

SYSTEMS THINKING AND SUSTAINABLE BUSINESSES

Course Syllabus
Spring 2007
2170 Grainger Hall

En Studies 601
GEN BUS 601

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A Joint Effort of the
SCHOOL OF BUSINESS
And the
GAYLORD NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES
UNIVERSITY OF WISCONSIN - MADISON



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Objectives:

This course is for students interested in the role of systems thinking in finding a way to implement the concept of sustainability. In spite of its name, this is not a course about theory, but will look at ways that the concept of sustainability can be operationalized. In short, this is a course about taking the idea of sustainability into the real world.

Sustainability (or sustainable development – I use the terms interchangeably) refers to balancing economic progress with environmental care and concern for the community. For many companies, this means maximizing economic performance while minimizing the environmental impact of operations and contributing to community development.

Increasingly, sustainable development is being recognized as a driver of innovation and value creation in the private sector while at the same time protecting an organization's standing in the community. Though this is not solely a class about society's growing interest in corporations (both from a social and environmental perspective), it is clear that business plays a central role in our progress (or our lack of progress) toward sustainability. As one of, if not THE, dominant social institutions of our time, corporations have the financial resources, the technology, the know-how and the global reach to lead the quest for a more sustainable relationship with the natural world. Without the involvement of the business community in reshaping how we think about our individual and collective responsibility to the earth and future generations, our chances of successfully navigating the very troubled waters ahead of us are slim.

This class brings together Business School students with students from the Gaylord Nelson Institute for Environmental Studies (and other schools and programs on campus) to dialogue on the relevance of sustainability in a focused and constructive way. It has been organized to give you better insights into how sustainable development can be a part of most decisions that are made, whether at the individual lifestyle level or at the organizational level. The class will consist of lectures supplemented with student discussions based on readings and case studies, and information gathering and writing about ways that we can change things right now so that as a society we are able to live in a more sustainable manner.

The key benefits of the class include:

- understand sustainable development as an important element of business practices and a value driver
- see how environmental and social issues are an integral (and complex) part of the landscape in which business operates
- learn about emerging trends in institutional investment that are pushing sustainable development further into mainstream investing
- appreciate the inter-relatedness of business systems and natural systems
- help identify next steps to better leverage sustainable development activity in your personal lives

I want you to know that I view teaching as a serious business. You are all wonderfully bright and talented students. You have almost unlimited potential. For most of you, this is your one shot at college; you deserve nothing less than an excellent education, an academic experience that challenges you to excel from your first day to your last. As a member of the faculty, I have a responsibility to coax the very best from you because you will certainly become the next generation of leaders. Where you go from here, what you accomplish, how you impact the world, depends in large part on how much I am able to push and nurture your development. I want every student to leave my class at the end of the semester saying, "I didn't know that I could work so hard, and I didn't realize that I could learn so much." Anything less is unacceptable. The excerpt below resonates with me, and helps you to understand how I approach teaching:

Teaching as an Imposition

Teaching is an unnatural act, an incursion on another person's learning-in-progress: it's a yippy little dog, a surprise water balloon, a telemarketer on a sunny day. Each persuasive attempt to get students learning about barium or Hegel or sine waves or Afghanistan comes with a built-in demand that they stop thinking - for a while - about what yesterday's unexpected smile really meant, or why mom and dad are divorcing, or lunch. It's a challenge to teach while suspecting my students may cast my dignified self as a waterfighting sales terrier, but teaching is no doubt an imposition, a sustained redirection of other curious

creatures' voracious cogitation. In curling terms, they're sentient rocks slowly cruising; I push/glide/sweep my way alongside and a little ahead, strategically melting patches of frigid ice, aiming for productive 'clicks' at the end of things.

I am Teacher; hear me impose. This presents a daily dilemma not easily resolved: research shows us that students' purest motivations and richest learnings emerge best when we impose least, when they're given as much autonomy as we can muster during the process - especially given Americans' "don't fence me in" prickliness about being told what to do. This is an uncomfortable truth for those of us called to smart 'em up, since each course's learning objectives lasso students' otherwise free-ranging interests. How do I direct without dictating? Even better, how can I teach in ways that help them fall in love with seeking?

