

THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW360K/395K
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Semester: Fall 2018
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Meeting Time: 5:30pm to 8:30 pm
Meeting Days: Wednesday
Meeting Place: 1.214
Office Room: 3.106G
Office Hours: Wednesday 4:00pm to 5:00 pm

INTRODUCTION TO SPORT SOCIAL WORK

I. Standardized Course Description

Sport is one of the oldest social work interventions for vulnerable populations. Sport programs help to enhance human well-being, reduce the harm of poverty, and contribute to human capital development. This course provides a foundation for social workers interested in social work practice in sporting environments and prepares social workers to assist athletes at all levels of sports. The course also includes a focus on physical and mental health, parenting, youth, foster care, bereavement, and social services.

II. Standardized Course Objectives

Upon completion of this course students will be able to:

1. Apply the multidimensional perspective to understanding athletes and their experiences at various stages of the life cycle
2. Critically select, adapt, and evaluate theoretically supported practice strategies and principles in relation to: athletes' functioning, strengths, and challenges; congruence of culture, diversity, and related experiences; fit with values and ethics of the profession; applicability to athletic teams, contexts, and systems; and emphasis on social justice
3. Analyze the influence of diversity and power on athletes
4. Critically examine the relationship between personal and professional values within the context of social work in sports
5. Apply ethical making decision strategies to complex dilemmas encountered in social work practice with athletes

III. Teaching Methods

This class uses a seminar format. This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period. You are expected to participate in class. Class attendance and participation is required and essential for successful completion of this course.

This course will use an electronic Canvas site. Canvas will be used for communication between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. Required Text and Materials

All readings are posted on Canvas Under Files.

V. Course Requirements

Case Study (1 or 2) (Competency Assignment 2) 30%

Students, in class, will address two case studies from a social work perspective. One study pertains to youth sports and the other college sports. The case studies should be addressed from a multidimensional perspective and proposed resolutions and strategies should be rooted in the literature, course conversations and other resources used up until the date the case studies are distributed. A matrix will be distributed with the case study to underscore important points and provide a framework for responses. Students can use notes from this class and other social work practice classes in this exercise.

Due Date: October 10th

Bi-Weekly Canvas Postings (Competency Assignment 1) 20%

The Canvas posting will include current events from the past week pertaining to the intersection between social work in sports. The students' primary task will be to explore and critique sports issues and how they fit into social work education, practice, or research. *The critique requires students to critically think through how the socially constructed social work issue in sports is presented, framed and contributes to objective or subjective views of the issue. Postings should not be article summaries.* Other criteria for the BB posting will be the integration, via critical thinking, of social work concepts from course materials and foundation courses like human behavior. Students are expected to bold the concepts they use in their papers, from the theoretical readings, so the reader easily identifies them and understands how they are being used in the context of their work. The concepts should not be defined but used in sentences with at least one example or application. Additionally, students will be required to respond to at least one post by their classmates and any inquiries to their post from their classmates or the instructor.

Due Dates: September 5th, September 19th, October 3rd, October 17th, November 7th, November 28th. **Post 24 hours before class (Tuesday @ 5:30 pm).**

Sports Field Trip Observations (Competency Assignment 3) 10%

A youth, high school college or professional sporting event – students are encouraged to attend with at least one classmate (However, you do not have to attend with a classmate). This assignment is about everything but the game! The notes may reflect observations of

the crowd or interactions between the athletes and the crowd. Observations are not limited to activities inside the venue. The field notes are due at the end of the trip, but must include some concepts related to community development and sports. Thus, students may want to bring notes from the previous classes on the trip. *The assignment requires critical thinking about the implications for the community, the immediate surrounding community or a subpopulation in the community – if the sporting event were not a part of the community.* Students will be required to take and submit five photographs during the trip. The field notes and pictures will be collected at a public event and will not be used to create or disseminate new knowledge. Original, hand-written field notes must be submitted after, via PDF, 24 hours after the event.

