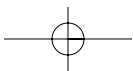
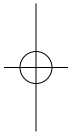
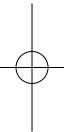

Doctora honoris causa

JANICE MONK

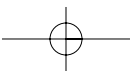
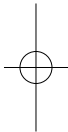
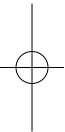
Discurs llegit
a la cerimònia d'investidura
celebrada a l'auditori
de la Facultat de Filosofia i Lletres
el dia 16 d'octubre
de l'any 2013

UAB

Universitat Autònoma de Barcelona



PRESENTACIÓ
DE
JANICE MONK
PER
MARIA DOLORS GARCIA-RAMON



Rector Magnífic, Vicerectors i Vicerectors,
Benvolguda Degana,
Benvolguts col·legues, estudiants, amigues i amics,

És per a mi un honor que la Facultat de Filosofia i Lletres i la seva degana m'hagin confiat la funció de padrina de la nova doctora *honoris causa* de la Universitat Autònoma de Barcelona, la professora Janice Jones Monk, i estic així mateix molt satisfeta que amb aquest acte se celebri de forma solemne l'obertura del curs 2013-2014 a la Facultat.

És un dia de festa per al Departament de Geografia, perquè passats molts anys un altre geògraf (en el cas d'avui, una geògrafa) torna a rebre aquest honor. Ara fa vint-i-quatre anys que, el 1979, Pau Vila rebia aquesta distinció apadrinat per Enric Lluch, el fundador del nostre departament que no fa gaire temps ens va deixar. Pau Vila, que havia viscut molts anys a l'exili, representava el restabliment de la continuïtat de la nostra geografia, estroncada per la Guerra Civil i la dictadura. Avui, sortosament, la nova doctora *honoris causa* representa els camins nous que la geografia catalana i el nostre departament en particular estan explorant amb la decidida internacionalització de la seva recerca. Més enllà de la nostra disciplina, els estudis de gènere en què la Dra. Monk ha tingut un destacat protagonisme han arribat a tenir un caràcter transversal que inclou una bona part de les disciplines acadèmiques, i per això l'acte d'avui és també una bona ocasió per remarcar l'atenció creixent que reben en el conjunt de la UAB.

La professora Janice Jones Monk ha estat una figura cabdal en el desenvolupament de la geografia del gènere als EUA i en l'àmbit internacional, i no només en el seu desenvolupament sinó també en la seva institucionalització. Ha estat també una destacada impulsora de l'enfocament cultural i social en geografia des de finals dels anys setanta en un moment en què l'enfocament teoreticoquantitatiu era prevalent en el món acadèmic angloamericà. Va ser cofundadora de la Comissió de Gènere i Geografia de la Unió Geogràfica Internacional (UGI) i des que es va crear el 1988 n'ha estat l'ànima i ho és encara en el moment actual.

La professora Monk ha ocupat llocs de responsabilitat institucionals destacats, com ara, per mencionar-ne un de particular relleu, el de presidenta de l'Association of American Geographers (AAG), potser l'associació geogràfica més important del món, un càrrec per al qual va ser elegida l'any 2000. Convé remarcar que ha estat la segona dona presidenta en la història de la institució. Des de l'AAG va fer aportacions significatives a la institucionalització de la disciplina i a la recerca sobre l'ensenyament de la geografia als diferents nivells universitaris i les sortides professionals, sempre incorporant-hi una mirada de gènere. Tot això ho ha fet també des de la seva posició d'editora americana de l'acreditada revista internacional *Journal of Geography and Higher Education*.

El *curriculum vitae* de la professora Monk és extens i intens, amb més de cent vint articles i capítols de llibres en revistes i editorials de primer ordre, publicats en anglès però també en alemany, italià, japonès, portuguès, català i espanyol. És també l'editora de més d'una quinzena de llibres i números monogràfics de revistes, i ha estat professora o investigadora visitant a més de quinze universitats d'arreu del món. Ha rebut, així mateix, més de quinze distincions i guardons de relleu, dels quals em limito a destacar el *Lauréat d'Honneur* de la Unió Geogràfica Internacional (2012), l'*Australian Medal* de l'Institut de Geògrafs Australians i el *Lifetime Achievement Honors* de l'Associació de Geògrafs Americans (2000).

La seva relació professional amb el Departament de Geografia de la UAB va començar fa més de vint-i-cinc anys i ha suposat una col·laboració científica molt estreta que ha donat impuls a la internacionalització de la nostra recerca en termes a què em referiré més endavant.

Després d'aquesta breu panoràmica sobre la trajectòria universitària de la professora Monk, vull insistir ara en alguns aspectes concrets de la seva biografia intel·lectual i en les seves aportacions més destacades.

Jan Monk va néixer a Sydney. En aquesta ciutat es va llicenciar en Geografia i tot seguit va anar als EUA a cursar-hi estudis de postgrau. Australiana com era d'origen, va voler fer una tesi doctoral sobre l'ecologia social de sis comunitats rurals parcialment aborígens de Nova Gal·les del Sud, presentada el 1972 a la universitat d'Illinois. La metodologia utilitzada era bàsicament qualitativa i etnogràfica en un moment en què la recerca als EUA era molt quantitativa i molt poc interessada en els estudis ètnics. És per això que pot considerar-se la pionera en la introducció de l'enfocament cultural en geografia, el *cultural turn* que tan important ha estat en la geografia internacional a partir de les dècades dels vuitanta i noranta fins a l'actualitat. Bastants anys més tard, la recerca doctoral de la professora Monk va tenir un impacte molt notable a Austràlia, on recentment s'ha creat un arxiu basat en els materials de la seva recerca per tal de facilitar i orientar el treball de noves generacions d'investigadors en aquest camp.

La doctora Monk va ser professora a la Universitat d'Illinois fins al 1981, i aquest mateix any va traslladar-se a la Universitat d'Arizona, a Tucson, on ha estat directora executiva durant vint-i-cinc anys del Southwest Institute for Reseach on Women (SIROW), posició des de la qual ha impulsat la recerca interdisciplinària en gènere sobre educació i diversitat cultural i ètnica sense perdre mai de vista l'enfocament geogràfic a través de la seva estreta relació amb el Departament de Geografia de la mateixa universitat.

