

Module handbook

M.A. Olympic Studies



**Deutsche
Sporthochschule Köln**
German Sport University Cologne

Module: Ethics, Values and Olympic Education
Study Programme: M.A. Olympic Studies
Valid for students who started: Winter term semester 2023

Identification	EVOE
Semester of study / Duration (Semester)	1 st Year / 1 st Term
Overall Workload (h) / ECTS-Points (in total)	225 / 7,5
Workload (contact time) / Workload (independent learning)	47 hours / 178 hours (part time programme)
Key competencies	<ul style="list-style-type: none"> - To introduce students to the study of Olympism and Olympic Education - To acquire advanced knowledge about ethical principles and educational guidelines - To critically analyse primary and secondary sources on the historical and ethical context of the Olympic Movement - To obtain and evaluate information - To organize one's own work (literature search and topic-related knowledge output)
Central contents	<p>Pierre de Coubertin's educational intentions to revive the Olympic Games will be analysed. It will be examined how and why Coubertin aimed at utilising Olympic Sport as a valuable tool to spread moral and social values among the masses. Based on this historical background information emphasis will be given on the further development of the core Olympic values. In addition to this, programmes and projects of Olympic Education which have been and still are conducted at the school level and beyond will be critically evaluated. The module will also discuss contemporary value issues affecting the Olympic movement and their implications for future policy, e.g. the UN's Sustainable Development Goals and the Olympism 365 initiative, as well as current challenges to the Olympic Movement.</p>
Learning outcome	<p>Students will be able to:</p> <ul style="list-style-type: none"> - develop an objective knowledge building process and understanding of the philosophical and educational basis of the modern Olympic Movement - understand the historical and socio-cultural processes, which led to the foundation of the modern Olympic Movement - demonstrate knowledge on ethical and educational core values and their meaning for sport and society in a written way - assess contemporary programmes on Olympic Education at the school level and beyond - undertake a critical analysis of the positioning of the Olympic values in contemporary Olympic reform agendas (e.g. the Olympic Agenda 2020+5)
Teaching and learning methods	Lecture program, seminars
Recommended literature	<p>Binder, D. (2001). "Olympism Revisited as Context for Global Education: Implications for Physical Education. <i>Quest</i> 53: 14 – 34.</p> <p>IOC (2015). <i>Olympic Agenda 2020. 20 + 20 Recommendations</i>. Lausanne: IOC.</p>

	<p>IOC (2021). <i>Olympic Agenda 2020+5</i>. Lausanne: IOC.</p> <p>Müller, N. (2000). <i>Pierre de Coubertin. Selected Writings</i>. Lausanne: IOC.</p> <p>Naul, R. (2007). <i>Olympic Education</i>. Aachen: Meyer & Meyer.</p> <p>Reid, H. (2020). <i>Olympic Philosophy: The Ideas and Ideals Behind the Ancient and Modern Olympic Games</i>: Parnassos Press.</p>
Type of module	compulsory
Prerequisites	none
Assessment	Written exam – 3 hrs. (40%) Essay 2000-3000 words (60%)
Weight of module	12,5 %
Module commissioner	Prof. Dr. Nelson Todt

Subject to change

Module: Olympic Athletes and Elite Sport in Transition
Study Programme: M.A. Olympic Studies
Valid for students who started: Winter term semester 2023

