

## **2025-26**

### **Greg White (GOV): GOV 254 Global Environmental Politics**

This grant will support the revision and updating of the curriculum and materials, including new texts, new a/v materials, and new evaluation models for students. The fundamental focus on the historical emergence of the subfield in the political (and social) sciences in the 1970s, north-south relations, climate justice, environmental security, etc. will remain, but the modifications will enable enrolled students to more deeply engage with issues of indigeneity, gender, eco-consumerism, ecotourism, and ecofuturism.

### **Mike Kinsinger (EGR): EGR 290 Engineering Thermodynamics**

This grant will support the modification of the course which traditionally focuses on fossil fuel sources to incorporate topics more closely related to sustainable energy sources, and specifically, geothermal energy and anaerobic digestion. This integration may involve a new 2–3 week unit on geothermal energy, incorporating the on-campus geothermal project through a class activity (e.g., lab exercise, campus visits, case study, etc.) and a new 1–2 week unit on anaerobic digestion, including a visit to a local dairy farm that operates one of these systems which diverts material that would otherwise go to a landfill and instead uses it as fuel for energy production.

### **Allegra Hyde (ENG): ENG 214 Writing Climate Fiction**

This grant will enable the development of this new course, which will teach students how to use fiction as a tool for engaging with the realities of climate change. The grant will support a field trip to the MacLeish Field Station, where students would respond directly to their environment and learn about how other artists have contributed to the environmental consciousness through engagement with the Arts Afield program. It will also support guest lectures from contemporary “cli-fi” authors who would discuss their artistic practice and approaches to engaging with environmental issues in fiction and support the expansion of a “climate fiction library” that would be used to explore cutting edge works in this burgeoning genre. Finally, the grant will make possible the publication of a compilation of student work from the semester—that could be distributed around campus and beyond.

### **Bosiljka Glumac (GEO): GEO 232 Sedimentary Geology**

With the support of this grant, the curriculum and materials for the course will be revised to incorporate information (through lectures, laboratory exercises and class activities) on the relationships between sedimentary geology and energy transitions. “Sedimentary geology insight is critical for developing transitional and renewable energy sources” and “the field of sedimentary geology is well-positioned to meet growing needs related to critical minerals, geothermal energy, hydrogen exploration, and carbon capture and storage.” Modification to the course will include an exploration of connections between geosciences in general, sedimentary geology in particular, and the UN Sustainable Development Goals.

### **Cati Bestard Rotger (ART): ART 172 Studio Art Foundations**

This grant will enable the modification of an introductory course, which will offer students a more holistic understanding of materiality and waste, specifically within the context of the Smith College campus. This would involve guiding them to investigate overlooked or discarded materials, trace their origins and life cycles, and critically engage with where these materials come from and where they end up. I would also conduct in-depth research on artists who adopt environmentally conscious approaches to artmaking and material usage, culminating in an in-class lecture showcasing these examples. The revised assignment would be grounded in research and collaboration. By partnering with CEEDS, integrating guest lectures, inviting visiting artists, and organizing field trips, students will approach artmaking through a research-based approach.

## **2024-25**

### **Michele Wick (PSY): PSY 268 The Human Mind and Climate Change: Mental Health**

This grant will support significant modification focused on strategies and interventions that improve emotional well-being and support resilience. These include 1) adding invited speakers-professionals who integrate climate change into their research, program, policy, and/or clinical endeavors and who will serve to broaden exposure to the impacts of climate change on mental health across these areas of expertise; 2) building relationships with relevant campus offices/programs such as the Schacht Center and connect their staff to the class, ultimately helping students get to know the variety of supports -- emotional, pedagogical, and informational -- that already exist on campus; and 3) developing a campus-based student project combining mental health and climate change in the context of the Smith community with the intention of the work translating into a sense of self-efficacy that counters hopelessness.

### **Halie Rando (CSC): CSC 230 Introduction to Database Systems**

With support of this grant the course will be redesigned into a project based course. These projects will support students learning SQL fundamentals by working with static data faculty in astronomy and developing strategies to deploy a sensor and manage data that the sensor collects continuously for a faculty in the biological sciences. These projects will turn students into stakeholders in problems related to data management and demonstrate the relevance of the subject matter for solving real-world problems that are important to understanding and protecting the environment.

### **Suleiman Mourad (MES): MES 252 Food, Identity, and Religion in the Middle East**

This grant will support the development of a new course that will introduce students to the many ways food, identity, and religion intersect to shape Middle Eastern society and culture, and by extension, their human and natural environments. Among others, the course will explore food and sustainability, food and seasons, new debates about religion and the environment as it relates to food and food production/consumption; it will also include hands-on assignments that will connect food-related processes from the Middle East with similar local processes.

**Susanne Fuchs (GER): FYS 111 Entangled Lives: Trees and Forests in Contemporary Literature and Art**

This grant will support the development of the curriculum and materials for a course that will enable enrolled students to develop an ecological sense of place by collaborating with local environmental groups and organizations, both to provide background materials and inspiration, but also to lend their expertise on the subject of conservation and what it means to write about the more-than-human world. In addition, a collaboration with Arts Afield will introduce a workshop with artist Gina Siepel, which will invite students to encounter trees and wood as matter and a material for art and objects of everyday use.

