

## Application

### Identification

#### Applicant

**Family Name:** Fox

**First Name:** Karen

**Middle Names:** Marston

**Current Position:** Full professor

**Primary Affiliation:** University of Alberta

**Department/Division:** Faculty of Physical Education & Recreation

#### Application

**Application Title** Native Hawaiian Responses to 18th and 19th Century Leisure Discourses and their Haunting Consequences

**Research group** 430-4: Sociology; demography; communication studies; journalism; media studies; gender studies; cultural studies; library and information science; and related fields

**Multidisciplinary evaluation (required)**  Yes  No

**Joint or special initiative** Select

**Is this a [research-creation project](#)?**  Yes  No

**Does your proposal involve [Aboriginal Research](#) as defined by SSHRC?**  Yes  No

#### Scholar Type

**Are you an [Emerging Scholar](#) or [Established Scholar](#)?** Established

Confirmed Scholar Type Established

#### Established Scholars: Proposed Versus Ongoing Research

##### Established Scholars: Proposed Versus Ongoing Research

Fox's previous research focused on (1) participatory and community-based research with Kanaka Maoli and urban Aboriginal hip hop artists to understand their leisure forms, (2) Indigenous critiques of existing leisure perspectives, and (3) theoretical manuscripts to re-conceive leisure theories based on Indigenous scholarship. From this research, articles and book chapters emerged sketching a gap between Indigenous worldviews and leisure research & practice. Working from participatory and community-based research, Fox and community/academic colleagues explored the problematic intersection between dominant leisure scholarship & recreation over looked the problematic nature of imposing western dominant leisure forms. Missing from the analysis was a clear historical Indigenous perspective about the differences. The Hawaiian-language newspapers, with submissions by Kanaka Maoli across the islands and society, is an exciting repository of knowledge rarely used in general scholarship let alone directed toward the role of leisure discourses in colonial encounters and living in the contact zone.

McDermott's ongoing research is grounded in qualitative research methods including in-depth interviews, participant observation, and textual (e.g., media) analyses in various areas including physically active leisure practices, health, and sport. Her theoretical expertise in feminist theory, post-structuralist (Foucauldian) theory, phenomenology (Merleau-Ponty), and Marxist cultural theory adds theoretical richness around colonial structures and power as well as understanding the ambiguity of the contact zone.

The current project primarily focuses on historical analysis of Kanaka Maoli submissions to Hawaiian-language newspapers (1834-1948). The key areas requiring re-tooling and new skills include: (1) Historical research methodology and analysis. Fox's research about the first woman editor of the Canadian Alpine Journal and McDermott's historical media analysis provides a basic

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foundation for moving in this direction. (2) Working in the Hawaiian-language and with translators. Fox's competency in the Hawaiian-language (conversational speech and modern newspaper reading-level) allows for basic searches. This project allows her to strengthen her Hawaiian-language competency and engage with scholarship about translation processes and challenges. (3) Developing a working knowledge of Kanaka Maoli mo'olelo. Nuanced meaning of Hawaiian words, including kaona or concealed meaning, is grounded in their stories, ecological meaning-systems, daily practices, and arts. To develop a level of fluency requires substantial reading, archival and museum visits, interacting with Kanaka Maoli elders and practitioners, and participating in various events. Both of us can build on our experiences in community and participant observation as we extend into this new area. (4) Sophisticated theoretical range. Each of us brings theoretical expertise from different areas and will extend into postcolonial, cultural studies, Kanaka Maoli scholarship, and Indigenous theories. The challenge is to work across these theories, foreground Indigenous perspectives, and strengthen the critique by Indigenous scholars. (4) Digital Research Skills. Although digital databases provide an easier access to the newspapers, they also require specific skills related to digital archives and repositories including search techniques and strategies, working with digital meta-data, and analyzing key differences between digital and material archives.

## Administering Organization

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**Organization** University of Alberta

**Department/Division** Faculty of Physical Education and Recreation

## Activity Details

### Certification Requirements

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**Does the proposed research involve humans as research participants?**

Yes  No

**Does the proposed research involve animals?**

Yes  No

### Environmental Impact

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**A. Will any phase of the proposed research take place outdoors and on federal lands in Canada, as interpreted in section 2(1) of the [Canadian Environmental Assessment Act, 2012](#) (CEAA 2012)?**

Yes  No

**B. Will any phase of the proposed research take place outdoors and outside of Canada?**

Yes  No

**C. (i) Will the grant permit a designated project, as listed in the CEAA 2012 [Regulations Designating Physical Activities](#) (RDPA), to be carried out in whole or in part?**

Yes  No

**OR (ii) Will any phase of the proposed research depend on a designated project, as listed in the RDPA, being carried out by an organization other than the granting agency?**

Yes  No

### Keywords

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**List up to 10 keywords that best describe the proposal.**

Kanaka Maoli (Native Hawaiians), Hawaiian-language newspapers (nupepa), Leisure theory, Indigenous epistemology, Indigenous methodology, Critical theory and cultural studies, Decolonizing scholarship, Media Analysis

### Disciplines

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**Indicate and rank up to three disciplines relevant to your proposal, with #1 the most relevant and #3 the least relevant.**

1. Sociology Other Sociology
2. History Other History
3. Anthropology Other Anthropology

### Areas of Research

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**Indicate and rank up to three areas of research relevant to your proposal, with #1 the most relevant and #3 the least relevant. If you select "Not Subject to Research Classification" in #1, the system will automatically remove any other areas of research when you save this page.**

1. Leisure, recreation and tourism
2. Indigenous peoples
3. Arts and culture

### Temporal Periods

Indicate up to two historical periods covered by your proposal.	From		To	
	Year	Period	Year	Period
1.	<input type="text" value="1830"/>	AD	<input type="text" value="1900"/>	AD
2.	<input type="text"/>		<input type="text"/>	

### Geographical Regions

**Indicate and rank up to three geographical regions relevant to your proposal, with #1 the most relevant and #3 the least relevant.**

1. Polynesia
2. North America
3. Western Canada

### Countries

**Indicate and rank up to five countries relevant to your proposal, with #1 the most relevant and #5 the least relevant.**

1. HAWAIIAN ISLANDS
2. United States , Hawaii
- 3.
- 4.
- 5.

### Revisions since previous application

### Summary of Proposal

Indigenous Hawaiians (i.e., Kanaka Maoli) saw themselves as younger siblings to the kalo (i.e., taro) plant, a staple of their diet. Planting kalo was part of a larger cycle of caring for the land, eating practices that honoured it, and Makahiki (4-month period of rituals, games, and rest) protocols that fed human relationships, honoured non-human entities, and redistributed resources amongst Kanaka Maoli. Kalo is central to their creation mo'olelo (stories and histories) that described their reciprocal relationship to the land. Like the kalo that needs yearly planting, the Kanaka Maoli consistently re-planted their mo'olelo in oral and written formats to nourish their "ways of knowing and being" (Meyers, 2004). American missionaries viewed Makahiki and other cultural practices as sinful and wasteful leisure activities. They linked conversion, civilization, and functioning as a sovereign nation-state with work, capitalism, and productive leisure activities (e.g., Bible reading or quilting). Given their views of leisure, the benefits of cleanliness and physical activity (e.g., surfing and hula), expressive activities (e.g., music and spiritual ceremonies), socialising and fun, went unnoticed. 'Indiscretions' (e.g., work abandonment, sexual activity, hula, surfing) were made illegal and grounds for fines or imprisonment (Merry, 2000). Meanwhile, the missionaries and settlers were commodifying the same cultural practices and transforming them into leisure-tourism products. Missionary leisure discourses were intimately connected with colonial structures and judgments about Kanaka Maoli's "fitness" to govern. To 'save' Kanaka Maoli and obtain compliance, the missionaries created an orthography and dictionaries to support the written dissemination of their version of Christianity. Kanaka Maoli were entranced with the Hawaiian written form; within a decade approximately 90% of them were literate. Although Hawaiian-language newspapers were initiated in 1834 as part of Christian colonising efforts, Kanaka Maoli used them to create an intellectual tradition and commons until 1948. These newspapers recorded how they negotiated, accommodated, talked back, and resisted colonial forces, and self-consciously nourished their worldview and cultural practices. The recently digitalized Hawaiian-language newspapers allow access to this intellectual tradition and commons that has rarely been used in scholarship about Hawai'i.

As the newspapers have not been translated or used extensively for understanding language slippages and the effects of racist, puritanical leisure discourses, little is known about what these cultural practices signified to Kanaka Maoli and how they differed from western leisure conceptualizations or how they enhanced survivance (Vizenor, 1999) of Kanaka Maoli culture. As western leisure forms and forces still play a role in (mis)representing Indigenous peoples, particularly through tourism, the Kanaka Maoli intellectual commons provides the earliest example of Indigenous responses.

The proposed research includes developing a leisure search strategy for Hawaiian-language newspapers working from mo'olelo to unsettle English-based discourses that categorized Kanaka Maoli practices as leisure rather than embedded in their worldview. With a refined search strategy, we will analyze two

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Kanaka Maoli practices labeled as leisure by missionaries. Foregrounding Kanaka Maoli written views, the research contributes to emerging Kanaka Maoli scholarship. Focus on the contact zone between American missionaries and Kanaka Maoli highlights the slippage and misrepresentation of their practices that served to reproduce American missionary colonialist assessments of Kanaka Maoli as unfit for sovereignty while objectifying and commercializing their culture for economic power. The primary results will be scholarly and public historical articles based on Kanaka Maoli efforts to direct their lives during the colonial and imperial expansion (1834-1948) of the United States and counter the destructive effects of western leisure discourses.

## **Roles and Responsibilities**

Fox and McDermott, as co-researchers, will share a number of the roles and responsibilities. Shared responsibilities include: organizing and analyzing data collection processes (e.g., archival, community conversations, digital databases, artefacts); mentor and train the students in research methodology/skills (e.g., Atlas.ti, data collection procedures, literature searches, participant observation); work with the students to develop their abilities to work with and apply theoretical lenses to the data; and development of manuscripts and presentations.

Fox, as lead researcher, (60% of the project and 75% of research workload) is responsible for project management, initiating and maintaining collaborative relationships, and supervising RAs. Fox has substantial project management/experience overseeing a major Parks Canada visitor survey in 1998, collaborating with community members (e.g., Kana o ka Aina, The Big Island from 2004-2006 & 4-year Community Mobilization Project with urban Aboriginal hip hop artists, and PI for a 3-year (2010-2013) Aboriginal SSHRC). Therefore, Fox is responsible for key theoretical analysis relevant to leisure studies, spatial and cultural topology, Indigenous epistemologies and decolonizing processes, and working with Kanaka Maoli scholars, elders, and communities. Fox is responsible for maintaining a relationship with the Kawaihuelani Center for Hawaiian Language at the University of Hawai'i--Manoa.

The partnership with Kawaihuelani Center is crucial for developing initial translations, providing access to advanced translators and elders for nuanced interpretations, and connecting us with a range of Kanaka Maoli scholars vital to our research. Kawaihuelani Center is also deeply connected with local language projects that integrate language learning with cultural practices such as hula or surfing. These contacts, in addition to Fox's existing contacts, are essential for being able to access a range of people and resources relevant to the project.

McDermott (40% of the project and 50% of research workload) will apply her theoretical and methodological expertise to English-language newspapers for developing the interplay of discourses and analyzing museum collections. She will also facilitate the gatherings with cultural practitioners, elders and teachers, frame the media analysis, and provide the cultural studies theoretical lens. The process of both analyzing material and training students in socio-cultural analysis across media, multiple formats, two languages, and several theorists requires multiple readings. This provides difficulty for many students and McDermott has had extensive experience teaching these analytical processes and skills.

## **Roles and Training of Students**

The project will provide support for 1 doctoral student (Michael Dubnewick) and 1 Aboriginal undergraduate student who has shown interest in research and graduate school. The training plan focuses on involving the students in all phases and tasks of the research within their allotted time, tailoring tasks to their level of competency, and supporting their own research interests. The students will be trained in research methods, including developing search strategies, working across languages, archival research, analyzing digital newspaper collections, coding translations, use of Atlas.ti, and theoretical analyses of text. Each of the students will be assisted in carving out part of the project relevant to their own research interests (e.g., Kanaka Maoli settled in British Columbia (Koppel, 1995)). Finally, researchers and students will attend one conference (e.g., Canadian Congress on Leisure Research, North American Association of Sport History, Association for Social Anthropology in Oceania, or World Indigenous Peoples Conference on Education). Ideally, it will be a conference that supports posters, paper presentations, and student sessions so we can involve them in a presentation about the research and their own research sub-project.

**Doctoral Student:** The doctoral student will assist in organizing the project, maintaining contact with the Kawaihuelani Center for Hawaiian Language (director and translators), coding/theoretical analysis of the English translations, use of Atlas.ti, and manuscript preparation. During the second year, the student will travel to Hawai'i to assist in recording and leading discussions around the translations and analysis, work in the archives, and identifying artifacts and historical photos for the analysis. This student will also play a major role in supporting and mentoring the undergraduate student. He was awarded the Roger S. Smith Award in 2011, has received two Queen Elizabeth II Doctoral scholarships, has three refereed publications and substantial teaching experience with undergraduate students.

**Undergraduate Student:** The University of Alberta is committed and has programs to support undergraduate students gaining research experience. Retaining Aboriginal students is a high priority for the community and the Faculty of Physical Education and Recreation. Elements that contribute to success are engagement with projects relevant to Indigenous peoples, ongoing one-on-one mentorship, and participation in research and community-projects connected to Indigenous issues. This particular student demonstrated interest in research during his first year of studies and is preparing a Roger S. Smith Undergraduate Research Award application. His particular interest is leisure, tourism, and Interior Salish communities in British Columbia. As part of the research project, the undergraduate student will be involved in literature reviews, historical research through English-language newspaper databases, analysis of translated articles, and preparation of manuscripts. The student will also participate in the data collection and group gathering trip to Hawai'i in the second year. Participation in a manuscript preparation can be exciting, and Fox has successfully collaborated for refereed manuscripts with community members, high school students, and undergraduate/graduate students. Therefore, the undergraduate student will be involved with refereed manuscripts from the research, contribute to presentations, and have the opportunity to create a poster.

## Knowledge Mobilization Plan

Community: The IDG phase, including grant preparation, initiates & nourishes community participation through collaboration with the University of Hawai'i (UH), community elders, consultation with community Hawaiian-language speakers to ensure multiple translations and application to Aboriginal leisure and tourism issues. A primary goal is to build reciprocal research and dissemination relationships. The traditional way in Hawai'i will include casual networking, community gatherings with food, personal conversations & participation in Kanaka Maoli events. All translations from the newspapers (including the Hawaiian-language source) will be deposited in open source & on-line environments. We will develop collaborative presentations with Kanaka Maoli & Canadian Aboriginal scholars & elders in academic and public forums. These relationships are vital for the current research & subsequent research proposals and potential graduate students.

Academic: At least two collaborative refereed manuscripts will result from the project. Open source journals or journals with open source possibilities will be a priority. Potential journals for publication include "Leisure Studies," "Leisure/Loisir," "The Journal of the Polynesian Society," "The Hawaiian Journal of History," "Journal of Sport History," & "Hulili: Multidisciplinary Research on Hawaiian Well-being" (an open source lay journal). If time & funds permit, one academic conference presentation (e.g., Native American and Indigenous Studies Association) by both professors & students will be developed. This conference is a vital arena for Indigenous scholars.

Timeline: Since the research is collaborative, a communication plan will be developed with UH and community members during the first 6 months of the project that parallels the collaboration for the proposal. The KM plan will include informal events with community members in Hawai'i to deepen relationships for additional proposals to SSHRC & US funding sources.

## Expected Outcomes

### Scholarly Benefits

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<b>Indicate up to three scholarly benefits of the proposed project. (required)</b>	<ol style="list-style-type: none"><li>1. Knowledge creation/intellectual outcomes</li><li>2. Enhanced research collaboration</li><li>3. Student training/skill development</li></ol>
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### Summary of Expected Scholarly Outcomes

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Intellectual Outcomes: Demonstrate the role of leisure discourses in colonial misrepresentations of Indigenous practices and Kanaka Maoli use of cultural practices to maintain well-being and resist colonialization. Materially contribute to the Hawaiian-language intellectual commons through search strategies and translation; Historical analysis has implications for current tourism/leisure practices and self-determination actions relevant for other Indigenous communities.

Enhanced Research Collaboration: Formal relationship Dr. Puakea Nogelmeier (Kawaihuelanic Center for Hawaiian Language); supports multidisciplinary collaborations in sociology, political science, Native Studies among others.

Student Training/Skill Development: Support emerging Aboriginal undergraduate scholar; research training includes qualitative software, facilitating community collaboration, use of archival material and artefacts; Enhanced skills for multidisciplinary research.

### Societal Benefits

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<b>Indicate up to three societal benefits of the proposed project.</b>	<ol style="list-style-type: none"><li>1. Critical knowledge</li><li>2. Enriched public discourse</li><li>3. Quality of life / well-being</li></ol>
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### Summary of Expected Societal Outcomes

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Although leisure and tourism are seen as benefits for Indigenous peoples while discounted in relationship to political, economical, and medical issues, the Hawaiian example suggests leisure and tourism were problematic for Native Hawaiians as early as the mid-19th century. Using their words, the research will describe their strategies that protected and preserved Native Hawaiian values and practices relevant in today's world. Grounded in an Indigenous worldview and scholarship, the insights are potentially relevant for other Indigenous peoples as they negotiate the problematic leisure and tourism landscape promulgated by non-Indigenous people as healthy and necessary for Indigenous communities struggling with the results of colonialism. The research has the potential to re-theorize leisure studies from an Indigenous perspective and stimulate alternative leisure/tourism strategies relevant for Indigenous peoples in a globalized context.

### Audiences

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**Indicate up to five potential target audiences for the proposed project.**

1. Aboriginal Peoples
2. Academic sector/peers
3. Postsecondary students
4. Practitioner/professional/industrial associations
5. Scholarly associations

**Summary of Benefits to Potential Target Audiences**

1) Contributes to scholarship based in Indigenous perspectives and potentially valuable for a historical Indigenous response to western leisure/tourism relevant for current challenges. 2) Contributes to leisure theory through re-thinking and adding Kanaka Maoli voices and adds postcolonial and decolonizing analyses for moving beyond colonial interactions and oppositional stances. 3) Contributes to the training/education of students about research with Indigenous peoples (especially Aboriginal peoples in Canada given a historical and ongoing relationship with Native Hawaiians). Enhanced skills in historical and archival methods, use of online research collections, collaborative approaches. 4) Contributes to re-thinking leisure practices with and for Aboriginal people. Enriches frameworks around leisure professional practice. 5) Opens space for Indigenous scholars in leisure scholarly associations and shows relevance of leisure research to history, political science, and Native Studies.

**Funds Requested from SSHRC**

**Year 1**

<b>Personnel costs</b>			
<b>Student salaries and benefits/Stipends</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Undergraduate</b>	1	\$2,867.00	4 hours/week @ \$1433.60 per term for 2 terms
<b>Masters</b>			
<b>Doctoral</b>	1	\$8,484.00	6 hours/week @ \$4242.22 per term for 2 terms
<b>Subtotal</b>		<b>\$11,351.00</b>	
<b>Non student salaries</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Postdoctoral</b>			
<b>Professional/Technical Services</b>	1	\$10,000.00	Keyword searches and article translation for Hawaiian-language newspapers with Hawai'inuiaka School of Hawaiian Language. 100 hrs@\$25.00 for database searches and brief English summaries of potentially relevant articles; 150 hrs@\$50.00 for full article translations by advanced student-translators
<b>Other</b>			
<b>Subtotal</b>		<b>\$10,000.00</b>	
<b>Travel and Subsistence Costs for Research</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Applicant/Team Member(s)</b>	2	\$4,870.00	2 tickets to Hawaii @ \$1000 each; rental furnished one-bedroom apartment @\$2200/month. (hotel room for 2 @ \$200/day would be \$6000 plus 30 days @ full per diem); food costs for eating in \$300/month for 2 people; bus passes: 1 adult @ \$60 and 1 senior @ \$10 for 1 month; miscellaneous costs like shuttle/taxi to and from airport (\$300.00)
<b>Student(s)</b>			
<b>Subtotal</b>		<b>\$4,870.00</b>	
<b>Travel and Subsistence Costs for Dissemination</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Applicant/Team Member(s)</b>			
<b>Student(s)</b>			
<b>Subtotal</b>		<b>\$0.00</b>	
<b>Other Expenses</b>	<b>Amount</b>	<b>Justification</b>	

<b>Personnel costs</b>			
<b>Student salaries and benefits/Stipends</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Supplies</b>	1,500.00		For ink cartridges, field notebooks, pens, Atlas.ti student rental (2 @ \$125/year), gifts and food for Native Hawaiian elders
<b>Non-disposable equipment</b>	1,200.00		Field laptop for archival and museum tasks, notes during consultation with Kanaka Maoli scholars, elders, and native speakers.
<b>Subtotal</b>		<b>\$2,700.00</b>	
<b>Grand total year 1</b>		<b>\$28,921.00</b>	

**Year 2**

<b>Personnel costs</b>			
<b>Student salaries and benefits/Stipends</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Undergraduate</b>	1	\$3,011.00	4 hours/week @ \$1505.28 per term for 2 terms; Recommended 5% increase added for year 2
<b>Masters</b>			
<b>Doctoral</b>	1	\$13,363.00	6hr/week @ 4454.31 for 1 term & 12 hrs/week @ 8908.65 for 1 term. Recommended 5% increase added for year 2
<b>Subtotal</b>		<b>\$16,374.00</b>	
<b>Non student salaries</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Postdoctoral</b>			
<b>Professional/Technical Services</b>	1	\$10,000.00	Keyword searches and article translation for Hawaiian-language newspapers with Hawai'inuiaka School of Hawaiian Language. 200hrs @ \$50.00 for advanced student-translators; Total covers one full semester for Native Hawaiian graduate student and consultation with advanced translators plus specific consultations during the last 6 months of grants while preparing presentations and manuscripts.
<b>Other</b>			
<b>Subtotal</b>		<b>\$10,000.00</b>	
<b>Travel and Subsistence Costs for Research</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Applicant/Team Member(s)</b>	2	\$3,970.00	2 tickets to Hawaii @ \$1000; \$1300 for 1/2 of 2-bedroom apartment rental; \$300 for food (eating at home) for 2 for month; Bus passes: 1 adult @ \$60 & 1 senior @ \$10.00; miscellaneous costs like shuttle/taxi to and from airport (\$300.00).
<b>Student(s)</b>	2	\$4,020.00	2 tickets to Hawaii @ \$1000; \$1300 for 1/2 of 2-bedroom apartment rental; \$300 for food (eating at home) for 2 for month; Bus passes: 2 adults @ \$60.00; miscellaneous costs like shuttle/taxi to and from airport (\$300.00)
<b>Subtotal</b>		<b>\$7,990.00</b>	
<b>Travel and Subsistence Costs for Dissemination</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Applicant/Team Member(s)</b>	2	\$4,748.00	2 flights @ \$1000; 2 registrations @ \$650/person; Per diem @ \$56.00/day /person @ 4 days for 2; shared room @ \$200/day for 4 days; \$200 for miscellaneous expenses like shuttles and taxis.
<b>Student(s)</b>	2	\$4,048.00	2 flights @ \$1000; 2 registrations @ \$300/person; Per diem @ \$56.00/day /person @ 4 days for 2; shared room @ \$200/day for 4 days; \$200 for miscellaneous expenses like shuttles and taxis.
<b>Subtotal</b>		<b>\$8,796.00</b>	
<b>Other Expenses</b>	<b>Amount</b>	<b>Justification</b>	

<b>Personnel costs</b>			
<b>Student salaries and benefits/Stipends</b>	<b>Number</b>	<b>Amount</b>	<b>Justification</b>
<b>Supplies</b>	\$2,000.00		For ink cartridges, field notebooks, pens, Atlas.ti student rental (2 @ \$125/year), gifts and food for Native Hawaiian elders and/or honorariums over 3 meetings
<b>Non-disposable equipment</b>			
<b>Subtotal</b>		<b>\$2,000.00</b>	
<b>Grand total year 2</b>		<b>\$45,160.00</b>	
<b>Grand total</b>			<b>\$74,081.00</b>

### Funds from Other Sources


You must include all contributors (e.g., individuals, not-for-profit organizations, philanthropic foundations, private sector organizations) that are providing contributions for the project. Indicate whether or not these contributions have been confirmed.

If a funding source is not listed, you must:

- (a) type the source name in Funding Source
- (b) identify the contribution type
- (c) enter an amount.

If you have received, from a single funding source, more than one contribution of the same type (e.g., cash) and confirmation status, you must combine these into one entry (e.g., two \$20,000 confirmed cash contributions from a university become one \$40,000 confirmed cash contribution).

For examples of Canadian and international sources of eligible cash and/or in-kind support, see [SSHRC's Guidelines for Cash and In-Kind Contributions](#).

Funding Source	Contribution Type	Confirmed	Year 1	Year 2	Total
					\$0.00
Details					\$0.00
Details					\$0.00
Details					\$0.00
					
<b>Grand total</b>			\$0.00		



## Indigenous Hawaiian Responses to 18<sup>th</sup> and 19<sup>th</sup> Century Leisure Discourses

Indigenous Hawaiians, known in their own language as Kanaka Maoli'i, saw themselves as younger siblings to the kalo (i.e., taro) plant. Mo'olelo (stories and history) genealogically connect kalo to Kanaka Maoli and is the traditional staple food that sustains them. Like kalo that needs to be planted yearly, they consistently re-planted their mo'olelo in oral and written formats to nourish their "ways of knowing and being" (Meyer, 2004). With a literacy rate exceeding 80% (Schütz, 1994) in the 19<sup>th</sup> century, they re-planted mo'olelo and individual views in Hawaiian-language newspapers (nupepa). Nupepa were introduced in 1834 by the missionaries to spread Christianity. The dense pages were filled with type allowing little or no space between columns and minimal margins. Later, with Kanaka Maoli editorial control, global news uncensored by missionaries, mo'olelo, political debates, and accounts of everyday life were printed. Submissions make it clear that they were deliberately using nupepa as an "intellectual commons" (Silva, 2004) to preserve traditional values and practices. The nupepa are a significant intellectual archive documenting how they dealt with colonial and imperial forces, including leisure, that threatened their existence.

Settlers' discourses framed culturally significant and complex cultural practices (e.g., hula and surfing) as sinful and idle activities that ultimately reinforced colonizers' dominant views of Kanaka Maoli as primitive and child-like. The effect(s) of Anglo-American leisure discourses woven into colonial religious, political, economical and legal structures and practices have been overlooked. Leisure discourse refers to the values, meanings, and practices associated with specific activities located in a time-space other than productive work. The proposed research examines the recently digitized nupepa for evidence of the ways Kanaka Maoli negotiated, appropriated and/or resisted colonial discourses that limited their cultural practices, values, and epistemologies. To this end, we seek to understand how they responded to colonial forces that operated through missionary and settler discourses of leisure. The outcomes of the proposed research include a nupepa leisure search strategy, translation of relevant articles, community dialogues about the translations, and scholarly publications.

**Research Objectives:** The **first** objective is to develop/test search terms. The missionary project of a Hawaiian orthography and dictionary was driven by the goals of converting Kanaka Maoli. Therefore, the accuracy of English-language definitions and the attention to Kanaka Maoli meanings are suspect. For instance, Kanaka Maoli named life forms that had utility for them (e.g., rocks, fish, or winds); these non-human forms were of no interest/value to missionaries beyond utility to make capital. Our strategies to unpack this disjuncture include: (1) identifying key Hawaiian terms associated with certain cultural practices (e.g., hula, luau) translated into English (Merry, 2000; Osorio, 2002; Silva, 2004). Missionary writings suggest such cultural practices were earmarked under the category of non-productive leisure, thereby associating these with deviance in need of prohibition based on Calvinistic Protestant religious standards; and (2) using missionary assumptions of religious judgements of good/productive to identify English-language terms as translated into Hawaiian. Given the exploratory nature of the research, two cases (e.g., hula and luau) will be selected based on frequency of database hits as indication of relative importance. Two cases provide opportunities to explore interpretation issues related to Kanaka Maoli stories, ecological knowledge, epistemology, and ontology. The **second** objective will be to examine the two cases in nupepa primarily controlled by Kanaka Maoli with other nupepa used as corollary evidence. Focusing on Kanaka Maoli-controlled nupepa privileges their voices and worldview (Silva, 1999, 2004). The **third** objective is to translate the identified articles into

English, thus contributing to access for Kanaka Maoli and others who do not read Hawaiian. Translation by graduate students at the Kawaihuelani Center for Hawaiian Language supports the revitalization of the Hawaiian language and emergence of Kanaka Maoli speakers/scholars. These translations will be strengthened through collaborative translation with experienced translators and cultural practitioners/scholars. This also supports the multiple meanings inherent in the Hawaiian language including kaona (hidden meanings). **Finally**, this initial research will re-theorize leisure as an instrument of colonialism, imperialism, and capitalism that is as significant as religion, economics, and politics with applications to current commodified leisure and tourism for Kanaka Maoli and other Indigenous peoples.

**Research Significance:** This research fills a scholarly gap by foregrounding 19th and early 20th century Kanaka Maoli voices and strategies to navigate colonialist and imperialist forces operating through leisure discourses. Since their experiences may be one of the earliest encounters with Anglo-American leisure and tourism discourses, this project will also contribute to their critiques that are potentially applicable to other Indigenous communities whose cultures have been colonized and commodified. Kanaka Maoli-authored articles created an intellectual commons in accessible nupepa and maintained their survivance (i.e., active sense of presence, the continuance of native stories, not a mere reaction, and the renunciation of dominance, tragedy and victimry (Vizenor, 1999). Furthermore, this research (a) foregrounds their active participation through nupepa and contributes to interrogating the discourses and power of Euramerican leisure alongside forces of religion and political economy; (b) opens space for them to challenge the current leisure values of their practices; (c) challenges existing leisure definitional frames; and (d) gestures toward analogous experiences for other Indigenous peoples.

**Context: Leisure Discourses in Hawai'i Between 1820-1898.** If Kanaka Maoli voices are to be heard as active, multi-layered and attentive to the complexity of the intersection with colonial Christian-American worldviews, the theoretical framework must see space-time relationships as dynamic. Pratt (1992) describes colonial encounters as a "contact zone," a space whereby geographically and historically separated peoples and their cultures intersect, clash and struggle with each other and establish ongoing relations in often acutely hierarchical relations of domination and subordination. Central to her notion of "contact" is its

*"foreground[ing of] the interactive, improvisational dimensions of colonial encounters ... ignored or suppressed by diffusionist accounts of conquest and domination. A 'contact perspective emphasizes how subjects are constituted in and by their relations to each other. It treats the relations among colonizer and colonized ... in terms of copresence, interaction, interlocking understandings and practices..." (p. 7).*

Lefebvre's (1991) focus on producing space, or spatialization (Shields, 2013,1998), complements Pratt. Space is always being made, unmade and remade through a triadic interplay between (1) expert or missionary *conceived space*, (2) the *perceived space* of Kānaka Maoli and settlers moving through spaces habitually and unreflectively, and (3) moments when Kānaka Maoli and settlers transgress the first two or grasp the potential of the improbable (Shields, 1998). The contingent effects of culturally defined space exemplify the complexity of relational spaces especially in contact zones where inside and outside are continuous and borders of inclusion and exclusion are mutable (Harvey, 2012; Lury, Parisi, & Terranova, 2012; Mezzadra & Neilson, 2012). Western spatio-temporal concepts are always problematic vis a vis Indigenous worldviews that conceptualize all living and nonliving elements as interrelated and filled with spirit or genealogically linked and ordered (Oliveira, 2014). This research privileges Kānaka Maoli constructions of time-space and agency dancing with colonial spaces within the contact zone.

Within 50 years of meeting James Cook's crew in 1778, the Kanaka Maoli were politically and economically impoverished with a drastically diminished population because of introduced diseases, colonialism, and immigration (Osorio, 2002). Given the relative success of Kānaka Maoli settling in the Pacific Northwest of Canada and the U.S. between 1787 and 1898, Barman and Watson (2006) suggest these damaging outcomes were intimately connected to the relationships and judgments of Anglo-American missionaries and settlers who rationalized, through racialized and civilizing discourses, their Christian conversion of Kanaka Maoli and their introduction of Euro-American political, legal and capitalistic practices. Colonial forces comprised of heterogeneous interests, the missionaries' objectives are significant, because they used the linguistic project as a conversion technique. Spatialization and the everyday material consequences of these discourses were, in turn, played out through leisure-work distinctions, surveillance, and prohibitions, and the requiring of "civilized behaviours" (Vizenor, 1998).

Although much was written about 19<sup>th</sup> and early 20<sup>th</sup> century American colonial and imperial desires for dominance (Merry, 2000; Osorio, 2002; Silva, 2004), the underlying and significant leisure discourse, especially missionary orthography and dictionaries and fragmentation of traditional Kanaka Maoli practices, has been ignored. In turn, it stripped and reduced specific Kanaka Maoli practices of multi-layered political, economical, spiritual, health and social meanings to merely "leisure activities" that were sinful and open to commodification. Outlawing practices such as surfing and requiring fully clothed public presence deprived Kānaka Maoli of health-sustaining behaviours and led to a reduction in well-being and susceptibility to major Western illnesses associated with lack of hygiene and sanitation (Barman and Watson, 2006). The Kanaka Maoli were caught in a horrible bind: preserving practices that sustained their existence simultaneously reinforcing American moral judgments that led to criminalization and exclusion from politics.

In the case of Hawai'i, missionary and settler leisure discourses flowed through the material effects of law (e.g., criminalising prostitution), punitive forces, work requirements, normative standards of settler society, and early forms of tourism including commodifying prostitution. Barman and Watson (2006) noted that early contact with Europeans, before the American missionaries, did not dramatically change Kanaka Maoli behaviour, and the population seemed to weather the introduced diseases. Furthermore, they were valued as intelligent and hard-working on whaling ships in the Pacific Northwest. Contemporary observers of the time assessed everyday conditions worsening under the missionaries. Richard Charlton, an Englishman, noted that missionaries prohibited fishing, bathing, and surfing amongst many "native amusements" so that "their spirit is broken" (cited p. 7). This leisure discourse also reinforced an autonomous self who could be motivated primarily by punishment, money and property. Such a concept undermined Kanaka Maoli kinship with human and non-human beings, a reciprocal obligation between chiefs and commoners, and sensual interconnection with the surrounding universe.

Critiques of postcolonial scholarship highlight the continual focus on non-Indigenous or "settler" narratives, marginalizing the knowledge and experiences of Indigenous peoples. In addition, Kanaka Maoli scholars have documented the problematic assumptions within the Anglo-American created "Hawaiian Canon," including reliance on few Hawaiian-language sources; minimal, if any access, to Hawaiian-language nupepa; and a mono-perspective based on American nationalism. Silva's (2000) example of King Kalākaua reviving hula as pageantry to nourish Kanaka Maoli identity, well-being, and political participation illuminated the power and meaning

of cultural practices beyond “mere activity.” Although the Anglo-American elite condemned it and did not see its economic, political, and spiritual implications, Kānaka Maoli perceived it as a political move to strengthen their voices and the Hawaiian Kingdom. Merry’s (2000) research on the cultural power of law demonstrated the interrelationships of missionaries and settlers who promulgated laws targeting Kanaka Maoli for “leisure” crimes: hula, fornicating and adultery, drinking, and “abandonment of work.” As the toll of these legal proceedings continued to harm them and inhibited their ability to live well or succeed, even Christianized-Kanaka Maoli lawyers began to resist and remove themselves from the Christian elites. Evidence of their resistance was indicated by missionary complaints about lack of law enforcement and Hawaiian-language nupepa articles focused on these prohibited topics. When the missionaries and settlers failed at “civilizing” Kanaka Maoli to support capitalism, they turned to importing Chinese, Japanese and Portuguese laborers who tolerated the slave-like conditions and to the United States to illegally annex the Hawaiian Kingdom.

Therefore, this research follows Indigenous scholars’ call for research grounded in Indigenous epistemology and experiences. Building upon Silva’s (2004, 1999) work, we focus on the intellectual commons in 19<sup>th</sup> and early 20<sup>th</sup> century Hawaiian-language nupepa and its contributions to negotiating ambiguous and fluid colonial spaces and relationships. In light of current Indigenous critiques of postcolonial scholarship, we, even as Anglo-Canadians, endeavor to understand the ambiguous and fluid colonial spaces of interaction from a Kanaka Maoli perspective through (a) developing/testing a search framework for the digitally-based Hawaiian-language newspapers, (b) working through translation challenges and conversations about the meaning of Euramerican leisure discourse for Kānaka Maoli, and (c) collaborating with them to “begin a conversation” around Westernized leisure discourse relevant to their history and current challenges

**Context (Indigenous/Critical Theory Frameworks)** To hear Kanaka Maoli voices during tumultuous times in 19<sup>th</sup> century nupepa, will read them in relationship to various perspectives including: Kanaka Maoli sources, historical writings, epistemology and ontology (Meyer, 2004), traditional mo’olelo, artifacts and historical photographs, Indigenous scholarship and critiques as well as cultural studies/leisure studies frameworks. Indigenous scholars have called for a number of changes to scholarship, including integrating Indigenous perspectives into the academy or correcting the absence of Indigenous theories and knowledge within theoretical frameworks. Reder and Morra (2010) argued for positioning Indigenous biography and autobiography as an Indigenous intellectual tradition that moves beyond colonization. Use of Indigenous autobiography/biography, which is often employed in nupepa articles, corrects misconceptions about their identities and experiences and presents them “not as a hybrid but as living with contradiction” (p. 231). They advocate for scholarship that contributes to sovereignty movements where privileging specific tribal or sovereign perspectives nourishes intellectual sovereignty of specific nations. In addition, we draw on critical theories (postcolonial, feminist, Marxist) to understand the cultural topology of Kanaka Maoli and Anglo-American discourses within the colonial contact zone. Lefebvre (1991) and Shields (2013, 2012) will be used to frame the intersection as different spatializations subsumed and reduced by the missionaries under “leisure.”

**Methodology:** The methodology has two elements: (1) creating a search strategy for the nupepa, searching/selecting specific themes related to the research, and translating the articles; and (2) reading at a distance and across the articles using Kanaka Maoli theorists, mo’olelo and

scholarship, Indigenous/critical theorists to understand the intersection of Kanaka Maoli cultural practices and western leisure discourses. Since some of the methodological elements are new to the researchers, this proposal is necessarily restricted in scope to gain the necessary expertise in analyzing digitalized historical records, working with translators and Hawaiian-language sources, engaging with and working within Indigenous theories and epistemologies, and corroborating insights through artifacts and across historical records.

The Hawaiian canon relies on written material by English-speaking non Kanaka Maoli scholars citing missionary translations and non-Hawaiian sources. Since there has been no historical work around Kanaka Maoli views of western leisure discourses, this research addresses a major gap in understanding how they valued their cultural practices within the contact zone. The nupepa provide a unique resource to work directly with the words of the Kanaka Maoli and to redress the historical effects of Western ethnocentrism in leisure experiences and research. Furthermore, a Kanaka Maoli perspective contributes to critiques of leisure research that has relevance for other Indigenous peoples including Canada.

Even if we cannot perfectly translate, we must translate. Hawaiian language is imbued with multiple meanings for individual words that is essential to maintaining fluidity and complexity. Many of the layers require extensive knowledge of mo'olelo, local history and places. This research initiates a conversation with Kānaka Maoli about the impact of western leisure discourses. These points of intersection are considered “prompts” to return and explore how Kānaka Maoli were creating a life grounded in their worldviews while negotiating international currents. Building upon works by Merry (2000), Nicholson (2013, 2012a, 2012b), Popik (2004), Schafraad, Wester, and Scheepers (2006), and Silva (2004, 1999), the iterative processes will include:

1. Develop/test a framework for searching the nupepa based on keyword and thematic lists. This is *only a starting point* since it privileges western leisure discourse. As we elicit Kanaka Maoli perspectives, we will re-analyze articles, and create additional and necessary theoretical and empirical lists based on their perspectives (Popik, 2004; Schafraad, Wester, & Scheepers, 2006).
2. The articles will be first summarized in English. Given current research, topics such as hula will likely be prominent. However, we are also looking for “everyday activities,” whether traditional or introduced by Anglo-Americans (e.g., quilting taken up outside of missionary control or card games). These choices are relevant whether they were traditional practices or introduced activities, because appropriating or modifying missionary and settler leisure hints at the agency and strength of Kānaka Maoli to engage with the international world on their terms.
3. Using length and frequency of articles, two topics will be chosen based on relevance to Kanaka Maoli culture, number of articles, overlap with our theoretical expertise, and normalization across articles (Nicholson, 2013, 2013).
4. Full translations of select Hawaiian-language articles at Kawaihuelnai Center for Hawaiian Language, University of Hawai'i.
5. Although much of this work can be completed over the internet, it is still necessary to access original nupepa and archival collections. Electronic databases are mediated texts that do not accurately represent size or relational formats (Nicholson, 2013, 2012; Popik, 2004).
6. Analysis and incorporation of relevant English-language newspaper articles, historical artifacts and photographs to frame context.
7. Drafting and revising the final articles and presentations including collaborators, translators and graduate students and preparing a larger grant

<b>Months/Year</b>	<b>Researchers</b>	<b>Students</b>	<b>Translators</b>	<b>Products</b>
8-12/2015	Establish working relation with UH Begin online searches of English & Hawaiian-language newspapers Begin frequency analysis for topics & article numbers; search strategy development	Training: Atlas.ti, database management, analysis of online English-language newspapers; use of archives and online resources Reference reading in Kanaka Maoli culture & history & leisure theory	Work with translators to develop keywords & begin keyword searches Collaboratively develop criteria for article selection & summary translations	Tentative keyword search strategy Working relationship with UH Translation strategy initiated
1-4/2016	Ongoing reading and analysis of Kanaka Maoli scholarship & theoretical frameworks	Training: Database development and management of multiple data sources Identification of their specific interests	Sketch out timelines & deadlines for article translations	Summary translations being finalized Chose 2 categories
5-8/2016	Visit UofH: work with translators, archival & museum visits; develop community participation Initial manuscript drafts	Develop tentative frameworks for man Include students in manuscript development	Article translations	Article translations Search strategy refined
9-12/2016	Fox's Sabbatical in Hawai'i Community collaborative consultation in Hawaii Finalize theoretical framework & selection of articles	Ongoing work with database & initial guidance/mentorship on analysis	Article translations	Article translations
1-4/2017	Month in Hawai'i to finalize translations and check data Collaborative conversations around theoretical framework & interpretations	Month in Hawai'i to train students: translation revisions, community participation, & archival/museum museum data collection	Revisions and deepen translations; collaborative work on translations	
4-8/2017	Conference Presentations Clean up manuscripts for submission New grant application	Conference Presentations		

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**Confirmation Number:** 345471

**Template:** SSHRC

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## **Professor Karen Fox**

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### **Address**

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## Professor Karen Fox

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### Language Skills

Language	Read	Write	Speak	Understand	Peer Review
English	Yes	Yes	Yes	Yes	Yes
Hawaiian	Yes	No	No	Yes	No

### Degrees

- 1986/9 - 1990/6      Doctorate, Philosophy of Education, Park, Recreation, and Leisure Studies, University of Minnesota  
Degree Status: Completed  
Thesis Title: An Environmental Simulation: An Application of a Simulation with Environmental Values and Critical Thinking Components to the Classroom  
Supervisors: Leo McAvoy
- 1971/9 - 1973/6      Master's Equivalent, Masters of Public and International Affairs - Masters, Intercultural Communications, University of Pittsburgh  
Degree Status: Completed  
Thesis Title: An Intercultural Communication Study: Callison College  
Supervisors: Joseph Coffee
- 1967/9 - 1971/6      Bachelor's, International Education, Intercultural Education, University of the Pacific  
Degree Status: Completed  
Thesis Title: Changing Status of Japanese Women  
Supervisors: Doug Moore/Margaret Cormack

### Recognitions

- 2011/10      Fellow  
Academy of Leisure Sciences  
Distinction
- 2008/4      Faculty Research Award  
University of Alberta  
Prize / Award
- 1998/5      University Teaching Services/Student Union Teaching Award  
The University of Manitoba  
Prize / Award
- 1994/5      University Teaching Services/Student Union Teaching Award  
The University of Manitoba  
Prize / Award

### User Profile

Research Specialization Keywords: Indigenous Leisures, Leisure Studies, Native Hawaiian Leisure, Theories about leisures

Geographical Regions: Western Canada, Polynesia

Countries: Canada, United States

## Employment

2009/7 - 2010/11	Professor Physical Education and Recreation, University of Alberta Full-time, Professor Tenure Status: Tenure
2001/7 - 2009/7	Associate Professor Non-departmentalized faculty, Faculty of Physical Education and Recreation, University of Alberta Full-time, Associate Professor Tenure Status: Tenure
1997/7 - 2001/7	Adjunct Researcher Physical Education & Recreation Studies, University of Alberta, The University of Manitoba Part-time, Assistant Professor Tenure Status: Tenure Track
1997/7 - 2001/7	Assistant Professor Non-departmentalized faculty, Faculty of Physical Education and Recreation, University of Alberta Full-time, Assistant Professor Tenure Status: Tenure Track
1994/7 - 1997/7	Associate Professor Recreation Studies Program, Faculty of Physical Education and Recreation, The University of Manitoba Full-time, Associate Professor Tenure Status: Tenure
1990/7 - 1994/7	Assistant Professor Recreation Studies Program, Faculty of Physical Education and Recreation, The University of Manitoba Full-time, Assistant Professor Tenure Status: Tenure Track

## Leaves of Absence and Impact on Research

2010-05-01 - 2010-09-01	Medical The leave was related to a worsening of a chronic condition and associated complications that needed immediate attention as well as some time to control and manage. Even after I returned to work, it took some time before the condition was stabilized, there were smaller "medical leaves," and the conditions require constant management and ongoing, regular infusions. The leaves led to an extension for the Aboriginal SSHRC grant and a longer time of completing reports, manuscripts and presentations. In addition, the health conditions prevent a level of community engagement necessary for continuing the Aboriginal community research. It took several years to develop a new research focus and methodology congruent with the health needs.
2009-12-18 - 2010-06-30	Sabbatical The sabbatical was used to finish data analysis and manuscripts (eventually 7) from the Aboriginal SSHRC grant, work on theoretical projects related to theories about leisure and challenges by Indigenous worldviews and methodologies, and explore future community-based projects or other research options dependent upon health issues.

## Research Funding History

### Completed [n=3]

2007/6 - 2012/9  
Principal Investigator Aboriginal SSHRC Grant. Hip hop and urban Aboriginal youth., Grant

**Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
Aboriginal  
Total Funding - 230,000

2002/9 - 2005/9  
Co-applicant Beat of Boyle Street Music Program, Grant

**Funding Sources:**  
Federal Ministry of Justice  
Community Mobilization Project  
Total Funding - 145,000

2003/5 - 2004/2  
Principal Investigator Margaret Fleming and the Alpine Club, Grant

**Funding Sources:**  
University of Alberta  
HFASR/Internal UofA SSHRC 4A Grant  
Total Funding - 6,000

### Declined [n=5]

2008/9 - 2013/9  
Co-investigator Youth Alert! Enhancing policies and practice for lifelong learning experiences of immigrant and refugee youth in Alberta's dynamic economy. My role: Project leadership for Informal Education and Recreation, Grant

**Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
CURA  
Total Funding - 1,000,000

2004/9 - 2008/9  
Co-investigator One Circle: Mentoring and Sustainable Aboriginal Communities, Grant

**Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
CURA  
Total Funding - 1,000,000

2004/9 - 2007/9  
Principal Investigator Margaret Fleming and the Aline Club, Grant

**Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
Standard Research Grant  
Total Funding - 80,000

2003/9 - 2006/9  
Principal Investigator Margaret Fleming and the Canadian Alpine Club, Grant

**Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
Standard Research Grant  
Total Funding - 80,000

2004/9 - 2004/9  
Principal Investigator Leisure, Hip Hop, Aboriginal Inner City Youth and Mentorship, Grant

**Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
Aboriginal Research Initiative  
Total Funding - 250,000

## Course Development

2014/1	Developer and Professor, Recreation and Leisure Studies, University of Alberta Course Title: RLS 130: Collaborative Skills and Processes for Community Recreation and Leisure Course Level: Undergraduate
2010/9	Developer and instructor, Faculty of Physical Education and Recreation, University of Alberta Course Title: RLS 331 Leisure Education Course Level: Undergraduate

## Student/Postdoctoral Supervision

Co-Supervisor	Tristan Hopper, Doctorate (In Progress) Student Degree Expected Date: 2019/4
Principal Supervisor	Kelci Mohr, Master's Thesis (In Progress) Student Degree Expected Date: 2016/9
Academic Advisor	Michael Dubnewick, Doctorate (In Progress) Student Degree Expected Date: 2018/9
Academic Advisor	Kathleen Mahon, Master's non-Thesis (In Progress)
Academic Advisor	Ian Jay Cumming, Master's Thesis (In Progress)
Academic Advisor	Angela Hamilton, Master's non-Thesis (In Progress) Student Degree Expected Date: 2015/12
Academic Advisor	Michael Dubnewick, Master's Thesis (Completed)
Academic Advisor	Brenda Parks, Master's Thesis (Completed)
Academic Advisor	Trisha Khan, Master's Thesis (Completed)
Academic Advisor	Gabrielle Riches, Master's Thesis (Completed)
Academic Advisor	Phil Mullins, Doctorate (Completed)

## Editorial Activities

2007/6	Associate Editor, Leisure Studies
2013/1 - 2018/12	Co-Editor, Book Series: Leisure Studies in a Global Era with Palgrave MacMillan <a href="http://www.palgrave.com/products/SearchResults.aspx?s=LSGE&amp;fid=185221">http://www.palgrave.com/products/SearchResults.aspx?s=LSGE&amp;fid=185221</a>
1999/6 - 2006/6	Associate Editor, Leisure/Loisir
1995/6 - 2006/6	Associate Editor, Journal of Experiential Education
1993/10 - 1996/10	Associate Editor, Leisure Sciences

## Journal Review Activities

2012/12 - 2014/1	, Journal of Adventure Education and Outdoor Learning Number of Works Reviewed / Refereed: 4
2010/7 - 2013/7	, Leisure Studies Number of Works Reviewed / Refereed: 10

2009/5 - 2012/12 , Leisure/Loisir  
Number of Works Reviewed / Refereed: 15

## Graduate Examination Activities

2008-09-01 - 2014-12-09 Committee Member, Jordan Koch, Faculty of Physical Education & Recreation, University of Alberta

2009-09-01 - 2014-04-09 Committee Member, Lara Fenton, Faculty of Physical Education & Recreation, University of Alberta

2013-12-02 - 2014-03-14 Examiner, Nike Ayo, Faculty of Physical Education & Recreation, University of Alberta

2014-01-13 - 2014-01-13 Chair, Eiji Ito, Faculty of Physical Education & Recreation, University of Alberta

2010-10-05 - 2012-12-11 Examiner, Kate Davies, Faculty of Physical Education & Recreation, University of Alberta

2012-10-10 - 2012-10-30 Examiner, Eiji Ito, Faculty of Physical Education & Recreation, University of Alberta

2006-09-21 - 2011-08-04 Committee Member, Cara Linzmeyer, Faculty of Physical Education & Recreation, University of Alberta

2009-03-10 - 2011-06-09 Committee Member, Andrew Spier, University of Alberta

## Community and Volunteer Activities

2010/8 - 2015/9 Member, Riverdale Community League

2011/12 - 2014/12 Member, Edmonton Community Arts Network

2011/9 - 2014/12 Program Facilitator, Alberta Health Services

## Knowledge and Technology Translation

2011/9 - 2014/12 Program Facilitator, Community Engagement  
Group/Organization/Business Serviced: Alberta Health Services  
Target Stakeholder: General Public  
Outcome / Deliverable: Program for young adults with mental and emotional challenges. Meditation and relaxation program contributes to overall well-being and health and integrates meditation and relaxation into active recreation programming.

2010/1 - 2013/12 Facilitator, Community Engagement  
Group/Organization/Business Serviced: Community Multi-Cultural Organizations  
Target Stakeholder: General Public  
Outcome / Deliverable: Facilitate programming and support recreation coordinators in Aboriginal, Cambodian, and Central American communities. Teach and sustain recreation programming skills with community members.

2006/9 - 2011/12 Consultant, Community Engagement  
Group/Organization/Business Serviced: Boyle Street Education Centre  
Target Stakeholder: Private Not-for-Profit Organization  
Outcome / Deliverable: Assisted in supporting community engagement and leadership by urban Aboriginal young adult hip hop artists for developing a computer-based music program including recording hip hop music and rap, videoing break-dancing, engaging with the city for space, and performing. Worked with city leaders and educational administrators to demonstrate the power of such programs for supporting completion of school and creating employment opportunities.

2004/6 - 2009/12      Working Colleague, Community Engagement  
 Group/Organization/Business Serviced: Kana O Ka Aina Charter School  
 Target Stakeholder: Private Not-for-Profit Organization  
 Outcome / Deliverable: A culturally grounded recreation program including physical movement, arts (visual, music, and digital), and traditional practices (weaving, cloth making) and leadership training for students.

## Presentations

1. (2014). Leisure Studies: Past Events and Modern Challenges. Canadian Congress on Leisure Research, Halifax, Canada  
 Main Audience: Researcher  
 Invited?: Yes, Keynote?: Yes
2. Undergraduate Students: Tiffany Lowry, Sasha Pickard, Kate Kreutz, and Alison Dawyd. (2014). Leisure Education Games: Integrating Arts-Based Approaches. Canadian Therapeutic Recreation Association Annual Conference, Banff, Canada  
 Main Audience: Knowledge User  
 Invited?: No, Keynote?: No
3. Barbara Humberstone. (2013). Embodiment, mindfulness and leisure. 37th Annual Leisure Studies Association Conference: Leisure, Living and Learning: Education in Sport, Tourism and the Outdoors, Edinburgh, United Kingdom  
 Main Audience: Researcher  
 Invited?: No, Keynote?: No
4. (2013). Researching and living paradoxical knowledges: Indigenous and non-Indigenous approaches. Ramsey Lecture Series, University of Georgia, Athens, United States  
 Main Audience: Researcher  
 Invited?: Yes, Keynote?: No
5. Lisa McDermott. (2011). Well-intentioned but exclusionary communication about recreation in a diverse and media-literate world. Challenging Leisure: Australia and New Zealand Association of Leisure Studies 10th Biennial Conference, Dunedin, New Zealand  
 Main Audience: Researcher  
 Invited?: No, Keynote?: No
6. (2011). Bicycle touring, yoga, mindfulness, and leisure. Challenging leisure: Australia and New Zealand Association of Leisure Studies 10th Biennial Conference, Dunedin, New Zealand  
 Main Audience: Researcher  
 Invited?: No, Keynote?: No
7. Chris Lepine. (2010). Viewing leisures and self through a technological lens. International Sociological Association, Gothenberg, Sweden  
 Main Audience: Researcher  
 Invited?: No, Keynote?: No
8. (2010). A Leisure Remix: Technologically-Based Leisures, Identity (Hybrid, Glocal, Nomad & Cyborg), Globalization, and Theoretical Musings. Leisure Studies Association Annual Conference, Leeds, United Kingdom  
 Main Audience: Researcher  
 Invited?: Yes, Keynote?: Yes
9. (2010). Everywhere leisure is dancing with being: Are we?. Graduate Association for Recreation and Leisure Studies Annual Graduate Research Symposium, Waterloo, Canada  
 Main Audience: Researcher  
 Invited?: Yes, Keynote?: Yes

10. (2010). Aboriginal hip hop's challenge to Euro-North American leisures. Spaces of Violence, Sites of Resistance: Music, Media and Performance: Joint Conference of the Canadian Society for Traditional Music and the International Association for the Study of Popular Music, Regina, Canada  
Main Audience: Knowledge User  
Invited?: No, Keynote?: No

## Publications

### Journal Articles

1. Fox, K.M., Humberstone, B., & Dubnewick, M.. (2014). Cycling into sensoria: Embodiment, leisure and tourism.. *Tourism Review International*.  
First Listed Author  
In Press  
Refereed?: Yes, Open Access?: No
2. Dubnewick, M., Fox, K., & Clandinin, J.. (2014). Tending to the soil: Diverse narratives of leisure across community gardens in Edmonton. *Leisure/Loisir*. 37(4): 415-431.  
Co-Author  
Accepted  
Refereed?: Yes, Open Access?: No
3. Karen M. Fox & Chris Lepine. (2013). Rethinking leisure and self: Three theorists for understanding computer and video game leisures. *Loisir et Societe/Society and Leisure*. 35(1): 105-130.  
First Listed Author  
Published  
Refereed?: Yes, Open Access?: No
4. Fox, K., Riches, G., Dubnewick, M.. (2011). Juxtaposing Aboriginal hip hop, local heavy metal scenes, and questioning public recreation spaces.. *Musicultures*. 38: 88-101.  
First Listed Author  
Published  
Refereed?: Yes, Open Access?: No
5. Fox, Karen M.. (2009). Does the Gospel of Luke suggest a Judaic Christian form of leisure in the Graeco-Roman world?. *Loisir/Leisure*. 33(1): 11-30.  
First Listed Author  
Published  
Refereed?: Yes, Open Access?: No

### Book Chapters

1. Philip Mullisn, Gregory Lowan-Trudeau, & Karen Fox. (2015). Healing the Split Head of Outdoor Recreation and Outdoor Education: Revisiting Indigenous Knowledge from Multiple Perspectives.. Heather Prince, Karla Henderson, & Barbara Humberstone. *International Handbook of Outdoor Studies*. : 1-17.  
Co-Author  
In Press, Routledge Handbooks  
Refereed?: No
2. Fox, K.. (2015). How Does Leisure Studies Respond to the Needs and Requests of Indigenous People?. G. Walker, D. Scott, & M. Stodolska. *Leisure Matters: The State and Future of Leisure Studies*. : 1-25.  
First Listed Author  
Accepted, Venture Publishing, Inc.  
Refereed?: No



3. Fox, K.M. & Riches, G.. (2014). Intersecting rhythms: The spatial production of local Canadian heavy metal and urban Aboriginal hip hop in Edmonton, Alberta, Canada.. B. Lashua, K. Spracklen & S. Waggs. *Sounds in the City*. : 225-240.  
First Listed Author  
Published, Palgrave Macmillan  
Refereed?: Yes
4. Fox, K., McAvoy, L., Wang, X., & Henhawk, D. A.. (2014). Leisure among Alaskan Natives, American Indians, First Nations, Inuit, Metis, Native Hawaiians, and other Pacific Islanders. M. Stodolska, K. J. Shinew, M. F. Floyd & G. J. Walker. *Race, Ethnicity, and Leisure*. : 111-128.  
First Listed Author  
Published, Human Kinetics  
Refereed?: Yes
5. Fox, K. M. & Lashua, B. D.. (2012). Where ya going', where ya been? Alternative leisures and Indigenous peoples.. J. Dodd & V. Sharma. *Leisure and Tourism: Cultural Paradigms*. : 50-65.  
First Listed Author  
Published, Rawat Publishers  
Refereed?: Yes
6. Fox, K.. (2010). Can you hear the music? Toward a polyphonic leisure scholarship. K. Paisley & D. Dustin. *Speaking Up and Speaking Out: Working for Social and Environmental Justice Through Parks, Recreation, and Leisure*. : 181-192.  
First Listed Author  
Published, Sagamore Publishing  
Refereed?: Yes
7. Fox, K. M. & Lashua, B. D.. (2010). Hold gently people who create space on the margins: Urban Aboriginal-Canadian young people and hip hop rhythms of 'leisures". H. Mair, S. M. Arai & D. G. Reid. *Decentring Work: Critical Perspectives on Leisure, Social Policy and Human Development*. : 229-250.  
First Listed Author  
Published, University of Calgary Press  
Refereed?: Yes

### Conference Publications

1. (2012). Research in Leisure Education, Culture, and Experience: LSA Publication No. 123. Annual Conference of the Leisure Studies Association (1-16). Leisure Studies Association  
Paper  
Co-Author  
Published  
Refereed?: No, Invited?: Yes



**Date Submitted:** 2015-01-30 00:39:04

**Confirmation Number:** 349658

**Template:** SSHRC

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## **Dr. Lisa McDermott**

Correspondence language: English

Sex: Female

Date of Birth: 9/26

## **Contact Information**

The primary information is denoted by (\*)

### **Address**

Primary Affiliation (\*)

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## Dr. Lisa McDermott

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### Language Skills

Language	Read	Write	Speak	Understand	Peer Review
English	Yes	Yes	Yes	Yes	Yes
French	No	No	No	No	No

### Degrees

- 1992/9 - 1998/9      Doctorate, Leisure and Sport Studies, Sociology, Leeds Metropolitan University  
Degree Status: Completed  
Thesis Title: Physically Active Bodily Practices: Towards an Understanding of Women's Physicalities.  
Supervisors: Dr. Margaret Talbot
- 1987/9 - 1990/2      Master's Thesis, Sociology of Sport - Masters, Sociology of Sport, Queen's University at Kingston  
Degree Status: Completed  
Thesis Title: Towards an Integrative Feminist Critique of Modern Sport.  
Supervisors: Dr. Rob Beamish
- 1983/9 - 1987/6      Bachelor's Honours, Bachelor of Physical Education, Physical Education, McMaster University  
Degree Status: Completed

### Recognitions

- 2008/11      Sociology of Sport Journal Outstanding Article of the Year - 0  
North American Society for the Sociology of Sport  
Prize / Award
- 1990/11      Barbara S. Brown Outstanding Student Paper Award - 500  
North American Society for the Sociology of Sport  
Prize / Award
- 1987/1      Bachelor of Physical Education Summa Cum Laude - 0  
McMaster University  
Distinction
- 1982/9 - 1983/6      Ontario Scholar - 0  
Government of Ontario  
Prize / Award

### User Profile

Research Specialization Keywords: Children, Cultural studies, Exercise, Feminist research, Gender Studies, Leisure, Media analysis, Physical Activity, Popular Culture, Post-structuralist/Foucault, Public Health, Qualitative methods, Sociology of the body, Sport, Women

## Employment

1998/1	Associate Professor Physical Education and Recreation, University of Alberta Full-time, Associate Professor Tenure Status: Tenure
1993/9 - 1996/12	Lecturer Physical/Health Educ., School of, Queen's University at Kingston Part-time, Lecturer Tenure Status: Non Tenure Track
1990/9 - 1992/4	Research Assistant Physical/Health Educ., School of, Queen's University at Kingston Part-time Tenure Status: Non Tenure Track
1990/9 - 1991/4	Teaching Assistant Women's Studies, Queen's University at Kingston Part-time Tenure Status: Non Tenure Track
1988/9 - 1989/4	Teaching Assistant Physical/Health Educ., School of, Queen's University at Kingston Full-time Tenure Status: Non Tenure Track
1987/9 - 1988/4	Teaching Assistant Physical/Health Educ., School of, Queen's University at Kingston Full-time Tenure Status: Non Tenure Track

## Leaves of Absence and Impact on Research

2014-05-01 - 2014-10-31	Other Circumstances I was granted a "Compassionate Care & Emergency Leave" due to my daughter's health related issue that was diagnosed in January 2013; while I continued with my teaching responsibilities during this period (i.e., 2013-2014), my research productivity was significantly impacted during this time.
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## Research Funding History

### Awarded [n=1]

1997/9 - 1998/9 Principal Applicant	Physically Active Bodily Practices: Towards an Understanding of Women's Physicalities., Scholarship  <b>Funding Sources:</b> Committee of the Vice-Chancellors and Principals of the Universities of the United Kingdom Overseas Research Scholarship (renewed) Total Funding - 7,000
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### Completed [n=7]

2011/10 - 2011/12 Principal Investigator	Presenting two papers at the Australian & New Zealand Association of Leisure Studies Conference, Grant  <b>Funding Sources:</b> University of Alberta Killam Research Travel Grant Total Funding - 3,600
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- 2009/11 - 2010/5 Writing a Robust Methodology, Grant  
Principal Investigator
- Funding Sources:**  
University of Alberta  
Killam Research Small Operating Grant  
Total Funding - 4,656
- 2007/8 - 2007/9 Presenting a Paper at the International Sport Sociology Association Conference, Grant  
Principal Investigator
- Funding Sources:**  
University of Alberta  
Killam Research Travel Grant  
Total Funding - 2,800
- 2004/7 - 2005/9 Exploring aging women's lived experiences of their bodies and leisure, Grant  
Principal Investigator
- Funding Sources:**  
University of Alberta  
Humanities, Fine Arts and Soc Sci Research Operating Grant  
Total Funding - 6,909
- Collaborator : Patti Ballance
- 2003/11 - 2003/12 Presenting a Paper at the North American Society of Sociology of Sport Conference,  
Principal Investigator Grant
- Funding Sources:**  
University of Alberta  
Humanities, Fine Arts and Social Sci Research Travel Grant  
Total Funding - 600
- 2000/5 - 2003/5 Explorations of children's bodily experiences through physical activity, Grant  
Principal Investigator
- Funding Sources:**  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
SSHRC-sponsored Junior Development Research Grant  
Total Funding - 6,909
- 1999/11 - 1999/12 Presenting a Paper at the North American Society of Sociology of Sport Conference,  
Principal Investigator Grant
- Funding Sources:**  
University of Alberta  
Social Science Research Travel Grant  
Total Funding - 700

## Student/Postdoctoral Supervision

- Principal Supervisor Meyer, Angela, Doctorate (In Progress)
- Principal Supervisor Flaherty, Erin, Master's Thesis (Completed)  
Student Degree Received Date: 2013/9
- Principal Supervisor Ayo, Nike, Doctorate (In Progress)
- Co-Supervisor Chikinda, Joy, Master's non-Thesis (Completed)  
Student Degree Received Date: 2014/7
- Principal Supervisor Williams, Cheryl, Master's Thesis (Completed)  
Student Degree Received Date: 2011/8

## Journal Review Activities

2014/11	, Sociology of Health & Illness Number of Works Reviewed / Refereed: 1
2012/11 - 2015/1	, International Review for the Sociology of Sport Number of Works Reviewed / Refereed: 3
2007/5 - 2015/1	, Sociology of Sport Journal Number of Works Reviewed / Refereed: 6
2013/10 - 2013/11	, Communication & Society Number of Works Reviewed / Refereed: 1
2013/8 - 2013/10	, Cultural Studies Critical Methodologies Number of Works Reviewed / Refereed: 1
2012/1 - 2013/8	, Body & Society Number of Works Reviewed / Refereed: 2
2012/8 - 2012/10	, Journal of Gender Studies Number of Works Reviewed / Refereed: 1
2012/4 - 2012/6	, Gender & Society Number of Works Reviewed / Refereed: 1

## Graduate Examination Activities

2014-05-15	PhD Comprehensive Exam Committee Member, Marcela Mourao, Faculty of PE & Recreation, University of Alberta
2014-01-15	PhD Comprehensive Exam Committee Member, Ayo, Nike, Faculty of PE & Recreation, University of Alberta
2013-11-25	PhD Oral Exam Member, Glenn, Nicole, Faculty of PE & Recreation, University of Alberta
2013-09-12	Master's Oral Exam Member, Dubnewick, Michael, Faculty of PE & Recreation, University of Alberta
2013-08-08	Master's Oral Exam Member, Flaherty, Erin, Faculty of PE & Recreation, University of Alberta
2012-11-15	PhD Comprehensive Exam Committee Member, Liao, Judy, Faculty of PE & Recreation, University of Alberta
2012-04-12	PhD Comprehensive Exam Committee Member, Avner, Zoe, Faculty of PE & Recreation, University of Alberta
2011-09-27	PhD Comprehensive Exam Committee Member, Clark, Marianne, Faculty of PE & Recreation, University of Alberta

## Research Funding Application Assessment Activities

2014-08-26 - 2014-09-03	External Reviewer, Funder, Academic Reviewer, Alberta Centre for Child, Family & Community Research, Alberta Centre for Child, Family & Community Research
2010-10-01 - 2010-11-30	External Reviewer, Funder, Academic Reviewer, Canadian Institutes of Health Research

## Presentations

1. (2015). Online newsreader comments as a public sphere forum: Canadian deliberations on the "problem of childhood inactivity.". 13th Annual Donald Macintosh Memorial Lecture and Sociology of Sport Conference, Kingston, Canada  
Main Audience: Researcher  
Invited?: Yes, Keynote?: Yes
2. (2014). Online news readers' comments as a public sphere forum: Deliberations on Canadian children's physical activity habits.. North American Sociology of Sport Conference, The Sporting Arena: Academics, Activists & Activism[s], Portland, United States  
Invited?: No, Keynote?: No
3. Williams, Cheryl. (2014). The Banff Winter Olympics: National park development and the 'wilderness issue'. Forty-Second Annual Convention of the North American Society for Sport History., Glenwood Springs, United States  
Invited?: No, Keynote?: No
4. Fox, Karen. (2014). Tracing the Branches of Kanaka Maoli [Native Hawaiian] "Leisure" Through Hawaiian Language Sources. 14th Canadian Congress on Leisure Research, Halifax, Canada  
Invited?: No, Keynote?: No
5. (2012). Don Cherry and the cultural politics of rock'em sock'em nationalism: Complicating the hero-villain binary in Canada. North American Society for the Sociology of Sport 33rd Annual Conference: Sport in Place, New Orleans, United States  
Main Audience: Researcher  
Invited?: No, Keynote?: No
6. Fox, K., & McDermott, L.. (2011). Well-intentioned but exclusionary communication about recreation in a diverse and media-literate world. Challenging Leisure: Australia and New Zealand Association of Leisure Studies 10th Biennial Conference, Dunedin, New Zealand  
Main Audience: Researcher  
Invited?: No, Keynote?: No
7. (2011). "Doing something that's good for me": The healthy subject, accomplishment, and the construction of the self. Challenging Leisure: Australia and New Zealand Association of Leisure Studies 10th Biennial Conference, Dunedin, New Zealand  
Main Audience: Researcher  
Invited?: No, Keynote?: No
8. (2010). "Doing something that's good for me": Understanding articulations amongst exercise, health and the self. North American Society for the Sociology of Sport 31st Conference: Producing knowledge, producing bodies: Cross-currents in sociology of sport and physical culture, San Diego, United States  
Main Audience: Researcher  
Invited?: No, Keynote?: No
9. Scherer, J., & McDermott, L.. (2009). The cultural politics of war: Sport, militarism, and Canadian identity. International Sport Sociology Association World Congress: Passion, Practice and Profit, Utrecht, Netherlands  
Main Audience: Researcher  
Invited?: No, Keynote?: No
10. (2009). Childhood obesity and physical (in)activity: A governmental analysis of risk and epidemic discourses.. Faculty of Physical Education and Recreation Speaker Series Presentation., Edmonton, Canada  
Main Audience: Researcher  
Invited?: Yes, Keynote?: No

## Publications

### Journal Articles

1. McDermott, L.. (2012). 'Thrash yourself Thursday': The production of the 'healthy' child through a fitness-based PE practice. *Sport, Education & Society*. 17(3): 405-429.  
First Listed Author  
Published  
Refereed?: Yes, Open Access?: No
2. Scherer, J., & McDermott, L.. (2011). Playing promotional politics: Mythologizing hockey and manufacturing 'ordinary' Canadians. *International Journal of Canadian Studies*. 43(Spring): 107-134.  
Co-Author  
Published  
Refereed?: Yes, Open Access?: No

### Book Chapters

1. Scherer, J., & McDermott, L.. (2013). Don Cherry and the cultural politics of rock'em sock'em nationalism: Complicating the hero-villain binary in Canada. L. Wenner. *Fallen Sports Heroes, Media, and Celebrity Culture*. : 330-345.  
Co-Author  
Published, Peter Lang  
Refereed?: Yes
2. Scherer, J., & McDermott, L.. (2012). Hijacking Canadian identity: Stephen Harper, hockey, and the terror of neo-liberalism. D. Andrews & M. Silk. *Sport and neo-liberalism. Politics, consumption and culture*. : 259-279.  
Co-Author  
Published, Temple University Press.  
Refereed?: Yes
3. McDermott, L.. (2010). "Doing something good for me:" Exploring intersections of exercise, health and the self. E. Kennedy and P. Markula. *Women and exercise: Qualitative research on the body, health and consumerism*. : 197-226.  
Published, Routledge  
Refereed?: Yes

### Book Reviews

1. Biopolitics and the 'obesity epidemic'. *International Journal of Qualitative Studies in Education*. 23(7): 869-874.  
Published  
Review Date: 2010/12  
Refereed?: No

### Conference Publications

1. (2014). Online News Reader Comments as a Public Sphere Forum: Deliberations on Canadian Children's Physical Activity Habits. *The Sporting Arena: Academics, Activists & Activism[s]*. North American Society for the Sociology of Sport, Portland, Oregon, 2014. (p. 18). North American Society for the Sociology of Sport  
Abstract  
First Listed Author  
Published  
Refereed?: Yes, Invited?: No



2. (2014). The Banff Winter Olympics: National park development and the 'wilderness issue'. The 2014 Program, Forty-Second Annual Convention of the North American Society for Sport History, May 30-June 2, 2014, Glenwood Springs, CO. (p. 18). North American Society for Sport History  
Abstract  
Co-Author  
Published  
Refereed?: Yes, Invited?: No
3. (2014). Tracing the Branches of Kanaka Maoli [Native Hawaiian] "Leisure" Through Hawaiian Language Sources. Book of Abstracts, 14th Canadian Congress on Leisure Research, May 21-23, 2014, Dalhousie University, Halifax, NS. (p. 353-356). Canadian Congress of Leisure Research  
Abstract  
Co-Author  
Published  
Refereed?: Yes, Invited?: No
4. (2012). Don Cherry, Canadian culture and hockey: Complicating the hero-villain binary.. Sport in Place. North American Society for the Sociology of Sport Annual Conference New Orleans, Louisiana, USA (11). North American Society for the Sociology of Sport  
Abstract  
Co-Author  
Published  
Refereed?: Yes, Invited?: No
5. (2011). Well intentioned but exclusionary communication about recreation in a diverse and media & literate world.. Challenging Leisure. Australia & New Zealand Association of Leisure Studies 10th Biennial Conference, Dunedin, New Zealand (54). Australian & New Zealand Association for Leisure Studies  
Abstract  
Co-Author  
Published  
Refereed?: Yes, Invited?: No
6. (2011). "Doing something that's good for me": The healthy subject, accomplishment, and the construction of the self.. Challenging leisure: Australia and New Zealand Association of Leisure Studies 10th Biennial Conference (49). Australian & New Zealand Association for Leisure Studies  
Abstract  
First Listed Author  
Published  
Refereed?: Yes, Invited?: No
7. (2010). "Doing something that's good for me:" Understanding articulations amongst exercise, health and the self.. Producing Knowledge, Producing Bodies: Cross-currents in Sociologies of Sport and Physical Culture. North American Society for the Sociology of Sport Conference, San Diego, California (47). North American Society for the Sociology of Sport  
Abstract  
First Listed Author  
Published  
Refereed?: Yes, Invited?: No