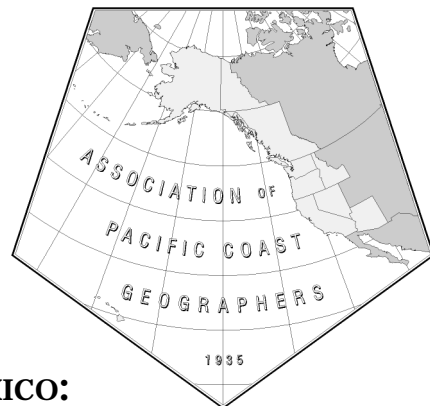


PACIFICA

The Association of Pacific Coast Geographers Spring 2003



LEARNING IN MEXICO, LEARNING FROM MEXICO: A FIELD CLASS TO CHIHUAHUA

John Harner

There are few better ways to learn than by experience. As geographers, we all know the importance of field work (see *Geographical Review* Vol. 91), and we all know the joys of experiencing new places. Yet as teachers, we also know the difficulties of trying to organize and undertake a field course, where we become more than educators. We take on the role of tour guides, interpreters, counselors, mentors, and guardians. These roles are compounded when we travel abroad to non-English speaking countries with students who often have never left their immediate region. In spite of the trials, however, the richness of exposure to foreign cultures makes the efforts rewarding and memorable. Americans in general, but particularly university students, desperately need this type of experience, and we should do all we can to make this a reality.

For those of us in the western United States, we are lucky to have truly "different" places at our reach. Northern Mexico, while not the Mexico of many imaginations (that of beach resorts, palm trees, tropical jungles, and pyramids), presents a rich diversity of natural and human environments that make for excellent learning experiences. Many may have considered a field course to Mexico, but the legal and bureaucratic obstacles were perhaps too daunting. This paper's purpose, then, is to highlight a course I undertake with students from the University of Colorado at Colorado Springs to show a possible field course agenda and de-mystify the process and legends of traveling in Mexico. I also hope to express the fulfillment gained from traveling with students.

Northern Mexico

Many people deride the Mexican American borderlands as "not the real Mexico," a cheap tourist destination, a center of vice, and an environmental nightmare caused by overcrowded cities and lax industrial regulations. Beyond the immediate border, some envision bandits ready to pounce on unsuspecting gringos in a desert wasteland that stretches to the central mountains of Mexico, where



the interesting sites begin. These images conceal the great diversity of the north and serve to place this vast region out of consciousness, even to many who might otherwise know a great deal about Mexico. By hiding this region from our imagination, we eliminate the most accessible part of our southern neighbor as a field trip destination.

The Mexican borderland contains large cities, including Tijuana on the Pacific Coast to Ciudad Juárez in the center, and Nuevo Laredo, Reynosa, and Matamoros in the lower Rio Grande Valley. They are at the forefront of trade with the U.S.; their morphology and social

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- 1 **A FIELD COURSE IN MEXICO** John Harner takes his class, and we as readers, to Chihuahua to experience place, so we can separate Mexico's myth from its reality.
- 2 **PRESIDENT'S MESSAGE** Calling for broad-based participation, President *Teresa Bulman* invites all faculty, students, and non-academic geographers in the region to the Portland meeting.

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APCG ANNUAL MEETING SITES

- 2003 Portland, Oregon Sept. 17 - 20
- 2004 San Luis Obispo, California Sept. 8 - 11

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PRESIDENT'S MESSAGE**Encouraging and encompassing the full scope of the APCG**

Teresa Bulman, Portland State University

I take my lead for this article from AAG President Duane Nellis's December 2002 President's Column in which he discussed his travels to the regional meetings. First, let me give you the good news. President Nellis said that in the regional meetings he clearly saw the "enthusiasm and breadth of our regional division participants advancing geography." He noted that the efforts of the regional organizers were excellent (Thank you Jenny Zorn, and our other hosts at San Bernadino last year!). And that the regional meetings exhibited a good deal of cross-fertilization, with geographers of all specialties attending sessions on various themes rather than restricting themselves to only sessions of their subdisciplines.

President Nellis's bad news was the poor participation in some regions by Ph.D. granting departments. This lack of participation was evident among both faculty and students. In our APCG region we are fortunate to have had participation by Ph.D. and non-Ph.D. departments in all aspects of our meetings, from hosting meetings to organizing sessions to serving on panels. But we can do better, and we can begin by responding to President Nellis's charge to broaden the base of participation in our meetings. We can begin by aiming for 100% participation by all geography departments in our region.

As you know, this year's APCG meeting will be at my home institution, Portland State University. As part of our planning, we are attempting to create a model for encouraging and encompassing the full scope of APCG's potential membership. To that end we are following some of President Nellis's suggestions and adopting a few of our own:

Invitations to all institutions

Our meeting planning committee recently sent an invitation to all academic institutions in our region with geography departments, inviting the department chairs to send faculty and students to the APCG meeting. We realize that there are academic geographers in institutions without geography departments (the "lonely geographers" referred to at the AAG meetings in New Orleans!) We tried to reach everyone, but if we missed you or your department, please consider this an open invitation to join us in Portland!

Invitation to students

We also sent an invitation to geography student groups at each university. We strongly encourage students to attend the APCG meeting. It's a great opportunity to get your feet wet in the practice of attending professional meetings. Students can present their first professional papers in an atmosphere less charged and chaotic than that of the national meetings. Students can also participate in the geography bowl – which is just plain fun! On the more serious side, we are offering special sessions for students on grant writing and on the academic life as a profession.

Non-Academic Geographers

We have already heard from some non-academic geographers interested in attending this year's meeting, and the APCG offers them an Applied Geographers Specialty Group to promote their interests. At PSU, we are using the APCG meeting as an opportunity to reach out to our alumni, by inviting to the meeting the more than 900 recent graduates of our program; many work in

(Continued on next page)

geography or related fields. I encourage all departments to reach out to their non-academic alumni-geographers. We encourage our professional colleagues to participate on panels, give papers, and network with geographers of all stripes.

Networking and career development

Regional meetings provide an excellent opportunity for geographers to network, learn about opportunities and programs at other campuses in the APCG region, find out about the range of work professional geographers engage in, and share concerns about the issues that affect us throughout our region.

Serious fun

Our regional meetings provide students, faculty, and non-academic geographers a valuable opportunity to disseminate knowledge, engage in debate on important developments, and participate in the serious discussion of the "state of the discipline", from budget concerns to maintaining and growing strong departments and programs. This serious aspect to our annual gathering is important. But so is the fun stuff – the meeting up with old friends at the coffee pot or banquet, the introduction to new friends (often on those long bus rides to the field sites!), and the sheer enjoyment of talking geography-speak with colleagues who have gathered from the far reaches of our Pacific Coast realm. This year we are planning some additional serious fun, from hosting a dinner at one of Portland's "Green Buildings" (the ones with grass and trees on the roof) to debating (and tasting!) the merits of Oregon wines.

President Nellis observed how exciting it has been for him to see the sense of community, enthusiasm, student participation, and spirit of commitment to the discipline exhibited at regional meetings. Please join us at the 2003 APCG meeting to share that enthusiasm and commitment!

APCG World Geography Bowl

The Association of Pacific Coast Geographers World Geography Bowl Team roared off to a 3-0 start in the recent AAG meetings in New Orleans. Unfortunately, they proved themselves sprinters and not long distance "bowlers" and finished with a 5-4 record for the evening. It was good enough for a tie for 3rd place. The APCG team is known as one of the friendliest and enthusiastic teams who are the models of good sportsmanship, i.e., we have fun.

A veteran on the team, graduate student Colin Long from the University of Oregon placed 5th in points scored by an individual. He was joined on the team by veteran graduate students Jacqueline Shinker, University of Oregon; Kenneth Madsen, Arizona State University; Thomas Minckley, University of Oregon; rookie and team captain Anna Lieberman, San Diego State University; and undergraduate student rookie Julienne Gard, University of Southern California.

Any students interested in participating should contact Jenny Zorn (jzorn@csusb.edu). The Bowl is a fun event that provides you opportunities to meet other students and earns you travel monies from the AAG and APCG to help offset the costs of attending the AAG meetings next year in Philadelphia.

Jenny Zorn, California State Univ., San Bernardino

The National Scene

Judy Walton, Portland State University, Regional Councillor

As I write, the sights (and smells!) from post-Mardi Gras New Orleans are still fresh in mind. There's not a whole lot new to report, so I'll be fairly brief:

Membership

Congratulations to the APCG! Our division won this year's "AAG membership challenge" in the category of "greatest absolute increase," with 228 new members from our region. (Let's now make sure all those new AAG members have also joined the APCG). The AAG continues to seek ways of broadening and diversifying membership. Got ideas?

Pacific Northwest Power Shift?

