

Response of Business to Global Environmental Problems  
Management 4743-001 (Ref. No. 23095)  
Spring, 2023  
Off Campus (Online)

Professor: Dr. John M. Jermier  
Office: BSN 3214  
Office Hours: 3:15-4:15 p.m., Monday, and by appointment (Meet Online, as Needed)  
Office Phone: 813-974-1752  
Home Phone: 813-972-3297  
Electronic Mail: Facsimile 813-905-6749; Internet [jermier@usf.edu](mailto:jermier@usf.edu)  
Website: (<http://www.usf.edu/business/about/bios/jermier-john.aspx>)  
Prerequisite: MAN 3240 with a minimum C-

Course Description and Purpose

This is an advanced course designed to provide detailed information on leading-edge approaches to managing enterprises for effectiveness in the Anthropocene Epoch. The Anthropocene is a time of unprecedented human impact on the environment. Using sustainability theory and indicators, the course will familiarize participants with new macro approaches to managing and evaluating economies. It will also familiarize participants with new micro approaches researchers and practitioners have developed to manage multi-national corporations and other organizations (and with related forms of evaluation and reporting that reflect the complexity of the new approaches). We will apply Stakeholder theory, triple bottom line models, and other conceptual frameworks based on environmental sustainability. These intellectual tools are useful in understanding, constructing, and appraising the effectiveness of a variety of contemporary macro and micro organizations.

In the first part of the course, we will introduce participants to the theme of the Anthropocene Epoch, to the global environmental problems that define this epoch, to the need for more radical and innovative approaches to planetary stewardship, and to important macro issues involved in managing economies for sustainability. In the second part of the course, we will make the case that effective management of global businesses and other organizations depends on broad concepts of performance focused on sustainability, rigorous evaluation frameworks, and valid measurement criteria, including metrics for science-based targets. In discussing specific approaches to evaluating progress toward targets, we will examine some of the genuine and less genuine responses corporations and other organizations are making to the imperative of environmental sustainability.

The central concept in the course is sustainability, which refers to high, long run effectiveness of institutions and organizations in three domains of impact: economic, social and environmental. We will elaborate the concept of sustainability by discussing institutional and organizational effectiveness using measurement criteria in such areas as risk management, financial return, cost containment, ethics, diversity, equity and inclusion, governance and transparency, business relationships, employment practices, community involvement and economic development, quality of work life, the real costs of products and services, and especially protection and restoration of the natural environment. We will give special attention to the natural environment in this course because the relevant issues are so urgent.

Sustainability-centric evaluation of institutions and organizations is a relatively new development. It reflects the rapid changes occurring in the worlds of business and government as well as in economics, management, and other areas of academic thought. We will rely on an overarching philosophical framework, key theoretical concepts, current business research, and select case studies of prominent global and local organizations. However, much of the material in this field is at the leading edge of organizational research and management practice. Accordingly, we will conduct the course as an advanced seminar requiring high quality research, detailed reading, and radical thinking. For pedagogical reasons, we will be experimenting with some different approaches to sharing the content (a combination of asynchronous and synchronous online modalities) so carefully review the syllabus and be prepared to monitor and adjust to changes throughout the semester.

### Learning Outcomes and Global Citizenship Project Objectives

If the course is successful, you will be able to:

- ❖ Demonstrate understanding of major global environmental issues in the Anthropocene Epoch and the impact of multinational corporations and other global organizations on the environment (Cognitive Domain-Knowledge);
- ❖ Compare and contrast the single ‘bottom line’ approach to assessing institutions and organizations with more comprehensive frameworks and broader concepts in analyzing effectiveness and fitness for the global competitive future (Cognitive Domain—Analysis);
- ❖ Create new insights by conducting original research on existing institutions and organizations using sustainability indicators and criteria (Cognitive Domain—Synthesis);
- ❖ Through structured opportunities for reflection and exposure to diverse value systems and worldviews, build greater self-awareness when it comes to humanity’s role in producing global environmental problems and resulting personal and professional responsibilities (Affective/Conative Domain—Self-Awareness);
- ❖ Defend your willingness to express personal and professional concern for other people and the environment in settings where self-interest is often expected (Affective/Conative Domain—Willingness);
- ❖ Apply theory and research (including case studies) to learn methods of practice aimed at improving corporate environmentalism and related financial and environmental consequences (Affective/Conative Domain—Practice).

This course does not have a prerequisite but the concepts and reading material will be more useful to you if you have some background in environmental studies, social science, and organizational research and management theory. You should also have some academic background in group dynamics and teamwork, which would normally be satisfied with a basic course in Organizational Behavior. It is important that you realize this is an advanced course and that it will require extensive reading and class involvement.

