



UNIVERSIDAD
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Course Syllabus

Ecology, Environment and Social Responsibility

August – December 2018

9th Semester

Lecturer

Bruno Portillo Seminario, MSc.

I. General Information

Career	: Consumer Psychology, Organizational Psychology	Code	: 04543
Type	: Required Course	Semester	: 2018-2
Course	: Ecology, Environment and Social Responsibility	Term	: IX
Requires	: Filosofía y Ética Economía General		
Credits	: 3		
Start Date	: August 20		
Finish Date	: December 8		
Weekly hours	: 4 hours		

II. Summary

This course aims to inform, and develop analytical skills about environmental phenomena and the social implications and responsibilities that it raises from companies, organizations and individuals. Following this a wide range of fundamental and applied knowledge is provided which can serve as the basis for assessment and improvement of organizational social-environmental relations. For this the course provides the main theories, concepts and background on social and environmental responsibility, environmental thinking and history, and global environmental change and its problems

III. Course Objectives

Develop analytical skills, cognitive resources and strategic skills regarding the interrelation between the environment, society, the economy and organizational performance via the provision and analytical experience:
by informing on the historical biophysical processes of local and global ecologies tracking major changes in humanity up to the contemporary global environmental crisis;
presenting and recreating the current debates and projects to solve problems and take opportunities confronting socio-environmental changes;
and explaining and exercising corporate social responsibility strategies for innovative and sustainable competitiveness.

IV. Learning Outcomes

After completing the course the student:

1. Will have acquired basic knowledge and concepts related to global ecology with a historical and multiple perspective from the individual, business, society and ecosystems.
2. Will have up-to-date knowledge on the main environmental problems and changes (from global to local), and the debates, conflicts and opportunities related to them.
3. Will be informed about the fundamentals on corporate environmental and social responsibility, specifically, sustainable development.
4. Be able to propose, discuss, and analyze corporate social responsibility strategies for sustainable organizational environmental performance, efficient and beneficial in the market.

V. Methodology

The course will be lectured in English and the students are expected to have reading, writing and oral skills at an intermediate-advanced level.

Throughout the course, the lecturer will guide the learning process with a mix of pedagogical tools including exposition via presentations and audiovisual material, a variety of class exercises and research and reading homework. The Virtual Classroom will be used for communication, coordination and as study materials repository.

The evaluation will consist on short assignments, and control examinations as scheduled below in relation to the unit contents. The control examinations will consist of written tests assessing theoretical and practical understanding of class contents.

Class participation will account for participation in the class exercises that may include answering questions, oral quizzes, and role-play, text analysis, didactic games.

A final Integral Applied Assignment will be instructed to groups (4-6 depending on class size) and will involve research on social and environmental sustainability related to a case of an organization performance, a professional or a new business model attending specific socio-ecological problems.

VI. Evaluation

The evaluation system is permanent and comprehensive. The course grade is obtained by averaging the continuous evaluation component (PEP= 40%), the midterm exam, (EP=30%) and the final exam (EF=30%).

The average of the continuous evaluation component results from the of 3 control exams (CEs), 2 short assignments (SAs), the integral applied assignment (IAA) and class participation including exercises and quizzes. The IAA will be evaluated in three stages deliverables (Outline, Draft and Final Report) and a class presentation.

The weights within the continuous evaluation are described in the following table:

CONTINUOUS EVALUATION AVERAGE 40% (PEP)		
Evaluation type	Description	Weight %
Short Evaluations (SE)	2 short tests and assignments	20
Control Exams (CE)	3 CE The best graded two stand	20 20
Integral Applied Assignment (IAA)	1 research document (in 3 stages) and its final presentation	30
Class participation	Performance in class exercises and quizzes.	10

The final average grade (PF) is obtained through the following method:

$$PF = (0, 30 \times EP) + (0, 40 \times PEP) + (0, 30 \times EF)$$

Where:

- PF** = Final average grade
- EP** = Midterm exam
- PEP** = Continuous Evaluation Average
- EF** = Final exam

