



HISTORY 2172B (670)
The History of Sport
Fall/Winter 2025 - 2026

Instructor: Dr. Allen Priest
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Course Information

Calendar Description:

This course offers an overview of a growing field of study. Drawing on a series of historical examples from antiquity to the present, the course examines the relationship of sport to nationalism, race, class, gender, politics and war, consumer culture, and economics.

Prerequisite(s):

Antirequisite(s): History 1820F if taken 2018-19, 2019-20.

Extra Information: 2 lecture hours. Cannot be used towards completion of a Kinesiology module.

Course Weight: 0.50

Breadth: Category A

Subject Code: History

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



Le Chandail de Hockey (The Hockey Sweater) by Roch Carrier is an auto-biographical story of growing up in Quebec. An obsessive fan of the Montreal Canadiens and Maurice Richard, like most young boys in the province in the 1930s, a mix up ordering from Eaton's English-only catalogue leads to the arrival of a Toronto Maple Leafs jersey instead of a Montreal Canadiens jersey. Turned into an animated feature by the National Film Board in 1980, the story speaks to questions of national identity and sport within 20th Century Canada. Source: Roch Carrier, *The Hockey Sweater*, Tundra Books, 1985. Art by Sheldon Cohen.



HISTORY 2172B
The History of Sport
Winter 2026
Asynchronous Online Course

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Office Hours: By Appointment (Online)

Academic Calendar Description

This course offers an overview of a growing field of study. Drawing on a series of historical examples from antiquity to the present, the course examines the relationship of sport to nationalism, race, class, gender, politics and war, consumer culture, and economics.

Course Overview

This course charts the progression of “organized” sport, from the time of the Ancient Greeks and Ancient Romans, towards the “professionalization” and “globalization” of sport after the Industrial Revolution. A growing and interdisciplinary field of historical study, this course examines the historical impact of sports and sports culture, with emphasis placed on how athletics intersects with sociocultural influences such as religion, class, political control, gender, and nationalism - from the “premodern” to “modern” eras.

Learning Outcomes

1. Explore the historiographical foundations of sports and sports culture.
2. Analyze, reflect, and synthesize lecture/reading content through weekly assignments.
3. Engage with primary and secondary sources, to form a complex understanding of the past.
4. Utilize both research and communication skills to generate a lecture presentation.

Course Materials:

All readings and materials for this course will be provided on OWL Brightspace.

Grade Breakdown

Short Quizzes x 5 (35%) & Written Precs x 5 (35%)

Throughout this course, you will complete *ten* alternating short quizzes and written precis reflections, which are meant to assess your knowledge and comprehension of the week’s material. These weekly assignments will expect you to engage with both the information from both your lectures and weekly readings. They will be due on OWL Brightspace at the end of each week (**Sundays by 11:59 PM**).

Final Presentation – 30%

This assignment will see students produce a mini-lecture (via Zoom or Powerpoint) on a topic of interest to them. Students are free in their choice of topic selection, as long as it is within the realm of “sports” and is relevant to the course content and applies course themes. Please note, that because this is a history course, it is expected that a large portion of the presentation be devoted to the *historical significance* of the topic selected. These presentations are due on OWL Brightspace: **April 9th, 2026 (last day of classes)**

Please Note: The final presentation in this course is designated as the assessment that requires formal supporting documentation for academic consideration.

Late Policy

Assignments (including precis and quizzes) submitted after their cut-off deadlines, without accommodation, will receive a penalty of **2% per day**, including weekends and holidays.

Please note: Under King's new policy on Academic Consideration students are required to submit a request for consideration and any supporting documents to the Academic Advising Office of the student's Faculty of Registration.

For more information, please see the attached "Course Outline Policies."

Academic Integrity and Artificial Intelligence

Please note that the use of ChatGPT and other AI programs to complete all coursework is **strictly prohibited**. The use of these programs **constitutes a Scholastic Offence**. For more information, please see the attached "Course Outline Policies."

