

DEREE COLLEGE SYLLABUS FOR: SM 3003 OLYMPIC GAMES AND SPORTS MEGA EVENTS	
(updated, Fall 2021)	UK LEVEL 5 UK CREDITS: 15 US CREDITS: 3/0/3
PREREQUISITES:	None
CATALOG DESCRIPTION:	Planning, development, and organizational aspects of sports mega events; workforce issues, venues, marketing, promotion, leadership, fundraising, ethical challenges, as well as the sociological, economic, and political significance of bids for, and the hosting of, Sports Mega Events and the Olympic Games; historical development of the Olympic Games and their evolution to modern Olympics.
RATIONALE:	Sports Mega Events, including the football World Cup and the Olympic Games, provide a public interest agenda that addresses issues across a wide spectrum of concerns and opportunities. By taking this module students develop thorough knowledge on planning, developing and managing Sports Mega Events, and a critical understanding of the challenges that arise from hosting such events. Students are also exposed to historical and socio-cultural perspectives regarding the Olympic Games and sports mega events.
LEARNING OUTCOMES:	As a result of taking this module, the student should be able to: <ol style="list-style-type: none"> 1. Demonstrate critical knowledge and understanding of the managerial and organizational aspects of Sports Mega Events, including the Olympic Games, as well as the political and ethical ramifications arising from these. 2. Analyse the theory pertaining to contemporary issues in the organization of Sports Mega Events and the Olympic Games and connect critical debates and insights with the experiences from ‘real life’ cases of Sports Mega Events. 3. Employ social, economic and political theory to explain the development and distinctive character of the Olympic Games and Sports Mega Events throughout society. 4. Analyse the social and cultural meanings attached to Sports Mega Events and the Olympic Games, and their impact on sports participation and regulation.
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students’ cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills. • Major Written Project: A literature review of a contemporary issue of Sports Mega Events will be conducted, with extensive use of library resources. • Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course’s content. • Use of blackboard, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="670 264 1463 453"> <tr> <td>First Assessment: Major written project on one relevant theoretical topic/issue. Individual, 2000 words</td> <td>40%</td> </tr> <tr> <td>Final Assessment: In-class comprehensive written examination (Two-hour, closed-book, on core theoretical and practical issues)</td> <td>60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="670 512 1463 575"> <tr> <td>Mock exams</td> <td>0%</td> </tr> </table> <p>The formative and coursework assessments aim to prepare students for the summative assessments. The first assessment tests Learning Outcomes 1 & 2. The final assessment tests Learning Outcomes 1, 2, 3 & 4.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>	First Assessment: Major written project on one relevant theoretical topic/issue. Individual, 2000 words	40%	Final Assessment: In-class comprehensive written examination (Two-hour, closed-book, on core theoretical and practical issues)	60%	Mock exams	0%
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Final Assessment: In-class comprehensive written examination (Two-hour, closed-book, on core theoretical and practical issues)	60%						
Mock exams	0%						
<p>INDICATIVE READING LIST:</p>	<p>REQUIRED MATERIAL:</p> <ul style="list-style-type: none"> • Parent, M. M. & Smith-Swan, S. (2013). <i>Managing Major Sports Events: Theory and Practice</i>, London: Routledge. <p>RECOMMENDED READING:</p> <p>A. BOOKS</p> <ul style="list-style-type: none"> • Billings, A. C. (2008). <i>Olympic Media Inside the Biggest Show on Television</i>. Oxon, UK: Routledge. • Boykoff, J. (2016). <i>Power Games: A Political history of the Olympics</i>. London, UK: Verso. • Camy, J. & Robinson, L. (Eds). (2007). <i>Managing Olympic Sport Organizations</i>. Champaign, IL: Human Kinetics. • Chappelet J.L. & Kubler-Mabbott, B. (2008). <i>The International Olympic Committee and the Olympic System: The governance of world sport</i>. Oxon, UK: Routledge. • Ferrand, A., Chappelet, J-L. & Seguin, B. (2012). <i>Olympic Marketing</i>. London Routledge. • Frawley, S., & Adair, D. (Eds). (2013). <i>Managing the Olympics</i>. London, 						

UK: Palgrave & Macmillan.

- Girginov, V. & Preuss, H. (2019). *Intangible Olympic legacies: concept, method and measurement*. London, UK: Brunel University.
- Horne, J. & Manzenreiter, W. (2006). *Sports mega-events: social scientific analyses of a global phenomenon*. Oxford, UK: Blackwell Publishing.
- Masterman, G. (2009). *Strategic Sports Event Management*. Oxford, UK: Elsevier.
- Payne, M. (2006). *Olympic Turnaround: How the Olympic Games stepped back from the brink of extinction to become the world's best known brand*. Westport, CT: Praeger Publishers.
- Theodoraki, E. (2008). *Olympic Event Organization*, London: Routledge.
- Young, K. & Wamsley, K. (2005). *Global Olympics: Historical and Sociological Studies of the Modern Games*. Bingley, UK: Emerald Group Publishing Limited.

