

**NOMINATION COVER SHEET**

**2009 Virginia Outstanding Faculty Awards**

<p>1. <u>NAME</u>                  Full (Legal): <b>Mark Palmer Carey</b> Preferred First Name: <b>Mark</b></p>	
<p>2. <u>INSTITUTIONAL INFORMATION</u>                  Institution: <b>Washington and Lee University</b>                  Rank/Position Title: <b>Assistant Professor</b>                  Year Rank/Title Attained: <b>2006</b>                  Years at Institution: <b>3</b>                  Campus Email Address: <b>careym@wlu.edu</b>                  Campus Phone: <b>(540) 458-8772</b>                  Campus Mailing Address: <b>Department of History, Washington and Lee University, Lexington, VA 24450</b>                  Campus Communications Contact:                  -Name: <b>Jeff Hanna</b>                  -E-mail: <b>jhanna@wlu.edu</b></p>	<p>3. <u>PROFESSIONAL INFORMATION</u>                  Academic Discipline: <b>History</b>                  Specialization/Field: <b>Latin America, Environmental</b>                  Type of Terminal Degree: <b>Ph.D.</b>                  Year Awarded: <b>2005</b>                  Awarding Institution: <b>University of California, Davis</b></p>
<p>4. <u>PERSONAL INFORMATION</u>                  Home Phone:                  Home Mailing Address:</p>	

*Please check only one box:*

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:   
 MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:   
 TWO-YEAR INSTITUTION NOMINEE:   
 RISING STAR NOMINEE:   
 TEACHING WITH TECHNOLOGY NOMINEE:

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**President or Chief Academic Officer**

Signature: \_\_\_\_\_

Printed Name:     Kenneth P. Ruscio, President, Washington and Lee University

## **Mission Statement**

### **Washington and Lee University**

Washington and Lee University provides a liberal arts education that develops students' capacity to think freely, critically, and humanely and to conduct themselves with honor, integrity, and civility. Graduates will be prepared for life-long learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

## Summary of Accomplishments

### Teaching

Dr. Carey's teaching fulfills the Washington and Lee University mission by embodying the liberal arts experience and by teaching students how to live as global citizens. As an undergraduate student, Dr. Carey was so profoundly influenced by the professor who first introduced him to Latin America in a politics class that he decided then to commit his own life to teaching people about the region. He saw as a student—and then learned first hand by living in Central America for 3 years—that the United States has deeply affected Latin America (and vice versa) for two centuries. Dr. Carey realized that to understand Latin America and international relations today, one needs to understand the past. Knowing history is the path to being a global citizen and achieving social justice in the Americas.

His lifelong dedication to environmental issues showed Dr. Carey that these past transnational interactions were never just about economic relations, geopolitics, cultural exchange, or migration—the more common themes historians analyze. They are also about resource extraction, agriculture, climate, science and technology, and ideas about nature.

Dr. Carey embarked on a unique career: he saw the budding field of environmental history as the ideal way to comprehend Latin America and US-Latin American relations on a more complete level that analyzed the historical intersections of nature and human history. He designed an innovative history curriculum at W&L that teaches students both **Latin American history** and **environmental history**. He also serves as a core faculty member of the Latin American and Caribbean Studies Program and an affiliate member of Environmental Studies.

Dr. Carey involves students directly in the learning process by making history relevant for their lives. Students in his survey courses—**Latin America: From the Mayas to Independence** and **Modern Latin America**—respond enthusiastically. As one student concluded, "Much of the history taught in this course could be applied today and because of this, many of our discussions coincided with current events. Very interesting and stimulating discussions." Another exclaimed, "It is actually interesting. Historical facts that apply to me."

Students also shape courses because Dr. Carey demands lively student participation in every class. As a student in **Revolutions in Latin America** commented, "Perhaps the best professor I've ever had at promoting intellectual class discussions." Another in **US-Latin American Relations** noted how students become teachers, too: "People were encouraged to participate in discussion. I learned not only from the professor but likewise from the students."

Environmental history courses are particularly well suited to liberal arts education because they are interdisciplinary. Dr. Carey's courses on **Natural Disasters in the Americas** and the **Environmental History of Latin America** bring creative, cross-disciplinary perspectives to familiar historical topics. For example, students learn that Spanish sheep aided the European conquest of the Americas because "ungulate irruptions" (the intrusion of sheep) eroded land, devoured indigenous crops, and required fencing that ushered in new Spanish property laws. Students also discover how a 1746 Peruvian earthquake jumpstarted the Enlightenment in South America because leaders implemented new agendas on traumatized people. Students leave Dr. Carey's classes seeing issues like global warming, nature conservation, and floods not simply as environmental problems but as complex social, political, cultural, and economic issues. One student remarked how he/she "gained a new perspective on disasters. It opened up a new topic of study that I hadn't previously thought to look into."

Study abroad offers one of the most profound ways students can learn about other cultures and societies—and Dr. Carey began planning a course to the Caribbean within six weeks of arriving on campus. He organized and co-taught the course through the university's Spring Institute for Global Studies program, which takes students abroad to develop "a broader understanding of global forces, issues, concerns and the ideals of stewardship." He devoted more than a year to arranging the interdisciplinary course on **Slavery, Race Relations, and Society in the Caribbean**, conducted in Barbados and St. Vincent. Dr. Carey taught students how race affected access to natural resources, vulnerability to hurricanes, access to land, and even beliefs about climate. He organized field trips and guest lectures by Caribbean specialists. Dr. Carey and the other faculty from Sociology, Politics, and History required students to write major research papers that involved extensive research in Barbados. Students presented their completed projects at a well-attended campus poster session—thereby becoming the experts themselves to teach fellow students and faculty at Washington and Lee about the Caribbean. One student reported after the course that "While learning about others and conducting interviews in Barbados, I ended up having the opportunity to evaluate my own personal values and assumptions." Another reflected, "Immersing yourself in a culture with the added academic structure provides the greatest opportunity to learn and grow."