**Course Readings** [Books below are referred to on pp. 7-13 of the Syllabus using initials (e.g., **BL**).

John A. Mathews (2017). *Global Green Shift: When Ceres Meets Gaia*. New York: Anthem Press. (**GGS**). [ISBN: 1783086408]. (Required): *Free for you through Textbook Affordability Project*. Use: [https://ebplus.lib.usf.edu/students/?course\\_id=MAN4743.001S23&semesterName=Spring-2023](https://ebplus.lib.usf.edu/students/?course_id=MAN4743.001S23&semesterName=Spring-2023)  
[3 Chapters]

Guy Pearse (2014). *The Greenwash Effect*. New York: Skyhorse Publishing. (**TGE**). [ISBN: 978-1-62873-726-4]. (Recommended). [2 Chapters, Provided via PDF].

Ray C. Anderson (2010). *Business Lessons from a Radical Industrialist*. New York: St. Martin’s Press. (**BL**). [ISBN: 978-0-312-54455-3]. [11 Chapters].

Thomas L. Friedman (2009). *Hot, Flat, and Crowded—Why We Need a Green Revolution and How It Can Renew America*. Release 2.0. New York: Picador/Farrar, Straus and Giroux, 2009. (**HFC**). [ISBN: 0-312-42892-8]. (Required). *To Avoid Confusion in Reading Assignments, Make Sure You Purchase Release 2.0, the 2009 Edition*. [4 Chapters]

In addition to assignments from the books listed above, selected articles, book chapters and other readings will be available through USF’s Canvas website in the “**Articles and Book Chapters**” folder. We list the readings for each class date below. If the reading is not available in the Articles and Book Chapters folder, see Syllabus for a listing of a URL for the piece. **Please read the assigned material prior to the class for which we list it (see pp. 7-13).** You can purchase *GGS*, *TGE* (Recommended), *BL* and *HFC* in print or as e-books. **Exams this semester are likely to be closed books and notes.**

### Attendance Policy, Grading Scale, and Basis for Grades

For this class, we will not require physical attendance in the classroom with the possible exception of the midterm and final exam class days. We will announce requirements for physical attendance well in advance of the date. Attendance and full participation will be expected for any classes held synchronously online.

Your **final grade** will be computed as a weighted average of three inputs: (1) a midterm exam, composed of multiple-choice, short answer and short essay questions; (2) a second exam composed of multiple-choice, short answer and short essay questions; and (3) timely and successful completion of any number of the 10 optional written assignments. Exams will cover all required readings and all other class material but nothing labelled “Optional Advanced Reading.”

Each exam will be weighted at 50% of your overall grade *unless you elect to do any of the optional assignments*. Each optional assignment has an opening date (with instructions), a due date, and a weight associated with it. You can *reduce the weighting* of the midterm exam to 35% of your overall grade and the weighting of the second exam to 35% of your overall grade by electing to do *ALL of the optional written assignments*. That is, you can substitute credit up to 30% of your overall grade by electing to do all written assignments. Alternatively, you may choose any number of the written assignments, thereby substituting assignment credit for exam credit. To illustrate, the 10<sup>th</sup> assignment requires you to upload a video and written summary of one chapter from *Business Lessons* (you will be randomly assigned a chapter), which can be used to account for 5% of your final grade. With this decision, your performance on Exam II would then account for 45% of your total grade (not 50%) and your performance on the 10<sup>th</sup> assignment would account for 5% of your overall final grade. Similarly, if you chose to do only the 5<sup>th</sup> assignment (the Green Technological Innovation Essay, which is weighted at 3.5%), Exam I would then account for 46.5% of your final grade.

It is important that you be fully prepared for exams (on the readings and other material) and for any discussion boards or other forms of interaction. Naturally, the most credit is given for **sharing studied interpretations of the assigned material and informed opinions**. Usually, very little credit can be given for opinions expressed off the top of one’s head or without the benefit of careful study of the material.

Assuming class members earn the **group bonus**, grading will follow this scale:

Grading Scale (%)			
99-100	A+	74-76	C+
90-98	A	70-73	C
87-89	A-	67-69	C-
84-86	B+	64-66	D+
80-83	B	60-63	D
77-79	B-	0 - 59	F

We will return the results of graded tests and other materials for the first half of this course during the ninth week of the semester. At that time, you will receive detailed feedback on your exam, optional assignments, and overall performance.

### Importance of Syllabus

Please follow the syllabus carefully to be prepared for lectures, discussions, assignments, exams and relevant deadlines. The professor will not be able to take time to explain items and procedures that are already covered in the syllabus.

