



UNIVERSITY OF
ARKANSAS
SAM M. WALTON
COLLEGE OF BUSINESS

COURSE SYLLABUS

Course: WCOB 3003H Honors College Colloquium:

Consumer Goods, Sustainability and the Global Supply Chain

Prerequisite: Junior or senior standing. May be repeated for up to 6 hours of degree credit.

Course Textbooks - required

Cavagnaro, E., & Curiel, G. 2012. *The three levels of sustainability*. Sheffield, UK: Greenleaf.

Required Software: Blackboard and internet access, email

Other Materials: Cases and other materials will have to be downloaded/purchased from the appropriate websites (Harvard, Ivey, etc.).

Class Time: Tuesday and Thursday at 11:00am – 12:20pm. **Class Location:** WCOB 203

Books – recommended reading

Zadek, S. 2007. *The civil corporation* (2nd ed.). London: Earthscan.

Senge, P. M., Smith, B., Kruschwitz, N., Laur, J., & Schley, S. 2008. *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. New York: Doubleday.

Speth, J. G. 2009. *The bridge at the edge of the world: Capitalism, the environment, and crossing from crisis to sustainability* New Haven: Yale University Press.

Benyus, J. M. 2002. *Biomimicry: Innovation inspired by nature*. New York: Harper Perennial.

McDonough, W., & Braungart, M. 2002. *Cradle to cradle: Remaking the way we make things*. New York: North Point Press.

Hawken, P. 2010. *The ecology of commerce: A declaration of sustainability* (Revised ed.). New York: Harper Business.

Safina, C. 1997. *Song for the blue ocean: Encounters along the world's coasts and beneath the seas*. New York: Henry Holt & Co.

Diamond, J. 2005. *Collapse: How societies choose to fail or succeed*. New York: Penguin Books.

Laszlo, C., & Zhexembayeva, N. 2011. *Embedded sustainability: The next big competitive advantage* Sheffield, UK: Greenleaf.

Course Description:

This course is titled “Consumer Goods, Sustainability and the Global Supply Chain”, but we aim to initially create a broader context for understanding sustainability at three levels—societal, organizational, and individual. Social and environmental challenges have become strategic issues for business, where managers increasingly struggle to integrate sustainability—social, environmental and economic—into organizational strategy formulation and implementation. Through a series of readings and cases, this course is designed to introduce you to the critical strategic and managerial issues in developing, implementing and adapting strategy to create environmental, social and economic value in the context of consumer goods and the global supply chain. Anchoring the class will be a series of case studies that we will use to explore the

sustainability journey of Walmart. These studies touch on a number of key sustainability concepts, including values-based leadership, globalizing sustainability, marketing sustainability, voluntary standards and governance, stakeholder engagement, and the role of the global supply chain. Overall, we will consider the role of the firm in producing sustainability.

Course Objectives:

By the end of the course, you should be able to

- Demonstrate your understanding of sustainability at three levels—societal, organizational, and individual.
- Identify commons problems and collective actions for sustainability, including how sustainability agendas might be enabled or constrained by individuals, organizations and societies.
- Apply course typologies, theories and concepts as a means of developing, analyzing and implementing sustainability strategies.

Course Philosophy:

Our approach to this class is based on a premise that economic activity is a subset of the human endeavor, which itself is a subset of the natural environment. Further, these relationships are mutually influencing across all levels. A relatively recent phenomenon is the extent to which the human endeavor is organized, and also the extent to which people both shape and are changed by their organizations. That is, organizations are comprised of people who socially construct their lived world and accordingly have different interpretations of that



world; although, organizations seek to shape that reality. Even so, the efficiencies that result from organized activity generally provide for an amplification of the pace and context of change. Therefore, we can expect our theories, at best, to only approximate the real situations that you face, or will face, in your role as a manager in a socially-constructed world both enabled and constrained by the natural environment; a world in which collaboration has become a strategic necessity across organizational and sector boundaries. [The foregoing is longhand for saying it's a complicated, contested, changing world and we don't have all the answers.]

