Course Syllabus

BUS 363G

Global Sustainability and Society

Summer 2019

Number of ECTS credits: 6

Time and Place: Pending

Contact Details for Professor

Name of Professor: Prof. Dr. Frank E. Billingsley
E-mail: frank.billingsley@vub.be
Office hours: Pending

CONTENT OVERVIEW

<table>
<thead>
<tr>
<th>Syllabus Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prerequisites and Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Course Learning Objectives</td>
<td>2</td>
</tr>
<tr>
<td>Overview Table: Link between MLO, CLO, Teaching Methods, Assignments and Feedback</td>
<td>3-4</td>
</tr>
<tr>
<td>Main Course Material</td>
<td>5</td>
</tr>
<tr>
<td>Workload Calculation for this Course</td>
<td>7</td>
</tr>
<tr>
<td>Course Assessment: Assignments Overview and Grading Scale</td>
<td>7</td>
</tr>
<tr>
<td>Description of Assignments, Activities and Deadlines</td>
<td>8</td>
</tr>
<tr>
<td>Rubrics: Transparent Criteria for Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Policies for Attendance, Later Work, Academic Honesty, Turnitin</td>
<td>10</td>
</tr>
<tr>
<td>Course Schedule – Overview Table</td>
<td>12-13</td>
</tr>
<tr>
<td>Detailed Session-by-Session Description of Course</td>
<td>13-25</td>
</tr>
</tbody>
</table>
Course Prerequisites
BUS101G

Course Description

This course introduces the academic approach of Global Sustainability and explores how today’s human societies can endure in the face of global change, ecosystem degradation, resource limitations, and corporate social responsibility.

The course focuses on key knowledge areas of sustainability theory and practice, including population, ecosystems, global change, energy, agriculture, water, environmental economics, policy, and ethics. This subject is of vital importance, seeking to uncover the principles of the long-term welfare of a reliant sustainable future.

As sustainability is a cross-disciplinary field of study, the course will evaluate business, political, and legal issues facing communities, business, and organizations.

- Ecosystem degradation
- Sustainable agriculture
- Sustainable energy
- Human rights: Water
- Population and migration
- Consumerism

Course Learning Objectives (CLO)

Learners will acquire knowledge and understanding of global sustainability and its effects of society. The learner will develop knowledge and understanding of the listed areas through textbook readings, journal and article readings, and in-depth class discussions. The learner’s judgment will be tested through critically evaluate existing research, questioning the status quo, and provide alternative solution possibilities; and, recognize the international dimension of sustainability. The idea of communication will be evaluated through analysis of current issues in global sustainability, ethics, management, leadership, etc. Finally, the learner will develop independent work ethics, work with the understanding of a team approach (take responsibility and show leadership skills), be inquisitive, understand diversity, and become a well-rounded critical citizen.

Learning Objective Outcomes:

1. A thorough understanding of the leading tools of sustainable development and its related context to society, including their application to a range of domestic and international settings.
2. An understanding of public policy processes as it relates to sustainable development and environmental policy.
3. An understanding of the manner in which different forms of environmental systems support and effect climate change and the further effects of our planet.
4. A thorough understanding of the factors that determine the effectives, consequences, and potential corrective actions need for a sustainable future.

5. Demonstration of critical thinking skills as they apply to the subject matter outlined above.

**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

**Summary:**
Number of assignments used in this course: 3
Number of Feedback occasions in this course (either written or oral): 3
Number and Types of Teaching Methods: 4

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a broad knowledge of the different functional fields of business management. He is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.</td>
<td>Students will be given an overview of the leading tools of sustainable development and societal, including their application to a range of domestic and international effects.</td>
<td>Ex-cathedra (teach theory and discuss with experts) Guest lectures from experts in the field (Theory guided practice embedded experiential learning)</td>
<td>Exams</td>
<td>Written feedback on the exams</td>
</tr>
<tr>
<td>The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.</td>
<td>Students will have an understanding of public policy processes from a sustainable development and societal perspective.</td>
<td>Ex-cathedra (teach theory and discuss with experts). Readings / news. Guest lectures from experts in the field (Theory guided practice embedded experiential learning). Discussion on readings and news</td>
<td>Journal Article Critique Exams</td>
<td>Written feedback on the exams Written feedback on the Journal Article Critique. Further, add feedback on the discussion post via written context.</td>
</tr>
<tr>
<td>The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of</td>
<td>Students will gain an understanding of the manner of environmental impact and its effective on society.</td>
<td>Introduction to critical thinking [explanation, exercises and critical discussions] Ex-cathedra</td>
<td>Journal Article Critique Exams</td>
<td>See above</td>
</tr>
<tr>
<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods (and numbers/types of assignments) used to test these learning objectives</td>
<td>Type, Timing and Numbers of Feedback given to Student</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.</td>
<td></td>
<td></td>
<td>See above</td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to work in a multi-cultural team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor recognizes the importance of lifelong learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td>Demonstration of critical thinking skills as they apply to the subject matter of the course.</td>
<td>Journal Article Critique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):**

The course material consists of PowerPoint presentations, lecture notes and readings from the textbook. PowerPoint presentations will be made available after the
respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, PowerPoint presentations and important messages will be uploaded to the Vesalius portal ‘Pointcarré’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding but is not mandatory. This material can be found online or will be made available upon individual request.

