"We have not inherited the world from our forefathers - we have borrowed it from our children."

Course | Organizational Sustainability – LEO212 Sec. D01
One weekly class - Tuesdays 6:30 pm - 9:10 pm in MV313

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Course Website | [http://my.sju.edu](http://my.sju.edu)
Material will be uploaded periodically.

Office hours | Tuesdays, Wednesdays, and Thursdays 4:30 pm – 6:00 pm; other times by appointment. You can also contact me right after class. Additionally I am available at all times via email or phone.

Text | Cavagnaro, Elena and Curiel, George. 2012. *The Three Levels of Sustainability*. Greenleaf Publishing. Sheffield, UK; (available at the bookstore for an estimated total of US$ 50.00)


COURSE PURPOSE AND OBJECTIVES

This course is an introduction to Organizational Sustainability in its broader sense and is a required course for the Leadership and Organizational Sustainability major and the minor. From an organizational perspective sustainability means the capacity for the organization to survive (sustain itself) while contributing to the survival (the sustenance) of the various environments in which it finds itself, be these social, economic, or ecological. It is not enough to fulfill only one or two of these three necessary conditions: organizations should be structured so all three are mutually reinforcing. The main objective of the course is to provide students with a broad context enabling them to develop the capacity for critical thinking as well as the skills necessary to understand the importance of sustainability in today’s culturally diverse global business environment. The course offers a framework for understanding sustainability and introduces the concept of the triple-bottom line whereby corporate social responsibility and environmental protection are necessary conditions for business success in addition to profitability. Specifically,
the course provides the foundations for a deeper understanding of sustainability-related issues and develops an introductory understanding of tradeoffs often involved in related decisions.

Pre-requisites

This is a required course in the Leadership, Ethics, and Organizational Sustainability major and the minor. It is also an elective for both the International Business major and the minor. Finally, the course can be taken as a free elective for any major. For Business School students the prerequisites are MGT110, MGT120, or MGT121 (all versions of Essentials of Management or Essentials of Organizational Behavior freshman courses) and PHL154 Moral Foundations. For all other students the prerequisites are PHL154 Moral Foundations and approval by the Chair of the Department of Management. This course satisfies the Ethics Intensive overlay and the Diversity, Global, and Non-western overlay. It has also been approved as a Faith-Justice Program course.

Specific learning objectives:

- Help students evaluate theories, concepts, and cutting-edge developments in fields related to sustainable living and help them understand how those can be used to help diagnose and solve problems as organizations strive towards sustainability.

- Provide students with the necessary background in introductory systems theory, environmental health, and social well-being, to develop a fact-based, balanced, and critical view of sustainability.

- Increase students’ awareness of the challenges organizations face to achieve full-fledged sustainability in distinct contexts, including different cultures, countries, and regions.

- Develop an ability to engage in sustainability issue debates in concrete historical and contemporary contexts, and in diverse cultural, communicative, and linguistic contexts, i.e., develop the ability to “put oneself in others’ shoes” by being open-minded in examining different realities from one’s own.

- Understand and apply theories of economic interdependence, democratization, and the evolution of capitalism (i.e., “the market”) to interpret current global-scale sustainability-related events and understand how differences in countries social-political structure inform actions and policies.

- Increase students’ ability to analyze ethical and policy debates over tensions between hegemonic power, global interdependence, trade, state autonomy, environmental concerns and the rights of individuals.

- Develop in students the ability to contribute to transformation towards a more just (and sustainable) society, leading them to understand diversity and fairness as conduits to enhance sustainability and to question systems of thought or action that contribute to modern-day social problems.
• Provide students with sound ethical foundations to inform decision-making when balancing the tradeoffs inherent when any two of the three people-planet-profit objectives seem to be misaligned.

• Increase students’ self-awareness, especially about their own cultural values and deepen their perspective regarding issues related to sustainability.

• Strengthen students’ capability for critical examination of their own assumptions and ability to draw connections between moral principles and the sustainability imperative.

• Build oral and written communication skills

• Through group projects, enhance team development skills

Along with the text material, news readings and cases will be used in this course as a device for developing analytical and decision-making skills, and for highlighting the challenges of building and leading truly sustainable organizations. Ideally each student would have a subscription of a daily newspaper and would find the time to read it every day – discussion of and reflection on ongoing current events will be an important part of this course.

