I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group VII Social Science –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Business Technology</td>
</tr>
<tr>
<td>Course Title</td>
<td>Issues in Sustainability</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Lisa Swallow</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:Lisa.swallow@umontana.edu">Lisa.swallow@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Brian Larson</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Barry Good</td>
<td></td>
</tr>
</tbody>
</table>

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:
http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

This literature-intensive course is intended to expose the student to a variety of essays addressing the balance of economic development with the principles of sustainability and social equity. The student is offered an introduction to sustainability concepts, natural systems/cycles and environmental economics. Natural capitalism and triple bottom line maximization is explored, along with the role of corporations and small businesses in sustainable development. A survey of issues surrounding corporate social responsibility and sustainability-driven innovation will be conducted.

This course develops students ability to analyze how the current market system operates and develops their reading, writing and analytical skills. Understanding the principles of sustainable development has wide relevance regardless of student’s field of study. The concepts of natural capitalism can be applied to virtually any industry, government or nonprofit sector.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
1. systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

The machinations and metrics of the free market are explored and contrasted to natural capitalism and sustainable development including the tendency of each to compound or address environmental and social problems. Different economic schools of thought are analyzed from the context of the triple bottom line (people, planet and profit). Explores how current metrics of economic and societal health are insufficient. Analyzes mechanisms for and actions currently being taken by businesses and individuals to address environmental and social problems and develop a more sustainable society.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

4. Learning Goals

   Students taking courses in the Social Sciences Perspective will be able to:
   - Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

5. use theory in explaining these individual, group, or social phenomena; and/or

6. understand, assess, and evaluate how conclusions and generalizations are justified based on data

   Students taking this course will be able to discuss the nature, structure and historic development of the sustainability and corporate social responsibility movements. They will be able to use economic and business organizational theories to explain the need for sustainable practices. They will evaluate and access data and measurement tools related to economic, societal and environmental health, resource consumption, business health and business social responsibility in order to understand conclusions drawn about current and prospective business and consumption practices.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*
Credit Hours: 3  
On-line Class: Yes  
Prerequisites: None  
Instructor: Lisa Swallow  
Office Hours: T 10-12, Th 11-12, F 12-1  
Office Phone: (406) 243-7810  
Email: lisa.swallow@umontana.edu

**COURSE DESCRIPTION:** This literature-intensive course is intended to expose the student to a variety of essays addressing the balance of economic development with the principles of sustainability and social equity. The student is offered an introduction to sustainability concepts, natural systems/cycles and environmental economics. Natural capitalism and triple bottom line maximization is explored, along with the role of corporations and small businesses in sustainable development. A survey of issues surrounding corporate social responsibility and sustainability-driven innovation will be conducted.

**STUDENT PERFORMANCE OUTCOMES**

- Define sustainability; identify facets of conventional vs. natural capitalism
- Delineate natural cycles and ecosystem services and discuss human impact on environment
- Using metrics to determine IPAT, carbon effect and corporate Ecological Footprint; identify ways to mitigate impact
- Identify key issues surrounding climate change and discuss adaptation vs. abatement policies
- Identify characteristics of sustainable corporations and critically examine alignment of sustainability and economic development objectives; examine biomimicry as an innovative method of adapting nature’s best ideas for human use
- Outline principles of triple bottom line [3E] and the Natural Step framework
- Identify objectives and key indicators of corporate social responsibility
- Discuss social responsibility investing
- Identify trends shaping global markets; discuss product/process design considerations in a sustainable environment
- Articulate how the trend towards business sustainability is impacting markets, management and product innovation
• Critically analyze sustainability as a social vision and enumerate/discuss facets of a sustainable lifestyle

COURSE MATERIALS
• E-reserve readings
• Online readings

TOPICAL OUTLINE
Unit 1 – What is Environmentally Neutral or Sustainable Development? [3 weeks]
Definition of sustainability; natural cycles; economic systems and ecosystem services; natural capitalism; The Natural Step framework

Unit 2 – Ecological Footprint & Other Metrics [2 weeks]
Ecological Footprint analysis at different scales [individual, corporation, region, nation, world]; identify and determine IPAT; business impact on carrying capacity, GDP vs. GPI

Unit 3 – Introduction to Sustainable Business and Innovation [2 weeks]
Triple bottom line; biomimicry; sustainability-driven innovation

Unit 4 – Climate Change [2 weeks]
What is climate change, alternative policies to address climate change, climate change impact on business

Unit 5 – Corporate Social Responsibility [CSR]: Stakeholders, Value and Reporting [2 weeks]
Defining CSR; Social responsibility reporting and investing, global and market reporting indices

Unit 6 – Markets & Products in a Sustainable Paradigm [2 weeks]
Emerging market growth sectors; green consumers and products; cradle-to-cradle design; design for the environment {dFe}
Unit 7 – Sustainability as a Social Vision and Lifestyle
[2 weeks]
Envisioning change; the new economy and lifestyle impact

GRADING SCALE
Plus/minus grades will not be given in this course.
Letter grades will be allocated as follows:

90 - 100%    A
80 - 89%      B
70 - 79%      C
60 - 69%      D
59% -         F
**EVALUATION and CALENDAR:** Projects, paper(s) and discussion forums will be given point values. The total points earned will be divided by the total points available. Approximate calendar follows. Points available are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Unit</th>
<th>Points</th>
<th>Reading</th>
<th>Due</th>
<th>Fall 2008 Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forum</td>
<td>Unit 1</td>
<td>15</td>
<td>See individual unit topical outlines for weekly reading requirements</td>
<td>During 2nd week</td>
<td>9/5</td>
</tr>
<tr>
<td>Paper #1 [2 pages]</td>
<td>Unit 1</td>
<td>50</td>
<td></td>
<td>End of 3rd week</td>
<td>9/12</td>
</tr>
<tr>
<td>Discussion Forum [Ecological Footprint] #1</td>
<td>Unit 2</td>
<td>30</td>
<td></td>
<td>During 5th week</td>
<td>9/26</td>
</tr>
<tr>
<td>Discussion Forum #2</td>
<td>Unit 2</td>
<td>15</td>
<td></td>
<td>During 5th week</td>
<td>9/26</td>
</tr>
<tr>
<td>Company Sustainability Paper - Outline Due</td>
<td>Unit 3</td>
<td>15</td>
<td>Outline by end of 7th week</td>
<td>10/10</td>
<td></td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>Unit 4</td>
<td>15</td>
<td></td>
<td>During 9th week</td>
<td>10/24</td>
</tr>
<tr>
<td>Seventh Generation CSR Questions</td>
<td>Unit 5</td>
<td>30</td>
<td></td>
<td>During 11th week</td>
<td>11/7</td>
</tr>
<tr>
<td>Company Sustainability Paper Profile - 4 pages <strong>Final</strong></td>
<td>All semester</td>
<td>75</td>
<td></td>
<td><strong>Beginning</strong> of 14th week</td>
<td>11/24</td>
</tr>
<tr>
<td>Final Eval</td>
<td></td>
<td>15</td>
<td></td>
<td>End of 15th week</td>
<td>12/5</td>
</tr>
<tr>
<td>Total points available:</td>
<td></td>
<td>305</td>
<td></td>
<td>Final by end of 15th week</td>
<td>12/5</td>
</tr>
</tbody>
</table>

*No late papers, projects or discussion forum participation will be accepted for points.*

*All papers should be 10 point font and double spaced with a footer indicating student name and which paper is being submitted.*