



CIEE Global Institute - Buenos Aires, Argentina

Course name:	Green Business and Policy in the Global Context (SPAN)
Course number:	BUSI 3005 AFLA (SPAN)
Programs offering course:	Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2019

Course Description

The seminar seeks to provide students with an overarching vision on the most recent international debates surrounding the complex relationship between unprecedented levels of global growth in production and consumption, and the imperative of environmental protection. In this direction, a wide array of theoretical notions for the understanding of this complex interplay (such as sustainable development, green economy, green growth, sustainable degrowth), emerging from international organizations, academia and the corporate sector will be introduced and discussed along the different sessions. Additionally, the opportunities and shortcomings of different technologically innovative strategies promoted by governments and private stakeholders in the search of achieving economic development while reducing environmental risks will be presented and assessed. Finally keynote national guest speakers will contribute to the discussion by sharing the outcomes of specific implemented measures associated with sustainable production and consumption, payments for ecosystem services, and energy efficiency among others policies.

Learning Objectives

By completing this course students will:

- Deeply understand the major theories, debates, concepts, and facts drawn from an interdisciplinary perspective (international relations, international law, environmental studies, international political economy, developmental studies).
- Identify and analyze the complexity of interests at stake in the relationship between sustainable natural resource managements and business opportunities and practices framed in the national/regional settings and their interconnections with intricate global trends
- Gain a sophisticated understanding of the role that different actors present in Latin American play in global discussions around business and the environment.
- Think critically about broader global dynamics when investigating and comparing multiple perspectives (local, national, regional and global) on the interplay between business and the environment.

Course Prerequisites

No prerequisites.

Methods of Instruction

The teaching dynamic for the course will combine the structure of lecture and seminar modalities, meaning that each of the sessions will start by a breaking ice exercise with trigger questions to



students for them to be able to provide a brief interpretation of the main arguments of the readings provided (which will allow the instructor to evaluate the overall level of understanding of the texts at discussion), followed by a presentation of the subject by the instructor that will help set the basis for opening up the discussing during the last 30 minutes of the session. This method will allow students to better follow the in-depth presentations by the instructor and other special keynote guest, enabling them to adequately understand and later on use the different theoretical and conceptual provided tools.

A discussion forum will also be held where students will have to represent the position of an organizations regarding on of the central subjects discuss in class, the proposals for climate change mitigation and adaptations by different relevant stakeholders involved in climate change governance and negotiations. This method will enable students gain a better understanding of the role that different actors present in Latin American play in global discussions around business and the environment. Additionally, special keynote speakers associated to the governmental/intergovernmental, corporate actor, and a civil society sectors will be invited to share local and regional empirically based experiences that will serve the purpose of illustrating with examples the ideas discussed at a theoretical level. This method will allow students to recognize the complexity of interests at stake in the relationship between sustainable natural resource managements and business opportunities and practices framed in the national/regional settings and their interconnections with intricate global trends. The final teaching goal of the course is to enable students to critically think and reach the tools to deeply understand the interplay between environment, business and policies.

Assessment and Final Grade

1. Mid-term exam:	25%
2. Group project paper:	25%
3. Group presentations:	10%
4. Discussion forum:	20%
5. Attendance and class participation:	20%

Course Requirements

Mid-term exam

During the fifth week, students will have to take an exam that assesses both the level of readings follow-up and the understanding of the issues at discussion along the first half of the course. The exam will consist of 3 proposed exam instructions from which students will have to choose 2 and elaborate their answers based on both the readings discussed and the contents provided in class. The length of each answer is of 1000-1250 words.

Group project paper

Students will organize themselves in small groups (three members maximum). Each group will select one topic of the previous sessions that the group is interested in researching further. There are three components to the assignment. The first step is to map out the actors involve in the selected topic (e.g. local energy matrix or extractive industries in Latin-America). Each group will also identify and describe the political and legal institutions related with the topic. The second step is to discuss economic aspects that govern the selected issue. The third step is to analyze the positive and negative social and environmental impacts of the topic. It should include



recommendations to minimize the negative impacts. The paper should be between 2500 and 3000 words. This method will enable students to critically think, synthesize and integrate the contents gained during the previous sessions into a chosen subject of preference.

Group Presentations

Each group will present the research findings of the selected group topic. Presentations should be no longer than 15 minutes in length. The groups are required to submit presentations.