As we develop an understanding of sustainability at three levels—societal, organizational, and individual—we will also explore questions that span the levels. For instance, who is responsible for provisioning sustainability? What is sustainability anyway? Who decides? How do firms decide at the organizational level? How do firms incorporate sustainability into the existing business model? How do you move an organization toward a new goal? What is sustainability success? How can you measure it, particularly given commons and definitions issues?

We have developed readings, tools and typologies that enable us to make sense of the sustainability problem. My goal is to present a framework and toolset that you can use going forward to assess and develop strategies for embedding sustainability at multiple levels.

Course Organization:

The course is mainly qualitative and will generally be organized following the required textbook:

1. Sustainable Society—in this section of the class we will explore the context of sustainable development including the notions of environmental, social and economic value. We will develop some fundamental concepts, such as collective action and “tragedy of the commons,” that underpin the class (and are quite useful in general).
2. Sustainable Organization—because of the relative importance of organizations in society, and particularly for-profit organizations, most of the course will explore sustainability at this level. In this section we will learn about Walmart’s sustainability journey through a series of case studies.
3. Leadership for Sustainability—although we will emphasize the individual level throughout the class, in this section of the class we will reinforce that the process of sustainability, in the end, must be led by people.

My Learning Philosophy:

I believe that you learn best when you talk about and experience things in and outside of class. Accordingly, I see my role as more of a facilitator, ensuring that we cover the major issues. So, don’t expect much in the way of lecture from me (which you are likely to find quite boring anyway!). You are responsible for your own learning and you must be ACTIVE in the learning process. I am here to help and provide feedback. My feedback will be honest and authentic; although, it may not always be what you want to hear.

Learning Methodology:

We will jointly explore course topics through the following mechanisms:

- Required readings including books, academic- and practitioner-oriented papers, and other works
- Simulations and case studies
- Your own writings

We will emphasize the use of case studies in this class. Accordingly, I hope that you will pull concepts from the readings where appropriate and apply those concepts to the cases. Guest speakers may be invited to our class as needed to emphasize concepts and to provide the perspective of practice.

Learning Together and Respect for Others:

Our class will be informal and I hope fun and interesting. We are co-responsible for its success. Because some of the topics may be mildly controversial, and because we all have different perspectives, we have a dual responsibility to share our own opinions and to respect the opinions of others. However, respect for the opinions of others is paramount. This class is a forum for student voice on the topics/issues covered in the syllabus. Whether we agree with each other or not, we cannot learn if we do not respect the ideas of others. Disrespect of others, either by denigrating their ideas or by personal attacks, will not be tolerated.

Further, please be respectful to your classmates by observing the following class rules:

1. **Come to class on time.**
2. **Turn off cell phones before class.**
3. **Please turn off laptops or other electronic devices during class. I know that some of you prefer to take notes on laptops but these are very distracting to others in this kind of class.**

Course Logistics:

Because we meet bi-weekly, it is important to your success in this course that you check and utilize the BlackBoard site frequently to check for announcements and assignments. The course website and your email are the most common methods of communication between class members and the instructor.

In the **Content** section of the BlackBoard site you will find folders that will contain all readings, assignments, or other components that we will use in that week. You will be required to access some cases from other websites, and I will provide you with those links at the appropriate time. I may create a separate folder for the major writing of the class which will be a case study.

Submission of Assignments:

- All documents should be submitted in a Microsoft Word format (.doc, not. docx) unless other software is required such as Excel, PowerPoint, or course-specific tools.
- Unless instructed otherwise, you will submit your assignments via the “*Assignment*” feature, located in the **Assignment** section of the course website. Please make sure your files are free of viruses before sending them as attachments. Submission of an assignment with a computer virus may lead to a grade of zero on that assignment.
- Please use the following naming convention for documents: “name_assignment” (e.g. “jdoe_assign1”).
- Your writings will be subjected to plagiarism checks.

Late Assignment Policy:

You are urged to submit all assignments and papers on time. For every 24-hour delay, you will be assessed a penalty of 15% of the maximum grade you could have earned on the assignment/exam. Any submission received more than 7 days after it is due will earn no credit.

Examinations and Make-Up Exam Policy:

There are two exams for this class. I will provide for a makeup only for an approved-in-advance absence. There are no make-ups for case briefs. Absences will affect your participation grade.

