

ENVIRONMENTAL CONNECTIONS

KARLA H. HARRISON '28 ENDOWS CENTER DIRECTORSHIP

KARLA HUERICH HARRISON, a zoology major from the class of 1928, gave \$1 million to name the Goodwin-Niering Center Director. Mrs. Harrison,



Left: A 1928 year book photo of Karla Huerich Harrison, Center benefactor. Right: Professor Robert A. Askins, the first Karla Harrison '28 Director of the Goodwin-Niering Center.

the first of three generations of Connecticut College graduates, made the gift to help the Center remain a vital part of the College's educational program and to continue as a national model of environmental studies programs. Biology Professor Robert Askins, an internationally renowned ecologist and ornithologist, has been named the first Harrison Director of the Goodwin-Niering Center. In addition to supporting Professor Askins' research and teaching efforts, the gift will provide general operating support for the Center.

Karla Harrison, of Clearwater Beach, Fla., is the mother and grandmother of two Con-

necticut College alumnae — Jan King Houser '54 and Karla MacMahon '80. After leaving Connecticut College, she received a master's degree in zoology from George Washington University in 1930. According to Connecticut College President Norman Fainstein, "Ms. Harrison and her extended family are very interested in helping the College produce a new generation of environmental leaders, shape our global environmental future, and foster awareness of environmental issues and practices." This gift is particularly significant since the Goodwin-Niering Center budget is derived solely from endowment income, gifts, and grants. Only the Campus Environmental Coordinator position is funded via the College's operating budget.

NEW MELLON AND LAMBERT GRANTS AID CENTER

IN JUNE OF 2005, the Goodwin-Niering Center received its second major grant from the A. W. Mellon Foundation. The foundation awarded an initial \$300,000 grant in 1999 to establish the Center's Environmental Studies Certificate Program. Over the next six years the Mellon grant paid for student internships in a wide variety of environmental organizations and partially supported the salaries of Center staff directly involved in the certificate program. The latest award will continue to sustain the certificate program for the next three years, and will also support two new initiatives aimed at increasing and broadening faculty and student participation in the Center. It is anticipated that the Center's core programs will be self sustaining by means of endowment income by the end of the three year grant period

The new aspects of the grant are aimed specifically at faculty in departments that are under- or unrepresented in the Center, including the humanities and fine arts. A visiting fellows fund will allow a College faculty member to sponsor a colleague to join them on campus for all or part of a semester for a new collaboration focused on the environment. Collaborations may involve a team taught course, public lectures, student advising and/or research. The first successful application for a visiting fellow was made by Gender and Women's Studies Professor Mab Segrest, who will host Marta Benavides, an environmental and community activist from El Salvador during spring 2007. Ms. Benavides will join Professor Segrest in teaching the Gender and Women's Studies course Transnational Women's Movements.

The second new Mellon grant supported initiative is a course remission or stipend for college faculty members to develop a new course or otherwise integrate the environment in their teaching and research. An award has been made to Art History Professor Robert Baldwin for the development of a new course "Garden to Wilderness: Nature in Western Art From the Renaissance to Modernity." The Center has also agreed to support the development of a new course by Anthropology Professor Harold Juli, "Cities and Civilization," which will consider the rise of ancient civilizations in several world regions, with an emphasis on their environmental aspects.

The Center also received a grant for \$25,000 from the Jean Thomas Lambert

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GOODWIN-NIERING CENTER
FOR CONSERVATION BIOLOGY
& ENVIRONMENTAL STUDIES

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Robert Askins, *Director*
Glenn Dreyer, *Executive Director*
Gerald Visgilio, *Associate Director*
Diana Whitelaw, *Associate Director*
Amy Cabaniss, *Campus Environmental Coordinator*

