

EVERYDAY LIFE
HOW HISTORY HAPPENS

Thinking Matters 6, Fall 2012-2013
Tuesdays and Thursdays 12:15 to 1:05 PM
Building 370, Room 370

Faculty

Professor Edith Sheffer
Office: History Corner, 200-120
Office hours: T 2-4, or by appointment
Email: esheffer@stanford.edu



Lecturers

Dr. Kathryn Ciancia, coordinator
Office: Sweet Hall, 222B
Office hours: Th 2-3, F 11-12
Email: ciancia@stanford.edu

Dr. Amos Bitzan
Office: Sweet Hall, 225A
Office hours: W 2-4
Email: amosb@stanford.edu

Dr. Kari Zimmerman
Office: Sweet Hall, 224A
Office hours: By appointment
Email: kezimm@stanford.edu

COURSE DESCRIPTION

To what extent are individuals influenced by world events, and to what extent can individuals' daily actions influence world events?

This course investigates the relationship between private lives and public affairs. We will trace how small acts contribute to global change and, in turn, how global change can shape one's sense of self. We will explore the shifting mentalities of individuals during the most dramatic transformations in 20th-century Europe—World War One, communist revolution, the rise of Nazism, World War Two, the Holocaust, and the Cold War. Through analysis of memoirs, diaries, essays, novels and state documents, you will examine how social and political developments can reveal the very boundaries between self and society. To make this exploration more personal, you will develop a fictional persona over the course of the quarter through which you explore the everyday workings behind momentous change.

LEARNING GOALS

Stanford's *Thinking Matters* curriculum is designed to:

- Develop a sense for what a genuine question or problem is, and what it means to think about an important idea with the sort of disciplined, creative, and critical reasoning characteristic of a university-trained mind.
- Develop broad, transportable skills that are required in (almost) any branch of university work, including: analytical, expository writing; careful, critical reading; analytical and critical reasoning; and capacities for effective oral communication including active listening and responsive discussion.

This course will involve:

- Skills and capacities emphasized within the *Thinking Matters* curriculum, such as reading of texts, cultural interpretation, historical thinking, evaluative reasoning and judgment, social analysis, and meta-level assessment of sources.
- Specifically, considering the roles played by individuals and everyday life in the broader world, shifting perspectives to people from varied backgrounds, and analyzing course material on several different contemporary and historical levels.

REQUIRED MATERIALS

- Course Reader
- Sigmund Freud, *Dora: An Analysis of a Case of Hysteria*
- Robert Moeller, ed., *Nazi Germany in Documents*
- Slavenka Drakulic, *How We Survived Communism and Even Laughed*
- Peter Schneider, *The Wall Jumper*
- John Merriman, *A History of Modern Europe* (Recommended)

- Film: *The Battle of Algiers*

WORKLOAD EXPECTATIONS

Students are expected to devote at least two hours of preparation out of class for each 50 minutes of class time, both for lectures and sections, for a minimum of eight hours of preparation per week.

Course requirements, with their percent of final grade:

- Written Assignments
 - Final Paper 25%
 - Creating Lives 45%
- Participation 30%
 - Section discussion and attendance
 - Individual and/or small group meetings
 - Lecture attendance

We will be using third-party software for Creating Lives that will be password protected and available only to the instructors and students enrolled in this course. If you are concerned about security and would rather not post weekly assignments to this website, please consult with your postdoctoral fellow to work out an alternative solution. FERPA: Student Record Privacy Policy, <http://studentaffairs.stanford.edu/registrar/students/ferpa>

FINAL PAPER

Does everyday life matter? Your final paper will require you to develop a position on the role of individual actions in broader world events – and to present a clear overarching argument that engages the main themes of the course.

In advancing your argument, you will draw upon (1) one of the following theoretical articles on the workings of everyday life, (2) examples from the “primary documents” you developed for your character in the Creating Lives project, and (3) examples from the course readings. We will distribute the exact wording of the prompt later in the quarter. Papers should be 1,300-1,500 words and are due Wednesday, December 12 by 5pm.

