

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

LEISURE AND SPORT IN CANADIAN SOCIETY: HISTORICAL PERSPECTIVES

COURSE OUTLINE  
W 1995 - 1996

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**INSTRUCTOR:** Ray Kardas  
**OFFICE:** C 418  
**OFFICE HOURS:** See Timetable on C 418  
**PHONE:** 539-2990  
**COURSE TIMES:** T & R @ 8:00 - 9:20 a.m. ( I don't like this anymore than any of you!) - 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. In many ways the course mirrors its counterpart at the University of Alberta and at this point I would like to acknowledge the assistance of Dr. Michael Smith who provided me with the course outline and list of readings found in the U of A course. Unlike the courses at U of A our numbers are smaller thus allowing 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 do your readings. This course will not deal with a history of individual sports or sporting heroes, nor will it prepare anyone for trivial pursuit matches. 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 your 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 there will be classes in 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 10:00 a.m. to 3:00 p.m., Monday to Friday (see p. 14 of the current GPRC Calendar). It's free and the tutors at the centre will guide you through your papers and assignments.

Text: Metcalfe, Alan, (1987). Canada Learns to Play: The Emergence of Organized Sport, 1807 - 1914. Toronto: McClelland and Stewart.

ADDITIONAL READINGS: Please see Course Sequence.

One copy of all additional readings will be available on reserve at the L.R.C. Please do not write on or otherwise mutilate these readings as they are a shared resource. I have also placed a large number of relevant books on reserve - see attached list of Books on Reserve at L.R.C.

#### EVALUATION FOR PE 2040

Class participation/critique presentation	10
Journal/mini-assignments (April 11th)	20
Seminars	15
Critique	10
Research Paper	20
Final Exam	25

## 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 by reading all the compulsory papers and readings. Students will be monitored in 2 ways. First, through class participation marks will be calculated through my observations as well as a critique and seminar presentation. Second, students will be expected to pass in a **JOURNAL** consisting of a specific format and which contains the on-going mini-assignments. Note the time of this class once again. Since I am personally a "nighthawk" it is no less difficult for me to be somewhat coherent @ 8:00 a.m., so let's not make too big a deal of it and get on with the course.

## JOURNAL

Journals will consist of a cover page, table of contents, personal observations and reflections and a number of mini-assignments (usually one/week). Students who stay on top of readings will find journals easy to maintain and valuable as a tool for review. Journal entries might be a paragraph or page on a reading assignment, a comparison between two articles, or answers to a question. It is my intention to check the journal at the end of the course although I am open to reading any student's journal from time to time in a more informal manner. Please make an appointment if you wish to make this choice.

## CRITIQUE

Students will select from a group of required readings one article to critique (4 typed pages). While the written critique will be an individual effort (value = 10), there will also be a short group presentation given by students who have read that particular article. This oral presentation is part of the class participation mark. Failure to take part in the oral presentation means a loss of 5 marks (only a medically approved absence will be accepted, in which case the 5 marks will be attached to the final exam). Critiques are due on the date of the presentation, to be determined in class. Additionally I must emphasize that each student must do their own individual preparation for this course requirement.

## RESEARCH PAPER

Students will also prepare a research paper. They will pass in a proposal (1 page), and an annotated bibliography on January 30. This proposal is worth 5 marks. The final paper is due on February 22. More details concerning this requirement will be given in class.

## SEMINARS

My vision of this course requirement consists of the following: a group of 3 students (max.) will take on the responsibility of leading the class through a particular topic over which they have struggled and with which they have come to a scholarly resolution. I will provide examples of this procedure in my presentations though each group should develop its own unique method of "creating the thoughtful class". These presentations will take place between March 7 - March 29, after the Winter Break. See the course sequence.

## FINAL EXAM

The final exam will be an essay type of exam either of 2 or 3 hours duration. Students will be asked to choose 2-3 questions from a list that will be developed throughout the course.

### TENTATIVE COURSE SEQUENCE AND READING ASSIGNMENTS

T = Tuesday; R = Thursday

- Jan. 4 R      INTRODUCTION TO PE 2040  
 COURSE OUTLINE  
 Lecture:      Introduction to Sport History: What is Sport and Leisure History and How do we Do It and Who Cares Anyway?" (Thanks Dr. Smith)
- Jan. 9 T      Lecture      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 pre-modern and modern age.
- Jan. 11 R      Critiques & Research Papers/Seminars How to do them in this Class.  
 Readings:  
 Loy, Jr., John W, (1981). "The Nature of Sport: A Definitional Effort", Repr. from Quest, 10, 1-15.  
  
 Guttman, Allen (1978). From Ritual to Record: The Nature of Modern Sports. New York: Columbia UP, 1-14.
- Jan. 16 T      Lecture:      Meeting of Two Cultures. The first Nations and the First Colonists -
- Jan. 18 R      Lecture:      Attitudes to Work, Leisure and the Body in Pre-Industrial Times.  
  
**READ:**  
 Gary Cross, A Social History of Leisure Since 1600, Chapter 2 "Traditional Society and the Place of Leisure."
- Jan. 23 T      Lecture/Group Work: Charivaris, Mummung, and Whitecapping.  
  
