



Fermanian School of Business  
Sustainability in Action – SUS4075  
Three Units

Spring 2022

<b>Meeting days:</b> Wednesdays	<b>Instructor title and name:</b> Dr Mandy Morrell
<b>Meeting times:</b> 6PM-8:45PM	<b>Phone:</b> (Please email first)
<b>Meeting location:</b> SWC	<b>E-mail:</b> mmorrell@pointloma.edu
<b>Final Exam:</b> Week 16	<b>Office location and hours:</b> 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.

**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

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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

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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
Exams	12
Lectures/Presentations Watching	14
Writing	10
Presentations Led (Individual and Team)	20
EcoChallenges	12
<b>Total</b>	<b>112</b>

#### REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

There are two required textbooks for this course as well as access to Netflix. 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: [Campus EcoChallenge website](#): Please join when you receive an invitation from me (no charge)
- 4: Access to Netflix/Youtube

#### ASSESSMENT AND GRADING

Activity	Point Value	Due Date
<b><u>Writing and Action:</u></b>		
<b>Discussion Board Posts</b>  Participate in ten of the thirteen 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 (100 points)	100 (10/13@10 pts each)	Weekly

<b>Eco Challenge Actions and Posts</b>  Participate in the challenges on the EcoChallenge site on a weekly basis, checking in at least 5x each week and earn at least 100 points per week from the challenges you choose to do. 2x during the semester there will be a short reflection assignment based on your experience.	100	1) 5 Check-ins a week/1000 pts total (12 weeks/5 pts) = 60 pts 2) 2 Written Reflections: 30 points 3) Total of at least 1000 points/60 Check-ins: 10 points
<b>Letter to the Editor/Policy Maker</b>  You will write and submit a letter to the editor to a newspaper or publication/policy maker of your choosing, regarding a current event in sustainability. LTE's are generally under 150 words, so the goal here is to succinctly and efficiently convince the audience of your point	50	3/4/22
<b>Team Netflix Documentary Summary/Presentations</b>  As a team, you will watch a documentary from a list provided. Then, you will prepare a 10-minute presentation and offer 2 discussion questions. The presentation should include a clip(s) from the movie up to four minutes long.	100 (2 @50)	Throughout semester, due on Tuesday nights
<b>Brand Analysis Team 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 sustainability framework based on a class topic 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.	100	4/15/22
<b>Drawdown Podcast Presentation</b>  Listen to a Drawdown podcast and then summarize it and create a professional presentation in an 8-10 minute presentation.	100	Throughout semester, presentations due on Tuesdays before class.

<b>Drawdown Presentation and Climate Myth</b>  Prepare a 12-15 minute presentation and discussion that includes these elements: <ul style="list-style-type: none"><li>• 2-3 minute overview of 1 climate myth</li><li>• 10-12 minutes detailing one of the solutions in the Drawdown book, including a case study . You will do additional research beyond the drawdown book and include three of those sources in your presentation. Then lead 5 minutes of discussion.</li><li>•Then, prepare 2 discussion questions for the class – one of which must be controversial.</li></ul>	100+25	Throughout semester, presentations due on Tuesdays before class.
<b>Midterm – Audit Target and Checklist</b>  Create 15 custom audit questions for the company you plan to do a sustainability audit for and confirm you have approval to do the audit from management.	50	3/18/22
<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 personally, professionally and as a consumer.	100	4/1/22
<b>Company Audit Final Exam</b>  Working with the manager of a company's site, complete a sustainability audit and action items to create a more sustainable workplace as well as create a timeline of steps to realize these action items.	100	12/18/21
<b>1 Hour Beach/Hike Cleanup</b>  Bring gloves and a bag and go enjoy nature and clean up! Plan for locations/times that there will be a lot to clean up. Document with photos and submit with a 1 paragraph writeup. This is a great activity to plan with a classmate if you so choose!	25	12/11/21

<b>Class Participation &amp; Engagement</b>  Come to class on-time and prepared, engage in discussions, offer answers to discussion questions, good communication and on-time submissions.	50	4/30/21
<b>Extra Credit: Compost and Garden</b>  Create a compost can/pile at your home and or/ plant the seed or plant of your choice in a pot that will render an edible harvest before the end of the semester. Care for your compost and plant. Starting no later than week 2, document <u>weekly</u> 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.	Up to 30	Weekly through the semester with report at the end
	<b>TOTAL: 1000</b> <b>Points + 30 Extra Credit points available</b>	

<b>Grade Scale:</b>	A=93-100 A-=92-90 B+=87-89 B=83-86 B-=80-82 C+=77-79	C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=0-59
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### INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the date posted in Canvas. Assignments less than 4 hours late will be graded at -2. Up to 24 hours late 10% with grading at 50% for assignments one week or later without communication. If you know an assignment will be late, please reach out to me before its due. Incompletes will only be assigned in extremely unusual circumstances.

### 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.

#### **BBA only:**

At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at [mvchaplain@pointloma.edu](mailto:mvchaplain@pointloma.edu) or [gordonwong@pointloma.edu](mailto:gordonwong@pointloma.edu). Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

## **STATE AUTHORIZATION**

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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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU COPYRIGHT POLICY**

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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**

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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 the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

### **Attendance and Participation**

#### **Face-to-Face BBA/BAOL (New) Courses:**

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 [ADC Academic Policies in the Graduate and Professional Studies Catalog](#) in the Graduate and Professional Studies Catalog for additional detail.

### **USE OF TECHNOLOGY**

In order to be successful in your course, 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, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

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.

### **Class Schedule**

#### **Week**

1	<b>Introduction</b>
2	<b>Call to Sustainability</b>
3	<b>Climate Change and Ocean Health</b>
4	<b>Consumption, Simple Living</b>
5	<b>Fresh Water, Forests, Biodiversity</b>
6	<b>Energy</b>
7	<b>New Urbanism, Green Building</b>
8	<b>Transportation</b>
9	<b>Midterm</b>
10	<b>Food, Social Justice</b>
11	<b>Food and Communication</b>
12	<b>Community/Orgs and Society</b>
13	<b>Sustainability in Orgs.</b>
14	<b>Frames for Org Sustainability</b>
15	<b>Being the Change: Making an Impact</b>
16	<b>Final Exam</b>

