

HH3130 The History of Time

Annex A

1. NEW COURSE CONTENT

Academic Year	2017-18	Semester	2
Course Coordinator	Assistant Professor Justin Clark		
Course Code	HH3130		
Course Title	The History of Time		
Pre-requisites	HH1001: What is History?		
No of AUs	3		
Contact Hours	39		
Proposal Date	June 26, 2017		

Course Aims

This course contributes to the History programme's offerings in Interdisciplinary History. It will expand students' knowledge of Western social, cultural and technological history as well as provide practice in the analysis of historical sources, historiography, as well as in written and oral expression. This course explores three important elements of the history of time: its intellectual conception and cultural representation; its scientific and technological quantification, rationalization, and mastery; and its role in structuring societies and their activities. It will expand your knowledge of Western social, cultural and technological history and contribute to your knowledge in the field of Interdisciplinary History. You will also gain experience in the analysis of historical sources, historiography, as well as in written and oral expression.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Summarize the mechanisms of time-keeping used throughout history.
2. Compare the shifting representations of time within Western and non-Western societies.
3. Summarize the development of time-dependent social institutions in pre-modern, early modern, and modern societies.
4. Produce oral and written discussions of the historical development of time that draw on student-identified primary and secondary sources.
5. Draw on primary and secondary sources to produce original oral and written discussions of the historical development of time.

Course Content

As obvious as it may be that history unfolds in time, we often lose sight that time itself has a history. This course explores three important elements of the history of time: its intellectual conception and cultural representation; its scientific and technological quantification, rationalization, and mastery; and its role in structuring societies and their activities. First, over the course of history, different cultures have conceived of time in a variety of ways (e.g. circular, cyclical, progressive) and on many different scales (e.g. cosmic, geologic, civilizational, industrial). In turn, these cultural conceptions of time have given rise to different ideas about the relationship of individual human lives to societies, and societies to history as a whole. Second, the effort to quantify time has given rise to a distinct science and technology of time-keeping, from the ancient

sun-dial to today's atomic clock. Third, the consciousness and quantification of time has made possible numerous social institutions and practices, ranging from the invention of interest on debt to the modern state to the institution of wage-labor. Through discussions of secondary texts and primary sources (including films, art works, and literary texts) this course will explore the history of time as a critical element of human experience from antiquity to present. Through the course, students will practice aesthetic analysis, formulating arguments, historical and cultural knowledge, and critical thinking.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes (see addendum)	Weighting	Team/Individual	Assessment Rubrics
1. Two Essays	1-5	1-6, 8, 9	50%	Individual	Essay rubric attached
2. Midterm Test	1-3	1, 3-5, 8-9	25%	Individual	Short essay, chronologies, MC (chronologies graded on percentage of items placed in correct order; MC answers are assessed purely as correct or incorrect)
3. Participation	1-4	7	10%	Individual	Discussion rubric attached
4. Class Presentation	1, 2, 3, 4	3, 7	10%	Team	Discussion rubric attached
5. Reading Quizzes	1-3	4	5%	Individual	Short answer (pass/ no pass based on whether basic fact about text is stated correctly)
Total			100%		

Formative feedback

Formative feedback will come through written responses to the students’ essays and midterm responses, scored reading quizzes, as well as through oral consultations with class presentation groups.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture and discussions	Lectures and class discussion of readings familiarize students with the historical development of time and time-keeping and its social, cultural, and technological context (LO 1-3).
Team-Based Learning	TBL presentations help students practice analysis of sources and their use in historical arguments (LO 4 and 5).

Reading and References (SELECTED)

Excerpts from the following texts will be provided in PDF format:

Allen, Thomas. *A Republic in Time: Temporality and Social Imagination in Nineteenth-Century America*. Chapel Hill: University of North Carolina Press, 2008.

Aveni, Anthony. *Empires of Time: Calendars, Clocks, and Cultures*. Boulder: UP of Colorado, 2002.

Barnett, Jo Ellen. *Time's Pendulum: The Quest to Capture Time, from Sundials to Atomic Clocks*. New York: Plenum Trade, 1998.

Canales, J. *The Physicist and the Philosopher: Einstein, Bergson, and the Debate that Changed Our Understanding of Time*. Princeton: Princeton UP, 2015.

Dohrn-van Rossum, Gerhard. *History of the Hour: Clocks and Modern Temporal Orders*. Chicago: University of Chicago Press, 1996.

Hawking, S. W. *A Brief History of Time: From the Big Bang to Black Holes*. New York: Bantam Books.

McCrossen, Alexis. *Marking Modern Times: A History of Clocks, Watches, and Other Timekeepers in American Culture*. Chicago: University of Chicago, 2013.

Prodger, Phillip, ed. *Time Stands Still: Muybridge and the Instantaneous Photography Movement*. New York: Oxford University Press, 2003.

Thompson, E.P. "Time, Work-Discipline and Industrial Capitalism." *Past & Present* 38, no. 1 (Dec. 1967): 56–97.

Tomlinson, John. *The Culture of Speed: The Coming of Immediacy*. London: Sage Publications, 2007.

Yablon, Nick. *Untimely Ruins: An Archaeology of American Urban Modernity, 1819-1919*. Chicago: University of Chicago Press, 2010.

Course Policies and Student Responsibilities

Participation and Attendance: To earn a full participation grade, you are expected to thoughtfully engage in class with the readings and discussions. A simple reading quiz will be administered at every session. Students presenting valid MC's within a week of the absence will be allowed to make up the missed quiz by writing a 500-word essay on an instructor-assigned topic.

Class readings: All readings are available through NTU Learn. They are for your personal use, and not broader distribution. **Complete all assigned readings prior to class meetings and lectures.** **You must bring your own hard copy of the text to class.** If the reading is a PDF, print it out and bring it to class. Students who come to class without the text will be asked to leave.

Active learning: Because of the interactive nature of the seminar, the use of laptops, cell phones, tablets, and other electronic devices during class is **strictly prohibited**. Take thoughtful handwritten notes. Before coming to class, please make sure your cell phone is turned off or set to silent mode, and placed in your backpack. You may not receive or send text messages during class. Students who violate this policy will be asked to leave and will receive no credit for the session.

E-mail, consultations, and class notes: I encourage you to come see me during my regular consultation hours and to e-mail me with questions not provided in the syllabus. However, I will not provide class notes (ask a classmate) nor will I offer advice about essays in the 48 hours before they are due; you simply won't have time to use it. Check NTU Learn regularly for announcements.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your

instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Justin Clark	HSS 05-13		justin.clark@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction	1, 2, 3, 4	
2	Mesoamerican Calendars	1, 2, 3, 4	Aveni
3	Chinese Calendars	1, 2, 3, 4	Aveni
4	The Western Calendar	1, 2, 3, 4	Aveni
5	The Renaissance and Time	1, 2, 3, 4	Pocock, Dohrn-van Rossum
6	Time and the Scientific Revolution	1, 2, 3, 4	Dohrn-van Rossum, Barnett
7	Time and the Enlightenment	1, 2, 3, 4	Condorcet, Barnett
8	Romanticism, Railroads, and Ruin	1, 2, 3, 4	Allen, Yablon, McCrossen
9	Fast Machines and Slow Leisure	1, 2, 3, 4	Tomlinson, Thompson, Hawking
10	Relativity and the Mind	1, 2, 3, 4	Canales
11	Photography, Film, and Time	1, 2, 3, 4	Prodger
12	Postmodernity and Nostalgia	1, 2, 3, 4	TBD
13	Review/Presentations	1, 2, 3, 4	