

ENVS NEWSLETTER

College of the Holy Cross
Environmental Studies Program
Worcester, MA 01610
508-793-2288

October 2022
Vol. 1

This newsletter provides environmental studies program majors and minors with important updates including registration information for Spring 2023 and happenings in the program.

ENROLLMENT SCHEDULE

Spring 2023 Advising: OCT 25
Enrollment: Nov. 7 - Nov. 18

Expected Grad.	STAGE 1	STAGE 2	Open Enrollment
Spring 2023 & Fall 2023	Mon, Nov. 7 7 am - 2 pm	Tues, Nov. 8 7 am - 11:59 pm	Tues, Dec. 6 8 am
Spring 2024 & Fall 2024	Thurs, Nov. 10 7 am - 2 pm	Fri, Nov. 11 7 am - 11:59 pm	Tues, Dec. 6 8 am
Spring 2025 & Fall 2025	Mon, Nov. 14 7 am - 2 pm	Tues, Nov. 15 7 am - 11:59 pm	Tues, Dec. 6 8 am
Spring 2026	Thurs, Nov. 17 7 am - 2 pm	Fri, Nov. 18 7 am - 11:59 pm	Tues, Dec. 6 8 am

FOR PROGRAM QUESTIONS CONTACT:



Prof. Justin McAlister
Program Director
jmcalist@holycross.edu
Swords 232

SPRING 2023 COURSES

For schedule of classes and course descriptions, refer to the College Catalog or STAR online.

ENVS 118-01	Environmental Perspective	TR 9:30-10:45
ENVS 118-02	Environmental Perspective	TR 11-12:15
ENVS 200	Environmental Law	T 6 - 8:30
ENVS 247	Intro to Geographic Info Systems	WF 2-3:15
ENVS 299	Contested Waterscapes	W 11-1:30

ACCT 160	Sustainability & Citizenship	MWF 11-11:50
BIOL 117	Environmental Science	(4 sections)
BIOL 163-01	Intro Biol Diversity & Ecology	MWF 8 - 8:50
BIOL 163-02	Intro Biol Diversity & Ecology	MWF 12:-12:50
BIOL 275-01	Biological Statistics	MWF 10 -10:50
BIOL 275-02	Biological Statistics	MWF 1-1:50
BIOL 285	Invertebrate Biology	MWF 10-11, W 2-5
BIOL 299 S03	Plant Ecology	TR 9:30-10:45
BIOL 331	Ecosystem Ecology	WF 12:30-1:45
CHEM 181-01	Atoms & Molecules	MWF 8-8:50
CHEM 231-01	Equilibrium & Reactivity	MWF 11-11:50
CHEM 231-02	Equilibrium & Reactivity	MWF 10-10:50
CHEM 231-03	Equilibrium & Reactivity	MWF 9-9:50
CHEM 325	Environmental Forensics	TBD*
CLAS 199-S03	Ancient Mediterranean Water	MW 3 - 4:15*
ECON 110	Principles of Economics	(6 sections)
ENGL	Reading Nature	TBD*
GEOS 270	Watershed Hydrology	TR 9:30-10:45
GEOS 350	Oceanography	TR 11-12:15
HIST 122	Food, Power & Environment	MWF 1-1:50
HIST 401	Disaster History in East Asia	T 9:30 - 12:00*
PHYS 146	The Physics of Energy	MWF 12-12:50
PHYS 246	Comparative Political Ecology	TR 2-3:15
POLS 248	US Environmental Policy	MW 3-4:15
RELS 281	Land and Creation	TBD*
SOCL 399	Documenting the Environment	W 10 - 12:30
STWL 299-S01	Ecologies of Collapse	WF 12:30 - 1:45
STWL 299-S02	Environmental Culture in Early Modern World	MWF 12:00 - 12:50
RUSS 253	Fire and Ice: Siberia in Fiction	TBD*

Not yet confirmed*

NEW SPRING '23 ENVS COURSE

ENVS 299 Contested Waterscapes

Prof. Bryce DuBois

W 11:00AM - 1:30 PM

Riverine and coastal spaces have gained renewed salience in recent decades due to debates on climate change, globalization, and human and species migration. This course explores the social and cultural dimensions of these waterscapes, focusing on contemporary and historical cultures of management and lifeways. We will examine the worldviews, technologies and cultural specifics that dictate why we manage waterscapes in the way we do. And we will read work by cultural and feminist scholars to learn about imaginaries and meanings of waterscapes, in order to consider agencies and dynamics of socio-ecological life that are well beyond the human/anthropocentric realm. We will use the subdisciplines of; cultural and feminist geography, maritime anthropology, critical oceanic studies, decolonial thinking, political ecology, Science and Technology Studies (STS), and Urban Studies to understand how these places produce and are produced by culture on the ground.

