

CURRICULUM VITAE (Abridged)

Research Contributions:

(a) Academic Books (edited)

1. Bridel, W., Markula, P., & **Denison, J.** (Eds.). (2016). *Endurance running: A socio-cultural examination*. London: Routledge.
2. Potrac, P., Gilbert, W., & **Denison, J.** (Eds.). (2013). *The Routledge handbook of sports coaching*. London: Routledge.
3. Denison, J. (Ed.). (2007). *Coaching knowledges: Understanding the dynamics of performance sport*. London: AC Black.
4. Denison, J., & Markula, P. (Eds.). (2003). *Moving writing: Crafting movement in sport research*. New York: Peter Lang.

(b) Trade Books

1. Denison, J. (2004). *The greatest: The Haile Gebrselassie story*. New York: Breakaway Books.
2. Denison, J. (2003). *Bannister and beyond: The mystique of the four-minute mile*. New York: Breakaway Books.

(c) Chapters in Books

1. Denison, J. & Kindrachuk, N. (2020). Warming up to race: Exploring Foucauldian inspired coaching practices in swimming. In B. Gearity and B. Callary (Eds.), *Coach education and development in sport: Instructional strategies*. (pp. 89-98). London: Routledge.
2. Denison, J. & Mills, J. P. (2019). Problematizing practice: Coach development with Foucault. In R. Pringle, H. Larsson and G. Gerdin (Eds.), *Critical research in sport, health and physical education: How to make a difference*. (pp. 78-89). London: Routledge.
3. Denison, J. & Mills, J. P. (2017). (High-) performance sports. In D. Andrews, M. Silk and H. Thorpe (Eds.), *The Routledge handbook of physical cultural studies*. (pp. 111-118). London: Routledge.
4. Jones, L. & **Denison, J.**, & Gearity, B. (2016). Robin Usher: A post-structuralist reading of learning in coaching. In L. Nelson, R. Groom and P. Potrac (Eds.), *Learning in sports coaching: Theory, and application* (pp. 161-173). London: Routledge.
5. Bridel, W., Markula, P., & **Denison, J.** (2016). Critical considerations of runners and running. In W. Bridel, P. Markula and J. Denison (Eds.), *Endurance running: A socio-cultural examination*, (pp. 1-15). London: Routledge.
6. Bridel, W., **Denison, J.**, & Markula, P. (2016). Enduring ideas. In W. Bridel, P. Markula and J. Denison (Eds.), *Endurance running: A socio-cultural examination*, (pp. 243-249). London: Routledge.
7. Mills, J. P. & **Denison, J.** (2016). Charting the development of contemporary endurance training. In W. Bridel, P. Markula and J. Denison (Eds.), *Endurance running: A socio-*

cultural examination, (pp. 50-60). London: Routledge.

