

## 1. BASIC INFORMATION

<b>Course</b>	Sport Policy and Politics
<b>Degree program</b>	Sports Management Degree
<b>School</b>	Medicina, Salud y Deportes
<b>Year</b>	Third Year
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	On-site and distance learning
<b>Semester</b>	S6
<b>Academic year</b>	2025-2026
<b>Coordinating professor</b>	<b>Dr. Nicolás de la Plata Caballero</b>

## 2. PRESENTATION

This subject belongs to the third year of the Degree in Sports Management and is taught over one semester, with a workload of 6 ECTS credits (62 hours). As it is a unique and relatively recent subject in Spain, closely linked to current affairs, your full engagement will be essential to get the most out of it and to maximize what the entire group can achieve. It is an exciting challenge. Sports Policy is the subject that encompasses and integrates the general and guiding principles of sports and physical activity, along with the legal and legislative frameworks that, once implemented, shape sports practice, activity, and physical education within our social systems. Sports policy must be studied from economic, political, legal, and social perspectives. The main goal of this subject is to provide students with a comprehensive understanding of public policies in the sports sector, covering their formulation, implementation, evaluation, and economic impact from both theoretical and practical viewpoints. Through analyzing the relationship between politics, governance, and governability, the course aims to develop skills to interpret the role of sports as a diplomatic, ideological, and strategic tool, identifying the key actors, contexts, and conflicts that shape public sports administration in the 21st century. Undoubtedly, the objectives of sports policies and their lines of action influence not only sports but also health, education, culture, and citizens' quality of life, while also playing a vital role as an economic driver and a factor of social cohesion.

### 3. COMPETENCIES AND LEARNING OUTCOMES

#### **Knowledge**

KW02. 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.

#### **Competences**

CP8. Analyze and evaluate with scientific rigor social, legal, economic, scientific or ethical issues in physical activity and sports.

CP9. Organize the promotion of policies, strategies, and programs on aspects of public health, in relation to physical activity and sports (for the prevention of risk factors and diseases), as well as collaborate with other stakeholders in the same, in any professional intervention sector of physical activity and sports.

CP15. Develop business action plans to improve processes that involve material, human or economic resources.

### 4. CONTENT

#### **PART 0. GENERAL INTRODUCTION**

#### **PART I. THE THEORY**

1. The Welfare State: A Privileged Field for Public Policies
2. Public Policies and State Theory
3. Politics as Structure
4. Politics in the State: Constitutive Elements, Institutions, Forms of Government
5. The Political Process: Culture and Actors
6. Politics as an Outcome: Public Policies (Sports)

#### **PART II. DEFINITION AND ANALYSIS OF ISSUES IN SPORTS POLICY AND POLITICS**

1. Epistemology and the Study Object
2. Sport and the Study of Politics (Article and Chapters from the Black Book)
3. Governance and Governmentality of Sport
4. Sport Policy-Making
5. Sport as a Foreign Policy and Diplomatic Tool

## 6. Sport and Political Ideology

### PART III. THE ANALYSIS OF PUBLIC POLICIES IN SPORT

1. Formulation of Sports Policies: Approaches, Strategies, and New Trends
  - 1.1. The Conceptual Framework
  - 1.2. The Emergence of Public Issues
  - 1.3. Public Decision-Making
2. Implementation, Evaluation, and the Economic Impact of Sports Policies
  - 2.1. Implementation
  - 2.2. Evaluation
  - 2.3. The Economic Impact of Sports Policies
3. Actors in the Sports Policy Process: Politicians, Bureaucrats, and Interest Groups
4. Contexts, Power, and Conflict in Public Sports Administrations

### PART IV. SPORT, IDEOLOGY, AND THEORY

5. Political Dynamics, Governance, and Governability in Sports in the 21st Century

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture/Web conference
- Case method
- Cooperative learning
- Problem-based learning (PBL)
- Simulation environments

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	22
Reading content topics	12
Case analysis	25
Debates and colloquia	20
Oral presentations	10
Preparation of reports and writings	25
Tutorials	4

Independent work	30
On-site knowledge tests	2
<b>TOTAL</b>	<b>150</b>

**Online mode:**

Learning activity	Number of hours
Synchronous virtual classes	22
Reading content topics	12
Case analysis	25
Virtual forums	20
Oral presentation of work through virtual seminars	10
Preparation of reports and writings	25
Virtual tutoring	4
Independent work	30
Virtual evaluation tests	2
<b>TOTAL</b>	<b>150</b>

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	50
Oral presentation	10
Participation in debates and forums	20
Problem-solving and practical exercises	20
<b>TOTAL</b>	<b>100</b>

**Online mode:**

Assessment system	Weight
Virtual knowledge assessments	60
Oral presentations of projects through virtual seminars	5

Participation in debates and discussions in online forums	5
Case analysis	30

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

### 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 4.0 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 4.0 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.

