

**COURSE OUTLINE: AB0301 Legal and Ethical Issues in Sustainability**

<b>Academic Year</b>	2022-2023	<b>Semester</b>	1
<b>Course Coordinator</b>	Assoc Prof Lim Yee Fen		
<b>Course Code</b>	AB0301		
<b>Course Title</b>	Legal and Ethical Issues in Sustainability		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	3 x 13 = 39 hours		
<b>Proposal Date</b>	4 Mar 2022		

**A) Course Aims**

This course aims to give you an understanding of and ability to explain and implement sustainability beyond its environmental aspects and to fundamentally understand and apply ethical reasoning processes to business issues that encompass the triple bottom line of Planet, People and Profits. You will be able to explain and apply sustainability laws and the policies that move the enactment of these laws, regulations, and guidelines. You will study these issues from an international and national perspective and will have an appreciation of the roles and limitations of the law in resolving some of these issues.

This course will cover an expansive array of sustainability issues, including diverse areas such as ethics, climate change, ozone depletion, pollution (air, land, marine), loss of biological diversity, corporate social responsibility, and business environmental management at international and national levels. It will also encompass productivity gains, corporate image, and other crucial legal and business matters, hence it will be valuable to anyone interested in the future of the world, independent of which disciplines they may find themselves in, as law and regulation permeates into all aspects of society and our lives.

As we all live, work and often play in the built (man-made) environment, this course will devote considerable time examining the way our built environment can be developed to enable a sustainable future. Schemes such as the Singapore Building and Construction Authority's Green Mark Scheme for buildings will be studied, along with initiatives such as the Sino-Singapore Tianjin Eco-City, and of course practical examples such as the design of Google's data centres will also be canvassed. The focus will be on the best practices in environmental design and performance of buildings in order for internal and external spaces to be utilised in a sustainable manner. Hence, this course will give you a strong foundation in sustainability, irrespective of which future career you find yourself in.

**B) Intended Learning Outcomes (ILO)/Objectives**

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

1. Explain the legal historical and current context of sustainable development, including international environmental law;
2. Examine and implement the fundamentals of environmental management for sustainable growth;
3. Explain and implement corporate social responsibility with respect to sustainability;
4. Explain and implement the composition of sustainable built environments under Singapore laws and regulation;
5. Examine key concepts and principles related to legal compliance and ethics
6. Develop the leadership knowledge, skills, and attitudes essential for making ethical decisions in complex situations;
7. Explain the legal and ethical principles for steering and managing a sustainable business/organization considering local, regional, and international requirements.

**C) Course Content**

1. Sustainability
2. Corporate social responsibility
3. Anti-Bribery and Corruption
4. The Universal Declaration of Human Rights
5. International Environmental laws and regulations
6. Singapore Environmental laws and regulations

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Quiz – conducted during class time in Week 8.	ILO1, ILO2, ILO3, ILO5	Acquisition of knowledge	25%	Individual	Appendix 1
2. Written Individual Assignment	ILO1, ILO2, ILO3, ILO5, ILO6, ILO7	Acquisition of knowledge, Ethical Reasoning, Critical Thinking	30%	Individual	Appendix 2
3. Presentation Weeks 12 & 13	ILO4, ILO5, ILO6, ILO7	Acquisition of knowledge, Critical Thinking, Oral Communication	20%	Individual (Students are assessed on their individual presentations but they are encouraged to work in a group to fine-tune their presentations)	Appendix 4
4. Class Participation	ILO1, ILO2, ILO4, ILO6	Ethical Reasoning	25%	Individual	Appendix 3
<b>Total</b>			<b>100%</b>		

**E) Formative feedback**

Feedback is central to this course. You will receive feedback as you learn during the course in the following ways, which are part of course assessment:

*Quiz:* The Quiz will be returned to you and the answers explained in class. Besides providing transparent feedback on scoring, this is meant to further knowledge and reasons for the correct selection are explained.

**Written Assignment:** The graded assignment will be returned to you, with comments and critique on the returned paper using Turnitin.

**Participation:** The seminars are participation driven - through question and answer, you will have opportunity to clarify and challenge, and in turn be questioned. In addition, interim feedback on your participation scores will be given at least once in middle of the course.

**Presentations:** A short Q&A with the class and instructor follows each presentation, and comments will be given. In addition, feedback in terms of whether the performance exceeds, meets or is below expectations will be given afterwards.