FACULTY PUBLICATION

Merkle, C., **B. DuBois**, J.S. Sayles, L. Carlson, H.C. Spalding, S. Kaipa, B. Myers. (2022) Self-reported effects of the covid-19 pandemic on stewardship organizations and their activities in Southeastern New England, USA. *Frontiers in Sustainable Cities*, 3, 1-9, doi: 10.3389/frsc.2021.772880

Mitchell, Sara G., Graham, Livia G., and McCallum-Green, Charlie A. 2022. Microplastics concentrations in the upper Blackstone River watershed, Massachusetts USA. *Geological Society of America Abstracts with Programs*. Vol. 54, No. 3, doi: 10.1130/abs/2022NE-374433



HOW TO GET AN ENVS DEGREE

MAJOR REQUIREMENTS

14 required courses

- BIOL 117 Environmental Science
- ENVS 118 Environmental Perspectives
- ENVS 404 Capstone Seminar
- Two of these introductory science courses (BIOL 163, CHEM 141 (w/ lab) or CHEM 181, GEOS 150, PHYS 115)
- Two environmental humanities courses, one of which must be 200-level or higher
- One environmental economics course
- One additional environmental social science course
- Two additional environmental science courses, one of with lab
- A quantitative or spatial analysis course (GIS or Statistics or MATH 303 Mathematical Modeling)
- Two more upper level environmental electives in any area. One of the upper level course requirements can be fulfilled by undergraduate research (e.g., BIOL 401 or college honors thesis) for academic credit with prior permission of the ENVS Director.

MINOR REQUIREMENTS

7 required courses

- BIOL 117 Environmental Science or BIOL 280 General Ecology
- ENVS 118 Environmental Perspectives
- One environmental humanities course
- One environmental social science course
- Two additional environmental science courses
- One environmental course in any area

FALL 2022 EVENTS

SEP. 16 Fire Side Chat with Faculty

8-9:30 pm Jo
Informal gathering with ENVS faculty, majors, and minors

SEP. 25 HC Green Fund: Get the Grant

1:30-3 pm Smith Hall 501
Grant writing opportunity.

SEP. 26 Building the Political Will and Moral Courage to End Hunger in America

4:30 pm Hogan Ballroom

SEP. 29 Keith Seitter Seminar Talk

12:30-1:30 pm Smith Labs 154
Weather as Fuel: The Wicked Problem of Renewable Energy

OCT. 2 HC Natural Area Clean Up

1-2 pm

OCT. 20 Stefanie Covino

Creating Practitioners for the Blackstone Watershed: Bridging Academia to Community Partnerships for Climate Resilience.

OCT. 25 Christopher Volpe

4:00-5:00 pm Rehm Library
Loomings: Melville, Art, and the Climate Crisis

OCT. 27 Halloween Giveaway!

1:00PM-3:00PM Science Complex
S'mores kit giveaways

NOV. 8 Tyler Kartzinel

TBD
Molecular Ecology/Conservation Genetics

NOV. 14 Victor Seow,

TBD
Speaking about new book, Carbon Technocracy

GLOBAL ENVIRONMENTAL FILM SERIES

Monday 10/17 - Stein 120 - 5-7PM
Thursday 10/27 - Stein 133 - 5-7PM
Thursday 11/03 - Stein 133 - 5-7PM
Wednesday 11/16 - Stein 120 - 5-7PM
Wednesday 11/30 - Stein 120 - 5-7PM
Tuesday 12/06 - Stein 133 - 5-7PM

GLOBAL ENVIRONMENTAL FILM SERIES
Organized by Professors Emma Burston and Giulia Andreoni
Department of World Languages, Literatures, and Cultures

