



ES/IB 332 CHILE: SUSTAINABILITY AND BUSINESS
IES Abroad Santiago – Emerging Economies Program

DESCRIPTION:

The current scenarios of accelerated climate and social change are demanding proactivity and innovative responses from businesses, which requires that professionals from various fields incorporate sustainability knowledge into their training. This course promotes in students an analytical understanding of sustainability issues with a focus on the environmental pillar, based on data and evidence. Furthermore, it addresses solutions and trends in this area: in action and adaptation to climate change, waste and recycling, circular economy, clean production, responsible consumption, nature conservancy, among others. It is designed for students who are not necessarily environmental specialists.

Sustainability is understood today as an integral part of business, given that the relationship between them is often defined as managing the triple bottom line - a process by which companies manage their financial, social, and environmental risks, obligations, and opportunities. The program offers a framework in which students can use the acquired assessment skills and their creativity to generate a project applicable to sustainable development.

In addition to the above, part of this course addresses Chile's transition towards sustainable development, from the point of view of its public policy, regulation, and business innovation, as well as the challenges and gaps of Latin America and developing countries to achieve standards of sustainability and economic and social well-being.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Analyze and discuss terms, concepts, and frameworks associated with sustainable development, meeting humanity's needs, and planetary boundaries.
- Describe the evolution of the concept of sustainable development and its manifestations and be able to appreciate differences between the developed and developing world.
- Understand the main challenges to global sustainability, such as climate change adaptation and energy transition.
- Recognize the main global policies, standards, and trends in sustainability for business, and their practical applications.
- Articulate current sustainability challenges for business, particularly in the context of developing Latin American economies.
- Use the acquired knowledge and skills to critically analyze business models and create relevant solutions and innovations for creating sustainable businesses.

METHOD OF PRESENTATION

The class will consist of lectures, class discussions, documentaries, debates, case studies, guest presenters, and relevant course-related trips. As an outcome, students will develop a project based on sustainable development for business.

REQUIRED WORK AND FORM OF ASSESSMENT:

- **Midterm** 25%
- **Class exercises and assignments** 30%
- **Active Participation** 15%
- **Final Project** 30%*

*Final Exam grade is calculated from:

- **Group Research Project Paper** 20%
- **Group presentation** 10%

COURSE ELEMENTS

Midterm Exam

The first evaluation will assess the understanding and knowledge of the theoretical concepts, and the capacity to analyze cases applying those concepts. The format for the midterm exam will incorporate both essays and short-answer questions. Students will need to rely on both readings and class materials to perform successfully on the exams, providing examples as needed and demonstrating mastery of the theoretical concepts.

Class Exercises and Assignments

During classes, the students must work on different exercises to describe their knowledge and skills acquisition concerning sustainability and business. The participants will also share their own experiences and the experiences seen in class, using different methodological techniques such as technological applications, role-playing, and case studies, among others.

Active Participation

Students are required to participate in in-class discussions and other activities. They should read thoroughly all the assigned texts before class and complete all required assignments, study questions, etc. on time.

FINAL EXAM

Sustainability Project

Students will complete a research project based on Sustainable Development Goals, where they will apply both theoretical knowledge and practical skills for sustainability and business.

The class will be divided into small groups. Each group will analyze one of the 17 SDGs and will create a project that contributes to reach the SDG targets.

This project will be presented in a written report, that will develop the elaboration of a business project (product, service or solution) aimed at meeting one of the 17 Sustainable Development Goals (SDG). To do this, the students must go deeper into the SDGs reviewed in class, choose one of them, define the business issue, develop the strategy, and describe the opportunities to innovate in products, services, and models that enable sustainable growth.

Group Presentation

Students will present and defend their projects, showing complete understanding of content and concepts. They are expected to present their project clearly and in detail, defend the impact and relevance of it, and explain its contribution to the chosen SDG.

Groups must present to the class, using PowerPoint and other audiovisual tools to feature their projects.

All members of the group must take part and distribute time equally among them.

ATTENDANCE POLICY:

Attendance and punctuality are mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than 1.5 classes (for courses taught once a week) or 2.5 classes (for courses taught twice a week) in any course, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Six absences in any course will result in a failing grade. Punctuality: Students who are late to class will receive a .5 absence. Arriving to class more than 15 minutes late will result in 1 absence. Attendance is 90% for regular class and 100% for field studies.

PROGRAM

SESSION	Content	Assignments
Session 1	Class Part A: Presentations Dynamic & Introduction to course program. PART B: Business, World Economy, and sustainable development <ul style="list-style-type: none"> • Business as usual versus sustainable business. • Planetary boundaries and growth dynamics. • Triple crisis: climate change, contamination and biodiversity loss. • Environmental threats and challenges: waste, water, energy and food. 	Activity in Class: Guided debate.
Session 2	Sustainable Development Origin, evolution, and milestones: From Earth Summit to Agenda 2030 & SDG <ul style="list-style-type: none"> • Origin and implementation in the world, economic growth, social equity, and environmental protection. • Fundamentals and concept of sustainable development. • Main Sustainable Development landmarks and drivers. • Challenges, gaps and differences between developed and developing world. 	Related Reading assigned by professor.
Session 3	Agenda 2030 and Sustainable Development Goals. <ul style="list-style-type: none"> • 2030 Agenda implementation • Global and local challenges, advances, and threats for SDG implementation. • Chilean approach, and governance for SDG implementation. 	ASSINGMENT 1 Activity in Class: Choose one SDG, investigate its purpose and targets. Introduce your findings and conclusion to the class.
Session 4	Course-related trip #1: Ministry of Environment History, challenges and operation of the Ministry of Environment Lecture: Climate Change adaptation. Global context and Chilean case.	ASSINGMENT 2 Essay on Climate Change
Session 5	Circular Economy as a new paradigm for waste treatment and business design <ul style="list-style-type: none"> • Waste problem in Chile and in the planet. • Recycling Law Producers Extended Responsibility model applied in Chile. 	ASSINGMENT 3 Documentary: Closing the Loop - Watch the documentary and do the following

	<ul style="list-style-type: none"> • Circular Economy as a new trend and model for production and business, Chile's Circular Economy Agenda • Review of content for Midterm Test 	<p>analysis:</p> <p>Pick one of the cases or solutions shown in the documentary. Explain in one page why you chose it and identify at least 3 SDGs involved in the case. Base your answer on specific evidence from the video.</p>
Session 6	<p>Midterm test</p> <p>The first test will assess the understanding and knowledge of the theoretical concepts.</p>	
Session 7	<p>Course-related trip #2: Recycling Plant</p>	
Session 8	<p>Economy and Energy: The Case of Energy Transition in Chile</p> <p>Energy access Clean energy transition.</p>	
Session 9	<p>Course-related trip #3: Local Environmental Protection and Biodiversity Field Trip to Bosque de Santiago - Local experience in environmental management</p> <ul style="list-style-type: none"> • Biodiversity and the importance of conservation • Chile as a global conservation priority • Ecosystemic services • Appreciation of Chilean flora and fauna. 	
Session10	<p>Sustainable Development and Corporate Responsibility – ESG criteria</p> <p>Sustainable development goals a business opportunity. Green economy and greater growth development path. Stakeholder engagement. The creation of shared value.</p>	Related Reading assigned by professor.
Session11	<p>Lecture: Sustainability, Innovation, and Entrepreneurship: A Local Start-up Case</p>	<p>Working on final projects</p> <p>Each group presents their progress and ideas and works in class with professor assistance and guidance.</p>
Session 12	<p>Course-related trip #4: Local Industry</p> <p>Field trip to a local relevant industry, to see the innovations and sustainable procedures and practices in the productive process.</p>	<p><u>IMPORTANT</u></p> <p>In this session, working groups must deliver their final project paper.</p>
Session 13	<p>Final Exam: Project Presentations</p>	<ul style="list-style-type: none"> • Students will present and defend

		<p>their projects, showing complete understanding of contents and concepts. They are expected to present their project clearly and in detail, and defend the impact and relevance of it, as well as explain its contribution to the chosen SDG.</p> <ul style="list-style-type: none"> • Groups must present for the class, using PowerPoint and other audiovisual tools to feature their projects. • All members of the group must take part and distribute time equally among them. • Presentation must not exceed 10 minutes per group, with an additional 5 minutes for questions and discussions. Grades will be set according to individual performance and a group average grade. •
Session 14	Chilean Environmental Policy and Institutions	
Session 15	Economic Growth and Socio-environmental Conflicts in Chile and Latin América	

* The dates or locations of some field trips and classes can be modified, but not their content. Assessment dates will not to be modified.

REQUIRED READINGS:

- "The 2030 Agenda for Sustainable Development" (2015) This is the foundational document that outlines the 17 Sustainable Development Goals (SDGs) and provides a framework for global development and sustainability efforts. <https://sdgs.un.org/2030agenda>
- "Sustainable Development Goals Report" Published annually, this report assesses global progress towards achieving the SDGs. The latest edition provides updates on progress, challenges, and policy recommendations.
- "The Human Development Report" Produced by the UN Development Programme (UNDP), this report focuses on various aspects of human development, including sustainability. The latest edition is "The Next Frontier: Human Development and the Anthropocene"(2023). <https://www.undp.org/belarus/publications/next-frontier-human-development-and-anthropocene>
- "The Problem With Business as Usual" (2017) Article by Dr. Jayson Clay, Huffington Post https://www.huffpost.com/entry/the-problem-with-business-as-usual_b_58dd29dee4b04ba4a5e25180
- "The Global Risks Report" (WEF 2024) This annual report highlights the most pressing global risks, including environmental and sustainability challenges, and assesses their impact on economies and societies. <https://www.weforum.org/publications/global-risks-report-2024/>

ONLINE RESOURCES:

- Global Footprint Network (www.footprintnetwork.org)
- World Economic Forum Publications: WEF Reports
- Sustainability Science (www.springer.com/journal/11625)

- United Nations Sustainable Development Goals: UN SDGs Website <https://sdgs.un.org/>
- United Nations Environment Programme (UNEP): UNEP Publications <https://www.unep.org/publications-data>
- The Planetary boundaries, Stockholm Resilience Centre <https://www.stockholmresilience.org/research/planetary-boundaries.html>

RECOMMENDED READINGS:

- "The Future of Nature and Business" (WEF 2020) This report explores the intersection of business and nature, focusing on how companies can integrate nature-positive strategies into their operations.
https://www3.weforum.org/docs/WEF_The_Future_Of_Nature_And_Business_2020.pdf
- "Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist" by Kate Raworth (2017) A transformative approach to economics that integrates social and environmental dimensions into economic planning
- "The Uninhabitable Earth: Life After Warming" by David Wallace-Wells (2019) A compelling and accessible exploration of the potential consequences of climate change and how they could reshape our world.
- "The Green New Deal and Beyond: Ending the Climate Emergency While We Still Can" by Stan Cox (2020) Strategies for addressing climate change and creating a sustainable future.
- "Climate Justice: Hope, Resilience, and the Fight for a Sustainable Future" by Mary Robinson (2018) Former President of Ireland, provides an insightful perspective on climate justice and the human impact of climate change.
- "Designing Climate Solutions: A Policy Guide for Low-Carbon Energy" by Hal Harvey, Robbie Orvis, and Jeffrey Rissman (2018)
- "The Circular Economy: A Wealth of Flows" by Ken Webster (2015)