

CENTER FOR INTERNATIONAL PROGRAMS

Course name: Sustainable Consumption & Production

Course code: MKTG-3150

Total contact hours: 48 hours

Credits: 3

Course description

This course provides the student with an introduction to Sustainable Consumption and Production (SCP)¹, the 12th of 17 Sustainable Development Goals (SDG).² This goal seeks to ensure more sustainable consumption and production patterns. The United Nations Conference on Sustainable Development (Rio+20) in 2012 reaffirmed that *"the promotion of more sustainable patterns of consumption and production is one of three general objectives and indispensable requirements for sustainable development"* and that *"Fundamental changes in the way societies produce and consume are indispensable for achieving global sustainable development"* and adopted the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns (10YFP)³.

The course draws on the resources of the 10YFP in support of the standalone SDG #12, and specifically its information and knowledge platform on SCP to enable stakeholders to share tools, initiatives and best practices.

The course examines production and consumption systems with an emphasis on life cycle sustainability assessments (LCSAs) of different products involving material, energy and monetary flows as well as the impacts of production and consumption of all actors – workers, local communities, consumers and society itself – along the respective value chains.⁴ This evaluation process focuses specifically on social, environmental, and economic management systems, reflecting the three pillars of sustainable development (SD), along the value chains of specific products.

This course falls within the Social area and, according to the professional profile, answers the following driving question:

¹ <http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

² United Nations, 2015. The 17 SDGs and their 169 associated targets are integrated and indivisible in nature and balance the three dimensions of sustainable development: economic, social and environmental, and offer an action plan for people, planet and prosperity over the next 15 years.

http://www.un.org/ga/search/view_doc.asp?symbol=A/70/L.1&referer=/english/&Lang=E

³ <http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

⁴ Executive summary, *"Towards a Life Cycle Sustainability Assessment: Making informed choices on products"*, UNEP, 2011.

How can more sustainable practices be guaranteed in the future?

The following **generative topics** help to answer this question:

- Value chains and life cycle assessments
- Different concepts related to SCP such as vulnerability, programmed obsolescence, agents of change, climate change, rights and responsibilities of consumers, skills for 2020, etc.
- Ecosystem services and value chains
- Gross national happiness and consumerism
- System thinking and time and space dimensions
- The nature of values and ecological footprints
- SDGs associated with products' life cycles
- Interrelations and extraction, processing, manufacturing, retail, use, disposal, recycling, and up-cycling processes, as well as products' logistics
- International instruments, norms and standards including corporate social responsibility

The acquirement of the following **skills and abilities** will be promoted during the course:

- Ability to identify different types of systems
- Ability to communicate creatively and effectively the results of LCSAs
- Ability to identify and qualify the social and environmental impacts of products' life cycles
- Ability to recognize the different concepts studied along products value chains
- Ability to critically qualify threats to healthy social and environmental structures and systems
- Ability to understand how our consumption patterns, i.e. lifestyles, can contribute to positive social, environmental and economic wellbeing

The following **values and attitudes** will be promoted among students:

- Team work and leadership
- Systems thinking
- Logical and communicative intelligence
- Oral and written communication
- An interest in learning to learn
- Interacting well with others
- Negotiating while inspiring trust and empathy
- In-depth listening

Competencies, criteria and evidence of performance

For the Universidad Veritas competencies are reflexive and comprehensive activities that correspond to the professional profile and contextual problems correctly and with an ethical commitment, integrating learning to be, learning to do, learning to know, and learning to live together, within framework of continued improvement.

Both disciplinary and general competencies are presented, linked to their criteria and evidence of performance for the course on Sustainable Consumption and Production.

