People, Environment & Sustainability

Course Syllabus, Fall 2014
2170 Grainger Hall

IES 402

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In association with
the Office of Sustainability
COURSE OVERVIEW

Objectives:

This course is for students interested in sustainability, and the ways in which sustainability affects all of us, in all of our interactions with society. The goal of the course is to give students knowledge and skills so that you can understand and act on the principles of sustainability and integrate this knowledge into your professional life.

It is clear that leadership in the sustainability area is coming from, and indeed must come from, the private sector. Consequently, for 16 years, this course was cross-listed with the School of Business. This year, that cross-listing was dropped, but it’s not because business has become any less important. In fact, as one of, if not THE, dominant social institution of our time, corporations are the only institutions that have the financial resources, the technology, the know-how and the global reach to successfully respond to the challenge of sustainability. You may think that business is the source of many of our sustainability challenges, but they also offer greater potential to address these challenges than any other institution!

Businesses are taking responsibility for social issues which previously were the responsibility of government. This class will highlight important innovations – both technical and social – occurring around the world. We will look at the business response to sweatshops and the emergence of fair trade efforts. We will look at new models of business, such as social enterprises and mutual corporations, that indicate “business” is a term that includes many forms other than your traditional manufacturer.

Since effective management will mean learning to work with environmental groups, regulators, consumers and others, 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 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 (you may not believe that, but I do). 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 representative of the university, I have a responsibility to coax the very best from you because you WILL become the next generation of leaders. Where you go from here, what you accomplish, and 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 reading load (I hear this from students each 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. If you will be absent, please email Tom in advance to let him know. Advance notice of a planned absence will not hurt your grade, simply missing class may not.
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. I expect that every student will make this class a high priority during the semester.

As part of class participation, I encourage appropriate laptop use. Inappropriate laptop use includes viewing non-relevant sites, instant messaging, e-mailing, gaming and shopping during class. If you would 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. Please be thoughtful and considerate of your classmates schedules but place a priority on meeting when needed.

**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. It's rooted in your knowledge of the difference between right and wrong, and you shape yourself, decision by decision, across your lifetime. Integrity 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. As Chinua Achebe (Nigerian novelist, poet, professor, and critic) said: “One of the truest tests of integrity is its blunt refusal to be compromised.”

I will ask that you provide brief comments, reflections or questions from the readings each week to an email distribution list (envirst402-2-f14@lists.wisc.edu). Please don’t send a response if you haven’t really done all the readings--ala the integrity issue. 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 a readings response for that week.

**READING RESPONSES**

As described above, each week you will be asked to send the list serve envirst402-2-f14@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. Your responses form the backbone of our discussions each week, so let me know what interests you, what you have questions about or what you disagree with. Keep your responses SHORT! There will be a lot of responses each week, and I am reading them all on Monday, so keep your response to a paragraph or two. I do not expect you to read all of the readings responses that come in each week (but I know some of you will be curious about what others are writing).

**INVESTING IN SUSTAINABILITY**

You will work within different groups during the semester. Your first group will meet early in the semester to develop a Socially Responsible Investment portfolio. I will provide you resources for investing in sustainable companies or mutual funds. 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.

**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). Short is hard. However, Steve Jobs wrote: “Simple can be harder than complex. You have to work hard to get your thinking clean to make it simple. But, it’s worth it in the end, because once you get there, you can move mountains.”

I will not grade the first draft of either of these assignments, but rather will provide comments on how to be clearer, more persuasive or more organized in your presentation. This kind of writing is much different than what you have
been taught in college, but I expect each of you to have mastered this type of writing (which is what is used in the professional world) by the time you leave this class. It is important to note that I will grade you 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.

Anna Meding will be the TA for the class. She will be able to answer any questions you have about the class, about the readings or about the assignments. One very important role that she will play is as a liaison between each project team (see below) and your client. Please keep her in the loop on the progress of your team.

INFOGRAPHIC ASSIGNMENT
You will be engaged in a creative project. Why? To change your perspective (and, if you are successful, to change the perspective of the audience). When we create a new way of viewing or thinking about something, we create the possibility for different results in our world. As Norman Vincent Peale said, "Change your thoughts and you change the world." Thus, even though you did not sign up for a humanities class, you will be required to exercise your creativity. You may (meaning you can work alone) work in pairs to produce an Infographic related to sustainability.

