

**FALL 2020**

*Latest Version: August 17, 2020*

<b>Meeting days:</b> Tuesdays/Thursdays	<b>Instructor:</b> Robert Gailey, Ph.D.
<b>Meeting times:</b> 3:30pm - 4:45pm	<b>Phone:</b> : 619.849.2786 – Office, 619.384.0714 - Mobile
<b>Meeting location:</b> Fully online – if we go F2F, we will be in LSCC #204B	<b>E-mail:</b> RobertGailey@pointloma.edu
<b>Final Exam:</b> <u>Thursday, Dec. 3<sup>rd</sup> from 4:30pm-7:00pm</u>	<b>Office location:</b> On-line via Zoom <b>Office hours (preferred times to schedule a meeting):</b> <b>M/W:</b> 10:30am-12:30pm <b>T/Th:</b> 9:00am-10:00am

**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 part of the wealthiest communities 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 humankind’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 those who live in wealth, 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 manufacturers 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 almost 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 seek to use a framework that looks for 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 (PLO 1 & E1).
2. Summarize the major environmental threats to the carrying capacity of the earth and explain their connections to social justice issues and challenges (PLO 1 & E1).
3. Describe effective change management techniques for helping a business adopt sustainability as a strategic priority (PLO 1 & E1).
4. Evaluate and employ personal sustainability practices (PLO 4).
5. Collaborate in a team to present analyses of personal and business sustainability practices (PLO 3 & 5).

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assignments and Activities	Course Hours
Readings	18
Discussions in person and on Canvas 13@2 hours	26
Tests	5
Lectures/Presentations Watching	14
Writing	10
Presentations Led (Individual and Team)	20
Harvard Simulations	7
EcoChallenges	12
<b>Total</b>	<b>112</b>

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

There are two required textbooks for this course. 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 \(2017\)](#) by Paul Hawken

3: [Change Management Simulation: Power and Influence](#)

You will purchase this simulation directly from Harvard Business Publishing. It should be \$15 but please let me know if you have trouble downloading or finding it.

4: [Campus EcoChallenge website](#): Please join and then look for our class group (BUS4075 FA20 SERIOUS ABOUT SUSTAINABILITY)

## ASSESSMENT AND GRADING

<u>Activity</u>	<u>Point Value</u>	<u>Due Date</u>
<b><u>Writing and Action:</u></b>		
Discussion Board Posts	100 (10/13 @10 pts each)	Weekly by Tuesdays
Eco Challenge Actions and Posts	100 (25 + 3@25 for reflections)	1) Weekly check-in 2) Written Reflections: <b>9/10/20, 10/15/20, 11/19/20</b>
Letter to the Editor	50	10/22/20
Team Movie Summary/Presentation	75	Sign-up throughout semester, presentations on Tuesdays
Group Activities	65 points (13@5 points each)	Weekly on Thursdays
Brand Analysis Team Project	75	Sign-up throughout semester, presentations on Tuesdays
Drawdown Podcast Presentation	75	Sign-up throughout semester, presentations on Tuesdays
Drawdown Presentation and Climate Myth	100+20	Sign-up throughout semester, presentations on Tuesdays
Harvard Simulation	40 points (4@10 points)	Due: 9/19, 10/3, 10/17, 11/7
Personal Sustainability Plan Paper	100	11/24/20
Final Exam	100	Due by Wednesday, 12/03/20 no later than 7pm
In-Class Participation	100	Whole semester – engage in class sessions
Extra Credit: Compost and Garden	Up to 50	Whole semester with report at the end
	<b>TOTAL: 1000 Points + 50 ec points available</b>	

## GRADING SCALE

Final grades will approximately follow this scale:

A	930 – 1000 points	C	730 – 769 points
A-	900 – 929 points	C-	700 – 729 points
B+	870 – 899 points	D+	670 – 699 points
B	830 – 869 points	D	630 – 669 points
B-	800 – 829 points	D-	600 – 629 points
C+	770 – 799 points	F	599 points or less

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## **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 in extremely unusual circumstances.

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## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

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## **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>

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## **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.

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## **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 in the PLNU Catalog for further policy information.

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## **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**

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

#### ***Fully online 3-unit course:***

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

## **USE OF TECHNOLOGY**

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In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

## 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/videos you will read/watch each week.

CLASS CONTENT OR ASSIGNMENT	Dates
<b>Discussion Board Posts:</b> 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)	Initial post due each Tuesday by 1:00pm. Responses due by Thursday at 11:59pm.
<b>Eco Challenge Actions and Post:</b> Participate in the challenges on the EcoChallenge site on a weekly basis, checking in at least four times each week and earn at least 100 points per week from the challenges you choose to do. Three times during the semester there will be a short reflection assignment based on your experience. (100 points)	1) Weekly 2) Written Reflections: 9/10/20 10/15/20 11/19/20
<b>Letter to the Editor:</b> 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)	10/22/20
<b>Personal Sustainability Plan Paper:</b> 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 and perhaps persuade others in your sphere of influence? See Canvas for Details (100 points)	11/24/20
<b>Brand Analysis Project:</b> 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 for due dates
<b>Group Activities:</b> (13@5 points each). Engage each week with your group in an on-line activity (65 points)	Due each week on Thursdays

