Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Names:

1) BUS 1050 Foundations of Business Thought
2) MGT 4810 Advanced Professional Communication
3) MGT 3710 Leadership & Sustainability

Instructor Name: Aaron Phillips

**List learning goals for your course, lesson, or activity that highlight new sustainability elements.**

*I will base this implementation summary primarily on courses for this year, but I’m excited to apply the concepts and practices we have discussed to the course on leadership & sustainability.*

**BUS 1050, Foundations of Business Thought:** This course’s learning goals center on systems thinking. We are learning about all aspects of business from a philosophical perspective, which trains our focus on labor, production, distribution, large-scale trade, retail commerce, marketing, and of course raw materials. We think about the ways in which human commerce and its outgrowths, such as finance, impose a paradigm of limitless economic growth on a finite planet. We consider how human wants and needs, while bounded by necessity, are modified and perhaps manipulated by the marketplace.

Students will gain the ability to:

- Think and write critically about their place in the world of commerce, including their interpellation into communication systems that set agendas for consumers
- Think critically and across cultural worldviews about the nature of property and the human relationship with the beyond-human world
- Think and write critically about how ethics and law govern, constrain, and encourage disclosure in transactions
- Think and write critically about waste in business processes
- Think and write critically about themselves as economic units of labor and knowledge
• Think and write critically about systems of production and labor

MGT 4810, Advanced Professional Communication: This course focuses on crisis communication and the role of social media in society, in business, and across cultures. I define crisis broadly, moving it away from a typical damage control/PR mode of communication on the part of business practitioners and into a global frame of crisis. We face numerous “wicked problems” related to the survival of all species on this planet, and students tend to come to this class aware of and concerned about such issues. I also ask students to think about self-imposed crisis, using large-scale exploratory expeditions such as those of Antarctic explorers as both interesting cases and metaphors for how crisis gets manufactured by people. We discuss broad issues of human striving and behavior, which we then link to the use of social media as a phenomenon that connects/severs human ties to one another and to the natural world.

Students will learn to:

• Communicate successfully with professional audiences about large- and small-scale crises, from those affecting small businesses locally to those affecting the bedrock of global systems of supply (i.e., natural resources)

• Consider and communicate about the role of social media in society, in business, and across cultures

1) To consider one’s position in the world of labor
2) To apply principles of political economics, including labor, to one’s own life
3) To reflect on one’s current and prospective work in the world in terms of larger energy systems
4) To make connections between physical energy systems and socially-constructed economic systems, including raw materials, manufacturing, distribution, supply chains, use of commodities of need and want, waste, and consumer profligacy
5) To write and think critically about labor, political economics, and broader energy system, with a focus on one’s role in these processes
6) To (re)consider the notion of private property and ownership, comparing various cultural understandings of this notion.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

I’ve found that minor adjustments to content and ways of discussing content have provoked fruitful lectures, discussions, and activities that ask students to relate to the notion of sustainability without necessarily even using this term.
I’ll give some examples from BUS 1050, Foundations of Business Thought. In the unit on private property, we read John Locke, predictably enough. We pair this reading with one selected long ago by the creators of this course: an address by Chief Joseph of the Nez Perce to the U.S. Congress. He bemoans the constant breaking of covenants by the advancing settlers and his people’s relegation to less desirable lands. The early, positive interactions of his people with the Lewis and Clark expedition eventually morphed into the struggle over land between settler and native, the narrative of which remains the same from the mid-19th century though to today, with the gas pipeline incurring on lands sacred to the Standing Rock Sioux.

In large part, students’ exploration of these issues takes place during lecture and class discussion. In addition, exam questions ask them to consider how Locke’s version of property rights, which flows from the notion that if I labor on a piece of land, I can lay claim to it to the exclusion of others, might inform and even enable the taking of native lands by Anglo-European colonial settlers. In this process of considering the notion of private property, so fundamental to the world of commerce as we know it, students think, talk, and write about different traditions and lifeways that birth different notions of what it means to own and what is eligible to be owned. Suffice it to say that Chief Joseph’s and Locke’s notions of what creates land ownership—and whether land can be owned—are different. In this class, we probe this difference. In the process, I try to avoid a simple dualism between worldviews that are “good” or “bad,” and the uncritical celebration of any particular tradition of being in the world. This unit of the course relates to sustainability because it asks students to analyze how land is used.

In the same unit of the course, we look at a poem by William Wordsworth called “The World is Too Much With Us.” The poem is a dirge for the natural world, from which the emerging machinery of industry has separated us, Wordsworth suggests. We have a lot of fun with this poem, and we connect it with Ralph Waldo Emerson’s law of “impera parendo” (mandatory stop), or the idea that if we mismanage the world, it will eventually stop us from mismanaging it. We also take a look at the Dr. Seuss classic, *The Lorax*. The cartoon, the poem, and Emerson all remind us that matter itself refuses to be mismanaged. This opens up interesting discussions of the profligacy of the commercial world, the streams of waste that issue from it, and the many problems in which we are mired as a result.

Let me provide a perhaps more concrete example from the same course. In the marketing unit of the course, we take a look at the retail company Patagonia’s “Don’t Buy This Jacket” ad campaign of 2011. Responses vary from the cynical (“they mean buy this jacket”) to the more idealistic. This year, I have a student who works for the company, and he is insistent that the company really wants people to achieve a minimal carbon footprint by adopting the “reduce, reuse, recycle” mantra. In class, he pointed out that he has on multiple occasions advised would-be customers to refrain from purchasing this or that item because they already had something that would do the same job. This has spawned interesting discussion on wants versus needs, along with the nuances of creative advertising that, while on the surface it may say one thing, its effect may be entirely another (do we end up buying that jacket?).
Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.

BUS 1050: Work essay (weeks 10-13)

Basic assignment description: Compose a two- to three-page, double-spaced paper in 12 point Times New Roman font with 1-inch margins that addresses the concept/practice of work and how it connects to your life. What work have you done in your life? How does that work link you to community and broader economies? What have been the positive aspects of this work? The negative? How does this work connect to the subjects we have examined in class such as self interest, division of labor, the development of markets, and the like?

In addition to reflecting on your work experience thus far, consider your future. What work will you do? How might it contribute to community and broader economies? You may approach this creatively by writing a paragraph in which you describe your “perfect day” of work in the future.

a) Sustainability aspect: This assignment goes toward broader goals of integrative/applied learning and personal/social responsibility. In addition, I find that many students have approached this assignment by specifically discussing the societal and environmental impact of their work. This happens spontaneously as a result of the tenor of class discussion.

b) When: This assignment is due at the end of November.

c) How: The assignment will be discussed in class and submitted via Canvas; students will be able to read and respond to the work of their peers

d) Resources: Canvas, class discussion, and students’ experiences

e) Assessed according to depth of discussion/insight as follows:

Content and Analysis

- Does the essay show evidence of rigorous critical thinking on the issue of work?

Evaluation Details

90-100%: Assignment meets or exceeds the above criteria. Analysis and discussion are engaging, the document is highly readable, and the writer shows advanced command of language.

80-90%: This is a successful effort. The writer makes a solid attempt at analysis and discussion, readability is acceptable, and the writer shows an above average command of language.

70-80%: This is an acceptable effort. The writer presents and analyzes a situation in an interesting way, but the reader has to work to wrest meaning/understanding from this essay. This
may be due to problems with structure and organization; it may stem from problems with analysis and style.

60-70%: This essay needs to be revised. Problems abound in each of the above evaluation criteria. Contact the professor within three days of receiving your grade (via Canvas email) to discuss the terms of revision.

**MGT 3710, Leadership & Sustainability (Spring 2018)**

1) **Basic assignment description:** Critical thinking discussion in class/Canvas (week 3)

**Concept/theme:** Humans as “leaders” of environmental change: The Anthropocene?

**Guiding Questions:**

1. How have humans shaped global ecosystems?
2. What impact does leadership have on these effects?

**Readings:**

- Cronon (1990) from Modes of Prophecy and Production: Placing Nature in History”

a) Sustainability aspect: This assignment asks students to think about the human species as the driver of ecological change, which is a problem central to assessing what sustainability is, means, and looks like.
b) Identify when in the course it will be incorporated: Week 2 Fall 2017
c) Describe how it will be incorporated: Canvas and class discussion
d) Describe resources and/or support needed: Readings, instructional resources, Canvas, students
e) Explain how it will be assessed: For analytic rigor and writing quality

2) **Basic assignment description:** (Eco)systematic listening essay (week 7-8)

**Concept/theme:** The voices of disrupted ecosystems

**Guiding Questions:**

1. What is an ecosystem?
2. How does human commerce nest into ecosystems?
3. How have leaders advocated for sustainability?
Readings:

- Rachel Carson, from *Silent Spring*
- Gretel Erlich, from “On Water”

Assignment: (Eco)systematic listening essay

Go somewhere outside. Spend a minimum of ten minutes listening, remaining still. Other senses, especially sight, will likely inform your description. But try to focus on hearing/listening.

Record in a notebook what you hear (or, perhaps as important, what you don’t hear). When you get home, write a brief description. You choose whether to dwell just in the senses, simply telling what you heard, or to discuss how the sounds you heard (or, again, didn’t hear) affected your emotional state/intellectual awareness, or helped you develop a sense of this particular place.

Once you have written this description, go into creative-analytic mode. How does listening to the world in this way connect to what we have discussed in the class? How does this connect to leadership? Be as specific as you can, perhaps citing experiences from your past, things you’ve learned in other class, or how these processes of leadership and listening are displayed at your work, etc.

a) Sustainability aspect: This assignment asks students to listen to the world, an interlocked system that enfolds them and supports all life as we know it. It is thus asking them to listen to that which sustains us, which is the root of sustainability.

b) Identify when in the course it will be incorporated: Weeks 7-8 fall 2018

c) Describe how it will be incorporated: Canvas, class discussion, and a student sojourn

d) Describe resources and/or support needed: Readings, instructional resources, Canvas, students’ time, a place beyond the classroom

e) Explain how it will be assessed: For rigor and depth of insight, for integration with other areas of learning

**What motivated you to change your course?**

It’s a bit hard to pin this down exactly, but I would say in general, what motivates me is the notion that if we do not focus on complex critical thinking and the wicked problems we face as a planetary population, we are doing ourselves and our students a disservice. I also found the Wasatch Experience to be a tremendous motivator!