



Course Syllabus

Ecology, Environment and Social Responsibility

March – July 2019

Term IX

Portillo, Bruno

I. General Information

Nombre del curso:	Ecology, Environment and Social Responsibility		
Prerrequisito:	Filosofía y Ética Economía General	Código:	4543
Precedente:	-	Semestre:	2019-1
Créditos:	3	Ciclo:	IX
Horas semanales:	4	Modalidad del curso:	Presencial
Tipo de Curso y Carreras	Curso obligatorio: Psicología del Consumidor Psicología Organizacional	Coordinador del curso:	Franciskovic Ingunza Jubitza ifranciskovic@esan.edu.pe

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:

- Will have acquired basic knowledge and concepts related to global ecology with a historical and multiple perspective from the individual, business, society and ecosystems.
- 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.
- Will be informed about the fundamentals on corporate environmental and social responsibility, specifically, sustainable development.
- 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
LEARNING UNIT 1: ENVIRONMENTAL HISTORY AND ECOLOGICAL THOUGHT LEARNING OUTCOMES: <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. 		
1° March 21 - 27	1.1. Environmental Awareness and Environmental Education 1.2. Ecological Thought	Roundtable discussion
	Readings: Koger, S. M., & Winter, D. D. (2011). <i>The psychology of environmental problems: Psychology for sustainability</i> (pp. 1-61). Psychology press.	
2° March 28 - April 03	1.3. History of Socio Ecological Systems	Class exercise: Video Reflection: Environment and pre-Columbian Peruvians
	Readings: 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/ Diamond, Jared M. (1998). <i>Guns, germs, and steel: the fates of human societies</i> (pp. 85-92). New York: W.W. Norton & Co Diamond, Jared M. (1998). <i>Guns, germs, and steel: the fates of human societies</i> (pp. 176-192). New York: W.W. Norton & Co York, R., & Mancus, P. (2007). Diamond in the Rough: Reflections on "Guns, Germs, and Steel". <i>Human Ecology Review</i> , 14(2), 157-162.	
LEARNING UNIT 2: GLOBAL ENVIRONMENTAL CHANGE LEARNING OUTCOMES: <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. 		
3° April 04 - 10	2.1. Climate change: Science 2.2. Climate change: Impacts.	SA 1: Essay - Personal Environmental Histories
	Readings: Stevens, F. et al. (Producers) & Stevens, F. (Director) (2016) <i>Before the Flood</i> [Motion picture] USA: National Geographic IPCC (2013, November 21) <i>Climate Change 2013: The Physical Science Basis</i> [Video file]. Recovered from https://youtu.be/6yiTZm0y1YA IPCC (2014, March 30) <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability</i> [Video file]. Recovered from https://www.youtube.com/watch?v=jMIFBJYpSgM	

4° April 11 - 17	2.3.Climate change: Policies and business. 2.4.Non-climate global environmental change: Biodiversity, Deforestation	Class exercise: Cut Your missions.
	Readings: IPCC (2014, June 6) Climate Change 2014: Mitigation of Climate Change [Video file]. Recovered from https://www.youtube.com/watch?v=gDcGz1iVm6U United Nations Environment Programme. (2011) <i>Keeping Track of Our Changing Environment. From Rio to Rio+20 (1992–2012)</i> . Nairobi, Kenya: UNEP	
5° April 22 - 27	2.5.Non-climate global environmental change: Water, Soil 2.6.Non-climate global environmental change: Cities, Air, Waste	Integral Applied Work Assignment (IAW) instructions
	Readings: United Nations Environment Programme. (2011) <i>Keeping Track of Our Changing Environment. From Rio to Rio+20 (1992–2012)</i> . Nairobi, Kenya: UNEP	
LEARNING UNIT 3: SUSTAINABLE DEVELOPMENT CONCEPTS AND TOOLS. LEARNING OUTCOMES: <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° April 29 – May 4	3.1.Development, Sustainability 3.2.Sustainable Development.	IAW Project outline submission and workshop. Control Exam 1 (CE1)
	Readings: Colby, M. E. (1991). Environmental management in development: the evolution of paradigms. <i>Ecological Economics</i> , 3(3), 193-213	
7° May 06 - 11	3.3.Sustainable Development Goals and other contemporary approaches. 3.4.Commons theory	Class exercise: Watershed Game
	Readings: Pelenc, J., Ballet, J., & Dedeurwaerdere, T. (2015). Weak sustainability versus strong sustainability. <i>Brief for Global Sustainable Development Report</i> . United Nations.	
8° May 13 - 18	MID TERM EXAMS	
9° May 20 - 25	3.5.Ecosystem Services & Valuation. 3.6.Footprints.	Class exercise: Urban and periurban ecosystems valuation
	Readings: 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° May 27 – June 1	4.1.CESR Introduction and definitions. 4.2.Instrumental. Stakeholders and Political CSR Approaches.	Case stakeholder analysis Control Exam 2 (CE2)
	Readings: 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° June 3 - 8	4.3.CESR Management tools	Company CESR charter composition. IAW 60% draft submission and workshop.
	Readings: Mazurkiewicz, P. (2004). Corporate environmental responsibility: Is a common CSR framework possible. <i>World Bank</i> , 2	
12° June 10 - 15	4.4.CESR Strategies	SA 2: Organizational Change/Consumer Profile. (SE3)
	Readings: 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° June 17 - 22	4.5.Ethical and green Markets	Class exercise: Green SWOT analysis.
	Readings: 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° June 24 - 29	4.6.Ethical Consumers	Class exercise: Case roundtables Control Exam 3 (CE).
	Readings: 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° July 1 - 6	4.7. Alternative Organizations 4.8. Integral Applicative Assignment session	IAA Presentations & Participation
	Readings: 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° July 8 - 13	FINAL EXAMS	