Identification	OAEST
Semester of study / Duration (Semester)	1 st year / 1 st term
Overall Workload (h) / ECTS-Points (in total)	225 / 7,5
Workload (contact time) / Workload (independent learning)	47 hours / 178 hours (part time programme)
Key competencies	<ul style="list-style-type: none"> - To acquire advanced knowledge about the role of Olympic athletes within the Olympic system and society - To critically analyse primary and secondary sources on the historical and contemporary contexts of elite sport - To obtain and evaluate information on the fields mentioned above - To understand the importance of cultural responsiveness in a multicultural context - To organize one's own work (literature search and topic-related knowledge output)
Central contents	<p>The module will analyse the role of athletes as key actors of the Olympic Movement and the transformation of their institutional position at and beyond the Olympic Movement. Based on this it will be analysed how the changing profile of elite sport has led to new expectations placed on the athletes as Olympic role models. As the modern world of elite sport has become increasingly complex it is necessary to define and analyse the role of the athlete in this system. This will be done by analysing the mutual interdependence and power relationships between athletes and relevant external reference groups, especially coaches and educationalists. This includes discussions on the holistic wellbeing of the athlete as well as the educational and social responsibility of stakeholders to work towards a successful transition of the athlete into post athletic careers. Discussions on the changing profile of elite sport will also include the rights and responsibilities of athletes, referring to the Olympic Charta (e.g. Rule 50) as well as to the athlete's social and political voice in connection with youth development and social responsibility (e.g. in connection with the UN's Sustainable Development Goals and the UNESCO International Charter of Physical Education, Physical Activity and Sport).</p>
Learning outcome	<p>Students will be able to:</p> <ul style="list-style-type: none"> - critically evaluate transformation processes in elite sport and in the Olympic Movement - understand the impact of these processes on athletes and evaluate the viewing of Olympic athletes as role models and the expectations connected with this function in different time

	<p>periods</p> <ul style="list-style-type: none"> - analyse the importance to prepare Olympic athletes for the transition from athletic life into post-athletic life - display a thorough understanding about critical understanding of coaching ethics and coach-athlete relationship - demonstrate knowledge on the traditional and modern institutional representation of athletes - understand the meaning of athletes as role models, especially regarding youth development and social responsibility
Teaching and learning methods	Lecture program, seminars
Recommended literature	<p>Bennett B. & Culpan I. (2014) "The coach as educator: Content and pedagogical frameworks", <i>Journal of Physical Education & Health: Social Perspective</i> 3(5): 5-18. http://jpe-health.pwsz.raciborz.edu.pl</p> <p>Culpan I. (2017) "Olympism, Constructivism and Foucault's Technologies of Power: Governmentality at Work", <i>Diagoras: International Academic Journal on Olympic Studies</i> 1: 75-94.</p> <p>Krieger, J. & Wassong, S. (2019). <i>Dark sides of sport</i>. Champaign, IL: Common Ground.</p> <p>Müller, N. (Ed.). (2000). <i>Pierre de Coubertin, Olympism: Selected writings</i>. Lausanne: IOC</p> <p>Mutter, F. & Pawlowski, T. (2014). "Role models in sport: Can success in professional sports increase the demand for amateur sport participation?" <i>Sport Management Review</i>, 17. 324-336.</p> <p>Piggott, D. (2012) "Coaches' experiences of formal coach education: a critical sociological investigation", <i>Sport, Education and Society</i>, 17:4, 535-554, DOI: https://doi.org/10.1080/13573322.2011.608949</p> <p>Tomlinson, A., and Yorganci, I. 1997. "Male Coach/ Female Athlete Relations: Gender and Power Relations in Competitive Sport", <i>Journal of Sport & Social Issues</i> 1 (2): 134-55.</p> <p>United Nations, (2015) United Nations. Sustainable development goals. UNESCO. https://www.un.org/sustainabledevelopment/sustainable-development-goals/</p> <p>United Nations (2015). UNESCO: International Charter of Physical education, physical activity and sport. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000235409</p>
Type of module	compulsory
Prerequisites	Module: EVOE
Assessment	Written exam – 3 hrs. (40%) Essay – 2000 – 3000 words (60%)
Weight of module	12,5 %
Module commissioner	Prof. Ian Culpan & Dr. Susannah Stevens

Module: Research Methodologies in Olympic Studies
Study Programme: M.A. Olympic Studies
Valid for students who started: Winter term semester 2023

