

The Keystone

ENVIRONMENTAL STUDIES NEWSLETTER

Antioch University New England
Keene, NH

IN THIS EDITION

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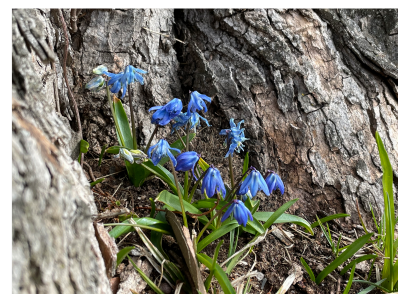
Welcome friends, colleagues, and Antiochians. We have a lot to catch up on! The past two years have been rife with challenges. It is a testament to this community that in the midst of these fraught times we have found so many new ways to learn and teach and grow, as well as to welcome new students, staff, and faculty (myself included) so warmly into the fold.

What our community has accomplished—while taking care of ourselves and others—in the midst of a global pandemic and societal upheaval deserves to be celebrated. I, for one, know I'll never look at another 2020-22 publication date without feeling the urge to give the author(s) a standing ovation. That said, I hope we can also honor all the wisdom and work that doesn't manifest in the form of course credits or on resumes and CVs. I also applaud every malingering manuscript, dropped course, and starred email glaring at you from the bottom of your inbox. Sometimes our greatest achievement sounds like the soft, deliberate snick of a laptop latch.

Though an incomplete record of accomplishments for sure, I hope that this issue of the Keystone can help us (re)connect and be (re)inspired by the amazing work being done in Environmental Studies at Antioch. Know that I am inspired by you.

I leave you with these signs of
Spring and new life.

Julia Gibson, March 2022



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NOTE FROM THE CHAIR

A community of Learners' I have used these simple words to begin to describe the supportive atmosphere one would experience in the Environmental Studies Department. It is the compassion and empathy of our community of learners that has aided students, faculty and staff continue to learn under the stresses of the pandemic . We have been able to navigate those stresses in a manner that has helped us all continue the amazing research and service you will read about in this newsletter. I am constantly impressed and humbled by the impactful, positive work that our students, our community members and alumni accomplish. I am thankful for you all and because of you I am hopeful.

Recently our community came together with founders and the initial faculty of our unique ES PhD program. It was a pandemic delayed celebration of 25 + years of new learning. Established in 1996 the PhD program was innovative at the time and the program's interdisciplinary approach has been adopted and copied by numerous programs across the country. It was a joyous conversation of ideals and creativity that reminds us how passion and drive can create something that has lasting and rippling positive effects.

Like the activities and work you will read about in this newsletter two recent ES Department accomplishments will have this same significant lasting effect. The first, is the Tom Wessels Environmental Scholarship established from a \$1 million donation to support underrepresented and outstanding graduate student in ES. The second is the construction of a 146 kWh solar array on our University property that will produce green energy for decades to come.



Tom Wessels

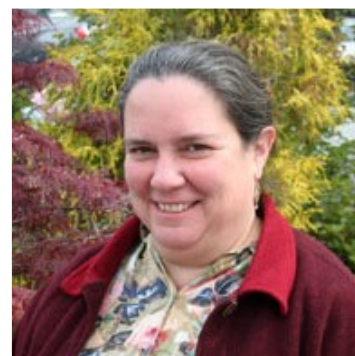


Solar Array

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HONORING ALESIA MALTZ

Dr. Alesia Maltz joined the Environmental Studies Department at AUNE in 1996 as the PhD program was emerging on the scene and was instrumental in its development. Alesia transitioned out of her role as core faculty and towards retirement in Fall 2021. As the department's new environmental humanist, I asked Alesia if she would share some reflections about her time at Antioch with me/us. She generously obliged.



What drew you to Antioch? What kept you here?

I came to Antioch in 1996. I was drawn to Antioch because a decade earlier I was visiting an old high school friend in Keene.

When we passed Avon Street, I said, "What college is here?" He said, "There's no college here. There's Antioch on Roxbury St. and Keene State on Main Street. I responded unexpectedly and with certainty, "There's a college right on this street and I'm supposed to teach at it." Have you ever had something come out of your mouth and you wondered who said it? Nine years later, Antioch moved across town to Avon Street, and that same year advertised for a faculty member in its new Ph.D. program. I applied to the position knowing I was supposed to be a part of it. May you also have a job process with the same level of clarity! That experience, and ones like it, taught me that there are places we are supposed to be and communities in which we are meant to participate, that time is an illusion and mystery, and that the paths of our lives are forged in ways we cannot even imagine.

I stayed because of a host of things I love about Antioch. First is the passion and courage of our students and faculty. I love that our doctoral program is committed to helping students follow their heart's desire rather than the research program of faculty, the way the curriculum integrates theory and praxis, and our dedication to service as an extension of scholarship. I believe in environmental justice, having taught one of the first EJ courses in conjunction with members of the Penobscot Nation, and deeply appreciate the way in which EJ permeates our whole departmental curriculum. I enjoy my fellow teachers and am constantly delighted with the skill with which we hone the craft of teaching together. I revere who we are together as a faculty, how we forge one coherent unit from so many diverse perspectives, each faculty member a facet of a beautiful diamond. I see an essential role and place for the Humanities in our curriculum, and the way a Humanities foundation helps the spirit of students stay strong in the face of climate change and loss of biodiversity. I loved the small but mighty Interdisciplinary MA, and the degree of latitude it provided to an otherwise highly structured curriculum. I admire how the hybrid structure of our programs enables us to keep our commitments to our home place while forging a deep and transformational learning community at Antioch. I am proud to be part of a university that has been such a leader in educational innovation from the start. At this point in time, when all of our institutions--including Higher Ed--are falling apart, I still hold great hope that the faculty, students and alums of Antioch will step forward with revolutionary and creative visions of what the nascent Higher Ed 2 can become.

HONORING ALESIA MALTZ

Did you have a favorite class that you taught? A favorite part of teaching?