Due (Date) By: November 14th

Issue Brief (Competency Assignment 4)

30%

The onset of the brief includes students independently identifying a social work topic reflected in sports. The issue brief will target a subpopulation of youth, secondary, college or professional sports and a social work issue. Students are expected to provide some background information (qualitative) on the social work issue and its relevance and impact on the subpopulation and relevant systems. Next, students should provide a brief (5-7 articles) literature review (quantitative or qualitative) on the issue and if possible on the issue in the context of sports/their subpopulation. Third, students are expected to discuss how intersecting social work in sports issues are addressed at any level (micro, macro, or meso), from a social work perspective. Lastly, students should discuss how social work can assist in addressing the issue in sports and/or how social workers can bring the sports issue to social work practices. Ten (10) percent of the grade on this assignment will be dedicated to the presentation (delivery and content).

Due Date: December 5th

“Being Present” Class Participation and Attendance

10%

Students are expected to voluntarily participate in class discussion and assist in discussing how the lesson of the week is relevant to current events in sports and social work for the past/current week.

Due Dates: Ongoing

VI. Grades

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

Attendance: Regular and punctual attendance to each class is expected for this course. More than 2 absences will result in a deduction from the professionalism grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor in a timely manner about absences, and alert the professor about late arrivals or early departures.

Late Assignments: It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the beginning of the class on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. After 3 calendar days, late assignments will not be accepted. Students should contact the professor, at minimum, 24 hours before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.

Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). When using information from sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

Professionalism: One goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the *Student Guide to Undergraduate Field*. For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

Use of Computers/Cell Phones in the Classroom: When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the class is not permitted and will result in lowered professional accountability grades and possible disciplinary action. Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

Use of Canvas: In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Use may include the following: to distribute course materials including recorded lectures and videos, to communicate and collaborate online, to post grades, to submit some assignments, and to give students online surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to

approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a

change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made.

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

The schedule below is what we will attempt to accomplish, but we may not make it to all of the material.

Date	Topic	Assignment Due	Readings
8/29	The Interface between Sports and Social Work		
9/5	The Interface between Sports and Social Work	Canvas Post	Hartman, D. (2003). Theorizing sport as a social intervention: A view from the grassroots. <i>Quest</i> , 55, 118-140. Dean, C., & Rowan, D. (2014). The Social Worker's Role in Serving Vulnerable Athletes. <i>Journal of Social Work Practice</i> , 28(2), 219-227.

			Alliance of Social Workers in Sports (2018, July). <i>Sport Social Work Fact Sheet</i> . San Antonio, TX
9/12	Athletes as a vulnerable population		Gill, E. (2008). Social work in intercollegiate athletics: It's time for social workers to get in the game. <i>Social Work</i> , 53(1), 85-88. Capranica, L., & Millard-Stafford, M. L. (2011). Youth sport specialization: how to manage competition and training? <i>International journal of sports physiology and performance</i> , 6(4), 572-579.
9/19	Sports Philanthropy & Community Development	Canvas Post	Babiak, K., Mills, B., Tainsky, S., & Juravich, M. (2012). An investigation into professional athlete philanthropy: Why charity is part of the game. <i>Journal of Sport Management</i> , 26(2), 159-176. Lavigne, P. (2013). Athlete charities often lack standards . Retrieved from http://www.espn.com/espn/otl/story/_/id/9109024/top-athletes-charities-often-measure-charity-experts-say-efficient-effective-use-money Carnegie Medal of Philanthropy (2017, October 23). Athletes Pursuing Philanthropy . Retrieved from https://www.medalofphilanthropy.org/athletes-pursuing-philanthropy/
9/26	Youth development via sports		Lawson, H.A. (2005). Empowering people, facilitating community development, and contributing to sustainable development: The Social work of sport, exercise, and physical education programs. <i>Sport, Education and Society</i> , 10(1), 135-160. Klint, K. A., & Weiss, M. R. (1987). Perceived competence and motives for participating in youth sports: A test of Harter's competence motivation theory. <i>Journal of sport Psychology</i> , 9(1), 55-65.
10/3	The vulnerabilities of youth sports	Canvas Post	Gill, E. & Allen, T. (2013). The Penn State University child sexual abuse scandal: A social work perspective on implications for sport management. <i>The Journal of Issues in Intercollegiate Athletics</i> , 70-89.

