

Chapter 8

Janice Monk and Evelyn Stokes

Two women geographers from Down Under break new ground

Janice Monk and Evelyn Stokes

Robyn Longhurst and Lynda Johnston

Robyn Longhurst and

Lynda Johnston

Emeritus Professor Janice Monk argues for the importance of examining ‘the careers of women geographers’ (Monk 2004, 1), and so in this chapter we take the opportunity to turn our attention towards her own impressive career. We also turn our attention towards another woman geographer, the late Professor Dame Evelyn Stokes, who like Monk, over the course of many decades, made a rich contribution to the discipline of human geography. Both Monk and Stokes have been hugely influential in each of our own scholarly journeys and so for us bringing their contributions together here is an honour, even if a somewhat daunting task!

In this chapter we adopt an approach that Monk (2004, 2) herself used when examining the careers of women geographers, that is to acknowledge ‘the existence of multiple histories’ and the importance ‘of recognizing differences among women as gender intersects an array of other distinctions, among them race and ethnicity, class, place, and time’. Monk and Stokes each have a different history despite both being born in Australasia (Monk in Australia and Stokes in Aotearoa New Zealand) within a few months of each other (Monk in March 1937 and Stokes in

December 1936). Their lives unfolded differently, they inhabited different contexts. Monk spent her academic career not in her country of birth but in North America, while Stokes, although she travelled to North America to undertake her PhD, upon completion returned to spend her academic career in Aotearoa New Zealand.

Despite Monk and Stokes having different histories and life stories, they also share common ground. Both were hugely influential in shaping critical geography – Monk in shaping gender geography and Stokes in shaping Māori geography. Also, both, however, throughout their careers looked beyond one single axes of difference to instead focus on mutually constitutive forms of social oppression. Both, in many ways, were ahead of their time, engaging an intersectionality approach, and played a major role in shaping much of the debate in contemporary critical geography and geographical education that came to follow.

A number of publications document separately Monk's and Stokes' rich contribution to discipline of geography but none have brought these two influential women geographers together on the page. We think its value is not only in that it illustrates the importance of the different cultural, social, political and economic contexts in which knowledge is produced, but it also shows that shared values (such as a belief in the importance of fairness, equity, justice, learning and knowledge) can result in similar or shared academic experiences. Both Monk and Stokes have 'changed places' through their critical scholarship and through their embodied experiences of living Down Under (Stokes) and North America (Monk).

Keywords

women geographers

gender

Māori

intersectionality

values

This research uses a life course approach to examine differences, but mainly commonalities, in the careers of two influential women geographers from Down Under (Aotearoa New Zealand and Australia). It begins with a discussion of Janice Monk's, and Evelyn Stokes' individual journeys from Down Under to the United States as young women committed to studying geography. This is followed by an examination of the commonalities that emerged in their stories of engaging with geography, including that: each wanted something more than what was usual for women in their own country; throughout their careers they lacked women role models; they worked long and hard in order to succeed; they showed huge resilience in the face of setbacks; their career aspirations developed slowly over time; and, both broke new disciplinary ground. The chapter concludes that Monk and Stokes both helped shape the field of critical geography. Although Monk focused primarily on gender and Stokes focused primarily on Māori, both commonly looked beyond one single axis of identity, instead paying attention to mutually constitutive and intersectional forms of social oppression. We remain appreciative to both women for their mentoring and for all the other work they carried out over the course of their extensive and impressive careers.

Introduction

When the idea of a *Festschrift* to celebrate Emerita Professor Jan Monk's ground-breaking contributions to feminist geography was first mooted we were keen to contribute. Both of us have had a long and rich association with Monk and with the IGU Commission on Gender and Geography that Monk was instrumental in setting up along with Janet Momsen in 1992. In

addition, we recently wrote a biographical essay about another influential geographer from Down Under – Professor Dame Evelyn Stokes (nee Dinsdale) – with whom we have also had a long and rich association (Johnston, Longhurst and Roche, [forthcoming](#)). Stokes, like Monk, devoted her career to addressing issues of inequality. A number of publications document separately Monk’s and Stokes’ contribution to the discipline of geography but none so far have discussed these two influential women together.

