

PACIFICA

Newsletter for the Association of Pacific Coast Geographers

Spring 2026



San Francisco Skyline
Site of the 2026 AAG Annual Meeting
Photo by Dr. Josh Merced, NAU

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ASSOCIATION OF PACIFIC COAST GEOGRAPHERS

EXECUTIVE COMMITTEE

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ABOUT APCG

Founded in 1935 by a gathering of geographers including graduate students and faculty from universities, normal schools, and junior colleges, the Association of Pacific Coast Geographers has a long and rich history promoting geographical education, research, and knowledge. Members gather at the APCG's annual meetings for social and intellectual interaction. They receive the annual Yearbook, first printed in 1935, that includes full-length peer-reviewed articles and abstracts of papers from the meetings. Members also receive the bi-annual newsletter Pacifica. Since 1952 the APCG has also been the Pacific Coast Regional Division of the American Association of Geographers, serving Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, the Canadian Province of British Columbia, and the Yukon Territory.

CONNECT WITH US!



<http://www.apcgweb.org>



@theapcg

APCG
Association of Pacific
Coast Geographers



EXECUTIVE COUNCIL REPORTS

FROM THE DESK OF BOB RICHARDSON

APCG Treasurer's Report

CONTRIBUTING MEMBERS

Since the last listing in Pacifica (now covering 11-12-2025 to 4-20-2026) donations totaling \$2,520 have been received, including \$995 to our General Fund, \$450 to the Ford-Arreola Fieldwork-Archival Research Scholarship, \$25 each to these Student Travel Scholarships: Latina/o, Indigenous, and African Descent, and \$1,000 to the Christopherson Geosystems Award Fund. In addition, \$4,171.63 has been contributed in travel funds specifically for the upcoming Hilo meeting, including our first-ever stock donation. Thanks to the following for their generosity:

Robert and Bobbé Christopherson
Jim Craine
William K. Crowley
Barbara Fredrich

John Harrington Jr
Kenneth Madsen
Elena Givental

Robert T. Richardson
Robert Sauder
Paul Starrs

FROM THE DESK OF TERRY YOUNG

APCG Secretary Report

AWARDS, GRANTS, AND SCHOLARSHIPS FOR 2026

In 2025, the Association of Pacific Coast Geographers provided \$14,120.00 in student and faculty awards, grants, and scholarships at our Santa Clarita, California meeting. Your Executive Council is pleased to offer the following opportunities in 2026:

For Faculty

- + APCG Jan Monk Early Career Research Award
- + Creative Educator Research Award

For Students

- + Paper and Poster Awards
- + Travel Grants
- + African Descent Student Travel Scholarships
- + Eugene Hoerauf Scholarships (Cartography & GIS)
- + Ford-Arreola Fieldwork-Archival Scholarships
- + Indigenous Student Travel Scholarships
- + Latina/o American Travel Scholarships
- + Margaret Trussell Scholarships (In conjunction with APCG Women's Network)

Information, contact, and application instructions for APCG awards are online at:
<https://apcgweb.org/grants-and-scholarships/>

In addition to the above, the APCG Women's Network offers students:

- + Women's Network Small Grants

Information, contact, and application instructions for APCG WN awards are online at:
<https://apcgweb.org/apcg-womens-network/>

The application deadline for most awards, grants, and scholarships is **September 15, 2026**. Consult the above websites for specifics.

IN MEMORIAM
Max Kirkeberg (1933-2026)

Read more about the wonderful life of a long-time APCG member here:
<https://tinyurl.com/4kudzn6n>

SEE YOU
IN HILO!



ASSOCIATION OF PACIFIC COAST GEOGRAPHERS ANNUAL MEETING

OCTOBER 22-24, 2026

Hawai'i Community College & University of Hawai'i at Hilo

CONFERENCE REGISTRATION FEES

Regular: \$140 (through September 15); \$160 (from September 16 - on)

Student: \$40 (through September 15); \$50 (from September 16 - on)

Guest: \$50

APCG Membership is required to register for the conference

**Visit the Conference Website for
more information and to register!**
[https://sites.google.com/hawaii.edu/
hiloapcg2026/home?authuser=0](https://sites.google.com/hawaii.edu/hiloapcg2026/home?authuser=0)



EXECUTIVE COUNCIL REPORTS

FROM THE MEMBERSHIP COMMITTEE

Kudos and a Contest

Last year we initiated formal recognition at the annual banquet of those geography programs with the greatest growth in APCG membership over the last year. The top ranked departments from four-year institutions were #1 - California State University Northridge, #2 - University of Southern California, and #3 - Northern Arizona University. The top ranked departments from community colleges were (tied for) #1 and #2 - Irvine Valley College and Pasadena City College, and #3 - College of the Canyons. These six institutions collectively added more than 50 new members to our association. Congratulations to these programs for encouraging their students and faculty to join the APCG and participate in our annual meeting.