Okay, in truth, sometimes I just cop out and dictate (ab-dictate?). Teachers, like ranchers and nations, sometimes wave off the gnatty and knotty realities of imposition and simply pull rank to get others looking and sounding like we think they should. For example, sometimes I find myself coralling what happens in class by talking at my students, who diligently write my stuff down. I'm not alone in this, mind you. Like most of us, I was socialized to believe that "teaching" equaled "telling." There's the story of a new dean who, after 20 minutes watching an experienced professor facilitate small groups expertly working on a problem, sidled up to whisper that he would come back to observe on a day when the professor was "actually teaching." That's been a powerful addiction for verbo-so-me to kick: the teach/tell/talking belief that defines "learning" as "students memorizing my understandings" instead of constructing their own. It resembles belching in its effects - satisfying for the manufacturer, but less so for belchees.

What are the costs of this mere exhaling? Students' love of learning can wither in that breeze, and they often come to resent their teachers' authority (and the things teachers value, like fresh ideas), just as citizens of occupied countries look askance at their overseers' virtues. Teaching as an occupation, indeed. Nor does abdicating one's rank and course goals to curry students' friendship bring anything more than a new set of problems.

But yea, though I have walked through the noisome valley of teaching-is-all-about-me, there is another path - a co-creation, a dialogic practice of building new knowledge and relationships by exhaling and inhaling as teachers with our ever-learning students. Tending those pesky teacher-learner relationships is at the unmissable heart of our work. We negotiate them constantly in the guise of messages about due dates and message design logics, weekends and paper topics.

One memorable early experience of such a parley involved trying to re-collect an exam failed by Jon, a charismatic, disturbed, sweet, and lousy student. He refused to give back his test, on which were questions I was charged with keeping secret for other teaching assistants to use. Jon trumpeted to the class that he had done so poorly he was too ashamed to let me have his test back. When I (young and foolish) tried to grab it from him, his face lit up as his bug-eyed classmates held their collective breath, and we knew he had me. After class, I stopped talking at him:

Me: So, what's the deal here?

He: My samurai self is too shamed by this performance; I won't be able to show myself at synagogue. I can't let anyone see this ever again.

Me: Well - that's what I want, too, what should we do?

He: Can we burn it?

Thus did we find ourselves seated side-by-side on brick steps, briefly parting the puzzled river of incoming students with a torched test and secret smiles.

Felicitous classroom relationships also change what we learn there, morphing teachers from mainframes to mentors in the process. A novice teacher in class once challenged (yea!) my claim that all teaching is values-laden. I asked Aimee her favorite book to use with her kindergartners (Goodnight Moon), we queried the 'moral' of that story (peace, calm care, and ever-present love), then asked whether she gave angst, hate, and indifference equal time in her class. Those two minutes were an epiphany for all of us, and they'd arisen from conversation, not lecture.

One good colleague argues that most of the time we don't talk our way into good relationships, we listen our way into them, one conversation at a time. This is always a challenge where there's a built-in power difference, especially if I just can't s*** up - but I know by now that I earn more genuine influence over my students' learning by judiciously giving up some control over how they get to epiphany. Though I shiver a bit as I floss my ears and prepare to dance with my students each teaching day, I'm convinced that responsive-yet-goal-focused guidance is best for their learning, for them, for us, and for me. Healthy learning relationships need room to breathe, so to give my students air I'm learning to s*** up. And perhaps it's time I do that now.

Jeff Kerssen-Griep, Ph.D. University of Portland

WARNING: This class carries a relatively heavy reading load for most of the semester. You will be required to indicate that you have done the readings each week (see below). You will learn as much from the preparation of the readings as you will from the lectures. It is essential therefore that you **be present and be prepared to discuss** the major themes from the readings.

This is not a course geared toward "passive learning". Your purpose for being in this class should not be to passively receive information from "experts", but rather to actively engage in your own inquiry and restructure your thoughts about, and your relationship with, the concept of sustainability.

A substantial amount of "out-of-class" time will be required as you work with classmates toward the production of a final project. In addition, you will be expected to work with a group to develop a model Socially Responsible Investing Portfolio.