This is an ambitious course in the sense that it aims to provide you, i.e., those enrolled in it, with both breadth and depth regarding the topic of organizational sustainability. The breadth is manifest in the amplitude of dimensions related to the words “organizational sustainability” and in number of topics that are covered in the book, in class, in the readings, and in your general course experience. There are many different angles of approach and conceptual building blocks to organizational sustainability and the course attempts to cover most of these in the spirit of providing those enrolled with a holistic view of the topic. On the other hand, different individuals have unique and distinct interests, which may be very different from one person to the next: some may be more intrigued by conceptual topics and others by practical applications; some may be more interested in ecology and the biological impact on the planet and others in sociology and demographic implications; and some may be more attracted to ethical foundations and implications and others to the nitty-gritty of day-to-day decisions we all need to make when confronted with sustainability-related tradeoffs.

Breadth is necessary because implicit in any sustainability-related decision is the possibility of tradeoffs among any two to three of the social, environmental, and economic objectives required for organizational sustainability. These tradeoffs always require careful analysis and judicious judgment derived from critical thinking. In addition, there are many readings in the course and these have been selected to provide each of those enrolled with the opportunity to deepen their (your) understanding of specific aspects of sustainability, i.e., to help achieve the “depth” goals of the course. In fact, one of the questions in the final exam will ask you to identify, describe, analyze, and give your opinion on any of the readings cited below (your choice). Another opportunity to achieve depth in a sustainability topic/area of your interest is the course research and reflection paper and presentation, which is described below. In addition, please take advantage of classroom discussions to probe topics you are interested in and wish to understand more deeply.
This course (together with your overall college experience) will provide you with the opportunity to manage your own time in the face of many conflicting demands. It is desirable that you understand deeply your own motivations in taking this course (and in coming to college) and take those motivations into account when prioritizing how you will use your time. This means that in tackling the workload you recognize: 1. that there is huge reward in the learning process; and 2. that you wish to maximize your learning while you are at Saint Joseph’s. Time is your most valuable resource – use it wisely.

**COURSE MODULES**

Three modules comprise the course. The first module focuses on **Foundations**. The second module focuses on **Society**. The third module focuses on **The Organization**.

**Foundations.** This introductory module is meant to provide students with theoretical and conceptual foundations to think critically about and to balance tradeoffs implicit in sustainability issues. This module includes the various definitions of sustainability and an overview of the study of systems including complex adaptive systems and system stability. The module also addresses the health of the planet, ecosystems, and human interaction with the biosphere providing background for studying environmental sustainability. Students develop an understanding of the various building blocks for life, e.g., energy, water, food, waste, and compare the “human” way of addressing these needs with ways observed elsewhere in nature.

The Foundations module addresses the difference between “human needs” and “human wants” and explores ethical foundations which are necessary for an individual to live his/her life in a way that promotes sustainability. This entails reflection on how each of us can and should structure our lives so as to allow others in the present and in the future to also benefit from the bounty of the planet without jeopardizing its ability to provide that bounty. This module reviews moral theories and frameworks to provide background and guidance for analysis of the tradeoffs which are an integral part of sustainability-related choices. Understanding Utilitarian Moral Theory and Rights Theory as well as awareness of the drawbacks of relativistic approaches are necessary conditions for sound ethics-based decision-making. Readings on Moral Theory and Basic Ethics Frameworks as well as texts on Environmental Ethics, the Philosophy of Technology, and Intergenerational Justice provide the background for this discussion. This introductory Foundations module provides a framework not only for organizational sustainability, but also for thinking about sustainable lifestyles as applied to each individual’s situation.

**Society.** This module examines how man has organized to adapt to the environment over the course of history including the importance of culture and the role of institutions. It also examines the impact that environment has had in shaping how communities see and react to their surroundings. The original assumption that mankind could treat certain resources (such as air, water, etc.) as unlimited is clearly invalid. Over the past centuries (and increasingly in the past decades), with population growth, technological development, and globalization, all societies have undergone a very gradual process of heightened awareness of the finite nature of resources once thought of as available without cost. Much as other life forms on Earth, human societies
need food, water, energy, waste disposal, as life-sustaining resources, and different cultures have provided for those needs in varying ways.

