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## *Teaching Awareness of Ethical Governance in Sport*

### **Topic 10**

### **Violence and aggression**

### **List of papers & Abstracts**



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Fields, S. K., Collins, C. L., & Comstock, R. D. (2007). Conflict on the courts: A review of sports-related violence literature. *Trauma, Violence, & Abuse*, 8(4), 359-369.

## CONFLICT ON THE COURTS

### A Review of Sports-Related Violence Literature

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*Sports-related violence is a form of interpersonal violence. Violence that occurs in and around the sporting world can have potentially severe physical and psychological repercussions for those involved. Although scholars in a wide range of disciplines have addressed three of the subsets of sports-related violence, they have done so without regard to the interconnected nature of the subsets, choosing instead to look at hazing, brawling, and foul play as independent problems. By separating hazing, brawling, and foul play and failing to recognize that their connection to sport connects them, scholars fail to see how sports-related violence is a broad example of interpersonal violence. This review describes some of the academic literature, primarily from the United States, and identifies similar themes and prevention suggestions that appear across disciplines. It also argues that the three subsets are an interconnected whole of sports-related violence that deserves more detailed study.*

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**Key words:** *sports; interpersonal violence; hazing; brawling; foul play; literature review*

GENERALLY, ONLY THE MOST EGREGIOUS examples of sports-related violence attract media attention and public concern. Several of these dramatic examples have occurred since 2004. In April 2006, a high school lacrosse coach allegedly inserted his gloved finger up a player's rectum while the boy was being held down on a team bus. The entire team and coaching staff was on the bus while traveling to an

out-of-state tournament. A local newspaper account of the subsequent investigation said the police were investigating to see if the allegations amounted to "hazing or to a crime" (Bridgman, 2006). Even more infamously, in November 2004, several members of the Indiana Pacers and the Detroit Pistons of the National Basketball Association (NBA) started a fight that spread into the stands and involved multiple players,



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## KEY ISSUES IN THE DEVELOPMENT OF AGGRESSION AND VIOLENCE FROM CHILDHOOD TO EARLY ADULTHOOD

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KEY WORDS: gender differences, prediction

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### ABSTRACT

Different manifestations of aggression from childhood to early adulthood are reviewed to establish how early manifestations are related to later manifestations. Similarities and differences in manifestations of aggression between the two genders are noted. Developmental sequences and pathways from minor aggression to violence are highlighted. Long-term escalation is contrasted with short-term escalation at older ages. Although studies have emphasized high stability of aggression over time, data show that a substantial proportion of aggressive youth desist over time. Temperamental, emotional, and cognitive aspects of aggression are reviewed, either as precursors or co-occurring conditions to aggression. Selected processes in the realms of the family, peers, and neighborhoods are highlighted that are known to be associated with juvenile aggression. Cumulative, long-term causes are contrasted with short-term causes, and causes associated with desistance in aggression are reviewed.

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Nucci, C., & Young-Shim, K. (2005). Improving socialization through sport: An analytic review of literature on aggression and sportsmanship. *Physical Educator*, 62(3), 123.

## Improving Socialization Through Sport: An Analytic Review of Literature on Aggression and Sportsmanship

Christine Nucci and Kim Young-Shim

### Abstract

*Socialization can take place through participation in sports since sports provide a microcosm for living and society. The structure of social relations in sports influences the participants' development of social skills. Researchers have strived to answer whether sports provides a positive outlet for, or teaches and reinforces, aggression. This paper reviews and extends research on aggression and sportsmanship, examines how aggression is developed, and makes recommendations.*

### I. Introduction

Human beings cannot live a fulfilling life in isolation, and can have more effective and healthy lives through association with others. This means that human beings must somehow learn how to live together. Socialization can take place through participation in sports since sports provide learning environments where participants have the opportunity to learn competition, cooperation, role-playing and discipline regarding rules, regulations, and goals (Bloom & Smith, 1996). In this sense, sports can be seen as a laboratory of human experience. The structure of social relations in organized sports can give participants experience in various roles and group interaction, and contribute to the development of social characteristics that integrate them into existing larger social structures.

Unfortunately, a "win-at-all-costs" philosophy has often led to unethical and aggressive behaviors, impacting negatively and destructively on the development and well being of young athletes and of society at large. Researchers (see, e.g., Arms, Russell, & Sandilands, 1979; Bredemeier,

Weiss, Shields, & Cooper, 1986; Ewing, Gano-Overway, Branta, & Seefeldt, 2002; Guivernau & Duda, 2002; Terry & Jackson, 1985) have strived to answer whether sports provides a positive outlet for an instinctive drive of aggression or whether sport teaches and reinforces aggression through the highly competitive nature of many sport settings. The purpose of the present paper is to review and extend past theories and perspectives on aggression and sportsmanship, to explore how aggression is developed and to make recommendations. For this purpose, three theories that address aggression are examined: 1) instinct theory, 2) frustration-aggression hypothesis, and 3) social learning theory. The impact of significant others such as coaches, peers and parents on young athletes' aggression and moral reasoning will be examined, and possible recommendations will be suggested based upon social learning theory.