RUSSIAN
HOW I ENDED IT THIS SUMMER
MON OCT 17TH, 5PM STEIN 120
INTRODUCED BY PROFESSOR AMY ADAMS, RUSSIAN STUDIES

ITALIAN
RED DESERT
THURS OCT 27TH, 5PM STEIN 133
INTRODUCED BY PROFESSOR GIULIA ANDREONI, ITALIAN STUDIES

FRENCH
THE VELVET QUEEN
WED NOV 3RD, 5PM STEIN 133
INTRODUCED BY PROFESSOR EMMA BURSTON
FRENCH AND FRANCOPHONE STUDIES

CHINESE
STILL LIFE
WED NOV 16TH, 5PM STEIN 120
INTRODUCED BY PROFESSOR YONGLI LI, CHINESE STUDIES

ICELANDIC
WOMAN AT WAR
WED NOV 30TH, 5PM, STEIN 120
INTRODUCED BY PROFESSOR EMMA BURSTON
FRENCH & FRANCOPHONE STUDIES

COLOMBIAN
EMBRACE OF THE SERPENT
TUES DEC 6TH, 6PM STEIN 133
INTRODUCED BY PROFESSORS BRIDGET FRANCO AND RODRIGO FUENTES
SPANISH DEPARTMENT

Light refreshments will be served.
Films are presented in conjunction with WLLC and ENVS courses and are not open to the public.
Sponsored by the WLLC department & ENVS program.

Films will be shown in their original language with English subtitles.

LOOMINGS:
MELVILLE, ART, AND THE CLIMATE CRISIS

“The paintings I love and aspire to create take the pain and confusion of being human into a kind of beauty that doesn't deny the darkness or sugarcoat reality yet insists on a lyrical engagement, not just with the world around us, but with the deeper mysteries of the human heart.”

CHRISTOPHER VOLPE
is an artist, writer, and teacher in New Hampshire. His paintings combine oil paint with tar and gold leaf for the materials' poetic and political overtones. His work is shown internationally and held in the permanent collections of Smith College, the Whistler House Museum, the New Bedford Whaling Museum, and various private individuals and corporations. Grants and awards include the Saint Botolph Club Foundation, MassMoCA/ Assets for Artists, and the NH State Council on the Arts. His work can be viewed online at www.christophervolpe.com.

TUESDAY, OCTOBER 25, 2022
4 PM | REHM LIBRARY

COLLEGE OF THE Holy Cross Co-sponsored by the Environmental Studies Program and Visual Arts

ENVIRONMENTAL STUDIES SAC
HALLOWEEN GIVEAWAY
OCTOBER 27 • 1PM - 3PM
SPILLANE PAVILION ENTRYWAY AT SCIENCE COMPLEX

NEW FACULTY INTERVIEWS: PROF. BRYCE DUBOIS



Prof. Bryce Dubois

Visiting Assistant Professor
Environmental Studies
Field: Environmental Psychology

Tell us about your academic journey

My academic journey follows a personal path of moving from an interest in work at the individual level to one focused on the dynamic interchange between people and the socioecological world around them. In 1993, my father sought out a more restorative work environment and so my parents, my brother and I moved to the Berkshires when I was 10 years old. There, my father worked as an art teacher at a therapeutic boarding school and I first became interested in the importance of the interplay between people and their environments. Because of that interest, I started a journey in psychology first as an undergraduate major and then in an MA counseling program. It was during that MA program that I became somewhat critical of the limitations of working at the individual level and was pleased to find the field of Environmental Psychology that explicitly frames the individual in both social and person-environment terms. At CUNY, this field is also paired with a critical ontology that orients students towards engaged research/praxis relating to the history, systems, and cultures that people are embedded in. Because of my interests and that training, I went on to work with researchers in the Department of Natural Resources at Cornell University, with whom I investigated the role of self-organized stewardship in the response to climate change and other social and ecological disturbances. Having worked at RISD the last several years, I've also become more and more interested in the role of design, particularly critical participatory design, as a way of framing praxis in changing environments.

What would you like HC students to know about you?

First and foremost, I want HC students to know that I am a person who is committed to the place and people where I live, work and play. For me, that means that while I'm new to Holy Cross, I am eager to become more involved in the work that students and the larger College community is striving to develop. I really love to learn about what is important to students and to support their personal and academic goals. But, I'm also aware of the stress, challenges and traumas that each person carries with them and so I strive to be a good ally of everyone who is a part of the Holy Cross community.

Do you have any hobbies outside of academia?

Well, I kind of said all of that in question 5. The only other hobby that I didn't mention is that I took up playing the saxophone again during covid and have been trying to peel back all of the bad habits that I developed when I first learned to play in middle school. It's been really fun to get back to playing music and it's such a great brain massage!

Tell us a little bit about your on-going research

Extending from my dissertation, I continue to work on a long-term ethnographic project about Rockaway Beach, NYC that is focused on the shifting uses, cultures and imaginations of that beach and coastal community. That work builds on two related trends of research. One focused on public space and the increasingly illiberal privatization and culturally oppressive enclosure of the public sphere. The other linking the racialization of landscapes to current climate adaptation politics. And so that work broadly looks at how, with the increasing privatization of public space and racialization of space, we can understand modern debates about beaches and coastal climate adaptation, and conceptualize more just coastal adaptation.

In my second trend of work I investigate environmental knowledge production, articulation and practices, within and between environmental organizations. Within organizations, I am particularly interested in non-formal youth programs and how differing forms of youth agency lead to collective framing and action towards the everyday environmental challenges that they face. More recently, I have become interested in work at the organizational network level, and have been working with colleagues to understand knowledge and funding networks in watershed governance. That work is dynamic and evolving, but broadly focuses on gaps and concentrations of care in Southeast New England watershed governance, and includes work with artists and designers to develop new opportunities to engage communities in these conversations.

How would you describe your teaching style?

My goal as an educator is to empower students to develop a critical relationship with the content of my courses and I think students learn best when they are able to practice and iterate on their thinking. To achieve this I use a collaborative and participatory style that is rooted in dialogue education. I practice learning facilitation and pair traditional lectures with opportunities for students to practice a conscious application of their knowledge to issues that are important to them and relevant to the course.

How do you enjoy interacting with the environment?

Many, many ways! I define the environment as the places where I live, work and play, so I don't necessarily make a distinction between natural and man-made environments. Some ways that I love to interact with the environment are to shape it. One way that I do that is to restore and update an 1850's farmhouse that my wife and I purchased in the Berkshires, prioritizing sustainability and energy efficiency. I also love to surf, play soccer, backcountry ski, and am an eternally novice fly-fisherman (much to my father's disappointment), and in my 20's spent many hours training for trail ultramarathons and rock climbing; all activities that I love to introduce people to. Finally, I coach soccer at a non-profit in Central Falls called Project GOAL and absolutely love my time working with the middle schoolers there (at PG I'm known as Coach Arroz; arroz, spanish for rice, is a play on my name Bryce).

Would you say you have a sense of humor?

I hope so! I think I can have a bit of a dry, New England style sense of humor. My wife is from Texas and she wasn't accustomed to the sarcasm that is common in New England, and so when we first started dating I often had to clarify when I did, or did not, make a joke! :)



Nicholas Geron

Visiting Lecturer in Environmental Studies

Tell us about your academic journey

I was an Environmental Science and Policy and French Literature Major at Boston University. When I was a senior, I did not know what I wanted to do but my policy classes had convinced me that there was a serious deficit in science education in the United States that would need to be addressed if the country was going to take serious steps to mitigate climate change. I was an Earth Science and Environmental Science – as well as French, Spanish, Chemistry, Biology, and Health – teacher at Bronx Arena High School. Bronx Arena is a transfer school meaning that we served students who had dropped out of traditional high school but were returning to school to get their high school diploma. One of my most vivid memories from my first year at the school was giving a mini-lesson to two students who each had an infant baby in the classroom at the same time. While my students were juggling a lot outside of school, they were eager and excited to be back in the classroom which was often a refuge from whatever else was happening in life. I really enjoyed teaching environmental science in the 5 years I was there but was unable to really study the environmental issues in the neighborhood around the school – particularly the urban forest. Million Trees NYC had just finished and many of the street trees by the school were dying. I was motivated to return to graduate school to study how communities perceive and act upon the distribution of and environmental amenities and harms in cities. At Clark University, I am finishing my PhD in Geography where I have studied an urban tree planting program in post industrial mid sized cities in Massachusetts. I plan to defend my dissertation, “Reframing the Urban Forest: How to increase institutional capacity for the stewardship of urban forests in mid sized cities to mitigate urban heat island effects” in the spring of 2023.

What would you like HC students to know about you?

First and foremost, I want HC students to know that I am a person who is committed to the place and people where I live, work and play. For me, that means that while I'm new to Holy Cross, I am eager to become more involved in the work that students and the larger College community is striving to develop. I really love to learn about what is important to students and to support their personal and academic goals. But, I'm also aware of the stress, challenges and traumas that each person carries with them and so I strive to be a good ally of everyone who is a part of the Holy Cross community.