Identification	RMOS
Semester of study / Duration (Semester)	1 st year / 2 nd term
Overall Workload (h) / ECTS-Points (in total)	225 / 7,5
Workload (contact time) / Workload (independent learning)	47 hours / 178 hours (part time programme)
Key competencies	<ul style="list-style-type: none"> - To work methodologically, conceptually and systematically - To acquire methodological competencies - To obtain a scientific working approach - To attain and evaluate scientific data critically - To applicate research methods to one's working context
Central contents	<ul style="list-style-type: none"> - Philosophy of social science and paradigms (ontology and epistemology). - Philosophy of History (teleological accounts, history as narrative). - Techniques in summarising, evaluating and presenting literature reviews (narrative reviews, systematic reviews, meta-analysis and meta-synthesis). - Historiography (evaluating authorship, sourcing, interpretation, style, bias and audience). - Qualitative techniques and analysis (ethnography, content and document analysis, discourse analysis, interviews / focus groups, life histories, case research). - The range and nature of quantitative techniques and analysis (descriptive statistics, correlations, overview of tests, regression, t-tests, ANOVA). - Techniques of electronic research.
Learning outcome	<p>Students will be able to:</p> <ul style="list-style-type: none"> - apply the philosophical underpinnings of research in the social sciences and history in research designs relevant for the Olympic Movement and its stakeholders - develop the operationalisation and measurement of research phenomena within the Olympic Movement - appreciate the various approaches and techniques for summarising and evaluating literature - select and undertake appropriate forms of qualitative and quantities analysis for their research projects within their respective working fields
Teaching and learning methods	Lecture program, seminars
Recommended literature	<p>Bryman, A. (2021). <i>Social Research Methods</i> (6th ed.). Oxford: Oxford University Press.</p> <p>Chalmers, A. (2013). <i>What is this thing called science?</i> (4th ed.). New York: Open University Press.</p> <p>Feinstein, C. and M. Thomas (2009). <i>Making History Count: A Primer in Quantitative Methods for Historians</i>. Cambridge:</p>

	<p>Cambridge University Press.</p> <p>Flick, U. (2014). <i>An Introduction to Qualitative Research</i>. (5th ed.). London: Sage.</p> <p>Panke, D. (2018). <i>Research Design & Method Selection: Making Good Choices in the Social Sciences</i>. London, Sage.</p> <p>Walliman, N. (2021). <i>Research Methods: The Basics</i>. (3rd ed.). London, Routledge.</p>
Type of module	compulsory
Prerequisites	Modules: EVOE; OAEST
Assessment	5 Research Proposals of 500-1000 words (each paper 20%)
Weight of module	12,5 %
Module commissioner	Univ.-Prof. Dr. Jens Flatau

Subject to change

Module:

Governance, Policy and Olympic Organisations

Study Programme:

M.A. Olympic Studies

Valid for students who started:

Winter term semester 2023

Identification	GPOA
Semester of study / Duration (Semester)	1 st year / 2 nd term
Overall Workload (h) / ECTS-Points (in total)	225 / 7,5
Workload (contact time) / Workload (independent learning)	47 hours / 178 hours (part time programme)
Key competencies	<ul style="list-style-type: none"> - To critically discuss the concepts of governance and policy within the Olympic Movement - To evaluate the role of the different stakeholders within the Olympic system - To apply the advanced knowledge in discussions with experts and students - To argue, present and moderate in the context of the Olympic Movement - To assume responsibility within groups and take the lead
Central contents	<p>The module aims to provide participants with a critical understanding of governance in the Olympic movement at three levels – systemic, organisational and political. At the systemic level the focus will be on the interests of internal (Olympic family network) and external (e.g. UN, UNESCO WADA) stakeholders and on the strategies and tactics adopted by stakeholders to realise their interests. At the organisational level the focus will be on key features of good organisational or corporate governance and how these are reflected in the policies and practices of key Olympic bodies, in particular the IOC, IPC, NOCs, IFs and NFs. Such analysis will consider the specificity of sport and the need to adapt corporate governance principles to take account of this specificity.</p> <p>It is analyzed how reform agendas of the IOC are driven by both the need for internal modernisation and external challenges as well as societal changes.</p> <p>The range of policies to be considered within this framework may for example include anti-doping, sustainability and climate change, selection of Olympic host cities, selection of sports for inclusion in the Olympic Games and the recognition of federations and sports-related activities (e.g. E-Sports), the role of the Court of Arbitration, the use of Olympic Solidarity as a vehicle for achieving partnership and desired policy outcomes, and current challenges.</p>
Learning outcome	<p>Students are able to:</p> <ul style="list-style-type: none"> - engage in discussions about the interaction of organisations within the Olympic world and their interests and strategies - form and defend their opinion on corporate governance principles and their application in the Olympic world; - assess reform strategies of the IOC in the light of internal and external challenges - create dialogue on the nature and profile of the