I loved each of the courses I taught for different reasons. Environmental History gives people a sense of hope and resilience. It sparks the imagination to reveal the myriad ways we can create our lives, culture, and communities. I also love how doctoral students forge a great appreciation and respect for each other's skills by seeing the Humanities minds thrive in one class while the Ecology minds thrive in another class. The Reading Seminars beautifully encourage students to identify and forge commonalities between disciplines and theories while retaining the integrity of their own educational path. The Learning Domain allows each individual to courageously name and commit to what they most passionately want to study. It models a lifelong set of strategies to approach and delimit an unfamiliar body of knowledge. In the Dissertation Seminar, I love to see how peoples' thinking has matured, and the way students have gracefully learned to mentor and to support each other in their research. The common theme in all of these courses is that together we build a strong, supportive intellectual community striving for excellence. A third of the learning is from the teacher, a third from the materials, and a third is from interactions with one's cohort and the appreciation of each other.

My favorite part of teaching—probably why everyone becomes a teacher—is to facilitate and witness the lightbulb go off. I cherish each moment when a student's eyes shine as they get to an epiphany or even an “epiphanette.” Yes! the eyes say. “Yes, this is my intellectual path!” “Yes, this is my voice!” “Yes, this is how my scholarship can be of service in the world!” “Yes, I do have the courage to do this daunting work!” “Yes, I am completely turned around by this idea and nevertheless loving the disorientation and sense of possibility!” To be present at those moments is a privilege; the calling to be a teacher is sacred. Usually the Yes! moments happen one-on-one, such as in an advising situation, but are especially infectious and inspiring when they happen in the classroom.

What's something you learned at Antioch?

I learned that we never stop learning, and that teaching is a beautiful way to learn. Teaching for me is a form of reciprocity. There are no pat answers; we wonder together. The act of answering a question is a moment of match-making between a large body of literature and the embodied seeker. When asked a question, I routinely ask: what is the question underneath the question? Part of my learning, when responding to a student's question, is to search for the essence of an idea, concept or theory that needs to be communicated and translate it in a way that responds to the essence of what that particular student needs to learn at that particular moment.

I pay attention to the unique and diverse cultural backgrounds, accomplishments, expertise, professional experience, personal character and moral fiber that each student brings to class. All of these provide tremendous opportunities for me to learn from my students. Each student is mastering a different body of knowledge in their unique way, which rocks my world. I've never left a class without a new book or article to read, a new bit of art to explore, or a new concept or idea, or a new appreciation of others in the room.

Each doctoral student emerges from their doctoral process to become a peer, or to go beyond. Our students couple the humility of knowing all we don't know with the commitment to do all that we can do. Socrates said there are 3 levels of knowledge: the Sophist the person who knows; the Philosopher, the person who loves

HONORING ALESIA MALTZ

knowledge; and the highest and rarest of these is the Moron, the person who knows how much they do not know. People earn their Ph.D. at Antioch. I admire each student's commitment to take on the challenges of gleaning the most relevant wisdom of the last several thousand years and mastering the most recent body of scholarly literature--all in service of one of the most pressing issues of our day. Our students foster in themselves the right combination of humility, grace, tenacity, resilience, and passion. I love seeing how this is unveiled in the learning process.

I love how our students communicate. From the first term of a student's program, the faculty set a tone for people to wisely, humbly, and graciously disagree with each other and forge commonality. Each classroom is a laboratory for learning communication skills. We learn to trust the value of different points of view, however strange or different they might seem at the outset. We learn to listen with respect, and I love how we make room for each other in conversation. We learn how to trust ourselves (and each other) with our half-formed questions. We learn to be honest and speak the truth, in ways it can be heard, even when it goes against the group norm. In this day and age of increasingly more violent polarization, discourtesy and disrespect, it is a violation of civility to righteously claim higher ground. We are in this together, and need to learn to walk together. The humble communication, respectful listening skills, and vulnerable risk-taking we practice at Antioch are an antidote to these societal ills. Twenty-five years of conversation with my students has taught me to be a better communicator, and I'm grateful for that honing.

I have always felt that I learn as much from my students as they learn from me, and if I ever walk out of a class not learning something, I simply have not been paying attention.

Would you be willing to share a memory of the Department that makes you laugh?

Every Antioch field trip, short or long, has brought tremendous laughter and joy. In the first class of a Reading Seminar on Water, we took a day trip on the Deerfield River. Holding onto each other's kayak, we created a silly group poem using a rhyming dictionary. This was followed by an exhilarating run (especially for those of us who had never been in a kayak before) through Class 4 rapids.

On a class trip that took us to Fort Berthold Reservation in North Dakota, we got up at 3AM to get to the Badlands National Park. Being short, I volunteered to sit on the hump in the back seat of the rental car. We got to the Park at first light and stopped at an overlook. I was still sitting in the back seat while the four naturalist/field trip leaders realized that nobody thought to bring food or water. They were panicking and strategizing, but I decided we would survive a few hours, and was not giving the conversation too much attention. What caught my eye was a man who in the predawn half light climbed up from the other side of the overlook to the parking lot. He was wearing a jacket and hat with sticks on either side, the way people do to avoid getting their heads dive-bombed by birds. A few minutes later his wife appeared, without a hat. I was drawn to these adventuresome campers and looking forward to talking with them about their experience. Suddenly one of the naturalists turned around and yelled, "Oh my God—antelope!!!" In an instant, the form of the campers shifted into antelope shape. I blamed my mistaken identity on not wearing my glasses, but when we got back to the res, one of the elders said to me, "You must be a dreamer; prong horned antelope people have the gift of dreaming." A half hour later, at sunrise, we were driving down the road and saw a wolf. It majestically leaped

HONORING ALESIA MALTZ

just in front of the car from one side of a two-lane road to the other without touching the pavement on either side. One Park Ranger was amazed at the wolf siting; he had been trying, unsuccessfully, to see the legendary wolf all season. And, of course we enjoyed the usual sightings of buffalo and prairie dogs. Another Park Ranger caught up with us and asked, “Who is your environmental hero or heroine?” A good question can be a cherished gift. I encourage you to think about your own answer, and draw strength from the inspiration of your heroes and heroines.

