

Hist 2c L 2:
**World History:
Why study it? What is it?**

Announcements: CalPIRG, Crashing, TA Strike

- **Week's Goals:** *Orientation in space (& time)
[Next week: *Introduce some core concepts]

1. Discussion of Readings
Break: small groups
2. World (History) Maps & Regions

Font test: 36pt, 32point, 24 point, not bold; 20pt bold
Start-up Music: Ode to Joy (Beethoven, 1824)(3:40)

CalPIRG Public Interest Research Group

- Announcement by CAT
- On Fracking: <http://350.org/>: UC Divestment [blog](#)




- [Student ques: do something about DP surveillance
A: Deltopia ...]

**Crash Update: ~80 Hands in L1;
Today 11am: 14 Spaces**

Show of hands—how many want to crash? [~40 hands]

- a. Sign in up front today at end of lecture [45 signatures]
- b. Get on the waitlist for a section
(I don't know whether sections are meeting:
→check door of section meeting room, & TA's dept webpage)

Priority for:

1. Documented that were dropped for financial aid reasons
2. History majors (esp. if started 2 series already)
3. Majors that have this course as a prereq. in pre-major (Soc.)
[any others?— Global Studies?]
4. Scientists & engineers (have high LD req.s) who need for GE

TA Labor Action this Week

- berkelevuaw2865.files.wordpress.com/2014/03/ulp-info-sheet-updated.pdf
- UC administration was refusing to talk about TA workload—in particular about class sizes (changed policy when strike announced)
- 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 showing solidarity with striking AFSCME (AmerFedStateCtyMunicEmployees) on UC campuses last Nov.
 - I will not penalize students who chose not to cross the picket lines: If you choose not to come to class, there will be no negative consequences for you.

UC Administration I (3/31/14 email)

- FR: Farfalla Borah, Manager, Employee & Labor Relations
RE: UC Update on UC-UAW Bargaining
- [Update by the Office of the President:]
- The UAW is asking UC academic student employees to go on strike, charging UC with unfair labor practices stemming from a "refusal to negotiate." UC vigorously disagrees.
- Since July 2013, UC has worked hard to negotiate a fair contract for academic student employees. We have proposed fair contract terms, and have been responsive on issues the union has raised, including new issues that were not part of previous bargaining.

UAW PROPOSALS (*) & UC RESPONSE (→)

- **Class sizes**
 - * Smaller class sizes
 - * Form committees in every department to study class size

→UC and the union already reached tentative agreement on workload provisions in October. However, UC remains open to discussing the union's concerns and shares the desire to maintain academic quality at UC.

UC Administration II

- **Wages**
 - * Competitive pay
 - 3% increase in pay rates a year for 3 years
- **Undocumented graduate students:**
 - * Give undocumented students paid teaching positions
 - UC has made clear that any agreement must follow federal law and cannot jeopardize federal funding UC receives for research and education.
 - UC is open to continuing to discuss mutually agreeable solutions with the union.
- **Support for families** UC should cover all childcare costs, a benefit that no other UC employee receives
 - Increase childcare subsidies by 50%
 - Provide convenient lactation rooms where ASEs work
 - Increased leave provisions
- **Gender-neutral bathrooms** →UC Task Force on LGBT Climate and Inclusion is developing strategies to create a more welcoming and inclusive environment for LGBT students, faculty and staff.

UC Administration III

- > A strike will unfairly hurt other students and their ability to achieve their academic goals, even as UC and the United Auto Workers continue to meet and negotiate over key issues.
UC is committed to bargaining in good faith until a contract is reached.

Irvine Local of TA Union:

- <http://irvineUAW.wordpress.com/> -- Apr. 1, 2014 (other posts too)
"Why We Are Striking: An Open Letter to UC Grad Students"
- "To exist, universities depend on the extraction of un- and underpaid labor from students and faculty, exploiting a population convinced of its special intelligence and competitive edge. Fear of imposture, of mere adequacy, is the coin of the academic realm. As minter of this coin, the university holds its subjects in a state of blind dependency: students compete for the attention of a shrinking pool of professionals (part-time instructors currently outnumber tenure-track faculty by a ratio of four to one), while the latter scurry to commodify the drippings of a hive-mind on the brink of colony collapse. A population that does not recognize itself as working will not mind working harder, longer, and more obediently, whatever the personal cost."
- Marxism and "Race to the Bottom" (Rivoli, *Travels*)

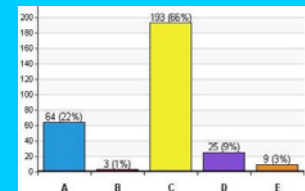
iClicker Policy (yikes--so much text!)

