



Canadian Women and Geography New sletter

Winter/Spring 2003

LETTER FROM THE CHAIR

As the incoming chair of the Canadian Women and Geography (CWAG) study group, I am delighted to accept this office and jot a brief note about my hopes for the coming year. As a still untenured faculty member in geography, I aim to promote efforts that support junior scholars in geography, both at the graduate and junior faculty levels. Connecting with geographers who may want to pursue career options outside the discipline is also a pressing issue, and one that Vera Chouinard, as outgoing chair, has kindly taken on within CWAG. As a feminist, my research and my world outside of geography are informed by concerns around equity, representation, and inclusion.

Equity is an area that has received more visibility over the last year, thanks in large part to the organizational efforts of Pamela Moss, who put together a roster of writers for the 'Equity Column' in the CAG newsletter. Jeanne Kay Guelke has kindly agreed to take over this role, and I encourage anyone interested in writing about an equity issue to contact Jeanne. The work of Isabel Dyck and Alison Gill, within the context of the CAG executive, is also very important in this regard. A mode of tracking faculty appointments (regular and contract) as well as graduate students across axes of gender, disability, and 'visible minority' status is being developed in order to analyze equity more systematically.

In terms of my goals for the coming year, I have few specific objectives, except for one: I would like to see an increase in graduate student membership, and membership in general, within CWAG. All groups require new people to bring fresh perspectives and ideas to them. An increase in numbers and more importantly in perspectives is vital if CWAG is to remain relevant to its members.

In this vein, I would like to hear from you. What issues, events, ideas would you like to see covered in forthcoming newsletters, at CAG meetings, and other venues? Since I took on this post

in early July, concerns about ageism in the discipline have been raised. These and other issues deserve attention, but unless there is a way to communicate among members outside of the CAG meetings, which not all of us can attend, we may remain isolated and ill-served by CWAG. Please write to me <hyndman@sfu.ca> with ideas, concerns, suggestions, and I will summarize and report back in this space next newsletter (no names attached, of course).

I urge you to attend the CAG in Victoria (May 27-June 1, 2003) and to initiate a session that might be (co)sponsored by CWAG. Allison Williams (USask) and Margaret Walton-Roberts (WLU) have kindly offered to coordinate these sessions (see notice elsewhere in this newsletter).

Finally, a warm welcome to CWAG student representatives, Carolyn Whitzman and Shannon Stunden Bower. Gratitude for the continuing work of coordinating the newsletter goes to Valorie Crooks and Liz Haack, who put this mailing together for all members. Thanks to Vera Chouinard for her hard work as chair in preceding years and for her support in passing on the chair to me. I also want to acknowledge the departments of Geology and Geography at McMaster and Geography at SFU for covering the costs of the newsletter. This allows CWAG to focus its modest funds on scholarships, the Glenda Laws book prize, the Suzanne Mackenzie Memorial Lecture, and other worthwhile projects.

Jennifer Hyndman
<hyndman@sfu.ca>



How to subscribe to the CWAG Discussion List:



E-mail: cwag-request@geog.ubc.ca

Subject: subscribe

Body of Message: subscribe

MEMBERS: please join the discussion list

Book Release!

Women in the Canadian Academic Tundra: Challenging the Chill

Linda Paul (Geography, University of Regina), Swani Vethamany-Globus (Biology, Waterloo), and Elena Hannah (Psychology, Memorial) have co-edited a juried book through McGill-Queen's Press entitled: "Women in the Canadian Academic Tundra: Challenging the Chill"

This book has nearly fifty articles, comprising contributors from across Canada, disciplines, and academic rank. The topic is of interest to geographers but is also useful to academics in other disciplines. *The book is now available.*

Is the Grass Greener Yet? Some thoughts about supervision and “difference”

Carolyn Whitzman
McMaster University
Student rep, CWAG

Carolyn_whitzman@canada.com

As an almost-finished doctoral candidate and new hire at a non-Canadian university, I recently began an email correspondence with the person who is going to be my first teaching assistant, and possibly the first graduate student I will supervise as well. I find it hard to develop a working relationship over email with someone you have never met. So much gets communicated non-verbally as you get to know a colleague and decide how you will get on together. I'd trade ten pages of email for one cup of tea together.