The faculty had fun one afternoon when we organized a field trip to the local bowling alley to launch one of our retreats, and a group of faculty and staff had an amazing adventure with Tom Wessels to Arizona and Mexico. We got an NSF grant a few years ago to go to a conference in Labrador on decolonizing methodologies. Food in the North Country is expensive; a pizza with one topping costs \$75, and a pound of chopped meat costs \$40. It took a full day to fly to Labrador, so I decided to bring a chicken for anyone who might be hungry at lunch while we were traveling. After the chicken went through the X-Ray machine in the airport luggage check-in, I was teased mercilessly, while Jean was teased for her Tim Horton coffee passion and her love of the mining town of Wabash. A dozen of us—students, faculty, and administrators—from different departments and different universities, shared innumerable belly laughs. The last trip I organized, on Eco-Spirituality, was unfortunately canceled because of covid. Despite covid, I encourage all of you to go on a field trip if you can so you can share fun, laughter, community, and good memories.

Could you tell us about a project/publication that you completed during your time at AUNE that meant a lot to you?

I began an article with my friend and fellow Antioch teacher, Dean Good Eagle Fox, on the damming of the Missouri River on his reservation as told from the perspective of Coyote. We gave a talk at the Environmental History conference, which is full of people who think that the only proper trope to tell an Environmental History story is tragedy, and had to learn to appreciate irony. We also gave a talk at an Endangered Languages conference in Ireland. Unfortunately, Dean died before we were able to finish writing the article. It meant a lot to me to finish that article and publish it in a book on rivers.

What projects are you excited to pursue in this next chapter?

Oh, goodness! I am amazed that I am as busy in retirement as when I was teaching. I started a Maker Space, the Loom Room, before retirement and won a regional arts award for a social justice work on textiles and refugees. I am head of the Social Justice Team at church, and we have sixteen projects going, such as helping an Afghani family resettle. In winter, I am writing poetry and thinking about a larger piece on how the senses bring us to the sacred. In the warmer months, I have a farm stand, Raspberry Hill Farm, and am raising herbs, veggies and flowers. It is a special joy to grow flowers, make dozens of flower arrangements every week, and distribute them. Post covid, I want to create an intergenerational gardening program pairing elders and kids. I continue to do dissertation advising, SISs, and mentoring, and still find working with students to be a joy.

I am grateful for the 25 past years at Antioch and look forward to the department’s next chapter, and learning about the contributions of all its members. Know you are in good hands with each other. Keep in touch.

~Alesia Maltz

INTERVIEWS WITH NEW FACULTY

Gopal Krishnamurthy

Dr. Gopal Krishnamurthy, one of two professors to join the Antioch Environmental Studies department during the pandemic, has been involved in fighting for social, economic, environmental, and racial justice through organizing and campaigning, teaching, writing, speaking, and direct action since the late 1980's. He currently serves on the Staff Collective Movement Generation: Justice and Ecology Project, which brings a strategic understanding of ecological crisis and transition to racial and economic justice organizing. He is also an active trainer with and serves on the boards of The Ruckus Society, the Center for Story-based Strategy, and serves on advisory boards for The Working World and the Catalyst Project. Before Antioch, Gopal worked as an elementary and early-childhood educator, and continually took part in campaigns for many human rights and environmental rights organizations.



What needs to change for more focus to be put on re-wilding education in schools? What are some of the first steps as a teacher? As a community?

Let me try to explain what I do and do not mean by re-wilding learning and education. I don't mean just getting students and teachers outdoors. Although our relationship with the natural world is crucial and we do need to get outdoors, if our imaginations and actions remain "domesticated," then we won't get very far by just going out into "nature." Instead, what I mean by re-wilding education is restoring wildness to the process of learning itself, whether it's the natural world or social justice or mathematics that students/teachers are learning about. This is particularly significant in this time of assaults on teacher freedoms and democracy, i.e., in what teachers can say and do. If learning is to be "messy," unpredictable, and untamed, then so does teaching.

A couple of initial actions come to my mind for teachers: (i) disrupting teacherly habits—to stop trying to "teach," at least for a while, by paying close attention to "learning" without comparison and regard to lesson objectives and outcomes; (ii) not asking questions to which we already know the answer and not answering questions in ways that put us in a position of authority or as an intermediary between the subject matter and the learner.

As a school community this would mean moving (i) away from customer service provider relationships towards school as an extended learning organism, (ii) to be actively anti-discriminatory and disruptive of privileges, (iii) away from stakeholder models (of different groups with fixed interests) towards active participation and working through differences.

Recognizing the diverse and non-linear trajectories of learning, my work as a teacher and teacher educator has taught me that social and environmental justice in education is not a matter of equal access to predetermined learning opportunities and fixed objectives. Rather, justice involves a set of dynamic concerns about the nature of learning: for whom, with what intentions, and in what context. Consequently, it is not that we design learning to fit into schools but that schools adapt to the wildness of learning.

INTERVIEWS WITH NEW FACULTY

Gopal Krishnamurthy

For re-wilding teaching, is it important for the teacher to be in tune with nature as well? What obstacles might a teacher face in re-wilding teaching if they are not accustomed to being in the natural world themselves?

Yes, I think it is hugely significant for the teacher to be in contact with the natural world, which could include the “wilderness” or urban settings. Without sustaining some familiarity with the natural world, we tend to lose this sense of the wildness of learning and life. But it is never too late to begin or renew this contact. One does not have to wait for huge resources or extraordinary phenomena from the natural world. I feel that a blade of grass, some mud, or a cloud are wonderful points of departure for exploring the natural world.

