

GRANDE PRAIRIE REGIONAL COLLEGE
Department of Physical Education and Athletics

OCT 22 1998

PE 1040

Introduction to Sociocultural Aspects of Leisure and Sport

COURSE OUTLINE
(FALL, 1998)

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Calendar Description

The course explores the study of play, physical education, recreation, sport and leisure as institutionalized ways in which society organizes and teaches attitudes and skills. It provides an introduction to the importance of sociocultural inquiry and the notion of being critical as an empowering process.

Course Objectives

1. To introduce students to the social analysis of play, leisure, and sport.
2. To explore the influence of social indicators like class, race, ethnicity, disability, gender, sexuality, and age on who can and cannot enjoy sport and leisure activities.
3. To introduce students to the notion of critical thinking as an empowering process.
4. To prepare students for more advanced courses in the history and sociology of sport and leisure.

REQUIRED TEXTS

Donnelly, P. (Ed.). (1997). Taking sport seriously: Social issues in Canadian sport. Toronto: Thompson.

LeClair, J. (1992). Winners and losers: Sport and physical activity in the 90's. Toronto: Thompson.

Robinson, L. (1997). She shoots, she scores: Canadian perspectives on women and sport. Toronto: Thompson.

Above books are put together in a package for a significantly reduced price. It is non-returnable after opening.

Also you are required to purchase:

Kardas, R. (1998). Introduction to sociocultural aspects of leisure and sport: Readings for PE 1040. GPRC Bookstore.

COURSE SEQUENCE

Key: **W & L**= Winners and Losers: Sport and Physical Activity in the 90's,
TSS = Taking sport seriously: Social issues in Canadian sport,
S's = She shoots, she scores: Canadian perspectives on women and sport.

| | W & L | TSS | S's |
|--------------------|--|-----------------------------|----------------------|
| Sept. 3 | Course outline, Introduction to course: sociological theory and sport. | | |
| Sept. 8,10 | <u>Chapters 1&2</u> (pp.1-49) | <u>Part 1</u> (pp. 17-37) | |
| Sept. 15 | 1. TEST: <u>Chapters 1&2</u> 2. <u>Chapter 3</u> (pp. 51-74) | | |
| Sept. 17, 22 | <u>Chapter 4</u> (pp. 77-101) | <u>Part 8</u> (pp. 185-205) | |
| Sept. 24 | 1. <u>Test: Chapters 3&4</u> 2. <u>Chapter 5</u> (pp. 103-124) | | Unit 2: (pp. 69-119) |
| Sept. 29 Oct. 1 | 1. <u>Chapter 6</u> (pp. 127-139) | | |

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| Oct. 6 | - Paper #1 Due <u>Topic Theme:</u> Using one of the sociological theories identified early in the course, the students will investigate a sociological issue/controversy in sport. - Final preparation for seminar | <u>Final Preparation for * Seminars</u> | |
| Oct. 8, 13 15, 20 | <u>Subject Theme:</u> Women and sport <u>Chapter 7</u> (pp. 143-154) | <u>Part 6</u> (pp. 141-164) Seminar | <u>All Units * Seminar Presentations</u> |
| Oct. 22, 27 | <u>Subject Theme:</u> Minorities and Subgroups <u>Chapter 7</u> (pp. 155-169) | <u>Part 7</u> (pp. 165-184) <u>Part 11</u> (pp. 315-335) | |
| Oct. 29 Nov. 3 | <u>Subject Theme:</u> Body & Society | | |
| Nov. 5, 10, 12 | <u>Subject Theme:</u> Health, Fitness, and Exercise Industry | <u>Part 4:</u> (pp. 103-125) | |
| Nov. 17, 19, 24 | <u>Subject Theme:</u> <u>Business of Sport</u> <u>Chapter 10:</u> (pp. 225-250) | <u>Part 9:</u> (pp. 207-285) | |
| Nov. 26 Dec. 1,3 | <u>Subject Theme:</u> Olympics Paper #2 Due | <u>Part 3:</u> (pp. 71-100) | Unit 1: (pp. 18-66) |

COURSE REQUIREMENTS AND EVALUATION

- Two early tests (Sept. 15&24) just to get you into the "swing" of things BUT they will make a significant difference in your final standing if you take them lightly. Five (5%) each. Be keen early! (at the start of class) = 10%
- Paper No. 1. Due on October 6th. If you plan on being sick or if your computer chooses to break down the night before, it would be prudent to have this assignment completed before this date. Make a copy of the paper for your records. It's a good habit to develop early in your academic career. = 15%
- In this, the 3rd assignment, I will expect to see some evidence of sociological thinking in your classroom discussions. I can best determine this by having you present seminars that allow you to "shine". We'll discuss these in class. All of the seminar presentations will deal with some aspect of women and sports. = 30%

4. Now that you've had the experience of addressing and leading the class on a seminar basis, you will be asked to "teach" a class on a subject theme. (Relax; it will be in groups but each individual in the group will be held more accountable for her/his responsibility within the group.) =15%
5. Finally, after all of your extensive reading and class preparation, you should be able to present to me a second paper, due on the final day of class, on a theme of your choosing that is a "clear indication" of how far you have come in your sociological thinking from when you first entered the course. Also reread Number 2 above as to sickness, etc. . . . =30%

Merry Christmas!