

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Management
Course Number and Title:	MGT 430 Leadership and Social Responsibility
Division:	Upper
Faculty Name:	Brad Brown
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course examines the social responsibilities of organizations and their leaders as they address divergent expectations from internal and external stakeholders. While recognizing the need for a business to meet financial goals, this course will outline how leaders can ensure their organizations fulfill their societal responsibilities in the areas of ethics, labor and employment, diversity, corporate social responsibility, sustainability, and governance. In recognition of the increasingly serious challenges posed by climate change, we will be looking for new ways to organize businesses and civil society to become more sustainable and resilient. As an integrating theme, on our voyage and during port calls we will pay special attention to the many issues surrounding water. In this changing world, water issues are becoming increasingly salient from shortages of fresh water for drinking, sanitation, agriculture and industry, and an over-abundance of water in other situations including flooding and sea-level rise.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be to understand how leaders:

- * Question the purpose of business and organizations
- * Identify ethical principles that guide moral decision-making
- * Recognize the various stakeholders in organizations
- * Demonstrate an appreciation of the business case for diversity
- * Identify the significance of socially responsible business practices
- * Understand the global principles of sustainable development.

REQUIRED TEXTBOOKS

AUTHOR: Hart, Stuart

TITLE: *Capitalism at the crossroads: Next generation strategies for a post-crisis world*

PUBLISHER: Wharton School Publishing
 ISBN #: 978-0-13-704232-6
 DATE/EDITION: 2010, 3rd edition, paperback

Available from Amazon.com \$16.00 paperback or \$14.57 Kindle version

AUTHOR: Richter, Brian
 TITLE: *Chasing water: A guide for moving from scarcity to sustainability*
 PUBLISHER: Island Press
 ISBN #: 978-1-61091-538-0
 DATE/EDITION: 2014, paperback

Available from Amazon.com \$21.25 paperback or \$13.99 Kindle version

AUTHOR: Jackson, Tim
 TITLE: *Prosperity without growth: Foundations for the economy of tomorrow*
 PUBLISHER: Routledge
 ISBN #: 978-1-138-93541-9
 DATE/EDITION: 2017

Available from Amazon.com \$14.92 paperback or \$13.77 Kindle version

AUTHOR: McKibben, Bill
 TITLE: *Deep economy: The wealth of communities and the durable future*
 PUBLISHER: St. Martin's Press
 ISBN #: 978-0-8050-8722-2
 DATE/EDITION: 2007 paperback

Available from Amazon.com \$8.99 paperback or \$9.99 Kindle version

TOPICAL OUTLINE OF COURSE

Class and Date	Topic	Assignment
Depart Amsterdam—September 9		
A1, Sept 11	Introduction and lecture on climate change	Thompson: “What are the Sustainable Development Goals?” (electronic)
A2, Sept 13	Mapping the Terrain	Hart, Prologue and Ch. 1-2
Gdansk, Poland, September 15 - 20		
A3, Sept 21	Beyond Greening	Ch. 4 - 6
A4, Sept 23	Becoming Indigenous	Ch. 7 - 8
A5, Sept 25	Into the future	Ch. 9 - 10, Epilogue
Lisbon, Portugal—September 26-28		
Cadiz, Spain—September 29 - October 1		
A6, Oct 3	Quiz 1	

A7, Oct 5	Taking stock of our water budgets. Field class report due in class.	Richter, Ch. 1 - 2
Dubrovnik, Croatia—October 6-10		
A8, Oct 12	Who is responsible for water?	Richter, Ch. 3 - 4
A9, Oct 14	Seven principles for sustainability	Richter, Ch. 5 - 6
Casablanca, Morocco—October 15-20		
A10, Oct 22	How to survive a water crisis: case example from Australia	Richter, Ch. 7 - 8
Oct 24	<i>Study Day</i>	No classes
A11, Oct 25	Quiz 2	
A12, Oct 27	Limits to growth	Jackson, Ch. 1, 2, 3
Tema, Ghana—October 28-30		
Takoradi, Ghana—October 31-November 1		
A13, Nov 3	Problem of consumerism	Jackson, Ch. 4, 5, 6
A14, Nov 6	Flourishing within limits	Jackson, Ch. 7, 8
A15, Nov 8	Toward sustainable prosperity	Jackson, Ch. 9, 10, 11
Salvador, Brazil—November 10-15		
A16, Nov 16	Review and Reflection	Hart, Richter, and Jackson
A17, Nov 18	Quiz 3	
A18, Nov 20	After growth	McKibben, Ch. 1
A19, Nov 23	The year of eating locally	McKibben, Ch. 2
Port of Spain, Trinidad and Tobago—November 24		
A20, Nov 26	All for one, or one for all	McKibben, Ch. 3
A21, Nov 28	The wealth of communities	McKibben, Ch. 4
Nov. 29	Panama Canal Transit	No classes
A22, Dec 1	The durable future	McKibben, Ch. 5
Guayaquil, Ecuador—December 2-7		
A23, Dec 9	Project assignments	
Punta Arenas, Costa Rica—December 11-15		
A24, Dec 16	Project workshop in class	
A25, Dec 19	Group Project Presentations	
Arrive San Diego, California—December 23		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class

The field class for this course is on Tuesday, 26 September in Lisbon, Portugal.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Lisbon's Renewable Future

A critical factor in the development and growth of cities has been finding a way to provide water and to treat the waste water. While rivers and streams often determined the sites of cities, these water supplies were inadequate and often became contaminated. Surface waters could be brought from remote locations into cities by aqueducts and canals. We will visit one of the Roman aqueducts that helped supply water in the early days of Lisbon. It was also necessary to distribute the water throughout the city. We will visit and walk through an underground distribution system that was eventually replaced by pipes. Cisterns and fountains played an important role in distribution of water throughout seasonal changes and through the city. Eventually it was found that by drilling wells fresh pure water could be extracted but this required energy to pump the water to the surface and to distribute it throughout the city. We will visit one of these old pumping stations. Finally, the disposal of waste water will be observed as it has changed over the centuries. We will be able to observe the considerable effort that a large city has expended over the centuries to provide and treat water.

During the field study be sure to show your enthusiasm for the subject, ask probing questions of the presenters, and take good notes. Nothing makes for better field classes than insightful student questions, leading to good questions from other students.

Objectives:

1. Students will develop an understanding of the technical issues with providing safe drinking water.
2. Students will be able to see and compare how water sources and distribution within an urban environment has evolved over time to meet growing demands.
3. Students will evaluate the pre and post treatment of water supplies.

Field Class Report

Upon completion of the field class, students will prepare a three to four page (double spaced) paper, "reflecting forward" on how what they learned during the field class adds to what they have learned in class readings and how it affects the way they view various issues. The report is due in Class on October 5th, A7.

Independent Field Assignments

This course will use "water" as an integrating topic. If you are looking for it, you will find that everywhere we visit has some issue or issues concerning water, whether it is rising sea level, droughts, flood control, clean drinking water supplies, or adequate fresh water for the needs of industry and agriculture. Pay attention to these things. You will submit a one-page analysis summarizing your observations, tying together issues from at least three of our port

visits. Students will make brief presentations of their observations to the class and groups will coalesce around themes to work on project proposals to address these issues.

METHODS OF EVALUATION

Field Class Report	20%
Independent Field Assignment Reflections	10%
Group Project on Water Issues	10%
Three quizzes @ 15%	45%
Participation & Professionalism	15%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to

academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Stephanie Thomson

PUBLISHER: World Economic Forum

TITLE: What are the Sustainable Development Goals?

DATE: September 16, 2015

URL: <https://www.weforum.org/agenda/2015/09/what-are-the-sustainable-developmentgoals/>

ADDITIONAL RESOURCES

None