



# Corporate Social Responsibility & Sustainable Development – CSR 1

## STUDY GUIDE

Updated 10.12.2018  
Changes may occur

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## Dates and Deadlines

<b>Self study</b> 14 Jan – 8 Feb	Email contact with teachers Christian Tiscornia (christian@kulturstudier.no)  <b>Hand-in of self study paper 8<sup>th</sup> of February (Must achieve an ‘approved’ grade)</b>
<b>Week 1- 3</b>	<b>PART 1: The Role of Corporate Social Responsibility in Governance for Sustainable Development</b>
<b>Week 4 - 6</b>	<b>PART 2: CSR. The Southern and Northern context</b>
<b>Week 7 - 13</b>	<b>PART 3: Key areas for Corporate Social Responsibility implementation</b>
<b>Term paper</b> 4 Mar– 24 May	<b>4 March– Questions for term paper delivered electronically to students</b> The essay should consist of 5.800 words, (+/- 10%), which equals to 13-15 pages. <b>24 May– Deadline for hand-in of term paper</b> Must be delivered electronically to academic coordinator

Week	Dates	Academic activity	Exams and deadline Papers
1	14 Jan - 8 Feb	Self-studies	Deadline self-study papers
2			Philosophy 1 February
3			CSR 8 February
4			
1	11 Feb - 31 May	Lecture, seminars, workshops, writing papers	Diagnostic test Spanish
2			
3			
4			
5			
6			Mid term exam History
7			
8			
9			
10			
11			Paper History 26 April
12			
13			Paper Philo and CSR2 10 May
14			Spanish writing skills 13-17
15			Paper Lit 21 May Paper CSR1 24 May
16			Spanish grammar 30 May

# 1. Introduction

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This Study Guide is a supplement to the Course Description. It will give information about the course and advice on how best to study and carry out the different tasks.

Your introductory assignment and term paper have to be delivered electronically. If you have any academic questions, please contact Christian Tiscornia on [christian@kulturstudier.no](mailto:christian@kulturstudier.no)

All other inquiries, please contact our office in Oslo, [mail@kulturstudier.no](mailto:mail@kulturstudier.no) or tel:+47 22358022.

We are proud to have a range of dynamic and interesting lecturers and it is our goal to make each and every lecture present a new and important perspective on CSR. We know that the seminars, where students have a main role, are very useful for reflecting and learning from one another, and also help students gain a deeper understanding of the issues. Therefore, we want full participation from everyone.

**Assisting all course activities is mandatory, and the minimum attendance requirement is 75%. If you are absent from a number of lectures, seminars or other mandatory activities resulting in 25% or more, you will be in danger of failing the course.**

## 2. Course Content

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This section provides information about the different sections of the course and guidance on how the students should work in collaboration with each other and the teachers. As part of the course, students have to complete one paper before the program starts in Buenos Aires and one term paper during their stay in Buenos Aires.

The overall objective of the course is to provide a comprehensive overview of the CSR debate, and give students a thorough understanding of why to integrate CSR into corporate strategies, to add both financial and non-financial value to the company and society in which it operates. In this section, we present how you, as students collaborating with each other and the teachers, are supposed to study the various parts of the course in order to reach this goal.

### Part 1 – Self-Study Period

**Most of the teaching will take place in Buenos Aires, but the learning should start before that, and the program starts with five weeks of self-studies. It is vital that you use these weeks well in order to follow the progression of the program once the classes start in Argentina. It is expected that you make yourself well acquainted with the curriculum during this period. You will get more out of the lectures if you have looked at the material beforehand, and a lazy start to the semester will make the stay unnecessary overloaded with work.**

Self-studies can be a challenge. It requires discipline to spend enough time reading and reflecting, but it will also help you develop an individual understanding of your curriculum. If you have questions, your academic coordinator Christian Tiscornia, will be available to answer them during these five weeks.

In addition to gaining a general impression of the course and curriculum, the objective of the self-study is to acquire an understanding of the concepts of corporate social responsibility and sustainable development, as well as the main approaches to their explanation. As these concepts and explanations form a basis for the whole study, you are supposed to become familiar with them before going to Argentina.

During this period you are obliged to study the following readings, which can be downloaded from your personal Kulturstudier webpage when the self-study period starts:

Carroll, A. B. (1999). *Corporate Social Responsibility. Evolution of a Definitional Construct*. Business and Society. Sage Publications. pp. 268-295.

Porter, M. E. and M. Kramer, R. (2007). *Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility*. Harvard Business Review. pp. 78-92.

