



Fall 2018



Ecological Economics students explore Hanging Lake and Glenwood Springs



Featured Stories:

2019 Linnemann Lecture on the Environment: *Dr. Diana Liverman* to deliver address on IPCC, sustainable development

CC Profile: *Dr. Alan Townsend*, CC's new Provost and Professor of Environmental Science

Global Action Climate Summit: *Nate Goodman '19* offers insight on EV260: "Subnational Climate Governance"

CC Alumni Climate Forum: EV-affiliate and Economics professor, *Dr. Mark Smith*, organizes local climate professionals

& more including alumni stories, faculty updates, and research experiences!



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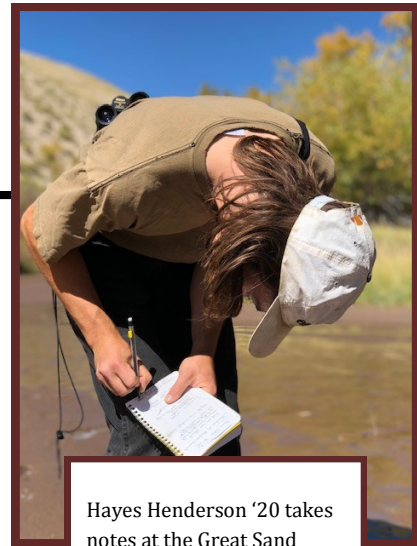
EV Course Listing

2nd Semester Course Offerings:

Half Block:

EV127: Introduction to Geographic Information Systems [GIS] (Matt Cooney)

EV331: Introduction to Ecology and Conservation in Tanzania (Jim Ebersole)



Hayes Henderson '20 takes notes at the Great Sand Dunes National Park

Block 5:

EV128: Introduction to Global Climate Change (Rebecca Barnes)

EV145: Environment and Society (Amy Kohout)

EV260: Slow Food in a Fast Food Nation (Tyler Cornelius)

EV260: Urbanization and Nature on the Front Range (Corina McKendry)

EV271: Environmental Law and Policy (Steve Harris)

EV320: Climate Change in the High Alpine (Ulyana Horodyskyj)

Block 6:

EV128: Introduction to Global Climate Change (Ulyana Horodyskyj)

EV145: Environment and Society (Tyler Cornelius)

EV321: Environmental Management (Steve Harris)

EV333: Atmospheric Dynamics (Lynne Gratz, Mike Taber)

EV361: Environmental Humanities: Race and Nature in 19th Century America (Sylvan Goldberg)



Alexia Hoffman '20 and Riley Wadehra '20 take measurements at San Luis Lakes State Wildlife Area for Atmo-Bio Interactions

Block 7:

EV128: Introduction to Global Climate Change (Ulyana Horodyskyj)



2nd Semester Course Offerings [cont.]:

Block 7 [cont.]:

- EV145: Environment and Society (Tyler Cornelius)
- EV212: Energy: Environmental Thermodynamics and Energetics (Lynne Gratz)
- EV260: Sustainable Development and Agriculture in Antiquity (Britta Ager)
- EV276: Environmental Sociology (Wade Roberts)
- EV277: Ecofeminism (Jeff Noblett)
- EV421: Environmental Synthesis (Corina McKendry, Miro Kummel)

Block 8:

- EV128: Introduction to Global Climate Change (Shane Burns)
- EV145: Environment and Society (Tyler Cornelius)
- EV209: Ecology and the Environment (Miro Kummel)
- EV260: GeoDesign (Carl Reed, Christine Siddoway)
- EV271: Environmental Law and Policy (Steve Harris)
- EV351: Hydrology (Rebecca Barnes)

2019 Linnemann Lecture



Dr. Diana Liverman, Regents Professor of Geography and Development at the University of Arizona, will speak on the connection between the IPCC 1.5°C report and sustainable development.

“Climate change and sustainable development: how can we limit global warming, reduce climate risks, and achieve global goals for development?”

Climate change threatens to undermine progress in eradicating poverty, reducing hunger, improving health, and achieving many other development goals around the world. Reducing climate risks through cutting greenhouse gas emissions and adapting to warming have many benefits for



sustainable development, although it can be challenging to find pathways out of poverty or increases in food production without increasing emissions. The recent IPCC report on limiting global warming to 1.5°C raised many interesting questions about the links between climate and sustainable development, identified many synergies and tradeoffs, and highlighted important research gaps. This lecture will discuss the findings of the 1.5°C report, and the low carbon and climate resilient pathways that can also help meet sustainable development goals.

