



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-252-001**  
**Survival of the Fittest**  
**Winter 2018**

**COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Steve Fielding		
(b) Office hours	Thursdays 9:15 – 10:30am		
(c) Location	CC 118A		
(d) Phone	250-370-3390	Alternative:	
(e) E-mail	<a href="mailto:FieldingS@camosun.bc.ca">FieldingS@camosun.bc.ca</a>	*E-mail is best way to reach me	

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, then a Master of Arts from Simon Fraser University, and I am completing my Ph.D. at the University of Victoria this semester. I have taught History at four colleges and universities and published research on a range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (we eat well) and we are the parents of a seven-year-old girl and toddler boy. This is my second time teaching History 252 and I'm looking forward to exploring the course together this semester.

"We didn't lose. We ran out of time"  
-Vince Lombardi

"A good hockey player plays where the puck is. A great hockey player plays where the puck is going to be"  
-Wayne Gretzky

"Age is no barrier. It's a limitation you put on your mind"  
-Jackie Joyner-Kersey

"Eh, yo!"  
-Rocky Balboa

**2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Identify the critical themes, events, and issues in the development of sports and recreation since Ancient times.

2. Evaluate changes in societal perceptions of sport over time and explain the reasons for such changes.
3. Distinguish between sports, recreation and fitness.
4. Analyse the influences of technology on sports.
5. Evaluate the relationship between sports and politics.
6. Analyse the commodification of sports and athletes.
7. Evaluate the role of ethnicity, gender and class in sports.
8. Critically analyse primary historical documentation of sporting events and the interpretation of those events by historians.
9. Demonstrate an appreciation of history as a distinct academic discipline.
10. Apply historical information and historical analysis to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
11. Demonstrate skills in research, and written and oral communication.

### 3. Required Materials

(a) Texts

Robert A. Mechikoff, *A History and Philosophy of Sport and Education*, 6<sup>th</sup> edition.

b) Supplementary readings on D2L

c) Camosun History Department Style Guide on D2L

### 4. Course Content and Schedule

**Class times and location: Business & Access Building, Room 101**

Lecture: Mondays 6:00 – 7:50pm

Seminar: Mondays 8:00 – 8:50pm

#### Important Dates at a Glance

Monday January 8	First class
Monday January 15	Best Sporting Moment Ever Short Paper Due
Monday February 5	Research Paper Proposal Due
Monday March 5	Mid-term Exam (closed book)
Monday April 9	Research Paper Due and Last Class
TBA	Final Exam

WEEK 1:

Monday January 8 Introduction: Welcome to History 252  
Course Outline and Assignments

Lecture: *Sport in the Ancient World – Mesopotamia, Egypt, China.*

\*Reading: Mechikoff and Estes, Chapter 2

WEEK 2:

**\*Due: Best Sporting Moment Ever Short Paper**

Monday January 15

Lectures: *Bloodsports: Athletic Competition in Ancient Greece and Sport in Ancient Rome*

Seminar: Sports in Antiquity

1. Read the historical sections in Chapters 3 and 4 of Mechikoff and Estes

On D2L:

2. David Lunt, "The Heroic Athlete in Ancient Greece."
3. Donald Kyle, "Spectacle, Sport, and the Roman Empire."

WEEK 3:

Monday January 22

Lectures: a) *Sport in North and South American Indigenous Societies*  
b) *Sport in Britain and Europe, 1300-1688*

Seminar: Sport in England and Canada

1. Read the beginning of Ch. 9 in Mechikoff and Estes, focusing on Sport in England and the roles of King James and King Charles (p. 196 - top of 199)

On D2L:

2. King Charles I and James I, "The King's Majesty's Declaration to His Subjects Concerning Lawful Sports to be Used (1633)."
3. Don Morrow and Kevin Wamsley, "Games and Contests in Early Canada."
4. M. Ann Hall, "Toward a History of Aboriginal Women Canadian Sport."

WEEK 4:

Monday January 29

Lectures: *Sport in the British North American Colonies from 17<sup>th</sup> Century to mid-18<sup>th</sup> Century, Parts 1 and 2*

Seminar: Sport in the Colonial Period, British American Colonies

1. Read Mechikoff and Estes, all of Chapter 11

On D2L:

2. Benjamin Rader, "Sports in Early America," Chapter 1 in *American Sports from the Age of Folk Games to the Age of Televised Sports.*"
3. "Elkanah Watson's Misgivings on Cockfighting, 1787."

WEEK 5:

**\*Due: Research Paper Proposal**

Monday February 5

Lectures: *Industrial Capitalism, Nationalism, Muscular Christianity, and the Rise of Modern Sport in Britain: Parts 1 and 2*

Seminar: God and Sport

1. Read Mechikoff and Estes, Chapter 10, only subsections "Sport in the Nineteenth Century," and "Justifying Sport in the Nineteenth Century," paying special attention to religion and other justifications for sport

On D2L:

2. J.A. Mangan and C. Hickey, "An Exceptional Pioneer: Be Strong for Christ."
3. Robert F. Wheeler, "Organized Sport and Organized Labour: The Workers' Sports Movement."

WEEK 6:  
February 12-16

**B.C. FAMILY DAY AND READING BREAK**

WEEK 7:  
Monday February 19

Lectures: *Modern Sport, National Identity, and Cultural Appropriation in North America in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries, Parts 1 and 2*

Seminar: Identity and Sport

1. Michel Robidoux, "Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey."
2. Richard Davies, "This Noble and Invigorating Game."

WEEK 8:  
Monday February 26

Lectures: *Race, Nationalism, and the Nazi Olympics*

Film: Leni Reifenstahl, *Olympia*

Seminar: Sports and Nationalism

1. Read Mechikoff and Estes, Chapter 15 "Pioneers and Progress: 1896-1939," subsections "The Political Nature of the Olympic Games" and "The XI<sup>th</sup> Olympiad: Berlin, 1936."
2. George Eisen, "The Voices of Sanity: American Diplomatic Reports from the 1936 Berlin Olympiad."
3. Ina Zweiniger-Bargielowska, "Building a British Superman: Physical Culture in Interwar Britain."

WEEK 9:  
Monday March 5

**MID-TERM EXAM**

WEEK 10:  
Monday March 12

Lectures: a) *Sports in Russia and the Soviet Union before and after World War I*  
b) *Sport in North America 1915-1945 Part 1: Gender*

Film: *The Matchless Six*

Seminar: Sport, Women, and Concepts of Femininity

1. Read Mechikoff and Estes, Chapter 11 "The Impact of Science and the Concept of Health on the Theoretical and Professional Development of Physical Education, 1885-1930," subsections "Social and Institutional change in Nineteenth Century America," "The Disease-Neurasthenia; The Cure Exercise!," and "Women: Mothers of the Race." Also Chapter 14 "Sport in the Twentieth Century" subsection "Basketball" and "Women in Sport."

On D2L:

2. "Senda Berenson Asserts the Value of Adapted Women's Basketball, 1901."
3. Dudley Sargent, "Are Athletics Making Girls Masculine?: A Practical Answer to a Question Every Girl Asks."

4. Ali Melling, "Wartime Opportunities: Ladies Football and the First World War Factories."

WEEK 11:  
Monday March 19

Lectures: a) *Sport in North America, 1914-1945 Part 2: Race and Ethnicity*  
b) *War without Weapons? Cold War Clashes in Sport, 1945-1989*

Seminar: Sport in 20<sup>th</sup> Century America

1. Read Mechikoff and Estes Chapter 14 From "Introduction" to and including "Baseball"

On D2L:

2. "The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s."
3. "Prejudice Against African-American Ballplayers in the St. Louis *Post Dispatch*, 1911."
4. James "Cool Papa" Bell Remembers Negro League Baseball in the 1920s and 1930s."
5. William Bauer Jr., "The Forgotten Irish Indian: Ethnicity, Class, and Football in the Life of Tommy Yarr"
6. Optional: Stephen Fielding, "Ethnicity as an Exercise in Sport: European Immigrants, Soccer Fandom, and Social Change on Postwar Toronto's Sport Periphery, 1945-1979," *International Journal of the History of Sport* (2018)

WEEK 12:  
Monday March 26

Lectures: *Levelling the Field: The Fight for Equal Recognition in Sport*  
a) *Part 1: Race*  
b) *Part 2: Gender*

Films: *Not Just a Game: Power, Politics and American Sport*, "Breaking the Colour Barrier," and "Like a Girl" (26 minutes)

Seminar: Race and Gender in Sport

On D2L:

1. "Yankee's President Larry McPhail's Plan to Discourage Integration of Baseball, 1946."
2. Jackie Robinson on the Struggles of His First Spring Training
3. The *Guardian*, "Colin Kaepernick's dignified protest echoes the spirit of Jackie Robinson," October 17, 2017
4. Harry Edwards, *The Revolt of the Black Athlete*
5. "Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s."
6. Ellen J. Vargyas, "Statement" in "Title IX Impact on Women's Participation in Intercollegiate Athletics and Gender Equity."

WEEK 13:  
Monday April 2

**\*EASTER MONDAY—NO CLASS**

WEEK 14:

**\*Due: Research Paper**

Monday April 9

Lectures: a) *Sport, Television, and the Corporatization of Sport, Celebrity, and Politics*  
b) *The Gym is THAT way: Self-Improvement, Body Sculpting, and the Post-1970s Fitness Craze*

Possible Films clips to show: *Not Just a Game: "The Courage of Athletes" and "The Oldest Basketball Team in the World."*

Exam Review

Seminar: The Corporatization of Sport

On D2L:

1. Edouard Seidler, "In the United States, Television has brought Sport under the Dictatorship of the Dollar."
2. Newton Minow, "Address to the National Association of Broadcasters, 1961"
3. George Lipsitz, "The Silence of the Rams: How St. Louis Children Subsidize the Super Bowl Champs."
4. Muhammed Ali, "The Thoughts of Muhammed Ali in Exile, c. 1967."
5. "Justice Thurgood Marshall Dissents in the Curt Flood Case, 1972."
6. "Marvin Miller Analyzes the Achievement of Free Agency, 1975."

## 5. Basis of Student Assessment (Weighting)

### Assignments

		Due Date
5%	Best Sporting Moment Ever Short Paper	January 15
5%	Research Paper Proposal	February 5
25%	Research Paper	April 9

### Exams

25%	Mid-term Exam	March 5
25%	Final Exam	TBA.

### Class Participation

- 15% You are expected to read and the assigned material in the textbook and on D2L and come to class prepared to discuss it  
\*Students who miss more than three (3) seminars will forfeit their entire seminar mark

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits.

### Seminars

Each Wednesday s devoted to group discussions (called "seminars") based on that day's readings. In these smaller groups, students will, after reading the questions provided in the Coursepack or on D2L and, using critical thinking, debate the arguments and evidence from the articles they read and consider one another's interpretations.

Your participation mark will be based primarily on the seminars.  
During each seminar class, you will be graded on three levels:

- a) Attendance

- b) Contributions to seminar discussions
- c) Quality of these contributions

**\*It is essential that you do the readings before the seminar.** To participate well means demonstrating that you read the assigned articles carefully; that you have identified the key points of the articles; and that you are prepared to discuss your ideas in a small-group setting. Otherwise you will not be able to contribute very much and this will result in lost participation marks.

### **What to consider as you prepare for seminars:**

As you do the readings in preparation for class, it may help to consider certain points. What are main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article?

It may also help to consider the author of the article. Who or what group or interests does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does s/he demonstrate inherent bias or persuasion? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing affect its conclusions?

### **A Note about Exams**

There will be a 2.5-hour mid-term exam during class and it will be closed-book. It will consist of both short answer and essay question. We'll also discuss this as the day gets closer. The course will conclude with a final exam that follows the same format.

## **6. Brief Style Guidelines for Course Assignments**

All assignments must be in **hard copy**, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers must be handed in to me at the beginning of class.

**Late assignments** will be **deducted at 5% per day** to a maximum of one week, after which they will received a grade of zero.

### **a) Best Sporting Moment Ever Short Paper (5 percent)**

This assignment is designed to develop your writing and analytical skills in the format of a familiar and enjoyable topic. In the space of 500 words (2 pages), you will write an argumentative essay. See handout or D2L for further instructions. It is **due January 15**

### **b) Research Paper Proposal (5 percent)**

The paper proposal is the first important step in developing your own research project. It helps you to commit to a topic, explore what historians have written about it, and begin to map out the approach you will take in the research paper. Going forward, the proposal will save you time and stress. See handout or D2L for further instructions. It is to be **500 words (2 pages)** in length and is **due February 5**

Every good history proposal or paper identifies and seeks to answer **a historical question or problem**. In other words, the assignment will not give a narrative of details or events that happened, but rather employs a historical context to show how something should be understood, along with evidence and argumentation to explain *why* and *how* this event, change, concept, accomplishment or process took place.

Generally speaking.

- a) The proposal poses a historical question and then explains why it's historically important. At this early stage, you might already have a thesis statement, but this is not required in the proposal.
- b) It shows what you know so far based on the articles or books you've selected. Ideally, look for different viewpoints and consider which of them are strong, weak, competing, biased or controversial. Think also about whether historians' views have changed over time.
- c) It creates a provisional map for how you might structure your essay as you move further into the research and writing stages. How will you try to answer the main historical question, what contributions to the subject do your articles and/or books provide, and why might they be useful in your project?

Your finished paper will expectedly be different than the proposal. This is because your arguments and methodology naturally evolve as you read new material and consider different arguments. The proposal helps set this process in motion. We will discuss the assignment further in class as the due date gets closer.

### **The proposal must contain:**

500 words (2 pages in length)

A title page

A bibliography on separate sheet of paper, with citations in *Chicago Style* formatting

The number of sources required for the proposal:

1. A minimum of **five (5) academic articles** (by a historian writing for an academic press, usually 15-30 pages long). If you're not sure, please check with me. Alternatively, a book can count as two articles

**\*Note that your sources are not to be a website, online encyclopedia, material with no author's name attached, or the textbook.**

At the end of the course outline, you will find a list of possible research essay questions, but you are welcome to create your own. In light of the limited library resources, only two (2) students at maximum are permitted to do a particular question. In all cases, please see to confirm your choice.

### **c) Research Paper (25 percent)**

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) first developed in your essay proposal. This research essay will be between 1500 and 2000 words (6-8 pages) in length. I will create an instructional handout and distribute it in class in a couple weeks. The research paper is **due April 9**.

A good essay is a coherent expression of ideas on a single theme and it is organized carefully in paragraphs. It is clearly written, organized, and analytical.

It must contain:

1. A clear **introduction** that the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that summarizes the argument and the evidence you used to support it

**Things to think about:**

**Considering Viewpoints**



The research essay is more than a summary of the evidence and interpretations of other authors. You must write in your own words and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing.

### Quality of Writing

The quality of your writing matters a great deal and marks will be deducted for poor organization, grammar errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely much on spell checkers and grammar checkers. It can be helpful for another person to read it over. Also beneficial is to read your own work to yourself out loud. Doing this can identify confusing or incorrect expression. Please try to avoid “casual speak” and make sure to cite others’ ideas or information that is not general knowledge.

### Using Quotations and Footnotes:

In developing your arguments, you will be depending on and sometimes borrowing evidence from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote. Try not to use a lot of quotations and avoid long ones. Quote an author when you think his or her ideas are essential in order to convey the exact meaning of what they said. If you paraphrase another author, or borrow their idea, you must also acknowledge this in a footnote. Note, however, that it is not necessarily to cite general knowledge i.e. The Second World War began in 1939, or Wayne Gretzky was born in Brantford, Ontario.

### Bibliography:

The essay must be followed with a Bibliography on a separate sheet of paper, listing **all of the sources you consulted** in the assignment, whether they are quoted or not. Formatting must be in **Chicago Style**. We will explore this in class; additionally, you can refer to the *Chicago Style* formatting manual, called the Camosun History Department Style Guide, which is on the History Department website. Other styles, such as MLA or APA social science formatting (parenthetical reference to authors in the text of the essay), will not be accepted.

### Grading Criteria:

The research paper will be evaluated according to three criteria:

1. Referencing your sources with footnotes and bibliography (10%)
2. Writing style and organization (30%)
3. Supporting evidence and analysis (60%)

The essay is to be written in paragraph form. It should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that re-summarizes your arguments and the evidence you used to support it. You might want to allude to what is still unknown about the subject.

## 7. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

## College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

## College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## 8. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

A. The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

**An Important Note on Plagiarism:** All written work that you submit in History 252 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind the internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

In brief, plagiarism is:

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, film, or magazine form, or anything found on the internet. In other words, it is plagiarism if someone copies and pastes work from the internet and present that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source
3. Copying another student's work, either on assignments or exams.

## 9. Classroom Courtesy

It is disruptive to the other students when someone arrives late for class or leaves early. If you must do it for an emergency or another significant reason, please be as inconspicuous as possible. Also, **please turn off all cell phones or devices that beep, ring, or vibrate.** Checking your phone and/or texting during the lectures or seminars is discourteous. Resist the temptation.

**Laptop computers may only be used in class for taking notes.** When someone is surfing the web or on social media during the lecture or seminar, it is a distraction to their classmates who can see their screen and struggle to concentrate on our course.

History is most stimulating and enjoyable when there's discussion or debate. It is understandable that, from time to time, students may have strong opinions about the topics discussed in the course. Each of us will need to create a respectful environment where everyone feels comfortable expressing their views and, at times, disagree with those of others. Your comments in class, however, should always articulate a viewpoint or philosophy related to the course topics and readings and not a personal attack.

## Some Essay Question Suggestions

\*You are welcome to select an essay question or topic from the list below or create your own.

If you wish to make your own question, please consult with me in advance.

**\* Please note that a maximum of two (2) students may select one of the options.**

1. What was the relationship between Greek pagan religion and the early games?
2. What political and cultural forces drove changes in the types and level of violence in the Roman games?
3. Explore the connection between athletics (i.e. dueling) and honour in pre-industrial Europe.
4. How has sports media changed over the past century?
5. What is the historical relationship between hockey and Canadian national identity?
6. What was the Muscular Christianity movement and to what extent did it accomplish its goals?
7. How did professional sport win broad acceptance among the upper and middle classes in Canada/United States/UK, etc.?
8. What role has sport played in the organized labour movement?
9. What were the motivations behind the modern revival of the Olympic games?
10. How has the settlement of immigrants been mediated through their sporting lives?
11. How did black boxer, Jack Johnson/Muhammed Ali/Joe Louis challenge racial stereotypes and inequality in America, and did their actions help to improve matters along the colour line?
12. What economic and social factors led to the corporatization of professional sports (i.e. hockey, basketball, soccer)?
13. How did (cricket, soccer, basketball, etc.) migrate from its original home to become global sporting practices?
14. In what ways have sports (eg. Cricket, rugby, etc.) become a medium for previous colonies to assert themselves against their former colonial masters?
15. What role did sport play in the organization of aboriginal societies?
16. What was the relationship between class and the standardization of sporting rules in the 19<sup>th</sup> century?
17. How have sports adapted to include people with physical challenges?
18. The use of drugs and steroid in sports. What has changed since they were first discovered and banned?

19. Women in sports usually monopolized by men – what has changed and what has remained the same, comparing historically with currently.
20. How have the values attached to sport in Canadian/America/etc. society changed?

Also:

Ethics in sport

Barriers and pioneers in women's sport.

Cultural attitudes toward women in sport

Scientific advancements that have improved athletic performance

The rise and fall of Canadian sprinter, Ben Johnson.

Changing cultural attitudes toward the body and fitness

Sport and medicine.

"War without weapons": Political encounters in sport

Sports and nationalism

Race and baseball/basketball/hockey