

ENVIRONMENTAL STRATEGY AND SUSTAINABILITY

Course Syllabus, Fall 2006
1240 Grainger Hall

IES 400
GEN BUS 600

Tom Eggert, Esq.
teggert@bus.wisc.edu
267-2761
5277 Grainger Hall

A Joint Effort of the
INSTITUTE OF ENVIRONMENTAL STUDIES
And the
SCHOOL OF BUSINESS

UNIVERSITY OF WISCONSIN - MADISON

*This packet was copied on 100 percent eucalyptus paper produced by Aracruz Cellulose. The wood is from a sustainably managed forest in Brazil. In Brazil, eucalyptus is ready to be harvested in 7 years, making eucalyptus very desirable for paper. Aracruz is one of the three Brazilian companies included in the [Dow Jones Sustainability Index \(DJSI World\) 2006](#).

COURSE OVERVIEW

Objectives:

This course is for students interested in the relationship of the environment, and the social license to operate, and the ways in which these issues affect corporate strategy, public policy, public decision-making, and individual decision-making. The goal of the course is to give students the knowledge and skills so that you can help organizations understand and act on the principles of sustainability. I also expect that you will leave this class with a deeper understanding about the relationship of day-to-day decisions and the impact of those decisions on the environment and on those less fortunate than us.

Though this is not solely a class about the development of corporate strategy, it is clear that future leadership in the sustainability area will come from, and indeed must come from, the private sector. As one of, if not THE, dominant social institution of our time, corporations have the financial resources, the technology, the know-how and the global reach to successfully respond to the challenge of sustainability. However, all segments of society have roles to play as we deal with the enormous amounts of energy and resources that society uses and the enormous amount of waste that society generates which cannot be assimilated by nature or reused by industry.

Global capitalism is at a crossroads. During the last two decades of the 20th century, free trade produced mixed results at best. Wealthy and developed countries have grown richer, while the vast majority of nations and people in the world have been bypassed or damaged by this process. Furthermore, the underlying natural systems that support human economies - forests, fisheries, soils, ecosystems and climate - have precipitously declined. Anti-globalization demonstrations have made it apparent that if corporate expansion is seen as coming at the expense of the poor and the environment, it will encounter vigorous resistance.

For global business, therefore, it has become increasingly clear that the historical separation between competitive strategy and social contribution must be eliminated. Rather than treating social and environmental issues as expensive luxuries, companies are increasingly fusing social mission with competitive strategy. Indeed, a form of "new capitalism" is emerging where environmental and social performance is embedded in the competitive strategy of the firm.

The outline of new roles for regulatory agencies, environmental groups, trade associations, and the public is being developed. This outline is premised on the belief that greater environmental gains can be achieved through a process oriented around preventing the creation of waste, and more meaningful involvement of all interested and affected parties. Since effective environmental management will mean learning to work with environmental groups, regulators, and other stakeholders, this course seeks a mix of students, representing varying perspectives and disciplines. The class will consist of lectures (generally guest lectures), supplemented with student discussions based on readings and case studies, and research and writing about ways that we can change things right now so that as a society we are able to live and or make choices in a more sustainable manner.

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.

Remember, this is essentially a survey course, and I hope to whet your appetite for more information on many of the subjects that will be covered.

WARNING: This class carries a relatively heavy workload. 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.

Class participation will be a key factor in the success of the course. *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 tenets of sustainability. This means I expect you to be in class, and will penalize you if you are not.

As part of class participation, I encourage appropriate laptop use. Inappropriate laptop use includes viewing non-relevant sites, gaming and websurfing during class. If you would have to change the window if I was looking over your shoulder, then it is an inappropriate use.

A substantial amount of "out-of-class" time will be required as you work with classmates on the final project.

INTEGRITY

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 provide brief comments, reflections or questions from the readings you have done to an email distribution list. 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.

Finally, the Business School is seeking to standardize an integrity addition that would show up on any work product that you hand in. Thus, please include the following, either on your cover sheet, or at the end of any paper that you hand in. Don't forget to sign it.

Academic Integrity Policy

I understand this paper must be entirely my own work and that the University of Wisconsin's Code of Academic Integrity applies. By signing below, I affirm that the paper is my own work and that I did not plagiarize any parts of the paper or receive any unauthorized aid in completing the paper.