~ *Thursday, April 25, 2019, 6pm* ~

Celeste Theatre, Edith Kinney Gaylord Cornerstone Arts Center

Profile: Dr. Alan Townsend



Townsend joins CC faculty as first Provost in college’s history; aims to inspire students to tackle climate change issues

Dr. Alan Townsend, fresh off an appointment at the University of Colorado, Boulder as the Director of the Institute of Arctic and Alpine Research and Professor in the Environmental Studies program, humbly began his time at Colorado College with a variety of “listening opportunities” around several campus departments, allowing him to appropriately acclimate to the immersive atmosphere of the Block Plan. Additionally, he has co-taught an “Introduction to Global Climate Change” course with Dr. Rebecca Barnes, reiterating the message he spent years developing at previous institutions about the impending impacts of global warming, and the role that young people have in mitigating those consequences. The Provost speaks directly on his reasons to transfer to Colorado College in a recent [op-ed](#), emphasizing the importance of building strong communities to tackle global climate issues, and the necessary responsibilities that liberal arts colleges may have in that process. Townsend has also been featured as part of the [“Let Science Speak”](#) video series, where he passionately details his personal connections and love for science.



Townsend and Barnes lecture students in “Introduction to Global Climate Change” on Niwot Ridge at the CU Mountain Research Station



Alumni Spotlights

Patrick Journey '17 Talks Policy Issues

In my second year working with the Public Interest Network, I am organizing students at UC Berkeley. Through this job, I've learned what it takes to build the support on big issues— like passing SB100, a bill that commits the entire state of California to 100% Clean Electricity by 2045. It was an amazing experience to work with a great team of student activists on this issue last year and train and develop new leaders on our multitude of campaigns.



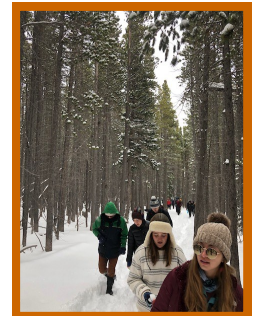
Patrick Journey '17 (second from left)



This fall, we've been focusing on helping to register thousands of students for the midterm election. We successfully registered over 2000 students at UC Berkeley alone through an impressive coalition and massive grassroots effort! We are now in the thick of getting out the vote to make sure our generation's voice is heard in the election. We just put on a huge rally with famous author Carolyn Merchant and founding members of the free speech movement to encourage students to engage civically and utilize their voice!

Along with our election efforts, we are also continuing to build support to save our pollinators by banning neonicotinoids, a class of pesticides that are the main factor influencing the bee decline. I organized a massive membership drive, signing up 2,400 new dues-paying members for the cause, building our political power and fundraising over \$70,000 in two weeks!

I feel strongly in the excellence of CC: I've applied so much that I learned with my EV degree since graduating. Additionally, my professional involvement with the Public Interest Network has taught me valuable skills during our campaign work, and these backgrounds combined make me believe we can be successful with our efforts for social change.





Cory Page '18 (second from left)

Disney and Environmental Sustainability with Cory Page '18

Were there any moments in your life that spurred you to go into the environmental field?

In high school, my family moved from Atlanta, GA to the mountains of Telluride, CO. This moment was truly transformational and the inherent connection to the serene natural beauty of the San Juan Mountains sparked my environmental roots.

For the longest time I was convinced I wanted to be an architect. So much so that I started my college career at the University of Virginia School of Architecture. I quickly

realized that I was becoming more of the problem than the solution and that a classical architecture program wasn't going to employ me with the tools I needed to be a contributor to the environmental movement. Thus, I altered paths by transferring to CC to study environmental policy.

What was your degree (specifically), why did you choose it over others, and what were you interested in as a student at CC?

Environmental Policy and a minor in Studio Art. I ultimately chose Environmental Policy because of the tremendous overlap between environmental issues and urban design – a field I hope to return to down the line. I was interested in institutional sustainability, community engaged design, and urban mobility and other city-based planning issues. Leaving architecture at UVA behind, I knew coming into CC that I wanted to become more adept in environmental issues. Exploring both sides of the EV major, which included topics I had limited knowledge in, seemed like a good start.

