

## Courses Related to Sustainability

*AFAM 350: People and Cultures of Africa.* Dr. J. Akuma-Kalu Njok. Spring & Fall 2014. The course provides a general overview of the cultural landscape of Africa, its regions, and selected peoples and cultures. At the end of the course, each student will know and be able to make a presentation on four linguistic groups and cultures, including the persistent issues.

*AGRI 101: Science of Agriculture.* Dr. Linda Gonzales. Spring & Fall 2014. Topics covered in this class will include the following: World Agriculture; US & KY Agriculture, an introduction to Plant Science, types of plants, photosynthesis, the Greenhouse Effect, plant reproduction, soils/fertilizers, conservation and sustainability, introduction to Animal Science, diseases, food safety, animal rights/welfare.

*AGRI 108: Rural Sociology.* Dr. T. Kingery. Spring & Fall 2014 The study of rural social groups and interaction in rural and suburban America as well as in rural areas of the world. The influences of basic concepts of society and culture and the relationship of rural population, class, social institutions, and groups on rural social change.

*AGRI 315: Water in Food Production.* Dr. Grey. Fall 2014. Upon completion of the course, students will have a better understanding of the sources and availability of water for agriculture; water requirements for food production; water as a medium for polluting food and the environment; and water use regulatory policies.

*AGRO 310: Pest Management.* Dr. W. Willian. Fall 2014. Upon successful completion of this course, students will gain an understanding of the characteristics and agronomic impact of the 4 major pest organisms (insects, weeds, pathogens, and vertebrates); to examine various methods of pest control including mechanical, biological, chemical and cultural methods; to become familiar with the laws and regulations governing pesticide labeling, storage and handling, and application; to understand the fate and impact of pesticides in our environment; to prepare for successful completion of the Pesticide License Exam.

*AGRO 352: Soil Fertility & Fertilizers.* Dr. Becky Gilfillen. Fall 2014. Students will be able to list nutrients required for plant growth, relative amount present in each plant, what fertilizer forms we use to provide these nutrients, determine how much of each nutrient is needed and how to determine the best options for the producers situation. Students should be able to describe why soil pH is so important, how we are able to change the pH and determine the amount of lime/acid needed to give the correct pH. Students will be able to sample a field (through the means of GPS or traditional), read a soil test report and make recommendations based on those to the producer/landowner.

*AGRO 452(G): Soil Microbiology.* Dr. Becky Gilfillen. Spring 2014. Soil microbial populations and systems and their influence on plant nutrition, soil organic matter, its decomposition and other soil microbial biochemical processes are presented.

*AMS 394: Lean Manufacturing.* Dr. Jahan Muhammad Spring 2014. Upon successful completion of the course, the student should be able to apply the basic principles of lean

manufacturing system, investigate origins and underlying principles of the lean production system, develop plant wise lean strategies, originate the goals of lean production for specific areas, design lean facilities, layout, fixtures for production system, solve practical problems of lean production, and implement cellular manufacturing in industries.

*AMS 520: Resource Management.* Dr. Daniel Jackson. Spring 2014. A comprehensive study of best practices in sustainability as they relate to the efficient allocation of materials and money, includes review of basic decision-making techniques, cost-benefit ration analysis, depreciation, salvage value of equipment, and time value of money.

*ANTH 120: Introduction to Cultural Anthropology.* Dr. Kate Hudephol. Fall & Spring 2014. Through a combination of lectures, discussions, and films students will learn about theories, research methods, and key concepts in cultural anthropology. Cross-cultural readings will help students appreciate the wide range of cultural practices which exist, as well as to enhance student understanding of basic methods and concepts in the discipline. Introduction to Cultural Anthropology, which is an introduction to the cross-cultural study of human behavior and society and covers topics that include language, religion, subsistence, and kinship. It will assist students in attaining the following General Education goal: an appreciation of the complexity and variety of the world's cultures.

*ASL 400: Deaf Culture and History.* Kelly Kim. Spring & Fall 2014. This course will examine and compare historical, cultural, and social relationships between deaf and hearing people. You will explore how deafness can affect an individual's development in four areas of language, communication, cognition, and psychological emotional growth. You will also perform comparison studies between Deaf World and the hearing world.

*ASTR 104: Astronomy/Solar System.* Dr. Charles McGruder. Spring & Fall 2014. This course, without pre-requisites, is designed to extend the awareness and comprehension of university-educated students beyond the limited perspective of one tiny planet – into the realm of the universe. As part of its purpose, the course also develops an understanding of the ongoing scientific processes by which the physical universe can be comprehended. Astronomy is the original science, and it offers clear examples of scientific practice and understanding of the universe, beginning on a fundamental level. What is our place in the universe, which would take a billion billion billion billion billion billion earth's to fill?

*BA 592: Spirituality in the Workplace.* Dr. Paula Potter. Spring 2014. The overarching objective of this course is to increase understanding of spirituality in the workplace. Employing the terms “increasing understanding” implies that as graduate students in this class there is willingness to go beyond the current platform of understanding of both the workplace and spirituality that currently exists. Spirituality in the workplace is actually not a new topic but one that emerged as a management topic as early as the 1950s.

*BA 752: Lead Change.* Dr. H. Capps. Spring & Fall 2014. This course is geared towards developing a better understanding of the challenges, techniques, burden, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational change. The

theoretical concepts and practice of leading change in organizational, community, and political and social action/social movement contexts are examined. This course explicitly links theoretical concepts, models and processes of leadership and change with the intended purpose of change and its resulting outcomes.

*BIOL: 113(4): General Biology.* Dr. Michael Killen. Fall & Spring 2014.

*BIOL 120-121: Wildlife Ecology and Management.* Dr. M Stokes. Fall, 2014. Examination of the principles of wildlife ecology and management, including population regulation, habitat management, wildlife diseases and conservation.

*BIOL 675: One Health: People, Pets, and Parasites.* Dr. Jennifer Cole. Spring 2014. The new One Health method is a holistic approach to understanding disease prevention and the maintenance of good health in humans and animals. A major emphasis of the course will be the bidirectional impact of animal health on human health, especially with regard to parasitic infection.