Signature: _____

READING RESPONSES

As described above, each week you will be asked to send the list serve (genbus600-1-f06@lists.wisc.edu) an email that contains brief comments, reflections or questions about the week's readings, due by 10:00 p.m. on the Sunday before class.

SHORT PAPERS

You will also be asked to write two short papers 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 content and your writing skills. This means that 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.

PERSONAL RESEARCH PROJECT

For this project, you are being asked to describe how you will integrate what you learn in this class into your life. You will be asked to reflect on your own "likely" or "possible" career choices and possible linkages between those prospects and sustainable development perspectives. This project involves research into possible alternative futures for you. In other words, you will be asked to develop a cause statement, a mission statement, your values and 5 and 10 year plans for where you see yourself, and then describe the path that you might take to reach those goals.

Developing your cause (vision), your mission and identifying your values

Understanding your cause, developing your mission and identifying your values are the foundation for long term success, as demonstrated by Collins & Porras in their book, "*Built to Last*". Just as this works with successful companies, it also works at the individual level. You would not set out on a journey without a compass. Or a map. Or a destination! So what about in life? Can you answer the question "why do you want to work"? Do you have a mission in life that answers the question "what do you want to do"? Have you explicitly identified your personal values?

Developing a vision, mission and values is a serious business. It takes time. And commitment. But it is worth it.

Cause

A cause answers the question "why". "Why are we in business?" "Why am I working for this company?" The answer must be deeper than to return value to shareholders, or to bring home a paycheck. Understanding and agreeing on "why" creates purpose and helps unite people around that purpose. Creating and living a vision is the role of leaders in organizations, and the role for each of you in your own lives. You have to lay it out on paper, and put it somewhere to remind yourself.

Visions are aesthetic and moral, they come from within as well as outside.

According to Disney, a successful vision accomplishes six goals:

- gives a sense of the future
- guides decision making and strategy
- creates a shared purpose
- provides guidelines that determine behavior
- inspires emotion
- connects to values

Mission

A mission statement is a unifying statement. It can describe what an organization is in business to do, or it can describe what you intend to do. It is a key reference point in the planning and implementation of change. It answers the question "what" as in what do you intend to do with your life, or what is the organization created to do?

Values

Values describe, or perhaps lie beneath, beliefs. These beliefs are our core beliefs, or they may be the core beliefs of an organization. Values often describe who we want to be, or who we believe ourselves to be. It is just the same in an organization. Values can be used to describe what the organization stands for and how it will conduct itself. Values are at the core of your being. They underpin your life choices because they provide an anchor and a reference point for all things that happen.

You will be asked to develop a Cause statement, a Mission statement and identify your ten key Values. You will also be required to develop a 5 year and a 10 year plan. These should include both where you see yourself professionally in 5 and 10 years, and also where you see yourself personally. All of this will be due to Tom during the last class period. You will not be graded on the substance of what you write, only on whether you do the assignment.

HAIKU

The brain has two halves that are connected by a complex network of nerve fibers. In most people, the left cortex deals with logic, words, numbers and reasoning, "the so-called academic activities". The right cortex deals with images, imagination and patterns. Research showed that when people worked to develop the creative side, all mental performance seemed to improve.

In addition to exercising the creative sides of your brains, I have found that many students are more comfortable exploring issues involving their relationships with the world and each other through writing. Thus, in order to inspire you to actually think about your relationship to the world and your responsibility for doing something about the problems which now face us, I am requiring you to submit three haiku each week.

Your haiku can address your connections to each other, to where you live and to the world around you. Each week I will provide initial direction for your haiku. Your haiku will count toward your final grade for the course.

FINAL PROJECT

You will be asked to work in groups on a project that will not only satisfy the major portion of your grade, but will also satisfy a need of the "client" that you are working with. Descriptions of the possible projects will be provided at the first class, and you will have the opportunity to select your top 3 choices. The first part of your final paper will provide the basic detail about the needs of your client. This part of the paper should then serve as background material for the preparation of a strategic recommendation. You will be asked to recommend an action or implementation plan, and describe how it could be implemented by your "client". Your recommendation is an advocacy piece to convince a decision-maker to do what you want. 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 all must be done in no more than 5 pages (single-spaced).

