

SPRING 2023

Latest Version: January 4, 2023

Meeting days: Mondays/Wednesdays	Instructor: Robert Gailey, Ph.D.
Meeting times: 3:00pm - 4:15pm	Phone: 619.849.2786 – Office
Meeting location: FSB #105	E-mail: RobertGailey@pointloma.edu
Final Exam: <u>Wednesday, May 3rd from 1:30pm-4:00pm</u>	Office location: #124 in the FSB building Office hours (preferred times to schedule a meeting): M/T/W/Th: 10:30am-12:30pm

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).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

There are two required textbooks for this course. Additionally, you will be asked to join a team on the Campus Eco-Challenge website. There is no cost to use this platform.

1: [Sustainable World Sourcebook \(2014\): Critical Issues, Viable Solutions, Resources for Action](#). Be sure to get the **2014 version**. The entire book is available for **free** to download [here](#).

2: [Drawdown: The Most Comprehensive Plan ever proposed to reverse Global Warming \(2017\)](#) by Paul Hawken. This is a great resource to have, but since each student only uses a few pages of the book for the course, students may want to share copies. Everyone should also download for **free** the 2020 update, called: [The Drawdown Review](#)

3: [Campus Eco-Challenge website](#): More information on how to join a team will be discussed in class

ASSESSMENT AND GRADING

<u>Activity</u>	<u>Point Value</u>	<u>Due Date</u>
<u>Writing and Action:</u>		
Discussion Board Posts: Participate in thirteen weekly discussion boards. To earn full credit, you must post your original response, and then leave meaningful responses to 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. (130 points)	130 (13/13 @10 pts each)	Initial posts due each Monday before class. Responses due by Mondays at 11:59pm
Eco-Challenge Actions: Participate in the challenges on the Eco-Challenge site on a weekly basis, checking in several times each week and attempting the challenges for the week. (100 points)	100 (10/10 @ 10 pts each)	Weekly check-in (10pts/week)
Written Reflections: Reflecting on aspects of the class, primarily the eco-challenge and how you engage with it.	75 points (3@25 points each)	Due once a month on: 2/1, 3/1, 3/29
Letter to the Editor (LTE) (or video): 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. See Canvas for details (50 pts)	50	Draft due: 4/1/23 – 5 points Final due: 4/12/23 – 45 points

Documentary Presentation: In a team, you will watch a documentary from a list provided. Your team will prepare a 15-minute presentation and lead a discussion with the class on the movie. The presentation should include a clip(s) from the movie no more than five minutes long. Then, lead the class in a short discussion with questions. (75 points)	75	Sign-up at start of the semester, presentations on Wednesdays throughout the semester
Brand Analysis Project: Working on a team, you will analyze the sustainability claims of three brands (two of your choosing, one 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 their sustainability message. (75 points)	75	a) Companies selected and ranked (5pts) – see Canvas b) Analysis selected (5pts) – see Canvas c) Written Report (50pts) – due 4/19 d) Final Class Presentation (15pts) – due 4/26
Drawdown Podcast presentation: Select and listen to a Drawdown podcast and then summarize it and present the information to the class via a 7-9-minute presentation, and lead a short class discussion with questions. (75 points)	75	Sign-up at start of the semester, presentations on Wednesdays throughout semester
Project Drawdown presentation: Prepare a 15-minute presentation and class discussion that includes these two elements (see Canvas for more details) – 100 pts: • 10-12-minute presentation detailing one of the solutions in the Drawdown book. You will do additional research beyond the drawdown book and include at least three of those sources in your presentation. • You also will engage the class in a follow-up discussion on the topic. Bring questions to lead the discussion.	100	Sign-up at start of semester, presentations on Wednesdays throughout semester
How to Save a Planet presentation: Prepare 3-4-minute summary and discussion on one of the podcasts from the Save a Planet website (posted in last 18 months). (20 points) Note: This is done in the same day as your presentation on the Project Drawdown Presentation.	20	Sign-up at start of semester, presentations on Wednesdays throughout semester [to be done same day and by same group as the Project Drawdown presentation]
Personal Sustainability Plan Paper: Write an 800-1000 word reflection on what you have learned over the course of the semester (citing at least 3 sources from the course materials), 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? (100 points)	100	Due: April 26 th
Final Exam: The final exam will either be a whole class activity during the semester that benefits the entire PLNU community, highlighting sustainability, or it will be an end of the semester oral exam based on reflections on course materials and	100	Scheduled for Wednesday, May 3 rd from 1:30pm-4:00pm

