Dear ENVS community,

Hard to believe another semester has gone by. I hope you all had a successful semester and that you are enjoying the holiday break with friends and family. There is a lot to celebrate here in ENVS as we enter the New Year.

1) I must thank Ann Greaney-Williams for organizing...
another outstanding set of *Lunch & Learn* speakers. Many students commented on how engaging the speakers were. Perhaps they were even transformative. This coming spring promises to be just as exciting. We are always open to new ideas.

2) We continue to forge exciting collaborations with other departments and schools that are enriching the intellectual life at Tufts. For example, this past November we (ENVS, Anthropology, School of Nutrition, TIE) co-sponsored a talk by MacArthur Award winner Gary Nabhan. This fascinating talk explored the importance of local knowledge in adapting to climate change. Additional exciting events scheduled for this spring so stay tuned.

3) Our course offerings are rising in all the tracks. This is due to the invaluable contributions of the new ENVS associated faculty, Alex Blanchette, Andrew Kemp and Ujjayant Chakravorty, and to other faculty and staff that are excited to engage our students in the classroom. For example, Nancy Gleason is teaching a new course in “Watery Policy and Politics” and Tina Woolston (Office of Sustainability) is teaming up with Ann Rappaport (UEP) to teach “Environmental Action: Shifting from Saying to Doing”. This later course formalizes a very successful Experimental College course taught a few years ago.

4) Finally, I want to thank the student members of the ENVS Executive Committee, Ben Kane and Katie Siegel, for their willingness to engage with the program. We are always looking for creative ways to engage students so if you are interested in getting involved, please let us know.

Wishing you all a Happy New Year!
Colin Orians

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**Just Sustainabilities: Re-evaluating Social Justice and Sustainability**

by William Dolan

On December 5th, the Environmental Studies Program offered its final Lunch & Learn Lecture for the Fall 2013 semester. Julian Agyeman, Professor of Urban and Environmental Policy and Planning here at Tufts spoke on the topic of 'Just Sustainabilities: Re-imagining E/quality, Living Within Limits. The following review was contributed by a student participating in ENV 095.

Professor Agyeman was certainly a man with a lot to say! In addition to his wisdom, I felt motivated by the practicality and pragmatism that were pervasive throughout his presentation. Going into the lecture, I had the preconception that social justice could only be
had the preconception that social justice could only be joined to sustainability projects as an accessory or a hopeful supplement. I was pleasantly surprised by Professor Agyeman’s assertion that promoting social justice is a foundation of creating economic sustainability, in and of itself.

It hadn’t really occurred to me that social equality would be integral in environmental sustainability. I admit that my first impression of the “just sustainability” index was that it was an arbitrary evaluation of what he wanted to see in non-profits’ directives. By the end of his presentation, though, I was convinced that it was worthwhile for all nonprofits to at least recognize and acknowledge the value of social justice. In this modern era of interconnectivity, there’s not really valid excuse to not be perceptive of all the areas for which there are potential for change. Even if you are not the one formulating answers, it ought to be everyone’s responsibility to be informed about the problems at hand. Each non-profit obviously cannot be expected to solve every problem in the world, because of course there are many, but being well-informed never hurt anyone.

What I liked most about Professor Agyeman’s presentation were the examples he gave. At one point, I was worried that the presentation would be a hollow list of grievances with no real solutions, when all a slide consisted of were vague and lofty directives like “measure what matters,” “create a well-being economy,” “reclaim our time,” or “create a [better] education system.” However, Professor Agyeman did a good job of offering solutions in addition to identifying problems. I particularly enjoyed his reference to public parks. I related to this very well, because San Francisco public parks ought to be the model of which other public parks are based. These parks are enormous and are always filled with a great diversity of people. I wish that people were more comfortable striking up a conversation with people from different walks of life, and you do get that once in a while. Dolores Park in the mission district of San Francisco is famous for being the go-to for people of Latino, Black, White and Asian ethnicities, homosexuals, people of all kinds of religious denominations, as well as your standard young urban professional (a trope which has actually undergone some reincarnations in the last decade into young techy types). In addition to parks, I also share Professor Agyeman’s value for blurred neighborhood lines. Again, I have to commend San Francisco. Admittedly, there are a number of ethnic neighborhoods, but coming and going to them is remarkably fluid. Scarcely a week went by in San Francisco that I didn’t go to a neighborhood home to an affinity group I didn’t belong to.

Where I’m going with all this, and where Professor Agyeman was going in his presentation, is the significance of breaking the mold of our comfort and normal way of life right now. He presented some discomforting statistics that proved that we are living unsustainable lives. By having less rigid neighborhood boundaries, or by being more inclined to engage with strangers in a public park, we are not only enabling the exchange of ideas between different thinkers, we are working to close the growing divide between the wealthy and the lower classes in lifestyle, opportunity, and mental disposition. If what Professor Agyeman was saying proves to be correct, this process will be critical in the decades to come.

For more insight into Social Sustainability, the Boston Area Sustainability Group is offering a discussion today, Tuesday January 7th, 6-9pm on **Effecting Social Change at the Community Level**
We've Got New Courses!

by Ann Greaney-Williams

As we gear up for the Spring 2014 Semester, we wanted to announce two new courses being offered.