Both these remarkable women have had a huge influence on our careers. We continue to be influenced by the scholarship and mentoring we received from them over a period of decades. Monk and Stokes shaped our early work in feminist geography, as well as our commitment to building and leading gender and geography networks. Sadly, Stokes passed away in August 2005 (see Bedford and Longhurst [2005](#) for a *Festschrift* issue of the *New Zealand Geographer* published the same week Stokes died).

As far as we know, the two women never met in person. Monk, with Frances Slater, visited the University of Waikato in Aotearoa New Zealand in 1997 to attend GeoEd’97 / Kaupapa Aro Whenua Conference, but we do not think she met Stokes. Around the same time, Monk was the Erskine Fellow at the University of Canterbury. Waikato and Canterbury are located in different islands, though, and travel between the two is costly and time consuming. During this period Monk, as far as we know, remained in the South. Much earlier, in 1976, Stokes enjoyed a period of study leave in North America working with colleagues involved in environmental impact assessment in Alaska, Ontario and Arizona but she did not meet Monk. We know from our conversations with both Monk and Stokes that the women knew of each other and of their work. There was undoubtedly mutual respect, but we do not think they ever met in person.

We begin this chapter by outlining our approach to the task of examining the careers of these two influential geographers from Down Under. Second, we chart both Monk's and Stokes' journey from Down Under to the United States as young women committed to studying geography at the post-graduate level – Monk to enter a Master's programme and Stokes to enter a Doctoral programme. Third, we discuss the commonalities that emerged in the stories of these two women from Down Under paying attention to what these tell us about the exclusionary nature of the discipline of geography in the early 1960s. Finally, we conclude that the way Monk and Stokes over four decades brought their social concerns 'to the table' helped shape not only the discipline at the time but also an entire generation of critical – gender, feminist, anti-racist, Māori – geographers who came after.

Life course approach: examining 'the careers of women geographers'

Monk (2004, 1) argues: 'Histories of American geography have tended to concentrate on geographical thought and on the men who have been seen as major figures in research'. She chooses, in contrast, to examine 'the careers of women geographers' (Monk 2004, 1). In this chapter we take the opportunity to turn our attention towards her own pioneering and impressive career (e.g. producing more than 100 scholarly books, journal articles and chapters including landmark pieces such as Monk and Hanson 1982; Norwood and Monk 1987; Katz and Monk 1993; Monk 1995) alongside that of Stokes.

We adopt an approach that Monk (2004, 2) herself used when examining the careers of women geographers, that is to acknowledge 'the existence of multiple histories' and the importance 'of recognizing differences among women as gender intersects an array of other distinctions, among them race and ethnicity, class, place, and time'. In *Full Circles: Geographies over the Life Course*, Katz and Monk (1993, 4) make a case for describing and interpreting:

the geographies of women's lives in an array of settings from the perspective of the life course, hoping that in this way [they] could extend understanding of the diversity and commonalities of women's experiences and of the roles of space and place in shaping those experiences.

We do not consider Monk's and Stokes' entire life courses here but instead focus attention on their *academic* lives and the way these are intersected by gender, race, ethnicity and class. We seek to understand some of the differences and commonalities in their experiences and the roles of space and place in influencing these experiences.

We consider a number of points frequently made by scholars who adopt a life course approach (see Elder, Kirkpatrick Johnson and Crosnoe 2003) including that people's development occurs throughout their lives; people have agency within particular structural constraints; place and time matter; the timing of life transitions has an impact on how they are experienced; and lastly, people are not self-contained but exist in relationship with others. These ideas – threaded through the stories we offer here about Monks' and Stokes' lives – are partial. They are our memories of interactions we have had with our colleagues/mentors, Jan and Evelyn, and our interpretation of texts that each of these women has written and that have been written about them over a period of four decades.

