I. Narrative Description of the Status of the Discipline(s) from a National Perspective (including emerging issues and trends)

In a 2009 report, the American Association of State Colleges and Universities urged U.S. institutions to emphasize “math, science and international studies,” or risk becoming “less globally competitive.”\(^1\) Preparing graduates, who can navigate global challenges and find meaningful and productive careers in a world, where countries are inextricably linked in cultural, economic and political terms, remains a core responsibility of any institution of higher education today. However, the importance of integrating knowledge about people and places and how they are linked not only helps to understand dynamics far from our own daily experiences and American competitiveness. Due to the globalization process, it also has relevance for our understanding of dynamics impacting our lives much closer to home.

Focusing on the mission of civic learning, the AASCU in its 2012 Report “A Crucible Moment” emphasized that “[…] this newly broadened schema of civic learning expands the historical definition of civics that stressed familiarity with the various branches of government and acquaintance with basic information about US history. This knowledge is still essential, but no longer sufficient. Americans need to understand how their political system works and how to influence it, certainly, but they also need to understand the cultural and global contexts in which democracy is both deeply valued and deeply contested.” In the same report, the authors remark that “[k]nowledgeable citizenship—US and global—surely requires a grounding in history, US and world cultures, the humanities, and the social and natural sciences. It also requires what Martha Nussbaum has called cultivation of a ‘narrative imagination’: the capacity to enter into worldviews and experiences different from one’s own.”

In a 2014 article, Amitav Acharya (American University), critiqued how those who study International Relations had become increasingly narrowly focused on politics alone, more factionalized, theoretical and in the process, less relevant. He argued that “[o]ne way to make international studies more relevant is to encourage universities to broaden the curriculum so that it reflects the history, culture, politics, and ideas of the whole world, and not just the West.” Seen in that light, the International Studies Program at the College of Charleston with its decidedly interdisciplinary and simultaneously regional as well as transnational approach to studying the world through history, politics, literature and culture, has been aiming in that direction from the outset.

The College of Charleston’s International Studies Program is the largest of its kind in South Carolina. Of the ten largest universities and colleges in the State with four-year undergraduate

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programs, only the University of South Carolina (Columbia) offers an undergraduate major in Global Studies, which is the functional equivalent of our major in terms of the content and the requirements students would have to fulfill. Despite an overall enrollment which is more than three times that at the College of Charleston, USC’s Global Studies Program had 115 majors enrolled in Fall 2018, while our program had over 160 majors during the same semester. Building on our strengths in terms of enrollments and core faculty, and on those of the units across campus which provide a core part of our teaching program in the major and minor, the International Studies Program seeks to continuously improve in order to serve as a catalyst for the internationalization of the College as a whole.

II. Program

As reaffirmed in Spring 2017 with the adoption of the current strategic plan of the program,

“The International Studies major focuses on the political economic, socio-historic, and cultural dimensions of changes that have and are taking place around the world. International Studies will help students to develop a global perspective regarding vital trends and issues as they learn to analyze international affairs.

The International Studies major is both an interdisciplinary and multi-disciplinary program. It emphasizes knowledge of regions across disciplines and time, providing students with the skills necessary to become global citizens. Students who complete the major will have acquired a firm grasp of methodologies appropriate to the study of international phenomena, in-depth expertise in a particular region of the world or international theme, competence in a foreign language, and globally relevant experience through study or internship abroad programs.”

Among the strategies and tactics in the College’s strategic plan, the International Studies Program aligns well with the overall mission of the College to create “globally fluent” citizens. Strategy 1 (“Establish an integrated, interdisciplinary, experiential liberal arts core”) among the strategies to achieve Academic Distinction as outlined in the new Strategic Plan has particular relevance for our teaching and research as it emphasizes the needs to foster a “global mindset” among our students and stresses “cultures” and “comparisons”, as well as “interdisciplinary learning” as essential elements in academic programs.