If teachers are to be in tune with nature, then let us also remake our schools. For example, the default here is for classes and meetings to be indoors. We often need to justify holding classes outdoors, excepting field studies, sports, or extracurricular activities. What would it look like for school to be mostly outdoors? For one, any indoor activity would need strong justification to remain indoors. Why not turn school inside-out or, in the above sense, outside-in? Also, teachers need to connect with other teachers interested in these themes and questions, otherwise, isolation can be an obstacle in itself.

What is one of your biggest success stories in terms of re-wilding teaching/learning?

Of their experience of our work and time together, one student wrote: “...as my more memorable paddling excursions over the summer were the ones in which I never quite made it to the where I had planned, instead getting utterly engrossed by egrets and ospreys and oystercatchers and a myriad of other intriguing birds that always seemed to be [headed] in the opposite direction of my original destination.” Another wrote: “There was a time when I wholeheartedly believed that teaching science and environmental education was about knowing. But, from this moment on, through my education journey, I want to fall through the cracks, to find the wonder in these incredible spaces, and to help others willingly fall, too.”

I’d like to think of my work with students as an ongoing project of untethering understandings and actions, and of extending our horizon of possibilities.

What published research are you most proud of, and what are your sights set on now for future research?

In the context of re-wilding as discussed above, I wish to reference a co-authored book chapter, “Learning Care for the Earth with Krishnamurti,” in *Environmental Education in Times of Crisis: Children as Agents of Change in Nature and in Community*. This study considers transformative education rooted in place-based and experiential education, as well as innovations in curriculum, teaching, and learning with regard to environmental education.

I would also share my article “Taking ‘Mistakes’: a Mathematical Tragicomedy.” Combining mathematical content and dramatized narrative, this study is based on a true story of what took place in my mathematics class and is of relevance to educational practitioners with regard to learning opportunities and contexts, teacher

INTERVIEWS WITH NEW FACULTY

Gopal Krishnamurthy

noticing and action, the construction of selfhoods, and the undoing of disability, excellence and social justice in teaching, transformative teaching, and individual and cultural change.

My future research concerns what has come to be called Critical Exploration (CE and CEPress) and is based on the groundbreaking work of Eleanor Duckworth (Harvard moon study) and her colleagues. In particular, I seek to root learning about climate change, ecology, and environmental phenomena in the educational landscape of critical exploration.

What classes are you teaching at Antioch? Are you working on developing some new classes to teach in the future?

The courses I am currently teaching include: Problem Solving [and Problem Finding] and Inquiry-Based Science; Science Teaching Methods; Curriculum Design; Student-teaching Internship Seminar; Dissertation Seminar; and Ecological Thought.

I am hoping to develop new courses, such as: Critical Exploration of Ecological Phenomena, Re-envisioning School and Education; the Art, Science and Craft of Teaching and Learning; Reframing Problems, Solutions, and Questions; Ecologies of Learning; and Environmental Leadership.

Julia Gibson

One of two new professors to join the Antioch Environmental Studies department during the pandemic, Dr. Julia Gibson envisions their research taking shape where the boundaries between feminist, political, and environmental philosophy grow pleasantly and productively murky. She received her PhD in Philosophy from Michigan State University, MA in Philosophy from University of Colorado, and BA in Philosophy and Russian Studies from William Smith College. Over the years they have authored publications in environmental ethics, ecocriticism, bioethics, technology studies, mobilities studies, and animal ethics. A big part of Julia's life and research revolves around their family farm where she lives and works on unceded Wappinger and Munsee Lenape territory.



What are some of the most interesting things you learned about philosophy during your undergraduate and graduate studies? Did anything you learned prompt future endeavors in terms of research or careers?

Well, learning about the distinction between the inclusive and exclusive 'or' has been both a blessing and curse. Also, did you know that Cicero described Aristotle's writing as "rivers of gold" but that almost none of his finished works survive to this day? What we do have are essentially Aristotle's rough drafts and scribbles. As a teacher, I shudder to think of a worse fate than to be known to posterity only by one's lecture notes.

INTERVIEWS WITH NEW FACULTY

Julia Gibson

In all seriousness, what I learned most from philosophy was how to think deeply and critically. It's a field for people who never outgrew that pesky "why?" stage as a kid. Some people get into philosophy because they like solving puzzles and wrapping their minds around paradoxes. Then there are the big questions—what is time? what is being? (and that time-honored philosophical classic) what is a chair? As fascinating as all that is, what primarily drew me to and hooked me on philosophy were the ways it helped me to better understand and articulate what felt wrong about the world and what should be done about it. In other words, what I learned—and am still learning—from philosophy was how to expose injustice and work towards justice.

What prompted your endeavor to obtain a bachelor's degree in Russian Studies? Do you have Russian heritage or can you speak the language?

I was very fortunate to attend really good public schools that offered six different languages starting in 7th grade. I chose Russian almost on a whim and never looked back. My teacher, Jude Wobst (now retired), was a phenomenal educator who single handedly created and taught all five years of the program. But it was so much more than language; we learned about Russian history, culture, music, art, geography, literature, poetry, and more. There was a Russian club and Russian choir and even an exchange, which I was lucky to be able to participate in twice.

I kept up these studies in college and got to spend an amazing semester in Irkutsk. My plan had always been to get a job in Russia after graduating, and I did indeed work for an Oregon-based environmental nonprofit—Wild Salmon Center—for a couple years that did/does conservation work in Siberia. It could have been a launching point to get back to Russia, but, ultimately, I decided that I didn't want to live someplace where I'd have to be perpetually in the closet, and environmental ethics was calling.

I am deeply saddened by what is going on right now in Eastern Europe. I feel devastated for Ukraine, of course, but I am also sad and scared for the Russian people, whose generosity I will never forget.

Out of all your published research, which article are you most proud of?

I'm tempted to say the one that just came out in November and went through 7 years of rejections and revisions, but I think it's probably my article on the interspecies politics of fancy rat breeding. It was sparked by a personal loss, and I ended up learning so much by writing it. If you ever want someone to talk your ear off about rats, just swing by my office.

What are some fun facts about your farm? How long has farming been a part of your life? Do you have any interest in research that involves farming and sustainable living?

