



Syllabus

Ecology, Environment and Social Responsibility

Ecología, Medio Ambiente y Responsabilidad Social

August – December 2026

IX Ciclo

Rodrigo Velarde Alvarez

I. General Features of the course

Course name:	Ecology, Environment and Social Responsibility Ecología, Medio Ambiente y Responsabilidad Social		
Requisite:		ID:	
P.E 2016	- Filosofía y Ética - Economía General	P.E 2016	10325
P.E 2014	- Filosofía y Ética - Economía General	P.E 2014	04543
Precedent:	None	Semester:	2026-2
Credits:	3	Term:	IX
Weekly hours:	3 Hours	Course Modality:	Presence
Career	Obligatory course - Psicología del consumidor - Psicología Organizacional	Course coordinator :	Jubitza Franciskovic jfranciskovic@esan.edu.pe

II. Course Outline

The Ecology, Environment and Social Responsibility class is practical and theoretical in nature. It will allow students to analyze businesses, taking into account ethics as a key element in the decision-making process. It focuses on creating value to all stakeholders, the environment and companies at the same time.

This course examines new Ecology, Environment and Social Responsibility trends. It combines a descriptive and a practical approach to the implementation of sustainable practices in Peruvian and international companies. The course will include the discussion of business cases, as well as the creation of Ecology, Environment and Social Responsibility strategies, metrics, and tracking. In this class, we also review the development of Ecology, Environment and Social Responsibility governance initiatives, and evaluate their limits and potential benefits.

III. Course Objectives

Create awareness of the Ecology, Environment and Social Responsibility theoretical framework, its ethical foundation and importance to improve the general welfare.
Provide students with comprehensive knowledge of stakeholders' expectations and sustainability challenges companies face.

Demonstrate students that Ecology, Environment and Social Responsibility is viable, when integrated into a global business strategy.

IV. Learning Outcomes

After completing this course, students will be able to:

- Understand Ecology, Environment and Social Responsibility theoretical framework and its ethical foundation.
- Evaluate moral development among SMEs and international corporations.
- Identify and build stakeholders mapping and engagement strategy.
- Identify and manage social, environmental, and economic risks through business activities.
- Build Ecology, Environment and Social Responsibility plans integrated into business strategy and adapted to the local culture and environment.

- Know Ecology, Environment and Social Responsibility implementation processes in SMEs and large corporations.
- Know the main instruments, initiatives and tools used to measures Ecology, Environment and Social Responsibility.
- Understand the value of ethical and emphatic behavior in business decisions.

V. Methodology

The classes will rely heavily on student discussion and critical evaluation of the readings and cases. It includes also the application of the concepts through a team project in which students evaluate social, environmental and economic impacts of a Peruvian company.

Several textbooks as well as readings consisting of a collection of authors and various topics are used throughout the course. It encourages students to work during the term with a critical and innovative spirit while developing their analytical skills and self-learning capacity.

Each week, there is at least one required reading that all students must read prior to class.

VI. Evaluation

Student evaluation is permanent and comprehensive. The final grade for the course is obtained by averaging the Permanent Evaluation Average (60%), the midterm exam (20%) and the final exam (20%).

The Permanent Evaluation Average consists of two reading quizzes (20%), two progress tests (30%), classroom assignments to be completed in groups (20%), and a research assignment to be completed in groups (30%).

The midterm and final exams are taken according to the exam schedule and must be completed individually.

PERMANENT EVALUATION AVERAGE (PEA)		
Type of evaluation	Description	Percentage %
Reading Quizzes	2 quizzes (None eliminated)	20%
Progress Tests	2 progress tests (None eliminated)	30%
Group classroom assignments	Classroom assignment	20%
Final research assignment	Presentation 50% Final written project 50%	30%

$$FA = 0.20 \times ME + 0.60 \times PEA + 0.20 \times FE$$

Where:

FA = Final Average
 ME = Midterm Exam
 PEA = Permanent Evaluation Average
 FE = Final Exam

VII. Contents and Learning Activities

WEEK	CONTENT	ACTIVITY/ EVALUATION
UNIT 1: FUNDAMENTAL CONCEPTS OF Ecology, Environment and Social Responsibility. Learning goals: - Understand Ecology, Environment and Social Responsibility theoretical framework and its ethical foundation. - Evaluate moral development among SMEs and international corporations.		
1° August 17 – 23	Course presentation, Team assignments, Course project, and grading Environmental and social Responsibility 1.1 Ecology and Environmental responsibility Sustainable resource use, prevention of pollution, Climate change mitigation, Biodiversity and natural habitat 1.2 The ark of Shared value 1.3 Sustainable resource use. Water conservation Efficiency in the use of materials Energy efficiency Required reading: ISO 26000 Guidance of Social Responsibility. Saenz, Cesar (2014) The Ark of Shared Value	Diagnostic test Classroom activity 1: Sustainable resource use representation into the ark of shared value
August 24 – 30	Sustainable resource use. 2.1 Water conservation 2.2 Efficiency in the use of materials 2.3 Energy efficiency Required reading: ISO 26000 Guidance of Social Responsibility. Saenz, Cesar (2014) The Ark of Shared Value	Classroom activity 2: Sustainable resource use representation into the ark of shared value
UNIT 2: STAKEHOLDERS MANAGEMENT AND ENGAGEMENT Learning goals: - Identify and build stakeholders mapping and engagement strategy. - Identify and manage social, environmental, and economic risks through business activities.		