B. ARTICLES

- Garcia, B. (2008). One hundred years of cultural programming within the Olympic Games (1912-2012): origins, evolution and projections. *International Journal of Cultural Policy*, 14(4), 361-376.
- Gibson, H., Walker, M., Thapa, B. Kaplanidou, K. Geldenhuys, S. & Coetzee, W. (2014). Psychic Income and Social Capital among Host Nation Residents: A Pre-Post Analysis of the 2010 FIFA World Cup in South Africa. *Tourism Management*, 44, 113-122.
- Kaplanidou, K. (2012). The importance of legacy outcomes for Olympic Games four summer host cities residents' quality of life: 1996–2008, *European Sport Management Quarterly*, 12(4), 397-433.
- Kaplanidou, K., Al-Emadi, A., Triantafyllidis, S. Sagas, M. & Diop, A. (2016) Qatar World Cup 2022: Awareness of the event and its impact on destination and country character perceptions in the USA tourism market. *Tourism Review International*, 20, 143–153.
- Kaplanidou, K., Al-Emadi, A, Sagas, M., Diop, A., Fritz G. (2016). Business legacy planning for mega events: The case of the 2022 World Cup in Qatar, *Journal of Business Research*, 69(10), 4103-4111.
- Karadakis, K. & Kaplanidou, K. (2012). Legacy Perceptions among Host and Non-host Olympic Games Residents: A longitudinal study of the 2010 Vancouver Olympic Games. *European Sport Management Quarterly*, 12(3) 397-433.
- Kim, A., Choi M., & Kaplanidou, K. (2015). The Role of the Media in Enhancing People's Perception of Hosting a Mega Sport Event: The Case of Pyeongchang's Winter Olympic Bids. *International Journal of Sport Communication*. 8, 68 -86.
- Scandizzo, P. & Pierleoni, M. R. (2017). Assessing the Olympic Games: the economic impact and beyond. *Journal of Economic Surveys*, 32, 1-34.
- Singh, N. & Hu, C. (2008). Understanding strategic alignment for destination marketing and the 2004 Athens Olympic Games: Implications from extracted

	<p>tacit knowledge. <i>Tourism Management</i>, 29(5), 929-939.</p> <ul style="list-style-type: none"> • Toohey, K. & Taylor, T. (2008). Mega-events, fear and risk: terrorism at the Olympic Games. <i>Journal of Sport Management</i>, 22(4), 451-469. • Walker, M., Heere, B., Parent, M. & Drane, D. (2010). Social responsibility and the Olympic Games: the mediating role of consumer attributions. <i>Journal of Business Ethics</i>, 95(4), 659-680. • Xing, X., Church, A., G. O'Reilly, N., Pegoraro, A., Nadeau, J., Schweinbenz, A., Heslop, L. & Séguin, B. (2008). Olympic Games host and bid city marketing: exploring issue management in the relationships among event stakeholder groups. <i>International Journal of Sports Marketing and Sponsorship</i>, 9(4), 321-335. • Zhang, J. & Wu, F. (2008). Mega-event marketing and urban growth coalitions: A case study of Nanjing Olympic New Town. <i>The Town Planning Review</i>, 79(2/3), 209-226.
COMMUNICATION REQUIREMENTS:	Use of appropriate academic conventions as applicable in oral and written communications.
SOFTWARE REQUIREMENTS:	
WWW RESOURCES:	<p>Students are expected to use the internet at their own discretion to select information on the individual project. Useful sources include:</p> <p>www.olympic.org/ www.hoc.gr/ www.olympic.org/olympic-studies-centre</p>
JOURNALS	<p>Journal of Sport Management Sport Management Review Sport Marketing Quarterly Journal of Business Ethics</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. The nature of global sports mega events 2. International politics and the governance bodies for Sports Mega Events 3. The Olympic Games and the Olympic movement: Historical perspectives 4. The Modern Olympics 5. Lobbying and bidding for sports mega events 6. Leading and setting up the organizing committee 7. Planning sports mega events 8. Workforce management 9. Marketing and sponsorship 10. Venues 11. Media 12. Risk management and security 13. The commercialization of Sports Mega Events 14. Contemporary challenges of Sports Mega Events: doping, racism