Were you involved in any extracurricular activities (clubs, sports, art, music, etc.), and anything specifically related to the environment?

I ran varsity Cross Country and Track & Field for 3 years at CC. I was the co-chair of the Integrative Design Group on campus. I directed Mountainfilm on Tour, a documentary film festival featuring environmental and sports adrenaline shorts, which made its inaugural stop at CC during my Junior year. I was also a volunteer and eventually an intern with the Office of Sustainability where I explored issues around waste diversion, energy use, and campus carbon emissions.

Could you provide a general outline/timeline of your post-CC life thus far?

After graduating in May of 2018 from CC, I went home to Telluride, CO and was a stage manager for the Mountainfilm Festival over Memorial Day weekend. I then packed my bags and moved to Silverlake, a neighborhood in Los Angeles, CA, to start work at The Walt Disney Company (TWDC). Currently, I am an Undergraduate Associate with the Environmental Sustainability Team. I will serve as an undergrad associate with Disney until July of 2019.

Working for Disney has opened doors for me that I didn't know existed. My work is part of Disney's larger Corporate Social Responsibility (CSR) efforts, which include strategic philanthropy initiatives, employee volunteer programs, and environmental campaigns. Working in a fast-paced media company has opened my eyes to the importance large companies place on CSR work.



Cory Page '18 [cont.]:

Could you provide details of any current work you are doing?

I lucked out and started at TWDC during a transformational period for the company. Near the beginning of my time at TWDC, the CEO directed us to reboot and strengthen our existing environmental programs and targets. This has led to a variety of projects, research, and collaborations to better understand how our company will operate in the future. Currently, I support the work of Disney's Natural Climate Solutions manager (Disney's carbon offset program). We work to vet, approve, fund, and track forest carbon projects worldwide. Unlike conventional carbon offsets, Disney only invests in high quality projects located near operational centers. Annual reports and site visits to even the most remote project areas are common. Most of my work has been around communicating our efforts to an internal audience (i.e. other Disney segments). Offsetting is often considered a "get out of jail free card" and thus we put a great effort into talking about the livelihoods, communities, and environmental resources we have protected and served through the projects. I help create infographics and engaging materials to better explain high-level and complex environmental programs at Disney.



Do you enjoy working for Disney? What motivates you? What challenges you, and how do you reconcile your challenges?

It is a tough transition, moving from the high-paced lifestyle that nearly every CC student has to sitting behind a screen 8 hours per day. That being said, my job comes with its ups and downs. Working for a large media company means it is never a dull moment. From pre-screening Marvel movies, to attending tapings, or getting a backstage tour of Disneyland, there is no shortage of entertainment. On the flip side, there are the days where I am stuck researching or filling out reports and it takes a lot to motivate my work. For me, it always comes back to one thing – the work I am doing is important. Given Disney's global footprint, even small initiatives, have a broad impact.

What is the most pressing issue in your realm of expertise?

The most pressing environmental conversation happening at Disney is around supply chain and a "circular economy". The majority of companies who track their environmental footprint haven't addressed the even larger footprint of their supply chains. At Disney, we have started a cross-segment conversation on how to improve our global supply chain.

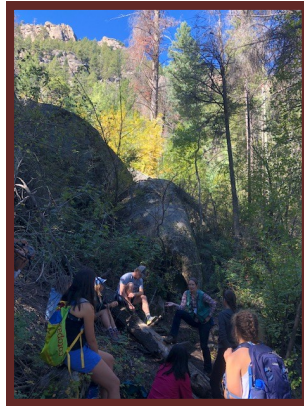
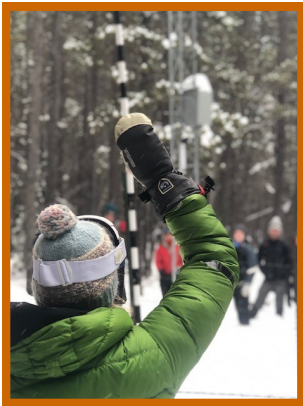
Do you have any critiques of the environmental program, or recommendations for students?

Take classes outside of the major!! I assumed my degree in environmental policy was my ticket to my current position, but I was ultimately hired because of my proficiency in the Adobe Creative Cloud and ability to communicate complex information through graphics. All of these skills I learned in courses with the Art Department and my internship with the Office of Sustainability. CC's environmental program overlooks corporate environmental work. I think this is rather short sighted given the influence major companies can have in addressing climate change.