With Alec Murphy (U of Oregon) and Vicky Lawson (U of Washington) elected as next AAG President and Vice President, respectively, and with Susan Hardwick (U of Oregon) serving as NCGE President, our region is under heavy suspicion of plotting to take over the AAG. Just rumors, of course...

Raising Geography's Profile

The AAG is pushing hard to get geography's message out to the general public and policy makers. Alec Murphy's successful "Mapping the News Conference" showed major newspapers how geographers can improve their maps and articles. He and Doug Richardson are now working to expand this conference and make it a yearly event. Murphy is also working through the AAG to support an idea advanced by Cambridge Studios for a prime-time series on the science of geography. You can help the discipline claim its rightful space in public dialogue by getting your message out to local and national media and always identifying as a "geographer" first.

Department Budgets

Budgetary woes are pervasive across the country – if your department is not facing budget cuts or hiring freezes, count yourself lucky. At the same time, most of our well-established geography programs are doing remarkably well given the current circumstances. President Duane Nellis encourages threatened departments to get in touch with the AAG. There are limits on what the AAG can do, but the association is working on developing a task force that will try to help programs that are threatened.

Funding

The Advancing Geography Centennial Campaign has kicked into gear, seeking critical capital for the AAG's future. Now is the time to give something to the AAG beyond your membership dues. Take a close look at that green brochure you should be receiving soon. The \$2 million Centennial Endowment Fund is just one of several categories you can contribute to.

Publications

The only thing certain in this world is that nothing stays the same (for long). You can probably expect changes down the line in journal dissemination and availability, with various electronic options now under discussion.

AAG Web Site

If you haven't visited the AAG web site recently, you're in for a surprise. The entire site has been redesigned and minor repairs are still underway. If you forget your password or ID, simply

APCG 2003 - Portland, Oregon - September 17 - 20, 2003

The Geography Department at Portland State University (PSU) is pleased to host the APCG meetings on September 17-20, 2003. Most meeting activities are held on the PSU campus. We have planned a day of fieldtrips, workshops for graduate students, special sessions, and several opportunities for visiting with colleagues. Detailed information about the meeting—including registration form, abstract submission, lodging details, payment information, and information about Portland and the region—is available at <http://geog.pdx.edu/APCG/index.htm>

Conference co-coordinators: Martha Works and Keith Hadley, Geography Department, Portland State University apcg@pdx.edu

Call for Papers, Posters, and Sessions

Abstracts due: July 1, 2003

Submitting Papers & Posters

If you plan to present a paper or poster for the 2003 APCG meeting please submit a program abstract (200 words or less) by July 1, 2003. Papers are scheduled for 15 minute presentations with 5 minutes for questions. Posters and maps are restricted to 4' x 6' in size. All presenters must be current APCG members and pay meeting registration fees.

Preparing the Program Abstract

Abstracts are printed exactly as they are received in both the program for the meeting and in the APCG *Yearbook*. There is a 200 word limit (those in excess will not be printed).

In the abstract's header, include the name (first name, last name), affiliation, e-mail address of presenter; name, affiliation, and e-mail address of co-authors if appropriate; title of paper. Skip a line and type the body of the abstract. After the abstract indicate if submission is a "paper" or "poster" and if it is a "student competition" entry. A sample abstract is provided on the conference web page (see URL below).

Notes on Digital and Other Media

Digital projectors compatible with standard formats will be available. Bring a laptop computer if you need one. Please familiarize yourself with all hardware and software before presenting. You are strongly encouraged to bring backups and hard copies (transparencies) for all digital media. Standard overhead and slide projectors will also be available.

Student Paper or Poster Competition

Applicants for competitions should submit a program abstract as outlined above to the meeting program chairs (deadline July 1) and a 4-6 page extended abstract with application form (available on APCG web page) to Dolly Freidel (Dept. of Geography, Sonoma State Univ., Rohnert Park, CA 94928) by August 15. The paper or poster must be presented at the annual meeting. Papers may be co-authored if all authors are students. The APCG Awards Committee evaluates the submissions based on the extended abstract and the presentation. For information on submission guidelines, award types, amounts, and requirements check the Grants link on the APCG web page (<http://www.csus.edu/apcg/>). For further information contact Dolly Freidel at dorothy.freidel@sonoma.edu.

Organizing or Chairing a Session

If you wish to organize a special session, please have all abstracts e-mailed directly to you. Then, forward a single e-mail packet by July 1, 2003.

Call for Chairs

In an effort to avoid having paper presenters chair their own session, we are requesting volunteers to chair sessions. If you are willing to chair a session, please make a note of it on your abstract form, your registration form, or in an e-mail to apcg@pdx.edu.

Where to Send Abstracts

Please send abstracts via e-mail (apcg@pdx.edu), preferably as a MS Word attachment. If you do not have access to e-mail, send abstract on a PC or Mac-compatible diskette (in MS Word) to APCG Program Chairs, Geography Department, Portland State University, Portland, OR 97207-0751. Label disk with your full name. Enclose a paper copy.

Deadline: Abstracts must be received by July 1, 2003.

For further information about papers & posters contact Martha Works or Keith Hadley at apcg@pdx.edu. For updated meeting information visit <http://geog.pdx.edu/APCG/index.htm>

Meeting Logistics

Accommodations

Conference rates are available at the following hotels (mention Association of Pacific Coast Geographers/PSU Geography when making reservations). Prices guaranteed at conference hotels until August 15.

DoubleTree Hotel, 310 SW Lincoln, 1-503-221-0450, www.Doubletree.com Located 6 blocks from campus (a five minute walk). King bed (sgl or dbl): \$74 or \$94. Two double beds: \$74 or \$94. Price variation depends on room location.

Days Inn, 1414 SW 6th Ave., 503-221-1611, www.daysinn.com Conveniently located 3 blocks from PSU. Sgl: \$69. Dbl: \$89.

Information on other downtown hotels is available on the meeting web site

Air Travel

The Portland International Airport is served by all of the major airlines and is a non-stop flight from most western cities. Transportation to downtown Portland from the airport is easy and inexpensive on MAX, our regional light rail system, as well as by bus or taxi. All major car rental agencies have offices at the airport or nearby via shuttle.

Driving

The campus of Portland State Univ. and the two conference hotels are conveniently located at the southern end of downtown Portland. Directions to Portland, the PSU campus, and the hotels are available on the web site. Parking is provided at the conference hotels, both are within walking distance of campus. On campus parking is available for \$8.00/day. See web page for details.

Public Transportation

Most of downtown Portland is within 'Fareless Square.' Buses, a streetcar line, and MAX are free within this downtown area. Tickets good for travel outside of 'Fareless Square' are available on the vehicles, at an office on the PSU campus, and at machines along the light rail line. Portland is served by rail and bus lines. Terminals for both Amtrak and the Greyhound Bus Line are at the north end of downtown Portland.

APCG 2003 - Portland, Oregon - September 17 - 20, 2003

Tentative Schedule

Wednesday, September 17, 2003

9a - 4p	Workshop: Satellite Image Processing,
4p - 8p	Registration
5p - 7p	Reception
7p - 9p	Opening Session

(Friday, continued)

12p - 1:15p	Women's Network Luncheon
1:30p - 3p	Paper Session III
3:15p - 4:45p	President's Plenary Session
5p - 6p	President's Reception & Poster Session

Thursday, September 18, 2003

7a - 6p	Field Trips depart from South Park Blocks/ PSU campus
8a - 5p	Registration/Information-Geography Dept. PSU
6p - 9p	Dinner in the Pearl District

Saturday, September 20, 2003

8a - 5p	Registration
9:30a - 5:30p	Exhibitors Hall
8:30a - 10a	Paper Session IV
10:15a - 11:45a	Paper Session V
12p - 1:15p	Lunch
12p - 1:15p	Department Chairs' Lunch
1:30p - 3p	Paper Session VI
3:15p - 4p	Geography Bowl
4p - 5:30p	Annual Business Meeting
6:30p - 7:30p	Reception
7:30p - 10p	Annual Awards Banquet and Presidential Address

Friday, September 19, 2003

7a - 8:30a	APCG Executive Committee Breakfast:
8a - 5p	Registration
9:30a - 5:30p	Exhibitors Hall
8:30a - 10a	Paper Session I
10:15a - 11:45a	Paper Session II
12p - 1:15p	Lunch

Field Trips

All guided field trips will be on Thursday, September 18, 2003, and will depart from the South Park Blocks, PSU campus, near the Simon Benson House. Self-guided trips are on your own. There is a guided option for the Friday evening pub crawl, see information below.

Biogeography and Geomorphology of the Western Cascades and Mt. Hood, 7 AM to 6 PM, Cost: \$35, Limit: 23, Leaders: *Keith Hadley and Andrew Fountain*.