Our committee sent letters to the department chairs and college deans of these winning programs informing them of this recognition. We want the colleges and universities in our region to know about the APCG and about how much we value the engagement of their geography (and related) programs with us. Our commendation letter could even end up in a personnel binder as evidence of service to the discipline.

We know that there is always a surge of membership from the institution that hosts the meeting and from those nearby. So we expect a certain amount of membership ebb and flow related to where the meeting happens to be in a given year.

Whether you are recruiting first-timers or repeaters, advertise the annual meeting early and often (see elsewhere in *Pacifica* for details), including information about travel grants and awards. If driving to a meeting is feasible, organize a vanpool or carpool. (We realize that this suggestion is relevant this year only to those on Hawai'i Island; it could be a carpool to the airport this time around!) How about organizing a gathering where students and faculty who have been to the APCG annual meeting, and perhaps to other scholarly meetings, share their experiences and act as ambassadors?



To generate other ideas for growing our membership, we are initiating a **contest** that runs from now through Sept. 15, 2026. Every member is invited to submit one or more ideas about how to grow the membership of APCG, which is currently about 350 people, half of its historic high. Consider our desire to attract both more students and more faculty. Dream big! Submit your idea to any committee member via email. Recognition of the author of any idea adopted by the Membership Committee will be made in a future *Pacifica*.

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Christiana Saldana, Chair (saldanachristiana@gmail.com)
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EXECUTIVE COUNCIL REPORTS

FROM THE WOMEN'S NETWORK

Mentor Spotlight Fundraiser

The APCG Women's Network is proud to launch the Women's Network Mentor Spotlight, a special fundraising initiative celebrating the geography mentors (inclusive of all genders) who have inspired, supported, and empowered our community.

For a **\$25 donation** to the APCG Women's Network, the APCG social media lead will create a personalized social media spotlight honoring your mentor. Each spotlight will include:

- A photo of your mentor (submitted by the donor)
- A short paragraph recognizing the mentor's contributions to geography, teaching, mentorship, research, or student success
- Post to the APCG Instagram Account @theapcg with tags to their affiliated schools, departments, and geography organizations when applicable
- Post to the APCG Facebook group
- Post in the next APCG Pacifica newsletter

EXAMPLE WOMEN'S NETWORK MENTOR SPOTLIGHT SOCIAL MEDIA POST



This campaign is an opportunity for APCG members to publicly recognize the individuals who helped shape their academic and professional journeys while supporting the continued work of the APCG Women's Network. Together, we can celebrate mentorship, elevate the visibility of mentors in geography, and strengthen the APCG community for future generations.

To donate, visit APCG Website <https://apcgweb.org/> and click **Join Renew Donate**.

- Log in if you are already an APCG member
- Select the **Donate** tab
- Enter your donation amount \$25 in **Total Contribution (\$USD)**
- Enter the same amount \$25 in **Women's Network Travel Grants**
- In the comments section, write:
- **"Women's Network Mentor Spotlight"** and include the name of the mentor you are honoring

Complete the reCAPTCHA if prompted, then click **Pay with Card**.