Theoretical excerpts on everyday life

Review and select one for use in your paper

- Henri Lefebvre, “The Everyday and Everydayness”
- Pierre Bourdieu, *Outline of a theory of practice*
- Carolyn Steedman, “Landscape for a Good Woman”
- M. M. Gehrke and Rudolf Arnheim, “The End of the Private Sphere”
- Betty Friedan, *The Feminine Mystique*
- Michel de Certeau, *The Practice of Everyday Life*
- Michel Foucault, *Discipline and Punish*

CREATING LIVES

“Where does a state end and a self begin?”
– Peter Schneider, *The Wall Jumper*

Project Overview

Since the goals of this course are to understand the significance of everyday actions in world events and to develop the ability to shift perspectives to people from different backgrounds—you will each develop a fictional historical character through which you experience events across Europe and the globe.

Creating an historical life is a highly analytical endeavor. You may find it, in fact, academically more rigorous than writing a traditional paper. It requires comprehensive analysis of the broad historical context in order to then take the second step of situating individuals’ experiences. And it requires close attention to both themes and specific details of lectures and the readings.

Guidelines

- Your “avatars” will be age 18 in 1914 and you will narrate their lives for seven weeks of the course—up through the aftermath of the Second World War.
- Weekly prompts will ask you to make life choices for your persona based on the lectures and readings. These will vary in length and theme according to course materials. Prompts can be found on this syllabus or on the course site. The version on the site will always be the most updated version of the prompt.
- You will post your character updates to your individual page on the course website. This page will be visible to course instructors, as well as to other students in your section. You are encouraged to familiarize yourself with those of other students in your class.
- You may individualize your individual page, attaching images, links, and additional information that relates to your persona.

Possibilities

- You have complete control over the initial identity of your character. You will decide background and life choices, choosing name, gender, birthplace, nationality, religion, etc.
- You are free to determine your persona’s life’s path as you wish, selecting vocation, living condition, education, political beliefs, family situation, and participation in various historical events. You may take your avatars anywhere in Europe and the world.

- You may use this project to pursue topics of individual interest—involving your character deeply in specific sports, arts, social causes, careers, academic subjects, etc.
- If you are interested in understanding particular ideologies or phenomena, such as Nazism, battle, etc., you may consider immersing your character in them.
- There are only two restrictions. (1) Your avatars cannot die or be otherwise incapacitated. (2) You cannot change history.

Requirements

- Web posts are due Mondays at 9 am.
- Follow the word count guidelines given in each prompt.
- Bring a printout of your post to your first section each week.
- Keep printouts of all weekly postings in a folder and bring this to sections.

Grading

Weekly posts will alternate between longer assignments that will receive a letter grade, and shorter assignments that will be evaluated on a pass/fail basis. Criteria are indicated accordingly on the syllabus and course website. However, specific prompts may be subject to change depending on course needs over the quarter.

We expect historical accuracy when it comes to factual events and that you will strive for plausibility in your character's actions. We do not expect mastery over small details.

You will be discussing your personas in section. Your section grade will be based not only on your ability to draw upon the content of your updates, but to project your avatar's viewpoints onto various reading and lecture topics. You will also engage in the work and perspectives of your classmates.

Updates that are graded on a letter basis will be assessed along the analytical criteria listed in the rubric below. You will receive a copy of this checklist (in addition to individualized comments) that rates your fulfillment of each of these objectives. The letter grade will reflect their overall quality.

Additional Information

This project is adapted from Edith Sheffer's lecture course on modern Germany at Stanford. See Sheffer, "Creating Lives in the Classroom," *The Chronicle of Higher Education*. November 22, 2009. (<http://chronicle.com/article/Teaching-Matters-Creating/49211/>).

Grading Rubric

Letter-graded posts will be evaluated with the following rubric. The broad categories of “Historical context” and “Mentality” are left blank on this form, and will be filled in with the specific learning goals of each week’s prompt—which are indicated on the syllabus.

	Meets criteria at a high level	Partially satisfies criteria	Poor; needs improvement
Components			
- Character post - Analysis			
- Incorporation of specific points from readings, with page numbers - Incorporation of specific points from lectures			
- Clarity of expression - Direct engagement with the prompt			
Historical context			
<i>* Specified each week on the syllabus *</i>			
Mentality			
<i>* Specified each week on the syllabus *</i>			

THINKING MATTERS ABSENCE POLICY

Attendance at lectures and sections is mandatory.