This field trip explores the biogeography and geomorphology of the Western Cascades, Mt. Hood, and the Columbia River Gorge. Our goal is to merge these topics as they relate to vegetation change with elevation and the recent geologic events and the geologic and geomorphologic features that lie between Portland and the alpine areas of Mt. Hood. The trip will include visits to several sites including the stunted conifer forest of the Old Maid Flats lahar surface, a hike to the base of Elliot Glacier on Mt. Hood, and brief stops along the Columbia River near the Bridge of the Gods landslide and waterfalls. The field trip will require a full day and will include a box lunch and an afternoon snack. A field guide including supplemental information will also be provided. Participants are encouraged to have clothing and hiking shoes suitable for mountain conditions (off trail and 40-80° F temperatures) and should decide before hand if they plan to take the one-hour hike above tree line to the Elliott Glacier or remain with the vans.

Metropolitan Portland: New Urbanism in the Portland Metropolitan Region, 9 AM to 5 PM, Cost: \$25, Limit: 45, Leader: *Tom Harvey*.

This full day field trip examines Portland's two most notable New Urbanist communities, Fairview Village and Orenco Station, along with neo-traditional developments at Bethany Village and Forest Heights. In between, we will stop for lunch (on your own) at one of the many local eateries and a look at

Portland's Pearl District, a downtown area with warehouse-to-loft renovations, the five-block Brewery Blocks redevelopment, and Hoyt Street Properties' 40-acres of new mixed-use development on the former rail yards adjacent to Union Station. Project developers and real estate agents will provide overviews of the major projects. These sites include developments on the downtown streetcar and westside light rail, as well as along Portland's urban growth boundary. Transportation and a comprehensive field guide are included.

Regional Parks & Greenspaces: Exploring the Urban Greeninfrastructure of the Portland Metro Area; 8 AM to 5 PM, Cost: \$35, Limit: 40, Leaders: *Joe Poracsky and Mike Houck*

In 1989, the Portland metropolitan region launched the Metropolitan Greenspaces initiative. Following the adoption of a regional Greenspaces master plan designed to provide "a cooperative regional system of natural areas, trails and greenways for wildlife and people," the Portland region passed a \$135.6 million bond measure to acquire natural areas and begin implementation of a region-wide recreational trail system. Local park authorities have also increased their efforts to acquire, manage and restore important natural areas. This full day tour will visit regional and local elements of the region's interconnected Greenspace system, including: Portland's first official urban wildlife refuge, Oaks Bottom Wildlife Refuge, Ross Island, and sites along the Willamette River Greenway to discuss Portland's River Renaissance program; and Smith and Bybee Lakes. We will also visit an urban brownfield site to discuss how urban greeninfrastructure is likely to be integrated into a central city redevelopment site. The field trip includes walks up to 1 mile in length with bus transportation available for those unable to walk to the next site. Participants should be dressed for the field, wear sturdy walking shoes and bring binoculars and cameras. A field guide, box lunch, and soft drinks will be provided.

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APCG 2003 - Portland, Oregon - September 17 - 20, 2003

Registration Form APCG 2003 Portland, Oregon September 17-20, 2003

Name & Affiliation _____
(As it should appear on name tag)

Address _____

City _____ State _____ Zip _____

E-mail _____ Phone _____

Registration

	<i>early</i>	<i>regular</i>	<i>late</i>
	Before 7/1	7/2 - 8/15	After 8/16 & onsite
Regular APCG Member	\$60 _____	\$75 _____	\$ 85 _____
Regular Non-Member (includes membership)	\$80 _____	\$95 _____	\$ 105 _____
Student APCG Member	\$25 _____	\$30 _____	\$ 35 _____
Student Non-Member (includes membership)	\$35 _____	\$40 _____	\$ 45 _____
Accompanying Guest	\$30 _____	\$30 _____	\$ 30 _____

Workshop (Wednesday, September 17): Satellite Image Processing, 9-4 pm \$30.00 _____

Field Trips (Thursday, September 18)

1. Mt. Hood/Biogeography & Geomorphology	\$35.00 _____
2. Metropolitan Portland/New Urbanism	\$25.00 _____
3. Regional Parks and Greenspaces	\$35.00 _____
4. Lewis & Clark Trail/Columbia River Gorge	\$40.00 _____
5. Wines of the Willamette Valley	\$35.00 _____
6. Wind River Forest Canopy Crane	\$50.00 _____
7. Self-guided walking tour of downtown PDX	\$ 5.00 _____
8. Self-guided MAX (Light rail) tour	\$ 5.00 _____
9. Self-guided pub crawl (Friday, 10/19)	\$ 3.00 _____

There is a \$10 service charge for refunds or cancellations. No refunds after September 1. See Refund Policy on web page.

Meals

Student Meal Package (Thurs and Sat evening meals)	\$30 _____
Thursday Night Dinner at NCC/ Ecotrust (includes beverages)	\$17 _____
Friday Department Chairs' Luncheon	\$ 8 _____
Saturday Women's Network Luncheon	\$12 _____
Saturday Awards Banquet (includes beverages)	\$25 _____

Check here for vegetarian meals

TOTAL \$ _____

Send this form and payment to:

Martha Works/APCG
Dept. of Geography
Portland State University
Portland OR 97207-0751

Meeting website: <http://geog.pdx.edu/APCG/index.htm>

e-mail questions to: apcg@pdx.edu

Make checks payable to "APCG of Portland"

APCG 2003 ELECTIONS

Members whose dues are paid will soon be sent ballots, due back in early June. Check your mailing label on this issue of the *Pacifica* to see the status of your dues. If you have questions contact Bob Richardson, Secretary/Treasurer.

For President: David Plane (unopposed)

For Vice President: David Plane and Jenny Zorn
(biographies below)

For Sec./Treasurer: Robert Richardson (unopposed)

James Allen, V. P. Candidate

Professor, Dept. of Geography, California State Univ., Northridge. Ph.D. (1970) Syracuse Univ., M.A.T. (1959) Harvard Univ., and B.A. (1958), Amherst College.

Service to Geography:

Member, AAG Local Arrangements Committee and co-leader of field trips in Los Angeles (2002); chair, AAG Ethnic Geography Specialty Group (1994-1996); leader of field trips in Los Angeles for school teachers (1998-2001); member, Content Advisory Committee of the Geography Education Standards Project, U.S. Department of Education, AAG, NCGE, and National Geographic Society (NGS); 1992-1995; reviewer of manuscripts for *Annals*, *The Professional Geographer*, *Urban Geography*, *Urban Affairs Review*, National Science Foundation; consultant, NGS's *Historical Atlas of the United States*, 1988; invited speaker on changing ethnic patterns in greater Los Angeles to a range of local audiences, mostly outside the discipline of geography.

Professional Experience:

I have taught geography at CSU Northridge since 1969, except for a teaching year in England at Canterbury, Christ Church College, and the Univ. of Kent.

Research Interests:

My main research interests are the changing distributions and characteristics of ethnic populations in the U.S., and especially Southern California. With the settlement of so many immigrants during the last thirty years, understanding the impact of immigration and how and why immigrants have successfully or unsuccessfully adjusted to the American society and economy is particularly important.

Selected Publications:

Most recent book: *Changing Faces, Changing Places: Mapping Southern Californians* (2002). Two award-winning books: *The Ethnic Quilt: Population Diversity in Southern California* (1997), and *We the People: An Atlas of America's Ethnic Diversity* (1988) (all co-authored with Eugene Turner). I have written several book chapters and published in *Political Geography* (2002), *Population Research and Policy Review* (2002), *The Immigration and Ethnic History Newsletter* (2001), *Yearbook of the APCG* (2000), *The American Ethnic Geographer* (1998), *The Professional Geographer* (1996), *Urban Geography* (1995 and 1989), *American Demographics* (1990), and *American Demographics* (1988).

Goals:

Under its recent leadership, the APCG is an excellent, well managed professional organization. Its annual meetings have a more friendly, intimate tone than the AAG, and both the *Yearbook* and *Pacifica* successfully publish much of value to scholars and teachers. I have always found many aspects of geography fascinating, and my interests are broader than is

indicated by my research record. Because GIS is an excellent and inherently geographical tool for better understanding spatial and environmental relations, I am very supportive of GIS training associated with geography departments. If I lead the APCG, I would attempt to publicize the importance of the work of geographers, both applied and academic, outside the discipline. Geography is about the contexts and connections of our lives—environmental, local, and global—so that what geographers do deserves a prominent place in the popular and academic awareness. For example, I would encourage more geographers to offer to speak about their research to local non-academic audiences. I would also do my best to inform the media and related disciplines of research findings by APCG geographers, such as by preparing press releases for annual meeting presentations likely to be of broad interest. Lastly, I would also try to make sure that articles in the *Yearbook* are indexed or abstracted in the leading Internet-based bibliographic indexes so that students and scholars can find them easily.