Students in Dr. Carey's courses do not just learn history. They *do* history. In the process, they develop the capacity to think freely and critically. In his **US-Latin American Relations** course, for instance, Dr. Carey utilizes a Chilean folk song performance to place music into the history of revolutionary social movements in Latin America. Students dissect the song's lyrics, study the instruments played, and discuss the performing venue. In the same class, students listen to a recorded Richard Nixon telephone conversation, scrutinize Richard Helms' handwritten notes, and analyze recently released top secret US government documents about South America. The diversity of historical texts and images reach out to a range of student learning styles—and keep class fresh and engaging. As one student wrote, "The professor was able to convey historical events clearly by using forms of media. Material was very interesting and the professor made sure students understood. . . . Excellent course!"

Writing, Dr. Carey maintains, is a cornerstone of the liberal arts education because it promotes critical thinking and clarity of expression. All his courses demand significant writing: 15-25 pages in lower division courses, 35-45 pages in upper division classes. Dr. Carey provides his substantial **Writing Guide for History Papers**, and he gives "writing workshops" in each course on structure, analysis, and research strategies. He devotes considerable time to improve student writing, holding individual meetings with each student in every course, assigning an anonymous peer review exercise, and, most importantly, grading research papers in stages that include topic essays, bibliographical essays, outlines, and sample introductions.

Students recognize that Dr. Carey is demanding but that he provides training for them to become high quality writers. As one student noted, "Great help with writing. Really thought he helped. Good suggestions and advice presented in a constructive manner. Tough grader! High expectations in this course. Great professor." Another concluded: "I believe I understand how to write now after taking Eng 105 and this course" on **Natural Disasters**.

Dr. Carey bridges boundaries that often divide the past and the present, North and South America, nature and culture, and science and the humanities. He teaches his students to understand what it means when they eat a banana from Honduras, buy oil from Venezuela, try to save the Amazon rain forest, vote for neoliberal economic policies, hire migrant workers, or watch US troops go to the Panama Canal Zone. It is only by learning these issues—how Latin

America's past and our broader environment connects with everyday lives in Virginia—that one can become an engaged global citizen and that we can achieve social justice.

## Discovery

Not every historian puts glacial ice into the dynamics of human history. Nor do many humanities scholars receive major National Science Foundation grants. But, as Dr. Carey demonstrates in his innovative research on the societal dimensions of climate change and glacier melting in the Peruvian Andes, glacial ice shapes history and historians can offer compelling—though often overlooked—insights into current issues and future policies. Like his teaching, Dr. Carey's research promotes global understanding by merging history and the environment in Latin America.

Dr. Carey is one of only a handful of scholars in the world studying the societal effects of and responses to glacier retreat. Yet glaciers supply water for nearly a billion people on earth and drive economies dependent on irrigation, agriculture, hydroelectricity, and tourism.

Fluent in Spanish, with training in glaciology, and with expertise in Latin American environmental history and the history of science and technology, Dr. Carey offers a potent combination of skills and knowledge to discover the past and illuminate urgent contemporary issues for Peruvians and societies worldwide.

Dr. Carey recently received a \$150,000 National Science Foundation grant from the Program in Science, Technology, and Society (see news story in "Additional Documentation" section). Grant funds provide a year of release time from teaching, thereby providing time to write and do research in Peru. The NSF grant will allow him (1) to publish his first book, *The Conquest of Melting Ice: Climate, Glacier Disasters, and Society in Modern Peru*; and (2) to write three additional articles that broaden the scope of his Peruvian research to other countries. Research will involve collaboration with undergraduate and graduate students as well as anthropologists, geographers, scientists, government officials, and NGOs in Peru, the United States, and Europe. As an anonymous NSF reviewer concluded about Dr. Carey's research:

In view of the importance retreating glaciers have in the iconography of global warming today, and the reality of glacial flooding in Peru, the whole terrain (geographical and more metaphorical) of Peruvian glacial studies seems to me to open up a host of important scientific, technical, social, political and other factors that are essential to modern environmental history. The applicant has the detailed knowledge in the history of science, glaciology, and Peruvian history, to do justice to this topic. He has apparently already published several important articles, and shows every signs [sic.] of emerging as a leading figure in environmental history. He has good and collaborative relations with Peruvian scholars. This is . . . an impressive proposal which I recommend very strongly for support from the NSF.

Dr. Carey's book manuscript is currently under review at a major university press. It uncovers a tragic history in which melting Peruvian glaciers triggered a series of catastrophes since 1941, including the world's most deadly avalanche in 1970 with 15,000 deaths. The book analyzes scientists' and engineers' dramatic attempts to engineer the Andes to prevent additional disasters, but also reveals how diverse social groups, political forces, and economic agendas led to the evolution of certain types of science and technology—with benefits and pitfalls for Peruvian society. The contested history that Dr. Carey illuminates focuses precisely on the nexus of modern power struggles, social relations, state rule, the evolution of science

and technology, economic modernization, cultural views of nature, and the consequences of climate change on a global scale.

Dr. Carey is internationally recognized for his research in Latin American environmental history. Scientists have invited him to provide a humanities perspective at conferences in the U.S. and Europe. Peruvians have looked to his historical research for context to current issues, and Peruvian historians awarded him the Franklin Pease Award for the Best Paper at an international history conference in Lima.

Last year Dr. Carey received one of seven Social Science Research Council (SSRC) Book Fellowships. The new fellowship was only open to those who had previously held the highly selective SSRC dissertation fellowship. As the SSRC explains on its website, the final seven book fellows "were selected from 72 highly qualified proposals on the basis of the originality, interdisciplinarity, and cross-regional perspective of their work." The fellowship was designed to guide book manuscripts to completion: it funded both a three-day publishing workshop in New York and 25 hours of professional developmental copyediting. An anonymous reviewer of Dr. Carey's fellowship proposal and submitted manuscript praised the project for:

casting the problem in terms that bring out its important transregional dimensions, the author develops a series of cases over the last 70 years in which he considers a range of pressing issues, from disaster management programs, to hydropower projects, to 'neoliberal' energy policies, all considered as modes of engagement (mitigation, adaptation) with a rapidly changing ecology. What I liked about the project was the attention to distinct social and institutional groups—from indigenous farmers to glacier scientists, hydroelectric developers to governmental offices—and their different interests and understandings of the natural phenomenon in question.

