

Syllabus: 106 | CCN: 78283—Historical Discourse, 4 Units, Fall 2015

## History of the Everyday

Instructor: Mario Wimmer

Monday and Wednesday, 4:00PM—5:30PM

209 Dwinelle Hall

Office hours: Mondays before class, 3-4PM in

**Please note: The syllabus may be subject of change!**

Throughout the twentieth century the notion of the “Everyday” came to describe a fundamental category of modern existence. This class will engage with the histories and theories of everyday life. It will do so by introducing you to the main approaches to this field: the writings of the historian and ethnographer Hubert Howe Bancroft, the psychoanalyst Sigmund Freud, the historian and religious scholar Michel de Certeau, Italian *microstoria*, the British *History Workshop* movement, and German *Alltagsgeschichte*.

The course will combine lecture, discussion, and seminar elements. In addition we will make field trips to Bancroft library, where you will also have the chance to work with archival material from the original Bancroft collection on the history of the material and popular culture and everyday life in California.

Your final project will be an applied analysis of some aspects of the history and theory of everyday life read through our readings and/or archival materials from the Bancroft collection; this archive is one of a kind and is the home of the most exiting stories about the American West.

**If you need accommodations for any physical, psychological, or learning disability, please speak to me after class or during office hours.**

Please note that if you sign up for this class, attendance at the lectures is REQUIRED. So please don't sign up unless you intend to get there every Monday and Wednesday at 4 PM. If you do make it on time, I promise to make it worth your while. My goal is for this to be the best course you have ever taken.

### Requirements

Attendance is mandatory; you will be dropped from the class if you are not present during the first two weeks. Unexcused absences will result in a lower grade. You are required to do the assigned readings and actively participate in our discussions (30%). You will have to write short responses to each text and write some short (1-2 pp) essays (40%). You will have to write a 5-7pp final paper (30%). An evolving syllabus will be available on bCourses, listing the topics and readings for each week, as well as the due-dates for assignments, and exams. Electronic versions of most of the readings in pdf-format will be available. It is your responsibility to make sure that you can access and read them before you come to class. The course combines lectures and seminar sessions with readings of research literature and primary sources.

### Assignments

Assignments will include in-class exercises and short take-home assignments. There will be required readings and short written responses to the readings.

All assignments should be typed and uploaded to bCourses. For papers font and formatting should be Times New Roman, Cambria or Arial, size 12 pt, aligned left, with double space paragraphs.

Extensions are possible but should be an exception; please note that all requests for an extension must

be made in advance. Not handing in an assignment by the pre-arranged due date will result in a zero on the assignment.

### **Participation**

The course combines lectures, discussions, readings, and some activities. They will only be successful if you do the required readings, actively participate, share your opinions, ideas, and questions. Please, get involved to profit from this course! An important aim of the class is that you learn how to argue and express yourself in intellectual debate. In-class participation will make up 30% of your final grade. You are asked to take notes during class to document our discussions and in order to keep good record that will be the basis for your individual preparation for exams.

Please note, that you are not allowed to use whatever devices to electronically record discussions or lectures!

You are expected to come to class, having completed the reading and/or writing assignments due that day. If you have to miss a class, you must contact me beforehand with a valid excuse by email at [wimmer@berkeley.edu](mailto:wimmer@berkeley.edu). After two unexcused absences, every further class you miss will subtract a third of a letter (i.e. A-, B+, B etc.) from your final grade.

Participation is judged by quality rather than quantity. It is most important that everyone listens to each other and pays attention to what everyone has to contribute to our discussions. Monopolizing the conversation or intervening with off-topic remarks is not a goal. I expect students to prepare assignments in advance—careful reading (including some sort of note-taking) and thinking about the texts and assignments, and to try to prepare some questions and comments that can elucidate our discussions. Please, ask questions about material you don't understand!

### **Academic Integrity**

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. Please be aware that neither cheating nor the inappropriate use of sources will be tolerated. Plagiarized assignments will result in a mark of zero, and subjection to the regulations of the University's policy on plagiarism and academic integrity.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis. As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. (From the Report of the Academic Dishonesty and Plagiarism Subcommittee.)

## Grading Breakdown

1. All readings are obligatory! Regular attendance and active participation in class: 30%
2. Short responses to texts and short take-home assignments: 40%
3. Final paper: 30% **Deadline for final paper: 12/15**

Your grade will be determined along the following general scale:

90%-100% (A): excellent

80%-90% (B): very good

70%-80% (C): good but could be improved

60%-70% (D): needs serious improvement

below 50% (F): unsatisfactory

## Schedule

08/26: **Course Introduction**

Early Theories of Everyday Life

08/31: **Ordinary Lives**

Reading: "Introduction" to *Ordinary Lives: Studies in the Everyday* by Ben Highmore; Michel de Certeau, *The Practice of Everyday Life* (1980), "General Introduction," pp. xi-xxiv.