*CNS 110: Human Relations.* Sarah Castlen. Fall & Spring 2014. This course presents theory, concepts, and skills necessary to increase self-awareness and improve relationships in social and academic settings and processes of managing the problems of everyday life including conflict and social demands.

*COMM 263: Fundamentals of Culture & Communication.* Spring 2014. This course is an introduction to basic concepts, principals, and skills for understanding and improving communication between people from different ethnic/racial, national and co-cultural backgrounds in today's increasingly interdependent world. The course examines the challenges of intercultural communication in various contexts, both domestic and international, as well the wide range of factors and influences, such as history, religious, socio-political and economic that complicate communication encounters and experience.

*DANC 360: Dance in Culture.* Dr. L Long-Draskovic. Spring 2014. This course presents a survey of world dance forms, emphasizing social, cultural and aesthetic principles defining these forms. Gender, racial, political and religious orientations shaping dance history are examined. Dance, since the beginning of time, has been and continues to be a part of the social, cultural and aesthetic fabric of society. By reading about, discussing, watching and learning the dances of Asia, Africa, Europe, North and South America we will gain an understanding of the roles that dance plays within culture. Exploration of the influences upon dance: politics, race, sex, and economics will help create a more thorough understanding of the history of dance, it's evolution and its relevance in society.

*ECON 375: Moral Issues of Capitalism.* Dr. Brian Strow. Fall, 2014. Ideas matter. The implementations of ideas have consequences. This course is designed to give students insight into the moral foundation of capitalism and the implications and consequences of government intervention in markets.

*ENG 380: Gay and Lesbian Literature.* Dr. Niko Endres. Spring 2014. Course Objectives  
This semester we will be reading and analyzing a number of "gay" and "lesbian" texts from

Biblical and Homeric times to contemporary fiction, from Plato to NATO, in a wide variety of genre (philosophical dialogue, novel, drama, poetry...) and with interdisciplinary emphasis (art, music, natural sciences...). Throughout the semester, we will challenge and define the concepts of sex and gender, masculinities and feminisms, constructionism and essentialism, diversity and homophobia, oppression and empowerment, acquiescence and resistance. With the help of secondary literature and current “queer” scholarship, we will also examine the various cultural, historical, and global contexts in which these works operate.

*FACS 292: Diversity in Early Childhood Education*, Dr. D. Haynes-Lawrence. Fall 2014. This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse development, cultural, racial, and socio-economic backgrounds. The exploration of the challenges families face in living in a diverse society and who have a child with special needs will also be reviewed. Implications of diversity for practice with various populations are emphasized throughout the course.

*FACS 584: Advanced Community Nutrition*. Dr. Heather Payne-Emerson. Spring 2014. This is a combined didactic and supervised practice course in community nutrition. Special attention is given to the assessment, planning, intervention, and evaluation of programs targeted to populations with high nutritional risk and diverse backgrounds. Students have the opportunity to apply principles of nutrition theory in a variety of functional settings. It also includes an introduction to the programs, policies, and institutions that influence nutrition services at the local, state, and national levels.

*FLK 280: Cultural Diversity in the United States*, Dr. Theresa Osborne. Fall & Spring 2014. In this course, we want to explore America’s cultural diversity, and how it shapes the experiences of individuals and groups in the U.S. We will examine culture through the lens of folkloristic understanding in order to gain an insight into how culture influences the way each of us defines what we see as good or bad, right or wrong, beautiful or ugly, normal or abnormal, and most importantly, as acceptable or unacceptable. This process of cultural influence begins in infancy and continues to shape our perceptions throughout our lives. By learning how culture works and how our own cultures can shape our perceptions, we will be able to develop skills that will enable us to understand our cultural differences, even when they do not coincide with our personal beliefs. We will also look at some of the wider issues related to diversity such as worldview, ethnicity, race, gender, and class.

*GEOG 100: Introduction to the Physical Environment*. Dr. Greg Goodrich. **Fall?** Spring 2014. This course presents introductory materials related to the physical environment. These include: the atmosphere (weather and climate), the hydrosphere (water bodies and rivers), and the lithosphere (earth’s interior and surface topography). A basic understanding of the spatial relationships within the natural environment; and how these relationships affect people is the overall objective of this course.

*GEOG 103: Our Dynamic Planet*. Dr. Chris Groves. Spring & Fall 2014. This course is an investigation of the natural world around us, with an emphasis on the processes that shape that world. Throughout our lives we experience and are influenced by the natural world, and the new view provided by study of these phenomena can be profoundly enriching. Areas of special

emphasis in the course are the landscapes below us, the atmosphere above us, and how their processes impact our daily lives. We will study the critical role that water plays for us and Kentucky's world-renowned karst landscape.

*GEOG. 110: World Regional Geography.* Dr. Margaret Gripshover. Spring & Fall 2014. This course is an introduction to geographical concepts as they apply to the world's regions. During the semester we will conduct a general survey of the political, social, economic, physical, and ecological systems of the world while applying the five main themes of geography: Location, Place, Human Environmental Interaction, Movement, and Regions. The text and associated lectures are intended to help you develop an appreciation of the complexity and variety of the world's cultures as well as the complex geophysical differences of the world. We will explore the world by focusing on the interconnections of six different world regions to better understand how we influence and are influenced by these seemingly distant places. You will be challenged to view the world in new and innovative ways and to think critically about current global issues.

*GEOL. 111 (Lab 113): The Earth.* Dr. Nahid Gani, Dr. Andrew Wuff. Spring & Fall 2014. This course fosters the skills that lead to an understanding of natural aspects and environments of the Earth, scientific methods and basic geological principles. In particular, this course explores the interaction among geology, people and environment including Earth materials, internal and external physical, chemical, and biological processes that are responsible for forming and shaping the Earth, and Earth's evolution through deep time and present geologic time. This class gives you the background information needed to make educated decisions regarding our planet.