I was raised on and around Ryder Farm, which is located in Brewster, NY on unceded land within the traditional territories of the Wappinger and Munsee Lenape peoples. My grandfather was the farmer when I was growing up and my other set of grandparents lived just down the road, so the Farm was a second home to me. I've moved all around since then, but one of the silver linings of the pandemic was that I got to come home

INTERVIEWS WITH NEW FACULTY

Julia Gibson

to the Farm. This land has become (or, perhaps, has always been) the material, emotional, and spiritual nexus of my work as an environmental philosopher. Currently, I'm deep into these questions: How can interspecies and decolonial justice work together towards transformative ends? Where do these projects converge and conflict? For more about my work on the Farm please feel free to check out my blog: Life on Ryder Farm.

Alright, a fun farm fact: The old family farmstead, The Sycamores, was built in 1795 on a hill within a grove of mature sycamores because they are water loving trees and indicate accessible groundwater. One of those trees still stands today and is estimated to be around 400 years old.

What are some courses you teach at Antioch? Are there any classes you're hoping to develop and teach in the future?

So far, I have taught Environmental History, Proposal Writing and Project Management, and a new course called Environmental Justice: Futures and Fictions. I've thoroughly enjoyed/am enjoying all of them. I've wanted to teach a course like Futures and Fictions that explores just environmental futures through all kinds of narratives for a long time. I am also really looking forward to developing my own take on the Ecological Thought course this summer. I cannot overstate how exciting it is to work with students, like you all, who are engaged in such meaningful environmental research and projects. I look forward to meeting many more of you and learning more about your work/passions moving forward.

STUDENT INITIATIVES AND ACHIEVEMENTS

ICC Update from Haven Crane and Meaghan Guckian (Faculty Advisor)

The Intersectional Community Collective (ICC) enjoyed it's second full semester as an AUNE student group. The ICC holds community space for LBGTQIA+ folks to feel welcomed, safe, valued, appreciated, supported, loved and met with a sense of belonging. During the Fall 2021 term, the ICC held many --online-- group events, including monthly meetings and two more celebratory events. At the first monthly meeting in November, students discussed the semesters progress and what they hoped going forward. The final meeting, 'The End of the Semester Soiree', was held to celebrate the end of the semester, with music, games, and a recipe exchange. The ICC also launched an Instagram page (@AUNEICC), intended to be a space to share LBGTQIA+ resources and announce upcoming events. The ICC also had its first work-study student, Haven Crane! There are 1-2 positions open for the Spring semester, please apply!

STUDENT INITIATIVES AND ACHIEVEMENTS**Awards**

The William R. Ginsberg and Thomas K. Wessels Endowed Scholarship was created in 2008 by the estate of William R. Ginsberg and AUNE core faculty Tom Wessels. A scholarship of \$2,500 is awarded annually by the Environmental Studies Department to a student(s) who displays academic excellence and true leadership.

2020 Awards: *Kyle Bradford (left) and Sara Lobdell (right)*



2021 Awards: *Grace DeMeo (left) and Jessica Pollack (right)*



STUDENT INITIATIVES AND ACHIEVEMENTS

Connect Blue, CAPSTONE Project in the Making

Master's student Victoria Threadgill shares of her work: Connect Blue is a program designed to connect local residents in and around Keene to nature through spending time in blue spaces (any space containing a waterscape). During each program session, we will be visiting different outdoor spaces in and around the Keene area. This program will encompass topics such as the history of water in Keene, how the health of our forests directly correlates to our water, how water plays a role in wellness, and ultimately how to have fun in and around water! My hope for this project is to inspire residents in and around Keene to connect deeply with the place in which they live, and to connect with a resource that has been around since the beginning of life. This program is meant to be an investment in the self and I hope that it not only informs others but is a healing mechanism for many. A registration link can be found [here](#) and a program video [here](#).

EV Roadtrip

Jessica Hench, a graduate student within the Environmental Studies program and Advocacy concentration, is traveling cross country with her cat Maeve in her 2019 Hyundai Ioniq EV on January 3rd, 2022 to finish her degree program on the west coast. With her degree she hopes to help marginalized communities become more climate resilient through education. Her goal during this 123 mile journey is to showcase existing infrastructure and supply equipment and share lessons learned about traveling with an electric vehicle. She is creating a time lapse video compilation for her social media blog and vlog in hopes to inspire more people to invest in EV's and help relieve the range anxiety that can be a barrier for some potential consumers. Jessica also hopes that this documented journey will help advance the vision of Build Back Better systems of infrastructure investments.



Cross-Country EV Roadtrip



UPDATE FROM PHD PROGRAM DIRECTORS**Jean Kayira & Jason Rhoades*****Environmental Studies PhD Program Celebrating 25+ Years!***

The Environmental Studies Doctoral Program was created in 1996. To celebrate the 25 (plus) years anniversary, we are planning a range of events all year. The first was a panel discussion of the founding faculty: Dr. Mitch Thomashow, Dr. Alesia Maltz, Dr. Heidi Watts, and Dr. Tom Webler - facilitated by Dr. Jim Gruber, the recent previous PhD program director. There will be more events over the summer and fall including a keynote speaker to kick off the summer intensive, guided hikes, an alumni reunion, and an open mic night. Stay tuned for more information. And if you have any ideas for how we can best celebrate or have any stories to share, please reach out to Dr Jean Kayira, PhD Program Director at jkayira@antioch.edu

**UPDATE FROM RESOURCE MANAGEMENT AND ADMINISTRATION
PROGRAM DIRECTOR****Michael Simpson**

We are seeing the light at the end of the COVID tunnel as we prepare to reinstitute our field studies courses this summer. Students will be traveling to the highlands of Peru to study sustainable water resource management techniques. Closer to home, students will be in the field, and also hosted by businesses, as they study the principles of sustainable systems.