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 other experts in the real world as you prepare your recommendation. 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. This is meant to introduce you to the kind of writing that you will be asked to do outside of school.

Finally, I encourage you to visit the web site that has been developed for the class. It is designed to be a resource for everything from getting a job, to finding great classes to take at the university, to finding great books to read, to finding graduate programs that focus on sustainability. I also would like you to register under the alumni section if you are interested in staying connected to future classes. The web site is

This reading packet is printed on Mohawk Paper Options paper which is derived from 100% postconsumer waste, is acid free, and is made using environmentally friendly windpower. By using this paper in lieu of other paper made with virgin fiber, significant environmental benefits were realized. By using postconsumer waste: x trees were not cut down, x waterborne waste was not created, x water wastewater flow was saved. By using windpower, x air emissions were not generated, x solid waste was not generated, x atmospheric emissions were eliminated and x BTUs of energy were not consumed. This amount of wind energy is equivalent to x miles not traveled in an automobile. These values were generated by Mohawk Paper's Environmental Benefits calculator. To learn more, please visit: www.mohawkpaper.com.

<http://instruction.bus.wisc.edu/teggert>.

This reading packet is printed on Mohawk Paper Options paper which is derived from 100% postconsumer waste, is acid free, and is made using environmentally friendly windpower. By using this paper in lieu of other paper made with virgin fiber, significant environmental benefits were realized. By using postconsumer waste: x trees were not cut down, x waterborne waste was not created, x water and wastewater flow was saved. By using windpower, x air emissions were not generated, x solid waste was not generated, x atmospheric emissions were eliminated and x BTUs of energy were not consumed. This amount of wind energy is equivalent to x miles not traveled in an automobile. These values were generated by Mohawk Paper's Environmental Benefits calculator. To learn more, please visit: www.mohawkpaper.com.

GRADING

25% of your final grade will be based upon Citizenship - includes attendance, teamwork on project, classmate respect and support, attitude, interest, appreciation, enthusiasm, active and productive participation and attention in class, showing familiarity with readings and knowledge of topics.

10% will be based upon your haiku.

5% will be based upon your personal research project

20% of your final grade will be based upon your papers.

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

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:

Cradle to Cradle: Remaking the Way We Make Things, by William McDonough and Michael Braungart (New York; North Point Press, 2002). \$25.00

Values-Driven Business, by Ben Cohen and Mal Warwick (San Francisco, Berrett-Koehler Publishers, 2006) \$12.00

Capitalism at the Crossroads, by Stuart Hart (New Jersey, Wharton School Publishing, 2005). \$27.95

REQUIRED READINGS:

Reading Packet available from Underground Textbook Exchange on State Street

Recommended Books:

Raising the Bar: Integrity and Passion in Life and Business, by Gary Erickson (San Francisco, Jossey-Bass, 2004) \$24.95

Let My People Go Surfing: The Education of a Reluctant Businessman, by Yvon Chouinard (Penguin Press, 2005). \$26.95

This reading packet is printed on Mohawk Paper Options paper which is derived from 100% postconsumer waste, is acid free, and is made using environmentally friendly windpower. By using this paper in lieu of other paper made with virgin fiber, significant environmental benefits were realized. By using postconsumer waste: x trees were not cut down, x waterborne waste was not created, x water/wastewater flow was saved. By using windpower, x air emissions were not generated, x solid waste was not generated, x atmospheric emissions were eliminated and x BTUs of energy were not consumed. This amount of wind energy is equivalent to x miles not traveled in an automobile. These values were generated by Mohawk Paper's Environmental Benefits calculator. To learn more, please visit: www.mohawkpaper.com.

This reading packet is printed on Mohawk Paper Options paper which is derived from 100% postconsumer waste, is acid free, and is made using environmentally friendly windpower. By using this paper in lieu of other paper made with virgin fiber, significant environmental benefits were realized. By using postconsumer waste: x trees were not cut down, x waterborne waste was not created, x water/wastewater flow was saved. By using windpower, x air emissions were not generated, x solid waste was not generated, x atmospheric emissions were eliminated and x BTUs of energy were not consumed. This amount of wind energy is equivalent to x miles not traveled in an automobile. These values were generated by Mohawk Paper's Environmental Benefits calculator. To learn more, please visit: www.mohawkpaper.com.