<p><b>Team Movie Presentation:</b> As a team, you will watch a documentary from a list provided. Then, you will prepare a 15-minute presentation and offer 10 minutes worth of discussion questions. The presentation should include a clip(s) from the movie up to five minutes long. (75 points)</p>	<p>Sign Up for due dates</p>
<p><b>Harvard Simulation:</b> Successfully complete each of the 4 Harvard Simulations and discussions (4@10 pts = 40 points)</p>	<p>Due Saturdays by 11:59pm 9/19, 10/3, 10/17, 11/7</p>
<p><b>Climate Myth:</b> 3 minutes discussing one of the climate myths from the site Skeptical Science See Canvas for details. (20 points)</p>	<p>Sign Up for due dates</p>
<p><b>Drawdown presentation:</b> Prepare a 15 minute presentation and discussion that includes these two elements:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Then, lead the class in an 8-10-minute discussion. Bring questions to lead the discussion.</li> </ul> <p>You will be timed. See Canvas for details (100 points)</p>	<p>Sign Up for due dates</p>
<p><b>Drawdown podcast presentation:</b> Listen to a Drawdown podcast and then summarize it and present to the class in an 8-10-minute presentation. (75 points)</p>	<p>Sign Up for due dates</p>
<p><b>In class participation:</b> Come to weekly classes (Zoom or in person) 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. (100 pts total for the semester)</p>	<p>Engage weekly in class sessions (Zoom or face to face)</p>
<p><b>Final Exam:</b> For the final exam, it will have two parts. You will organize and execute an activity to build sustainability or community locally. Past examples include planting trees and revitalizing the campus garden beds. Then, you will respond to short essay prompts about how to effectively communicate about sustainability and drive people to take action. (100 pts)</p>	<p>Due by Wednesday, 12/03/20 no later than 7pm</p>
<p><b>EXTRA CREDIT: Compost and Garden:</b> Create a compost can/pile at your home. Plant the seed or plant of your choice in a pot that will render an edible harvest before Thanksgiving. Care for your compost and plant. Starting week 2, document <b>weekly</b> with a photo of both the compost and the plant and a sentence as to your work done and changes you see in the compost/plant. See Canvas for details. [50 points (or 25 for only one activity)]</p>	<p>Start early and work throughout the semester. Final submission due before Thanksgiving.</p>



**Disclaimer:**

The professor reserves the right to change the schedule at any time due to unforeseen dynamics (e.g. class size, dynamics of exercises/discussion etc.) Should this occur the student will be informed electronically and by announcements in class (if possible). It is the student's responsibility to stay in touch and on top of his or her schedule.

**INSTRUCTOR'S BACKGROUND****FAITH INTEGRATION IN THE CLASSROOM**

I am a Christian who believes that successful businesses and nonprofits can be run with integrity, compassion, and ethics, as well as with sound business principles, and that, in fact, they go hand in hand. Your work life can and should be used as a platform to bring others to Christ by your actions.

**ABOUT PROFESSOR GAILEY**

Welcome! My name is Robert Gailey and I am teaching BUS 4075 this semester. You can view my PLNU page [here](#) and my LinkedIn profile [here](#). I am in my 16th year teaching at PLNU and look forward to getting to know you this semester and sharing in the pursuit of learning about sustainability in action.

**A little on my personal journey:**

My wife, Wanda, and I have been married for more than 27 years.

I have a son, Josh, and a daughter, Teresa.

Our family loves to travel, make friends with people from other cultures, and anything to do with animals. My kids have a vlog about their travel adventures called [321 Travelers](#).

I grew up as a missionary kid in [eSwatini](#) (formerly Swaziland), which is located in southern Africa.

My wife and I (pre-kids) served as missionaries to [Malawi](#), located closer to central Africa.

I have worked for more than 20+ years in the field of microfinance, first with the Microcredit Summit Campaign, then with [World Relief](#), and now with the [San Diego Microfinance Alliance](#). I serve as faculty advisor for PLNU's Microfinance Club.

I also direct PLNU's [Center for International Development](#), a place where students can engage businesses that seek to serve the least of these (poorest 3 billion people on earth).

I currently serve on the Board of [Nazarene Compassionate Ministries, Inc.](#) (which partners with the church's [Compassionate Ministries](#)) and have served for several years on the board of [Lazarian World Homes](#). I also have worked on the [Salt and Light project](#) during the global pandemic.

Having been born in Boston and going to college in Boston, I am a serious Boston sports fan.

**My educational background includes:**

A BA in Business Administration from [Eastern Nazarene College](#) (graduated in 1992).

A Masters of Divinity in Cross-cultural ministry from [Nazarene Theological Seminary](#) (1997 grad).

A Ph.D. from the [School of Leadership and Education Sciences](#) at the [University of San Diego](#) (with a concentration in nonprofit management). I graduated from USD in 2010.

**My personal passions:**

The things that get me up in the morning and that I feel called by God to give my life towards are: poverty alleviation (particularly in poorer countries), local church engagement, seeing students decide to engage their skills, networks, enthusiasm, idealism, and hard work to address issues of poverty, compassion, and discipleship. I believe [business can be a powerful tool to help communities flourish](#).