8. Mills, J. P. & **Denison, J.** (2014). Discourse analysis. In L. Nelson, R. Groom and P. Potrac (Eds.), *Research methods in sports coaching*, (pp. 217-226). London: Routledge.
9. Avner, Z., Jones, L., & **Denison, J.** (2014). Poststructuralism. In L. Nelson, P. Potrac and R. Groom (Eds.), *Research methods in sports coaching*, (pp. 42-51). London: Routledge.
10. Denison, J., Mills, J. P., & Jones, L. (2013). Effective coaching as a modernist formation: A Foucauldian critique. In P. Potrac, W. Gilbert and J. Denison (Eds.), *The Routledge handbook of sports coaching*, (pp. 388-398). London: Routledge.
11. Denison, J. & Scott-Thomas, D. (2010). Michel Foucault: Power and discourse: The 'loaded' language of coaching. In R. L. Jones, P. Potrac, C. Cushion and L. T. Ronglan (Eds), *The sociology of sports coaching* (pp. 27-39). London: Routledge.
12. Denison, J. (2007). The Haile Gebrselassie story: A biography of difference. In J. Bale and Y. Pitsiladis (Eds.), *East African running: Toward a cross-disciplinary perspective* (pp. 51-59). London: Routledge.
13. Markula, P., & **Denison, J.** (2005). Sport and the personal narrative. In D. L. Andrews, D. S. Mason and M. L. Silk (Eds.), *Qualitative methods in sports studies* (pp. 165-184). London: Berg.
14. Denison, J. (2004). 'Come on red!': An American tale. In D. L. Andrews (Ed.). *Manchester United: A thematic study* (pp. 278-282). London: Routledge.
15. Denison, J., & Markula, P. (2003). Introduction: Moving writing. In J. Denison, & P. Markula (Eds), *Moving writing: Crafting movement in sport research* (pp. 1-24). New York: Peter Lang.
16. Denison, J. (1999). Boxed in. In A. C. Sparkes and M. Silvennoinen (Eds.), *Talking bodies: Men's narratives of the body and sport* (pp. 29-36). Jyväskylä, Finland: SoPhi, University of Jyväskylä Press.
17. Denison, J. (1999). Men's selves and sport. In A. C. Sparkes and M. Silvennoinen (Eds.), *Talking bodies: Men's narratives of the body and sport* (pp. 156-162). Jyväskylä, Finland: SoPhi, University of Jyväskylä Press.

(d) Papers in Refereed Journals

1. Mills, J. P., **Denison, J.**, & Gearity, B. (2020). Breaking coaching's rules: Transforming the body, sport, and performance. *Journal of Sport and Social Issues*, 44, 244-260.
2. Jones, L., & **Denison, J.** (2019). Jogging not running: A narrative approach to exploring 'exercise as leisure' after a life in elite football. *Leisure Studies*, 38, 831-844.
3. Denison, J. (2019). What it really means to 'think outside the box': Why Foucault matters for Coach Development. *International Sport Coaching Journal*, 6, 354-358.

4. Konoval, T., **Denison, J.**, & Mills, J. P. (2019). The cyclical relationship between physiology and discipline: One endurance running coach's experiences problematizing disciplinary practices. *Sports Coaching Review*, 8, 124-148.
5. Denison, J., Jones, L., & Mills, J. P. (2019). Becoming a good enough coach. *Sports Coaching Review*, 8, 1-6.
6. Avner, Z., **Denison, J.**, & Markula, P. (2019). "Good athletes have fun": A Foucauldian reading of university coaches' use of fun. *Sports Coaching Review*, 8, 43-61.
7. Jones, L., & Denison, J. (2018). A socio-cultural perspective surrounding the application of GPS technology: Some suggestions for the strength and conditioning coach. *Strength and Conditioning Journal*, 40, 1-8.
8. Mills, J. P. & **Denison, J.** (2018). How power moves: A Foucauldian analysis of [in]effective Coaching. *International Review for the Sociology of Sport*, 53, 296-312.
9. Mills, J. P., **Denison, J.**, & Gearity, B. (2017, summer). 'Social' science as sport science. *The Sport and Exercise Scientist*, 52, 26-27.
10. Denison, J. & Mills, J. P., & Konoval, T. (2017). Sports' disciplinary legacy and the challenge of 'coaching differently.' *Sport, Education and Society*, 22, 772-783.
11. Avner, Z, Markula, P., & **Denison, J.** (2017). Understanding effective coaching: A Foucauldian reading of current coach education frameworks. *International Sport Coaching Journal*, 4, 101-109.
12. Jones, L. & **Denison, J.** (2017). Immediate experiences of retirement in British professional and semi-professional Football: The docile body in retirement. *The International Review for the Sociology of Sport*, 52, 924-939.
13. Denison, J. (2016). Social theory and narrative research: A point of view. *Sport, Education and Society*, 21, 7-10.
14. Jones, L., Marshall, P., & **Denison, J.** (2016). The health implications surrounding the use of wearable GPS devices in rugby league: A Foucauldian disciplinary analysis of the normalised use of a common surveillance aid. *Performance Enhancement & Health*, 5, 38-46.
15. Dowling, M., **Denison, J.**, & Washington, M. (2015). The modernization of policy-making processes in National Sport Organizations: A case study of Athletics Canada. *Journal of Amateur Sport*, 1, 78-102.
16. Denison, J., Pringle, P., Cassidy, T., & Hessian, P. (2015). Informing coaches' practices: Towards an application of Foucault's ethics. *International Sport Coaching Journal*, 2, 72-76.
17. Denison, J. & Mills, J. P. (2014). Planning for distance running: Coaching with Foucault. *Sports Coaching Review*, 3, 1-16.
18. Thorpe, H., Ryba, T, & **Denison, J.** (2014). Toward new conversations between sociology