Journeying from Down Under to the United States

As stated earlier, Monk and Stokes are both from Down Under and as Monk (1994, 289) argues: 'Place matters'. It matters that both these women were raised in countries that sit at the bottom of the map, in the 'Global South' (Sparke 2007, 117). It matters that Monk was born in 1937 and Stokes in 1936 and that both grew up in working class families. Monk (2007, 107) explains: 'The

family finances always had to be watched very carefully'. Stokes was 'the eldest of five children [three sisters and brother]. Her father was a garage proprietor and motor mechanic' (Johnston, Longhurst and Roche, forthcoming).

Both women to some degree followed in the footsteps of their families but in other ways, they charted their own path. Monk comments:

Like my great-grandmother, I moved across the world, though as a single woman, at the age of twenty-four. Unlike my forebears, I obtained considerable education, the beneficiary of a variety of state scholarships and institutional support from the age of eleven. Like them, I married in my late twenties. Unlike them, I had no children. Also unlike them, I support myself financially, now live alone, and travel widely nationally for work and pleasure.

(J.M. in Katz and Monk [1993](#), 2)

Monk and Stokes were both the first in their families to go to university. Most Pākehā/white settler women born to working class families in the 1930s in Aotearoa New Zealand and Australia imagined their futures as housewives, or if they were to work outside the home it would likely be as teachers, nurses or clerical workers. 'It was a period when job advertisements in newspapers were categorized separately for men or women, the governmentally established basic wage levels were higher for men than for women' (Monk [2007](#), 110). Most people did not imagine that young Antipodean women would travel abroad alone, especially to North America rather than to the 'home' country (United Kingdom) to study for a higher degree in geography, but this is exactly what both Monk and Stokes did (see King [2007](#) for stories of other Antipodean geographers whose careers were also shaped by their experiences in North America). It has become a truism in Aotearoa New Zealand and Australia that a 'can-do' attitude pervades, that

individuals find a way to overcome challenges and that is exactly what both Monk and Stokes did. One such way was to secure a scholarship.

In 1961, Monk took up an offer for funding from the University of Illinois in Chicago. One year earlier Stokes was awarded a Fulbright grant from Syracuse University in the state of New York. Both women set sail. Study awaited them but so too did the beginning of many life-long international adventures. Monk (2007, 115) writes:

I booked passage in a four-berth cabin on a P.&O. liner that was on a round-the world cruise. It called at Manila, Hong Kong, Kobe, Yokahama (I travelled on land to Kyoto and Tokyo with shipmates between those ports), Honolulu, then Vancouver ... I disembarked at Vancouver, took the Canadian Pacific train, stopping off in Banff, then on to Winnipeg, Minneapolis and Chicago ... It was a five week adventure, and my first alone.

Stokes (2005) too documented her journey to the United States, in a collection titled *Evelyn's Letters from America 1960–1963*. These letters reveal Stokes' passion for adventurous travel. Her journey to the United States began in late May 1960 when she boarded the SS *Oronsay* in Auckland stopping along the way at Suva, Fiji, Honolulu, Hawaii, and Vancouver, before finally disembarking in San Francisco.

In bringing together Monk's and Stokes' journeys to the United States to study geography, we are not meaning to suggest they were the same. One important difference is that following their respective journeys, Monk spent the duration of her career researching and teaching in the United States while Stokes returned home to Aotearoa New Zealand in 1963, shortly after beginning work at the University of Auckland – Waikato Branch (later the new University of

Waikato) where she spent her entire career. Leaving Syracuse was not easy for Stokes (2005, 182), as she writes in a letter dated 26 March 1963:

It was hard to say good-bye to all those guys in the Geography Department, professors and students. I cannot quite realise I am leaving permanently yet. I am still thinking in terms of hopping on the bus back to Syracuse. But when the ship sails tomorrow I guess it will be final. Ed Soja (grad student) is going to help me take my stuff from the Greyhound Station to the boat in the morning.

Monk did not return home to Down Under, remaining at the University of Illinois from 1961 to 1980. She writes:

I was undertaking work of a kind [in education and social geography] then not widely included in Australian institutions. I liked what I was doing, the people I was meeting, and the continuing appointment. I did not look seriously for any opportunities to return to Australia.

(Monk 2007, 118)

In 1980, Monk arrived at the University of Arizona to take up the position of Associate Director of the Southwest Institute for Research of Women (SIROW) where she remained until retirement.