Chandler, D. (2017) "What is CSR" in *Strategic Corporate Social Responsibility: Sustainable Value Creation*. California. Sage Publications. pp. 284-300

Chandler, D. (2017) "Sustainability" in *Strategic Corporate Social Responsibility: Sustainable Value Creation*. California. Sage Publications. pp. 2-14

Vogel, D. (2005). Chapters 1, 2 & 3. *The Market for Virtue. The Potential and Limits of Corporate Social Responsibility*. Washington, Brookings. pp. 1-73

Total pages: 142

This is a rather extensive task, but it will pay off when the lectures begin in Buenos Aires. It is much more realistic to get through these readings in the five weeks before going to Argentina than during the first weeks after your arrival. Your understanding of these readings will be tested in the short paper as well as in the introductory lectures and seminars.

It is highly recommended to get an impression of the readings of the rest of the curriculum as well. They can be downloaded from your personal Kulturstudier webpage when the self-study period starts. When you arrive in Argentina, they will be available in a printed version. It is cheaper to print the entire curriculum in Buenos Aires.

As part of the learning activity, you shall write an introductory assignment, the short paper, on the following topic:

***What is corporate social responsibility (CSR)? Discuss the limits and potential of CSR for promoting sustainable development. Illustrate with examples.***

These are broad and complex questions that you will become very familiar with during the course. In this first assignment, what matters is to demonstrate an overview of the main lines and perspectives of **corporate social responsibility** and **sustainable development** as they are presented in the readings. Students must demonstrate their understanding of the connection between these two important concepts. However, you are encouraged to criticise claims and perspectives of these readings if you argue your case.

Start to work with the short paper from the beginning of the self-study period. Before searching through the curriculum, you should sketch an answer based on your current understanding and interests. Revise and improve the response throughout the self-study period by integrating perspectives and insights from what you read. This might also make your reading process more fruitful, and give you a better precondition for critically assessing the text.

**The paper is to be delivered by email to your academic coordinator Christian Tiscornia [christian@kulturstudier.no](mailto:christian@kulturstudier.no)**

The short paper will be assessed by your seminar leader and must qualify as "approved". If it fails, you will be given the possibility to improve your paper within the third week of the stay in Argentina. You will get a brief individual feedback from the seminar leader on your essay during the second/third week of your stay in Buenos Aires.

## **Student Requirement Assignment 1 – Short Paper**

Title: What is corporate social responsibility (CSR)? Discuss the limits and potential of CSR for promoting sustainable development. Illustrate with examples.

### **1. Deadline: 8 of February**

- **Individual work**
- **1500 words ( $\pm 10\%$ ), 3-4 pages**
- **Times New Roman, 12 point, 1.5 line spacing, 3cm margin (left and right).**
- **Graded approved or not approved**
- **Delivered by email**
- **English language**
- **Please remember to add your name in the front page of your paper**

You should consult the section on how to write an academic text (at the end of this document) before you start writing your essay. All students must write in English.

## Part 2 - Studies in Argentina

### FIRST Info meeting: Sunday, 10<sup>th</sup> of February

The major parts of the course take place in Buenos Aires, Argentina (see Course Description for further details). Corresponding to the major parts of the course:

1. **The Role of Corporate Social Responsibility in Governance for Sustainable Development**
2. **CSR. The Southern and Northern Context**
3. **Key areas for Corporate Social Responsibility implementation**

There are usually three lecture periods. Bear in mind that some modules can take more weeks than others and lectures are not necessarily delivered in chronological order as stated in this Study Guide. During these periods, there will normally be lectures, seminars and fieldtrips. Participation is compulsory. It is essential that you have an overview of the readings specified in the 'Reading and lecture plan' prior to each lecture.

In addition to the lectures, **group work is central to the course**. The groups will consist of 3-5 members, and will be formed in the beginning of the stay in Argentina. The purpose of these groups is to fulfil the group assignments for the seminars. The seminar leader plays an instrumental role in forming the groups.

### Seminars

As the study of CSR is a multifaceted field, it demands multifaceted approaches. In addition to studying the curriculum through lectures and individual reading, you are also expected to participate in seminars. Here you will have the opportunity to work in small groups to fulfil the seminar assignments. The groups will consist of 3-5 members, and will be formed at the beginning of your stay in Argentina.

Everybody must participate in and prepare special presentations for the course seminars. You will find that discussing and sharing is a highly efficient way to learn. It is equally important to be able to question, reflect and criticise – both in written and verbal forms.

Members of each group are expected to work together and produce different assignments for the course seminars, namely group presentations. It is a requirement of the course that you take an active part in the group work. If you do not take part, the seminar leader will give you a warning. If you still do not take an active part in the group work, the seminar leader has the authority to fail you.

The seminar leader will assess your participation in the seminars, which will comprise **40%** of the final mark of your studies.

### On working in groups

Group work can be challenging, but also rewarding. Inspiration and ideas often come as a result of discussions with others.

How group's function depends on its members. We advise you to discuss and agree upon some rules, and then follow them. Here we suggest a few such rules:

1. All group members have the right and obligation to participate in the activities of the group.
2. All group members should be included in group-discussions, agreements, and the flow of information.
3. There must be a clear division of responsibilities and tasks within the group.
4. Routines must be established on how to work and when to meet.
5. The group members must show basic respect for each other across diverse backgrounds and personalities.