### Winter 2023 COVID-19 Protocols

For details: See <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

### Canvas and Online Sources

**We will post all course material, syllabi, instructions, assignments, and related communications on Canvas. USF expects each student to engage fully with the course and with all course content posted on Canvas. Recorded classes are copyrighted and must not be shared with any third parties.**

Also, the more knowledgeable about environmental issues you are the higher the quality of your presentations in the class will be. **Therefore, it is strongly suggested that you subscribe to two free, independent news digests and stay current with what they publish: *Daily Grist and Truthout*.** Each digest will email you customized information on the environment nearly daily based on your preferences and interests. For *Grist*, go to [www.grist.org](http://www.grist.org), click on “Follow” in the upper right of the webpage, and provide your email address. For *Truthout*, go to [www.truthout.org](http://www.truthout.org), scroll to the bottom of the webpage and subscribe. Some customization of what you receive from both sources is possible.

### Disruption of the Academic Process

Disruptive students in the academic setting hinder the educational process. USF defines disruption of the academic process as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the professor (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

USF prohibits misconduct on the premises of all campuses of the USF System. USF defines misconduct as any behavior that adversely affects the University community and/or the pursuit of its mission. This applies directly to the classroom, including virtual classroom meetings. Please acquaint yourself with: <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.025.pdf>

### Group Work Policy

Everyone may be required to participate fully in group presentations and other exercises in the class.

### Extra Credit, Rewrites, and Late Work Policies

**Over the course of the semester, there will be numerous opportunities to demonstrate mastery of the material. You will be able to contribute to the course in ways that establish a grade reflecting high achievement. Therefore, we will not offer much (if any) extra credit and we will not authorize rewrites or permit late work or additional work once grades are determined.**

### Policy on Incomplete Grades

An "I" grade indicates incomplete coursework and may be assigned to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. We will give an incomplete grade only after full discussion of the relevant issues with the professor and only if the circumstances a student is facing are considered serious enough to compromise the student's performance in the class markedly.

### Academic Fraud and Integrity of Students

USF defines and discusses Academic dishonesty in the University's Undergraduate Catalogue (see Pages 44-46 or see [www.ugs.usf.edu/catalogs/0001/ADADAP.HTM](http://www.ugs.usf.edu/catalogs/0001/ADADAP.HTM)). Academic dishonesty of any type will result in, at a minimum, an "F" for the assignment and may, depending upon seriousness, result in an "F" for the course and dismissal from the University. We cannot tolerate academic fraud, be it cheating, plagiarism, or any other form of dishonesty. Academic fraud interferes with open and honest exchange in the classroom. Because of this, we must work diligently to deter academic fraud.

### Turnitin Policies and Plagiarism Checks

Submitting assignments to the SafeAssign Global Reference Database allows your paper to be checked for plagiarism against papers from USF and other institutions. This ensures and protects the originality of your work. Turnitin also checks your written work for plagiarism against all published sources and internet sources. Become familiar with plagiarism restrictions and norms and be very careful to cite properly any sources you use in formulating your answers. If you incorporate exact words from another source or person into your own writing, be sure to use quotation marks correctly and appropriately. It is very important that you neither accidentally nor intentionally plagiarize any other source because this will result in serious academic consequences.

### No Unauthorized Personnel Allowed in Virtual Classroom

<http://regulationspolicies.usf.edu/regulations/pdfs/proposed-regulation-usf4.0140-trespassing-loitering-revised-021111.pdf> prohibits other than registered students and invited guests from being present in the physical and virtual classrooms.

### Students with Disabilities

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of needs for accommodation at least 30 business days prior to needing the accommodation. A letter from SDS must accompany this request.

### Student Academic Grievance Procedures

USF has procedures in place for students with academic grievances. These can be found at <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>

### Gender-Based Crimes

Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](#) (813-974-2831) and [Student Health Services](#) (813-974-2331).

### Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull ([feedabull@usf.edu](mailto:feedabull@usf.edu) or their website), or Student Outreach and Support ([socat@usf.edu](mailto:socat@usf.edu) or their website).

Availability of Internships

For students interested in internships, please see the following website:  
[www.usf.edu/business/student-success/internships/](http://www.usf.edu/business/student-success/internships/)

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).

For other relevant USF Core Policy Statements, see

<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>



Discussion Topics and Reading Assignments (See “Questions to Guide Your Reading,” on Canvas)