Kate A. Berry, V. P. Candidate

Associate Professor in the Department of Geography at the Univ. of Nevada, Reno. B.S. Northern Arizona Univ., M.S. Colorado State Univ., Ph.D. Univ. of Colorado (1993).

Service to Geography:

APCG Technical Program Chair for the 1999 Annual Meeting, 1999; APCG Nominating Committee, 2002; APCG Editorial Review Board for *The Yearbook*, 1997-2002; APCG, co-organizer of field trip to Pyramid Lake, Nevada, 1999; AAG, Member of the Nystrom Committee, 1997-98; AAG, Co-chair of the Indigenous Peoples Specialty Group, 2002-04; AAG, Board of Directors American Indian Specialty Group, 1995-99; AAG, Board of Directors of American Ethnic Specialty Group, 1996-98; AAG, Member of College Committee on Geography Workshop II, 1996; American Water Resources Association, Board of Directors of the Colorado Chapter, 1988-89; American Water Resources Association, Program Chair of the Colorado Chapter, 1987-91 .

Professional Experience:

Since 1993 I have been a faculty member in the Univ. of Nevada's Department of Geography in Reno, Nevada. From 1991 to 1993 I was an Adjunct Faculty member and Program Advisor with the Environmental Policy and Management Program at the Univ. of Denver. From 1985 to 1991 I was an Environmental Consultant with ERO Resources Corporation in Denver, Colorado and worked on the Mt. Hood and Winema National Forests in Oregon during the late 1970s and early 1980s.

Research Interests:

Water resources geography, in particular the cultural and political dimensions of water issues; landscapes of ethnicity and racial identity; policy and legal geography; geographies of Indigenous people and Latinos in the American West, Latin America, and the Pacific.

Publications:

I have published articles in *International Journal of Population Geography*, *Water Resources Impact*, *Applied Geography*, *Natural Resources Journal*, *American Indian Research and Culture Journal*,

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environment have been transformed by globalization and contact with the U.S. in very tangible ways. Beyond the border cities lies Monterrey, the country's third largest city and corporate leader; the deserts and hills of the Baja Peninsula; the great Sonoran Desert; the Sierra Madre Occidental; the Chihuahuan Desert; the folded Sierra Madre Oriental; and the Gulf Coastal Plain. Culturally, northern Mexico is the home of the *vaquero* (cowboy). Popular myth tells of independent people who resent meddling bureaucrats from Mexico City. It is a frontier that looms in Mexican lore much as the West does in the U.S., with a rich history of Spanish missions, mining, ranching, agriculture, and industry. The continent's second largest Native American homeland, that of the Rarámuri (Tarahumara), is located here, along with homes of other indigenous groups like the Seri and Yaqui of Sonora. Like the U.S. West, the North is a region of immigrants including early German miners, Mormons, Mennonites, and peoples from southern Mexico looking for employment in border cities. With minimum effort and expense, all of this is open to geographers for teaching field courses.

A Field Course to Chihuahua

I decided to try a summer field course to Chihuahua after failing to gain sufficient enrollment for a trip to central Mexico. The realities at my university are that students have families and busy work schedules. The expense of airlines and hotels—and the time of two weeks away—are prohibitive. I can offer a Mexico course where we drive, stay in youth hostels, and camp. I have taught this course twice with great success.

The key to travel in Mexico, or any field course for that matter, is flexibility. I do not rigorously stick to my itinerary, but purposefully allow changes based on student input. We may camp an extra night at some archaeological site, or we may leave one place early if we feel we have exhausted the experience. I never make reservations; we always stay wherever we can and eat when and where it works best. This may not be possible for many destinations, but it is in this part of Mexico. I stress to my students that they too need to be flexible about food, sleeping arrangements, clothing, bathing, and the like. Personal attention (reassuring, consoling, and comforting) each trip member is frequently required. Below I highlight the trip and the learning experiences in these places.

Day 1: El Paso and Ciudad Juárez

We drive straight to El Paso on our first day and arrive by early evening. Colleagues often advise me to skip El Paso and cross the border at Palomas, a small town to the west, but the students would miss the everyday realities of urban Mexico. Juárez is a bustling Mexican city, with many worthwhile sites. We stay in a youth hostel in El Paso, which for many of my students is their first introduction to young people traveling the world for extended amounts of time on limited budgets. This in itself is one of the most worthwhile learning experiences of the trip, one that is strongly reinforced later in Creel.

I typically walk students over the Juárez Street pedestrian bridge into the old commercial heart of Ciudad Juárez. Here they

complete their first field assignment, a comparison of shopping along U.S. and Mexican pedestrian strips. They will clearly see that the U.S. side caters to low-end household goods and clothing for Mexicans, with stores largely owned by Korean Americans. On the Mexican side, they see merchandise catering to U.S. tourists, with specialties in discotheques (for 20 year old Texans to drink), liquor stores, dentists (much cheaper here), tailors for custom-made bridal

gowns (very much cheaper here), pharmacies, and eateries. The contrast is astounding, even for those unaccustomed to observing the landscape in detail. Looking down at the channelized Rio Grande from the bridge, students get an introduction to the cat-and-mouse game played between people trying to cross the river and the Border Patrol chasing them back. They are also introduced quickly to the desperation that comes with poverty, as women with children beg for a few pesos amidst the exhaust fumes along the bridge and streets.

We eat that night in El Paso, but students easily forget they are still in the U.S. Down the road from the youth hostel is a bar/restaurant where few speak English, and a mariachi band plays on Saturday night in the midst of patrons. The food is cheap; the music is good. The next day we return to Juárez where I show them the old plaza, the cathedral, and the ever-exciting Mexican market, where people mix in tight spaces with food, sounds, and smells of life. I try to show them that this is, indeed, a real Mexican place. We return to El Paso and drive up

Student Behavior

As with any field trip, you need to lay down the rules. I tell my students that I consider them adults and that my rules are simply no drugs, no weapons, and stay in control. I remind them that if caught with a gun or drugs, they will certainly land in a Mexican prison (some graphic descriptions of Mexican prisons go a long way here). They can choose to drink alcohol in a responsible manner, but any fights or unlawful or dangerous behavior will land them on the first bus back to El Paso to await our return. One other item worth mentioning is the need for individual women to be escorted by male colleagues. In a *machismo*-oriented society, a woman (especially in a bar) can be seen as an invitation for abuse.



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the end of the Franklin Mountains for an overlook of both cities. Here I point out the Chamizal, the Peace Park returned to Mexico by the Kennedy administration. They see the density of residential space in Juárez versus the spread of El Paso, and the verticality of downtown El Paso versus Juárez's low profile. They see the immense warehousing and light manufacturing that thrives here because of border trade, and they see Juárez's huge maquiladora parks in the distance—as well as its expanding squatter settlements on Juárez's periphery.

We purchase some supplies (drinking water) and cross at the Bridge of the Americas. Here students see a different border crossing, an automobile-oriented product of the 1960s era, which differs dramatically from the old pedestrian-oriented streets downtown. Hotels and motels, big discos, restaurants and nightclubs sit beside curving boulevards. We drive through Juárez, sometimes with a side trip down the old *Avenida 16 de Septiembre* spine to show mansions of the early elites. On the way out of town, we see middle class working family homes that reinforce a common connection—these people are indeed like us!

Past the junk (or *yunque*, a fine example of Spanglish) yards at the southern end of the city, we head into the desert. Along the route we pass through dormant sand dunes, then a playa where the Río Casas Grandes ends in the Chihuahuan Desert. People have a go at irrigated agriculture upriver from the playa, and several small pueblos along the way give students their introduction to dusty *norteño* settlements. Adobe houses crowd the street and people socialize out-of-doors. At times there are political campaigns and county fairs in these villages. As we pass through Janos, I tell them of the history of this presidio town, a Spanish fort outpost on the frontier. After a final check past the uniformed soldiers toting machine guns, we head south.

Importing Autos and Visas

You need a permit to drive a car beyond Mexico's borderland (although the rules have changed three times in the last five years). Now the permit process is geared to expedite cars that enter regularly. You need to have your driver's license, your passport (or valid proof of U.S. citizenship), a credit card, and the car registration. Make photocopies of these documents, or they will charge you for them. If you are not the owner of the car, you need a letter (preferably notarized) from the owner stating you have permission to take it into Mexico. State the registration number and license plate number in this letter. You will need to pay about \$22 for the permit, and you must return it when you leave Mexico. Plan on at least an hour to get your permit. In addition, everyone needs to get a valid tourist visa, and they need to pay about \$20 to a bank at their primary destination to validate the visa.

