

HIS 167A THE FIRST WORLD WAR

SESSION 2- TU/TH 9:00AM TO 12:30PM

JACK BASKIN ENGINEERING ROOM 372

WELCOME, STUDENTS!

My name is Linda Ulbrich (but you should call me Linda!), and I am the instructor for HIS 167A The First World War. Thank you so much for being here! I'm very excited to teach this course, to support your learning, and to learn alongside you.

I highly value student participation, collaboration, and insight and plan to actively incorporate your feedback into the course. We'll do this by co-creating the grading rubric for the final project and incorporating your reflections on your learning into your grades through multiple self-assessments.

You can begin the process of helping me make this into a course that serves its students as best as it can by sending me your initial feedback or ideas about things you'd like to see changed in or added to this course via email- lulbrich@ucsc.edu

To navigate through this syllabus, use the pages in the navigation bar at the top of this page or, if you're on the mobile version of this site, in the expandable navigation bar on the left of your screen.

I look forward to meeting you all in Session 2 and I wish you all the best and the rest in the meantime!

Linda

Course Description

"There are fortunate men to whom life is a continuous developing pattern, whose education leads them on to a career that carries them, almost in spite of themselves, to a place in the world from which, as their powers desert them, they withdraw to ease and seclusion, and whose final demise is as quiet and completing as the full stop at the end of a long and well-constructed sentence. None of these lives has been mine."

Cecil Lewis, *Sagittarius Rising*

"How strange it all seemed! Could it be possible that the quiet aspect of this village would ever be broken by pitiless, death-dealing agencies? Those same small mites- running and gambling in the sunshine- were they one day soon to run with terror-stricken cries from these comely homes? Oh! War! How can there be anything so hideous- so shamefully terrible as War!"

Florence Farmborough, 1915 diary

This course examines the history of the First World War on all of its fronts and with attention to all of the peoples who were drawn into the war. While some of the primary battles of the war will be covered in lecture and will be important for understanding some of the themes of the class, they will not be a center point of the course. Instead, we will organize the class thematically first and chronologically second in order to provide space for the multitude of experiences, events, and developments that were important to the war but that were not always directly related to the actual fighting. In doing so, we focus, in particular, on the wartime lived experiences of these peoples in our in-class discussions and analysis of primary sources.