*GERO 495 & GERO 581: Global Aging.* Dr. Kelly Fitzgerald. Fall 2014. This course will serve as an introduction to population aging around the world. Throughout the semester, you will become familiar with how people age differently in various cultures and how individuals, governments, and organizations are and will need to change policies and programs to meet the needs of the increasing number of older adults.

*GERO 501: Perspectives in Aging.* Dr. C. Brown. Spring 2014. This course provides an overview of issues, theories, and concepts in Gerontology, includes individual and societal aging; disciplinary perspectives of adaptations and changes to aging.

*GWS 545: Feminist Knowledge & Social Change.* Dr. Molly Kerby. Fall 2014. Examination of both feminist knowledge and research as political practices that have the goal of improving the lives of women and challenging rigid configurations of race, class, gender, and other elements of difference.

*GWS 200: Introduction to Gender and Women's Studies.* Dr. Leslie Nichols. Spring 2014 & Fall 2014. This class introduces students to the interdisciplinary field of Gender & Women's Studies. Drawing on historical perspectives and socio-cultural analysis, this course will consider some of the major issues that have concerned Gender & Women's Studies, including the social construction of gender with race, ethnicity, class, and sexuality. We will be concerned with the ways in which these constructions and intersections shape women's lives.

*HMD 211: Human Nutrition.* Dr. Margaret Cook-Newell. Spring & Fall 2014. This course

information and skills to improve understanding of various factors that enhance health, well-being, and quality of life are addressed. Course objectives marked with an asterisk are linked to this general education goal.

*HORT 301/302, Landscape Plants/Laboratory.* Dr. Martin Stone. Fall 2014: Students learn how to reduce environmental and economic costs by the careful selection of trees and shrubs for landscapes and then maintaining those landscapes.

*ICSR 300: Public Problem Solving.* Nick Hartman. Spring 2014. This course will serve a two-fold purpose: to examining the complexities and dynamics of sociocultural concerns, such as racism, classism, and sexism, within American society; and through active engagement with community partners, developing skills for raising public awareness of such concerns.

*ICSR 301: Seminar on Social Responsibility: The Rich and the Rest of Us.* Dr. Eric Bain-Selbo. Spring 2014. In this course, students will learn about how power is used and abused in establishing wealth inequality; learn how different ethical positions treat wealth inequality; learn about the relationship of citizenship to wealth distribution; and explore ways of addressing the negative consequences of wealth inequality.

*ICSR 301: Rhetoric of Social Justice.* Dr. Tiara Na'Puti. Fall 2014. An examination of current social problems or issues and a consideration of possible courses of action to address the problem or issue.

*ICSR 520: Community Based Research Methods.* Dr. Molly Kerby. Fall 2014. The study of and training in community-based participatory action research across different disciplines, focusing on shared perspectives that apply sustainable, community-based problem solving

*ICSR 571: Perspectives on Social Justice.* Dr. Eric Bain-Selbo. Fall 2014. This course is an exploration of the various philosophical and theoretical perspectives on social justice and the consideration of their implementation.

*IDST 390: Applications of Interdisciplinary Thought: Eating in America.* Cort Basham. Spring 2014. What is “food”? How does it affect identity? Is there such a thing as “American food”? How do food companies market to consumers? How has the “family dinner” changed over the course of American history? How has fast food changed eating and life in America? How are modern critics of the American diet changing the food industry? What are the most important current and future questions regarding American food and health? How might technology affect food in the future?

*LEAD 330: Leadership Ethics & Decision-Making.* Dr. John Baker. Fall 2014. Study of contemporary ethical and decision-making issues facing leaders; emphasis on examining and analyzing ethical issues for sound leadership solutions.

*PE 100: Life Fitness & Wellness.* Tracy Lane. Spring & Fall 2014. This class is designed to help students understand the components of Health Related Fitness and Wellness, increase their knowledge of healthy lifestyle choices, assess their own fitness/wellness levels, design and implement a program that will help the student meet his/her goals, identify health risk factors and

understand preventable disease risk management, and to have a better understanding of physical activity and be able to select appropriate activities for personal development.

*PH 100: Personal Health.* Dr. Grace Lartey. Spring & Fall 2014. This course examines behaviors and environmental conditions that enhance or hinder an individual's health status. In addition to exploring social and environmental factors, students are encouraged to think critically about behavioral choices that impact ones' health. Students assess their individual behavior in the light of current scientific knowledge concerning mental health; drugs alcohol and tobacco; health care; selection of health products; prevention of disease; nutrition; exercise, and stress management. This course meets Category F General Education requirement and helps students understand the factors that enhance health, well-being, and quality of life.”

*PH 165: Drug Abuse.* David Duncan. Spring & Fall 2014 This course is an introduction to students in the issues of societal and personal attitudes towards drug use, misuse, and abuse. This course will provide the student a variety of approaches to drugs and drug use in the behavioral, pharmacological, historical, social, legal and clinical perspectives. This course meets the category F General Education requirement and helps students understand the factors that enhance health, wellbeing, and quality of life.

*PH 402: Worksite Health Promotions.* Dr. Cecilia Watkins. Spring 2014. This course is designed to increase the student’s awareness of how the worksite affects employees’ health, the modifiable lifestyle risk factors that affect employees’ health and the best strategies for designing effective worksite health promotion programs that can improve employees’ health.

*PH 447: Human Values and the Health Sciences.* Dr. Gretchen Macy. Spring 2014. This class will offer an analysis of the difficult ethical, legal, and social dilemmas confronting the health care delivery system, patients, medical practitioners and other health care professionals in contemporary American society.

*PH 484: Community Organization/Health Education.* Dr. Cecilia Watkins. Spring 2014 This course is designed to increase the student’s awareness of the role the health educator plays in solving community health problems. Strategies include proper methods and techniques of communication, processes by which a community identifies its needs, the importance of cultural and social factors in community organization and development, and legislative advocacy.