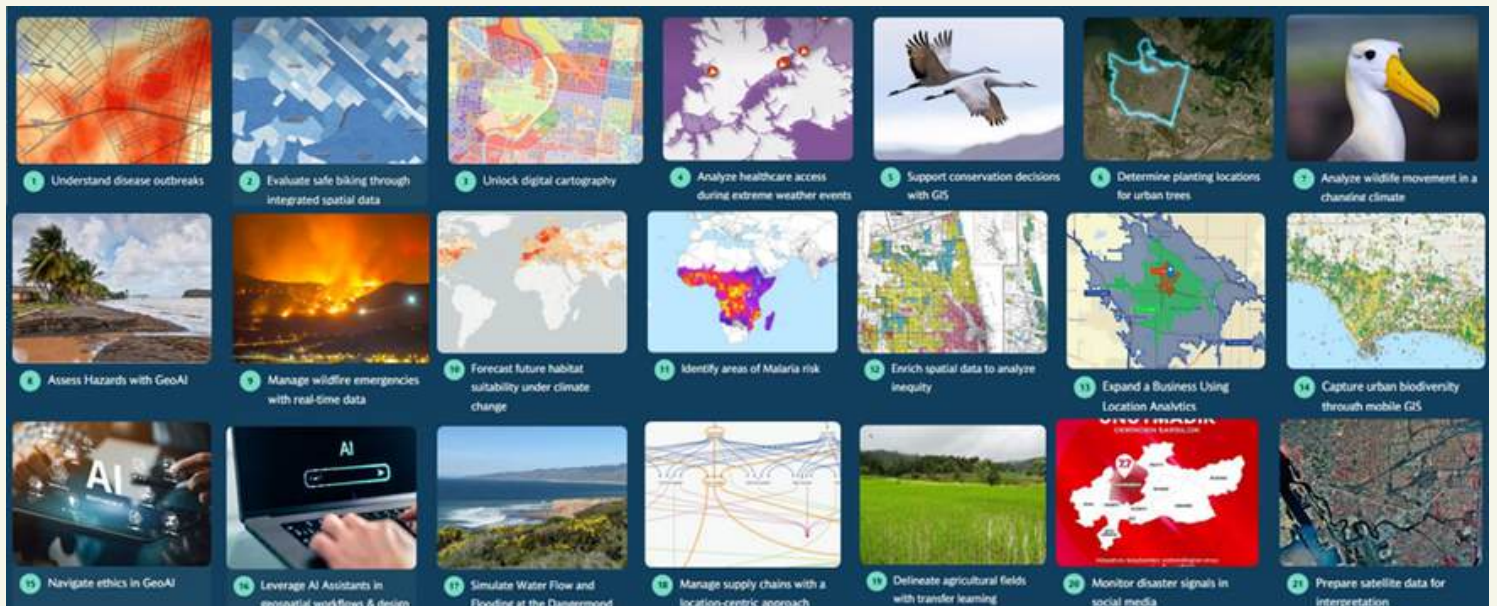
If you prefer to donate by check, mailing instructions are listed at the top of the Donate page.

KEEPING PACE WITH THE FUTURE

A New Resource for Geography and GIS Educators

Ongoing developments in technology, artificial intelligence (AI), and the increasing volume and complexity of data contribute to the continuous evolution of the geospatial field. Whether we are working in the geospatial technology industry, conducting scientific research, or teaching the next generation, we are in a state of constant evolution. For those of us in academia, this rapid pace can be overwhelming. Balancing research and service with the responsibility of teaching is a delicate act, and many of us have felt that familiar gnawing panic, the worry that we might be holding our students back from the latest modern GIS principles because we simply don't have enough time to overhaul our courses and labs.

However, continuous change also presents an opportunity. If we can anticipate where the industry is heading, we can prepare our students for tomorrow's innovations. ***The Guide to the Geographic Approach (the Guide)*** was created to help educators seize that opportunity by providing ready-to-use, peer-reviewed teaching models developed collaboratively by a network of universities and the broader GIS community.



Developed collaboratively by educators and the broader GIS community, the Guide provides teaching models that bring modern GIS and spatial data science into the classroom. Contemporary case studies equip learners to address real-world problems by applying spatial thinking and the latest geospatial technologies. Modules are delivered as editable ArcGIS StoryMaps stories that contain short, conceptual video lectures, technical skills training, and class and lab exercises. Crucially, the Guide places a heavy emphasis on ethics, challenging students to consider the human, policy, and societal implications of their spatial decisions. The entire curriculum aligns with the topics, skill areas, and learning outcomes emphasized in the GIS&T Body of Knowledge and the Geographic Information System Professional (GISP) certification.

KEEPING PACE WITH THE FUTURE

A New Resource for Geography and GIS Educators

By integrating these modules, instructors gain four primary advantages:

- + Save preparation time: Access ready-to-use courseware, complete with data, that fits seamlessly into existing curriculum.
- + Trust the content: Modules are prepared by experienced academics to cover the latest concepts, including web GIS, GeoAI, and big data.
- + Total flexibility: Use provided templates to customize modules in their entirety or deconstruct them into component parts.
- + Open access: Materials are freely available, continually updated by a network of universities in collaboration with Esri, and open for additional contributions.