It is also difficult to shift from being the less powerful person in a supervisory relationship, to being the person who gets to call the shots. As we discuss our mutual responsibilities and how we are going to tackle this large and challenging undergraduate course together, I find myself revisiting my experiences with supervisors: What worked? What did not work? Why?

I've been fortunate in my supervisors. At the honour's, master's, and doctoral level, I've had advisors who were supportive and prompt in their responses to my work. All three had a sense of humour and balance in relation to their work, which I find essential as well. I also respected my advisors' writing, and felt I had a great deal to learn from each person. All three were men. In fact, all three were men born in the United Kingdom. I also enjoyed working as a research assistant for two (male) faculty members, and as a teaching assistant for two other (male) faculty members.

But especially at the master's level, I found the fact that I had a male advisor somewhat difficult. I had entered the master's program very certain I wanted to go on to the PhD level and eventually teach. I was also certain that I had the ability to 'make it', to contribute and be appreciated for my contributions, in the academic world. Being in a very large geography department with almost no female tenure-track or tenured faculty was a bit daunting, especially since I was interested in feminist theory, and very few of the faculty knew or cared about exciting developments in this field. (This was the mid-1980s, and perhaps the notion of gender studies was a bit new then). (I'm trying to be nice). Although I knew that there were Canadian feminist geographers 'out there' doing great work — like Suzanne Mackenzie, Damaris Rose, Audrey Kobayashi — and there were also fellow feminists among the graduate students in my department, we never were quite able to organize a feminist geography course during the two years I spent doing my master's degree. I never felt particularly 'empowered' to write or present a paper to a conference. My confidence in my ability to make it in the world of academe slowly crumbled over the two years it took me to do my master's degree. I left certain that I would never be able or interested in 'making it' in the academic world.

I certainly won't lay that decision at the feet of my advisor, who was not only personally and professionally supportive, but had also supervised some notable feminist geographers. But at that point in my academic career, I needed a nearby female role model, and she just was not there. I don't

think I was alone in feeling alone. In my two years at that university, a very bright mature student who was from the same undergraduate department as me dropped out before she finished her MA, and one of the very few female faculty left the department before she obtained tenure. I think gender was only one of the pressures or barriers faced by these two women, and I also think gender was only one facet of my disillusionment with academe at that point. But gender was a factor.

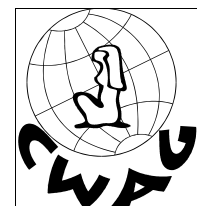
After a few years of fun and engaging policy work, I made my first attempt to return to the ivory tower. This time I consciously chose a female, feminist advisor within a department chock full o' feminists. (Okay, four feminists, but the glass looked pretty full to me). Our relationship was a complete disaster, even though I liked her and I think she liked me. Our main problem together was that she could not be a role model for me. She procrastinated, never quite finishing projects, never quite returning comments on my work. She had been a PhD student for something like 14 years, and still had not defended her doctoral thesis. Much too much of her mind-space was taken up with work, arguments with colleagues, depression over recent personal events. She found it hard to be supportive to me, partly because she had not yet learned how to support herself. Even though I respected her work a great deal, and felt I had a lot to learn from her perspective, we barely lasted out a term together. Our shared gender was not enough.

As Alanis puts it, "You live. You learn." In the past few years of starting over with a new PhD topic, in a new university, I've found supportive female colleagues, peers and advisors of various kinds. I've also found supportive male peers and advisors. I think that like any relationship, a good supervisory relationship takes two smart people. You need to know what you need from your supervisor in order to ask for it. Your supervisor also needs to be able to respond to your requests for assistance, rather than operating from a one-size-fits-all model of how the supervisory relationship will work.

I am now joining a department where many if not most graduate students come from non-European backgrounds. I worry about some of the cultural shorthand I take for granted, certain ways of communicating that assume we share particular understandings. For instance, I always feel uncomfortable when students address me as "Professor Whitzman", or even "Ms. Whitzman", rather than "Carolyn". I have certainly always called my supervisors by their first names. But will I make students uncomfortable by telling them to call me "Carolyn", when I may be older or perceived as being more knowledgeable and therefore deserving of respect than them? Will I trot out my old gender stereotypes, assuming that the female grad students have more family responsibilities or desire a more personally engaged relationship than my male grad students? Will I be able to negotiate good working relationships with individuals who, to some extent, entrust their academic futures in my hands? Can I communicate confidence that a wide variety of people can 'make it' in the academic world, even those people who are challenging the relative homogeneity of the discipline's past?