*PSYC 350: Social Psychology.* Dr. Aaron Wichman. Fall & Spring 2014. We will gain abilities to understand how the situations we are in cause us to think and act. Instead of seeing behavior as caused solely by a person’s personality, we will learn how the situation works in combination with personality to make people do the things that they do. We also will practice using our new knowledge of social psychology to critically interpret and offer new perspectives on the world around us. These new abilities will allow us new insight into the nature of our lives, and allow us a more accurate understanding of within and cross-cultural differences in behavior. Understanding the psychological principles at work behind behavior makes it obvious that we as humans share far more similarities than differences. It also helps to clarify how we can work with others, all over the world, to achieve the basic goals and needs that all people have. One important goal of this course is to provide the opportunity to become better critical thinkers

capable of uncommon insight into human behavior. I urge you to seize this opportunity, so you can better become the person you want to be.

*PSYC 572: Organizational Psychology.* Dr. Amber Schroeder. Spring 2014. Upon completion of this course, students will be able to describe theories, concepts, and main issues, as well as design programs and policies related to job performance (including organizational citizenship behavior and counterproductive work behavior), motivation, job satisfaction, organizational commitment, work stress, organizational justice, leadership, groups and teams, organizational theory, and organizational culture.

*REC 200: Introduction to Recreation.* Dr. Raymond Poff. Spring & Fall 2014. This course will help you better understand the concepts and relationships between leisure, recreation, play, and work from a historical, sociocultural, and individual perspective. The course will provide you with opportunities to explore personal and societal values associated with leisure and recreation; the impact of work and economics on recreation and leisure in contemporary society; the relationship between leisure behavior and the natural environment; leisure and equity; ethical questions associated with the use of leisure as a social good; and the similarities and differences of how society views leisure, recreation, and play from a regional, national, and international perspective. This course is designed to encourage students to think critically, understand contexts, reflect and take action.

*REC 435: Expedition Planning.* Dr. Tammie Stenger-Ramsey. Spring 2014 Students will learn principles and techniques for planning, designing, and implementing outdoor expedition programs including: clothing and equipment selection and care, backcountry menu and ration planning, safety and risk management protocols, acquiring permits, route planning, judgment and decision making skills, environmental ethics, motivation, and group development.

*SOCL 100: Introductory Sociology.* Various. Spring & Fall 2014. This course emphasizes the fundamental concepts and principles of Sociology including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions.

*SOCL 210: Self in Society.* Dr. Amy Krull. Fall 2014. We all like to think to some degree or another that we are islands unto ourselves, setting our own courses of action, or in the case of this class, interactions. However, sociology tells us that individuals' interactions are very much affected by the social context in which they are acted out. Furthermore, individual actions can affect other's actions, or society. In this course you will learn the theoretical perspectives and concepts that are used to understand the self in society. We will evaluate the accuracy, authority, bias and relevance of the information that actors use to develop lines of action. We will trace the effects that pragmatism and symbolic interaction ideas have had on social thought. We will engage each of these goals through reading, writing and speaking.

*SOCL 312: Collective Behavior and Social Movements.* Dr. Donnielle Lovell. Fall 2014. Analysis of collective behavior and social movements, focusing on individual participation and social consequences.

*SOCL 355: Sociology of Gender.* Dr. Steve Groce. Fall & Spring 2014. Our major objective this semester is to examine how women's and men's roles and identities in our society, in every society, are socially constructed. I want you to come away from this class with a greater appreciation for the pervasive influence of gender in your own life and in the very organization and working of society. I would also like you to gain an understanding of the diversity and complexity of gendered experiences in terms of social class, race, sexual preference, and age. We will examine everything from patterns of interaction between men and women at the micro level to the gendered nature of social institutions at the macro level. Please note that this course is an approved elective for the Women's Studies minor.

*SWRK 101: Foundations of Human Services.* Austin Griffiths. Spring & Fall 2014. Students explore the human experience using theories of the social and behavioral sciences with an emphasis on values and ethics that form the foundation for the social work profession. This course requires students to analyze various social problems and conceptualize the ways in which individual and societal values, economic forces, and political influences impact social welfare policy development and service delivery. Through classroom interaction and service learning, students increase knowledge and self-awareness related to many aspects of diversity as it relates to social policy development, intervention and delivery of services.

*SWRK 205: Introduction to Social Work.* Dr. Susan Wesley. Spring & Fall 2014. SWRK 205 provides an introduction to the social work profession and its value, skill, and knowledge bases. The history, mission, and current status of the social work profession are explored. This introductory course emphasizes appreciation of and respect for human diversity as a core concern of professional social work practice.

*WTTI 200: Water Supply & Wastewater Control.* Maggie Mahan. Spring 2014. At the end of this course, the student will be able to identify and explain the components of the hydrologic cycle, describe the different sources of water used by humans, relate water quality to human activities, and illustrate the processes that make water safe to drink and/or return to the environment.

Total: Graduate = 13  
Undergraduate = 78

## **Sustainability Courses**

*AGRI 493(G): Sustainable Agriculture.* Dr. Elmer Gray. Spring 2014. This course will focus on agriculture's dependence upon limited resources and agriculture's contribution to environmental degradation. It will encourage students to consider ways of managing crops, livestock, soils, water, and other farm resources for sustained agricultural production; to examine the principles of reducing and recycling products, to explore opportunities for lessening agriculture's dependence upon non-renewable energy, mineral, and chemical resources, to study conditions resulting in contamination of water, land, and air with agriculture soil, nutrients, pesticides, and waste products; to consider the balance of diversity resulting from the loss of biodiversity and the potential of genetic engineering of food crops and livestock; to review the roles of

agricultural agencies, institutions, and special interest groups in promoting sustainable agriculture; and to explain impacts of global warming on agriculture.

*AGRI 494: Contemporary Agricultural Issues.* Dr. T. Williams. Spring 2014. Analyses of contemporary agricultural issues as viewed by consumers, advocacy groups, and producers. While issues may vary, topics include: animal welfare/animal rights, biotechnology, food quality/safety, tobacco, environmental issues, and population growth & sustainability.