L'objectiu del SIROW era desenvolupar la recerca interdisciplinària sobre dones i gènere als estats del sud-oest dels EUA i les regions frontereres amb Mèxic. Amb l'impuls que va saber-li donar Jan Monk, el SIROW es va convertir en un dels instituts de més prestigi de la Universitat d'Arizona i en un dels més actius i més ben finançats en el seu camp als EUA. Els projectes que s'han dut a terme en el marc del SIROW abracen una temàtica molt àmplia, des de la cultura, l'economia, l'educació, la salut i el medi ambient fins a les enginyeries, coordinant investigadores de diferents disciplines i universitats dels EUA.

Un dels projectes que han tingut més ressò es recull en el llibre *The desert is no lady. Southwestern landscapes in women's writings and art* (Universitat de Yale, 1987). Es pretenia estudiar el sentit d'identitat amb el paisatge de tres grups de dones artistes dels sud-oest americà, una regió amb un paisatge desèrtic espectacular. Es tracta d'un context multicultural on es desenvolupa l'art (escriptores, pintores, escultores) de tres grups ètnics ben diferenciats, les índies aborígens, les mexicanes i les angloamericanes. La recerca demostrava que el sentit d'identitat amb el paisatge és molt diferent per a cada un dels grups culturals i que aquest paisatge actua com a font d'inspiració de manera diversa per a cadascun.

En definitiva, l'experiència de vint-i-cinc anys al capdavant del SIROW va donar a la Dra. Monk una visió molt àmplia i inclusiva del que ha de ser la recerca sobre dones i gènere i en diferents contextos regionals. D'una banda, l'enfocament de gènere la va portar a emfasitzar la diversitat, no només de gènere sinó també de raça, etnicitat, sexualitat i edat, i de l'altra, va reforçar la seva convicció sobre el potencial de les metodologies qualitatives i la necessitat de tenir en compte la subjectivitat, la reflexivitat, la posicionalitat i la interseccionalitat que configuren els llocs i els espais.

Vull referir-me també a una recerca, aquesta duta a terme de forma individual per la Dra. Monk amb un enfocament molt innovador en

geografia i que ha estat font d'inspiració per a altres grups de recerca en altres països (per exemple, el nostre Grup de Gènere de la UAB) i, recentment, un dels temes del congrés de la UGI de Kyoto l'agost passat. Es tracta de la presència de les dones en la geografia acadèmica i institucional mitjançant una anàlisi contextual i utilitzant material d'arxiu i entrevistes en profunditat quan això era possible. En el seu cas va estudiar («excavar» com ella diu) la presència de les dones a la geografia nord-americana durant tot el segle XX, no solament a les universitats sinó també a les escoles normals o de professorat, a institucions d'alt nivell, com les societats geogràfiques, o a les agències governamentals o de l'Administració. L'estudi interrelaciona el món personal amb el professional i alhora ressalta que no només el temps sinó també l'espai han estat importants en la configuració de les carreres d'aquestes dones estudiades. En definitiva, era interessant estudiar com l'Acadèmia mateixa i les carreres de les dones també han estat configurades per les polítiques socials i culturals del moment i també per les seves pròpies experiències personals. El seu discurs solemne com a presidenta de l'esmentada Association of American Geographers, titulat «Women, gender and the histories of American geography», que es va publicar als *Annals of the AAG* (la revista més prestigiosa de la geografia internacional) el 2002, tractava aquest tema.

Ja he comentat al principi de la meva presentació que la Dra. Monk ha estat una figura de primer ordre en el desenvolupament dels estudis de gènere en geografia als EUA, però ara vull referir-me al seu rol d'impulsora de la geografia de gènere a escala internacional. Cal recordar, per exemple, que l'article més citat internacionalment sobre aquesta temàtica va ser escrit per ella conjuntament amb Susan Hanson i publicat el 1982 a *The Professional Geographer* amb el títol «On not excluding half of the human in human geography». Des de principis dels anys noranta ha estat codirectora (i sovint editora) de la col·lecció més coneguda en geografia del gènere, els *International Studies of Women and Place* (Routledge).

I ja he comentat més amunt el seu paper determinant en el marc de la Unió Geogràfica Internacional (UGI), on va ser cofundadora, el 1988, de la Commission on Gender and Geography, des de la qual ha donat suport personal i estímulo intel·lectual a moltes dones geògrafes en països on l'enfocament de gènere no era prou reconegut o ni tan sols acceptat en el món acadèmic. De fet, el seu paper de «mentora» per a joves geògrafes arreu del món és molt conegut i representa una constant en la seva trajectòria.

En relació precisament amb el vessant internacional del mestratge de Janice Monk, s'ha de subratllar que la seva concepció i la seva pràctica de la internacionalització de la geografia del gènere han tingut sempre un caràcter que podríem qualificar d'inclusiu, en el sentit de defensar activament la necessitat d'incorporar-hi l'obra dels geògrafs i geògrafes que treballen i escriuen fora de l'espai acadèmic angloamericà i escoltar la seva veu. Per exemple, quan compila el material del butlletí d'informació sobre geografia i gènere regularment hi inclou la recerca que es publica en llengües que no són l'anglesa i ha fet sempre un gran esforç perquè la geografia no anglòfona participi en les activitats de la Unió Geogràfica Internacional (UGI), actitud que no és gaire comuna en la geografia internacional, on la geografia anglosaxona té un pes molt hegemònic.

Això mereix algun comentari més extens, perquè avui dia, i per primera vegada en la història de la nostra disciplina (i de tantes altres), la geografia angloamericana és hegemònica i és la que defineix els termes dels debats acadèmics i, més profundament, determina l'agenda de la recerca rellevant en ciències socials a gran part de les universitats del món. Una hegemonia que s'exerceix principalment a través de les millors revistes d'aquest espai acadèmic angloamericà, revistes considerades «internacionals» que fan la funció de seleccionador del que es publica o no es publica en la geografia arreu del món. La posicionalitat específica de la Dra. Monk li ha conferit el rol d'*insider* en aquest món hegemònic angloamericà, però també d'*outsider*, amb una sensibilitat molt afinada sobre el que podríem anomenar «les perifèries».