			Teasley, M. L., & Gill, E. (2014). School Sports, Sexual Abuse, and the Utility of School Social Workers. <i>Children & Schools</i> , cdu032.
10/10	Mental health and interscholastic sports	Case Study	<p>Kreager, D. A. (2007). Unnecessary roughness? School sports, peer networks, and male adolescent violence. <i>American Sociological Review</i>, 72(5), 705-724.</p> <p>Smith, R. E., & Smoll, F. L. (1991). Behavioral research and intervention in youth sports. <i>Behavior Therapy</i>, 22(3), 329-344.</p> <p>Greist, J. H., Klein, M. H., Eischens, R. R., Faris, J., Gurman, A. S., & Morgan, W. P. (1979). Running as treatment for depression. <i>Comprehensive Psychiatry</i>, 20(1), 41-54.</p>
10/17	Counseling, case managing & advocating for student-athletes	Canvas Post	<p>Nordeen, L. (2008). Issues unique to student-athletes. In Leslie-Toogood, A. and Gill, E. (Eds.) <i>Advising Student-Athletes: A Comprehensive Approach to Success</i>. Manhattan, KS: National Academic Advising Association. p. 95-102.</p> <p>Fletcher, T.B., Benschoff, J.M. & Richburg, M.J. (2003). A Systems Approach to Understanding and Counseling College Student-Athletes. <i>Journal of College Counseling</i>, 6, 35- 45. PPT</p> <p>Gill, E. (2017, October). <i>Student-Athlete Wellness and Development Programming: Existing Models, Key Processes and the Future of Student-Athlete Development</i>. National Alliance of Social Workers in Sports 3rd Annual Conference. Dallas, TX.</p>
10/24	Mental health disorders in collegiate athletics		<p>Flanagan, L. (2014, March 21). When College Athletes Face Depression. <i>The Atlantic</i>.</p> <p>Smolak, L., Murnen, S.K., & Ruble, A.E. (2000). Female athletes and eating problems: A meta-analysis. <i>International Journal of Eating Disorders</i>, 27 (4), 371-380.</p> <p>R. D. Williams Jr., M. A. Perko, S. L. Usdan, J. D. Leeper, D. Belcher, and D. D. Leaver-Dunn Williams, Jr., Ronald D., Perko, Michael A., Usdan, Stuart L., Leeper, James D., Belcher, Don (2008). Influences on Alcohol Use Among</p>

			NCAA Athletes: Application of the Social Ecology Model. <i>American Journal of Health Studies</i> , Vol. 23, Issue 3
11/7	Advocacy in Athletics	Canvas Post	Gill, E.L. (2016). "Hands up, don't shoot" or shut up and play ball? Fan-generated media views of the Ferguson Five. <i>Journal of Human Behavior in the Social Environment</i> , 26(3-4), 400-412. National Basketball Association (2018). <i>A Mental Health and Wellness: Practices for NBA Teams</i> . New York, NY.
11/14	Professional Sports	Field Trip Observation	Christensen, M. C., Gill, E., & Pérez, A. (2016). The Ray Rice domestic violence case: constructing black masculinity through newspaper reports. <i>Journal of Sport and Social Issues</i> , 1, 24. Gill, E., Christensen, M.C., & Pérez, A. (2017). The Sale of the Atlanta Hawks: Is it Racism or White Ownership Playing the Race Card? <i>Sports Media Journal</i> .
11/28	Violence in professional sports	Canvas Post	Walton, T. (2001). The Sprewell/Carlesimo episode: unacceptable violence or unacceptable victim? <i>Sociology of Sport Journal</i> , 18(3), 345-357. Pérez, A., Gill, E., & Christensen, C. (In progress). There is a thin line between discipline and child abuse: A case study of child abuse in the Adrian Peterson discourse
12/5	Women, Title IX, and LGBT in Sports	Issue Brief	Gill, E. L. (2007). The prevalence of Black females in college sports: It's just an illusion . <i>Diverse Issues in Higher Education</i> , 24(8), 65. Sartore-Baldwin, M. (2012). Lesbian, Gay, Bisexual, and Transgender Athletes in Sport. <i>Journal for the Study of Sports and Athletes in Education</i> , 6(1), 141-152. GLSEN (2013). <i>The Experiences of LGBT Students in School Athletics (Research Brief)</i> . New York: GLSEN.

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