2015-16 Curricular Enhancement Grants: Awardees and Projects

Andrew Guswa (EGR): EGR 100: Engineering for Everyone
Adapt the curriculum and materials to center on water. Develop a course in which students can engage in critical analysis of historical and contemporary water issues and infrastructure in California and western Massachusetts in order to gain an understanding of the technical, environmental, economic, political, legal and cultural influences and constraints on engineering works.

Reyes Lázaro (SPP), Denise McKahn (EGR), and Cristina Suárez (CHM): CHM 346: Environmental Analytical Chemistry; CLT 204/SPN 356: Writings and Rewritings: Queering “Don Quixote”; EGR 388: Photovoltaic and Fuel Cell System Design; and EGR 390: Thermodynamics II. Develop curriculum and materials for the courses that will provide a framework for formal dialogue in which chemists and engineers can engage literary scholars on the impact of technology on the environment and society and vice versa.

Jack Loveless (GEO): GEO/ENV 150: Modeling Our World: An Introduction to Geographic Information Systems
Transition project topics in the course to have a geoscience, environmental science and/or policy focus with a real-world application. Change the structure of the final project to emphasize the practical nature of GIS and spatial analysis in a service learning setting with a local partner.

Malcolm McNee (SPP): POR 220: Topics in Portuguese and Brazilian Literature and Culture:
Topic: Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid
Modify course by developing two multi-modal components: on drought conditions and the water crisis in São Paolo and infrastructure development in Rio de Janeiro in preparation for hosting the 2016 Olympic Games. The components would then be explored through a number of themes.