

Cowell First Year Honors Seminar
The History of Time

Winter 2016
U.C. Santa Cruz

Professor Matt O'Hara
office: 537 Humanities I
email: mdohara@ucsc.edu
office hours: Tu. 2-3 p.m. or appt.

Course Description:

It is often said that History is the study of change over time, but time itself can be experienced, manipulated, and represented in many ways. In other words, time has a history, too. So how has time changed over time and what has that meant for historical subjects?

This course examines the history of *temporality* or the human experience of time. We use theoretical readings and primary sources to explore the ways that humans have related to the past, present, and future. By the end of the course you will be versed in a number of humanistic and social scientific theories of temporality, you will have read some of the key interventions on the topic, and will have sharpened your textual analysis, critical thinking, and written expression. The course capstone is a piece of original research on a topic of your choosing related to the course themes.

Above all, we will discuss and develop practical research and writing methods. How does one go about practicing History? How do you make an "argument" about the past? On what grounds do your ideas rest? How do different styles of writing shape our responses to such arguments? As a result, the course is designed to introduce our particular topic in the study of the past (temporality), but also to immerse you in some of the techniques of historical research and writing (close reading, comparison, developing written "conversations," framing arguments, appealing to particular audiences, and so on). By the end of the quarter, I hope you will have developed or strengthened some core competencies that will be useful to you in other disciplines and fields of study.

This course complements a number of the Enhancing Life project aims, especially the goal of investigating how societies and cultures "reshape ideas and institutions already present in the socio-cultural imaginary." Above all, it asks students to examine how future imaginaries and temporal orientations can be fruitful categories of analysis.

Required Texts: at the Literary Guillotine, 204 Locust St.
History 100 coursepack (available sometime in the second week. The readings for Weeks One and Two are available on eCommons).

Additional articles, images, film clips, and other sources will be made available via eCommons. I will announce any such materials in class.

Course Requirements:

Primary Source Analysis (3-4 pages, double-spaced) (15%)
Paper Components (proposal, annotated bibliography, draft, etc.) (40%)
Class Participation (25%) – (this grade includes class discussions, written responses, and any other short assignments)
Revised Paper (20%)

Our course is a seminar and is as much about practicing history as it is about learning history. In a typical seminar meeting, I might provide some historical or historiographical context (a term we will

discuss the first week!) in the form of opening comments, but much our time will be spent in intensive discussions of the week's readings and our ongoing research projects. Active class participation is thus essential to the course and is a large percentage of your final grade. Some weeks you will be required to turn in a brief (approx. one page) response to the current readings. These papers or reading questions will serve as jumping-off points for our class discussion, and are due in your eCommons drop box no later than 8 a.m. on the day of class. Because this assignment serves, in part, to prepare our class discussions, under no circumstances will late responses be accepted.

A research-based paper is the main course assignment. In this paper you will make an extended historical argument on a topic of your choice related to the course themes. You might choose to work on a subject introduced in the course or one from outside the course readings, but in either case the paper will require substantial additional research on your part. The length of the paper is variable, but should be in the range of 8-10 pages, double-spaced. Once again, we will discuss this assignment at more length in the first class meetings and throughout the quarter.

There is no midterm or final.

A note about the readings: The readings under each day will be discussed *that* day, so please complete them in advance of our meetings.

Please Note: If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter. Contact DRC at 459-2089 V, 459-4806 TTY.

Schedule of Topics

Week One:

Tu. 1/5 Course Introduction; History vs. history; temporality

Reading/Preparation:

Zotero

Installation: zotero.org/support/installation

User Guide: zotero.org/static/download/zotero_user_guide

Arnold, *History*, Ch. 1

Graff and Birkenstein, "They Say, I Say," Ch. 11

Booth, Colomb and Williams, *The Craft of Research*, Ch. 1 ("Thinking in Print")

Thur. 1/7 Power and History; Crafting Research Questions

Reading:

Trouillot, "The Power in the Story";

Booth, Colomb and Williams, *The Craft of Research*, Chs. 3-4

Arnold, *History*, Ch. 4 (60)

Week Two

Tu. 1/12 First Half: Historical Sources and Facts

Reading:

Library Basics, review topics at: library.ucsc.edu/content/constructing-your-research-paper
Chicago Citation Style: chicagomanualofstyle.org/tools_citationguide.html

Howell and Prevenier, *From Reliable Sources*, Chs. 2-3
Carl L. Becker, "What are Historical Facts?"

Th. 1/14 Historical Materialism; Reading for argument; secondary source analysis

Reading:

Green and Troup, *The Houses of History*, pp. 33-43
Thompson, *The Making of the English Working Class*, Preface and Ch. 6
Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present* 38, no. 2 (1967): 56-97. (S)

Week Three:

Tu. 1/19 History and Anthropology; 'New' Cultural History

Reading: Geertz, "Thick Description"
Darnton, "The Great Cat Massacre"

Th. 1/21 No class. Research day.
Initial Project Proposal Due (on eCommons dropbox)

Week Four:

Tu. 1/26 Key Concepts: Modernity; Citation

Th. 1/28 Risk; **Primary Source Analysis Due**

Week Five:

Tu. 2/2 Calendars and Clocks

Th. 2/4 Technology; Historical Memory; **Annotated Bibliography due**

Week Six:

Tu. 2/9 Key Concepts: Agency;

Th. 2/11 **Revised Project Proposal Due**; Presentations/Critique

Week Seven:

Tu. 2/16 Working with Visual Sources

Th. 2/18 Paper Consultations

Week Eight:

Tu. 2/23 Introductions

Th. 2/25 Introduction Workshop; **Introduction draft due**

Week Nine:

Tu. 3/1 Pecha Kucha 1

Th. 3/3 Pecha Kucha 2

Week Ten:

Tu. 3/8 Writing Workshop; **Paper draft due**

Th. 3/10 History in the Public Sphere; Evaluations

Finals Week: **Revised Research Paper Due**