Dr. Carey won the Leopold-Hidy Prize for the best article in the journal *Environmental History* during 2007. He has a forthcoming article on how European views of the Caribbean's tropical climate, originally seen as disease infested and morally degenerative, transitioned into an enticing and healthful climate where tourists swarm sun-drenched beaches. Dr. Carey also wrote an invited article on global climate history for the forthcoming *Oxford Handbook of Environmental History*, a volume showcasing particularly innovative methods, theories, and themes in the field. After spending a year in Nicaragua as a Fulbright Scholar, he published two articles on indigenous history, land use change, and conservation. Dr. Carey has also published a practical guide on how US scholars should conduct research in Latin America. He has written two extended review essays in important Latin American studies journals on the state of environmental and history of science research, as well as 11 published book reviews and three encyclopedia entries. Early in his career—and actively devoted to undergraduate teaching at a liberal arts college—Dr. Carey has already published widely on diverse topics.

### **Knowledge Integration**

Dr. Carey's definition of global citizenship and his quest to link social and environmental justice means that he constantly integrates knowledge. He teaches interdisciplinary courses and involves students in research. His research links the humanities with science, the US with Peru, academia with NGOs and government agencies, and teaching with scholarship.

Dr. Carey has argued that successful research materializes only when scholars build bridges among investigators, policymakers, the research country, and the public—a process he calls "research diplomacy." As he asserted in the Latin American studies journal, *Brújula*,

researchers "will produce better scholarship, with more relevant results, if they engage Latin Americans both within and beyond the archive. Personal interactions with professionals, bureaucrats, the general public, researchers, and academics in the field site are thus vital for: (1) effective topic selection, (2) access to information, and (3) the sharing of research results."

Testifying to its broad appeal, Dr. Carey's work has consistently been praised and supported by diverse funding agencies, institutions, academic departments, policy groups, and non-governmental organizations. After receiving his doctorate in History at the University of California, Davis, Dr. Carey changed departments to hold a postdoctoral fellowship in Geography at the University of California, Berkeley. Dr. Carey has received diverse grants and fellowships not only from the National Science Foundation but also from the Social Science Research Council, American Meteorological Society, Pacific Rim Research Program, Agricultural History Center, Fulbright, and the Inter-American Foundation.

To ensure diverse audiences can access his research results, he publishes in history, science, and Latin American Studies journals. Dr. Carey has presented scholarly papers at diverse venues, such as the Young Scientists Global Change Conference in Italy, the Wengen Workshop on Global Change Research in Switzerland, the American Society for Environmental History, the American Meteorological Society, and the American Anthropological Association. He has given lectures at Peru's National Institute of Culture museum, the Peruvian National Institute of Natural Resources, and the Central American University in Nicaragua, as well as to Austria's University of Innsbruck Tropical Glaciology Group and UC Berkeley's Energy and Resources Group. He is currently co-authoring an article with a Swiss anthropologist.

At Washington and Lee University, Dr. Carey actively places his History curriculum and research into the broader cross-disciplinary campus community. He has given guest lectures for Geology, Sociology, and Latin American and Caribbean Studies courses. He has also offered environmental studies and cultural studies colloquia. Further, his History courses fulfill requirements in both Latin American and Caribbean Studies and Environmental Studies.

Dr. Carey also bridges scholarship with teaching by involving students in his research and training them to be effective investigators. In fact, undergraduate research and training are a vital component of his ongoing NSF grant. He worked with a German student this past summer on mountaineering history and is currently funding three student research assistants. He has engaged Peruvian graduate students in his research as well, using the data they collected in archives and libraries while also training them for advanced degrees; one student is now enrolled in a Ph.D. program at a U.S. university.

Dr. Carey's courses embody the liberal arts experience of knowledge integration. His **Natural Disasters in the Americas** course, for example, demands that students learn about the role of race and class in disaster vulnerability, the meteorology behind hurricanes, and the plate tectonics underlying volcanoes. The 2008 Caribbean course that Dr. Carey co-taught was a multi-disciplinary course. Dr. Carey also merged teaching with his own scholarship on historical climate perceptions in the Caribbean. Beyond teaching classes in Barbados, he also conducted research literally alongside the students he took to libraries, government offices, and the national archive. It seamlessly integrated teaching and research in the global context.

## **Service**

Dr. Carey sees his expertise in Latin America and his environmental history approach as uniquely able to serve the broader community across a range of issues. He was appointed to

the advisory committee overseeing the Latin American and Caribbean Studies program at Washington and Lee. Dr. Carey is organizing a writing workshop for faculty colleagues at the request of the College dean, who recognized his rigorous attention to improving student writing. Dr. Carey helped students transform research projects into conference papers and articles for publication. He also helped students find internships and study programs in various countries.

Dr. Carey's co-taught Spring Institute to the Caribbean was part of the inaugural year of the Latin American and Caribbean Studies program. He devoted more than a year to prepare logistics for the study abroad course, an opportunity he saw to truly affect student lives by living abroad. Preparations involved traveling to the Caribbean, working with various departments and the International Education Office, finding guest speakers and accommodations, and ensuring that the new program worked safely—all in addition to curricular developments.

As an affiliate faculty member of the Environmental Studies Program, Dr. Carey mentors students and links his environmental history curriculum with the broader cross-disciplinary mission. To commemorate the International Water Awareness Day, he recently delivered a public lecture entitled "Water and Society When the Glaciers Melt."

Dr. Carey serves as a faculty consultant to the student-run Project Nicaragua program that conducts annual service-learning trips to Nicaragua. He has advised the newly established Caribbean Society, built in part from his course in Barbados. He also gives an annual public lecture on Nicaraguan history and society before students embark for their service-learning trip to Central America—a role he played previously in California, where he gave annual lectures to medical students who carried out service-learning internships in Nicaragua.

