

## UCSB Hist. 2c, F'09, lect. 1: World History, 1700-present Prof. Marcuse

1. Crashing
2. Syllabus & Requirements
3. Prof's background, teaching goals
4. Course goals
5. Revolution – France (& Haiti on Thu.)

Walk-in Music: Rough Guide to the Music of China

## Crashing

- You can only crash a particular section. Waitlists are kept for sections only--go to every one. Prerequisite: signing in at lecture today and Thu.
- 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. any other students who can make a reasonable argument that they are a hardship case. Hist 2A&4C are offered this quarter, and Hist 2A&B will be offered in Winter; 2C again in Spring.

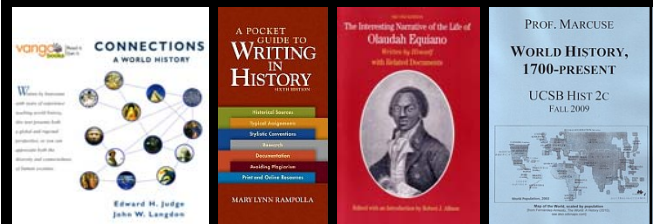
## Syllabus: Requirements & Policies

Please refer to website:

[www.history.ucsb.edu/faculty/marcuse/classes/2c](http://www.history.ucsb.edu/faculty/marcuse/classes/2c)  
with announcements, links to websites, materials

- Lecture, readings, section
- 2 papers: Equiano & Family History (2-3 pages, 5 pages)
- midterm & final
- iClickers: click "C" if you have yours here ("on the fly"—done the reading?)
- Arriving late, cell phones, etc.

## Books, Clicker



- 1<sup>st</sup> 3 on library reserve
- Any problems or questions about books? (tell bookstore...!)



## Syllabus: Goals

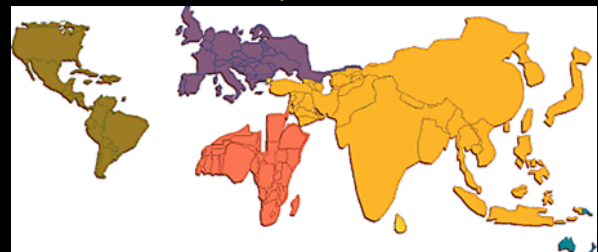
- Two models of teaching & learning:



- Piggy bank
- Planting seeds



## World History: Course Content



World Map, scaled by population

- What's important?
- Size (territory, population), power, influence, what influenced us, (what the prof. knows),...

## S '08 evaluations

- Esci scores: just on par with LD Hist courses
- Green comment forms: 305/461 students (66%)  
61 (20%) positive  
85 (28%) good w/ suggestions for improvem.  
47 (15%) mediocre/boring/dry  
33 (11%) bad  
79 (26%) blank
- Why?  
Too much theory, not enough “content.”
- *I rely on the textbook for that—you must read it*

## Who is teaching you?

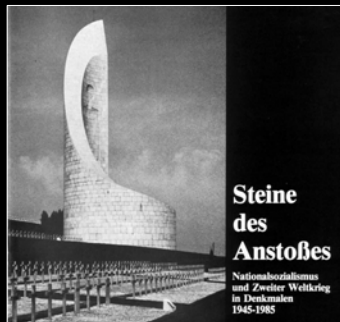
- Physics major-- Seabrook
- Senior year in Germany  
Cathedral to Conc. camps



## How monuments relate to past events

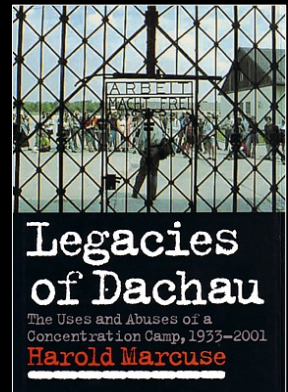
- Exhibition of World War II memorials
  - soldiers,
  - civilians, and
  - concentration camp memorials

“Reception History”  
How people perceive events.