Please note: This does not include spellcheck and grammar programs. If you are uncertain, please check with your course professor prior to using a program.

Weekly Checklist

Course operates on a Monday to Sunday schedule, with each week being the start of a new topic.

1. Watch the weekly lecture (posted by 8 AM on Mondays)
2. Do the weekly reading(s) (available on OWL Brightspace)
3. Complete and submit your weekly precis or quiz (due Sundays at 11:59 PM)

Course Outline and Weekly Readings

Week 1 (Jan 5th to 11th) - Introduction and "What Is Sport's History?"

Video: "A Visual History of Sports," *The Atlantic*, February 9, 2018

- <https://www.theatlantic.com/video/index/552878/history-of-sports/>

Question: *Are there any sports that look familiar to you, but appear under another name?*

Introductory Assignment: *Pick one of these seemingly familiar sports (i.e. "Cuju") and conduct some internet research. In the discussion forum, after introducing yourself, introduce the ancient sport you chose, describe it, and note if it has a modern equivalent.*

Advice: *As there is not a lot of course work this week, please use this time to read ahead.*

Week 2 (Jan 12th to 18th) - Ancient Greece and Aretē (Quiz #1)

Heather Reid, "Athletic Beauty in Classical Greece," *Journal of the Philosophy of Sport* 39, no. 2 (2012): 281-97.

Stephen G. Miller, "Areté: Greek Sports From Ancient Sources," Third Edition (Los Angeles: University of California, 2012)

- Chapter Three: "Events At A Competition," pp. 23-62.
 - **Note:** It is not necessary to read the entire chapter. Browse the sections and read a couple of the stories to help gain a better idea of the Greek concept of *aretē*.

Week 3 (Jan 19th to 25th) – Ancient Rome & the Spectacle of the Gladiator (Precis #1)

Heather Reid, "Was The Roman Gladiator an Athlete?" *Journal of the Philosophy of Sport* 33, no. 1 (2006): 37-49.

Alison Futrell, *The Roman Games: A Sourcebook* (Hoboken, NJ: Blackwell, 2006)

- Chapter Four: "The Life of a Gladiator" (pp. 120-59)

Artifact: "Marble Relief Featuring Female Gladiators," *British Museum*, 1847.0424.19

- Link: <https://www.bmimages.com/preview.asp?image=00147502001>

Week 4 (Jan 26th to Feb 1st) – Mesoamerican Ball Games (Quiz #2)

Mary Miller, "The Maya Ballgame: Rebirth in the Court of Life and Death," in *The Sport of Life and Death: The Mesoamerican Ballgame* (New York: Thames & Hudson, 2001), 79-87.

"The Aztec Ballgame Where The Losers Were Sacrificed," Simple History, YouTube.

- <https://www.youtube.com/watch?v=8LsE6LQDryQ>
- **Note:** There may be some overlap information with the reading, but this short history does a really good job of providing animated visualizations of Mesoamerican ballgames

Week 5 (Feb 2nd to 8th) – The Medieval Tournament (Precis #2)

Jacques Bretel, "The Tournament at Chauvency," translated by Nigel Bryant, 2022.

Note: This is a primary source, dating to the late 13th Century. Written by Jacques Bretel, originally in French, it provides an eyewitness account to a tournament gathering in Chauvency, near the French border, between French and German nobility. It is one of the most complete historical sources that we have describing a medieval tournament. As the source is rather long, please skim to the parts involving jousting.

Week 6 (Feb 9th to 15th) - Indigenous Sport in North America (Quiz #3)

Allen Downey, *The Creator's Game: Lacrosse, Identity, and Indigenous Nationhood* (Vancouver: UBC Press, 2018), Chapter One: "Tewaá:rathon/The Canadian Appropriation of Lacrosse and 'Indian' Performances," pp. 33-84.