Introduction to Course and to Key Problems in the Anthropocene Epoch

- (1) M 1/9      **Introduction--Response of Business to Global Environmental Problems**  
Pre-Recorded Presentation(s) by Dr. Jermier  
BL: Forward; Prologue; Chapter 14, “Awakening the Mind and Spirit.”  
\*\*Gabrielle Schwarz (2022), *The Guardian*, “It Was Like An Apocalyptic Movie: 20 Climate Photographs that Changed the World.” (Optional Advanced Reading)  
www.theguardian.com/environment/2022/nov/05/20-climate-photographs-that-changed-the-world [Use this URL or google the website].  
\*\*World Wildlife Fund: *Living Planet Report, 2022* (Optional Advanced Reading)  
<https://livingplanet.panda.org/en-US/>  
\*\*World Economic Forum: *The Global Risks Report, 2022* (Optional Reading)
- (1) W 1/11      **Introduction to the Anthropocene Epoch**  
Friday, 1/13, 2:00-2:30 p.m., Optional Open Class Discussion on This Material with Dr. Jermier via Teams (Log on Through Canvas)  
\*\*Thomas L. Friedman (2016), “Mother Nature.” Chapter 6 in *An Optimist’s Guide to Thriving in the Age of Accelerations*. New York: Farrar, Straus & Giroux. Pp. 157-184.  
\*\*Will Steffen et al. (2018), *PNAS*, “Trajectories of the Earth System in the Anthropocene.” (Optional Advanced Reading)  
Video 1: Arlind Boshnjaku, Welcome to the Anthropocene  
Video 2: Will Steffen, The Anthropocene
- (2) M 1/16      **Martin Luther King Holiday, No Class**
- (2) W 1/18      **Reading Day, No Class (Catch Up if Necessary and Read Ahead for Weeks 3 and 4)**
- (3) M 1/23      **Key Problems in the Anthropocene Epoch: Climate Change I--Basic Issues**  
Pre-Recorded Presentation(s) by Dr. Jermier  
\*\*Thomas L. Friedman (2016), “Mother Nature.” Chapter 6 in *An Optimist’s Guide to Thriving in the Age of Accelerations*. New York: Farrar, Straus & Giroux. Pp. 157-184.  
\*\*Kieran Mulvaney (2022), *National Geographic*, “It’s Now or Never: UN Climate Report’s 4 Urgent Takeaways.” (Optional Advanced Reading)  
\*\*Jake Johnson (2022), *Common Dreams*, “Naomi Klein Calls for a ‘True People’s Summit’ in Wake of COP27 Failure.” (Optional Advanced Reading)  
Video 3: Bill Nye, Climate 101  
Video 4: C-SPAN, Snowball in the Senate
- (3) W 1/25      **Key Problems in the Anthropocene Epoch: Climate Change II--Advanced Issues**  
Pre-Recorded Presentation(s) by Dr. Jermier  
\*\*Thomas L. Friedman (2016), “Mother Nature.” Chapter 6 in *An Optimist’s Guide to Thriving in the Age of Accelerations*. New York: Farrar, Straus & Giroux. Pp. 157-184.  
BL: Chapter 13, “Science and Skeptics.”  
\*\*David Wallace-Wells (2019), *New York Times*, “Time to Panic.” (Optional Advanced Reading)  
\*\*Lina Tran & Joseph Winters (2022), *Grist*, “‘We Are at a Crossroads’: New IPCC Report Says It’s Fossil Fuels or Our Future.” (Optional Advanced Reading)  
Video 5: Skeptical Science, Arctic Sea Ice--Minimum Volumes  
Video 6: HHMI BioInteractive, The Science of Climate Change  
\*\*Assignment 1: Write 250 Word Quiz on Metaphor of the Bull Moose on the Trail. Upload to Canvas no later than 4:00 p.m., 1/25/23. See Details on Canvas 1/21/23.