Thanks to millions of years of evolution, we are genetically wired to respond differently to visuals than text. Dr. Lynell Burmark, said, "...unless our words, concepts, and ideas are hooked onto an image, they will go in one ear, sail through the brain, and go out the other ear. Words are processed by our short-term memory while images go directly into long-term memory where they are indelibly etched."

The ability of infographics to communicate and influence is undeniable and inescapable. The use of infographics continues to expand. Why? Because infographics do what text alone cannot do. Infographics quickly affect us both cognitively and emotionally:

1) Cognitively: Graphics expedite and increase our level of understanding. They increase comprehension, recollection, and retention. Visual clues help us decode text and direct attention which increases the likelihood that the audience will remember.

2) Emotionally: Pictures enhance or affect emotions and attitudes. Graphics engage our imagination and heighten our creative thinking by stimulating other areas of our brain (which in turn leads to a more profound and accurate understanding of the presented material).

Pictures interact with text to produce levels of comprehension and memory that exceed what is produced by text alone. Without graphics, an idea may be lost in a sea of words. Without words, a graphic may be lost in a sea of ambiguity.

By class on Nov 10th, please develop an infographic related to sustainability. To prepare for this, you may want to subscribe to http://dailyinfographic.com/. (Also see http://www.miniature-earth.com/ for an excellent example of an infographic). You will need to design, produce and proof your final project before submission. All submissions will be permanently included on the class webpage (www.uwsustainability.com)

PERSONAL RESEARCH PROJECT
For this project, you are being asked to 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 the concept of sustainability. This project involves research into possible alternative futures for you. 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 vision (cause), 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” (this is your vision)? Do you have an answer for “what do you want to do” (this is your mission)? Have you explicitly identified your personal values?

Developing a vision (cause), mission and values is a serious business. It takes time. And effort. But it is worth it.

Vision/Cause
A cause answers the question “why”? “Why are we in business?” “Why do I want to work?” The answer must be deeper than to return value to shareholders, or to bring home a paycheck. Understanding “why” creates purpose and helps focus you on 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. By writing your cause down on paper, I hope to encourage you to think about why you are looking at the field you are.

Vision statements are heart-felt and values based, 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 what statement and a unifying statement. It can describe what an organization is in business to do, or it can describe what you envision yourself doing in a job. 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/Vision statement, a Mission statement and identify your ten key Values. From these, you will also be required to submit 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.

SEMESTER PROJECT
You will be asked to work in groups on a project that will not only satisfy a major portion of your grade, but will also satisfy a need of the “client” that you are working with. Descriptions of the possible projects are provided by the first class, and you will have the opportunity to identify your top 3 choices. Once on your team, you will provide your recommendations to your client on how to move forward, along with extensive justification. In general, your final project will be an advocacy piece to convince your client 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 all must be done in no more than 5 pages (single-spaced). (Appendices may be added as needed.)

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 regularly 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. The web site is www.uwsustainability.com

**SOCIAL MEDIA (EXTRA CREDIT)**

For those of you interested, I would welcome your voices in developing TWEETS that will be distributed through the WI Sustainable Business Council Twitter page (#wisustainablebc). We currently have 453 followers, so you will be reaching a fair number of people. If you post at least one tweet a week for at least 12 weeks, you will earn an extra 5% toward your final grade. In order to get credit, your tweets must be in your voice – meaning that in 140 characters you must do more than just recite a new fact. All tweets must be related to business sustainability (issues of interest on campus to students do not count). This is an exceptional opportunity to earn extra credit by investing 10 – 15 minutes a week over the course of the semester.

**CLIMATE KNOWLEDGE PROJECT (EXTRA CREDIT)**

The Climate Knowledge Project organizes peer-facilitated discussion groups that meet once a week for 5 weeks. In these groups -- come together to learn, think and reflect about climate change reality and solutions – over food!