Discussion forum

After the overall performance of the group has been assessed showing that students have grasped the main theories, concepts and tensions presented in the course, a discussion forum will take place. The forum consists on a role-play exercise in which students will have to represent the positions and interests of different organizations in a multi-stakeholder negotiation (involving corporate, NGO, media and governmental actors) around a pertinent sensitive subject (i.e Climate change governance).

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise because of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided. Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Note: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1

- 1.1 General introduction to the course
 A complete introduction to the course’s contents, activities (forum, guest speakers), assessment methods and to the instructors will be made to students during part of the first meeting providing space for questions by students. Additionally, by highlighting the main topics to be discussed on the following weeks, we will provide an overall contextualization of how green business and policies will be approached in this course. In this direction subjects such as environmental governance and rule making, private-public partnerships, international negotiations, North-South cooperation, among others will be tackled.
 Readings: determined by instructor.

Week 2

- 2.1 Sustainable development and available tools for managing sustainability
 Historical developments and current debates around the concept of sustainable development. The three pillars of sustainability. Tools for the analysis and management of sustainable development will also be cover with the aim of understanding how sustainability can be calculated and benchmarked in relation to a broad array of procedures associated to productive activities.
 This session is the first conceptual-historical building block in the path of understanding the need for a more balanced relationship between economic, social and environmental imperatives in 21st century development.



Readings: determined by instructor.

Week 3

- 3.1 Policy instruments for a green economy
Green Economy and Growth precedents, declarations and policy instruments. The session provides further conceptual tools for understanding and analyzing the interplay between business and the environment but also analyzes the main policy instruments available (regulations, tax instruments, trading systems, R&D) and their potential for achieving sustainable development.
Readings: determined by instructor.

Week 4

- 4.1 Alternative visions and proposals
The proposals of Buen Vivir, Sustainable Degrowth and Post-development. The session is oriented at providing insight on the new alternative visions introduced by different groups of ecological thought. A comparison of the main conceptual components of these alternatives versus those of Green Economy and Green Growth, will help strengthening the students' understanding of the substantial differences between the contributions of these approaches.
Readings: determined by instructor.

Week 5

- 5.1 Mid-term Exam
In class mid-term exam. The exam is geared to serve as a reading follow-up stage but also as a way of assessing the understanding of the topics discussed along the first part of the semester. The exam will consist of 3 proposed instructions from which students will have to choose 2 and elaborate their answers based on both the readings discussed and the contents provided in class.
Due: Mid-term Exam

Week 6

- 6.1 Renewable energies in Latin America.
South America has the opportunity to develop alternative energies in a context of climate change. Due to economic reasons and to reach its sustainable international compromises, Latin American countries have to diversify its energy matrix and move from polluting energy to alternative options.
The session's goal is to assess the potential and limits of renewable energies in economic, social and environmental terms.
Readings: determined by instructor.

Week 7

- 7.1 Alternative and sustainable energy
Innovations from the corporate sector in the provision of alternative sources of energy. Guest Speaker: IMPSA. A leading Argentinean firm in the alternative energy sector, IMPSA



has specialized over the last decade in the manufacturing of wind power generators supporting the development of wind power plants through South America. This session seeks to introduce a success example coming from the corporate sector in which technological innovation allows for sustainable and low carbon energy solution.
Readings: determined by instructor.

Week 8

- 8.1 Mining in Latin America.
Main challenges for extractive industries in the Global South. Environmental impacts, social conflicts and the perpetuation of a mere exporter role? The current technical, political and economic conditions have posed a different set of challenges involving high environmental impacts, social conflictivity and strong dependence on volatile prices. The module explores the present of the extractive industries in Latin America, its economic, social and environmental aspects, and it also analyzes the dynamic between the Global South and Global North.
Readings: determined by instructor.

Week 9

- 9.1 Corporate social responsibility in Argentina
Sustainable practices emerging from the corporate sector in Argentina. Co-curricular activity: CSR responsible at La Serenisima. A large dairy, over the last few years La Serenisima has introduced changes with the goal of improving its environmental practices in the production and manufacturing of its products. This session aims to show by example, how the corporate sector can take the lead in carrying out innovative programs and policies encouraging a sustainable management of natural resource while also creating economic opportunities.
Readings: determined by instructor.
Due: Group project paper.

