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STARS Academic Course Inventory Template



Summary

Total number of undergraduate courses offered by the institution	3957
Number of undergraduate courses offered that are sustainability-focused	656
Number of undergraduate courses offered that are sustainability-inclusive	789
Total number of graduate courses offered by the institution	2872
Number of graduate courses offered that are sustainability-focused	117
Number of graduate courses offered that are sustainability-inclusive	89
Percentage of courses offered that are sustainability-focused or sustainability-inclusive	24.18
Total number of academic departments that offer courses	92
Number of academic departments with sustainability course offerings	66
Percentage of academic departments that have sustainability course offerings	71.74

Required Documentation

institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability.

For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

This information is required to count a course as a sustainability course offering in the Academic Courses credit.					Optional. These columns may be used to track each course's connections to the SDGs.																					
Course Title	Department(s)	Course	Sections	Level	Course Description	Type	Goal 1: En	Goal 2: En	Goal 3: En	Goal 4: En	Goal 5: Act	Goal 6: En	Goal 7: En	Goal 8: Prt	Goal 9: Bu	Goal 10: R	Goal 11: H	Goal 12: H	Goal 13: Tr	Goal 14: C	Goal 15: P	Goal 16: P	Goal 17: S			
Blacks in the United States	AFST	300	1	UG	This course examines, through significant topics, individuals, and issues, the collective experience of African-Americans. The course's scope is the historical continuum from African origins to the end of Reconstruction; its focus, the people of the African continent, uprooted and enslaved, who continually grappled with the problem of how to preserve their dignity and identity in a hostile environment. The African-Americans' adjustment to American society, their struggle against political oppression, the dynamic nature of their group life, the development of black institutions, the status of free blacks, and the impact of the American Revolution, Civil War, and Reconstruction are some of the topics that the course will explore.	Focused					YES															
Psychology of Women of Color	AFST, PSYC, WGST	303	1	UG	This course is an introduction to the psychological issues that affect women of color. Topics that will be discussed include central concepts in the psychology of women of color, gender stereotypes and other gender biases, gender development from infancy through adolescence, gender comparisons in cognitive, social and personality characteristics, women of color in the workplace, women of color issues related to love, sexuality, pregnancy, motherhood, psychological and physical health, issues related to aging, and violence against women of color.	Focused				YES	YES															
Racial and Ethnic Relations	AFST	317	1	UG	Racial and Ethnic Relations is a Sociology course cross-listed with Africana Studies. The purpose of the course will be to provide greater insight into the social construction of race and its real social, economic, and political impact on U.S. society. This course will be challenging, but the process should develop critical thinking and build upon our sociological imagination. We will examine aspects of agency and structure. It is my goal that this course will help us to understand and strategize how best to improve race relations in our society.	Focused				YES							YES									
Racial and Ethnic Relations	AFST, SOC	317	1	UG	The objective of this course is to get you to think critically about race and ethnicity, racial categories, and racial inequality in the United States. The course will examine the concept and meaning of race and ethnicity and the dynamics of racial oppression and privilege. We will discuss dominant sociological theories on U.S. race relations and critically explore the sociological meanings of terms that get used in popular discourse like prejudice, discrimination, and racism. We will also look at historical and legal constructions of race and racial hierarchy in the U.S., and analyze the historical experiences of different racial groups through the lens of the theoretical frameworks we discuss. Finally, we will explore the institutional dynamics of race and racial inequality in various United States institutions, examining the ways in which different racial groups have experienced racial oppression via institutional racism. Throughout the course we will critically engage with issues of race privilege, and we will examine the ways that racial privilege has been negotiated and contested throughout U.S. history.	Focused																				
Sociology of Africans Americans	AFST	323	1	UG	This course examines sociological perspectives as they pertain to Black Americans. We will explore the nexus between historical and contemporary situations of African Americans in the United States in an attempt to unearth the various ways in which these strands of thought intersect at both individual and institutional levels. The ultimate goal of this course is to expose the student to scholarly research and thinking in order to undergird their understanding of Black Americans in the 21st Century. We will achieve this goal through a variety of lectures, discussion, and readings. Topics include: Civil Rights Movement, discrimination, racism and race relations, slavery, Jim Crow laws, etc.	Focused																				
