



Fermanian School of Business
Sustainability in Action – BUS4075
Three Units

Fall 2023

Meeting days: Tuesdays	Instructor title and name: Dr. Mandy Morrell
Meeting times: 6PM-8:45PM	Phone: 619-849-3281 (Please email first)
Meeting location: LSCC	E-mail: mmorrell@pointloma.edu
Final Exam: Tuesday 7:30-10PM	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.

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 Activity	Point Value	Due Date
Writing and Action: 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 start of class each week (responses received during classtime will not be graded).
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: 10/1, 11/1, 12/1
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: 11/1/23 – 5 points Final due: 11/15/23 – 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	75	Sign-up at start of the semester, presentations on Wednesdays throughout the semester

short discussion with questions.
(75 points)

Brand Analysis Project: Working 75
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)

- a) Companies selected and ranked (5pts) – see Canvas
- b) Analysis selected (5pts) – see Canvas
- c) Written Report (50pts) – due 11/20
- d) Final Class Presentation (15pts) – due 11/27

Drawdown Podcast presentation: 75
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)

Sign-up at start of the semester, presentations weekly throughout semester

Project Drawdown presentation: 100
Prepare a 15-minute presentation and class discussion that includes these two elements (see Canvas for more details) – 100 pts:

Sign-up at start of semester, presentations weekly on throughout semester

- 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.

How to Save a Planet 20
presentation: Prepare 3-4-minute summary and discussion on one of the podcasts from the Save a

Sign-up at start of semester, presentations weekly throughout semester [to be done same day and by same

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.

group as the Project Drawdown presentation]

Personal Sustainability Plan 100

Due: April 26th

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)

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

Per Final Exam Schedule

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 date posted in Canvas. If you know an assignment will be late, please reach out to me before its due, **communication is essential**. Generally, late work will be accepted at 50%, except missed team presentations. Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor or use may result in plagiarism.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities

such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

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.

TUG only:

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

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

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.

TUG Only:

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.

PLNU ATTENDANCE AND PARTICIPATION POLICY ★

Face-to-Face TUG Courses:

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 an "F" grade.

FINAL EXAMINATION POLICY ★

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Class Schedule

Week

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