*AGRO 350(1): Introduction to Soils.* Dr. Becky Gilfillen. Fall & Spring 2014. Upon successful completion of this course, students will be able to define the basic physical properties of a soil and how those relate to agricultural production. Examples would include: soil conservation; water holding capacity, water movement, etc. Students will be able to define the basic chemical properties of soil and how those relate to agricultural production. Examples would include: soil fertility, soil pH, etc. Students will be able to define the basic biological properties of a soil and how those relate to agricultural production. Examples would include: organic matter, microorganisms, composting, etc.

*AGRO 474G: Soil Management & Conservation.* Dr. Becky Gilfillen. Spring 2014. This course is designed to show students how soil management can be enhanced through proper conservation methods & techniques. This course will begin by looking at ancient civilizations and problems that were created by mismanagement of their soils. As the course progresses, students will learn new techniques and advancements in soil conservation. At the end, the student will be able to apply these principles into a farm plan project.

*ANTH 366: Archeology of Environmental Change.* Dr. Jean-Luc Houle. Spring 2014. This course will reveal how the deep time historical perspective of archaeology can contribute to a better understanding of humans' relation to the environment and demonstrate how some of the environmental challenges facing humanity today can be better approached through an attempt to understand how past societies dealt with similar circumstances in the past. Concretely, we will examine the methods for recording environmental change and discuss case studies of the varied responses of past human societies to environmental change in different geographic regions and time periods with varying sociopolitical and economic systems. We will also explore aspects of resilience and rigidity of societies and issues of environmental sustainability. In order to accomplish this, this course will draw upon an increasingly large body of empirical evidence from different regions of the world and from different time periods and explore a rapidly growing body of knowledge that is explicitly inter-disciplinary, at the interface between archaeology, ecology, geography, environmental studies, geomorphology, and many other disciplines. Therefore, this course will appeal to a broad range of students interested in human-environment relationships and sustainability.

*AGRI 494, Contemporary Agriculture Issues.* Fall, 2014. Dr. Todd Willian. Analysis of contemporary agricultural issues as viewed by consumers, advocacy groups, and producers. Topics to include: animal welfare/animal rights, biotechnology, food safety, tobacco, hemp, environmental issues, and population growth and sustainability.

*BIOL 122(3): Biological Concepts: Evolution, Diversity, and Ecology.* Dr. Philip Lienesh. Spring 2014. This is an introductory course in college biology that emphasizes evolutionary

patterns and processes, diversity of life on earth, ecological principles, and conservation and management.

*BIOL 280: Introduction to Environmental Sciences.* Dr. Bruce Schulte. Fall & Spring 2014. This course will help students gain an appreciation of science as a process, define causes of environmental problems, evaluate the sustainability of solutions to environmental problems, and assess the value of biodiversity.

*BIOL 315, Ecology.* Dr. Bruce Schulte, Dr. Albert Meier. Fall & Spring 2014. Ecology is the scientific study of interactions among organisms and their environment. As a field of study, it comprises the theory of ecology and the application of ecological principles. Ecology is multidisciplinary, encompassing information from behavior, biogeography, conservation, economics, environmental science, evolution, genetics, mathematics, natural resource management, physiology, and other. This course will draw on diverse information, and will emphasize concepts, critical thinking, and connections.

*CNS 605: Social and Cultural Diversity in Higher Education,* Dr. Monica Galloway Burke, 3 credit hours. Fall 2014: A sustainable community must be characterized by equity, respect for diversity, and a full participation by all members. This includes concepts of social justice, human dimensions, and attitudes and values in sociocultural contexts. Sustainability calls students to reflect on personal values within the context of a larger society and grasp how their choices can affect others. This course is designed to examine the individual and organizational issues of social and cultural diversity in U.S. higher education and to focus on the development of the awareness, knowledge, and skills necessary to be a multiculturally competent student affairs/higher education practitioner. Further, the course provides structured opportunities for students to think more critically about difference in U.S. society and higher education; to evaluate cultural pluralism and analyze social inequalities; and to explore their own and others' social identity groups while building pluralistic skills, dispositions and multicultural competencies.

*ENV 280, Introduction to Environmental Science.* Dr. Anita Britt, Fall & Spring 2014. An introductory course devoted to the study of environmental issues. This course provides a general understanding of the application of science to solve contemporary environmental challenges. Online activities and experiences emphasize critical thinking, environmental responsibility, and global awareness.

*ENV 360, Air Pollution Control.* Dr. C. Cann. Fall 2014. This course examines air pollution sources, nature, and behavior of air pollutants, air sampling and analysis, dispersion and diffusion in the atmosphere, air pollution meteorology, and methods and equipment for community air pollution control. Topics in indoor air quality, modeling, and prediction, air quality control regulations, control strategies for stationary and mobile sources.

*ENV 380: Principles of Environmental Toxicology.* Dr. Ritchie Taylor. Spring 2014. The purpose of this course is to provide students with a background to apply the principles of environmental toxicology and explain how public health may be impacted by environmental contaminants. As such, the emphasis will be on the basic principles of environmental toxicology in relation to

human and ecosystem health. This course will survey the major classes of environmental toxicants, their fate in the environment, and effects on human health and ecosystems. The course will focus on developing a knowledge base of basic principles of environmental toxicology. To apply these principles, students will develop and complete a local environmental toxicology project within this region of Kentucky or within their region of residence. The project will have a local focus with global implications for a diverse world.

*ENV 460 Environmental Management.* Dr. C. Cann. Fall 2014. This course provides students with a working knowledge of environmental management techniques, standards, permitting and programs that used to protect our air, water, and land resources.

*ENVE 560: Investigating Environmental Issues.* Dr. Terry Wilson. Spring 2014. Specifically designed for teachers and other educators, course focuses on the identification and evaluation of specific environmental issues, leading to possible environmental/service action projects by their students, with attention to the potential outcomes of such projects on the physical environment, other humans, and other living things.