## Dissertation about history of Dachau after 1945

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



## TAs

- Eric
- Judy
- Sunny
- Damian
- Dustin

The syllabus (p. 3) has a schedule grid, and there is a hyperlinked one on the website.

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

- 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

## Training / Education / School



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

## Question: What is a revolution?

Wikipedia: "A revolution (from the Latin *revolutio*, "a turn around") is a fundamental change in power or organizational structures that takes place in a relatively short period of time. Aristotle described two types of political revolution:

1. Complete change from one constitution to another
2. Modification of an existing constitution.

Revolutions have occurred through human history and vary widely in terms of methods, duration, and motivating ideology. Their results include major changes in culture, economy, and socio-political institutions.

[note for pdf: we collected our ideas on an overhead]

- What kinds of revolutions can there be?

## Revolutions in 18<sup>th</sup>/19<sup>th</sup> Centuries

- *mental*: Scientific: 1543-1727 (from Copernicus to Newton; Enlightenment)
- *political*: English: 1640-1689
- *social?*: British colonies/US: 1776-1787
- *social!*: French: 1789-1804
- *economic*: Industrial: 1750-1850
- *hybrid*: Latin American, Egyptian

## Question: What causes change?

[note for pdf: in class we collected our ideas on an overhead projector slide]

- keep in mind while reading textbook

## Origins of the French Revolution

- King needs permission to raise taxes
  - "French and Indian War" 1754-1763
  - financing US/colonial revolt 1778-83.
- Demographics: 1730-1780s pop. increase
  - urbanization, downward wages, inflation
  - 1770s-80s: poor harvests; 1788 disastrous
- Calls Estates General with 3 chambers:
 

300 Clergy	300 Nobles	600 Others ("3rd")
(150,000)	(350,000)	(25,000,000)

  - vote by house, or by head?



The third estate: bourgeoisie+artisans; peasantry.  
(96% of pop.)                      4 mio.                      21 mio.

- bourgeoisie: merchants, manufacturers, bankers, doctors, lawyers, intellectuals



## French Revolution Timeline

1789-91: liberal-aristocratic revolution

- Goal: constitutional monarchy
- Aug. 1789: Declaration Rights (Man & Citizen)
- June 1791: King tries to flee, caught
- Sept 1791: constitution & elections
- 1792: War with Austria & Prussia
- Sept 1792: monarchy abolished, 22<sup>nd</sup>=“day 1”

1793-94: extremist revolution (5/93-7/94 “terror”)

- Jan. 1793: King executed
- Aug. 1793: *Jevée on masse*: drafted army
- June 1794: victory over Austrians; “Thermidor”

1795-1799: Directory (general Nap. rescues)

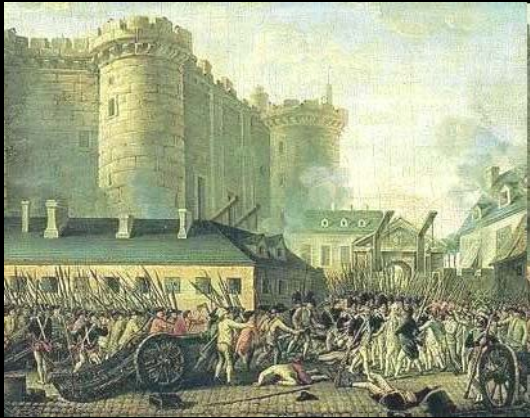
1799-1804: Consulate (1800 const.: 3 consuls)

1804-1815: Empire

## June 20, 1789: Tennis Court Oath



## July 14, 1789: Bastille



## Aug & Oct. 1789



- Aug '89 Declaration
- Oct. '89 Women march

## For Section this Week

- Read Nietzsche selection in Reader “On the Uses & Abuses of H. for Life”  
Be prepared to:
  - Define the 3 types of history he outlines (Monumental, Antiquarian, Critical)
  - Say how each BENEFITS, and HARMS life in the present
- Read textbook chapters 26 & 27 too!