### II. Theoretical Background

Proponents of instinct theory such as Freudians argue that aggression is instinctive, and that vigorous physical activities provide cathartic benefits by releasing the pent-up emotions of participants. Sloan (1979) wrote, "Catharsis or reduction of aggression level will occur either by participating in an aggressive act or vicariously through watching acts of aggression by others. Thus, they [pent up emotions] must be relieved periodically or erupt, producing catharsis in either case" (p. 23). Minninger (1948) argued that competitive games provide a medium through which aggressive tendencies are discharged. Johnson and Hutton (1955) used the House-Tree-Person test to determine the cathartic effects of a combative sport by



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Review

## The association between sports participation, alcohol use and aggression and violence: A systematic review



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### ABSTRACT

**Objectives:** To review the current research on alcohol-related violence and sports participation.

**Methods:** The Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines were used to identify relevant studies for inclusion. A search of six databases (EBSCOhost) was conducted.

**Results:** A total of 6890 studies was identified in the initial search. Of these, 11 studies met the inclusion criteria. The majority of the studies were from the US (n = 10) and focused on collegiate athletes (n = 7), adolescents (n = 3), professional/former professional athletes (n = 1).

**Conclusion:** The reviewed research indicates higher rates of alcohol use and violence in athlete populations when compared against non-athlete populations. Masculinity, violent identity and antisocial norms connected to certain sports stand out as potential factors that may impact the association between sport and violence in athlete populations.

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### 1. Introduction

While some studies have emphasised sport participation as a possible protective factor against excessive alcohol and other substance use,<sup>1-3</sup> the vast majority of research shows that sport participation, and particularly participation in team sports, is associated with increased rates of hazardous drinking.<sup>4-8</sup> Surprisingly, there has been very little work examining the relationship between alcohol consumption and associated harms – such as accident, violence and health problems – in sporting populations. Most of this research focuses on US collegiate samples,<sup>4,5,9</sup> and shows that excessive alcohol consumption is associated with a variety of consequences, including, for example, unprotected sex, violence and drink driving.<sup>4</sup> Much less is known about alcohol-related aggression and violence in athletes, despite anecdotal reports suggesting higher rates of alcohol-related aggression in sports populations. The aim of the present study was to review the existing evidence base on alcohol-related violence and aggression in sport participants.

While there is some contention in this matter, scholars have suggested that the masculine/macho norms and confrontational nature of some sports attracts and/or socialises aggression in those

who participate.<sup>10,11</sup> A recent review of general aggression in sport highlighted the high prevalence of on-field violence, but also found that research on off-field violence and antisocial behaviour was sparse.<sup>12</sup> There is, however, some evidence suggesting that participants involved in US collegiate sport and sport-orientated fraternities are more likely to be involved in sexual assaults.<sup>13</sup> In a multi-university US study,<sup>14</sup> athletes were found to be involved in 19% of all reported sexual assaults on campuses, yet they constituted only 3% of these university populations. In another study of US college athletes, 14% of male team leaders and 11% of team members reported taking advantage of someone sexually as a result of their own substance use, compared to 7.7% of males who did not participate in sports.<sup>4</sup> Hence there appears to be some connection between sports participation, alcohol use and violence.

Several studies have linked team sport athletes (e.g. football, rugby and soccer) with higher levels of alcohol consumption than individual sports athletes (e.g. track and athletics).<sup>15,16</sup> This connection is likely due to the fact that drinking at a club or collegiate level is very much centred on team socialising and bonding,<sup>15</sup> and further that such events often occur at a favourite bar or licensed clubhouse.<sup>17,18</sup>

The difference in alcohol consumption between participants in team and individual sports, however, is not consistent across sports. For example, Ford<sup>19</sup> found that while ice hockey and soccer players reported higher levels of alcohol consumption than any other sports participants, athletes in other team-based sports such

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## Applied Research

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### Aggression and Violence in Sport: An ISSP Position Stand

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Aggression has long been a part of the sport domain. Indeed, Russell (1993, p. 191) suggested that outside of wartime, sports is perhaps the only setting in which acts of interpersonal aggression are not only tolerated but enthusiastically applauded by large segments of society. In recent years, however, violence in sport, both on and off the field, has come to be perceived as a social problem. For instance, commissions have been appointed in Canada, United Kingdom, and Australia to investigate violence in the athletic setting (National Committee on Violence, 1989; Pipe, 1993). In the United States, Canada, Germany, United Kingdom, and Australia, court cases have been heard concerning the sport-related victims or perpetrators of aggressive acts.

Aggression is defined as the infliction of an aversive stimulus, either physical, verbal, or gestural, upon one person by another. Aggression is not an attitude but behavior and, most critically, it is reflected in acts committed with the *intent* to injure (LeUnes & Nation, 1989). This definition of aggression includes such wide-ranging acts—engaged in by athletes, coaches, and/or spectators—as physically hitting another individual and verbal abuse.

Aggressive behavior can be classified according to the primary reinforcement sought via the act. Hostile aggression is where the principal reward, or intent, is to inflict upon another for its own sake. Instrumental aggression, on the other hand, is where the major reinforcement is the achievement of a subsequent goal. In this case, an athlete may intend to injure the opponent, but the most important goal

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