VIII. Bibliography

Required readings

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/>

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? *Utrecht Law Review*, Vol. 8, No. 3, pp. 51-73, November 2012

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Di Giulio, A., Fischer, D., Schäfer, M., & Blättel-Mink, B. (2014). Conceptualizing sustainable consumption: toward an integrative framework. *Sustainability: Science, Practice, and Policy*, 10(1), 45-61.

Diamond, Jared M. (1998). *Guns, germs, and steel: the fates of human societies*. New York: W.W. Norton & Co

Doherty, B., Haugh, H., & Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. *International Journal Of Management Reviews*, 16(4), 417-436. doi:10.1111/ijmr.12028

Fang, K., Heijungs, R., & de Snoo, G. (2013). The footprint family: Comparison and interaction of the ecological, energy, carbon and water footprints. *Revue De Métallurgie*, 110(1), 77-86. doi:10.1051/metal/2013051

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IPCC (2014, June 6) Climate Change 2014: Mitigation of Climate Change [Video file]. Recovered
from <https://www.youtube.com/watch?v=gDcGz1iVm6U>

IPCC (2014, March 30) Climate Change 2014: Impacts, Adaptation, and Vulnerability [Video file].
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Mazurkiewicz, P. (2004). Corporate environmental responsibility: Is a common CSR framework possible. *World Bank*, 2

Pelenc, J., Ballet, J., & Dedeurwaerdere, T. (2015). Weak sustainability versus strong sustainability. *Brief for Global Sustainable Development Report*. United Nations.

Scherer, A. G., Rasche, A., Palazzo, G., & Spicer, A. (2016). Managing for political corporate social responsibility: New challenges and directions for PCSR 2.0. *Journal of Management Studies*, 53(3), 273-298.

Stevens, F. et al. (Producers) & Stevens, F. (Director) (2016) *Before the Flood* [Motion picture] USA: National Geographic

Szmigin, I. and Carrigan, M. (2005) Exploring the dimensions of ethical consumption, European Association for Consumer Research Conference, *Advances in Consumer Research*, Vol.7, pp. 608-613 June 15-18. Goteborg, Sweden.

United Nations Environment Programme. (2011) *Keeping Track of Our Changing Environment. From Rio to Rio+20 (1992–2012)*. Nairobi, Kenya: UNEP

York, R., & Mancus, P. (2007). Diamond in the Rough: Reflections on "Guns, Germs, and Steel". *Human Ecology Review*, 14(2), 157-162.

Complementary readings (optional but recommended)

Blackburn, William R. (2008) *The sustainability handbook: the complete management guide to achieving social, economic and environmental responsibility* / William R. Blackburn. Washington, D.C. : Environmental Law Institute

Carson, R. (2002). *Silent spring*. Houghton Mifflin Harcourt.

Chertow, M. R. (2000). The IPAT equation and its variants. *Journal of Industrial Ecology*, 4(4), 13-29.

Franco Concha, P. (2007). Diagnóstico de la responsabilidad social en el Perú. Documento De Discusión N° 15 Centro de Investigación de la Universidad del Pacífico, Lima

Keitsch, Martina. (2012) "Sustainable Design: A Brief Appraisal of its Main Concepts." *Sustainable Development* 20, no. 3: 180-188

Kuhlman, T. & Farrington, JH. (2010). 'What is Sustainability?'. *Sustainability*, vol 2, no. 11, pp.

Libiszewski, S. (1991). What is an environmental conflict? *Journal of peace research*, 28(4), 407-422.

Manzini, E., Vezzoli, C. (2007) *Product-Service Systems and Sustainability: Opportunities for Sustainable Solutions*. UNEP: Paris.

Martinez-Alier, J. (2004). Ecological distribution conflicts and indicators of sustainability. *International Journal of Political Economy*, 34(1), 13-30.

Mc Neill, John Robert, (2000), *Something New Under the Sun*, Norton.

Millennium Ecosystem Assessment (2005). *Ecosystems and human well-being: synthesis*. Washington, DC: Island Press

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

Robinson, Nicholas A. (2012) "Beyond sustainability: environmental management for the Anthropocene Epoch." *Journal Of Public Affairs* (14723891) 12, no. 3: 181-194.

Tallontire, A., Rentsendorj, E., & Blowfield, M. (2001). *Ethical consumers and ethical trade: A review of current literature*. London: Natural Resources Institute, University of Greenwich.

Wolf, Eric R. (1987). *Europe and the people without history*. Cambridge, Massachusetts, USA.

Worster, Donald. (1994). *Nature's economy: a history of ecological ideas*. Cambridge: Cambridge University Press.

Vining, J. (2003). The connection to other animals and caring for nature. *Human Ecology Review*, 10(2), 87-99.

IX. Laboratory

Not Required

X. Lecturer

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