Janice Jones Monk és original de l'hemisferi sud però actualment viu a la frontera entre els EUA i Mèxic. Australiana, va rebre a l'escola, com ella explica, una visió del món molt colonial, on només comptava la literatura anglesa i la història europea. Els seus temes de recerca (interès pels aborígens australians, pels estudis de gènere o per l'ensenyament de la geografia) sovint l'han situada als marges del corrent principal de la geografia acadèmica angloamericana del moment, sense impedir que hi hagi exercit una influència remarcable o que hagi arribat a ser presidenta de l'AAG. D'altra banda, la doble perspectiva, com a *insider* i com a *outsider*, en l'acadèmia hegemònica del món anglosaxó li ha permès d'introduir-se i de connectar amb gran efectivitat amb la recerca arrelada en altres espais acadèmics que també han de ser internacionals. Per això les relacions intenses que ha establert amb la geografia d'altres països no han estat orientades a atreure-les i dissoldre-les en el corrent principal hegemònic. Com sabem bé aquí, al Departament de Geografia de la UAB no ha estat així, perquè Janice Monk sempre ha procurat que les veus d'altres geografies, amb els seus enfocaments particulars, lligats a les seves especificitats de lloc i de moment, siguin tingudes en compte en els fòrums internacional en interès, precisament, d'una veritable internacionalització, és a dir, una internacionalització inclusiva. La seva participació entusiasta en un dels seminaris internacionals organitzats pel nostre departament el 2006, *Gender and Geography Worldwide: Contesting Anglo-American Hegemony*, n'és un exemple eloqüent.

El nostre objectiu principal no era només donar una visió inclusiva de la geografia del gènere al món sinó també discutir les estratègies per trencar aquesta hegemonia. Ella va ser l'editora conjuntament amb mi d'un número monogràfic sobre una selecció de presentacions del seminari en una revista no hegemònica del món de la geografia, la revista belga *Belgeo*, que publica en francès, anglès i neerlandès.

És veritat que l'anglès ha passat a ser la *lingua franca* en el món acadèmic, de la mateixa manera que ho van ser el francès, el llatí o l'ale-

many al seu moment. Però per a Jan Monk l'anglès és exactament això i res més que això, la nova *lingua franca* o l'esperanto d'avui, una necessitat comunicativa en un món acadèmic tan globalitzat. Però això no implica de cap manera que amb la llengua s'hagin d'adoptar les directrius del món acadèmic angloamericà, és a dir els enfocaments, les prioritats temàtiques i aquells criteris de valoració de la recerca que en depenguin directament. De fet, la Dra. Monk és molt sensible al tema de les diferents llengües i quan parla en anglès procura no anar de pressa i pronunciar de forma clara, no usar abreviacions, acrònims i neologismes i utilitzar quan sigui possible suport audiovisual. Amb la seva actitud sobre la llengua i l'obertura intel·lectual cap a diferents tradicions geogràfiques, la Dra. Monk ha aconseguit que els estudis de geografia i gènere de països que podríem considerar perifèrics o semiperifèrics fossin visibles en els fòrums internacionals.

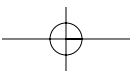
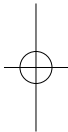
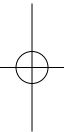
Finalment voldria insistir en una qüestió que em sembla que és rellevant per a l'acte que celebrem avui, i és l'estreta relació que ha mantingut amb amb el nostre departament des de fa més de vint-i-cinc anys. Una relació llarga i sostinguda i que ha portat molt fruits al Departament. A banda d'un primer contacte a París el 1984, en ocasió d'un congrés, aquesta relació va començar el 1986 quan Janice Monk va coorganitzar, amb el nostre Grup de Gènere, una sessió sobre geografia i gènere en el marc de la conferència regional de la Unió Geogràfica Internacional (UGI), celebrada a Barcelona. Era la primera vegada que aquesta temàtica es tractava en un congrés a la geografia internacional i va ser tota una fita en l'evolució dels estudis de gènere a la geografia catalana i espanyola. Des d'aleshores, la professora Monk ha fet diverses estades a la nostra universitat com a visitant, algunes de les quals llargues, cosa que ha permès beneficiar-se del seu mestratge a molt membres del Departament. Entre professors i doctorands, almenys vuit persones del Departament han fet estades llargues a la Universitat d'Arizona i un bon nombre de nosaltres hem estat acollits per ella als congressos regulars de l'Association of American Geographers (AAG). Janice Monk també ha estat activa en els consells assessors de revis-

tes de casa nostra i molt en particular de la revista *Treballs de la Societat Catalana de Geografia* (publicada per la Societat Catalana de Geografia, IEC).

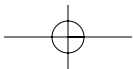
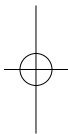
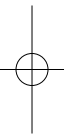
Tamb  ha participat activament en projectes de recerca nostres finan ats pel Ministeri de Madrid i tamb  forma part del nostre Grup de Recerca Consolidat de la Generalitat de Catalunya (SGR).

En definitiva i per acabar, voldria insistir en la idea que la relaci  amb la Dra. Janice Monk en els  ltims trenta anys ha donat lloc a una col laboraci  cient fica molt estreta que ha obert nous horitzons a la geografia catalana i ha donat impuls i volada a la internacionalitzaci  de la nostra recerca.

 s per tot aix  que tinc l'honor i el privilegi de demanar, en nom de la Facultat de Filosofia Lletres i del Departament de Geografia, al Rector Magn fic de la Universitat Aut noma de Barcelona que s'atorgui el grau de doctora *honoris causa* a la professora Janice Jones Monk.



DISCURS
DE
JANICE MONK



BRAIDED STREAMS: SPACES AND FLOWS IN A CAREER

Janice Monk
University of Arizona

It is a great honor, and one that I deeply appreciate, to be recognized by the Autonomous University of Barcelona with this honorary doctorate. This university, and especially the Gender Group within the Department of Geography, have long played an important part in my professional life, enriching my understanding of the discipline and my perspectives on the ways that place, people, and time come together in shaping our work while also offering valued personal friendships. I am especially happy to be introduced by Maria Dolors Garcia-Ramon, who has been a great friend and colleague for almost thirty years and a key figure in establishing gender studies in geography here and internationally.