Grading Scale:

If I am using a particular grading rubric for an assignment, I will provide that to you. However, as I noted above, these issues tend to be complex and oftentimes the answers to real world problems have no simple solutions. In fact, there are often multiple solutions. I will be looking at how you approach problems and develop frameworks. In your case briefs you should be creative. Please feel free to check in advance whether you are approaching an assignment in an appropriate way.

Course Point Values:

Your final grade in the course will be based on your performance in the following components.

Assignment/Exam	Points Possible
Exam I (Indiv)	100
Exam II (Indiv)	250
Case Brief (Indiv) (approx. 6-8 of 12)	100
Walmart Case Study Writing (Group)	300
Reflection Memos (Indiv)	100
Participation (Indiv)	150
TOTAL COURSE POINTS POSSIBLE	1000

Note that the detailed assignments and their submission deadlines will be posted at the appropriate spot on blackboard.

Case Briefs: In this class you will be working with approximately 12 case studies that present real-world scenarios. You will be assessed on your preparation and your participation. For each of the 12 cases you are expected to read the case thoroughly and provide a short case issue brief using a rubric provided by the instructor. This summary should be done on your own; although, it is supplemented in later group work. I will collect case preps at random times throughout the semester. Regardless of how many I collect, they will count for 10% of your grade, and I will allow for one “absence”. Grades are basically for completion; however, I reserve the right to lower completion points for substandard work. Note that your preparation is also reflected in class participation.

Case Study Writing and Presentation: Because your success as a manager will be judged on your ability to comprehensively accumulate and effectively present information relevant to organizational strategy, you will produce a short case study that explores one of Walmart’s sustainability initiatives. You will also produce an accompanying teaching note. The case study is limited to 10 pages double-spaced not including cover page, exhibits, and reference list) This will be a group effort and we will have several checkpoints. The best of these studies may be included in future classes. This is a major effort and should not be underestimated. The length of the study will be not your main challenge—the main challenge is to deliver a thoughtful, insightful, and interesting case study on existing practices and opportunities in sustainability.

You will also present your case study to the rest of the class for their evaluation and feedback. These presentations must be concise and short. One other team will provide you written feedback.

The assessment of this activity is

- Case Study—150 points
- Teaching Note—50 points
- Presentation—50 points
- Review and recommendations for other teams’ cases—50 points

In addition, your final reflection memo will address the key takeaways.

I will provide a separate assignment for the case study providing detail information.

Reflection Memos:

At several points in the semester I will ask you for a short memo on a topic of interest. I have four already planned, but I am likely to add several more. These memos should be concise and well-written. I encourage you to work with the Walton College Writing Center: (575-5211, WCOB 254, jwaller@walton.uark.edu).

Participation:

Because this class is designed as a process of collaborative learning and exploration, you will be evaluated on your contributions to our learning and the production of knowledge. Meaningful contributions include your comments, questions, or analyses that advance our understanding of the issues being discussed, including those that begin conversations productively, shape them usefully, change their direction when needed, provoke useful debate, and summarize or build on the comments of others. These contributions require active listening and appropriate timing. A critical component of the participation grade includes the effort that you put into participating in case discussions. If you have read the case and prepared the case brief, you are prepared to speak.

Each day after class I review each student's contribution to the class and assign it from zero to three points noting absences, illnesses, and students who had intention to contribute but were not called on, and the kind of class I was conducting (participation is critical in case classes). Students who do not contribute get no points; those who make particularly valuable, insightful, in-depth contributions get three points. At the end of the course, I sum the daily points and rank the class by these totals. From this I will assign initial grades tempered based on my judgment of the relative extremes of participation and individual strengths, weaknesses, and trends. Poor attendance will be penalized heavily; missing 25% or more of the classes will result in a contribution grade of less than 50. Disruptions, such as the persistent use of electronics in class, will have a negative impact on your participation.

