

ENVM 4380
Environmental Management and Sustainable Business Practices
Spring 2022 Course Syllabus

Logistics

Class Times: Monday, Wednesday, and Friday 9:10 – 10:00 am (Jan. 10 – May 2)

Conner Hall, Room 212

Instructor: Prof. Yukiko Hashida
313A Conner Hall
Email: yhashida@uga.edu

Office hours: via Zoom by appointment

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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 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).

Some 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/898965>

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 and 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. Most guest speakers will join via Zoom.

Course Expectations and Attendance

Because this class depends on our interactive dialogue, class participation is essential. I will take attendance. Consistent unexcused absences are not acceptable and will be reflected in the final grade. If you are in quarantine/isolating yourself due to COVID and want to join the class via Zoom, email me in advance so that I can provide Zoom info.

We will have guest speakers throughout the course (almost 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, but I will be updating the list of speakers and their schedules. I will remind you of the exact dates ahead of time.

Please check announcements on eLC regularly for important messages (I will use announcements instead of emails for most 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 need to participate in group discussion during the class using the case study materials that you purchased through Harvard Business Review website. In reading case study material and responding to reading questions, think of yourself as preparing a summary for your supervisor in the company. You will be required to come fully prepared to the class with the understanding of the case, the critical issues, and possible solutions.

Future Scenario Paper and Presentation (as a 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 by May 2 (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 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.

To facilitate the collaboration and provide feedback on the progress, you need to notify me with the following information by April 8: the company/industry/sector and the key question that you will focus on for your scenario analysis. Please write a short memo (up to 1 page) and email it to me by the deadline.

"The Key Takeaway" Discussion Posts on eLC After the Guest Speakers. You are expected to post a brief comment on what you consider a key takeaway message from the guest lectures. 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. Homework includes Excel spreadsheet proforma analysis exercises to help you get familiar with Excel and the financial analysis using the discounting and net present value calculation. The projects that you analyze will be an acquisition of coastal houses that have been inundated, water supply in Mexico City, 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. You will also need to investigate the disclosure of climate-related risks in financial filings.

Three Position Papers (Individual). Throughout the course, one-page position papers are assigned on topics related to the reading material and class discussion. The topics are listed on the eLC folder “Position Papers”. Each student must complete the first position paper and the last position paper – note that they are the same questions, and you will answer them at the beginning and again at the end of the course. In between, you need to write one more paper over the course of the semester. These papers are meant to challenge you on some fundamental aspects of environmental issues. They need not be pro-environment. Treat them as something that you might submit to the Wall Street Journal or New York Times op/ed page. They must be no longer than **1 page** single-spaced and must present a sound argument taking a stand on the issue. Please submit your papers digitally to eLC by the deadline. You are welcome to submit more than three papers if you like.

Final Grade

The final grade is composed of

- Class attendance and participation: 15%
- Future scenario group/individual paper: 20% Due on 5/2 (last class).
- Future scenario presentation: 15% In-class presentations during 4/25 – 5/2.
- “The key takeaway” discussion posts after the guest speakers: 15%
- Homework: 20%
- Three position papers: 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 the daily schedule 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. Big pictures
 - a. Climate change
 - b. Circular economy and systems thinking
 - i. Patagonia case study (eliminating textile waste)
 - c. Implications for business
 - i. Unilever case study
3. Insurance
 - a. Miami Dade case study
4. Cities and transportations
 - a. Mexico City water shortage case study
 - b. North Topsail Beach case study
5. Resource use
 - a. Polyface case study
6. Investment for sustainability
 - a. BlackRock case study
 - b. Fossil fuel divestment case study

7. Scenario analysis
 - a. Exxon Mobil case study
8. Electricity generation and renewable energy
 - a. Electricity generation
 - b. Renewable energy
 - c. Climate change plan
 - d. Nuclear energy case study
9. GHG emissions
 - a. Patagonia case study (carbon neutrality)
 - b. FIJI water case study
10. Students presentations

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 and social distancing:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.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 for COVID-19?

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self monitoring for COVID-19 symptoms for a total of 14 days. 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.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

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.