***** Reading Break *****

February 14th to February 22nd, 2026

Week 7 (Feb 23rd to Mar 1st) – The Origins of Football (aka Soccer) (Precis #3)

Tony Collins, *How Football Began* (London: Routledge, 2018)

- Chapter 3: "The Gentleman's Game" (pp. 17-23)
- Chapter 5: "The End of the Universal Game" (pp. 31-37)
- Chapter 6: "From The Classes to the Masses" (pp. 38-45)
- Chapter 8: "The Coming of Professionalism" (pp. 53-64)

Week 8 (Mar 2nd to 8th) – Sport and National Identity: Two Case Studies (Quiz #4)

Stephen Hardy and Andrew C. Holman, *Hockey: A Global History* (Chicago: University of Illinois Press, 2018)

- Chapter 9: “Whose Game? Class, Language, Race, Sex, and Nation,” pp. 118-33.

Warren Jay Goldstein, *Playing for Keeps: A History of Early Baseball*, 20th Anniversary Edition (2009; Ithaca: Cornell University Press, 1989))

- Chapter 6: “The National Game,” pp. 101-119.

Sheldon Cohen, “The Sweater,” NFB, 1980 (optional – but recommended)

- Link: <https://www.nfb.ca/film/sweater/>

Week 9 (Mar 9th to 15th) – Sport As Propaganda: 1936 Berlin Olympics (Precis #4)

First, read and watch the videos from the USHMM digital exhibit on “The Nazi Olympics”

- Link: <https://encyclopedia.ushmm.org/content/en/article/the-nazi-olympics-berlin-1936?series=22>

- **Note:** There are four sections (there is a guide at the bottom of each page)

Keith Rathbone, “Antifascist Athletes? A Reappraisal of the 1936 Berlin Olympics,” *Fascism* 9 (2020): 195-220.

Week 10 (Mar 16th to 22nd) – The Intersection of Boxing and Civil Rights (Quiz #5)

Three chapters in *The Cambridge Companion to Boxing* (Cambridge University Press, 2019):

- Colleen Aycock, “Joe Gans and His Contemporaries” (pp. 69-77)
- Randy Roberts, “Joe Louis: ‘You Should Have Seen Him Then’” (pp. 173-84)
- Lewis Erenberg, “Echoes from the Jungle: Ali in the Early 1970s” (pp. 194-204)

Week 11 (Mar 23rd to 29th) – Title IX: Women and Sport in the United States (Precis #5)

Susan Ware, *Title IX: A Brief History With Documents* (Bedford: St Martins, 2007)

- Introduction: “Title IX – Thirty-Seven Words That Changed American Sports” (pp. 1-27)

Maggie Mertens, “50 Years of Title IX: How One Law Changed Women’s Sports Forever,” *Sports Illustrated*, May 19, 2022.

- <https://www.si.com/college/2022/05/19/title-ix-50th-anniversary-womens-sports-impact-daily-cover>

Week 12 (Mar 30th to April 5th) – Sport and Representation: LGBTQ+ Athletes

Vikki Krane, editor, *Sex, Gender and Sexuality in Sport: Queer Inquiries* (London: Routledge, 2018)

- Introduction (pp. 1-9)
- Chapter 5 – “Inclusion or Illusion? Lesbian Experiences in Sport” (pp. 69-83)
- Chapter 6 – “Conceptualizing Gay Men in Sport” (pp. 87-101)
- Chapter 9 – “Making Space: Transgender Athletes” (pp. 145-59)

Macintosh Ross and Matthew R. Holder, “U.S. anti-trans laws won’t ‘save women’s sports,’” *Western News*, originally published in *The Conversation*, July 2022.

- <https://news.westernu.ca/2022/07/expert-insight-u-s-anti-trans-laws-wont-save-womens-sports/>

***** Final Presentations Due: April 9th, 2026 (last day of classes) *****

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Friday Make-Up Exams may only be written with the instructor's consent.

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-

checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.