

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

1. How to Crash
2. Warm-up
3. Syllabus & Requirements
Prof & TA introductions
4. Course goals

Walk-in Music: Ode to Joy (Beethoven, 1824)(3:40)

How to Crash (75 for 35)

- You can only crash *a particular section*. Waitlists are kept for sections only--go to *every* one. 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 2A offered this quarter, Hist 2A&B in Winter; 2C (4B & 4C) and again in Spring.

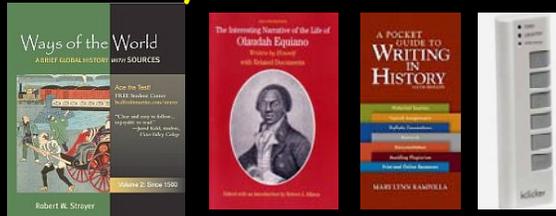
Warm-Up

- Form groups of 5 or 6
- Introduce yourselves:
 - Name
 - What section you're in
 - Where you're from
 - Major or area(s) of interest (continuing students: best courses at UCSB)
 - A favorite activity
 - **What is the first historical event you can remember?**

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 Review



- Versions and Packages (see website)
- www.history.ucsb.edu/faculty/marcuse/classes/2c
 - Announcements, past grades & materials, links

Introductions: Prof. Marcuse

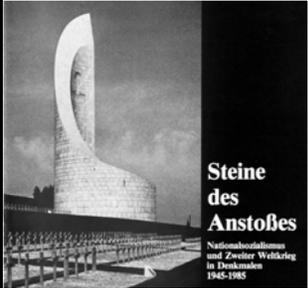
- Physics major—Seabrook, NH
- Senior year in Germany:
Freiburg Cathedral to
Dachau *memorial site* (conc.camp)



How monuments relate to past events

- 1985 exhibition of World War II memorials
 - soldiers,
 - civilians, and
 - concentration camp memorials

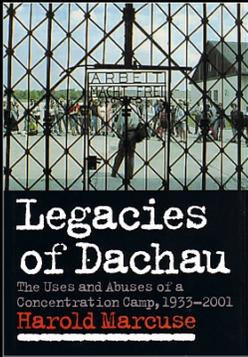
“Reception History”
How people perceive events



Steine des Anstoßes
Nationalsozialismus und Zweiter Weltkrieg in Denkmalen 1945-1985

“Stones of Contention”

Ph.D. thesis about history of Dachau c.c. after 1945

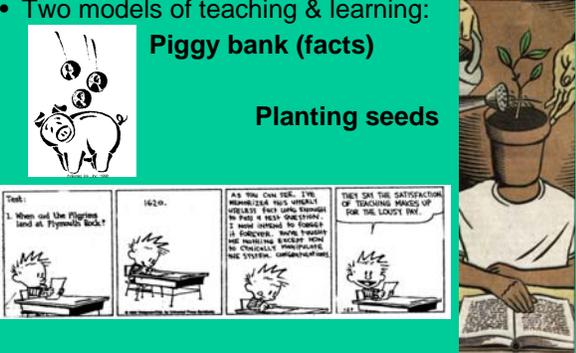


Legacies of Dachau
The Uses and Abuses of a Concentration Camp, 1933-2001
Harold Marcuse

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

Prof's Teaching Philosophy

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



Prof. Marcuse, Hist 2c, Fall 2011
Section Schedule

time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	Cody HSSB 2202	Lecture Lotte Lehman	Cody HSSB 2202	Lecture Lotte Lehman	
9-10	Cody HSSB 2202	Prof. Marcuse office hour	Eric Giv 2135	Prof. Marcuse office hour	
10-11	David HSSB 2202	David HSSB 4201	Eric HSSB 1233	TA Seminar HSSB 3001e	
11-12	David HSSB 2202	Wendy HSSB 4201	Eric Ellsa 2816		
12-1	Sienna HSSB 4201	Wendy HSSB 4201			
1-2	Brian HSSB 2201	Wendy HSSB 1214			
2-3	Brian HSSB 4201	Sienna Giv 2110	<i>Hist 99 Honors??</i> HSSB 4080		
3-4	Sienna HSSB 2201	Wendy Ellsa 2816	Joshua Giv 1108		
4-5	Munther HSSB 2201	Brian Ellsa 2816		Extra Credit Films HSSB 3041	
5-6	Munther HSSB 2201	Joshua Giv 2135			
6-7	Munther HSSB 2201	Joshua Giv 2108			

TAs

- Munther
- David
- Sienna
- Wendy
- Eric
- Joshua
- Cody
- Brian



- What is your first historical memory?
- How did you get interested in _____ history? (What did you do before?)
- What is your goal as a historian?

Prof. Marcuse, Hist 2c, Fall 2011
Section Schedule

time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	Cody HSSB 2202	Lecture Lotte Lehman	Cody HSSB 2202	Lecture Lotte Lehman	
9-10	Cody HSSB 2202	Prof. Marcuse office hour	Eric Giv 2135	Prof. Marcuse office hour	
10-11	David HSSB 2202	David HSSB 4201	Eric HSSB 1233	TA Seminar HSSB 3001e	
11-12	David HSSB 3202	Wendy HSSB 4201	Eric Ellsa 2816		
12-1	Sienna HSSB 4201	Wendy HSSB 4201			
1-2	Brian HSSB 2201	Wendy HSSB 1214			
2-3	Brian HSSB 4201	Sienna Giv 2110	<i>Hist 99 Honors??</i> HSSB 4080		
3-4	Sienna HSSB 2201	Wendy Ellsa 2816	Joshua Giv 1108		
4-5	Munther HSSB 2201	Brian Ellsa 2816		Extra Credit Films HSSB 3041	
5-6	Munther HSSB 2201	Joshua Giv 2135			
6-7	Munther HSSB 2201	Joshua Giv 2108			

Small Groups II

- What isn't clear on the syllabus?

Did you find out:

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?

Comic of the Day

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

World History: Periods

Order these events:

- Chinese Revolution
- French Revolution
- Haitian Revolution
- Independence of India
- Industrial Revolution
- Russian Revolution
- Taiping Rebellion

World History: Periods

A Very Long View

Toyota is making strategic decisions based partly on industrial cycles dating to the 1700s and projected out to 2050. The chart suggests the highway has reached its zenith after a 55-year run as the dominant infrastructure and is being eclipsed by telecommunications. The auto maker's newest investment, therefore: telecom.

1. 産業の新しい流れ - 産業社会の長期的サイクル
2. インフラストラクチャーの長期的趨勢

Source: Toyota Motor Corp., based on various academic studies

Assignment

- Read two articles on Gauchospace (Made-up Minds; Why we have college)
- Read Nietzsche selection (link on Gauchosp.) "On the Uses & Abuses of H. for Life" Copy out quotes that:
 - Define the 3 types of history he outlines (Monumental, Antiquarian, Critical)
 - Say how each:
 - BENEFITS, and
 - HARMS life in the present
- Read textbook chapters 14 & 15
- Purchase books & clicker, register clicker