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 Name: ___PHIL 3510: Business Ethics______________________________

Instructor Name: ___Jason Wyckoff_______________________________________

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

1. I restructured the course in order to emphasize systems thinking, so rather than beginning with narrow ethical questions in business and then expanding outward to structural questions, the course begins with structural questions, narrows the focus to particular moral problems, and then zooms back out to structural issues.
2. Learning goals:
   a. Define ‘sustainability’ as it the concept relates to social and business practices.
   b. Apply the concepts of sustainability, justice, and moral obligation to particular social and business practices. Analyze and evaluate these practices, and explain why they are (or are not) sustainable.

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.

1. Our discussion of the definition of sustainability led me to include a reading that I hadn’t initially assigned (Holland’s ‘Sustainability’) so that we could talk about what sustainability is before discussing its moral significance.
2. I invited Chris Sanchez from Le Croissant Catering to speak to the class about the company’s efforts to reduce waste and adopt more sustainable practices. The students responded well to Chris’s presentation, and many of them chose to write response papers (for which I give students some freedom to choose topics) on Chris’s talk. They posed interesting questions to Chris, and engaged very well with his presentation in their papers.
Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected activities attach a completed Activity Sheet.

- Weeks 9 and 10 on the syllabus deal most explicitly with the theme of sustainability.
- Chris Sanchez’s presentation was delivered in week 10.
- In other weeks, I was able to relate the material to sustainability in unexpected ways. For example, in weeks 2 and 2 I was able to connect the economic, social, and ecological pillars of sustainability in discussions of the Deepwater Horizon spill and Merck’s riverblindness medication.

What motivated you to change your course?

- Using the three pillars of sustainability to help thematize the course was a key for me. I had previously thought of sustainability mostly in ecological terms, so drawing the connections to economics and social justice was something I would not have been able to do as effectively before the workshop.
- Bringing in a guest speaker was something that I had wanted to do, but seeing Chris’s presentation during the workshop inspired me to invite him. His talk related very nicely to material that I wanted to cover in class. It’s not the sort of thing that I’ve done very often in the past, and I really wanted to do it in this course. I was glad that it worked well.

Explain how you approached the modification of your course.

- I had both general and particular elements of the course that I wanted to modify. I tried to use what I had learned about sustainability teaching to structure the course in broad terms and highlight the theme of sustainability whenever possible, and to use some of the more specific pedagogical advice in the classroom. (I feel that I did that more effectively in my spring course, where we did systems diagrams, for example.)
Did you achieve your proposed desired modification of the course? Why or why not?

- My more general goals—having to do with course structure and themes—were achieved quite well, and Chris’s guest presentation worked very effectively. I wish that I had made use of systems diagrams and other teaching tools in this course, but was able to incorporate them into my spring course.

Describe the process you took to develop the sustainability teaching materials. What did you find particularly helpful? What did you do that was not particularly helpful?

- The workshop discussion of the definition of sustainability was tremendously helpful to me, and resulted in a reorganization of reading material and the introduction of new readings.
- The fact that the workshop involved people from a wide range of disciplines allowed me to see ways in which sustainability could be taught in courses that would not have struck me as closely related to sustainability, and that helped me to see new ways in which I could use sustainability as a framing device for units in my own course.

Did the students achieve the sustainability learning goals of the course, lesson, and/or activity?

- For the most part, yes. Their response papers on Chris Sanchez’s guest presentation were especially good. They raised interesting questions and concerns about Le Croissant’s practices, and these often enabled me to emphasize the importance of social context for resolving ethical questions. For example, Chris mentioned that much of the business’s recycling had to be transported long distances to recycling facilities—usually in Nevada—and the students explored the question of whether the gains in waste reduction might be at least partially offset by use of fossil fuels to transport these materials. That was a nice springboard to a discussion of the context in which businesses like Le Croissant make their decisions, and whether we can alter that context so as to better incentivize, and increase the effectiveness of, the adoption of more sustainable business practices.
What will you do differently in the future to continue to enhance the sustainability content and/or delivery of this course and others?

- Definitely make use of systems diagrams. It worked well in the spring.
- I would like to add a service learning element to the course.
- The students responded well to the guest speaker, so I would like to bring in more speakers in the future.
- I’d like to find additional readings that connect economic, social, and ecological concerns in order to drive home the interconnectedness of these issues under the heading of sustainability.

In retrospect, in what ways could the Wasatch Experience have improved your ability to elevate your teaching of sustainability content?

- I learned quite a lot, so it’s hard to think of something. I’d really like to do a service learning component to my courses, so the more I can learn about that, the better. Philosophy isn’t a discipline in which that sort of pedagogy is emphasized (though maybe that is starting to change), so we’re sometimes a little in the dark when it comes to that.