

ENVM 4380
Environmental Management and Sustainable Business Practices
Spring 2021 Course Syllabus

Logistics

Class Times: Monday, Wednesday, and Friday 9:10 – 10:00 am (Jan. 13 – May 3)

Conner Hall, Room 212

Instructor: Prof. Yukiko Hashida
313A Conner Hall
Email: yhashida@uga.edu
Phone: 706-542-0850

Office hours: via Zoom by appointment

Course Pre- or Co-requisites

AAEC 2580 or ECON 2106, and ENVM 3060 or approved equivalent, permission of instructor

Course Objective and Learning Outcomes

Many of you will be engaged in business decisions related to environmental management in government, private sector, or non-governmental organizations after graduation. By now, you have taken foundational classes in microeconomics, environmental economics, or natural resource economics; one of the challenges is applying the knowledge to the real-world and refining critical thinking skills backed by solid data and logical reasoning. This class intends to fill the gaps by introducing you to real-world business decisions through case studies, lectures, and guest speakers who actively engage in everyday environmental management decisions. We will cover a wide range of business sectors and environmental issues. We will explore the environmental challenges and opportunities that societies and industries face, regulations and market-based mechanisms, and tools for measuring and evaluating the environmental performance. The class will help you familiarize yourself with the concepts, contexts, tools, and resources that will be valuable when you interview with your future employers and start your careers in the business world.

Problems such as climate change and environmental degradation are considered “wicked problems” that involve many stakeholders with different values and are difficult to tackle. Since there is no single “correct answer” to these problems, you will not be required to memorize equations nor take exams, but you will be challenged to think and write as if you were tasked to present a report in the corporate setting. We will also devote a few class days towards the end of the semester to student group presentations on the future scenario of the industry (or a company).

A few of the intended learning outcomes are:

- Students will be able to identify problems and drivers of global environmental change.
- Students will be able to engage in discussions grounded in a rational and science-based argument.
- Students will be able to conduct a simple proforma analysis using Excel.
- Students will be able to write and present a report based on their own analysis of the industry, future scenarios, and environmental regulations.

Required Course Material

No textbook is required, but students are required to purchase a reading packet of cases (\$42.50) at the following website: <https://hbsp.harvard.edu/import/782834>

The case studies will be used in class discussions throughout the semester. All other reading materials will be posted on eLC. Please make sure to check eLC regularly as the reading materials will be changed/added as the course progresses. I will also regularly update the course schedule that will be posted on the eLC. You will find the reading materials that correspond to each lecture on the schedule.

I also recommend the following books as optional reading material:

- “The Ecology of Commerce Revised Edition: A Declaration of Sustainability” by Paul Hawken (\$10.99 on Amazon)
- “Cradle to Cradle: Remaking the Way We Make Things” by Michael Braungart and William McDonough (\$14.99 on Amazon)

They are easy-to-read and excellent books that give you a systemic view of how our consumption and production affect the environment, as well as an innovative approach to make it closer to sustainable systems.

Course Format

The course consists of lectures by the instructor, class discussions, students' presentations, and guest lectures. The class is offered as a hybrid synchronous class – you have the option of taking the class in-person in the classroom (Conner 212) or joining via Zoom. All the guest speaker sessions will be on Zoom only (i.e., nobody, including me, will be in the classroom).

Zoom access information:

Join Zoom Meeting

<https://zoom.us/j/99574814390?pwd=RIVZTHhzeGxEUzh3ODNQQllzYW1wQT09>

Meeting ID: 995 7481 4390

Passcode: 745214

One tap mobile

+13126266799,,99574814390#,,,,*745214# US (Chicago)

+16468769923,,99574814390#,,,,*745214# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington D.C)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 995 7481 4390

Passcode: 745214

Find your local number: <https://zoom.us/u/acxvL4Qgpm>

Join by SIP

99574814390@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

Meeting ID: 995 7481 4390

Passcode: 745214

Course Expectations and Attendance

Because this class depends on our interactive dialogue, class participation is essential. I will take attendance every time. Consistent unexcused absences are not acceptable and will be reflected in the final grade. If you are joining the class by Zoom, please turn on your video so that I can see your faces.

We will have guest speakers throughout the course (all joined by Zoom); your attendance is mandatory. If you have to miss the class, please email me in advance. The tentative guest lecture schedules are in the schedule spreadsheet, but I will remind you ahead of time.

Please check announcements on eLC regularly for important messages (I will use announcements instead of emails for most of the announcements).

Remember that you play an active participating role in this class. We all learn together. This means that you are expected to review the reading material before the class.

Assignments

Late submissions of the assignments will not be accepted.

Class Participation. Your active participation in the discussion is important. The environmental issue is a topic on which everyone has an opinion. The discussion could easily shift towards extemporaneous philosophizing. The class discussion should be grounded in rational debate. Excellent comments should offer an original and relevant perspective on the issue and include evidence that is based on more than personal experience.