This class will formally introduce the concept of personal integrity through your responses to the readings each week. This university does not teach about the importance of integrity in any systematized way; however, I

believe that any individual's future success in whatever they choose to do is attributable, to a large degree, to their personal integrity. Personal integrity isn't achieved through inoculation. It's a process. Rooted in core ethical values, it shapes itself, decision by decision, across a lifetime. It depends on consistency, continuity, and repetition. So tell the truth, deliver what you promise, let your caring show, and your integrity will shine through for all to see.

*I will ask that you email the class each week brief comments, reflections or questions from the readings you have done. Please don't send anything if you haven't really done **ALL** the readings--ala the integrity issue. To say it again, even with the best of intentions sometimes work just doesn't get done. If your actions are guided by your integrity, you will not submit anything that week.*

As described above, each week you will be asked to post an email to the class listserv (genbus601-1-s07@lists.wisc.edu) that contains brief comments, reflections or questions about the week's readings, due by 10:00 p.m. on the Sunday before class. For example, this email might reflect your understanding of the readings and the relationship of the readings to each other or to one (or more) earlier classes. One way to do this is to pick a sentence or so each week that you would like to put up on your refrigerator, mirror, etc and reflect on why that sentence is one that you would want to remember. Keep your responses **SHORT!** There will be a lot of responses each week, and I am reading them all, so keep your response to a paragraph or two.

You will also be assigned one short writing assignment during the semester. Short means 2 pages (standard margins, **single spaced** and 10 point or 12 point font). It is important to note that you will be graded on both the content and **your writing skills**. This means that your story or your factual arguments and logic are given equal weight with grammar, paper organization, development of your ideas, and other writing skills. Being able to say what you need to say concisely is an important skill to learn.

You will work within two different groups during the semester. One group will work on the final project, which is discussed below. The second group will meet early in the semester to develop a Socially Responsible Investment portfolio. We will talk about SRI in class, and you will be allotted \$100,000 (unfortunately – imaginary money) to invest in socially responsible institutions. You will track your results through the semester, and we will crown a winner at our final class. Winning will come with appropriate rewards.

Zac Clements will be the TAs for the class. Once project teams are set up, at least one member from each project team is required to provide to Zac or Evan an update on their team's progress. No exceptions for this. We will start off each class with music that you are familiar with. This is done for two reasons; 1) recent research suggests that starting off a class with music creates an ideal learning environment, 2) much of the music of the last 20 years is full of messages about sustainability – either from the community or environmental side. I will send out lyrics to many of the songs that we will play during the semester. If you are not familiar with the lyrics, spend a bit of time looking through them.

Einstein said "*The significant problems we have cannot be solved at the same level of thinking with which we created them.*" We need to find new ways to think about the challenges that lie ahead of us, and find creative ways of meeting those challenges. Thus, even though you did not sign up for a humanities class, you will be required to do some creative work. This creative work will require you to use the creative sides of your brain, not just the analytical side, so humor me here. For eight of the weeks, I will ask you to write poetry. I will send you an assignment to help focus you, but you do not need to do the assignment. You do however, need to write three poems each week. Poems can be long or short, rhyming or not, but they must be somehow about your awareness of the world, your relationship with the earth, or your relationship with each other or the place that you are living.

Finally, you will work in groups on a project that will not only satisfy a major portion of your grade, but will also satisfy a research and analysis need of a local business, a local governmental entity or non-profit. This assignment is described in more detail in a handout to be provided during the first class period. The first part of your final paper will provide the basic detail about a sustainability topic identified by your client. This part of the paper should then serve as background material for your recommendations on how to meet your client's

needs. You will be asked to recommend an action or develop a plan, and describe how it could be implemented by your client. In general, your final project will be an advocacy piece to convince a decision-maker to take an action. You must develop your most convincing argument(s) and be prepared to answer objections (it costs too much, no one would want to do this, etc.). This is NOT your traditional academic paper, and if you insist on writing a traditional research paper, you will have missed the point of this assignment. You must talk with your client, and quite probably others in the field, as you undertake your project. I think you will find it useful to distinguish the kind of writing you have learned to do in an academic setting from the kind of writing you will be asked to do in the real world.

GRADING

20% of your final grade will be based upon Citizenship - includes attendance, readings responses, teamwork on project, classmate respect and support, attitude, interest, appreciation, enthusiasm, active and productive participation in class and knowledge of topics.

30% of your final grade will be based upon your papers.