Tell us a little bit about your on-going research

I am currently examining a tree planting program in mid-sized postindustrial cities which targets residential property. These areas of the city are often much hotter due to the urban heat island effect (UHIE), a phenomenon that has been well studied that captures the difference in temperature between urban and rural landscapes due to the built environment. The UHIE phenomenon has been well documented however, it is unknown how it might intensify due to a changing climate – especially during extreme heat. Extreme heat is determined by the local climate, what is extreme heat in New England might be a typical day in Florida. Climate models predict an increase of extreme heat days in New England from five to seven today to around twenty by the end of the century. In dense urban environments such as Worcester, I have found communities were already experiencing over twenty extreme heat days due to the effects of climate change and the UHIE. I aim to use remote sensing imagery to map the distribution of extreme heat in post-industrial cities and to see if recent tree planting is having an impact at reducing temperature during extreme heat.

How would you describe your teaching style?

My teaching style is the direct result of working at Bronx Arena High School. I believe learning should be accessible for everyone and so aim to provide my students as many ways as possible to demonstrate their learning. I am also constantly aware that the classroom needs to be a safe space where students feel comfortable taking risks. I aim to create a collaborative space where students apply the concepts and skills they have learned to issues that are important to them.

How do you enjoy interacting with the environment?

While many assume that remote sensing and GIS practitioners enjoy interacting with the environment from behind a screen or as pixels on a map, I find enjoyment conducting fieldwork in the urban forest. On weekends you can sometimes find me volunteering at the Hadwen Arboretum, measuring the DBH of recently planted trees or taking air temperature readings. But processing pixels is a close second!

Would you say you have a sense of humor?

I think my sense of humor is overall very general. If everything is funny, is anything funny? Regardless, I find humor in a lot of random events that others do not think is funny. I also laugh in uncomfortable situations.

Do you have any hobbies outside of academia?

I enjoy hiking and camping, but really love combining the two to go backpacking. I got tired of how long it took to go hiking and took up trail running to cover more ground in less time. I have completed three marathons, over six ultra-marathons and am now injured so I can't say if I would recommend running as a hobby and might go back to hiking. My goal is to run 100 miles by the end of my PhD but with my injury I do not think that will happen.

STUDY ABROAD

Prof. Justin McAlister is the study abroad advisor.

Please contact him with any questions about how you can incorporate a study abroad experience into your ENVS major or minor.

jmcalist@holycross.edu

Swords 232

FOR STUDY ABROAD OPPORTUNITIES:

[HOLYCROSS STUDY ABROAD WEBSITE](#)

[THE SCHOOL FOR FIELD STUDIES \(SFS\) WEBSITE](#)

STUDY ABROAD EXPERIENCE



Elyse Cote '23

Location: Rome, Italy

Program: Temple Rome

Last Spring, I had the incredible opportunity to study abroad in Rome, Italy. During my time in the Eternal City, I took a course titled Sustainable Environments. This course addressed the different subfields of environmental studies, such as climate change and energy, but then uniquely used Italy as a case study for application. We had group projects in the Villa Borghese, a large urban park, on analyzing biodiversity and the impacts of recreational interactions with nature. We looked at how waste is handled by the city's municipality. There is infrastructure on each street corner for sorting waste into compost, glass, plastic, cardboard and paper, and mixed waste. Not only did I walk by these bins everyday on my way to class, but I used corresponding bins in my apartment. We took a field trip to the MAXXI Museum, a museum for contemporary art and architecture, which had a photography exhibit on the importance of rainforest health and tribal interactions with the natural environment. Lastly, the course concluded with a trip to Nazzano, a town one hour north of Rome, to observe various erosion sites, sustainable farm methods, and migratory bird habitats. Overall, my experience in Rome exposed me to how other countries and cities approach environmental issues, policies, and infrastructure. My short semester was truly immersive, stimulating, and greatly influential on how I view my daily interaction with the environment.

CALL TO STUDENTS:

**Student groups and ENVS Seniors!
If you wish to be featured
in 2023 March Newsletter under a
"STUDENT HIGHLIGHT" section**

**Please contact
envsstudentworker@holycross.edu**

*This newsletter was created by the
ENVS Publication Committee: Prof. McAlister, Prof. Dubois,
Paula Hall, and Caroline Jang '23*

October, 2022