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 course will examine the development and transformation of leisure in Europe and its broader imperial world over the past several centuries, focusing particularly on four types of leisure pursuits: spectatorship, consumption, travel and tourism, and sport. Over the course of the semester, we will grapple with some of the “big questions” associated with the study of leisure, including (but not limited to): the relationship of leisure to work and “play;” leisure in relation to urbanization and industrialization; the impact of leisure practices on conceptions of race, gender, and class; leisure as an instrument of state policy; and the place of leisure in conceptions of “modernity.”

Course Goals/Objectives

The goals and objectives of this class are two-fold, and involve both its content and the skills and practices that it will help you cultivate, as students of history, critical thinkers and engaged members of the Oberlin community.

Content: by the end of the semester, you should be conversant with the basic debates among historians about the place of leisure in European society, particularly in the 19th and 20th century, in light of the broader themes of the course listed above. Moreover, you will be able to not only analyze leisure in its specific historical context(s) and in relation to particular case studies, but to extend that critical gaze to the role of leisure in contemporary society.

Skills: this course is designed to sharpen and broaden your cognitive, communication, and collaborative skills, in particular. You will be working extensively with secondary sources; one of our key concerns will be evaluating how historians construct arguments by scrutinizing their use of primary materials and their relationship to other secondary scholarship in their field. We will also briefly assess the challenges of working directly with a specific set of primary sources (travel narratives). The course will cultivate your communication skills, by challenging you to become effective writers, capable of analytic sophistication and synthesis, and by obligating you to become better speakers, capable of presenting clearly and concisely on discrete topics. Because our course will be a small discussion-based seminar, we will also be engaged in
collaborative learning, as we mutually and respectfully work together in our discussions to “unpack” and analyze our readings.

Course Requirements

All work must be turned in to receive credit for the course. This includes the draft of the final historiography paper, due in Week 13. The breakdown of grades is as follows:

- Attendance/participation in weekly discussions 25%
- One discussion “anchoring” session 5%
- Critical review of Spectacular Realities 10%
- Primary source analysis 15%
- Historiography paper 35%
- Final paper presentation 10%

Details (further “ground rules” are at the end of the syllabus)

1. 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. Readings must be brought to class in some form. Attendance is mandatory, and any absences (barring exceptional circumstances, of course) will have a direct and adverse effect on your grade.

As part of your discussion grade, you will be responsible for “anchoring” one discussion throughout the semester. Discussion “anchors” will be responsible for circulating a brief (2-page) assessment of the readings for that week’s class, which will include the author’s central argument(s), sources, and methodology, and what you think “works” in the readings and what is less successful. You will circulate this paper by Tuesday evening, at the latest, via e-mail to the rest of the class. You will then introduce the readings in class and raise what you see as key questions that we need to address, which will be our springboard into discussion for that week. (Depending on the week and course enrollment, we may have multiple “anchors” per week). Discussion anchors must meet with me before circulating your brief reading guide.

2. Book Review
You will be responsible for a 4-5 page review of Spectacular Realities (week 3). Your paper should cogently synthesize what you see as the central argument of the work, as well as its key analytical points, before offering a critique of what “works” and what doesn’t in the book.

3. Primary source analysis
You will submit a 5-6 page analysis of a travel guide of your choice (Week 6), preferably from a European publishing firm (e.g. Baedeker, Murray, Michelin) released before 1914. Specific instructions will be issued closer to the assignment.

4. Final Paper and Presentation
You will be responsible for a final 12-15 page paper focused on the historiography surrounding a particular topic within the history of leisure. This is not a primary-source based research paper;
rather, it is an opportunity for you to grapple with some of the “big questions” that this course raises in relation to a specific topic. Your paper should offer an original argument that synthesizes the secondary literature on your chosen topic.

For your 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. You will first submit a one-page paper proposal and preliminary biography; after midterm break, you will turn in a statement of the argument/historical problem, along with an annotated bibliography. That will be followed by a full draft and your final draft.

Finally, you will present your findings to the class in a 10-15 minute oral presentation at the end of the semester.

Texts and Readings

The following books are available for purchase at the Oberlin College Bookstore. While I will attempt to place a copy of each on reserve at the library, I would strongly recommend that you purchase them for your own convenience and to look incredibly erudite when you carry them around campus or display them prominently on your bookshelf. (Except for Among the Thugs, with its cigarette-smoking skinhead on the cover – you might need to cover that with brown paper if you take it out in public).

Vanessa Schwartz, Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris (Berkeley, Calif.: University of California Press, 1999)
Christopher Thompson, The Tour de France: A Cultural History (Berkeley, Calif.: University of California Press, 2006)

The following readings are required and available on Blackboard (in order of appearance). They are indicated on the syllabus with an asterisk (*).