CKP participants are required to prepare each week by reading and watching videos related to climate change (1 hour a week) and attend the weekly group for 5 weeks (each session lasts 1.5 hours). The discussion groups run from the week of October 20 to the week of November 17. Each group has 8-12 participants.

If you attend all 5 weeks, you will earn an extra 5% toward your final grade.

If you would like to know more about CKP or if you have questions regarding it, please write to Amulya Rao at ponnavishwes@wisc.edu or Terry Ross at terryross@wisc.edu

**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.

5% will be based upon your personal research project

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

15% of your final grade will be based upon your creative project.

30% 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 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 24 out of the 30 points available).

**Books:**

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


**REQUIRED READINGS:** Reading Packet available. However, if you are comfortable reading articles on-line, we will provide either a web address or an electronic copy of all readings. Please **do not** print these off in order to read them. First, you will spend more than you would have if you would have purchased the reading packet, and second, you will not print them off on as “green” of paper as will be used for the reading packet. If you want a hard copy of the reading packet, let Tom know.
**September 8)** Introduction - 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, we will discuss the semester projects. Third, we will review responsibilities as a team member. Fourth, I’ll introduce you to what I mean when I talk about sustainability. Finally, each of you will introduce yourselves and we’ll have a little fun.

**Readings:** What Executives Don’t Get About Sustainability (and Further Notes on the Profit Motive), interview by Michael Hopkins, MIT Sloan Management Review, Vol 51, No. 1, [http://www.sustainability.umd.edu/content/curriculum/Chesapeake_Project_Resources/what_execs_dont_g et.pdf](http://www.sustainability.umd.edu/content/curriculum/Chesapeake_Project_Resources/what_execs_dont_g et.pdf)


**September 15)** Sustainability: Trends and Current Issues

In order to lay the foundation for the future, Tom will talk about trends and current issues in business sustainability. What are businesses doing, why are they doing what they are doing and what changes are businesses preparing for. Tom will also talk about his work with the WI Department of Natural Resources and the WI Sustainable Business Council.

**Readings:** Embedded Sustainability: The Next Big Competitive Advantage, by Chris Laszlo and N Zhemębajeva, ch 1, 2011, [http://www.greenleaf-publishing.com/content/pdfs/embed_ch1.pdf](http://www.greenleaf-publishing.com/content/pdfs/embed_ch1.pdf)


Cradle to Cradle, ch 1 - 3.

**PROJECT PREFERENCES DUE**

**INVESTMENT TEAMS FORMED**

**September 22)** Sustainability and the Developing World

One of the great challenges for students is to hold in their minds both the challenges of the developed world, and the challenges of the developing world. What role do first world governments play in shaping development in the third world? What about foundations like the Bill and Melinda Gates Foundation? Or for that matter, the Peace Corps? Tom will talk about the role that WI Microfinance is playing in Haiti, the emerging role of crowd-funding, the power of the internet to share information, and the drive toward ever greater transparency.


Cradle to Cradle, ch 4 - 6.

**PROJECT TEAMS DISTRIBUTED**
INVESTMENT DECISIONS DUE

September 29) Sustainability and the Built Environment
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. Angela will talk about the growing interest in Green Building, efforts of UW to foster a green building ethic, and efforts underway to get even more building being done using a green approach.

**Guest Lecturer:** Angela Pakes Ahlman, P.E., LEED AP, Office of Sustainability, UW

**Readings:**


Big Pivot, Part 1, chs 1 - 4

October 6) Sustainability and Food
We all eat. We all make decisions about what we eat and where we purchase our food from. These issues are profoundly sustainability issues. From the rise in interest in organic food, to the food miles our produce travels to the impact on the Gulf of Mexico from the overuse of pesticides in the upper Midwest, our food choices are sustainability choices. Jed will talk about the growing of our food, the pressure to produce more and how we will feed the growing population in the world.

**Guest Lecturer:** Jed Colquhoun, Professor, College of Ag and Life Sciences, Madison

**Readings:**


(How to Write a Letter to the Editor from Oregon State University, [http://extension.oregonstate.edu/eesc/how-to/how-write-letter-editor](http://extension.oregonstate.edu/eesc/how-to/how-write-letter-editor))

**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 the word limitation of the paper you choose and must be both submitted to Tom and submitted for publication. You get 2
extra credit points for bringing in your published letter to the editor!

October 13) Sustainability as an Issue of the Heart
Over the course of the semester, I will present evidence to you that there is a compelling business case for sustainability (meaning that it can help a company’s economic performance). In addition to the business case, there are some companies that take on the challenge of acting more sustainably for reasons grounded in a concern for the future or because it “is the right thing to do”. One CEO that argued this more eloquently than any other was Ray Anderson from Interface. Ray died a couple of years ago, and his shoes are being filled by Dr Jeffrey Thompson, CEO of Gunderson Lutheran, a healthcare organization out of LaCrosse. He will talk generally about the importance of integrating sustainability considerations into business decisions, and reflect on how sustainability is something that can reflect one's values and sense of responsibility for society.

**Guest Lecturer:** Dr Jeffrey Thompson, CEO, Gundersen Health System, LaCrosse, WI

**Readings:**
http://www.greenbiz.com/blog/2011/04/20/should-business-have-conscience

Reimagining the World was a Responsibility, by Paul Hawken, Aug 11, 2011
http://www.greenbiz.com/blog/2011/08/11/reimagining-world-was-responsibility?page=0

Interface’s Net-Works Program: A New Approach to Creating Social Value through Sustainable Sourcing, by Makely Lyon, J Rivera, L Smith and P Wangwongwiroj, case 1-429-374, William Davidson Institute, Univ of Michigan, Feb 19, 2014

Excerpts from Confessions of a Radical Industrialist by Ray Anderson

Big Pivot, Part II, chs 6 – 10 (vision pivot and valuation pivot)

October 20) Sustainable Energy Options
When I ask sustainability professionals what their most important issue is, almost all of them explain that at the present, sustainability is synonymous with energy. Obviously, energy is a key issue, whether we are looking at energy efficiency, the use of alternative energy, energy from a security perspective, or simply the reduction of energy bills. Not only do energy issues impact our environment, but they impact the people living in both the developed world and the developing world. John will provide an overview of the future of energy use in this country, and around the world, and also highlight what some of the social issues are that are associated with energy.

**Guest Lecturer:** John Nelson, Adjunct Professor, School of Engineering; Managing Director Global infrastructure Asset Management

**Readings:**
Powering Forward: Presidential and Executive Actions to Drive Clean Energy in America, published by the Center for the New Energy Economy at Colorado State University, 2014 (read at least the Executive Summary), http://cnee.colostate.edu/p/powering-forward

Can Environmentalists Learn to Love a Texas Coal Plant, by Marc Gunther, Yale Environment 360, (May 2012) http://e360.yale.edu/feature/can_environmentalists_learn_to_love_a_texas_coal_plant/2535/

Why Are Environmentalists Taking Anti-Science Positions?, by Fred Pearce, Yale Environment 360, (October 2012) http://e360.yale.edu/feature/why_are_environmentalists_taking_anti-science_positions/2584/

**Watch:** The Energy Endgame - with Mario Molina and Robert Laughlin, http://www.youtube.com/watch?v=BPbYtMS_4UY
October 27) 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. Tom will talk about the evolution of state environmental regulatory agencies and the development of more cooperative approaches to environmental protection.


Paper Assignment: Second paper due. In two pages (no more) develop at least two, but no more than four recommendations for your current employer (if you are employed) or, if you are not, develop at least two, but no more than four recommendations for a business you have worked for, one that a close friend or family member works for, or one you frequent. Your purpose for this memo is to lay out specific recommendations 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. 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 3) The Role of Local Partners in Promoting Sustainability
Given the relative absence of engagement by state and federal governments on the transition to a more sustainable society, others have stepped forward. Over the course of the semester, we have talked extensively about the role of businesses. We have also talked about the changing role of state and federal governments. There are, of course, other players in the sustainability arena. Matt will talk about the role of local governments, and one of the readings below will talk about the changing role of non-profits.