If a student has a prolonged illness, varsity athletic competitions, or a personal situation that might lead to more than two section absences, the student should contact his or her Lecturer before missing section. Under certain conditions (such as varsity athletic competitions or prolonged illness), a student may be provided an opportunity to make up the work missed in section. In other words, make-up work is at the discretion of the instructor. Note: insufficient section attendance will result in failure of the course.

COURSE POLICIES

Assignments: Failure to complete any one graded assignment will result in a failing grade for the quarter.

- Late assignments: Late submissions will be penalized 1/3 grade per day. (An A- becomes a B+, for instance)
 - There will be no revisions of assignments
 - The use of laptop computers will not be allowed in lectures and sections. All phones and other electronic devices are to be turned off and put away for the duration of lecture.
-

THE HONOR CODE

Violating the Honor Code is a serious offense, even when the violation is unintentional. The Honor Code is available at:

<http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>.

You are responsible for understanding the University rules regarding academic integrity; you should familiarize yourself with the code if you have not already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration and representing as one's own work the work of another. If you have any questions about these matters, see your post-doctoral fellow during office hours.

GRADING GUIDELINES

1) **Written (or equivalent) assignments:** *Thinking Matters* courses foster rigorous inquiry and critical thinking and promote the effective communication of ideas.

A range: The submitted work is outstanding in form and content. It is original, or it expands in a new way on ideas presented in the course. The evidence presented in support of the claims is carefully chosen and deftly handled. The analysis or interpretation is not only unified and coherent, but also complex and nuanced.

B range: The submitted work meets the requirements for the assignment, is clear and coherent and presents evidence in support of its points. It shows comprehension of the material and manifests critical thinking about the issues raised in the course. It does not demonstrate the complexity, the insight, or the integrated structure of A-range work.

C range: The submitted work has some, but not all of the basic components required; for example, it may offer an argument but it presents no evidence to support the argument; or it may repeat concepts presented in lecture or section without demonstrating understanding or expanding on them.

D range or below The submitted work lacks more than one of the basic required components.

2) **Section Participation:** *Thinking Matters* courses encourage vigorous intellectual exchange, the expression of various viewpoints, and the ability to speak effectively and cogently. Participation includes but is not limited to in-class discussion. As part of the participation grade, the lecturer may assign activities and written assignments such as individual or group presentations, on-line forum entries, reading responses, lecture summaries, problem sets, debates, etc.

Participation will be evaluated on the following guidelines, which stress the quality rather than the quantity of contributions.

A range: The student is fully engaged and highly motivated. This student is well prepared, having studied the assigned material, and having thought carefully about the materials' relation to issues raised in lecture and section. This student's ideas and questions are substantive (either constructive or critical); they stimulate class discussions. This student listens and responds respectfully to the contributions of other students.

B range: The student participates consistently in discussion. This student comes to section well-prepared and contributes regularly by sharing thoughts and questions that show insight and a familiarity with the material. This student refers to the materials discussed in lecture and shows interest in other students' contributions.

C range: The student meets the basic requirements of section participation. This student is usually prepared and participates once in a while but not regularly. This student's contributions relate to the texts and the lectures and offer a few insightful ideas but do not help to build a coherent and productive discussion. (Failure to fulfill satisfactorily any of these criteria will result in a grade of "D" or below.)

PROVOST'S STATEMENT CONCERNING STUDENTS WITH DISABILITIES

Students who have a disability which may necessitate an academic accommodation or the use of auxiliary aids and services in a class must initiate the request with the Office of Accessible Education's Disability Resource Center (DRC). The DRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the DRC as soon as possible; timely notice is needed to arrange for appropriate accommodations (phone 723-1066; TDD 725-1067).

WEEK 1. LIFE CHANGING

September 25 – **Everyday Life: Individuals in History**

What makes individuals – and what makes history?

September 27 – **1914: Modern Worlds, Modern Self**

How did large-scale changes affect individual lives?