STEERING COMMITTEE

Robert Baldwin, *Art History*
Phillip Barnes, *Zoology*
Anne Bernhard, *Biology*
Beverly Chomiak, *Physics*
Jane Dawson, *Government*
Ann Devlin, *Psychology*
William Frasure, *Government*
Harold Juli, *Anthropology*
Manuel Lizarralde, *Botany & Anthropology*
Stephen Loomis, *Biology*
Arlan Mantz, *Physics*
Peter Siver, *Botany*
Douglas Thompson, *Physics*
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Scott Warren, *Botany*
Marc Zimmer, *Chemistry*

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Department*

Established in 1993, the Goodwin-Niering Center for Conservation Biology & Environmental Studies is an interdisciplinary program that draws on the expertise and interests of faculty and students in the liberal arts to address contemporary ecological challenges. The Center strives to integrate all areas of learning to deal with the issues of sustainability and the natural environment. Building on a scientific understanding of the natural world, the Center invites the social sciences, the humanities and the arts to help understand and solve difficult environmental issues.

FROM THE DIRECTOR

THE ARBORETUM AND THE CENTER

THIS YEAR the Connecticut College Arboretum celebrates its 75th anniversary. This is a major event not only for the Arboretum, but also for the Goodwin-Niering Center and other environmental programs at the College. All of these programs are products, either directly or indirectly, of research, education and conservation efforts in the Arboretum.

In 1931 the Arboretum was founded on a 64-acre site surrounding a pond created for ice-skating on the western edge of the campus. Katherine Blunt, who was president of Connecticut College, commissioned a New York landscape architecture firm to design the Arboretum and hired a botanist, George Avery, as its first director. With the country deep in the Great Depression, the Arboretum received help from the Works Project Administration, which supplied groups of men to build the granite entrance on Williams Street, construct the Outdoor Theater and clear the stump-filled pond. The main goal during the early years of the Arboretum was to build a diverse collection of native trees and shrubs that could be used for teaching botany.

When Richard Goodwin succeeded George Avery as director in 1944, he began to expand both the size and the role of the Arboretum. He raised money to purchase hundreds of acres to the north of the original site and on the eastern bank of the Thames River. Two natural areas were established, one centered on the Bolleswood ravine and hemlock grove near the Arboretum Pond and the other on Mamacoke Island in the Thames River. Dr. Goodwin also initiated ecological field work in the Arboretum, recruiting a plant ecologist, William Niering, to coordinate the research program. Under the joint leadership of Richard Goodwin and William Niering, the Arboretum became one of the first research institutions in the country to establish long-term ecological studies, experimental manipulations of natural systems (investigating the role of fire in plant succession, for example), and natural area preserves for research and education. The ecological research and natural area management continued after William Niering became director in 1965 and later under the leadership of Glenn Dreyer.

This active ecological research and conservation program attracted students and faculty to the College who were interested in studying and preserving the natural environment. Their efforts soon expanded beyond the Arboretum. Connecticut College faculty played key roles in the establishment of The Nature Conservancy, the protection of coastal estuaries and marshes, the protection of inland wetlands, and regional conservation planning. Many faculty in the biological sciences engaged in ecological field research, and faculty in a wide range of other disciplines, including philosophy, economics and government, became interested in environmental issues. This led to the establishment of a human ecology major (now known as environmental studies) in 1969.

By the early 1990s numerous professors and their students were focusing on environmental issues inside the Arboretum and around the world. Although there were collaborations between pairs or small groups of faculty, there was little overall coordination of environmental efforts except in managing the environmental studies major. The obvious benefits of greater collaboration led to the establishment of a center for conservation biology and environmental studies in 1993. Later, when Helen and Andrew Mathieson donated money to fund the Center, they decided to name it in honor of two long-term directors of the Arboretum, Richard Goodwin and William Niering. The Center carries on their tradition of blending research, teaching and action to preserve the natural environment.