Week 10

- 10.1 Group presentations
Students will present to the rest of the class, their group project on the selected issue. It will be followed by a brief debate and reflections about the presented topics.
Due: Group presentations

Week 11

- 11.1 Climate change governance
Reflections on North-South tensions regarding rights and responsibilities before current global environmental problems (Tragedy of the Commons, Shared but differentiated responsibilities) in a context of a changing international order. Main existing coalitions in climate negotiations (G77, BASIC, AOSIS). Actors, interests and overlapping visions around Climate Change. Guest speaker: expert on climate change negotiations.
Readings: determined by instructor.

Week 12



12.1 Private environmental governance

International and domestic nongovernmental organizations have recently been introducing a number of non-state maker-driven governance systems as a way to develop environmentally and socially responsible practices. The goal is to mapping the various approaches emerging from the corporate sector such as corporate social responsibility, voluntary sustainability certification systems/schemes, emissions credits, among others and assess whether they challenge or complement the process of public policy and rule making in the environment realm.

Readings: determined by instructor.

Week 13

13.1 Civil environmental governance

The participation of NGOs as a driving force in key collective decisions: the monitoring of the clean-up Plan of the Matanza-Riachuelo waterbasin. The session seeks to analyze the process of civil society's involvement in a litigation case on the remediation of one of Latin-America's most polluted waterbasins in which more than 18 million people live. By looking at the different stages of a collective process involving a judiciary decision of Argentine's Supreme Court of Justice, which created a Colegiate Chartered (coordinated by National Ombudsman) integrating civil society organizations in the monitoring of the clean-up plan, the session discusses the opportunities and shortcomings of civil society organizations' participation in environmental governance.

Readings: determined by instructor.

Week 14

14.1 Climate change negotiations

In-class discussion forum. The forum consists on a role-play exercise in which students - divided into smaller groups- will have to represent the positions and interests of different organizations in a multi-stakeholder negotiation (involving corporate, NGO, media and governmental actors) around a pertinent sensitive subject (Climate change governance). This exercise will help students recognize the complexity of interests at stake and the dicourses around the environment that different actors and interets groups evoke for achieving their goals and defending their positions in international negotiations.

Readings: determined by instructor.

Due: Discussion Forum

Week 15

15.1 Closing Session

Public-Private Partnerships is the correctly topic in Latin-America related with business oportunities, national development, social and environmental impacts. What are the experiencies in the Global North? Which are its positive and negative impacts?

Discussion, reflection, and feedback from students.

Course Materials

Readings

- Báez, M. y Sacher, W. (2014). “Los discursos del Buen Vivir y el sumak kawsay, y la minería metálica a gran escala en Ecuador: rupturas y continuidades con el modelo de desarrollo”. En Delgado Ramos, G. (Coord). *Buena vida, buen vivir : imaginarios alternativos para el bien común de la humanidad*. México: UNAM, Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades.
- Bueno, M. (2014). “La Política minera en la Argentina y el modelo extractivista”. En *Foro Internacional* vol. 1, N 215, enero-marzo 2014, pp. 106-130.
- Clapp, J. (2003). “Transnational corporations and global environmental governance”. En Dauvergne, P. (ed.). *Handbook of Global Environmental Politics*.
- Corporación Andina de Fomento. (2013). *Energía: Una visión sobre los retos y oportunidades en América Latina y el Caribe*. CAF.
- Flores, C. (2017). “Entre el litio y la vida: Comunidades originarias”. En *Informe Ambiental FARN 2017*. FARN.
- Foladori y Tommasino. (2001). “El enfoque técnico y el enfoque social de sustentabilidad”. En *Revista Paranaense de Desenvolvimento*. Iparde N° 98. Curitiba Paraná.
- Fulquet, G. (2015). “¿La maldición de los recursos naturales? Conocimiento experto, política, e intereses sectoriales en el desarrollo de biocombustibles en Sudamérica”. En *Brazilian Journal of International Relations*, vol. 4, N° 1, enero-abril 2015, pp. 38-70.
- Gudynas, E. (2004). “Una mirada histórica al desarrollo sostenible”. En Gudynas, E. *Ecología, Economía y Ética del Desarrollo Sostenible*, Editorial Coscoroba, Montevideo. Capítulo 3, pp. 47-66.
- Gudynas, E. (2014). “El postdesarrollo como crítica y el Buen Vivir como alternativa”. En Delgado Ramos, G. (Coord). *Buena vida, buen vivir : imaginarios alternativos para el bien común de la humanidad*. México: UNAM, Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades.
- Hall, D. (2015). *¿Por qué las APPs no funcionan? Ventajas de la alternativa pública*. PSIRU. Universidad de Greenwich, Reino Unido.
- HLPE. (2013). *Los biocombustibles y la seguridad alimentaria. Un informe del Grupo de alto nivel de expertos en seguridad alimentaria y nutrición del Comité de Seguridad Alimentaria Mundial*. HLPE, Roma.
- Larrouyet, C. (2015). *Desarrollo sustentable. Origen, evolución y su implementación para el cuidado del planeta*. Universidad Nacional de Quilmes, Argentina.
- Lopez Pardo, I. (2015). Sobre el desarrollo sostenible y la sostenibilidad: conceptualización crítica. En *Barataria* N° 20, 2015, pp. 111-128.
- Marchegiani, P. y Di Paola, M. (2018). “Las Asociaciones Público Privadas entraron pisando fuerte en Argentina”. En *Pulso Ambiental*, N 9, marzo 2018. FARN.
- Martinez Alier, J. (2009). “Hacia un decrecimiento sostenible en las economías ricas”. En *Revista de Economía Crítica*, N° 8, segundo semestre 2009, pp. 121-137.
- Martinez Alier, J. (2010). “Hacia una economía sostenible: Dilemas del ecologismo actual”. En *Revista Letras Verdes* N° 9, mayo-septiembre 2011, pp. 5-25.
- Naciones Unidas. (2015). *Acuerdo de París*.
- OCDE/FAO (2017), “Biocombustibles”. En OCDE-FAO. *Perspectivas Agrícolas 2017-2026*, OECD, París
- Pacto Global Red Argentina. (2017). *Memoria 2017 de la Red Pacto Global Argentina*.
- Pierri, N. (2005). “Historia del concepto de desarrollo sustentable”. En Foladori, G. y Pierri, N. (Coord.) (2005), *¿Sustentabilidad? Desacuerdos sobre el desarrollo sustentable, Colección América Latina*