Case Study Discussion. Each of you will lead a case discussion using the case study materials that you purchased through Harvard Business Review website. The class will be divided into small groups, and each of you will be assigned the role of discussion leader for the class. I will give you assignment questions for each case study in advance to help you organize your ideas. Think of yourself as preparing a report for your supervisor in the company. You will be required to come fully prepared to guide the class through the process of examining the case study, the critical issues, and possible solutions. Then you will report your group's conclusions to class and defend your positions. Although only one group will

present for each case study, each of you will be required to read the case study individually, even if you are not in the group that leads the discussion for the week.

Future scenario paper and presentation (as group or individually). For this assignment, your task is to pick an industry/company and write a report (10-15 pages, double-spaced, 12-point font size) on their current environmental management and what you think the business is expected to do in the next 10 years or next 50 years with regards to the environment. What will the environment look like with regard to climate change, water availability, resource availability, etc.? What might the political or economic conditions look like? Think of yourself as a member of a project team that is tasked to create a future plan for the company. Be creative and thoughtful, but try to avoid unrealistic projections.

Your argument should include specific supporting facts where possible and should be properly cited (please use the style guide at the end of this syllabus.). Please submit your paper on May 3 (Mon). You are free to do this assignment as a group (max 3 people) or individually. We dedicate the last few classes to in-class students' presentations.

I will spend one class on the future scenario analysis in March. I will also upload some useful resources to the eLC under "Future Scenario Analysis" folder. I will update you with more specific requirements for the paper and presentation in March. Rubrics are available on eLC for grading components for the paper and presentation.

"The key takeaway" discussion posts on eLC after the guest speakers. You are expected to post a brief comment after each guest lecture on what you consider a key takeaway message from the lecture. You are welcome to comment on other students' posts as long as you provide your own opinion as well. This is intended to give you an outlet to reflect on each guest lecture.

Homework. These are Excel spreadsheet proforma analysis exercises for you to get familiar with Excel and the financial analysis using the discounting and net present value calculation. The projects that you analyze will be acquisition of coastal houses that have been inundated, water supply in Mexico City, renewable energy project, and carbon footprint of bottled water. You will also be expected to write a short memo about an annual letter to CEO by Larry Frank, CEO of BlackRock, the largest asset manager in the world.

Final Grade

The final grade is composed of

- Class attendance and participation 20%
- Case study presentation 20%
- Future scenario group/individual paper 15% Due on 5/3 (last class).
- Future scenario presentation 15% In-class presentations during 4/23 – 4/30.
- “The key takeaway” discussion posts after the guest speakers 15 %
- Homework 15%

The grades are based on the following scale:

A = 90 and above (4.0 gpa)
A- = 88-89.9 (3.7 gpa)
B+ = 86-87.9 (3.3 gpa)
B = 80-85.9 (3.0 gpa)
B- = 78-79.9 (2.7 gpa)
C+ = 76-77.9 (2.3 gpa)
C = 70-75.9 (2.0 gpa)
C- = 68-69.9 (1.7 gpa)
D = 60-67.9 (1.0 gpa)
F = Below 60 (0 gpa)

Topical Outline of the Course

I update an excel spreadsheet with daily schedules of lectures, case studies, and assignments, which is available on eLC. This is a working document and will be revised during the semester. Below is a rough outline of the topics we cover.

1. Course outline and introduction
2. Corporations and environmental problems
3. Climate change adaptation
 - a. North Topsail Beach case study
 - b. Miami Dade case study
4. Resource use
 - a. Farming: Polyface case study
 - b. Forestry: IKEA case study

- c. Fishery: Clearwater case study
 - d. Water management: Mexico City water shortage case study
- 5. Investment for sustainability
 - a. Trucost case study
- 6. Insurance
- 7. Electricity generation and renewable energy
- 8. Circular economy and corporate strategies
 - a. Patagonia case study
 - b. Transportation
 - c. Building – Genzyme case study
 - d. Toyota Motor Prius case study
 - e. Social equity
 - f. Disclosure – Millipore case study
 - g. Carbon emissions – FIJI water case study

Scheduled Guest Speakers

- Bob Inglis, former U.S. Representative (R-SC4) 1993-1999; 2005-2011, and Executive Director at republicEn.org.
- Will Harris, Owner, White Oak Pastures (<https://www.whiteoakpastures.com/>)
- Roger Taylor, US South Regional Manager, Forest Stewardship Council US (<https://us.fsc.org/en-us>)
- Michael Baute, Director of Regenerative Energy and Land Management, Silicon Ranch (www.siliconranch.com)
- Todd Cort, Lecturer in corporate responsibility and sustainable finance, Yale School of Management
- Elizabeth Brannen, Underwriter, Environmental UW, Crum & Forster (www.cfins.com)
- Frank Gbaguidi, Infrastructure Specialist, The World Bank
- Brian Megali, Senior Product Manager, Arcadia (<https://www.arcadia.com/>)
- John Lanier, Executive Director, Ray C. Anderson Foundation (<https://www.raycandersonfoundation.org/>)

- Leonard Robinson, Sustainability Program Strategist, Office of Life, Dignity, and Justice (pastoralplan.archatl.com)
- Dimitri Shanin, Senior Manager, Sustainability Operations and Environmental Management, Raytheon (<https://www.raytheon.com/responsibility/sustainability>)
- Teresa Le, Regional Technical Specialist – Climate Change Mitigation and Energy, UNDP (soon to be moving to UNICEF)

Style Guide for References

Please use endnotes for all references in your papers. The form of entries should fit the following format.