**Textbook:**

Required Textbook:


**Active Learning and Intensive ‘Reading around the Subject’**: Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.
Leading Journals in Business Studies


Further Journals Relevant for this Course:

Websites of Interest:

- Economist [www.economistacademic.com](http://www.economistacademic.com)
- Wall Street Journal [www.wallstreet.com](http://www.wallstreet.com)
- Business Week - [http://www.resourcecenter.businessweek.com](http://www.resourcecenter.businessweek.com)
- Bloomberg - [www.bloomberg.com](http://www.bloomberg.com)
- CNN - [www.cnn.com](http://www.cnn.com)
- Financial Times [www.ft.com](http://www.ft.com)

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours 'out of class' time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 8 hours per week / 56 hours per semester

**Time allocated for course readings:** 8 hours per week / 44 hours per semester

**Time allocated for preparing Critique:** 10 hours per article

**Time allocated for preparing/revising for written Mid-term Exam:** 20 hours

**Time allocated preparing/revising for written Final Exam:** 20 hours

**Total hours for this Course:** 150
**Course Assessment: Assignments Overview**

The students will be evaluated based on their performance in the following assignments:

- **Mid-term examination**: 35%
- **Journal Article Critique**: 30%
- **Final examination**: 35%
- **Total**: 100%

**Grading Scale of Vesalius College**

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0–100. All assignments (including exams) must be graded on the scale of 0-100. To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>

**Journal Article Critique:**

This 4-5-page summary is designed to help you become more familiarized with reading and extracting information from empirical articles. From a scholarly journal, choose an empirical publication from the past 5-years (2012-2017); articles from earlier years will not be accepted. Please attach a copy or link to the article on the day of submission. The paper should be a critical analysis of the article not a mere
summary. All articles should come from the above listed journals (only).

The layout of the review should be as follows:

- Author(s) and Title
- Purpose and theoretical background of the study
- Hypothesis
- Methodology (participants, study design, measures, procedures)
- Results
- Stated and unstated limitations
- Implication to the field
- Overall evaluation/assessment/critique

In terms of lay-out, the paper should be double spaced standard margins and Times New Roman 12-font. References should be done in the APA standard. If these criteria are not met, you will receive a grade reduction.

**Rubrics: Transparent Grading Criteria for Each Assignment**

<table>
<thead>
<tr>
<th>Purpose and theoretical background of the study</th>
<th>Fail &lt;50</th>
<th>Pass 51-65</th>
<th>Good 66-85</th>
<th>Excellent &gt;85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic does not relate to the course offerings. Topic is not decently introduced. Structure of essay is not written down.</td>
<td>Topic relates to the course. Topic is not decently introduced. Structure of essay is written down.</td>
<td>Topic relates to the course and is decently introduced. Structure of essay is written down.</td>
<td>Topic relates to the course and is decently introduced. Structure of essay is written down.</td>
<td></td>
</tr>
</tbody>
</table>

| Evaluation of limitations and impact to the field | Evaluation of the topic is below par. | Essay offers a mediocre evaluation of the selected topic and its link to the class materials. | Essay offers a good evaluation of the selected topic and its link to the class materials. | Essay offers an excellent evaluation of the selected topic and its link to the class materials. |

| Critique | The student fails to engage in a critical analysis. | The critique is critical but fails to grasp the main issues. | The critique is coherent and makes use of the class materials. The core argument is validated by evidence. | The critique offers an excellent analysis of the selected topic through the lens of the class materials and external data and academic sources. The core argument is validated by evidence. |

| Scholarly Work, Grammar, Spelling, and APA usage | Statements in this discussion are not clear and/or lack organization and/or have 4 or more different errors in mechanics, grammar, or APA. | Statements in this discussion are basic examples of scholarly material but have 3 different errors in mechanics, grammar, or APA. | Statements in this discussion are well written and well organized demonstrating excellence in scholarly writing. Mechanics (spelling, punctuation, and APA) and grammar are excellent. | Statements in this discussion are well written and well organized demonstrating excellence in scholarly writing. Mechanics (spelling, punctuation, and APA) and grammar are excellent. |
Midterm and Final Written Exam:
The mid-term will be an in-class exam. The midterm exam (35%) will be held in the mid of the semester (W7). The content of the exam covers all the concepts you will have learnt before that date. The final exam (35%) will be held at the end of the course (location and time will be announced once the final exam schedule is posted). The examination will test both the theoretical knowledge of the concepts and tools described in class, as well as exercises testing the student’s capability to apply that knowledge. The final examination covers the content from the midterm until the end of the course. Both examinations consist of open-ended questions.

Vesalius College Attendance Policy

Class attendance is mandatory, and it is essential to becoming a good scholar; it is impossible to receive instructions, obtain knowledge, and gain skills without attending the class. Attendance will be taken at each class meeting. It will be difficult to pass this course without regular class attendance.