Dr. Carey is a volunteer for Rockbridge County ESOL (English for Speakers of Other Languages). He builds on his past English teaching for Vietnamese refugees as well as his volunteer teaching of fifth and sixth grade in Costa Rica. His commitment to youth education has been a way to promote global citizenship and build community programs in social justice.

In Peru, Dr. Carey continuously contributes publications, lectures, and information to various government agencies, especially the Glaciology and Hydrological Resources Unit and the National Council for the Environment. He has given many public lectures, press conferences, and radio interviews in Peru.

Dr. Carey is working with the U.S. State Department, USAID, and the World Bank to help Andean residents adapt to climate change. He will participate in a 2009 international workshop with these entities and Peruvian government agencies and NGOs.

For two years Dr. Carey served as an Expert Reviewer for the *Climate Change 2007: Impacts, Adaptation and Vulnerability* report produced by the Inter-Governmental Panel on Climate Change (IPCC), the scientific intergovernmental body established by the World Meteorological Organization and the United Nations Environment Programme. The IPCC publications are the broadest, most rigorous attempts to disseminate research and provide practical applications of research.

Dr. Carey serves his broader academic communities in a number of ways. He was recently a committee member for the Elinor Melville Prize for Best Book in Latin American Environmental History. He continually reviews books on Latin American history, environmental history, and history of science scholarship. And he has reviewed manuscripts for Oxford University Press, Prentice Hall, and Germany's Potsdam Institute for Climate Impact Research.

## Personal Statement

My path to teaching engaged global citizenship and social justice at Washington and Lee University emerged by joining three lifelong passions: the environment, history, and Latin America. Growing up on a small farm and spending time in a tent on camping trips every summer made me aware of my surroundings and their beauty. But it was a high school Environmental Studies teacher who motivated me to think critically about environmental issues—a pursuit I continued through college as president of two student environmental groups.

Other teachers shaped my life, too. A high school history teacher taught me to see the past as riveting stories, not just facts. And he showed me that the context history provided was indispensable for understanding anything in the present. I became a history major as an undergraduate with the hope of teaching others through "stories." Then, my junior year on a national exchange program at the University of Oregon, I took a Central American politics course and realized not only the profound influence of the United States on Latin America, but also the inequalities embedded in that relationship and within each nation.

I resolved instantly—and ever since—to work toward social and environmental justice both in Latin America and between the United States and Latin America. I spent the subsequent decade learning precisely how to connect history, the environment, and Latin America. A few teachers had affected me so much that they mapped out my life and instilled another passion: teaching. My goal remains to return the gift they gave me through education.

After completing my undergraduate education, I began working in national parks to integrate and share environmental knowledge. As a manager of recycling operations at Mount Rainier and Yosemite National Parks, as a park ranger (naturalist) at Glacier and Mount Rainier National Parks, and as an environmental educator and canoe guide in Minnesota's Boundary Waters Wilderness Area, I held diverse jobs that prepared me to teach to a diverse public—from kindergarteners and Elderhostel groups to vacationing families and national park administrators.

In Costa Rica, I volunteered as a fifth and sixth grade public school English teacher for a year. Working without resources or curricular guidance, I gained some of my most enduring teaching skills: patience, clarity, flexibility, preparedness, and compassion for diverse student backgrounds and learning styles. I also learned how teaching spreads beyond classrooms to the playground soccer field, to tutoring for high school entrance exams, and to student clubs.

After teaching, I worked in Costa Rica as a journalist/researcher for *Mesoamérica*, translating and distilling news from the five Central American nations for audiences in the United States. I also helped organize and establish a Guide Training Program with the Harvard Institute for International Development World Teach program, the RARE Center for Tropical Conservation, and the Costa Rican national parks office. The program provided local jobs, strengthened community-based conservation initiatives, and bridged the divide between ecotourists and local communities. The Costa Rican program was so successful that it became a model for Guide Training programs in Mexico, Honduras, and Guatemala.

As a Fulbright Scholar in Nicaragua, I devoted a year to studying connections between past indigenous land use practices and contemporary western conservation efforts to check land invasions and natural resource extraction in Central America's largest nature preserve, BOSAWAS. Working closely on these issues with indigenous communities, government agencies, The Nature Conservancy, and Fundación Alistar, I tried to make the historical evidence uncovered from dusty archives and vivid oral histories into useful data to inform NGO

activities and government policies. This research provided critical context for policy decisions supporting both indigenous land titles and the protection of BOSAWAS ecosystems.

My effectiveness as a liberal arts professor and scholar today builds on these years of work, research, and studies throughout the Americas—where I consistently linked history with teaching, environmental policy, science, and social justice. I teach my students and colleagues about global citizenship by striving myself to be an engaged, informed international citizen who thinks critically about society and our environment and who shares knowledge with diverse groups. I learned about so many distinct fields and about such different issues—and had to convey them to so many audiences—that I am now comfortable assigning sociology or geology in a history class.

I also present historical research at scientific conferences, work with community service organizations and international NGOs, share research results with the Latin Americans I study, and produce innovative scholarship that has direct international relevance for societal and environmental issues today. My ability to reach varied audiences, to convey historical as well as scientific knowledge, to reach across scholarly disciplines, to serve communities from Virginia to Peru, and to teach a range of relevant courses makes me successful in the liberal arts environment. It also allows me to produce interdisciplinary research.

As a teacher, I train undergraduate students how to learn and do relevant history. Students in my courses constantly analyze the past first-hand, whether on site at a former slave plantation in Barbados, by analyzing an Aztec account of the Spanish conquest, or by interpreting Walt Disney's Donald Duck in Brazil. Often students unearth their own primary sources that yield creative research projects and advanced undergraduate papers. My courses embody the liberal arts experience because I provide various perspectives and show students how different disciplines interpret the same issues. Students in my **Natural Disasters in the Americas** class, for example, wrote research papers on the historical roots of the 2005 Hurricane Katrina. This was a critical concern for them as more than half of the enrolled students were from New Orleans. They saw clearly how history shaped their own lives. What's more, my cross-disciplinary approach required them to analyze hurricane weather and levee engineering as well as class and race relations on the Gulf Coast. It is these diverse perspectives on relevant present-day issues that make my history courses appealing and train students for a life of engaged citizenship.

