

Study and Development Fellowship for Sessional Lecturers (CUPE 3913 Unit 2), Winter 2020 Final Report

Dear Study and Development Fellowship Committee,

My goal for this fellowship was to complete the revisions necessary to submit and publish three peer-reviewed journal articles. As I submitted my fellowship application, I had all three multi-disciplinary articles ready for revision (each had been submitted to a journal within the last year). I had received excellent and comprehensive feedback and feel that content revisions would be minimal while stylistic and structural revisions would be more significant (as is typical when one shifts to more suitable journals).

While I would ordinarily like to dedicate a significant amount of time to writing, I do not have adequate time at this point in my career. I teach up to ten courses a year and in attempting to write and teach, I am certain my focus and energy would be divided, and neither would benefit. With this fellowship, I have been able to achieve a balance between my teaching and scholarly pursuits.

While I enjoy teaching, I also recognize the value of publishing in academia and therefore used this fellowship to further contribute to this aspect of the field of human geography/geographic education. In doing so, I believe this will provide my courses with more substance, further align me with colleagues who focus on similar topics, and increase my presence in publishing (which further supports the Geography, Environment and Geomatics Department as well). Publications of these topics further enables me to also weave my community and university service/experience into my academic pursuits. Lastly, I believe that by engaging with pedagogy in one of the three journal articles, I am able to re-evaluate my own approaches to teaching and align myself with best-practices in the field.

Outcomes

My goal with this fellowship was the completion and submission of all three projects to the appropriate publisher, and for each to be under review by the end of the fellowship. While I did revise three journal articles, upon further personal reflection I decided that one was no longer going to be of significant importance to my work and as such, decided to put it aside. At the same time that I was working on the other two articles, I had a chapter accepted for a book. My revised objectives were to submit two articles and one book chapter by the end of the Winter 2020 term.

As a result of this fellowship, I was able to submit the following:

1. Journal of Geography

Hooykaas, A.L. (2020). "Placelessness and the [Re]Integration of Place into Geography in Higher Education." *Journal of Geography*. [UNDER REVIEW]

Initially submitted February 10, 2020, Revisions received April 15, 2020 (currently working to revise and resubmit May 1, 2020)

Abstract: Place-based education is common in elementary school geography curriculums where children are taught about their surroundings. Emphasizing hands-on, real-world learning experiences, this approach creates heightened commitment to serving as active, contributing citizens. By post-secondary school, geography students collectively pursue knowledge within a classroom, learning about the importance of becoming global citizens. In the process, the benefits of place-based education are overlooked in favour of global aspirations. This paper considers the importance of place in student well-

being, and the role of educator in place-based education, while reflecting on the role that local experiential education can play in increasingly global-oriented education.

Keywords: place-based education; university; geography; placelessness; sense of place

2. Human Ecology Review

Hooykaas, A.L. (2020). "Finding Home in a Public Garden." *Human Ecology Review*. [UNDER REVIEW]
Initially submitted February 21, 2020, Resubmission with revisions April 17, 2020

Abstract: Home, while often considered as a physical space, is also "a state of being". This experience of being at home is not a static entity with clear boundaries but rather involves dynamic connections between inside and outside and private and public. The essential characteristics/attributes of home include the act of dwelling and engaging within a space, feeling a sense of belonging and empowerment, and a space of residence – whether physically, emotionally, or otherwise. Gardens place individuals within their own stories and bring them home: from reminding them of childhoods long since passed, to the selfless act of stewarding public spaces, there is an intrinsic connection between people and "their" garden. Additionally, public gardens offer some re-creation of homelands, and familiar sensory experiences often link individuals to other times, which comfort them and ground them in this "home". An investigation of the role played by such volunteers in Canadian public gardens uncovers insights into the importance of place attachment, belonging, and "home".

Keywords: home, public gardens, sense of place, volunteers

3. Palgrave Macmillan Book Chapter

Hooykaas, A.L. Placelessness and Dis-Ease – Addressing the Need for Familiar Places for At-Risk Youth in
Smith, T.A., Pitt, H., & Dunkley, R.A. (Eds) *Introducing Young People to "Unfamiliar Landscapes"*.
Palgrave Macmillan. (Forthcoming, Spring 2021).
Initially submitted December 8, 2019, Resubmission with revisions April 22, 2020

Abstract: In Northern Ontario, every summer groups of inner-city youth push off in canoes for trips into wild spaces in the hope that this journey will guide them to find their own internal sense of place, well-being, and belonging. This exploration of experiential environmental approaches to fostering mental well-being for disaffected youth is contextualized through the sense of place literature. This literature seeks to connect the relationship between individual well-being with that of the feelings of belonging or "being placed" (instead of being placeless) within a particular environment.

Urban youth at-risk, such as those residing in "priority neighbourhoods" of Toronto, Ontario, Canada, for example, rarely are able to venture beyond their own communities to discover new and novel natural landscapes. Many of those youth can also be frustrated by having little control over their lives and may lack emotional, social, and financial stability to move beyond those neighbourhoods and some of the associated challenges of living there. Backcountry wilderness expeditions can help to bridge the gap between youth and place, urban and rural, and isolation and connection, thereby strengthening the connections of youth to themselves, their communities, and the larger natural landscape as well.

Drawing on auto-ethnographic knowledge of two decades of backcountry guiding with youth at-risk and secondary literature on placelessness, this chapter offers insight into the experiences of the youth. It

explores the mental health and wellness impacts of transformative intentional immersion into unfamiliar, natural wilderness landscapes, both in the immediate and long-term.

Key Words: place, placelessness well-being, backcountry expedition, urban, wilderness, youth at-risk

These publications have been percolating in my "To-Do List" for several terms and having the opportunity to pause and write has been welcome. I have been pleasantly surprised by the speed of responses from editors and the process of publishing has been much smoother than I anticipated, and I hope that each will be available in print within the near future.

I would like to thank the Study and Development Fellowship Committee for providing me the opportunity to undertake this work; I look forward to continuing to serve as a Sessional Lecturer for many terms to come.

Yours in education,

~ Amanda Hooykaas, PhD, MPhil, MSW (student), BES, FRCGS