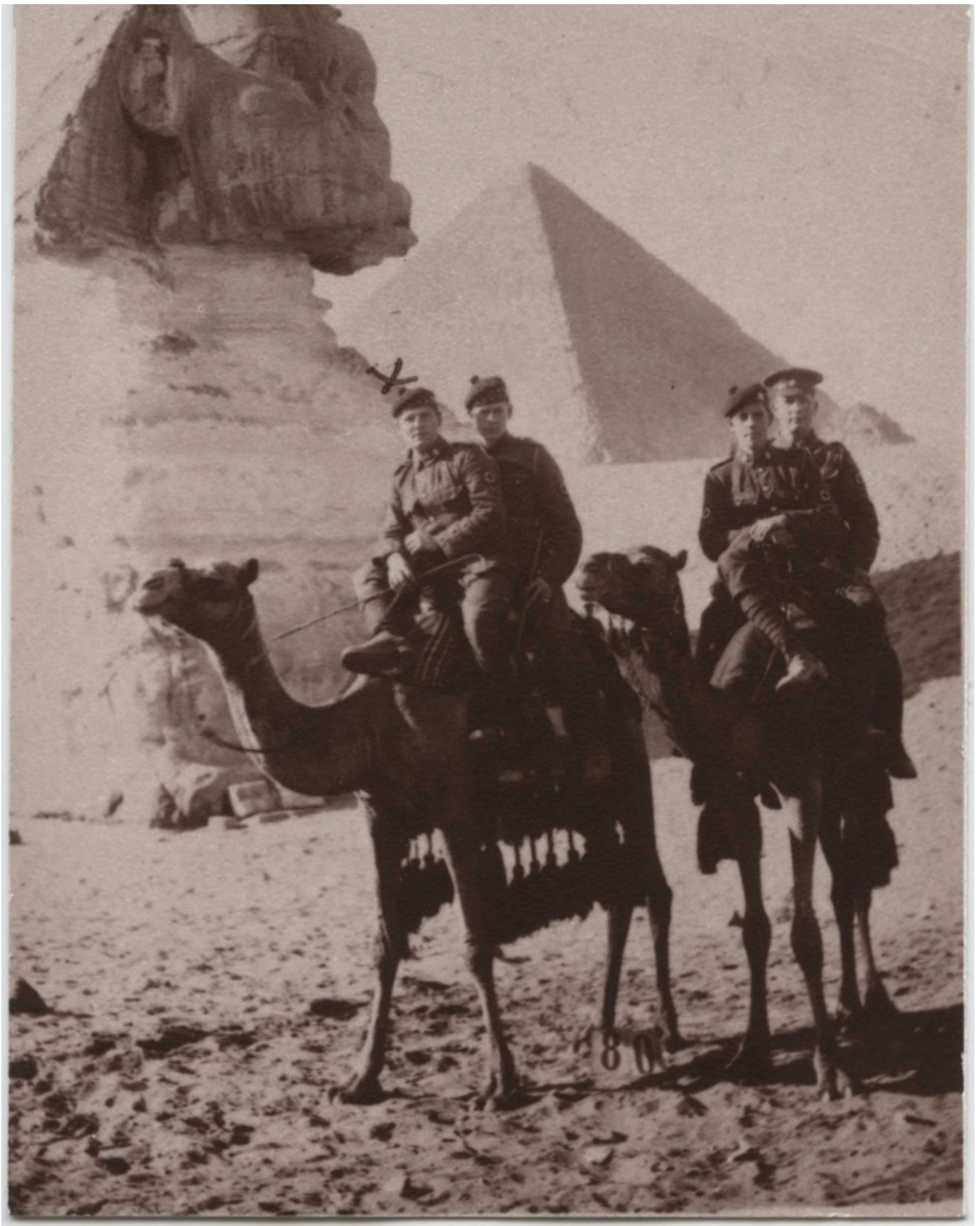
Outside of class meetings, students will be reading a number of selected chapters from key monographs studying aspects of First World War history, in addition to reading Cecil Lewis's wartime memoir, *Sagittarius Rising*, in preparation for the final project. Lewis's memoir will also be an essential starting point for and the heart of the textual analysis we will practice throughout the course, as the romanticized and rather distinctive wartime perspective Lewis presents provides a rich text for students to build their understanding of the war.

- **Understand** the history of the First World War, including but not limited to the imperial motivations of the major powers involved in it, the experiences of the people who lived during the war, and the long-lasting effects of the war and the treaties that ended it
- **Distinguish** and learn to **evaluate** primary and secondary sources
- **Understand** and **evaluate** historical ideas, arguments, points of view, and competing narratives of the past
- **Learn about** and **gain confidence** in conducting historical research with the First World War Perspectives research journal
- **Explore** and **analyze** different types of wartime writing (primary sources), including memoirs and poetry, for their context and aims
- **Critically evaluate** different types of wartime writing through the in-class discussions and multi-stage final project, culminating in a creative critique of the wartime narrative presented in Cecil Lewis's *Sagittarius Rising*
- **Present** clear and compelling arguments based on critical analysis of diverse historical sources, and **effectively communicate** your interpretations in written form through the multi-part final project

Course Workload

Following university policy, students can expect to dedicate about 30 hours per week to this course. Students will spend 7 hours per week in class. Course readings should take around 12-14 hours per week, and students should plan to spend around 6-8 hours per week on writing and research and around 2.5 hours per week on their First World War perspectives research journal. The workload for reading, writing, and research will fluctuate the most as some weeks will have less reading to accommodate greater expectations for research or writing. Lastly, students should budget around half an hour for each weekly quiz.

NOTE: See the [Course Schedule](#) page for a suggested weekly work schedule.



**LEND YOUR
FIVE SHILLINGS
TO YOUR COUNTRY
AND**



**CRUSH
THE GERMANS**



Middle: British First World War poster asking civilians to buy war bonds, 1915.

Right: WAAC baker with loaves, National World War I Museum and Memorial, 02/10/1918

Instructor: Linda Ulbrich, email me at lulbrich@ucsc.edu or message me on Canvas!

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Linda's office hours by appointment