**F) Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	<p><i>The interactive seminar sessions</i> where there are ample opportunities for open discussion on the conceptual questions raised in the class, allows you to think critically and share your understanding of ideas and concepts with the class. This also allows me, the instructor, to teach the concepts clearly to the entire class by involving you and ensure that the targeted learning outcomes are achieved.</p> <p><i>Socratic Dialogue:</i> This uses questions and answers, examining the premises of the preliminary answers to explore the course materials, to reach grounds and conclusions that can be consistently defended. The responses in this dialogue will enable you to assess what you understand, as well as develop the ability to present legal and ethical argument by relating premise to conclusion and seek rational grounds for the premises.</p> <p>In this course, you are active learners instead of merely consumers of knowledge. As such, you are expected to be self-driven and responsible for your individual learning. The seminar-style interactive format will use various individual- and team-based activities and cases.</p>

**G) Reading and References**

**Textbooks**

There is no set Text for this course. Required readings will come from various sources and other reference material which will generally be made available either via NTULearn or NTU library subscriptions. You will also be referred to selected chapters of various texts which are available in the library.

**Selected Conventions, Protocols and Regulatory Instruments**

The course will also give you the opportunity to reference selected legislation, rules, and guidelines issued by various regulatory bodies as well as some reference texts. These would include:

- Rio Conference & Agenda 21
- United Nations Framework Convention on Climate Change (UNFCCC)
- Kyoto Protocol
- BCA Green Mark Scheme Assessment Criteria
- Patricia Birnie, Alan Boyle & Catherine Redgwell, *International Law and the Environment*, 3rd ed. 2009, Oxford University Press

- Philippe Sands, *Principles of International Environmental Law*, 2<sup>nd</sup> ed. 2004, Cambridge University Press
- Hunter, Salzman & Zaelke, *International Environmental Law and Policy*, 3<sup>rd</sup> Ed. 2007, Foundation Press, University Casebook Series
- *Environmental Law and Enforcement in the Asia-Pacific Region*, Terri Mottershead, Gen, Ed. 2002, Sweet & Maxwell
- Singapore statutes including subsidiary laws downloadable from the Attorney General's website

#### H) Course Policies and Student Responsibilities

##### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

##### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade, for example, you cannot get participation scores for the days on which you are absent. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lesson, you must inform the course instructor via email prior to the start of the class, or in any case, in that week.

#### I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

#### J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Associate Professor Hannah Yee-Fen Lim	S3-B2b-62	67906136	yeefen@ntu.edu.sg	By prior appointment via email

#### K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	Defining Sustainability	1	1. USEPA, <i>Climate change: Basic Information</i> 2. International Institute for Sustainable Development, <i>What is</i>

			<i>Sustainable Development? (including the 2012 version of the Timeline)</i>
Week 2	Ethics and Reasoning: personal and corporate	2, 3, 5, 6	Double Effect Doctrine - Gertrude Elizabeth Margaret Anscombe  Brent Fisse, <i>The Pinto Case</i>
Week 3	Sustainability Principles (Economics Perspective)	2, 3, 5, 6	Herman E. Daly, <i>Sustainable Development: Definitions, Principles, Policies</i>
Week 4	CSR/Sustainability: focus on China, practical and legal	2, 3, 5, 6, 7	Ans Kolk, Pan Hong & Willemijn van Dolen, <i>CORPORATE SOCIAL RESPONSIBILITY IN CHINA AN ANALYSIS OF DOMESTIC AND FOREIGN RETAILERS' SUSTAINABILITY DIMENSIONS</i>
Week 5	Apple/Foxconn Case study: law and ethics	2, 3, 5, 6, 7	CHARLES DUHIGG and DAVID BARBOZA, <i>In China, Human Costs Are Built Into an iPad</i> <a href="http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html?pagewanted=all">http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html?pagewanted=all</a>  Snyder, <i>For an ethical iPhone, Apple should look to clothing and Cambodia</i> <a href="http://www.smh.com.au/opinion/politics/for-an-ethical-iphone-apple-should-look-to-clothing-and-cambodia-20120401-1w6bb.html?skin=text-only">http://www.smh.com.au/opinion/politics/for-an-ethical-iphone-apple-should-look-to-clothing-and-cambodia-20120401-1w6bb.html?skin=text-only</a>  PETER SVENSSON, <i>Investigation finds iPhone workers putting in illegal 60-hour work weeks</i> <a href="http://www.smh.com.au/technology/technology-news/investigation-finds-iphone-workers-putting-in-illegal-60hour-work-weeks-20120330-1w214.html">http://www.smh.com.au/technology/technology-news/investigation-finds-iphone-workers-putting-in-illegal-60hour-work-weeks-20120330-1w214.html</a>  Poornima Gupta and Edwin Chan, <i>Apple, Foxconn set new standard for Chinese workers</i> <a href="http://www.reuters.com/article/2012/03/30/uk-apple-foxconn-idUSLNE82T00B20120330">http://www.reuters.com/article/2012/03/30/uk-apple-foxconn-idUSLNE82T00B20120330</a>
Week 6	International Environmental Law	1, 2, 5	1. Declaration of the United Nations Conference on the Human Environment

