

Columbia University
School of Continuing Education
MS in Sustainability Management
Instructor's Office Hours:
W 4-6 pm and by Appt.

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SUMA K4700

ETHICS AND VALUES FOR SUSTAINABILITY MANAGEMENT

Course Overview

Many new practical ethics, framed by scholars and practitioners since the 1980s, are acclaimed by individuals and organizations, including national and international institutions, and an array of NGOs, corporations, and grassroots movements. What are the new ethics, and what is their relation to sustainability management? How are they to be pursued by governmental, non-profit and business organizations to the benefit of all stakeholders and in opposition to corruption? This course will examine the new ethics and the ways in which sustainability managers can implement them, including in the policy making process.

The course is organized into six main parts, which address sustainability management at six levels: the global, eco-systemic, regional, organizational, workplace and personal levels. In each of the six parts, two new ethics are introduced: in the first, earth justice and environmental justice; in the second, ecological integrity and the land ethic; the third, regional equity and sector-based social justice (e.g. energy, resource, water and climate justice); the fourth, social responsibility and responsible leadership; the fifth, transparency and inclusivity; and the sixth, care and resilience. These ethics will be discussed in relation to specific policies in many countries. Cases from Brazil, Costa Rica, England, Ethiopia, Ghana, Iceland, Indonesia, Kenya, Mali, Mexico, Morocco, Myanmar, Nigeria, Sweden, Tanzania, Turkey, Uganda, the United States, Viet Nam, and Zimbabwe, in addition to more local and global cases, will be examined. A growing movement toward the global standardization of sustainability ethics, including the development of metrics serving as indicators of ethical performance, will also be addressed.

While sustainability management requires the understanding and application of complex environmental science, the efficacy of this in yielding human and environmental benefits depends upon ethical evaluations of need, use and impact, and ongoing ethical practice at all levels of management. Knowledge of relevant ethical expectations strengthens the efforts of sustainability managers to achieve beneficial human and environmental outcomes. Understanding ethics is increasingly vital today, as demands for ethics are insistently framed and voiced, and mechanisms for monitoring ethics are widely available and applied.

Course Objectives

Students are expected to learn how to evaluate and manage the competing ethical claims of stakeholders regarding social, economic and environmental benefits and harms. On completing the course, students should be able to:

1. identify and assess ethical claims concerning both sustainability as a whole and the various levels of sustainability management;
2. map conflict among competing sustainability values;
3. discern and assess values within documents, organizations and practices;
4. design incentives or disincentives to change or maintain values-based claims;
5. develop proposals for sustainability ethics initiatives;
6. identify mechanisms for ethics training and monitoring in practice;
7. utilize corruption assessment tools;
8. engage in public discourse in terms of sustainability ethics;
9. apply sustainability ethics to policy analysis;
10. amend and design policy to conform to sustainability ethics.

Course Content

Important Notice: The weekly readings listed below are available in the Library Reserves section of our Courseworks site. Typically a reading can be found listed by its lead author's name. However, in some cases, it can be found listed by the name of the editor of the book in which the reading is located. Check for the former, then the latter. Aim to read all weekly materials, but at least read as many as you can.

Class 1: Introduction – The Place of Ethics in Sustainability Management *[September 2]*

Common ground in discussing ethics: the centrality of rationality and sensitivity.

Section I: Ethics at the Global Level of Sustainability Management

Class 2: Earth Justice *[September 9]*

Prioritization in complex situations: people, planet, profit?

Lee, Henry, and Halla Hrunn Logadottir. 2012. *Iceland's Energy Policy: Finding the Right Path Forward*. Harvard Kennedy School. HKS716-PDF-ENG. (28 pages) [Iceland]

Jabareen, Yosef. 2008. A New Conceptual Framework for Sustainable Development. *Environment, Development and Sustainability*, 10.2:179-192. [Global]

Burford, Gemma; Hoover, Elona; Velasco, Ismael; Janouskova, Svatava; Jimenez, Alicia; Piggot, Georgia; Podger, Dimity; and Harder, Marie K. 2013. Bringing the “Missing Pillar” into Sustainable Development Goals: Towards Intersubjective Values-Based Indicators. *Sustainability*, 5.7:3035-3059. [United Nations SDGs]

Crist, Eileen, and H. Bruce Rinker. 2010. One Grand Organic Whole. Ch. 1 in *Gaia in Turmoil: Climate Change, Biodepletion, and Earth Ethics in an Age of Crisis*, edited by Eileen Crist and H. Bruce Rinker. Cambridge, MA: MIT Press, pp. 3-20.

Brisman, Avi, and Nigel South. 2013. Resource Wealth, Power, Crime, and Conflict. Ch. 3 in *Emerging Issues in Green Criminology: Exploring Power, Justice and Harm*, edited by Reece Walters, Diane Solomon Westerhuis and Tanya Wyatt. Hampshire, UK: Palgrave Macmillan, pp. 57-71.

Class 3: Environmental Justice *[September 16]*

Remediation of injustices: blame and compensation for harms done.

Datla, Anjani; Wilson, Julie Boatright; and Levy, Dan. 2012. *New York City Center for Economic Opportunity: An Evidence-Based Approach to Alleviate Poverty*. Harvard Kennedy School, #HKS724-PDF-ENG. (18 pages) [New York City]

Haynes, Jessica; Cabbage, Frederick; and Sills, Erin. 2012. The Search for Value and Meaning in the Coca Supply Chain in Costa Rica. *Sustainability*, 4.7:466-1487. [Costa Rica]

Collins, Chobanian; Comerford, Eric; and Kerlin, Chris. 2010. Twenty Million Environmental Refugees and Counting: A Call for Recognition or a New Convention. *Environmental Ethics*, 32.2:149-163. [Global]

Walker, Gordon. 2012. Globalizing and Framing Environmental Justice. Ch. 2 in *Environmental Justice: Concepts, Evidence and Politics*. Oxford, UK: Routledge, pp. 16-38.

Sandler, Ronald L. 2012. *Homo sapiens* in Particular. Ch. 7 in *The Ethics of Species: An Introduction*. Cambridge, UK: Cambridge University Press, pp. 157-179.

Section II: Ethics at the Ecosystem Level of Sustainability Management

Class 4: Ecological Integrity

[September 23]

Productive ecology: regeneration, conservation and design.

Gomez-Ibanez, Jose. 2005. *EDM (Energie du Mali)*. Harvard Kennedy School, #HKS235-PDF-ENG. (28 pages) [Mali]

Kelbessa, Workineh. 2014. Can African Environmental Ethics Contribute to Environmental Policy in Africa? *Environmental Ethics*, 36.1:31-61. [Ethiopia, Mali, Zimbabwe, Uganda]

Van Borek, Sarah. 2013. Natural Capital: Illuminating the True Value of Nature's Services Through Community-Engaged, Site-specific Creative Production and Exhibition. *Sustainability: The Journal of Record*, 6.5:282-288. [British Columbia]

Karr, James. 2011. Ecological Integrity: An Essential Ingredient for Humans' Long-Term Success. Ch. 1 in *Globalization and Ecological Integrity in Science and Law*, edited by Laura Westra, Klaus Bosselmann, and Colin Soskolne. Newcastle, UK: Cambridge Scholars Publishing, pp. 8-25.

McIntyre, Owen. 2012. Environmental Protection and the Human Right to Water: Complementarity and Tension. Ch. 18 in *Human Health and Ecological Integrity: Ethics, Law and Human Rights*, edited by Laura Westra, Colin L. Soskolne and Donald W. Spady. Oxford, UK: Routledge, pp. 225-236.

Class 5: The Land Ethic

[September 30]

Freshwater terrestrial ecosystems: human dependency and contingency.

Varley, Pamela; and John D. Donahue. 2009. *The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global Threat*. Harvard Kennedy School, #HKS107-PDF-ENG (16 pages); and Sequel, #HKS108-PDF-ENG (16 pages). [Washington]

Welchman, Jennifer. 2012. A Defense of Environmental Stewardship. *Environmental Values*, 21.3: 297-316.

Bardsley, Karen. 2013. Mother Nature and the Mother of All Virtues: On the Rationality of Feeling Gratitude toward Nature. *Environmental Ethics*, 35.1:27-40.

Fitzpatrick, Colin; Hickey, Stuart; O'Connell, Maurice; Cronin, Eanna; Finn, Paddy; Grout, Ian. 2013. Re-use: A Bridge from Unsustainable E-Waste to Sustainable E-Resources. Ch. 10 in *E-Waste Management: From Waste to Resource*, edited by Klaus Hieronymi, Ramzy Kahhat, and Eric Williams. Oxford, UK: Routledge, pp. 209-236.

Schnayerson, Michael. 2008. A Valley Under Siege; A Tip-off from Tony; and A Brute Force Called Massey. Prologue, and chs. 1 and 2 in *Coal River: How a Few Brave Americans Took on a Powerful Company—and the Federal Government—to Save the Land They Love*. New York: Farrar, Straus and Giroux, pp. 3-35.

Section III: Ethics at the Regional Level of Sustainability Management

Class 6: Regional Equity

[October 7]

Human migratory patterns: home equity and “sweat” equity.

Gomez-Ibanez, Jose; Thanh, Nguyen Xuan. 2010. *Ho Chi Minh City*. Harvard Kennedy School, #HKS115-PDF-ENG. (30 pages). [Viet Nam]

Mutisya, Emmanuel, and Masaru Yasmine. 2014. Moving Towards Urban Sustainability in Kenya: A Framework for Integration of Environmental, Economic, Social and Governance Dimensions. *Journal of Sustainability Science*, 9.2:205-215. [Kenya]

Daddi, Tiberio; Vaglio, Stefano; and Bataglia, Massimo. 2013. Local Sustainability and Cooperation Actions in the Mediterranean Region. *Sustainability*, 6.5:2929-2945. [Morocco, Lebanon, Turkey]

Pastor Jr., Manuel, Chris Benner and Martha Matsuoka. 2009. Unpacking Regional Equity. Ch. 2 in *This Could Be the Start of Something Big: How Social Movements for Regional Equity are Reshaping Metropolitan America*. Ithaca, NY: Cornell University Press, pp. 22-58.

White, Gregory. 2011. Pulling Back the Curtain on the Security Oz: Multilateral Governance and Genuine Sustainability in a Warming World. Ch. 5 in *Climate Change and Migration: Security and Borders in a Warming World*. Oxford, UK: Oxford University Press, pp. 124-248.

Class 7: Sectoral Social Justice

[October 14]

Resource, water, climate, food, energy regimes: private, public, and common goods.

Lee, Henry, and Leah Stokes. 2012. *Gainesville Regional Utilities' Feed-in Tariff*. Harvard Kennedy School, #HKS703-PDF-ENG (25 pages); and Sequel, #HKS704-PDF-ENG. (2 pages) [Florida]

Harring, Niklas, and Jagers, Sverker C. 2013. Should We Trust in Values? Explaining Public Support for Pro-Environmental Taxes. *Sustainability*, 5.1:210-227. [Sweden]

Lawson, Elaine Tweneboah, and Gloria Bentil. 2014. Shifting Sands: Changes in Community Perceptions. *Environment, Development and Sustainability*, 16.1:217-238. [Ghana]

Suga, Yutaka. 2013. The Tragedy of the Conceptual Expansion of the Commons. Ch. 1 in *Local Commons and Democratic Environmental Governance*, edited by Takeshi Murota and Ken Takeshita. Tokyo: United Nations University Press, pp. 3-18.

Sovacool, Benjamin K., and Christopher J. Cooper. 2013. Understanding Why Energy Megaprojects Fail. Ch. 2 in *The Governance of Energy Megaprojects: Politics, Hubris and Energy Security*. Cheltenham, UK: Edward Elgar Publishing Limited, pp. 42-71.

Section IV: Ethics at the Organizational Level of Sustainability Management

Class 8: Social Responsibility *[October 21]*

Supply-line, product-line, life-line, credit-line, investment-line: social impacts.

Pozen, Robert C., and Eric Lonstein. 2014. *Legislative Choices for U.S. Corporate Tax Reform*. Harvard Business School, #314090-PDF-ENG. (21 pages) [United States]

Daub, Claud-Heinrich; Scherrer, Yvonne M.; and Verkuil, Arie H. 2014. Exploring Reasons for the Resistance to Sustainable Management within Non-Profit Organizations. *Sustainability*, 6.6:3252-3270. [Germany]

Brahic, Benedict; and Susie Jacobs. 2013. Empowering Women: A Labor Rights-Based Approach: Case Studies from East African Horticultural Farms. *Journal of Agricultural and Environmental Ethics*, 26.3:601-619. [Ethiopia, Tanzania, Uganda]

Stiglitz, Joseph E. 2012. Justice for All? How Inequality is Eroding the Rule of Law. Ch. 7 in *The Price of Inequality: How Today's Divided Society Endangers Our Future*, New York: W. W. Norton & Co., Inc., pp. 234-258.

Cowton, Christopher. 2011. The Moral Status of the Corporation, Collective Responsibility, and the Distribution of Blame. Ch. 2 in *Business Ethics and Corporate Sustainability*, edited by Antonio Tencati and Francesco Perrini. Cheltenham, UK: Edward Elgar Publishing Ltd., pp. 18-28.

Class 9: Responsible Leadership

[October 28]

Moral capital: exceptional and exception-making leaders.

Bowles, Hannah Riley, and Pamela Varley. 2013. *Aung San Suu Kyi, Seizing the Moment: Soaring Hopes and Tough Constraints in Myanmar's Unfolding Democracy*. Harvard Business School, #HKS746-PDF-ENG. (19 pages) [Myanmar]

Eisenbeiss, Silke Astrid, and Felix Brodbeck. 2014. Ethical and Unethical Leadership: A Cross-Cultural and Cross-Sectoral Analysis. *Journal of Business Ethics*, 122.2:343-359.

Huhn, Matthias Philip. 2014. You Reap What You Sow: How MBA Programs Undermine Ethics. *Journal of Business Ethics*, 121.2:527-541.

Birmingham, Beth, and Stan L. LeQuire. 2010. Green Heroes Reexamined: An Evaluation of Environmental Role Models. Ch. 6 in *Leadership for Environmental Sustainability*, edited by Benjamin W. Redekop. New York: Routledge, pp. 107-121

Horlings, Ina. 2010. Vitality and Values—The Role of Leaders of Change in Regional Development. Ch. 5 in *Vital Coalitions, Vital Regions: Partnerships for Sustainable Regional Development*, edited by Ina Horlings. Wageningen, The Netherlands: Wageningen Academic Publishers, pp. 95-124.

Section V: Ethics at the Workplace Level of Sustainability Management

Class 10: Transparency

[November 11]

Administrative opacity: covering and uncovering dirty deals.

Schlefer, Jonathan, and Merilee Grindle. 2006. *Change in Chignahuapan: Reforming a Municipal Government in Mexico*. Harvard Kennedy School, #HKS320-PDF-ENG (17 pages); and Sequel, #HKS321-PDF-ENG (3 pages). [Mexico]

Ogunyemi, Kemi. 2014. How Extortion Works (Evidence from Nigeria): The Extortion Cycle. *Business and Professional Ethics Journal*, 33.1:31-52. [Nigeria]

Tomhave, Adam, and Mark Vopat. 2013. On the Disconnect Between Business and Professional Ethics. *Teaching Ethics*, 13.2:93-105.

Sovacool, Benjamin K. 2013. Information and the Extractive Industries' Transparency Initiative. Ch. 5 in *Energy and Ethics: Justice and the Global Energy Challenge*. Hampshire, UK: Palgrave Macmillan, pp. 90-111.

Loughman, Brian P., and Richard A. Sibery. 2012. Monitoring. Ch. 7 in *Bribery and Corruption: Navigating the Global Risks*. Hoboken, NJ: John Wiley & Sons, Inc., pp. 129-152.

Class 11: Inclusivity
[November 18]

Recognition, respect, capacities and rights: accommodating diversity.

Schlefer, Jonathan, and Jose Gomez-Ibanez. 2007. *Plans vs. Politics: New Orleans after Katrina*. Harvard Kennedy School, #HKS100-PDF-ENG. (22 pages) [Louisiana]

Das, Sita Rama; Haigh, Martin; and Chauhan, Sheila. 2014. Communicating Sustainability within Britain's Hindu Community. *Sustainability*, 6.2:718-740. [England]

Eastman, Wayne, and Michael Santoro. 2003. The Importance of Value Diversity in Corporate Life. *Business Ethics Quarterly*, 13.4:433-452.

Reed, Susan E. 2011. Merck's Deliberate Strategy: Just Do It. Ch. 2 in *The Diversity Index: The Alarming Truth About Diversity in Corporate America . . . and What Can Be Done About It*. New York: AMACOM, pp. 37-68.

Kira, Mari, and Frans M. van Eijnatten. 2009. Sustained by Work: Individual and Social Sustainability in Work Organizations. Ch. 15 in *Creating Sustainable Work Systems: Developing Social Sustainability*, edited by Peter Docherty, Mari Kira, and A. B. (Rami) Shani. New York: Routledge, pp. 233-246.

Section VI: Ethics at the Personal Level of Sustainability Management

Class 12: Care
[November 25]

A sense of empathy: overcoming distance, difference, non-reciprocity and competition.

Darnell, Scott, and Roger Porter. 2012. *A Prescription for Change: The 2010 Overhaul of the American Health Care System*. Harvard Kennedy School, #HKS725-PDF-ENG. (40 pages) [United States]

Jagers, Sverker C.; and Simon Matti. 2010. Ecological Citizens: Identifying Values and Beliefs that Support Individual Environmental Responsibility Among Swedes. *Sustainability*, 2.4:1055-1079. [Sweden]

Simola, Sheldene. 2014. Understanding Moral Courage Through a Feminist and Developmental Ethic of Care. *Journal of Business Ethics*, DOI 10.1007/s10551-014-2203-y. [To be published: accepted in April, 2014, for upcoming publication.]

Patnaik, Dev. 2009. The Golden Rule. Ch. 10 in *Wired to Care: How Companies Prosper When They Create Widespread Empathy*. Upper Saddle River, NJ: FT Press, pp. 180-199.

Laufer, Peter. 2012. Who Would Abuse a Swan. Ch. 11 in *No Animals Were Harmed: The Controversial Line Between Entertainment and Abuse*. Guilford, CT: Lyons press, pp. 69-75.

Class 13: Resilience
[December 2]

The Golden Ratio: appropriate proportionalities and equations.

Andrews, Matthew. 2010. *What Makes a Policy Intervention Successful? Glimpses of Experience in Brazil's Fundescola Education Reform*, Part A. Harvard Kennedy School, HKS443-PDF-ENG (8 pages); and Supplement, Part B, HKS442-PDF-ENG (12 pages). [Brazil]

Schutte, Sofie Arion. 2012. Against the Odds: Anti-Corruption Reform in Indonesia. *Public Administration and Development*, 32.1:38-48. [Indonesia]

Slaus, Ivo, and Garry Jacobs. 2011. Human Capital and Sustainability. *Sustainability*, 3.1:97-154.

Pickren, Wade E. 2014. What is Resilience and How Does It Relate to the Refugee Experience? Historical and Theoretical Perspectives. Ch. 2 in *Refuge and Resilience: Promoting Resilience and Mental Health among Resettled Refugees and Forced Migrants*, Vol. 7, edited by Laura Simich and Lisa Andermann. New York: Springer, pp. 7-26.

Kent, Martha. 2012. From Neuron to Social Context: Restoring Resilience as a Capacity for Good Survival. Ch. 11 in *The Social Ecology of Resilience: A Handbook of Theory and Practice*, edited by Michael Ungar. New York: Springer, pp. 111-125.

Student Presentations
[Date to be Determined]

Method of Instruction and Evaluation

Each class session will include lecture material and open discussion. Students are welcome to raise questions and offer comments throughout. Grades will be determined as follows:

1. ***Attendance and participation*** will be given a weight of **19.5%** (**1.5%** for each of 13 classes). Class attendance should be regular and timely; an absence is excused only with (a) prior e-mail notification, or (b) emergency verification.

Class participation can take the following forms:

- a. Express views and raise questions in class about topics, readings or current events.
- b. Explain your own discussion entries and inquire about those of others in class.
- c. Serve as a group organizer, mediator, manager, leader or spokesperson.
- d. Participate in the Course Enrichment Materials section of Discussion Board.
- e. Elaborate upon class commentary and/or lecture by way of e-mail to the instructor.
- f. Express relevant views to the instructor during office hours.

2. ***Discussion Entries*** will be given a weight of **24%** (**4%** for each of six entries).

From week to week, in the Discussion Board section of our Courseworks site, students should discuss an ethical argument they found to be persuasive or challenging (personally, socially, politically, managerially, etc.) within that week's readings, comparing it with the arguments found in other readings. Prompts will be available within each discussion thread. The entry should be creative, analytical or both, and should reflect studious knowledge of the readings. Entries for any week should be posted by ***Sunday noon***. Students should maintain a document file containing the entire sequence of their discussion entries. These should be posted for ***six of the thirteen*** weeks of class. ***One entry*** is to be posted for ***each of the six sections*** of the course. The file is to be submitted in ***paper copy*** and also deposited in the ***Drop Box*** section of our Courseworks site at the end of the semester.

3. ***Research on Ethics Monitoring*** will be given a weight of **26.5%**.

From the start of the semester to the end of October, students should independently gather, record and annotate sources of ("watchdog") monitoring for sustainability ethics in relation to a chosen institution or practice. This research should be as comprehensive as possible. A timeline of the monitoring, including any important cases, incidents and reports, should be developed and provided. When due, the assignment is to be submitted in ***paper copy*** and also deposited in the ***Drop Box*** section of our Courseworks site.

4. An ***Ethics Impact Study*** will be given a weight of **30%**.

This assignment is to explain and evaluate whether the institution or practice selected as an object of ethics monitoring has engaged in ethical conduct. Besides textual material, the discussion may include models, graphs and scorecards to illustrate aspects of the relevant

behavior and the methodology of its evaluation. The assignment will be assessed for (1) technical correctness; (2) analytical coherence; and (3) presentation of the findings. It should be submitted in *paper copy* and deposited in the **Drop Box** section of our Courseworks site at the end of the semester. Time will be reserved during the exam period for paper presentations.

At the end of the semester, each student's points for all 4 requirements (attendance/participation, discussion entries, research, and term paper) will be totaled, and a class curve will be established. Final grades will be provided on a letter grade scale.

Course Resources

Required readings, listed on Courseworks in the Syllabus section, are selected from a broad range of relevant literature, which takes the place of a textbook. At the start of the semester, required readings will become available in two ways: (1) as desk reserves in Lehman Library, and, with the exception of the Kennedy School of Government (KSG) case studies, as (2) e-reserves on our Courseworks site. The KSG case studies are unavailable as e-reserves, in accord with KSG policy. They should be purchased online at www.hbr.org. (Place case number in search box, and proceed to purchase PDF.)

Supplemental course materials, such as PowerPoints, will be posted on our Courseworks site in the Files and Resources section. As needed, supplemental instructions will be posted on our Courseworks site in the Assignments section.

Statements of University Policy

Academic Integrity Statement

The School of Continuing Education does not tolerate cheating and/or plagiarism in any form. Those students who violate the Academic Integrity and Community Standards will be subject to the Dean's Disciplinary Procedures. The standards can be viewed online at:

<http://ce.columbia.edu/node/217>

Please familiarize yourself with the proper methods of citation and attribution. Columbia provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research:

<http://library.columbia.edu/subject-guides/social-sciences/plagiarism.html>

Violations of the Academic Integrity and Community Standards will be reported to the Associate Dean for Student and Alumni Affairs.

Facilities Accessibility Statement

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website at:

<http://www.health.columbia.edu/disability-services>