For our RMA cohort, we want to congratulate our two most recent graduates, both who have full-time employment in the resource management field of their choice. One is overseeing the growing of vegetables, all year-long, through managing a greenhouse operation in Rhode Island. The other is working for a land trust on Martha's Vineyard, with the focus of making natural areas and shorelines more resilient within the face of a changing climate and associated sea-level rise. It is important to note that both of these students developed, through their capstone experience, business plans, proformas and a marketing analysis for new initiatives in which they are currently engaged.

**RMA Program Teaches Students to Address Complex Challenges in Changing Landscapes**

UPDATE FROM MASTERS PROGRAM DIRECTOR**Abigail Abrash Walton*****News About the Expanded Access ES MS Degree Program!***

We are so pleased to share with you all the soft launch of expanded access to the Environmental Studies MS degree program. The idea of creating a low-residency ES MS program has emerged as the higher ed landscape has evolved to include more and more virtual opportunities, effective academic technology platforms/methods, and as we all have gained experience (and confidence) in the effectiveness and power of teaching and learning at distance. Collectively, we have weathered nearly two years of pandemic-imposed baptism by fire, in terms of adapting to this new way of working together as colleagues, as a department, and with you, our students. We have triumphed, in the face of this adversity, in terms of holding our learning community together, strengthening new ways of communicating (e.g., the Wednesday Weekly), convening (e.g., virtual community meetings and colloquia), and connecting in real time in person (e.g., our August 2021 Orientation/Welcome Back picnic).

Our department has embraced and prioritized iterating our ES MS program – one of the first in the U.S. – to include virtual learning options. It seems important and reasonable that we should act now to expand the accessibility of an Antioch ES MS education. As the old Antioch saying goes, the world needs us now more than ever. Accessibility of the ES MS is one of the important guiding principles prioritized by ES MS concentration directors, and our department's strategic plan, and we have heard from many of you that you appreciate being able to learn virtually with us.

So, this upcoming Fall, we are formally expanding access to the ES MS degree. What this means is that you will see a number of virtual course options in addition to our campus-based and field-based courses. No matter what concentration you are pursuing within the ES MS degree, you can learn with us virtually, including the core degree and required concentration courses you need. Expanded access means that you have more choice about how you decide to learn with us.

New course offerings for Fall 2022 include:

Applied Ecological Principles (this 3 credit course is a new core ES MS option)

Fact or Fiction: The Science of Environmental Misinformation and Conspiracies (2 credit)

I encourage you to explore the course descriptions for these and all of our other MS courses. We are enthusiastic about our expanded access curriculum and look forward to your learning with us this Fall.

Be well!

THESES AND DISSERTATIONS

Editor's note: Our deepest and most heartfelt congratulations to all those students who finished their masters and doctoral theses during the height of the pandemic! You are incredible!

Masters Theses

Snyder, Kimberly. "Amphibian Species Richness and Distribution in Vernal Pools at Glover's Ledge, Langdon, NH.. December 2020.

Doctoral Dissertations

Agan, Suzanne. "The Human Dimensions and Spatial Ecology of Poaching and Implications for Red Wolf Survival". 2020.

Cubol, Elisio Magsambol. "Building Urban Resilience in New York City." 2021.

Heaton, Michelle G. "A Pedagogy of Hope: Levers of Change in Transformative Place-based Learning Systems." 2020.

Jakubowski, Karin. "Managing Natural Resources Through Vulnerability Analysis: An Applied Case Study into Recreational Activities at Coral Reefs in Puerto Rico." 2021.

Kibler, Katryna Maria. "Decolonizing Food Systems Research – The Case of Household Agricultural Food Access in Bikotiba, Togo." 2021.

Marr, Janine. "White Pine Blister Rust Distribution in New Hampshire 1900-2018: Exploring the Impacts of an Exotic Pathogen on Forest Composition and Succession." 2021.

Rebecca, Sarah & Driscoll, Taylor. "Using Principles of Seascape Ecology to Consider Relationships Between Spatial Patterning and Mobile Marine Vertebrates in a Seagrass-Mangrove Ecotone in Bimini, Bahamas." 2021.

Sukhbaatar, Tuul. "Traditional Ecological Knowledge and Opportunities for Reducing Human-Wolf Conflicts in Mongolia." 2020.

Werikhe, Samson Elijah. "Assessment of the Potential for Youth Engagement in Mountain Gorilla Conservation in Uganda." 2021.

ALUMNI CORNER

Kim Langmaid - Elected Mayor of Vail, CO

Kim Langmaid, a 2009 graduate of the Environmental Studies doctoral program, was elected Mayor of Vail, CO in 2021 and will serve until the next town council election in 2023. She was elected to her first four year Town Council term in 2015 and again in 2019, where she previously served as mayor pro tem.

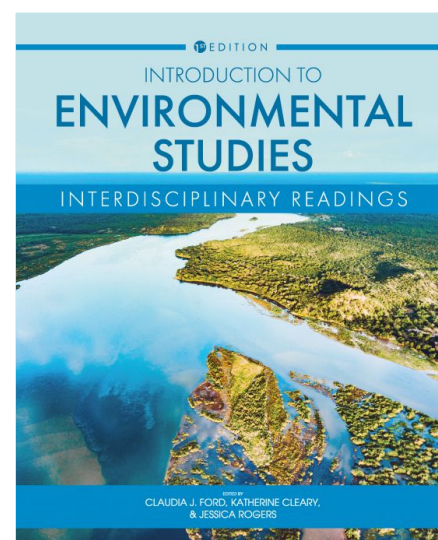
A third generation resident to Vail, Kim's parents and grandparents established themselves in the community while operating their family-owned ski shops on Bridge Street and in Lionshead. Dr. Langmaid is also an active founding member of the Climate Action Collaborative for the Eagle County Community, the Eagle County Community Wildlife Roundtable, and the National Forest Foundation and Vail Resorts' Eagle Valley Ski Conservation Fund Advisory Committee.