The International Studies Program situates itself and its own goals at a lynchpin position with regard to the College’s overall goals of internationalization and with the program’s Strategic Plan of 2017 has articulated the following goals which directly relate to the College’s own Strategic Plan:
• Students will demonstrate Global Awareness, that is, the ability to identify and describe differences and similarities within and between cultures. (Strategy 1 of College Strategic Plan, “Academic Distinction”)

• Students will be able to describe and/or apply a theoretical approach or paradigm germane to International Studies. (Strategy 1 of College Strategic Plan, “Academic Distinction”)

• Students will demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in International studies and its related disciplines and fields. Students will draw on perspectives from several disciplines in order to analyze global phenomena. (Strategy 1 of College Strategic Plan, “Academic Distinction”)

• To ensure study abroad meets our curricular goals and provides students with a meaningful educational experience (Strategy 4 of the College Strategic Plan, “Make experiential learning a differentiator of the College of Charleston educational experience”)

• To provide substantive internship and service-learning opportunities. (Strategy 4 of the College Strategic Plan, “Make experiential learning a differentiator of the College of Charleston educational experience”)

• To increase students’ preparation for and awareness of relevant job opportunities. (Strategy 4 of the College Strategic Plan, “Make experiential learning a differentiator of the College of Charleston educational experience”)

• To increase diversity among the core International Studies faculty. (Strategy 2 of the College’s Strategic Plan, Employee Experience & Success)

In 2019-20, the International Studies Program assessed the following Student Learning Outcomes:

SLO 1: Global awareness

Students will demonstrate Global Awareness, that is, the ability to identify and describe differences and similarities within and between cultures.

SLO 2: Theories in international studies

Students will be able to describe and/or apply a theoretical approach or paradigm germane to International Studies.

SLO 3: Synthesis

Students demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in International studies and its related disciplines and fields.
Among the noteworthy planned changes in the International Studies Program are three in particular this past academic year. The first concerns faculty turnover, with one colleague leaving the College of Charleston for a position at North Carolina State University at the end of the 2019-20 academic year (Kathleen Foody) and one colleague on research leave during 2019-20 (Amy Malek). A second major change is the curricular re-orientation of the International Studies major with new courses and concentrations proposed for the 2020-21 academic year being prepared in 2019-20. The third change concerns the engagement with the new College Strategic Plan and the Global Leadership Institute initiative which both came to the fore in 2019-20. Managing this amount of change during one year alone would be enough for a small program with five roster faculty lines, but added to these planned changes were the challenges of completing the work of teaching and service along with professional development during the COVID-19 pandemic which impacted also the College at large.

a. Curriculum and Enrollment

- Curriculum Changes
  The academic year 2019-20 saw a significant curricular overhaul of the International Studies major beyond the usual housekeeping changes of previous academic years, to take effect in the Fall 2020 term, which was designed in the Fall 2019 term and moved through the curricular approval process in the Spring 2020 term. The faculty created the blueprint for a new required course (INTL 200 – Issues and Approaches in International Studies) which will fill the gap that had existed between the 100- and 300-level required courses in the major. This change also necessitated an increase in the overall credit hours in the major and led to adjustments in the sequence of 100-level elective courses in the major as well. Due a continued lack of consistent new enrollments in the International and Comparative Literature concentration of the major, the program faculty voted to delete that concentration and instead replace it with a Global Studies concentration. This will allow students to take more courses on globally-themed rather than regionally-themed or country-specific topics if they so wish as well as offer them opportunities to take more courses with faculty in International Studies who teach courses matching that new concentration’s curriculum. We have already seen the positive feedback we received when we surveyed our already-declared majors about such an addition to the curriculum matched by a number of students who have declared the new concentration when that option first became available.

- Instructional Contributions to Other Units and Special Topics Courses
  In Fall 2019, we contributed a section of HONS 173 (Introduction to International Studies) to the Honors College teaching program. Two of our courses were also offered to the First-Year-
Experience Program. One was FYSE 113: Economics of Globalization out of our faculty credit hours, although Economics receives the credit for this contribution as per the original Memorandum of Understanding for the position of Dr. Beatriz Maldonado. The second one was FYSE 123 (People, Power and Places: A History of Democracy for the Global Age). Both had good enrollments. We also contributed two courses in the Fall semester to the Political Science Department’s teaching program by having our Adjunct Assistant Professor Max Kovalov teach POLI 261 (Model UN) and POLI 359 (Politics and Geographies of the European Union). In the spring, we offered a Special Topics course (INTL 390: ST – War and Culture). Faculty also took the opportunity to have course sections certified as sustainability-related this past academic year as part of the Sustainability Literacy Institute’s programs on campus.

