



291901 International Economics and Business Sustainability

SYLLABUS SPRING 2020

LEE Jung Wan Ph.D.

Hybrid: Online and Offline (Bengbu East Campus Classroom)
School of International Economics and Trade (SIET)
Anhui University of Finance and Economics (AUFE)

1. Course Overview

1.1. Description of the Course

291901 International Economics and Business Sustainability

The achievement of a balanced economic, social and environmental development - as expressed in the UN Agenda 2030 for Sustainable Development - is recognized as one of the major challenges humanity is facing today. What is less clear is whether and how organizations can generate business opportunities and value for their stakeholders while tackling such challenges.

This course is designed to teach graduate students in a wide variety of management and economics fields by illustrating how to assess and seize the opportunities offered by these global emergencies. This course will offer new ways to understand the purpose and the logic of success of the business enterprise in this new context, providing ideas and examples on how to manage the transition process to realize the value creation potential from corporate sustainability for all involved stakeholders. This course explores the different business models that companies can use to drive change and explains why purpose driven businesses are particularly well positioned to tackle the world's biggest problems. You will learn how to influence management and other key stakeholders on the competitive advantages of being a purpose-driven firm, and how to integrate your values into your work so that you can help transform firms into catalysts for system level change. (2 credits).

1.2. Introduction

The Sustainable Development Goals (SDGs) identify the great challenges facing humanity and that will set the global agenda of the next century, including hunger, poverty, inequality, access to water, energy or climate change. Companies are an economic engine that can contribute to its solution. Therefore, the international community has encouraged the private sector to participate actively in achieving the goals. Companies can hardly define their

strategy and develop the business without attending to these needs, that is, without following the lines marked by Agenda 2030. Companies are also called upon to participate because, as members of society, they have the ethical duty to contribute to social improvement ("people, planet and prosperity"). They will also benefit from achieving these objectives and the door will be open to numerous opportunities for businesses, such as public-private partnerships for development, the promotion of integrated value chains or the incorporation of consumers into emerging markets. As a result, companies will be able to capitalize on numerous profits,

This course examines the global business environment in the context of sustainability and explores the challenges and opportunities that the new movement toward sustainability offers multinational enterprises and the countries in which they do business. It focuses on the meaning of sustainable development in relation to for profit-making global corporations, the effect of sustainability on global corporate development strategies, and how corporations interact with nations to develop relationships and partnerships that support sustainable economic and environmental development. We will also examine how corporations have failed to adopt and practice sustainable business strategies and their impact on emerging economies.

1.3. Prerequisites


- a) Courses: None
- b) Student Competencies: Independent Research (APA Paper Format)

2. Basic Information

2.1. Schedule and Classroom: **Hybrid Mode**

2.2.1. Online Teaching Courseware:

1. **用手机下载 学习通 APP , 安装并注册用户**

方式一：手机应用市场搜索“学习通”，查找到图标为  的超星学习通 App，下载并安装。

方式二：用微信扫描二维码下载，请选择在浏览器打开



2. **PC 端学习方法: 用电脑登陆网络教学平台**

打开泛雅网络教学平台 (<http://aufe.fy.chaoxing.com/portal>)

Date and Time: Wednesdays 4:10pm – 5:50pm (星期三 第7-8节)

2.2.2. Offline Teaching

Face-to-Face Classroom: Bowen Building 000 (博文樓 000)

Date and Time: Wednesdays 4:10pm – 5:50pm (星期三 第7-8节)

The course will be taught as about 90 minutes (1 hour and half) class each week, divided by one 10 minute break into 2 roughly equal sessions.

2.2. Delivery Mode: Hybrid

Online Remote Courseware and Offline Classroom Face-to-Face Modes

2.3. Instructor:



LEE, JUNG WAN Ph.D.

Teaching:

Professor Lee holds a Ph.D. in Business Administration (Marketing) and advanced degrees in International Logistics (MBA), International Finance (MA), and Electronic Commerce (MS) with solid applied backgrounds in international business and management. He has many years of research and teaching experience in international business and economics, international business management, international logistics, and international marketing in Korea for 3 years, in Kazakhstan for 5 years, and in United States (Boston University) for 10 years. He also has substantial industry experience of international business and trade, international logistics and transportation in Korea, Japan, China, and Russia.

He teaches the International Business and Economics course in graduate programs, and the International Business Management course in undergraduate programs at School of International Economics and Trade, Anhui University of Finance and Economics, Bengbu, China. For further information, please visit: <http://www.supermanlee.com>.

Research:

He has published over fifty research papers and four books on entrepreneurship, small business, and venture business management, and has served as the editor-in-chief for the *Journal of Asian Finance, Economics and Business (JAFEB)*, the *Journal of Distribution Science (JDS)*, and the *Journal of Administrative Sciences and Technology (JAST)*.

He was awarded the Distinguished Research Award by Allied Academies in 2008 and 2009, Highly Commended Paper Award by the Emerald Literati Network in 2013, Best Paper Award by the International Business Academics Consortium (iBAC) in 2013, Best Reviewer Award by the International Business Academics Consortium in 2014, and Citations of Excellence Award 2016 by Emerald Group Publishing, United Kingdom.

He has published in journals such as *Energy Policy*, *International Journal of Sustainable Development & World Ecology*, *Global Economic Review*, *Asian Economic*

Journal, Tourism Management, Journal of Business Ethics, The Internet and Higher Education, International Journal of Management in Education, Cross Cultural Management, Academy of Marketing Studies Journal, Journal of Transnational Management, International Journal of Entrepreneurship, International Journal of Trade and Global Markets, and International Journal of Emerging Markets. For further information, see:

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Clarivate Analytics Publons: <https://publons.com/researcher/1651430/jung-wan-lee/>

SCOPUS Author Link: <https://www.scopus.com/authid/detail.uri?authorId=27170463900>

MENDELEY Author Link: <https://www.mendeley.com/profiles/jung-wan-lee/?viewAsOther=true>

ResearchGate Link: https://www.researchgate.net/profile/Jung_Wan_Lee

SSRN Author Link: https://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=1904784

Google Scholars Link: <https://scholar.google.com/citations?user=OdDd964AAAAJ&hl=en&oi=ao>

Personal Homepage: <http://www.supermanlee.com>

Contact: E-mail: jungwan.lee@aufe.edu.cn
Office: GuangXue Building Room 501
Hours: Tuesday 14:00 - 18:00 pm
and by appointment.