choosing to complete specific activities students choose among a list of options related to the course. (100 pts)		
In class participation: Come to weekly classes 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)	100	Engage in class discussions (in person and online) and small course assignments by the professor throughout semester
EXTRA CREDIT: Compost or Garden: Create a compost can/pile at your home. Plant seeds of your choice in a pot that will render an edible harvest before the end of the semester. Care for your compost or plant. Starting week 3, document <u>weekly</u> with a photo of both the compost or the plant and a sentence as to the work you've done and changes seen in the compost/plant. [25 points for each activity – compost or plant] You may earn extra credit for both if you do both.	Up to 50 total (25 points each)	Start early and work throughout the semester. Final submission due April 28 th
Total Points Available in course	TOTAL: 1000 Points + 50pts extra credit	

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

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.

SPIRITUAL CARE

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

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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

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 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.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day (Wednesday May 3rd, 1:30pm-4:00pm)**. 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.

Week #	Class Dates	CLASS CONTENT OR ASSIGNMENT	Notes/Details/Links/Case Study/Speaker
1	Tuesday (class – Monday schedule) Wednesday	PLNU Spring 2023 Semester begins on Tuesday, January 10 th – all weeks follow Class first meets on Tuesday, Jan. 10 th Introduction to course and course format Review Syllabus and Course Assignments Sign up for class presentations	Topic: Syllabus and Introduction to Course Get textbooks and start reading! Become familiar with the course on Canvas and start organizing into groups for class presentations
2	Monday – no class due to MLK Day Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 2 Opening Exercise Form Eco-challenge teams Sign up for class presentations	Topic: A Call to Sustainability
3	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 3 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Climate Change and Ocean Health
4	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 4 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief First written reflection due for Eco-challenge	Topic: Fresh Water, Forests, Biodiversity
5	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 5 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Consumption and Simple Living

6	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 6 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Energy and Sustainability
7	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 7 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Buildings
8	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 8 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief Second written reflection due for Eco-challenge	Topic: Transportation
Spring	Break	No Homework	No classes
9	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 9 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Food, Social Justice
10	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 10 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Food and Communication
11	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 11 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief Third written reflection due for Eco-challenge LTE Draft due	Topic: Community
12	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 12 Eco-challenge check-in Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Sustainability in Organizations
13	Wednesday Only – Easter Break	LTE Discussion (Wed)	Topic: LTE Final Submission

14	Monday+ Wednesday	Read and Discuss: Readings assigned in Canvas under Week 14 Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief Brand Analysis Paper due (Wed)	Topic: Organizations and Society
15	Monday+ Wednesday	Brand Analysis Presentation (Mon) <u>Read and Discuss:</u> Readings assigned in Canvas under Week 15 Student Presentations – Project Drawdown + How to Save a Planet podcast, Drawdown Podcast, Documentary Debrief	Topic: Frames for Organizational Sustainability
16	Wednesday	Final Exam: <u>Wednesday, May 3rd from 1:30pm-4:00pm</u>	Final Exam covers all assigned readings and lectures

Disclaimer:

The information in this syllabus is subject to change. I will announce changes in class and on Canvas early enough to give you time to meet assignments, etc. It is your responsibility to maintain your schedule, making the changes as necessary. I will not consider absence an excuse for not keeping your schedule updated. Check your PLNU e-mail and Canvas regularly.

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 GALEY

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 18th 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 over 30 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 created a vlog about their travel adventures in 2019-2020 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](#). 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 am a Boston sports team fan, having been born in Boston and attending college there.

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](#). I recently had a book (2021) published entitled: [Development in Mission: A Guide for Transforming Global Poverty and Ourselves](#) for Christians/Churches interested in helping address global poverty.