10% of your final grade will be based upon your poetry.

35% of your final grade will be based upon your paper.

5% of your final grade will be based upon your presentation of your final paper.

In fairness to others in the class, late submissions of the written material will be penalized at a rate of 20% of the submission's value per day (e.g., your final papers presented one day late will receive at most a weight of 28 out of the 35 points available).

LIST OF MATERIALS

Books:

The Lorax, by Dr. Seus (New York, NY Random House, 1971). \$14.95

One From Many: Visa and the Rise of Chaordic Organizations, by Dee Hock (San Francisco, CA. Berrett Koehler Publishers, 2005) \$18.95

What the Bleep Do We Know: Discovering the Endless Possibilities for Altering Your Every Day Reality, by William Arntz, Betsy Chasse and Mark Vicente (Deerfield Beach, FL. Health Communications Inc, 2005) \$26.95

Growing Local Value: How to Build Business Partnerships That Strengthen Your Community, by Laury Hammel and Gun Denhart (San Francisco, CA. Berrett Koehler Publishers, 2007) \$12.00

True to Yourself: Leading a Values-Based Business, by Mark Albion (San Francisco, CA. Berrett Koehler Publishers, 2006) \$12.00

Marketing That Matters: 10 Practices to Profit Your Business and Change the World, Chip Conley and Eric Friedenwald-Fishman (San Francisco, CA. Berrett Koehler Publishers, 2006) \$12.00

REQUIRED READINGS:

Reading Packet available from Underground Textbook Exchange and printed on 100% post-consumer recycled paper (meaning that this is paper made from the paper that is recycled at the university and government buildings)

Recommended Books: Megatrends 2010: The Rise of Conscious Capitalism, by Patricia Aburdene (Charlottesville, VA, Hampton Roads Publishing, 2005) \$24.95

January 22) *Introduction*

The first class is designed to accomplish six things. First, the goals, purposes, structure and format of the class will be made clear through a review of the syllabus and other relevant materials. Second, students will fill out information about themselves and indicate what grade they intend to work for in the class. Third, we will discuss the purpose and structure of the creative exercises that you will be asked to do. Fourth, we will discuss the final project with representatives from some of the potential clients. Fifth, we will work in teams to solve a problem that requires that we start thinking outside of the box. Finally, we may define sustainability and start talking about what we mean when we use this term.

January 29) *Laying the Foundation: Sustainability as we Now Know it*

This class will be designed to establish a common groundwork for where we will go during the semester. I will talk about sustainability on a conceptual level, and then illustrate how some of these ideas are being implemented by businesses. We will talk about various frameworks for thinking about sustainability, and I will use The Natural Step as an example of one framework, and how it can be important in guiding people's understanding, and thinking.

READINGS. *Remaking the Way We Make Things*, by Bill McDonough and Michael Braungart, in *Innovation*, Summer, 2005.

Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility by Michael Porter and Mark Kramer, *Harvard Business Review*, Dec. 2006.

Going Organic: Converting Patagonia's Cotton Product Line by Yvon Chouinard and Michael Brown, case study published in Vol 1 No. 1 *Journal of Industrial Ecology*, 1997.

One From Many, Intro – ch 5

February 5) *Critiquing Sustainability*

The classical definition of the [Bruntland report](#) suggests that sustainability is a state of meeting the needs of today without sacrificing the needs of the future. Problem is we don't have any idea of what the needs and capacities of the future will be. Lewis will share his belief that we need to move our sustainability focus closer to the present. He will speak about his take on sustainability, which is summarized by saying "*Sustainability is the existence at any given time of a set of possible futures which are acceptable in some [satisficing](#) sense.*" The notion of an evolving set of satisficing possible futures is central. It does not imply futures are given, but that they are created. The need to steer toward desired possible futures will illuminate priorities with respect to resource allocations.

GUEST LECTURER: Lewis Gilbert, Associate Director, Nelson Institute for Environmental Studies, UW-Madison

READING: *When Good Corporations Go Bad and The Role of Stakeholders* by Erik Assadourian, *World Watch Magazine*, May/June 2005 and Sept/October 2005.

New Belgium Brewing Company: Brewing with a Conscious by Christopher Asher, Elina Bidner &

Christopher Greene, case study from Univ of Colorado at Boulder (2002).

