

## 1. BASIC INFORMATION

<b>Course</b>	Theory and History of Contemporary Sport
<b>Degree program</b>	Bachelor's Degree in Sport Management
<b>School</b>	Medicine, Health and Sports
<b>Year</b>	1st
<b>ECTS</b>	6
<b>Credit type</b>	mandatory
<b>Language(s)</b>	Spanish, English
<b>Delivery mode</b>	Face-to-face/online
<b>Semester</b>	First semester
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Eva Asensio
<b>Professor</b>	

## 2. PRESENTATION

The subject area "History of Contemporary Sport" is taught in the first year of the Bachelor's Degree in Sport Management. The aim of this subject area is to provide students with a general overview of the development of physical activities in contemporary history, presenting key connections between culture, society and physical activities during this period of history. The subject area offers students a comprehensive overview of the historical development of physical activities that will allow them to effectively integrate the content of other subject areas. As such, it is linked to the subject area "The Sociology of Sport". In addition, the subject area allows students to contextualise the theoretical content of other parts of the degree programme, especially in relation to the historical development of knowledge about physical activities. As such, it is especially useful for future careers related to researching historical events. In summary, this subject area is essential for contextualising physical exercise, sport and how the human body is viewed and assessed in the contemporary era, in addition to exploring cultural movements and different ideologies. It also contributes to a better understanding of the complex reality of the current culture of sport

## 3. LEARNING OUTCOMES

### Knowledge

- CON02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual and contextual characteristics of the company, as well as the historical, technical and ethical principles.

### Skills

- HAB02. Creativity: Creates new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges and situations in an original way in the academic and professional environment.
- HAB08. Critical analysis. Integrates analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

#### **Competence**

- COMP4. Plan processes for entrepreneurship, innovation, and the growth of sports companies.

## **4. CONTENTS**

The subject is organized into six learning units:

#### **Unit 1: Origins and evolution of sport in the contemporary era.**

England: the birthplace of modern sport.

Gymnastics schools in 19th-century Europe

#### **Unit 2: Sport and totalitarian regimes**

Fascist Italy and sport

Sports policy in Nazi Germany

Politics and sport in the USSR

#### **Unit 3: Sport, globalisation and international relations, 1900–1989**

Sport and international relations: The expansion of football in Europe, 1900–1945

Sport after WWII, 1945–1989: the Cold War and sport

#### **Unit 4: Sport in contemporary Spain**

Origins and development of sport in Spain, 1890–1939

Sport and Franco's directorship, 1939–1975

#### **Unit 5: Sport and the media in Spain**

History of the sports press in Spain, 1900–1936

Televised sport in Spain

#### **Unit 6: Olympism and the Olympic Games**

The International Olympic Committee (IOC) and Olympism

Politics, identity and the Olympic Games

## **5. TEACHING-LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

- Master lecture

- Problem-based learning (PBL)
- Collaborative learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Lectures	20
master classes	16
Research and/or projects	20
Independent working	40
Debates and discussions	14
Tutorials	12
Searching for resources and selecting sources of information, essays and text commentaries	12
Face-to-face assessment tests	4
Oral presentations	12
<b>TOTAL</b>	<b>150</b>

### Online mode:

Learning activity	Number of hours
Oral presentations via online	10
Synchronous virtual master classes	16
Online seminars	6
Debates and discussions through seminars or forums on the Virtual Campus	20
Drawing up reports and written work	30
Reading of course content	8
Independent working	50
Face-to-face assessment tests	10
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Knowledge tests	30%-50%
Performance observation	5%-10%
Elaboration of reports and writings	25%-30%
Oral presentation of work through virtual seminars.	20%-30%
Total	80%-120%

### Online mode:

Assessment system	Weight
Knowledge tests	60%-60%
Glossaries, case/problem, reports and writings, text analysis	20%-30%
Oral presentation of work through virtual seminars.	10%-20%
Total	90%-110%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Projects and written tests	2 weeks
Activity 2. Presentations	5 weeks
Activity 3. Analysis and commentaries on texts and scientific texts	5 weeks
Activity 4. Debates and discussions	2 weeks
Activity 5. Viewing of documentaries	4 weeks
Activity 6. Final objective tes	Final week

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAFÍA

The main reference work for this subject is:

- ARNAUD, Pierre. Sport, éducation et art: XIXe-XXe siècles. Jeux et sport dans l'histoire, 1996.
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- LOY, John W. y KENYON, G.S., ed. Sport, Culture, and Society. New York: Macmillan, 1969. LÜSCHEN, GÜNTHER, ed. The Cross-Cultural Analysis of Sport and Games. Illinois: Stipes, 1970. SLOVENKO, R. y KNIGHT, James S., ed. Motivations in Play, Games and Sports. Springfield, Illinois: Charles S. Thomas, 1967.
- UMMINGER, W. Supermen, Heroes and Gods. New York: Mc Graw-Hill, 1962.

#### INGLATERRA, CUNA DEL DEPORTE MODERNO

- DUNNING, Eric y SHEARD, Kenneth. Barbarians, Gentlemen, and Players. Oxford: Martin Robertson, 1979.
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- WIGGLESWOETH, Neil. The Evolution of English Sport. London: Frank Cass, 1996. EL CRIQUET, DEPORTE NACIONAL DEL VERANO
- BIRLEY, Sir Derek. A Social History Of English Cricket: Aurum Press, 2003. GREEN, Stephen. Lord's, Cathedral of Cricket: Tempus Publishing, 2003.
- SISSONS, R. The Player, A Social History of the Professional Cricketer: Kingswood Press, 1988.

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- CLÉMENT, J.P., DEFRANCE, J., POCIELLO, C. Sport et pouvoirs. Grenoble: Presses Universitaires de Grenoble, 1994.
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#### EL MODELO FASCISTA: ITALIA

- BETTI, C. L'Opera Nazionale Balilla e l'educazione fascista. Roma: La Nuova Italia, 1983. FABRIZIO, F. La politica sportiva del regime. 1924-1936. Rimini: Guaraldi, 1976.
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- ULZEGA, M.P., TEJA, A. L'addestramento ginnico-militare nell'Esercito italiano (1861-1945). Roma: Stato Maggiore dell'Esercito, 1993.

#### EL PERIODO DE ENTREGUERRAS (1918-1945): ALEMANIA

- GRAHAM, C. C. Leni Riefenstahl and Olympia. London: Scarecrow, 1986.
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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.