

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW360K/387R34	Instructor:	Octavious D, Bishop PhD
Unique Number:	61400 61570	Email:	octavious.bishop@austin.utexas.edu
Semester:	Fall 2022	Office:	Online/ZOOM
Meeting Time/Place:	Wednesday	Office Phone:	Email is best option to reach me due to changing COVID protocol
	5:30pm – 8:30pm	Office Hours:	Wednesday, 4:15pm – 5:15pm
	SSW 1.214		Other times by appointment

Introduction to Sports Social Work

I. STANDARDIZED COURSE DESCRIPTION

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, 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 course is designed to provide a blended learning experience, using both asynchronous and synchronous approaches. Asynchronous work is a blend of direct instruction and self-paced individual tasks using online platforms, web resources, and occasionally requiring an activity. Synchronous sessions consist of collective classroom time held on Wednesdays 5:30pm – 8:30pm. As we all know COVID protocol is ever changing. I will be flexible for you and I will need you to do the same for me as your professor. You will participate in various methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. role playing, active learning, out of class activities) will be emphasized. You are expected to complete assigned readings, watch documentaries, and complete all assignments on time.

You are expected to participate in class. Class attendance is required and essential for successful completion of this course. Coming to class and participating will be in your favor. The easiest way to do less than you expect in this class is to miss class. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, the professor, and the TA if the professor has one for this class.

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

Coakly, J.J. (2021). *Sports in society: Issues and controversies* Boston: Mcgraw-Hill. 13th edition

Hurd, M. (2019). *Thursday night lights: The story of black high school football in Texas*. University of Texas Press.

V. COURSE REQUIREMENTS (Read the “Announcements” everyday)

Hot Topic Groups (25) “Being Present” Class Participation and Attendance. 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. The topics will be displayed in the Announcements TAB in Canvas before each class. Your attendance is so important for this course as we only meet once a week. **Missing class is not an option.** If you are going to miss please check in with Dr. Bishop. Stay engaged with your classmates and groups to understand any changes that may need to be made. It is your responsibility to communicate with Dr. Bishop and engage your classmates.

Perspective papers (25) There will be five perspective papers during the semester. The goal of this assignment is for students to use their scholarly voice. Dr. Bishop will give directions and instructions for each perspective paper.

Sports Field Trip Observations (25) 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, coaches, trainers, advertisement, band, national anthem, moments of silence, school songs and the crowd. Observations are not limited to activities inside the venue. The assignment requires critical thinking about the implications for the community, the immediate surrounding community or a subpopulation in the community. Students will be required to take and submit 3-5 photographs during the trip. Each student will create a power point presentation using the photos, observations, and interactions. Submit in Canvas on by the due date.

Final Assignment (25)

For this assignment 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 on the social work issue and its relevance and impact on the subpopulation and relevant systems. Next, students should provide a brief **(360K 5 Articles) (387R34 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.

This assignment is will need to be at least **(360K 5 Articles)** 6 pages and not more than 12 pages double-spaced). **(387R34 7 Articles)** at least 8 pages and no more than 16 pages double-spaced. APA guidelines must be followed for BSW and MSSW.

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

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class

members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

7. Use of Canvas: The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due

dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

9. Classroom Courtesy: As a courtesy to the class that meets after your class, please dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

VIII. UNIVERSITY POLICIES

POLICIES (REQUIRED IN ALL SYLLABI) *Policies are updated each term, so please include all of this information.

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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. Please be aware of the following policies regarding evacuation:

- 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 writing 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.

GRADING SCALE

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

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	
8/24	<i>Introduction to Sports Social Work Syllabus Class Themes Hot Topic</i>		
8/31	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #1 Due by next Tuesday 5pm</i>	<i>Sports in Society Chapter 1-2 "Robo QB" 30 for 30</i>
9/7	<i>Hot Topic Announcements Canvas</i>		<i>Sports in Society Chapter 3 Article Discussion</i>
9/14	<i>TBD</i>	<i>Perspective Paper #2 Due by next Tuesday 5pm</i>	<i>Sports in Society Chapter 4 Thursday Night Lights Chapter 1</i>
9/21	<i>Hot Topic Announcements Canvas</i>		<i>Sports in Society Chapter 5 "Marion Jones" 30 for 30</i>
9/28	<i>Hot Topic Announcements Canvas</i>		<i>Sports in Society Chapter 6 "Brawl in the Palace" Thursday Night Lights Chapter 2</i>
10/5	<i>Hot Topic Announcements Canvas</i>		<i>Sports in Society Chapter 7 Article Discussion</i>
10/12	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #3 Due by next Tuesday 5pm</i>	<i>Sports in Society Chapter 8-9 Thursday Night Lights Chapter 3 Best of Enemies 30 for 30</i>