3° August 31 - September 6	Stakeholder mapping and engagement and Pollution prevention 3.1 Identification of stakeholders. 3.2 Stakeholder Engagement. 3.3 Pollution prevention and waste management Emissions to air Discharges to water Waste management Use and disposal of toxic hazardous chemicals Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value. Porter and Kramer (2006). Strategy and Society. The link between competitive advantage and corporate social responsibility. Harvard Business Review	Reading quiz 1 CONTENT Porter and Kramer (2006) Classroom activity 3: Stakeholder engagement and Pollution prevention representation into the ark of shared value.
4° September 7 – 13	Stakeholder engagement and protection of the environment, biodiversity and restoration of natural habitats 4.1 Valuing, protecting and restoring ecosystem services 4.2 Using land and natural resource sustainably 4.3 Advancing environmentally sound urban and rural development 4.4 Stakeholder Engagement. Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Classroom activity 4: Protection of the biodiversity representation into the ark of shared value.
5° September 14 – 20	Stakeholder engagement and climate change mitigation and adaptation 5.1 Climate change mitigation 5.2 Climate change adaptation 5.3 Case studies. Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Classroom activity 5: Climate change mitigation and adaptation representation into the ark of shared value.
6° September 21 –27	Corporate governance and SR 6.1 Corporate Governance and SR 6.2 Ethics 6.3 Decision making process 6.4 Structures Required reading: (1) ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Progress test 1

7° September 28 –October 4	Internal social responsibility: ISR 6.1 Employment and employment relationships 6.2 Conditions of work and social protection 6.3 Social dialogue 6.4 Health and safety at work 6.5 Human development and training in the workplace. 6.6 Policies in favor to hire disability persons. Law 29973- 2012. Required reading: (1) ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Classroom activity 6 Health and safety at work representation into the ark of shared value.
8° October 5 - 11	MIDTERM EXAMS (Review required readings)	
9° October 12 - 18	Social responsibility toward customers 9.1 Fair marketing 9.2 Protecting consumers' health and safety 9.3 Sustainable consumption. 9.4 Consumer service, support, and complaint and dispute resolution. 9.5 Consumer data protection and privacy. 9.6 Access to essential services. 9.7 Education and awareness. Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Classroom activity 7 Social responsibility towards customers representation into the ark of shared value.
10° October 19 - 25	Social responsibility toward customers 9.1 Fair marketing 9.2 Protecting consumers' health and safety 9.3 Sustainable consumption. 9.4 Consumer service, support, and complaint and dispute resolution. 9.5 Consumer data protection and privacy. 9.6 Access to essential services. 9.7 Education and awareness. Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value Porter and Kramer (2011). Creating Shared Value. Harvard Business Review	Classroom activity 8 Social responsibility towards customers representation into the ark of shared value.
UNIT 3: CSR MANAGEMENT: IMPLEMENTING AND COMMUNICATING Learning goals: • Build CSR plans integrated into business strategy and adapted to the local culture and environment. • Know CSR implementation processes in SMEs and large corporations. • Know the main instruments, initiatives and tools used to measures CSR. Understand the value of ethical and emphatic behavior in business decisions		

11° October 26 – November 1	Fair operating practices 11.1 Anti-corruption 11.2 Responsible political involvement 11.3 Fair competition 11.4 Promoting social responsibility in the value chain 11.5 Respect for property rights Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Reading quiz 2 CONTENT Porter and Kramer (2011) Creating shared value Classroom activity 9 Fair operating practices representation into the ark of shared value.
12° November 2 - 8	Fair operating practices 11.1 Anti-corruption 11.2 Responsible political involvement 11.3 Fair competition 11.4 Promoting social responsibility in the value chain 11.5 Respect for property rights Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Classroom activity 10 Fair operating practices representation into the ark of shared value
13° November 9 - 15	Community involvement and development 12.1 Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Progress test N° 2
14° November 16 - 22	Community involvement and development 12.1 Community involvement. 12.2 Education and culture 12.3 Employment creation and skills. 12.4 Technology development and access. 12.5 Wealth and income creation. 12.6 Health. 12.7 Social investment. Required reading: ISO 26000 Guidance of Social Responsibility Saenz, Cesar (2024) The Ark of shared value.	Classroom activity 11 Community involvement and development representation into the ark of shared value
15° November 23-29	Group project presentation	
16° November 30 December 6	FINAL EXAMS (Review required readings)	

VIII. Bibliography

- ISO (2010). ISO 26000 Guidance of Social Responsibility.
- Saenz, Cesar (2024) The Ark of Shared Value. Emerald publishing
- Saenz, Cesar (2024) El Arca del Valor Compartido, ESAN Ediciones.
- Porter and Kramer (2011). Creating Shared Value. Harvard Business Review
- Porter and Kramer (2006). Strategy and Society. The link between competitive advantage and corporate social responsibility. Harvard Business Review.
- Reidenbanch and Robin (1991). A conceptual model of corporate moral development. *Journal of Business Ethics* (10), 273—284

IX. Professors

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