2.4. Other Information

a) What Should I Do First?

We will investigate questions such as: What is at stake for businesses and other stakeholders? What are the key strategies and approaches? Who are the leaders...businesses, countries, regions of the world? What are the lessons learned?

We do this by examining the sustainability approaches of major multinationals as well as exploring the sustainability environment of countries in different regions of the world such as Africa, Europe, Asia, and Latin America, and look at the most and least sustainable corporations in the world doing business in those regions. Topics covered in this course include corporate social and environmental responsibility, risk management, government policies, investor and stakeholder expectations, and impacts and opportunities for multinationals in the age of climate change.

I know this is intimidating, but my job is to challenge you. I want you to improve—there wouldn't be much point in taking this course if you didn't. Taking this course is not about learning Business Sustainability and International Management—you could do that by reading books and articles. This course is about becoming a critical thinker, learning to evaluate what you read, getting some data, evaluating the characteristics of the data, and developing your own conclusions.

Reading the literature should be your starting point. You have access to the library—use it. When facing an assignment, think it through and write down some key concepts and terms. Don't just start writing. Using the topics and vocabulary you have written down, try to find and read some scholarly articles. Learn to cite and reference correctly. Finally, write your own paper with your own thoughts, weaving in the research you have done.

b) General Guidance

The internet has made data accessible to everyone. In fact, there is really way too much of it. The problem is that you don't know how to evaluate it. Where does it come from? Who wrote it and why? What is their agenda?

I encourage you to challenge anything and everything. Don't just read the textbook, read with a view to challenging what is being said. If you challenge something, be sure to be able to back up your claim with research and correct references.

If that sounds ambitious, it is. I am here to help you through that process. This is hard! Don't expect to master it in the first week. It will be difficult and unfamiliar. I only know of one way to succeed at this: try, try, and try again.

c) Academic Research

What constitutes "academic research?" Academic articles have a proven provenance. (Look up "provenance.") Articles are submitted to journals and evaluated anonymously by referees who are subject matter experts. The author typically revises a manuscript based on the referees' questions and comments. Publication of the refereed article disseminates the information. Mistakes are corrected, excellent and useful work becomes accepted, and progress is made. Over time, a body of work emerges that is validated and accepted.


Academic journal articles are what you are aiming for in your research. It is tough going early on to read this stuff. Read the abstract. If it looks interesting and you understand it, read the article. After a while, you get better at skipping over the stuff that is not relevant to your assignment. Actually, of course, a Baidu search gets you going and we all do it. It is just not polite to mention it.

3. Course Format and Text and Reading Materials

3.1. Course Format and Required Text

This course is designed to be highly interactive. We utilize articles, cases, group simulations, and videos to support learning and engage students. Students will also have a chance to interact with each other through decision making exercises, simulations, and group discussions. The interactive simulations we will be experiencing include (but are not limited to) a foreign direct investment opportunity that has both economic benefits and environmental/social impacts; a multi issue/multi party international environmental negotiation that combines economic and sustainability components; and a renewable energy/infrastructure focused simulation that illustrates the benefits and challenges of our energy future in light of climate change.

3.1.1. Required Text

	<p>Environmental Science: Toward A Sustainable Future (13th Edition) Richard T. Wright and Dorothy F. Boorse, ©2017 Publisher: Pearson ISBN-13: 9780134322742</p>
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3.2. Discussion

This is a discussion based course. You will be expected to actively participate in our discussions, share your ideas and thoughts, and contribute to the overall quality of the course by openly participating. You will have opportunities to participate in both large group and small group discussions.

3.3. Interactive Simulations and Group Efforts

Students in this course learn by doing and by working with others. I believe strongly that by participating in simulations and group activities students learn more effectively and find the courses more engaging. With this in mind, I have set up this course to provide students with opportunities to engage in simulations related to sustainability and international business. These scenarios will each be different and will include the opportunity to learn about how foreign direct investment by multinationals impacts countries economically and environmentally, to explore the hard choices and many challenges that countries and companies face while balancing profit and sustainability, and to negotiate strategies related to climate, infrastructure, and energy.

You will be working in groups of two, sometimes on teams, and sometimes as committees or boards making decisions and strategizing. As we progress the scenarios will become more complex and much more challenging—but fun and engaging as well. You will have an opportunity to debrief and share your experiences and learn from each other. In addition to providing interactive learning opportunities, this format makes the course truly enjoyable.

3.4. Other Reading Materials

Read international business and economics related news and articles from The World Economic Forum <http://www.weforum.org/en/index.htm>; The Wall Street Journal <http://online.wsj.com/home-page>; Financial Times <http://www.ft.com/>; World Trade organization <http://www.wto.org/>; UNCTAD <http://www.unctad.org/>; OECD <http://www.oecd.org/>; in order to better understand to current international business and management practices.

We will also have additional readings and videos. These may be available in different viewing formats—some may not be immediately compatible with your laptop (if you have one). Don't wait until the last minute to try to watch the videos in case there is a problem.

Other reading materials will be assigned and available via library reserve or online.

4. Course Learning Objectives and Schedule

4.1. Course Goals and Objectives

This course is targeted toward both the business and economics student and the sustainability and environmental studies student. It is also appropriate for any student simply interested in the development of sustainable businesses.