The Society module examines population growth trends and focuses on the desirability for equal distribution of wealth and well-being. This module leads to critical thinking by encouraging an investigation into reasons for different inequality levels in various societies around the world (Nordic countries have the least unequal societies in the world with Gini indices of roughly 0.25 whereas other areas of the world have seen inequality grow significantly in recent decades, resulting in indices close to 0.65). Besides the preservation of the broader environment given the existence of limits to growth as discussed in the first module, another necessary condition for long-term sustainability is avoiding excessive inequality in distribution of wealth created. Furthermore, the module examines the benefits of diversity for sustainability (we can learn a lot from those who bring a new and different perspective).

This module also examines examples of how civilizations evolved in their appreciation and use of natural resources and how different cultures and different environments have led to alternative ways to achieve sustainable development. This module examines several culture-specific examples such as the growing geopolitical importance of water which is abundant in some countries such as Brazil and Canada and lacking in others; Denmark’s and Germany’s paths towards renewable energy sources which relied both on bottoms-up grass roots movements as well as top-down regulations; China’s efforts to lessen the polluting effects of coal usage through alternative renewable sources and innovative “clean coal” technologies; and a comparison of waste generation among various societies in the world. One consequence of resource scarcity and differences in natural endowments is an increased interdependence among global actors (nations, states, societies, cultures, peoples, and organizations). We will examine how interactions among these players are affected by each one’s approach to and view of sustainability. It is necessary to adopt a critical and analytic approach using appropriate theoretical and comparative frameworks to deepen one’s understanding of the effects of increased interrelationships among global players, i.e., of increased globalization.

The Organization. The third module builds on the previous two modules to discuss the Organization within the context of the environment and society. This module builds on the fact that the organization needs to balance the three categories of objectives necessary for sustainability – social, environmental, and economic objectives, i.e., the people, planet, profit dimensions - in a way such that none is forgotten and all three are mutually reinforcing. The focus in this third module is on specific strategies and actions organizations can use to ensure they are acting in a sustainable way. For example, this module explores the “cradle-to-cradle” initiative whereby a company is responsible for all components of a product however the length of time they are in existence, which implies the desirability of avoiding any waste and reusing all materials at the end of a product’s life cycle.

The module includes an examination of how organizations throughout the world have lived up to the standard of sustainability even before the expression had been coined (such as the Seven Spirits of Konosuke Matsushita informing his company’s 250-year plan and/or the German custom of including employee representatives on the board of directors). The module also examines how corporations have failed to live up to the standards of sustainability (as
unfortunately many examples attest to) and investigates how different cultures have shaped green organizations in various parts of the world.

CLASSROOM CULTURE, CONTENT, AND ASSIGNMENTS

The structure of this course has been developed to achieve simultaneous learning and enjoyment. The more you are willing to put into the course, the more you will get out of it. We will together create a jovial atmosphere while working toward rigorous analysis. There will be a need for substantial reading because out-of-classroom work is an important component of the course. This will entail traditional assignments such as readings alongside experiential assignments especially designed for this course. At the very least students should expect to dedicate two hours of out-of-class preparation activity for each hour spent in the classroom. If you feel that you will not be able to dedicate yourself to the course at this level please make an appointment to speak with the instructor.

The course book provides a comprehensive view of sustainability, a discipline so vast that it is necessary to have a detailed road map to effectively cover the many angles and topics in a productive manner. The book provides such a roadmap and we will focus on Parts I and II, namely society and the organization. You will find that while the book is broad in scope it also provides the necessary depth as each chapter is a world upon itself with many opportunities for further study and reflection through the investigation of the extensive sources and references provided. Certain topics covered in the book will be emphasized more than others, and in several cases we will go beyond the scope of the book. Please start thinking about your final paper and presentation (see below) in the beginning of the course as this assignment will provide the opportunity for you to deepen your understanding of a topic of your choice that is covered in the course.

Course Assignments (please hand in a hard-copy of every assignment)
There will be four major assignments which will be the components of your final grade, as summarized in this paragraph and detailed below:
1. class participation (10% of final grade);
2. group presentation and report on company in tri-state area (total of 20% of final grade);
3. final paper and presentation (total of 35% of final grade); and
4. final exam (35% of final grade).
Assignments 1, 3, and 4 are individual while assignment 2 is to be executed in teams of two to three students. The assignments in each of these major grade components are described in the paragraphs below, including a breakdown of the respective grade, and are summarized in the subsequent table.

