

2023 SPRING TERM COURSE DESCRIPTIONS NOT FOUND IN THE ONLINE CATALOG

ANT 372 Anthropology of Global Sport & Diversity

This course takes a four-field anthropological approach to exploring how sport influences human lives across the world and over time, with a particular focus on intersectionality and how sport shapes and is shaped by global diversity. Core themes that will be discussed include the body, language, history, citizenship, globalization, race, and gender.

BIO 308 Paleontology: The History of Life (four credit hours) (revision to course listed in Catalog)

A study of fossils and ancient life. This course examines the patterns and processes by which fossils are preserved, and looks at the history of life on our planet. This includes patterns of speciation, mass extinction, ancient environments, and a close look at the processes behind the evolution of life. This course includes a lab that focuses on fossil identification and paleontological field methods. Prerequisite: BIO 110.

BIO 380 Herpetology

Herpetology is the study of amphibians and non-avian reptiles. This course will survey the origin, evolution, ecology, systematics, taxonomy, anatomy, physiology, and conservation of these creatures. While the course will examine global diversity there will be a special emphasis on the rich herpetofauna of Kentucky and the United States. Prerequisite: BIO 110.

BUS 275 Community-Engaged Entrepreneurship

Students will experience and learn the foundations of entrepreneurship. They will be introduced to legal, financial, administrative, and modeling aspects of starting a new business. They will utilize a state-of-the-art practice for development of their idea(s) for products and/or services. In addition, students will collaborate with local entrepreneurs as a learning platform.

CHN 360 Gender, Performance, and Power in Modern China

This course investigates how gender and performance are deeply embedded in culture and entwined with power relations in modern China. It pays particular attention to how the social construction of "woman" has been developed and repurposed over time in literature, drama, visual culture, and politics. Additional topics to be covered include women's "pollution," cross-dressing, free love, women's script, state feminism, and post-socialist sexual liberation. Focus on the 20th century. Taught in English.

CHN 440 Advanced Chinese-IV

The fourth segment in the Advanced Chinese series aims to help students develop advanced Chinese language skills, with an emphasis on literary, visual culture, and/or cinematic analysis in preparation for graduate work in Chinese studies. Students will increase their reading and translation proficiency by analyzing modern and premodern texts and films. Students will engage in meaningful oral communications by discussing relationships between history, politics, culture, and aesthetics. They will gain experience in producing increasingly sophisticated language: written and oral narration, historical summaries, and literary analysis. Students will conduct independent research on a topic of their choice. Prerequisite: CHN 320 or 340 or placement.

EDU 266 Education as a Liberatory Practice

This course draws on foundational questions and texts central to Education Studies and critical theory. We will explore the competing concepts of education, schools, teaching, liberation, and freedom. We will critically examine how the concept of education is often assumed to be *about schools and schooling* but extends beyond schools when we conceive this concept in relation to learning. Prerequisite: EDU 127.

ENG 221 Shakespeare-I (revision to Current Catalog Course Number only – formerly ENG 301)

ENG 245 Children's & Adolescent Literature (formerly ENG 205)

An introduction to the field of juvenile literature intended for prospective teachers stressing the various genres of children's and adolescent literature, critical analyses of selected texts and illustrations, and the teaching of juvenile literature in the K-12 classroom.

ENG 273 Affrilachian Poets

What does it mean to be an Affrilachian Poet? This course answers this question and focuses on the history of the Affrilachian Poets, established in Kentucky by Danville's own Frank X Walker. In addition to exploring the history and culture of the Affrilachian Poets, this course will also focus on the past and present poetry collections, interviews, and other works produced by Affrilachian Poets. Students will engage in small group projects to present each Affrilachian Poet and guide the respective book discussions. After midterms, students will engage in bi-weekly workshops where they will submit a poem and receive peer-reviewed feedback, building towards a final portfolio of Affrilachia-inspired poetry.

ENG 339 Cormac McCarthy (formerly ENG 339)

This course addresses the life and work of the contemporary American author Cormac McCarthy, including selections from his novels, theatrical works, and film adaptations of his work by others, as well as manuscript materials and correspondence.

ENG 342 Modern U.S. Short Story Sequences

A study of experiments in the short story sequence in US fiction since 1900, with attention to the use of the form to explore such topics as autobiography, narratology, community, and identity. The course may include such pioneers of the form as Anderson, Hemingway, Faulkner and Welty as well as later authors such as Barth, Naylor, Johnson, Erdrich, and Cisneros.