Suzanne Agan - Red Wolf Reintroduction

Since graduating from the Environmental Studies PhD program in 2020, **Suzanne Agan** has been teaching as an instructor of Environmental Science at Kennesaw State University in Georgia, establishing herself as a prominent figure in the conservation movement to reintroduce red wolves into North Carolina. While studying red wolves and publishing research around poaching risks, she has been working to build positive attitudes in the community toward red wolf re-introduction, emphasizing to reintroduction supporters and conservation-minded hunters the negative consequences of killing red wolves. More about Dr. Agan's work and a link to one of her recent articles can be found [here](#).

Claudia Ford - New Environmental Studies Reader

Claudia Ford graduated from the the Environmental Studies Department with her doctorate in 2015 and is now chair of the Department of Environmental Studies at SUNY Potsdam. Recently Dr. Ford co-edited *Introduction to Environmental Studies*, an introductory interdisciplinary reader. The text provides students with a selection of articles that help navigate the most important topics in environmental studies, with focus on minority voices and perspectives. Some of these topics include sustainability, human connection to nature, the history of environmentalism in North America, and issues related to climate change and climate crisis.



FACULTY HIGHLIGHTS

Bold indicates Antioch Faculty, * indicates Antioch student co-author, ^ indicates recent Antioch graduate.

Grants and Community Work

Akresh, M. 2021. USFS International Programs grant to conduct research on Kirtland's Warblers and Bahamian plants.

Willey, L.L. 2020. GLORIA 2021 – Alpine Peak Monitoring on the White Mountain National Forest. Challenge Cost Share Agreement with the U.S. Forest Service, White Mountain National Forest, Campton, NH. \$11,500.

Willey, L.L., and D. Sperduto. 2020. GLORIA 2021: Alpine vegetation monitoring in the White Mountain National Forest. Waterman Fund Alpine Grant. \$5,863.

Publications

Abrash Walton, A., *Hoskins, M., & *Sinnes, E. (2021). "An annotated guide to environmental and general advocacy degree programs in the United States." *Journal of Environmental Studies and Sciences*.

^Agan SW, Treves A, **Willey LL**. (2021). "Estimating poaching risk for the critically endangered wild red wolf (*Canis rufus*).” *PLoS ONE* 16(5): e0244261

Akresh, M. E., D. I. King, and P. P. Marra. Accepted. "Hatching date influences winter habitat occupancy: examining seasonal interactions across the full life cycle in a migratory songbird." *Ecology and Evolution*.

Akresh, M. E., D. I. King, C. A. Lott, J. L. Larkin, A. W. D'Amato. (2021). "A meta-analysis of the effects of tree retention on shrubland birds." *Forest Ecology and Management* 483:118730

Akresh, M. E., R. A. Askins, D. I. King, F. E. Hayes, P. E. Barry, and W. K. Hayes. (2020). "Resilience in the Aftermath of Hurricanes: Fluctuations in a Critically Endangered Population of West Indian Woodpeckers (*Melanerpes supercilialis nyanus*) over Two Decades." *Bird Conservation International*

Askins, R. A., **M. E. Akresh**, and W. K. Hayes. (2020). West Indian Woodpecker (*Melanerpes supercilialis*), version 2.0. In *Birds of the World* (T. S. Schulenberg and B. K. Keeney, Editors). *Cornell Lab of Ornithology*, Ithaca, NY, USA.

Bock, Cherice. (2020). "Friends and Watershed Discipleship: Reconciling With People and the Land In Light of the Doctrine of Discovery." *George Fox University*.

*Bradford, K., *Bandanza, A., Hunt, P. D., Milam, J., and **M. E. Akresh**. (2021). "Report on the 2021 Odonata, Butterfly, and Bee Surveys at the New Hampshire National Guard Training Site, Strafford, NH. Final Report to the New Hampshire Department of Military Affairs and Veterans Services." *Antioch University New England*, Keene, NH.

Byers, B. E., **M. E. Akresh**, and D. I. King. (2020). "Song learning by prairie warblers: when, where, and from whom." *Ethology* 126:1079-1088.

^Cloutier, T.L., G.S.A. Rasmussen, A. J. Giordano, **B. A. Kaplin**, and **L. Willey**. (2020). "Digital conservation: using social media to investigate the scope of African painted dog den disturbance by humans." *Human Dimensions of Wildlife*.

Corbin, J.D. and **R.K. Thiet**. (2020) "Temperate biocrusts: mesic counterparts to their better-known dryland cousins." *Frontiers in Ecology and the Environment* 18(8): 456-464.

FACULTY HIGHLIGHTS

Publications

Datta, R., **Kayira, J.**, & Datta, P. (2022). "Land-based environmental education as a climate change resilience: A learning experience from a cross-cultural community garden". In E. Walsh (Ed.), *Justice and equity in climate change education: Exploring social and ethical dimensions of environmental education*. Routledge.

Dreyer, S., Kurz, T., Prosser, A., **Abrash Walton, A.**, Dennings, K., McNeill, I., Saber, D., & Swim, J. (2020). "Towards a Psychology of the Food-Energy-Water Nexus: Costs and Opportunities." Special Issue on the Psychology of Sustainable Consumption. *Journal of Social Issues*, 76(1), 136-149.

Gibson, J.D. (2021) "The Indispensability of Holistic Species Experts for Ethical Animal Research." *Journal of Agricultural and Environmental Ethics* 34(6): 1-18.

Gibson, J.D. (2021) "Climate Justice for the Dead and the Dying: When Past-Oriented Environmentalism Isn't Enough." *Environmental Philosophy* 18(1): 5-39.

Gibson, J. D. & K. P. Whyte. (2021) "Philosophies of Science Fiction, Futures, and Visions of the Anthropocene." In Shannon Vallor (Ed.), *The Oxford Handbook of Philosophy of Technology* (pp. 473-495).

Guckian, M. (2021) "Assessing the Impacting of Online Science Communities: The Early Career Climate Forum." *Weather, Climate, and Society*.

Jones, M.T., L.L. **Willey, J.D.** Mays, C.K.Dodd, Jr. (2021). "Wildfire, Depredation, and Synergistic Management Challenges Contribute to the Decline of a Significant Population of Florida Box Turtles (*Terrapene bauri*)."
Chelonian Conservation and Biology.

