Strategies for Sustainable Development (MGPO-640)
Fall 2019
Tuesdays 18:00 – 21:00, Armstrong 255

Course description

Over the past century, technological and economic development have significantly elevated the living standards of many people, yet many more remain in abject poverty, while the scope and scale of negative ecological impacts caused by organized human activity have also increased dramatically. Humankind is, and increasingly recognizes itself to be, a truly global force with the potential for both positive and negative impacts. Concern for these impacts – for ecologically sustainable and socially responsible economic development – is becoming a key strategic issue for nations, industries and firms. The aim of this course is to equip future leaders with conceptual tools for addressing the complex and difficult issues surrounding the formulation and implementation of organizational strategies for success in the 21st century, in which sustainability will no longer be perceived as a “nice to have” and will become a fundamental business imperative.

Learning Outcomes

This course is designed to provide an introduction to the relevance of sustainability as a framework for driving business value creation. At the end of this course, you will be able to:

1) Understand the systemic nature of sustainability and the challenges it poses for “business as usual”.

2) Conceptualize and analyze sustainable development issues as business problems that pose opportunities and threats to a firm’s competitive advantage and social legitimacy:
   - Understand the forces establishing the environment, sustainability and sustainable development as important issues for business.
   - List and explain the business logic behind five approaches for employing sustainability as a source of competitive advantage.
   - Recognize and critique the implementation of these approaches by firms in cases discussed in class and cases drawn from current events in the real world.

3) Recognize, understand and develop innovative business models and frameworks for innovation that both foster sustainability and confer competitive advantage, rather than viewing them as trade-offs.

4) Comprehend the linkages between sustainability and economic theory, including common misconceptions, limits and paradigms, both entrenched and emergent.

5) Explain how and why firms might collaborate with governments, rivals, non-governmental organizations (NGOs) and other stakeholders in the process of managing and resolving sustainable development issues.

6) Appreciate and empathize with the perspectives and demands of different stakeholders brought together around sustainable development issues. In attaining this learning outcome, you will practice giving and receiving feedback on nascent business models for sustainability developed by peers in the course.
Pedagogy

The course is structured around three topical themes:

1. **Introduction** - in which we discuss the linkages between environment, society and the economy, and learn about systems.

2. **Sustainable development and business strategy** – in which we understand several basic strategy templates that can make sustainability tenable in a competitive business context and examine how sustainable development can drive technological and business model innovation.

3. **Economics and sustainability** – in which we understand economic approaches: market based, behavioral, and financial.

We tie these themes together through a developmental, multi-stage, semester long team project in which you will devise a business model that tackles climate change.

Course materials

Most of the required readings are available on MyCourses, sorted by session. There are two exceptions:

1. In most sessions we will be using case studies. You are responsible for obtaining those on your own. I have created a course-page on the Harvard Business Publishing website, listing all the cases. Follow this link: [https://hbsp.harvard.edu/import/660199](https://hbsp.harvard.edu/import/660199).

2. You will also need to obtain a copy of the book Drawdown, by Paul Hawken, available at many local booksellers as well as at online retailers. Unfortunately, the library does not yet carry this book as an ebook. Here is the full reference:


On MyCourses, you will also find a folder of supplementary materials that you can use to delve more deeply into the central topics we cover in the course, in particular:

- Business strategy
- Business models
- Systems thinking
- The Drawdown program
Grade breakdown and timeline