One From Many, ch 6 - 11

February 12) *Systems Thinking and Sustainability*

Systems thinking has so much to do with sustainability, that it will be a theme that constantly reappears in our discussions throughout the semester. Systems thinking is a mental framework for seeing interrelationships rather than things, seeing patterns of change rather than static 'snapshots', and viewing societies and economies as integrated parts of the biosphere. Understanding what we mean when we talk about systems thinking is thus critical. For many people, systems thinking helps explain why we have found ourselves in the mess we are in. The flip side of that coin, is that systems thinking explains why we are so well off, even given all the stupid stuff we are doing. Tim will start the discussion on systems thinking which we will return to at several points during the semester.

GUEST LECTURER: Tim Allen

READINGS: Systems Thinking – a Mental Model for Sustainable Futures, published in Sustainable Development Update, Issue 1, No. 4, 2004.

Overview of Systems Thinking by Daniel Aronson.

Places to Intervene in a System by Donella Meadows, Whole Earth, Winter 1997.

IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor, by Chris Bartlett, Case Study from the Harvard Business School, No. 9-906-414 (2006).

One From Many, ch 12 - 15

February 19) Green Chemistry as a Sustainability Issue

The notion of Green Chemistry may seem odd, but more and more companies are addressing the chemical composition of their products. This arises primarily because of increasing pressure to reduce toxic substances in both chemical processes and products. Pressure has come from shareholder groups, which began pressing companies as varied as DuPont and Whole Foods to better disclose the risks of toxic chemicals in products and to push for greener alternatives. Recently, the EU shook the industry by requiring all chemicals that are used in the stream of commerce to be re-registered, and the registration process requires that each chemical be studied and proved to be non-toxic. SCJohnson recently was recognized by the EPA for its work in Green Chemistry.

GUEST LECTURER: Scott Johnson, Global VP, Environment, SCJohnson, Racine, WI.

READINGS: Global Environmental Challenges by Jeff Immelt, speech delivered at Geo Washington University, May 9, 2005.

Whole Foods Market, Inc. by John Wells and Travis Haglock, Case Study from the Harvard Business School, No. 9-705-476 (2005).

One From Many, ch 16 – end

The Lorax, read the entire book

PAPER ASSIGNMENT: Working in pairs, you are to read the Dr Seuss classic “The Lorax”, and then write your own children’s story about an environmental issue. You can choose from one of the following issues, or choose one of your own: global warming, species extinction, over-population, over-consumption, build-up of toxics in our world, ozone hole, growing dead areas in our oceans, starvation, accessibility to clean water, soil loss/erosion, vanishing rainforests, or plunging fish stocks. You may illustrate your story – and the illustrations need not be your own (you can use illustrations from magazines, the internet, graphics software programs, newspapers or anywhere else). It does not need to be as long as The Lorax. Decide on the point(s) that you want to make and how you can explain this point so that a child can understand it. This is going to be hard, so two of you can exercise your creativity together.

February 26) Herman Miller as a Sustainability Leader

Herman Miller is one of the nation’s recognized leaders in integrating sustainability into the fabric of the organization. Paul Murray heads up the environmental affairs department and will talk about what Herman Miller looks for in new projects, new employees and new initiatives.

GUEST LECTURER: Paul Murray, Director of Environmental Affairs, Herman Miller

READINGS: Lines in the Mind, Not in the World by Donella Meadows, published in Timeline, Jan/Feb. 2002 pp. 19-21.

One Man’s Drive... One Company’s Courage by Charles Fishman, published in Fast Company, Issue 71, June, 2003 (available on-line at <http://pf.fastcompany.com/magazine/71/courage.html>).

Deja Shoe (A) & (B), by Paul Hardy, Case study from Corporate Environmental Management Program, 1996.

What the Bleep, pp. 2- 62

March 5) SYSTEMS THINKING AND PANARCHY

How do we create institutions to meet the challenge of sustainability? How does change happen in our world? Ecological, economic, and social elements all individually create lens to view the changes that we see in the world, but these elements need to be integrated so as to understand the systems that are at work in the world. *Panarchy*, a term devised to describe evolving systems with multiple elements, is the structure in which systems, including those of nature (e.g., forests) and of humans (e.g., capitalism), as well as combined human-natural systems (e.g., institutions that govern natural resource use such as the Department of Natural Resources), are interlinked in continual adaptive cycles of growth, accumulation, restructuring, and renewal. By understanding these cycles and their scales, we may be able to identify the points at which a system is susceptible to change.