Still, differences between group members can sometimes produce problems that prove hard to solve. In such cases, group members should be open about the problems, and try to sort them out. If conflicts reach intolerable levels despite such efforts, the group in question should consult the seminar leader who will help finding alternative solutions.

### **Field excursion**

Argentina provides a rich social, political and cultural context for questions of CSR & Sustainable development. In order to learn and take advantage of this, we will undertake one organized one-day field excursion during the semester. Here, we get to investigate topics from the curriculum in a real life context.

### **Term paper exam**

You will be given 3-5 topics, among which you choose one. The topics will be published during the fourth week of the course in Argentina. You are expected to write an essay of 5800 words (+/- 10%), which equals to 13-15 pages, using literature from the compulsory reading list.

You should use the course readings and lectures as background to your term paper. An application of the curriculum is one of the criteria for awarding the grades. Students are also expected to compile approx. 200 pages from additional literature (If you have relevant books, do not hesitate to bring them with you to Buenos Aires).

We want you to describe, reflect and discuss the chosen topic/s critically. More advice on the writing and content of the term paper will be given below.

Much of the writing will require access to a computer. If you have a laptop computer, we recommend you to bring it with you. This will also make it possible to write the assignments at the University. Make sure you have insurance that covers a possible loss.

One internal and one external examiner will assess the term paper, which will comprise 60% of the final mark of the study. Grades are given according to a scale ranging from 10 (outstanding) to 3 (not approved). 4 is the lowest passing grade.



### **Assistance with term paper**

One of the advantages of the CSR course in Buenos Aires is the availability of lecturers and the seminar leader. The term paper exam is the product of the students. However, during the writing process, the seminar leader will give you assistance. For progress in the writing process, you will have to commit to certain deadlines.

You are entitled to two reviews for the term paper; one in the early stage of writing and one in the final stage. A draft of the paper must be handed in to the seminar leader at least three days in advance of the review.

The term paper exam will be delivered to your academic coordinator the 30<sup>th</sup> of November

### **Student Requirement Assignment 2 – Term paper exam**

**Title:** Choose one of 3-5 topics

**Deadline:** 24<sup>th</sup> of May 23:59 Argentinean time

- **Individual work**
- **5.800 words ( $\pm 10\%$ ), 13-15 pages**
- **Times New Roman, 12 point, 1,5 line spacing, 3cm margin (left and right).**
- **Graded 10-1, 60% of final grade**
- **Delivered by email to your academic coordinator**
- **English language**

### 3. Presentation of teachers

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#### **Albina Lara**

Albina has a doctorate in Geography, Argentina, and a Master Degree in Urban Planning from the University of California Los Angeles, USA and a Certificate of ISO 14.000 Auditor. She has published books and articles on sustainable development, natural resources, and geography for different publics. Her academic experience comes from teaching at universities, working in research teams, evaluating thesis and research proposals in diverse academic environments. As a guest researcher, Mrs. Lara worked with the Operating Research Team for the Decision-Making on Large-Scale Marine Infrastructure issues. Research funded by the National Science Foundation, Main tasks: environmental issues and its relationship to development. Fulbright Commission Research 1995-96. Albina has managerial expertise from acting as Cluster Manager in the UNDP Argentina country office and Team Leader in several projects for the public and private sector. She worked with international organizations, such as World Bank, USAID, IDB, UNESCO, and UNDP. Her main areas of qualifications are: environmental management, urban and regional planning and training environmental education.

#### **Laurelee Barbara**

Lauralee is the Associate Director for the Environmental Finance Centre at Dominican University of California. She has an MBA in Sustainable Enterprise and is the immediate past Director of the GreenMBA program, which focuses on the balance of people, planet and profit needed for businesses to thrive and make meaningful contributions to local and global communities. Her executive management and leadership experience gathered from 25 years in the financial, hi-tech and health care industries reflect her success as a change agent working with diverse groups of all sizes, communities and individuals to build effective organizations and identify strategies and implementation partnerships for complex challenges. Lauralee has worked with the Native American Environmental Protection Coalition of 20 tribes to develop a balanced strategic plan to support tribal water, integrated waste management plans and environmental initiatives. Lauralee is the co-author of the United Nations Development Program Guidebook focusing on innovative environmental financing mechanisms in developing countries and the primary author of “*A California Green Plan, Making the Case for Business*” report commissioned by the Gellert Foundation. She is working with local government agencies in the San Francisco Bay Area on city Climate Action Plan designs and implementations. Her international work has recently focused on social development and community leadership working with the Teach with Africa program in the Johannesburg Alexandra Township.