VII. Scheduled Contents

WEEK	CONTENTS	ACTIVITIES /ASSESSMENTS
<p>LEARNING UNIT 1: ENVIRONMENTAL HISTORY AND ECOLOGICAL THOUGHT</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> - Understanding of the social-environmental crisis to citizenship and professional life - Critical basic knowledge on the historical lineages of ecological ideas and their influence in contemporary debates. 		
<p>1°</p> <p>August 20 - 25</p>	<p>1.1. Environmental Awareness and Environmental Education</p> <p>1.2. Ecological Thought</p>	<ul style="list-style-type: none"> • Introduction: Course Presentation • Roundtable discussion
<p>- Koger, S. M., & Winter, D. D. (2010). <i>The psychology of environmental problems: Psychology for sustainability</i>. Chapter 1 (only pages 1 – 4) Chapter 2 (complete)</p>		
<p>2°</p> <p>August 27-September 01</p>	<p>2.1. History of Socio Ecological Systems</p>	<ul style="list-style-type: none"> • Class exercise: Video Reflection: Environment and pre-Columbian Peruvians
<p>- Antrosio, J. (2013, January 26). Eric Wolf, Europe and the People Without History at http://www.livinganthropologically.com/2013/01/26/eric-wolf-europe-people-without-history/</p>		
<p>- Diamond, J. M. (1998). <i>Guns, germs and steel: a short history of everybody for the last 13,000 years</i>. Random House. Chapters 4 and 10.</p>		
<p>- York, R., & Mancus, P. (2007). Diamond in the Rough: Reflections on "Guns, Germs, and Steel". <i>Human Ecology Review</i>, 14(2), 157-162.</p>		
<p>LEARNING UNIT 2: GLOBAL ENVIRONMENTAL CHANGE</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> - Understanding of the science, effects and strategies related to Climate Change for business, states, and individuals. - Understanding of the drivers, impacts and national implications of the most important environmental problems other than Climate Change. - Problem analysis and evaluation of solutions facing global environmental change. 		
<p>3°</p> <p>September 03 - 08</p>	<p>3.1. Climate change: Science</p> <p>3.2. Climate change: Impacts.</p>	<ul style="list-style-type: none"> • SA 1: Essay - Personal Environmental Histories.
<p>- Stevens, F. et al. (Producers) & Stevens, F. (Director) (2016) <i>Before the Flood</i> [Motion picture] USA: National Geographic</p>		
<p>- IPCC (2013, November 21) Climate Change 2013: The Physical Science Basis-. Video: https://youtu.be/6yiTZm0y1YA</p>		
<p>- IPCC (2014, March 30) Climate Change 2014: Impacts, Adaptation, and Vulnerability Video: https://www.youtube.com/watch?v=jMIFBJYpSgM</p>		
<p>4°</p> <p>September 10 - 15</p>	<p>4.1. Climate change: Policies and business.</p> <p>4.2. Non-climate global environmental change: Biodiversity, Deforestation</p>	<ul style="list-style-type: none"> • Class exercise: Cut Your Emissions.

	<ul style="list-style-type: none"> - IPCC (2014, June 6) Climate Change 2014: Mitigation of Climate Change Video https://www.youtube.com/watch?v=gDcGz1iVm6U - UNEP (2011). Keeping Track of Our Changing Environment: From Rio to Rio+20 (1992-2012). Division of Early Warning and Assessment (DEWA), United Nations Environment Programme (UNEP), Nairobi 	
5° September 17 - 22	5.1. Non-climate global environmental change: Water, Soil 5.2. Non-climate global environmental change: Cities, Air, Waste	<ul style="list-style-type: none"> • Integral Applied Work Assignment (IAW) instructions
	<ul style="list-style-type: none"> - UNEP (2011). Keeping Track of Our Changing Environment: From Rio to Rio+20 (1992-2012). Division of Early Warning and Assessment (DEWA), United Nations Environment Programme (UNEP), Nairobi 	
<p>LEARNING UNIT 3: SUSTAINABLE DEVELOPMENT CONCEPTS AND TOOLS.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> - Applied and multi-perspective understanding of the concept of sustainable development with a historical basis of its construction, including conceptual lineages and current developments - Analytical skills to apply the concept to assess societal initiatives 		
6° September 24 - 29	6.1. Development, Sustainability 6.2. Sustainable Development.	<ul style="list-style-type: none"> • IAW Project outline submission and workshop. • Control Exam 1 (CE1)
	Colby, M. E. (1991). Environmental management in development: the evolution of paradigms. <i>Ecological Economics</i> , 3(3), 193-213	
7° October 01 - 06	7.1. Sustainable Development Goals and other contemporary approaches. 7.2. Commons theory	<ul style="list-style-type: none"> • Class exercise: Watershed Game
	Pelenc, J., Ballet, J., & Dedeurwaerdere, T. (2015). Weak sustainability versus strong sustainability. Brief for GSDR United Nations.	
8° October 09 - 13	MID TERM EXAMS	
9° October 15 - 20	9.1. Ecosystem Services & Valuation. 9.2. Footprints.	<ul style="list-style-type: none"> • Class exercise: Urban and periurban ecosystems valuation
	<ul style="list-style-type: none"> - Costanza, R., d'Arge, R., De Groot, R., Farber, S., Grasso, M., Hannon, B., ... & Raskin, R. G. (1997). The value of the world's ecosystem services and natural capital. <i>nature</i>, 387(6630), 253-260. - Costanza, R., de Groot, R., Sutton, P., van der Ploeg, S., Anderson, S. J., Kubiszewski, I., ... & Turner, R. K. (2014). Changes in the global value of ecosystem services. <i>Global environmental change</i>, 26, 152-158. - Fang, K., Heijungs, R., & de Snoo, G. (2013). The footprint family: 	