— Robert Askins, *Director*



SUSTAINABILITY ON CAMPUS

RECYCLING, energy conservation, renewable energy – a number of environmental initiatives took place this year on campus thanks to the active involvement of students, faculty and staff. In addition to energy conservation measures such as a door-to-door student exchange of incandescent bulbs for compact fluorescent light (CFL) bulbs and the installation of Vending Misers® to power down vending machines when not in use (see *Environmental CONNECTIONS*, Fall, 2005), two other highly visible efforts began this year. The College enrolled in RecycleMania, a 10-week recycling competition between 93 U.S. colleges and universities. We finished in the Top 5 of 93, bested only by Oregon State, Cal State San Marcos, Miami University and Kalamazoo College. The College was the top competitor in the state and also among the New England Small College Athletic Conference schools. Total recycla-

bles collected at CC during the competition was 63.5 tons. The College will likely enroll in RecycleMania again next school year because it is a great way to improve waste minimization and increase recycling awareness and participation on campus.

As in past years, the College purchased Renewable Energy Certificates (RECs) supporting the generation of wind power to offset the negative consequences of our electricity use. The estimated environmental impact of offsetting 50% of our total electricity use this year is the prevention of approximately 10 million pounds of CO₂ emission. This is roughly equivalent to taking 978 cars off the road or planting 1,281 acres of trees annually according to 3 Phases Energy Services (CA), the company from which CC purchased the RECs.

Renewable energy is no stranger to Connecticut College. A solar array exists atop the Park residence hall, and a demonstration panel sits in front of the College Center. This past year, these photovoltaic cells generated approximately 22 kWh/day or 7,033 kWh/year. Under the auspices of the Environmental Model Commit-

tee (EMC) the College is also exploring the potential for harnessing wind energy on campus. In addition to several expert presentations to the CC community on wind energy, a professional firm is being hired to begin a wind feasibility study this summer. If various analyses (i.e. meteorological, environmental, governmental, economic, etc.) indicate that the campus is a viable site for a wind turbine, this renewable energy option will be considered as a means of off-setting our dependence on other energy sources.

This summer, two dormitories are getting a face lift. The first phase of a partial renovation of Hamilton and Marshall residence halls has begun with reconstruction of the building façades. The second phase, slated for the summer of 2007, will include interior renovations such as new wiring and furniture. Green building standards and materials are being used to the extent possible, and will be documented by the Summer Sustainability Intern, Elizabeth Parillo.

Elizabeth was also hired to track and report on CC greenhouse gas emissions, considered a major factor in global warming, as part of “Campuses for Climate Action,” a national project organized by the non-profit organization Clean-Air, Cool Planet. Elizabeth is also assisting with the development of a House (dormitory) Environmental Representative informational packet, a CC Earth Day Organizers Packet, and is working in the campus organic garden a few hours a week. It is a full and varied environmental sustainability internship! We are grateful to have Elizabeth on board.

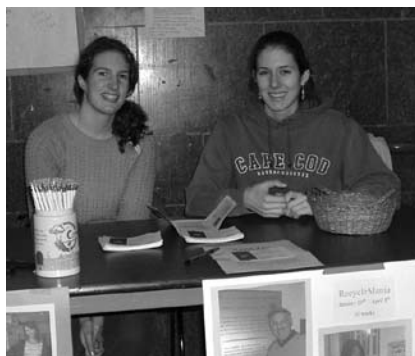
—Amy Cabaniss, *Campus Environmental Coordinator*

For more information on Connecticut College environmental initiatives, please visit <http://greenliving.conncoll.edu/>.

From top left: Jenna Fitch '09 (L) and Jennifer Cohn '08 volunteered at an information table at the College Center where they asked students to sign a recycling pledge for RecycleMania.

Campus Summer Sustainability Intern Elizabeth Parillo '07 kept track of the green building aspects of the Plex Dorm renovation project.

The College purchased Renewable Energy Credits, equivalent to about half total campus electrical consumption, which support this wind farm in California.



