

## SYLLABUS

### 1. INFORMACIÓN GENERAL

**Facultad:** Estudios Internacionales

**Asignatura:** Desarrollo Sostenible

**Carrera:** Negocios internacionales, Administración internacional de recursos humanos

**Código:** UFORU1200

**Créditos:** 3

**Modalidad:** Presencial

**Pre-Requisito/s:** Comunicación e Imagen Profesional

**Año:** 2025

**Período académico:** International Jan – Apr / 25

#### Distribución por horas de las actividades de aprendizaje de la asignatura

En contacto con el docente	Práctico - Experimental	Autónomo
48	48	48

### 2. CONTRIBUCIÓN DE LA ASIGNATURA A LA CARRERA

Sustainable Development is no longer a theoretical panacea but has become an immediate necessity. Human actions have put the future of civilization and the Homo sapiens species at imminent risk. Sustainability transitions from being an exclusively environmental and economic topic to a comprehensive scientific element, encompassing economic, social, and environmental dimensions as well as human fulfillment as a transcendent species with intergenerational responsibilities.

Guided by the new horizon of the Sustainable Development Goals (SDGs), the course explores disciplines like natural resource economics, environmental economics, ecological economics, and complementary fields like circular and orange economies. Circular and orange economy mechanisms will be addressed through best practices, recognizing the urgent need for more sustainable production and consumption models in modern societies.

### 3. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE

#### 3.1. COMPETENCIAS GENERALES

	Descripción de la competencia	Nivel del aporte
CG-G1	Assertive Communication – The ability to convey ideas or messages effectively without offending anyone and avoiding potential conflicts. Enables clear, sincere, and effective expression of intentions.	NA
CG-G4	Leadership – The ability to set objectives, monitor their achievement, and provide feedback while integrating others' opinions. Defends or embodies beliefs, ideas, and associations to optimize decision-making quality.	NA
CG-G3	Relational Intelligence – The ability to adapt quickly to any situation, phenomenon, problem, or person, establishing collaborative relationships for mutual benefit. Establishes solid and trustworthy connections, even amidst differences, to achieve goals.	NA
CG-G4	Digital Empowerment – Proficiency in digital media and information technologies to achieve greater influence and decision-making power, overcoming barriers, and building confidence and strength in the digital domain.	NA

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<b>CG-G5</b>	Critical Thinking – The ability to use abstract ideas to interpret and analyze information accurately and fairly; formulates problems and questions precisely; employs clear, standardized criteria to justify conclusions and solutions.	<b>Medium</b>
<b>CG-G6</b>	Disruptive Thinking – The ability to create new ideas, connect known elements innovatively, or break free from habitual thought or behavior patterns. Views reality from different perspectives, enabling invention, originality, and entrepreneurial activity.	<b>Medio</b>
<b>CG-G7</b>	Time Management – The skill to organize, plan, prioritize, and distribute time effectively to meet short-, medium-, and long-term objectives.	<b>NA</b>
<b>CG-G8</b>	Change Management – The ability to diagnose, design, and lead specific change processes to improve individual and group productivity. Embraces and adapts to new situations and people with flexibility and versatility.	<b>Medium</b>
<b>CG-G9</b>	Self-Awareness Management – Focused on personal growth and strengthening capabilities by leveraging learning opportunities from personal experience or others' experiences, continuously updating and applying knowledge to professional development..	<b>NA</b>

### 3.2. COMPETENCIAS ESPECÍFICAS

	<b>Descripción de la competencia</b>	<b>Nivel del aporte</b>
<b>CE-G1</b>	Strategic Thinking – The ability to think systemically, plan, anticipate opportunities, and apply effective proposals to the surrounding environment.	<b>NA</b>
<b>CE-G2</b>	Information Management and Analysis – The ability to organize and systematize relevant information for analyzing various solution alternatives to a specific situation.	<b>NA</b>
<b>CE-G3</b>	Quantitative Analysis Skills – The ability to understand, interpret, and transform quantitative information presented in various formats for analysis and interpretation.	<b>NA</b>
<b>CE-G4</b>	Management Skills – The ability to efficiently and effectively manage specific activities or actions to achieve objectives.	<b>NA</b>
<b>CE-G5</b>	Problem-Solving and Decision-Making – The ability to identify problems, take logical steps to find desired solutions, and monitor and evaluate their implementation.	<b>Medio</b>
<b>CE-G6</b>	Personal and Social Development – The ability to handle behaviors and strategies that allow individuals to build identity, act competently, relate satisfactorily with others, face challenges, and value themselves.	<b>Medio</b>
<b>CE-G7</b>	Research-Oriented Thinking – The capacity to formulate research problems, create a contextual framework, review the state of the art, construct and validate models, design data collection instruments, analyze data, and structure scientific documents.	<b>NA</b>