Peter Burke, “The Invention of Leisure in Early Modern Europe,” Past and Present, No. 146 (Feb. 1995), 136-150
Hugh Cunningham, Leisure in the Industrial Revolution, c. 1780-c. 1880 (London: Croom Helm, Ltd. 1980), 9-55, 110-139
Louise McReynolds, Russia at Play: Leisure Activities at the End of the Tsarist Era (Ithaca: Cornell University Press, 2003), 193-252
Gary Cross and John Walton, The Playful Crowd: Pleasure Palaces in the Twentieth Century
(New York: Columbia University Press, 2005), 59-128  
Sean O’Connell, *The car in British society: Class, gender and motoring, 1896-1939*  
Cecilia Morgan, *A Happy Holiday: English Canadians and Transatlantic Tourism, 1870-1930*  
(Toronto: University of Toronto Press, 2008), 161-201  
Gordon Stewart, “Tenzing’s Two Wrist-Watches: The Conquest of Everest and Late Imperial Culture in Britain 1921-1953,” *Past and Present* No. 149 (Nov. 1995), 170-197  
Peter Hansen, “Tenzing’s Two Wrist-Watches: The Conquest of Everest and Late Imperial Culture in Britain 1921-1953,” *Past and Present* No. 157 (Nov. 1997), 159-177

### Schedule of Readings and Assignments

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<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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<tr>
<td>September 7</td>
<td>Koshar, <em>Histories of Leisure</em>, 1-21</td>
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<th>Week 2</th>
<th>Antecedents</th>
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| September 14 | *Burke, “The Invention of Leisure in Early-Modern Europe,”* 136-150;  
|            | *Marfany, “The Invention of Leisure in Early-Modern Europe,”* 174-191;  
|            | *Elias and Dunning, *The Quest for Excitement*, 19-62 |  

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<tr>
<th>Week 3</th>
<th>Leisure as Seeing</th>
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<tr>
<td>September 21</td>
<td>Schwartz, <em>Spectacular Realities</em>, 1-204</td>
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*DUE IN CLASS: REVIEW ESSAY

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<tr>
<th>Week 4</th>
<th>Leisure as Seeing, II</th>
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| September 28 | *McReynolds, *Russia at Play*, 193-252;  
|            | *Cross and Walton, *The Playful Crowd*, 59-130;  

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<tr>
<th>Week 5</th>
<th>Leisure as Travel</th>
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<tr>
<td>October 5</td>
<td>Koshar, <em>Histories of Leisure</em>, 105-130, 147-230</td>
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*DUE IN CLASS: FINAL PAPER TOPIC PROPOSAL

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<tr>
<th>Week 6</th>
<th>Leisure as Travel, II: Primary Source Guidebook Analysis</th>
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| October 12 | Primary Source Exercise (travel guidebook analysis);  
|            | *Koshar, *German Travel Cultures*, 65-114 |  

*DUE IN CLASS: PRIMARY SOURCE ANALYSIS
Week 7
Leisure as Consumption
October 19

MIDTERM BREAK!

Week 8
Intersections: Consumption, Travel, Politics
November 2
Baranowski, *Strength Through Joy*, 1-249

Week 9
Leisure as Sport
November 9
Thompson, *The Tour de France*, 1-265

Week 10
Intersections: Travel, Sport, Empire
November 16
*Guha, “Cricket and Politics in Colonial India,” 155-90; Morgan, A Happy Holiday*, 161-201; *Stewart, “Tenzing’s Two Wrist-Watches,” 170-197;
*Hansen, “Tenzing’s Two Wrist-Watches,” 159-181*

*DUE IN CLASS: ARGUMENT/ANNOTATED BIBLIOGRAPHY FOR FINAL PAPER

Week 11
BREAK TO DISCUSS PAPER PROGRESS
November 23

Week 12
Leisure, Community and Sport (and presentations, if necessary)
November 30
Bill Buford, *Among the Thugs*, 1-262

Week 13
Conclusions/Presentations
December 7

*DUE IN CLASS: FINAL PAPER FULL DRAFT

*FINAL PAPER DUE WEDNESDAY, DECEMBER 21, 11 A.M., RICE 311

Additional Ground Rules:

1. Papers must be either one and a half-spaced or double-spaced and have one-inch margins, and should not employ anything larger than 12-point font.

2. Deadlines are to be taken most seriously. I will automatically grant you one extension on either the primary-source analysis or any of the steps of the final paper save for the final draft. You must e-mail me before the paper is due; you do not need to explain the circumstances necessitating the extension. The extension will be for 72 hours. Barring exceptional emergency circumstances, I will not grant you an extension on another paper. Normally, I take off 1/3 of a letter grade for every 24 hours a paper is overdue.
3. All work turned in for this course must be your own, and is subject to the Honor Code. This pledge states: “I affirm that I have adhered to the Honor Code in this assignment.” If you have questions about what constitutes plagiarism, please see me or raise the issue in class.

4. Any student who misses more than two classes (again, barring exceptional emergency circumstances) will not receive a passing grade. This does not, however, give you license to miss two classes; as noted earlier, any absences, barring those that have been cleared with me in advance, will have a direct and negative impact on your overall grade, not just your discussion grade.

5. 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 Jane Boomer in the Office of Disability Services in Peters G-27/G-28.