Type of competence	Performance criteria	Evidence of performance
Disciplinary skills		
Identify consumer products with a view to analyzing the most significant environmental, social and economic impacts along their value chains considering the life cycle sustainability assessment (LCSA) methodology	Identify those points of greatest environmental, social and economic impact along products' life cycles considering the LCSA methodology	<ul style="list-style-type: none"> • Communication of results (presentations) • Discussion of issues • Mental maps (systems mapping)
	Analyze environmental, social and economic impacts in order to characterize the interrelations among these	<ul style="list-style-type: none"> • Case studies resolved • Presentations • Workshops
	Critically analyze the causes and effects of impacts considering the need to improve the quality of life of certain stakeholders along the life cycle	<ul style="list-style-type: none"> • Mental maps (systems mapping) • Presentations • Research reports
General skills		
Integrate knowledge, skills and attitudes necessary for continuous learning throughout life considering the effective unfolding in today's knowledge-based society	Learn to know	<ul style="list-style-type: none"> • Mental maps • Case studies resolved • Research reports
Develop the necessary knowledge, skills and attitudes in order to communicate orally and in writing in the native language in the different disciplinary areas covered in the curriculum	Communicate disciplinary ideas orally, graphically and in written form	<ul style="list-style-type: none"> • Oral presentations • Presentation of projects • Analysis of videos or other visual media
Integrate knowledge, skills and attitudes required for team work and leadership considering mentorship and evaluation	Leadership and teamwork	<ul style="list-style-type: none"> • Problem solving • Oral presentations
Integrate knowledge, skills and attitudes required for learning interpersonal communication techniques	<ul style="list-style-type: none"> • Effective interaction with others • Negotiate inspiring trust and empathy • Speak with responsibility and ownership 	<ul style="list-style-type: none"> • Case studies resolved • Research reports
Develop knowledge, skills and attitudes necessary to communicate orally and in written form in a foreign language in different disciplinary areas covered in the curriculum	<ul style="list-style-type: none"> • Communicate orally and in writing in a foreign language in day-to-day exchanges and with simple texts 	<ul style="list-style-type: none"> • Translation of articles • Summaries of videos • Group discussions
Integrate knowledge, skills and attitudes necessary to the acquirement of lifestyles and business projects, establishing goals and acquiring the drive as	Take the lead in developing a personal-professional project demonstrating commitment to collaborative learning	<ul style="list-style-type: none"> • Action plan developed
	Design and provide clients with	<ul style="list-style-type: none"> • Action plan developed

prerequisites for success	solutions through dialogue and collaboration, establishing and respecting commitments	
	Launch new businesses involving draft business plan and branding strategy	• Action plan developed

Table 1: Course disciplinary and general skills linked to criteria and evidence of performance

Content

Theme 1. Sustainable consumption and production and the SDGs

- a) The reason for sustainable consumption and production (SCP)
- b) Introduction to the interdependencies between SCP and other SDGs
- c) Competencies for sustainability and for life
- d) Learning styles and team work

Theme 2. Wants and needs

- a) Wants versus needs in different environments
- b) Gross national happiness (GNH) and sustainability
- c) Economic growth (GDP) or development?
- d) Marketing and sustainable development

Theme 3. Ecological footprint – sustainable cities

- a) Drivers of urban migration
- b) Urbanism, drivers of change and the ecological footprint
- c) Quality of life in cities: a range of challenges
- d) Cities and supply chains: consumption patterns

Theme 4. Systems and the consumer

- a) The consumer as a driver of change
- b) The concept of vulnerability and consumerism
- c) Consumerism and climate change
- d) The power of the consumer

Theme 5. Our part in value chains and life cycles

- a) Added value and life cycles: inputs, processes and products
- b) Life cycle evaluations and sustainability
- c) The consumer and ecosystem services
- d) Planned obsolescence and its impacts

Theme 6. What are our responsibilities as consumers?

- a) Rights and responsibilities
- b) Rights for whom?
- c) A right to information and third-party verifiers
- d) What is sustainable consumption?

Theme 7. Our choices and their impacts

- a) The consumer culture

- b) Our beliefs, value systems and attitudes
- c) Our values and some basic concepts
- d) Values and living in harmony

Theme 8. Tools to guide us along life cycles

- a) Corporate social responsibility (CSR)
- b) Voluntary and other instruments to keep things in check
- c) Binding international agreements and conventions
- d) National regulatory frameworks

Methodology

"In consumer life we become what we consume – disposable junk to be used and thrown away."

Voice of Reason (2012), Bryant McGill

This course provides the student with a holistic perspective of the roles of consumers and producers and the different points of intervention along the life cycles of a variety of products. This perspective is acquired through a life cycle sustainability assessment (LCSA) process with a view to taking informed decisions on products regarding their potential positive and negative environmental, social, and economic impacts.

The life cycle analysis of traditional systems involves linear (cradle to grave) material, energy and financial flows. However, in order to obtain a complete (holistic) the focus needs to be broadened to incorporate the three pillars of sustainability: the environmental, social and economic aspects identified along the life cycle, with a view to promoting a circular (cradle to cradle) value chain. The holistic and rigorous nature of the LCSA involves collecting and evaluating information relating to the potential impacts of management systems in these three areas.

The environmental life cycle assessment (E-LCA) will evaluate the potential impacts of the extraction of resources, transport, production, use and discharge of waste in the environment; and the social life cycle assessment (S-LCA) will evaluate the social consequences of processes. Life cycle costing (LCC) as defined in the LCSA process is not dealt with in depth in this course. However, the quantification of certain processes, such as transport, income distribution, etc. considered.

Learning strategies

- Activities in the form of **workshops**, involving role playing, promoting shared spaces in which students, working in teams, develop skills in oral and written communication, in summarizing, leadership, learning to listen and learning to work together in dealing with sustainability issues in time and space dimensions, specifically addressing sustainable lifestyles.
- Activities in the form of individual and group **presentations** providing opportunities to communicate both orally, written and in graphic form, sharing the results of workshops and research work, and to demonstrate the appropriation of issues of interest.
- **Mental maps** will also be developed as a means to contribute to the analysis of lifestyle processes and consumption patterns and their environmental (e.g. ecological footprints), social and economic impacts. They will also help contribute to the understanding of the interdependencies between the SDGs and the identification of the causes and effects of different impacts with a view to:

- a) better understanding the complexity of sustainability issues and the situation of different actors involved in decision-making processes;
 - b) identifying possible leverage points so as to influence outcomes and promote change;
 - c) discovering some of the underlying causes of complex problems; and
 - d) providing opportunities for their presentation both graphically and orally.
- The identification and analysis of lifestyles of interest involves **broad research**. This process promotes critical analysis on the part of the student of the different options available and of the interrelations between the social, environmental and economic pillars of sustainability and/or different parts of a chosen system or lifecycle. Such analyses may be both qualitative and quantitative in nature. The results research and the identification, analysis and interpretation of pertinent resulting information from different sources (bibliographies, social media, web pages, communications media, interviews, etc.) will facilitate independent learning, the internalization of new concepts and those introduced in class.

Educational resources

In order to facilitate learning and course development a range of recent bibliographic materials, multi-media equipment for individual presentations (with wi-fi access in each classroom), furniture and acrylic boards are placed at the disposition of students for weekly sessions and lectures coordinated by the professor to complement proposed teaching activities. The latter include the different learning techniques outlined herewith that optimize the student's ability to assimilate knowledge. The majority of lessons take place in the classroom.

The student has physical access to the institution's library during opening hours study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise the university provides free Wi-Fi access to all students, professors and staff throughout the campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses, and ensure seamless and effective communications between the student and professor at all times through an app center.

Audience

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

Attendance

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming.

Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Is disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Is under the influence of alcohol or even smell like alcohol.
- 4) Is under the influence of any illegal drug.
- 5) Shows hygiene problems that may disturb other students.

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

Learning assessment

ITEMS	WEIGHTING
Two (2) analytical workshops on LCSA (10% each)	20%
Four (4) presentations on issues of interest (5% each)	20%
Two (2) mental (systems) maps to identify and explore interrelations between different elements/parts of life cycles and systems (10% each)	20%
Final project: Life cycle sustainability assessment (LCSA) of a selected product (1)	40%
TOTAL POINTS:	100%

Categories for the evaluation of workshops on issues relating to life cycle sustainability assessments

The method involving the resolution of issues relating to sustainable lifestyles in a **workshop** setting relating to life cycles, that includes role playing, promotes shared spaces in which the student, working in a team, develops his or her skills in oral and written communication, in summarizing, leadership, listening and interacting constructively with others in dealing with sustainability-related issues integrating real life time and space dimensions. Two workshops will be carried out, each contributing 10% to the final grade.

Indicator	Excellent (100-90%)	Very good (89%-80%)	Sufficient (79%-70%)	Insufficient (69% o less)
1. Preparation of assigned theme with at least three (3) reliable and respectable sources of information				

(scientific journals, prestigious institutions, etc.)				
2. Depth and novelty in the presentation of content				
3. Questions to stimulate and enrich discussion during the workshop				
4. The group/team moderator prepares the pertinent synthesis/conclusions				
5. An animated and constructive discussion is generated around the workshop findings and analyses				
6. Everybody was involved in discussions, each person's point of view was heard and taken into account				
7. Consensus was arrived at as appropriate on desirable action to be taken if necessary				

Categories for the evaluation of presentations

Activities in the form of individual and group presentations will provide opportunities for oral and graphic presentations to a) share the results of workshops and research, and b) demonstrate appropriation of issues of interest. Four (4) presentations will be made during the course, each contributing 5% to the final grade.

Indicator	Excellent (100-90%)	Very good (89%-80%)	Sufficient (79%-70%)	Insufficient (69% o less)
1. Information presented is clear and well-organized. Name of author, course, level, date, semester				
2. Issues and sub-issues are clearly articulated with a logical hierarchical structure				
3. Presentation's content is correctly, clearly and fluently communicated, with graphic elements effectively assisting understanding and stimulating the interest of the public				
4. Design quality, originality and clarity with correct spelling				
5. Concepts are correctly represented and accurately summarized				
6. Effective graphic integration of different elements (group presentation)				

7. Roles of each group member effectively carried out (group presentation)				
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Categories for the evaluation of mental maps

Simple **mental maps** are to be used as a key tool in the analyzing consumer patterns and lifestyles as well as evaluating environmental, social and economic impacts. It also contributes to increased understanding of the interdependencies between the different SDGs and the identification of the causes and effects of different impacts with a view to:

- a) acquiring a greater understanding of the complexity of sustainability issues and the actors involved in decision making;
- b) understanding the qualitative and quantitative nature of the interrelations between the different parts of a system and or life cycle
- c) identifying possible places in a system where leverage is desirable/possible in order to stimulate change and positive outcomes;
- d) discovering some of the underlying causes of complex problems;
- e) providing an opportunity to share findings in an innovative and fun way, in both graphic and oral form.

Two (2) mental maps will be developed during the course, each contributing 10% to the final grade.

Indicator	Excellent (100-90%)	Very good (89%-80%)	Sufficient (79%-70%)	Insufficient (69% o less)
1. The central idea is presented with a clear and strong image that summarizes the issue or the overarching theme of the map				
2. The central idea/issue is clearly indicated, with sub-issues/ causes/results issuing from it in a sequential manner				
3. Branches and arrows link up the issue or central theme with related ideas and sub-issues/themes				
4. Themes and subthemes are articulated and ordered (hierarchized) as required				
5. The ideas, issues, etc. reflected on the sheet are effectively and creatively represented and laid out				
6. Key words are highlighted and color, arrows and graphic symbols (icons) and sketches are used creatively and in an orderly manner.				
7. Impacts (positive and negative) are clearly indicated and interrelations between the parts are characterized				

8. Map includes the name of authors, course, date and semester and is presented in an orderly manner, clean and free from spelling errors				
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Categories for the evaluation of the final project involving a life cycle sustainability assessment

The final project involves the identification of and research into one product carried out according to the life cycle sustainability assessment (LCSA) methodology. This will require **broad research** and present a clear picture of two or three critical social and/or environmental and some general economic issues identified along the life cycle of the identified product. This research will also demonstrate an understanding of the types of interrelations and interdependencies between the different parts of the life cycle. Specific **guidelines for the final LCSA project** will complement this information.

The above-mentioned process will promote the student's critical analysis of both qualitative and quantitative aspects of the identified life cycle. Results of the research and the identification, reflection on and interpretation of recent and pertinent information from different types of resources (bibliographic, social media, web pages, the media, interviews, etc.), will facilitate self-learning, the internalization of new concepts including those introduced in class. This final project counts for 40% of the final grade.

Indicator	Excellent (100-90%)	Very good (89%-80%)	Sufficient (79%-70%)	Insufficient (69% o less)
1. The project includes a cover sheet with basic data and complies with requirements outlined in the specific guidelines for the final LCSA project				
2. Proposal organization: body of the work is logically and hierarchically structured according to the guidelines				
3. The project's scope and the identified issues it addresses are clearly and precisely defined				
4. Theoretical research framework includes relevant and recent data from diverse sources (bibliographic, web sites, interviews, etc.)				
5. Overall quality of the work from the conceptual, logical and creative perspectives				
6. The assessment is presented in an orderly and clean manner with good spelling and punctuation, demonstrating a clear and fluid style; the language used is free from jargon and slang, and is appropriate for the target audience/population				

7. Bibliographic sources are in APA format				
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Bibliography

This is a partial bibliography. Further bibliographic and other sources of information and useful links will be provided with each module.

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Chronogram

Week	Sub-competence	Content	Teaching strategies
1	Identify the points of most critical environmental, social and economic impact along products' life cycles considering the LCSA methodology	Theme 1. Sustainable consumption and production (SCP) and the SDGs. The reason for SCP; intro. to interdependencies between SCP and other SDGs; Competencies for sustainability and for life; learning styles and team work	Presentation of course, reading of program and personal introductions
2		Theme 2. Wants and needs. Wants versus needs in different environments; gross national happiness and sustainability; economic growth or development?; marketing and sustainable development	Presentation #1: results of analyses Analysis and discussion of examples

3		Theme 3. Ecological footprint – sustainable cities. Drivers of urban migration; urbanism, drivers of change and the ecological footprint; quality of life in cities: a range of challenges; cities and supply chains: consumption patterns	Analysis and comparison of footprints Workshop #1: Exchange of perspectives / roll playing
4	Analyze the environmental, social and economic impacts and describe (qualify) the interrelations between them	Theme 4. Systems and the consumer. The consumer as a driver of change; the concept of vulnerability and consumerism;	Examples of systems Analysis of examples
		Theme 4. Systems and the consumer. (Cont.) Consumerism and climate change; the power of the consumer	Presentation #2: Results of analyses
5		Theme 5. Our part in value chains and life cycles. Added value and life cycles: inputs, processes and products	Analysis of issue Workshop of exchanges Mental map #1 of a relevant system
		Theme 5. Our part in value chains and life cycles. (Cont.) Life cycle evaluations and sustainability	Analysis of the issue
6		Theme 5. Our part in value chains and life cycles. (Cont.) Planned obsolescence and its impacts	Presentation #3: of the metal map
7	Critically analyze the causes and effects of impacts considering the need for equity in the quality of life of all stakeholders along products' life cycles	Theme 6. What are our responsibilities as consumers? Rights and responsibilities; rights for whom?	Workshop #2: analysis of the issue
8		Theme 6. What are our responsibilities as consumers? (Cont.) A right to information and third-party verifiers; what is sustainable consumption?	Presentation #4: presentation and discussion of analysis
9		Theme 7. Our choices and their impacts. The consumer culture; our beliefs, value systems and attitudes; our values and some basic concepts; values and living in harmony	Mental map #2 of a relevant system
10		Theme 8. Tools to guide us along life cycles. Corporate social responsibility; voluntary and other instruments to keep things in check;	Analysis of issue Informal workshop to discuss progress on final research project
11		Theme 8. Tools to guide us along life cycles. (Cont.) binding	Review of progress

		international agreements and conventions; national regulatory frameworks)	
12		Integration of concepts and knowledge	Oral presentation of final research project

General observations

The CPI study-abroad student should take note of and comply with pertinent segments of the Center for International Studies' the Staff and Student Policy Guide (Revised version: September 2016) available from the CANVAS platform.

Version: September 2017