Although Monk spent her entire career in the United States and Stokes spent hers in Aotearoa New Zealand, both women continued for many decades to be keen and engaged travellers connecting with people from all walks of life across the globe. A great pleasure and privilege for us has been connecting with Monk and other members of the International Geographical Union's Commission on Gender and Geography at conferences in an array of places – between us these

include Hungary, Romania, Brazil, Israel, Tunisia, Taiwan, Germany and United States. We also hosted a meeting of the IGU Commission on Gender and Geography in 2006 in Hamilton, Aotearoa New Zealand which Monk attended. These deep personal connections that we developed and intellectual exchanges we engaged in, often spending whole days and evenings together face-to-face, we value even more now in light of the COVID-19 global pandemic. They enabled us, often with Monk leading discussion, to explore our rich differences and to deepen our understanding of issues of gender, culture, ethnicity, nationality, class, economic status, age and ability/disability.

In piecing together fragments of Monk's and Stokes' academic lives as Australasian women geographers, there are important differences, for example, Monk not having any children and Stokes having two. Also, Monk focused her teaching and research on women and minority groups in the United States and Mexico while Stokes focused hers on Māori in Aotearoa New Zealand. As we have suggested though there are also many commonalities and connections, and it is on these that we focus in the next section of this chapter since it tells us something important about the academic lives of women geographers from Down Under from the 1960s onwards and about the discipline of geography.

Commonalities and connections

The first commonality that emerged from interacting and reading Monk's and Stokes' work over a long period (and from reading what others have written about them) is that both women wanted something more than what was usual or expected in the societies into which they were born and grew up. Both had an appetite for independent travel. Both from a young age were highly committed to learning about people, place and power relations. Both defied the gender norms of their time in their countries of origin, travelling overseas alone to attend university and study

geography instead of staying home, getting married and tending to home and family which was the norm for Pākehā/white settler women of the time.

Stokes (2005, 1) explains that she remembers being ‘a young, naïve, New Zealand female geographer in 1960’ who challenged conventions. There were members of her extended family who did not think that as a young woman she should travel overseas alone or attend university. The expectation was that she would stay at home and get married. Stokes ignored this advice but was thankful for her father’s support, illustrated in one of his letters to her: ‘Personally, I think anyone marrying at 20 is nuts: it is a life sentence and there is plenty of time after you have done some the things you want to do and gained a bit more experience in life’ (Arthur to Evelyn, Stokes 2005, 2).

While both Monk and Stokes left Australasia in order to explore wider horizons, there were also other women in the 1950s and early to mid-1960s from outside the United States who entered graduate geography programmes but for other reasons: ‘there were differences among the women of this period [they came] from Taiwan, Trinidad, England, Ireland, France, Poland, Thailand, New Zealand and Australia’ (Monk 2004, 12). Some were leaving political disruption, others were seeking training in order to teach geography in Catholic women’s colleges, while still others were joining their male partners in graduate school. As is suggested by a ‘geographies over the life course’ approach, there is both diversity and commonalities in women’s experiences and these are shaped by time, space and place.

The second theme that emerged as we read work by Monk and by Stokes, as well as by those who have written about them, is that neither, as they began their careers, or progressed through their careers, had many women role models. Monk (2004, 10) notes, in the 1950s and early to mid-1960s: ‘Masculinity prevailed in the daily culture of [geography] departments – the red-

checked flannel shirts, knee-high boots, and hairy chests that Fraser Hart described as the 1950s uniform'. While the reference here is to culture in universities in the United States, it was not dissimilar in Aotearoa New Zealand (see Nairn [1999](#) on fieldwork in geography).

It seems, however, that having themselves had few opportunities to be mentored, as they progressed in their careers, both took every opportunity to mentor and support the careers of other women. Richard Bedford ([2005](#), 243) comments: 'One of the most enduring features of Evelyn's academic career was the intellectual stimulation and scholarly empowerment she gave to her female and Māori colleagues and students'. We – Lynda and Robyn – both know from personal experience that Monk was also a dedicated mentor, especially to those who needed her most. One can only imagine throughout their lives how many hours Monk and Stokes have each spent writing letters of support for students, colleagues and others, for job applications, tenure, promotions, grant applications and awards. Having been the beneficiaries of this on a number of occasions, we always do everything we can to 'pay it forward' to those who now approach us to undertake such tasks.

