

# ENBUS 102: INTRODUCTION TO ENVIRONMENT AND BUSINESS

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## Instructor

**PROFESSOR:** Dr. Michael Wood

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**GRADUATE TAs:** Aleksandra Biskupovic [abiskupovic@edu.uwaterloo.ca](mailto:abiskupovic@edu.uwaterloo.ca);  
Rachel Ksiazek [rachel.ksiazek@edu.uwaterloo.ca](mailto:rachel.ksiazek@edu.uwaterloo.ca)

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## Schedule

**LECTURES:** Mondays and Wednesday 1:30-2:20pm, ROOM EV3 - 1408

**OFFICE HOURS:** Mondays and Wednesdays 2:30 – 4:00pm, EV3-4223

**TUTORIALS:** one of...

- **Section 101:** Tuesdays, 12:30-1:20pm  
Room **HH 124**; TA: Hannah Hill [hannah.hill@edu.uwaterloo.ca](mailto:hannah.hill@edu.uwaterloo.ca)
- **Section 102:** Mondays, 11:30am-12:20pm  
Room **HH 124**; TA: Jacqueline Harper [jeharper@edu.uwaterloo.ca](mailto:jeharper@edu.uwaterloo.ca)
- **Section 103:** Tuesdays, 11:30am-12:20pm  
Room **HH 124**; TA: Hannah Hill [hannah.hill@edu.uwaterloo.ca](mailto:hannah.hill@edu.uwaterloo.ca)
- **Section 104:** Tuesdays, 11:30am-12:20pm  
Room **HH 344**; TA: Ryan Cheung Ho Tsui [rchtsui@edu.uwaterloo.ca](mailto:rchtsui@edu.uwaterloo.ca)
- **Section 105:** Mondays, 10:30am-11:20am  
Room **HH 344**; TA: Jacqueline Harper [jeharper@edu.uwaterloo.ca](mailto:jeharper@edu.uwaterloo.ca)
- **Section 106:** Mondays, 2:30pm-3:20pm  
Room **HH 344**; TA: Jody Fennell [ja2fennell@edu.uwaterloo.ca](mailto:ja2fennell@edu.uwaterloo.ca)

Please note that **students are only permitted to attend the tutorial that they are enrolled in**. 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.

### 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. Identify 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. Discuss the practices firms engage in and how those practices have changed over time;
4. Build skills and confidence to write 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 the 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).

### 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:

<b>Deliverable:</b>	<b>Weighting:</b>	<b>Due:</b>
Tutorial Participation	10%	Graded weekly in Tutorial
Getting Oriented – Part 1	5%	September 30 <sup>th</sup> – 11 pm in PebblePad
Getting Oriented – Part 2	5%	November 11 <sup>th</sup> – 11 pm in PebblePad
Mid-term test	20%	October 9 <sup>th</sup> – In-class
Op-Ed Assignment	20%	November 20 <sup>th</sup> – 11 pm in LEARN
Final Exam	40%	TBD – Announced on LEARN

**Tutorial Participation (10%)**

- 11 weeks of tutorials
  - Sept 9-Dec 2 (except Oct 14/15<sup>th</sup> - No tutorial as it is Thanksgiving/Reading Week)
- First tutorial is a practice run (graded but not recorded)
- Grade is calculated as 1%/week over 10 weeks = Total 10% possible

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

**Getting Oriented Assignment (10%)*****Part 1 - Due September 30<sup>th</sup> at 11 pm; Part 2 Due November 11<sup>th</sup> at 11 pm.***

The purpose of this assignment is to get you familiar with not only the Environment and Business program but also the great resources available to you around campus. Students must log in to PebblePad to review and respond to the assigned questions. A brief orientation to PebblePad and overview of the questions will be presented in class during the second week of September.

**Midterm Test (20%) – October 9<sup>th</sup> in Class**

There will be one in-class mid-term test. You will have the entire class time (50 minutes) to write the test. The test will cover material up to and including October 7<sup>th</sup>. The mid-term test will consist of multiple-choice and short answer questions and will be 'closed book'. If you are unable to write the midterm test (due to extenuating circumstances, supported by appropriate documentation), then the Op-Ed assignment will be weighted 30%, and the final exam will be weighted 50%.

**Op-Ed Assignment (20%) – Due November 20<sup>th</sup> at 11 pm.**

You are tasked with writing an op-ed on a current sustainability issue of interest to you. We will be holding an in-class session led by the Writing Centre to explain the process and provide tips for how to go about preparing an op ed. See the class schedule below for when the session is scheduled. Further details on the assignment will be presented on LEARN.

**Final Exam (40%) – During the Fall Exam Period**

There will be a final exam administered during the final exam period. The exam will cover all material from the course including guest speakers. The exam will include a combination of multiple-choice and short answer questions. The exam will be two hours in duration.

**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 your cellphones to silent, 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 Ph.D. (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 percent 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 percent penalty applied to them (of the 100 available percent 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 the 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](http://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](http://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 the 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](http://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	

**Table 1: Detailed Schedule and Reading List**

Week	Lecture		Assigned Materials	Tutorial (Mondays and Tuesdays)
	Date	Topic		
1	Wed, Sept 4 <sup>th</sup>	<p>“Reviewing the Syllabus”</p> <p><i>Introduction to the course</i></p>	<ul style="list-style-type: none"> <li>➤ Welcome to ENBUS and your Instructor</li> <li>➤ EB Time Capsule</li> </ul>	<i>Tutorials begin Sept 9 and 10<sup>th</sup></i>
2	Mon, Sept 9 <sup>th</sup>	<p>“Managing your Time in University”</p> <p><i>Introduction to business, Environment, and sustainability</i></p>	<ul style="list-style-type: none"> <li>➤ Anderson, R. (2009). The business logic of sustainability. <b>TED Talk</b></li> <li>➤ 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. <b>Read complete article.</b></li> <li>➤ Sarlo, C. A. (1997). The Canadian business environment. <b>Read only pp. 1-3, 20-21, 24-25, 32-33</b></li> </ul>	Welcome Tutorial: Meet your TA and fellow Tutorial Attendees ( <i>graded but mark not recorded</i> )
	Wed, Sept 11 <sup>th</sup>	<p>“Integrating Outside Sources”</p> <p><i>Navigating Library Resources</i></p>	<b>Special Guest: Agnes Zientarska-Kayko, UW Library</b>	
3	Mon, Sept 16 <sup>th</sup>	<p>“Making Great Review Notes”</p> <p><i>Environment and business as a complex interaction</i></p>	<ul style="list-style-type: none"> <li>➤ Hardin, G. (1968, 2009). The tragedy of the commons. <b>Read complete article.</b></li> <li>➤ Margolis, J. D., &amp; Walsh, J. P. (2001). People and profits? The search for a link between a company’s social and financial performance. <b>Read only pp. 7-14.</b></li> </ul>	Tutorial #1: The Fishing Game ( <i>Graded</i> )

			<ul style="list-style-type: none"> <li>➤ Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., &amp; Policansky, D. (1999). Revisiting the commons: Local lessons, global challenges. <b>Read complete article.</b></li> </ul>	
	Wed, Sept 18 <sup>th</sup>	<p><i>“Stress in University”</i></p> <p><i>Debrief The Fishing Game</i></p> <p><i>History of environment and business</i></p>	<ul style="list-style-type: none"> <li>➤ Frankel, C. (1998). Chapter 3: A short history of corporate environmentalism. <b>Read only pp. 37-49.</b></li> <li>➤ Natrass, B. &amp; Altomare, M. (1999). A new framework for management, <b>Read only pp. 14-17.</b></li> <li>➤ Triple Bottom Line. <i>The Economist</i> (November 17, 2009). <b>Read complete article.</b></li> <li>➤ 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>.</li> </ul>	
4	Mon, Sept 23 <sup>rd</sup>	<p><i>“Fall Reading Week”</i></p> <p><i>Business motivations for sustainability strategies</i></p>	<ul style="list-style-type: none"> <li>➤ Eccles, R. G., &amp; Serafeim, G. (2013). The performance frontier. <b>Read complete article.</b></li> <li>➤ Porter, M.E., &amp; Kramer, M. R. (2011). The big idea: Creating shared value. <b>Read complete article.</b></li> <li>➤ Porter, M.E. (2013). Why business can be good at solving social problems. <b>TED Talk</b></li> </ul>	Tutorial #2: Review lecture material and discuss Assignment #1 (Graded)
	Wed, Sept 25 <sup>th</sup>	<i>Say It In Your Own Words</i>	<b>Special Guest: Jirina Poch - Writing and Communications Centre Workshop</b>	
5	Mon, Sept 30 <sup>th</sup>	<i>Enabling Social Entrepreneurship through GreenHouse</i>	<b>Special Guest: Tania Del Matto, Director of GreenHouse</b>	Tutorial #3:  (Graded)
	Wed, Oct 2 <sup>nd</sup>	<i>Sustainable Finance</i>	<b>Special Guest: Dr. Olaf Weber</b>	

			<ul style="list-style-type: none"> <li>➤ Brohe, A., Eyre, N., &amp; Howarth, N. (2012). Carbon markets in age of uncertainty. <b>Read complete chapter.</b></li> <li>➤ Taschini, Dietz &amp; Hicks. (2013). Carbon tax v cap-and-trade: Which is better? The Guardian. <b>Read complete article.</b></li> <li>➤ Weber, O., &amp; Feltmate, B. (2016). In <i>Sustainable Banking and Finance: Managing the Social and Environmental Impact of Financial Institutions</i>. <b>Read Introduction to Sustainable Finance (pp 3-24)</b></li> </ul>	
6	Mon, Oct 7 <sup>th</sup>	<p><i>“Test Taking Strategies”</i></p> <p><i>Introduction to voluntary corporate initiatives and codes of conducts</i></p>	<ul style="list-style-type: none"> <li>➤ Staib, R. (2005). Chapter #12: Environmental management systems. <b>Read complete chapter.</b></li> <li>➤ Vogel, D. (2008). Private global business regulation. <b>Read complete article.</b></li> </ul>	Tutorial #4 Review lecture material (Graded)
	Wed, Oct 9 <sup>th</sup>	<b>MIDTERM – IN CLASS</b>		
7	<b>Thanksgiving/Reading Week - No lecture or Tutorial</b>			
8	Mon, Oct 21 <sup>st</sup>	<i>Writing an Op-Ed</i>	<i>Writing and Communications Centre Workshop</i>	Tutorial #5: Review lecture material (Graded)
	Wed, Oct 23 <sup>rd</sup>	<i>The Insurance Sector and Climate Change</i>	<p><b>Special Guest: Jason Thistlethwaite</b></p> <ul style="list-style-type: none"> <li>➤ Webster, A. J. and R. H. Clarke. 2017. Insurance companies should collect a carbon levy’, <i>Nature</i> 549 (7671), pp. 152–154. <b>Read complete article.</b></li> <li>➤ Thistlethwaite, J. and M.O. Wood. 2018. Insurance and climate change risk management: Rescaling to look beyond the horizon. <i>British Journal of Management</i>. <b>Read complete article.</b></li> </ul>	

9	Mon, Oct 28 <sup>th</sup>	<p><i>“Citations &amp; Referencing”</i></p> <p><i>Conditions for pursuing sustainability strategies?</i></p>	<ul style="list-style-type: none"> <li>➤ Rangan, K., Chase, L., &amp; Karim, S. (2015). The truth about CSR. <b>Read complete article.</b></li> <li>➤ Unruh, G., &amp; Ettenson, R. (2010). Growing green. <b>Read complete article</b></li> <li>➤ Haanaes, K., Michael, D., Jurgens, J., &amp; Rangan, S. (2013). Making sustainability profitable. <b>Read complete article.</b></li> <li>➤ Kuehn, K., &amp; McIntire, L. (2014). Sustainability a CFO can love. <b>Read complete article.</b></li> </ul>	Tutorial #6: Review lecture material (Graded)
	Wed, Oct 30 <sup>th</sup>	<p><i>Scales of corporate greening</i></p>	<ul style="list-style-type: none"> <li>➤ Willard, B. (2005). Sustainability stages. <b>Read only pp. 25-29.</b></li> <li>➤ Wisenius, P. &amp; Guntram, U. (2013). Chapter 1: The environmental management challenge. <b>Read only pp. 3-21.</b></li> </ul>	
10	Mon, Nov 4 <sup>th</sup>	<p><i>Green marketing</i></p>	<ul style="list-style-type: none"> <li>➤ Case, S. Six sins of greenwashing. <b>YouTube.</b></li> <li>➤ Graber-Stiehl, I. 2018. How bogus ‘eco-friendly’ products trick you. <i>Earther</i>. Available at: <a href="https://earther-gizmodo.com.cdn.ampproject.org/v/s/earther.gizmodo.com/how-bogus-eco-friendly-products-trick-you-1828577937/amp?_gsa=1&amp;_js_v=0.1#_tf=From%20%251%24s&amp;_ampshare=https%3A%2F%2Fearth.gizmodo.com%2Fhow-bogus-eco-friendly-products-trick-you-1828577937">https://earther-gizmodo.com.cdn.ampproject.org/v/s/earther.gizmodo.com/how-bogus-eco-friendly-products-trick-you-1828577937/amp?_gsa=1&amp;_js_v=0.1#_tf=From%20%251%24s&amp;_ampshare=https%3A%2F%2Fearth.gizmodo.com%2Fhow-bogus-eco-friendly-products-trick-you-1828577937</a></li> <li>➤ Ottman, J.A., Stafford, E.R., &amp; Hartman, C.L. (2006). Avoiding green marketing myopia: Ways to improve consumer appeal for environmentally preferable products. <b>Read complete article.</b></li> <li>➤ Watson, B. (2016). The troubling evolution of corporate greenwashing. <b>Read complete article.</b></li> </ul>	Tutorial #7: Review lecture material (Graded)
	Wed, Nov 6 <sup>th</sup>	<p><i>Sustainability by design</i></p>	<ul style="list-style-type: none"> <li>➤ Benyus, J. (2009). Biomimicry in action. <b>TED Talk.</b></li> <li>➤ Esty, D. C., &amp; Charnovitz, S. (2012). Green rules to drive innovation. <b>Read complete article.</b></li> </ul>	

			<ul style="list-style-type: none"> <li>➤ Lovins, A.B., Lovins, L.H., Hawken, P. (2007). A road map for natural capitalism. <b>Read complete article.</b></li> <li>➤ McDonough, W. &amp; Braungart, M. (1998). The next industrial revolution. <b>Read complete article.</b></li> <li>➤ Manwani, H. (2013). Profit's not always the point. <b>TED Talk.</b></li> </ul>	
11	Mon, Nov 11 <sup>th</sup>	Lifecycle Assessment	<p><b>Special Guest: Dr. Goretty Diaz</b></p> <ul style="list-style-type: none"> <li>➤ Unilever. (2015). Lifecycle assessment. <b>Read up to “List of Publications”.</b></li> <li>➤ Unilever (2015). Our water footprint. <b>Skim only.</b></li> <li>➤ Unilever (2015). Our greenhouse gas footprint. <b>Skim only.</b></li> </ul>	Tutorial #8: Review lecture (Graded)
	Wed, Nov 13 <sup>th</sup>	<i>Small- and Medium-Sized Enterprises (SME) and Sustainability</i>	<ul style="list-style-type: none"> <li>➤ Johnson, M.P., &amp; Schaltegger, S. (2016). Two decades of sustainability management tools for SMEs: How far have we come? <b>Read complete article.</b></li> <li>➤ Moore, S. B., &amp; Manring, S. L. (2009). Strategy development in small and medium sized enterprises for sustainability and increased value creation. <b>Read complete article.</b></li> </ul>	
12	Mon, Nov 18 <sup>th</sup>	<i>Sustainable Development Goals</i>	<p><b>Special Guest: Jon Beale</b>, Manager of Sustainable Development Solutions Network (Canada)</p> <ul style="list-style-type: none"> <li>➤ Sustainable Development Knowledge Platform: <a href="https://sustainabledevelopment.un.org/sdgs">https://sustainabledevelopment.un.org/sdgs</a>. Review each of the 17 goals</li> <li>➤ UN Global Compact: <a href="https://www.unglobalcompact.org/">https://www.unglobalcompact.org/</a>. Explore the website to understand what it is.</li> </ul>	Tutorial #9: Review lecture material (Graded)

	Wed, Nov 20 <sup>st</sup>	<i>MNEs (multi-national enterprises (MNE) and sustainability</i>	<ul style="list-style-type: none"> <li>➤ Filatotchev, I., &amp; Stahl, G.K. (2015). Towards transnational CSR. Corporate social responsibility approaches and governance solutions for multinational corporations. <b>Read complete article.</b></li> <li>➤ Howard, S. (2013). Let's go all-in on selling sustainability. <b>TED Talk.</b></li> </ul>	
13	Mon, Nov 25 <sup>th</sup>	<i>Lean manufacturing, six-sigma and sustainable supply chains</i>	<ul style="list-style-type: none"> <li>➤ Souza, G. (2008). Remanufacturing in closed-loop supply chains. <b>Read complete article.</b></li> <li>➤ Souza, G. (2012). The first step toward sustainability: Lean and six-sigma. <b>Read complete chapter.</b></li> </ul>	Tutorial #10: Review lecture material (Graded)
	Wed, Nov 27 <sup>th</sup>	<i>Working as a Sustainability Professional</i>	<b>Special Guest: Andreeanne Simard</b> , Natural Resource Manager at Nestle Waters Canada	
Last Class	Mon, Dec 2nd	<i>Course review and wrap-up</i>		No tutorial