

## Master of Science in Sustainability Management

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### SUMA PS5700 Sustainability Ethics and Financial Capital

**Dates:** Wednesday 6:10-8:00 pm

**Location:** TBD

**3 Credits**

[Area 5/Elective]

**Instructor:** Dr. Adela J. Gondek; [ajg2@columbia.edu](mailto:ajg2@columbia.edu)  
**Office Hours:** Wednesdays/3-5 by Appointment  
**Response Policy:** As a means of communication, I prefer email, which can be sent any day of the week, and I anticipate responding within 24 hours with the exception of weekends. (Friday, Saturday, and Sunday email, unless an emergency, would be answered on Monday.)

**Teaching Assistant:** Gerardo Rios Garcia; [gdr2121@columbia.edu](mailto:gdr2121@columbia.edu)  
**Office Hours:** Wednesdays and Fridays, 5-6, by appointment  
**Response Policy:** As a means of communication, I prefer email, which can be sent any day of the week. I anticipate responding within 24 hours, except on weekends. Emails sent on Saturday and Sunday, unless it's an emergency, will be answered on Monday.

### Course Overview

The World Bank has estimated that the global cost of corruption is at least \$2.6 trillion, or 5% of the global gross domestic product (GDP). Businesses and individuals pay over \$1 trillion in bribes annually, which does not account for billions of dollars of both humanitarian and development aid that pass clandestinely from public to private hands, billions lost to tax evasion, and billions funneled to and from illegal trafficking. In addition, it does not account for billions of dollars enmeshed in conflicts of interest, ranging from campaign donations to regulatory loopholes and “private gain from public office”. All such transactions occur in globally widespread yet deeply cryptic arenas. In this money-based environment, “what is just” in the distribution of programmatic goods fluctuates continuously, depending upon whose participation is permissible, assessable, and verifiable in decision processes. Some voices are loudly heard, others are barely heard, and still others are unheard; and the difference depends significantly upon the existing distribution of wealth, including the gateway conditions it projects, particularly power and privilege. In this complex situation variously tainted by and saturated with unethical conduct, the advancement and success of sustainability, including the UN Sustainable Development Goals (SDGs), require positive applications of ethics in all reaches of human activity. What are such applications? What ethics and ethical means are necessary and integral to the advancement and success of sustainability? Many new practical ethics, framed by scholars and practitioners since the 1960s, are promoted today by individuals and organizations, including businesses of all sizes, national and international governmental organizations, civil society organizations (CSOs, also called non-profit non-governmental organizations, or NGOs), loosely structured social movements, and clearly or vaguely defined neighborhoods. In what forms and at what levels of sustainability management are the new ethics to be articulated, espoused and activated?

This course seeks to identify, explain and explore sustainability ethics and the ways in which they can be systematically instituted by sustainability managers in continuous processes of policy, program and project design, implementation, critique and review. The course material is divided into three main sections: challenges, pathways and practices. Challenges include particularly the perennial human problem of land- and power-grabbing, which

occurs today on a worldwide scale seething with issues of climate, conflict and corruption—issues that thwart ecology, society and economy, the three pillars characteristically understood to support sustainability. Pathways, which extend to corporations, partnerships, movements and communities, are directions that can be followed to alleviate or eliminate those challenges. Practices, which occur in the wide arenas of production, transaction, distribution and development, are the primary forms of human activity that make sustainability management sustainable—insofar as they are ethical. Throughout the course, specific ethics and ethical values are introduced: in the 1st section, earth justice, environmental justice, and sectoral justice are explored; in the 2nd, the standpoints of corporate social responsibility (CSR), environment, society and governance (ESG), socially responsible investment (SRI), and diversity, equity and inclusion (DEI) are compared; and in the 3rd, the values of care, transparency, resilience and wellbeing are examined. Reference is also made to three critical issues of our monetized capitalist world: commodification, privatization and financialization. These issues are palpable in the ceaseless effort to finance sustainability, especially the SDGs. While sustainability management requires the understanding and application of complex science, both natural and social, the efficacy of science in producing human and environmental goods depends upon ethical evaluations of need, use, and harm, together with ethical conduct at all levels of management. Knowledge of the ethical expectations of decision processes promotes the possibility of achieving such goods. Yet today, achieving them for all is critically precarious, largely because a subsistence lifestyle is no longer an alternative accessible to the human population in general. Ethical issues have become global, and calls for their resolution are increasingly desperate, rancorous and volatile.