#### **Liz Parker**

A commitment to social and environmental justice underpins Liz Parker's work as a freelance researcher, consultant, facilitator and educator. For over a decade, the focus of her work has been corporate practices, supply chains, labour and environmental standards and international trade policy in the garment and agriculture sectors. Between 2006 and 2010, she was joint project coordinator of Fashioning an Ethical Industry, a project of Labour Behind the Label (the Clean Clothes Campaign in the UK) that aims to support fashion business, marketing and design courses to integrate social responsibility issues into their courses. Also, she chairs the European Banana Action Network. She has

lectured at numerous universities across the UK and has presented at international conferences and events in Turkey, USA, St Vincent and the Grenadines, Geneva and Costa Rica, amongst other countries. Research and publications include *Sustainable Fashion: A Handbook for Educators*, *Differentiating Tariff Levels on the Basis of Social and Environmental Criteria* and *Win, Win, Win: Productivity improvements and workers' rights in the garment industry*. Liz received a BA (hons) in International Relation and Development Studies from the University of Sussex, UK.

### **Christian Tiscornia Biaus**

MA in Social Policy and Planning in Developing Countries, London School of Economics. Post graduate degree on Community law, University of Salamanca. Christian is a graduate Lawyer from the Argentine Catholic University. He is founder and President of the Argentinean NGO Amartya ([www.amartya.org.ar](http://www.amartya.org.ar)). He is founder of the Argentinean Sustainability School Quinta Esencia. Amartya has its main focus on Corporate Social Responsibility, Responsible Consumption and Social Inclusion. Christian has worked many years advising the public and business sectors on CSR, development and sustainability issues. He is a guest lecturer on Corporate Social Responsibility at the Universities of San Martin, Argentina, University of Tandil, Argentina and the Norwegian University of Vestfold. He has published articles on sustainable development and responsible consumption for different publics. Christian will be lecturer and seminar leader of the course.

### **Mallen Baker**

Mallen Baker is a writer, speaker and strategic advisor on corporate social responsibility and Founding Director of Business Respect. He is a regular columnist with Ethical Corporation, as well as being a member of the Ethical Corporation Advisory Board. Mallen was formerly the development director with Business in the Community, where he was responsible for developing BITC's approach to marketplace issues, which includes how companies manage issues that arise around their core products and services. He produced the Marketplace Responsibility Principles working with a leadership team of CEOs from major companies headquartered in the UK.

## 4. Lecture plan and reading Lists

We compile most of the course literature in a course reader (compendium). The course reader can be downloaded from your kulturstudier personal website when the self-study period starts, and you can buy a printout in Argentina (self-cost). The following book is not included in the course reader and must be purchased:

Crane, A., Matten D. and Spence L. (2014). *Corporate Social Responsibility, Readings and Cases in a Global Context*, Second Edition. New York, Routledge.

### **Reading and Lecture Plan**

What follows is an overview of the various parts and lectures of the course, and the related literature that you are supposed to read.

### **PART 1: The Role of Corporate Social Responsibility in Governance for Sustainable Development**

#### **Lecture 1: Introduction to CSR**

Crane, A., Matten, D. and Spence, L. (2014) "CSR in a Global Context" *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

Vogel, D. (2005). Ch. 1: "The Revival of Corporate Social Responsibility" *The Market for Virtue. The Potential and Limits of Corporate Social Responsibility*. Washington, Brookings (See Self Study Compendium to find this reading)

Optional reading

Blowfield, M. and Murray A. (2008): "Chapter 1 & 5: Introducing corporate responsibility. The business case for corporate responsibility". *Corporate Responsibility - a critical introduction*. Oxford: Oxford University Press

#### **Lecture 2: CSR, Political Economy and the Governance Gap**

Ruggie, J. G. (2003). "Taking Embedded Liberalism Global: The Corporate Connection." In: David Held and Mathias Koenig-Archibugi (eds.) *Taming Globalization: Frontiers of Governance*. Cambridge, Polity Press.

Fuchs, D. and M. M. L. Lederer (2007). "The Power of Business." *Business and Politics* (3): 1-17.

Clapp, J. (2005). "Global Environmental Governance for Corporate Responsibility and Accountability." *Global Environmental Politics* (3).

Optional reading:

Huse M. (2013) "CSR and Corporate Governance" in Atle Midtun (Ed.) *CSR and Beyond – A Nordic Perspective*, Oslo: Cappelen Damm AS pp 49-62 (13p)

### **Lecture 3: CSR, Civil Society and Governments.**

Pattberg, P. (2006). "The Influence of Global Business Regulation: Beyond Good Corporate Conduct'." *Business and Society Review* **113**(3): 241-268.

Moon, J. and D. Vogel (2008). "Corporate Social Responsibility, Government and Civil Society" in: Andrew Crane, Abigail McWilliams, Dirk Matten, and Jeremy Moon, *The Oxford Handbook of Corporate Social Responsibility*. Oxford: Oxford University Press.