We face a perfect storm, at the intersection of climate change, energy crisis, resource scarcity, and economic re-structuring. Business-as-usual is no longer an option. This course will introduce you to the great business transition that is underway – as we strive towards a low carbon and sustainable economy. We will explore frameworks and concepts – key topics

and dilemmas – along with case study insights – on how leading companies are developing business strategies that harness new opportunities, and deliver significant business impacts, while meeting the great challenges of our time.

We will explore how innovative businesses, large and small, are positioning themselves to launch new greener propositions in industries such as clean energy – and also within conventional sectors of the economy, including green building and construction, where risks and opportunities abound. The business case for industries to become more sustainable is increasingly clear, requiring proactive and more holistic strategic thinking by business leaders, because – as in any transition of markets – certain businesses will be “winners” and others will be “losers.” This course will dig into the strategies and business cases of companies attempting to create successful and sustainable businesses.

4.2. Course Learning Objectives

By the end of this course, you will be able to:

- Understand what the macroeconomic and microeconomic consequences of both climate changes, poverty, hunger, gender or race discriminations, lack of communication between the state, civil societies, and businesses, etc. are;
- Understand why it is important for businesses to tackle sustainability issues in order to create more and better business opportunities;
- Learn how each individual, organization and system can start to analyze its behaviors and change towards more sustainable practices and models;
- Understand the Environmental, Social, and Governance (ESG) drivers and risks impacting on companies – along with the major business opportunities for integrating sustainability issues within the core business strategy – You will explore how companies address sustainability challenges while simultaneously building a successful business;
- Examine the broader environmental, political, and social landscape in which you operate, including the role of government, investors, and customers;
- Explore why collective efforts matter and how business can be a catalyst for system-level change in the face of significant global issues, such as climate change and income inequality;
- Articulate the importance of sustainability in business, and drive social responsibility across your organization’s value chain;
- Investigate the potential of technology, design, and innovation to enable or limit sustainable business practices;
- Explore the role of marketing and communication - both internal and external - in your sustainability strategy;
- Define and explore opportunities for value creation through stakeholder and partner collaboration;
- Communicate the competitive advantages of being a purpose-driven leader to management, leadership, and other key stakeholders;
- Enhance your critical thinking skills – You will expand your understanding of the complex decisions faced by managers in business, government, and non-profit organizations, developing your ability to see relationships among multiple, often conflicting, issues;
- Develop your academic writing and professional presentation skills – In a secondary but important objective for this course, you will improve your skills in writing

effective professional communications and in making strong professional presentations.

- Develop your career potential – developing your capabilities towards becoming an effective business leader and/or change agent, in supporting the necessary transition towards a low carbon and sustainable economy.

4.3. Course Learning Takeaways

On completion of this course, the main takeaways that you will have are:

- A practical sustainability action plan to overcome the barriers and aid in seizing the opportunities associated with creating a sustainable business;
- Insight into the potential of disruptive innovative design and technology to enable business sustainability;
- An understanding of the international regulations surrounding environmental best practices, the importance of sustainability in production and consumption, and how this will affect your organization.

4.4. Class Schedule and Reading Assignment

291901 Class Schedule and Reading Assignment **291901 International Management and Business Sustainability (2 credits)**

Class Week	Topics	Class Mode
Week 1 (Feb. 26, 2020)	<p>TOPIC: Course Introduction</p> <p>TOPIC: Ecosystems: Energy, Patterns, and Disturbance</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Characteristics of Ecosystems: Describe how matter and energy flow through ecosystems by moving from one trophic level to another. 2. The Flow of Energy Through the Food Web: Explain three main ideas relating trophic pyramids with the relative numbers and biomasses of different levels in a food chain. 3. From Ecosystems to Global Biomes: Define and recognize characteristics of major aquatic regions called biomes, major aquatic regions, and factors that determine their placement on the globe. 4. Ecosystem Responses to Disturbance: Explain the effects of ecological disturbances, such as a fire or volcanic eruption, which are normal in ecosystems and can even be beneficial. 5. Human Values and Ecosystem Sustainability: Describe ways that humans alter ecosystem services and explain why we need to manage ecosystems to protect their components from overuse. <p>TOPIC: The Value, Use, and Restoration of Ecosystems</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Ecosystem Capital and Services: List ways natural ecosystems have economic value as they provide goods and services vital to human well-being. 2. Type of Ecosystem Uses: Compare the consumptive and productive uses of ecosystems. 3. Terrestrial Ecosystems Under Pressure: Describe the value of ocean 	Online