2006 RECOGNITION CEREMONY

ON SATURDAY, May 20th, the Goodwin-Niering Center held its yearly recognition ceremony to honor nine graduating seniors. Parents, families, advisors and friends turned out to watch the seniors receive their certificates and speak briefly about their internships, projects, and plans for the future. Such plans vary widely, and include graduate school at Yale, working for the Department of Environmental Protection, travel, internships at the Mystic Aquarium and the New England Aquarium in Boston, and working on a dude ranch in Wyoming.

After a greeting by President Fainstein, Robert Askins, Director of the Goodwin-Niering Center spoke about the history of environmental studies at Connecticut College, emphasizing the Arboretum's role in this, its 75th year. Associate Director Gerald Visgilio spoke about the center's academic mission, and reviewed some of the subjects discussed in the Center seminar course this year. He introduced both Diana Whitelaw, Associate Director of the Center, who introduced each of the seniors,

and Helen F. Mathieson '52, Connecticut College Board of Trustees (Retired) Goodwin-Niering Center Advisory Board Member, who presented the Environmental Studies Certificates to each student.

Glenn Dreyer, Executive Director of the Center, congratulated the seniors, thanked Mrs. Mathieson for her steadfast support, and introduced the guest speaker, John Cook. John is the Regional Managing Director, Eastern US Conservation Region, The Nature Conservancy, and is based in Rhode Island. His topic was "Science and Conservation: Perspective from the Front Lines," which he illustrated with two stories. The first was about the Cultural Revolution in China, and about the importance of preserving culture, as we also work to preserve nature. The second was about two old friends who returned to Bucky Brook in Rhode Island every year for 37 years wait-



John Cook, The Nature Conservancy, spoke at the Recognition Ceremony

ing for the herring to finally run back up the stream. He also spoke about the seeming divide between culture and science, as currently found in the evolution vs. intelligent design debates. He advised the graduates to "be open to people with experiences and knowledge different than yours."

This year two of our students received academic awards from the Environmental Studies Program. Adanna Roberts earned the Sally L. Taylor Prize and Selin Devranoglu the Barbara Shattuck Kohn '72 Award. Ceileigh Syme was this year's recipient of the Helen F. Mathieson '52 Award for Excellence in the Goodwin-Niering Center's Certificate Program.

During the ceremony Campus Environmental Coordinator Amy Cabaniss presented the first student Environmental Leadership Awards to seniors Randy Jones and Courtney Miville



Goodwin-Niering Center graduates, 2006. l-r: Ceileigh Syme; Alison Baldwin; Alaya Morning, Meghan Lucy, Laurinda Wong, Ben Alander, Adanna Roberts, Joel Scata, Selin Devranoglu.

SENIOR'S GRAND FINALE

ON MAY 4TH, the nine members of the class of 2006 completed their certificate requirements with their final presentations of their Senior Integrative Projects (SIP). Each senior delivered a 15 minute presentation based on their work during the past semester or whole year. The topics were varied and the presentations were inspiring, reflecting the students' keen involvement with their individual projects.

Benjamin Alander delivered a presentation on "Aquariums: Balancing Visitors and Creatures." Working with biology Professor Stephen Loomis, Ben explored how aquarium design relates to the attraction of visitors at Mystic Aquarium and Institute for Exploration, located in Mystic, Connecticut and the New England Aquarium in Boston, Massachusetts.

Allison Baldwin explored environmental activism in Italy with her presentation "The Italian Green Movement." Working with Jane Dawson, Weinmann '51 Professor of Government, Allie discussed how Italy's political structure provides opportunities for activists to be most effective on the local, rather than national, level through legislative initiatives, petitions, litigation and binding referendums.

Selin Devranoglu presented her work entitled "The EU's Role in Development of Waste Management Policies and Practices in Candidate and Newly Accepted Countries: Effectiveness of the EU's Approach in Facilitating Sustainable Waste Management in Eastern Europe." She worked with Professor Jane Dawson in this study of sustainability implications of the EU membership process for Greece, Hungary and Turkey.

