
Michael J. F. Baressi (BIO) and Amy L. Rhodes (GEO) Cooperatively develop curriculum and materials for BIO 159Y-From Environment to Embryo: An Interdisciplinary Research Course and GEO 301- Aqueous geochemistry that are designed to investigate the potential environmental impacts of hydraulic fracturing (fracking) of the Marcellus Shale for natural gas extraction, an environmental research question that has high relevance to the scientific community and society.

Judith Keyler (GER) Redesign GER 250- Advanced Intermediate German into GER 250- The Environmental Culture of Germany in order to foreground Germany’s deep-rooted engagement with environmental issues. Develop student understanding of German environmental discourse by examining and discussing literary and journalistic texts in German, while also developing a basis for comparative studies through trips to the MacLeish Field Station.

Chris Vriezen and Christine White-Ziegler (BIO) Modify BIO 205 –Microbiology lab curriculum and materials. Instead of teaching a testable environmental microbiological hypothesis using a standard set of lab-strains, use “real unknown” isolates from soils obtained by students at a variety of MacLeish Field Station sites, which will allow for the study of different biotopes and comparison of bacteriocin producing bacteria.

Sarah Moore (EGR) Enhance EGR 110- Fundamental Engineering Principles by developing a semester-long team project interwoven with the MacLeish Field Station.