Sociology of Sport	AFST	324	1	UG	This course will explore the structural and cultural relationship of sport to society. Particular attention will be given to issues of race, gender, sexuality, economics, and politics as they relate to sport. We will explore the historical development of sport in America and the ways in which it parallels the growth and development of other social institutions (e.g., schools). Throughout the course we will also explore contemporary issues in sport and society. The ultimate goal of this course is to provide students a sociological understanding of sport that will complement their everyday knowledge of sport. This goal will be achieved through a mixture of lectures, discussions, and written examinations.	Focused					YES															
Africana Philosophy	AFST, PHIL	352	1	UG	In this course we will examine the relatively new subfield of philosophical inquiry called Africana Philosophy. We consider the term "Africana" in the modern orientation and set of questions that emerge from the historical and socio-political situation of colonization, chattel slavery, and their legacy. In the last 500 years or so, philosophy produced the Enlightenment and the European moment of Modernity, birthing the ideals of Reason, Freedom and Equality, and a universal humanism. Yet, concurrent and consistent with this moment, there also occurred the violent subjugation and institutional enslavement and dehumanization of numerous members of the African diaspora. Moreover, and most importantly for our purposes, the logic and language of Modernity provided justifications and rationalizations for these occurrences and institutions. Africana Philosophy, thus, emerges from the "underside of Modernity" (Douglas 1996), and as a "philosophy born of struggle" (Harris 2000), that is, a response to this philosophically paradoxical, historical situation and its legacy.	Focused				YES	YES															
Postcolonial Literatures	AFST	379	1	UG	This course examines the literatures that arise from the European colonial project and with the cultural expression of formerly colonized or occupied peoples. While this broad category applies to nearly every country across the globe, it also unites disparate cultures with the shared concerns that derive from an imperial experience. Central issues we examine include: the colonial construction of the Other; the practices of colonial occupation; the politics of language and religion under colonial regimes; structural violence; gender, sexuality and modernity; postcolonial nationalism; globalization and globalized culture; migration and diasporas; and indigenous culture as popular resistance. The course draws on the classics of this rapidly changing field as well as introducing students to emerging literatures and theories of the postcolonial as the substructure of current globalization.	Focused				YES	YES															
Rhetoric of the Civil Rights Movement	AFST, COMM	425	1	UG	Course Description: "Rhetorical evaluation of theoretical literature and pragmatic episodes that shaped the U.S. Civil Rights Movement; examination of significant speeches, documents, and protest activities in their historical, political, and social contexts." Learning Outcomes: Describe post-Reconstruction context for U.S. Black Freedom Movements. Identify, analyze, and evaluate rhetorical strategies of U.S. Black Freedom activists.	Focused				YES	YES															
Environmental and Resource Economics	AGEC	350	1	UG	Inspection of issues such as environmental degradation, population growth, recycling, water use and depletion, natural habitat protection, water and air pollution, acid deposition, fishery management, and climate change, using economically derived principles and tools.	Focused																				
Water and Soil Management	AGSM	335	1	UG	The course, AGSM 335 Water and Soil Management, will address elementary principles of surface and ground water supply, flood control, water distribution systems and irrigation systems; principles of drainage, soil conservation and erosion control; elementary surveying, leveling and mapping applied to agricultural and natural resource needs; illustrated by practical examples of terracing and farm pond design. Topics include: soil and water conservation, soil pollution, tillage practices for conserving soil, land management, vegetating drastically disturbed areas, and water conservation practices.	Focused						YES				YES				YES	YES		YES			

Sustainability course offerings

Sustainability course offerings include A) sustainability-focused courses and B) sustainability-inclusive courses:

A. Sustainability-focused courses (a.k.a. “sustainability courses”)

To count as sustainability-focused, the course title or description must indicate a primary and explicit focus on sustainability. This includes:

- Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainable Development, Sustainability)
- Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry,
- Courses with a primary and explicit focus on a major sustainability challenge (e.g., Climate Change Science, Environmental Justice, Global Poverty)

The course title or description does not have to use the term “sustainability” to count as sustainability- focused if the primary and explicit focus of the

B. Sustainability-inclusive courses (a.k.a. “sustainability-related courses”)

Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course

While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be

Sustainability challenges

AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a [SDG Targets](#)