*GEOG. 280: Environmental Science and Sustainability.* Dr. Leslie North. Fall 2014. This course will introduce the study of environmental science and the role of the interrelationship between humans and their environment in contemporary ecological issues. Specifically, students will gain a general understanding of the principles of environmental science, functions of ecological systems, contemporary environmental conditions and problems, techniques for investigating ecological systems, and theories on humanity's place in the world's ecosystem.

*GEOG. 344: Environmental Ethics.* Dr. John All. Fall 2014. This course will examine the ethical considerations of our interactions with the Planet Earth and allow students to better understand the philosophical issues involved. Students will examine ethical and environmental theory, environmental policy evaluations, the philosophy of technology, and the relevance of environmental ethics in everyday life. Technology causes massive pollution, toxic waste build-up

*GEOG 380: Global Sustainability.* Dr. Leslie North. Spring 2014. Environmental concerns pose growing challenges to how humans interact with the Earth, and, subsequently, the importance of informing an environmentally minded citizenry is also increasing. Moreover, arriving at a way of life wherein tomorrow's generations will have an opportunity to thrive in their environment comparable to that currently enjoyed by the present generation is considered essential to the stability of our future, and indeed, of all life on Earth. An understanding of the basic ecological, social, and economic processes involved in this balancing act between current and future needs is crucial to making informed decisions toward that end. The purpose of this course is to provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.

*GEOG 385: Planning for Global Change.* Dr. David Keeling. Spring 2014. An analysis of advanced topics and results of global change on planning for cities, regions, and communities.

*GEOG. 474(G): Environmental Planning.* Dr. John All. Spring, 2014. A project-based class that

focuses on exploring best practices in sustainable planning and land-use.

*GEOG 475 & GEOS 510: Climate Change.* Dr. Jason Polk. Spring 2014. This course deals with the complex topic of climate change, which is an intensely debated, and often misunderstood topic from both the scientific and policy perspectives. Moreover, the ways by which people learn about and interpret climate change data and information affects their attitude and behaviors. This course is designed to explore the science of climate change, including the geographical, physical, and environmental drivers causing major changes, such as the modern warming trend. Additionally, this course will explore how the communication of climate change science influences the public perception and the direction of scientific research. Special emphasis will be placed on reflective thinking and writing, science interpretation and communication, service learning, and the practical application of scientific findings.

*GEOL. 315 (G): Energy, Climate, and Carbon.* Dr. Fred Siewers. Fall 2014. This class examines our current reliance upon carbon-based sources of energy, the affect of fossil-fuel emissions on climate, and current efforts to limit fossil-fuel emissions and global climate change. The course is particularly focused on carbon-capture technologies and geological carbon sequestration.

*GEOL. 415: Environmental Geology.* Dr. Mike May. Fall 2014. This class explores the interrelationships of geologic processes, earth materials, and human activities. Assessment of geologic factors with respect to site selection, energy production, land use, waste disposal, planning, water resources, engineering practices, and the recognition and control of geologic hazards.

*GEOL 471: Natural Resource Management,* Dr. John All. Fall 2014. This course is directed towards natural resource management on U.S. public lands but provides the needed technical information required for private and/or international land management. The goal is to maximize sustainability and long-term resilience. We will also examine policy implications and pressures upon resource management as well so that a holistic understanding results.

*GEOL 475: Honors: Our Vulnerable Planet.* Dr. Jennifer Cole. Spring 2014. This course will address what climate change is, and how it can affect society and our planet. We will look at the evidence for global warming, such as melting glaciers, and ecosystem changes. We will then discuss how predictions for the future and their impacts on population and on policy.

*GEOS 471 (G): Quality of Life.* Dr. John All, Fall 2014. Effective natural resource management is of growing concern as populations increase and new uses are sought for public lands. This course is directed towards natural resource management on US public lands but provides the needed technical information required for private and/or international land management. The goal is to maximize sustainability and long-term resilience. Resource decision-making is not made in a vacuum. We will also examine policy implications and pressures upon resource management as well so that a holistic understanding results.

*GEOS 543: Concepts of Environmental Studies.* Dr. Leslie North. Spring 2015. Provides students a fundamental understanding of the inter-relationship between the science and technical disciplines that contribute to our understanding of the environment as a whole. Students are

exposed to the unique challenges facing environmental scientists, both from a practitioner and researcher perspective. Students learn to utilize their discipline-specific background in conjunction with an understanding of the roles and impacts of other disciplines to solve environmental problems.

*HORT 475 (G), Local Foods*, Spring 2014. Dr. Martin Stone. Class gains an understanding of the current industrialized food system, and explores the sustainability of local foods, and seeks to define “local.”

*ICSR 200: Introduction to Social Justice*. Dr. Judy Rohrer. Fall & Spring 2014. An introductory study of theories, concepts and strategies of social justice, including individual action, policy, advocacy, and collective action.

*ICSR 515, Utopias, Dystopias, & Int'l Communities*. Dr. Jane Olmsted. 3 hours, fall even years, sustainability course—focus on dystopias brought on by environmental catastrophe, critiques of current value system that shirks responsibility for the environment, proposals for alternative ways of imagining and creating community

*ICSR 525,: Place & the Problem of Healing*, Dr. Jane Olmsted. 3 hours, spring even years, sustainability course, focus on environment and ecology as related to social relations, healing project that develops around family, community, and animal.

*ICSR 530: Social Justice & Social Policy*. Dr. Judy Rohrer. Spring 2014. This course is a study of the convergences and discontinuities between social justice and social policy using critical interdisciplinary theories.

*ICSR 540: Community-Building Sustainability*. Dr. Molly Kerby. Spring 2014. Upon completion of this course, students will be able to: synthesize their learning at a graduate level, applied and tested in real-life settings; develop original projects that deepen knowledge of and ability to recognize problems and possible solutions; conduct a community-based research project; integrate theoretical knowledge with praxis; collaborate with diverse groups of individuals on projects involving community organizations as partners.