**Dawn Fulton (FRN): FRN 365 Food, Hunger, Memory: Literature of the Caribbean**

With support of this grant, the course will be revised to enable students to explore the relationship between self and landscape, including questions of home, place, memory, food, decolonization and exile, and in dialog with the 2024-25 Younes Rahmoun exhibition. This will also expand to perspectives from a new/additional part of the French-speaking world. This iterative exploration will include all aspects of the exhibition, including the Ghorfa installation at the Ada and Archibald MacLeish Field Station, which is made possible by Arts Afield.

**Reid Bertone-Johnson and Emily Norton (LSS and IDP): IMX 111 Introduction to Interdisciplinary Making**

This grant will support the integration of a 3-4 week in-situ make that explores the responsible harvest and manipulation of natural materials at the MacLeish Field Station. By interrogating the material we use and their ecological impact, we can support our students' considerations of what building more resilient and resourceful futures will take. This could include bringing a maker who works with natural materials that are site specific to a landscape to share their process and practice.

**Shannon Audley (EDC): EDC 341 The Child in Modern Society**

With the support of this grant, the curriculum and materials for the course will be revised to work through a lens of children's rights, and specifically children's rights in relation to environmental justice (EJ). This re-working will be built on a deep collaboration with the 6th grade at the Campus School, and will entail exploring youth created literature about EJ, what living sustainably means from a global context, cataloging children's ideas and responses to nature and sustainable living practices, a field trip to MacLeish with students in EDC 341 and Campus School students, and more.

**2023-24**

**Kye Barker (GOV): GOV 276 Political Visions of Nature**

This course will expose students to a variety of different visions of nature from the history of political thought and surface how assumptions about nature and the environment are often present in political texts and ideologies even when they are not made explicit - all with the goal of both broadening students' ability to see these visions at work in the world today and to give them critical tools for rethinking them.

**Theresa Brock (FRN): FRN 330 Scientific Selves: Medicine, Technology, and Identity in Early Modern France**

With the support of this grant, the course will be revised to focus on a new digital humanities project that will establish a website on plant-based medicine and women's historical role in developing it, enabling students to learn about both plants and technology in a hands-on manner.

**Matthew Ghazarian (ENV): ENV 311 Interpreting and Communicating Environmental Information**

This grant will support the modification of the course around a series of interdisciplinary "sites" of environmental information – nature, the archive, the exhibit, texts, art, data sets, and digital media, which will present students with a diverse set of sources to interpret and mobilize in their own communications of environmental information. Additionally, this new focus will also de-center the US in order cultivate global perspectives on the environment by incorporating sources from archives outside of the US (e.g. France and Turkey).

**Simone Gugliotta (SPP): POR 200 Intermediate Portuguese**

This grant will support the modification of the course to integrate articles and news about the environmental situation in Brazil into the syllabus, which frame how with the new Brazilian president, Lula da Silva, the environment, the preservation of the Amazon and the protection of indigenous people are once again in the center of political discussions. In addition, the grant will enable the integration of a three-day workshop about the Theater of the Oppressed, with a focus of creating a performance about environmental issues.

**Yanlong Guo (ART): ARH 280 Playing with Ink and Brush (Spring)**

With support of this grant the course will be revised to include several units with a special focus on East Asian landscape painting, ecology, and environmental ethics, incorporate field trips to the MacLeish Field Station and the Mill River Trail, a number of creative and critical assignments that intersect the reading of theoretical texts and the experience of walking and contemplating an actual landscape - all in order to enable students to critically observe and reflect on the artistic engagement with nature from a non-binary perspective and explore the possibilities of dialogue between tradition and modernity and Eastern and Western views of the ecological system.

**Andrew Guswa (EGR) (partners Niveen Ismail (EGR) and Amy Rhodes (GEO)): EGR 315**

**Seminar: Ecohydrology**

With the support of this grant, collaboratively reimagine, revise and expand the three currently offered water-related course offerings (GEO 301, EGR 314, EGR 315) to five or six courses, which will be offered in AY 2024-25.

**Niveen Ismail (EGR) (partners Andrew Guswa (EGR) and Amy Rhodes (GEO)): EGR 314**

**Seminar: Contaminants in Aquatic Systems**

With the support of this grant, collaboratively reimagine, revise and expand the three currently offered water-related course offerings (GEO 301, EGR 314, EGR 315) to five or six courses, which will be offered in AY 2024-25.

**Laura Katz (BIO): BIO 371 Lab: Microbial Diversity**

This grant will support the modification of a lab, to be offered over interterm at the Florida Keys Marine Lab, that would enable students to access coral reefs and mangrove lagoons with the goal of exploring the biodiversity of foraminifera in the Florida Keys in order to expand understanding of the number and abundance of species of these marine amoebae- data critical to understanding how microbial life is responding to the changing climate of our planet.