My current research achieves the same cross-disciplinary impacts by reaching diverse audiences. I investigate topics with fascinating histories that are enormously important today, such as climate change, disasters, indigenous land struggles, and environmental inequality. This environmental history research fills a vital and often-overlooked niche in the quest to improve environmental management, promote social justice, teach practical skills, and produce innovative scholarship. Few historians contribute to these issues, even though interest in both global climate change and natural disasters has surged in the last two decades.

My historical research reveals how local, national, and international forces affect people's reactions to climate change, resource extraction, disasters, and environmental management. Glaciers have become a key icon in global warming discussions and policies—and my studies are at the forefront of the human dimensions of climate change and glacier retreat. My research links to both my interdisciplinary teaching on Latin America and my devotion to student learning and service. I thus work to achieve social and environmental justice through teaching, research, and service. This is the essence of global citizenship, which I strive to instill across a range of academic, public, and global communities.

## Abbreviated Curriculum Vitae Mark Carey

### Education

- Ph.D. University of California, Davis, History, 2005
- M.A. University of Montana, History, 1998
- B.A. State University of New York College at Potsdam, 1991

### Professional Experience

- Assistant Professor of History, Washington and Lee University, 2006-present
- S.V. Ciriacy-Wantrup Postdoctoral Fellow, University of California, Berkeley, 2005-2006
- Chancellor's Teaching Fellow, University of California, Davis, 2004-2005

### Awards and Fellowships

- National Science Foundation Scholar Award, 2008-2009
- Leopold-Hidy Prize for Best Article in 2007 in the journal *Environmental History*
- Social Science Research Council Book Fellowship, 2007-2008
- Mabelle McLeod Lewis Dissertation Write-Up Grant, 2004-2005
- Social Science Research Council International Dissertation Fellowship, 2003-2004
- American Meteorological Society History of Science Fellowship, 2003-2004
- Pacific Rim Research Program Fellowship, 2003-2004
- Franklin Pease Award for Best Paper, International History Conference, Peru, 2003
- Borderlands Fellowship, University of California, Davis, 1999-2000
- Fulbright Scholar, Nicaragua, 1998-1999
- Inter-American Foundation Fellowship, 1997-1998

### Publications

#### Book (currently under review)

*The Conquest of Melting Ice: Climate, Glacier Disasters, and Society in Modern Peru*

### Selected Articles and Peer-Reviewed Book Chapters

- "Consuming the Weather: Climate, Health, and Tourism in the Caribbean, 1650-1950," forthcoming in *Osiris* vol. 26, special journal issue on Climate History.
- "Beyond Weather: The Culture and Politics of Climate History," in press in the *Oxford Handbook of Environmental History*, ed., Andrew Isenberg (New York: Oxford University Press).
- "Disasters, Development, and Glacial Lake Control in Twentieth-Century Peru," in *Mountains: Sources of Water, Sources of Knowledge*, ed. Ellen Wiegandt (The Netherlands: Kluwer Academic Publishers, 2008), 181-196.
- "The Politics of Place: Inhabiting and Defending Glacier Hazard Zones in Peru's Cordillera Blanca," in *Darkening Peaks: Glacial Retreat in Scientific and Social Context*, ed. Ben Orlove, Ellen Wiegandt, and Brian Luckman (Berkeley: University of California Press, 2008), 229-240.
- "The History of Ice: How Glaciers Became an Endangered Species," *Environmental History* 12, no. 3 (July): 497-527. (**Winner: Leopold-Hidy Prize for Best Article in *Environmental History* in 2007**)

- "The Nature of Place: Recent Research on Environment and Society in Latin America," *Latin American Research Review* 42, no. 3 (2007): 251-264.
- "Science and Scientists in Latin America: An Historical Overview," *A Contracorriente* 5, no. 1 (2007): 430-442.
- "Beyond the Archive: A Practical Guide for Research in Latin America," *Brújula* 5, no. 1 (2006.): 173-176.
- "Living and Dying With Glaciers: People's Historical Vulnerability to Avalanches and Outburst Floods in Peru," *Global and Planetary Change*, vol. 47, no. 2-4 (July 2005): 122-134.
- "La influencia Mayangna en la historia de la Costa Atlántica nicaragüense," *Revista de Historia* 14 (2002): 73-88.

11 published book reviews on history of science, environmental history, climate history, and Latin American history (published in Peru, Spain, and the US)

### **Lectures and Invited Talks**

Washington and Lee University  
 University of California, Berkeley  
 Instituto Nacional de Cultura, Perú  
 University of Innsbruck, Austria

Pontificia Universidad Católica del Perú  
 New College, San Francisco, California  
 Universidad Centroamericana, Nicaragua

### **Conference Papers**

American Historical Association (2009); American Society for Environmental History (2006, 2000); Wengen Workshop on Global Change Research, Switzerland (2004); American Meteorological Society (2004); American Anthropological Association (2003); Young Scientists Global Change Conference, Italy (2003); Mountains: Sources of Water, Sources of Knowledge, Switzerland (2002); Rocky Mountain Council on Latin American Studies (1998).