Days 2-5: Nuevo Casas Grandes

The desert seems incredibly lush as we near Nuevo Casas Grandes. Indeed, this is a very fertile agricultural valley, one of the most productive in the state. Students are amused by the large billboard that proclaims "Welcome to Chihuahua, Where Visitors Don't Get Tickets". Suddenly, they get the feeling that we are no longer in Mexico, but have somehow been transported through some space-time warp to central Ohio. We see two-story Victorian brick houses with grass lawns, white picket fences, and sprinklers in the yard. There are sidewalks and tree-

lined avenues. The family names on the houses are Smith and Walker. Then the mystery is solved (but the puzzlement remains) as we see the Latter Day Saints (LDS) chapel, and I explain that this is Colonia Dublán, one of nine Mormon colonies established in Chihuahua and Sonora as early as 1885. Settlers here sought to escape from U.S. anti-polygamy laws and were welcomed as productive farmers to develop the valley. These same settlers were later persecuted during the Mexican revolution, so only two of the original colonias survived (both in this immediate area). Much of the traditional Mormon landscape remains, preserved better here than in Utah.

We continue into Nuevo Casas Grandes, an agricultural supply town and regional center. This was once a railroad town for American-run lumbering from the Sierra Madre, but is no longer (although a nice relict *Chihuahua al Pacífico* train sits in town). We stay, to my students' delight, at the "Hotel California." Our adventure that night is to a local steakhouse with an old west movie prop in their private courtyard, which converts into a very popular discotheque later at night. The women in my group marvel at the make up, high heels, and tight skirts of the young Mexican ladies coming to dance—not the U.S. college student's normal attire.

Drugs

The Hotel California, while safe and inexpensive, is typical of many lower priced lodgings in Mexico. We had several *narcotrificantes* with their prostitutes partying in the courtyard. At the invitation to smoke marijuana with them, I reigned in my students. This situation was even worse farther south in Creel, which is the consolidation and shipping center for a major drug producing area in the Copper Canyon region. Students there were wide-eyed at stories of \$5 buckets of available hemp.

Adventure fills the next few days. We spend several days in the region to see surrounding sites. A highlight is the world heritage site of the Paquimé ruins, the major trading point between high culture of central Mexico and the ancestral Puebloans of the American Southwest. This partially-reconstructed pueblo complex is in Casas Grandes, a quaint, plaza-oriented Mexican pueblo. Down the road is Colonia Juárez, we visit a pristine Mormon settlement complete with an LDS temple and U.S.-certified high school. Apple orchards attest to the bounty of the land and industriousness of the settlers. Students complete their second field assignment, comparing this very "American" residential landscape to the nearby "Mexican" side of town and



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to that of Nuevo Casas Grandes. We push past Colonia Juárez to Mata Ortiz, the home of world-famous potter Juan Quezada, his apprentices, and many other artists. Untold people throughout the pueblo invite us into their houses to view and purchase pottery. Students find it hard to believe that this dusty, out-of-the-way pueblo houses such talent. The ride is rough, but well worth it. In a pre-trip orientation meeting, I discuss budgets, at which time most students claim they will be frugal and avoid unnecessary expenses, but even the thriftiest are persuaded to purchase pottery. Along the way we stop at the Hacienda San Diego. This nearly-abandoned hacienda was one of many



estates owned by the former Chihuahuan strong-man, Luis Terrazas, during his reign as governor from 1860-1884.

If we have time, we take a trip to the Cueva de Olla archaeological site deep in the Sierra Madre. It used to be that you needed a guide to these cliff dwellings with the storage urn that resembles a giant pot, but now the road is marked with INAH (the national



archaeology and history institute) signs. Avoid this trip if wet as you will get stuck. Certainly this excursion is best if you camp overnight at the very pleasant river and explore the canyon (full of ruins).

Before we leave Nuevo Casas Grandes, I usually

make contact with the principal at a local High School to donate something I have brought along. While my donations are usually minor, I hope to show by example that we have a responsibility to assist the communities we visit. In the past he has helped me with guides to nearby places such as the valley's Mennonite settlements, where much of the famous *queso Menonito* (Mennonite cheese) is made. This cheese, known throughout Mexico, is sold from Juarez to the Yucatan by the Germanic-looking men (often with red hair, overalls, and straw cowboy hats).

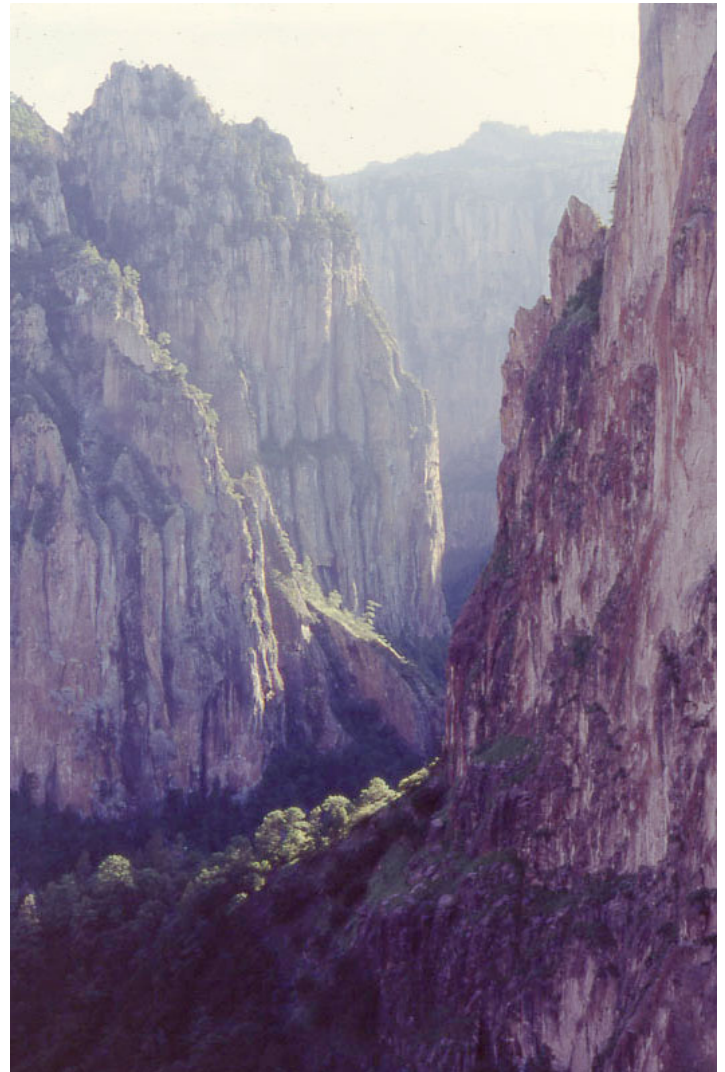
Day 6: Basaseáchic

We head south towards one of the tallest waterfalls on the continent at Basaseáchic, near the Sonora border. Along the way, I stop at Cuarenta Casas, another very impressive cliff dwelling and state park in the Sierra Madre. The walk to the ruins is down a steep valley, across a beautiful canyon, and up the other side, but well worth the trip. The walk takes considerable time,

so you may wish to camp at the free campsite amidst the Ponderosa pines (no facilities, so come prepared). Beyond the Cuarenta Casas site we travel through Sierran lumber towns, and, in one town, my students enjoy the "Burro King" fast food sign that exactly copies the style and colors of Burger King.

Late in the day we arrive at Baseáchic, where the local *ejido* (communal village) has provided a free campground in the forest. Although this site is a national park, the locals receive little to no resources or support from the federal government. They make what little they can from selling food and services to visitors. They now have temporary electricity, and the food is good. There are no facilities here, so camping is necessary.

A little stream runs across the plateau on which the *ejido* is located and through the forest. About ¼ mile downstream from the campground, it suddenly plunges for almost 1000 feet into a deep canyon. You must peer over a precarious precipice to see the falls themselves from the top, but the view of the valley below that cuts towards the Pacific Ocean is breathtaking. I am always reminded of Jurassic Park when I see the steep cliffs, lush forests, and canyon's extreme relief.



The next day consists of a hike down to the bottom and a swim in the beautiful green pool for those willing to brave the cold

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water. The hike back up is steep, the refreshments at the local *ejido* campground parking lot are welcome. Some students choose to pay for a hot shower, while the rest eat lunch. After a half day at the falls, we head out to the next stop.



Days 7-10: Creel and the Copper Canyon

We head southeast across the Sierra, through major logging areas. Logging here is generally not clear cutting, but the select sawing of large trees. This does not mean, however, that the forests are not overexploited, as the pressure is great to sell trees to operators of large mills. Especially susceptible to commercial exploitation are the indigenous communities in the Sierra, who often are extorted into selling their timber resources—that is, if their land is not stolen outright.

We arrive at the town of Creel, regional center for the Copper Canyon area. Named for the influential Chihuahuan leader Enrique Creel, this town was (and still is) a lumber town. The famed Chihuahua-Pacific railroad runs through town, and many tourists visit via the train. Creel is developing into a recreation center for Copper Canyon, a vast network of rugged canyons formed where rivers flowing towards the Pacific cut through the Sierra Madre plateau. The canyons are crisscrossed by many trails that the indigenous Rarámuri use for travel. Guides are required, as no trail system is marked or mapped for hikers. The biodiversity of this region, ranging from the lush pine forest of the plateau tops to the dry, tropical scrub desert of the lower reaches, is astonishing.

