

ENBUS 102: INTRODUCTION TO ENVIRONMENT AND BUSINESS

Instructor

PROFESSOR: Dr. Michael Wood

OFFICE: EV3-4223

PHONE: 519-888-4567 x37559

E-MAIL: mowood@uwaterloo.ca

GRADUATE TAs: Alex Cimprich <afpcimpr@uwaterloo.ca>; Stephen Bernasconi <sbernasc@uwaterloo.ca>

Schedule

LECTURES: Mondays and Wednesday 10:30-11:20am, ROOM EV3 - 1408

OFFICE HOURS: Wednesdays 12:30-2:30pm, EV3-4223 (Sept 12 – Nov 28; no office hours Oct 9th)

TUTORIALS: one of...

- **Section 101:** Mondays, 12:30-1:20pm
Room AL 210; TA: Sean Ovas swovas@edu.uwaterloo.ca
- **Section 102:** Mondays, 12:30-1:20pm
Room AL 209; TA: Natalie Oleksinski natalie.oleksinski@edu.uwaterloo.ca
- **Section 103:** Mondays, 1:30-2:20pm
Room AL 210; TA: Aishwarya Ramchandran a4ramchandran@edu.uwaterloo.ca
- **Section 104:** Mondays, 11:30am-12:20pm
Room HH 345; TA: Michael Wiegand michael.wiegand@edu.uwaterloo.ca
- **Section 105:** Mondays, 11:30am-12:20pm
Room AL 210; TA: Sean Ovas swovas@edu.uwaterloo.ca
- **Section 106:** Mondays, 11:30am-12:20pm
Room AL 209; TA: Natalie Oleksinski natalie.oleksinski@edu.uwaterloo.ca

Please note that **students are only permitted to attend the tutorial for which they are enrolled**. Student enrollment can be checked on Quest.

COURSE DESCRIPTION:

Introduction and critical review of the ways in which business has responded, and is responding to sustainability issues.

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LEARNING OUTCOMES:

The central objective of this course is explore the genesis of sustainability through a survey of the history and development of the ever-changing business and environment interface. More specifically, by the end of the course you should be able to:

1. Know which events have led to the business sustainability movement;
2. Understand why firms have sought to look beyond shareholders in how they understand and build value;
3. Appreciate the plethora of sustainability practices firms engage in and how those practices have changed over time;
4. Write effectively at a university level.

DELIVERY OF COURSE MATERIAL:

1. Material for this course will be delivered by the LEARN system. Go to <https://learn.uwaterloo.ca/>
2. The course syllabus is available on the course website (through the LEARN system). We will discuss it in our first class and more fully in tutorial.
3. I will aim to put up the PowerPoint Presentations up on LEARN immediately following lectures. (Please note that this does not provide ALL of the information that will be delivered in the lecture, but can help guide you through the material.)
4. I will also use the LEARN system to deliver information to students in the course. I expect you to be checking the course website regularly (at least every working day).

PRE-REQUISITE:

First-year standing in the Academic Plan, 'BES - Environment and Business'.

TIPS FOR SUCCESS:

1. Attend all sessions.
2. Come prepared for all sessions, and follow-up on all sessions.
3. Plan ahead: check when assignments are due, tests and examinations are scheduled.

COURSE ASSESSMENT:

Deliverable:	Weighting:
Mid-term tests ¹ (2 x 15%) ²	30%
Written assignments ³ (3 x 10%)	30%
Essay answer ⁴	20%
Tutorial Participation ⁵	20%

1 There will be two in-class mid-term tests. They will be held on Monday, October 15th and Monday, December 3rd. Note that they will be held in class. Each test will be 50 minutes in duration, will cover course material up to and including October 12th, and between October 17th and November 28th inclusive (respectively). Each mid-term test will consist of multiple-choice questions and will be 'closed book'.

