

HIS 139J BRITAIN MADE DIGITAL

A HISTORY OF THE NATION AND ITS EMPIRE

Course Description

This course examines modern British history from the period of the consolidation of the British Isles into one United Kingdom to the divisions highlighted by the Brexit vote and withdrawal of the UK from the European Union. In between, the various weeks of this course will constantly weave between domestic Britain and its empire, demonstrating the interrelatedness and -dependence of the two. As a result, our course will end up touching on a wide area of the globe and the experiences of many peoples aside from the English or the British.

While this is quite a broad topic and time period for one 5-week course to cover, we will nonetheless focus each week on a particular group, event, or experience related to the week's content to provide greater detail and a more relatable perspective. These spotlights, as they are referred to in the course schedule, will try to provide a greater array of voices and demonstrate the many ways in which history and historical sources can be presented in a digital, publicly focused format. For instance, the first meeting of week 2 will focus on the topic of British industrialization by asking students to explore the *Poetry of the Lancashire Cotton Famine (1861-5)* database and listen to recitations of recreated poems detailing the lives of cotton mill workers and their experiences of the Cotton Famine.

Students will also critically engage with digital content on their own in the digital history review assignment by critiquing a site they find on their own for its presentation of historical content, specifically considering the site's organization, form, and choice of media. This will allow students to engage directly in how historians address various audiences in a digital format.

For the final project, students will be expected to create their own small-scale digital, publicly focused history project based on their experiences with the weekly digital content and using both primary and secondary sources. Students' first exposure to the HistoryPin website (in preparation for the final projects) and their comments on others' HistoryPin collections at the end of the course will ask students to engage with questions about the importance of form in digital history projects. Therefore, the goal of this course extends beyond simply providing

students with a comprehensive understanding of modern British history but is also to help students understand and critique how history and historical scholarship can reach beyond formal academic scholarship and be presented in more creative and accessible formats and to give students a hands-on experience in creating publicly available historical scholarship in doing so.

Course Learning Goals

- **Understand** the history of Great Britain, the British Empire, and the history of the interdependent relationship between them and their relationship with our present world
- **Distinguish** between primary and secondary sources
- **Understand** and **evaluate** historical ideas, arguments, and points of view
- **Explore** and **analyze** different types/forms of public and digital history
- **Reflect** on the ways that you encounter and use forms of public/digital history
- **Develop a critical attitude** toward how the presentation of historical material is affected by factors such as format, media, and audience
- **Create** a small-scale digital public history collection for the final project using the HistoryPin website and **critically consider** presentation factors such as types of media and primary sources
- **Develop** time and project management skills as well as skills related to crafting an argument for a particular audience

Course Workload

Students will spend approximately 7 hours per week in class. Course readings should take around 2-4 hours per week, and students should plan to spend around 5 hours per week on writing and research. 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.

Communication

I am here to support your learning in any way I can. If you have any questions or concerns regarding lecture, section, readings, essays, etc. please contact me via email (lulbrich@ucsc.edu) or Canvas messenger! I check my inboxes regularly and generally respond

within 24-48 hours. If you have something more urgent or time-sensitive that you'd like me to address as soon as possible, please write URGENT in the subject line of your email. I can't guarantee that I'll see your email sooner than usual, but it will definitely help it stand out more.

You can also visit me in my office hours or make an appointment with me. I will be holding regular office hours from 3pm to 4pm every Tuesday on Zoom (see the Zoom page on our Canvas site). If you'd like to meet in person or can't make that time/day, please email me to arrange an alternate meeting. I always look forward to chatting one-on-one with students in office hours!

Principles of Community

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias (see more [here](#)). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- Be open to and interested in the views of others
- Consider the possibility that your views may change over the course of the term
- Be aware that this course asks you to reconsider some “common sense” notions you may hold
- Honor the unique life experiences of your colleagues
- Appreciate the opportunity that we have to learn from each other
- Listen to each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

Accessibility Statement

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit

from learning more about DRC services to contact the [DRC](#) by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

Additionally, my first priority is facilitating an inclusive and accessible learning environment so you can be successful in this class. We will all need accommodations because we all learn differently. If there are any aspects of the course that make you feel excluded or if any circumstances arise that affect your performance in the class, please contact me. We can work together to create a plan that ensures that all your needs are met, and you can fulfill the course requirements.

Academic Integrity:

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Technology Policy

The use of technology is essential to our course, and students should be prepared to bring an internet-enabled device (preferably laptop or tablet) to every course meeting. However, it is expected that students will only use these devices to engage with the course and course materials. These devices should not be used to stream TV or movies, play video games, check social media, or complete work for other courses during our active class time. Students are free to use these devices however they choose during our breaks each meeting but should return from those breaks ready to re-engage with our course.

Students unable to regularly bring an internet-enabled device to class should please contact me as soon as possible.

Late Policy

There is a 24-hour grace period for all late assignments in this course. You need not contact me in order to use this grace period. Following the grace period, assignments submitted within 72 hours of the initial due date will lose 3% of the total points earned. Assignments submitted after 72 hours of the initial due date will lose 5% of the total points earned for each additional day of lateness.

EXCEPTION: The final project will NOT be accepted after Monday, September 4. The Topic Outline MUST be turned in by the second meeting of week 4 to allow time for instructor feedback before the student completes their final project collection.

Attendance Policy

Because this is a 5-week course, regular attendance is essential. As a result, students may only miss 2 meetings during this course and will not receive a passing grade if they miss more than 2 meetings. Exceptions are considered on a case-by-case basis and students can make up for one absence by completing the optional Digital Content Notes explored on the [Assignments & Assessments](#) page.

Title IX/CARE Advisory Statement:

The Title IX Office is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment,

sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling 831-502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, 831-459-2628. You can also report gender discrimination directly to the University's Title IX Office, 831-459-2462. Reports to law enforcement can be made to UCPD, 831-459-2231 ext. 1. For emergencies call 911.