Book entries follow this form: Authors' or Editors' Last Names, Initials. Year. Title of book. (Italic, lowercase except for the first letter of the first word and the first word after a long dash or colon). City Where Published, with abbreviation for state or province (North America) or full name of country, only if needed to identify a small city: Name of Publisher. Examples:

Granovetter, M.S. 1965. *Getting a job: A study of contracts and careers*. Chicago: University of Chicago Press.

Kahn, R. L., & Boulding, E. (Eds.). 1964. *Power and conflict in organizations*. Glencoe, IL: Free Press.

R. Harbridge (Ed.) *Employment contracts: New Zealand experiences*. Wellington, New Zealand: Victoria University Press.

National Center for Education Statistics. 1992. *Digest of education statistics*. Washington DC: National Center for Education Statistics.

Periodical entries follow this form: Authors' Last Names, Initials. Year. Title of article or paper (in lowercase letters except for the first letter of the first word and the first word after a long dash or colon). Name of Periodical, volume number (issue number, if needed—see below): page numbers. Examples:

Shrivastava, P. 1995. The role of corporations in achieving ecological sustainability. *Academy of Management Review*, 20: 936-960.

Nonaka, I. 1991. The knowledge-creating company. *Harvard Business Review*, 69(6): 96-104.

Include an issue number only if every issue of the referenced periodical begins with a page numbered 1. (Look at more than one issue to check.)

If an article has no author, the periodical or producing body is referenced:

BusinessWeek. 1998. The best B-schools. October 19: 86-94

Chapters in books (including annuals) follow this form: Authors' Last Names, Initials. Year. Title of chapter (in lowercase letters except for the first letter of the first word and first word after a colon). In Editors' Initials and Last Names (Eds.), Title of book: page numbers. City Where Published, State or Country (only if necessary to identify the city): Name of Publisher.

Examples:

Dutton, J., Bartunek, J., & Gersick, C. 1996. Growing a personal, professional collaboration. In P. Frost & S. Taylor (Eds.), *Rhythms of academic life*: 239-248. Newbury Park, CA: Sage.

For unpublished papers, dissertations, and papers presented at meetings:

Duncan, R. G. 1971. Multiple decision-making structures in adapting to environmental uncertainty. Working paper no. 54-71, Northwestern University Graduate School of Management, Evanston, IL.

Smith, M. H. 1980. A multidimensional approach to individual differences in empathy. Unpublished doctoral dissertation, University of Texas, Austin.

For an electronic document, include the author's name, if known; the full title of the document; the full title of the work it is part of; the ftp, http, or other address; and the date the document was posted or accessed.

University Honor Code and Academic Honesty Policy

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at

www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic integrity.

Coronavirus Information for Students

Face Coverings:

As a reminder, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

What do I do if I am notified that I have been exposed?

Revised Guidelines for COVID-19 Quarantine Period

Effective Jan. 4, 2021, students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for **10 days** (consistent with updated Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines). Those quarantining for 10 days must have been symptom-free throughout the monitoring period. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined.

We strongly encourage students to voluntarily take a COVID-19 test within 48 hours of the end of the 10-day quarantine period (test to be administered between days 8 and 10). Students may obtain these tests at Legion Field (<https://clia.vetview.vet.uga.edu/>) or at the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in the University Health Center without an appointment. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>

If the test is negative, the individual may return to campus, but MUST continue to closely monitor for any new COVID-19 symptoms through 14 days. [DawgCheck](#) is the best method for monitoring these symptoms. If new symptoms occur, the individual must not come to campus and must seek further testing/evaluation.

If the test is positive at the end of the 10-day period, the individual must begin a 10-day isolation period from the date of the test.

How do I participate in surveillance testing if I have NO symptoms?

We strongly encourage you to take advantage of the expanded surveillance testing that is being offered from **January 4 – 22: up to 1,500 free tests per day at Legion Field and pop-up locations**. Testing at Legion Field can be scheduled at <https://clia.vetview.vet.uga.edu/>. Walk-up appointments can usually be accommodated at Legion Field, and pop-up saliva testing does not require pre-registration. For planning purposes, precise sites and schedules for the pop-up clinics are published on the UHC's website and its social media as they are secured: <https://www.uhs.uga.edu/healthtopics/covid-surveillance-testing>.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Please check eLC regularly for changes and updates.