Homework: Write a short response to each paper (not more than half a page each) that presents some of your thoughts and questions about the readings and post them to bCourses 24h prior to our meeting!

09/02: **Theories of the everyday around 1900**

Sigmund Freud: *Psychopathology of Everyday Life*, 1901 (excerpts); Georg Simmel: "The Berlin Trade Exhibition (1896)," *Theory, Culture & Society*, 1991, 8, pp. 119-123 (doi:10.1177/026327691008003008);

Homework until 09/09: Write a 1-2pp account of a quotidian thing, scene, or incident.

09/07: **No class!**

09/09: **The everyday in early social research**

Bronislaw Malinowski: "Proper Conditions for ethnographic work," 1922; Marcel Mauss: "Techniques of the Body"; Louis Wirth: *The Ghetto*, 1928 (excerpt). Siegfried Kracauer: "On Boredom," 1924.

Homework until 09/08: Post a question to one of the readings to bCourses discussion section 24h prior to class!

Hubert H. Bancroft and the Bancroft Collections

09/14: **Field trip to Bancroft collection I**

Reading: "Hubert Howe Bancroft, Historian, Dies at Age of 86," San Francisco Chronicle, 3 March 1918

([http://www.newspapers.com/clip/2233469/hubert\\_howe\\_bancroft\\_historian\\_dies/](http://www.newspapers.com/clip/2233469/hubert_howe_bancroft_historian_dies/)); John Walton Caughey: "Hubert Howe Bancroft, Historian of Western America," *The American Historical Review*, Vol. 50, No. 3 (Apr., 1945), pp. 461-470 (<http://www.jstor.org/stable/1843117>).  
Homework: Take notes of the field trip and discuss them with your group.

09/16: **Hubert H. Bancroft and his History of the American West**

Reading: Hubert H. Bancroft: "Root Diggers and Gold Diggers" (pp. 54-64) and "History Writing" (pp. 75-112) in: Id.: *Essays and Miscellany*. Bancroft's Works, Vol. 38, 1890  
(<https://archive.org/details/essaysandmisc00bancroft>)

09/21: **Field trip to Bancroft collection II**

Reading: Harry Clark, "The Preparation of a History," *A Venture in History: The Production, Publication, and Sale of the Works of Hubert Howe Bancroft*. Berkeley, CA: University of California Press, 1973 (pp. 12-23).

Homework: Take notes of the field trip and discuss them with your group.

09/23: **The everyday of research: Collaborative research in the writing of history**

Reading: Harry Clark, "Literary Assistants," *A Venture in History: The Production, Publication, and Sale of the Works of Hubert Howe Bancroft*. Berkeley, CA: University of California Press, 1973 (pp. 24-36); Steven Shapin: "The Invisible Technician," *American Scientist*, 77, 1989, pp. 554-563.

#### Working class culture

09/28: **History and theory of the working class**

Reading: Jacques Rancière: *Proletarian Nights*; Joan W. Scott: "On Language, Gender, and Working Class History," *International Labor and Working Class History* 31(Spring 1987), pp. 1-13.

Homework until 09/27: Post a question about each reading to bCourses discussion section 24h prior to class!

09/30: **Reflections of a historian**

10/05: Carolyn Steedman: *Landscape For A Good Woman. A Story of Two Lives*, (chapters).

Homework until 09/29: Post a question about each reading to bCourses discussion section 24h prior to class!

10/07: **"Factory Complex" (Im Heung-soon, South Korea, 2014)**

Homework: Write a short (1-2 pp.) essay about one aspect of the film or an observation you made watching it.

#### Walking the city

10/12: **Subversive Practices**

Readings: Michel Foucault: *Discipline and Punish* (chapter). Michel de Certeau: "Walking the City," in: Id.: *The Practices of Everyday Life*.

Homework until 10/11: Post a question about each reading to bCourses discussion section 24h prior to class!

10/14: **London East End**

Readings: Raphael Samuel: *East End Underworld. Chapters in the Life of Arthur Harding*, 1981 (chapters).

Homework until 10/13: Post a question about each reading to bCourses discussion section 24h prior to class!

10/19: **Film: "Black Panthers"** (Agnès Varda, 1968 doc., B/N 46 min.)

Reading: Joshua Bloom, Waldo E. Martin, Jr.: *Black against Empire: The History and Politics of the Black Panther Party*, 2012 (chapter).

