

Spring 2020

Meeting days: Wednesdays	Instructor title and name: Professor Morrell
Meeting times: 6:00-8:45PM	Phone: 619-359-9363
Meeting location: LBRT 205A	E-mail: mmorrell@pointloma.edu
Final Exam: Wednesday, May 6th, 7:30-10:00PM	Office location and hours: By Appt.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

Catalog Course Description: This course explores the principles and practices of sustainability in the home, in organizations, in local communities, and as national and world citizens. Topics include current environmental challenges, a critique of current cultural and societal practices as they impact the environment, the biblical foundation for creation care, and, in particular, practical steps that can be taken as individuals and in association with others that improve our care for creation. Prerequisite(s): Junior or Senior standing or consent of instructor.

Amplified Course Description: The purpose of this course is to equip you to be an effective champion for the changes that humankind must make to live sustainably within the biophysical limits of the earth. As Americans, we are leading players in a slow motion, but accelerating collision between the juggernaut of growing human demands for food, water, energy, materials and waste management and

the regenerative capacity of the earth that is our home. Sustainability begins with a different way of thinking. Thus, we will look at the dominant “pre-analytic vision” of mankind’s relationship to the earth, and look at alternatives – which have more promise.

We will critique the assumptions of traditional economic theory and growth Capitalism (for example, that unlimited growth in economic activity is both feasible and good) and look at the alternatives of “ecological economics” and “Natural Capitalism” for example. But, beyond theory and knowledge, our focus on this course is to learn to take action. Most popular discussions of sustainability in the press deal with individual accountability and actions we can take: “Ten easy steps to a greener world”. Similarly, in this class, we will look at how our individual lifestyles, consumption patterns, especially as Americans, impact the biosphere and other, poorer human communities. We will examine the “more-is-better”, throw-away, consumerist assumptions of our culture, measure our personal ecological footprints, and study the lifecycle impacts of the products we buy, use and discard, all with the goal of learning to live more lightly on the earth. As consumers, we also impact the products that manufacturer’s create. If we demand products that are environmentally friendly, toxin free, and whose creation use and recycling/recovery contributes to social welfare, manufacturers will pay attention.

But we can’t individually consume our way to sustainability. Indeed, for more than 1 billion people on earth who are trying to survive on less than \$2 per day, finding ways to consume more is a matter of survival. Our greatest impact as “sustainability champions” will be found as we collaborate with other change agents as members of communities and organizations – businesses, non-profits, schools, governmental agencies, etc. – to move them towards greater environmental sustainability and social justice. Thus, we will focus some of our time and effort in this class on how organizations can reduce their environmental footprint and eventually become restorative agents that contribute to the health of the biosphere – and on what we personally can do to catalyze pro-environmental organizational change. We will look critically at both sides of some of the major sustainability debates including energy and climate change, food and corporate versus local/organic farming, water privatization, and others. We will use the “Wicked Problems” framework to seek positive ways to discuss complex and divisive issues. Finally, we will consider the role that local, regional, national and international policy plays in impacting individual and organizational behaviors with respect to the environment.

We will read and discuss articles, videos and other media, conduct analyses, and “learn by doing”. Most critically, we will work on “being the change”, first in our individual lives, then in the communities and organizations where we live and work.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Explain major sustainability concepts, frameworks and perspectives.
2. Summarize the major environmental threats to the carrying capacity of the earth and explain their connections to social justice issues and challenges.

3. Describe effective change management techniques for helping a business adopt sustainability as a strategic priority.
4. Evaluate and employ personal sustainability practices.
5. Collaborate in a team to present analyses of personal and business sustainability practices.

COURSE SCHEDULE AND ASSIGNMENTS

Each week of the class we will focus on a specific topic within sustainability. See the Canvas course for a specific schedule of which topics we will discuss each week and assignment details. In addition to the two assigned textbooks, there are links to additional online articles you will read each week.

CLASS CONTENT OR ASSIGNMENT	Dates
Discussion Board Posts: Participate in ten of the thirteen weekly discussion boards (lowest three will be dropped). To earn full credit you must post your original response, and then leave meaningful responses to two other students. Grading will be based on evidence of critical thinking and connections drawn to other topics we have discussed in class, not the length of the post. (100 points)	Due Wednesdays at 5:45pm.
Eco Challenge Actions and Post: Participate in the challenges on the EcoChallenge site on a weekly basis, checking in four times a week and earning at least 100 points per week from the challenges you choose. Three times during the semester there will be a short reflection assignment based on your experience. (105 points)	2/12/20 3/18/20 4/15/20
Personal Sustainability Plan Paper: Write a 1200-1500 word paper reflection on what you have learned over the course of the semester, and any changes you plan to make in your own life. How will you make the changes stick, be the change you want to see in the world? See Canvas for Details (100 points)	4/22/20
Letter to the Editor: You will write and submit a letter to the editor to a newspaper or publication of your choosing, regarding a current event in sustainability. LTE's are generally under 150 words, so the goal here is to deliver your point succinctly and efficiently. (50 pts)	2/19/20
Brand Analysis Project: Working as a team, you will analyze the sustainability claims of three brands (one of your choosing, two that I will choose). You will find a common framework and then rate the brand on how credible their claims are, how effective their actions are in creating a more sustainable future, and how effectively they have communicated the sustainability message. (75 points)	Sign Up
Campus Community Garden: Reserve a plot of land NLT 1/29 at the PLNU community garden and plant the seed or plant of	5/5/2020