• Distance Education or Hybrid Course Offerings
During Fall 2019 we offered two sections of INTL 100 online (Foody and Wuigk) and in Spring 2020, we offered one section of INTL 100 (Introduction to International Studies) by Max Kovalov and one section of INTL 290 (ST: Humanitarian Aid and Development) online through our Adjunct Lecturer Sarah Wuigk, M.A. We also offered one section of INTL 100 online during the extended summer session in Summer 2020 (Wuigk). We are, increasing our capacity in this area and have been offering at least one section of INTL 100 starting Fall 2019, well in advance of the guidelines set by Academic Affairs to do so in keeping with the goal of offering at least one section per semester for every top-25 course on campus from Fall 2020, under which INTL 100 falls.

• Contributions to Interdisciplinarity, Internationalization and Experiential Education
During the academic year, International Studies faculty supervised multiple independent studies and internships (in various disciplines and in INTL). In addition, Dr. Blake Scott took on the position of director of the Cuba Study Abroad program in Spring 2020 coupled with a role in the Anniversary programming of the College of Charleston via the Spirit of South Carolina. Apart from the curtailment of both programs due to the escalating COVID-19 pandemic impacts the students involved in the program described it as a richly rewarding experience.

All of the teaching the core faculty in International Studies do, is by its very nature interdisciplinary and geared towards acquainting students with global issues. The International Studies major is one of the few majors on campus which requires students to study abroad as part of their core requirements in the major. Each year, well over 40 of our majors study abroad during the summer or during the regular semester terms.

The International Studies Program has been a beneficiary of and instrumental in the establishment and maintenance of the International Scholars Program, a banner joint program of attracting and cultivating excellence operated by the Honors College, the School of Languages, Cultures and World Affairs and the International Studies Program since its
inception, currently directed by Dr. Bryan Ganaway. All students recruited into the program major in International Studies and at least one other major. These highly qualified freshmen on average have an SAT score of 1430 and students and graduates of the program have over the years won numerous nationally competitive awards. The faculty members in International Studies participate in the selection, the advising of and organization of a Colloquium Series for all the students in the program on current events and trends around the globe. Details about the series in 2019-20 can be found under the section on Contributions to Service and Outreach. In 2019-20, as in ever year, incoming students in the International Scholars Program took the Honors Introduction to International Studies (HONS 173), taught by Dr. Foody.

During 2019-20, we had the Career Center conduct a survey of our majors’ internship experiences and received 49 responses. While none of the students had taken the internships for academic credit in International Studies, 44 of 49 students responded that they had undertaken an internship between summer 2019 and spring 2020. That equates to about 25% of all INTL majors at that time. Also remarkable was that about 43% of respondents pointed out that they had been connected to the internship opportunity by their academic department or by faculty.

- **Enrollments**

In the spring of 2020, International Studies had 181 enrolled majors. This compares with 190 majors in Spring 2019 (a 4% decline year-over-year). We also had 72 minors compared to 66 minors in Spring 2019 (a 10% increase). This trend in the number of majors is roughly in line with overall trends at the College. Consequently, the International Studies major remained the 15th most-enrolled major at the College in Spring 2020.

In terms of concentrations within the major, the breakdown was as follows in Spring 2019: Africa (18 majors), Asia (32), International/Comparative Literature (2), Europe (95), Latin America and the Caribbean (41).

The courses in International Studies have seen an increase in average class size over the last four fall semesters and in Fall 2019 had a class size of 29.6 (28.3 when counting the two First-Year Experience courses taught as well). Institutional Research even pegs the average enrollment for Fall 2019 at 30.7, making our numbers the highest in LCWA.