	Olympic and Paralympic Movement as a driving force towards an inclusive sporting society
Teaching and learning methods	Lecture program, seminars
Recommended literature	<p>Chappelet, J.-L. (2008). <i>The international Olympic Committee and the Olympic system: The governance of world sport</i>. London: Routledge.</p> <p>Forster, J. (2006). Global sports organisations and their governance. <i>Corporate Governance</i>, 6 (1), 72-83.</p> <p>Henry, I. P., & Lee, P. C. (2004). Governance and ethics in sport. In J. Beech & S. Chadwick (Eds.), <i>The business of sport management</i>. Essex: Pearson Education.</p> <p>Howe, D. (2008). <i>The Cultural Politics of the Paralympic Movement</i>. London: Routledge.</p> <p>Hoye, R. and Cuskelly, G. (2006). <i>Sport Governance</i>, Butterworth Heinemann.</p>
Type of module	compulsory
Prerequisites	Modules: EVOE; OAEST; RMOS
Assessment	<p>Exam – 3hrs. (40%)</p> <p>Essay – 2000 – 3000 words (60%)</p>
Weight of module	12,5 %
Module commissioner	Prof. Dr. Stephan Wasssong

Subject to change

Module:	Olympic Games – Media and Commercialization
Study Programme:	M.A. Olympic Studies
Valid for students who started:	Winter term semester 2023

Identification	OGMC
Semester of study / Duration (Semester)	2 nd year / 3 rd term
Overall Workload (h) / ECTS-Points (in total)	225 / 7,5
Workload (contact time) / Workload (independent learning)	47 hours / 178 hours (part time programme)
Key competencies	<ul style="list-style-type: none"> - To critically discuss the role of the media and sponsors within the Olympic Movement - To name, define and interpret the specific terminologies within the field of Olympic media - To argue, present and moderate in the context of the Olympic Movement - To apply the advanced knowledge in discussions with experts and students - To assume responsibility within groups and take the lead
Central contents	<p>The key developments of the relationship between the Olympic World and Worlds of Media and Commercialisation will be analysed. Their impact on the sustainable development of the Olympic Movement and Olympic Sports will be critically discussed. Special considerations will be given to the 1980s in which strategic decisions were made to turn to new commercial strategies. Clear turning points were the new financial concept developed for the 1984 Los Angeles Olympic Games and the invention of the TOP-Programme in 1983. The relationship between media sponsors, and Olympic organisations and their values will be a critical focus of this module. The IOC's use of its media resources as policy vehicles (including the collection and dissemination of media images through the Information Management Department) will be subject to evaluation. The development of new media and their implications for the Olympic movement and its media policies will also represent a core concern of the module.</p>
Learning outcome	<p>Students will be able to:</p> <ul style="list-style-type: none"> - stimulate discussion on the influence of media and commercialisation on the Olympic Movement - communicate with experts on the evolution and recent development of the links between the media, commerce, and the Olympic movement - discuss contemporary digital media strategies of the IOC to foster dialogue with society - share their evaluation the role of media and sponsorship for Olympic values, their reliability and dissemination - reflect on benefits, limits and compatibility of sponsorship, marketing and commercial opportunities - consider the impact of new social media on the relationship between the Olympic movement, media, and consumers and be able to transfer it to one's working context