	<p>ecosystems; identify the main threats to these ecosystems and solutions to these problems.</p> <p>4. Ocean Ecosystems Under Pressure: Describe the value of ocean ecosystems; identify the main threats to these ecosystems and solutions to these problems.</p> <p>5. Protection and Restoration: Explain how the public and private management of lands is key to protecting habitats and keeping them productive, and describe examples of ecosystem restoration projects.</p>	
<p>Week 2 (Mar. 4, 2020)</p>	<p>TOPIC: Basic Needs of Living Things Learning Objectives:</p> <ol style="list-style-type: none"> 1. Organisms in Their Environment: Explain how the science of ecology can be described as a hierarchy of questions; describe the questions different types of ecologists ask, and anticipate different experiments they might do, all within the same natural systems. 2. Environmental Factors: Explain how organisms need specific conditions and resources to survive; define an organism's niche. 3. Matter in Living and Nonliving Systems: Explain how living things need materials to build tissues and energy to carry out life processes such as photosynthesis and cellular respiration. 4. Matter and Energy: List the simple laws that control the transformation of energy from one type to another and its flow through Earth's systems and back into space. 5. The Cycling of Matter in Ecosystems: Explain the biogeochemical cycles of matter (particularly the elements of carbon, phosphorous, nitrogen, and sulfur) as they cycle through living and nonliving spheres. <p>TOPIC: Wild Species and Biodiversity Learning Objectives:</p> <ol style="list-style-type: none"> 1. The Value of Wild Species and Biodiversity: Define and give examples of both the instrumental and intrinsic value of wild species. 2. Biodiversity and Its Decline: Explain the causes, extent, relation to human activities, and impacts of the tremendous loss of species occurring today. 3. Saving Wild Species: Describe how cutting-edge science, policies for protection, and changes in the way people think can be used to protect wild species. 4. Protecting Biodiversity Internationally: Explain at least three international efforts to protect wild species. 	<p>Online</p>
<p>Week 3 (Mar. 11, 2020)</p>	<p>TOPIC: Populations and Communities Learning Objectives:</p> <ol style="list-style-type: none"> 1. Dynamics of Natural Populations: Describe three models of the way populations grow and the graph that would illustrate each. 2. Limits on Populations: Identify factors that limit populations, including those that increase as populations become denser (such as predation and resource limitation) and factors that are unrelated to the population density. 3. Community Interactions: Define the types of interactions that can occur between species in a community and the effect of those interactions on each species. 4. Evolution as a Force for Change: Describe the major ideas in the theory of evolution, such as inheritance and natural selection, and list examples of adaptations that allow organisms to survive. Explain how major changes in the Earth facilitate evolutionary change. 5. Implications for Management by Humans: Describe at least three ways in which 	<p>Online</p>

	<p>humans alter populations and communities.</p> <p>TOPIC: The Human Population Learning Objectives:</p> <ol style="list-style-type: none"> 1. Humans and Population Ecology: Explain how humans, like other organisms, are subject to natural laws and ecological processes. Describe some significant differences between humans and other creatures in their ability to change their world. 2. Population and Consumption—Different Worlds: Explain the relationship between income and fertility in countries around the world. 3. Consequences of Population Growth and Affluence: Describe the likely outcome of unlimited population growth or unlimited use of natural resources. Explain ways in which both population growth and consumption patterns must be addressed for stewardship of resources to occur. 4. Protecting Future Populations: Explain how age structure, population momentum, and the demographic transition help social scientists understand populations and predict future population trends in developing and developed countries. <p>TOPIC: Population and Development Learning Objectives:</p> <ol style="list-style-type: none"> 1. Predicting the Demographic Transition: Describe the main schools of thought about what causes the demographic transition. 2. Promoting Development: Explain how development, fertility, and environmental health relate to each other. Understand the Millennium Development Goals and the move to the Sustainable Development Goals. Describe how development can reduce fertility but also increase environmental stressors. 3. A New Direction: Social Modernization: Identify the five components of social modernization that countries focus on to achieve lower fertility rates. 	
<p>Week 4 (Mar. 18, 2020)</p>	<p>TOPIC: Water: Hydrologic Cycle and Human Use Learning Objectives:</p> <ol style="list-style-type: none"> 1. Water: A Vital Resource: Describe the unique properties that make water so vital, the differences in water availability in different societies, and conflicts over the availability of clean water. 2. Hydrologic Cycle: Natural Cycle, Human Impacts: Explain the movement of water through the hydrologic cycle and human impacts on the cycle. 3. Water: Getting Enough, Controlling Excess: Describe the ways humans try to provide clean freshwater and some of their outcomes. 4. Water Stewardship, Economics, and Policy: Describe options for meeting rising demands for water, new innovations in water science and technology, and public policies for water in a water-scarce world. <p>TOPIC: Soil: The Foundation for Land Ecosystems Learning Objectives:</p> <ol style="list-style-type: none"> 1. Soil and Plants: Describe the basic parts of soil, soil communities, and soil profiles. 2. Soil Degradation: Explain how soils are degraded by human activities, including overcultivation, overgrazing, deforestation, mining, and killing soil biota. 3. Conserving and Restoring Soil: Describe how soil conservation requires action at different levels, from individual landholders through national and 	<p>Online</p>

	international public policy.	
Week 5 (Mar. 25, 2020)	<p>TOPIC: The Production and Distribution of Food</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Crops and Animals: Explain the ways the Industrial Revolution and the Green Revolution radically transformed the practice of farming; compare to subsistence agriculture and animal farming. 2. From Green Revolution to Gene Revolution: Describe genetically modified crops and identify their advantages and disadvantages. 3. Food Distribution and Trade: Describe the broad movements of world trade in foodstuffs and their relationship to food security for people. 4. Hunger, Malnutrition, and Famine: Distinguish between hunger and malnutrition and the causes of shortages. 5. Feeding the World as We Approach 2030–2050: Describe changes needed to feed the world as we move toward 2030 and 2050. Describe new trends in agriculture; identify the key elements of sustainable agricultural systems. <p>TOPIC: Pests and Pest Control</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. The Need for Pest Control: Define the major groups of pests and the different methods we use to control them. 2. Chemical Treatment, Promises and Problems: Explain the serious problems that accompany the overuse of new and more effective chemical pesticides, such as DDT. 3. Alternative Pest Control Methods: Explain the major types of alternatives to using pesticides to control pests. 4. Making a Coherent Plan: Explain the main principles and give examples of the integrated pest management approach to reducing the use of pesticides. 5. Pests, Pesticides, and Policy: List and describe the federal and international policies for controlling pests and those that regulate the use of pesticides. 	Online
Week 6 (Apr. 1, 2020)	<p>TOPIC: Atmospheric Pollution</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Air-Pollution Essentials: Describe normal atmospheric cleansing and the formation of industrial and photochemical smog. Identify global trends in air pollution. 2. Major Air Pollutants and Their Sources: Identify the variety and sources of the major air pollutants, and classify them as primary or secondary pollutants. 3. Impacts of Air Pollutants: Explain how air pollutants impact human health and cause damage to agricultural crops and natural ecosystems. 4. Bringing Air Pollution Under Control: Compare trends in air pollution in the United States and the EU with those in developing nations. Explain how U.S. laws such as the Clean Air Act have helped reduce air pollution; describe the role of the Environmental Protection Agency in controlling air pollution. 5. Destruction of the Ozone Layer: Assess how chlorofluorocarbons and other gases have been implicated in the destruction of stratospheric ozone, and review the steps taken to bring back the ozone layer. <p>TOPIC: Water Pollution and Its Prevention</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Perspectives on Water Pollution: Summarize the impacts that disease organisms, organic wastes, chemicals pollutants, sediments, and nutrients have on human health 	Online

	<p>and the environment.</p> <ol style="list-style-type: none"> 2. Wastewater Treatment and Management: Examine the methods used by cities and towns to deal with human and domestic wastes. 3. Eutrophication: Describe the undesirable changes that take place in aquatic ecosystems when nutrients are introduced. 4. National and International Policy and Water Pollution: Explain how the Clean Water Act and its amendments give the Environmental Protection Agency jurisdiction over water-pollution issues and what responsibility the states have for managing pollution and wastewater programs. 	
<p>Week 7 (Apr. 8, 2020)</p>	<p>Study Week for Assignment</p>	<p>Online</p>
<p>Week 8 (Apr. 15, 2020)</p>	<p>TOPIC: Municipal Solid Waste: Disposal and Recovery Learning Objectives:</p> <ol style="list-style-type: none"> 1. Solid Waste: A Global Problem: Describe global trends in the production of municipal solid waste (MSW); identify the problems caused by disposable products and escaped trash. 2. Disposal of Waste in the United States: Describe the advantages and disadvantages of the disposal of MSW in landfills and combustion facilities. 3. Better Solutions: Source Reduction and Recycling: Evaluate these two options for reducing the amount of MSW that must be managed. 4. Public Policy and Waste Management: Compare the roles of U.S. federal, state, and local governments in management of MSW. Explain how international cooperation can help resolve global issues related to waste. <p>TOPIC: Hazardous Chemicals: Pollution and Prevention Learning Objectives:</p> <ol style="list-style-type: none"> 1. Toxicology and Chemical Hazards: Define toxicology and explain how it applies to many of the chemicals in use in our society; identify the two most toxic chemical groups in use, and assess their involvement in food chains. 2. Hazardous-Waste Disposal: Describe the three methods employed in land disposal of hazardous wastes; describe and give examples of what happened before land disposal came under regulation. 3. Cleaning Up the Mess: Explain how the Superfund program deals with abandoned toxic sites, brownfields, and leaking underground storage tanks. 4. Managing Current Toxic Chemicals and Wastes: Review the laws put in place to prevent illegal disposal of toxic wastes, reduce accidents and accidental exposure, and evaluate new chemicals. List several international treaties that regulate hazardous wastes. 5. Broader Issues: Discuss the issue of environmental justice, and identify strategies that prevent toxic chemicals from being used. 	<p>Online</p>
<p>Week 9 (Apr. 22, 2020)</p>	<p>TOPIC: Environmental Hazards and Human Health Learning Objectives:</p> <ol style="list-style-type: none"> 1. Human Health, Hazards, and the Environment: Describe three types of hazards—biological, physical, and chemical—and compare them with cultural hazards. 2. Pathways of Risk: Explain how risk factors including exposure to diseases, toxic chemicals, and physical hazards, as well as poverty and climate change, lead to human mortality. 	<p>Online/ Offline</p>

	<p>3. Risk Assessment: Describe the process of risk assessment and management as the EPA and the World Health Organization apply it to human health. Identify the key elements that determine risk perception.</p> <p>TOPIC: Sustainable Communities and Lifestyles Learning Objectives:</p> <ol style="list-style-type: none"> 1. Megatrends in Communities: Summarize the global trends in the growth of cities; describe the advantages and disadvantages of urbanization; identify the factors that contribute to the growth of urban slums; explain how urbanization affects rural areas. 2. Trends in U.S. Communities: Describe the connections among urban sprawl, car dependency, and highway construction; summarize the factors leading to urban blight; explain how urban sprawl affects the environment and public health. 3. Moving Toward Sustainable Communities: Identify steps that can make communities more livable; describe how regions can use urban planning to better provide essential services and jobs to residents. 4. Sustainable Lifestyles: Evaluate actions that can help our society toward greater sustainability, including lifestyle options open to people who want to be responsible stewards. 	
<p>Week 10 (Apr. 29, 2020)</p>	<p>TOPIC: Energy from Fossil Fuels Learning Objectives:</p> <ol style="list-style-type: none"> 1. Energy Sources and Uses: Explain how the three kinds of fossil fuel were developed over time and how they are coupled to major end uses today. 2. Exploiting Crude Oil: Evaluate the changes in crude oil sources and prices and their impact on the U.S. economy, and examine the concept of peak oil and its consequences. 3. Drilling for Natural Gas: Describe the versatility of natural gas, and explain how it can be extracted from shale. 4. Mining Coal: Discuss the advantages and disadvantages of coal as a power source, and evaluate the methods used to mine coal. 5. Energy Policy: Compare supply-side and demand-side energy policies that have been developed in recent years, and explain their different impacts on the future. <p>TOPIC: Nuclear Power Learning Objectives:</p> <ol style="list-style-type: none"> 1. Nuclear Energy in Perspective: Explain how nuclear power was born in the United States, and outline the role of nuclear energy in the United States and the world. 2. How Nuclear Power Works: Review the basics of nuclear power, and compare the benefits and disadvantages of nuclear power compared with coal power. 3. The Hazards and Costs of Nuclear Power Facilities: Summarize the essentials of radioactivity and nuclear wastes; evaluate nuclear power in the light of high-level wastes, nuclear accidents, and economic considerations. 4. More-Advanced Reactors: Describe how fast-neutron reactors are used to reprocess spent nuclear fuel, and assess the potential for fusion as a source of energy. 5. The Future of Nuclear Power: Examine the impact of global climate change on the nuclear energy option, and assess the future prospects for nuclear power. 	<p>Online/ Offline</p>

<p>Week 11 (May 6, 2020)</p>	<p>TOPIC: Renewable Energy Learning Objectives:</p> <ol style="list-style-type: none"> 1. Strategic Issues: Explain why it is essential to replace fossil fuels with renewable energy sources, and give some details of what has to be done. 2. Putting Solar Energy to Work: Recall how much solar energy reaches Earth, and discuss how this energy is being used to heat water and produce electricity. 3. Indirect Solar Energy: Summarize what is being done to employ hydropower, wind power, and biomass energy to meet energy needs. 4. Renewable Energy for Transportation: Discuss how renewable energy is beginning to meet the need to replace oil for transportation, and assess the technologies involved. 5. Additional Renewable-Energy Options: Evaluate the potential for geothermal energy, tidal power, and wave power to meet current and future energy needs. 6. Policies for a Sustainable-Energy Future: Evaluate how our national and international energy policies encourage both renewable energy and energy conservation. 	<p>Offline</p>
<p>Week 12 (May 13, 2020)</p>	<p>TOPIC: Global Climate Change Learning Objectives:</p> <ol style="list-style-type: none"> 1. Atmosphere, Weather, and Climate: Describe the structure of the atmosphere; distinguish between weather and climate; explain how the greenhouse effect warms the Earth and identify the greenhouse gases. 2. The Science of Climate Change: Summarize the evidence that human activities are causing climate change; evaluate the various greenhouse gases and their effects on present and future climates. 3. The Effects of Climate Change: Explain how climatologists model Earth's climate and predict future outcomes; describe the impact of climate change on natural and human systems. 4. Controversy and Ethics: Explain why climate change is controversial; describe the ethical principles underlying the need for a response to climate change. 5. Responding to Climate Change: Determine mitigation, adaptation, and geoengineering; describe measures that can be taken to mitigate and adapt to climate change and evaluate their effectiveness. 	<p>Offline</p>
<p>Week 13 (May 20, 2020)</p>	<p>TOPIC: Science and the Environment Learning Objectives:</p> <ol style="list-style-type: none"> 1. The State of the Planet: Explain the main reasons for concern about the health of our planet today. Describe what the environmental movement has achieved in recent years, and explain how environmental science has greatly contributed to the environmental movement. 2. Sustainability: Define sustainability and explain ways in which our relationship with the environment needs to be more sustainable. 3. Sound Science: Explain the process of science, how the scientific community tests new ideas, and contrast sound science with junk science, with examples. 4. Stewardship: Define the principle of stewardship and give examples. 5. Moving Toward a Sustainable Future: Identify trends that must be overcome in order to pursue a sustainable future and trends that promote sustainability. 	<p>Offline</p>
<p>Week 14 (May 27, 2020)</p>	<p>Study Week for Assignment</p>	<p>Offline</p>

Week 15 (Jun. 3, 2020)	TOPIC: Economics, Politics, and Public Policy Learning Objectives: <ol style="list-style-type: none"> 1. Economics and the Environment: Describe how economic activity relates to environmental goods and services, and differentiate between green and brown economies. 2. Resources in a Sustainable Economy: Summarize the components of wealth a nation draws on to establish and maintain an economy, and identify new efforts to measure true economic progress. 3. Economy, Environment, and Ethics: Explain several examples of ethical dilemmas posed by the economics of environmental goods and services. 4. Environmental Public Policy: Explain the kinds of policies employed to regulate the use of natural resources and deal with pollution, and describe a typical policy life cycle. 5. Cost-Benefit Analysis of Environmental Public Policy: Discuss how benefit-cost analysis is applied to environmental policy regulations, and give examples of the impact of regulations. 6. Getting Society to Agree on Policy: Describe how citizens are involved in public policy, and list several international policies and innovative ways in which economies can be changed in order to make them environmentally sound. 	Offline
Week 16 (Jun. 10, 2020)	Chapters review: Term paper presentation Guidelines for presentation: Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The PowerPoint slides should be developed and organized in a professional manner. Groups should demonstrate their presentation in class.	Offline
Week 17 (Jun. 17, 2020)	Final Exam	Offline
Week 18 (Jun. 24, 2020)	Final Exam	Offline

4.5. Assignments and Important Dates

291901 Assignment Schedule and Important Dates

№	Assignments	Class week																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.	Class attendance and participation *	@	@	@	@	@	@	@	@	@	@	@	@	@	@	@	@	@	@
2.	Quiz					@													
3.	Article review and essay(assignment 1)										@								

4.	<i>Term paper (assignment 2)</i>																	@	
5	<i>Term paper presentation</i>																	@	
6.	<i>Final Exam</i>																	@	@

4.6. Course Grading and Assessment Policy

a) Assessment Policy

Your final grade for this course will be derived from four types of assessment:

- Weekly attendance and participation
- Quiz: 1 quiz per semester
- Two assignments: one individual and one team assignment (take-home)
- Final examination: during the final examination period

b) Assessment Percentage

The value of each of these assessment measures, expressed as a percentage, is tabulated below.

1 st Attestation 30%	Quiz	10 %
	Article review and essay (assignment 1: Individual)	20 %
2 nd Attestation 30%	Term paper writing (assignment 3: Team)	20 %
	Term paper presentation (Team)	10 %
Final Attestation 40%	Final-exam (multiple choice, open-ended, essay writing)	30 %
	Class attendance and participation	10 %
Total 100%		100%

c) Grading Metrics

Grade	Grade Point	Score (%)	Traditional grade
A	4.0	96-100	EXCELLENT
A-	3.67	91-95	
B+	3.33	86-90	GOOD
B	3.0	81-85	
B-	2.67	76-80	
C+	2.33	71-75	SATISFACTORY
C	2.0	66-70	
C-	1.67	61-65	
D+	1.33	56-60	

D	1.0	51-55	
F	0	=< 50	UNSATISFACTORY

While there is no fixed absolute number of grades in any one level, it is important to note that high grades reflect an excellence in the understanding of class materials and organization of thoughts as well as the complete works of course assignments. In addition, an important aspect of my class is the complete attendance at each class and active participation at each discussion; grades will also reflect an individual's contributions to the class.

As such, a maximum 5 percent of the class, ONLY who has/have achieved completely every learning goal of the course, would earn an A grade and approximately 15 percent would earn an A- grade. As grades are earned and not awarded, the College does give grades C+/C/C-/D+/D or F for work that is below average/standards.

Grading, attendance and examination policies and procedures will be applied to the course in accordance with Anhui University of Finance and Economics rules of “Code of Academic Conduct.”

5. Homework, Exams and Discussions

5.1. Quiz:

(Individual, 10% of total grade)

A quiz will be conducted on the class day of Week 5.

Quiz will cover conceptual material from chapters; questions relating to lecture / discussion material from class; and readings. No make-up exam will be given.

5.2. Assignment 1:

Article review and essay writing (individual, 20% of total grade)

Guidelines for essay writing

1. The student should select an essay topic they are interested in from the following list, or they may explore/develop any topic they are interested in. Students should get approval from the instructor if they choose a topic outside of the list:

<ul style="list-style-type: none"> • Atmospheric brown cloud (ABC) • Best management practices • Blue Revolution • Climate change • Climate commitment • Copenhagen Accord • Criteria maximum concentration (CMC) • Ecosystem capital • Ecosystem management • Energy Returned on Investment (EROI) • Environmental footprint • Environmental health 	<ul style="list-style-type: none"> • Millennium Development Goals (MDGs) • NIMBY (“not in my backyard”) • Pay as You Throw (PAYT) • Payments for Ecosystem Services (PES) • Pest cultural control • Renewable fuel standard (RFS) • Restoration ecology • Risk management • Social entrepreneurship • Soil degradation • Sustainable Communities and Development • Sustainable development
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<ul style="list-style-type: none"> • Environmental justice • Environmental Revolution • Genuine Progress Indicator (GPI) • Geographic Information Systems • Gini index • Global climate change • Green economy • Green Revolution • Greenhouse effect • Human Development Index (HDI) • Index of Sustainable Economic Welfare (ISEW) • Industrial Revolution • Intangible capital • Integrated pest management (IPM) • Maximum contaminant levels (MCLs) • Maximum sustainable yield (MSY) 	<ul style="list-style-type: none"> • Sustainable Development Goals (SDGs) • Sustainable forest management • Sustainable society • The Law of Conservation of Energy • Total allowable catch (TAC) • Total Maximum Daily Load (TMDL) • Urbanization • Kyoto Protocol • Intergovernmental Panel on Climate Change (IPCC) • Montreal Protocol • Rio+20 • Rotterdam Convention • Stockholm Convention • Framework Convention on Climate Change (FCCC) • Paris Accord • Environmental policy
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2. **Each essay will be 8 pages** in length, **about 1800 – 2000 words**, including a title page and references. It should be typed in 12-point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize the work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for the bibliography.
4. **The essay MUST include FIVE peer-reviewed research articles for citations in text and references (published after 2010 + research articles + peer-reviewed ONLY).** You can find a good source from the AUFU Library's electronic resources.
5. Students should analyze and synthesize the information from the articles to form a cohesive essay (**i.e. 1800 ~ 2000 words**). The paper should be short and concise.
6. **Submission: 1) One set of printed copy** should be submitted, and
2) an **MS-Word file** by an email attachment should be sent **not later than the class day of Week 10** to jungwan.lee@aufe.edu.cn

Grading Criteria (in total 20 points)

1. Timeliness: Submitted by the due date – maximum 4 points
2. Content and context: Well organized according to the guidelines: maximum 8 points
3. Citation and reference – Appropriately cited in the body text and bibliography, according to the citation guidelines: maximum 8 points

5.3. Assignment 2:

Term-Paper writing and Presentation (Team project, 30% of total grade)

Instructions for a term paper:

A term paper on International Management and Business Sustainability will be written by a group of students (**a team consists of normally three (3) students. Students may volunteer themselves to form/choose their team members**). As the semester progresses, various components of the paper should be worked. At the end of the semester, all sections will be integrated into one final paper.

1. Students should select a term paper topic they are interested in from the following list, or students may explore/develop any topic they are interested in. Students should get approval from the instructor if they choose a topic outside of the list:

<ol style="list-style-type: none"> 1. Best management practices 2. Blue Revolution 3. Ecosystem management 4. Energy Returned on Investment 5. Environmental footprint 6. Environmental health 7. Environmental justice 8. Environmental Revolution 9. Environmental policy 10. Global climate change 	<ol style="list-style-type: none"> 6. Green economy 7. Green Revolution 8. Social entrepreneurship 9. Sustainable Communities and Development 10. Sustainable development 11. Sustainable Development Goals 12. Sustainable forest management 13. Sustainable society 14. Urbanization
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2. Each term paper will be **about 25 pages** in length, **about 6500 - 7000 words**, including a title page and references. It should be typed in 12 point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for bibliography.
4. You may use any article from websites, newspapers, company reports, and other forms of information.
5. Students should analyze and synthesize the information from the reading materials to form a cohesive paper (i.e. **6500 ~ 7000 words**). The paper should be concise.
6. Do not simply summarize materials of companies and/or cases. The written paper should focus on analyzing the material, evaluating the strategy employed by companies, and making appropriate recommendations. Use the information from the materials to support your conclusions and recommendations.
7. The written paper should focus on analyzing the materials in cases, evaluating the strategy employed by companies/products/brands, and making appropriate recommendations.
8. **Submission: 1) Two sets of printed copies** should be submitted, and
2) an **MS-Word file** by an email attachment should be sent **not later than the class day of Week 15 to jungwan.lee@aufe.edu.cn**

Grading Criteria (maximum 30 points)

The project will count for 30% (written report 20 points, presentation 10 points) of the total grade. Each member of a team will receive the same grade from their project.

1. **Timeliness:** Whether it is completed on time - Maximum 4 points
2. **Content and context** (conceptual skills): Whether its content has flourished by extended research, relating to the case - maximum 8 points
3. **Analytical Skills:** Whether the work focus on key points to marketing decision-making issues - Maximum 8 points
4. **Presentation:** Maximum 10 points*

****Guidelines for presentation:***

Presentation of team project will take place on the class day of Week 16.

Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The presentation of PowerPoint slides should be developed and organized in a professional manner like a seminar (“Your use of hyperlinks, layouts, and contents are the elements of your own creativity. Audio narration can definitely add to your presentation, but is not required. If you choose to narrate your presentation, please limit the audio length to no more than 10 minutes (i.e. 1 minute per slide).

**5.4. Final Exam:
(Individual, 30% of total grade)**

The final exam will be administered on Week 17 and Week 18.

The final exam is proctored. The exam will cover information from textbook, lectures, cases, and readings. The exam is closed book/closed notes/closed materials. The final exam will be structured to promote and reward learning, thinking, and understanding of the course materials. This will require some memorization, as well as the ability to understand concepts of international business, economics and cultures.

The test will contain four types of questioning methods: true/false, multiple choice, fill-in-the-blank, and open-end questions. The duration of the exam is 90 minutes for 45 questions.

Attention!

- **“0” will be marked, if students are late on the final examination;**
- **“F” will be marked, if students use a crib (on a paper or electronic base) during the final examination.**

6. Requirements, Policies and Standards

6.1. Attendance

Attendance at all classes is mandatory. Attendance will be taken early on in the class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn. Students arriving late will be considered to have missed the class.

6.2. Homework

6.2.1. Timely Presentation of Materials Due

All assignments (papers, homework, etc.) have due dates. These are the LAST DATES that stated material is due. I maintain the right to refuse, or downgrade, any materials presented after due dates. This is not a subject for discussion.

Student should organize their time and work so as to turn in the assignment before the due date. To be absolutely clear, this means that the work will be accepted anytime up to that date but not after. Students should develop a schedule so that the work is built around their

personal needs and obligations. Students should allow for contingencies and plan to hand in their work well before the last minute. That way, should some unforeseen problem arise, the timely presentation of work is not in jeopardy.

6.2.2. Paper Requirements

You are to complete any research papers using the APA writing style and in particular, for citations and references. You can download the student style guide from the American Psychological Association web site or you can purchase the APA style guide from the book store, the purchase of the guide is not essential. However, in all of your papers and assignments you need to understand how to lay out a paper, as well as how to cite and reference correctly *This is essential*.

Papers are to be **RESEARCH PAPERS**. Remember that work that you use from other authors **MUST** be referenced. Since it is assumed that you know little about the topic that you are writing on, it is expected that your papers contain information from many different sources. These must be attributed to the author using the American Psychological Association citation and reference format. This is *your* paper and not the cut and paste if someone else's work.

The internet has led to a false sense of what research is all about. Those new to research tend to think that it means spending an afternoon surfing the internet and then cutting and pasting from material available. Keep in mind the internet is:

1. Not quality oriented.
2. The internet has both good stuff and bad stuff, but does not know the difference.
3. I expect to see materials from a wide variety of sources, and academic sources.

6.2.3. Requests for Extensions

The general position is that make up extensions are not given. There is no guarantee that a make up will be permitted, and any request needs to be in writing and a written verification of the incident will be expected. Sometimes, unfortunate situations occur that make fulfilling requirements impossible and, as such, requests for extensions will be evaluated on a case-by-case basis.

This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage. If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

6.3. Deadlines

All assignments must be submitted to the correct assignment drop box on the course website at the specified day and time and late submissions will not be accepted. If you experience any problems uploading your assignment to the drop box, you should email the document to me with an explanation. Please note that, if you email the assignment because you cannot upload it, the email and the relevant attachment must be received on or before the assignment deadline to be accepted. Should you experience any internet problems, please call/leave a message for the instructor – this call should occur before the submission deadline passes. Delays resulting from medical or family emergencies will be dealt with on a case-by-case basis.

6.4. Professional Conduct

Professional behavior is expected throughout the class. This means respectful communication. During discussions, negotiations, and debriefs, civil discourse should be maintained at all times and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissent may be part of the discovery process and lead to previously unconsidered options. Opportunities to provide feedback to classmates will be provided in class in our debriefing sessions.

7. Academic Conduct Policy

7.1. A Definition of Plagiarism

“The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection.”

“The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property.”

“Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation.”

[The above paragraphs are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, Revised Edition. Copyright 1963, Holt, Rinehart & Winston].

7.2. Academic Conduct Code

I. Philosophy of Discipline

The objective of Anhui University of Finance and Economics (AUFE) in enforcing academic rules is to promote the kind of community atmosphere in which learning can best

take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III. Violations of this Code

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

- A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).
- C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F. Knowingly allowing another student to represent your work as his or her own.
- G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
- H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
- I. Submitting the same work in more than one course without the consent of the instructors involved.
- J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. Failure to comply with the sanctions imposed under the authority of this code.