*ICSR 590: Sustainability Symposium*. Dr. Jane Olmsted. Spring 2014. This course explores the three themes of the M.A. in Social Responsibility and Sustainable Communities program: social justice, environmental sustainability, and community.

*JOUR 481 & GEOG 475: Environment and Journalism*. Dr. Leslie North. Spring 2014. Environmental concerns pose growing challenges to how humans interact with the Earth, and, subsequently, the importance of informing an environmentally minded citizenry is also increasing. The purpose of this course is to introduce students to effective methods for researching and reporting on the environment, the importance of accurately portraying environmental issues in an objective manner, and the significant environmental issues in Kentucky. Special emphasis will be placed on public policy about water and energy resources in Kentucky. In the end, students will produce research and reporting that breaks new ground on the issues explored. The material will be published in formats to be determined as part of this class.

The course will involve both in-class and out-of-class activities. This unique course, sponsored by the attorneys Jon Fleischaker and Kim Greene, utilizes the First Amendment and introduces students to their rights and the tools necessary to exercise their rights, such as open records/open meetings laws.

*LEAD 450: Leadership in a Global Context.* Dr. M. Trivizadakis. Fall 2014. Study and analysis of cultural impacts on successful leadership in various geographical areas. Focus on cultural theories and models that influence leadership across contexts.

*LEAD 500. Effective Leadership Studies.* Dr. John Baker. Fall & Spring 2014. An in-depth investigation of the basics of effective leadership including current and historical leadership theories. Assessment of leadership styles will be a key component.

*MKT 420: Sustainability Marketing.* Dr. Patricia Todd. Spring 2014. This course integrates marketing fundamentals with environmental, social, and economic principles of sustainability. Consumer awareness issues began in the 1970s. The emphasis on these issues has cycled in importance several times since then. Marketing strategy plays a key role in a firm's ability to address consumer demands related to these issues in a genuine manner. In this course, students analyze current sustainability trends that influence market applications and the influence of marketing on sustainability trends.

*PH 381: Community Health.* Dr. Bruce. Spring 2014. This course is an introduction to students in the issues of foundations of health, the nation's health, health care delivery, and environmental health and safety. Upon conclusion of this course students will be able to describe and compare the history of community health to the current state of the nation's health, understand and define the terms health, community health, and public health, explain the difference between personal health and community health, provide information and list the organizations that contribute to the current health status of Americans, list factors that influence personal health and a community's health, identify the prevention and health promotions strategies that can affect the current and future health problems, describe the organizational structure of local, state, and national health organizations, explain how Healthy People 2020 goals and objectives can affect community health, identify environmental concerns and the impact of these concerns on human health.

*PH 385: Environmental Health.* Mr. Charles Cann. Spring 2014. Students will gain an understanding of the aspects of environmental health. They will develop a foundation of environmental health ethics and knowledge for professional growth. Students will gain an understanding of environmental health concepts such as water and air quality, food safety, radiation, waste, and environmental toxicity.

*PH 510: Watershed Management and Science.* Spring 2014. Students who successfully complete this class will be able to explain methods to analyze, summarize, and report water quality data for public health protection, including the use of descriptive and statistical techniques, critique methodologies, research, and results based on water quality and watershed principles presented in the course materials, when given case studies and journal articles, describe and evaluate methods for assessing, preventing, and controlling the risks of water quality threats to human and ecosystem health, explain management functions of environmental health

science professionals in the reduction and communication of human and ecosystem health risks related to waterborne contaminants, describe and explain local, state, federal, and global water quality laws, regulations, standards, guidelines, and policy for the protection of human and ecosystem health., summarize major global water issues in relation to environmental justice, disease, and sustainability of water resources and in the protection of human and ecosystem health, communicate in written, graphical, and oral methods the use of equipment for the protection of water quality and human health, use critical thinking skills to evaluate water information and public health, and collect, analyze, and evaluate water quality information and threats with the use of scientific instruments, technology, computer tools, and water quality models.

*PH 577: Environmental Toxicology.* Dr. Richie Taylor. Spring 2014. The purpose of this course is to provide students with a background to apply advanced principles of environmental toxicology. Students will explain how public health may be impacted through routes of exposure to environmental contaminants. As such, the emphasis will be on evaluating environmental toxicants in relation to ecosystem and human health, and techniques used in managing the risk of environmental toxicants. We will begin the course by discussing basic scientific principles related to environmental toxicology. The course will culminate with students completing a final project to assess an environmental toxicant of global concern.

*PH 584: Principles of Environmental Health.* Dr. Emmanuel Iyiegbuniwe. Spring 2014. Environmental health science is interdisciplinary and its goal is to prevent, reduce or eliminate environmental exposures that may lead to adverse health outcomes in communities, It is not possible to understand and solve environmental health problems when such problems are viewed from a narrow focus. However, it is very possible to improve how humans interact with our global environment through sustainable developments. The following objectives are presented as a guide to the specific skills and/or knowledge that should be acquired from attending lectures, participating in discussions and carefully reading, studying and performing the assignments. The objectives serve two purposes. They constitute an outline, which initially conveys the major points of the material to be studied and as a review to determine if sufficient gains have been made in skills and/or understanding.

*REC 235: Outdoor Recreation Activities.* Leah Spurlin. Spring & Fall 2014. This course will acquaint the student with a variety of outdoor recreation activities. Skill development, environmental values and impact considerations of outdoor experiences will be emphasized. Field trips and a weekend campout are required. This course will introduce the student to selected outdoor activities and provide experience in these activities by active participation and to encourage development of environmental stewardship behavior in a sustainable outdoor world.

