on the waitlist, be at lecture today.
- Priority will be given to:
  1. History majors
  2. Other majors that require this course
  3. Other students who can document that they are a hardship case.
  - Note: Hist 2A & 4C are also being offered this quarter. (They fulfill the same GE requirements.)

What students usually want to know:
1. Is this the right course for me?
2. How much work will be required?
3. How will I be evaluated?
4. Is the teacher competent & fair?

Syllabus Overview
- www.history.ucsb.edu/faculty/marcuse/classes/2c
  - Has announcements, past course materials, links
- http://gauchospace.ucsb.edu/courses/course/view.php?id=4705

Introductions: Prof. Marcuse
- Physics major—Seabrook, NH
- Senior year in Germany: Freiburg Cathedral to Dachau conc.camp memorial site
Ph.D. thesis about history of Dachau camp after 1945

- What do we learn about Nazi history?
- How do we teach it?
- What should we learn?

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”

Prof’s Teaching Philosophy

- Two models of teaching (& learning):
  - < Piggy bank (facts)
  - Planting seeds > (approach, method)

Just back from 2 conferences
Teaching Assistants

- Will Thompson (Mon 8, 9, 10am)
- Kali Yamboliev (Tue 8, noon, 1pm)
- Sergey Saluchev (Tue 4, 5, 6pm)

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?

"Comic of the Day"

Learning: not facts, but how to question (and how to find answers through research)

Big Ideas for this course (what I hope you’ll learn)

- Be open-minded & evaluate evidence
- Interactions of factors causing change
- Role of theory in imagining new
- “Paradigm” model of revolutions (Kuhn)
- World/cultural regions as a “construct”
  ➢ Most “content” illustrates these concepts

The Need for Theory

Leonardo da Vinci (1452-1519)

“He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.”

What Theories Can Do

Béla Balázs (Hungarian film critic, 1884-1949), 1925:
Theory is not “gray.”
It is … a roadmap that shows new ways of doing old things, and new places to go. …
Theory breaks the ruts of coincidence and gives us the courage to undertake voyages of discovery. …
Theory does not have to be true to inspire great works—most great discoveries were based on false hypotheses!

World History:

Periods

A Very Long View


[Diagram showing world history periods]
<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>• Read 4 short articles on Gauchospace</td>
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<tr>
<td>-- &quot;Live and Learn:&quot; Why we have college</td>
</tr>
<tr>
<td>-- Made-up Minds</td>
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<tr>
<td>-- Handwriting notes better; Laptops not so good</td>
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<tr>
<td>• Purchase books &amp; clicker, register clicker</td>
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<tr>
<td>• Read textbook:</td>
</tr>
<tr>
<td>-- “How to read sources” &amp; Prologue (xxix-xliv)</td>
</tr>
<tr>
<td>-- Pt. IV intro (pages 611-613)</td>
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<td>• [section switchers can meet up front]</td>
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