GUEST LECTURER: Frances Westley, Director, Nelson Institute

READINGS: Selected excerpts from the Sacred Balance by David Suzuki, Prometheus Books, Amherst, NY 1998.

Dancing with Systems by Donella Meadows, published in Timeline, Mar/Apr 2004 (available on-line at <http://www.globalcommunity.org/timeline/74/index.shtml#1>)

In Practice: Promoting Fair Trade and Increasing Profits: Green Mountain Coffee Roasters and TransFair USA, No. 10, Nov 2004, published by the Center for Corporate Citizenship at Boston College.

What the Bleep, 63 - 130

March 12) Carbon Constraints and Global Warming

Between 1950 and 2000, the world's population more than doubled, the economy grew seven-fold, food consumption tripled and fossil fuel energy use grew four-fold. The result has been global warming, which is significant and scientifically undisputed. Jon's presentation will describe the resulting changes in the earth's climate and the impact of climate on food and water availability and general living conditions.

GUEST LECTURER: Jon Foley, Professor and Director, Center for Sustainability and the Global Environment, UW-Madison.

READINGS: Capitalist Tools for Cutting CO2, Time Magazine, published on-line at www.time.com/time/magazine/article/0,9171,1176989-1,00.html.

Al Gore on Climate Change: A Bold Vision for the Future, speech delivered at NYU Law School, Sept 18, 2006, published on-line at <http://gristmill.grist.org/story/2006/9/18/154846/236>.

Philanthropy Google's Way: Not the Usual by Katie Hafner, published on-line at www.nytimes.com/2006/09/14/technology/14google.html.

What the Bleep, 131 - end

March 19) Sustainable Energy Options

One of the greatest challenges to society as we move forward is to address our appetite for energy. Global warming is a fact of life that we must account for, but our potential responses are limited because of the importance of energy use. John will talk about sustainable energy options, and will challenge us all with the proposal that nuclear should play a role.

GUEST LECTURER: John Nelson

READINGS: Sustainable Energy Blueprint: A Plausible Strategy for Achieving a No-nuclear, Low-Carbon, Highly-Efficient and Sustainable Energy Future.

Why Nuclear Power Cannot Be a Major Energy Source by David Fleming, published on-line at www.neweconomics.org, April 2006.

One Path to Climate Peace, by Ross Gelbspan, published on-line Jan 3, 2007.

Marketing That Matters – get through as much as you can

PAPER ASSIGNMENT: Second paper due. In preparing for this paper, you are required to make an appointment with a Congressperson, Senator, state legislator, Governor, Mayor, County

Supervisor, County Board representative or city council representative and discuss with them what their main priorities are for the future. Go into this interview with a set of questions that will allow you to understand where their main interests lie. After gathering this background information, your paper is a series of recommendations to the person that you interviewed on how they can incorporate the concepts of sustainability into the issues that are important to them. You are to send them a copy of your paper, with a copy to me.

Your paper can not exceed two single spaced pages with regular margins and no smaller than a 10 point font. It must indicate what the key issues of the person you talked to are, and then you must weave your recommendations into these issues. For instance, if a key issue was tax reduction, you could recommend how taxing pollution is far superior to taxing people's labor, and that subsidies are in fact working against sustainability principles, at least in many instances.

The important point with this assignment is to get started early. It will require making an appointment and talking with one of the above people before you can write this paper.

March 26) *Making the Business Case for Sustainability: Reputational Risk*

Think about this list of companies, Johnson & Johnson, Nike, Exxon, Microsoft, Shell, Union Carbide, the Gap, Firestone and IBM. Is their reputation positive or negative? Do you know why you have a positive or negative feeling for each of these companies? Do you think that positive or negative reaction to the corporate name affects the company in the marketplace?

Corporate reputation is extremely important to most businesses. It often goes to their "social license to operate", which is granted by society. Though we no longer have the ability to revoke a corporate charter when it no longer serves the public purpose that the corporation was originally created to serve, we have recently seen the equivalent of this power with companies like Arthur Anderson. They stopped attracting clients and were eliminated from the marketplace. Thus, reputation is something that many companies care a great deal about.