Any "thanks" you'd like to note?

I would like to thank Dr. Jean Lee who was my mentor and remained confident in my abilities from the start. Dr. Lee isn't afraid to provide real advice, even if it hurts, and I am thankful to her for it.





Summer Research

Ali McGarigal '19 Explores Pike's Peak Tree Line, Aids On-going Research

Why did you want to do research?

I love it! I love the problem solving and improvisation that is essential when conducting real research. I even appreciate the frequent frustration that comes along with scientific research because it makes the eureka moments— like the drones have a successful flight, or ArcGIS actually does what you want it to do— that much sweeter. I also love being able to piece together sections of story that build the overall narrative of the topic being investigated.

Who did you do research with?

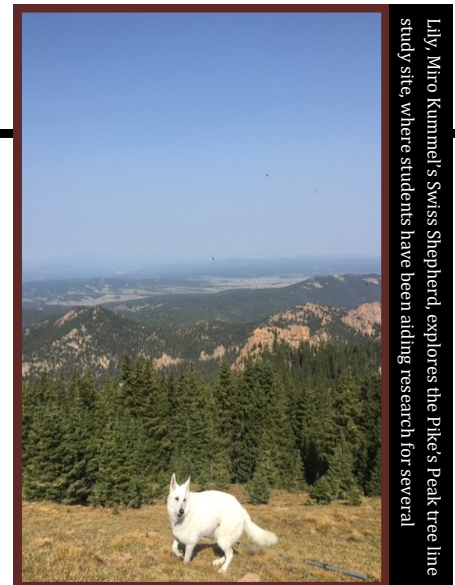
I worked with [professor] Miro Kummel, along with a fantastic team of students including Crispy Su, Francis Russel, Alexa Hoffman, Maret Smith-Miller, and Hayes Henderson, as well as Miro's daughter Misha.

What was your research on? Where did you go?

My research focused on understanding the underlying mechanisms that create tree line structure and determine how quickly different treeline forms respond to climate change. We focused on two tree lines on the northwest slope of Pike's Peak: a diffuse treeline that has a very patchy rough edge and an abrupt treeline that has a very smooth abrupt edge.

What did you discover? Why are your results important?

We are still working on the project, which will become part of my senior thesis, but we are trying to quantify the structure of the edge of the tree line to look for self-organization or other interesting patterns. This work is important to better predict how climate change will impact our iconic mountain landscapes. By understanding the structure of treeline and how it is controlled, we can better estimate the rate of treeline migration and the dramatic changes these transitional landscapes will endure as the climate warms.



Lily, Miro Kummel's Swiss Shepherd, explores the Pike's Peak tree line study site, where students have been aiding research for several



Global Action Climate Summit

Nate Goodman '19 Reflects on Class, Field Trip to California

Looking through course offerings, it's easy to get carried away with the wide variety of options. Oftentimes, however, what makes a course stand-out is the learning that takes place outside the classroom. In this respect, EV260: "Subnational Climate Governance" truly shines.

Taught by Dr. Corina McKendry (who specializes in Cities and Urban Sustainability), special program funding from Mr. and Mrs. Michael Slade allowed us to travel to the Bay Area to visit with policymakers in Sacramento (9/10-9/11) and sit in on the *Global Climate Action Summit* (GCAS) from 9/12-9/14. A truly groundbreaking event, the summit saw visitors from all levels of domestic and international climate governance.

Course readings provided framing devices to help piece together the intricate workings of subnational climate governance. For instance, Harriet Bulkeley and Paul Newell elaborate on three central dilemmas of climate governance; It is multi-scalar (operating at all levels of government), multi-actor (including business, NGO's, and private citizens), and is made more complex by the intrinsic inter-relatedness of carbon in all facets of contemporary life.

EV260: Sub-national Climate Governance classmates gather in front of Golden Gate Bridge in San Francisco, CA



As an alternative to more traditional climate action models, Bulkeley and Newell propose forming voluntary, transnational agreements that cut-across formalized policy barriers. The argument goes that binding, international treaties (like the Paris Accords) provide a baseline for action, but lack the enforcement mechanism or full participation of members necessary to reach their objectives.