The many worlds of geography

The worlds of geography are indeed diverse and one sometimes wonders what holds us together. Certainly there are some widely held concerns and perspectives, most recently on issues related to globalization and to environmental change. But as I participated recently in the

International Geographical Congress in Japan, I could not help but think about what it is that leads individual geographers to the work they pursue and the places in which they undertake research. Why would a Japanese scholar study nomadic pig herding in Bangladesh, a British woman reflect on gender, indigeneity, and environmental values in Ecuador, or a Taiwanese examine the sustainability of rural systems in Israel? Given these observations, such questions lead me to examine my own career trajectory. How have personal values, contexts, encounters, and the evolving discipline come together and played out in the work I have chosen to do. How would you interpret your own trajectories?

With that theme in mind, I have chosen to title my remarks “braided streams”, seeing this as an apt metaphor, since this stream form is characterized by divergent and convergent channels.

Persistent priorities: social equity and inclusivity, women and gender, valuing the international

Three channels characterize the volume of my work: concerns for social equity and inclusivity, issues of women and gender, and valuing of international ties. These have involved aspects of research, teaching, and engagement with professional service to prompt institutional change. The channels diverge and converge.

In examining these streams, I acknowledge an idea that has become widely discussed in contemporary human geography, especially in feminist studies: that the “positionality” of the researcher and the contexts in which the work is being done are significant influences on practice. Clearly attention to women and gender emerged as a significant theme in the profession in the 1970s, reflecting the women’s political movements of the time, uneven as they were in space and time. But before turning to that period, I begin with some references to place, specifically to this university, where in 1993 I gave a lecture titled “Place

Matters”. It was given at a European Union supported ERASMUS course, one that brought together geography students and staff from the Autònoma with others from Denmark, Greece, the Netherlands, and the UK. They learned with and from each other about different ways of knowing and how to work together. In my lecture I explored where and how geographers at that time were engaging with gender studies. I drew my examples not only from the dominant but differing Anglophone approaches in Britain and the US, but also from scholarly traditions such as the Spanish rural studies and the Dutch orientation to social policy and planning. Among other examples I noted how economic development and ethnic divisions were shaping research in Sri Lanka, and asked why there remained a general absence of interest in gender in the otherwise strong geographical communities of Germany and east Asia. Since that time, patterns and practices have changed, but the larger question remains: how do political and social contexts and scholarly traditions, as well as the visions of individual scholars, shape the creation and dissemination of knowledge?

Reflection on how place and people matter and are connected also takes me back to Barcelona in 1986, my introduction to the city, when I chaired the first research session ever held on gender at an International Geographical Union (IGU) Regional Congress. It followed an informal gathering at the IGU Congress in Paris in 1984 at which the potential for a gender network was discussed. At the Barcelona Congress we organized a half-day round table to explore directions in gender studies in geography as revealed in several contexts. I recall having dreams the night before that speakers would not accept each other’s ideas, claiming that the “right” approaches were those practiced in their own settings. As it eventuated, that dream didn’t come true, and the collegiality in the well-attended session was a precursor for placing gender within the channels of the IGU.

I will not take you through the details of the intervening decades, but rather just offer some idea of the extent to which feminist perspectives

and gender themes have spread in geography. Over the last 25 years, the Commission on Gender and Geography has become one of the most active groups within the International Geographical Union. Its electronic mailing list includes over 600 people. It regularly participates in the IGU's international meetings, most recently in Japan, Germany, and Israel. It has hosted or co-hosted numerous thematic conferences. In the last five years these have taken place in Brazil, India, Singapore, and New Zealand, and also one that straddled the Hungarian/Romanian borders. Each event has connected the perspectives of local geographers with those from other countries. Among other significant events, one that included geographers who have been active in the Commission, was the conference here at the Autònoma in 2006 to explore "Feminist Geographies Around the World". It brought together people from 14 countries to reflect on the histories and directions of work in their own settings. Thus I want to acknowledge that Barcelona and this university have been a sustained presence in advancing gender teaching and research in geography.

The breadth and vibrancy of the field is revealed by the diversification of its conceptual, methodological and topical approaches. For example, at the 2013 annual meeting of the Association of American Geographers, a conference now attended by scholars from an array of countries, the group that specializes in gender co-sponsored sessions with over 20 other groups whose thematic interests included, among others, historical and urban geography, health, sexuality, children, and problems of coastal environments. The work involved methodologies and techniques ranging from GIS to socialist perspectives and qualitative interpretations of emotions. One might wonder, do the braided channels of gender studies in geography converge? But there are indeed recurring perspectives, including the ones that have I noted that I value. To understand how these may come together over the course of a professional life, and how braided streams can overlap and converge, I will return to my own work referring to personal contexts and directions in the discipline and beyond.

Social relations and inequalities

The research for my doctoral studies in geography in the United States goes back to the mid-1960s. My dissertation dealt with social and economic lives of people of Aboriginal descent in small towns in southeastern Australia. At that time, neither Australian nor American geographers were engaging with indigenous communities but were increasingly focusing on testing spatial theories and exploring quantitative methods. But personal life can shape our academic choices. I had grown up in an Australia where the dominant British heritage that had permeated most of our education was being questioned as immigration from Europe, especially from Italy and Greece, was introducing cultural diversity and raising issues of ethnic relations. Government policies towards Aboriginal people did not arouse much public interest, though were articulated in terms of “assimilation” to white society. What Aboriginal people might think was not a major concern, A friend, however, recruited me to participate in a summer work project in which young people, many of them recent university graduates, volunteered their labor to construct a house for an Aboriginal family in a white neighborhood in a small rural town. Situated within the assimilation framework, It was conceived to improve the housing conditions of Aboriginal people. My participation in that project led to my thinking more about who decides who lives where, how this family would fare in isolation in their new neighborhood, and what their new place might mean for their own community.