- and psychology. *Sociology of Sports Journal*, 31, 131-138.
19. Mills, J. P. & **Denison, J.** (2013). Coach Foucault: Problematizing endurance running coaches' practices. *Sports Coaching Review*, 2, 136-150.
 20. Gearity, B., & **Denison, J.** (2012). Educator-Coach as stranger. *Cultural Studies and Critical Methodologies*, 12, 352-356.
 21. Denison, J. & Avner, Z. (2011). Positive coaching: Ethical practices for athlete development. *Quest*, 63, 209-227.
 22. Denison, J. (2010). Messy texts, or the unexplainable performance: Reading bodies' evidence. *International Review of Qualitative Research*, 3, 149-160.
 23. Denison, J. (2010). Planning, practice and performance: The discursive construction of coaches' knowledge. *Sport, Education & Society*, 15, 461-478.
 24. Denison, J. (2007). Social theory for coaches: A Foucauldian reading of one athlete's poor performance. *International Journal of Sports Science & Coaching*, 2, 369-383.
 25. Denison, J. (2006). The way we ran: Reimagining research and the self. *Journal of Sport & Social Issues*, 30, 333-339.
 26. Denison, J., & Winslade, J. (2006). Understanding problematic sporting stories: Narrative therapy and applied sport psychology. *Junctures*, 6, 99-105.
 27. Denison, J. (2006). Inhibiting progress: The record of the four-minute mile. *Sport in History*, 26, 280-288.
 28. Denison, J., Markula, P. (2005). The press conference as performance: Representing Haile Gebrselassie. *Sociology of Sport Journal*, 22, 311-335.
 29. Denison, J. (2002). Writing a "true" sports story. *Auto/Biography*, 10, 131-137.
 30. Denison, J. (2001). New standards for storied sport research. *International Sports Studies*, 23, 30-36.
 31. Markula, P., Grant, B. G., & **Denison, J.** (2001). Qualitative research and physical activity and aging: Multiple ways of knowing. *Journal of Aging and Physical Activity*, 9, 245-264.
 32. Denison, J. (2000). Tattoo. *Aethlon: The Journal of Sport Literature*, 17, 21-27.
 33. Markula, P. & **Denison, J.** (2000). See spot run: Movement as an object of textual analysis. *Qualitative Inquiry*, 6, 406-431.
 34. Denison, J. (2000). Gift. *Sociology of Sport Journal*, 17, 98-99.
 35. Denison, J., & Rinehart, R. (2000). Imagining sociological narratives. *Sociology of Sport Journal*, 17, 1-4.

36. Denison, J. (1999). Tracks. *The Waikato Journal of Education*, 5, 151-152.
37. Denison, J. (1998). An elephant's trunk. *Sport Literate*, 2, 64-83.
38. Denison, J. (1997). Sport retirement in New Zealand. *Journal of Physical Education New Zealand*, 30, 11-14.
39. Denison, J. (1996). Sport narratives. *Qualitative Inquiry*, 2, 351-362.
40. Denison, J. (1996, Winter). Beyond the physical: Excellence in New Zealand sport. *The New Zealand Coach*, 22-23.
41. Denison, J. (1995). Goal setting in sport: What coaches can learn from research. *Waikato Journal of Education*, 1, 177-180.