Guest Lecturer: Bill Mitchell, Executive Director/COO, Waukesha County Economic Development Corporation, Waukesha County, WI


Conscious Capitalism, Introduction, chs 1-2

**November 10** Sustainability and Big Businesses

Big business is in the unique position that they can bring about systematic change because of their market position and clout. One such business that has been visible in their commitment to sustainability has been Domtar. David will talk about recent sustainability initiatives, the "drivers" of those initiatives (customers, supply chain, employees, risk, community, etc) and the future of sustainability both within Domtar and more broadly within the paper industry.

**Guest Lecturer:** David Struhs, Domtar Paper


Planning for a Sustainable Future: The Ideas that Will Shape EHS & Sustainability Management in the Year to Come, published by the National Association for Environmental Management, [http://enablond.com/reports/planning-for-a-sustainable-future](http://enablond.com/reports/planning-for-a-sustainable-future)

Conscious Capitalism, Part 1, chs 3-4

**InfoGraphic Assignment**

The ability of infographics to communicate and influence is undeniable and inescapable. The use of infographics continues to expand. Why? Because infographics do what text alone cannot do. Infographics quickly affect us both cognitively and emotionally:

1) Cognitively: Graphics expedite and increase our level of understanding. They increase comprehension, recollection, and retention. Visual clues help us decode text and direct attention which increases the likelihood that the audience will remember.

2) Emotionally: Pictures enhance or affect emotions and attitudes. Graphics engage our imagination and heighten our creative thinking by stimulating other areas of our brain (which in turn leads to a more profound and accurate understanding of the presented material).

Pictures interact with text to produce levels of comprehension and memory that exceed what is produced by text alone. Without graphics, an idea may be lost in a sea of words. Without words, a graphic may be lost in a sea of ambiguity.

By class on Nov 10th, please develop an infographic related to sustainability. To prepare for this, you may want to subscribe to [http://dailyinfographic.com/](http://dailyinfographic.com/) (Also see [http://awea.files.cms](http://awea.files.cms).
plus.com/FileDownloads/pdfs/INFOGRAPHIC_Top_AWEA_Factoids_July_2014_PDF.pdf for an excellent example of an infographic). You will need to design, produce and proof your final project before submission. All submissions will be permanently included on the class webpage (www.uwsustainability.com)

**November 17)** Sustainability and Sweatshops, Fair Trade and Global Outsourcing

Fair Indigo is a local, fair trade clothing retailer. The founders left Lands End to set up a company that would ensure that all suppliers would be fairly treated and compensated for their work. The store has weathered difficult economic times, but the business model seems to be working. Bill will talk about the importance of ethically sourcing their inventory and describe some of the challenges that they faced, and continue to face, as a business.

**GUEST LECTURER:** Bill Bass, Chairman, Co-founder, Fair Indigo.


Conscious Capitalism, Part 2, chs 5 – 12

**November 24)** Realized (Super)Power

In a world stricken with gloom and daunting challenges it is imperative that individuals believe in the future. The need to acquire new creative/innovative ways to solve societal/sustainability challenges is imperative, yet most people believe their individual actions don’t matter. This lecture explores the individual power by framing higher level thinking skills as superpowers. This approach will highlight a new systems thinking approach to uncover a hidden world, explore ethical implications, and encourage individuals to take ownership of their actions.

“I wonder....could the superhero be the best current representation of something we all might become, if we allow ourselves to feel worthy of a tomorrow where our best qualities are strong enough to overcome the destructive impulses at work in the world?”

**GUEST LECTURER:** Travis Blomberg, Environment & Resources, M.S., Certificate in Business, Environment, & Social Responsibility


Conscious Capitalism, Part 4, chs 15-18 (skip part 3)

December 1) Final papers due and first presentations of Final Papers to entire class.

December 8) Presentation of remainder of Final Papers to entire class.

Summary Schedule:
September 15: Project preferences due

September 22: Project teams created

October 6: 1st paper due

October 27: 2nd paper due.

November 10: Infographic due.

December 1: Final papers due. Presentation of first papers (this is a formal presentation).

December 8: Presentation of rest of papers (this is a formal presentation). Personal Research Projects Due.

(December 3, WI Sustainable Business Council Conference at Harley Davidson Museum in Milwaukee)
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 paradisal dream.
Its hardship is its possibility.

-Wendell Berry