- **Fall 2016**: 22.9
- **Fall 2017**: 25.1
- **Fall 2018**: 28.3
- **Fall 2019**: 29.6
The average enrollments by course were as follows in 2019-20:

<table>
<thead>
<tr>
<th>Course</th>
<th>TOTAL</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 173</td>
<td>17</td>
<td>17</td>
<td>n/a</td>
</tr>
<tr>
<td>INTL 100</td>
<td>32.7</td>
<td>34.7</td>
<td>30.4</td>
</tr>
<tr>
<td>INEU 101</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>INTL 290</td>
<td>22</td>
<td>n/a</td>
<td>22</td>
</tr>
<tr>
<td>INTL 350</td>
<td>17.3</td>
<td>20</td>
<td>14.5</td>
</tr>
<tr>
<td>INTL 390</td>
<td>15</td>
<td>n/a</td>
<td>15</td>
</tr>
<tr>
<td>INTL 495</td>
<td>15.3</td>
<td>17</td>
<td>14.5</td>
</tr>
<tr>
<td>ALL</td>
<td>27.9</td>
<td>29.6</td>
<td>24.4</td>
</tr>
</tbody>
</table>

Average enrollments in courses contributed to other programs in 2019-20:

<table>
<thead>
<tr>
<th>Course</th>
<th>TOTAL</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYSE 113.01</td>
<td>20</td>
<td>20</td>
<td>n/a</td>
</tr>
<tr>
<td>FYSE 123.01</td>
<td>20</td>
<td>20</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: Courses taught by Dr. Blake Scott for INTL, LACS etc. during Spring 2020 are not listed here since they were taught during a study abroad program and involved multiple course codes across various programs and individual enrollments.

- **Workload Productivity**
  The faculty in the International Studies Program were highly productive during the period under review. Their courses had robust enrollments, especially in the Fall semester, with all INTL 100 sections at or one seat below the cap of 35 students. Due to the small nature of the International Studies Program’s core faculty roster, especially the service commitments at the School and College levels with multiple curricular initiatives being launched and one experienced junior faculty colleague on research leave, as well as the mandatory advising of close to 200 majors proved difficult to manage, which is why the program suspended mandatory advising for majors during the Spring term. In the face of these short-term changes and the growing demands in terms of balancing excellent teaching with high quality scholarship, the faculty in the program have been able to manage combining their obligations of teaching and dedicated service to students and to the institution as a whole with active and impressive scholarly activity.

- **Student and Graduate Accomplishments**
  The International Studies Program has always been fortunate to attract excellent students overall, and this academic year was no exception to that general rule. We graduated 57 majors between Fall 2019 and Spring 2020.
During the academic year, several of our majors or graduates, received or were semi-finalists for *nationally competitive awards*:

- Aaron Aldstadt (CofC ’20): Recipient, Fulbright US Student Program
- Kelly Lifchez: Recipient, Critical Languages Scholarship
- Katya Caleca (CofC ’20): Alternate, Fulbright Program
- Daniel Cramer: Semi-Finalist, Fulbright Program
- Andrea Kimpson: Semi-Finalist, Fulbright Program
- Madison Crow (CofC ’20): Semi-Finalist, Fulbright Program

In the spring, the program awarded *Departmental Honors* to the following students, who have a grade point average in the major of at least 3.5, and completion of a minimum of 12 hours of “exceptionally fine work” (the 12 hours must include the completion of an exceptional 6 hour bachelor's essay in addition to outstanding work in the major):

- Clements, Ashley
- Caleca, Katya
- Lee, Grace Isabella
- Crow, Madison
- Bradley, Rachel

We also presented *Outstanding Student Awards* to the following students, who have a minimum 3.80 GPA in the major and have done exceptionally well in the INTL 350 and INTL 495 courses:

- Clements, Ashley
- Pitts, Asia
- Bradley, Rachel
- Crow, Madison
- McLaughlin, Melissa
- Arnold, Bryanna
- Caleca, Katya
- Simon, Nicole
- Parker, Darien
- Zila, Samantha
- Kirkland, Mary
- Janney, Sophia
- Kline, Katherine (Abby)
- Albenesius, Grace
- Cramer, Daniel

Despite graduating the first class of majors only in 2012, the International Studies major has already produced 400+ graduates since then along with hundreds of International Studies minors. Many of them have gone on to further studies at prestigious institutions or started productive careers in the public or private sectors. Some of the major graduates are:

- Rebecca Hughes, CofC ’14: Attorney, Associate, White & Case, New York
Kate Werley, CofC ’15: Health Policy Advisor/Legislative Assistant, U.S. House of Representatives (Rep. Mike Doyle, D-PA)

Malcolm Kates, CofC ’16: After a year of a IRTA Research Fellowship at the National Institutes of Health, Malcolm started medical school in May 2017 at the University of Florida College of Medicine.