**READ:**  
 Bryan D. Palmer, DISCORDANT MUSIC: Charivaris and Whitecapping in the Nineteenth Century North America." Labour/la travailleur, 3/3e pp 5-61.
- Jan. 25 R      Lecture:      The advent of Industrialism and the Rise of Class Conflict.  
  
**READ:**  
 Gary Cross, A Social History of Leisure Since 1600, Chapter 6. "The Quest for Leisure".

Jan. 30 T Research Paper Outline/Bibliography Due  
Lecture, Social Clubs and Elite Sport in Canada.

**READ:**

Alan Metcalfe, Chapters 1 & 2.

Feb. 1 R Lecture: Working Class Sport and Leisure in Canada

**READ:**

Bryan Palmer, A Culture in Conflict: Skilled Workers and Industrial Capitalism in Hamilton, Ontario, 1860 - 1914, Chapter 2, "In Street and Field and Hall," pp 35-70.

Feb. 6 R Lecture: The Development of Modern Sport and Leisure Activities.

**READ:**

Gary Cross, A Social History of Leisure Since 1600, Chapter 10, "Participants and Spectators" Alan Metcalfe: Chapter 3.

Feb. 8 R Lecture: Amateurism and Professionalism in Sport

**READ:**

Alan Metcalf: Chapters 4-5.

Feb. 13 T Special Topics: Hockey

**READ**

Ken Dryden, "Canadian Hockey," in Morris Mott, Sport in Canada: Historical Readings, pp. 169-186.

Feb 15 R Special Topics: Curling

**READ:**

Richard Apostle, "Curling for Cash: The 'Professionalization' of a Popular Canadian Sport," Culture 12 (2), 17-28.

Feb. 20 T Special Topics: Baseball

**READ:**

Colin Howell, "Baseball, Class, and Community in the Maritime Provinces, 1870-1910." Histoire sociale/Social History, 22:4 (November 1989), pp. 265-86.

Feb. 22 R PAPER DUE

Lecture: Victorian Reformers and Class and Gender Conflict in Sport: The Ideal of Christian Manliness.

**Feb 26 - Mar 1: Winter Bread/Reading Week (?)**

Mar. 5 T Lecture: Sport for Womanly Women and Weak and Studious Men; Gymnastic Prowess.

**READ:**

Michael Smith, "Graceful Athleticism or Robust Womanhood . . ." Journal of Canadian Studies 23:1/2 (Spring Summer 1988), pp 120-137.

Mar. 7 R SEMINAR 1

Group 1:

Peter Delottinville, "Joe Beef of Montreal, Working Class Culture and the Tavern, 1869-1889," Labour/Le travailleur, 8/9 pp 9-40.

Group 2:

Bryon Palmer, DISCORDANT MUSIC: Charivaris and Whitecapping in Nineteenth Century North America." Labour/Le travailleur, 3/3e pp 5-61.

Mar. 12 T SEMINAR 2

Group 1:

Nancy Bouchier, "The 24th of May is the Queen's Birthday . . ." The International Journal of Sport, 10:2, pp 159-192.

Group 2:

Colin Howell, "Baseball, Class, and Community in the Maritime Provinces, 1879-1910," Historie Sociale/Social History, 22:4 (November 1989), pp 265-286.

Mar. 14 R SEMINAR 3

Group 1:

Keith Walden, "Respectable Hooligans: Male Toronto Students Celebrate Halloween, 1884-1910," Canadian Historical Review, 68:1 1987, pp 1-35.

Group 2:

Marylou Lecompte, "Cowgirls at the Crossroads: Women in Professional Rodeo," Canadian Journal of the History of Sport 20,2 (December 1989), pp 27-48.

Mar. 19 T SEMINAR 4

Group 1:

Joan Sangster, "The Softball Solution: Female Workers, Male Managers and the Operation of Paternalism at Westclox, 1923-1960." Labour/Le Travail 32 Fall 1993, pp 167-199.

Group 2:

F. Abbott, "Cold Cash and Ice Palaces: The Quebec Winter Carnival of 1894." Canadian Historical Review, 69:2, pp 167-202.

Mar. 21 T Mini-Lecture = The Development of Parks, Gardens, and Natural Preserves.

**READ:**  
Gerald Killan, "The First Parks," - Protected Places: A History of Ontario's Provincial Parks Systems, Toronto, 1993, pp 1-36.

Mar. 26 T Mini-Lecture #1 The Development of Tourism: Niagara Falls  
Mini-Lecture #2 The Invention of Tradition: Peggy's Cove

**READ:**  
Ian McKay, "Twilight at Peggy's Cove," Border/Lines, Summer 1988, 12,28-37.

Mar. 28 R Lecture: The Transformation of Leisure and the Import of Radio and Television.

**READ:**  
TBA

Apr. 4 R Canada at the Olympics

**READ:**  
TBA

Apr. 9 T Special Topic: Sport and Leisure in the Artists Imagination.

Apr. 11 R **JOURNALS DUE**  
Putting the Course Back Together - SUMMARY

April 15 - 22: **FINAL EXAMS**