*REC 328: Inclusive Recreation.* Dr. Ron Ramsing. Spring 2014. Upon completion of this course each student should be able to demonstrate, articulate, identify; understand attitude development to include examination of personal attitudes toward persons with disabilities; demonstrate an understanding of how to influence and improve attitudes of other people in regard to working with persons with disabilities; demonstrate an understanding of appropriate and sensitive terminology and perspective to working and interaction with individuals with disabilities;

articulate the social psychological effects of differences; identify various constraints impacting individuals with disabilities; demonstrate a full understanding of the Americans with Disabilities Act; identify and understand various theoretical approaches to facilitating participation for people with disabilities; understand and actively apply principles of advocacy to include facilitation of accessibility and integration for individuals with disabilities; investigate legal and political involvement influencing issues of diversity as they relate to recreation and inclusion; articulate trends and issues as related to inclusive recreation; examine the role of media in portraying persons with disabilities; and understand individual characteristics for people with various disabilities.

*REC 330: Principles of Outdoor Recreation.* Dr. Tammie Stenger-Ramsing. Spring 2014. This class examines the outdoor recreation movement and the role of federal, state, and community agencies in response to outdoor recreation demands. Students will learn theory and practical application of outdoor recreation concepts with emphasis on philosophies, principles, policies, economics, trends and problems. Course objectives include the following: understand and apply techniques of recreation assessment and planning related to the demand for and capacity of recreation and park services in resource-based facilities; demonstrate a solid knowledge base about outdoor recreation in the United States; understand the various functions and mandates of outdoor recreation management agencies; develop a personal philosophy of the place of the natural environment in leisure; understand and apply methods of management related to outdoor recreation; understand the development of recreation resource policy; understand how and why people respond to given resources and management practices; investigate multicultural perspectives as related to outdoor recreation and the environment; demonstrate critical thinking and the ability to apply knowledge through written and oral communication.

*REC 335: Outdoor Skills-Land.* Steve Spencer. Spring & Fall 2014. This course provides the foundation for skill development necessary for environmentally responsible outdoor recreation. It is one of four classes in the professional semester Outdoor Leadership curriculum. It is a part of the curriculum recognized by the Wilderness Education Association and the Leave No Trace program which are both nationally recognized programs, teaching and practicing outdoor ethics.

*REC 337: Outdoor Skills-Water.* Steve Spencer. Spring & Fall 2014. Skill development in self-propelled waterbased activities and related environmental practices. Focuses on outdoor leadership development. Overnight, multi-day camping required. This course provides the foundation for aquatic skill development necessary for leadership in an environmentally responsible and sustainable manner. This occurs in field settings and increases students' outdoor leadership ability by developing/enhancing skills. This is the second class in the outdoor leadership curriculum.

*SOCL 240: Global Social Problems.* Dr. Craig Taylor. Fall & Spring 2014. By the end of this course, students should be able to: explain how sociologists approach the study of global social problems; identify how social problems in our society (and others) are connected to larger global issues; apply sociological theories that vary in how they define the source of the underlying problem, including the structural functionalist perspective and the conflict perspective; and critically evaluate current interventions and proposed solutions to specific global social problems and assess the consequences for various actors at the local and global

levels.

*SOCL 270: Community, Environment, and Development.* Dr. Douglas Smith. Fall 2014. This course will help you attain these general education goals--by the end of the course, you will be able to recognize the interconnections of events and processes unfolding in different localities around the world; analyze the tensions between the projects of local communities and economic globalization; identify the consequences of decision-making for various localities and developments at the global scale; and consider and evaluate various alternatives for how everyday life might be organized.

*SOCL 360: Rural & Urban Communities.* Dr. Donnielle Lovell. Fall & Spring 2014. Study the structure and function of community life and the process of balancing community needs and resources.

*SOCL 362: Race, Class, and Gender.* Dr. Anne Onyekwuluje. Fall 2014. This course is about the interconnected effects of race, class and gender on people in America.

*SOCL 375: Diversity in American Society.* Dr. Anne Onyekwuluje. Fall & Spring 2014. Sociological analyses of ways societal institutions create and shape intergroup diversity. Focuses on the elements of social organization and their relationships to diversity.

*SWRK 330: Human Behavior in the Social Environment I.* Dr. Gayle Malinger. Spring & Fall 2014. This course uses an ecosystems framework as a method of inquiry for assessing human behavior within the context of individual, family, group, community, and organizational resources. The focus is upon a normative strengths perspective that is empowerment centered. Emphasis is placed on understanding and supporting various lifestyles, family forms, and life choices. Students are encouraged to develop a value system that respects difference, as well as the social work code of ethics. Using a bio-psychosocial theoretical framework, basic concepts of human development are introduced, with the life cycle serving as an organizational focus. Using a multi-theoretical framework, we consider how spirituality/religion, age, culture, race, ethnicity, social class, sexual orientation, gender, spirituality, biology, and the social environment impact human development. We additionally consider how our theoretical frameworks empower social workers to advocate for economic and social justice. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

*SWRK 331: Human Behavior in the Social Environment II.* Dr. Gayle Malinger. Spring & Fall 2014. This course focuses on human behavior in the social environment with an emphasis on the mezzo and macro levels, including families, groups, organizations, communities, and cultures. The importance of diversity and the environment as factors in influencing human behavior will be highlighted. Additionally, students will examine the forms and mechanisms of oppression and discrimination and learn how apply strategies of advocacy and social change that advance social and economic justice.

*SWRK 395: Social Welfare Policy and Issues.* Dr. Dale Smith. Spring 2014. An understanding of the historical perspectives of social welfare policies as they impact current policy issues is the focus of the course. This is combined with an examination of the processes of policy formulation. Models of policy analysis assist students in identifying the impact of policy on citizens representing a diversity of backgrounds.

*SWRK 530: Foundations of Social Welfare Policy.* Dr. Tina Peterson. Spring 2014. This course is designed to provide social work students in the foundation year of the MSW Program with an introduction to key concepts, knowledge, and policy practice skills related to social policy, social welfare, and the American society. The foundation for understanding social welfare policy and programs is the ability to analyze social problems. Students will become familiar with the meaning of social problems, social welfare policy, and the means by which policy shapes past and contemporary social welfare institutions and programs. To facilitate the learning process, students will review the impact of historical, political, and economic issues on the development of social welfare and social policies in the United States.

Total: Graduate = 22  
Undergraduate = 58