In spite of the new tourist industry developing in Creel, it remains the central place for the Rarámuri. These people inhabit a homeland second in size in North America only to the Navajo reservation in the U.S. Originally living to the east on the plains of the Mexican Central Plateau, they were pushed over centuries by Spanish expansion farther into the rugged Sierra. They maintain an isolated and often semi-nomadic existence, choosing tradition over assimilation. Creel is often the meeting point between outside, western tourists and these indigenous people.



The town provides a base for a few days of geographic exploration. Students undertake their third field assignment, to evaluate the effects of tourism on this town. They map the

landscape of tourism and make observations on the interactions of the traditional economy and the new tourist economy. We also take several day hikes, one down a steep canyon to the Recohuata hot springs. Other backpackers go down the canyon for days, exploring the tropical vegetation and pools of both cool and hot water. A second hike we take is to the waterfalls of Cusárare. Along this trail are many Rarámuri women selling their crafts, seemingly in the middle of the forest. The dispersed lodging along the trail, the hogan-style houses, and the goat and sheep herds reinforce to me a similarity to the Navajo reservation, albeit in a different natural environment. After the hike and swim, I take students to the beautifully restored mission in the village of Cusárare, where they see indigenous art motifs painted inside the mission, as well as the skull of a parish priest on a side altar below a statue of Jesus. These adornments are not the typical icons found in U.S. Roman Catholic churches.



Normally, my group camps one or two nights just south of town at Lake Arareco. This is a very nice place in the forest, again run by a local *ejido*. After a few nights camping, we venture into town to stay at Margarita's youth hostel, where a shower is needed. Breakfast and dinner, including a free shot of cheap tequila, comes with the room. Students get full exposure to young people on the world backpacker circuit and make many friends. Often this becomes one of the best learning experiences—the epiphany that you don't need to work your whole life for 2 weeks annual vacation and wait for retirement to travel. They see energetic, young Germans, Kiwis, and others traveling the world for months at a time, full of adventure and curiosity, really exploring and experiencing places.

Depending on the length of stay in the area, side trips could be completed into the depths of the canyons to the old mining towns of La Bufa and Batopilas. This is a harrowing journey on rough roads, usually with several military checkpoints stopping you to search for drugs coming out of the canyon—best if not attempted in one day. Other trips could include a short jaunt to the canyon overlook at Divisadero, or a ride on the train to the coast and back.

Days 11-12: Chihuahua

Although students invariably love Creel and the Sierra Tarahumara, we begin our journey back north with a trip

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through the capital, Chihuahua. Along the way, we stop for lunch in Cuahtémoc, the agricultural center for the lower Casas Grandes Valley and principal supply site for many Mennonite settlements. This is a mid-sized northern Mexican city with a thriving commercial central plaza. Often brightly clothed Rarámuri women and children are seen sitting next to overall-clad Mennonites in the plaza, a charming juxtaposition of cultures that speaks to the diversity of life in Mexico.

In Chihuahua, we stay in a downtown hotel with safe parking for the van. I walk students on the downtown pedestrian mall, show them the central plaza by the cathedral, and another plaza near the federal and state buildings. Here they complete their final field assignment, to observe and comment on the use of the city's principal plazas as a social space. I ask them to describe what types of activities are occurring here, by whom, and how this compares to urban spaces in U.S. cities. Chihuahua provides a good view into mainstream Mexican urbanity. It is neither a tourist destination nor a glamorous locale, just a slice of everyday life that reveals modern Mexico. Later, students explore the commercial aspects of the city on their own.

The next day we continue our Chihuahuan exploration, and drive to nearby Santa Eulalia, the original colonial mining town from which Chihuahua was founded. This quiet, small, traditional village differs dramatically from the hustle and bustle of the commercial and political center of the nearby city. The mining past is on display in the town's excellent museum, the relict mining machinery and tailings piles on the town's outskirts, and the rock and gem store in town.

On the way back to the city, we see one of Mexico's monstrous, modernist public art projects at the central highway interchange.



These were undertaken with federal money and are located on the outskirts of many Mexican cities. After seeing a few, my students are quick to pick them out along our route. We end our last night in Mexico at an outdoor beer garden on a hot Chihuahua night, where the mariachi bands serenade us. This is a good time for reflection on the trip, and to prepare for the long drive back to Colorado.

Reflections of Field Travel

The long trip home takes us up the Central Mexican plateau to El Paso, where we break for dinner. The last day brings us back to Colorado Springs, and the end of a trip is both sad yet enjoyable. The trip is over, but the experiences and new knowledge remain.

Certainly, my students have acquired some local knowledge about aspects of specific places through their field assignments.

They gain further expertise by completing a follow up research paper on some topic related to our course. A field journal also adds to the personal enrichment of travel by forcing them to write about their observations and feelings. Students have become quite original with their journals, including an art student who made a portfolio and another who added an accompanying musical journal for the trip.

Ultimately, however, the experience alone is better than any academic assignments I might conjure. The understanding that comes from exposure to other cultures helps put our parochial attitudes to rest. Our own concerns are placed in perspective when we see people with real struggles, and our common connection to humanity is reinforced when we recognize that "they" are people like us. Fate has placed us in our privileged position, but it could just as easily see us born in a cardboard shack in a Mexican shanty and begging on streets. Travel raises such issues, which in turn fosters tolerance and acceptance, traits often lacking today.

Certainly, the field experience can be improved. I need to work on giving back to the communities we visit. My students and I look to learn, but to some extent we unwillingly treat these places and people as objects that entertain us. There are things we can do. The first is to tread lightly and treat others respectfully. Secondly, we can assist in small but immediate ways, such as buying souvenirs from the coop in Creel that directly benefits the Rarámuri, or as mentioned, donating goods, clothing, or equipment to local people and institutions. Change on a deeper level, however, requires commitment. I hope to get students involved in volunteerism, and help them think about personal choices in consumption and activities that contribute towards sustainable development. Perhaps some day they will return to conduct their own research or to help in some other capacity.

Field courses are not superficial. Students realize that the rest of the world is not like their suburban homes. As I reflect on what drives me to continue this course, I know that with each journey I continue to learn and am better able to separate Mexico's myth and reality. Certainly there is a selfish motivation of personal enrichment. The process of seeing students take pleasure in learning is pleasurable itself. As my students are exposed to foreign places and people, they become better global citizens. And from that, I learn to be a better person and better teacher.

John Harner, Department of Geography and Environmental Studies, University of Colorado at Colorado Springs, jharner@uccs.edu

Editor's Note: John provided an extensive reading list and additional photographs with this article. Since space is limited, these additional resources are available on-line at <http://www.csustan.edu/geography/Pacifica.html>. Please take a look. Also, at this site, you may enjoy reading past issues of the *Pacifica* in PDF format (often with color images).

Camping

Camp sites are not readily available in Mexico like they are in the U.S. Those you find are near "tourist" sites and usually have few to no facilities. I find them safe and pleasant, however. We mostly sleep outside on our trip, but a few people choose to sleep in the van and usually one person has a tent.

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APCG 2003 - PORTLAND - FIELD TRIPS (Continued from page 5)

Lewis and Clark Trail/Columbia River Gorge; 8 AM to 5 PM, Cost: \$40, Limit: 22, Leaders: *Bill Lang* and *Dan Johnson*

The Columbia River Gorge field trip will take in most of the Congressionally designated Columbia River Gorge National Scenic Area, a nearly 100-mile long stretch of managed landscapes dominated by the Gorge. The trip will include material on Native American history and culture, early exploration, economic development, and the creation of the hydroelectric system in the 20th century. The trip will begin in Portland, proceed east on I-84 through the Gorge to The Dalles, and return to Portland on Washington Hwy 14. A box lunch, snack, drinks, and a brief field guide are included.

Wines of the Willamette Valley; 10 AM to 4 PM, Cost: \$35, Limit: 45, Leader: *Greg Jones*

The Willamette Valley wine region stretches from just south of Portland to Eugene and is the largest of Oregon's six wine regions. The valley is bordered by the Coastal Range to the west, the Cascades to the east, and the Calapooya Mountains to the south and drained by its namesake river. The region's geologic history has created a unique suite of landscapes and soils from which rise beautiful vineyards and high quality wines. The Willamette Valley is Oregon's coolest wine grape-growing region and is suited to a narrow range of grape varieties, being particularly well matched to the finicky but luscious Pinot Noir grape, for which Oregon has achieved worldwide acclaim. Join us for a field trip through some of Oregon's famous Pinot Noir country and experience the wine that is derived from the geology, soil, climate, and uniqueness that is Oregon! This is a full-day event that includes a box lunch, snack, and drinks.