1. Class Participation (individual assignment: 10% of final grade)
It is critical that you come to every class prepared and ready to participate. Carefully reading and reflecting on the text and other readings, and keeping current with international news are your fundamental sources of knowledge about sustainability. However, we will not be spending time in class simply going over what’s in assigned readings. Instead, what happens in class is designed to augment the material in the text—in terms of knowledge, perspective, and application. You must be ready to ask questions, answer questions raised by others and discuss any current
events which may relate to a particular topic. This class participation grade also includes unannounced short quizzes on class topics and readings.

Active, respectful, and thoughtful participation in class is an important part of the learning process. Unprepared students (and those not in attendance) will have difficulty in this area, so please stay current with the reading assignments and attend all classes. The participation and interaction among us enhances the value of this educational experience. For grading purposes, participation means that you come to class (on time and stay for the entire class time) having completed all assignments and reading materials as assigned, and be prepared to actively discuss the subject matter. It also means being aware and informed of current international business events through *The Wall Street Journal*, *The Financial Times*, *The Economist*, *Business Week*, *The New York Times*, or other business publications.

Class participation includes insightful comments, probing questions, and productive observations during case discussions as well as attentive listening and focusing on the class. Personal computers are required and usage is at the discretion of the instructors. The instructor’s expectation is that your computer usage is confined to course materials. Take care of all personal needs prior to class time (please discuss any emergencies or medical conditions with the instructor). Impromptu written short quizzes also are included in class participation.

Since the course is taught in a Socratic method, *student attendance is a necessary but not sufficient condition for the course to be successful.* Participation will be graded on a scale characterized by the following:

*Active participant:* Regularly participates (i.e., makes comments 3-4 times per week) and contributes to the topic under discussion. Contributions are valid and may introduce ideas which are new and/or not always readily obvious. Contributions also demonstrate completion of assigned readings and an ability to apply those readings to the topic. Student has attended all class sessions except in cases of emergency.

*Occasional participant:* Occasionally participates (i.e., makes comments 1-2 times per week) in the class discussion; may or may not demonstrate completion of assigned readings. Comments are generally on the “safe” side. Student misses one or two class sessions during the semester.

*Rare participant:* Rarely participates (i.e., makes comments 1-2 times per month); may or may not demonstrate completion of assigned readings. Student misses three or more sessions during the semester.

*Non Participation:* Student never makes comments or contributes regardless of class attendance.

Absences: Students who have been absent more than two class meetings are subject to a grade penalty. Most likely this action is likely to lead to “FA” final course grade.

Class discussion absences: If for any reason you are not able to attend a class session you must submit a short analysis report focusing on the main issues contained in the preparation readings for the class. The text of each report must be no more than two pages (and must include the
contribution you would bring to the class had you been present). Additional exhibits may be included.

Below is a more detailed grading plan for class participation:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>All</th>
<th>1 misses</th>
<th>2 misses</th>
<th>over 2 misses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4-3</td>
<td>2-1</td>
<td>FA</td>
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</table>

<table>
<thead>
<tr>
<th>Class discussion (5%)</th>
<th>Active participant</th>
<th>Occasional participant</th>
<th>Rare participant</th>
<th>Non Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4-3</td>
<td>2-1</td>
<td></td>
<td></td>
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</tbody>
</table>

**Active participant**

Regularly participates (i.e. makes comments 3-4 times per week) and contributes to the topic under discussion. Contributions are valid and may introduce ideas which are new and/or not always readily obvious. Contributions also demonstrate completion of assigned readings and an ability to apply those readings to the topic.

**Occasional participant**

Occasionally participates (i.e., makes comments 1-2 times per week) in the class discussion; may or may not demonstrate completion of assigned readings. Comments are generally on the “safe” side.

**Rare participant**

Makes comments 1-2 times per month; may or may not demonstrate completion of assigned readings. Student misses three or more sessions during the semester.

**Non Participation**

Student never makes comments or contributes regardless of class attendance.

2. Presentation and report on company in tri-state area (total of 20% of final grade).

In groups of two or three students (depending on the size of the class), make a ten-minute presentation either a) describing a company in tri-state area that is innovating in Sustainability (such as “Revolution Recovery” [http://articles.philly.com/2011-12-05/business/30477981_1_construction-waste-construction-waste-construction-scrap] and [http://www.gridphilly.com/grid-magazine/2011/9/2/waste-not-revolution-recovery-is-blazing-a-bold-new-trail-th.html]) for example; or b) describing how a company in the tri-state area is using or could use sustainability practices to improve its triple-bottom line. This will be the course’s “Sustainable Local Company Presentation.” Your presentation needs to include two additional important components. First, it needs to include actionable suggestions for the company to decrease its footprint and enhance its sustainability practices even further. Second, and most importantly, it needs to include actionable initiatives you have decided to take in your own life to enhance, in any of its dimensions, the sustainability of any system around you, as a result of this assignment.