			<p><a href="http://www.unep.org/Documents.Multilingual/Default.asp?documentid=97&amp;articleid=1503">http://www.unep.org/Documents.Multilingual/Default.asp?documentid=97&amp;articleid=1503</a></p> <p>2. (Reference only) Report of the World Commission on Environment and Development: Our Common Future  <a href="http://www.un-documents.net/our-common-future.pdf">http://www.un-documents.net/our-common-future.pdf</a></p> <p>3. Volker Hauff, <i>Brundtland Report: A 20 Years Update</i>  <a href="http://www.nachhaltigkeitsrat.de/uploads/media/Hauff_Brundtland_Report_update_Brussels_07-10-17_01.pdf">http://www.nachhaltigkeitsrat.de/uploads/media/Hauff_Brundtland_Report_update_Brussels_07-10-17_01.pdf</a></p> <p>4. <i>Rio Declaration</i>  <a href="http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm">http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm</a></p> <p>5. (Reference only) <i>Agenda 21</i>  <a href="http://www.unep.org/Documents.Multilingual/Default.asp?documentid=52">http://www.unep.org/Documents.Multilingual/Default.asp?documentid=52</a></p> <p>6. <i>The Johannesburg Plan of Implementation</i> (Table of contents only)  <a href="http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/WSSD_PlanImpl.pdf">http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/WSSD_PlanImpl.pdf</a></p> <p>7. <i>United Nations Framework Convention on Climate Change (UNFCCC)</i>  <a href="http://unfccc.int/essential_background/items/6031.php">http://unfccc.int/essential_background/items/6031.php</a>  <a href="http://unfccc.int/essential_background/convention/items/6036.php">http://unfccc.int/essential_background/convention/items/6036.php</a>  <a href="http://unfccc.int/essential_background/convention/background/items/1349.php">http://unfccc.int/essential_background/convention/background/items/1349.php</a>  <a href="http://unfccc.int/essential_background/the_science/items/6064.php">http://unfccc.int/essential_background/the_science/items/6064.php</a></p> <p>8. <i>Kyoto Protocol</i>  <a href="http://unfccc.int/essential_background/kyoto_protocol/items/6034.php">http://unfccc.int/essential_background/kyoto_protocol/items/6034.php</a>  <a href="http://unfccc.int/kyoto_protocol/items/2830.php">http://unfccc.int/kyoto_protocol/items/2830.php</a></p>
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Week 7	International Environmental Law	1, 2, 5, 7	<p>(Optional) <i>WTO – Uruguay Round Environment, Trade and SARD: Concepts, Issues and Tools.</i>  <small>SEP</small> Background Paper 4: Environment and Trade.  <a href="http://www.fao.org/docrep/x2775e/X2775E06.htm">http://www.fao.org/docrep/x2775e/X2775E06.htm</a></p> <p><i>Rio+20 2012 Conference</i>  Tommy Koh, “Green Thoughts Inspired by Stockholm and Rio”, <i>Straits Times</i>, 16 Jun 2012  <a href="http://lkyspp.nus.edu.sg/wp-content/uploads/2013/04/pa_tk_ST_Green-thoughts-inspired-by-Stockholm-and-Rio_160612_full-version.pdf">http://lkyspp.nus.edu.sg/wp-content/uploads/2013/04/pa_tk_ST_Green-thoughts-inspired-by-Stockholm-and-Rio_160612_full-version.pdf</a></p> <p><i>Issues Brief 5 - Sustainable Cities, UN-DESA</i>  <a href="http://www.uncsd2012.org/index.php?page=view&amp;type=400&amp;nr=217&amp;menu=45">http://www.uncsd2012.org/index.php?page=view&amp;type=400&amp;nr=217&amp;menu=45</a></p> <p>COP26 – The Glasgow Climate Pact</p>
Week 8	Sustainable Architecture	4, 5, 6	<p>Chapter 1 of Lechner, N, <i>Heating, Cooling and Lighting, Sustainable Methods for Architects</i>, (3rd edition,</p>