### **Service**

#### **Recent Professional Service**

Manuscript Review: Oxford University Press, Prentice Hall, Potsdam Institute for Climate Impact Research (Germany)  
 Committee Member, Melville Prize for Best Book, Latin American Environmental History  
 Expert Reviewer, Fourth Assessment (2007) of the Inter-Governmental Panel on Climate Change (IPCC)  
 Editor, Andes section of Stanford-based Environmental History of Latin America website, <http://www.stanford.edu/group/LAEH/>

#### **University and Community Service at Washington and Lee University**

Lead Organizer and Co-Director, 2008 Spring Institute to the Caribbean  
 Advisory Committee Member, Latin American and Caribbean Studies Program  
 Affiliate Faculty Member, Environmental Studies Program  
 Guest lectures for Geology, Sociology, Latin American and Caribbean Studies Depts.  
 Taught in Freshman Seminar Pilot Program, Spring 2007  
 Committee Member, University Library Committee, 2007-2008  
 Participant, English as a Second Language Program in Rockbridge County  
 Faculty Consultant, Project Nicaragua and Caribbean Society Student Programs

### Letters of Support (excerpted)

Mark Carey is a phenomenon. His interdisciplinary scholarship on glacial melting in the Andes has attracted attention among historians and environmental scientists, earning him accolades such as the Leopold-Hidy Prize for best article in the pre-eminent journal *Environmental History* as well as a year-long fellowship from the National Science Foundation (virtually unprecedented for a humanist). He has attracted the attention of his colleagues, bringing whole new dimensions and depth to our History Department, to our Environmental Studies Program, and to our brand-new Latin American and Caribbean Studies Program. And Professor Carey has very much attracted the attention our students at Washington and Lee, offering tremendously successful and popular courses, including the immersion course in Barbados on slavery this past spring and an innovative seminar for first-year students on the history of natural disasters from the Lima earthquake of 1746 to Hurricane Katrina. Mark Carey deserves the honor to be recognized as one of the very brightest stars in the firmament of younger scholar/teachers in Virginia higher education. **Dean Hank Dobin, Dean of the College, Washington and Lee**

Mark Carey is an exceptional young scholar whose work brilliantly crosses disciplinary boundaries. Trained as an historian but receptive to insights from social and physical sciences, he has assembled tools necessary to conduct what he calls “ethnographies of vulnerability.” Since completing his PhD in 2005, he has published an impressive body of innovative, original work, including his prize-winning essay, “The History of Ice,” winner of the Leopold-Hidy Prize for 2007. Mark Carey’s intellectual commitment to bridge gaps that divide humanities, social sciences and environmental sciences has already gained him international recognition, positioning him as a leader among a generation of young scholars now addressing human dimensions of climate change. **Julie Cruikshank, Professor Emerita, Department of Anthropology, University of British Columbia**

I enrolled in Professor Carey’s *History of Revolutions in Latin America* class in an effort to branch out of our university’s science center during my senior year, and I couldn’t be more pleased with my experience. His balance of lecture and dialogue combined with his method of integrating readings that utilized various methods of relating historical events from different perspectives made class incredibly enjoyable and truly brought the course content to life. In addition to our dynamic hour of class each day, he spent countless hours both discussing course material with individual students in his office as well as providing us with invaluable constructive feedback on written assignments.

As a result, I have just recently submitted a research paper for publication that was written for his class and further developed with his continued feedback and support months after having graduated and almost an entire year after having completed his class. I cannot speak highly enough about Professor Carey both as a teacher whose lessons helped me to develop a more mature ability of interpreting historical events and as a friend who I came to know both in class and around campus through our involvement in and support of various community and school organizations. **Will Hartman, Washington and Lee University, Class of 2008**

Mark Carey’s essay “The History of Ice: How Glaciers Became an Endangered Species” is the 2007 winner of the Leopold-Hidy Prize for best article published in *Environmental History*. It was a highly competitive year, but what made Carey’s piece stand out was its fresh approach to a familiar (if long underappreciated) topic. Using global warming as his backdrop, Carey’s essay traces the emergence of a metadiscourse that tends to treat glaciers as “endangered species.”

The Editorial Board acts as the judges for this award. Members praised Carey’s lucid and compelling style, his knack for handling multiple story lines, and his innovative approach to

environmental history. “This is an unusually insightful piece written in an elegant style,” one Board member wrote. “I especially liked the way he tackled the issue from multiple perspectives,” wrote another. “It’s easily the most memorable of the essays that were published in 2007,” wrote a third. **Mark Cioc, Editor, *Environmental History***

Dr. Carey has a keen ability to bring his outstanding scholarship in Latin American history into the classroom. He challenges students to question their preconceived outlooks and consider other views as he posits his own original ideas in light of other established theories. In short, he has made our new Latin American and Caribbean Studies program an immediate success. **Professor Jeffrey C. Barnett, Department of Romance Languages, Washington and Lee**

While I don't work on the same subjects as Mark, there is some overlap between our general areas of interest (he is an historian of Latin America and an environmental historian, while I am an historical sociologist who works mostly on Latin American subjects). His work is of exemplary quality. It is grounded in theory without being overly theoretical. It is (as far as I can tell and without any doubts) based on careful, high-quality research. The book, when it's out, I expect will be a model of how to do environmental history. I had the opportunity to plan and teach with Mark in last year's Spring Institute in the Caribbean. The course's success owes a great deal to him. Students look up to and respect him and it is clear to me that they learn a lot from him. He's one of the best teachers of the newer faculty at W&L. **Professor Jonathan Eastwood, Department of Sociology and Anthropology, Washington and Lee University**

In Winter Term 2007, I took “Environmental History of Latin America” taught by Prof. Mark Carey. Over the course of 12 weeks I became familiar with the interactions between markets, raw materials, indigenous people and the environment in South and Central America. I also came to understand how Latin America’s environment has been viewed through the eyes of anthropologists, artists, historians and naturalists, and how their perspectives have influenced environmental thought today. While I am not a history or environmental studies major, Prof. Carey made these ideas accessible, relevant and interesting through a selection of academic articles, books, movies and class lectures. Prof. Carey demonstrated a depth of knowledge that can only be attributed to years of study and field work. Prof. Carey was always available for a one-on-one conversation in his office and spent as long as was necessary talking with students. **John Henderson, Washington and Lee University Class of 2009**