3. Course research and reflection paper and presentation (individual assignment – 35% of final grade)

This assignment is an opportunity to apply the concepts and frameworks discussed in the course to a real-world situation. It is both a paper with roughly fifteen pages excluding tables and exhibits and an eight-minute presentation in class as described below. The assignment is both a research and a reflection exercise in that it involves learning about, understanding, and describing an important sustainability issue that is occurring now in any location outside the United States or outside your home country if you are not a U.S. citizen. The sustainability issue is your choice, and may be predominantly environmental, economic, or social, or a combination
of them. The only requirement are that you explain how you found out about it/ got interested in it and that you use your research skills to deepen your understanding of the issue. Once the issue has been identified, you need to think it through and provide a possible solution. Please submit your work to Turnitin.com and provide a hard-copy to the instructor. Your paper should be structured as follows:

1. Introduction. This will include a brief summary of the issue, the reasons for its importance and therefore your interest, and an outline of the paper.
2. Description. A detailed description of the issue in a way that a non-specialist lay-person can understand, including historical, social, and environmental background, major stakeholders, actions taken to date, etc. Identify the tradeoffs in addressing the issue for all parties involved.
3. Prediction. Given your research describe the course of action likely to be taken in that location. Provide a preliminary evaluation of this course of action explaining why the issue deserves deeper analysis.
4. Systems analysis. Break down the issue into its components, understanding the system, its boundaries, subsystems, inputs, outputs, and consequences of tradeoffs. Is the system complex? Based on your systems analysis, propose alternative courses of action.
5. Comparative analysis. Has this sustainability issue been dealt with in the U.S.? Is the likely solution different from the U.S. one? Why? Has the sustainability issue been met in additional countries? Are solutions attempted different? What are the differences? Are there significant differences in institutions among the countries? Are there significant differences in policy?
6. Outline and provide detail for a proposed solution, which should be your suggested course of action. Provide criteria to evaluate the effectiveness of your proposed solution as compared with other potential solutions you may have described in the sections above (e.g., the likely local solution, solutions attempted elsewhere, etc.) Explain how your proposed solution would be implemented and why your proposed solution will work in the particular environment.
7. Ethics analysis. Describe the stakeholders and participants in the decision. Classify different possible alternative courses of action using at least two moral theories to analyze potential solutions. Which solution(s) is (are) most appropriate?
8. Conclusion. Explain how lessons learned from the way you addressed the issue may be applicable to other situations. Why is your paper important: why should others read it?

4. Final exam (individual assignment: 35% of final grade)
The final examination will be a take-home exam to be completed individually. You are asked to please not communicate with any classmate or with any other person regarding the contents of the exam as it needs to represent each student’s individual work. You may consult media and published sources but that is not the final exam’s role or objective as it is not meant to be a labor-intensive research exercise. Rather it is meant for you to deepen your understanding of tradeoffs in organizational sustainability issues by providing the opportunity for you to analyze real-life situations with the tools covered in the course. Please support your exam answers with those tools and with thoughtful and structured analytical thought. Most (if not all) of the questions do not have one “correct” answer but perhaps several possible correct approaches. There is no need to consult additional published sources as the grading will be based on clarity of thought, quality
of writing, use of course concepts, and evidence of learning at the higher levels of Bloom’s Taxonomy as described in the syllabus and discussed in class. You will receive the exam during the last day of class. A word-processed hardcopy needs to be personally handed in to the instructor in class on the day of the final as we will discuss it: no page limit.

As you analyze each question in the exam please: identify the issue or issues explicitly; summarize the important facts pertinent to the issue(s); be clear about any assumptions you might be making and explain why you think they are reasonable in light of the facts of the situation; identify the major systems and subsystems and make sure you understand the interrelationships among them; identify the stakeholders; identify alternative courses of action; evaluate the alternatives taking into consideration major ethical theories (rights/duties, virtues, utilitarianism); select one alternative course of action and explain why you think it is the best.

