From well-heeled British travelers visiting Rome on a “Grand Tour” in the early 19th century to contemporary spectators attending the final match of the Champions League soccer competition at the Stade de France in Paris, “leisure” – in its many guises – has constituted an increasingly central part of the European social and cultural historical experience. This seminar will examine the development and transformation of leisure in Europe over the past several centuries, focusing particularly on four types of leisure pursuits: spectatorship, consumption, travel and tourism, and sport. The first half of the course will be devoted to common readings designed to familiarize students with these topics; students will then research and write a major independent paper during the remainder of the semester.

Course Requirements

This course has two fundamental requirements: participating actively in discussion and producing a research paper of 20-25 pages in length, based on primary sources. I will weight each approximately equally in determining your final grade.

Discussion

All students are expected to do all of the course readings at the time they are indicated on the syllabus, and to actively participate in class. In addition, you will co-lead one discussion over the course of the semester. (Course dates for these discussions are marked on the syllabus with an asterisk). Discussion facilitators will be responsible for briefly introducing the readings and preparing key questions for our mutual contemplation. You must meet with me before class to discuss your plans for the discussion.

In addition, you will turn in a two-page primary source analysis on February 13, as part of our in-class discussion on tourism. This paper comprises part of your discussion grade.

The Research Paper

For your research paper, you will submit a series of preliminary documents as the semester elapses to keep your research and writing on schedule. These are designed to help you not only conceptualize your project, but to also formulate the historical “problem” that you see yourself addressing. As the syllabus indicates, you will be responsible for a paper proposal (Feb. 29), a two-page statement of your argument, along with an analysis of the primary sources you plan on
using for your paper (April 4) which you will then present to the class during the week of April 7-9, a 10-page segment of your rough draft (April 21 at noon), a full rough draft (May 2), and your final draft (May 13).

During the latter half of the semester, we will periodically meet in small groups to discuss each other’s works-in-progress. (I will distribute a more detailed schedule of this once we get closer to the second part of the course). As such, you will be peer-editing each other’s work; it is thus essential that you stick to the deadlines on the syllabus and not turn in work late.

Texts and Readings

The following books (except for Buford) are available for purchase at the Grinnell College Bookstore. While I will attempt to place a copy of each on reserve at Burling Library, I would strongly recommend that you purchase them for your own convenience and to look incredibly well-read when you carry them around campus or display them prominently on your bookshelf.


The following readings are required and available on PioneerWeb:

Peter Burke, “The Invention of Leisure in Early Modern Europe,” *Past and Present*, No. 146 (Feb., 1995), 136-150

**Schedule of Readings and Assignments**

**Week 1:** Introduction  

**Week 2:** Leisure in Transition?  
January 28  Arcangeli, *Recreation in the Renaissance*, 1-127  

**Week 3** Spectatorship as Leisure  
February 4  Schwartz, *Spectacular Realities*, 1-148*  

**Week 4:** Traveling  
February 11  Koshar, *Histories of Leisure*, 105-130, 147-230*  
February 13  Tourist Guidebook Primary Source discussion; Koshar, *German Travel Cultures*, 65-114  
**PRIMARY SOURCE ANALYSIS DUE FEB. 13 IN CLASS**

**Week 5:** Consuming  
February 20  Roberts, “Gender, Consumption, and Commodity Culture,” 817-844; O’Connell, *The car in British society*, 43-111

**Week 6:** Sports  
February 25  Thompson, *The Tour de France*, 1-140*  
February 27  Thompson, *The Tour de France*, 141-265

**PAPER PROPOSAL DUE FEBRUARY 29, MEARS 212, 12 P.M.**

**Week 7:** Politics, Empire and Leisure  
March 3  De Grazia, *The Culture of Consent*, 1-93; Coubertin, *Olympism*, 531-584, 635-638*  
March 5  Martin, *Leisure and Society in Colonial Brazzaville*, 45-126; Guha, “Cricket and Politics in Colonial India,” 155-90*
Week 8:  Leisure, Violence, and Community in 20th-century Europe
March 10  Buford, Among the Thugs, 1-158*
March 12  Buford, Among the Thugs, 159-313

SPRING BREAK!

Weeks 9-14:  Research, Writing and Independent Meetings (a more complete weekly schedule will be distributed as we get closer to this part of the course)

April 4  ARGUMENT/PRIMARY SOURCE DOCUMENT DUE, MEARS 212, 12 P.M.
April 7-9  In-Class Presentations
April 21  ROUGH DRAFT 10-PAGE SECTION DUE, MEARS 212, 12 P.M.
April 21-23  In-Class Small-Group Discussions of Draft Sections
May 2  ROUGH DRAFT DUE, MEARS 212, 5 P.M.
May 13  FINAL DRAFT DUE, MEARS 212, 12 P.M.

Additional Ground Rules:

1. Papers must be double-spaced and have one-inch margins, and should not employ anything larger than 12-point font. E-mailed papers will not be accepted.

2. All written work at Grinnell College is subject to the Student Handbook. If you have questions as to how a particular assignment relates to the Student Handbook, please consult with me in advance of that assignment’s due date.

3. All written work submitted for a grade must be completed in order to pass the course. Most critically, you cannot pass the course without turning in a final draft of the research paper. In addition, any student who misses more than six classes (again, barring exceptional emergency circumstances) will not receiving a passing grade.

4. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Dean for Student Academic Support and Advising, Joyce Stern, located on the third floor of the Rosenfield Center (x3702).