Having moved shortly after that experience to study in the United States, I was also beginning my research at a time when civil rights and race issues were central in American society. The braided streams began to merge for me. I took courses in anthropology and sociology on culture change and race relations, yet retained my geographic perspective that place mattered. I returned to Australia for my dissertation research in a set of small Australian towns in which Aboriginal people, mostly of part-Aboriginal heritage going back several generations were a

minority element in the population. The towns were selected on the basis of their demographics and economies, holding the demographics relatively constant and varying the economies. The research revealed that the spatial isolation of Aboriginal families was pervasive with an array of consequences. Government built houses were inadequate, too small, too few, and generally not contiguous with other parts of the community. Self-built makeshift dwellings commonly lacked access to good water and sanitation. Opportunities for Aboriginal employment were limited by stereotypes, discrimination, and lack of education. Yet life for Aboriginal people also differed across the towns, topic that I won't elaborate on here, though I will note that in the town where Aboriginal families had higher incomes than in others at that time, one of the contributing factors was that women were able to participate in the workforce.

For a variety of reasons, not least the difficulty of doing research in Australia from a US base, after completing my dissertation I turned to other themes. However, I saved all the original field material, and recently the braided streams have come together. Geographers internationally, and in Australia, are showing more interest in indigenous studies. In this context, my materials from 1965, including the household interviews, field notes, photographs and correspondence are of contemporary interest as a base line for assessing the impacts of subsequent changes in government policies on community life. My original materials are being archived at the Australian Institute of Aboriginal and Torres Strait Islander Studies as a resource and copies of local data will be placed in at least some the Aboriginal communities where I had worked as people there pursue their own histories and strive for social change. The new research, demonstrates some traits that were not commonly in the 1960s, especially addressing new approaches to in dealing with groups considered to be vulnerable such as indigenous populations. Participatory community approaches to research have also become more common. In December 2011, I took part in a workshop in one of the communities where I worked in 1965. Some of the people attend-

ing had been children when I had interviewed their parents. They recalled those times and we explored issues such as what information should be open to others in the community and what might be limited to the families themselves. At the IGU Congress in Kyoto earlier this year, the Director of Yarkuwa Center where we had held that workshop presented a paper that used my data as a base line for his current PhD research in geography which is studying potential directions for community action in the light of the past. So the present stream does not replicate the past work, but draws on and reflects on it.

Women, gender, and feminist studies

I'd like to turn now to the sustained branch in my braided stream — work on women, gender, and feminist perspectives. Early on I engaged on the critique of the goals, methods, and purposes of research, explored the diversity of women, and engaged with interdisciplinary collaboration. Its impetus reflected experiences as one of the few women entering professional geography in the US as well as the changing political and social milieus of the 1970s and 80s. One of my first pieces, co-authored with Susan Hanson, was titled “On Not Excluding Half of the Human in Human Geography”. It addressed lacunae in theories, concepts, and methods in geographic research drawing examples from many subfields. This article originated not only in the feminist politics of the time but was also stimulated by writings of feminist scholars in literature, history and the emerging programs in women's studies with which I became increasingly familiar upon moving from a Department of Geography in the mid-western US to the Southwest Institute for Research on Women (SIROW) at the University of Arizona. The rationale represented by the Institute, and ways in which its programs developed illustrate my theme of braided streams. They emphasize the significance of place and their cultures.

SIROW was created an in interdisciplinary and regional research and outreach center to bring together scholars in four states in the region

— Arizona, Colorado, New Mexico and Utah. Its agenda was a focus on the diversity of women in this region, to include not only Anglo Americans but also Mexican Americans and American Indians, The founders thought that addressing this cultural diversity would widen American feminist scholarship to move beyond emerging attention to “white” women and of seeing “other” American women mainly in terms of Black or African American, which seemed to be the more common orientation in research emerging in the eastern US. SIROW’s agenda included bringing together scholars in the social sciences and humanities and also work to encourage and support participation by women and girls in non-traditional fields of science, mathematics, and engineering. In mentioning this SIROW model I am also acknowledging the benefits that multi-university collaborations can bring to teaching such as that of the ERASMUS program in geography to which I referred earlier, and also of opportunities for collaborative teaching and research that are developing in the recently created Institut Interuniversitari d’Estudis de Dones i Gènere (the Inter-institutional, Interdisciplinary Institute for the Study of Women and Gender) which links all the universities in Catalonia, and with which geographers at the Autònoma are associated. Such initiatives can strengthen work in individual programs and institutions.

My responsibilities at SIROW involved developing and participating in projects that would be carried out by securing external grant funds. Thinking as a geographer, while also embracing the interdisciplinary perspective and concern for including the diversity of women in the region, one of my initial initiatives was to pursue the possibilities of exploring how the landscapes of the Southwest were represented in women’s writing and arts and yield both a book and a film entitled *The desert is no lady*. Up to that time, interpretations of the region had been dominated by the creative works of men, with visions of the land as a virgin to be conquered as a nurturing mother, as a place for development or conversely, a wilderness to be protected. Working together Vera Norwood of the University of New Mexico and I put together an inter-

disciplinary team of feminist scholars who discovered that the visions of the women writers and artists focused on drawing energy from the land and celebrated its wildness and sensuality. Specific cultural and ethnic identities, languages, and geographies were pervasive in framing their visions. A British film maker approached me about using the as the basis for a documentary film. By chance, writing the first proposal to secure funding for making the film had to be done while I was visiting here. I recall, in those days when we didn't use email to faxing draft texts by fax from the office in Edificio B. Two excerpts from the resulting film illustrate how senses of place and thought are intertwined, reflected the women's life experiences and the ways seeing and representing the world.

Pat Mora, a Mexican American poet, reflected on how her life in a border city shaped her identity and ways of seeing the world:

I'm a native El Pasoan, second generation. My mother was born in this border city, my father came over when he was three years old from Chihuahua which is a city in northern Mexico. I think I've been strongly influenced by living in this contentious space, the friction, that spot where these two nations rub together, one nation, a very wealthy powerful nation, the other nation that has struggled to maintain its identity, being bombarded by our constant roar from this side. I think it has shaped my whole view of life to look across where I could have been born had my grandparents not come to this side at the time of the Mexican Revolution.