**LEO212 Assignment summary**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Module</th>
<th>Bloom level</th>
<th>Grade %</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class participation</td>
<td>All Modules</td>
<td>1 to 6</td>
<td>10.0 %</td>
<td>Oct 7</td>
</tr>
<tr>
<td>2.1 Group presentation</td>
<td>Module 1</td>
<td>1 to 6</td>
<td>10.0 %</td>
<td>Oct 7</td>
</tr>
<tr>
<td>2.1 Group report</td>
<td>Module 1</td>
<td>1 to 6</td>
<td>10.0 %</td>
<td>Oct 7</td>
</tr>
<tr>
<td>3.1 Course research and reflection paper presentation</td>
<td>All Modules</td>
<td>1 to 6</td>
<td>5.0 %</td>
<td>Dec 2</td>
</tr>
<tr>
<td>3.2 Course research &amp; reflection paper</td>
<td>All Modules</td>
<td>1 to 6</td>
<td>30.0 %</td>
<td>Dec 2</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>All Modules</td>
<td>1 to 6</td>
<td>35.0 %</td>
<td>Dec 2-Dec16</td>
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<td><strong>Total</strong></td>
<td></td>
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<td>100.0 %</td>
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**EVALUATION**

This course has the objective of developing the ability for reflection and critical thinking on the major topics of sustainability through analysis, synthesis, and the development of one’s own judgment.

Bloom’s Taxonomy is a well-known description of levels of learning from the lowest levels of memorization to the highest levels of independent critical thinking. Please be aware that in this course each student should show evidence of having reached high levels of learning on the introductory concepts of organizational sustainability expressed in Bloom’s taxonomy below.

**Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>SOME COGNITIVE BEHAVIORS</th>
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<tr>
<td>6.Evaluation</td>
<td>Appraisal of own or someone else’s Analysis or Synthesis</td>
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<tr>
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<td>Sample question at this level: Critique the CEO’s actions toward the organization’s various stakeholders in a particular case or situation.</td>
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<tr>
<td>5.Synthesis</td>
<td>Assembly of Application</td>
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<td>Sample question at this level: Design a plan for responding effectively to the</td>
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various stakeholders in terms of a particular issue.

<table>
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<tr>
<th>4. Analysis</th>
<th>Disassembly of Application</th>
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<tr>
<td>Sample question at this level: Compare managerial actions from a stockholder perspective with a stakeholder one.</td>
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<table>
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<tr>
<th>3. Application</th>
<th>Use of Understanding</th>
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<tr>
<td>Sample question at this level: Who are the stakeholders to Saint Joseph’s University?</td>
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<tr>
<th>2. Understanding</th>
<th>Demonstrate understanding</th>
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<tr>
<td>Sample question at this level: Discuss the difference in meaning between a stockholder and stakeholder perspective to organizations.</td>
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<table>
<thead>
<tr>
<th>1. Knowledge</th>
<th>Memorization of facts, language, concepts, principles, theories</th>
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<tr>
<td>Sample question at this level: Define what is meant by “stakeholders” to an organization.</td>
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**Grading Scale**

Final course grades will be assigned using the following scale:
A: 94-100; A-: 90-93; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 65-69; D: 60-64; F: below 60.

**Honesty Policy:**

Violating the Academic Honesty Policy will result in at least a failing grade for that particular exam or project, if not failure of the course. No electronic devices may be used during tests or exams. The SJU Academic Honesty Policy published both in the Student Handbook and in the University Catalog, will be strictly enforced. It is your responsibility to understand this policy. Use of unauthorized notes or assistance during an exam will result in failure. Plagiarism will also result in failure. Plagiarism occurs in any instance where one submits as one’s own work statements or ideas taken from another source but not properly acknowledged as such. Any material copied or derived from another source must be acknowledged by giving a reference. For direct quotes, always use quotation marks and provide a reference. If you paraphrase something, you must provide a reference to acknowledge where you found the material. Internet sources, if used, must be cited.

**Academic Integrity Statement**

Students are requested to read and reflect on the Academic Integrity Statement available on the Course Information tab of the course website, sign it, deliver the signed copy to the course instructor.

**Student’s personal information**

Students are requested to complete the personal information form available on the Course Information tab of the course website on Blackboard.