September 11) Introduction - The current system of environmental protection: Where we've been and where we are.

The first class is designed to accomplish five things. First, the goals, purpose, 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 haiku that you will be asked to write. Fourth, we will discuss the final project with representatives from some of the potential clients. Finally, we will talk about the three major approaches that the government uses for exerting influence over business decisions about the environment. One approach is characterized by rules and regulations that specify what a company can and can not do. This approach has been accused of creating perverse incentives and disincentives for holistically addressing environmental problems. The second approach involves managing the environment through "the market". This approach is theoretically appealing, but has been difficult to implement. The third approach involves disseminating information to the public, and allowing public pressure to influence corporate decisions.

READINGS: Saying Grace, by Barbara Kingsolver from Small Wonder (HarperCollins Publishers, 2002) pp. 22-30

September 18) The Concept of Sustainability: Developing a Framework for Discussion

We will start off the class by introducing ourselves with a short story from our past that no one in this class has ever heard. We will then define the term "sustainability" and I will explain how one group has translated the concept into issues that anyone can understand and agree on. I will then discuss factors favoring the movement toward a more sustainable society, and impediments to that movement. Finally, I want to view the events of September 11 and the Iraq War through the lens of sustainability.

READINGS: The Future in a Word, by Alan AtKisson from Believing Cassandra: An Optimist Looks at a Pessimist's World, (White River Junction, VT, 1999) pp.133-152.

The Natural Step: A Framework for Achieving Sustainability in Our Organizations by Karl Henrik Robert, from Innovations in Management Series (Pegasus Communications, Cambridge, MA 1997) pp. 1-14.

Cradle to Cradle, Introduction – ch 1.

PROJECT PREFERENCES DUE

September 25) Making the Business Case for Sustainability

Major corporations in Wisconsin, and around the world, are embracing the concepts of sustainability. Paul will talk about how Johnson Controls has integrated the environment into corporate strategy development. In other words, he will talk about how Johnson Controls has become a more successful company by embracing the environment. In business language, he will be talking about the business case for sustainability. After the break, Clay will lead us through a Sustainability Navigator session. This is a tool that Johnson Controls has developed that allows clients to better understand how the environment can provide a strategic advantage to them.

Guest Lecturer: Clay Nesler and Paul vonPaumgarten, Johnson Controls, Milwaukee

READINGS: So What's the Business Case for Corporate Social Responsibility? By Mallen Baker, <http://www.mallenbaker.net/csr/nl/101.html#anchor1724>.

This reading packet is printed on Mohawk Paper Options paper which is derived from 100% postconsumer waste, is acid free, and is made using environmentally friendly windpower. By using this paper in lieu of other paper made with virgin fiber, significant environmental benefits were realized. By using postconsumer waste: x trees were not cut down, x waterborne waste was not created, x water/wastewater flow was saved. By using windpower, x air emissions were not generated, x solid waste was not generated, x atmospheric emissions were eliminated and x BTUs of energy were not consumed. This amount of wind energy is equivalent to x miles not traveled in an automobile. These values were generated by Mohawk Paper's Environmental Benefits calculator. To learn more, please visit: www.mohawkpaper.com.

The Crucial Role of Business in Saving the Planet by Mallen Baker,
http://www.mallenbaker.net/csr/CSRfiles/page.php?Story_ID=1680.

Strategies for a Sustainable World by Stuart Hart, vol. 75, No. 1 of the Harvard Business Review, pp. 67-76, (January-February, 1997).

Cradle to Cradle, ch 2 - 3

PROJECT TEAMS DISTRIBUTED

October 2) Setting the Context: How are We Doing With Our Current Generation?

Packer Game Sustainability has economic, environmental and social components. As this is a business class, we will devote time to the economic component, and as this is a Nelson Institute for Environmental Studies class, we will devote time to the environmental component. But the third leg of sustainability is difficult to come to terms with. Laura will talk with us about where we are as a state in terms of social equity, including looking at the growing gap between the haves and have nots. She will extrapolate the trends that COWS has seen in the state to the nation, and to our relationships with other nations.