Optional reading

Crane, A., Matten, D. and Spence, L. (2014) "CSR, Partnerships and self-regulation" in *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

Bendell, J. (2000). Civil regulation: a new form of democratic governance for the global economy? In: Jim Bendell (ed.) *Terms for Endearment. Business, NGOs and Sustainable Development*. Sheffield: Greenleaf Publishing.

### **Lecture 4: Critical Perspectives**

Crane, A., Matten, D. and Spence, L. (2014) "The case for and against CSR" in *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

Friedman, M. (1970): "The Social Responsibility of Business is to increase its Profits." *New York Times Magazine*. September 1970

Vogel, D. (2005) "Beyond the Market for Virtue" In *The Market for Virtue. The Potential and Limits of Corporate Social Responsibility*. Washington, Brookings. 162-173 (11p)

Optional reading

Blowfield, M. (2005). "Corporate Social Responsibility - The Failing Discipline and Why it Matters to International Relations." *International Relations***19**(2): 173-191.

Christian Aid Report (2004) "*Behind the Mask: The real face of CSR*" London: Christian Aid [https://www.st-andrews.ac.uk/media/csear/app2practice-docs/CSEAR\\_behind-the-mask.pdf](https://www.st-andrews.ac.uk/media/csear/app2practice-docs/CSEAR_behind-the-mask.pdf)

- Christensen, L. T., Morsing, M., & Thyssen, O. (2013). CSR as Aspirational Talk. A Critical Revisit of Transparency and Hypocrisy. SAGE [http://www.cbs.dk/files/cbs.dk/organization\\_christensen\\_morsing\\_thyssen\\_2013\\_2.pdf](http://www.cbs.dk/files/cbs.dk/organization_christensen_morsing_thyssen_2013_2.pdf) )

## **Lecture 5: CSR Theories**

Crane, A., Matten, D. and Spence, L. (2014) "What is CSR: Concepts and Theories" in *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

Garriga, E. & Mele, D. (2004) "CSR Theories: mapping the territory" in Crane A. Matten D. and Spence L. (eds) *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York, Routledge

Optional Reading:

Mele, D. (2008) "Corporate Social Responsibility Theories" in A. Crane, A. McWilliams, D. Matten, J. Moon and D. Siegel (eds.) *The Oxford Handbook of Corporate Social Responsibility*. Oxford, Oxford University Press.

Capra, F. and Luisi, P.L. (2014) "The Rise of Systems Thinking. From the parts to the whole" in *The Systems View of Life. A Unifying Vision*. United Kingdom: Cambridge University Press. 63-80 (17p)

## **Lecture 6: The Business Case for CSR**

Vogel, D. (2005). Ch. 2: "Is there a Business Case for Virtue?" *The Market for Virtue. The Potential and Limits of Corporate Social Responsibility*. Washington, Brookings. (See Self-Study Compendium to find this reading)

Williamson D., Lynch-Wood G. and Dragneva-Lewres R. (2010) "Exploring the regulatory preconditions for business advantage in CSR" in Louche C., Idowu S. and Filho W (eds) *Innovative CSR. From Risk Management to Value Creation*. Sheffield, Greenleaf Publishing limited.

Porter, M. and Kramer, M. (2011) "Creating Shared Value". Harvard Business Review. Vol. 89 Issue 1/2.

Optional Reading:

Kurucz, E., B. Colbert, et al. (2008). "The Business Case for Corporate Social Responsibility". in A. Crane, A. McWilliams, D. Matten, J. Moon and D. Siegel (eds.) *The Oxford Handbook of Corporate Social Responsibility*. Oxford, Oxford University Press.

## **PART 2: CSR. The Southern and Northern context**

### **Lecture 1: Comparative CSR**

Matten, D. and J. Moon (2008). "Implicit" and "Explicit" CSR: A conceptual framework for a comparative understanding of corporate social responsibility." *Academy of Management Review* **33**(2): 404-424.

Crane, A., Matten, D. and Spence, L. (2014) "CSR in a Global Context" *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

Hupperts, P. (2004) *Corporate Social Responsibility in the Southern Countries: the other context*.