A third theme that became apparent as we undertook this research was that both women proved themselves over and over again by working harder, longer and more effectively than many male colleagues. Both worked tirelessly as rigorous researchers, as effective supervisors and as engaging teachers. Interestingly, in relation to teaching, both women were not only always keen to progress their knowledge but also share it and so made important contributions to the field of geographical education. Stokes, having trained as a teacher and taught at secondary school, was a keen educator (BurrIDGE and Stokes [1974](#)). She served on the National Geography Curriculum Committee from 1976 to 1987, noting: 'I recall the surprise of some members when the small female minority ... stubbornly insisted that we talk about the earth and our environment as the

home of people, not man alone' (Stokes [1986](#), 4). Monk published extensively on geographical education and comments:

Much of my work in geography education has been concerned with university teaching and graduate education. I have contributed to the Geography Faculty Development Alliance, which mentors early career faculty, and currently co-principal investigator for the Association of American Geographer's (AAG) EDGE projects that are researching career opportunities and professional development for MA and PhD students.

(School of Geography, Development and Environment, University of Arizona, [2021](#))

A fourth commonality that emerged was resilience which both Monk and Stokes displayed particularly at the beginning but also throughout their careers. Although in the 1970s and early 1980s the conservative context began to change with social movements and political activism impacting organizations such as the Association of American Geographers (AAG) and New Zealand Geographical Society, it would have still been very difficult to challenge the sexism inherent in geography departments a decade earlier in the 1960s. Monk ([2004](#), 13) notes: 'For those [women] who did obtain positions in the late 1960s, what often followed were absent or slower promotions, tenure denials, inequities in salaries, and year-at-a time appointments. Some had heavier teaching or service loads imposed upon them'. Despite this, Monk and Stokes endured, often making do, working around and sometimes using humour to make things work or to get a point across. For example:

In 1985 when the Waikato Branch of the New Zealand Geographical Society hosted the 13th New Zealand Geography Conference, Stokes delivered the presidential address. Five of the seven women academic geography staff out of 67 across the six New Zealand universities were then at the Waikato Geography Department ... After recalling humorously that her horoscope for the week warned her not to force her views on other people, Stokes reflected on gender, language, social inequality, and homes, as well as wilderness and scenery. She declared her positionality as a 'working class kid who had succeeded in climbing over the academic hurdles'.

(Johnston, Longhurst and Roche, forthcoming)

A fifth commonality in Monk's and Stokes' stories is that their aspirations developed gradually over the duration of their careers. Neither set out to 'conquer the world' and yet both by the end of their career had achieved extraordinary things. Both developed a capacity to astutely read and understand power relations. Along with this came an ability to work from 'the inside', that is, from within various offices and institutions to bring about positive change. For Monk, this was often but certainly not solely, positive change for women. For Stokes, it was often positive change for Māori.

An excellent example in relation to Monk is that she was for many years actively engaged with the AAG (an educational society founded in 1904 with members from close on 100 countries).

Monk (2007, 119) writes:

In the AAG's Committee on the Status of Women in Geography, political activity rose with efforts to advance women in the discipline and in AAG

leadership. One outcome of this was my nomination and election as a national councillor of the Association (1978–1981).

Several decades later, Monk served as President of the AAG 2001–2002 and as Former President 2002–2003. Her list of successes, contributions and recognitions is long and impressive (see Wikipedia, 2021).

Stokes also made an impressive contribution to various organizations including the New Zealand Geographic Board Ngā Pou Taunaha o Aotearoa (established in 1946 to assign and alter place names in New Zealand – see Stokes 1994) and the Waitangi Tribunal (a permanent commission of inquiry that makes recommendations on claims brought by Māori relating to alleged breaches by the Crown of the promises made in the Treaty of Waitangi). Stokes' work for the Tribunal meant she played a key role in some of Aotearoa New Zealand's most historically and politically important defining moments (Johnston, Longhurst and Roche, forthcoming).