Guest Lecturer: Laura Dresser, Research Director, Center on Wisconsin Strategy (COWS), Madison, WI

READINGS: Family Economics: Work and Wealth in the New Economy by Maureen Conway and Kirsten Moy, The Aspen Institute, www.aspeninst.org 2006.

This is the Fight of Our Lives, speech by Bill Moyer, given June 3, 2004, published in Timeline, Sep/Oct 2004, No. 77, www.globalcommunity.org.

Hunger is Not a Place by Frances Moore Lappe, The Nation, Jan. 23, 2006
(www.thenation.com/doc/20060123/lappe).

Cradle to Cradle, ch 4 - 6.

October 9) It's Not Easy being Green: Partisan Politics and Environmental Issues.

John ran as a Republican against Tammy Baldwin when she was first elected to Congress. He ran as a Republican who was also an environmentalist. He'll reminisce about the campaign, and the lessons that he learned from the campaign. His story is a great story to remember in these overly partisan times.

Guest Lecturer: John Sharpless, Professor

READINGS: The Cultural Creatives: How 50 Million People are Changing the World, by Paul Ray and Sherry Anderson, published on-line at <http://www.stuttgartconference.de/CulturalCreative.html>.

Timberland: Commerce and Justice by James Austin, Herman Leonard and James Quinn, No. 9-305-002, Dec 2004 by Harvard Business School Publishing.

Bowling Alone: America's Declining Social Capital – An Interview with Robert Putnam, published in Journal of Democracy 6:1, Jan. 1995, 65-78.

PAPER ASSIGNMENT: You are required to write an editorial response (a letter to the editor) to either your local newspaper back home, the Wisconsin State Journal, the Milwaukee Journal Sentinel or the New York Times. You may choose the

subject, but it must have something to do with sustainability. I would prefer, though I won't require, you to respond to something that has been previously written in the paper. Thus, your assignment will be much easier if you track the news, and issues that you are interested in. Argue persuasively in support of the position that you take. Use facts and other arguments that are based in logic. Your response may not exceed 2 pages single-spaced and must be both submitted to Tom and submitted for publication. You get 5 extra credit points for bringing in your published letter to the editor!

October 16) The Role of Local Governments in Promoting Sustainability

The City of Milwaukee created the Office of Environmental Sustainability earlier this year. After a nationwide search, Ann Beier, a division administrator with the Oregon Department of Land Conservation, was selected to head the office. Ann will talk about the recruitment process, what was asked of her, what she presented as her vision for the position, and what she has been doing since being hired in June. She will also address the role that a local government plays in moving society in a more sustainable direction.

Guest Lecturer: Ann Beier, Environmental Sustainability Director, Milwaukee, WI

READINGS: Mayor Appoints Environmental Sustainability Director, Press Release from Office of the Mayor, City of Milwaukee, June 28, 2006.

A Call for Women to Lead a Different Environmental Movement, Vol.19 Organization & Environment No.1, March 2006,pp103-109.

Crafting Sustainable Development: A Case Study of Maine's Coastal Enterprises, Inc., Vol.10 Making Waves No.2 2005.

Values-driven Business, preface – ch.3

October 23) Sustainability and Green Building

One area where quite a bit is being accomplished is in the area of Green Building. There is the US Green Building Council, Leadership in Energy & Environmental Design (LEED), the Wisconsin Green Building Association, Green Built Homes, and many other groups. In Madison, Veridean (which is a color of Green) is the largest builder of homes in Dane County. Jim will talk about the growing interest in Green Building, efforts of UWM to foster a green building ethic, and efforts underway to get even more building being done using a green approach.

Guest lecturer: James Wasley, Associate Professor, School of Architecture and Urban Planning, UWM, Milwaukee, Roger Schink, Owner, Holley Schink Design Builders, Middleton

READINGS: Biomimicry – selected excerpts (in the past, the class read Janine Benyus' book, Biomimicry. It is still an excellent book, but proved to be a little dense. I have selected parts from the Biomimicry website and parts of the newsletters for the last 4 years to include instead. Please read the entire packet.

Values-driven Business, ch.4 – 6

One of the recommended readings

October 30) Sustainability in Herman Miller

Among the companies that have a nation-wide reputation for embracing sustainability is Herman Miller. Herman Miller has worked closely with Bill McDonough on a number of new designs for products that they produce. They have sought to educate their clients on the benefits of sustainability, and also sought to influence their supply chain. Jerry will talk about why Herman Miller has made the commitment to sustainability that they have, and how they have turned this

commitment into a corporate asset.