Graduate Supervision and Examination:

(a) Ph.D. (supervisor)

1. Ansell, D. (in progress). University of Alberta, CAN.
2. Brock, B. (in progress). University of Alberta, CAN
3. Konoval, T. (2018). *Moving onto practice: Exploring the impact of a Foucauldian-informed coach development collaboration*. University of Alberta, CAN.
4. Avner, Z. (2014). *What can Foucault tell us about fun in sport? A Foucauldian critical examination of the discursive production and deployment of fun within varsity coaching contexts*. University of Alberta, CAN. (co-supervised with Dr. Pirkko Markula)
5. Mills, J. (2014). *Soldiers, animals and machines: A Foucauldian analysis of the making of the contemporary endurance running body*. University of Alberta. CAN.
6. Jones, L. (2013). *The End of the road?: Discipline and retirement in British professional and semi-professional. football* University of Alberta, CAN.
7. Norman, L. (2007). *Women in sport: The position of the female coach*. University of Bath, GBR. (co-supervised with Dr. Pirkko Markula).

(b) Ph.D. (supervisory committee member)

1. Leong, D. (in progress). University of Alberta, CAN.
2. Dowling, M. (2014). *Under new governance? Examining the role of Canadian Sport For Life in sport policy and governance*. University of Alberta, CAN.
3. Davies, K. (2014). *Theorizing the active body in children's sport fiction: A Foucauldian textual Analysis*. University of Alberta, CAN.
4. Kulczycki, C. (2013). *The relationship between rock climbers and climbing places*. University of Alberta, CAN.

5. Edwards, J. (2012). *The professionalization of Canada's elite level hockey development system: An exploratory study into the recruitment and retention of coaches and players by club hockey organizations, Canada's governing organizations, intercollegiate, and major junior hockey institutions*. University of Alberta, CAN.
6. Reade, I. (2009). *An agency theory perspective on managing relationships between sport organizations: The case of Sport Canada and Canadian Interuniversity Sport*. University of Alberta, CAN.
7. Pringle, R. (2004). *Doing the damage? An examination of masculinities and men's rugby experiences of pain, fear and pleasure*. University of Waikato, NZL.
8. Barbour, K. (2002). *The process of becoming: Women's solo contemporary dance in Aotearoa, New Zealand*. University of Waikato, NZL.
9. Wright, N. (2002). *Teachers' stories: Understanding educational leadership*. University of Waikato, NZL.

(c) Ph.D. (external examiner)

1. Bjorndal, C. T. (2017). *Muddling through: The dynamics of talent development in Norwegian women's handball*. Norwegian School of Sport Sciences, NOR.
2. Campbell, P. (2016). *Public participation, mediated expertise, and reflexivity: How multiple medical realities are negotiated in runners' (self)care practices*. University of Calgary, CAN.
3. Mackenzie, R. (2014). *An in-situ exploration of the reflection & experience based learning of professional football players and coaches*. Loughborough University, GBR.
4. Taylor, S. (2014). *Case studies in learning to coach athletes with disabilities: Lifelong learning in four Canadian parasport coaches*. University of Ottawa, CAN.
5. Hollings, S. (2012). *Junior athletes transition to senior athletes*. Auckland University of Technology, NZL.
6. Crocket, H. R. (2012). *Playing with ethics?: A Foucauldian examination of the construction of ethical subjectivities in Ultimate Frisbee*. University of Waikato, NZL.
7. Burke, S. (2007). *Learning through narratives of experience: Exploring Mount Everest climbers' cognitive dissonance from an ethnomethodological perspective*. University of Ottawa, CAN.
8. Zhao, H. K. (2006). *Interpreting folkways of teaching: A life-history narrative inquiry into characteristics of Chinese secondary EFL teachers' knowledge*. University of Bath, GBR.