**Students with Disabilities or Special Needs**

In accordance with state and federal laws, the University will make reasonable accommodations for students with documented disabilities. For those who have or think that you may have a disability requiring an accommodation (learning, physical, psychological) should contact Services for Students with Disabilities, Room G10, Bellarmine Hall, 610-660-1774 (voice) or
610-660-1620 (TTY) as early as possible in the semester for additional information and so that an accommodation, if appropriate, can be made in a timely manner. You will be required to provide current (within 3 years) documentation of the disability.

For a more detailed explanation of the University’s accommodation process, as well as the programs and services offered to students with disabilities, please go to [http://www.sju.edu/int/studentlife/studentresources/sess/ssd/index.html](http://www.sju.edu/int/studentlife/studentresources/sess/ssd/index.html). If you have difficulty accessing the information on-line please contact Services for Students with Disabilities at the telephone numbers above.

**ACADEMIC CALENDAR**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug 25 (Mon)</td>
</tr>
<tr>
<td>Labor Day, No Classes</td>
<td>Sep 1 (Mon)</td>
</tr>
<tr>
<td>Last Day Drop/Add</td>
<td>Sep 2 (Tue)</td>
</tr>
<tr>
<td>Fall Break Begins, No Classes</td>
<td>Oct 13 (Mon)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Oct 15 (Wed)</td>
</tr>
<tr>
<td>Mid-Term Grades Due</td>
<td>Oct 16 (Thr)</td>
</tr>
<tr>
<td>Intersession Registration Begins</td>
<td>Oct 20 (Mon)</td>
</tr>
<tr>
<td>Last Day to Withdraw From Classes</td>
<td>Oct 24 (Fri)</td>
</tr>
<tr>
<td>Spring Registration Begins</td>
<td>Oct 27 (Mon)</td>
</tr>
<tr>
<td>Thanksgiving Break Begins</td>
<td>Nov 26 (Wed)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Dec 1 (Mon)</td>
</tr>
<tr>
<td>Last Day</td>
<td>Dec 8 (Mon)</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Dec 9 (Tue)</td>
</tr>
<tr>
<td>Final Exams Begin</td>
<td>Dec 10 (Wed)</td>
</tr>
<tr>
<td>Last Day Final Exams</td>
<td>Dec 16 (Tue)</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Dec 19 (Fri)</td>
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</tbody>
</table>

**CLASS SCHEDULE, TOPICS, AND READINGS***

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Module 1 – Foundations: Introduction</th>
<th>August 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Introduction to the course – objectives and assignments; foundations for understanding sustainability and for living in a sustainable way.</td>
<td></td>
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<tr>
<td>Readings</td>
<td>Read and understand course syllabus</td>
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<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Module 1 – Foundations: Systems</th>
<th>September 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Definitions; linear systems; systems and subsystems; complex systems</td>
<td></td>
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</tbody>
</table>

**WEEK 3**

Module 1 – Foundations: Ethics  
September 9

Topics  
Mankind and the biosphere; ethics of sustainability.

Readings  


**WEEK 4**

Module 1 – Foundations: Mankind and the Biosphere  
September 16

Topics  
The environment; mankind and the biosphere; water, food, energy, and waste

Readings  


**WEEK 5**

Transitioning from Module 1 to 2 – Society  
September 23

Topics  
The link between populations/communities and the environment; footprints

Readings  


**WEEK 6**

Module 2 – Society: The economy and the environment  
September 30

Topics  
Human needs and wants; population growth and resource usage; development

Readings  


**WEEK 7**

Presentations  
October 7
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Readings</th>
<th>WEEK 8</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Module 3 – The Organization</td>
<td>Topics</td>
<td>Readings</td>
<td>The sustainable organization; product life-cycle approaches.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Module 3 – The Organization</td>
<td>Topics</td>
<td></td>
<td>The role of organizations; social responsibility; organizations as agents of social change; what each of us can do; the sustainable organization; triple bottom line; need for systemic approach and measurement</td>
</tr>
</tbody>
</table>
The readings from academic periodicals (i.e., journals) should be downloaded by you from the Library web site using the following steps:

1. Go to Library home page: http://www.sju.edu/int/resources/libraries/drexel/index.html

2. In the center box, click on the Journals tab. Enter the name of the journal (e.g., Harvard Business Review).

3. The first result should be the journal. Click on the journal title. A FindIT at SJU box will open up. Click on the round Go button.

4. The database will open up. On the right hand side of the screen, select "Search within this publication"

5. A new search page will open. Search with article title, author, or (ideally) both.

6. Select the article. The pdf link will open the full text.

If you have any trouble you may contact the library for support.