Dan will talk about his recent research in this area, and how companies are responding to the threat of boycotts and public criticism while trying to attract positive press.

GUEST LECTURER: Dan Anderson, Leslie P Schultz, Professor of Risk Management and Insurance.

READINGS: Are You Being Served? Published in The Economist, April 21, 2005

Executive Summary from The Changing Landscape of Liability, published by SustainAbility and available at <http://www.sustainability.com>.

Blooming Liabilities by Roger Cowe, published on-line at <http://www.greenfutures.org.uk/features/default.asp?id=2153>. ([available](#) by subscription only)

Interface's Evergreen Services Agreement, Harvard Business School Case Study No. 9-603-112 (2003)

Finish Marketing That Matters and start Growing Local Value

April 9) *The Greening of Big Business*

Many big businesses are discovering "green". But, is it a marketing ploy, or do they really get it? In this class, we'll talk about WalMart, BP, Nike and other companies that are seeking to establish

their reputations as “green” companies. In addition, we will take some additional time to look at the results of your socially responsible investment portfolio.

VIDEO: The Man Who Planted Trees

READINGS: Twenty First Century Leadership, by Lee Scott, published on-line at www.walmart.com. Oct. 24, 2005

The Greening of Goldman Saks, by Traci Hukill, published on-line at www.alternet.org/story/29901.

Finish Growing Local Value

April 16) *Making the Business Case for Sustainability: Socially Responsible Investing and the Role of the Financial Community in Sustainable Development*

Hopefully by now you will realize that sustainability (also called corporate social responsibility) should be on the radar screen of every business. There are tremendous benefits to those businesses that successfully understand and integrate these concepts into their decision making. Or are there? Is this just a bunch of liberal BS? John will talk about how the market is rewarding those businesses that are staking out some territory in the environmental and social responsibility area. One way to encourage businesses to begin exploring what sustainability might mean to them is to get their attention through investment decisions. More and more people are choosing to invest their dollars only with companies that pass certain environmental and social screens. Investing with a conscience is the area of greatest growth in the investment community.

GUEST LECTURER: Bruce Kahn, Financial Consultant, Smith Barney, NY

READINGS: Letter to the Editor from Paul Hawken, The Green Money Journal, (Feb/March, 2003)

When Investing and Social Objectives Meet by Greg Miller, Vincent Dessain and Anders Sjoman, Harvard Business School No. 9-106-043, 2005.

The Truth About Ethical Investing by Paul Hawken, <http://alternet.org/story/21888> Apr 2005.

ABN AMRO REAL: Banking on Sustainability by Rosabeth Moss Kanter and Ricardo Reisen De Pinho, Harvard Business School Case Study No. 9-305-100, Oct. 2005.

Start True to Yourself

April 23) *Personal Values and the Challenge of Sustainability*

The importance of hope is central to the message that I want you to leave this class with. Hope comes in all shapes and forms. Too often we hear messages about the environment that fill us with fear. Now is the time to put fear behind us, and to realize how many reasons there are for hope.

GUEST LECTURER: Peter Bosscher

VIDEO: Celebrate What’s Right with the World, by DeWitt Jones

READINGS: Walking the Walk, by Jennifer Reingold, in Fast Company, Issue 100, Nov 2005, p. 80.

Patagonia: The Next Hundred Years, by Yvon Chouinard, excerpt from Sacred Trusts: Essays on Stewardship and Responsibility edited by [Michael Katakis](#), [Russell Chatham](#), Mercury House, 1993.

Judy Wicks, case study published by The Business Enterprise Trust, No. 9-996-039 (1996)

Finish True to Yourself

April 30) *Final papers due and first presentations of Final Papers to entire class*

May 7) *Presentation of remainder of Final Papers to entire class.*

Summary Schedule:

January 29: Project preferences due.

February 5: Project assignments distributed

February 19: 1st paper due

March 19: 2nd paper due.

April 30: Final papers due. Presentation of first papers (this is a formal presentation).

May 7: Presentation of rest of papers (this is a formal presentation).

Extra credit: Develop a list of twenty things you, or a regular person, could do to live more sustainably. These will be posted on the website.