Optional readings

Gjøølberg, M. (2009): Measuring the Immeasurable? Constructing an Index of CSR Practices and CSR Performance in 20 Countries. *Scandinavian Journal of Management*. In Press

### **Lecture 2: CSR and the Transition to a Sustainable Economy. A global perspective.**

World Wild Fund (2016) *Living Planet Report 2016. Risk and resilience in a new era*. WWF International, Gland, Switzerland

[http://awsassets.panda.org/downloads/lpr\\_living\\_planet\\_report\\_2016.pdf](http://awsassets.panda.org/downloads/lpr_living_planet_report_2016.pdf)

Crane, A., Matten, D. and Spence, L. (2014) "The Future of CSR in a Global Context" in *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

### **Optional reading**

Capra, F. and Luisi, P.L. (2014) "Systemic Solutions" in *The Systems View of Life. A Unifying Vision*. United Kingdom: Cambridge University Press. 394-452

Hart, S. (1997) "Beyond Greening: strategies for a sustainable world" in Crane A. Matten D. and Spence L. (eds) *Corporate Social Responsibility. Readings and cases in a global context*. New York, Routledge 358-370

### **Lecture 3: The UN Global Compact in ARGENTINA**

Kell, G. (2004). "Introduction" in: *Learning to Talk. Corporate Citizenship and the Development of the Global Compact*. London: Greenleaf Publishing. pp. 11-27 (16p)

May Ch. (2006) "Global Corporate Power and the UN Global Compact" In: Christopher May (Ed.) *Global Corporate Power*. Colorado: Lynne Rienner Publishers. pp. 273-282 (9p)

United Nations Global Compact (2010). *Un Global Compact Management Model*. New York, Global Compact (26p).

[https://www.globalcompact.de/sites/default/files/jahr/publikation/un\\_global\\_compact\\_management\\_model.pdf](https://www.globalcompact.de/sites/default/files/jahr/publikation/un_global_compact_management_model.pdf)

#### **Lecture 4: CSR in Argentina: evolution & trends**

Milberg, A., Paladino, M. and Vassolo, R. (2003) "A Review of Corporate Social Responsibility in Argentina", Presented in the III Iberoamerican Academy of Management, San Pablo, Brasil, November 2003.

Avina Foundation (2011) "In search of sustainability: The road of Corporate Social Responsibility in Latin America and Avina's Foundation's contribution". <http://csr-udesc-esag.wikispaces.com/file/view/CSR+in+Latin+America+--+Avina+Foundation+--+Libro-RSEeng-FINAL.pdf>

#### **Lecture 5: Sustainability & CSR development in the US**

A review of the evolution of the environmental movement, integration of social causes and current best practices and case studies of US companies.

Dembach, J.C. (2012) "Acting As If Tomorrow Matters: Accelerating the Transition to Sustainability" Chapters 2, 5, 8

McKibben, Bill (2006) *Hype-vs-Hope, Is Corporate Do-Goodery for Real?* Mother Jones and the Foundation for National Progress.

<http://www.motherjones.com/politics/2006/10/hype-vs-hope>

#### **Lecture 6: The Corporate Sustainability Reporting Process**

World Business Council for Sustainable Development (2014). *Reporting Matters*. Geneva: World Business Council for Sustainable Development.

Crane, A., Matten, D. and Spence, L. (2014) "CSR Reporting and Auditing" in *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

Zadek, S., Pruzan, P. & Evans, R (eds) (2003) "How to do it" in Crane A. Matten D. and Spence L. (eds) *Corporate Social Responsibility. Readings and cases in a global context*. New York, Routledge 409-423

#### **Optional Reading**

Global Reporting Initiative (2013) G4 Sustainability Reporting Initiatives. Amsterdam: Global Reporting Initiative. <https://www.globalreporting.org/resourcelibrary/GRIG4-Part1-Reporting-Principles-and-Standard-Disclosures.pdf>



## **PART 3: Key areas for Corporate Social Responsibility implementation**

### **Lecture 1: CSR and Environment: concepts, methodologies and obstacles.**

WRAP (2015) *Business Resource Efficiency Guide. Your Guide to Environmental Management Systems*. Banbury, Oxon: WRAP.

<http://www.wrap.org.uk/sites/files/wrap/WRAP%20EMS%20guide%20Mar2015.pdf> pp. 2-3, 6-10

Crane, A., Matten, D. and Spence, L. (2014) "CSR in the Ecological Environment" in *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge.

#### Optional readings

IUCN (2014) *Biodiversity for Business: A guide to using knowledge products delivered through IUCN*. Gland: IUCN pp. 20-37

Pinkse, J. & Kolk, A. (2009) "Business Strategies for climate change" in Crane A. Matten D. and Spence L. (eds) *Corporate Social Responsibility. Readings and cases in a global context*. New York, Routledge 371-390

### **Lecture 2: Greening the Industry: Different perspectives.**

Mihalic, T. (2014) *Sustainable-responsible tourism discourse - Towards 'responsistable' Tourism*. University of Ljubljana, Faculty of Economics, Slovenia, *Journal of Cleaner Production* (9 p)

WBCSD (2014) *Électricité de France – EDF. Water, Sanitation and Hygiene for Employees – The Nam Theun II Experience*. Geneva: WBCSD (12 p)

Rehan, R., Nehdi, M. and Simonovic, S.P. (2005) *Can. J. Civ. Eng.* 32: 99–113 (2005), *Policy making for greening the concrete industry in Canada: a systems thinking approach*, Department of Civil and Environmental Engineering, The University of Western Ontario, 1151 Richmond Street, London, ON N6A 5B9, Canada. pp. 100-105. (4p)

#### Optional reading

Hart, S. (1997) "Beyond Greening: strategies for a sustainable world" in Crane A. Matten D. and Spence L. (eds) *Corporate Social Responsibility. Readings and cases in a global context*. New York, Routledge 358-370 (11p)

### **Lecture 3: Responsible Consumption and Fair Trade**

Crane, A. (2012) "Ethical Consumers and the CSR Marketplace. Revised and updated from Crane A. (2005) "Meeting the ethical gaze: issues and challenges in orientating

towards the ethical market” in Crane A. Matten D. and Spence L. (eds) *Corporate Social Responsibility. Readings and cases in a global context*. New York, Routledge

Nelson, V. and Pound, B (2009) *The Last Ten Years: A Comprehensive Review of the Literature on the Impact of Fairtrade*. Natural Resources Institute (NRI), University of Greenwich

[http://www.fairtrade.net/fileadmin/user\\_upload/content/2009/about\\_us/2010\\_03\\_NRI\\_Full\\_Literature\\_Review.pdf](http://www.fairtrade.net/fileadmin/user_upload/content/2009/about_us/2010_03_NRI_Full_Literature_Review.pdf)

### Optional reading

Bray, J., Johns, N. and Kilburn, D. (2010) 'An Exploratory Study into the Factors Impeding Ethical Consumption' in *Journal of Business Ethics* Volume 98, Number 4, 597-608 (16)

Kendall B., Gill R. and Cheney G. (2007) 'Consumer Activism and Corporate Social Responsibility: How Strong a Connection?' in May, S., Cheney, G. and Roper, J. (eds.) *The Debate over Corporate Social Responsibility*. New York, Oxford University Press. pp. 241-264 (23p)

Gabriel, Y. and Lang, T. (2006) *The Unmanageable Consumer*, (2nd edition) London: Sage Publications Chapter 1: The emergence of contemporary consumerism pp7-24 (17)

Mukherjee, A. and Reed, D. (2009) *Fair trade and development: What are the implications of mainstreaming?* *Universitas Forum*, Vol. 1, No. 2, May 2009  
<http://www.universitasforum.org/index.php/ojs/article/view/19/85> (8p)

### Lecture 4: The Human Rights, a corporate responsibility?

Buergental, Thomas, et al (2002): “The United Nation Human Rights System” in: *International Human Rights in a Nutshell*, 3rd Ed., St Paul, Min., West Publishing Company, pp. 36 -70

Rhona K. Smith (2007): “European Convention on Human Rights” in: *Textbook on International Human Rights*, 3rd. Ed, Oxford: University Press, pp. 88-107 (19)

#### Optional Reading

United Nations (2011) *Guiding Principles on Business and Human Rights*. Geneva: United Nations Human Rights Office of the High Commissioner  
[http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR\\_EN.pdf](http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_EN.pdf)

Frances Butler, Ed. (2002): “The business of human rights” in: *Human Rights protection: Methods and effectiveness*. Kluwer Law International, Frances House, pp.207-226 (19p)

### Lecture 5- CSR in the Workplace

Crane, A., Matten, D. and Spence, L. (2014) “CSR in the workplace” *Corporate Social Responsibility. Readings and Cases in a Global Context*. New York: Routledge. Pp253-289.

## 5. Guidance on Writing Essays

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There are 2 written products that you shall hand in at different points of the course, namely the short paper and the term paper. The purpose is that these written products shall serve to document and stimulate your:

- a. reading and understanding of the course literature and other relevant information,
- b. critical reflection upon the topics in question, and
- c. familiarity with the standards of academic writing.

Although you are not expected to deliver original contributions to research, there are some basic guidelines that you ought to follow when writing the papers and essay. These guidelines are in accordance with normal standards for University/College assignments and will serve as our criteria for assessment. They are as follows:

### **1. Define your topic, intention and structure in the introduction – and stick to them**

Whether writing a short paper, a group paper or a home exam essay, you must have an introduction. Here you first present your topic/s. Then you formulate what question/s related to the topic/s that you intend to look into. These question/s and your intention must be clearly formulated and realistic. Finally, you outline the structure of your paper/essay, that is, how you will proceed on the following pages to study your question/s. This structure must be simple and logical, normally resting on three building blocks:

- d. An introductory part as already described,
- e. A main part (normally consisting of various sub-chapters/sections) where you present your material, and discuss your results in relation to the overall topic/s and question/s raised in the introduction, and
- f. A concluding part where you summarise your study and draw some conclusions.

Once you have defined your topic/s, intention and structure in the introduction, it is important that you remember to stick to them throughout the paper/essay.

You have the right to guidance during the writing periods. We advise you to make use of this opportunity.

While the above points relate to all three types of written products, a few comments need to be added that differentiate between the short paper and the home exam essay on the one hand, and the group paper on the other:

As for the short paper (linked to part 1 of the course) and the home exam essay, you are given a certain task formulated by the course teachers (see above). In these cases, you should be careful at the beginning of your writing to make clear how you interpret the given task, and how you intend to solve it.

## **2. Systematise your material**

It is essential for the quality - and readability - of the text that you present and discuss your material in a systematic manner. (By “your material” we mean the different views/theoretical approaches and empirical examples you use to study the topic/s in question.) There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear “yes”, the text needs revising.

## **3. Discuss and conclude your results**

Equally vital for the quality of the paper/essay, but often forgotten, is that you *discuss* the material (the views/theoretical approaches and empirical examples) in relation to the topic/s and question/s raised in the introduction. Actually, it is this element of discussion that makes the paper/essay an academic study. Then, finally, in the ending chapter, you must summarise your study and draw some tentative conclusions on the basis of the above discussion.

## **4. Write clearly and smoothly**

While academic writing demands a formal style, this does not mean using intricate formulations. On the contrary, you should search for phrasings that communicate your ideas as clearly and precisely as possible. In addition, and this is equally important, you should put effort in establishing good flow between the elements of the text. This implies that there must be a meaningful connection between the various phrases of a section, between the various sections of a chapter, and between the various chapters of the paper/essay. It is often helpful to begin each chapter, and sometimes even a section, by briefly stating what you are about to do, and how it relates to where you come from. This might have the consequence of repeating things that have been said in the introduction, but, as long as not exaggerated, such repetition is not necessarily negative.

## **5. Get the technicalities right**

### References in the text

There must be references in the text immediately after quotations, and after paragraphs that refer to existing literature, views of others, and/or specific information that need to be documented. These references are to be written in parentheses in the appropriate place of the text (always after, not within, a paragraph), and should simply consist of the author’s surname/other source’s name followed by the publishing year and the pager number.

Examples: (Steger 2003:76)  
(UNDP 2004:218)

### List/s of sources

All sources referred to in the text should be presented in full length in separate list/s at the back of the document. The first list, which can be called “Literature”, should contain the full literature-references organised in alphabetical order. Each reference should have the following format:

Surname of author, first name or initial/s (publishing year) *Title*, Place of publishing which is normally a town: Name of publisher.

Example:

Pieterse, J.N. (2001) *Development theory. Deconstructions/reconstructions*, London: Sage Publications.

If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the article, first name or initial/s (publishing year) "Title of article", in + full name/s of the editor/s, *Title of book*, Place of publishing which is normally a town: Name of publisher.

Example:

McGrew, A. (2000) "Sustainable globalisation. The global politics of development and exclusion in the new world order" in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press.

If the article stands in a periodical, the reference in the literature list should have the following format:

Surname of author, name or initial/s (publishing year) 'Title of article', In + *Name of periodical*, volume/issue number x, pp. z-y.

Example:

Castles, S. (2000) "International migration at the beginning of the twenty-first century: global trends and issues" In: *International Social Science Journal*, n.165, pp. 269-280.

If you have downloaded a text from Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, only adding the Internet-address in parenthesis. If you use information from the internet which is frequently updated (newspapers, magazines etc), you should also include the date when you downloaded the information.

Other types of sources, like conversations or information from web-sites that has not been published in printed form, should stand in a separate list (after the literature-list), which can be called "Other sources". These sources should also be organised in alphabetical order according to surnames/names. As for unpublished Internet-information, references should consist of the Internet-address (not in parenthesis) followed by the date of your downloading:

*Name of Site*.Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site <electronic address>.

Examples:

*The Purdue OWL Family of Sites*. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2006 <<http://owl.english.purdue.edu/>>.

Felluga, Dino. *Guide to Literary and Critical Theory*. 28 Nov. 2003. Purdue University. 10 May 2006 <<http://www.cla.purdue.edu/english/theory/>>.

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Make sure the URL points to the exact page you are referring to, or the entry or home page for a collection of pages you're referring to:

"Caret." *Wikipedia: The Free Encyclopedia*. 28 April 2006. 10 May 2006 <<http://en.wikipedia.org/wiki/Caret>>.

Remember to be very careful in your choice of Internet sources. Although being very informative, Wikipedia is for instance an un-authoritative source that should not be used as a regular encyclopaedia or dictionary.

Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources.

#### Format

**You must write your document in the following format: Times New Roman, 12 points, space 1.5 between lines, and margins 3.0 (both left and right). This gives app. 400 words on one page.**

**NB! Remember to paginate the text (i.e. number the pages) and to put the amount of words in the front page of your paper.**

Finally, stick to the stated length of the various written products:

The short paper; 1500 words (+/- 10%, which equals to 3-4 pages)

The term paper; 5800 words (+/- 10%, which equals to 13-15 pages).