- (4) M 1/30      **Key Problems in the Anthropocene Epoch: Feedback Loops, Tipping Points and Abrupt Environmental Change**  
**Online Material, “Hothouse Earth,” No Recorded Class**  
**\*\*Assignment 2: Write 300 Word Summary of Main Ideas in Podcast; Upload to Canvas no later than 4:00 p.m., 2/1/23. See Details on Canvas 1/27/23.**
- (4) W 2/1      **Key Problems in the Anthropocene Epoch: Feedback Loops, Tipping Points and Abrupt Environmental Change**  
Pre-Recorded Presentation(s) by Dr. Jermier  
**BL: Chapter 13, “Science and Skeptics.”**  
**\*\*Jon Queally (2019), *Common Dreams*, “Climate Tipping Points Could Hit Harder— and Sooner—Than We Think.”**  
**\*\*Matthew Rozsa (2021), *Salon Magazine*, “CO2 Levels Reach 3.6 Million-Year High.”**  
(Optional Advanced Reading)  
**\*\*Maureen Dowd (2021), *New York Times*, “Apocalypse Right Now.”** (Optional Advanced Reading).  
**\*\*Eve Andrews (2020), *Daily Grist*, “Will I Be Able to Tell When We’ve Reached a Climate Tipping Point?”** (Optional Advanced Reading)  
**\*\*Jonathan Watts (2019), *Daily Grist*, “Biodiversity Crisis Is About to Put Humanity at Risk, UN Scientists Warn.** (Optional Advanced Reading)  
**\*\*Kate Yoder (2019), *Daily Grist*, “Climate Crisis.”** (Optional Advanced Reading)  
**\*\*Eric Holthaus (2018), *Daily Grist*, “Terrified by ‘Hothouse Earth’? Don’t Despair— Do Something.”** (Optional Advanced Reading)  
**\*\*Skeptical Science (2022), “Nine ‘Tipping Points that Could Be Triggered by Climate Change.”** <https://skepticalscience.com/nine-climate-tipping-points.html> (Optional Advanced Reading)  
**Video 7: United Nations, Scientists Explain Tipping Points**
- (5) M 2/6      **Key Problems in the Anthropocene Epoch: Biodiversity Loss and Species Extinction**  
**HFC: Chapter 8, “The Age of Noah.”**  
**\*\*Thomas L. Friedman (2016), “Mother Nature.” Chapter 6 in *An Optimist’s Guide to Thriving in the Age of Accelerations*. New York: Farrar, Straus & Giroux. Pp. 157-184.**  
**\*\*Brandon Keim (2019), *Nautilus Magazine*, “Never Underestimate the Intelligence of Trees.”**  
**\*\*Kate Galbraith (2016), *San Francisco Chronicle*, “Review of *The Hidden Life of Trees*.”** (Optional Advanced Reading)  
**\*\*Damian Carrington (2018), *The Guardian*, “What Is Biodiversity and Why Does It Matter to Us?”** <https://www.theguardian.com/news/2018/mar/12/what-is-biodiversity-and-why-does-it-matter-to-us> (Optional Advanced Reading)  
**\*\*Ecosystem Services** <https://www.khanacademy.org/science/biology/biodiversity-and-conservation/ecosystems-ecosystem-services/v/ecosystem-services> (Optional Advanced Video)  
**Video 8: World Wildlife Fund, What Is Biodiversity?**  
**Video 9: Arizona State University, Why Is Biodiversity So Important?**  
**\*\*Assignment 3: Write a 500 Word Reflection Paper on the Intelligence of Trees; Upload to Canvas no later than 4:00 p.m., 2/8/23. See Details on Canvas 2/2/23).**



- (5) W 2/8      **Key Problems in the Anthropocene Epoch: Synthetic Chemical Pollution**  
\*\*Damian Carrington (2022), *The Guardian*, “Chemical Pollution Has Passed Safe Limit for Humanity, say Scientists”  
\*\*Tom Perkins (2022), *The Guardian*, “New US Lawsuit Targets ‘Forever Chemicals’ in Plastic Food Containers.”  
\*\*Kristen Wartman (2011), *Daily Grist*, “Are You Enjoying Your Daily Chemical Cocktail? (Optional Advanced Reading)  
\*\*Andreas Kortenkamp & Michael Faust (2018), *Science*, “Regulate to Reduce Chemical Mixture Risk.” (Optional Advanced Reading)  
\*\*Erin McCormick et al. (2019), *The Guardian*, “Americans’ Plastic Recycling Is Dumped in Landfills, Investigation Shows.”  
\*\*Damian Carrington (2020), *The Guardian*, “Microplastics Now Discoverable in Human Organs.” (Optional Advanced Reading)  
\*\*Mike Snider (2022), *USA Today*, “Microplastics Have Been Found in Air, Food, and now... Human Blood.” (Optional Advanced Reading)  
\*\*Tim Dickinson (2020), *Rolling Stone Magazine*, “How Big Oil and Big Soda Kept a Global Environmental Calamity a Secret for Decades” (Optional Advanced Reading)  
\*\*Jim Morris & Lauren Barryman (2021), *Truthout/Public Health Watch*, “Toxic chemicals linked to childhood cancer.” (Optional Advanced Reading)  
\*\*Erin Brockovich (2021), *The Guardian*, “Plummeting Sperm Counts, Shrinking Penises: Toxic [Forever] Chemicals Threaten Humanity.” (Optional Advanced Reading)  
Video 10: Rob Billot, *Dark Waters*—Official Trailer  
Video 11: Craig Leeson & Tanya Streeter, *A Plastic Ocean*—Official Trailer  
Video 12: Environmental Defense, *Slow Death by Rubber Duck*

Managing the Economy for Sustainability in the Anthropocene Epoch

- (6) M 2/13      **Solutions to Problems in the Anthropocene Epoch: What is Sustainability and Why Should We Care?**  
Pre-Recorded Presentation(s) by Dr. Jermier  
\*\*Thomas Prugh & Erik Assadourian (2003). “What is Sustainability, Anyway?” *World Watch Magazine*, Sept.-Oct.  
\*\*GGS: Chapter 1, “Introduction to the Global Green Shift.” (Optional Advanced Reading)  
Video 13: Roman Krznaric, *How to Be A Good Ancestor*  
\*\*Assignment 4: Calculate your personal ecological footprint and discuss details of your major sources of pollution in approximately 250 words. Upload your statement to Canvas no later than 4:00 p.m., 2/15/23. See Details on Canvas 2/10/23.
- (6) W 2/15      **Solutions to Problems in the Anthropocene Epoch: Comprehensive Planning**  
Friday, 2/17, 2:00-2:30 p.m., Optional Open Class Discussion on This Material with Dr. Jermier via Teams (Log on Through Canvas)  
HFC: Chapter 10, “Green is the New Red, White and Blue.”  
GGS: Chapter 11, “Energy that is Clean, Cheap, Abundant—and Safe.” (Optional Advanced Reading)  
Video 14: Leonardo DiCaprio, UN Messenger of Peace—Be Prepared to Discuss Mass Movement Devoted to “System Change, Not Climate Change” Using Tom Friedman’s Model of a Clean Energy System (HFC, Ch. 10) and L. DiCaprio’s Thesis Articulated in His UN Speech