Guest Lecturer: Jerry Kosterman, Herman Miller, MI

READINGS: Competitive Environmental Strategies: When Does It Pay to be Green? By Renato Orsato, Vol.48 California Management Review, No. 2, Winter 2006, pp. 127-143.

Plus ça change, plus c'est la même chose, by Tim Wright, published in the Guardian, Dec 17, 2003.

Changing the Game: Leading Corporations Switch from Defense to Offense in Solving Global Problems, by Mark Kramer, published by SustainableBusiness.com, March 2006
www.sustainablebusiness.com/features/feature_printable.cfm?ID=1318.

Values-driven Business, ch.7 - end

PAPER ASSIGNMENT: Second paper due. In two pages (no more) develop 4 recommendations for your current employer (if you are employed) or, if you are not, develop 4 recommendations for a manufacturer or retailer of your choice, for how they can better embrace the concepts of sustainability. These need to be specific recommendations that are backed up by an explanation for why the recommendations would make a difference. For instance, you may recommend that your local coffee shop start selling fair trade coffee. You would support this recommendation by laying out why such an action would be better for the environment, better for property owners who are growing the coffee beans, and better for the shop because customers are willing to support such an effort, and may take their business to a shop that does sell fair trade coffee. But, your coffeehouse may need to educate its customers about these benefits, so education would be included in the recommendations. You may also recommend that at first, the additional cost of fair trade coffee be absorbed by the coffeehouse while it was building up an understanding about the benefits of such coffee and building up a demand. You may recommend how advertising would be done and that the focus would be on education. In short, all of your recommendations could be linked together to accomplish one overall goal that was designed to be better environmentally and socially. This does not have to be the case though. The recommendations do not need to be linked, and may address diverse steps that lead in a more sustainable direction. Finally, present your recommendations to your boss or to the manufacturer or retailer that you are writing about. If you get a response, please share it with the class.

November 6) Aveda and Sustainability

A small group of companies show up on most people's list of progressive, committed, and sustainable. Ben and Jerry's, Patagonia, Tom's of Maine, and Aveda. What makes these companies different? What makes them successful? Is what makes them different, also what makes them successful? Mary will talk about the growth and development of Aveda, and how that growth has allowed the company to do many of the outstanding things that it does.

Guest Lecturer: Mary Tkach, Executive Assistant, Aveda, Minneapolis, MN

READINGS: The Priest and the Prophet: Can Industrial Civilization really Become Sustainable? by Charles Shaw, Aug 15, 2006.

The Role of Business in the World of Today by David Henderson, published in JCC by Greenleaf Publishing, Spring 2005.

Corporate Social Opportunity: An Interview with P&G's George Carpenter, published by GreenBiz, March 2005.

November 13) The New Purpose of Business

We have heard from a number of business folks about what great sustainability stuff they are doing. What we have not heard much about is why? No one has talked about the emerging broader role for business in society. You have heard in many classes what the purpose for business is, but I would argue that a new purpose is emerging. This new purpose does not replace the old one of profit maximization (in order to reward shareholders), but complements that purpose. In fact, with businesses that really understand this idea, they can do a better job of meeting the profit maximization purpose over the long run.

Jim will talk about the new purpose(s) for business, why it is important to civil society that business accept this purpose, and how what his company is doing actually reflects this new understanding.

Guest Lecturer: Jim Bradley, President, Home Savings Bank

READINGS: The Hidden Wealth of the Poor, The Economist, Nov 3, 2005.

Fortune at the Bottom of the Pyramid: A Mirage by Aneel Karnani, Univ of Michigan working paper, available on-line at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=914518.

Creating Sustainable Value, by Stuart Hart and Mark Milstein, Vol.17 Academy of Management Executive No.2, 2003 pp. 56- 69.

Expanding the Playing Field: Nike's World Shoe Project (A) by Heather McDonald and Ted London under the direction of Stuart Hart, published by the World Resources Institute, Sustainable Enterprise Program, 2002.

