

**Fall 2, 2024**

<b>Meeting days:</b> Asynchronous	<b>Instructor title and name:</b> Dr. Dan Jacobson
<b>Meeting times:</b> Self-led (online)	<b>Phone:</b> 808-369-6325 (please email first)
<b>Meeting location:</b> Online	<b>E-mail:</b> <a href="mailto:djacobso@pointloma.edu">djacobso@pointloma.edu</a>
<b>Final Paper Due:</b> Week 8	<b>Office location and hours:</b> By appointment

**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**

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 practical steps that can be taken as individuals and in association with others that improve our care for creation.

**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 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.

<b>Assignments and Activities</b>	<b>Course Hours</b>
Readings	20
Discussion Forums (8 @ 2 hours each)	16
Lectures/Presentations Watching	14
Writing Assignments (8 weeks @ 3 hours each)	24
Team Presentations	20
Final Paper	20
<b>Total</b>	<b>114</b>

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

There is one required textbook for this course as well as access to YouTube.

1: [Drawdown: The Most Comprehensive Plan ever proposed to reverse Global Warming \(2017\)](#)  
by Paul Hawken

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2: Access to YouTube

## MORE ABOUT THIS COURSE

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 act. 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.

### ASSESSMENT AND GRADING

<u>Sample</u> assignment distribution by percentage:	<u>Sample</u> grade scale:												
<ul style="list-style-type: none"> <li>● Reading &amp; Reflections. 200 points</li> <li>● Discussion Forums 200 points</li> <li>● Lectures/Video Lectures 100 points</li> <li>● Writing Assignments 100 points</li> <li>● Group Presentation 200 points</li> <li>● Final Paper 200 points</li> </ul>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=90-92</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=90-92	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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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.

### ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) 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.

### 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.

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## **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.

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## **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.

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## **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](http://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.

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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. 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.

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

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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 Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not

retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **COURSE MODALITY DEFINITIONS**

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1. **Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
  - a. **Synchronous Courses:** At least one class meeting takes place at a designated time.
  - b. **Asynchronous Courses:** All class meetings are asynchronous.
2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

## **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 [ADC Academic Policies in the Graduate and Professional Studies 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.

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.

### **USE OF TECHNOLOGY**

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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**

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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 (WEEK 5 IS A LIGHT WEEK)**

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<b><u>Activity</u></b>	<b><u>Course Value</u></b>	<b><u>Due Date(s)</u></b>
<b><u>Reading and Course Reflections</u></b> Participate in eight discussions. 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.	20%	Reading reflections Weeks 2 – 7  Course reflection in Week 8
<b><u>Discussion Board Posts</u></b> 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. Grading will be based on evidence of critical thinking and connections drawn to other topics we have discussed in class.	20%	Introductions in Week 1  Full Discussions in Weeks 2 - 8

<p><b><u>Lectures/Video Presentations</u></b></p> <p>You will be required to watch the lectures and any supplementary videos in their entirety and be asked to highlight some of the most valuable points in them to demonstrate an understanding of their subject material</p>	<p>10%</p>	<p>Lectures in Weeks 1 – 8</p> <p>Supplementary Videos as needed</p>
<p><b><u>Final Paper Progress Reports</u></b></p> <p>As directed in Weeks 2 – 5, 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. I will give feedback in each of these sections to help steer you.</p>	<p>10%</p>	<p>Due in Weeks 2 - 5</p>
<p><b><u>Team Presentations</u></b></p> <p>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</p>	<p>20%</p>	<p>I will select teams and assign topics to them. Your topic will determine the week it is due for your team:</p> <p>Week 3: Topic on Energy  Week 4: Topic on Food  Week 5: Topic on Buildings/Cities  Week 6: Topic on Land Use  Week 7: Topic on Transport</p>
<p><b><u>Personal Sustainability Plan Paper</u></b></p> <p>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. Be sure to provide research support for your major points and demonstrate an application of the principles we discussed in this class.</p>	<p>20%</p>	<p>Due in Week 8</p> <p>All assignments must be submitted by the last day of the course to count towards your grade.</p>
	<p><b>TOTAL: 100%</b></p>	