Likewise, Navaho poet Lucy Tapahonso finds her voice in the landscape of her Native American culture.

The sources for my writing are here in Shiprock but also in the Navajo nation in general. It has to do with the light here, how the sun is, the kind of plants there are, the soul, It has to do with the way that people talk, both in Navajo and in English, and it has to do with the way people perceive language, which is very different from the way non-Navajo perceive lan-

guage. In Navajo they say everything that a person says is blessed with different kinds of wind, and that a person contains almost the whole atmosphere within them. And so when you say something, then it's not just you, it's like the whole world is talking. So it has to do with honoring language, that it has the ability to change things, to create. It's like in our stories we see that we were created by language.

Another channel in this stream of my personal work emerged when I began to think about gender in landscapes as represented by the public monuments and sculptures around the world. The impetus came from an invitation to write a chapter on gender and landscape for a cultural geography textbook. How, I wondered, could students begin to see that the landscapes around us are gendered. The ways in which human bodies were portrayed stimulated a variety of questions, for example, in what poses are figures presented, with what abstract values are they associated, and who is responsible for placing the sculptures in the public place?. I now have a large collection of images, and will offer just a few examples some from my local Tucson setting, others from cities around the world. Though feminist geographers in recent years have developed a substantial literature on representations and experiences of the body, they have not widely explored this perspective, but I find it one that illustrates the intersections of gender with time, place, power, and politics, and also is a means of focusing attention on our taken for granted landscapes. I titled the section of my book chapter "Of heroes and horses, myths and maidens" reflecting the pervasive noble and commanding representation of male politicians, explorers and warriors, and the more submissive, often seated and nude, figures of women representing abstract values. When women are portrayed as political actors, the monument is likely to have been erected by a women's group.

Changing institutions

The final recurring strand of my work that I'd like to address relates aspects of changing institutions. Currently many of our institutions are facing difficult political and financial challenges of which you will be well aware. I want to refer to just a few examples, some that identify problems, others that address approaches to making change. The first relates to the inclusion of women in the university curriculum. The second addresses cultural, particularly international, perspectives, and the third deals with supporting what is referred to in the US as professional development. In all these, I have had opportunities to braid these channels in my local settings and beyond.

Turning first to what we teach, I will offer an example from my early years at the University of Arizona. Though courses focusing on women and gender were being introduced into the curriculum, in the mid-1980s the Women's Studies faculty was also concerned to see that other parts of the curriculum did not remain "gender blind". The initial strategy was to bring colleagues from an array of fields to participate in workshops in which each would commit to exploring the feminist scholarship in their discipline and to revise a course to integrate the new scholarship on women and gender. To extend that activity, which had become known as "curriculum integration", I was interested in also bringing in perspectives on women's lives around the world. With funding from the US Department of Education we recruited faculty from universities in the SIROW region to revise or create new courses. Some results of that work were later published in the journal *Women's Studies International Forum* giving examples from the social sciences and humanities and multiple world regions. Important themes included ways of rethinking categories, exploring diversity within as well as between places and the challenges of dealing with students' assumptions as well as the teacher's sense expressions of confidence. A later effort involved working with faculty in several universities across the United States and resulted in the book *Encompassing Gender*.

Another endeavor involved straddling the international border of the US and Mexico to establish a long-term partnership for team research, teaching and collaboration between academics and community health agencies. The connections were initiated by El Colegio de la Frontera Norte in Baja California and brought in El Colegio de Sonora and SIROW to address aspects of women's health in border communities. This team effort enabled reflections on challenges and approaches in managing and conducting sustained cross-national and-cross disciplinary endeavors, sharing our experiences of processes of collaboration as well as of the empirical research. We reported in both Spanish and English-language publications,

Also of value in developing perspectives has been the opportunity to host over the years at the University of Arizona scholars from multiple disciplines and countries. They have included, among other visitors those from Australia, Azerbaijan, England, Iceland, India, Israel, New Zealand, Norway, Russia, South Africa and Switzerland, and of course Catalonia.

Other examples have involved working nationally on educational change through professional organizations in geography, both the Association of American Geographers (AAG) and also the National Council for Geographic Education. This work began in the late 1970s when three of us organized a project to recruit men geographers who were teaching introductory human geography courses to collaborate in creating teaching materials on women to include in their courses. Our product was a booklet of teaching materials entitled *Women and Spatial Change*. Later, in the 1990s, under the leadership of Rickie Sanders through the National Council on Geographic Education, we organized a project for high school teachers in which they created sample teaching materials and pedagogical approaches to include content and strategies that are gender and racially-ethnically inclusive.

I have also been able to collaborate in educational discussions through the International Geographical Union, first in its Commission on

Geographical Education and subsequently in the Gender Commission. At its conference in Hungary and Romania in 2009, for example, we included discussions on teaching gender in a post-socialist, neo-liberal contexts with subsequent articles addressing challenges in Israel, the Netherlands, New Zealand, Romania, and Spain. Such experiences offer sustenance, inspiration, access to other world views, professional support, and personal friendships.

Most recently, since 2005, I have been active in initiatives organized by the Association of American Geographers and funded by the National Science Foundation, known as the EDGE project, an acronym for Enhancing Departments and Graduate Education. They involve research on how students and faculty see their current studies, addressing such themes as the match or discordance in the visions of students and faculty of the students' future careers, whether these be inside academia or in other areas. Drawing on that research we have developed workshops, publications and online resources to support students and to recognize individual differences in their goals, life circumstances, and that are sensitive to the diversity in the student body in terms of gender, age, marital and family status, ethnicity, and domestic or international origin. We recognize both the challenges and stresses these students face in today's economic, social and technological milieus, ones that differ from those experiences by the generations that currently hold academic appointments. The EDGE work has brought me into contact not only with academic geographers but with those engaged in applied fields in government, business, and non-profit organizations.

