



THE OHIO STATE UNIVERSITY

SYLLABUS: ENVENG 6600 ASSESSMENT FOR HUMAN RIGHTS AND SUSTAINABILITY

AUTUMN 2016

Course overview

Instructor

Instructor: Allison MacKay, Ph.D.

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Phone number: 614-247-7652

Office hours: Via in-person/phone/video by email appointment.

Course description

Foundational concepts of human rights and environmental impacts pertaining to global supply chains. Regulations and voluntary standards in engineering-intensive sectors, including infrastructure, biofuels, electronics. Case study analysis of corporate assessment practices for labor rights protection and environmental impacts.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Explain the core concepts of human rights, sustainability and global supply chains
- Show that voluntary standards for global supply chains integrate core concepts of human rights and sustainability
- Analyze voluntary standards across engineering sectors
- Evaluate how voluntary standards drive innovation in business and regulatory sectors

Course materials

Required

No required text.

Assigned articles and reports are available through Carmen and must be read through before class to prepare for discussion. A detailed list of readings is imbedded in the course schedule.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- Computer: current Mac or PC with high-speed internet connection and the following software installed:
- Firefox web browser (<https://www.mozilla.org/en-US/firefox/new/>), the best browser for Carmen.
- Microsoft Office Student Advantage/ProPlus (https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04725) Provided by the OCIO. Any

student who is currently enrolled in classes at The Ohio State University is eligible to may install Office 365 ProPlus on up to five (5) computers that you personally use.

Adobe Reader (<https://get.adobe.com/reader/>) or an alternative PDF reader.

Course Organization

Foundational Concepts

The first 7 weeks of the semester will focus on the foundational concepts of human rights, environmental sustainability and global supply chains. There are multiple items relevant to the weekly theme so students will undertake peer-type learning in which each student will have primary responsibility to report back on one or two items via a discussion link to the class as a whole and then post comments to one to two other items. The general weekly format will consist of the following activities that constructed assuming Wed to be the start of the week:

- Reading the weekly assignments to be familiar with expectations
- Watching a lecture clip (10-20 min) that highlights key points relevant to the readings. Lecture clips from instructors will be captured & posted to Carmen on Wed. evenings
- Read the assigned readings
- Use the provided readings and web resources to complete:
 - Reflection response (periodic thru semester) by Fri. 11:59 pm
 - Glossary blog post (weekly) by Tues. 11:59 pm
 - Narrated PPT report (2-5 min) back on item(s) by Tues. 11:59 pm

Concept Application

The remainder of the semester will focus on applications of concepts to engineering-intensive business sectors and to individual companies with global supply chain operations. Students will undertake an analysis of best practices of audit standards in one business sector of the student's choosing and post findings as a narrated PPT. Students will have several weeks to conduct the necessary research from resources provided at Carmen. Following report posting to the class discussion list, students will provide comments on two other audit standard analyses. A second analysis project will then be undertaken by students to evaluate the practices of one multi-national business of their choosing, as it pertains to their assessment practices around human rights and environmental sustainability in their global supply chains, following the same reporting and discussion format.

The final reflective writing will focus on innovations prompted by the voluntary audit standard model with a combination of readings and recorded lectures from practitioners in the field (sector audit standards, auditing organization, company engaged in best management practices). Dates will be provided for students to attend live sessions (optional) of the practitioner presentations, if they would like to contribute to the Q & A.

Grading and faculty response

Grades

Assignment or category	Points
Student Introduction	1
Blog postings Glossary (6) Responsibility (5)	8
Reflective writing (6)	30
Comprehension checks (3)	9
Oral presentation and discussion/comment Informational (4) Sector analysis (1) Company analysis (1)	12 15 20
Quiz (2)	5
TOTAL	100

See course schedule, below, for due dates

Late assignments

Late assignments will not be accepted. Exceptions can be discussed on a case-by-case basis.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+

60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**. Typically, I plan batch responses three times daily, around 7 am, 12 pm, and 9 pm.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Your points will be most clearly conveyed if you plan to include a beginning, a middle and an end.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility accommodations for students with disabilities

Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools



Course schedule (tentative)

Week	Dates	Topics, Course Materials	Assignments
		Module 0 – Class Introduction	
0	8/24 – 8/30	Syllabus & Course schedule Welcome Announcement Topics survey	Oral – Introduction Survey – Topics <i>Due: Mon. 11:59 pm</i>
		Module 1 – Foundational Concepts	
1	8/31 – 9/6	Human Rights (Course objectives: 1.1, 1.2, 1.5) <u>Video</u> : “Blood in the Mobile” – conflict minerals in electronics <u>Reading</u> : S. Hertel, “Human Rights and the Global Economy: Bringing Labor Rights Back In,” Maryland Journal of International Law 24 (2009):283-295 <u>Website</u> : ILO, Helpdesk for Business on International Labour Standards	1.Reflect – Video <i>Due: Fri. 11:59 pm</i> 1.Gloss – Human Rts 2.Comprehension 3.Comment on Reflect <i>Due: Tues. 11:59 pm</i>
2	9/7 – 9/13	Planetary Boundaries (Course objectives: 1.1, 1.3) <u>Video</u> : J. Rockstrom “Let the Environment Guide Our Development”, TED Talk, Filmed July 2010 <u>Readings</u> : R. Kunzig, “The Carbon Bathtub,” National Geographic – The Big Idea, Dec. 2005;	1.Glossary – Eenvt Sust 2.Oral – Eenvt Sci 3.Blog - Responsibility <i>Due: Tues. 11:59 pm</i> 1.Comment - Oral

		<p>A. Y. Hoekstra and T.O. Wiedmann, "Humanity's unsustainable environmental footprint," <i>Science</i> (2014), 618: 1114-1117;</p> <p>G.H. Brundtland, excerpt from <i>Our Common Future</i> (UN Commission on Environment & Development, 1987)</p> <p><u>Websites</u>: CO2 and climate change; Nutrients and eutrophication; Freshwater aquifers; Bioaccumulative compounds</p>	<i>Due: Wed. 11:59 pm</i>
3	9/14 – 9/20	<p>Global Supply Chain Management (1.1, 1.4)</p> <p><u>Video</u>: Annie Leonard, <i>The Story of Stuff</i>, Free Range Studios, 2007</p> <p><u>Readings</u>: S. Barrientos, G. Gereffi, and A. Rossi, "Economic and social upgrading in global production networks: A new paradigm for a changing world," <i>International Labour Review</i> 150, 3-4 (2011): 319-340;</p> <p>R.M. Kashmanian, "Building a Sustainable Supply Chain: Key Elements," <i>Environmental Quality Management</i>, 24, 3 (2015): 17-41.</p> <p><u>Websites</u>: Nike Supplier Map; Business & HR Resource Centre</p>	<p>1.Gloss – Suppl Chain</p> <p>2.Comprehension</p> <p>3.Blog - Responsibility</p> <p><i>Due: Tues. 11:59 pm</i></p> <p>1.Module Quiz</p> <p><i>Due: Fri. 11:59 pm</i></p>
		Module 2 – Governance Framework	
4	9/21 – 9/27	<p>Regulatory (2.1, 2.2)</p> <p><u>Readings</u>: summaries of key elements of US Labor Laws, Clean Water Act, Clean Air Act, Resource Conservation and Recovery Act, REACH, Basel Convention</p> <p><u>Reflection</u>: Identify gaps with respect to 'hard' law and foundational concepts</p>	<p>1.Glossary – Reg's</p> <p>2.Oral – Legal Statutes</p> <p><i>Due: Tues. 11:59 pm</i></p> <p>1.Comment - Oral</p> <p><i>Due: Wed. 11:59 pm</i></p> <p>1.Reflection-Gaps</p> <p><i>Due: Fri. 11:59 pm</i></p>

5	9/28 – 10/4	<p>Voluntary Standards Model (2.3)</p> <p><u>Readings:</u> R.M. Locke, “We live in a world of global supply chains” In <i>Business and Human Rights: From Principles to Practice</i>, D. Baumann-Pauly & J. Nolan (Eds.), Routledge, NY, 2016;</p> <p><i>Oxfam, Business and Human Rights: An Oxfam Perspective on the UN Guiding Principles</i> (Oxford, UK: Oxfam, 2013), pages 1-10.</p> <p>S. Hellweg & L.M. Canals “Emerging approaches, challenges and opportunities in life cycle assessment” <i>Science</i>, 344, 2014, 1109-1113</p> <p><i>Explanation of Lifecycle Assessment</i>, excerpts from Masters Introduction to Environmental Engineering and Science, Prentice Hall, 2008; J. Mihelcic & J.B. Zimmerman <i>Environmental Engineering: Fundamentals, Sustainability, Design</i>, Wiley, 2013.</p> <p>Suppl. <i>UN Guiding Principles on Business & Human Rights</i> also known as the "Ruggie Principles" (New York: United Nations, 2011);</p> <p><u>Website:</u> <i>Business Ethics</i> interview w John Ruggie</p>	<p>1.Gloss – Vol Stds 2.Comprehension <i>Due: Tues. 11:59 pm</i></p>
6	10/5 – 10/11	<p>Major Audit Standards (2.4)</p> <p><u>Readings:</u> Dara O'Rourke, "Outsourcing Regulation: Analyzing Nongovernmental Systems of Labor Standards and Monitoring," <i>The Policy Studies Journal</i> 31, 1 (2003): 1-29.</p> <p>D. Leipziger, “Social Accountability 8000” In <i>The Corporate Responsibility Code Book</i>, Greenleaf, London, 2010, 203-208</p> <p>D. Leipziger, “ISO 14001” In <i>The Corporate Responsibility Code Book</i>, Greenleaf, London, 2010, 511-516</p>	<p>1.Gloss – Aud. Stds 2.Oral – Aud. Stds <i>Due: Tues. 11:59 pm</i> 1.Comment - Oral <i>Due: Wed. 11:59 p</i></p>

		<p>Code Excerpts: SA8000 Code text excerpted in <i>The Corporate Responsibility Code Book</i>, Greenleaf, London, 2010, 209-219</p> <p>ISO “Environmental Management: The ISO 14000 Family of Standards”, 2010</p> <p>GRI “G4 Sustainability Reporting Guidelines”, 2014</p> <p><u>Websites</u>: Business & Human Resource Center, GRI G4 Sustainability Reporting Guidelines</p>	
7	10/12 - 10/18	<p>Audit Standards Applied (2.5)</p> <p><u>Reading</u>: GeSI</p> <p><u>Reading</u>: EICC</p> <p><u>Reading</u>: R2 program</p> <p><u>Reading</u>: eSTEWART</p> <p><u>Case Study</u>: Corporate reporting</p>	<p>1.Oral – Elec. Stds <i>Due: Tues. 11:59 pm</i></p> <p>1.Comment – Oral <i>Due: Wed. 11:59 pm</i></p> <p>1.Reflection – Gaps</p> <p>2.Module Quiz <i>Due: Fri. 11:59 pm</i></p>
		Module 3 – Sector Analysis	
8	10/19 – 10/25	<p>Sector Overview (3.1)</p> <p>-Light Manufacturing, Green Buildings, Biofuels, Forestry Products</p> <p><u>Websites</u>: Audit Standards</p> <p>Sector Analysis Assignment Distributed</p>	<p>1.Check-In <i>Due: Tues. 11:59 pm</i></p>
9	10/26 – 11/1	<p>Open student work time (3.1)</p> <p><i>Optional Guest Lecture – 10/26, Derby Hall 029, 6-7 pm</i></p> <p><i>Mark Loeffler, Atelier 10 (Engineering Practice)</i></p>	<p>1.Oral – Sector Anal.</p> <p>2.Blog - Responsibility <i>Due: Tues. 11:59 pm</i></p>

10	11/2 – 11/8	Student Presentations & Discussion (3.2) Company Analysis Assignment Distributed <i>Optional Guest Lecture – 11/2, Derby Hall 029, 6-7 pm</i> <i>Jane Hwang, Social Accountability International (Non-profit, Standards Auditing)</i>	1.Comment – Oral 2.Blog - Responsibility <i>Due: Tues. 11:59 pm</i>
		Module 4 – Macro Impacts	
11	11/9 – 11/15	Innovation in Business Sector (4) <u>Video</u> : Mark Loeffler, Atelier 10 (Green Buildings, Engineering Practice) <u>Video</u> : Tamara Brown, Praxair (Global Industrial Gases, Operations Mgmt) Case Studies	1.Reflection – Business Innovation <i>Due: Tues. 11:59 pm</i>
12	11/16 – 11/29	Innovation in Regulatory Sector (4) <u>Video</u> : Jane Hwang, Social Accountability International (Audit Standards and Practice)) Carbon Disclosure Project	1.Reflection – Regulatory Innovation <i>Due: Tues. 11:59 pm</i>
		Module 5 – Company Analysis (3)	
13	11/30 – 12/6	Company Analysis (3.3) Student Presentations	1.Oral-Company Anal <i>Due. Tues. 11:59 pm</i>
14	12/7 – 12/13	Company Analysis (3.3) Student Comments	1.Comment - Oral <i>Due: Tues. 11:59 pm</i> 1.Blog – Responsibility

			2.Reflection-Summary <i>Due. Fri. 11:59 pm</i>
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