Teaching and learning methods	Lecture program, seminars
Recommended literature	<p>Billings, A.; Angelini, J. & McArthur, P. (2018). <i>Olympic Television: Broadcasting the Biggest Show on Earth</i>. London: Routledge.</p> <p>Billings, A. et al (2014). <i>Global impact. Olympic Media at London 2012</i>. London: Routledge.</p> <p>Fernández Peña, E. (2009): "Olympic Summer Games and Broadcast Rights. Evolution and Challenges in the New Media Environment", <i>Revista Latina de Comunicación Social</i>, 64, 1.000-1.010. http://www.revistalatinacs.org/09/art/876_Barcelona/77_144_Fernandez-Eng.html DOI: 10.4185/RLCS-64-2009-876-1.000-1.010-Eng</p> <p>Fernández Peña, E., et al. (2011). <i>An Olympic Mosaic: Multi-disciplinary Research and Dissemination of Olympic Studies CEO-UAB: 20 Years</i>. Barcelona.</p> <p>Fernández Peña, E., Ramajo, N. & Arauz, M. (2014). <i>Social Media in the Olympic Games: Actors, Management and Participation</i>. In : Billings, A. Routledge handbook of sport and new media, Routledge, 2014, 12 p.</p> <p>Fernández Peña, E. (2016). <i>Televisión, Redes Sociales y Juegos Olímpicos</i>. Barcelona: UOC</p> <p>Fernández Peña, E.. (2021). The Olympic Games and the Media. MOOC Course at Coursera https://es.coursera.org/learn/olympic-games</p> <p>Fernández Peña, E. (2021). "The Olympic Channel: Digital management and content". <i>Journal of Human Sport and Exercise</i> 16 (1proc), 1-13. https://doi.org/10.14198/jhse.2021.16.Proc1.01</p> <p>Rogers, Richard (2013). <i>Digital Methods</i>. The MIT Press: Cambridge Massachusetts</p>
Type of module	compulsory
Prerequisites	Modules: EVOE; OAEST; RMOS; GPOA
Assessment	Exam – 3hrs. (40%) Essay – 2000 – 3000 words (60%)
Weight of module	12,5 %
Module commissioner	Prof. Dr. Emilio Fernández Peña

Module: International Relations and the Olympic Movement
Study Programme: M.A. Olympic Studies
Valid for students who started: Winter term semester 2023

Identification	IROM
Semester of study / Duration (Semester)	2 nd year / 4 th term
Overall Workload (h) / ECTS-Points (in total)	225 / 7,5
Workload (contact time) / Workload (independent learning)	47 hours / 178 hours (part time programme)
Key competencies	<ul style="list-style-type: none"> - To critically discuss the international dimension of the Olympic Movement - To understand and communicate on the role of sport and the Olympic Movement in international relations - To analyse in discussions the conflicting interests of Olympic sport and international politics - To argue, present and moderate in the context of the Olympic Movement - To assume responsibility within groups and take the lead
Central contents	<p>The module will focus on substantive policy areas / Olympic phenomena with an international relations dimension, and on aspects of IR and globalisation related theory and their contribution to understanding such phenomena.</p> <p>Substantive topics may include: the challenge of boycotts; terrorism and security issues; soft power and the hosting of the Olympic Games; the role of the Olympic movement in relations between divided nations; sport and the Cold War; sport and the peace movement; the development and political context of the modern Olympic Truce; elite sport development models and 'policy learning and transfer' between states; the United Nation's Sustainable Development Goals (SDGs) and their application within the Olympic context; the multicultural dimension of Olympism and the Olympic Games as a platform for educational internationalism.</p> <p>Theoretical perspectives employed through which to address these substantive areas will be drawn from the fields of international relations, political sociology and policy analysis.</p>
Learning outcome	<p>Students will be able to:</p> <ul style="list-style-type: none"> - critically evaluate in presentations the impact of the Olympic movement on international relations, and the impact of the international relations context on the activities of the Olympic family - create dialogue on the theories of international relations and their application to the field of Olympic Studies - expand knowledge on the relationship between the IOC and international NGOs in regards to international development and Human Rights - critically discuss how the strategies in the Olympic reform process should strengthen the cooperation with internationally recognised organisations and NGOs and how this can be transferred into their