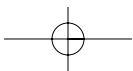
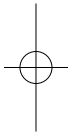
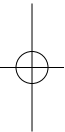
If that work is looking forward, I cannot end this presentation without mentioning another area of research I especially enjoy — excavating the histories of women geographers in the US from the late nineteenth century and continuing into the 1970s, How did they envision their work? What challenges did they face, especially from male-dominated universities, how did they contribute to education and society? In this research I have found fascinating archival materials including corre-

spondence, oral histories, teaching materials and publications, and visual evidence of the character of the institutions with they worked. Beginning in the late 1980s, I began my own interviews with women whose careers had begun in the 1930s.

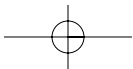
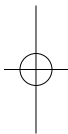
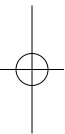
The lives of the women I have studied stimulate awareness of persistence, accomplishment and significant professional contributions while they may have faced political, cultural and economic difficulties. I include not only the few women who worked in universities over those decades but especially the many who were in the teacher education institutions, or “normal schools” as they were initially known and who outnumbered the male geographers in universities of their times. Beyond academia I have also looked at women who made important contributions in arenas that were more open to them, for example, as editors and librarians at the American Geographical Society in the first half of the 20th century, and to those Washington Women who had careers as geographers in US government agencies throughout much of the 20th century. Here I offer just three examples of women of different generations who were engaged in challenging norms. Zonia Baber began in a normal school but then moved into the education department of the University of Chicago while maintaining her links with geography. She is recognized as the founder of the Chicago Geographical Society in the 1890s, her motives being to support school teachers and promotion of field experience. She was also an extraordinary social activist, pursuing causes that included peace, anti-racism, women’s rights, internationalism, and environmentalism. Julia Shipman represents the women who had also begun teaching in normal schools and who went on to earn her PhD at age 46, realizing that the doctorate was then being required for university appointments. The challenge, however, was that universities preferred to hire as they saw as “bright, young men”. After a struggle in temporary university positions, she spent the remainder of her career at Mt. Holyoke, a prestigious private women’s college, though also taught for a year at a university in China. Thelma Glass, one of the few African American women geographers of her era taught in an histori-

cally black university in Alabama, but is also noted for major political work in the Civil Rights movement of the 1960s.

Looking back, then, I hope also prompts us to look forward with visions that are inclusive and creative — ones that value commitments to social change, international collaboration, and openness to multiple ways of knowing as we navigate “braided streams” and derive pleasure and rewards from working together and to make such good friendships and receive intellectual stimulation such as I have received here at the Autonomous University of Barcelona.



CURRICULUM VITAE
DE
JANICE MONK



Janice Jones Monk

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Women, University of Arizona
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Senior Associate, Association of American Geographers
Honorary Associate, Department of Human Geography, Macquarie University,
Australia

EDUCATION

Ph.D. Geography, University of Illinois, January 1972
Minors: Anthropology and Sociology
A.M. Geography, University of Illinois, June 1963
B.A. (Honors) Geography, University of Sydney, Australia, 1957

PREVIOUS POSITIONS

1983-2004 Executive Director, SIROW (1983-2004); Research Social
Scientist, 1989-2004; Associate Research Social Scientist,
1984-1989; Adjunct Professor of Geography, 1989-2004;

	Adjunct Associate Professor of Geography, University of Arizona 1983-1989, University of Arizona
1980-1983	Associate Director, SIROW, Adjunct Associate Professor of Geography. University of Arizona.
1972-1980	Assistant Professor of Geography, University of Illinois
1967-1971	Instructor in Geography; Research Associate, Office of Instructional Resources, University of Illinois
1965-1967	Teaching Assistant in Geography, University of Illinois
1961-1964	Teaching Assistant in Geography, University of Illinois
1958-1961	Demonstrator in Geography, University of Sydney

FIELDS OF INTEREST

Social and cultural geography: gender and feminist geography; history of women and geography; higher education: postgraduate education, international collaboration.

SELECTED HONORS AND AWARDS

Lauréat d'Honneur, International Geographical Union, 2012
 Outstanding Achievement Award, Society of Woman Geographers, 2008
 Enhancing Diversity Award, Association of American Geographers, 2008
 Distinguished Mentor Award, National Council for Geographic Education, 2004
 Taylor and Francis Award, Royal Geographical Society/Institute of British Geographers), 2003
 Lifetime Achievement Honors, Association of American Geographers, 2000
 Australia-International Medal, Institute of Australian Geographers, 1999
 Nehru Visiting Professor, M.S. Baroda University, India, 1998-1999
 George J. Miller Distinguished Service Award, National Council for Geographic Education, 1998
 Erskine Fellow, University of Canterbury, New Zealand, 1998
 Honors, Association of American Geographers, 1992
 Distinguished International Visiting Lecturer, National Taiwan University, 1988
 Visiting Fellow, Australian National University, 1983

SELECTED ELECTED OFFICES

President, Association of American Geographers, 2001-2002
Board Member, National Council for Research on Women, 1995-2003
National Councilor, Society of Woman Geographers, 1987-1990
Recording Secretary, National Council for Geographic Education, 1985-1988
Honors Committee, Association of American Geographers, 1984-1986
Board of Directors, Conference of Latin Americanist Geographers, 1981-1984
Executive Board Member, National Council for Geographic Education,
1980-1983
National Councilor, Association of American Geographers, 1978-1981

SELECTED EDITORIAL APPOINTMENTS

Editorial boards: *Journal of Geography in Higher Education*, 2007-present; *Treballs de la Societat Catalan de Geografia*, 2003-present; *Gender, Place and Culture* 2002-present; *ACME: E- Journal in Critical Human Geography*, 2001-2006; *International Research in Geographical and Environmental Education*, 1995-present; Advisory Editorial Board, *Geographical Research* (formerly *Australian Geographical Studies*), 1996 –present; co-editor, “Society, Environment, and Place,” University of Arizona Press Series, 1993-present; co-editor, “International Studies of Women and Place,” Routledge Series, U.K., 1990-present; *Annals of the Association of American Geographers*, 1985-1987; *The Professional Geographer*, 1982-1984.

SELECTED GRANTS

Principal or co-principal investigator: Ford Foundation; Rockefeller Foundation; Australian Research Council; Fund for the Improvement of Post-Secondary Education; National Endowment for the Humanities; National Science Foundation; U.S. Department of Education.