Wind River Canopy Crane; 7 AM to 1 PM, Cost: \$36, Limit: 28, Leader: *Heejun Chang*.

The Wind River Forest Canopy Crane, located within the southern Washington Cascade Range, provides an amazing opportunity to see one of the oldest ecosystems in the Pacific Northwest. The dominant tree species of the site are 400 to 500 year old Douglas-fir (*Pseudotsuga menziesii*) and western Hemlock (*Tsuga heterophylla*) with the tallest trees reaching up to 67m. A gondola (a suspended basket) will take you to the different parts of the canopy including: (1) a descent down through the canopy, (2) a view from the upper canopy, and (3) a stop over a dwarf mistletoe research site. The four-person 20 minute guided lift will include an interpretation of the canopy structure and biota and the natural history of canopy organisms. For more information, see <http://depts.washington.edu/wrcrf/>. (For safety reasons, the crane does not operate in high winds or thunderstorms. Although such weather is not typical in mid-September, in the event that all or part of the lift is cancelled, participants will receive a partial refund to the extent APCG is reimbursed).

Exploring Downtown Portland; Cost: \$5, No limit (self-guided- tour developed by *Tom Harvey*).

This walking tour starts at Portland State University, proceeds to City Hall and the Portland Building (described by Witold Rybczynski as "the birthplace of postmodernism"), Pioneer Place (the city's downtown shopping mall), Old Town/Chinatown, Pioneer Courthouse Square, and the city's Cultural District. The focus is on the dynamic urban landscape along with remnants of

older downtown neighborhoods. Allow 2-3 hours for the whole tour or do it in shorter segments. A field trip guide with tour directions, map, and illustrative material is included.

Urban Transportation: A self-guided tour on the MAX Light-Rail System; Cost: \$5, No limit (self-guided – tour developed by *Teresa Bulman*).

While in Portland you have a great opportunity to explore our urban landscape by public transportation. The best way to travel from the CBD high-density area of Portland to the rural outskirts of our Urban Growth Boundary is on the public light-rail system, MAX. The MAX has two routes: the Blue Line runs from Hillsboro (15 miles west of the city) to Gresham (15 miles east of the city); the Red Line runs from the city center to the airport. This self-guided fieldtrip provides you with an all-day ticket (which can be used on the light-rail, buses, or trolley – so use it the entire day for all your travel needs!), a map, and a fieldwork lesson on urban public transit. It takes about 1.5 hours to ride MAX from west to east, so the complete fieldtrip will take about 3 hours.

Pub Crawl: Portland's Best Suds; Cost: \$3.00 (includes map and transit ticket), No Limit (self-guided - or crawl with Portland State Graduate Students on Friday night, Sept. 19).

Portland is known for its urban growth boundary, rainfall, and independently owned brewpubs. Join Friends of Geography for a student led tour through some of the historic and interesting brewpubs found throughout Stumptown. All travel is by public transportation (light rail, bus, streetcar).

APCG 2003 ELECTIONS (Kate Berry continued from page 7)

Professional Geographer, Journal of the Southwest, Journal of Geography in Higher Education, Water Resources Bulletin as well as having authored numerous book chapters. I am the co-editor of *Geographical Identities of Ethnic America: Race, Space, and Place* (2002).

Goals:

I am interested in increasing membership in the APCG by reaching out to a wider array of geographers throughout our large and diverse region. More geographers can be encouraged to participate in the APCG by continuing to build on traditional strengths – the commitment of the existing membership and active participation in the annual meeting – as well as expanding disciplinary dialogues within the organization in such a way to include departments and specialties that have been under-represented in the APCG in the past.

NATIONAL SCENE (Continued from page 3)

send a message and response is rapid. Check out all the ongoing and new educational initiatives and career pages. Doug Richardson, Executive Director, urges you to renew your membership on-line next time – it's easy, quick, and saves resources.

Centennial Celebration:

Planning for next year's 100th anniversary of the AAG has kicked into high gear, with many fun and unique events and a special set of plenary speakers lined up for the Philly meeting. Don't forget to contribute your department lore to the Timeline – send it to Donald Dahmann ASAP. This is one conference not to be missed!

Incentives for Students to Present at Portland

Student Paper Competition and Travel Awards:

Here is an excellent opportunity for students who would like the experience of presenting their research at a professional, yet safe and friendly, meeting. Students benefit from the challenge of presenting to a professional audience and receiving expert feedback. Papers by students are now a significant proportion of presentations at our annual meeting. To encourage this activity, and to recognize and reward meritorious student scholarship, the APCG annually presents six awards (5 paper and 1 poster).

- 1) Tom McKnight and Joan Clemons Award for Outstanding Student Paper; \$200 award;
- 2) President's Award for Outstanding Paper by a Ph.D. Student; \$100 award
- 3) President's Award for Outstanding Paper by an M.A. or M.S. Student; \$100 award
- 4) President's Award for Outstanding Paper by an Undergraduate; \$100 award
- 5) Harry and Shirley Bailey Award for Outstanding Paper by a Ph.D. Student; \$100 award
- 6) President's Award for Outstanding Student Poster Presentation; \$100 award.

The awards are open to undergraduate and graduate students who are APCG members. Applicants need to: 1) Submit a short abstract (200 word max.) with registration form to the Portland State meeting organizers, via e-mail (apcg@pdx.edu), preferably as a MS Word attachment. For details check the Portland APCG meeting web site (<http://geog.pdx.edu/APCG/index.htm>). The abstract submission deadline is **July 1, 2003**. 2) Submit a 4-6 page **extended abstract** with application form to Dolly Freidel (see contact information below) by **August 15, 2003**, then present the paper or poster at the annual meeting. Papers may be co-authored if all authors are students. Evaluation is made by the APCG Awards Committee based on the extended abstract and the presentation.

Portland Travel Awards for Students:

Many students would love to present at the APCG but can't afford to go. To encourage student participation, the APCG offers 10 travel grants of \$100 each to students who present papers or posters at the annual meeting. Because these grants are limited in number and there may be more applicants than grants, recipients will be selected by a random lottery. To be eligible for a travel grant to the Portland meeting, a student must be an APCG member and must present a paper or poster at the annual meeting. Presenters will be notified of their grant well before the meeting, and will be awarded their grant checks at the banquet in Portland. The **deadline** for applications to be received by the Awards Committee is **July 1, 2003**. They may be mailed, faxed, or sent as attachments by email. Winners will be notified by mail shortly after July 6th. Please address your applications to: *Dolly Freidel*, Chair, APCG Awards Committee, Department of Geography, Sonoma State University, Rohnert Park, CA 94928; office (707) 664-2314; fax (707) 664-3332; email: dorothy.freidel@sonoma.edu.

To obtain applications for travel grants and student awards, you may download the applications (PDF files) from the APCG web page, contact your departmental office or contact Freidel at Sonoma State

APCG Women's Network

Travel Grants

The Women's Network invites all faculty members of the APCG to nominate an outstanding female undergraduate or graduate student to attend the Annual Meeting of the Association of Pacific Coast Geographer in Portland, Oregon, September 17-20.

The Network will award recipients \$150 towards registration fees, a one year membership to the APCG, and travel costs associated with the meeting. It is not necessary that the student give a paper, rather the monetary award provides an opportunity for a student to gain experience from attending a major regional meeting. This initiative is funded through contributions to the Women's Network of the APCG.

Nominations must be postmarked by **June 1, 2003** and should consist of a brief paragraph outlining the student's interests and abilities in geography. Please ask your student nominee to provide the Women's Network with a one-page statement detailing why they want to attend the meeting and their current interests and goals in the field of geography. Recipients will be notified in July.

The Women's Network will be having a no-host luncheon Saturday, September 20th at which time the award recipients will be asked to speak about their interests and goals and how the Network might assist them in reaching those goals.

Nominations by APCG members and student statements should be sent to: *Jennifer Helzer*, Department of Geography and Anthropology, California State University, Stanislaus, 801 West Monte Vista Avenue, Turlock, CA 95382. Questions about the travel grant or the Women's Network can be sent to: jhelzer@csustan.edu.

Jennifer Helzer, Chair, Women's Network

Applied Geography Opportunities in PDX

The APCG Applied Geographers Committee and the Business, Industry and Government Geographers (BIGG) welcome program suggestions and participation from applied geographers, based both on and off campus, during our next annual meeting in Portland. More generally, we invite all applied geographers, independent scholars of Geography, graduated graduate students, and exiled or retired professors of Geography to convene for mutual benefit. Let's do something interesting. We encourage local leaders, on and off the campus, from Alaska to Arizona, to recruit applied geographers and independent scholars for local professional, activities. Please e-mail me at terry@environment-lawyer.com or phone me at (775) 322-3333.

