Summer 2024

Meeting days: Asynchronous	**Instructor title and name:** Dr. Mandy Morrell
Meeting location: Online	**E-mail:** mmorrell@pointloma.edu
Final Exam: Week 8	**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).

COURSE CREDIT HOUR INFORMATION ⊛ (required for online and hybrid delivery ONLY) 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 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 114 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assignments and Activities	Course Hours
Readings	20
Discussion Forums	16
Lectures/Presentations Watching	14
Writing Assignments	24

Team Presentations	20
Final Paper	20
Total	**114**

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES
There are two required textbooks for this course.

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.

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: Youtube Access.

ASSESSMENT AND GRADING ⊛
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 90% for up to 24 hours late, 80% up to 48 hours late and after that at 50%, except missed team presentations. Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Note: Consider this statement if you will permit some use of AI.

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 this could be considered 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.

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request please email mvchaplain@pointloma.edu.

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.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** offers:
    - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
    - **One-to-one appointments** with the Writing Coach
    - **Microlearning YouTube Video Library** for helpful tips anytime
    - **Research Help Guide** to help you start your research
    - The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge
- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

NOTE: The following policies are to be used without changes:

STATE AUTHORIZATION (⊛ FOR FULLY ONLINE COURSES ONLY)

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.

See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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⊛

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs

- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

USE OF TECHNOLOGY⊛(required for online and hybrid delivery ONLY)
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. Please note that any course with online proctored exams requires 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.

COURSE SCHEDULE AND ASSIGNMENTS ⊛

COURSE SCHEDULE AND ASSIGNMENTS (WEEK 5 IS A LIGHT WEEK)

Activity	Course Value	Due Date(s)
Reading and Course Reflections Participate in eight discussions. To earn full credit, you must post your original response, and then leave meaningful responses to two other students.	16%	Reading reflections Weeks 2 – 7 Course reflection in Week 8
Discussion Board Posts Participate in eight discussions. To earn full credit, you must post your original response, and then leave substantive responses to at least two other students.	12%	Introductions in Week 1 Full Discussions in Weeks 2 - 8

| **Group Video Presentations** Watch the group video presentations from your peers in their entirety and be asked to highlight some of the most valuable points in them to demonstrate an understanding of their subject material. | 10% | Lectures in Weeks 1 – 8 Supplementary Videos as needed |

Final Paper Progress Reports As directed in Weeks 2 – 6, prepare the requisite portion to your final paper. This process will help you systematically build a solid final product. The progress reports include the following: Selecting a topic for your paper, finding some of the sources and describing how they will be used in your paper, preparing an outline of your paper to give you a good architecture, and preparing the Introduction section telling me how you plan to report on the research you have selected.	12%	Due in Weeks 2,4,5
UN Sustainable Goals Devotions Share your thoughts on 17 devotions tying sustainable development to the Bible over the course of the quad.	10%	Due in Weeks 1-7
Team Presentations Working as a team, you will analyze the sustainability aspects of one of topics in the major sections of the text. Your team will develop a PowerPoint presentation with either video or voice-over slides. Each team member's contributions should be 10-15 minutes long. The presentation should incorporate other outside research and show application in organizations, homes, or communities. I will give some more guidance in my Week 1 lecture video	20%	I will select teams and assign topics to them. Your topic will determine the week it is due for your team: Week 3: Topic on Energy Week 4: Topic on Food/Agriculture Week 5: Topic on Buildings/Cities Week 6: Topic on Land Use/Sinks Week 7: Topic on Transport
Personal Sustainability Plan Paper Write a 1200–1500-word paper reflection on what you have learned over the course of the semester. How has your selected topic impacted an organization or community of your choice. The paper should utilize APA format and have at least five scholarly sources, one of which should be drawdown. Be sure to provide research support for your major points and demonstrate an application of the	20%	Due in Week 8 All assignments must be submitted by the last day of the course to count towards your grade.

principles we discussed in this class.		

	TOTAL: 100%	