- (7) M 2/20      **Solutions to Problems in the Anthropocene Epoch: Technology and Innovation**  
Pre-Recorded Presentation(s) by Dr. Jermier  
**HFC: Chapter 11. “205 Easy Ways to Save the Earth.”**  
\*\*Stephen Pacala & Robert Socolow (2004). *Science*, “Stabilization Wedges: Solving the Climate Problem for the Next 50 Years with Current Technologies.” (Optional Advanced Reading)  
\*\*Clive Thompson (2021), *Mother Jones*, “Is Sucking Carbon Out of the Air the Solution to Our Climate Crisis?” (Optional Advanced Reading)  
\*\*Kelsey Piper (2022), *Vox*. “AI Experts Are Increasingly Afraid of What They’re Creating.” (Optional Advanced Reading)  
<https://www.vox.com/the-highlight/23447596/artificial-intelligence-agi-openai-gpt3-existential-risk-human-extinction> [Use this URL or google the website].  
**Video 15: Scott Brusaw, Solar FREAKIN’ Roadways!**  
**Video 16: United Nations, A Technofix for the Climate? Atmospheric Geo-Engineering**  
**\*\*Assignment 5: Write 300 Word Essay on a Recent, Green Technological Innovation. Use Sign Up Sheet to Select a Unique Technology No Other Student Has Selected. Upload to Canvas no later than 4:00 p.m., 2/22/23. See Details on Canvas 2/10/23.**
- (7) W 2/22      **Solutions to Problems in the Anthropocene Epoch: Government (U.S., China, India)**  
Friday, 2/24, 2:00-2:30 p.m., Optional Open Class Discussion on This Material with Dr. Jermier via Teams (Log on Through Canvas)  
**HFC: Chapter 14. “If It Isn’t Boring, It Isn’t Green.”**  
\*\*Damian Carrington (2021), *The Guardian*, “Fossil Fuel Industry Gets Subsidies of \$11 Million a Minute, IMF Finds.”  
GGS: Chapter 5, “No Wonder China and India Are Pursuing Green Growth Strategies So Vigorously.” (Optional Advanced Reading)  
HFC: Chapter 17. “Can Red China Become Green China?” (Optional Advanced Read)  
\*\*Bill Spindle (2022), *New York Review of Books*, “On the Grid in Leisang”(Greening India). (Optional Advanced Reading)  
\*\*Antoine Dechezlepretre et al. (2019), *International Review of Environmental and Resource Economics*, “Do Environmental and Economic Performance Go Together?” (Optional Advanced Reading)  
\*\*Daniel Ross (2019), *Truthout*, “‘Green Amendment’ Movement Demands State Constitutional Right to Clean Environment.” (Optional Advanced Reading).  
\*\*Guillaume Chapron et al. (2019), *Science Magazine*, “A Rights Revolution for Nature.” (Optional Advanced Reading).  
\*\*Dominic Dudley (2019), *Forbes Magazine*, “China Is Set to Become the World’s Renewable Energy Superpower.” (Optional Advanced Reading).  
\*\*Angelique Chrisafis (2021), *The Guardian*, “That’s a Wrap: French Plastic Packaging Ban for Fruit and Veg Begins.” (Optional Advanced Reading).  
\*\*Joseph Winters (2022), *Grist*, “California Passes Nation’s Toughest Plastic Reduction Bill.” (Optional Advanced Reading).  
**Video 17: United Nations, What Is the Paris Agreement?**  
Video 18: WION Climate Tracker, Gabon—World’s Second Most Forested Nations Pushes for Sustainable Logging. (Optional Advanced Video)
- (8) M 2/27      **No Class**
- (8) F 3/3      **Exam I (1:00 p.m.-2:30 p.m. Eastern Time Zone—Tampa, Florida)**  
**Your Take Home Essay Questions Are Due Before 1:00 p.m., 3/3/23**