Mark Carey’s work exemplifies the new interdisciplinary, trans-regional perspectives from which many scholars are now approaching Latin America; these are rapidly replacing the old Area Studies paradigms that dominated international research programs during the Cold War and its aftermath. Global climate change is one of the issues that is forcing us to reconfigure our methodologies and geographical frameworks for understanding the earth and its peoples. Mark’s historical research on the relationship between indigenous peoples, scientists and engineers, and the Peruvian state as they tried to adapt to a changing world created by melting glaciers speaks directly to some of the critical issues that humanity will face as it tries to mitigate and adapt to climate change over the coming century. Mark’s work underscores the fact that equatorial regions *have already been profoundly affected by climate change during the past century* and explores the sort of social conflicts that are likely to emerge in this new world. Mark Carey’s work is already poised to make a major contribution to this discourse. His award-winning article in *Environmental History*—the third most-cited history journal from the United States—by itself, will influence this discussion. **Professor Gregory T. Cushman, International Environmental History, University of Kansas**

During the Spring Term Institute in the Caribbean, Mark demonstrated total commitment to student learning and student safety. He was the teacher/scholar who enthusiastically inspired students with his commitment to learning. He was the gentle task master who held students accountable for work in a course that was reading intensive and required a substantial amount of research. He often facilitated student research excursions in Barbados or accompanied individual students on those trips. Mark held himself to high standards and kept me on my toes, although I am his department head and am nearly 30 years his senior. Working with Mark was both a pleasure and an inspiration. Our students are indeed fortunate to have such an energetic and enthusiastic scholar as a mentor. **Professor Ted DeLaney, Head, Department of History, Washington and Lee University**

Professor Carey demonstrates one of the qualities professors themselves would hope to see in their students—an eagerness to learn. He engages his students by first engaging himself, bringing the material of the day center-stage and showing how education can and should be a collaborative effort between student and teacher. This attitude, paired with his drive to develop students' abilities for use outside the realm of the classroom, engenders in others a sense of appreciation and respect. He is a great teacher who strives to bring out the best in his students. **Noah Stayton, Class of 2007, Washington and Lee University**

Often when young historians choose a little-studied and timely topic--as in Carey's selection of one of the first phases of global warming--they lack the maturity to study it with adequate care, or they fall readily into tendentious positions. By contrast, Carey has used this material to develop a distinctive and creative integration of different new perspective, from environmental history and from science and technology studies. He has garnered the respect ordinarily achieved only by a small fraction of mid-career historians, and therefore very unusual for someone relatively junior, because his work demonstrates both theoretical rigor and solid empirical foundation. In an era when historians who work in areas linked to science neatly bifurcate into the science-worshippers and the science-haters, Carey shows an ability to examine each specific scientific field dispassionately. His ability to meld this history of science and environment with cultural, social and political history is remarkable. His deep knowledge in the rich legacy of Latin American history also gives his work striking solidity. It is no wonder that he has won awards and received highly competitive fellowships and grants: the quality of his work is clearly evident to those at the high levels of the profession who distribute such honors. **Professor Ben Orlove, Department of Environmental Science and Policy, University of California, Davis**

Mark's work will alter and improve our understanding of environmental history and many related topics. This will not be a book deemed "an important contribution," but instead one that changes the field. He brings to the project great depth in three areas as well as excellent writing abilities. First, he immersed himself in Peru (and the Spanish language) and Peruvian history. Second, he learned the necessary science that allows him to address a variety of approaches to global warming and climate change. Third, he read broadly in environmental history, linking and comparing his work to interdisciplinary and global studies. Few students have the commitment or ability to engage in such broad work. In addition, he is a fine writer who has produced an important and accessible book. Since his first days in graduate school, Mark has been a dedicated teacher and colleague. He always has time to help students and others and understands how people process information differently. He will be a leader in the field and a much-respected teacher. **Professor Charles Walker, Department of History, Director of the Hemispheric Institute on the Americas, U. C. Davis**

## **Additional Documentation**

### **Excerpted Recent Course Evaluations from Students**

#### **Latin American History Survey Courses:**

Professor Carey was one of the best professors or teachers I've ever had. He was able to instill an interest in history in me that I never really thought possible. This was an excellent course and I would recommend it to anyone. I went into it with almost no interest in history, and it ended up being one of my favorite classes.

One of the best organized and most interesting courses I've taken at W&L. Very nuanced approach and expert instructor. I would recommend it to anyone. I appreciated the personal feedback during the term about how I was progressing.

Before this course, I knew next to nothing about Latin American history, but now I am more informed about the region and its position in the modern world. I really enjoyed the course because it expanded my knowledge about Latin American nations.

Very effective in giving the common person's perspective on life in Latin America and providing a context for what is going on in Latin America today.

So far, this is the best history class that I have taken. . . . The teacher is really great Books were good, but depressing. They tied in really well with the subject.

This is one of the most organized and informative history classes I have ever taken. . . . We even got to see regional ceremonies, festivals and music which helped me understand and connect with the people we have learned about. . . . This was one of my favorite classes.

#### **History of Natural Disasters**

It is one of the best history classes I have ever taken.

The amount of reading was challenging but material was very interesting. The feedback was helpful and my grade in each improved because of it. The assignments honed my skills as a writer. It forced me to learn how to research better. The lectures and discussion were superb.

It [the course] was based on discussions which is hard for me because I'm shy. It did do a great job of forcing me out of my comfort zone to talk.

I enjoyed it much more than the usual history courses because it engages the students and is an extremely interesting topic.

#### **US-Latin American Relations**

I like this class. It gave me greater perspective on the US's international role.

It is diverse and focuses on all types of historical issues even though it's about just a part of the history of the US. Excellent lectures varied with films and powerpoint.

This course was distinct in challenging traditional views of History. It provided a greater understanding of our global history. The course was intellectually stimulating because it provided critical analysis and thought on the subject of US/Latin Am. relations.

Professor Carey encourages class discussion which usually raises great questions about Pan-American issues.

The document analyses were good for practice for the NSA [National Security Archive] documents, and the assignments for the final paper definitely were helpful to get me moving on the paper. He did a great job in this class, I learned a ton, hw was very approachable, friendly, and helpful.

### **Spring Institute to the Caribbean**

It was a great opportunity to immerse oneself in another culture for a few weeks. . . . Instructors were very involved with our projects and provided helpful advice and guidance—they also led engaging discussions.

Academic strengths: perfect organization, educated and fascinating guest lecturers, and helpful scholarly articles. . . . The program helped me widen my horizons in general; not only regarding culture and slave relations in the Caribbean but also different lifestyles and viewpoints. The faculty members are very knowledgeable, helpful, and enthusiastic.

### **Environmental History of Latin America**

Once again a class that changed my worldview. I thoroughly enjoyed it and would take your courses again in a heartbeat. Best syllabus I've had. The writing experiences yielded great feedback and challenged me to reflect more critically on the reading.

Writing experiences were good. It was very easy to bring together all the readings into comprehensive papers, which speaks well of the work we did in class discussions and considering theoretical/analytical issues.

Environmental Studies and conservation articles were very valuable.

Really helped me write more effectively. Awesome class.

### **Revolutions in Latin America**

Working on independent research, though intimidating at times, helped me immensely to learn a valuable skill. The way you structured the process also helped. Listened to us well (and responded well). Very interested in the course.

Material was interesting and discussions were engaging and informative. The course was well balanced and structured between the historical facts and the lessons that can be learned from the revolutions. . . . Very effective, well organized, good presenter, good balance between lecture/discussion. It was all clear and well planned. Enjoyed it very much. Happy I took it.

Really enjoyed going to this class to hear him.

Great at clarifying questions in course. Great availability. Feels like he is trying to help, actually cares.

Perhaps the best professor I've ever had at promoting intellectual class discussions.

## NEWS @ *Washington and Lee*

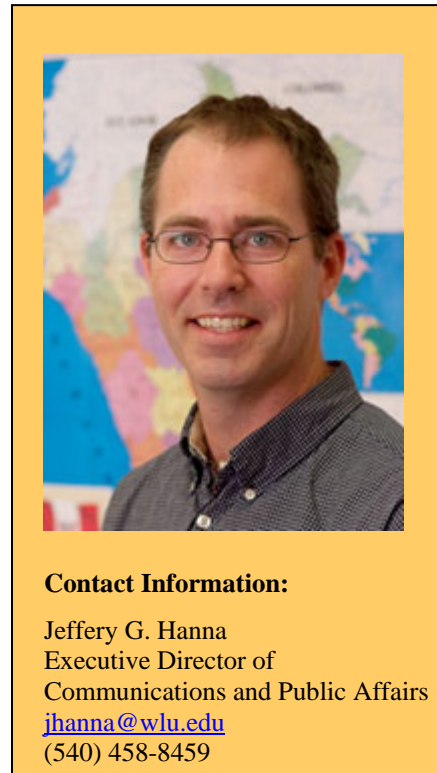
# W&L HISTORY PROFESSOR RECEIVES NSF GRANT TO STUDY NATURAL DISASTERS AND CLIMATE CHANGE

Lexington, Virginia • September 19, 2008

Between 1941 and 1970, retreating glaciers in the Peruvian Andes caused three floods and two avalanches that resulted in the deaths of about 30,000 people.

For Mark Carey, an environmental historian at Washington and Lee University, those natural disasters and the ways in which scientists, engineers, environmentalists, and the local population have reacted to them not only provide a window into the past but also offer opportunities to learn what we will face in the future.

Carey has received a \$150,000 grant from the National Science Foundation for his research project, which is titled “Glacier Science and Technology in the Central Andes: The Quest to Control Natural Disasters and Climate Change.”



The 2007 winner of the Leopold-Hidy Prize for the best article in the journal *Environmental History*, Carey is currently working on a book manuscript on the social history of climate change and glacier retreat in the Peruvian Andes and how glaciers have affected all levels of Peruvian society.

Carey will use the NSF grant to study historical relationships among science, technology, and society in the context of global climate change and persistent environmental hazards.

Among the issues he intends to examine is the often complex interaction between local populations and the scientists and engineers who bring technical solutions.

“The goal is to use history to identify the types of societal, political, economic and cultural problems that emerge from climate change rather focusing more on the scientific understandings of climate history or climate change, which is what our society generally emphasizes,” Carey said.

For example, enhanced technology in the form of, say, satellite images can now be used to determine more precisely the kinds of hazards the receding glaciers present to particular areas in the Andes. But this new technology may not necessarily help the local population comprehend those hazards or respond to them in ways that the scientists or engineers might want.

Carey hopes to show that, historically, the way people have responded to natural disasters caused by the receding glaciers in the Andes has had less to do with the science and technology and more to do with the social relations and the power dynamics of the groups involved.

“When you look at these different groups who are interacting, you will see energy companies, water users, local farmers, residents living in areas vulnerable to avalanches or outburst floods, state policy makers, environmental scientists,” Carey said. “How all these groups interact and the different views that they bring will color their own responses to the problem and how they define the problem. By looking at the way these groups have interacted in the past, we can get a better understanding of why people make the decisions they make.”

As Carey explains, the history of these disasters shows that many Andean residents chose to accept or reject disaster prevention plans based on who was making the proposals more than on what the proposals contained.

The three areas that Carey intends to explore through the NSF grant are the capacity for increasingly technical scientific disciplines such as glaciology and hydrology to convey natural hazards to local people, the ways in which the science and disaster mitigation strategies employed by the indigenous people coexist with the Western science and technologies that are now being used, and a comparison between the experience in the Peruvian Andes and the Swiss Alps.

Carey will make site visits to Peru as part of his work and is also collaborating on parts of the project with Swiss anthropologist Ellen Wiegandt at the Graduate Institute of International Studies in Geneva. He and Wiegandt will be analyzing the responses of Swiss residents and engineers to nineteenth-century glacial lake outburst floods in comparison with the Peruvian response to similar floods.

Carey joined the W&L faculty in 2006 following a post-doctoral fellowship at the University of California, Berkeley.