Capitalism at the Crossroads, ch. 2-4

November 20) The Role of Government in Sustainability

This country's approach to environmental regulation has evolved over time. While clearly many of the gains we have seen in the quality of our environment can be attributed to actions of the government, continuing trust and belief in the government as the protector of the public is at a low ebb. Many now question whether the traditional role of regulation and enforcement is likely to lead the US to a sustainable future. Peter will talk about a business perspective on the role of the government as we look toward the future. What role is there to play for this much maligned sector?

Guest Lecturers: Peter Peshek, Esq., DeWitt, Ross & Stevens, Madison & Mark Williamson, VP Development and Government, ATC

READINGS: Government's Business: Enabling Corporate Sustainability by Roger Cowe and Jonathon Porritt (Forum for the Future, London, UK, 2002).

Comment: Voluntarism versus Regulation for Corporate Responsibility by Simon Zadek, Nov 27, 2003, originally published on-line at www.ethicalcorp.com

A New Era: The Coming Regulatory Revolution ... and What It Means for Business, published in the Green Business Letter, January, 2001.

Governance Barriers To A Sustainable World: How Do We Get There From Here? By Richard Lamm, Vol. LXVII, Vital Speeches Of The Day, NO. 21, Aug. 15, 2001.

Capitalism at the Crossroads, ch. 5-7

November 27) Sustainability and Personal Decisions: What You Can Do to Promote Sustainability

Packer Game Sustainability is not a concept that is only applicable to large institutions. In fact, if our society is truly to move in a sustainable direction, it must start with individual decisions. Decisions on what to buy, how to react to advertising (how much to buy), how to allocate our energy and resources and general lifestyle choices. In addition, you might consider how this class has changed your lives and find ways to contribute towards creating a more sustainable world now. Peter will talk generally about the importance of integrating sustainable thinking into your lives, and talk about a unique program that he has developed.

Guest Lecturer: Peter Bosscher, Engineering Professor and Aspiring of Engineers Without Borders

Video: The Man Who Planted Trees.

READINGS: Thinking About Forever: A Personal Journey, by Jeanne Marie Hibberd, published on-line at <http://www.communitiesbychoice.org/docs/booklet24.pdf>.

Moving Toward a Sustainable Future: Tools for the Transition to Sustainability by Donella Meadows, Jorgen Randers and Dennis Meadows, reprinted by Vol.16 The Systems Thinker No.9, 2005.

Gold Footprints by Sara Ryan, published in Sustainability Network Update 24E, March 27, 2003 (available on-line at www.bml.csiro.au/Snnewsletters.htm).

Building the Marketplace of the Future by Jorgen Vos, published on GreenBiz.com, Nov., 2005.

Capitalism at the Crossroads, ch. 8-9

Recommended books

December 4) Final papers due and first presentations of Final Papers to entire class.

December 11) Presentation of remainder of Final Papers to entire class.

Schedules and Procedures: Scheduled meetings are summarized immediately below.

Summary Schedule:

September 18: Project preferences due

September 25: Project teams created

October 9: 1st paper due

October 30: 2nd paper due.

December 4: Final papers due. Presentation of first papers (this is a formal presentation).

December 11: Presentation of rest of papers (this is a formal presentation).

A Vision

**If we will have the wisdom to
survive,
to stand like slow-growing trees
on a ruined place, renewing,
enriching it,
if we will make our seasons
welcome here,
asking not too much of earth or
heaven,
then a long time after we are
dead
the lives our lives prepare will
live
here, their houses strongly
placed
upon the valley sides, fields and
gardens
rich in the windows. The river
will run
clear, as we will never know it,
and over it, birdsong like a
canopy.
On the levels of the hills will be
green meadows, stock bells in
noon shade.
On the steeps where greed and
ignorance cut down
the old forest, an old forest will
stand,
its rich leaf-fall drifting on its
roots.
The veins of forgotten springs**

will have opened.

**Families will be singing in the
fields.
In their voices they will hear a
music
risen out of the ground. They
will take
nothing from the ground they
will not return,
whatever the grief at parting.
Memory,
native to this valley, will spread
over it
like a grove, and memory will
grow
into legend, legend into song,
song
into sacrament. The abundance
of this place,
the songs of its people and its
birds,
will be health and wisdom and
indwelling
light. This is no paradisaal
dream.
Its hardship is its possibility.**

-Wendell Berry