(d) Masters (supervisor)

1. Farnell, G. (in progress). University of Alberta, CAN.

2. Brock, B. (in progress). University of Alberta, CAN.
3. Orton, J. (in progress). University of Alberta, CAN.
4. White, T. (in progress). University of Alberta, CAN.
5. Marshall, C. (in progress). University of Alberta, CAN.
6. Steinke, T. (in progress). University of Alberta, CAN.
7. Dutcher, M. (in progress). University of Alberta, CAN.
8. Radowits, R. (in progress). University of Alberta, CAN.
9. Sokol, L. (2020). *Exploring how coaching practices effect athletes' holistic development opportunities*. University of Alberta, CAN.
10. Pippus, G. (2019). *Athlete-centred coaching in university sport: A Foucauldian analysis*. University of Alberta, CAN.
11. Watson, C. (2018). *Facilitating youth sport coaches in learning to problematize*. University of Alberta, CAN.
12. Kindrachuk, N. (2018). *Warming up to race: Exploring Foucauldian inspired coaching practices in swimming through coach development*. University of Alberta, CAN.
13. Kanyo, N. (2016). *An analysis of virtual coaching education*. University of Alberta, CAN.
14. Anderson-Fenger, M. (2017). *Coaching with Foucault: An application to youth soccer coaching*. University of Alberta, CAN.
15. Hunter, R. (2017). *Moving forward after criticism: How to approach reflection using a Foucauldian framework*. University of Alberta, CAN.
16. Rosenke, D. (2014). *Talent identification and carding in Canadian track and field: Is our system empirically supported?* University of Alberta, CAN.
17. Brown, J. (2014). *Learning how to plan in high-performance athletics*. University of Alberta, CAN.
18. McAleenan, E. (2011). *University coaches' role in facilitating the transition process for rookie student athletes*. University of Alberta, CAN.
19. Christopher, L. (2011). *Understanding the problem-solving approaches of high-performance 100 metre coaches*. University of Alberta, CAN.
20. Dolson, K. (2011). *Narratives by elite runners: Descriptions of their bodily experiences during pregnancy*. University of Alberta, CAN.

21. Kennedy, M. (2011). *Figure skaters' perceptions of the social support provided by their coaches following injury*. University of Alberta, CAN.
 22. Klimushko, R. (2010). *Coach leadership: An analysis of leadership theory and how reflection can lead to improved coach practices*. University of Alberta, CAN.
 23. Dutove, J. (2010). *A constructivist approach to understanding a coach's learning through mentoring*. University of Alberta, CAN.
 24. Counsell, U. (2006). *The coach-athlete relationship in crisis: A personal tale of injury and change*. University of Bath, GBR.
 25. Jones, L. (2006). *Football and identity*. University of Bath, GBR.
 26. Scollo, B. (2005). *The saturated athlete: Inside men's professional tennis*. University of Bath, GBR.
 27. Pirret, J. P. (2000). *Hegemonic masculinity and its effect on Maaori men's health: A genealogical exploration of British colonialism, its disciplinary society, and the normalisation of Maaori men*. University of Waikato, NZL.
 28. Donaldson, N. (2000). *The life experiences of highly competitive athletes*. University of Waikato, NZL.
 29. Parrot, K. (1999). *A changing game: Stories of a family's life in polo*. University of Waikato, NZL.
- (e) Masters (supervisory committee member)
1. Draper, H. (2013). *The qualities of an exemplary coach: A case study of coach Clare Drake*. University of Alberta, CAN.
 2. Ferguson, D. (2012). *Basketball players' migration*. University of Alberta, CAN.
 3. Story, C. (2011). *Female figure skaters' perceptions of gender*. University of Alberta, CAN.
 4. Bucan, S. (2010). *Exploratory study of motivational factors for male and female Ethiopian long distance runners*. University of Alberta, CAN.
 5. Olsen, K. (2007). *A narrative inquiry into an extreme sport: The emotional experience of skydiving*. University of Alberta, CAN.
 6. Pope, C. (1996). *Student experiences of a sport education curriculum model*. University of Waikato, NZL.