SELECTED PUBLICATIONS

Books and special journal issues

Practicing Geography: Careers for Enhancing Society and Environment.

Michael Solem, Kenneth Foote, and Janice Monk (eds.). Upper Saddle River NJ: Pearson/Prentice Hall, 2012.

Asian Women: Gender, Migration and Work (guest edited issue with Lan-Hun Nora Chiang) of *Journal of Geographical Science* (National Taiwan University) 57, 2009.

Aspiring Academics. Michael Solem, Kenneth Foote, and Janice Monk (eds.). Upper Saddle River, NJ: Prentice Hall, 2009.

Feminist Geographies Around the World (guest edited special issue of *Belgeo*, 2007/3). Maria Dolors Garcia-Ramon and Janice Monk.

Compartiendo historias de fronteras: cuerpos, géneros, generaciones, y salud. Catalina Denman, Janice Monk y Norma Ojeda de la Peña (eds.). Hermosillo: El Colegio de Sonora, 2004.

Encompassing Gender: Integrating International Studies and Women's Studies. Mary Lay, Janice Monk and Deborah Rosenfelt (eds.). New York: The Feminist Press, 2002.

Women of the European Union: The Politics of Work and Daily Life. Maria Dolors García-Ramon and Janice Monk (eds.). London and New York: Routledge, 1996.

Full Circles: Geographies of Women over the Life Course. Cindi Katz and Janice Monk, (eds.). London and New York: Routledge 1993.

The desert is no lady: Southwestern landscapes in women's writing and art. Vera Norwod and Janice Monk, (eds). New Haven: Yale University Press, 1987 (cloth); 1989 (paper); University of Arizona Press, 1997. Winner, Southwest Regional Book Award.

Recent and selected book chapters and journal articles

Total: 120 items in English, Catalan, German, Italian, Japanese, Portuguese, and Spanish.

"Bridges and Barriers: Some Cartographies of 'International' Practice in Gender Studies". 2013. Janice Monk and Maria Dolors Garcia-Ramon.

Querelles: Jahrbuch für Frauen-und Geschlechterforschung 14.

<<http://www.querelles.de/index.php/qjb/article/view/14/6>>

“Graduate Education in U.S. Geography: Students’ Career Aspirations and Faculty Perspectives.” Janice Monk, Kenneth E. Foote and M. Beth Schlemper. 2012. *Annals of the Association of American Geographers*. 102 (6): 1432-49.

“Politics and Priorities: Placing Gender in Geographic Education.” Janice Monk. *International Journal of Geographical and Environmental Education* 20 (3) 2011: 169-74.

“Discourses on Diversity: Perspectives from Graduate Programs in the United States”. M. Beth Schlemper and Janice Monk. *Journal of Geography in Higher Education*. 35 (1) (2011): 23-46.

“Place, Positionality, and Priorities: Experts’ Views on Women’s Health at the Mexico-US Border”. Janice Monk, Patricia Manning, Catalina Denman, and Elsa Cornejo. *Health and Place* 15 (2009): 769-75.

“Generizando la geografía: personas, lugares e ideas”. *Documents d’Anàlisi Geogràfica* 49 (2007): 21-42.

“Gender and Geography: World Views and Practices”. Maria Dolors Garcia-Ramon and Janice Monk. *Belgeo* 2007/3: 247-60.

“Teixint una teranyina” / “Weaving a spider’s web”. *Treballs de la Societat Catalana de Geografia* 61-62 (2006): 117-82/183-7.

“Choreographing a Different Dance: Placing Research in the Public Arena”. *GeoJournal* 65(4) (2006): 249-61.

“Changing Expectations and Institutions: American Women Geographers in the 1970s”. *The Geographical Review* 96(2) (2006): 259-77.

“Women, Gender, and the Histories of American Geography”. (Past Presidential Address) *Annals of the Association of American Geographers* 94 (1) (2004): 1-22.

“Women’s Worlds at the American Geographical Society”. *The Geographical Review* 93(2) (2003): 237-57.

“Looking Out, Looking In: The ‘Other’”. *Journal of Geography of Higher Education*, 24 (2) (2000): 163-77.

“Place Matters: Comparative International Perspectives on Feminist Geography”. *The Professional Geographer* 46 (3) (1994): 277-88.

“Women and Geography: Review and Prospectus”. Wilbur Zelinsky, Janice Monk and Susan Hanson. *Progress in Human Geography* 6 (1982): 317-66.

“On Not Excluding Half of the Human in Human Geography.” Janice Monk and Susan Hanson. *The Professional Geographer* 34 (1982): 11-23.

Punt 11. Proposta d'Honoris Causa de la Facultat de Filosofia i Lletres.

Acord 51/2013, de 5 de juny, del Consell de Govern

Vist l'acord de la Junta de la Facultat de Filosofia i Lletres de data 8 d'abril de 2013 pel qual es sol·licita al Consell de Govern el nomenament de la doctora Janice Jones Monk, com a doctora honoris causa de la UAB.

Atès que la Normativa que regula el procediment per a l'atorgament del ttol de doctor Honoris Causa aprovada pel Consell de Govern en data 26 de maig de 2004 en el seu article 5.2 estableix que el Consell de Govern podr atorgar un nomenament cada dos anys a la Facultat de Cincies, la Facultat de Filosofia i Lletres i a la Facultat de Medicina, i un nomenament cada quatre anys a cadascun dels centres restants.

Atès que el Consell de Govern va atorgar un doctor honoris causa de la UAB a la Facultat de Filosofia i Lletres en data 7 d'abril de 2010 i, per tant, compleix els requisits temporals exigits a la normativa abans esmentada.

Vista la conformitat del Gabinet Jurdic.

Per tot aix, a la vista de les consideracions anteriors, a proposta de la Facultat de Filosofia i Lletres, el Consell de Govern ha adoptat els segents

ACORDS

Primer.- Nomenar la doctora Janice Jones Monk, doctora honoris causa de la UAB.

Segon.- Encarregar a la secretria general i al vicerector de Relacions Institucionals i de Campus l'execució i el seguiment d'aquest acord.

Tercer.- Comunicar el present acord a la Facultat de Filosofia i Lletres.