- 5% of total grade
- Does not matter whether "correct" answer or not ("low stakes") [except ...]
- 17 lectures w/ clicker questions (not counting week 1 & midterm; 2x forget [or absence*])
[*even excused absences! If you MUST miss, don't forget ur clicker!]
 - > You must use clicker in 15 lectures for full credit (5%) (6-8 pts each: 14=A-, 13=B+, 12=B-, 11=C+, 10=D)
 - > You must click for at least 3/4 of questions for that lecture to count (1/1, 2/2, 3/3, 3/4, 4/5, 5/6, 6/7, 6/8)
[anonymous questions do not count in this figure]
- Whose side are you on, anyway?
(email me feedback w/ sugg. or if you think unfair)

Clicker Q2-0 (anon.): Section this week

- My section did (or I think will) meet as if no strike this week
- My TA offered something course-related in an alternative setting
- Section was cancelled but I got info from my TA
- I have no idea what is going on
- Decline to state

[294 total clicked]

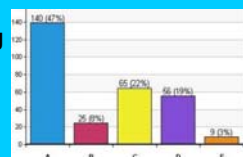


Clicker Q2-1: Extra Credit Film Series

Policy: 1% for 1, 2% for 2, 3% for 4. Need index card

- I plan to attend the "Amistad" screening Monday at 6pm in the MCC Theater
- Not next week, but I'll probably attend 1
- Not next week, but I'll probably attend 2 or four
- I would go to some but can't make that time slot (namely Monday 6-9pm)
- I do not plan on attending any of the films

[524 total attendances at 8 films: avg. 65/film]



Clicker Q2-2: Mon. eve. time pref.

Film show time options (ONLY if you plan on attending—did not choose "E"):

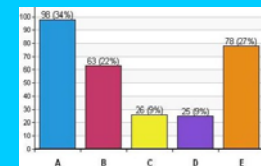
For films less than 3 hours, best time for me:

- Doesn't matter—I can make the full time slot
- 6:00-8:15/8:30pm
- 6:15-8:30/8:45
- 6:30-9pm
- 7-9pm

[B+C=89; D+E=103

→so preference for later time;

Mon. 4/7 will still be 6pm; 4/14 in HSSB 6:30-9
4/21 in MCC 7-8:40]



Get to know some other students

- Form groups of 3 or 4
- Introduce yourselves:
 - Name
 - Which section you're in
 - Where you're from
 - Major or area(s) of interest (continuing students: best courses at UCSB)
 - Something unique about yourself
 - **What is the first historical event you can remember?**

What is a World-Historical Event?

- Location
- Time (duration)
- Effect (short-term / long-term)
- Examples[is anything "world" historical about them?]:
 - Tupac Amaru Shakur (1971-1996) shot (rapper/prophet)
 - Sept. 11, **2001** attacks in New York and Washington
 - Death of Pope John Paul II (1920-**2005**) [→Francis 2013]
 - Monica Lewinski scandal (**1995** "relationship" w/ President)
 - Princess Diana's death (Aug. **1997**)
 - Hurricane Katrina (Aug. **2005**) [04 SE Asia; '11 Japan]
 - Hugo Chavez death (Venezuela 1954-**2013**)
 - Kim Jong-Il death (North Korea 1941-**2011**)
 - Osama bin Laden assassination (1957-**2011**)

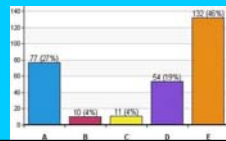
Assignment This Week

- Read two articles on Gauchospace ("Made-up Minds;" "Why we have college")
- Read textbook Intro Pt. IV & chap. 13 (611-649) (not sources *this week only*)

CQ2-3 (anon): How many read the articles?

- A. Read both articles
- B. Read only "Made-up Minds"
- C. Read only "Why we have college"
- D. Looked at them but didn't really read them
- E. Sorry, no time yet

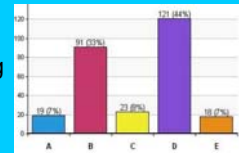
[Ds & Es, do get on it!]



CQ2-4: Why College?

Which of the three theories?

- A. Meritocratic—sorting
- B. Combo A+C
- C. Democratic--person building
- D. Combo C+E
- E. Vocational—specialized (A+E and A+C+E not available)



Assignment for NEXT Week

- Read Nietzsche selection (link coming on Gauchosp.) "On the Use & Abuse of History for Life" Copy out quotes that:
 - Define the 3 types of history he outlines (Antiquarian, Monumental, Critical)
 - And say how each:
 - BENEFITS, and
 - HARMS life in the present
- Also read textbook chap.s 13 & 14 (not source sections *this week only*)

World History: Regions

THE WORLD'S MOST POPULOUS COUNTRIES