Both Monk and Stokes worked tirelessly over decades, from within different institutions, often finding themselves at loggerheads with colleagues resistant to change. Our conversations with both women, however, indicate that this rarely fazed them. Maybe it was because both during their careers prompted new insights that were qualitatively different from many of their colleagues (mainly Pākehā/white settler men). Perhaps they grew used to holding oppositional positions.

This leads us to the sixth theme that emerged when comparing and contrasting Monk's and Stokes' stories, and this is, that they both continually pushed disciplinary, social and political boundaries. Monk and Stokes were pivotal in generating new geographical perspectives – gender, feminist, Māori, indigenous, anti-racist and intersectional – in an attempt to bring about a

more equitable, just and inclusive society. Sometimes these perspectives are broadly captured under the umbrella term ‘critical geographies’. While at many points during their life courses this must have felt like a struggle, history has proven itself to be on their side. The aforementioned perspectives or ‘critical geographies’ are now commonly used in teaching and research. It is interesting that both women, despite early setbacks in their careers such as Monk being denied tenure in 1979 for lacking ‘potential’ in the University of Illinois’ Geography Department’s programs (Monk 2007, 119) and Stokes after completing her PhD being unsuccessful in her application for a lecturer position in the Geography Department at the University of Auckland, received prestigious accolades for their outstanding work.

Monk in 2012 was awarded the Lauréat d’Honneur, an award established in 1976 by the International Geographical Union. It was ‘established to recognize individuals who have achieved particular distinction or who have rendered outstanding service in the work of the IGU or in international geography and environmental research’ (IGU Online – The World in Geography – Roll of Honour, 2021). Monk was one of the first women, if not *the first* woman, to ever be awarded this honour. In 2008, she received the Outstanding Achievement Award from the Society of Woman Geographers and also in the same year, the Enhancing Diversity Award by the AAG. Earlier, in 2000, Monk was awarded the Lifetime Achievement Honors by the AAG and in 1999 by compatriots in her country of birth, the Australia-International Medal, Institute of Australian Geographers. She has also received many other awards.

Stokes too has had her efforts recognized, but as was typical for many women, and ‘others’ such as Māori, of her generation, quite late in her career. She was presented the Distinguished New Zealand Geographer medal in 2001. One year earlier, 2000, Stokes was appointed Dame Companion of the New Zealand Order for Services to education and Māori. Her response was

characteristically modest. In a conversation we had with Stokes soon after the announcement, she expressed her incredible (and very genuine) disbelief at receiving the award when so many others would have been more worthy recipients.

Conclusion

Monk's and Stokes' academic life courses share much in common and when brought together illustrate that while for most of their careers they occupied different geographical contexts, their shared values such as a belief in the importance of equity, fairness, justice and learning for all resulted in each producing ground-breaking geographical research that pushed for a more socially just society. The subject areas they addressed were similar including gender, ethnicity, culture, social class, history, geographical education and indigeneity (Monk focusing on aboriginal communities, Stokes focusing on Māori communities). Both were hugely influential in shaping critical geography (Monk in shaping gender geography and Stokes in shaping Māori geography). Also, both, throughout their careers looked beyond one single axis of identity to instead focus on mutually constitutive and intersectional forms of social oppression – again breaking new ground. Both, in many ways, were ahead of their time, engaging such an approach and playing a major role in shaping much of the debate in contemporary critical geography that came to follow.

Finally, we continue to be inspired by Janice and Evelyn and thank them for their profound contribution to the discipline geography and beyond. We feel privileged that both played such an important role in our own scholarly journeys, through their mentorship and through their work. For us bringing their contributions together for this *Festschrift* has been an honour.