Take the United States – our federal government is unwilling to cooperate with international climate treaties and, as a result, the world community has suffered. That, however, fails to adequately reflect the willingness of cities, states, business, and civil-service organizations to meet and, in many cases, exceed COP21 expectations. Here is where the *Global Climate*

Action Summit comes into play, bringing together thousands of official delegates (not to mention tens of thousands of affiliate participants) to help form and reinforce subnational climate action networks.

The experience of attending the summit – especially as an undergraduate student – has been



Nate Goodman '19 [cont.]:

invaluable. While I, personally, was unable to sit in on the main plenary hearings, I managed to attend affiliate events with speakers ranging from House Rep. Nancy Pelosi (D-CA), John Podesta (former White House Chief of Staff), and Gov. Jay Inslee (D-WA) to Environmental Justice organizers from across the country and around the world (including Indigenous representatives from Venezuela, Panama, Brazil, Colombia, and Indonesia, amongst others).

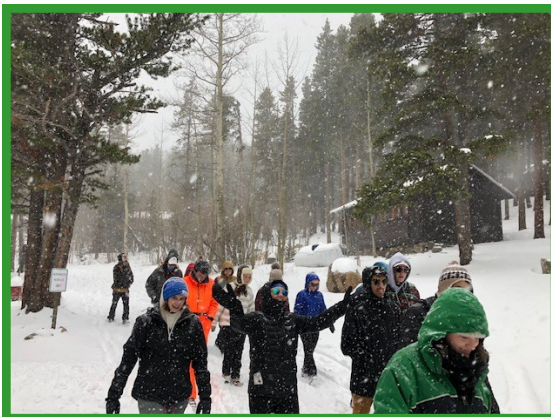
To walk in the room and be taken seriously – to be asked the question, “What organization do you work for?” – is a way to put on the hat of a “real adult” and see how it feels. It is these opportunities that make the block plan truly unique. The experience is empowering and, as a Senior, helps make the prospect of entering professional life seem less daunting.

Each student in our class picked a specific area of interest (whether it be green buildings, transportation, or agriculture) and used the Summit to collect primary research to write a 12-15pg paper. My research, for example, looked at the interface of climate action policy and Indigenous land rights, engaging with themes of environmental violence and procedural justice. Ultimately critical of the GCAS for not adequately incorporating Indigenous voices into the policy discourse, I came away from San Francisco, frankly, feeling somewhat discouraged.

That perspective, however, is part of what helped make the class truly extraordinary. The Summit was an impressive and all-too-necessary step forward in reaching our carbon goals, but that does not by any means make it perfect. Our class took stock of both the successes and failures of the GCAS, analyzing them in the larger context of subnational climate governance. Beyond the mere accumulation of knowledge, I have come away from EV260 with a renewed critical edge and the inspiration to work harder and become a better environmental steward.

Thanks again to the Slade family for their generous contribution and for making possible a defining experience that will not soon be forgotten.

EV260 students ride bikes around the Bay Area during a sunny day in Block 1



Alumni Climate Forum

Econ. Professor Mark Smith hosts climate discussions

As recent climate projections make harrowing headlines while posing increasingly grim environmental and social consequences, many professionals in the environmental realm are expressing increased concern for the welfare of their localities, as well as for humanity. Indeed, pessimism has been difficult to avoid for those working intricately with climate-related problems. Passion for these issues, however, is not waning in the face of accruing negative impacts, and as CC Economics Professor Mark Smith will attest, the fight is far from over. “We’re not being loud enough... we need to be louder—hysterical, even, about these issues.” In a November event at the Alliance Center in Denver—a LEED platinum building— nearly 40 CC alumni, current students, professors, and staff interested in delving into these intricate challenges gathered to eat and drink, network, listen to questions answered by a prestigious group of panelists, and hold an open discussion about what must be done moving forward, both in broad terms and at the local level of the college. It was clear that an urgency to act had enveloped the room, which hosted leading professionals in environmental economics, electric car charging, urban and regional planning (at NREL), commercial/small utility energy efficiency, and environmental law. “The ‘success’ of such an event is hard to measure,” says Mark Smith. “People were actively engaged in conversation before the panel. Active conversation continued well after our ending time. That’s a success. ... A number of people offered to help with students, in various ways, both during and after the forum.” The event concluded with a call to join “Climate Professionals” on CC Tiger Link in order to expand the climate network and facilitate additional discussions moving forward. A “Make Earth Cool Again” follow-up event is expected to happen sometime in the spring in an effort to continue strengthening connections to research, internships, and future career growth.