### 3.3. RESULTADOS DE APRENDIZAJE

	<b>Descripción del Resultados de aprendizaje</b>	<b>Criterio de evaluación</b>
<b>RDA1</b>	Understands sustainable development concepts and its challenges.	<b>Graded activities:</b> ≥70: Acquired; <70: Not acquired
<b>RDA2</b>	Recognizes the importance of a multidisciplinary approach in sustainable development management.	<b>Graded activities:</b> ≥70: Acquired; <70: Not acquired
<b>RDA3</b>	Identifies sustainability challenges and proposes solutions to current issues.	<b>Graded activities:</b> ≥70: Acquired; <70: Not acquired

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### 4. METODOLOGÍA DE ENSEÑANZA

Estrategias de enseñanza-aprendizaje			
Challenge-Based Learning		Project-Based Learning	X
Gamification		Flipped Classroom	
Case Study	X	Others	

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### PROGRAMACIÓN DE CONTENIDOS Y RESULTADOS DE APRENDIZAJE

Semanas	CG	CE	RDA	Contenidos	Actividad de aprendizaje y/o evaluación	Tiempo a dedicar (horas)			Instrumento para evaluación	Fecha de entrega	Bibliografía
						ACD	APE	AA			
1	CG-G5	CE-G1	RDA1	<b>Sustainable Development and its Importance</b> Definitions Difference between sustainability and sustainable development Starting point and brief history of the sustainability concept	Class discussion	4h	4h	4h	RUBRIC	WK 2	BB1, BC1
2	CG-G2	CE-G4	RDA1	<b>Main Challenges of Sustainable Development</b> Social, environmental, and economic dimensions Governance for sustainability: What is it and why is it important? The importance of governance and stakeholders in sustainability The role and commitment of stakeholders	Class discussion Workshops P1: Activity 1	4h	4h	4h	RUBRIC	WK 2	BB1, BC1, BC2
3	CG-G5 CG-G8	CE-G1 CE-G5	RDA1	<b>The Importance of Governance and Stakeholders in Sustainability</b> Identification, mapping, and analysis of stakeholders Sustainability communication Commitment to Sustainable Development: Agenda 2030 "Leave no one behind" and the Sustainable Development Goals (SDGs) ESG Criteria	Class discussion Workshops P1: Activity 2	4h	4h	4h	RUBRIC	WK 3	BB2, BC1
4	CG-G5	CE-G1	RDA3	<b>Social Dimension</b> Sustainable Development Goals - People Area: Poverty and inequality Food security	Class discussion Workshops P1: Activity 3	4h	4h	4h	RUBRIC	WK 4	BB2, BC1

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				Urban/rural geographic inequality Health Education for all							
5	CG-G5 CG-G8	CE-G1	RDA2	<b>Peaceful, Just, and Inclusive Societies</b> Sustainable Development Goal - Peace Area Rebuilding social fabric Cooperation among stakeholders Sustainable Development Goal - Partnerships Area Concept of materiality and its relation to stakeholders Sustainable, Green, and Inclusive Finance	Class discussion Workshops P1: Activity 4 (QUIZ)	4h	4h	4h	QUIZ	WK 5	BB2, BC1
6	CG-G6	CE-G5	RDA3	<b>Fair Trade &amp; Responsible Consumption</b> <b>MID-TERM EXAM</b>	Class discussion Workshops MID-TERM EXAM	4h	4h	4h	EXAM	WK 6	BB1, BB2, BC1, BC2
7	CG-G6	CE-G5	RDA3	<b>Environmental Dimension</b> Sustainable Development Goals - Planet Area Environmental threats and geography's role Responsible production Water and sanitation Life below water and on land Biodiversity and ecosystem services: Importance and threats	Class discussion	4h	4h	4h			BB2, BC4
8	CG-G2 CG-G6	CE-G4 CE-G5	RDA3	<b>Biodiversity and Ecosystem Services: Examples</b> <b>Climate Change</b> Concept and approach (mitigation/adaptation) The Paris Agreement Monetization of climate change: Carbon market	Class discussion Workshops P2: Activity 1	4h	4h	4h	RUBRIC	WK 8	BB2, BC4
9	CG-G6	CE-G5	RDA3	<b>Economic Dimension</b> Sustainable Development Goals - Prosperity Area	Class discussion Workshops P2: Activity 2	4h	4h	4h	RUBRIC	WK 9	BB2, BB3

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				Economic growth Innovation, Technology, and Sustainable Products							
<b>10</b>	CG-G5 CG-G8	CE-G5	RDA3	<b>Circular Economy</b> Concepts, actors Prioritized sectors Incentives and policies Opportunities and challenges Best practices in Circular Economy and the role of technology	Class discussion Workshops P2: Activity 3	4h	4h	4h	RUBRIC	WK 10	BB3, BC3
<b>11</b>	CG-G6 CG-G8	CE-G1 CE-G4	RDA3	<b>Orange Economy</b> Concepts, actors Incentives and challenges Examples	Class discussion Workshops P2: Activity 4 (QUIZ)	4h	4h	4h	RUBRIC	WK 11	BB4
<b>12</b>	CG-G5 CG-G6	CE-G1 CE-G5	RDA3	FINAL EXAM	FINAL EXAM	4h	4h	4h	EXAM		BB3, BB4