2 If a student is unable to write one of the mid-term tests (due to extenuating circumstances, supported by appropriate documentation), then their essay answer will be weighted 30%, and their Assignment #3 will be weighted 15%.

3 Each student is required to complete three written assignments. Details regarding the assignments may be found in Appendix A, at the back of the course syllabus. All assignments must be submitted electronically through LEARN in the corresponding Dropbox by 4pm ET. The due dates for each assignment are listed below in the section entitled "Summary of due dates".

4 Each student will prepare one essay answer, in response to one of a series of questions presented to them. These questions will be posted on LEARN under the "Essay" heading on Friday, November 23rd. The essay answer will then be due (by electronic submission, through the course-website) on or before **Wednesday, December 5th at 4pm ET**. There will be a limit of 1,000 words to the answer (not including the references or title page).

5. Participation is not a case of 'more is better'. Instead, you should strive to make occasional contributions that reveal your 'engagement' with the course material. This may be indicated by comments that make new connections among different parts of the material for the course (that is, the readings, the lectures, the discussions, etc.), comments that challenge or support positions in readings and/or lectures, comments that link other experiences to material in the course, comments that relate external, world events to material in the course, comments that respond to questions posed in discussions in an informed manner, etc. You are asked to read and think about all of the assigned readings before each meeting; review of ideas and information presented in the corresponding lecture(s) is also required. Do bring your own ideas, arguments and reflections to the tutorial – the quality of these meetings will depend upon students' preparation. (Please note that students are expected to attend all meetings. If students miss one tutorial meeting, that will be excused, with no penalty. Any requests to escape penalties as a consequence of missing additional tutorial meetings must be accompanied by a written request and supporting documentation.

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SUMMARY OF 'DUE DATES':

- Friday, September 28th – Assignment #1 due (submit to Dropbox by 4pm ET)
- Monday, October 15th – Mid-term test #1 (in-class)
- Friday, October 26th – Assignment #2 due (submit to Dropbox by 4pm ET)
- Friday, November 16th – Assignment #3 due (submit to Dropbox by 4pm ET)
- Friday, November 23rd – Questions for the essay made available on LEARN
- Monday, December 3rd – Mid-term test #2 (in-class)
- Wednesday, December 5th – Essay answer due (submit to Dropbox by 4pm ET)

CREATING AN EFFECTIVE LEARNING ENVIRONMENT IN THE LECTURE HALL:

1. I will start 'on time', so please arrive on time. If you arrive late, please enter through the rear doors of the lecture hall.
2. I will get you out of the classroom in good time – please wait until I dismiss the class to prepare for your departure.
 - a. Please do not disturb your classmates' abilities to learn.
 - b. Please do not talk in class.
 - c. Please turn off cellphones, etc.
3. Our time together is valuable. I will, however, work to make the lectures informative, relevant and interesting. Throughout term, I will welcome suggestions as to how the learning environment can be improved. Please speak to me directly, or make comments to your teaching assistant, who can pass on information – anonymously, if you prefer – to me.

Course Policies

ADDRESSING YOUR INSTRUCTOR

When addressing your instructor either verbally or in writing, a good rule of thumb to follow is to use the title “Professor” followed by the last name. This holds for all instructors irrespective of whether they have their PhD (where the title “Doctor” is warranted) or not.

COURSE READINGS

All readings can be acquired and downloaded through the LEARN system at the “Library e-reserves” section. These are identified in this course schedule below.

POLICY ON LATE SUBMISSIONS

Submissions received up to 24 hours after the due date and time indicated above will have a 10 per cent penalty applied to them (of the 100% available for that assignment). Submissions received 24-48 hours after the due date and time indicated above will have a 20 per cent penalty applied to them (of the 100 available per cent for that assignment). Students or groups not handing in their submissions within TWO DAYS of the due date and time will receive a mark of zero on that assignment. Exceptions will be made in extraordinary circumstances (e.g., medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time to make arrangements.

NOTE ON DIGITAL SUBMISSIONS

Only digital submissions in MS-WORD or PDF will be accepted. Any other format will not be graded. All assignments must be submitted through Dropbox on the course website.

PROTOCOL FOR CONTESTING GRADED ASSIGNMENTS

Upon receipt of your graded assignment (all of which will be graded by our graduate TAs) should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:

1. Submit an email to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.
2. The instructor will then review the stated reasons and then decide whether re-grading of the assignment is warranted.

3. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student's grade could go up or down depending on the instructors' assessment.
4. The student can choose to either have the instructor go ahead with re-grading the entire assignment or stick with their original grade.

COURSE MATERIAL IS INTELLECTUAL PROPERTY FOR YOUR USE ONLY

All materials included in the course (e.g., PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. THIS IS NOT A RIGHT BUT A PRIVILEGE. Please note that the use of these materials is intended for students currently enrolled in ENBUS 102 only. As such, the distribution of pdf file, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g., CourseHero) is strictly prohibited. If there is any evidence that students have distributed said materials, the instructor will remove posted materials, and cease posting intellectual property (e.g., PowerPoint slides) online and may pursue disciplinary action against the students in question.

ELECTRONIC COMMUNICATIONS

- Electronic communication with TAs and Course Instructors must be sent through your official UWaterloo email account. The instructor will not respond to any requests or messages sent via personal email accounts or social media.
- The instructor will try to reply to inquiries from students within two business days. Please ensure that you include a meaningful email subject and be sure to include your name. Queries made near the due dates of assignments or tests may not be answered.
- Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN.
- Laptop use in-class
 - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anyone who is distracting to other students for off-task activities (e.g. checking email, chatting, social media, non-course sites, playing on-line games, etc.) will be asked to leave the class.
- Devices should be silent in-class.

TURNITIN

Turnitin.com: Text matching software (Turnitin) may be used to screen assignments in this course. Turnitin is used to verify that all materials and sources in assignments are documented. Students submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term

and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

University Academic Policies

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

ACADEMIC INTEGRITY

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here:

<http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial:

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

NOTE FOR STUDENTS WITH DISABILITIES

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

MENTAL HEALTH

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential

counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

RELIGIOUS OBSERVANCES

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

GRIEVANCE

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

APPEALS

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

UNCLAIMED ASSIGNMENTS

Unclaimed assignments will be retained for until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

COMMUNICATIONS WITH INSTRUCTOR AND TEACHING ASSISTANTS

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

RECORDING LECTURES

- Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- If allowed, video recordings may only include images of the instructor and not fellow classmates.
- Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

WRITING AND COMMUNICATION CENTRE

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Grading Expectations

SEED grading expectations. Consistent with SEED policy, assessments are designed to provide fair evaluation of undergraduate performance and avoid grade compression.

Grade (%)	Qualitative description	Expected distribution
90+	Exceptional – in the sense that grades above 90 should be the exception and granted only where the student performance clearly exceeds the course expectations and shows full mastery of the subject matter of the course	10-20%
85 -90	Outstanding – demonstrates excellence and an insightful grasp of the subject matter. Marks here should be awarded to students that clearly exceed the expected performance in the course relative to other students.	
80-85	Excellent – demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality	60-80%
75-80	Very good – demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.	
70-75	Good – demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.	
65-70	Satisfactory – demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, but overall at required level.	10-20%
60-65	Minimally satisfactory – student achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements	
50-60	Marginal performance – student demonstrates superficial grasp of subject matter in many areas of the course.	
Below 50	Fail	

Assignment checklist

Assignment Checklist – Individual submissions

The following student signed Checklist was developed by the Secretariat as a means of emphasizing the importance of attribution of referenced work and reducing plagiarism. You are free to use it if you wish.

Assignment Checklist

Please read the checklist below following the completion of your assignment. Once you have verified these points, hand in this signed checklist with your assignment.

- 1. I have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.*
- 2. I have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.*
- 3. This assignment was completed by my own efforts and I did not collaborate with any other person for ideas or answers.*
- 4. This is the first time I have submitted this assignment or essay (either partially or entirely) for academic evaluation.*

Signed: _____ *Date:* _____

Print Name: _____ *UW-ID#* _____

ASSIGNMENT # 1

DO THE FOLLOWING:

You are to select one newspaper article related to some aspect of 'environment and business' from either The Globe and Mail (Toronto), The Kitchener-Waterloo Record, The National Post or The Toronto Star. The article must have been published **after January 1st, 2018**. Information about how to secure electronic and 'hard' copies of these newspapers may be obtained from the UW Library at <http://subjectguides.uwaterloo.ca/enbus102>. In response to the article selected, you should do the following:

1. Provide a succinct summary of the article.
2. Write in sentences and paragraphs.
3. Comment about the ways in which, and the extent to which, the article relates to some issue(s)/theme(s)/concept(s) associated with 'environment and business'.
4. Refer to at least two course readings using the 'APA 6th' style (that is, American Psychological Association 6th style). Two guidelines are available in LEARN under 'Additional Course Materials'.

Use 'Assignment # 1_template' (available through the course website) to complete your assignment.

DUE DATE: Friday, September 28th at 4pm ET electronically in the Assignment #1 Dropbox on the course website.

LENGTH: between 600 and 800 words (includes in-text citations but not references).

EXPECTATIONS:

Item	Grade
Article correctly selected, cover sheet filled in (+1)	/1
Succinct summary ('yes' = +2; 'somewhat' = +1)	/2
Reference to 2 course readings (+1)	/1
Correct use of in-text citations in APA (+1)	/1
Correct reference list in APA (+1)	/1
Well-written, well-structured (+1)	/1
Between 600-800 words (+1)	/1
Convincing / effective response ('yes' = +2; 'somewhat' = +1)	/2
Total	/10

ASSESSMENT: This assignment is worth 10% of your course grade.

NOTE: A sample article/response is available on the course website in 'Assignment #1'.

ASSIGNMENT #2

DO THE FOLLOWING:

1. Choose one of three companies (listed below).
2. Locate and read the materials identified (the five in the list below) for the company you have chosen.
3. Locate and read two additional sources that would be helpful in determining where this company is located on a scale of corporate greening.
4. List the seven materials in bibliographical format, in what is known as 'APA 6th' style (that is, American Psychological Association style). See the course website for a guideline for using APA.
5. In 300-400 words, answer the following question: *'Which of these sources are potentially most valuable to you?'* Your evaluation should be based on assessing the content of the article as well as the source itself (e.g., CRAP Test).
6. Justify your selections. See the course website for a guideline for using APA.
7. Submit the assignment, electronically using 'Assignment #2_template' (available through the course website) to complete your assignment.

EXPECTATIONS:

Item	Grade
Seven sources – the five identified plus two additional relevant to the company and the question – are listed	/1
References are listed properly in APA citation style. 'Yes, with no more than two typos or other errors' = +2; 'Yes, with three or four typos or other errors' = +1	/2
A 300-400 word passage is presented (includes in-text citations)	/1
The passage answers the question. 'Yes' = +1	/1
The passage presents a persuasive argument, with supportive examples. 'Yes, completely' = +3; 'Yes, for the most part' = +2; 'To some extent' = +1	/3
The writing in the passage is clear, concise, and generally error-free. 'Yes' = +1	/1
Professionally presented (includes cover-page)	/1
Total	/10

DUE DATE: Friday, October 26th at 4pm ET electronically in the Assignment #2 Dropbox.

ASSESSMENT: This assignment is worth 10% of your course grade.

FIRST COMPANY: Daimler (Mercedes-Benz)

1. Daimler, Sustainability. Available at: <https://www.daimler.com/sustainability/>. Accessed, Sept 5, 2018.
2. Mercedes-Benz, Environment. Available at: <https://mercedesbenzme.com/me/en/footer/why-mercedes-benz/environment/>. Accessed: Sept 5, 2018.
3. Fletcher, G. 2018. First look: 2020 Mercedes-Benz EQC. Available at: <https://driving.ca/mercedes-benz/auto-news/news/first-look-2020-mercedes-benz-eqc>. Accessed, Sept 5, 2018.
4. Benton, D. 2018. Daimler joins the Responsible Cobalt Initiative. Available at: <https://www.miningglobal.com/sustainability/daimler-joins-responsible-cobalt-initiative>. Accessed: Sept 5, 2018.
5. Banerji, A. 2018. Firms urged to follow Mercedes-Benz in Indian mica supply transparency. Available at: <https://blogs.thomsonreuters.com/sustainability/2018/07/05/firms-urged-to-follow-mercedes-benz-in-indian-mica-supply-transparency/>. Accessed: Sept 5, 2018.

SECOND COMPANY: Nike

1. Nike. 2018. Sustainability. Available at: <https://sustainability.nike.com/>. Accessed: Sept 5, 2018.
2. Amengual, M. 2013. Nike's Sustainability journey. Available at: <http://mitsloan.mit.edu/sustainability/profile/nike>. Accessed: Sept 5, 2018.
3. Hassani, I. 2017. Nike or Adidas? Which one is more sustainable? Available at: <https://www.trustedclothes.com/blog/2017/06/01/nike-adidas-one-sustainable/>. Accessed: Sept 5, 2018.
4. The Guardian. 2013. Through the years: Nike's history of sustainable innovation. Available at: <https://www.theguardian.com/sustainable-business/nike-history-sustainable-innovation>. Accessed: Sept 5, 2018.
5. Pratap, A. 2018. Nike CSR and sustainability. Available at: <https://www.cheshnotes.com/2018/02/nike-csr-and-sustainability/>. Accessed: Sept 5, 2018.

THIRD COMPANY: Amazon

1. Murray, T. 2018 Amazon's big opportunity: Transparency in sustainability. Available at: <https://www.forbes.com/sites/edfenergyexchange/2018/04/02/amazons-big-opportunity-transparency-in-sustainability/#46d58f157c50>. Accessed: Sept 5, 2018.
2. Gunther, M. 2012. Amazon's no show on sustainability. Available at: <https://www.theguardian.com/sustainable-business/amazon>. Accessed: Sept 5, 2018.
3. Seigel, R.P. 2016. Can Amazon's sustainability dream team delivery? Available at: <https://www.greenbiz.com/article/can-amazons-sustainability-dream-team-deliver>. Accessed: Sept 5, 2018.
4. Dudovskiy, J. 2018. Amazon corporate social responsibility: A brief overview. Available at: <https://research-methodology.net/amazon-corporate-social-responsibility/>. Accessed: Sept 5, 2018.
5. Matthews, R. 2014 How sustainable is Amazon? Available at: <https://globalwarmingisreal.com/2014/11/28/amazon-sustainability/>. Accessed: Sept 5, 2018.

ASSIGNMENT #3

DO THE FOLLOWING:

- 1) Choose one of the three companies. (It does not have to be the same company as you selected for Assignment # 2. It certainly can be, but it does not have to be.)
- 2) For this company, answer the following question: 'Where, on a scale of corporate greening, is this company located?' Use ONE of the 'scales of corporate greening' reviewed in class (Wisenius & Guntram (2013), p. 12 or Willard (2005), p. 25-27). Support your answer with evidence and arguments. Write in sentences and paragraphs.
- 3) Note that you can use whatever sources you wish. (It can certainly be the seven sources you identified in Assignment # 2, but it does not have to be.)
- 4) Present references in APA 6th style.

DUE DATE: Friday, November 16th at 4pm ET electronically in the Assignment #3 Dropbox.

LENGTH: between 600 and 800 words (includes in-text citations but not references).

EXPECTATIONS:

Item	Grade
At least three sources in addition to Willard or Winsemius & Guntram used. 'Yes' = +1.	/1
The sources are listed properly in APA citation style. 'Yes, with no more than two typos or other errors' = +2; 'Yes, with three or four typos or other errors' = +1.	/2
The sources are correctly cited in text using APA citation style. 'Yes' = +1.	/1
A 600-800 word passage is presented. 'Yes' = +1.	/1
The passage presents a persuasive argument, with supportive citations. 'Yes, completely' = +3; 'Yes, for the most part' = +2; 'To some extent' = +1.	/3
The writing in the passage is clear, concise and generally error-free. 'Yes' = +1; Somewhat = +0.5	/1
Professionally presented (includes cover-page)	/1
Total	/10

ASSESSMENT: This assignment is worth 10% of your course grade.

Tutorial Participation

- 12 weeks of tutorials
 - Sept 10-Dec 3 (except Oct 8th - No tutorial as it is Thanksgiving)
- First tutorial is a practice run (graded but not recorded)
- Lowest grade of 11 tutorials will be dropped.
- Grade is calculated as 2%/week over 10 weeks = Total 20% possible

	Category	Components of tutorial participation
2	Significant	<ul style="list-style-type: none"> • Comments add value to the discussion, beyond facts. • There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even necessary at times). • Comments linked to those of others, facilitating the flow of the discussion. • Student demonstrates knowledge of readings and other relevant course material. • Student incorporates relevant insights from other courses or current affairs. • Adds energy and enthusiasm to the tutorial.
1	Good	<ul style="list-style-type: none"> • Comments advance the flow of the discussion (including responses to questions from the instructor). • Student demonstrates clear grasp of material. • Information presented is relevant to the discussion. • Asks a relevant to the discussion
0	Neutral	<ul style="list-style-type: none"> • Statement of facts; relevance not made clear. • Present, listening, but silent. • Absent from tutorial.

Table 1: Detailed Schedule and Reading List

Week	Lecture		Assigned Materials	Tutorial
	Date	Topic		
1	Semester begins Thursday, September 6 th , 2018			
2	Mon, Sept 10 th	<i>Introduction to the course</i> <i>Introduction to business</i> <i>Introduction to environment and sustainability</i>	<ul style="list-style-type: none">➤ Course syllabus➤ Anderson, R. (2009). The business logic of sustainability. TED Talk➤ Costanza, R., d'Arge, R., de Groot, R., Farber, S., Grasso, M., Hannon, B., et al. (1997). The value of the world's ecosystem services and natural capital. Read complete article.➤ Sarlo, C. A. (1997). The Canadian business environment. Read only pp. 1-3, 20-21, 24-25, 32-33	Welcome Tutorial: Meet your TA and fellow Tutorial Attendees (graded but mark not recorded)
	Wed, Sept 12 th	Special Guest: Agnes Zientarska-Kayko, UW Library		
3	Mon, Sept 17 th	<i>Environment and business as a complex interaction</i>	<ul style="list-style-type: none">➤ Hardin, G. (1968, 2009). The tragedy of the commons. Read complete article.➤ Margolis, J. D., & Walsh, J. P. (2001). People and profits? The search for a link between a company’s social and financial performance. Read only pp. 7-14.➤ Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., & Policansky, D. (1999). Revisiting the commons: Local lessons, global challenges. Read complete article.	Tutorial #1: The Fishing Game (Graded)
	Wed, Sept 19 th	Special Guests: Tania Del Matto, Director of GreenHouse		

4	Mon, Sept 24 th	<i>Debrief The Fishing Game History of environment and business</i>	<ul style="list-style-type: none"> ➤ Frankel, C. (1998). Chapter 3: A short history of corporate environmentalism. Read only pp. 37-49. ➤ Natrass, B. & Altomare, M. (1999). A new framework for management, Read only pp. 14-17. ➤ Triple Bottom Line. <i>The Economist</i> (November 17, 2009). Read complete article. ➤ Elkington, J. 2018. 25 Years ago I coined the phrase “Triple Bottom Line.” Here’s why it’s time to rethink it. <i>Harvard Business Review</i>. 	Tutorial #2: Review lecture material and discuss Assignment #1 (Graded)
	Wed, Sept 26 th	<i>Writing and Communications Centre Workshop: Say It In Your Own Words Part 1</i>		
	Fri, Sept 28 th	Assignment #1 DUE in DROPBOX by 4pm		
5	Mon, Oct 1 st	<i>Writing and Communications Centre Workshop: Say It In Your Own Words Part 2</i>		Tutorial #3: Review for Midterm Test #1 (Graded)
	Wed, Oct 3 rd	<i>Business motivations for sustainability strategies</i>	<ul style="list-style-type: none"> ➤ Eccles, R. G., & Serafeim, G. (2013). The performance frontier. Read complete article. ➤ Porter, M.E., & Kramer, M. R. (2011). The big idea: Creating shared value. Read complete article. ➤ Porter, M.E. (2013). Why business can be good at solving social problems. TED Talk 	
6	Mon, Oct 8 th	Thanksgiving - No lecture		No tutorial
	Wed, Oct 10 th	Fall Reading Break – No lecture <i>STOP-START-CONTINUE Survey (Oct 10^h – 17th on LEARN)</i>		
	Fri, Oct 12 th	<i>Documentary: Before the Flood (2016)</i> https://media3.criterionpic.com/htbin/wwform/006?T=192066 . You must be logged in on campus for the link to work.		

7	Mon, Oct 15 th	MID-TERM Test #1 (in-class)			Tutorial #4 Review lecture material and discuss Assignment #2 (Graded)
	Wed, Oct 17 th	Special Guest: Joe Battikh, PhD Candidate ➤ Sustainability and Its Evolution at Ericsson	➤ Former Head of Sustainability, Corporate Responsibility and Government & Industry Relations Ericsson Region Middle East and East Africa ➤ https://www.ericsson.com/en/about-us/sustainability-and-corporate-responsibility		
8	Mon, Oct 22 nd	Introduction to voluntary corporate initiatives and codes of conducts	➤ Staib, R. (2005). Chapter #12: Environmental management systems. Read complete chapter. ➤ Vogel, D. (2008). Private global business regulation. Read complete article.		Tutorial #5: Review lecture material (Graded)
	Wed, Oct 24 th	Conditions for pursuing sustainability strategies?	➤ Rangan, K., Chase, L., & Karim, S. (2015). The truth about CSR. Read complete article. ➤ Unruh, G., & Ettenson, R. (2010). Growing green. Read complete article ➤ Haanaes, K., Michael, D., Jurgens, J., & Rangan, S. (2013). Making sustainability profitable. Read complete article. Kuehn, K., & McIntire, L. (2014). Sustainability a CFO can love. Read complete article.		
	Fri, Oct 26 th	Assignment #2 DUE in DROPBOX by 4pm			
9	Mon, Oct 29 th	Special Guest: Dr. Olaf Weber ➤ Sustainable Finance	• Brohe, A., Eyre, N., & Howarth, N. (2012). Carbon markets in age of uncertainty. Read complete chapter. • Labatt, S., & White, R.R. (2002). Environmental finance. Read pp. 1-13. • Taschini, Dietz & Hicks. (2013). Carbon tax v cap-and-trade: Which is better? The Guardian. Read complete article.		Tutorial #6: Review lecture material (Graded)

	Wed, Oct 31 st	<i>Scales of corporate greening</i>	<p>Willard, B. (2005). Sustainability stages. Read only pp. 25-29.</p> <ul style="list-style-type: none"> Wisenius, P. & Guntram, U. (2013). Chapter 1: The environmental management challenge. Read only pp. 3-21. 	
10	Mon, Nov 5 th	<p>Special Guest: Dr. Jennifer Lynes</p> <p>➤ <i>Green marketing</i></p>	<ul style="list-style-type: none"> ➤ Case, S. Six sins of greenwashing. Youtube. ➤ Graber-Stiehl, I. 2018. How bogus 'eco-friendly' products trick you. <i>Earther</i>. Available at: https://earther-gizmodo-com.cdn.ampproject.org/v/s/earther.gizmodo.com/how-bogus-eco-friendly-products-trick-you-1828577937/amp? gsa=1& js v=0.1#amp tf=From%20%251%24s& ampshare=https%3A%2F%2Fearth.gizmodo.com%2Fhow-bogus-eco-friendly-products-trick-you-1828577937 ➤ Ottman, J.A., Stafford, E.R., & Hartman, C.L. (2006). Avoiding green marketing myopia: Ways to improve consumer appeal for environmentally preferable products. Read complete article. ➤ Watson, B. (2016). The troubling evolution of corporate greenwashing. Read complete article. 	Tutorial #7: Review lecture material (Graded)
	Wed, Nov 7 th	<i>Sustainability by design</i>	<ul style="list-style-type: none"> ➤ Benyus, J. (2009). Biomimicry in action. TED Talk. ➤ Esty, D. C., & Charnovitz, S. (2012). Green rules to drive innovation. Read complete article. ➤ Lovins, A.B., Lovins, L.H., Hawken, P. (2007). A road map for natural capitalism. Read complete article. ➤ McDonough, W. & Braungart, M. (1998). The next industrial revolution. Read complete article. ➤ Manwani, H. (2013). Profit's not always the point. TED Talk. 	

11	Mon, Nov 12 th	Special Guest: Dr. Goretty Diaz ➤ Lifecycle Assessment	➤ Unilever. (2015). Lifecycle assessment. Read up to “List of Publications”. ➤ Unilever (2015). Our water footprint. Skim only. ➤ Unilever (2015). Our greenhouse gas footprint. Skim only.	Tutorial #8: Review lecture material and discuss Assignment #3 (Graded)
	Wed, Nov 14 th	<i>Small- and Medium-Sized Enterprises (SME) and Sustainability</i>	➤ Johnson, M.P., & Schaltegger, S. (2016). Two decades of sustainability management tools for SMEs: How far have we come? Read complete article. ➤ Moore, S. B., & Manring, S. L. (2009). Strategy development in small and medium sized enterprises for sustainability and increased value creation. Read complete article.	
	Fri, Nov 16 th	Assignment #3 DUE in DROPBOX by 4pm		
12	Mon, Nov 19 th	Special Guest: Jon Beale, Manager of Sustainable Development Solutions Network (Canada) ➤ <i>Sustainable Development Goals</i>	➤ Sustainable Development Knowledge Platform: https://sustainabledevelopment.un.org/sdgs . Review each of the 17 goals ➤ UN Global Compact: https://www.unglobalcompact.org/ . Explore the website to understand what it is.	Tutorial #9: Review lecture material (Graded)
	Wed, Nov 21 st	<i>MNEs (multi-national enterprises (MNE) and sustainability</i>	➤ Filatotchev, I., & Stahl, G.K. (2015). Towards transnational CSR. Corporate social responsibility approaches and governance solutions for multinational corporations. Read complete article. ➤ Howard, S. (2013). Let's go all-in on selling sustainability. TED Talk.	
	Fri, Nov 23 rd	Final Essay Questions Posted to LEARN		
13	Mon, Nov 26 th	<i>Lean manufacturing, six-sigma and sustainable supply chains</i>	➤ Souza, G, (2008). Remanufacturing in closed-loop supply chains. Read complete article.	Tutorial #10: Review lecture material, discuss