Managing Firms for Sustainability in the Anthropocene Epoch

- (9) M 3/6      **Solutions to Problems in the Anthropocene Epoch: Activist Corporations**  
Pre-Recorded Presentation(s) by Dr. Jermier  
\*\*David Lubin & Daniel Esty (2010), *Harvard Business Review*, “The Sustainability Imperative.” Pp. 1-4, 8-9.  
\*\*Kate Yoder (2022), *Grist*, “What’s Wrong with the Economy? Climate Change, for One.” (Optional Advanced Reading)  
\*\*Michael Lenox & Aaron Chatterji (2018), *Can Business Save the Earth? Innovating Our Way to Sustainability*. Chapter 1, “Business as Savior.” (Optional Advanced Reading).  
\*\*Leslie P. Norton (2021), *Barron’s*, “Corporations Are the New Activists after Capitol Riot.” (Optional Advanced Reading).  
\*\*Jennifer Lewington (2022), *Corporate Knights*, “Should Corporations Be Activists?” (Optional Advanced Reading).  
\*\*Mark Hillsdon (2022), *Reuter’s*, “How Employees Are Taking Companies to Task over Climate Change.” (Optional Advanced Reading).  
\*\**We Mean Business Coalition* (2022). “Leading Companies Are Going All In and Seizing the Opportunity of Climate Action.” (Optional Advanced Reading).  
<https://www.wemeanbusinesscoalition.org/business/> (Optional Advanced Reading).  
\*\*Justin Worland (2022), *Time Magazine*, “Planet Earth’s Future Now Rests in the Hands of Big Business.” (Optional Advanced Reading).  
Video 19: CNBC, Salesforce.com CEO Marc Benioff and the New Capitalism  
Video 20: World Wildlife Fund, Our Planet... Too Big to Fail—Institutions and Business (Optional Advanced Video)
- (9) W 3/8      **Responses to the Sustainability Imperative: Manufacturing Doubt**  
Friday, 3/10, 2:00-2:30 p.m., Optional Open Class Discussion on This Material with Dr. Jermier via Teams (Log on Through Canvas)  
\*\*David Michaels (2005). *Scientific American*, “Doubt Is Their Product.”  
Video 21: Naomi Oreskes & Erik Conway, Merchants of Doubt (Official Trailer)  
\*\*Assignment 6: Write 250 Word Quiz on Manufacturing Doubt; Upload to Canvas no later than 4:00 p.m., 3/8/23. See Details on Canvas 3/4/23.
- (10) M 3/13      **Winter/Spring Break, No Class**
- (10) W 3/15      **Winter/Spring Break, No Class**
- (11) M 3/20      **Responses to the Sustainability Imperative: The Greenwash Effect**  
Pre-Recorded Presentation(s) by Dr. Jermier  
\*\*David Gelles (2015), *New York Times*, “Social Responsibility that Rubs Right Off.” *TGE*: “Introduction,” “Conclusion.”  
\*\*Katie Jahns (2022), *CNBC*, The Environment Is Gen Z’s No. 1 Concern—And Some Companies Are Taking Advantage of That  
\*\*Joseph Winters (2022), *Grist*, “Beyond Greenwashing: How Chain Restaurants Could Actually Address Their Climate Pollution” (Optional Advanced Reading)  
\*\*Joseph Winters (2022), *Grist*, “With ‘Real Zero,’ NextEra Pushes Back Against Deceptive Carbon Offsets.” (Optional Advanced Reading)  
Video 22: Greenwashing Satire (Blurry)  
Video 23: CBC Marketplace, Greenwashing—Busting Eco-Labels (First 2 Minutes and 7:00-8:40)