Acknowledgements

We would like to thank the reviewers and editors for their feedback. Some of the material in this chapter was presented at the Institute of Australian Geographers Conference, Sydney, 9 July 2021. We are grateful for the discussion at this conference which helped us refine our ideas. Special thanks goes to Professor Michael Roche (Massey University) who invited us into a collaborative biobibliography project about Evelyn Stokes (forthcoming, <https://www.bloomsbury.com/uk/geographers-9781350203419/>). This project prompted us to consider the similarities and differences between Jan and Evelyn. Finally, we thank Jan for her unwavering support of women, feminist and queer geographers.

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- Bedford, Richard. 2005. "Obituary – Evelyn Mary Stokes (née Dinsdale) DNZM, MA (NZ) PhD (Syr) 5 December 1936 – 11 August 2005." *New Zealand Geographer* 61 (3): 242–249.
- Bedford, Richard and Robyn Longhurst. 2005. "Evelyn Stokes and Geography at the University of Waikato." *New Zealand Geographer* 61: 87–88.
- Burridge, Geoffrey and Evelyn Stokes. 1974. "Student Needs and Syllabus Revision." *New Zealand Journal of Geography* 57: 20–24.
- Elder, Glen H. Jr., Monica Kirkpatrick Johnson and Robert Crosnoe. 2003. "The Emergence and Development of Life Course Theory." In *Handbook of the Life Course*, edited

by Jeylan T. Mortimer and Michael J. Shanahan, 3–19. New York: Kluwer Academic/Plenum.

IGU Online – The World in Geography – Roll of Honour. 2021. <https://igu-online.org/about-us/roll-of-honour/>, accessed 8 June 2021.

Johnston, Lynda, Robyn Longhurst and Michael Roche. Forthcoming. “Evelyn Mary Stokes (1936–2005).” In *Geographers: Bibliographical Studies*, Vol. 40, edited by Elizabeth Baigent and André Reyes Novaes.

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

King, Leslie J., ed. 2007. *North American Explorations: Ten Memoirs of Geographers from Down Under*. Victoria, BC, Canada: Trafford.

Monk, Janice. 1994. “Place Matters: Comparative International Perspectives on Feminist Geography.” *The Professional Geographer* 46 (3): 277–408.

Monk, Janice (Executive Producer). 1995. *The Desert Is No Lady* with Shelley Williams, Producer/Director. Arts Council of England/Arizona Board of Regents. Distributed by Women Make Movies, New York.

Monk, Janice. 2004. “Women, Gender, and the Histories of American Geography.” *Annals of the Association of American Geographers* 94 (1): 1–22.

Monk, Janice. 2007. “Navigating Uncharted Waters.” In *North American Explorations. Ten Memoirs of Geographers from Down Under*, edited by Leslie J. King, 107–124. Victoria, BC, Canada: Trafford.

Monk, Janice and Susan Hanson. 1982. "On Not Excluding Half of the Human in Human Geography." *The Professional Geographer* 34 (1): 11–23.

Nairn, Karen. 1999. "Embodied Fieldwork." *Journal of Geography* 98 (6): 272–282.

Norwood, Vera and Janice Monk, eds. 1987. *The Desert Is No Lady: Southwestern Landscapes in Women's Writing and Art*. New Haven: Yale University Press (re-published University of Arizona Press).

School of Geography, Development and Environment, University of Arizona. 2021. "Janice Monk." <https://geography.arizona.edu/people/janice-monk>, accessed 17 June 2021.

Sparke, Matthew. 2007. "Everywhere but Always Somewhere: Critical Geographies of the Global South." *The Global South* 1 (1): 117–126.

Stokes, Evelyn. 1986. "The Presidential Address." In *Proceedings of the 13th New Zealand Geography Conference, Hamilton, August 1985*, edited by Ann Magee and Lex Chalmers, 1–9. Hamilton: New Zealand Geographical Society, Conference Series No. 13.

Stokes, Evelyn. 1994. "Geographic Naming in New Zealand: The Role of the New Zealand Geographic Board." *New Zealand Geographer* 50: 51–54.

Stokes, Evelyn. 2005. *Evelyn's Letters from America 1960–1963*. Hamilton: Department of Geography, University of Waikato.

Wikipedia. 2021. "Janice Monk." https://en.wikipedia.org/wiki/Janice_Monk, accessed 18 June 2021.