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Format</th>
<th>Due date</th>
<th>Grade component*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team contract</td>
<td>Team</td>
<td>September 24</td>
<td>0%</td>
</tr>
<tr>
<td>Paper #1 plus feedback guidance</td>
<td>Team</td>
<td>October 8</td>
<td>10%</td>
</tr>
<tr>
<td>Paper #1 peer feedback</td>
<td>Team</td>
<td>October 15</td>
<td>0%</td>
</tr>
<tr>
<td>Midterm</td>
<td>Individual</td>
<td>November 5</td>
<td>40%</td>
</tr>
<tr>
<td>Draft paper #2 plus feedback guidance</td>
<td>Team</td>
<td>November 12</td>
<td>0%</td>
</tr>
<tr>
<td>Paper #2 peer feedback</td>
<td>Team</td>
<td>November 19</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Team</td>
<td>November 26</td>
<td>0%</td>
</tr>
<tr>
<td>Participation and professionalism – peer assessment</td>
<td>Individual</td>
<td>December 3</td>
<td>30%</td>
</tr>
<tr>
<td>Participation and professionalism – instructor assessment</td>
<td>Individual</td>
<td></td>
<td>5%</td>
</tr>
</tbody>
</table>

Deliverables

Sustainability is a team sport. The grading scheme reflects this characteristic, in that 50% of your score is based on individual deliverables, and 50% on team deliverables.

*Individual deliverables (50%)*

Participation and professionalism – instructor assessment (5%):
I will need your cooperation to make our time together interesting and beneficial for us all. Your ongoing commitment, participation and attention are crucial for our success. This shouldn’t be too hard, since sustainable development is not a dogmatic topic, and it begs for discussion and analysis. In particular, I will challenge you to closely examine many assumptions, and to think critically about the concepts, tools and practices we will discuss in class. We are very lucky to be a diverse group, with students from many countries and backgrounds. The knowledge and expertise you have already accumulated can enrich our discussion immeasurably, and I encourage each and all of you to share the views you see from these different vantage points.

Professionalism implies that students are expected to do all the required readings and to come to class prepared to actively and knowledgeably participate in discussions of the ideas and cases found therein. In particular, some of our learning will be facilitated by discussing cases. Case discussion is a highly participative form of learning, and thorough preparation will dramatically improve your contribution to our analysis in class. Please see the appendix for some tips on how to prepare for and participate in case discussion.

Participation is not equivalent to speaking often or at length. Facilitative and integrative interventions are as important as direct contributions. Brevity, tact and staying on topic are also hallmarks of quality participation. Punctuality, adherence to timetables, and mutual respect are important facets of professional behavior. It goes without saying that being absent from class will impact your participation grade.

1 In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
If you are experiencing difficulties in fulfilling course requirements or attending class, do let me know, with supporting documentation if possible. You must however let me know of such issues in advance or as they occur, and not after the fact. I will do my best to accommodate reasonable requests.

Mid-term (40%):
An in-class mid-term exam will take place on Tuesday, November 5, and will draw upon the content we will have covered by that date. Some sample mid-term questions from prior years are available on MyCourses.

Team project (50%)
This semester-long assignment asks you to develop a viable idea for a business that will create some tangible good in the world. Truth be told, my goal here is to encourage you to spend three months developing and then honing a plan to start a business or implement an initiative at a prospective employer that will meaningfully promote sustainability.

The assignment is conducted in teams of four, which you will form on your own. Typically, teams with diverse backgrounds (finance, marketing, other faculties, etc.) do well in the assignment, but this is a recommendation, not a requirement.

The starting point for the project is the book Drawdown by Paul Hawken. The book presents what Hawken and his team consider to be the “100 most substantive solutions to reverse global warming, based on meticulous research by leading scientists and policymakers around the world”. Your assignment is to pick one of these solutions and develop a strategy proposal for turning it into reality. Some solutions are trickier to tackle through a business approach compared to, say, a policy approach or a development approach. Remind yourself as you read through the solutions that you’ll be using purely business concepts and strategies to realize your project.

When you have identified some solutions that appear to be appealing to your team, survey some of the academic literature that underlies those solutions as presented in the book. You can get started with academic literature on the Drawdown website itself (www.drawdown.org) by finding the pages for the solutions that interest you, scrolling down, and clicking the link for “Technical Assessment References (PDF)”. I encourage you to find additional literature on your own to deepen your knowledge. Finally, pick the solution that you find the most enthralling, and that you think will allow you to develop high-quality deliverables for the two papers described below.