Terry Simmons, Chair, Applied Geographers

Fifteen Events That Have Shaped California's Human Landscape by Dilsaver, Wyckoff, and Preston is a perfect supplement for California Geography courses. This publication has been reduced to \$3 for classroom sets and \$5 for individual copies. Contact Dick Eigenheer at (916) 422-1571 or REigen7201@aol.com.



Thanks to River City Bank of Sacramento for providing all of our banking services and supplies at no cost for the past five and a half years.

MEMBERS

Welcome to the following 55 new members who have joined since last October. Many joined in conjunction with their registration for the San Bernardino meeting, but their names were not available in time to appear in the Fall 2002 *Pacifica*.

Mike Agrimis
Scott Anderson
David Banis
Siris Barrios
Christine Carolan
Byron Clayton
Richard Cocke
Dolores D. Cota
Kimberly Durandet
Christina Friedle
Mike Godfrey
Donna Hartz
Shaun Healy
Roy Jackson
Joel Jennings
Mindy Juliana
Jennifer Karpis
Sriram Khé
Margo Kleinfeld
Ankush Kohli
Dafna Kohn
Sam Krueger
Mark Kumler
Meredith Leonard
Alexander Lew
William Lofton
Andrew Marcus
Dick Marsh
Anne McTavish
Vern Meentemeyer
Robert Moline
Rhea Muchow
Valerie Muller
Cindy Nance
Thomas Nejeley
M. Duane Nellis

Lise Nelson
Michael R. Peterson
Diane Powell
Thomas Puleo
Dillon Ross
Glenn R. Sebastian
Brian Sims
Jacob R. Sowers
Sharon Stanton
Charles Swanson
Jordon S. Turner
Tito Vandermeyden
Brandon Vogt
Karen Walmer
Suzanne Wechsler
Tina White
Niomi Winslow
Erika Wise
Claudie Worth

Many thanks to the following Contributing Members from 2002 and 2003. The money they contribute more than equals the amount we give to Student Travel Awards. Of the 485 members who have renewed or joined for 2003 as of 3/21/03, 18% are Contributing members. Their dues make up 33% of the total received.

Mitchell A. Alford
James P. Allen
Gary I. Anderson
Brigham Arnold
Daniel D. Arreola
Louise Aschmann
Martin Balikov
Charles F. Bennett
Warren R. Bland
James D. Blick
James E. Brooks
Teresa L. Bulman
Elizabeth K. Burns

Steven A. Carlson
Lisa Chaddock
Robert W. Christopherson
Bobbé Z. Christopherson
Joan Clemons
Mark & Christy Cook
Dr. Douglas M. Cotner
Howard J. Critchfield
William K. Crowley
Darrick Danta
Robin Dattel
Carolyn M. Daugherty
Mary Imandt de Jesus
Cary de Wit
Dennis J. Dingemans
Kevin Donnelly
Gary S. Dunbar
Tom Edwards
Richard A. Eigenheer
Christopher H. Exline
Lloyd Flem
Larry Ford
Barbara E. Fredrich
John F. Gaines
Reginald Gollledge
Glenn E. Griffith
Jeffrey D. Hackel
Keith Hadley
Tim Hallinan
Dr. Bill Hamilton
James W. Harrington
Gary Hausladen
John Heppen
Cynthia M. Hobbach
Samanthe Kadar
Tina Kennedy
Sriram Khé
William A. Koelsch
James S. Kus
David Lee
Joseph S. Leeper
Matthew Lofton
William G. Loy
Donald Lynch, Ph.D.
Andrew Marcus
Gordon E. McColl
Elliot G. McIntire

Tom McKnight
David Miller
Robert L. Monahan
Laura K. Moorhead
Roscoe Moss
Alexander B. Murphy
George N. Nasse
Douglas J. Nicol
Michael J. O'Connor
Betty R. Parsons
Clyde Patton
Dulio Peruzzi
Robert Phillips
David A. Plane
Donna Prince
Philip R. Pryde
Susan P. Reynolds
Robert T. Richardson
Christine M. Rodrigue
Jim Rogers
Loretta Rose
Les Rowntree
Gundars Rudzitis
Randall Rush
William Russell
Michael Schmandt
Donald A. Schuder
James W. Scott
Larry Simón
Everett G. Smith
Norman R. Stewart
Dale Stradling
Nancy Summers
Michael Tripp
Martha Henderson Tubesing
Donald E. Vermeer
Philip L. Wagner
Hartmut Walter
Dorismae Weber
James W. Wickes
Nancy Lee Wilkinson
Matthew Winston
Harold A. "Duke" Winters
John A. Wolter
Martha Works
Robert A. Young

In Memory - Dan Luten

A geographer (although one with a Ph.D. in Chemistry!) who turned from a working life as a Shell Oil research chemist to a retirement career teaching twenty years of U.C. Berkeley geographers to think about resource questions has faded from maps — at the age of 94. I was in the very late Luten orbit at Berkeley, but was caught in his drift — his courses during the years in which Earth Day originated (late 1960s to the end of the 1970s) were simply legendary: Literally packed with students who numbered sometimes in the many hundreds. It was a fertile time for study of the environment, and Dan Luten had a singular way of influencing the San Francisco environmental scene. He did so first with his classes at Cal, whose huge student numbers sometimes proved unsettling to certain of his Berkeley Geography colleagues who regarded "the environment" as a distraction from their social modeling, and secondarily (and at least as important) he attained influence by serving as a kind of eminence grise of the developing activism movement. He was a neighbor of David Brower, executive director of the Sierra Club and later a founder of Friends of the Earth and the Earth Island Institute; Dan Luten and Dave Brower were the perfect vessel: Brower as the stage presence and campaign manager, Luten behind the scenes running the numbers and mastering the facts. They were almost unstoppable — and proved that, in many campaigns against ill-conceived dams, speaking out for resource

preservation, and dropping opponents like woodsmen.

As for historical geographers, the import is especially great. Many of us who work in that subfield somewhat murkily described as "human-environment" interactions, or environmental history, or historical ecology, do in fact owe to Dan Luten a requirement in our work that we not only be competent chroniclers of personalities, but a much deeper insistence that facts be straight, that the numbers flow, that the proffers of governments and agencies and industries always be questioned and verified, instead of being accepted as delivered. It may be said that such requirements were always in place — but they came to the fore with such folks as Dan Luten in the wings. His work was collected in the Tom Vale-edited volume, *Progress Against Growth: Daniel B. Luten on the American Landscape*, but the twinkle in his eye, and his ability to do lightning calculations while at the podium, sometimes assisted (in the 1970s) by a working miniature slide rule, which he often used as his tie clip, was something to behold.

Paul Starrs, Univ. of Nevada, Reno

Dan Luten served the APCG as President in 1970-1971 and he received the Distinguished Service Award in 1985.

ABOUT THE APCG

Founded in 1935 by a gathering of geographers including graduate students and faculty from universities, normal schools and junior colleges, and a few from government and industry, the Association of Pacific Coast Geographers has a long and rich history promoting geographical education, research, and knowledge. Members gather at the annual meetings for social and intellectual interaction. They receive the annual *Yearbook*, first published in 1935, that includes abstracts of papers from the meetings and a number of full-length peer-reviewed articles. Members also receive the bi-annual newsletter *Pacifica*, first published in Fall 1994. Since 1952 the APCG has also been the Pacific Coast Regional Division of the Association of American Geographers, serving AK, AZ, CA, HI, ID, NV, OR, WA, BC, and YT.

MEMBERSHIP

Questions about membership should be directed to Bob Richardson at the address below, or phone (916) 278-6410, fax (916) 278-7584, or e-mail apcg@csus.edu. Visit our web site at www.csus.edu/apcg/index.html for lots of information about the organization and for a new member application form.

APCG member dues, although raised for 2001, remain modest: Regular \$20; Joint (2 people at same address) \$23; Student and

Retired \$10; Contributing \$25 or more (any contribution over \$20 is tax deductible). Joint members receive only one copy of *Pacifica* and one *Yearbook*.

Dues are paid for the calendar year. Unless you indicate otherwise, checks dated before November 1 will be credited to the current year, while those dated after November 1 will be credited to the next year. Only current year members receive the *Yearbook*. Current members will be sent a membership renewal notice near the end of the calendar year.

CORRECT ADDRESS?

Most mailings to members are done using the APCG's Non-Profit authorization. Non-Profit mail is not forwarded, so to be sure you receive your copies of *Pacifica* and the *Yearbook* it is critical that you provide new address information to the Association.

PACIFICA is a publication of the Association of Pacific Coast Geographers, a regional division of the Association of American Geographers. The newsletter appears two times a year in fall and spring. The deadline for submission of announcements and reports for the Spring issue is March 1 and for the Fall issue is October 20. For further information contact Michael Schmandt at schmandt@toto.csustan.edu or phone (209) 667-3557.

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