Use of Electronics:
The use of computers will not be permitted! There will be no warning given to students with an open laptop, iPad, Notebook, Smart Watches, etc.

Mobile phones are to be turned off! If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class.

***This is not open for discussion or debate under any circumstances***

Writing Style

- APA formatting is required on all work
- The use of Wiki cites are NOT Acceptable!
- The use of any dictionary is NOT Acceptable!
- Do not use “I” the assignment is not an opinion but academic work!

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance. There is no acceptable form of plagiarism, so please do not ask about a percentage.
## Course Schedule (Overview)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 3-7</td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>2</td>
<td>June 10-14</td>
<td><strong>Sustainability: Brief History</strong></td>
</tr>
<tr>
<td>3</td>
<td>June 17-21</td>
<td><strong>Environmental Ethics</strong></td>
</tr>
<tr>
<td>4</td>
<td>June 24-28</td>
<td><strong>Current Discourses in Sustainability: Risk</strong></td>
</tr>
<tr>
<td>5</td>
<td>June 30-7</td>
<td><strong>Current Discourses in Sustainability: Effect</strong></td>
</tr>
<tr>
<td>6</td>
<td>June 1-5</td>
<td><strong>Sustainable Food Movements and Urban Agriculture</strong></td>
</tr>
<tr>
<td>7</td>
<td>July 8-12</td>
<td><strong>Midterm Exam</strong></td>
</tr>
<tr>
<td>8</td>
<td>July 15-19</td>
<td><strong>Introduction to Markets and Commodities</strong></td>
</tr>
<tr>
<td>9</td>
<td>July 19-23</td>
<td><strong>Alternative Energy and the Future</strong></td>
</tr>
<tr>
<td>10</td>
<td>July 23-27</td>
<td><strong>Journal Article Critique due</strong></td>
</tr>
<tr>
<td>11</td>
<td>July 30-1</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>
Detailed Session by Session Course Outline

1. **Week 1 Session 1**
   1.1. Sustainability: Brief History
   1.2. Compulsory Reading:


   1.3. Guiding Questions:
   1. What is political ecology?
   2. What is rewilding?
   3. What is reconciliation ecology?

2. **Week 1 Session 2**
   2.1. Sustainability: Brief History
   2.2. Compulsory Reading:


   2.6. Guiding Questions:
   1. Who has the largest ecological footprint?
   2. What crisis did Malthus predict?
   3. What is sustainability?

3. **Week 2 Session 1**
   3.1. Environmental Ethics
   3.2. Compulsory Reading:


   3.5. Guiding Questions:
   1. What is the prisoner’s dilemma?
   2. What is the most difficult aspect of environmental management?
   3. How can we manage food wealth?

4. **Week 2 Session 2**
   4.1. Current Discourses in Sustainability: Risk
   4.2. Compulsory Reading:

4.5. Guiding Questions:
1. What are climate risks?
2. Crop sustainability in Europe.
3. What is social constructionism?
4. 
5. Week 3 Session 1

5.1. Current Discourses in Sustainability: Effect

5.2. Compulsory Reading:

5.6. Guiding Questions:
1. What is an ethical argument for species reintroduction?
2. How can wolves help construct an ecosystem?
3. What is over fishing bad for the environment?

6. Week 3 Session 2

6.1. Poverty and Human Rights

6.2. Compulsory Reading:

6.7. Guiding Questions:
1. How is poverty linked to weak ecosystems?
2. Why is water considered a human right?
3. Why is bottle water good and bad?

7. Week 4 Session 1

7.1. Sustainable Food Movements and Urban Agriculture

7.2. Compulsory Reading:
7.4. Mid-Term Review

7.5. Guiding Questions:
1. Is fast food good for you and the environment?
2. Think globally, act locally!
8. **Week 4 Session 2**
   8.1. **Mid-Term Exam**

9. **Week 5 Session 1**
   9.1. **Climate Change**
   9.2. **Compulsory Reading:**
   9.6. **Guiding Questions:**
   1. What is global warming?
   2. What is causing climate change?
   3. How can we control CO2 emissions?

10. **Week 5 Session 2**
   10.1. **Biodiversity Loss**
   10.2. **Compulsory Reading:**
   10.5. Campus Farm Video
       https://www.youtube.com/watch?v=nefeRes5Nh0&feature=youtu.be
   10.7. **Guiding Questions:**
   1. How can loss be minimized?
   2. Do people care about wildlife?
   3. How is climate changed linked?
   4. How is overpopulation linked?
   5.

11. **Week 6 Session 1**
   11.1. **Introduction to Markets and Commodities**
   11.2. **Compulsory Reading:**
   **Guiding Questions:**
   1. How do we change consumerism?
   2. Are developed countries more at fault for environmental degradation?
   3. Are developing countries being pillaged?

12. **Week 6 Session 2**
   12.1. **Alternative Energy and the Future**
   **Journal Article Critique due**
12.2. Compulsory Reading:


12.6. Guiding Questions:
1. How can we curve the use of fossil fuels?
2. How can we embrace renewable energy?
3. Do most countries have the resources?

13. Week 7 Session 1-2
14. Final Exam