Paper #1 Initiative selection and analysis (10%):
Using concepts we will have covered in the introduction to the course, identify the system or systems of which your solution is a part. Importantly, at this point do not identify a specific technology or service that you wish to pursue - that will come later. Rather, stay focused on the bigger picture. More concretely, analyze and explain the systemic characteristics (i.e. symptomatic solutions, delays, reinforcing loops), as well as specific economic forces, institutions, norms and other forces that prevail in the system. To help you uncover the issues that hinder sustainability in the system, think about why the solution
hasn’t been realized yet. Use diagrams to help explain your thinking, if you wish. Then point to potential leverage points that can plausibly overcome those systemic hurdles. Where and how can one intervene to positively shift the system? Do not write a policy paper or a whitepaper:

Maximum word count = 1,500 (+ tables, figures, appendices and references as needed).

Due date: October 8, with feedback guidance sheet

**Paper #2 Business model (30%):**

Using the tools we will have covered in the section on business strategy, develop a business model that will promote sustainability in the domain you identified in Paper #1. Essentially, your starting point for Paper #2 should be the endpoint of Paper #1, meaning the intervention that you think will be effective in promoting the solution you have analyzed. Transform that intervention into a viable business model. Imagine yourself as an entrepreneur seeking funding for a new business, or a manager in an existing company/NGO of your choice trying to make a case to your boss or board of directors. Build on the leverage points you identified, and turn them into components of your business model, explaining how your strategy will be a “win-win”, creating both meaningful sustainability impacts as well as financial viability for your organization. Again, do not develop a policy; this is a business pitch.

Maximum word count = 2,500 (+ tables, figures, appendices and references as needed).

**Due dates: First draft, with feedback guidance sheet: November 12. Final submission December 3, 23:30. Please note that in effect this is a final exam, in take-home format.**

I am not picky about formatting, but I read the papers on a screen so please make them easy for me to read. Headings are usually helpful for these types of papers, and remember to use page numbers. The rubrics that I use for grading your papers and feedback are available in an appendix, at the end of this document.

**How to submit team assignments:**

1. Go to groups tab
2. Find a group number that is vacant
3. Sign yourself and your teammates up, or have everyone sign up individually to the same group number
4. Submit the assignments via MyCourses only, in the assignment folders that will now be accessible to your group.
5. For each of your two papers, in the text box, write a feedback guidance sheet that spells out specific issues for which you would particularly like to receive feedback.

Please do not send me submissions by email.

In addition to these two papers, there are three other assignments related to the team project.

**Business model feedback (10%):** A critical component of business’ sustainability activities is “stakeholder consultation”: the solicitation and use of feedback from customers, NGOs, members of local communities and others. In this course, you will learn and practice this important skill by soliciting feedback from another team; by providing feedback to another

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2 If you would like to prepare a systems diagram, check out [https://kumu.io](https://kumu.io) for software that you can use. Here is an explainer: [https://vimeo.com/99685006](https://vimeo.com/99685006).
team; and by using the feedback provided by others in your own projects. You will be
asked to write a feedback guidance document (usually just a few bullet points) for each of
your paper assignments, to help your feedback providers focus on issues where you desire
the most help. We will first practice soliciting and giving feedback to other teams on Paper
#1, without grading. Feedback on a draft version of Paper #2 will be graded.
Maximum word count = 750 words.
Due date: November 19.

Presentation (0 % directly, factored into participation grade): The final presentation
should be a 15 minute “pitch”, with Q&A and feedback immediately following. The goal
is to elicit additional feedback from your peers, which will help you identify shortcomings
in your proposal, aspects that require additional clarification, and other improvements. You
are free to be extremely creative in how you present. If you elect to use PowerPoint or
other presentation files, they must be emailed to me at least one hour before the beginning
of the class in which you present.

Participation and professionalism – peer assessment (5%): The first deliverable for the
team project is for the team to devise and agree upon a contract, which will allow you to
articulate the norms and expectations you have from each other as you work together over
the semester. On MyCourses, in the supplementary materials folder, you can find a
template for a contract, but you are very much encouraged to develop a tailored contract
which you as a team are comfortable with.

At the end of the course you will confidentially assess your teammates’ participation and
professionalism throughout the term. That may also be a good time to reference the contract
again, to make sure your assessment is accurate and evidence-based. Each person’s grade
will be the average of the scores given by her/his team members.

Grading policy

Late assignments:
• For graded deliverables, 10% of the maximum score will be deducted from the assignment
  score for every day an assignment is late, starting from one minute after the submission
deadline.
• For deliverables with a grading component of 0%, late submission will lead to a deduction
  of 3% in the final grade.

Grade adjustments:
I do not allow supplemental work and/or re-weighting of the evaluation components of the
course in order to mark up a low grade.

Re-grading:
You have the right to consult any written submission for which you have received a grade and
the right to discuss this submission with me. If we cannot reach a successful resolution, you can
fill out an official Re-Read Request Form. This must be done within 10 days after the graded
work or test has been returned to you.
Coordinates and communications

Instructor: Dror Etzion
Office: Bronfman 486
Telephone: 514.398.4071
Email: dror.etzion@mcgill.ca
Office hours: Tuesdays, 11:00 – 12:00 and by appointment

I am generally good, though not always exceedingly quick, with email. In other words, you can expect me to respond to all emails, and I can generally promise a 48 hour turnaround time, but please don’t assume anything better than that. Here is a short video from McGill Teaching and Learning Services about how to write effective email messages to professors.

You are most welcome to drop in unannounced at office hours. If you stop by some other time I may or may not be able to accommodate you right away. But I will try.

Laptop and Cell Phone Policy
A successful class depends on the active attention and engagement of everyone in the classroom. You cannot be actively attentive and engaged at the same time you are checking email, texting, or surfing the internet. In addition, using your laptop or mobile device is distracting to those around you. Moreover, research provides strong evidence that the use of large screen devices (e.g. laptops, tablets) is more likely to hinder your deep learning rather than enhance it. Writing notes by hand is much more conducive to learning the material. You are encouraged, but not required, to leave your laptop shut, unless required for a class activity. Please turn off your cell phone.

Fine print

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see http://www.mcgill.ca/students/srr/honest for more information).

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Weekly Course Outline

What follows is a list of weekly topics to be covered, with associated required readings, cases and discussion questions.

THEME I – Introduction

Session 1: The state we’re in
September 3

In this session I will introduce the course, and we will discuss some key features that characterize many sustainability concerns.

Optional Readings:
- Ramani, S.V. (2016). Why it’s easier for India to get to Mars than to tackle its toilet challenge. PSMag.com
Session 2 – Sustainability and systems
September 10

In this class we will explore a bit more rigorously the nature of sustainability problems, often perceived as “wicked problems” (this is, perhaps surprisingly, a technical term). Wicked problems are systemic and thus necessitate unique managerial approaches in order to be effectively addressed. In this session we will study the key ideas that underlie systems theory, and also examine some real-world systemic problems.

Read:

Optional Readings:
Session 3: Leverage and impact
September 17

In this session we will think about how to generate meaningful impact for resolving the world’s grand challenges. If business is to be a force for change, then an important thing to do is identify leverage points where business involvement can generate major impact. We will study how to assess impact, and then examine a company widely acknowledged as impactful.

Read:

Optional Readings:

Case:
- Tesla

Assignment questions:
1. What are the elements of Tesla’s internal and external environment that need to be addressed for it to achieve a sustained competitive advantage?
2. How has Tesla departed from existing auto industry norms and practices?
3. What are the advantages and disadvantages of open sourcing Tesla’s patents?
4. Which car components, if any, should Tesla develop itself and why?
THEME 2 – Sustainable development and business strategy

Session 4: Sustainability and strategy
September 24

Some companies seem to do just a bit better than others in integrating sustainability onto their DNA. In this session we explore how tightly the two can be linked, and what makes some companies do it better than others.

Read:

Optional Readings:

Case:
- Patagonia

Assignment questions:
1. What are the key characteristics of Patagonia's competitive strategy? How important is Patagonia's environmental positioning?
2. Is Patagonia a role model for other corporations pursuing sustainability? What general lessons can be learned, if any?
3. Where should Patagonia focus its future efforts? Should it grow, and if so, how?

DUE: Team contract
Session 5: Sustainability and differentiation
October 1

Pursuing sustainability via differentiation is intuitive. In this session, we will explore the conditions under which a differentiation strategy might work, and the necessary activities that a company might need to undertake in order to be successful with this approach.

Read:

Optional Reading:

Case:
- Foodchain

Assignment questions:
1. What is the Foodchain value proposition, and how does it compare to other restaurants?
2. How has Foodchain employed the tenets of radical resource efficiency, and to what effect?
3. Jean-François is optimistic that Foodchain can be financially viable over the long-term by reducing its costs to resemble the industry average. How can the Foodchain cost structure be improved?
4. Which avenue(s) for growth should Foodchain pursue? What criteria should the Foodchain founders use to make a decision?
Session 6: Sustainability, risk and regulation
October 8

The business environment influences how corporations can strategize around sustainability. In this session we will examine the influence of regulations and how companies can make the most of them. We will also examine how sustainability manifests as business risks and what companies can do as a consequence.

Read:

Optional Readings:

Case:
- Sustainable tea at Unilever.

Assignment questions:
1. Why did Unilever commit to sustainably source 100% of its tea?
2. Has Rainforest Alliance certification been a success for Unilever? Why or why not?
3. What should Unilever do with its tea business in India? Should it pursue Rainforest Alliance certification? Should it market sustainable tea to consumers?
4. Why has Unilever committed to source 100% of its agricultural inputs sustainably? Does this commitment make strategic and economic sense?

DUE: Paper #1, with feedback guidance sheet.
Session 7: Business models for sustainability
October 15

It appears that “business as usual” will not allow companies to make impactful contributions to a sustainable world. This suggests that substantively different, even radical business models will be required, ones that call into question established assumptions about how value is created. In this session we will explore how a sustainability mindset can encourage us to develop innovative business models suited to our times.

Read:

Optional Readings:
- Robertson, A. (2018). OLPC’S $100 laptop was going to change the world — then it all went wrong. *The Verge*. April 16.

Case:
- BlaBlaCar

Assignment questions:
1. What are the main drivers and impediments in the sharing economy, and in particular around mobility?
2. Are BlaBlaCar’s competencies and assets a solid foundation for the company? Why or why not?
3. Which pathway(s) to growth would you recommend BlaBlaCar leadership to pursue?

DUE: Paper #1 feedback
Session 8: Sustainability and underserved customers
October 22

Some of the most interesting and ambitious business models are being developed to serve less affluent populations across the planet. This requires lots of innovation, and a willingness to depart from many typical business practices. Business model innovation of this type is being pursued by social entrepreneurs and big corporations alike, often using multi-sectoral collaboration. In this session we will delve into the challenges and opportunities that characterize these initiatives.

Read:

Optional Readings:

Case:
- GE Healthcare: Innovating for emerging markets

Assignment questions:
1. Why is GE investing efforts into developing a low-cost device for a lesser developed country?
2. How is the MAC 400 different from conventional machines?
3. What challenges is GE facing and how should it adapt?
4. Can big multinational corporations be nimble enough to innovate for all sectors of planetary society?
Session 9: Sustainability and circularity
October 29

A truly sustainable world is one that mimics the closed loop system that is the planet. Perhaps the most far-reaching business models being pursued are those that promote full circularity. We will examine these, and also spend time reviewing course materials in preparation for the mid-term exam.

Read:

Mid-term review readings:

November 5: Mid-term exam (session 10)
THEME III – Economics and sustainability

Session 11: Sustainability and markets
November 12

Economic theory has much to say about orienting policy and behavior towards sustainability. We will study market design that can help reduce carbon emissions, and explore the viability of markets in other sustainability context as well. We will also take a look at how ideas from behavioral economics can be harnessed to nudge people towards sustainability.

Read:


Optional Readings:


DUE: Paper #2, with feedback guidance sheet.
Session 12: Sustainability and finance  
November 19

Quite a good deal of innovation and creativity has emerged in recent years in the financial sector, to promote sustainability. We will examine the promise and the perils of some of these tools. We will also take a bit of time to think about how to prepare and deliver an effective presentation.

Read:

Optional Readings:

Case:
- Wellington Global Impact

Assignment questions:
1. What are the similarities and differences between investing for impact and investing with ESG guidelines?
2. Is Wellington’s approach to evaluating and weighting companies’ performance across criteria appropriate? Valid? Effective?
3. Do Wellington and similarly minded financial entities contribute to social welfare? Is impact investing a good idea, and if so, for whom?

DUE: Paper #2 feedback.

Session 13: Presentations  
November 26

Optional Readings:
Appendix 1

Grading criteria for project papers

The papers you write for this class should be precise, organized, logical, and appropriately supported\(^\text{A1}\). Thus, I look for the following when I read your assignments:

Evaluation rubric:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30%</td>
<td>A large amount and variety of salient material and evidence, including class materials, are presented, accurately and in detail, appropriately sourced.</td>
<td>An adequate amount and variety of salient material and evidence are presented, mostly accurately, appropriately sourced.</td>
<td>Some material and evidence are presented. Not all material is relevant, and detail is lacking. At least some sources are appropriate.</td>
<td>Much of the material and evidence is irrelevant or inaccurate. Details are lacking and appropriate sources are not provided.</td>
</tr>
<tr>
<td>Reasoning</td>
<td>30%</td>
<td>Ideas are presented logically, with no gaps in reasoning or claim-making. The building blocks of the argument are compellingly connected together, with excellent flow. There are no internal inconsistencies or non sequiturs.</td>
<td>Ideas are presented logically, with few gaps in reasoning or claim-making. The building blocks of the argument are mostly connected together, with good flow. There are no internal inconsistencies or non-sequiturs.</td>
<td>Some of the ideas are presented logically, but with one or more significant gaps in reasoning. Flow is jumpy. Substantial portions of the text are irrelevant to the points being made.</td>
<td>Ideas are disorganized and scattershot. Abrupt, unseemly transitions between segments make the text hard to follow. Major inconsistencies make the text logically incoherent.</td>
</tr>
<tr>
<td>Innovativeness</td>
<td>10%</td>
<td>Ideas are combined in original and surprising ways to solve a problem.</td>
<td>Ideas are combined in original ways to solve a problem.</td>
<td>Ideas are combined in ways that are derived from the thinking of others.</td>
<td>Ideas are copied from known sources.</td>
</tr>
</tbody>
</table>

\(^{A1}\) Developing such writing skills will make you an effective communicator as a professional, and possibly in other life situations as well.
<table>
<thead>
<tr>
<th>Applicability and limitations</th>
<th>10%</th>
<th>The text highlights important weak points in the analysis, including unavoidable yet necessary assumptions. Sensitivity to these assumptions is assessed thoughtfully.</th>
<th>The text mentions relevant weak points but does not meaningfully assess their gravity.</th>
<th>Applicability and limitations of the analysis are generic and lack acuity.</th>
<th>Applicability and limitations of the analysis are missing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of writing</td>
<td>20%</td>
<td>The text is clear, well organized, crisply written, unambiguous, easy to follow, grammatically correct, and free of typos, complying with word limits. Tables, figures and graphs supplement and enrich the manuscript.</td>
<td>The text is clear, organized, generally easy to follow, has few typos, and complies with word limits. Tables, figures and graphs supplement some claims in the manuscript.</td>
<td>The text is clear in parts, occasionally hard to follow, can contains typos. Tables, figures or graphs are present but insufficient.</td>
<td>Large parts of the text are unclear. The text is hard to follow and is clearly unedited. Tables, figures or graphs are missing or inadequate.</td>
</tr>
</tbody>
</table>

Format:
Format your references and bibliography any way you like. I will not be printing the assignments out so please use generous spacing and ample margins to make my life easier. Please upload your work in one file, including images and appendices.
## Grading criteria for peer feedback

Evaluation rubric:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actionability</td>
<td>30%</td>
<td>The feedback highlights weaknesses in the paper, and provides one or more concrete suggestions for improvement for each weakness.</td>
<td>The feedback highlights weaknesses in the paper. Some of the suggestions for improvement are vague or superficial.</td>
<td>The feedback highlights weaknesses in the paper, but provides suggestions for improvement only for some, and they may be hard to implement.</td>
<td>The feedback highlights weaknesses in the paper, but provides meager suggestions for improvement, at an abstract level.</td>
</tr>
<tr>
<td>Substantiation</td>
<td>20%</td>
<td>All identified weaknesses and suggestions for improvement are based on course materials and/or credible references.</td>
<td>Most identified weaknesses and suggestions for improvement are based on course materials and/or credible references.</td>
<td>Some suggestions for improvement are based on course materials and/or credible references.</td>
<td>Feedback is not grounded on credible sources.</td>
</tr>
<tr>
<td>Pertinence</td>
<td>20%</td>
<td>The feedback explicitly and fully addresses concerns listed in the feedback guidance sheet.</td>
<td>The feedback generally addresses concerns listed in the feedback guidance sheet.</td>
<td>The feedback addresses some of the concerns listed in the feedback guidance sheet.</td>
<td>The feedback addresses few or none of the concerns listed in the feedback guidance sheet.</td>
</tr>
<tr>
<td>Breadth</td>
<td>20%</td>
<td>The feedback goes above and beyond the concerns listed in the feedback guidance sheet. Multiple suggestions to improve various aspects of the paper are presented, such as logical weaknesses, absence of evidence, flow, etc.</td>
<td>The feedback extends beyond the concerns listed in the feedback guidance sheet. Several suggestions to improve various aspects of the paper are presented, such as logical weaknesses, absence of evidence, flow, etc.</td>
<td>The feedback is focused primarily on the issues listed on the feedback guidance sheet.</td>
<td>Feedback is limited to responding to the feedback guidance sheet, and does not deeply engage with the paper.</td>
</tr>
<tr>
<td>Tone</td>
<td>10%</td>
<td>The tone is empowering and supportive, yet not fawning. Recommendations and suggestions are clearly expressed. Text is well organized, easy to follow, grammatically correct, and free of typos, complying with word limits.</td>
<td>The tone is generally empowering and supportive. Most of the recommendations and suggestions are clearly expressed. Overall, the text is well organized, easy to follow, grammatically correct, and free of typos.</td>
<td>The text is at times deprecating or sycophantic, occasionally hard to follow, and may contain significant errors.</td>
<td>Tone is harsh or fawning, text is hard to follow and contains many errors.</td>
</tr>
</tbody>
</table>
Appendix 2

Additional resources

Books:
Klein, Naomi (2014) This Changes Everything: Capitalism vs. the Climate

Online (listservs, blogs, etc):

www.greenbiz.org
www.rmi.org
www.wri.org
www.grist.org (general sustainability news)

In addition to these resources, there is a lot of additional very interesting reading material in articles – both academic and popular – and of course all over the Internet. If you are interested in readings on a specific topic, please let me know and I may be able to help guide you.