

SPRING 2025

Latest Version: January 9, 2025

Meeting days: Mondays/Wednesdays	Instructor: Robert Gailey, Ph.D.
Meeting times: 10:55am - 12:10pm	Phone: 619.849.2786 – Office
Meeting location: FSB #105	E-mail: RobertGailey@pointloma.edu
Final Exam: Monday, May 5 th from 10:30AM-1:00PM	Office location: #124 in the FSB building, main campus Office hours (preferred times to schedule a meeting): M/W: 1:00pm-2:30pm, T: 3-5:00pm, Th: 11:30am-1pm I am also available for Zoom meetings or to meet before or after class at campus as needed and when I am available.

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.

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

More About This Course

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 650 million people on earth who are trying to survive on less than \$2.15 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 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>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 for 10 weeks)
Eco-Challenge Reflection: Each week you will be asked, in your small groups, to reflect on aspects of the eco-challenge and to encourage one another in pursuit of points and carbon reduction.	75 points in total	Two prompts (brief one to start, longer one to finish) – 25 points Weekly engagement with small group – 4 points/week for 10 weeks) – 40 points Achievement of certain thresholds – 10 points available

<p>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)</p>	75	Sign-up at start of the semester, presentations on Wednesdays throughout the semester
<p>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. Then lead a short class discussion with questions. (75 points)</p>	75	Sign-up at start of the semester, presentations on Wednesdays throughout semester
<p>Project Drawdown presentation: Prepare a 15-minute presentation and class discussion that includes these two elements (see Canvas for more details) – 100 pts:</p> <ul style="list-style-type: none"> • 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
<p>How to Save a Planet Podcast presentation: Prepare 5–6-minute summary and discussion on one of the podcasts from the How to Save a Planet website (posted in last 24 months). (20 points) Note: This is done in the same day as your presentation on the Project Drawdown Presentation above.</p>	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]
<p>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)</p>	50	Draft due – see Canvas – 5 points Final due – see Canvas – 45 points
<p>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)</p>	75	<p>a) Companies selected and ranked (5pts) – see Canvas</p> <p>b) Analysis selected (5pts) – see Canvas</p> <p>c) Written Report (50pts) – due 4/17</p> <p>d) Final Class Presentation (15pts) – see Canvas for specific date</p>
<p>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)</p>	100	Due near end of the semester (see Canvas for specific date)

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 choosing to complete specific activities students choose among a list of options related to the course. (100 pts)	100	See Canvas for date
In class participation and course evaluation: 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. Complete the course evaluation near the end of the semester (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 weekly 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. Check Canvas for final due dates.
Total Points Available in course	TOTAL: 1000 Points + 50pts extra credit	

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

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. 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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas and to create presentation materials (graphs, images) that will be submitted to be graded for this course. However, please do not use AI for substantive content that should be your original work. If you have any doubts about using AI, please gain permission from the instructor. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

- [APA Style: How to Cite ChatGPT](#)

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 [Traditional Undergraduate Records: Final Exam 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.

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 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.

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 [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 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 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 assure 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.

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 an “F” grade.

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 weekly.

Week #	Class Dates	CLASS CONTENT OR ASSIGNMENT	Notes/Details/Links/Case Study/Speaker
1	Monday – no class due to professor traveling Wednesday	Monday: No class, professor traveling Wednesday: 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 organize into groups for 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	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	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	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	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	Topic: Buildings
8	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 8 Eco-challenge check-in Student Presentations	Topic: Transportation
Spring	Break	No Assigned Readings	No classes
9	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 9 Eco-challenge check-in Student Presentations	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 LTE Draft due	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	Topic: Community
12	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 12 Eco-challenge check-in Student Presentations	Topic: Sustainability in Organizations
13	Monday+ Wednesday	<u>Read and Discuss:</u> Readings assigned in Canvas under Week 14 Student Presentations Brand Analysis Paper due (Wed)	Topic: Organizations and Society
14	Wednesday Only – Easter Break	LTE Discussion (Wed)	Topic: LTE Final Submission
15	Monday+ Wednesday	Brand Analysis Presentations (Mon) <u>Read and Discuss:</u> Readings assigned in Canvas under Week 15 Student Presentations	Topic: Frames for Organizational Sustainability

16	Monday	Final Exam: Monday, May 5 th from 10:30AM-1:00PM	Final Exam covers all assigned readings and lectures
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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.

ADDITIONAL IMPORTANT INFORMATION

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

INSTRUCTOR'S BACKGROUND

FAITH INTEGRATION IN THE CLASSROOM

I am a follower of Christ 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 and actions can and should be used as a platform to model the love of Christ for others and for the most marginalized among us.

ABOUT PROFESSOR GAILEY

Welcome! My name is Robert Gailey. You can view my PLNU page [here](#) and my LinkedIn profile [here](#). I am in my 20th year teaching at PLNU and look forward to getting to know you this semester and sharing in the pursuit of learning about International Business.

A little on my personal journey:

My wife, Wanda, and I have been married for over 32 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.

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 served 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 Inter-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 Global South 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.