	respective working practices
Teaching and learning methods	Lecture program, seminars
Recommended literature	<p>Budd, A. & Levermore, R. (2003). <i>Sport and International Relations: An Emerging Relationship</i> London: Routledge.</p> <p>Cha, V. (2009) "A Theory of Sport and Politics", <i>The International Journal of the History of Sport</i>, 26:11, 1581-1610, DOI: 10.1080/09523360903132972.</p> <p>Edelman, R. & Young, C. (Eds.) (2019). <i>The Whole World Was Watching: Sport in the Cold War</i>. Stanford: Stanford University Press.</p> <p>IOC (2015). <i>Olympic Agenda 2020. 20+20 Recommendations</i>. Lausanne: IOC.</p> <p>Krieger, J. & Wassong, S. (Eds.) (2019), <i>Dark Sides of Sport</i>. Champaign, IL:: Common Ground.</p> <p>Palmer, C. (2013). <i>Global Sports Policy</i>. London: Sage.</p>
Type of module	compulsory
Prerequisites	Modules: EVOE; PAHLS; RMOS; GPOA; OGMC
Assessment	<p>Exam – 3 hrs. (40%)</p> <p>Essay – 2000 – 3000 words (60%)</p>
Weight of module	12,5 %
Module commissioner	Prof. Jörg Krieger & Prof. Stephan Wassong

Subject to change

Module:

Thesis

Study Programme:

M.A. Olympic Studies

Valid for students who started:

Winter term semester 2023

Identification	TH05
Semester of study / Duration (Semester)	2 nd year / 3 rd & 4 th term
Overall Workload (h) / ECTS-Points (in total)	450 (225 each term) / 15 (7,5 each term) (part time programme)
Key competencies	<ul style="list-style-type: none"> - To identify benefits of the research project for the Olympic Movement and/or the respective working field of the participant - To work methodologically, conceptually and systematically - To organize one's own work (time and project management) - To acquire in-depth methodological competencies - To obtain an in-depth scientific working approach - To attain and evaluate scientific data critically
Central contents	<p>The thesis is undertaken through independent study. It offers students the opportunity to undertake a research project on a topic of their choice but with clear links to the contents taught in the programme. Students will have formal teaching on a range of research skills and strategies which have to be applied in the thesis in particular through the module Research Methodologies in Olympic Studies. Students also receive a guiding tutorial consisting of a group tutorial and an individual tutoring session to help them plan their thesis. During the writing process of the thesis students will be guided by regular individual tutorials from their dissertation supervisor who teaches on the programme. The supervisor will oversee the research proposal for the thesis and will feed back to the students on that draft.</p> <p>The thesis has to be written in English, however, in consultation with a module leader, it can be written in his/her native language.</p>
Learning outcome	<ul style="list-style-type: none"> - Apply principles of research in the multidisciplinary field of Olympic Studies - Search for, retrieve and synthesize information relevant for the respective research project - Consider the methodological and ethical issues relating to a piece of research and report on the issues where necessary - Present their independent research project in a Master thesis
Teaching and learning methods	Independent study
Recommended literature	Course Material
Type of module	compulsory
Prerequisites	Modules: EVOE; OAEST; RMOS; GPOA; OGMC; IROM
Intermediate assessment	none
Assessment	Thesis
Weight of module	25%
Module commissioner	Univ.-Prof. Dr. Stephan Wassong