I wonder whether other new faculty members, particularly those who are female, are dealing with the same issues. Perhaps this newsletter can serve as a forum for some of these discussions, or there might be some interest in a session at the CAG. (I apologize in advance if there has been a discussion on this issue at a recent CAG and I missed it!).

- Carolyn



Publication Announcements

A special issue of the Great Lakes Geographer (vol. 9.1), on gender and graduate student experiences, is now available on-line at:

http://www.uwo.ca/geog/great_lakes_geographer/GLG_volume9/volume_9.htm

The issue was guest edited by graduate students Brenda Murphy (Laurier Brantford) and Jennifer Hall (University of Toronto), and contains an overview of the issues plus five contributed papers entitled:

- a.. The next generation: can there be a feminist geography without gender? (J. Hall)
- b. The law and the discipline of geography: a parallel universe (C. Nash)
- c. Women graduate students of colour in geography: increased ethnic and racial diversity, or maintenance of the status quo? (M. Mahtani)
- d. Balancing act: motherhood and graduate school (B. Murphy and D. Cloutier-Fisher)
- e. "You brought your baby to base camp?" Families and field sites (S. Frohlick)

As editor, I am pleased to have been able to support this endeavor, a considerable undertaking for two PhD candidates. This is the type of project that the Great Lakes Geographer is able and willing to support. The website for the Great Lakes Geographer has recently been updated, so please visit and have a look. Feedback is always welcome.

Lisa M. Campbell, PhD Editor, The Great Lakes Geographer Dept. of Geography University of Western Ontario London, Ont., CANADA N6A 5C2 Phone: 519-611 x85200 Fax: 519-661-3750

Please forward comments to Brenda Murphy bmurphy@wlu.ca and Jennifer Hall jennifer.hall@utoronto.ca

Moss, Pamela & Dyck, Isabel (2002) Women, Body, Illness: Space and Identity in the Everyday Lives of Women with Chronic Illness. Rowman & Littlefield

Rose, Damaris (2002) Revisiting Feminist Research Methodologies: Working Document / Retour sur les Mééthodologies de recherche fééministes : Document de travail. Ottawa : Status of Women Canada. <http://www.swc-cfc.gc.ca/publish/research/drose/020703-drose-index-e.html>

Gisèèle Yasmeen "Nurturing, Gender Ideologies and Bangkok's Foodscape" IN Trans-Status Subjects: Gender in the Globalization of South and Southeast Asia edited by Sonita Sarker and Esha Niyogi De (Duke University Press, 2002. pp. 147-166.

Women Taking Up Space; SWIG Taking On The Academy: Recent Activities of the UBC/SFU Supporting Women in Geography (SWIG) Group

In a recent article in the newsletter published by Geographic Perspective On Women Specialty Group of the American Association of Geographers (available at www.geocities.com/aagwomen/newsletter.html), Bonnie Kaserman has provided an introduction to the common goals and a survey of the independent activities of a number of communities that have formed in order to further the interests of women within our discipline. Known as Supporting Women in Geography groups, they unite scholars (largely but not exclusively women, ranging from undergraduates to tenured professors) within individual universities and, increasingly, connect geographers across institutional divides. Kaserman highlighted the diversity of these groups, emphasizing that it is the combination of inter-institutional association and local orientation that is the real strength of the SWIG collective.

In this article, I will provide further information on how the University of British Columbia/Simon Fraser University SWIG has addressed issues that members have perceived, first, within their own group and, second, within the departmental environment at the University of British Columbia. I submit that all of the events that I describe demonstrate how this SWIG, in a fashion perhaps suggestive of the strategies of many SWIGs, has played institutionalization and improvisation off each other, thereby creating new possibilities for SWIG members, for women scholars, and for geographers at large.