Faculty Projects

Women in STEM: Environmental Science Assistant Professor Rebecca Barnes launches Wikipedia project

Extracted from [Rebecca Barnes' Blog](#):

All year students in my environmental science courses will work on profiles of women scientists relevant to the class topic. It will be a block long assignment (introduced week 1, due on the last day). I am

Rebecca Barnes [cont.]:

excited for my students to learn about the myriad of paths scientists take in their lives – what they study, how they have contributed to their field, why they got interested in science, and what led them to becoming a scientist in the first place. This project developed from a desire to bring what I do outside of CC – specifically with the Earth Science Women’s Network, the [PROGRESS](#) program, and [ADVANCEGeo](#) – into my classes. Gender, race, class – they affect every bit of our society, including science; this is my attempt at explicitly including an ongoing discussion of these topics in my courses.



The seed for this project came from a post by [Dr. Maryam Zaringhalam](#) on Twitter linked to a *Guardian* article on [Dr. Jess Wade](#), a physicist at Imperial College who wrote 270 Wikipedia profiles in 2017 – all of which were women scientists. Similarly, in following Dr. Zaringhalam on Twitter, I noticed that she was also writing bios and even organizing events to write lots of Wikipedia bios about Women in STEM fields. I thought, *I can do this*. Better yet, I work at a liberal arts college – my students can also do this!

Why? In addition to wanting to merge my “non CC” activities into my teaching life, here are two more reasons: to increase students sense of belonging and to pay it forward. Research illustrates that a sense of belonging is critical to success (e.g. [Dennehy & Dasgupta 2017 PNAS](#)). Yet, our history books and “books” like Wikipedia (the 5th most visited website in the world) reflect a very white, very male centric view on *everything* – including science and scientists. In fact, less than 18% of biographies on Wikipedia are of women!

A college education, and teaching college students, are privileges many do not have. Therefore, in an effort to pay it forward, I am asking my students to participate in this project in order to deliberately discuss the issues of gender, race, and class in science. By helping document more women in STEM across a broad range of fields, my students have the opportunity to collectively contribute hundreds of biographies to Wikipedia. Plus, several other faculty have already asked if they can participate, and I am hopeful that by the end of this academic year it will have extended beyond the STEM disciplines on our campus.

My block one class (Human Impacts on Global Biogeochemical Cycles, EV211) was joined by Jess & Maryam (read their recent commentary in [Nature](#)) via Skype to discuss why on earth we are doing this, and why they have dedicated many of their precious hours to writing Wikipedia biographies of women in STEM. Additionally, the Women in STEM student interest group is going to promote this activity, with students working on biographies over the course of the semester and culminating in a wiki-thon event with peer reviews and a final publishing event onto Wikipedia itself.

I would love to get names of women scientists who work in all STEM fields, recognizing my own network bias towards biogeochemists, ecologists, and hydrologists. If you want to contribute to the growing list of women scientists who could be profiled by my students, please see this [google doc](#). It would be great if you could check Wikipedia’s [notability requirements](#) before contributing – but when in doubt, please submit names!





***What the flux?* Environmental Science Associate Professor Miro Kummel begins plans for textbook on microclimatology**

As any current or former students of his will attest, Miro Kummel is a very, very busy man—often impossible to locate in his office due to various academic obligations, whether it be taking measurements on Pike’s Peak, flying drones over orchards, taking counts of aphids and ladybugs, or assisting his students on homework and projects well into the nighttime. While Miro’s dedication to



science is certainly difficult to match, he hopes to inspire his students to follow these lines of work with a new textbook—perhaps with the additional hope that the textbook will [eventually] liberate more of his own time as well. His tremendous passion for those topics will be expanded on, and made accessible for students that enjoy the qualitative elements of science; though, as a population ecologist, he will surely be including a great deal of math, albeit in a benign manner. “There’s not really any textbook out there that suits undergraduates well on these topics,” says Miro, who intends to write the book primarily about the underlying mechanisms involved in microclimatology. “I want the book to be equally qualitative as it is quantitative... I want the students to be able to paint a picture of the ‘story at-play’ in these systems.” Plans for the textbook are still being developed, but he intends to use it for his “Atmosphere-Biosphere Interactions” course, which is offered as an upper-level environmental science elective in the fall.