Meghan Lucy presented "Green Whale Watch." Working with biology Professor Stephen Loomis, Meghan researched biodiesel use for engines on marine vessels and how this and other environmental sustainability initiatives

could promote a greater level of environmental conservation and education by whale watch companies.

Alaya Morning spoke about "Social Implications for Harmonized International Organic Standards" in which she examined the social and economic implications of the certification process for small farmers within the context of the anthropological field of agro ecology. Alaya worked under the guidance of Professor Manuel Lizarralde of the botany and anthropology departments.

Adanna Roberts presented her work "Indoor Air Quality ... The New Environmentalism" in which she discussed how indoor air pollution is one of the four greatest threats to human health and that indoor air can be 1000 times more polluted than outdoor air. Adanna proposed that the EPA take charge of addressing the problem of indoor air quality for the welfare of all Americans. Professor Jane Dawson was her SIP Advisor.

Joel Scata lectured on "Oil Dependence: A Threat to the Future of the United States' Energy Security". Working with Professor Dawson, he studied how the US could minimize its economic susceptibility to prolonged supply disruptions and price volatility in the world oil markets by various means, including federal government incentives.

Ceileigh Syme presented her project "Thai Elephant Conservation" in which she examined the complex issues surrounding this endangered and worshiped species in Thailand. Professor Jane Dawson was her SIP Advisor.

Laurinda Wong delivered a talk on her project "Sonar and Mass Stranding: Is There a Connection That Can Harm Cetaceans?" Working with Professor Robert Askins of the Biology Department, she studied the impacts of low frequency active sonar on various cetacean species and how they may be related to stranding events.

New Center Faculty Profiles

Ann Sloan Devlin, the May Buckley Sadowski '19 Professor of Psychology, joined the Goodwin-Niering Center Steering Committee during spring semester, 2006. Professor Devlin is involved in a variety of subject areas within her discipline, but it is her interest in environmental psychology that



drew her to the Center. She teaches a course in environmental psychology, which emphasizes the interaction between human behavior and the designed environment. She is particularly interested in "way-finding," or how people navigate from an origin to destination using cues from the environment and tools (often maps). A 33-year veteran of the College, Professor Devlin's graduate work was with Rachel and Stephen Kaplan, pioneers in environmental psychology from the University of Michigan. Although her primary interest is with the built environment, she has worked with the Environmental Studies/Human Ecology Program in the past. For example, in the early 1980s Devlin co-organized three landscape conferences with Professor Emeritus of Botany Sally Taylor including "Environmental Preference and Landscape Management." In 2004 she published a study that related student Arboretum use by academic major and environmental attitudes. Professor Devlin is currently working with Campus Environmental Coordinator Amy Cabaniss on an environmental psychology theme for the fall 2006 certificate program seminar class.

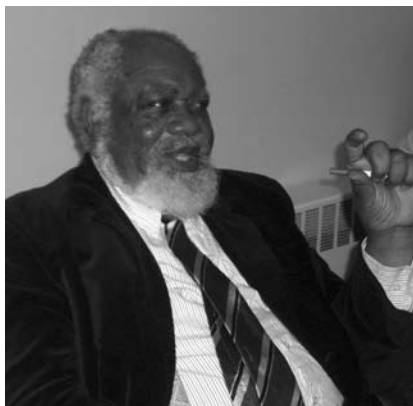
Harold D. Juli, an archeologist and professor of anthropology, also joined the Center this Spring. He was invited to give a guest lecture to students in the certificate program seminar class as part of the semester theme about Jared Diamond's book *Collapse: How Societies Choose to Fail or Succeed*. Professor Juli has participated in many archeological digs in Peru, Mexico, Israel, Alaska, and southeastern Connecticut. His work locally resulted in *Archeology in the Connecticut College Arboretum*, a booklet in the Arboretum Bulletin series that details his work with students excavating Native American sites along the Thames River and a farm site on Bolles Road occupied since well before the American revolution. More information about his current work excavating a hacienda site in Mexico can be found in the article about the seminar class discussion of the book *Collapse* on page 6.

SEMINAR TACKLES JARED DIAMOND'S *COLLAPSE*

THIS SEMESTER Center certificate students and faculty read and discussed *Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond. Published in 2005, it was the second best seller by the Pulitzer Prize winning author of *Guns, Germs and Steel*. *Collapse* provides a biologist's view of environmental history by describing a wide variety of societies, many of which suffered severe declines at least partly due to environmental mismanagement. He also profiles several groups, including farmers in the New Guinea Highlands and administrators in the Tokugawa government in Japan, who responded effectively to environmental problems. In addition to enjoying guest speakers and discussion sessions, Center certificate students wrote papers discussing the strengths and weaknesses of the assigned chapters. The following are excerpts from some of their papers.

Diamond's five point model contends that collapse results from any or all of the following factors: environmental damage, climate change, hostile neighbors, friendly trade partners and most frequently, the society's responses to its environmental problems. Critics complain that the applications of these causes are too vague — any of these factors may influence one situation but not another, and it is difficult to pinpoint the most influential causes. Nevertheless, Diamond's five-point model provides a useful framework for analyzing the fates of failed societies.

— Kelsey Jacobsen '08



Professor of History Vincent Thompson discussed the chapter on Rwanda with the certificate seminar class.

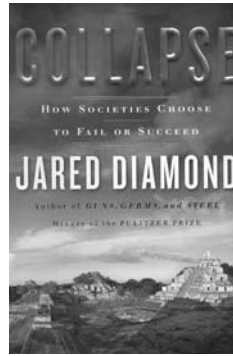
When Diamond explores the Easter Island society, he emphasizes that one of the main reasons why their society collapsed was because they failed to recognize the significance of rapid deforestation. Their exploitation and over-consumption of natural resources was in part what led to their decline. "What was the last person thinking when they cut down the very last tree?" is the question raised after analyzing Easter Island society. How do we parallel Easter Island, and how can we avoid their fate?

— Kathryn Gutleber '08

In placing these societies side by side, one learns about the unique history of these cultures and notices the striking similarities to our own civilization. One of the most frightening parallels is the self-destruction of Easter Island to build structures that were unnecessary for survival. The exact reasons for building these statues may never be known but then again, who really knows why Americans spend billions of dollars a year building grandiose monuments and lavish homes. These enterprises may not consume the same percentage of our resources as the statues of Easter Island did, but the concepts of excess and competition are certainly the same. By failing to compromise their values and cultural identities, the Easter Islanders destroyed their home and their people. As Americans, we too face a similar challenge that requires a drastic shift in reasoning and culture to preserve our population.

— Bianca Kissel '08

There are factors in the Third World, like hunger and survival, that take precedence over cleaning up the environment. People who are trying to survive day by day do not perceive the long-term consequences of their actions. Even in the first World people tend to think in the short-term rather than in the long-term. Most middle class U.S. citizens who are moderately informed about environmental problems are more likely to buy a product because it is cheaper than buy a product that is more expensive but saves the environ-



ment. For example, Diamond mentioned an experiment with Home Depot and FSC certified wood. When the FSC certified wood was just two percent more expensive, most customers preferred the cheaper product. Consumers in general want to save money in the short-run rather than pay a little bit more and ensure that the product will be available to later generations.

— Lindsay Michel '08

History teachers frequently ask their students why they think history should be taught or discussed at all. Invariably the most common answer is so that one can learn from the success and failures of the past. I learned a great deal from this book and it has changed the way I see my role in society. It has reinforced my belief that collectively even individual choices are significant in determining whether or not a society fails or succeeds.

— Cara Donovan '08

Three Guest Speakers React to *Collapse*

Three specially invited speakers addressed the certificate seminar class on topics related to *Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond: Dr. Alesia Maltz, an environmental historian from Antioch Graduate School; Harold Juli, professor of anthropology at Connecticut College; and Vincent Thompson, professor of history at Connecticut College. Three seminar students were invited to write short summaries of the presentations and ensuing discussions.

Professor Harold Juli spoke on the history of environmental issues in Central Mexico. He began by reviewing the relationships between Aztec society and the environment, then spoke of how these were drastically changed as a result of the Spanish conquest, starting in 1519. In the last portion of the talk, Juli focused on the economic system of the Hacienda, the large, agrarian estates of Mexico, equivalent to the plantations of the early 19th century Southeastern United States. Juli's research centers on the remains of the hacienda San Miguel Acocotla in Puebla, Mexico, where

he studies the archaeology and the local peasants who now own the hacienda land.

Before the arrival of the Spanish, the Aztec civilization expanded greatly through war. Their economy was largely based on human labor, and there were few domesticated animals. As the empire grew, massive cities with giant temples were built by Aztec laborers, and vast trade networks spread between the city centers.

With the arrival of the Spanish conquistadors came European diseases to which the Aztecs had no natural immunities. Through anguish and disease, the Aztec empire collapsed, which ushered in a new era in Mexican society. Agriculture changed dramatically, as domesticated animals and European crops arrived in Mexico for the first time.

A new structure of agricultural production was formed: the hacienda system, which lasted from the late 16th century to the early 20th century. The hacienda was a large plantation which was used for a variety of purposes, including growing wheat, sugarcane, mining, and cattle farming. The elites owned the haciendas, with indigenous Mexicans doing the labor. The indigenous people were not slaves but tenants, dependant in almost every way on the elite owners. The Mexican Revolution (1910-1920) spelled the end of the hacienda system with its agrarian reform.

— Gabe Sidman '08

Dr. Alesia Maltz from the Antioch New England Graduate School critiqued Jared Diamond's book *Collapse: How Societies Choose to Fail or Succeed*,

from a historian's perspective. Dr. Maltz proposed that Diamond, a biologist, was unsuccessful in his historical argument. She posed nine different topics to illustrate his limitations: the thesis, purpose, structure, theory of environmental determinism, rational actor theory, orientation, method, use of information, and interrelationship among parts.

Dr. Alesia Maltz shared her perspective on Jared Diamond's book. She disagreed with his claim that he was a cautious optimist because he included nine chapters about societal collapses and only one chapter about societal successes. She believed that Jared Diamond could have improved his book if he had explained the more cyclical tendencies of societal success and collapse, included more cultural factors, excluded some of the unnecessary details, balanced the information about success and failure, and related all the parts of his argument together. With Dr. Maltz's critique, and with students' insights, a great discussion developed about an interesting environmental topic that is most relevant to contemporary societies.

— Lindsay Michel '08

In response to Diamond's chapter on Rwanda, Professor Vincent Thompson shared his interpretation of the connections between history, environmental studies and Rwanda.

The roots of the genocide in Rwanda demonstrate how familiarity with history is essential to understanding the complexity of current events. Ethnic violence between the Hutu and Tutsi populations in Rwanda

today results from the antagonistic social constructions created by the German and Belgian colonial occupation in the early twentieth century. Both Professor Thompson and Dr. Diamond believe that this is an essential underlying factor in the escalation of violence in Rwanda. From this base of conflicting social constructions extend issues of power and hierarchy, which in turn lead to violence over the distribution and use of land. Control of land meant the control of a stable food source, which became increasingly important to both Hutu and Tutsi as their populations expanded.

Where Professor Thompson departs from Diamond's analysis is on the issue of the impact of population on the problems in Rwanda. Diamond explains Rwanda's genocide based on economist Thomas Malthus' theory about human population growth exceeding the production of food. According to Diamond, Rwanda is an example of Malthus' worst case scenario in which a population problem may eventually be resolved through famine, war or disease. While Professor Thompson did not fully disagree with Diamond's use of the Malthusian model, he thought that by focusing on population problems the importance of the past social constructions of Hutu and Tutsi identities had the potential to be diminished. The interaction of the ideas expressed by Professor Thompson and in Diamond's book generated a lively discussion in the class, and served to highlight the importance of remaining critical when examining environmental history.

— Kathryn Gutleber '08

MELLON AND LAMBERT GRANTS *continued from page 1*

Foundation to support the certificate internship program. The foundation, created by the late Jean T. Lambert '45, supports a variety of fields of interest including education, environmental and natural resource issues, and historic preservation. The foundation has generously contributed to Connecticut College in the past with grants to provide support for the Environmental Studies Program, establish a scholarship fund for students interested in environmental studies, and help endow the Goodwin-Niering Center. In 2003, the foundation endowed the Center's Jean Thomas Lambert Environmental Lecture Series.

Mark your calendar.

saving biological diversity

weighing the protection of endangered species vs. entire ecosystems

Friday, April 6 and Saturday, April 7, 2007

The 2007 Elizabeth Babbott Conant Interdisciplinary Conference on the Environment at Connecticut College

Hosted by the Goodwin-Niering Center for Conservation Biology and Environmental Studies

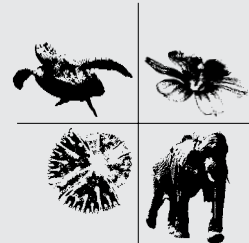
Keynote Address by Bryan Norton, distinguished environmental philosopher from Georgia Institute of Technology.

Session I: Protecting Populations of Particular Species

Session II: Protecting Regional Ecosystems

Session III: The Need for Global Efforts to Save Biological Diversity

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MADAGASCAR TO MONTANA: INTERNS DISPERSE ACROSS THE GLOBE

THE CERTIFICATE CLASS OF 2007 is heading out to summer internships for destinations ranging from Vermont to Montana, Germany and Madagascar. We will be eager to hear about their experiences when they return in the fall.

Noah Fralich (German Studies and Environmental Studies). Wuppertal Institute, Berlin, Germany. Senior Project: "Which Way Are the Winds Blowing: Examining Germany and America's Political and Governmental Approaches to Wind Power at the National Level"

David Hecht (Government). Atrium Environmental Health and Safety Services, Virginia. Senior Project: "Nuclear Energy: A Historical Look at the U.S. Experience and Possible Future Applications"

Sara Jayanthi (Biology and Environmental Studies). Connecticut College Freshwater Ecology Lab. Senior Project: "Use of Chrysophyte Biological Indicators to Track Historical Change in Lake Environments"

Rebecca Mason (Environmental Studies). Garden Harvest, Maryland. Senior Project: "Sustainable Agriculture Across Cultures: Impacts and Effects on the Environment"

Christine Monahan (International Relations). Azafady (Pioneer Madagascar Programme), Madagascar. Senior Project: "The Integration of Indigenous People in Sustainable Development Projects in Madagascar;"

Jesse Taylor-Waldman (Environmental Studies). The Nature Conservancy, Vermont. Senior Project: "Land Conservation in

New England: The Role of Non-governmental Organizations"

Jennifer Vasquez (Environmental Studies). Montefiore Childhood Lead Poisoning Prevention Program, North Bronx, NY. Senior Project: "Use of Magnesium to Prevent Lead Poisoning in Zebra Fish: A Model for Prevention in Humans"

Laura Zerra (Biology) Buffalo Field Campaign, West Yellowstone, Montana. Senior Project: "The Logistics of the Current Bison Management System and Alternative Solutions or Possible Compromises and Their Feasibility"



The Goodwin-Niering Center Certificate Class of 2007. l-r, standing: Jesse Taylor-Waldman, Sara Jayanthi, David Hecht, Jennifer Vasquez, Noah Fralich; l-r sitting: Laura Zerra, Christine Monahan, Susana Hancock, Rebecca Mason.

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