First, **Environmental Action: Shifting from Saying to Doing** (ENV 0196-02/UEP 0178-01 Wednesdays 4:30 – 7:00 PM) will be taught by Ann Rappaport (UEP) and Tina Woolston (OOS). This is a hands-on, experiential class where students will explore the human behavior-environment nexus and practice acting as a change agent on campus. Students will develop, deploy and evaluate campaigns designed to reduce energy use among building occupants at select on-campus locations. Topics covered include human behavior, community based social marketing, energy, climate change, sustainability efforts here at Tufts, culture change, survey techniques, effective communication, program evaluation and the social dimension of sustainability. This course counts towards the 'Sustainability, Policy, and Equity' and the 'Environmental Communications' tracks. This course has previously been taught through the Experimental College, but is now available directly through Arts and Sciences. Students can register for it through iSIS, so sign up today!

Our well-loved lecturer from Political Science, Nancy Gleason, will be teaching a new course this semester. **Water Policy and Politics** (PS188-47 Tuesday and Thursday, 1:30PM-2:45PM). In *Water Policy and Politics* student will learn about the social, economic and environmental characteristics of water. Using an interdisciplinary approach, students will explore the ways in which water is a political tool and how this impacts effective water management at the local, national and international level. Students will be introduced to the ecological roles of water, the political nature of water, water security concerns, water privatization controversies, and the solutions to water management we have thus far developed. Course content will cover such issues as sanitation, valuing water, transboundary water regulation, and women and water. Students will learn to read and think critically about this essential resource through a group online annotation assignment. Through an illustration assignment students will get to use different forms of media to illustrate the political relationships of water. Students will gain the tools necessary to understand water’s main properties, management challenges, and potential solutions to water sharing. Nancy's course can be applied to the 'Sustainability, Policy, and Equity' track.

We would like to welcome Andrew Tirrell, as he begins teaching **Environmental Communication and Culture** (ENV 196/EXP 059). Andrew is a PhD candidate at the Fletcher School of Law and Diplomacy and National Science Foundation/IGERT Water Diplomacy Fellow. He has also taught at both Boston University and Harvard University. Environmental Communication and Culture is the introductory course for the Environmental Communications track. Welcome to ENVS, Andrew!
Lastly, we would like to remind student that our Lunch & Learn Lecture Series (ENV 0095-01: Special Topics in Environmental Studies) is affiliated with course a 1/2 course credit, Pass/Fail. We look forward to the first Lunch & Learn on January 16th with Alison Robbins from the Cummings School of Veterinary Medicine.

Faculty Profile: Jeanne Penvenne

by Cooper McKim

Jeanne Penvenne, an Associate History Professor and scholar focusing on Africa, is one of the Environmental Studies Department’s new advisors. In 1976, she made her first major step in academic work in receiving three separate grants (one being a Fulbright) to conduct research in Mozambique. As an urban, social, and labor historian, she studied questions such as Why do men migrate to South Africa from Maputo to work in the mines? and Why did the colonial Mozambican government locate the only public housing in an area known for severe flooding? Since 1976, she has returned to Mozambique many times, and received numerous grants, awards, and fellowships in accordance with her work.

Professor Penvenne’s interest in African history was sparked during her years in community college; after buying a sizable world history book, she was only able to find one page regarding African history. This dearth led her to realize most people have such a limited view of Africa and its history. Soon after, she became a Peace Corps volunteer in Brazil where she was able to learn Portuguese. This opened up many doors, including possible research in Mozambique; it has been just that for 36 years.

In addition to her historical work in gender and labor studies, she acknowledges that the environment permeates every aspect of an area’s culture. Aside from the fact that climate change disproportionately threatens tropical areas and the world’s poorest people, Professor Penvenne often considers the breadth of environmental issues from justice-related questions to one’s of natural resource management. In some cases, citizens of a certain municipality will suffer due to their leader’s apathy and disregard:

"The colonial government in Mozambique located the ONLY substantial public housing for Africans in the Munhuana bairro. It is a bairro that they all KNEW flooded during the summer rains. They built it anyway and the area still floods badly. The area around the municipal dump is also a fast growing poor neighborhood. People do not want to live amidst the smoke and stench of the dump, but it's the only place
they can afford. Biases regarding municipal built environments and failure to account for environmental factors again usually compromises the lives of the least powerful people.” (Penvenne)

Professor Penvenne asserts that environmental factors are essential to fully understanding any place. “Drought, floods, desertification (the sahel, the horn of Africa) cyclical drought in Southern Africa all shape the history of the continent's people, so it is much more than a leitmotif in my teaching.” No matter which class she’s teaching, the environment is a relevant and important perspective from which to study.

Besides an academic focus on the environment, Professor Penvenne also has hands-on experience with farming and animal-raising. For a period of her life, she raised and sold organic produce and cooperatively raised pig and cattle with neighbors; at a point, she was able to use this as her primary source of food. Though she doesn’t have much time for it anymore, it’s still an important and enjoyable activity of which she hopes a consequent incarnation could enjoy.

Next semester, Professor Penvenne will be teaching three courses: Race, Class, and Power in Southern Africa; Reconstructing Africa's Past to 1850; and African Foundation Seminar: Seeking Gendered Perspectives. We look forward to having her as one of our newest advisors!