Classroom contribution will be evaluated on the following scale (will be extrapolated to 150 points):

- 90-100
 - applies, analyzes, synthesizes course material
 - is willing to take risks in attempting to answer difficult questions
 - offers relevant, succinct input to class that advances the discussion
- 80-89
 - provides constructive feedback to group discussion
 - demonstrates ability to analyze/apply course material
- 70-79
 - offers clear, concise information relevant to class assignments
- 60-69
 - occasionally offers topical information of limited relevance
- 0-59

- is not regularly in class (misses 25% or more classes)
- provides little or no contribution to discussions
- is disruptive or distracting to class
- fails to follow flow of conversation
- input is irrelevant, unrelated to topic or non-existent

Grading Standards:

The grading scale shown below will be used as a guideline to determine final course grades. I reserve the right to deviate from the scale based on the curve of class scores. I will do my best to assess your work and assign grades fairly, and I will provide you with objective and fair feedback. You must earn the grades that I assign.

Points	Letter Grade
900-1000	A
800-899	B
700-799	C
600-699	D
<600	F

Course Policies:

Academic Honesty:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Application of the Academic Honesty Policy, as stated at <http://provost.uark.edu/> will be fully adhered to in this course. Academic dishonesty involves any act, which may subvert or compromise academic integrity or the integrity of the University’s ‘Academic Integrity Policy’.

If you have any questions regarding individual requirements or group work requirements, please ask. Note that if I observe any activity could be a violation of the policy, my responsibility is to report it. I do not have any discretion to impose my own sanction.

In a class with lots of writing, like this one, plagiarism is an area that students can get into trouble. In the catalog of studies, plagiarizing is defined as “the offering as one’s own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgement or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.” Further, “It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.”

It is important to note here that using the ideas of others is not a bad thing; it is essential in academic processes. We contemplate the original ideas of others as we formulate our own ideas about the world. However, you must give attribution (directly or indirectly with citations) and build upon those ideas with your own.

Guidelines for Accommodations for Students with Disabilities:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). Please see more information at this link: <http://www.uark.edu/ua/csd/application.html>

Inclement Weather:

We will not hold class if the University is closed. In the very unlikely situation when it might be dangerous to attend class even if the University is open, class may be canceled. If class is cancelled, I will update the blackboard site and e-mail all students to let you know the status of the class at least 2 hours before class. If I hold class during inclement weather and you are unable to make it to class because you are concerned with your safety, I will provide you an opportunity to make up the work missed. Please see the University policies and links to notification systems at this link: <http://razalert.uark.edu/>

Proposed Course Schedule

Class	Date	Topic	Readings and Cases
1	8-21	Course Introduction	Cavagnaro, E., & Curiel, G. 2012. <i>The three levels of sustainability</i> . Sheffield, UK: Greenleaf. <u>Pages 1-28</u> <u>Please read the syllabus</u>
Part I: Sustainable Society			
2	8-23	Three Levels of Sustainability	United Nations. 1987. Report of the World Commission on Environment and Development: Our common future, <i>World Commission on Environment and Development</i> . Johannesburg, South Africa: United Nations. <u>Chapter 2: Towards Sustainable Development</u> Cavagnaro, E., & Curiel, G. Pages <u>29-50</u>
3	8-28	Tragedy of the Commons	Simulation: Fish Banks, Ltd. Simulation The Economist. 2008. A Survey of the Sea, <i>Available at:</i> http://www.economist.com/node/12798458 . London. VOX Global, Weinreb Group Sustainability Recruiting, & Net Impact - Berkeley. 2012. Making the pitch: Selling sustainability from inside corporate America. Sterman, J. & King, A. 2011. Introduction to Fishbanks.

Class	Date	Topic	Readings and Cases
4	8-30	Wherefore the Tragedy of the Commons	Cavagnaro, E., & Curiel, G. <u>Pages 51-75</u> Hardin, G. 1968. The tragedy of the commons. <i>Science</i> , 162(3858): 1243-1248. (<u>Read this at least twice-make sure you understand the message.</u>)
5	9-4	Fisheries as a Global Commons; Cross-sector collaboration	Case: Marine Stewardship Council (A): Is a Joint Venture Possible Between "Suits and Sandals" Cavagnaro, E., & Curiel, G. Pages 76-108 Hyatt, D. G. 2012. Note on nongovernmental organizations and the environmental movement: 1-7
6	9-6	The Rainforest Alliance	Activity: Attend Tensie Whelan talk 9-5-12. Cavagnaro, E., & Curiel, G. