

GRANDE PRAIRIE REGIONAL COLLEGE  
Department of Physical Education & Athletics  
PE 2040

LEISURE AND SPORT IN CANADIAN SOCIETY: HISTORICAL PERSPECTIVES

COURSE OUTLINE  
1998 - 1999

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**INSTRUCTOR:** Ray Kardas  
**OFFICE:** C 418  
**OFFICE HOURS:** See Timetable on C 418  
**PHONE:** 539-2990  
**COURSE TIMES:** T & R @ 11:00 - 12:20 - Room J 227

**COURSE DESCRIPTION:**

An examination of the significant changes which have occurred in leisure and sport specifically over the last century and with particular reference to Canadian Society.

**PREREQUISITE:** PE 1040 or Consent of the Department.

**BACKGROUND:** This course offers a historical perspective on sport and leisure in Canada with special emphasis on the period from early industrialism to the post-war period; in other words from the late eighteenth century (1780's) to the mid 1960's. Our relatively small numbers allow for greater student input during the class times and of this, I have very high expectations. Social history, such as that done by sport and leisure historians, is an excellent way to uncover the nexus between ethnic, class, religious, gender, technological, and economic influences in a particular culture. Please keep these variables in mind as you examine and study your text and supplementary readings. This course will not deal with a detailed history of individual sports or sporting heroes, nor will it prepare anyone for trivial pursuit matches, although the course examines certain specific sports so as to develop the historical themes. Its aim is more to develop an understanding of

the role of sport and leisure within society and ultimately, to give a better understanding of that society and culture. Since PE 1040 is a pre-requisite for this course, I expect the students to utilize their previous background in this course to display the ability to weave seemingly disparate information into a recognizable historical sketch, canvas, or tapestry. In order to accomplish these goals some portion of each class will explore critical thinking and historical theory. Those students who have a particular problem with research and writing skills are strongly encouraged to make use of the student writing center at GPRC; open from 9:00 a.m. to 4:00 p.m., Monday to Thursday and 9:00 a.m. to 2:00 p.m. on Fridays. It is free and the tutors at the centre will guide you through your papers and assignments. Furthermore there is a computer lab located within the Writing Center (9:00 - 4:00) where you may prefer to do some of your writing.

#### REQUIRED TEXTS:

Metcalf, A. (1987). Canada learns to play: The emergence of organized sport, 1807 - 1914. Toronto: McClelland and Stewart.

#### ADDITIONAL REFERENCE (OPTION)

Kidd, B. (1996). The struggle for Canadian sport. Toronto: U of T Press.

#### EVALUATION FOR PE 2040

Local History Project	40
Journals	30
Research Paper	30

#### FORMAT

This course will be conducted through lectures, discussion groups, and audio-visual presentations. In order for this format to succeed there will be reading assignments for most classes. Students will be expected to prepare for each class as per the course sequence.

**JOURNAL**

Journals will consist of a cover page, table of contents, observations re: class content, reflections and mini-assignments/critiques (usually one/week). Students who stay on top of readings will find journals easy to maintain and valuable for future reference. Journals will be reviewed and evaluated at the winter break (February 18<sup>th</sup>) and as a final submission for the course on April 13th/99.

**LOCAL HISTORY PROJECT**

Students will actually write a history of sport and leisure for the Grande Prairie Region based on primary and secondary sources. Specific sports and leisure pursuits will be identified. In groups students will be charged with developing a research methodology that will examine the relevant historical facts – both descriptive and interpretive – that constitutes the cultural mosaic of ludic activity in this locale. This project begins the first day of class and culminates with class presentations appropriate to the periods discussed toward the end of the course.

**RESEARCH PAPER**

Students will prepare one major research paper of their own interest. Topics will be "optioned out" to the students by the Instructor. The Instructor is prepared to examine the proposals, outlines, thesis statements of each of the students; however, no mark is given for this – a natural part of the research/writing projects.

## COURSE SEQUENCE

T = Tuesday; R = Thursday

January	7(R)	Introduction to Sport History: What is sport and leisure history and how do we do it and who cares anyway?
	12(T)	Critical analysis and historical concepts in sport and physical education (human agency, the need to look at gender, race, and ethnicity, class analysis). A brief overview of the difference between the pre-modern and modern age.
	14(R)	Critiques & Research Papers/Seminars: How to do them in this class.
	19(T)	Attitudes to work, leisure and the body in the Pre-Industrial age.
	21(R)	Meeting of Two Cultures: The First Nations and the first colonists
	26(T)	Charivaris, whitecapping and potlatch
	28(R)	The advent of Industrialism and the rise of class conflict.
February	2(T)	Metcalf: "Introduction" and "Roots of Organized Sport"
	4(R)	"The Growth of Social Sporting Clubs in Canada, 1867-1914."
	9(T)	"The Emergence of Organized Team Sport, 1867-1914"
	11(R)	
	16(T)	"The Growth of Organizations and the Development of Amateurism."
	18(R)	"The Growth of Professional and Commercial Sport"
	22-26th	<b>WINTER BREAK</b>
March	2(T)& 4(R)	TBA TBA
	9(T)& 11(R)	Early Recreational Activities (pre-C. 1840)
	16(T)& 18(R)	The Beginnings of Organized Competition (C. 1840 - C. 1880)
	23(T)& 25(R)	National Organizations and Expanded Opportunities (C. 1880 - WWI)
April	30(T)& 1(R)	Developments in Amateur and Professional Sport (Post WWI - C. 1960)
April	6(T)& 8(R)	Recent Developments (from C. 1960)
	13(T)	(TBA) <b>Canada at the Olympics</b>
	15(R)	