Reading

- Course Reader:

Meanings of everyday life – short snippets

- Georges Perec, “Approaches to What?”
- Bronislaw Malinowski, “Proper Conditions for Ethnographic Work”
- Paul Steege, Andrew Stuart Bergerson, Maureen Healy, and Pamela E. Swett, “The History of Everyday Life: A Second Chapter”

Short autobiographical snippets

- “William Luby, Sweet-boiler”
- “A Young Noblewoman Recalls a House Ball, Skating, and Bicycling”
- Elisabeth Flitner, “A Candle was burning on the Lectern Early in the Morning”
- Semen Kanatchikov, “The Beginning of My Wanderings from Factory to Factory”
- Jeanne Bouvier, “My Memoirs”
- “The Rural Landlord and ‘His’ People”

- (Merriman, “The Industrial Revolution,” Chapter 14, 513-568; “Rapid Industrialization and its Challenges, 1870-1914,” Chapter 19, 742-782)

There are additional excerpts about everyday life in the “Reference” section of the Course Reader. We will be introducing this material over the quarter and for your final papers.

Assignment

Due Monday, October 1 at 9am. This post will be evaluated on a pass/fail basis.

1. Character post. Write a short autobiographical excerpt in the style of those in the Course Reader. It is January 1914 and your avatar is 18 years old. Provide your character’s name, gender, birthplace, nationality, religion, vocation, and family situation; around 150-200 words.
2. Analysis. Explain in around 50 words your interest in developing this persona.

This post is to consider the defining components of a historical life—and to frame topics and themes that you may wish to explore through your fictional persona.

WEEK 2. EVERYDAY INFLUENCES

- October 2** – **Daily Actions: Understanding the 19th Century through Soccer**
How can everyday activities relate to world events?
- October 4** – **Shaping Identities in Freud’s Vienna: Psychology and Sexuality**
Can the transmission of new theories shape self-conception?
-

Reading

- Sigmund Freud, *Dora: An Analysis of a Case of Hysteria*
- (Merriman, “Political and Cultural Responses to a Rapidly Changing World,” Chapter 20, 783-818)

Assignment

Due Monday, October 8 at 9am. This post will be evaluated with a letter grade.

1. Description. It is March 1914. In 1-2 sentences, state one of your character’s central concerns or foundational experiences.
2. Freudian post. Write a Freudian analysis of your character’s concern or experience. Draw on Freud’s style, incorporating his approach to gender and sexuality, childhood and life experiences, and details of mannerisms and speech. You may either write as an abstract Freudian narrator (e.g., as a book narrator) or write from the perspective of Freud or a Freudian analyst who has met your avatar. Incorporate specific citations from the reading and lectures; around 250-350 words.
3. Analysis. Explain in 100-150 words the reasoning behind (a) your character’s scenario and (b) your selection of Freudian approaches.

This post is to examine the historical context of identity and Freud’s worldview. In the grading rubric, the “Historical context” criterion will be conveying “social and personal background” – and the “Mentality” criterion will be conveying “Freud’s ideas and approaches.”

WEEK 3. IDENTITIES OF EMPIRE

- October 9** – **The Darkness: Conrad and the Congo Free State**
Guest lecture by Professor J.P. Daughton, Stanford University
- October 11** – **Imperialism at Home and Abroad**
Can individuals adopt state identities and agendas?
-

Reading

- Course Reader
 - Joseph Conrad, “An Outpost of Progress”
 - “The German Naval Office and Public Opinion”
- (Merriman, “The Age of European Imperialism,” Chapter 21, 819-862)

Assignment

Due Monday, October 15 at 9am. This post will be evaluated on a pass/fail basis.

1. Review the images of imperialism posted on the course website and be prepared to discuss them in section.
2. Character post. Select one image—and write a short diary entry from June 1914 based on one idea, place, event, or object depicted in that image. Cite specific points from the readings and lectures; around 150-200 words.
3. Analysis. Explain in 50-100 words (a) to what extent your persona was influenced by imperialism, and (b) to what extent he or she contributed to it.

This post is to investigate connections between individuals and a broad global phenomenon such as imperialism, as well as shifts in personal perspectives that can result.