<p>your choice that will render an edible harvest before May. Check in and care for your plant weekly. Document each week with a photo and a sentence as to your work done and changes you see in the plant. See Canvas for details. (50 points)</p>	
<p>Team Movie Presentation: As a team, you will watch a documentary from a list I will provide, and prepare a 15 minute presentation and 10 minutes of discussion questions. The presentation should include a clip(s) from the movie up to five minutes long. (75 points each)</p>	Sign Up
<p>Public/Green Transit Exercise: You will take public transportation to a destination ~10 miles from your home or campus. Example trips would be Fashion Valley Mall or Balboa Park. You will write a one page follow up about your experience. What was the experience like? What did you notice about your fellow travelers? Did you meet people you otherwise would not have met? (50 pts)</p>	4/15/2020
<p>Climate Myth: 3 minutes discussing one of the climate myths from the site Skeptical Science See Canvas for details (20 points)</p>	Sign Up
<p>Drawdown presentation: Prepare a 15 minute presentation and discussion that includes these two elements:</p> <ul style="list-style-type: none"> • 15 minutes detailing one of the solutions in the Drawdown book. You will do additional research beyond the drawdown book and include three of those sources in your presentation. • Then, lead the class in an 8-10 minute discussion. Bring questions to lead the discussion. <p>You will be timed. See Canvas for details (100 points)</p>	Sign Up
<p>Drawdown podcast presentation: Listen to a Drawdown podcast and then summarize it and present to the class in an 8-10 minute presentation. (75 points)</p>	Sign Up
<p>In class participation: Come to class on time, prepared and ready to engage. Be present and focused. Pay attention to your classmate’s presentations, ask good questions, take notes and respond to discussion questions. Successfully complete each of the 4 Harvard Simulations (5 pts each). Computer or cell phone use during class unless an activity calls for it will result in participation points being deducted. (100 pts)</p>	Weekly
<p>Final Exam: For the final exam, it will have two parts. You will organize and execute an activity to build sustainability or community to PLNU’s campus. Past examples include planting trees and revitalizing the campus garden beds. Then, you will respond to short essay prompts about how to effectively</p>	12/20/19

communicate about sustainability and drive people to take action. (100 pts)	
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REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

There are two required textbooks for this course, both are available via Amazon. Additionally, you will purchase one business simulation direct from Harvard Business Publishing. You will receive an invite from me to join a team on the Campus Eco Challenge site. There is no cost to use this platform.

1: Sustainable World Sourcebook (2014): Critical Issues, Viable Solutions, Resources for Action.

2: Drawdown: The Most Comprehensive Plan ever proposed to reverse Global Warming Paul Hawken
<https://smile.amazon.com/Drawdown-Comprehensive-Proposed-Reverse-Warming/dp/0143130447>

3: Change Management Simulation: Power and Influence

You will purchase this simulation directly from Harvard Business Publishing:

<https://hbsp.harvard.edu/import/693209>

4: Campus EcoChallenge website: <https://campus.ecochallenge.org/>

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>.

ASSESSMENT AND GRADING

<u>Activity</u>	<u>Point Value</u>
<u>Writing and Action:</u>	
Discussion Board Posts	100 (10/13 @10 pts each)
Eco Challenge Actions and Posts	105
Personal Sustainability Plan Paper	100
Letter to the Editor	50

Brand Analysis Team Project	75
Drawdown Podcast Presentation	75
Campus Community Garden	50
Public/Green Transit Exercise	50
Final Exam Reflection Essay	100
Team Movie Summary/Presentation	75
Drawdown Presentation and Climate Myth	100+20
In-Class Participation	100
	TOTAL: 1000 Points

GRADING SCALE

A=93-100	C=73-76.9
A-=92.9-90	C-=70-72.9
B+=87-89.9	D+=67-69.9
B=83-86.9	D=63-66.9
B-=80-82.9	D-=60-62.9
C+=77-79.9	F=0-59.9

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned if arrangements prior to due dates have been made with the professor.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

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