Lott, C. A., **M. E. Akresh**, B. E. Costanzo, A. W. D'Amato, S. Duan, C. J. Fiss, J. S. Fraser, H. S. He, D. I. King, D. J. McNeil, S. H. Stoleson, M. Yamasaki, and J. L. Larkin. (2021). "Do review papers on bird-vegetation relationships provide actionable information to forest managers in the eastern United States?" *Forests* 12:990.

^Meck, J.R., M.T. Jones, **L.L. Willey**, and J.D. Mays. (2020). "Autecological study of Gulf Coast Box Turtles (*Terrapene carolina major*) in the Florida panhandle reveals unique spatial and behavioral characteristics." *Herpetological Conservation and Biology* 15(2):293–305.

^Nuru, J. T., **Rhoades, J. L.**, and Sovacool, B. K. (2022). Virtue or vice? Solar micro-grids and the dualistic nature of low-carbon energy transitions in rural Ghana. *Energy Research and Social Science*, 83, 102352:1-10.

^Nuru, J. T., **Rhoades, J. L.**, and **Gruber, J. S.** (2021). The Socio-Technical Barriers and Strategies for Overcoming the Barriers to Deploying Solar Mini-Grids in Rural Islands: Evidence from Ghana. *Technology in Society*, 65.

^Nuru, J. T., **Rhoades, J. L.**, and **Gruber, J. S.** (2021). Evidence of adaptation, mitigation, and development co-benefits of solar mini-grids in rural Ghana. *Energy and Climate Change*, 100024.

Rhoades, J. L., Gruber, J. S., and Horton, B. (2021). Enhancing Vulnerable Groups' Resilience to Climate Change: Lessons Learned from a Case Study with Older Adults. *Journal of Community Engagement and Scholarship*, 13(2).

Roberts, H.P., M.T. Jones, **L.L. Willey**, T.S.B. Akre, P.R. Sievert, P. deMaynadier, K.D. Gipe, K.D., G. Johnson, J. Kleopfer, M. Marchand, and J. Megyesy. (2021). "Large-Scale Collaboration Reveals Landscape-Level Effects of Land-Use on Turtle Demography." *Global Ecology and Conservation*, p.e01759.

FACULTY HIGHLIGHTS

Publications

*Shearer, S., **M. E. Akresh**, *K. Bradford, and M. Mello. (2021). "Nocturnal Lepidoptera surveys at managed inland barrens sites in Massachusetts (Contract #: 06-19858)." Final Report to the Massachusetts Natural Heritage & Endangered Species Program (NHESP). *Antioch University New England*, Keene, NH.

Smyers, S.D., M.T. Jones, **L.L. Willey**, T. Tadevosyan, J. Martinez, K. Cormier, DB Kemmett. (2021). "Calling phenology in *Rana sylvatica* (Wood Frog) at high-elevation ponds in the White Mountains, NH." *Northeastern Naturalist*, 28(sp11):156-179.

Thiet, Rachel K. 2022). "Protecting crescentic gouges could enhance alpine and subalpine plant conservation and restoration." *Ecology*. <https://doi.org/10.1002/ecy.3691>

^Uyizeye, E., V. Clausnitzer, J. Kipping, K. B. Dijkstra, **L. Willey**, and **B. A. Kaplin**. (2021). "Developing an odonate-based index for prioritizing conservation sites and monitoring restoration of freshwater ecosystems in Rwanda." *Ecological Indicators* 125:107586.

Presentations

Akresh, M., *S. Lamonde, L. Stokes, *F. Kahoun, and J. M. Clarke Storr. August 2021. A review of wood warbler (Parulidae) predation of vertebrates and accounts of two new observations. *American Ornithological Society Meeting 2021*.

Akresh, M., R. A. Askins, D. I. King, F. E. Hayes, P. E. Barry, and W. K. Hayes. (August 2020). "Hurricane-induced fluctuations in a critically endangered population of West Indian Woodpeckers over two decades." *North American Ornithological Conference*.

Akresh M., King D., and *McInvale S. (June 2021). A Meta-Analysis of the Effects of Tree Harvesting on Shrubland and Forest Birds. *Northern Hardwoods Conference 2021*.

Akresh, M., *E. D. Meeker, and D. I. King. (April 2021). "Incidental Observations of Snakes and Game Birds in a Managed Pine Barren in Massachusetts". *Northeast Natural History Conference 2021*.

Bradford, K.*, **M. Akresh**, and C. Buelow. (April 2021). "Diversity and Abundance of Ants in Rocky and Sandy-soil Barrens of Inland Massachusetts." *Northeast Natural History Conference 2021*.

*Cahill, M., R.K. **Thiet**, **S.K.** Towne, S.E. Fox, and K.C. Medeiros. (April 2021). "Benthic macroinfauna community composition in a partially restored back-barrier salt marsh lagoon on Cape Cod National Seashore, MA." *Northeast Natural History Conference*.

*McInvale, S. L., **Akresh, M.**, and D. I. King. (August 2020). "A meta-analysis of edge effects on nest success in forest and shrubland birds of eastern North America." *North American Ornithological Conference*.

Morelli T. L., Katzer A., **Akresh M**, Cooper, K., Briggs, J., Barve, V, Lee, L., Boydston, E. (April 2021). "How citizen science can help to update agency and park biodiversity lists." *Northeast Natural History Conference 2021*.

*Shearer, S., **Akresh, M.**, Mello, M., and Buelow, C. (April 2021). "Moth Diversity in Managed Pine Barrens and Heathlands of Inland Massachusetts." *Northeast Natural History Conference 2021*.

Towne, S.K., A. Mittermayr, *M. Cahill, K.R. Brown, K.C. Medeiros, R.K. Thiet, and S.E. Fox. (October 2020). "Assessing habitat recovery through benthic invertebrate assemblages within a partially-restored estuary." *New England Estuarine Research Society Conference*.