**Melissa Parrish (ENG): ENG 212 American Poetry and Social Movements**

With support of this grant, this new course will put social movements after World War II in conversation with American poetry written by feminist and queer activists, environmentalists, pacifists, anti-capitalists, and people of color to raise vital questions about the role that literary aesthetics can play in political life and teach students to think with the concept of "slow violence". In collaboration with CEDDS and in connection to this class, poet and ecocritical scholar Margaret Ronda will visit campus and lead students in an ecopoetic making workshop at the MacLeish Field Station.

**Torleif Persson (ENG): FYS 198 The Coming Apocalypse**

With support of this grant the course will be modified to include an explicit interdisciplinary unit on climate change- to include fiction/non-fiction and film, with the goal of alternatively centering/decentering human experience and providing students an opportunity to reflect on their own experience living in a world where every decision they make in the future will be impacted by their awareness of climate change.

**Javier Puente (LAS): LAS 301 A Deep History of Water**

With support of this grant the course will be modified to include a series of multidisciplinary speakers who will expose students to a sequence of multi-topical and interdisciplinary views centered on water questions, enhancing their capacities to serve as scholarly interlocutors of globally recognized authors on a variety of fields, and training their skills as critical readers and intellectual discussants.

**Amy Rhodes (GEO) (partners Andrew Guswa (EGR) and Niveen Ismail (EGR)): GEO 301 Aqueous Geochemistry**

With the support of this grant, collaboratively reimagine, revise and expand the three currently offered water-related course offerings (GEO 301, EGR 314, EGR 315) to five or six courses, which will be offered in AY 2024-25.

**Magdalena Zapedowska (ENG): ENG 119 (Writing Roundtable Topics) Restoring the Planet**

This new course, focused on restorative responses to climate change, will center Indigenous and Black climate action, especially efforts to protect water and land and to restore traditional, anti-capitalist and de-colonial practices of land stewardship, farming, and fishing. In addition to

the class readings, students will gain interdisciplinary experiences and perspectives on climate resilience and response through visits to the MacLeish Field Station, the Smith College Art Museum, a local permaculture site, and the Boutelle-Day Poetry Center.

## **2022-23**

### **Reid Bertone-Johnson (LSS): LSS 255: Landscape and Narrative**

The course will be revised to focus on a new course project that will help the Poetry Center (and collaborators) realize the dream of both inviting/welcoming bees to the Weinstein roof AND interpreting the "Bee Poems" by Sylvia Plath. This new course work will include conducting site analyses, researching and documenting case studies of similar projects, and designing rooftop gardens for pollinators and bee habitat.

### **Alexander Barron (ENV): ENV 218: Environmental Policy**

This course will represent the first dedicated 200-level environmental policy course ever offered at Smith. This course will survey environmental statutes and governmental processes, as traditional for such a course. However, this grant opportunity affords Prof. Barron an opportunity to survey and incorporate best practices to better prepare student to 'use systems thinking to understand how to plan and design social-ecological structures and policies'. Students will learn to take action by understanding the ways in which average citizens, activists and NGOs can engage in decision making, make connections by linking environmental issues to justice issues, and see multiple perspectives by evaluating how stakeholders view policy through various lenses.

### **Alexis Callender (ARS): ARS 163: Drawing I (Drawing + Climate)**

This grant will support the development of two new course projects that will enable students to use the course as a means of thinking about local ecological and climate impacts and how this can be conceived of as not "outside" of our artistic learning, but a subject that can help frame our artistic learning. These include "Local ecology past and present, Observational Drawing to Abstraction"- a project to understand more about the impacts of settler colonial land management on our local landscape, and "Ecology and the built-environment, Process Drawing"- a second project with Lily Song, Assistant professor of Race and Social Justice in the Built Environment at Northeastern, to explore urban ecology, environmental racism and the context of environmental sacrifice flows.

### **Greg de Wet (partner Luce Ward) (GEO): GEO 102: Exploring Our Local Geologic Landscape**

Work with the Spatial Analysis Lab and the Smith Imaging Center to image local rock outcrops and create 3D models that can be viewed in virtual reality, enhancing the learning experience of all students in the class and making the course more accessible to students who would otherwise not be able to or comfortable with onsite participation.

### **Joel Kaminsky (REL): REL 213: Social Justice in the Hebrew Bible**

Bring environmental and sustainability issues into the curriculum by expanding the course focus on social and religious protest and reform to include the use of various prophetic texts being deployed by contemporary interpreters concerned about our environmental crisis.

**Sabina Knight (WLT): WLT 340: Seminar in World Literature**

A robust unit will be developed to explore governmental and activist responses to the environmental crisis in China and the United States, and provide an opportunity for students to explore their own fears and actions they may take to influence personal and political change.

**Dana Leibsohn (ARH): ARH 280: Visual Culture and Colonization**

Modify course to incorporate a new unit that considers local histories and legacies of Indigenous and settler colonial practices that engaged local lands and waterways -- exploring how colonialism in the 17th-18th centuries pressured these practices and also required the invention of new ones.

**Amiko Li (ARS): ARS 282: Photography I**

Develop a new section in the course that will enable students to use the medium of photography to document and explore environmental issues through community-based topics.

**Sarah Mazza (GEO): FYS 113: Mineral Resources and Sustainability**

Develop case studies for a new course that will integrate concepts from geology, economics, policy, human health, and environmental sciences in order to understand the lifecycle and impacts of mining and how society's need for minerals can be regarded as sustainable.

**Christiane Metral (FRN): FRN 120: Low Intermediate French**

Develop a new course module that will engage students in environmental concepts such as "malbouffe" in food culture, and "Mobilité" in thinking about cultural practices of public transportation and governmental policy.

**Luce Ward (partner Greg de Wet) (GEO): GEO 102: Exploring Our Local Geologic Landscape**

Work with the Spatial Analysis Lab and the Smith Imaging Center to image local rock outcrops and create 3D models that can be viewed in virtual reality, enhancing the learning experience of all students in the class and making the course more accessible to students who would otherwise not be able to participate.

**Michele Wick (PSY): PSY 268: The Human Mind and Climate Change**

Past students have used journey mapping as a means to uncover intersecting emotional and intellectual overlays surrounding relationships to climate change. Personally, they struggled to find avenues to take robust climate action. Enhancements to this course will include adding guest speakers from a range of professions and perspectives who can help students understand how to use prior and new knowledge to make meaningful change in the face of climate despair, help build confidence and hope within the curriculum that focuses on emotionally provocative content, and foster networking relationships for students. (theory to practice)

## **2021-22**

### **Reid Bertone-Johnson (LSS): LSS 255: Art and Ecology**

Add a multi-week project to incorporate the Ada and Archibald MacLeish Field Station with the goal of introducing students to on-going works and research and the Arts Afield program, and ultimately developing new work (“data”) that allows them to reflect on the temporal and ecological aspects of LTER sites that would be included in the Arts Afield database.

### **Evangeline Heilger (AMS): new AMS 355 Seminar: Tiny Homes in America: Salvaging the Material**

Develop a new course that combines historical, theoretical, and material cultural sources about housing justice and housing injustice in the United States, including a significant hands on component that teaches students how to build a tiny house, while critically considering scholarly and popular cultural sources engaging the present, past, and (potential) future roles of small homes in America. Topics such as cultural-historical trends in home size and location and materials used to build and repair homes will be considered to better understand race, class, disability, settler-colonialism, gender, age, sexuality, “the urban,” nature, sustainability, nation, and other analytics key to cutting-edge American Studies scholarship.

### **Ellen Kaplan (THE): new THE 312tl Masters & Movements: New Topic Devising Performance in Dialog with the Landscape**

Develop a new course that will provide students an opportunity to engage with the landscape by exploring and creating work that explores the relationship between self and place; help students uncover the histories that lay within the particular landscapes that we occupy (in all senses of that word); become acquainted with literature, poetry, and critical essays of ecologically aware arts; create artworks that are curious about the land, and develop an open awareness of ecology as creative, caring, humane path toward nurturing the environment; and introduce them to the wonderful resource that is the MacLeish Field Station.

### **Sabina Knight (WL/ENG): ENG 171/WLT 272 Composing a Self: Chinese and English Voices**

Develop a robust unit to explore governmental and activist responses to the environmental crisis in China and the United States, and provide an opportunity for students to explore their own fears and actions they may take to influence personal and political change.

### **Jack Loveless (GEO): ENV/GEO 150 - Mapping Our World: An Introduction to Geographic Information Systems**

Restructure and write the course learning modules to enable a transition to teaching using ArcGIS Pro. These learning modules will strengthen partnerships and projects with the MA Departments of Ecological Restoration and CEDDS focused on restoring streamflow to the Nashawannuck Brook, the Smith landscape master plan, and work at the MacLeish Field Station.

**Steve Moga (LSS):** new course, LSS 315: Urban Ecological Design

Develop a set of resources for and orient the new course around a series of design interventions or case studies to provide more depth, complexity and nuance to class discussions and student learning about design and the urban landscape.

**Fadia Nordtveit (Interdepartmental, Conway Center):** IDP 146: Critical Perspectives in Entrepreneurship

Incorporate themes of sustainability and the environment, including by introducing maker-space sections and adding immersion workshops with sustainability entrepreneurs who will introduce students to sustainable green entrepreneurship practices and help connect business design and sustainability.

**Kathleen Pierce (ART/ARH):** new course, ARH 291ra Colloquium: Topics in Art History- Representing Animals

Enhance this new course by incorporating an element of project-based learning in the course connected with the primary learning goal of students coming to understand that all images—even scientific ones—are constructed. This new module would expose students to a scientific illustrator, and possibly an ecologist or zoologist, and then provide them an opportunity to engage in the practice of scientific illustration themselves, based on a visit to the MacLeish Field Station and the plant and animal life there.

## **2020-21**

**Molly Falsetti-Yu (SPN/POR):** SPN 230 – Latin American and Peninsular Culture and Society, curricular event open to all students

Maja Tillmann Salas will give a lecture about her involvement as a facilitator of participatory video in many Andean communities. The topics that the community and Maja reflected on during the video trainings and the making of the videos themselves were cultural affirmation, the recovery of ancestral traditions, food sovereignty, and climate change. All of these topics are of interest to many students and faculty as well as community members. Participatory video as a process of producing and sharing knowledge will also be of interest to the people just mentioned. She will also share about the learning she gained in these communities. She has collaborated with a variety of NGOS including PRATEC (Andean Project of Peasant Technologies), with IIED (International Institute for Environment and Development) and Coventry University. She also collaborated on the project “Conversations with the Earth” (Indigenous Voices on Climate Change). Maja will also conduct two workshops with students in SPN 230 (Climate Voices) about participatory video.

**Bosiljka Glumac and Sara Pruss (GEO):** curricular event open to students

Lecture by Dr. Maria G. Honeycutt - “Science to Policy to Practice: The Trials and Tribulations of

Adapting to Climate and Weather Hazards". This lecture is the Smith College contribution to the Annual Five College Geology Lecture Series. Dr. Honeycutt is the Senior Policy Advisor for Disaster Resilience with the National Oceanic and Atmospheric Administration (NOAA). Students and faculty from all Five College institutions regularly attend lectures in this series. Dr. Honeycutt's emphasis on climate and weather hazards is expected to attract a large audience from across disciplines, especially in this Year on Climate Change.

**Richard Millington (ENG):** ENG 100 – Nature's Nation, plus lecture support  
Adapt readings, including "Climate Change in the Here and Now," a lecture by Min Song, Professor of English, Boston College as a public lecture held in connection to ENG 100, "Nature's Nation". Song, an important scholar of Asian American literature, is working on a book called 'Everyday Denial and Climate Lyricism'. His lecture 'lays out the challenges facing individual attempts to sustain attention to this topic and the ways in which contemporary literature, especially by writers of color, can contribute to a practice of reading for climate change that involves the conception of "everyday life projects."

**Alex Barron (ENV):** ENV 201/202 – Researching Environmental Problems  
Adapt the curriculum and materials to accommodate COVID-19 related constraints for remote instruction around the themes of campus energy and energy/climate more broadly.

**Reid Bertone-Johnson (LSS):** GEO/ENV 150 toward LSS 2xx – Introduction to GIS for Designers and Planners  
This will be a new course offered by the LSS program. Currently, geosciences offers an introduction to geospatial analysis (GIS) that is frequently over enrolled and they are unlikely to be able to continue teaching their course on a regular basis. This new LSS GIS course would be able to be offered in years that Geosciences does not offer their GIS course. Students will learn the history, theory, technology and application of GIS by a wide range of geospatially engaged professionals that do work with environmental data. Projects will include collaborations with the Mill River Greenway Initiative, the City of Northampton's Office of Planning and Sustainability, Healthy Hampshire, and the Pioneer Valley Planning Commission.

**Jon Caris (SAL/Libraries):** IDP 109 – Aerial Imagery and Cinematography  
This course is an experimental, interdisciplinary course that is newly expanded to a 2-credit course offered during the fall/spring semester (not interterm). Designed in collaboration with a student pedagogical partner facilitated by the Sherrerd Center for Teaching and Learning, the course offers a rich blend of fieldwork, community-based group projects, learning dynamics and intentional reflection of peer-to-peer collaboration. Teaching and learning in this course is much like map-making – iterative, creative and scientific. The proposed enhancement revolves around making our engagement at MacLeish more well-rounded in terms of research methodologies, as well as building a more sustainable spatial footprint at MacLeish for the

Smith community to utilize. The SAL has enjoyed an extensive history working at MacLeish, spanning the arts, humanities, social sciences and STEM disciplines through course projects, short-term Kahn projects, special studies, honors theses, summer internships and beyond. The SAL uses MacLeish to play an invaluable role for training and developing these student projects.

**Albert Kim (SDS): SDS 390 – Advanced Topics in Statistical and Data Sciences**

Develop a new experimental course on Ecological Forecasting which will incorporate concepts and tools to help students learn how to make ecology a more predictive science. Exposure to a new, very applied setting of data analysis, will provide SDS students the opportunity to make meaningful contributions and to "learn how to learn" biology and ecology in the context of this time of unprecedented environmental challenges. This course presents research on statistical and machine learning models for forest ecology. In particular, students will be introduced to methods for model assessment and selection. Upcoming research with the Smithsonian Conservation Biology Institute and collaborations with the Forest Global Earth Observatory global network of scientists and forest research sites will be incorporated into this course to advance long-term studies of the world's forests.

**Sabina Knight (EAL/WLT): EAL/WLT Modern Chinese Literature**

Modify the course by integrating literary representations of the environment and the environmental crisis as a major topic. I would hope to be able to highlight and integrate more related works (such as about nature, consciousness raising and social activism) in earlier sections and then include two to four completely new units on eco-literature and eco-cinema. I would also introduce an assignment in which students would practice using social media to express concern about the environment through some combination of (a) quotations from, (b) reflections on, and (c) relevant images to accompany stories, novels and films.

**Sarah Mazza and Greg de Wet (GEO): GEO 102 – Exploring our Local Geologic Landscape**

Historically, GEO 102 has used the Pioneer Valley as its classroom, taking our students on semi-weekly field trips to the Dinosaur Footprints Preserve in Holyoke, Mt. Tom State Park, Mt. Toby State Park and other geologic outcrops that are preserved in our area. The course goal is for students to understand how the underlying geology effects the landscape by understanding fundamental concepts associated with the rock cycle, plate tectonics, and paleoclimate events with a hands-on approach. Due to COVID19 these field trips are no longer possible, and the course must be modified. This grant enables preparation to maintain the hands-on nature of this course by eliminating van-based field trips and instead structuring walking tours and video tours of our campus and local sites. Students will find evidence of glacial erratics on our campus, explore rivers systems and sediment transport, and examine historic flooding events and mitigation strategies. Longterm, these modifications will enable fewer off campus trips and reduce campus carbon footprint.

**Fraser Stables (ART): ARS 282/ARS 383 – Photo I and II**

Modify the courses through a substantial rethink of the Photo I and II course sequence. In Photo I, we currently work with thematically open projects that require students to work through specific technical skills and find ways in proficient, purposeful and conceptually resonant ways. In Photo II, we build upon this foundation, and move into assignments that connect to specific approaches within contemporary practice. Photo I walks a tightrope to build discipline while nurturing thematic exploration and Photo II re-tethers that rope to a shifting array of anchors that are thematic, conceptual, material and topical, in order of students creating their own language through interrogative and independent modes of production. This request is for the support of units that enable exploration of the environment, environmental issues, or sustainability.

**Maria Succi-Hempstead (ITL): ITL 220 – Intermediate Italian**

Create a 3-4 weeks long unit where students will develop the necessary vocabulary to learn about the most concerning environmental issues in Italy today. Through the discussion of short stories, movies, articles and other authentic materials, students will learn how to engage in discussions regarding these issues. Particular focus will be given to the impact of the COVID-19 lockdown on the environment and the potential implications.

**2019-20 Curricular Enhancement Grants: Awardees and Projects**

**Elisabeth Armstrong and Kelly Anderson (SWG): SWG: Introduction to the Study of Women and Gender and SWG 230: Gender, Land and Food Movements**

Develop new class projects and a new unit which will link the courses and address methods for the analysis of statistical data, and assess several climate change effects on the local community organization Gardening the Community in the context of feminist environmentalism.

**Alexis Callender (ART): ARS 163: Drawing I**

Modify a section of the course to focus on aspects of climate, ecology, and interconnected systems as drawing subjects in response to the 2019-20 Year on Climate Change. The class will be reconfigured to teach technical drawing through exercises that relate to social and cultural themes around climate change, ultimately engaging students in a visual inquiry around climate change and chains of production that are embedded in our favorite objects and those we use every day.

**Jon Caris (Spatial Analysis Lab): IDP 109: Aerial Imagery and Cinematography**

Revise the course to build capacity and scaffold a framework that teaches across levels of uses and degrees of users for drone technology by introducing more advanced topics related to remote sensing and image processing.

**Matt Donovan** (Poetry Concentration): ENG 112: reading Contemporary Poetry  
Develop an “Artists Responding to Climate Change” workshop together with guest poet Camille Dungy to broadly engage Smith students in responding to climate change through art.

**Molly Falsetti-Yu** (SPN/POR): SPN 230: Climate Voices  
Develop a new course to examine climate change and cultural-ecological narratives in Spanish-speaking regions of the world. A visiting guest from Peru will lead workshops about participatory community videography, and engage with students around her work on recovery of ancestral traditions, climate change, and food sovereignty.

**Bosiljka Glumac** (GEO): GEO 334: Carbonate Sedimentology  
Design new courses research projects that move beyond the theoretical aspects of carbonate sedimentology and stratigraphy and instead use modern technological advancements to better understand the problems that Small Island Developing States in tropical regions face due to global warming.

**Bosiljka Glumac** (GEO) et al: ENV 323: Climate and Energy Policy, ENV 312: Sustainable Solutions, GEO 251: Geomorphology, GEO 108: Oceanography: An Introduction to the Marine Environment

Modify class modules for multiple courses to include engagement with Dr. Maria G. Honeycutt, Senior Policy Advisor for Disaster Resilience with the National Oceanic and Atmospheric Administration (NOAA) as part of the Year on Climate Change. Honeycutt will also give a public lecture “Science to Policy to Practice: The Trials and Tribulations of Adapting to Climate and Weather Hazards” while on campus.

**Benita Jackson** (PSY): PSY 240: Health Promotion

Develop a new course module to engage students in using both the United Nation’s fall 2018 report and cutting-edge psychology research to identify a potential campus policy change related to climate change that could promote human health.

**Joel Kaminsky** (REL): FYS 117: The Bible and the American Public Square

Develop 2-3 additional class sessions dedicated to the topic of the bible and the environment to help students see multiple perspectives in consideration of our current environmental crises.

**Elisa Kim** (ART): ARS 380: Architectural Design Studio: Transient Spaces—Terrestrial Bodies  
Develop a studio course to engage issues of migration and mobility in the face of sea level rise along coastal Massachusetts.

**Christiane Metral** (FRN): FRN 220: High Intermediate French

Develop new curriculum and modify course material to offer a 4-week unit on the environment.

**Richard Millington** (ENG): ENG 100: Nature’s Nation

Develop a class module in response to the Year on Climate Change to explore environmental

writing in light of climate change with guest speaker Min Song, an important scholar of Asian American literature.

**Camille Washington-Ottombre (ENV) and Greg White (GOV): ENV 240: Climate Change and Environmental Justice in Morocco Global Flex**

Develop a course that will examine the multifaceted dimension of climate change in Morocco through such themes as economic development, agriculture and hydrology, policies of climate adaptation, gender politics, and migration.

**Sujane Wu (EAS): CHI 352: Food for Thought: Chinese Language, Culture, Environment & Health**  
Develop a course focused on Chinese food culture and its impact on environment and health.

### **2018-19 Curricular Enhancement Grants: Awardees and Projects**

**Reid Bertone-Johnson (LSS): FYS 151: A River Runs Through Us**

Develop projects for a new course that will introduce students to an interdisciplinary study of our landscape and environment and enable them to deeply connect with the Mill River in its cultural and natural contexts.

**May George (ARA): ARA 101: Elementary Arabic II**

Transition the curriculum and materials to create a focus on Middle East and North African culture, especially on food and agriculture.

**Andrew Guswa and Susannah Howe (EGR): EGR 422D: Design Clinic**

Partner with CEEDS on civil/environmental engineering projects in order to facilitate field data collection, develop safety protocols, and more fully support students in the field.

**Andrea Hairston (THE): THE 312: Masters and Movements in Performance**

Develop a new course that will explore and then communicate some of the local/historical/ecological impact of humans on the environments they inhabit via the performance of a site-specific music-theatre piece at the MacLeish Field Station- an episode of *I Sing Earth*- in collaboration with composer and musician Pan Morigan.

**Paramjeet Pati (EGR): EGR 100: Engineering for Everyone and EGR 390: Advanced Topics in Engineering section: Climate Change Adaptation**

Adapt the curriculum and materials to develop new modules and exercises involving QGIS and OpenLCA to a) focus on legacy issues and design choices, and b) introduce tools for exploring environmental and socioeconomic factors that contribute to vulnerabilities of major US cities.

**Camille Washington-Ottombre (ENV): ENV 201/202: Researching Environmental Problems**

Modify the course curriculum and materials to incorporate new activities related to the landscape master plan renewal process that will enable students to both generate and analyze data and plan and carry out a participatory process to assess the values of the larger Smith community relative to the campus landscape.

## **2017-18 Curricular Enhancement Grants: Awardees and Projects**

**Judith Keyler- Mayer** (GER): GER 200: Intermediate German: The German Environment

Adapt the curriculum and materials to create a week long section that focuses on the technology and politics of wind energy in Germany.

**Mona Kulp and Cristina Suarez** (CHM): CHM 346: Environmental Analytical Chemistry

Develop new teaching materials and modify the course short projects linked to faculty research interests into community-based independent research projects that engage students with off campus, real-world problems with local partners.

**Paramjeet Pati** (EGR): EGR 100: Engineering for Everyone section: How We Design the Environment

Develop a series of lectures, class exercises, and design problems focused on the energy-water-environment nexus analysis of urban habitats with the goal of getting at the role of climate adaptation strategies for resilient cities.

## **2016-17 Curricular Enhancement Grants: Awardees and Projects**

**Alexander Barron** (ENV): ENV 201/202: Researching Environmental Problems

Adapt the curriculum and materials to cover important methodological concepts and draw links to policy. Develop core lab exercises to include off campus, real-world problems that can then translate into individual projects in a service learning setting with local partners.

**Sarah Hines** (HIST/LALS): FYS: The World Water Crisis

Develop a new course that takes an interdisciplinary and historical case-study approach to begin to answer the question of why 1 billion people today lack access to safe and reliable drinking water and the implications of addressing the crisis. Develop independent research projects to engage students with local water initiatives in order to facilitate an understanding of the land, water supply issues and local Western Massachusetts histories.

**Niveen Ismail** (EGR): EGR 390: Contaminant Fate and Removal in Aquatic Systems

Modify the curriculum and materials to explore contaminant fate and transport in aquatic systems in a more hands-on manner. Expand the number of discussion-based class sessions through integration of relevant case studies and peer-reviewed literature in addition to including a semester-long independent group project.

**Michelle Joffroy** (SPP/LALS): FYS: Vida y Tierra: Land and the Ecological Imagination in U.S. Latin@ Literature

Develop a new course focused on the ecological imagination in literature. Work with students and local organization *Casa Latina* to develop a series of local Latin@ land narratives with the goal of developing digital narratives to be used in a story mapping project. One ultimate goal of

the story mapping will be to create a community resource that could be used in local community building and cultural memory preservation projects.

**Nancy Sternbach** (SPP): SPN 245: Topics in Latin America and Penninsular Studies: Buen Provencho: Food and the Spanish-speaking world  
Modify the curriculum by incorporating even more environmental concepts. Deepen student connections with farm workers and whole, unprocessed food by visiting a local farm and participating in at least one harvesting activity.