The UBC/SFU SWIG began the 2002/2003 academic year by throwing a party. Hosted at the home of a member in the opening weeks of the fall term, this occasion brought together current and prospective SWIG members in a environment designed to welcome, rather than recruit. Newcomers – whether to the departments or the group – were given the opportunity to introduce themselves and were told something of the group’s orientation and activities. The toasts outnumbered the speeches, however, and most of the evening’s exchanges were far more casual in nature. Those in attendance forged new connections and renewed old ones. I believe that, for many, the warmth and community of the evening was in direct counterpoint to the exciting but unsettling period of adjustment to new faces and places that often accompanies the start of the academic year. Further, the event was an acknowledgment and celebration of the integration of the personal and the professional that is so often an overlooked feature of the academic experience. By complementing the formal markers of the start of another term with an event deliberately intended as non-formal, the UBC/SFU SWIG sought to contribute to the humanization of what can be a particularly institutional period of the academic cycle.

Something of the geniality of this event persists throughout the year, as SWIGers gather at members’ homes. While our monthly sessions are generally less raucous than the kick-off party, they are always intended to foster a welcoming environment. And they always include both food and drink. There is often a topic or theme, but there is never an agenda. The ideal is a space where ideas and confidences can flow freely, with time and attention made available to whomever may want or need it. Through a deliberate commitment to remain informal and maintain flexibility, our group strives to be many things to many people. It often becomes a forum in which we consider the relation between our visions of how things should be in academia and our experiences of how things are.

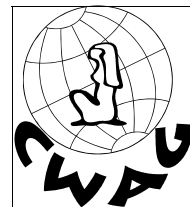
The UBC/SFU SWIG served as an initial catalyst and ongoing support for two events dedicated to the consideration of issues of equity, pedagogy, and governance within UBC's Department of Geography. Though the SWIG group provided a source of intellectual enthusiasm and material labour essential to the success of these endeavours, it is important to recognize that other groups arranged the meetings.

The first, held in November 2002, was organized by a collection of interested individuals including but not limited to SWIG members. This initial meeting took the form of a round table discussion, with all participants invited to voice their opinion on matters related to academic power dynamics. A comment box was placed in a common area within the department for a period leading up to the meeting, extending the resource of anonymity to those unwilling to share their thoughts in a public forum. This is an example of how the event combined accountability with accessibility, by providing a context in which the department at large might have the opportunity to take responsibility for the experiences of its members. Issues were brought to the table without individuals having to bring them to the table. I suggest that this strategy, one not commonly associated with academic contexts, went some way toward redressing the power inequalities that inevitably persist, even within a round table format.

The second meeting, billed as an opportunity to address in more specific terms some of the general issues raised in the first meeting, was held in January 2003. Though supported by various interested individuals, a member of both the UBC geography colloquium committee and the UBC/SFU SWIG took much of the organizational initiative. As in November, the participation of external facilitators was integral to the success of the event. Following presentations designed to respond to a general desire, voiced at the initial meeting, for more concrete information about equity in geography in particular and the academy in general, participants were split into two groups. With a facilitator acting as moderator and recorder, each group engaged in a collective brainstorming session on concrete strategies for departmental renewal. Though power dynamics certainly remained at play, this format nevertheless provided a mechanism through which ideas and opinions could be put forth and recorded on paper in a fashion that disrupted the conventional politics of academic authorship. Ideas were brought into contact in a manner intended to limit instances of people being brought into conflict. At this point, there is no third meeting scheduled. It is to be hoped that the department's traditional channels will prove capable of sustaining the dialogue initiated through such innovative means.

Whatever success was achieved by the three events that I have described is, I submit, directly attributable to how each combined institutionalized structure with creative improvisation. Whether oriented to non-formal interaction or departmental renewal, the UBC/SFU SWIG has catalyzed the development of non-traditional ways of participating in academic encounters. In light of Kaserman's point regarding the ability of SWIGs to respond to conditions both large-scale and local, there is reason to believe that such groups might help change the academic terrain for us all, while at work on their own turf.

Shannon Stunden Bower , Ph.D. Student, Geography
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Statistics Canada Research Stipend

Statistics Canada is seeking to support Ph.D. candidates working on their theses who are interested in using one of a variety of newly available micro data, including both longitudinal surveys and administrative data. The **Statistics Canada Research Stipend** is a program offering both access to the master versions of these data at the Ottawa headquarters, and limited financial support.

BACKGROUND AND OBJECTIVES

There have been significant increases in the development of micro and longitudinal data that represent major new tools for the conduct of Canadian empirical research. These include the Survey of Labour and Income Dynamics, the National Longitudinal Survey of Children and Youth, the Workplace and Employee Survey, the National Population Health Survey, as well as a host of administrative data related to both individuals and enterprises.

Statistics Canada is seeking to promote the use of these data among young researchers, and recognizes that the opportunity to conduct research on the master versions, which contain more detailed information than the public versions, may sometimes be of value. The Agency is offering an avenue to examine these files at Statistics Canada's Ottawa Headquarters in order to permit analyses of hypotheses and issues that would not otherwise be explored. This opportunity will be of interest to empirically orientated social scientists intending to work in areas as diverse as: business and corporate analysis; international and interprovincial trade; science and technology; labour markets; and social and family studies.

The **Statistics Canada Research Stipend** is intended to:

- offer Ph.D. students access to survey and administrative data to complete work associated with their theses;
- to promote awareness of the these data as well as the workings of Statistics Canada to a group of future Canadian researchers;
- to help promote an awareness of the value of these data to the general research community.

DETAILS

A number of Stipends will be offered for the 2003/2004 academic year. Stipend holders will become deemed employees of Statistics Canada and are expected to spend the majority of their time at the head office in Ottawa. The Stipend is intended as compensation for the costs of moving off-campus, and will consist of \$15,000 (\$1,875 per month for a maximum of eight months). Office and computing equipment will be made available to successful candidates, and they may begin their work any time before October 1, 2003.

APPLICATION PROCEDURES

Proposals are invited from registered Doctoral students currently engaged in writing their theses either at a Canadian or non-Canadian university.

Proposals will be judged by the extent to which they:

- clearly articulate the hypotheses or issues being examined;
- demonstrate a detailed awareness of one of the data sources and its appropriateness and limitations for the proposed study;
- outline, when applicable, the limitations of the public use version of the data for the issue being addressed and offer a rationale for access to the master file.

The proposal should also contain a copy of the individual's curriculum vita, graduate and undergraduate transcripts, and a confidential reference letter from the thesis advisor (sent under separate cover) verifying that the candidate is a registered student engaged in thesis work as well as offering an assessment of the candidate's ability to complete the proposed project. Candidates should also feel free to include copies of preliminary chapter drafts that use the public use version of the data.

Candidates are encouraged to submit their proposals as soon as possible to:

Statistics Canada Research Stipend
Statistics Canada
24th Floor, R.H. Coats Building
Ottawa, Ontario K1A 0T6

Proposals should be submitted to arrive by no later than **April 15, 2003**. Further information can be obtained by sending your inquires to fls-info@statcan.ca .

All proposals received by the deadline will be acknowledged, and a final decision made by May 15th, 2003.

The Canadian Association of Geographers / Statistics Canada Student Award for Research into Human Impacts on the Canadian Environment

This award is given:

- to an undergraduate student in geography and/or environmental studies/science
- for the best paper examining impacts of human activity on Canada's environment
- by Statistics Canada and the Environment and Resources Study Group of the Canadian Association of Geographers (CAG).

This award was established to:

- recognize and promote undergraduate research on Canada's environment; and
- encourage the use of Statistics Canada's data in the area of environmental analysis.

The winning student receives:

- a year's membership in the CAG (including the Environment and Resources Study Group);
- an opportunity to present his/her paper in a special session of the CAG national annual conference (or one of the regional CAG conferences) at which a certificate and letter of commendation will be presented;
- a subsidy of \$750 towards the cost of registration, travel and living expenses to enable attendance at the CAG national annual conference (or one of the regional CAG conferences);
- nation-wide publication of his/her name on the Statistics Canada and CAG Environment and Resources Study Group Web sites, and publication of the complete paper in the CAG Environment and Resources Study Group newsletter; and
- complimentary copies of the most recent annual and quinquennial editions of *Human Activity and the Environment*, Statistics Canada's flagship environmental publication.

Eligibility

All undergraduate students in departments of geography and/or environmental studies/science in postsecondary institutions across Canada may apply.

How to apply

Students must submit:

A cover letter; and

- A paper (maximum of 2,000 words) that includes the following:
 - the problem or question studied
 - the design or methodology (including data sources)
 - statistical findings
 - conclusions and a statement of significance.

Continued...

Students are directed to [Human Activity and the Environment](#) as a model for their papers.

Applications should be sent **by e-mail** no later than March 31 to:

Ben Bradshaw, bbradsha@sfu.ca
 Chair, Environment and Resources Study Group
 Department of Geography
 Simon Fraser University, 8888 University Drive
 Burnaby, British Columbia, V5A 1S6
 Phone: 604-291-4515

Selection criteria include:

- . significance of the problem;
- . quality of the results;
- . general clarity, insight and originality of the work; and
- . effectiveness in the use of Canadian environmental data.

For more information, please contact:

- . Ben Bradshaw, Simon Fraser University, bbradsha@sfu.ca, 604-291-4515;
 - . Daniel Lagarec, University of Ottawa, dlagarec@uottawa.ca, 613-562-5704
 - . Murray Cameron, Environment Accounts and Statistics Division, Statistics Canada, murray.cameron@statcan.ca, 613-951-3740; or
 - . Joel Yan, Coordinator, University Liaison Programme, Statistics Canada, joel.yan@statcan.ca, 1-800-465-1222, 613-951-2858
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CWAG Business Information

Suzanne Mackenzie Memorial Lecture Fund:

Donations are urgently needed to maintain funding for future Memorial Lectures in honour of Suzanne Mackenzie's contributions to feminist geography and to supporting women working in Geography.

Those who can afford to do so may wish to commit to an annual contribution. When you forward your cheque to the CWAG treasurer simply include a note that you wish to be a sustaining supporter and what you would like to contribute. Your name will be entered on our sustaining supporters list.

Please contribute what you can to help ensure that this celebration of women's work in Geography is a long-term one!

Donations to the Fund should be sent to CWAG's treasurer, Dr. Audrey Kobayashi, kobayasi@post.queensu.ca, (613) 533-3035 x33035.

CWAG Student Travel Grants Available:

Students presenting papers in CWAG sponsored sessions at the annual meeting of the Canadian Association of Geographers, or who are CWAG members presenting in other sessions at the conference, are encouraged to apply for CWAG travel grants.

To request travel support contact Dr. Audrey Kobayashi at kobayasi@post.queensu.ca or (613) 533-3035 x33035 with your paper's title and abstract and the name of the session in which you are presenting. Please note that a term

and condition of this grant is that a complete conference paper be submitted to the CWAG treasurer no later than at the CAG conference meeting, and that notes or overheads will not be accepted as fulfillment of this term and condition.



ASSOCIATION OF CANADIAN UNIVERSITIES FOR NORTHERN STUDIES



ASSOCIATION UNIVERSITAIRE CANADIENNE D'ÉTUDES NORDIQUES

Conference Announcement - 2nd Call for Submissions

The 7th Student Conference on Northern Studies will be an international forum held at the University of Alberta in Edmonton, Canada October 24 – 26, 2003. The conference, ***Breaking the Ice: Transcending Borders through Collaboration and Interdisciplinary Research***, will showcase student research with a northern scope and welcomes interdisciplinary inquiries.

- Hosted by the Canadian Circumpolar Institute, University of Alberta
- Organized by the Circumpolar Students Association of the University of Alberta
- Sponsored by:
 - Association of Canadian Universities for Northern Studies
 - Indian and Northern Affairs Canada
 - Canadian Polar Commission
 - University of Alberta

Call for Papers

We invite college, senior undergraduate, and graduate students in any discipline to submit abstracts for oral or poster presentations on all aspects of northern research or polar studies. In keeping with the conference theme, papers with an interdisciplinary focus will receive priority consideration. However, all papers with a Northern scope are welcome.

Abstract Submission Guidelines

Please submit abstracts electronically at <http://scns.onware.ca>

Abstracts should be no more than 250 words. The first deadline for submission of abstracts is 1 April, 2003. Please indicate whether abstract is for an oral or poster presentation.

Continued...

The following formats are requested:

- . Plenary Sessions: 15 minute oral presentation followed by 5 minute discussion period.
- . Poster Session: featuring displays and informal presentations. Standard poster size is 1 meter x 1 meter (40" x 40").

Conference Fees

- █ All-inclusive Early-Bird Registration; \$80.00 CDN (fees must be received by 1 May, 2003)
- █ All-inclusive Registration: \$100.00 CDN (fees must be received by 1 September, 2003)
- █ All-inclusive Late Registration; \$120.00 CDN (fees received after 1 September, 2003)
- █ Banquet Only; \$35.00 CDN (fees must be received by 1 October, 2003)

All-inclusive fees include:

- █ Conference Program of Abstracts
- █ Refreshment breaks
- █ Wine & Cheese Reception
- █ Banquet
- █ Breakfasts and Lunches
- █ Conference Proceedings

Travel and accommodation subsidies will be available.

Registration

Please register electronically at <http://scns.onware.ca>

For further information regarding the conference please contact conference co-chairs Heather Castleden or Audrey Giles at Conference Headquarters:

7th Student Conference on Northern Studies

C/O: Canadian Circumpolar Institute
8625 - 112 Street
Suite 308 Campus Tower
University of Alberta
Edmonton, Alberta
T6G 0H1

(780) 720-2216



Heather Castleden: heather.castleden@ualberta.ca

Audrey Giles: agiles@ualberta.ca

From the IGU Commission on Gender and Geography...

Submitted by: Jan Monk, jmonk@email.arizona.edu

ARTICLES, BOOK CHAPTERS, and WORKING PAPERS

Ampudia Rueda, L. 2000. "Ciudad Juárez: estructura salarial y de empleo", *Ciudades, Revista trimestral de la Red Nacional de Investigación Urbana* 49: 3-7. México D.F., Jesús Fernández-Gráficas.

Arnaug, L. 2001. "Public family and 'caring' state: family change and policy reform in the Nordic countries - shifting pattern of solidarity between the sexes and the generations." In *Transformations in Europe*. Amsterdam: Koninklijke Nederlandse Akademie van Wetenschappen.

Aspaas, H.R. 2002. "Rural Virginia women's small businesses: ethnicity and linkages," *Southeastern Geographer* 32(2): 181-208.

Blumen, O. 2002. "Criss-crossing boundaries: ultraorthodox Jewish women go to work," *Gender, Place and Culture* 9(2): 133-51.

Bob, U. and A. Musyoki. 2002. "Gender Geography in South Africa," *The South African Geographical Journal/Die Suid-Afrikaanse Geografiese Tydskrif* 84(1): 98-106.

Boyle, P. 2002. "Population geography: transnational women on the move," *Progress in Human Geography* 26(4): 531-543.

Bühler, E. 2002. *Atlas Suisse des femmes et de l'égalité*. Zurich: Seismo

(<http://www.seismoverlag.ch/>)

Canoves, G. and P. Edo i Benaigues. 2001. "Barcelona during the beginning of the 20th century as seen from women's literary sources," *Documents d'Anàlisi Geogràfica*, 38: 89-98.

Chant, S. 2002. "Debate: Researching Gender, Families and Households in Latin America from the 20th into the 21st century," *Bulletin of Latin American Research* 21(4): 545-575.

Chant, S. 2002. "Women, men and household diversity." In C. McIlwaine and K. Willis (eds). *Challenges and Change in Middle America: Perspectives on Development in Mexico, Central America and the Caribbean*. Harlow: Pearson Educational.

Chant, S. 2002. "Whose crisis? Public and popular reactions to family change in Costa Rica." In Christopher Abel and Colin Lewis (eds), *Exclusion and Engagement: Social Policy in Latin America*. London: Institute of Latin American Studies.

- Chant, S. 2002. Families on the verge of breakdown? Views on contemporary trends in family life in Guanacaste, Costa Rica," *Journal of Developing Studies* 18, Nos 2-3.
- Chant, S. in association with N. Craske. 2003. *Gender in Latin America*. London: Latin America Bureau/New Brunswick, NJ. (released, November, 2002).
- Chant, S. and M. Gutmann. 2002. "'Men-streaming' gender?: Questions for gender and development policy in the 21st century," *Progress in Development Studies* 2(4): 269-82.
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From the Editors' Desk...

This marks what is the last edition of the newsletter to be produced by us during our term as editors. We've enjoyed creating the CWAG newsletter over the past few years and are looking forward to reading future editions compiled by the next editors (to be determined at the upcoming CAG meeting)!

Many of you have taken the time to give us feedback on editions and to provide us with submissions and we've certainly appreciated receiving your e-mails. It's been great to hear from CWAG members and we hope that you keep reading the newsletter and that you continue to submit interesting, and sometimes challenging, pieces for future editions.

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