

**ENVM 4380**  
**Environmental Management and Sustainable Business Practices**  
**Spring 2023 Course Syllabus**

**Logistics**

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**Class Times:** Monday, Wednesday, and Friday 9:10 – 10:00 am (January 9 – May 1)

Conner Hall, Room 212

**Instructor:** Prof. Yukiko Hashida  
313A Conner Hall  
Email: [yhashida@uga.edu](mailto:yhashida@uga.edu)

**Office hours:** Monday and Wednesday 10-11 am or by appointment

**Course Pre- or Co-requisites**

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

**Course Objective and Learning Outcomes**

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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 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**

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No textbook is required, but students are required to purchase a reading packet of cases (\$38.25) at the following website: <https://hbsp.harvard.edu/import/1011231>

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

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The course consists of lectures by the instructor, class discussions, student presentations, and guest lectures. Most guest speakers will join via Zoom.

## Course Expectations and Attendance

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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.

In particular, your attendance is mandatory for guest speakers. If you have to miss the guest speaker sessions, please email me in advance. The tentative guest lecture schedules will be updated on the schedule as I confirm the dates. I will also 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 from each other. This means that you are expected to review the reading material before the class.

## Assignments

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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 a group discussion during the class using the case study materials that you purchased through Harvard Business Review website. I will post reading questions before the class to help you prepare (unless they are already provided in the case study). 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 for the class with the understanding of the case, the critical issues, and possible solutions.

One or two of you will kick off each case study by presenting a brief summary of the case and issues at hand: company/industry background, the context of the situation, and the problems that they are facing/trying to solve. You are more than welcome to do additional research into the relevant facts and current situations if the case study is outdated (i.e., it happened a while ago, or the situation is clearly different today).

**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, 20, or 50 years, etc. 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 5. 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 or two class(es) on future scenario analysis in March. I will also upload some useful resources to the eLC under "Future Scenario Analysis" folder. 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 March 31: 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. You can also meet with me in person to discuss your ideas.

**"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.** There will be six homework assignments throughout the course. You will have one to two weeks to complete and submit your homework through eLC.

## **Final Grade**

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The final grade is composed of

- Class attendance and participation: 15%
- Lead a case study discussion: 5%
- Future scenario group/individual paper: 20%           Due on 5/5
- Future scenario presentation: 15%    In-class presentations during 4/26 – 5/1.
- "The key takeaway" discussion posts after the guest speakers: 10%
- Homework: 35%

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**

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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. Introduction
2. Circular economy and systems thinking

- a. Unilever case study
  - b. Patagonia case study (Reducing textile waste)
  - c. Patagonia case study (Reducing packaging)
3. GHG emissions and carbon accounting
  - a. Patagonia case study (Carbon neutrality)
  - b. FIJI water
4. Cities and water shortage
  - a. Mexico City case study
5. Sea level rise and coastal adaptation
  - a. Miami-Dade case study
  - b. North Topsail Beach case study
6. Farming
  - a. Polyface case study
7. Scenario Analysis
8. Energy
  - a. Nuclear energy case study
  - b. BMW case study
9. Sustainable investment
  - a. BlackRock case study
  - b. Fossil fuel divestment case study
  - c. ExxonMobil case study
10. Students presentations

## **Style Guide for References**

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I highly recommend the use of citation software such as Zotero and EndNote. I use Zotero, which allows me to save and store articles/websites on Zotero database on my computer, sync across computers, access to web library, and call relevant citations directly into my documents. It creates references automatically in a format of your choice. Zotero is free and can be downloaded [here](#). Endnote can be downloaded via UGA [here](#). More about citation management, UGA library has a website about each option [here](#).

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**

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

**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.**