### **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.

### **2014-15 Curricular Enhancement Grants: Awardees and Projects**

**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):** EGR 110 Fundamental Engineering Principles  
Enhance the course by developing a semester-long team project interwoven with the MacLeish Field Station.

#### **2013-14 Curricular Enhancement Grants: Awardees and Projects**

**Jesse Bellemare (BIO):** BIO 115 Biodiversity, Ecology, and Conservation Lab  
Develop a formal manual that will, 1) increase focus on applied conservation issues with an eye toward integrating science and policy; 2) make extensive use of the MacLeish Field Station and the Bechtel classroom; and 3) enhance the emphasis on original, student-led research.

**Naila Moreira (ENG):** ENG 118: Water: Science and Politics  
Develop a unit on sustainable water infrastructure to enhance science writing by introducing experiential information through physical interaction and observation. Encourage a project-based learning approach through engaging with the environment within a unit on flooding.

**Paulette Peckol (BIO):** BIO 268/269 Marine Ecology and Lab  
Modify the course to include a unit that engages students in thinking about complex fisheries considerations through direct experience with different types of mariculture facilities in Maine. Develop internship partnership with the facilities to enable Smith students to continue to learn about environmentally sound, sustainable practices of small-scale, open- and closed-mariculture facilities.

**Gregory White (GOV):** GOV 242 International Political Economy  
Significantly modify the course to incorporate environmental issues and analysis directly and systematically with a focus on five issue areas: development, oil, food, consumption, and climate change.

## **2012-13 Curricular Enhancement Grants: Awardees and Projects**

**Carole Learned-Miller** (EDC) Develop curriculum to teach students science and math through outdoor experiments and projects. Encourage a project-based learning approach through engaging with the environment.

**David Smith** (BIO) & **Katherine Schneider** (ART) Create an interdisciplinary study of invertebrates by bringing students and faculty together to share their perspectives and knowledge. Collaborate to paint and develop information signage to place in Burton lobby for visitors.

**Annaliese Beery** (PSY) Bring students to the MacLeish field station to study and sample animal behavior. Engage students in thinking about how environment and life-history affect hormones.

**Justin Cammy** (JUD) Teach a course on Judaism and Environmentalism which explores environmental ideas, imperatives, and philosophical problems posed by the Torah, Talmud, medieval philosophers and mystics connecting these problems to present day.

**Justin Cammy** (GES) Bring students in Jerusalem to connect with Professor Laster, who will give a tour through areas from urban centers through desert wilderness and across political boundaries of conflict, studying water.

## **2011-12 Curricular Enhancement Grants: Awardees and Projects**

**James Middlebrook** (ART) Develop interpretive signage about sustainable systems to be used at MacLeish Field Station and the Bechtel Environmental Classroom. Organize a field trip to a current “Living Building” open to all Smith faculty and students.

**Gaby Immerman** (BIO) Removal of invasive Norway maples from Area D along the Mill River and use of the downed trees in a population study.

**Michelle Joffroy** (SPP) Connect students to community-based projects in Worcester, Holyoke, and Boston where they will utilize case studies from on-going gender-based, environmental justice campaigns.

**Reid Bertone-Johnson** (LSS/CEEDS) Design projects in Ward 3, building on the previously conducted Rapid Ethnographic Assessment Procedure (REAP). Develop interpretative signs for the Bechtel Environmental Classroom.

**Sara Pruss** (GEO) Develop curriculum and materials related to earthquake and Tsunami in Japan. Organize an oceanographic cruise class trip which is open to all Smith faculty and students.

### **2010-11 Curricular Enhancement Grants: Awardees and Projects**

**Jesse Bellemare** (BIO) and **Katherine Halvorsen** (MTH)

Reciprocal learning: connecting real life ecology-based research design and analysis for biology and statistics students.

**Daniel Gardner** (HST/EAS)

Enabling students to view the society, politics, and economy of today's China through the lens of environmental concerns.

Check out what Daniel is up to at his [website](#).

**Virginia Hayssen** (BIO) and **Jon Caris** (ENV) Ecological literacy and GIS: mapping the vertebrate ecology of the MacLeish Field Station.

**Virginia Hayssen** (BIO) and **James Middlebrook** (ARH)

Collaborative project between a vertebrate biology class and an architecture studio designing and constructing viable birdhouse houses for MacLeish Field Station.

**Reid Bertone-Johnson** (LSS/CEEDS)

Engaging students in a community participation design/planning scenario in Northampton.

**Denise McKahn** (EGR)

Designing a photovoltaic system for the MacLeish Field Station.

**Paul Newlin** (PPL)

Enhancing understanding of the power structure at play in environmental case studies through the use of power maps.

**Paulette Peckol** (BIO)

Fostering educational skills and marine environmental literacy through project collaboration with an Easthampton High School class.

**Candice Salyers** (DAN)

Incorporating interdisciplinary perspectives on the meaning of 'ecology' and the space, design, movement, and living components of MacLeish Field Station into a substantial site-specific performance project.