## 6. SCHEDULE

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

Assessable activities	Deadline
Weekly press summary	Weekly
Exercise 1. Society, Politics, and Power	Week 2
Exercise 2. Analyzing Political Systems and Their Evolution	Week 3
Exercise 3. Analysis	Week 5
Exercise 4. Classify Sports Policies	Week 8
5. Warm Up Case Study! "Developing a Community Sport Organization's Diversity, Equity, and Inclusion Policy"	Week 10
Objective test on Topics 1-3	Week 9

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.

## 7. BIBLIOGRAPHY

The main reference work for this subject is:

- Bairner, A., Kelly, J., & Lee, J. W. (Eds.). (2017). *Routledge handbook of sport politics*. Routledge.
- Brohm, J.-M. (1982). *Sociología política del deporte*. Fondo de Cultura Económica.
- García, B., & Smokvina, V. (Eds.). (2025). *The European Model of Sport: Myth or reality?* Routledge.
- Grix, J. (2017). *Sport politics: An introduction*. Bloomsbury Publishing.
- Harguindéguy, J.-B. (2024). *Análisis de políticas públicas* (4.ª ed.). Tecnos.
- Meny, Y., & Thoenig, J.-C. (1992). *Las políticas públicas*. Ariel Ciencia Política.
- Morán, M. L., & Benedicto, J. (2024). *Poder y política: El análisis sociopolítico en un mundo de incertidumbres* (1.ª ed.). Marcial Pons, Ediciones Jurídicas y Sociales.
- Novak, M. (1976). *The joy of sports*. Basic Books.
- Regards croisés sur l'économie. (2025). *Le sport en jeu: Marchandisation, politisation, professionnalisation* [Número especial]. Éditions La Découverte.
- Vallés, M., & Martí Puig, S. (2024). *Ciencia política: Un manual*. Editorial Ariel.

The specific bibliography will be determined based on the references indicated for each topic in the course. If students wish to obtain more specific or additional bibliography, they may request it during tutoring sessions. To do so, they only need to send an email to the instructor to arrange an appointment.

The recommended Bibliography is:

- Aguilar Villanueva, L. F. (Ed.). (2000). *El estudio de las políticas públicas*. Miguel Ángel Porrúa.
- Aguilar Villanueva, L. F. (Ed.). (2000). *La hechura de las políticas públicas*. Miguel Ángel Porrúa.
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- Anderson, J. E. (1975). *Public Policy-making*. Holt Praeger.
- Birkland, T.A. (2005) *An Introduction to the Policy Process. Theories, concepts and models of public policy making*. Routledge. <https://doi.org/10.4324/9781351023948>
- Breuer, C., Hoekman, R., Nagel, S., & van der Werff, H. (Eds.). (2015). *Sport clubs in Europe: A cross-national comparative perspective*. Springer.
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- Downward, P., Dawson, A., & Dejonghe, T. (2009). *Sports economics: Theory, evidence and policy*. Routledge.

- Downward, P., Frick, B., Humphreys, B. R., Pawlowski, T., Ruseski, J. E., & Soebbing, B. P. (Eds.). (2019). *The SAGE handbook of sports economics*. SAGE.
- Dye, T. R. (1972). *Understanding Public Policy*. Prentice Hall.
- Freeburn, L. (2018). *Regulating international sport: Power, authority and legitimacy*. Brill.
- Gilchrist, P. (2012). *The politics of sport: Community, mobility, identity*. Routledge.
- Guest, C., Ricciardi, W., Kawachi, I., & Lang, I. (Eds.). (2013). *Oxford handbook of public health practice*. Oxford University Press.
- Hallmann, K., & Petry, K. (Eds.). (2013). *Comparative sport development systems, participation and public policy*. Springer.
- Henry, I., & Ling-Mei, K. (2013). *Routledge handbook of sport policy*. Routledge.
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- Howlett, M. e Ramesh, M. (1995). *Studying Public Policy*. Oxford University Press.
- Jones, C. O. (1970). *An Introduction to the Study of Public Policy*. Wadsworth.
- Knill, C., e Tosun, J. (2012). *Public policy: A new introduction*. Palgrave Macmillan.
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- Lemieux, V. (1995). *L'etude des politiques publiques. Les acteurs et leur pouvoir*. Presses de L'Université Laval.
- Mansfield, L., & Piggin, J. (2018). *Sport, physical activity and public health*. Routledge.
- Muller, P. (1990). *Les politiques publiques*. Presses Universitaires de France (PUF).
- Nagel, S. S. (1984). *Public Policy: Goals, Means and Methods*. St. Martin's Press.
- Parsons, W. (1995). *Public Policy*. Edward Elgar.
- Subirats, J. (1992). *Análisis de políticas públicas y eficacia de la administración*. INAP.
- Subirats, J.; Knoepfel, P.; Larrue, C.; Varone, F. (2008). *Análisis y gestión de políticas públicas*. Ariel.
- Tamayo Sáez, M. (1997). El análisis de las políticas públicas. En R. Bañón, e E. Carrillo (comps). *La nueva Administración Pública* (pp. 281-312). Alianza.

## 8. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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 mean 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 opportunity 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)

## 9. 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.