**CG:** Competencias Generales

**CE:** Competencias Específicas

**RDA:** Resultados de Aprendizaje

**ACD:** Aprendizaje en Contacto con el Docente

**APE:** Aprendizaje Práctico – Experimental

**AA:** Aprendizaje Autónomo

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### 5. PONDERACIÓN DE CALIFICACIÓN

	First Midterm I	Second Midterm II
• Activities*	60%	60%
• Exam and/ or final project	40%	40%
<b>Total por evaluación</b>	<b>100%</b>	<b>100%</b>

\* Note: Activities must include at least four per evaluation period.

Each evaluation period must total 100 points.

The minimum passing grade is 70 points out of 100, calculated as the average of Evaluation I and II.

### 6. NORMAS PARA EL DESARROLLO DEL CURSO

- Students are encouraged to actively participate, maintain an open mindset, and work collaboratively in teams.
- Students must regularly check the virtual learning platform for updates, activities, and instructions.
- Attendance during the scheduled class hours is required, as is completing readings, assignments, and responsibilities within the timelines specified.
- Students must be prepared for workshops, exercises, and presentations related to the subject and safeguard their work.
- Individual and group assignments must be uploaded to the virtual platform (Blackboard).
- Teachers will review all submissions, lessons, assignments, and workshops via the university's virtual platform.
- It is up to the teacher to accept late assignments. Penalties may apply, with a fixed deadline for late submissions.

### 7. BIBLIOGRAFÍA

#### 8.1. BÁSICA:

**BB1:** Larrouyet, C. (2015). Desarrollo sustentable. Origen, evolución y su implementación para el cuidado del planeta. (Trabajo final integrador). Universidad Nacional de Quilmes, Bernal, Argentina.

**BB2:** Naciones Unidas (2018), La Agenda 2030 y los Objetivos de Desarrollo Sostenible: una oportunidad para América Latina y el Caribe (LC/G.2681-P/Rev.3), Santiago

**BB3** Colombia Productiva (s/f). Manual con herramientas para implementar la economía circular en empresas <https://www.colombiaproductiva.com/ptp-capacita/publicaciones/transversales/guia-empresarial-de-economia-circular/200310-manual-empresas>

**BB4** J.M. Benavente y M. Grazzi (2017) "Políticas públicas para la creatividad y la innovación: impulsando la economía naranja en América Latina y el Caribe". Washington, D.C.: BID.

#### 8.2. COMPLEMENTARIA:

**BC1** Sachs, Jeffrey (2015). La era del desarrollo sostenible. España. ISBN:987-84-234-2180-0

**BC2** Baro, Marcelo (2011) Jerarquización de stakeholders para la construcción del capital social de las organizaciones, Mediaciones Sociales. Revista de Ciencias Sociales y de la Comunicación, no 9, pp. 135-162. DOI: 10.5209/rev\_MESO.2011.n9.38013; [http://dx.doi.org/10.5209/rev\\_MESO.2011.n9.38013](http://dx.doi.org/10.5209/rev_MESO.2011.n9.38013)

**BC3** Ministerio de Producción, Comercio Exterior, Inversiones y Pesca (MPCEIP). 2021. Libro Blanco de Economía Circular de Ecuador. Quito, Ecuador.

**BC4** Organización de las Naciones Unidad para la Alimentación y la Agricultura (s.f). Servicios ecosistémicos y biodiversidad. <https://www.fao.org/ecosystem-services-biodiversity/background/es/>

### 8. DATOS DEL PROFESOR/A


**Nombre del Profesor/a:** Nicole Soto Sánchez

## SYLLABUS

**Título de postgrado:** Bachelor's Degree in Transportation Management and MBA

**Experiencia Profesional:** Logistics, Business Administration, International Business, Ports and Maritime Transportation, and Customs.

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<p><b>Elaborado por:</b> Lic. Nicole Soto Sánchez, MBA</p> <p><b>Lic. Nicole Soto Sánchez, MBA</b></p>  <p><b>Profesor/a</b> Fecha: Enero 2025</p>	<p><b>Revisado por:</b></p> <p><b>ROSA INÉS CARRASCO O REYES</b></p> <p>Firmado digitalmente por ROSA INÉS CARRASCO REYES Fecha: 2025.01.23 15:15:28 -05'00'</p> <p><b>Director/a de Carrera</b> Fecha: Enero 2025</p>	<p><b>Aprobado por:</b></p> <p><b>ANGELIKE MARIELA PAEZ TOBAR</b></p> <p>Firmado digitalmente por ANGELIKE MARIELA PAEZ TOBAR Fecha: 2025.01.23 15:10:21 -05'00'</p> <p><b>Decano/a</b> Fecha: Enero 2025</p>
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