Rachel Taylor, CofC ’16: Is a Fulbright grant recipient, who worked in Mexico teaching English after graduation. She then attended graduate school at the University of Amsterdam in the Netherlands studying International Development Studies.

Clare Hogan ’16: Development Associate at The Coalition to Stop Gun Violence

Deniz Houston ’16: Foreign Military Sales Senior Analyst at Morgan Business Consulting

Maggie Panetta, CofC ’17: Is working as a Program Assistant at the International Rescue Committee in the Middle East division.

Alexis Logan-Brown ’17: Security Assistant at U.S. Department of State, Diplomatic Security

Nadia Klincewicz ’17: Health Extension Volunteer for Peace Corps Tanzania

Madeline Leibin, CofC ’18: Rotary Ambassadorial Global Grant recipient; studying for an MS in conflict Management at the University of Haifa, Israel

Katherine Murchison, CofC ’18: Attending law school on a full scholarship at Washington University, St. Louis

Eric Singleton, CofC ’18: Working as a Grant Analyst at the Susan Thompson Buffet Foundation

Kevin O’Dell, CofC ’19: Maastricht Graduate School of Governance/United Nations University; studying for a Masters of Science in Public Policy

In March 2020, Mariam Amireh, a current International Studies major, received the Skirt Magazine Endowed Scholarship from the Women’s and Gender Studies Program.

b. Faculty Diversity

During 2019-20, the International Studies Program had six full-time faculty (Drs. Foody, Malek [on leave], McLean, Pehl, Kovalov-Adjunct Assistant Professor, Scott) and one joint faculty line with Economics (Maldonado), not counting Ambassador Melville’s non-tenured position. Depending on how we count, we had 50% (3 out of 6) or 57% (4 out of 7) female faculty members in the program. This is a point of great pride for our program.
The OIP Reporting data suggests we have 0% minority faculty in International Studies, presumably because Dr. Maldonado, who holds a joint appointment in International Studies is counted entirely in Economics, which is misleading. However, at present, Dr. Maldonado is the only minority faculty member in International Studies.

c. Research and Professional Development Productivity and Faculty Accomplishments

Over the past years, the College-wide expectations of faculty to regularly produce high quality research seem to have grown, while as an institution, the College of Charleston still emphasizes teaching as the primary responsibility of faculty. The faculty in the International Studies Program continued their previous track record of active and engaged scholarship and professional development during the year under review. All faculty presented research at one or more professional conferences, submitted and/or had work accepted at peer-reviewed journals and academic publishers and reviewed for professional publications in their respective fields of expertise. A selection of publications which appeared during the academic year can be found in the supporting data. Other information is available from the FAS and the program website.

In Fall 2019, Dr. Blake Scott successfully passed his Third Year Evaluation. In May 2019, Dr. Malek received an offer from Princeton University to spend the academic year 2019-20 at the Center for Iranian Diaspora Studies as a visiting researcher. During 2019-20 she was a Visiting Research Fellow at the Sharmin and Bijan Mossavar-Rahmani Center for Iran and Persian Gulf Studies.

d. Service and Outreach Activities

International Scholars Colloquia:

- Oct. 2020, Topic: Cuba and Its Current Domestic and International Challenges (Maldonado, Scott, Ganaway)
- February 2020, Topic: US-Iran Conflict Post-Soleimani (Foody, Kovalov, Ganaway)
- February 2020, Topic: The Global COVID-19 Pandemic and Its Implications (Maldonado, Kovalov, Melville, Ganaway)

The International Studies Program also co-sponsored a number of events organized by other programs. Among those were:

• Lecture by Jennifer Nagda, "Under Attack: The Rights of Children and Families Subject to Immigration Enforcement", Constitution Day lecture organized by the Pre-Law Program, Sep. 25, 2019
• Documentary Film Screening, “Que Sea Ley – Let it be law”, organized by the Women & Gender Studies Program, March 12, 2020
• Opening Deck Reception on the Spirit of South Carolina for the Sea Life World Affairs Signature series, Feb. 7, 2020
• Panel discussion on the Coronavirus, organized by the Doctors without Borders and African Studies Club, INTL assistant professor Kristen McLean was a panelist, March 11, 2020

e. Successes, Obstacles, and Required Support from Academic Affairs
During the 2019-20 academic year, the International Studies Program saw an enormous amount of change due to one faculty colleague of five in the program going on research leave, a Third Year Review, the necessary integration and mentoring of a visiting faculty member within a small group of colleagues and coping with the impact of the COVID-19 pandemic on campus in the spring. Despite these challenges, the program has seen positive trends in terms of enrollments in courses (the average class size is significantly higher than that of other LCWA units according to IRP data).

Our Program is large in terms of the numbers of majors and minors we serve, but small in terms of the roster faculty lines housed in the International Studies Program. Given that we are on a growth trajectory in terms of the combined numbers of majors and minors, this growth will need support in terms of staff and faculty resources. Currently, our administrative coordinator serves four different programs, all of which have active event and recruitment agendas along with the usual needs of academic programs. A full-time position for an administrative coordinator for our program, perhaps shared with one other minor program, would not only be desirable, but seems increasingly necessary given the numerous demands on the current colleague’s time and talent from the multiple programs she serves as well as from students in the various programs who use the administrative coordinators as an important first point of contact in their interactions with their major and minor programs. With the loss of Dr. Kathleen Foody and the inability to replace her position in 2020-21 due to the mandatory hiring freeze in the wake of the COVID-19 pandemic’s impact, our program is at a crucial point in its development. We need to replace the line as soon as possible since we are currently one roster faculty member short relative to the 2018-19 year and, if anything, need an additional instructor line, which will further strengthen our program and the School of LCWA as a whole because every line in International Studies is highly productive in terms
of its impact on students through intensive contact in the major and minor, but also in terms of student credit hour production.

Moreover, the additional faculty lines (instructors or tenure-track) are necessary to support the growth of the Program as we undertake the implementation of the changes in the curriculum, which will increase the demand for credit hours taught by line faculty on a regular basis (see below). We had proposed to try and compensate these increased demands with the then-current number of roster faculty being supplemented by one or two additional adjunct-taught courses, but with the resignation of Dr. Foody and a cap on increasing adjunct costs per program, these plans are now increasingly problematic, putting students’ performance on the “Time to Graduation” metric under strain down the road. These factors make a return to our regular number of roster faculty supplemented with perhaps one more instructor line a necessity.

f. Goals, Changes and Required Resources

The International Studies Program received its own dedicated Foundation account (R891) for the first time since its founding in 2019 due to the support of the Dean of LCWA and our Fundraising Liaison, John King, including its first donation of $1,000 from Mr. Mike Gilson, parent to one our majors. Fundraising, especially dedicated funds to support our majors in undertaking required study abroad, will be another area of focus over the next couple of years since this is an area where our majors have a clearly defined need for additional financial support, as will be the area of improving alumni relations. It will be imperative to secure the assistance of the College of Charleston Foundation in order to improve our alumni relations since we do not have access to crucial data needed to facilitate this improved contact. Another goal is to create an Alumni Advisory Council for International Studies to connect current students with possible mentors and contacts among our alumni for future professional prospects.

The faculty in the International Studies Program have followed through on the plans laid out in the 2018-19 Annual Report on curriculum review and revision and now are eager to complement existing courses with new course offerings in the coming years. In order to provide our students with continuous innovative teaching, experiential learning opportunities and financial support for select unique undertakings in the major, we will also need to develop philanthropic support beyond our alumni base. To that end, the Program Director will liaise with stakeholders as well as the Dean of LCWA to systematically develop contacts and philanthropic opportunities with the Charleston community and beyond.
Supporting Data

Faculty Research and Professional Development

Select Publications and Presentations by Faculty in International Studies in 2019-20

Kathleen Foody:


Beatriz Maldonado:


Amy Malek:


Kristen McLean:

McLean, Kristen E. “Post-crisis Masculinities” in Sierra Leone: Revisiting Masculinity Theory. Special Issue on African Masculinities, *Gender, Place & Culture*. [Provisionally accepted for publication May, 2020]


Blake Scott: