

Evaluating Sustainability in the University of Colorado at Boulder (UCB) Curriculum

STARS Curriculum Inventory Process and Results

Summer 2010

In accordance with STARS Credit ER-6: Sustainability-Focused Courses and ER-7: Sustainability-Related Courses¹, an assessment of the sustainability course content at the University was conducted by the University of Colorado Environmental Center². These metrics, worth ten points each in STARS, grant pro rata credit based on the proportion of an institution's courses that are considered sustainability-focused or sustainability-related. All points are granted for ER-6 if ten percent of an institution's coursework is sustainability focused; for ER-7, maximum credit is received if thirty percent of courses are related to sustainability. The enclosed assessment covers a time period of one year-specifically, the Spring and Fall 2010 semesters.

Total Course Offerings

An accurate count of all for-credit courses offered at the University of Colorado during the Spring 2010 semester was obtained from the UCB Bureau of Planning, Budget, and Analysis (PBA). Due to the constraints of this credit, the small number of for-credit continuing-education courses must be subtracted from this figure. Thus, 2,659 net courses were offered

Methodology

Faculty Survey

Faculty members were surveyed (Appendix A) to determine whether they had taught sustainability-focused or sustainability-related courses over a three-year timeframe. The survey was developed by NG and LG and approved by Dr. James White (JW), the director of INSTAAR. Survey responses were not adequate for statistical extrapolation due to the non-random nature of the sample, but all responses received were compiled into the relevant listing. Due to the high familiarity that faculty members are presumed to have with courses they have recently taught, deference was given to all course classifications by faculty. Non-credit courses offered through continuing education are not eligible for the credit and were eliminated from the raw data captured by the survey on October 20th, 2010.

Courses reported by the faculty were searched for in the CU Boulder online course catalog and linked to where found. We make the assumption that all courses contained in this catalog, which may be updated with ease, have been offered within the year unless expressly stated. Within this document, "within the year" is defined to encompass the Spring and Fall 2010 semesters. In most cases, the course was easily found and linked to

¹ See <http://stars.aashe.org/> for a full listing of the requirements of both credits.

² Sustainability policy interns Natasha Goss (NG) and Linda Giudice (LG) were chiefly responsible for the project.

in the main document. One reported course offered in the Spring 2010 semester lacked a listing in the catalog. In this case, a syllabus from the last semester in which it was offered is linked to instead of the course catalog page.

Several reported courses are under general-subject listings that vary by semester. When a specific course title was mentioned by the survey submitter,³ this title was used as a point of investigation to determine the last verifiable semester during which such a course was offered. If this course was not offered during within the year, it was retained in the list of faculty-reported courses and stricken from the official list of sustainability-related or -focused courses. If it met the time requirements, it was retained in all lists. In both situations, a note was made in the faculty-reported course table containing a link to the latest available online syllabus or other documentation.

In three cases, unnamed sustainability-related courses reported by a faculty member could not be located by a search of the course catalog or by an Internet search. The probability that such courses have been offered within the year is low, and data entry errors may have caused the entry of a course catalog number that does not exist. Therefore, all three were stricken from both records. The raw data, also provided here, was never altered in any form and retains all information provided by the faculty.

Course-Description Examination

Due to the low productivity of the survey response, the course catalog was examined manually⁴. When the approved Definition of Sustainability in the Curriculum and the survey definition thereof (itself based off of the official definition) clearly classified the course as either focused on or related to sustainability based on its short, publicly available catalog description, it was listed as such. In cases where significant doubt existed as to whether a course met the criteria for a sustainability-focused offering and was clearly at least sustainability-related, it was classed as related. If there was ambiguity regarding whether a course was sustainability-related, it was not included.

The initial faculty survey established a three-year baseline, but collection efforts using this baseline proved impracticable. However, results were still generally usable because many courses are offered on a yearly basis, and those that have been discontinued or are offered less often than biannually are almost always excluded from the catalog. In integrating results from the survey into the report, courses reported by instructors were identified in the 2010-2011 CU Course Catalog⁵. If courses could not be identified there or elsewhere, or if they were last offered before the Spring 2010 semester, they were excluded as described above. The final product was reviewed for duplicate or erroneous entries.

³ Submitters were asked to provide the "course name and code." Most interpreted this request as asking for the four-digit course signifier and its four-character departmental listing prefix.

⁴ Lists sourced from the Leeds School of Business and the Renewable and Sustainable Energy Institute (RASEI) were initially used to obtain the titles of some courses. These courses were subsequently verified by a catalog search.

⁵ <http://www.colorado.edu/catalog/current/>

Results

These results provide a snapshot in time and may not be 100% complete. Likewise, some course classifications may be modified, and courses may be added or dropped entirely going forward. In the interim, however, 79 sustainability-focused courses and 162 sustainability-related courses have been identified. Since approximately 2,900 courses (as explained above, the final number is pending) are offered each semester at the University, this leaves significant room for growth while indicating that CUB has a strong base of sustainability coursework from which to build.

Further Action Items

ER-8: Sustainability Courses by Department

This credit allocates points based on the proportion of academic departments that offer at least one sustainability course. Courses cross-listed in two or more departments may count for all departments in which they are listed. Full points are granted if 90 percent or more of departments have such a course. The Bureau of Planning, Budget, and Analysis (PBA) provides an official list of departments with a degree program approved by the Colorado Department of Higher Education⁶. This is an authoritative, official list of academic departments at UCB. Courses from this survey are listed by department, and data may be easily analyzed to determine which departments have a sustainability course and which do not. In addition, departments that appear to lack a sustainability course based on this survey may be contacted individually to confirm their status.

ER-9: Sustainability Learning Outcomes

Specifically, each course must be checked to ascertain whether it is a requirement for any degree program as defined by the credit¹ and whether it has at least one explicitly stated learning outcome that involves sustainability. If a course meets these requirements, it counts toward the credit, which provides points based on the number of students graduating from programs that require at least one course with a sustainability learning outcome. Courses reported by the faculty are known to meet the requirement, as the survey explicitly requires that reported courses have such an outcome. The following data points are needed for ER Credit 9:

- ❖ The number of students graduating from the University of Colorado over a time period that may range from one to three years. Since course data will cover one year, adopting a one-year timeframe may prove most feasible.
- ❖ The number of students graduating with a degree from a program that requires at least one course with a sustainability learning outcome. This is a multifaceted requirement and may be obtained through the methodology listed below.
 - Sort sustainability-focused and sustainability-related courses taught at this University (obtained from this survey) by departmental listing. Request departments to provide, for each course listed or crosslisted in the department,
 - Whether or not a given course has a sustainability learning outcome, as determined by the most recent syllabus for the course

⁶ https://pba.colorado.edu/scripts/broker.exe?_program=misclib.gmapshow.sas&_service=default&concept=DeptList

- If the course has such an outcome, all degree programs which require the course.
- From this list, develop a list of degree programs with sustainability learning outcomes.
- Contact representatives of the degree programs directly to determine the number of graduates from the program in the year specified.

These items await further analysis.

ADDENDUM

Defining Sustainability in the Curriculum

The University of Colorado at Boulder has committed to expanding upon its path marking sustainability achievements at the administrative, operational, student action, and academic levels. Our approach to sustainability-enhanced curricula is based on the following fundamental premises:

- Universities are the cultivators and generators of knowledge, charged with educating the leaders and decision-makers of tomorrow. As such, they play a crucial role in the creation of sustainable societies.
- Education is an essential tool for achieving sustainability: public awareness and training are vital in moving students and, by extension, society toward sustainability.
- Sustainability should be integrated into university curricula where appropriate.
- Each university has its own unique context, resources, and needs that influence its response to sustainability's prominence in its curriculum.

Working from established definitions of sustainability, we have assessed how the multifarious dimensions of sustainability should be expressed through the course offerings of the University. A widely accepted definition of one aspect of sustainability was given by the World Commission on Environment and Development in 1987. The Commission defined sustainable development as "*forms of progress that meet the needs of the present without compromising the ability of future generations to meet their needs.*"

The American Association for Sustainability in Higher Education (AASHE) also incorporates the economic, social and environmental elements of sustainability into its definition; the so-called "three-legged stool". The relationship between these three elements must be properly managed to ensure the long-term viability of our communities and, by extension, the planet.

Sustainability-*focused* courses explore a broad range of sustainability topics, or select one area to investigate in depth; they may also "approach an issue or topic using sustainability as a lens." On the other hand, sustainability-*related* courses include one or more elements from this list as a discrete element in the course. Courses do not have to meet all the criteria in order to be classified as either sustainability-related or sustainability-focused.

Using the definitions provided above as a guide, we offer the following criteria for assaying sustainable curricula.

Courses designated as sustainability-related or sustainability-focused may contain one or more of the following elements:

- Integration of basic and applied knowledge from multiple disciplines, including the natural and social sciences, to analyze human-environment interactions;
- Analysis of the tradeoffs or co-benefits involved in managing resources for the social, economic, and environmental welfare of current and future generations;
- Development of alternative strategies for the use of natural, human, and fiscal resources that are compatible with the constraints on these resources;
- Implementation of practical solutions to socioeconomic and environmental challenges, including those that relate to energy, technology, ecosystems, social transformations, food systems, policy, and governance.

Students that successfully complete sustainability-related or sustainability-focused courses develop the ability to:

- Use and integrate knowledge and skills drawn from several disciplines;
- Understand how sustainability applies to their major, chosen career path, and everyday life;
- Apply scientific expertise to create sustainable solutions, technology, and applications;
- Communicate sustainability's essential elements;
- Promote sustainable communities on and beyond the University's campus.

Due to the shifting nature of sustainability issues, those linked to sustainability should be prepared to adapt continually. Thus, a curriculum that integrates sustainability also demands periodic reassessment.

Acknowledgements

The STARS team benefitted greatly from the dedication of researchers Natasha Goss and Linda Giudice, the two CU students who tirelessly reviewed catalogs, web sites, and syllabi in order to compile this Inventory. While coordinating with Professor James White, and Environmental Center Director Dave Newport, these students' brought abundant good sense, training and insight to a difficult task. Many thanks to Natasha and Linda!

INVENTORY

Sustainability-Focused Courses

[ANTH 4020/5020 Anthropology of Energy](#)
[ANTH 4224/5224 Archaeology of the Maya And Their Neighbors](#)
[ANTH 7000 Current Research Topics in Cultural Anthropology](#)
[ATOC 4800 Policy Implications of Climate Controversies](#)
[ATOC 5000 Critical Issues in Climate and the Environment](#)
[ATOC 7500-003: The Global Carbon Cycle](#)
[BADM 4010 Sustainable Resort Tourism](#)
[BADM/OPIM 6930 Assessing Sustainable Energy Technologies](#)
[BADM/OPIM 6930 Commercializing Sustainable Energy Technologies](#)
[BAKR 1500 Colorado: History, Ecology, and Environment](#)
[BAKR 1600 Creating A Sustainable Future.](#)
[BCOR 3010 Business Applications of Social Responsibility](#)
[CHEN 4838-001 Energy Fundamentals: Global and Future Perspectives](#)
[COMM 4600 Collaborative Decision Making](#)
[CVEN 4434/5434 Environmental Engineering Design](#)
[CVEN 4700/5700 Sustainability and the Built Environment](#)
[CVEN 5020 Building Energy Audits](#)
[CVEN 5514 Bioremediation](#)
[CVEN 4830/5830-002 Sustainable Building Design](#)
[EBIO 4180 Ecological Perspectives on Global Change](#)
[EBIO 4800 Ecosystem Management](#)
[ECEN 2060 Renewable Sources and Efficient Electrical Energy Systems](#)
[ECON 3535/4535 Natural Resource Economics](#)
[ECON 4555 Transportation Economics](#)
[CVEN 5393/ECON 6555 Water Resources Development and Management](#)
[ENVD 4035 Solar and Sustainable Design](#)
[ENVS 3001 Sustainable Solutions Consulting](#)
[ENVS 3003 Race, Class, and Pollution Politics](#)
[ENVS 3020 Advanced Writing in Environmental Studies](#)
[ENVS 3040 Conservation Biology](#)
[ENVS 3621 Energy Policy and Society](#)
[ENVS 4100 Topics in Environmental Policy](#)
[ENVS 5100 Energy Policy Research Seminar](#)
[ENVS 5810 Water Resources and Environmental Sustainability](#)
[ENVS 5820 Renewable Energy Policy](#)
[ENVS 5830 Critical Issues in Climate and the Environment](#)
[ENVS/EBIO 3040 Conservation Biology](#)
[ENVS/PHYS 3070 Energy and the Environment](#)
[ENVS/SOCY 4027 Inequality, Democracy, and the Environment](#)
[ENVS/SOCY 6007 Foundations of Environmental Sociology](#)
[FARR 2820 Future of the Spaceship Earth](#)
[GEOG 4371 Forest Geography Principles & Dynamics](#)
[GEOG 4430 Seminar: Conservation Trends](#)
[GEOG 4812 Environment and Development in South America](#)
[GEOG 5762 Sustainable Development: Theory and Classic Issues](#)
[GEOG 5772 Sustainable Development: Institutions and Policy](#)

[GEOG 5782 Sustainable Development: Critique](#)
[HONR 4000 Sustainable Energy](#)
[HUEN 2210- Engineering, Science, and Society](#)
[INVS 3402 Implementing Social and Environmental Change](#)
[JOUR 4822/5822 Reporting on the Environment](#)
[LAWS 6002 Public Land Law](#)
[LAWS 6302 Water Law](#)
[LAWS 6502 Wildlife and the Law](#)
[LAWS 6510 International Environmental Law](#)
[LAWS 6712 Climate Change Law and Policy](#)
[LAWS 7132 Energy Insecurity and Sustainable Energy](#)
[LAWS 7202 Environmental Law](#)
[LAWS 7209 Natural Resources Litigation Clinic](#)
[LAWS 7515 Poverty Law](#)
[LAWS/ENVS 6112 Foundations of Natural Resources Law and Policy](#)
[MATH 2380 Mathematics for the Environment](#)
[MBAX 6130 Sustainable Business Ventures](#)
[MBAX 6825 Sustainable Business](#)
[MCEN 4141 Indoor Air Pollution](#)
[MCEN 4228-005 Wind Energy](#)
[MCEN 4228/5228 Energy Conversion and Storage](#)
[MGMT 4080 Sustainable Operations](#)
[OPIM 4075 Sustainable Operations](#)
[PHIL 2140 Environmental Justice](#)
[PHIL 5240 Seminar in Environmental Philosophy](#)
[PHIL/ENVS 3140 Environmental Ethics](#)
[PSCI 3064 Environmental Political Theory](#)
[PSCI 3206 The Environment and Public Policy.](#)
[SEWL 2000 America, the Environment, and the Global Economy](#)
[SOCY 2077 Environment and Society](#)
[SOCY 4007 Global Human Ecology](#)
[SOCY 6017 Inequality, Democracy, and the Environment](#)
[WRTG 1150 First-Year Writing and Rhetoric](#)
[WRTG 3020 Topics in Writing](#)

Sustainability-related Courses

[ANTH 1100 Exploring a Non-Western Culture: The Tamils](#)
[ANTH 1105 Exploring a Non-Western Culture: Tibet](#)
[ANTH 1110 Exploring a Non-Western Culture: Japan](#)
[ANTH 1115 The Caribbean in Post-Colonial Perspective](#)
[ANTH 1120 Exploring a Non-Western Culture: Hopi and Navajo](#)
[ANTH 1140 Exploring a Non-Western Culture: The Maya](#)
[ANTH 1145 Exploring a Non-Western Culture: The Aztecs](#)
[ANTH 1150 Exploring a Non-Western Culture: Regional Cultures of Africa](#)
[ANTH 1160 The Ancient Egyptian Civilization](#)
[ANTH 1170 Exploring Culture and Gender through Film](#)
[ANTH 2010 Introduction to Physical Anthropology 1](#)
[ANTH 3000 Primate Behavior](#)
[ANTH 4060 Nutrition and Anthropology](#)
[ANTH 4170 Primate Evolutionary Biology](#)
[ANTH 4505 Globalization and Transnational Culture](#)
[ANTH 5600 Human Ecology: Cultural Aspects](#)
[AREN 3130 Building Energy Laboratory](#)
[ASEN 4012 Aerospace Materials](#)
[ASEN 4018/4028 Senior Projects 1: Design Synthesis](#)
[ASEN 4519/5519 Energy Systems for Earth and Aerospace Applications](#)
[ATOC 1060 Our Changing Environment: El Niño, Ozone, and Climate](#)
[ATOC 3070 Introduction to Oceanography](#)
[ATOC 3300/GEOG 3301 Analysis of Climate and Weather Observations](#)
[ATOC 3500 Air Chemistry and Pollution](#)
[ATOC 3600/GEOG 3601/ENVS 3600 Principles of Climate](#)
[ATOC 4750/5750 Desert Meteorology and Climate](#)
[ATOC 5235 Introduction to Atmospheric Radiative Transfer and Remote Sensing](#)
[ATOC 6100 Predicting Weather and Climate](#)
[BCOR 2400 Fundamentals of Marketing](#)
[CAMW 4001 Seminar on the American West](#)
[CHEM 1011 Environmental Chemistry 1](#)
[CHEM 1031 Environmental Chemistry 2](#)
[CHEM 5061 Advanced Inorganic Chemistry 2](#)
[CHEM 5151 Atmospheric Chemistry](#)
[CHEM 5161 Analytical Spectroscopy](#)
[CHEM 5171 Electroanalytical Chemistry](#)
[CHEM 6111 Nanoscience in Chemical Analysis and Biotechnology](#)
[CHEN 1000 Creative Technology](#)
[CVEN 1317 Introduction to Civil and Environmental Engineering](#)
[CVEN 3414 Fundamentals of Environmental Engineering](#)
[CVEN 3424 Water and Wastewater Treatment](#)
[CVEN 4434/5434 Environmental Engineering Design](#)
[CVEN 4474 Hazardous and Industrial Waste Management](#)
[CVEN 5050 Advanced Solar Design](#)
[CVEN 5323 Applied Stream Ecology](#)
[CVEN 5494 Surface Water Quality Modeling](#)
[CVEN 5830-005 Building Energy Systems](#)
[CVEN/ENVS 3434 Introduction to Applied Ecology](#)

[EBIO 1030 Biology: A Human Approach 1](#)
[EBIO 1040 Biology: A Human Approach 2](#)
[EBIO 1210 General Biology 1](#)
[EBIO 1220 General Biology 2](#)
[EBIO 2040 Principles of Ecology](#)
[EBIO 3170 Arctic and Alpine Ecology](#)
[EBIO 3175. Arctic and Alpine Ecology Lab](#)
[EBIO 3180 Global Ecology](#)
[EBIO 3190 Tropical Marine Ecology](#)
[EBIO 4060 Landscape Ecology](#)
[EBIO 4100/5100. Advanced Ecology](#)
[EBIO 4175 The Scientific Basis for Ecosystem Management of Public Lands](#)
[EBIO 4630 Field Techniques in Environmental Science](#)
[EBIO 4800/5800 Microbial Ecology: Culture, Politics and Climate Change](#)
[EBIO/GEOL/ENVS 4160 Introduction to Biogeochemistry](#)
[ECEN 4517/5517 Renewable & Power Electronics Lab](#)
[ECEN 4555/5555 Principles of Energy Systems & Devices](#)
[ECEN 5005 Photovoltaic Devices](#)
[ECEN 5017 Conventional and Renewable Energy Issues](#)
[ECEN 5254 Radar and Remote Sensing](#)
[ECON 3545/4545 Environmental Economics](#)
[ECON 4514 Economic History of Europe](#)
[ECON 8535 Environmental Economics I](#)
[ECON 8545 Environmental Economics II](#)
[ECON 8555 Water Resources Development and Management](#)
[EDUC 5316 Nature of Social Studies and Social Studies Education](#)
[EDUC 5355 Methods and Materials in Secondary Social Studies](#)
[ENGL 3267 Women Writers](#)
[ENVD 2001 Introduction to Social Factors in Environmental Design](#)
[ENVD 2003 Ecology and Design](#)
[ENVD 2100 Architecture Studio 1](#)
[ENVD 2120 Environmental Design Lab: Sustainable Design](#)
[ENVD 2130 Environmental Design Lab: Conservation Design](#)
[ENVD 4023 Environmental Impact Assessment](#)
[ENVD 4311 Housing Policies and Practices](#)
[ENVD 4363 Design For/With Schools](#)
[ENVS 1000 Introduction to Environmental Studies](#)
[ENVS 3520 Environmental Issues in Geosciences](#)
[ENVS 3600 Principles of Climate](#)
[ENVS 5000 Policy, Science, and the Environment](#)
[ENVS 5100 Energy Science and Technology](#)
[ENVS 5120 Topics in Quantitative Methods](#)
[ENVS 5730 Introduction to the Policy Sciences: The Decision Process](#)
[ESBM 3700 Entrepreneurial Environments](#)
[ETHN 1123 Exploring Non-Western Cultures: Hopi and Navajo](#)
[EVEN 1000 Introduction to Environmental Engineering](#)
[FARR 1562 Gandhi's Satyagraha: Love in Action for Humans and Other Creatures](#)
[GEEN 1100 Social Impact of Technology](#)
[GEEN 1400 Engineering Projects](#)
[GEOG 1001 Environmental Systems 1: Climate and Vegetation](#)

[GEOG 2002 Geographies of Global Change](#)
[GEOG 2412 Environment and Culture](#)
[GEOG 3412 Conservation Practice and Resource Management](#)
[GEOG 3422 Conservation Thought](#)
[GEOG 3612 Geography of American Cities](#)
[GEOG 4261 Glaciers and Permafrost](#)
[GEOG 4271/5271 The Arctic Climate System](#)
[GEOG 4501/5501 Water Resources and Water Management of Western United States](#)
[GEOG 4822 Environment and Development in China](#)
[GEOG 6402 Seminar: Comparative Environmental Studies](#)
[GEOL 1010 Introduction to Geology](#)
[GEOL 1060 Global Change: An Earth Science Perspective](#)
[GEOL 2100 Environmental Geology](#)
[GEOL 3130 Global Warming: Understanding the Forecast](#)
[GEOL 3410 Paleobiology](#)
[GEOL 3500 Earth Resources and the Environment](#)
[GEOL 3520 Environmental Issues in Geosciences](#)
[GEOL 4060/5060 Oceanography](#)
[GEOL 4070 Paleoclimatology](#)
[GEOL 4080 Societal Problems and Earth Sciences](#)
[GEOL 4500 Critical Thinking in the Earth Sciences](#)
[GEOL/ENVS 3520 Environmental Issues in Geosciences](#)
[HIST 1010 Western Civilization 1](#)
[HIST 1061 The Rise and Fall of Ancient Rome](#)
[HIST 2543 Medieval Societies](#)
[HIST 4417 Environmental History of North America](#)
[HIST 6417 Readings in Environmental History](#)
[HONR 4055 Discourse Analysis and Cultural Criticism](#)
[HUMN 4835 Literature and Social Violence](#)
[INVS 1000 Responding to Social and Environmental Problems through Service Learning](#)
[INVS 3000 Innovative Approaches to Contemporary Issues through Service Learning](#)
[INVS 4402 Nonviolent Social Movements](#)
[INVS 4999 Teaching Social Justice](#)
[IPHY 3420 Nutrition, Health, and Performance](#)
[LAWS 6205 Lawyers for Social Change](#)
[LAWS 6503 Law and Social Sciences](#)
[LAWS 7122 Mining and Energy Law](#)
[LAWS 7164 Land Conservation Law](#)
[LAWS 7212 Environmental Litigation](#)
[LAWS 7916/7926 Independent Legal Research: Journal of International Environmental Law and Policy](#)
[LAWS 8104 Seminar: Cities, Suburbs, and the Law](#)
[LAWS 8351 Seminar: Law and Economics of Utility Regulation](#)
[LAWS 8407 Seminar: Tax Policy](#)
[LDSP 2400 Understanding Privilege and Oppression in Contemporary Society-Leadership in a Multicultural World](#)
[MBAC 6000 Socially Responsible Enterprise](#)
[MBAX 6801 Global Perspectives Seminar](#)
[OPIM 3000 Systems Thinking](#)
[PACS 4500 Senior Seminar in Peace and Conflict Studies](#)
[PHYS 1110 General Physics 1](#)

[PHYS 2010 General Physics 2](#)
[PRLC 2810 Global Issues in Leadership](#)
[PRLC 3810 Global Issues in Leadership](#)
[PSCI 4012 Global Development](#)
[SOCY 2011 Contemporary Social Issues and Human Values](#)
[SOCY 2031 Social Problems](#)
[SOCY 4017 Animals and Society](#)
[SOCY 4047 Topics in Environment and Society](#)
[SOCY 4052 Social Inequalities in Health](#)
[SOCY 7002 Social Disparities in Health](#)
[SOCY 7017 Population and Environment](#)
[WMST 2600 Gender, Race, and Class in a Global Context](#)
[WMST 3500 Global Gender Issues](#)
[WMST 3730 Third World Women and the Politics of International Development](#)
[WRTG/NRLN 3020 Topics in Writing](#)
[XBUS 6640 Operations Management](#)