The Guide is designed to be integrated into the university environment in at least three distinct ways:

- + As complete lessons in courses: Instructors can slot full modules into existing curriculum to modernize specific topics. For example, use the Unlock Digital Cartography module to emphasize interactive web mapping or add lessons on GeoAI and computational notebooks without building them from scratch.
- + To enrich thematic courses across disciplines: Because modules do not require extensive prior GIS knowledge, they can be used to introduce spatial thinking to other fields, such as using Location Analytics in a business course or Conservation Decisions in environmental science.
- + To remix and create custom content: Instructors can break modules into component parts (technical skills, ethical lessons, or problem-based labs) to remix and create entirely new lessons, such as combining raster analysis with GeoAI training to study urban expansion.

As we move further into the age of AI, our role as educators shifts from being dispensers of technical instructions to being stewards of spatial impact. This collaborative effort thrives on your feedback and contributions.

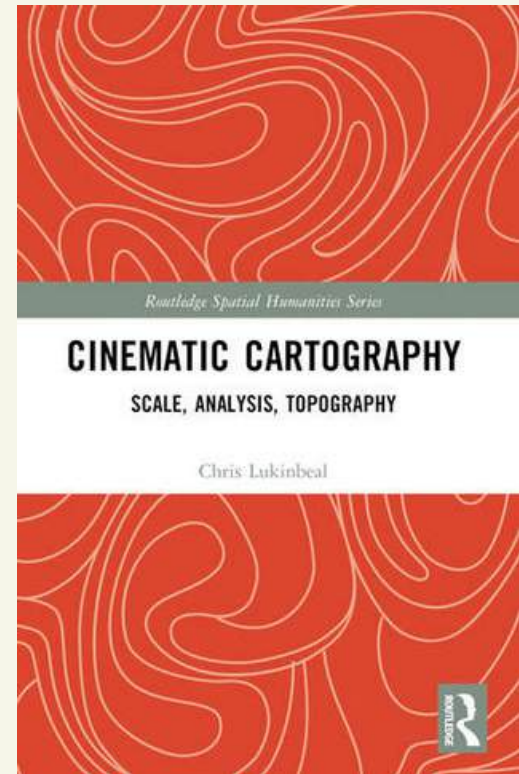
Visit **[GuidetotheGeographicApproach.com](https://www.guidetothegeographicapproach.com)** to browse the module gallery, learn more about the project, and share your feedback or contribution ideas. Stay tuned for upcoming materials.

MEMBER SPOTLIGHTS

Check out new books by **Dr. Chris Lukinbeal** (*University of Arizona*)!

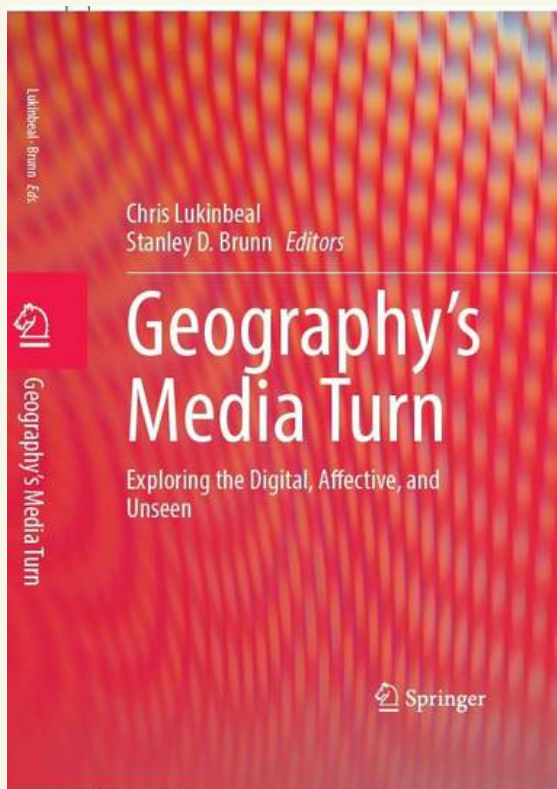
Cinematic Cartography: Scale, Analysis, Topography (Routledge 2025)

This book uniquely bridges the conceptual gap between the history of geographic and cartographic thought and contemporary film theory. With this presentation I explore how cinema relates to the individual and collective experience of geography, arguing that we are active participants in a complex web of mental and representational geographies. Central to this understanding is the relationship between cinema and cartography via the cartographic paradox. The cartographic paradox highlights the mutual yet contradictory relationship between projectionism (maps and the static view from above) and perspectivalism (cinema and the mobile tour from below). This is explored through the lens of Ptolemy's tripartite spatial hierarchy: geography, the mapping of the whole world; chorology, the study of regions and territories; and topography, the humanist practice of describing localized places. Central to this hierarchy is the concept of scale and how it differs in cartography and cinema. I apply this conceptual framework – map and tour, Ptolemy's hierarchy – to four cinematic case studies on (1) topography, (2) chorology, and (3) geography. I conclude with a case study on (4) geospatial cinema which explodes the paradox and the scalar structure of these categories.



Geography's Media Turn: Exploring the Digital, Affective and Unseen (2026)

This edited volume examines how the arts and sciences have had to adapt, engage, confront, and even alter research, teaching, and community service because of modern media. The book describes how academics work with and through the media in their daily and professional lives. The acceleration of changes to media in the digital age has been astounding whether due to social media, web 2.0, new sensor technologies, fake news, or the rise of a post-truth news media economy. Many academics became media producers during COVID-19 having to engage in emergency remote teaching. Further, as academics, we can no longer publish our results and expect a metered response from all entities but rather must promote and defend our work in the media and the classroom. There is almost no part of academic work, let alone human life, that is not affected by media. Many academics across the sciences and humanities now embrace the media as part of their daily practice and actively engage in media production through building podcasts and convergent media sites, managing online courses and degree programs, or being administrators or educators who interact with the media regularly at local, national, or international scales. The chapters are original and written by a group of interdisciplinary junior and senior scholars from various world regions.



MEMBER SPOTLIGHTS

Promoting Scholarship through the Indigenous, Queer, Trans & Two-Spirit Research Initiative at NAU

Brandon Wang, Geography Undergraduate (NAU)



The Indigenous, Queer, Trans and Two-Spirit (IQT2S) Research Initiative at Northern Arizona University is a collective of students, scholars, and community leaders working to create educational opportunities and social networks for Indigenous and Queer peoples in Northern Arizona. We recognize how patriarchal and colonial violence have undermined conceptions of Queerness associated with before colonial contact. Based on a series of Talking Circles, we discovered how IQT2S students at NAU have a desire to access pathways towards succeeding in higher education, without compromising their Queerness or Indigeneity. After joining the initiative, one student recalls:

*"... I feel more confident and comfortable expressing my opinions. I truly think IQT2S has created a place for **open dialogue and involvement**"*

Savanna Acosta - Criminology Undergraduate at NAU

We have been able to fund and oversee a variety of student led research projects and community events, including but not limited to: the Trans Day of Remembrance Event, the Trans Day of Visibility Event, Indigenously Sacred Drag Show, and our Annual IQT2S Needs Assessment. For instance, one student remarks:

*"I joined the initiative to obtain more **research opportunities** as an undergraduate" and because "Dr. Keovorbabouth [Director] advocates for her students and pushes them to the best versions of themselves"*

Savannah Nava – Women and Gender Studies Undergraduate at NAU

Students also gain crucial professional development opportunities through attending conferences, working with IRB, and writing grant proposals. Infact, the Initiative's 'grant writing team' (of faculty and students) just received the TEN:TACLES Initiative Grant – the first grant award that many of our students have been able to contribute to. We are now looking forward to planning a IQT2S writing retreat that will be open to IQT2S scholars, creatives, and activists. The IQT2S initiative provides a unique place based framework of learning and professional development under an Indigenous methodology where those involved are able to create lasting, intergenerational relationships that are crucial in maintaining our collective growth in academia!

ANNOUNCEMENTS

USC Dornsife

Dana and David Dornsife
College of Letters, Arts and Sciences
Spatial Sciences Institute

Explore Graduate Programs at the University of Southern California Spatial Sciences Institute

Are you an undergraduate or master's student passionate about geospatial sciences and looking to take the next step in your education? The University of Southern California's Spatial Sciences Institute (USC-SSI) offers a variety of master's programs, graduate certificates, and an interdisciplinary PhD program that can help advance your career in the rapidly growing field of geospatial sciences.

Graduate Certificates:

- **Geospatial Intelligence**
- **Geospatial Leadership**
- **Geographic Information Science and Technology**
- **Remote Sensing for Earth Observation**

Master's Programs:

- **Geodesign, Environment and Health (MS)**
- **Geographic Information Science and Technology (MS)**
- **Global Security Studies (MA)**
- **Human Security and Geospatial Intelligence (MS)**
- **Spatial Data Science (MS)**
- **Spatial Economics and Data Analysis (MS)**

PhD Program:

- **Population, Health, and Place**

USC-SSI offers both **residential** and **online** modalities for the graduate certificate and master's programs, providing flexibility to fit your needs. Whether you're interested in working with today's geospatial knowledge infrastructure or tackling global challenges with GeoAI and other cutting-edge geospatial technologies, USC-SSI's programs are designed to equip you with the knowledge and skills to succeed in today's dynamic landscape.

Why choose USC-SSI?

- Innovative, career-driven programs designed to tackle real-world challenges
- Residential and online programs that fit your needs and aspirations

For more details on the available programs, admissions, and how to apply, visit gis.usc.edu.

ANNOUNCEMENTS

CAL POLY HUMBOLDT

Department of Geography, Environment & Spatial Analysis

Explore Geography and Geospatial Science at Cal Poly Humboldt

Looking for an undergraduate program that combines critical thinking, technical training, and hands-on experience?

At Cal Poly Humboldt, students can choose between a B.A. in Geography and a B.S. in Geospatial Science & Technology—two programs that help students understand places, environments, and spatial data while preparing for careers and graduate study. Students learn in small classes, work in a state-of-the-art geospatial lab, and build skills through field-based learning in the distinctive landscapes of California's North Coast.

Our programs offer flexible pathways for different interests and goals:

- **B.A. in Geography** for students interested in human-environment relationships, spatial justice, environmental change, and place-based research
- **B.S. in Geospatial Science & Technology** for students seeking technical skills in GIS, remote sensing, mapping, field data collection, and spatial analysis
- **Geospatial Analysis Minor** for students in other majors who want to add geospatial tools to their degree
- **Advanced, stackable geospatial certificates** that allow students to build a customizable skill set in growing professional areas

Cal Poly Humboldt's geospatial curriculum is interdisciplinary and connects with related programs across campus, including collaborations with Environmental Studies, Critical Agriculture, Forestry, Fire & Rangeland Management, and Environmental Science & Management.

Students also benefit from transfer-friendly pathways, with articulation and associate degree transfer agreements that help California community college students move efficiently into upper-division study.

Why Cal Poly Humboldt?

- Two distinct undergraduate pathways: **Geography B.A.** and **Geospatial Science & Technology B.S.**
- Minor and stackable certificates for flexible, career-ready training
- Experiential learning through fieldwork, research, and community-engaged projects
- A distinctive North Coast environment for studying landscapes, environments, and spatial problems in the field

Learn more:

Department of Geography, Environment & Spatial Analysis
Cal Poly Humboldt
humboldt.edu/geography

1 Harpst Street, Arcata, California 95521-8299 | humboldt.edu/geography

ANNOUNCEMENTS

Earn your **MASTERS IN GEOGRAPHY** at California State University, Fullerton

CSUF | Geography & the Environment
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Program Highlights

- Excellent Learning Facilities: Our labs (GIS, Remote Sensing, Dendroclimatology), and learning facilities (access the CSU Desert Studies Center, Arboretum and Botanical Garden at Cal State Fullerton, and more) will support your learning.
- Flexibility: The MA program consists of only 30 units, offers several options for culminating experiences, and accommodates students who work full time. GRE not required!
- Affordability & Financial Support: Our tuition and fees among the lowest in Southern California; we offer dedicated scholarships to support graduate student research, fieldwork, & conference attendance.

An Intellectual Community

- Our students have conducted high quality independent research on a wide range of research topics, including national parks, invasive species, water conservation, walkability, solar energy, gentrification, and much more.
- Small cohort size = strong sense of community, personalized faculty mentorship, and a wide range of professional development opportunities.
- Our award-winning students are active in research and conference attendance, forming professional networks that enable success in the classroom and beyond.



Applications are being
accepted until June 15th!

APPLY NOW ON CAL STATE APPLY

<https://www.calstate.edu/Apply>



Want to Learn More About What CSUF Geography
Can Offer You? Scan Here To Request More Information