- (11) W 3/22     **Responses to the Sustainability Imperative: The United Nations Global Compact**  
Friday, 3/24, 2:00 p.m., Optional Open Class Discussion on This Material with Dr. Jermier via Teams (Log on Through Canvas)  
\*\*The Earth Charter's Preamble and Principles (2018). (Use it to construct your vision of environmental sustainability).  
\*\*Andreas Rasche (2009), *Business & Society*, "A Necessary Supplement": What the United Nations Global Compact Is and Is Not." (Optional Advanced Reading)  
Video 24: United Nations, 21 Years of the UN Global Compact Uniting Business for a Better World  
Video 25: Georg Kell (UNGC), Business in Society (Watch from 2:30 minute mark to about 5:30 minute mark for details on Communication on Progress)
- (12) M 3/27     **Responses to the Sustainability Imperative: The Sustainable Development Goals, Science Based Targets, and the Global Reporting Initiative**  
Pre-Recorded Presentation(s) by Dr. Jermier  
\*\*Victor Chan (2021), *Ernst & Young Online*, "Why There is an Urgent Need for Global Sustainability Standards." (Optional Advanced Reading)  
\*\*Mike Scott (2022), *Reuters.com*, "Writing on the wall' for US companies with SEC's Tough New Rules on Reporting Climate Risk." (Optional Advanced Reading)  
Video 26: World Business Council, CEO Guide to the Sustainable Development Goals  
Video 27: Science Based Targets Initiative, Science Based Targets  
Video 28: Moneyball, Science vs. the Scouts  
Video 29: GRI Secretariat, The GRI Sustainability Reporting Standards  
Video 30: Global Reporting.org, Our Vision for the Future of Reporting
- (12) W 3/29     **Responses to the Sustainability Imperative: Case Study of Walmart and Sustainability Reporting**  
Pre-Recorded Presentation(s) by Dr. Jermier  
Laura Close (2018), *Boss Magazine*, "Walmart Sustainability at All-Time High."  
Video 31: Walmart, Project Gigaton 101  
\*\*Assignment 7: Write 300 Word Paper on Walmart's Programs with Science Based Targets and The Credibility of Their ESG Reporting (2022). Upload to Canvas no later than 4:00 p.m., 3/29/23. See Details on Canvas 3/24/23
- (13) M 4/3     **Responses to the Sustainability Imperative--Case Study of Patagonia, Inc.**  
\*\* Interview with Yvon Chouinard, Patagonia Founder and CEO  
\*\*Assignment 8: Write 500 Word Paper Summarizing Key Points in the Patagonia Video and Assessing Their Sustainability Website—Footprint Chronicles. Upload to Canvas no later than 4:00 p.m., 4/5/23. See Details on Canvas 3/31/23
- (13) W 4/5     **Responses to the Sustainability Imperative: Metaphors for Change (Case Study of Interface Carpets, Part 1)**  
Friday, 4/7, 2:00-2:30 p.m., Optional Open Class Discussion on This Material with Dr. Jermier via Teams (Log on Through Canvas)  
BL: Chapter 1. "Mission Zero;" Chapter 2: "The Power of One Good Question;" Chapter 4: "Mountain Climbing."  
Video 32: Interface Carpets, Ray Anderson on Sustainability and History of Interface  
\*\*Assignment 9: Write 300 Word Quiz on the Image of Mount Sustainability. Upload to Canvas no later than 4:00 p.m., 4/12/23. See Details on Canvas 4/7/23

- (14) M 4/10     **Responses to the Sustainability Imperative: Case Study of Interface Carpets, Part 2**  
BL: Chapter 5, “Zero Waste.”  
BL: Chapter 6, “Smokestacks and Other Relics.”  
Video 33: IndyStar, Subaru Indiana Works As A Zero Waste Landfill Site
- (14) W 4/12     **Responses to the Sustainability Imperative: Case Study of Interface Carpets, Part 3**  
BL: Chapter 7. “Plugging into the Sun.”  
BL: Chapter 8. “Round and Round They Go.”  
Dave Pareesh (2020), *Yahoo Finance*, “Google Aims to Run on Carbon-Free Energy by 2030.” (Optional Advanced Reading)  
Stephen Nellis (2021), *Reuters*, “Salesforce Acts on Climate, Requiring Suppliers to Set Carbon Goals.” (Optional Advanced Reading)  
Video 34: Interface, Solar Made Carpet at Bentley  
Video 35: Blackbox Film & Media, Welcome to Sodom  
Video 36: Dell’Orco & Villani, New Titan Textile Recycling Machine
- (15) M 4/17     **Responses to the Sustainability Imperative: Case Study of Interface Carpets, Part 4**  
BL: Chapter 11. “The Final Ascent.”  
BL: “Tomorrow’s Child” (Poem from Chapter 15, pp. 271-272)  
Video 37: CBS, The Fascinating World of Biomimicry  
Video 38: In the Green, What Nature Can Teach Us about Sustainable Business  
Interface Carpets and Sustainability Metrics (“Mission Zero”)  
([www.interfaceglobal.com/Sustainability.aspx](http://www.interfaceglobal.com/Sustainability.aspx)) (All Groups—Review Website)
- \*\*Assignment 10: On March 27, 2023, you will be randomly assigned a chapter from Anderson’s *Business Lessons* (5, 6, 7, 8, or 11) and will be asked to prepare a 5 minute (maximum) video summary of the chapter’s key points. Record your summary using the Rich Content Editor on Canvas, or Zoom, or another MP4 Video Recorder and then upload your completed file on the Canvas Assignment link. Be sure to introduce yourself and your chapter title at the beginning of your talk. Also, be sure to upload separately the written script you prepare as the basis for your talk. Upload to Canvas no later than 4:00 p.m., 4/17/23. See Details on Canvas 3/27/23**
- (15) F 4/21     **Exam II (1:00 p.m.-2:30 p.m. Eastern Time Zone—Tampa, Florida)**  
**Your Take Home Essay Questions Are Due Before 1:00 p.m. on 4/21/2023**
- (16) M 4/24     **Reading Day, No Class**
- (16) W 4/26     **Reading Day, No Class**
- (17) M 5/1       **No Class**
- (17) W 5/3       **No Class**