ENG 372 Caribbean Literature in English

To the popular American imagination, the Caribbean is primarily a vacation destination; a “tropical paradise” that functions as a getaway, both literal and imaginative. In this class, we will look at the long history of the Caribbean and its place in the world—of which tourist hub is only the latest iteration—via its rich history of literary production. The Caribbean occupies a prominent place in both British and American empires, and the literature produced by its citizens has grappled with these ongoing imperial relationships and the consequent bid for self-determination as a collection of postcolonial countries. Using novels, poetry, and short stories by authors ranging from the late 19th century to the present day, we will examine both historical events and literary-theoretical concepts like colonial culture, creolization, diaspora, and tourism. We will focus primarily on the anglophone Caribbean, studying works written in English, while keeping in mind that the French and Spanish Caribbean both have an equally significant presence on the islands. We will read works by authors like Merle Hodge, Stuart Hall, Andrew Salkey, and Jamaica Kincaid.

ENG 431 Irish Writers (revision to Current Catalog Course Number only – formerly ENG 399)**ENS 325 Environmental Modeling & Systems Thinking**

Environmental systems can be complex, but simple system dynamics models using Stella (or VenSim or R) can aid in the understanding of these complex systems and how systems change over time. Systems thinking topics will include stocks, flows, controls, feedback, delays, and more. Case studies will include examples from sustainability sciences, natural resource management and policy, hydrology, ecology, and climate change. Prerequisite: ENS 210 or ENS 215; MAT 130 or MAT 165 or higher is strongly preferred.

ENS 331 Africa: Environment & Development

The purpose of this course is to explore what’s wrong and what’s *right* with Africa’s environment and model of development and examine *why* Africa has emerged as a place of deep contrasts between crisis and hope. It examines the common misconceptions and misrepresentations of Africa and how the general public in the West is often unaware that Africa has a rich history and is the world’s second largest and most culturally diverse continent, with dynamic and vibrant societies. Since the 1990s no other continent has seen more dramatic improvements in human rights, political freedom, and economic development in some countries— from the overthrowing of apartheid in South Africa to the revitalization of economies in countries such as Senegal, Kenya, and Ghana. This course aims to increase familiarity with underlying selected social and environmental situations, specifically as Africa is one of the world’s most vibrant international investment destinations – considered by some as the last frontiers. Although environmental and development challenges remain real, African societies have proven their capacity to survive, and sometimes thrive, against the odds. Thus, today, Africa is caught between despair and enormous hopes and aspirations.

ENS 341 Quantitative Methods in Environmental Policy and Social Justice

This course investigates environmental impacts on social welfare in general, as well as how environmental pollution and climate change disproportionately affect vulnerable communities of minorities and low-income families. We will also discuss different government policy instruments to deal with environmental problems and promote environmental justice. We will explore these topics through reading and discussing a series of environmental social science studies. By taking this course, you will not only gain deeper understanding of environmental injustice and challenges that we are facing today, but also actively think about the solutions that may carve opportunities for change for the future. In addition, you will also be exposed to a variety of databases and the state-of-the-art quantitative analysis methods that are widely applied in environmental social science studies. Prerequisite: ENS 210 or ENS 215 or DSC 205 or ECO 110.

ENS 375 Environmental Values

An examination of the role that values (ethical, political, economic, religious, aesthetic, etc...) play in our discussion of environmental issues. Particular attention will be given to thinking about the values embedded in law, policy, and scientific decision-making with a focus on topics like climate change, the relationship between humans and non-humans, consumption, and questions of justice. Prerequisite: ENS 210 or any PHI course. (Cross-listed as PHI 375)

FRE 371 Unlocking Romance Languages

Based on the Inter-comprehension methods developed by the Council of Europe to support multiculturalism, plurilingualism, and linguistic diversity, the course will focus on developing reading proficiency in five Romance languages (French, English, Portuguese, Catalan, Spanish). The course will facilitate the acquisition of reading proficiency and meta-linguistic skills through lectures in Romance linguistics (mostly comparative grammar and historical phonetics) and practical reading exercises. Prerequisite: Proficiency in a Romance language (a 300 level in French, Spanish, Portuguese, Italian, Romanian) or authorization of the instructor. (Cross-listed as LIN 371)

HIS 117 History of Concentration Camps

This course explores the history of the idea and practice of concentration camps throughout the nineteenth and twentieth centuries. Areas of conversation will include the origins of modern concentration camps and their uses and outcomes during the Spanish-American War, the Anglo-Boer War, the Gulags, and the Second World War.

HIS 335 The Colonial Middle East

Students will study and explore the origins and legacy of European and American interactions on the Middle East beginning in the 19th century. The course starts with an overview of the institutions characterizing the Middle East and then analyzes how a matrix of global economic, social, and political forces transformed the region and led to both overt and subtle foreign control. At the same time, this course will explore the ways Middle East societies (both political and social) responded and resisted foreign domination. Students will engage with these topics through primary and secondary readings, group work, lectures, and discussions.

IST 361 Global Challenges and Social Justice

This discussion-based course examines the root causes of major global problems through the lens of grassroots resistance movements around the world. Students will explore issues such as forced migration, race and gender hierarchies, and climate change by focusing on the critiques and strategies for change that social justice activists offer. Prerequisite: IST 110.

LIN 371 Unlocking Romance Languages

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MAT 423 Introduction to Network Analysis

An introduction to the study of structures representing a group of objects/people and relationships between them, involving various mathematical topics from areas such as graph theory, calculus, linear algebra, and probability. Prerequisite: MAT 240 or permission of the instructor.

PHI 231 The Age of Reason (revision to Current Catalog Course Number only – formerly PHI 220)

PHI 276 Philosophy of Art (revision to Current Catalog Course Number only – formerly PHI 160)

PHI 277 Robots, Androids, and Cyborgs: Artificial and Hybrid Selves

This course explores the way in which representations of robots, androids, and cyborgs in science, science fiction, and critical theory clarify, complicate, and/or problematize the meaning of being a self. We will explore the ideas of artificial and hybrid selves as they appear in fiction and nonfiction writing and film.

PHI 375 Environmental Values

An examination of the role that values (ethical, political, economic, religious, aesthetic, etc...) play in our discussion of environmental issues. Particular attention will be given to thinking about the values embedded in law, policy, and scientific decision-making with a focus on topics like climate change, the relationship between humans and non-humans, consumption, and questions of justice. Prerequisite: ENS 210 or any PHI course. (Cross-listed as ENS 375)

PHY 310 Modern Physics (revision to course listed in Catalog)

Introduction to modern physics including relativity, quantum phenomena, atomic structure, photons and spectra, and statistical physics. Prerequisites: PHY 230, MAT 230 or 235, and MAT 360; or permission of the instructor.

REL 299 From Rituals to Riots: Why Religion Matters

Through religious traditions human beings have ordered their days, organized societies, and devised techniques for well-being. They created and found meaning in religious discourses, practices, art, and narratives, intertwining religion into all aspects of human life. Fostering connections and divisions, religion has been used to establish boundaries—insider/outsider, pure/impure, life/death, permissible/impermissible, sacred/mundane, male/female. It has been a tool of both the dominant and oppressed, a means of marginalization and liberation, and a resource for peacemakers and war-mongers, colonizers and colonized alike. Whether rituals or riots, politics or poetry, religion often provides context, comfort, rationale, strength, inspiration, or justification. Yet, ‘religion’ escapes simple definition. The diversity of religious traditions and cultures demands that we employ diverse and complex interdisciplinary approaches. In this course, we will explore various theories and methods in the study of religion—historical, anthropological, sociological, philosophical, feminist, queer—and come to better understand why religion matters.

REL 365 Religion and Hip-Hop

Thanks to artists like Q-Tip, Run DMC, Public Enemy, Common, Mos Def, Snoop Dogg, Dr. Dre, Eminem, Kendrick Lamar, Kanye West, and Gucci Mane, the ascendance of Hip-Hop in its multifarious cultural expressions and generative interruptions into popular culture continues to color various facets of global public life. From break-dancing to beat-boxing, graffiti to dance and rap, to its distinctive style, fashion, and other cultural forms, Hip-Hop has transformed the public sphere into a playground for public opinion and greatly influenced the cultural topography of a wide range of national landscapes and transnational relations. As religion scholar Monica Miller argues, Hip-Hop foregrounds “nostalgic political hopes [with] expectations of a politicized Hip-Hop nation” and exposes social pathologies resident in media, faith-based institutions, and popular opinion. Religion and Hip-Hop brings together all these cultural modalities by investigating religio-cultural developments particular to African roots and heritage, the Middle Passage, Civil Rights Movement, Black Power movements to Black Lives Matter and more recent quests for meaning in the African American and African Diaspora lifeworlds, and more. Tracing hip-hop’s roots to early forms of resistance and identifying Hip-Hop’s inevitable connection to religion in sustained and critical engagement with race, gender, and sexuality, this seminar points to Religion and Hip-Hop as ‘unstrange bedfellows’ -- a positionality still evident in contemporaneous cultural emergences that continue to fuel the movement.

SPA 291 Spanish in the United States

This course offers an overview of Spanish spoken in the U.S. context, including the sociohistorical and cultural background of Spanish-speakers in the U.S., unique linguistic characteristics of U.S. Spanish, language contact with English and with varying dialects of Spanish, and an exploration of heritage speakers and their varieties of Spanish, among other themes. Prerequisite: SPA 220.

SPA 348 Magical Realism, or Non-Fiction

This advanced course will introduce Spanish majors and minors to the Latin American narrative genre of magical realism, which melds the supernatural and the quotidian on equal ground to articulate a uniquely Latin American worldview on history, religion, and politics. Though nominally “fiction,” their make-believe narratives function as correctives to hegemonic Western modes of knowledge (science, reason, progress). As the periphery turns a scrutinizing gaze toward the center, magical realism becomes a conduit for the reader, viewer, spectator, or participant to apprehend Latin America in ways unintelligible or inaccessible through “nonfiction.” Students will read short fiction in Spanish by a variety of Latin American authors such as Alejo Carpentier, Jorge Luis Borges, Jorge Cortázar, Juan Rulfo, Carlos Fuentes, Gabriel García-Márquez, Isabel Allende, and Yuri Herrera. Students will additionally analyze magical realism in visual cultural production (films and the visual arts). Lectures will focus on the historical and literary context of magical realism, but a majority of classroom time will be devoted to student-led discussions and presentations that critically analyze texts using close reading and interdisciplinary scholarship (such as border studies). Students will write weekly reflections about the readings, turn in three critical analysis papers in Spanish, take regular quizzes to ensure they are keeping up with assigned reading and viewing, and take a midterm and final exam. Prerequisite: SPA 250.

SPA 360 Contemporary Latin American Literature – Revision to Current Catalog Course Title Only

WEL 110 Mindful Living: The Power of Presence

Overwhelming demands, distractions, and distress are common experiences for college students. Mindfulness practice presents an effective way to approach life more skillfully with greater attention and awareness to reduce suffering and promote well-being. Students will learn mostly through direct experience and practical training, as well as exploring the spiritual, scientific, and social aspects of mindfulness practice.

DLM 120 Section Descriptions

DLM 120a & b Religious Fundamentalism and the Politics of Perception (M Pierce)

Religious fundamentalism is often blamed for many of the problems in society today. But what is religious fundamentalism? This course will explore the origins of the modern idea of religious fundamentalism and the visions of society that undergird them. We will look comparatively at different forms of religion that are often called “fundamentalist” and reconsider the role that they play in the world and in our imaginations of the world we desire.

DLM 120-2 c & g Imagining Home: Religious and Cultural Identities in Diaspora (S Sippy)

What and where is “home” for people on the move? Is “home” a place, a tradition, a family, a nation, a people, a prayer, or a dream? Who feels “at home” and why? How does the stranger define who belongs? What are the effects of diaspora on religion, politics, fundamentalism, gender, sexuality, and community? This class will consider the experiences of diasporic communities and religions—Jews, Africans, Asians, Muslims and Hindus—in history and modernity. Through works of literature, theology, film, and cultural studies we will explore how communities have preserved, negotiated, and transformed their identities, traditions, and nationalities in global migrations and contexts.

DLM 120d Water: Stories, Science, and Policy (B Werner)

You’ve studied the water cycle, played in puddles, gone swimming, and hydrated yourself. But what happens when you look deeper, see the reflections and refractions of your water experiences, and dig in to the science, stories, and policies shaping those experiences. This interdisciplinary course will unpack how the snowpack is changing due to climate change, examine the “meanings of clean” and the water qualities of pollution, and explore how to sustain the liquid that sustains us, all while developing students’ comfort communicating—speaking and listening—with authority, creativity, and excitement.

DLM 120e & f The End of History? The World, 1986-2001

We will examine the history of the world between 1986 and 2001, a fifteen year period that saw waves of democratization sweep the planet, the end of the Cold War, prolonged economic success in the West, and the deadliest terrorist attack in human history. This course has been designed for students to develop abilities in verbal skills, particularly making presentations to larger groups. Students will practice the following core skills: choosing a specific topic; conducting research; forming a unique argument; presenting your argument in an informative and engaging manner.

DLM 120h The Narratology of Pop Music (N Link)

The Narratology of Pop Music will define and examine popular music from a variety of eras and cultures from the perspective of narrative studies. It will focus specifically on the listener’s process of constructing a “story” based on the evidence provided in both verbal and musical elements of the songs studied, drawing upon approaches used in film studies, literary criticism, and dramatic theory.

DLM 120i Love and Sex under Socialism

This class will explore socialist images of gender and sexuality during and after the Cold War that have captured the imagination of readers. We will read fictional texts (short stories and novels), work with news articles and philosophical texts, watch feature length and short films and examine works of visual art. As a class, we will attempt to gain a sense of literacy for this variety of texts that are made to mobilize our understanding of the dichotomy of the socialist East and the capitalist West and the use of socialist principles to offset the gender inequities in capitalist societies. We will be looking at work from various former socialist countries to understand the ways these ideas and the tensions they express are present both in our own lives and in a global context. Because this course deals with gender, sexuality and race, it is an exploration of political literature: every text or film, as we will see throughout the semester, makes some sort of a political claim. They describe the take on social norms regarding gender equality, relationship and intimacy and the creation of a socialist personality. Describing the ideal world, or the nondescript yet dreary future, these texts also comment on the present they originate from. Topics that will be discussed in class include Family & Collective; Planning, Pleasure & the Body; Race & Other(ing), G(ay)DR: Re-evaluating Heteronormativity & Homosexuality in the GDR, and Promiscuity, Pornography & Prostitution (among other topics). This course focuses on developing critical thinking and writing skills, alongside an emphasis on public speaking and collaborative work.

DLM 120j & k Gender and Popular Culture (A Kundu)

Our definitions of gender are created through collective cultural consensus, and pop culture products—like TV, advertisements, romance novels—are all active participants. They tell us what masculinity and femininity is, was, or should be. In this class, we will examine how ideas of gender have evolved in Britain and the U.S.A over the last 2 centuries (particularly the 20th and the 21st) via pop culture texts. We will look at a variety of media including films, TV shows, novels, and podcasts in order to gain a well-rounded understanding of how gender ideals have shifted over time, the ways in which different gender codes compete with each other, and the inflection of gender through its intersections with other identity categories like race, sexuality, and nationality. We will also look at how the genesis of pop culture as we know it in the 19th century was grounded in ideas of gender. While the primary focus will be on texts from the USA and Britain, we will also be reading texts from other countries like Korea, India, and Nigeria.

DLM 120l & m Sports Analytics (J Heath)

An investigation of the theory, development, and application of analytics in sports. Students will learn about and produce sports analytics for purposes of in-game strategy, player performance, team management, predictions, ratings models, and fantasy competitions, among other topics. A strong emphasis will be placed on computational projects and developing the ability to professionally communicate findings to audiences of varying levels of statistical understanding.

DLM 120n The Rhetoric of Dissent in Ancient Greece (E Cadavid)

The 5th century before the common era is a time of political unrest in Athens. We will focus on two main Athenian figures of this period, Socrates, a philosopher, and Alcibiades, a politician and military commander. By studying surviving material from their contemporaries as well as how these two figures were portrayed after their deaths, we will engage in the process of discovering who they were and how their lives and actions were a form of dissent. We will discuss what we can learn from them about citizenship and loyalty to the State. The material we will read includes forensic speeches, an introduction to the Sophists (and their form of speeches) as well as Plato, Thucydides, Aristophanes, Xenophon, and Plutarch.

DLM 120o Monuments and the Making of Memory (Frederick)

This course explores the role that monuments and memorials play throughout history and in our own society, as visual representations of memory, history, and cultural heritage. We will investigate and analyze commemorations and examine the politics of memorialization. In addition, we will broaden our conception of monuments to include both formal commemorations such as war memorials, museums, national parks, sculpture, paintings, and photography, as well as popular culture commemorations like graphic novels, film, and those found in digital space.

DLM 120p Chinese Cinema and Hollywood (J Cai)

Facing worldwide competition, how does Hollywood maintain its dominance of global culture? Does Hollywood cinema dictate its reception across the world? Are there clear-cut boundaries between non-Hollywood cinema's submission and resistance to Hollywood? This course examines such questions by focusing on the nuanced negotiations between Hollywood films and diverse Chinese-language cultures, including China, Taiwan, and Hong Kong. Students will gain insight into Chinese-language films, literatures, and cultures as well as their own culture shaped by Hollywood-dominated media. This course seeks to help students situate filmic texts within their social and cultural contexts and learn to respond to films critically. *All films screened for the course have English subtitles, so knowledge of Chinese is not required.* Students will be evaluated on class attendance, in-class discussion participation, mini-presentations, reading group presentations, terminology exam, Moodle discussion question contributions, and final research paper and presentation.

DLM 120q The Grandeur of the Renaissance (Froehlich)

In this course we will examine the Renaissance (and the period around it) through its art, literature, philosophy, and music. We will use this exploration to examine the larger question of what makes a given culture "great".

DLM 120r Food, Culture, and Identity in the Americas (R Cutright)

"Tell me what you eat, and I'll tell you what you are." This course explores food, culture, heritage, and identity in the Americas. We will use cookbooks, recipes, archaeological artifacts, memoirs, and other accounts from Peru, Mexico, and the US to investigate how people came to eat what they do and what it means. Major themes include globalization and cultural appropriation; ethnicity and identity; cultural revitalization, resistance, and food sovereignty movements; and Black and indigenous food traditions.

DLM 120s Communicating by Collaborating (D Tobin)

What are the skills that engineers, designers, scientists, architects, doctors, and poets all need to have? Clear communication and effective collaboration. We will all spend the rest of our lives working and building with other people. Come expand your understanding of these important skills through applied theatre. *No theatre experience necessary!* In this course, we will use creative projects to improve situational awareness, intrapersonal and interpersonal awareness, audience engagement, effective storytelling, and team creativity. We will explore how to communicate information ranging from the personal to the historical to the scientific and how to work with people who have expertise in many different fields.

DLM 120t & w Speak Your Truth (S Meadows)

In this course, students will develop oral interpretation skills and speech confidence over time beginning with small speeches (classroom exercises including a one-minute explanation speech, a jigsaw group oral interpretation, and a rehearsed group original speech – the fugue speech). This will include peer coaching, spotlight workshops in class, and discussions of reading that focus on experiences of people labeled as "other" – which also excludes them from the communication cycle.

DLM 120u & v Political Speech in Ancient Rome (D La Londe)

What is the relationship between public speech and political violence? How can studying political speech in ancient Rome help us understand political speech in America today? In this course we explore these questions through analyzing political speeches from the late Roman republic (ca. 80-30 BCE). Rome's leaders were both generals and politicians, educated to lead armies and persuade crowds. As competition for political and military supremacy escalated, so too did the political rhetoric. Public speech and political rhetoric are never just words—they have the power to overthrow governments and incite violence. We examine speeches from Roman politicians and historians to learn what made these speeches powerful and to practice our own ability to persuade through speech.

DLM 310 Section Descriptions

DLM 310a Local Roots, Global Routes (L Jefferson)

This course intends to examine the creation of cultural identity through the lens of food, religion, music, and art/literature. We will use our local context of Kentucky and the American South as a baseline (our “Local Roots”), to examine how cultural identity is shaped by global foodways, music ways, religious paths, and artistic contexts. Each of these spheres that we take for granted as “local” all have a global historical influence and context. Be it Nashville Hot Chicken, Kentucky bourbon, or Bluegrass and Blues music, each has an influence that goes beyond the borders of a region, and yet each is deeply entrenched and informed by its local context. Students will hopefully realize that there are manifold global contributions that create what people think of as “Southern” or “Kentucky” identity, and that the fiercely local borders themselves are actually quite porous. This can be realized through engagement with local chefs, artists, and musicians that all hail from diverse backgrounds.

DLM 310a Claiming Underrepresented Voices in STEM Fields (S Murray)

Through guest speakers, journal readings, and texts such as *Hidden Figures* and *Black, Brown, Bruised: How Racialized STEM Education Stifles Innovation*, this course will examine the lives of women and underrepresented minorities. Students will analyze individual lived experiences in the STEM disciplines, examine current initiatives to improve retention of minorities, and propose support programs or policies to diminish barriers that have hindered success. Students will learn about how diversity issues in STEM fields play out in lived experiences of underrepresented individuals.