	Comparison and interaction of the ecological, energy, carbon and water footprints. <i>Revue De Métallurgie</i> , 110(1), 77-86. doi:10.1051/metal/2013051	
LEARNING UNIT 4: CORPORATE ENVIRONMENTAL AND SOCIAL RESPONSIBILITY		
LEARNING OUTCOMES:		
<ul style="list-style-type: none"> - Acquires the basic concepts related to organizational sustainability/CESR with a multi-actor perspective. - Understands their application in corporate behavior via specific initiatives or overarching strategies. - Gets informs about the latest trends in the application of CESR projects. 		
10° October 22 - 27	10.1.CESR Introduction and definitions. 10.2.Instrumental. Stakeholders and Political CSR Approaches.	<ul style="list-style-type: none"> • Control Exam 2 (CE2). • Case stakeholder analysis
	<ul style="list-style-type: none"> - Kakabadse, N. K., Rozuel, C., & Lee-Davies, L. (2005). Corporate social responsibility and stakeholder approach: a conceptual review. <i>International Journal of Business Governance and Ethics</i>, 1(4), 277-302 - Scherer, A. G., Rasche, A., Palazzo, G., & Spicer, A. (2016). Managing for political corporate social responsibility: New challenges and directions for PCSR 2.0. <i>Journal of Management Studies</i>, 53(3), 273-298. 	
11° October 29 - November 03	11.1.CESR Management tools	<ul style="list-style-type: none"> • Company CESR charter composition. • IAW 60% draft submission and workshop.
	Mazurkiewicz, P. (2004). Corporate environmental responsibility: Is a common CSR framework possible. <i>World Bank</i> , 2	
12° November 05 - 10	12.1.CESR Strategies	<ul style="list-style-type: none"> • SA 2: Organizational Change/Consumer Profile. (SE3)
	<ul style="list-style-type: none"> - Cedillo Torres, C. A., Garcia-French, M., Hordijk, R., Nguyen, K., & Olup, L. (2012). Four Case Studies on Corporate Social Responsibility: Do Conflicts Affect a Company's Corporate Social Responsibility Policy? <i>Utrecht Law Review</i>, Vol. 8, No. 3, pp. 51-73, November 2012 	
13° November 12 -17	13.1.Ethical and green Markets	<ul style="list-style-type: none"> • Class exercise: Green SWOT analysis.
	<ul style="list-style-type: none"> - Clark, G., Kosoris, J., Hong, L. N., & Crul, M. (2009). Design for sustainability: current trends in sustainable product design and development. <i>Sustainability</i>,1(3), 409-424. 	
14° November 19 - 24	14.1.Ethical Consumers	<ul style="list-style-type: none"> • Control Exam 3 (CE). • Class exercise: Case roundtables
	<ul style="list-style-type: none"> - Di Giulio, A., Fischer, D., Schäfer, M., & Blättel-Mink, B. (2014). Conceptualizing sustainable consumption: toward an integrative framework. <i>Sustainability: Science, Practice, and Policy</i>, 10(1), 45-61. - Szmigin, I. and Carrigan, M. (2005) Exploring the dimensions of ethical 	

	consumption, European Association for Consumer Research Conference, <i>Advances in Consumer Research</i> , Vol.7,608:613 June 15-18. Goteborg, Sweden.	
15° November 26 - December 01	15.1. Alternative Organizations 15.2. Integral Applicative Assignment session	<ul style="list-style-type: none"> • IAA Presentations & Participation
	<ul style="list-style-type: none"> - Doherty, B., Haugh, H., & Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. <i>International Journal Of Management Reviews</i>, 16(4), 417-436. doi:10.1111/ijmr.12028 - Gibson-Graham, J.K. et al. (2017, February 27) Cultivating Community Economies. Retrieved from https://thenextsystem.org/cultivating-community-economies 	
16° December 03 - 08	FINAL EXAMS	

VIII. Bibliography

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- Renner, M., Sweeney, S., Kubit, J., & Mastney, L. (2008). *Green Jobs: working for people and the environment* (Vol. 177). Worldwatch Institute.
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IX. Lecturer

Bruno R. Portillo Seminario MSc.
bportillo@esan.edu.pe

Note: Sumilla en español

Este curso tiene como objetivo informar y desarrollar habilidades analíticas sobre los fenómenos ambientales y las implicaciones sociales y responsabilidades que plantea a empresas, organizaciones e individuos. Con ello se provee una base para la evaluación y la mejora de las relaciones de una organización competitiva con el ambiente y sociedad que conforma. Para ello se abordan las principales teorías, conceptos y antecedentes sobre la responsabilidad social y ambiental, pensamiento e historia ambientales, así como sobre el cambio ambiental global y su problemática.