### Approaches to the history of everyday life

10/21: **Histoire des mentalities**

Reading: Lucien Febvre: *A New Kind of History: From the Writings of Lucien Febvre* ed. by Peter Burke, 1973 (chapters); Peter Schöttler: "Mentalities, Ideologies, Discourses: On the "Third Level" as a Theme in Social-Historical Research," *The History of Everyday Life* ed. by Alf Lüdtke, Princeton UP 1995.

Homework until 10/20: Post a question about each reading to bCourses discussion section 24h prior to class!

10/26: **Microstoria**

Reading: Carlo Ginzburg: "Microhistory, Two or Three Things That I Know about It", *Threads and Traces*, Berkeley: University of California Press 2012, pp. 193-214; Laurel Thatcher Ulrich: "An American Album, 1857," *American Historical Review*, 115, 2010, pp. 1-25.

Homework until 10/25: Post a question about each reading to bCourses discussion section 24h prior to class!

10/28: **Alltagsgeschichte**

Reading: Introduction to *The History of Everyday Life* ed. by Alf Lüdtke, Princeton UP 1995; Detlev Peukert: *The Weimar Republic: the crisis of classical modernity*, Hill and Wang, New York 1992 (chapter).

Homework until 10/27: Post a question about each reading to bCourses discussion section 24h prior to class!

### Theories of the quotidian

11/02: **A famous critique of everyday life**

Reading: Henri Lefebvre, *Critique of Everyday Life*, chapters "Notes Written One Sunday in the French Countryside" and "What is Possible".

Homework until 11/01: Post a question about each reading to bCourses discussion section 24h prior to class!

11/04: **The Ordinary**

Reading: Stanley Cavell: *The Uncanniness of the Ordinary*, The Tanner Lectures on Human Values, Stanford, 1986.

Homework until 11/03: Post a question about each reading to bCourses discussion section 24h prior to class!

11/09: **Praxeology**

Reading: Pierre Bourdieu: Pierre Bourdieu: *Outline of a Theory of Practice*, 1977 (chapter). *The Inheritors: French Students and Their Relations to Culture*, 1979 (chapter).

Homework until 11/08: Post a question about each reading to bCourses discussion section 24h prior to class!

11/11: **No class!**

Homework due 11/16: Write an one-page outline for your final essay including: 1. Your question and/or main argument, 2. Materials you plan to use, 3. Additional literature.

### Everyday things

11/16: **Anonymous History**

Reading: Siegfried Giedion: *Mechanization Takes Command: A Contribution to Anonymous History*, Oxford University Press 1948 (chapters). Ben Highmore: "Walls without museums: anonymous history, collective authorship and the document," *Visual Culture in Britain*, 8, 2007, 2, pp. 1-20.

Homework until 11/15: Write a one page essay about what you understand by anonymous history (based on the readings)!

11/18: **Objects**

Reading: Jean Baudrillard: *The System of Objects*, 1968 (chapters). Roland Barthes: *Mythologies*, New York, 1991, pp. 7-11, 29-31, 88-90, 97-99.

Homework until 11/18: Post a question about each reading to bCourses discussion section 24h prior to class!

23. 11/23: **Thing Theory**

Reading: Bill Brown: "Thing Theory," in: *Critical Inquiry*, 28, 2001, 1, Things, pp. 1-22; "Introduction" to *Everyday Life*. Yale French Studies, 73, ed. by Alice Kaplan and Kristin Ross 1988.

Homework until 11/22: Post a question about each reading to bCourses discussion section 24h prior to class!

11/25: **No class!**

Homework until 11/30: Write a one page descriptive essay about a thing.

### The arts of everyday

11/30: **Surrealists and Situationists**

Reading: André Breton: *Manifesto of Surrealism*, 1924 (chapter); Guy Debord, "Perspectives for Conscious Changes in Everyday Life (1961)" in: *The Situationist International Anthology*, pp. 90-99.  
Film: *Un Chien Andalou* by Luis Buñuel and Salvador Dalí (1929)

12/02: **The everyday of the beholder**

Reading: T.J. Clark: *The Sight of Death: An Experiment in Art Writing*. Yale University Press, 2006 (pp. vii-ix, pp. 1-22); interview with T.J. Clark on *The Sight of Death*  
([http://yalepress.yale.edu/yupbooks/podcast/addendum\\_clark.mp3](http://yalepress.yale.edu/yupbooks/podcast/addendum_clark.mp3))

12/07: **Art scene**

Pierre Bourdieu and Hans Haacke: *Free Exchange*, 1995 (chapter); Carol Duncan: "The Art Museum as Ritual" in: *The Art of Art History: A Critical Anthology*, ed. by Donald Preziosi, 1998, pp. 474-475.

12/09: **Final discussion**