- y el Nuevo Orden Mundial. México: Miguel Ángel Porrua, UAZ, Cámara de Diputados LIX Legislatura
- Quiroga Martínez, R. (2007). *Indicadores ambientales y de desarrollo sostenible: Avances y perspectivas para América Latina y el Caribe*. Naciones Unidas-CEPAL.
- Quispe, D. (2015). "La Experiencia en América Latina. La RSE en Argentina". En Quispe, D. *Responsabilidad Social Empresarial (RSE)*. Konrad Adenauer Stiftung.
- Quispe Merovich, C., et al. (2010). *Ciudadanía ambiental y minería: herramientas para la transformación democrática de conflictos socioambientales*. Buenos Aires: Fundación Ambiente y Recursos Naturales.
- Rubio de Urquía, J. (2005). "Las Negociaciones Internacionales sobre Cambio Climático". En *Revista ICE*, N 822, Mayo 2005, pp. 13-24.
- Spadoni, E. (2013). "El rol de la Defensoría del Pueblo en los conflictos ambientales: El caso de la cuenca Matanza-Riachuelo". En *Ambiente & Sociedad*, vol. 16, N° 2, abril-junio 2013, pp. 47-62.
- Tudela, F. (2014). *Negociaciones internacionales sobre cambio climático Estado actual e implicaciones para América Latina y el Caribe*. CEPAL.
- Vandenbergh, M. (2013). "Private Environmental Governance". *Cornell Law Review*. Vol. 99, N 1, pp. 129-199

Online Resources

- OCDE. (2011). *Hacia el crecimiento verde*. Disponible en: <http://www.oecd.org/greengrowth/Towards%20Green%20Growth%20Brochure%20SPANISH%20WEB%20Version.pdf>
- UNEP. (2011). *Towards a Green Economy. Pathways to sustainable development and poverty eradication: A synthesis for policy makers*. United Nations Environment Programme. Disponible en http://www.unep.org/greeneconomy/Portals/88/documents/ger/GER_synthesis_en.pdf

Media Resources

- FARN. (2014). *La vuelta al Río*. Documental. Fundación Ambiente y Recursos Naturales.
- Frankel, T. y Whoriskey, P. (2016). *Tossed aside in the "white gold" rush*. Washington Post. 19 de diciembre de 2016. Disponible en <https://www.washingtonpost.com/graphics/business/batteries/tossed-aside-in-the-lithium-rush/?noredirect=on>