10/19	<i>Hot Topic Announcements Canvas</i>		<i>Sports in Society Chapter 10 Ricky Williams 30 for 30</i>
10/26	<i>Hot Topic Announcements Canvas</i>	Sports Field Trip Observations (25) <i>Due by the next Tuesday 5pm</i>	<i>Sports in Society Chapter 11 Thursday Night Lights Chapter 4</i>
11/2	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #4</i> <i>Due by next Tuesday 5pm</i>	<i>Sports in Society Chapter 12-13 Article Discussion</i>
11/9	<i>Hot Topic Announcements Canvas</i>		<i>Sports in Society Chapter 14 Thursday Night Lights Chapter 5</i>
11/16	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #5</i> <i>Due by next Sunday 5pm</i>	<i>Sports in Society Chapter 15 "College Admissions Scandal"</i>
11/23	Thanksgiving		
11/30	<i>Hot Topic Announcements Canvas</i>	Final Assignment (25) <i>Due by Friday Midnight Dec. 2nd</i>	<i>Sports in Society Chapter 16 Thursday Night Lights Chapter 6</i>

X. BIBLIOGRAPHY

Hartman, D. (2003). Theorizing sport as a social intervention: A view from the grassroots. *Quest*, 55, 118-140. Dean, C., & Rowan, D. (2014).

The Social Worker's Role in Serving Vulnerable Athletes. *Journal of Social Work Practice*, 28(2), 219-227. Gill, E. (2008).

Social work in intercollegiate athletics: It's time for social workers to get in the game. *Social Work*, 53(1), 85-88. Capranica, L., & Millard-Stafford, M. L. (2011).

Youth sport specialization: how to manage competition and training? *International journal of sports physiology and performance*, 6(4), 572-579. Babiak, K., Mills, B., Tainsky, S., & Juravich, M. (2012).

An investigation into professional athlete philanthropy: Why charity is part of the game. *Journal of Sport Management*, 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-measurecharity-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/> Lawson, H.A. (2005).

Empowering people, facilitating community development, and contributing to sustainable development: The Social work of sport, exercise, and physical education programs. *Sport, Education and Society*, 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. *Journal of Sport Psychology*, 9(1), 55-65. Gill, E. & Allen, T. (2013).

The Penn State University child sexual abuse scandal: A social work perspective on implications for sport management. *The Journal of Issues in Intercollegiate Athletics*, 70-89. Teasley, M. L., & Gill, E. (2014).

School Sports, Sexual Abuse, and the Utility of School Social Workers. *Children & Schools*, 29(3), 203-212. Kreager, D. A. (2007).

Unnecessary roughness? School sports, peer networks, and male adolescent violence. *American Sociological Review*, 72(5), 705-724. Smith, R. E., & Smoll, F. L. (1991).

Behavioral research and intervention in youth sports. *Behavior Therapy*, 22(3), 329-344. Greist, J. H., Klein, M. H., Eischens, R. R., Faris, J., Gurman, A. S., & Morgan, W. P. (1979).

Running as treatment for depression. *Comprehensive Psychiatry*, 20(1), 41-54. Nordeen, L. (2008).

- Issues unique to student-athletes. In Leslie-Toogood, A. and Gill, E. (Eds.) *Advising Student-Athletes: A Comprehensive Approach to Success*. Manhattan, KS: National Academic Advising Association. p. 95-102. Fletcher, T.B., Benschoff, J.M. & Richburg, M.J. (2003).
- A Systems Approach to Understanding and Counseling College Student-Athletes. *Journal of College Counseling*, 6, 35- 45. PPT Gill, E. (2017, October).
- Student-Athlete Wellness and Development Programming: Existing Models, Key Processes and the Future of Student-Athlete Development. National Alliance of Social Workers in Sports 3rd Annual Conference. Dallas, TX. Flanagan, L. (2014, March 21).
- When College Athletes Face Depression. *The Atlantic*. Smolak, L., Murnen, S.K., & Ruble, A.E. (2000).
- Female athletes and eating problems: A metaanalysis. *International Journal of Eating Disorders*, 27 (4), 371-380. 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 NCAA Athletes: Application of the Social Ecology Model. *American Journal of Health Studies*, Vol. 23, Issue 3 Gill, E.L. (2016).
- “Hands up, don’t shoot” or shut up and play ball? Fan-generated media views of the Ferguson Five. *Journal of Human Behavior in the Social Environment*, 26(3- 4), 400-412. National Basketball Association (2018).
- A Mental Health and Wellness: Practices for NBA Teams. New York, NY. Christensen, M. C., Gill, E., & Pérez, A. (2016).
- The Ray Rice domestic violence case: constructing black masculinity through newspaper reports. *Journal of Sport and Social Issues*, 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? *Sports Media Journal*. Walton, T. (2001).
- The prevalence of Black females in college sports: It’s just an illusion. *Diverse Issues in Higher Education*, 24(8), 65. Sartore-Baldwin, M. (2012).
- Lesbian, Gay, Bisexual, and Transgender Athletes in Sport. *Journal for the Study of Sports and Athletes in Education*, 6(1), 141-152. GLSEN (2013). *The Experiences of LGBT Students in School Athletics (Research Brief)*. New