## Learning Objectives

Students are expected to acquire knowledge of the substance, context and management of competing ethical claims made by stakeholders in relation to social, economic and environmental goods and impacts. The projected learning outcomes are new or enhanced capabilities for:

1. meeting the urgent need to:
  - 1) recognize and remediate the overarching problem of structural inequality and inequity;
  - 2) advance the institution and implementation of inclusivity, diversity, identity and humanity;
  - 3) discern and assess the interconnection of finance with policy outcomes;
  - 4) evaluate and explain the interconnection of finance with cultural realities;
2. meeting the ongoing need to:
  - 5) identify ethical problems concerning the biotic whole and its sectors;
  - 6) balance competing needs of non-human and human populations and communities;
  - 7) utilize corruption assessment tools and implement anti-corruption measures;
  - 8) map conflict and its local, regional, national,
  - 9) design incentives or disincentives to influence, alter or enforce climate-related issues;
3. meeting the managerial need to:
  - 10) apply sustainability ethics to policy, program and project design, and in public discourse;
  - 11) create mechanisms for ethics training and monitoring in the practice of management;
4. meeting the methodological need to:
  - 12) decipher and understand ethics in statements, documents, arguments and outcomes;
  - 13) utilize cases and case histories to inform, improve and ground decision-making.

## Readings

In advance of each class, students should become familiar with the weekly topic and themes by reading the 4 relevant articles available in the Files section of our Canvas site. A website is also available weekly in the Files section as a source of additional information and potential research. Occasionally, optional readings are posted to provide further context. The required readings have been drawn from an array of scholarly journals to demonstrate the broad range of cross-disciplinary contributions to and complications in the field of sustainability. During each

class session, students will have the opportunity to offer questions and comments about the readings and related matters.

Required reading materials are available in the Files section of our Canvas site, typically as PDFs. To access a reading, simply click on the title in the Files section. You may also download it to your computer. Links to relevant websites, including various reports and articles, also appear in the Files section.

In addition, PPTs used in class to facilitate lectures and discussions will be posted weekly in the Files section of our Canvas site, soon after the class to which they pertain. This is meant to facilitate review of course material, as needed.

## **Introduction**

### **Week 1. Do We Know How to Be Ethical?**

*September 7*

Please select and read any 4 articles among the 7 listed below, the first week of class.

Carucci, Ron, and Ludmila Praslova. “Employees Are Sick of Being Asked to Make Moral Compromises.” Harvard Business Review Digital Article (February 21, 2022): Reprint H06VBV.

Peppercorn, Susan. “When a Coworker Undermines You in a Meeting.” Harvard Business Review Digital Article (August 25, 2023): Reprint H07S2K.

Farri, Elisa, Paolo Cervini, and Gabriele Rosani. “The 8 Responsibilities of Chief Sustainability Officers.” Harvard Business Review Digital Article (March 02, 2023): Reprint H07I1X.

Kteily, Nour, and Eli J. Finkel. “Leadership in a Politically Charged Age: What Social Psychology and Relationship Science Can Teach Us about Conflict in the Workplace—and How to Manage It.” Harvard Business Review (July-August, 2022): 109-117.

Hein, Patricia, and Shaz Ansari. “How Managers Can Dismantle ‘Benevolent Marginalization’ – What Some Managers See as Help Actually Prevents Marginalized People from Advocating for Themselves.” Harvard Business Review Digital Article (July 07, 2023): Reprint H07PM3.

Dey, Aiysha. “When Hiring CEOs, Focus on Character: Personal Behavior Can Predict When Leaders Might Go Astray.” Harvard Business Review (July-August, 2022): 54-58.

Casalini, Francesca, and Veronica Vecchi. “Making Impact Investing More Than Just WellMeaning Capital.” Business & Society 62, no. 5 (2023): 911-916.

Website: Ethical Systems  
<https://ethicalsystems.org/>

## **Section I. Challenges**

### **Week 2. Are Environmental Ethics Practical or Impractical?**

*September 14*

Hall, Matthew. “Empathy for Plants.” Environmental Ethics 44, no. 2 (2022):1 21-136.

Samuelsson, Lars. "The Cost of Denying Intrinsic Value in Nature." *Environmental Ethics* 44, no. 3 (2022): 267-288.

Raditz, Vanesa, and Jess Martinez. "I am cringe, but I am free': A Reparative Reading of Assuming the Ecosexual Position." *Ethics and the Environment*, 28, no. 1 (2023): 105-123.

Braveman, Paula A., Elaine Arkin, Cwayne Proctor, Tina Kauh, and Nicole Holm. "Systemic and Structural Racism: Definitions, Examples, Health Damages, and Approaches to Dismantling." *Health Affairs* 41, no. 2 (2022): 171-178.

Website: Earth Charter  
<https://earthcharter.org/>

### **Week 3. What is Commodification?**

*September 2*

*Note: The Hooper article is a more accessible selection compared to the Bruers article.*

Hooper, Jes. "Thinking with Civets: The Role of Zoos in the Decolonization of Animal Tourism." *Animals* 13 (2023): 1-18. DOI: [org/10.3390/ani13111739](https://doi.org/10.3390/ani13111739).

Bruers, Stijn. "Population Ethics and Animal Farming." *Environmental Ethics* 44, no. 4 (2022): 291-311.

Össbo, Åsa. "Hydropower Company Sites: A Study of Swedish Settler Colonialism." *Settler Colonial Studies* 13, no. 1 (2023): 115-132.

Beardall, Theresa Rocha. "Sovereignty for Sale? Tribal Patent Shelters and the Risky Business of Sovereign Derivatives." *Native American and Indigenous Studies* 9, no. 2 (2022): 3-37.

Ortiz-Przychodzka, Stefan, Camila Benavides-Frías, Christopher M. Raymond, Isabel DíazReviriego, BS Jan Hanspach. "Rethinking Economic Practices and Values as Assemblages of More-Than-Human Relations." *Ecological Economics*, 211 (2023): 1-9. DOI: [org/10.1016/j.ecolecon.2023.107866](https://doi.org/10.1016/j.ecolecon.2023.107866).

Website: Land Matrix  
<https://landmatrix.org/>

### **Week 4. What is Privatization?**

*September 28*

Lynerd, Benjamin T., and Jack Wartell. "A Natural Right to the Soil": Black Abolitionists and the Meaning of Freedom." *Journal of Black Studies* 54, no. 1 (2023): 62-82.

Rebotier, Julien. "Oil Offsets in Esmeraldas (Ecuador) When the Promotion of Development Shores Up Unequal Risk Situations." *Ecological Economics* 213 (2013): 1-13. DOI: [org/10.1016/j.ecolecon.2023.107939](https://doi.org/10.1016/j.ecolecon.2023.107939).

Underhill, Vivian, Linnea Beckett, Muna Dajani, Maria Teresa Oré, and Sheeva Sabati. "The Coloniality of Modern Water: Global Groundwater Extraction in California, Palestine and Peru." *Water Alternatives* 16, no. 1 (2022): 13-38.

Fremstad, Anders, and Mark Paul. "Neoliberalism and Climate Change: How the Free-Market Myth has Prevented Climate Action." *Ecological Economics* 197 (2022): 1-10. DOI: [org/10.1016/j.ecolecon.2022.107353](https://doi.org/10.1016/j.ecolecon.2022.107353).

Website: OpenSecrets  
<https://opensecrets.org/>

### **Week 5. What is Financialization?**

*October 5*

Karwowski, Ewa. "The Regional Distinctiveness and Variegation of Financialization in Emerging Economies." *Cambridge Journal of Economics* 46, no. 5 (2022): 931–954.

Mishura, Anna, and Svetlana Ageeva. "Financialization and the Authoritarian State: The Case of Russia." *Cambridge Journal of Economics* 46, no. 5 (2022): 1109-1140.

Frame, Mariko L. "Ecological Imperialism: A World-Systems Approach." *American Journal of Economics and Sociology* 81, no 3 (2022): 503-534.

Drencheva, Andreana, Wee Chan Au, and Jian Li Yew. "Working for Impact, but Failing to Experience It: Exploring Individuals' Sensemaking in Social Enterprises." *Business & Society* 62, no. 17 (2023): 1458-1495.

Website: Open the Books  
<https://openthebooks.com/>

## **Section II. Pathways**

### **Week 6. Corporations and Values Statements (CSR)**

*October 12*

Fontana, Enrico, Sanne Frandsen, and Mette Morsing. "Saving the World? How CSR Practitioners Live Their Calling by Constructing Different Types of Purpose in Three Occupational Stages." *Journal of Business Ethics* 185 (2023): 741-766.

Fatima, Tahniyath, and Said Elbanna. "Corporate Social Responsibility (CSR) Implementation: A Review and a Research Agenda Towards an Integrative Framework." *Journal of Business Ethics* 183 (2023):105-121.

Ehrnstrom-Fuentes, Maria, and Steffen Böhm. "The Political Ontology of Corporate Social Responsibility: Obscuring the Pluriverse in Place." *Journal of Business Ethics* 185 (2023): 245261.

Fougère, Martin. "Re-signifying Corporate Responsibility in Performative Documentaries." *Journal of Management Inquiry* 31, no. 3 (2022): 286-306.

Website: UN Global Compact  
<https://unglobalcompact.org/>

### **Week 7. Partnerships and Smart Interventions (ESG)**

*October 19*

Webber, Sophie, Sophia Maalsen, and Leah Emmanuel. "Tracking, Calculating, Watching: Governing and Delay in the Jakarta Smart City." *Transactions of the Institute of British Geographers* 00(0) (2023): 1-16. DOI: 10.1111/tran.12630.

Clement, Jessica, Benoit Ruyschaert, and Nathalie Crutzen. “Smart City Strategies—A Driver for the Localization of the Sustainable Development Goals?” *Ecological Economics* 213 (2023): 1-13. DOI: [org/10.1016/j.ecolecon.2023.107941](https://doi.org/10.1016/j.ecolecon.2023.107941).

Starks, Laura T. “Presidential Address: Sustainable Finance and ESG Issues—Value versus Values.” *The Journal of Finance* 78, no. 4 (2023): 1837-1872.

Kadir, Hatib Abdul. “Multispecies Marginality: Mangroves and Migrant Papuans in the Margins of Urban Colonization.” *The Australian Journal of Anthropology* 00(0) (2023): 1-17. DOI: [10.1111/taja.12477](https://doi.org/10.1111/taja.12477).

Website: Center for Public Integrity  
<https://publicintegrity.org/>

### **Week 8. Movements and Intergenerational Alliances (SRI)**

*October 26*

Daphi, Priska, Felix Anderl, and Nicole Deitelhoff. “Bridges or Divides? Conflicts and Synergies of Coalition Building across Countries and Sectors in the Global Justice Movement.” *Social Movement Studies* 21, no. 1-2 (2022): 8-24. DOI: [10.1080/14742837.2019.1676223](https://doi.org/10.1080/14742837.2019.1676223).

Ozduzena, Ozge, Billur Aslan Ozgulb and Bogdan Ianosev. “Institutions of Governance are All Corrupted’: Anti-Political Collective Identity of Anti-Lockdown Protesters in Digital and Physical Spaces.” *Social Movement Studies* (June, 2023): 1-19. DOI: [org/10.1080/14742837.2023.2246920](https://doi.org/10.1080/14742837.2023.2246920).

Wang, Wei, Hongwei Zhang, Pengjie Han, Kaiyu Wang, and Min Cao. “Emphasizing Actions Over Words: A Chinese Perspective on Thunberg’s Protest.” *American Journal of Economics and Sociology* 81, no. 2 (2022): 287-303.

McCalman, Caroline. “‘A Proper Environmentalist Wouldn’t Do That’: Discourses of Alienation from the Environmental Periphery.” *Social Movement Studies* 22, no. 4 (2023): 530-548.

Website: World Justice Project  
<https://worldjusticeproject.org/>

### **Week 9. Communities and Common Pools (DEI)**

*November 2*

Cid-Aguayo, Beatriz E., Josefa E. Krstulovic-Matus, Noelia Carrasco Henríquez, Valentina Mella-Moraga, and Diego Oñate Vargas. “Callampas of Disaster: Negotiations and Struggles for the Commons under Forestry Hegemony in Chile.” *Community Development Journal* (2022): 118. DOI: [org/10.1093/cdj/bsac030](https://doi.org/10.1093/cdj/bsac030).

Beck, Dave, and Rod Purcell. “Towards a Community-Based Ethical Contract.” *Community Development Journal* 58, no. 1 (2023): 79-95.

Mohammed, Hassnaa. “‘Come As You Are’: Place Attachment to Islamic Third Spaces in the United States.” *Community Development Journal* (2023): 1-19. DOI: [org/10.1093/cdj/bsad002](https://doi.org/10.1093/cdj/bsad002).

Hattery, Angela J., Earl Smith, Shannon Magnuson, Allison Monterrosa, Katherine Kafonek, Cameron Shaw, Rochelle Davidson Mhonde, and L. Cait Kanewske. “Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly.” *Race and Justice* 12, no. 3 (2022): 505-530.

Website: Human Rights Watch  
<https://hrw.org/>

### **Section III: Practices**

#### **Week 10. Production Processes: Resources and Care** *November 9*

Bansal, Vaiddehi, Jessica Wallach, Juliana Lira Brandao, Sarah Lord, Ninar Taha, Tulay Akoglu, Ligia Kiss, and Cathy Zimmerman. “An Intervention-Focused Review of Modern Slave Labor in Brazil’s Mining Sector.” *World Development* 171 (2023): 1-9. DOI: [org/10.1016/j.worlddev.2023.106362](https://doi.org/10.1016/j.worlddev.2023.106362). Holzberg, Britta. “Local Understandings of Decent Work and the Legitimacy of Global Labor Standards: Insights from Garment Suppliers in Egypt and Jordan.” *Journal of Business Ethics* (2023): 1-24. DOI: [org/10.1007/s10551-023-05490-1](https://doi.org/10.1007/s10551-023-05490-1).

Yea, Sallie. “‘Like every other day’: Writing Temporalities of Banal Exploitation among Precarious Migrant Workers.” *Area* 00(0) (2023): 1-8. DOI: [org/10.1111/area.12891](https://doi.org/10.1111/area.12891).

Luat-Hū‘eu Kupaa K., Mehana Blaich Vaughan, and Melissa R. Price. “Understanding Local Pig Hunter Values and Practices as a Means toward Co-management of Feral Pigs (*Sus scrofa*; pua'a) in the Hawaiian Islands.” *Ecology and Society* 28, no. 2 (2023): 1-14. DOI: [.org/10.5751/ES-13679-280232](https://doi.org/10.5751/ES-13679-280232).

Website: Care International  
<https://care-international.org/>

#### **Week 11. Transaction Processes: Regulations and Transparency** *November 16*

Bexell, Magdalena. “Ranking for Human Rights? The Formative Power of Indicators for Business Responsibility.” *Journal of Human Rights* 21, no. 5 (2022): 604-619.

Olesen, Thomas. “The Birth of an Action Repertoire: On the Origins of the Concept of Whistleblowing.” *Journal of Business Ethics* 179 (2022): 13-24.

Ruppen, Désirée, and Fritz Brugger. “I will sample until things get better – or until I die.” – Potential and Limits of Citizen Science to Promote Social Accountability for Environmental Pollution.” *World Development* 157 (2022): 1-14. DOI: [DOI.org/10.1016/j.worlddev.2022.105952](https://doi.org/10.1016/j.worlddev.2022.105952).

Duensing, Sina, Martin C. Schleper, and Christian Busse. “Wildlife Trafficking as a Societal Supply Chain Risk: Removing the Parasite without Damaging the Host?” *Journal of Supply Chain Management* 59 (2023): 3-32. DOI: [10.1111/jscm.12297](https://doi.org/10.1111/jscm.12297).

Website: Transparency International  
<https://transparency.org/>

#### **Week 12. Holiday** *November 23*

#### **Week 13. Distribution Processes: Opportunities and Resilience** *November 30*

BurnSilver, Shauna B., Jesse M. Coleman, and James Magdanz. "Equality and Equity in Arctic Communities: How Household-Level Social Relations Support Community-Level Social Resilience." *Ecology and Society* 27, no. 3 (2022): 1-31. DOI: [org/10.5751/ES-13479-270331](https://doi.org/10.5751/ES-13479-270331).

Monroy-Gómez-Franco, Luis, and Paloma Villagómez-Ornelas. "Stratification Economics in the Land of Persistent Inequalities." *American Journal of Economics and Sociology* 00(0) (2023): 119. DOI: [10.1111/ajes.12527](https://doi.org/10.1111/ajes.12527).

Njoh, Ambe J. "Fairness, Equity, and Justice Implications of French-Influenced Environmental Policy in Africa." *American Journal of Economics and Sociology* 81, no. 5 (2022): 927-955.

Tomlinson, Bill, Bonnie Nardi, Daniel Stokols, Ankia Raturi, and Andrew W. Torrance. "Returning Ecological Wealth to Nonhuman Species through Design: The Case for Ecosystemas." *Ecology and Society* 27, no. 2 (2022): 34, 1-16. DOI.org/[10.5751/ES-13324270234](https://doi.org/10.5751/ES-13324270234).

Website: Amnesty International  
<https://amnesty.org/>

### **Week 14. Development Processes: Growth and Wellbeing** *December 7*

Please select and read any 4 articles among the 5 listed below, the last week of class.

Rahi, Fasle, Jeaneth Johansson, Marita Blomkvist, and Fredrik Hartwig. "Corporate Sustainability and Financial Performance: A Hybrid Literature Review." *Corporate Social Responsibility and Environmental Management* 00(0) (2023): 1-15. DOI: [10.1002/csr.2600](https://doi.org/10.1002/csr.2600).

Hukkinen, Janne I., Jussi T. Eronen, Nina Janasik, Paavo Jarvensivu, and Roope O. Kaaronen. "Coping with Policy Errors in an Era of Chronic Socio-environmental Crises." *Ecological Economics* 199 (2022): 107489, 1-10. DOI.org/[10.1016/j.ecolecon.2022.107489](https://doi.org/10.1016/j.ecolecon.2022.107489).

Rutland, Peter. "Thirty Years of Nation-Building in the Post-Soviet States." *Nationalities Papers*, 51, no. 1 (2023): 14-32. DOI: [10.1017/nps.2021.94](https://doi.org/10.1017/nps.2021.94).

Gerold, Stefanie, Maja Hoffmann, and Ernest Aigner. "Towards a Critical Understanding of Work in Ecological Economics: A Post-Work Perspective." *Ecological Economics* 212 (2023): 1-9. DOI: [org/10.1016/j.ecolecon.2023.107935](https://doi.org/10.1016/j.ecolecon.2023.107935).

Hooley, Dan. "Wild Animal Protectorates." *Environmental Ethics* 44, no. 4 (2022): 313-330.

Website: Heifer International  
<https://heifer.org/>

### **Week 15: Research Sharing Session** *December, To Be Determined*

### **Assignments and Assessments**

Each class session will be composed of both lecture material and open discussion. Students are welcome to raise questions and offer comments throughout the class sessions. Course requirements include the following, upon which grading is based.



1. **Class Attendance:** Attendance will be given a maximum weight of **13 points**. One grade point will be given for each attended class session. Attendance should be timely and regular. An absence is excused only with (a) prior email notification for an important purpose, or (b) emergency verification. Attendance should be professionally attentive, including without distracting use of electronic equipment other than any integral to our class session. **Please note:** To receive credit for an excused absence, more lengthy post-class remarks or questions should be written. These should be submitted by the immediately following Friday, 10pm. (This pertains only to excused absences.)
2. **Class Participation:** Participation will be given a maximum weight of **13 points**. A maximum of one grade point will be given for active participation during each week's class session (or very soon after, as explained at "Please note:"). Active participation includes both (a) raising questions and offering comments connected meaningfully to ongoing discussion; and (b) addressing readings by sharing highlights and considerations pertaining to the authors' views. **Please note:** If you are unable to speak each week, please submit any brief comment or question that you would have liked to share in class but had hardly any opportunity to do so, in the appropriate Discussions section of our Canvas site (i.e., the section titled, "Post-class Participation Remarks or Questions", followed by the week number and the class date). This should be submitted by 11:59pm, the evening of the pertinent class. If you offered a brief comment or question in class, there is no need to do so again. **Please note:** The add-drop period of the fall semester will be treated as a "grace period" with regard to class participation. This (for Weeks 1 and 2) should be completed by the weekend of September 15-17.
3. **Discussion Entries:** Discussion entries on our Canvas website in the Discussions section will be given a maximum weight of **26 points**. A maximum of two grade points will be given for (1) the timely preparation and posting of a response concerning the readings, and (2) the perception and clarity of the response. Your entry is due on Canvas by Wednesday, 8pm, each week, in advance of the class to which it pertains. A lateness penalty will apply. **Please note:** The add-drop period of the fall semester will be treated as a "grace period" with regard to discussion entries. These (for Weeks 1 and 2) should be completed by the weekend of September 15-17. **Please note:** At Week 12 (Holiday) and Week 15 (Last Day Before Study Period), you may write your own reflections on environmentalism or environmental justice or whatever you think is relevant to them, as a substitute for a regular discussion entry. Your reflections can be empirically or narratively based. (See the following suggestion at Weeks 12 and 15, in the Discussions folder: "If you would like to write some free-thinking and/or free-emoting reflections, as an alternative to a regular discussion entry, please do so here.")
4. **Term Paper:** There are two components to this assignment: (1) a composite topic proposal and first draft (minimum 4 pages [1000 words]), and (2) a final version (minimum 12 pages [3500 words]). The former component will be given a maximum weight of **18 points**, and the latter component will be given a maximum weight of **30 points**. The total is **48 points**. Further details on the content and structure of these two written assignments are provided below and in the Assignments section of our Canvas site. Papers will be grouped by cohesiveness or similarity of topics, and an informal sharing session of findings will be scheduled for our assigned day/time during exam period, for the purpose of sharing research and findings with each other.

Detailed Instructions for the Topic Proposal:

Detailed Instructions for the Topic Proposal: The topic should be (a) a case study, pertaining to (b) an incident, event or situation, that (c) either illustrates or violates primarily one form of environmental/sustainability ethics, and (d) could be remediated or resolved in some specified way that comports with modern practical ethics. The following should be included: 1. The case of concern (policy, project, disaster, tradition, etc. "A", in county city, town, suburb, village, region, etc. "B"). Generate your case by investigating pertinent websites, documents, data bases, narratives/stories, etc. 2. The primary actor(s) (individual, corporate, non-profit, movement, agency, government, etc.) involved. 3. Some indication of the most pertinent organization's "mission, vision, and values statements" as it appears on their website ("Our values are A, B, C"). 4. An explanation of any gap (or no gap) between these values and the action/activity under discussion. 5. A careful explanation of the most relevant form of environmental/sustainability ethics involved. 6. At least five scholarly journal articles (from different journals) pertinent to the case should be applied, with the use of "Chicago Style" endnotes and bibliography entries. (Both kinds of references can be found in the "Research Guide" section of our Canvas site, and in brief form at the following link: [https://www.chicagomanualofstyle.org/tools\\_citationguide](https://www.chicagomanualofstyle.org/tools_citationguide).) Note: the more intensive the research, the greater the depth of the analysis/argument. 7. The paper topic proposal should be written in textual form (rather than any rendition of outline or list form), and the textual component (not including the endnotes and bibliography entries) should be a minimum of 1000 words long.

Detailed Instructions for the Final Version:

The term paper should be structured in the following way, with **subheadings for the 4 sections**:

1. **Introduction:** [Observation and Hypothesis] Ask, what is wrong (or right) here, and why might it be wrong (or right)? Highlight (a) the case (situation/scenario), including main actors, time, place; (b) the subset of ethics that seems to be involved, and (c) the relevant SDG(s) and other pertinent guidelines, documented or undocumented (e.g. a constitution. law, rule, environmental impact statement).
2. **The Case:** [Material and Test] Detail the behavior of the primary organization (and individuals) involved, indicating also the relevant organizational values statement, together with the mission and vision statements, and any relevant codes, promises and pronouncements (e.g., press releases). What violations, if any, are evident?
3. **The Ethic:** [Measurement and Analysis] A conceptual review and explanation of the particular subset of ethics to be used, and apply it as a critical assessment tool. (Utilize both readings and PPTs, where pertinent.) Does the behavior evident in the case conform to the expectations/requirements of the ethic?
4. **The Critique:** [Observations and Conclusion] A thematic discussion of the case in itself and in relation to similar cases, with a view to the relevant SDG(s) and other pertinent documents. Is the case anomalous, trending, or systemic? Can it be corrected if unethical or propagated if ethical? How might this be accomplished?

Manuscript formatting details include the following:

- (1) the text should be a minimum of 3,500 words in length;
- (2) the font size should be 11 or 12 (check overall word length accordingly);
- (3) the left, right, top and bottom sides of each page should have 1-inch margins, but the text should not be "blocked";
- (4) the text should be double-spaced, not single-spaced;
- (5) the pages should be numbered;

- (6) the word count should be indicated at the end of the text;
- (7) endnotes should be used (not footnotes or parenthetical notes) and should be situated not in a “footer” but at the end of the last page of the text;
- (8) textual citation numerals for endnotes should appear in Arabic, not Roman superscript (e.g., 15, not XV);
- (9) a bibliography should be situated on pages following the pages on which the endnotes are situated;
- (10) neither the endnotes nor the bibliography should be included in the word count;
- (11) citation numerals, endnotes and bibliography should be prepared in Chicago Style, using the guidelines provided at the following link: [http://www.chicagomanualofstyle.org/tools\\_citationguide](http://www.chicagomanualofstyle.org/tools_citationguide).
- (12) any images, photos, diagrams, models, graphs, tables, charts, etc., should be situated on pages titled Appendix, following the text;
- (13) a minimum of 20 sources of research should be utilized. Of these, at least 17 should be scholarly (e.g., journals and books) or “official” (e.g., reports from organizations) as distinct from news articles, internet blogs, and so on. Any non-peer-reviewed sources that are utilized should be fact-checked.

At the end of the semester, each student’s points for all requirements (class attendance, class participation, discussion questions and the 2-part term paper) will be totaled, and a class curve will be established. Final grades will be provided on a letter grade scale.

## Grading

The final grade will be calculated as described below:

### FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

Assignment/Assessment	% Weight	Individual or Group/Team Grade
Class Attendance	13	Individual
Class Participation	13	Individual
Discussion Entries	26	Individual
Term Paper:	48	Individual
Topic Proposal	(18)	Individual
Final Proposal	(30)	Individual

## Course Policies

### *Participation and Attendance*

You are expected to complete all assigned readings, attend all class sessions, and engage with others in online discussions. Your participation will require that you answer questions, defend your point of view, and challenge the point of view of others. If you need to miss a class for any reason, please discuss the absence with me in advance.

### *Late work*

There will be no credit granted to any written assignment that is not submitted on the due date noted in the course syllabus without advance notice and permission from the instructor.

### *Citation & Submission*

All written assignments must use standard citation format (e.g., MLA, APA, Chicago), cite sources, and be submitted to the course website (not via email).

## School and University Policies and Resources

### *Copyright Policy*

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

### *Academic Integrity*

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that

disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <https://sps.columbia.edu/students/student-support/academic-integrity-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

#### *Diversity Statement*

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

#### *Accessibility*

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: <https://health.columbia.edu/content/disability-services>.

#### *Names/Pronouns*

Everyone deserves to be addressed in a manner that reflects their identity. Everyone is welcome to tell us their pronoun(s) and/or name (if different from University records) at any time, either in person or via email.

#### *Duty to Report*

Everyone deserves a university community free from discrimination, harassment, and gender-based misconduct including sexual harassment, sexual assault, domestic and dating violence, stalking, and sexual exploitation. It is therefore University policy to require Columbia faculty and staff to report to EOAA any instance or allegation of prohibited conduct involving any undergraduate or any graduate student that is disclosed to, observed by, or otherwise known to that employee. This requirement to report is in place to help ensure that students are provided appropriate resources and to allow the University to mitigate harm to our community.

**Confidential Resources:** There are confidential University employees on campus who do not have a Duty to Report, including:

- Sexual Violence Response & Rape Crisis/Anti-Violence Support Center (SVR)
- Ombuds Office
- Medical Services
- University Counseling and Psychological Services
- University Pastoral Counseling
- Columbia Office of Disability Services

University employees working in a confidential capacity will not report information shared with them.

**Inclusion:** In the Master of Science in Sustainability Management program, faculty and staff are committed to the creation and maintenance of “inclusive learning” spaces – classrooms and other places of learning where you will be treated with respect and dignity, and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

In our Ethics for Sustainability Management and Finance classroom, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socioeconomic status, age, disabilities, religion, regional background, veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

#### *Class Recordings*

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

#### *SPS Academic Resources*

The Division of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: <https://sps.columbia.edu/students/student-support/student-support-resources>.

#### *Columbia University Information Technology*

Columbia University Information Technology (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty and staff may access University-provided and discounted software downloads.

#### *Columbia University Library*

Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online.

#### *The Writing Center*

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit <http://www.college.columbia.edu/core/uwp/writing-center>.

#### *Career Design Lab*

The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to <https://careerdesignlab.sps.columbia.edu/>