WEEK 4. A WORLD LOST

- October 16** – **Total War: Battlefield and Home Front**
Did World War I transform Europe—and Europeans?
- October 18** – **A World at War: Minorities, Empires, and Nation States**
Guest lecture by Dr. Amos Bitzan, Stanford University
-

Reading

- Course Reader
 - Jaroslav Hasek, *The Fateful Adventures of the Good Soldier Svejk during the World War*
 - Ellen N. La Motte, *The Backwash of War*
 - Ernst Junger, *Storm of Steel*
 - S. Ansky, *The Enemy at his Pleasure: A Journey Through the Jewish Pale of Settlement During World War I*
- (Merriman, “The Great War,” Chapter 22, 863-9260)

Assignment

Due Monday, October 22 at 9am. This post will be evaluated with a letter grade.

1. Character post. Write three short diary entries from three different stages of WWI. Address the questions of historical context and mentality specified below. Cite specific points from the readings and lectures; around 100 words each.

Diary entries for:

- a. November 1914
 - b. November 1916
 - c. November 1918
2. Analysis. In 100-150 words, (a) explain how your avatar’s experiences shaped his or her view of the war at these different points in time, and (b) evaluate which actions, if any, contributed to the course of the war.

This post is to explore the evolution of actions and mentalities over time, and the relationships between individuals and sudden world crises. In the grading rubric, “Historical context” will have two criteria: conveying “How larger events may or may not have influenced your character” and “How your character may or may not have influenced larger events.” (These connections may be found, for example, in social and economic trends, specific events, battles, ideas, and/or daily material life). The “Mentality” criterion will be conveying “Your character’s perspective,” which may include worldview, beliefs, hopes, fears, etc.

WEEK 5. REVOLUTIONARY ROLES

October 23 – **Total Transformation: Communist Revolution, Utopia, and Stalinism**
How was communism to transform individuals and society?

October 25 – **A Mosaic of Nationalities: Experiencing Diversity in Interwar Eastern Europe**
Guest lecture by Dr. Kathryn Ciancia, Stanford University
How did East Europeans confront the challenges of nationally diverse societies?

Reading

- Course Reader
 - Anna Litveiko, "In 1917"
 - John Scott, Behind the Urals
 - Czeslaw Milosz, Native Realm: A Search for Self-Definition
 - Vera Brittain, Testament of Youth
- (Merriman, "Revolutionary Russia and the Soviet Union," Chapter 23, 927-954; "The Elusive Search for Stability in the 1920s," Chapter 24, 955-992)

Assignment

Due Monday, October 29 at 9am. This post will be evaluated on a pass/fail basis.

1. Character post. Select one of the readings—and write a short diary entry about your avatar's encounter with one place, person, or phenomenon described that is very different from their prior experiences. Your character may travel to the regions described or may learn of events second-hand. Cite specific points from the readings and lectures; around 150-200 words.
2. Analysis. Explain in 50-100 words the reasoning behind (a) your scenario and (b) your character's reactions.

This post is to spotlight the experience of difference and how perspectives can shift as a result, from radically changing to radically solidifying.

WEEK 6. ESCALATING NAZISM

October 30 – From Hyperdemocracy to Dictatorship

Why did Nazism happen?

November 1 – The Racial State: Propagating and Purging

How did Nazi racial values and killings take hold?

Reading

- Robert Moeller, ed., *Nazi Germany in Documents*. Introduction, Chapters 1, 2, 3, and 5
- (Merriman, “*The Europe of Economic Depression and Dictatorship*,” Chapter 25, 993-1047)

Assignment

Due Monday, November 5 at 9am. This post will be evaluated with a letter grade.

1. Character post. Select two documents from two different points in time in *The Nazi State* (chapters 1, 2, 3, and 5) and write one diary entry based upon each. You may either relate your avatar’s own reaction to the themes and events *or* describe someone else’s reaction to them (i.e., if your character is not from Germany, you may wish to describe a German whom your character meets or hears about). Cite the title and page numbers for each document. Integrate themes and/or events discussed in lectures. Each entry should be around 150-200 words.
2. Analysis. In 100-150 words, discuss (a) the reasoning behind your persona’s reactions and (b) the role of your persona’s actions and mentalities to broader developments in the Third Reich.

This post is to assess the variety of actions and opinions during the Third Reich and the role of everyday life in sustaining it. In the grading rubric, “Historical context” will have two criteria: conveying “How larger events may or may not have influenced your character” and “How your character may or may not have influenced larger events.” (These connections may be found, for example, in social and economic trends, specific events, ideas, and/or daily material life). The “Mentality” criterion will be conveying “Your character’s perspective,” which may include worldview, beliefs, hopes, fears, etc.

WEEK 7. HOLOCAUST AND AFTERMATH

November 6 – **Jedwabne: “Neighbors” and the Holocaust**
Why did ordinary people participate in the Holocaust?

November 8 – **“Zero Hour”: Armageddon and Aftermath**
How did Europeans confront carnage and consequences?

Reading

- Robert Moeller, ed., *Nazi Germany in Documents*. Chapters 4 and 6
- Merriman, “World War II,” Chapter 26, 1049-1100

Assignment

Due Monday, November 12 at 9am. This post will be evaluated on a pass/fail basis.

1. Character post. From the perspective of your persona in 1949, analyze one of his or her actions and opinions during the Holocaust and immediate postwar tumult (roughly 1941 through 1949). Integrate one document from *The Nazi State* (Chapters 4 or 6). Around 150-200 words.
2. Analysis. In 50-100 words, (a) explain how your avatar’s experiences shaped his or her views, and (b) evaluate which actions, if any, contributed to the course of the Holocaust and the immediate postwar period.

This post is to consider historical and ethical judgment, questioning potential differences between an individual’s self-assessment at a moment of action, immediately following an action, and an outsider’s evaluation from a distant point in place or time.

WEEK 8. WORLDS APART

- November 13** – **New Europes: East vs. West in the Cold War**
What do Europe's reconstructions say about its past?
- November 15** – **New states, New selves: From Public to Private**
Does where you are shape who you are?
-

Reading

- Slavenka Drakulic, *How We Survived Communism and Even Laughed*
- (Merriman, "Rebuilding Divided Europe," Chapter 27, 1109-1146; "The Cold War and the End of European Empires," Chapter 28, 1147-1175)

Film: *The Battle of Algiers*

WEEK 9. INDIVIDUALS APART

November 27 – **How East and West Germans Made the Iron Curtain**
How do we wall off one another?

November 29 – **1989: Global Revolution?**
What makes a paradigm shift?

Reading

- Peter Schneider, *The Wall Jumper*

Assignment

Due Monday, December 3 at 9am. This post will be evaluated with a letter grade.

In this final post, you have two options for wrapping up the story of your character:

- 1a. From the perspective of your character at the end of his or her life (whenever you choose that to be) reflect upon your life experiences. You have lived through imperialism, two world wars, the rise of radical regimes, and the Holocaust. How do you make sense of your life and the world around you? Around 350-400 words.

Consider some of the following questions from your avatar's perspective: What was your happiest or unhappiest time? The most formative event? Do you wish you had done anything differently? Did you, or could you have, affected how larger events unfolded? Have your beliefs mainly stayed consistent, or changed with the times? What has shaped your life the most—the circumstances into which you were born, your individual personality, or the circumstances of society?

OR

- 1b. You are given the opportunity to meet your character and discuss one topic of your choice. Topics may include (but are not limited to) walls and borders, participation in regimes, revolution, empire, and war. Write a dialogue between you and your avatar in which both people bring their own views; around 350-400 words.

You might want to think about formative historical experiences that you have both had, ideas about different generations, the culture of different political systems, the acceptability of particular ideas at a given time, etc.

2. Analysis. Using specific citations from the reading and lectures, explain in 100-150 words (a) which historical experiences were most determinative for your character's life (1b: and for yourself), (b) how these particular experiences shaped your character's worldview (1b: and for your own), and (c) what role your character (1b: and you) may have played in larger world developments. You may wish to consider "walls of the mind" vs. walls on the ground, addressing Peter Schneider's core question, "where does a state end and a self begin?"

This post is to examine the historical context of personal identity and worldviews. In the grading rubric, the "Historical context" criterion will be conveying "social and personal background" – and the "Mentality" criterion will be conveying "your character's worldview (1b: and your own)."

WEEK 10. UNSETTLING THE ORDINARY

December 4 – The Boundaries of Patriarchal Society: Working Women and the Urban Center Beyond Europe

Guest lecture by Dr. Kari Zimmerman, Stanford University

December 6 – Everyday Life: How History Happens

What can we learn from everyday life today?

*** * Final Paper * ***

Due Wednesday, December 12 by 5pm