			Wiley) Google's data centre videos
Week 9	Law and regulations on built environment	4, 5, 6, 7	BCA, <i>Business Case for Green Buildings in Singapore</i>  BCA, Singapore's Environmental Sustainability legislation background  BUILDING CONTROL (ENVIRONMENTAL SUSTAINABILITY) REGULATIONS 2008  BCA Green Mark Assessment Criteria documents
Week 10	Sustainable Cities	4, 5, 6	Sino-Singapore Tianjin Eco-City case study  New York City Case Study
Week 12	Presentations	2, 4, 5	
Week 13	Presentations	2, 4, 5	



**ANNEX A: ASSESSMENT CRITERIA**

**Appendix 1: Assessment Rubric for Multiple Choice & Fill in Blanks Quiz Test**

Traits	1 Below Expectations	2 Met Expectations	3 Above Expectations
1. Identify, and explain the key legal and ethical issues and attendant frameworks. 2. Apply legal and sound practical reasoning to resolve the legal and ethical challenges and dilemmas.	Score: 0 –10	Score: 11 –15	Score: 16 –25

**Appendix 2: Assessment Rubric for Written Assignment**

Traits	1 Below Expectations	2 Met Expectations	3 Above Expectations
1. Ability to grasp and state the key concepts and issues 2. Ability to use them to identify the issues at hand, apply them for their resolution or reform of practices. 3. Ability to logically and rationally understand and make ethical arguments.	Poor understanding of these concepts or how they work.	Able to give some account of the relevant concepts and relate them to the issues at hand.	Able to apply these concepts critically and use them logically in rational critique of the issues or subject given.
<u>Critical Thinking</u> 1. Ability to define, examine, evaluate, analyse and synthesize various arguments and knowledge to form independent judgment. 2. Understanding the role of law and ethics in the given case/subject. 3. Ability to apply soundly the law and ethical concepts	Poor identification of issues and relevant ethical concepts.	Able to state and apply concepts to make an assessment of the relevant laws, institutions or social practice, ethics, or problem at hand, offering some reasons for preferring one set of concepts over the others.	Able to state and apply relevant concepts to issues or subject given and give cogent reasons why some would be rationally more persuasive than others and the differences they make to the outcome.
<b>Overall Grade</b>	<b>/30</b>		

**Appendix 3: Assessment Rubric for Class Participation**

(to assess Level of Participation and Contribution to Discussion during class & Comprehension of concepts)

Traits	1 Below Expectations	2 Met Expectations	3 Above Expectations
<u>Participation (10)</u> 1. Presence. 2. Attentiveness. 3. Willingness to contribute.	Present but sporadic to poor attentiveness	Attentive and able to respond to questions often to most of the time, and volunteers responses some of the time.	Volunteers responses frequently.
<u>Contribution (15)</u> 1. Comprehension 2. Critical analysis	Contribution does not demonstrate more than poor understanding of the concepts discussed or how they work; to showing of some but weak comprehension.	Some to occasional contributions which show retention of core concepts & seeks clarification of doubts & points of uncertainty.	Frequent responses & questions which show ability to state core concepts and critically evaluate them or relate them to the issues under discussion.
<b>Overall</b>	<b>/25</b>		

**Appendix 4: Assessment Rubric for Presentation**

Traits	1 Below Expectations	2 Met Expectations	3 Above Expectations
<u>Understanding &amp; Analysis (15)</u> 1. Understanding & explanation of Relevant Core Concepts 2. Analysis & Critical Application of the Concepts	Poor to passable explanation of these concepts or how they work.	Able to give some account of these concepts and the nature of the issues at hand.	Able to state and critically apply various theories and viewpoints regarding such concepts.
<u>Presentation abilities (5)</u> 3. Clarity of Presentation & grasp of issues.	Poor ability to relate the concepts to the relevant field or issue.	Able to apply/relate the relevant legal/ethical concepts to the given situations	Able to explain & discuss the relevant legal/ethical concepts, or to relate them to the issues in a way that shows their relevance.
<b>Overall</b>	<b>/20</b>		