Energy Resource Center collaborates with Environmental Science Assistant Professor Lynne Gratz’s “Energy” class

For the past three years, Lynne Gratz’s “Energy” course has assisted the Energy Resource center with energy-efficiency auditing and subsequent house retrofitting of several homes in Colorado Springs. A video of last year’s retrofitting process, along with interviews from those involved, can be found [here](#).



Department Updates

Paraprof. of the past: Hanna Ewell's '17 road to London

What led you to where you are today? How did CC shape your interests?

I was always interested in natural relationships—to know the causes of things—but it was particularly the interrelationships between humans and their environment that spurred my interest in going into the environmental field. Growing up in Kenya, I saw natural disasters thwart farmers' livelihoods, and innovations bringing people out of poverty. Before starting at CC, I spent three months trekking in Bolivia and Peru, where we witnessed the display of the most ingenious ways of living in harsh conditions and nevertheless were always met with smiles.



I chose to major in Environmental Policy because I felt passionate that it was well-managed and sustainable policies that could turn around environmental problems. I loved the multidisciplinary nature of the major, being able to combine my interests in science and policy. Professors taught me to be critical and engage in debates, while the science courses enabled me to understand and interpret the key issues. I must admit, however, that my favorite part of being in the Environmental Program at CC was the field trips. Being able to visit Niwot Ridge in "Introduction to Global Climate Change," helping the forest service in their fire mitigation efforts in "Community Forestry," and camping in the San Juans with Geology, not only cemented my understanding and interest in the topics, but was also an integral part of forming a sense of community in our courses. I certainly loved being able to relive this experience as a para-

prof last year, albeit with more responsibility and logistical planning duties.

I studied abroad on the Galapagos, where I learned about island socio-ecosystems and the important role of management by analyzing the success of marine protected areas, looking at fish stock through transect methods in my marine ecology class, and through the lens of political ecology. I would absolutely encourage current students to take advantage of the many opportunities to study abroad and gain new and exciting perspectives!

As a student, I was a member of EnAct, the Environmental Action club, helping lead the subcommittee on Land Conservation that worked directly with Palmer Land Trust to support conservation easements in and around Colorado Springs. I also played on the Ultimate Frisbee team "Lysistrata's



Hanna Ewell '17 [cont.]:

Tools,” which provided me with an amazing network.

I wrote my undergraduate senior paper on climate-smart agriculture – looking at the role and impact of women in biofortified sweet potato production in Kenya as a case study. This research made me realize the increasing importance of finding and implementing sustainable, locally attractive options for adaptation and mitigation to a changing environment, i.e. those enabling environmentally sound and more equitable economic and social development. Women in some areas are particularly vulnerable to the effects of climate change, facing legal, political, social and economic barriers in decision-making surrounding agricultural production, markets and development in general.


What are you pursuing in your post-CC life?

I am currently doing a master’s in Development Management at the London School of Economics and Political Science. I enjoy being challenged to think critically about what form and direction good governance takes and needs, what historical social and economic factors contribute to conditions today, what meeting the needs of people means when faced with environmental problems, and what decisions go into prioritizing these needs. In the future, I am interested in pursuing further research on ways to support adaptation and resilience strategies of farming systems in response to climate change. Integrating these into policy and institutional frameworks in a way that includes empowering women and youth seems critical for a food and nutrition secure future for everyone.

Search for Phil Kannan’s replacement underway

EV-affiliate and Political Science Associate Professor Corina McKendry is currently leading the search for the replacement of former Environmental Studies Distinguished Lecturer Phil Kannan, who passed away last Fall. While Phil’s presence has continued to be deeply missed, the search committee has high hopes to extend his positive and far-reaching legacy with their new hire, which has now been narrowed down to three candidates. Once filled, the new faculty will teach courses on the management, policy, and social concerns surrounding environmental issues— topics that always resonated with Phil, and continue to have lasting impacts on humanity. Over the first weeks of Block 4, the prospective professors will hold mock classes and research talks, will meet with faculty and administrative members, and have breakfast with students, during which feedback will be collected and reviewed by the search committee. An update on the final decision will follow in the Spring...

Follow us on:

 @cc_environmentalprogram

 Colorado College
Environmental Program



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