

# *Issue 3*





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## *A Letter from the Editors*

The editorial board is committed to efforts toward reconciliation, and we aim to confront and deconstruct colonial perspectives of knowledge transmission. As a team, we decided not to influence authors into specific themes and, in turn, have them focus on what they are passionate about sharing. Coincidentally, the authors chose to tackle personal or professional anecdotes that align with intense colonial themes, highlighting some of the marginalized voices in so-called Canada. Their work reflects comments on the 'Contemporary' bodies that comprise the nation, and we are proud to publish this edition. These works will invite critical reflection and discourse about the realities of people's positions in Canada and what that means for the country.

The team anticipated essays, but we encouraged the submission of alternative epistemologies to center the voices of misrepresented and underrepresented scholars. We are proud to feature one such submission, I. Lirette's "Indigenous Beadwork: Drawing Together Images from Indigenous Literature." In this visual essay, Lirette intertwines Indigenous cultural expression with literary analysis of Indigenous-authored texts. The chosen works reveal the ongoing legacy of colonialism while establishing themes of community, family, resilience, pride, respect, and love found throughout the literature. In selecting beadwork, Lirette demonstrates the decolonization of learning and dissemination of knowledge that celebrates the Indigeneity of the authors and their works. J. Campbell complements this dialogue in their review of decolonial approaches to research with Indigenous adolescent girls. In "Research with Indigenous Girls: A Review," Campbell evaluates the current landscape of research methodologies, highlighting the urgent need to confront and mitigate the enduring legacies of colonialism within Western academic inquiry. The review emphasizes the importance of centring Indigenous participants' voices and experiences to challenge colonial structures and facilitate action within academic spheres.

In connection to challenging academia, "Queering the Curriculum: Why Early Queer Education is Necessary for the Survival of Queer Children in Ontario," authored by I. Fortino, engages with the intersections of education policy, institutional biases, and the lived experiences of queer children within the province's educational framework. This article offers a compelling call to action, urging educators and policymakers to prioritize creating affirming and inclusive environments for 2SLGBTQIA+ youth within Ontario schools, asserting their right to visibility, safety, and dignity. The themes of a safe environment highlighted by Fortino are necessary in all Canadian spaces. So, we are excited to showcase an equally thought-provoking article that comments on safety by delving into the intricate relationship between sports culture, masculinity, and violence. Titled "The Agon of Competition: The Violence of Sports Culture," this

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article by A. Bradley exposes the Canadian glorification of aggression and violence within sports, offering a nuanced examination of its societal implications. Bradley depicts how sports, often seen as a realm of entertainment and athleticism, also serve as breeding grounds for hypermasculine ideals, perpetuating a culture where violence is a milestone in personal growth. Bradley challenges us to rethink conventional notions of competition and power.

The editorial board is exceptionally thankful for the authors' unspoken yet shared consensus to disrupt conventional thought in their articles. We hope readers critically engage with this issue to further the conversations addressed in their respective academic spheres. To the authors, we have a profound gratitude for the passion and commitment displayed in your writings to discuss relevant social issues meaningfully. For our peer reviewers, we are grateful for your fresh perspectives in finalizing this issue. Also, we sincerely thank Jean Michel Montsion, Laura Taman, Nikki Pagaling, and the entire Robarts Centre for Canadian Studies team for their guidance, patience, and efforts. Again, we are immensely proud of all who participated in this work, and we can positively reminisce on the journey despite the challenges and feats of this issue; we hope all can enjoy it.

Sincerely,

Jessica Campbell  
Jasmine Johnson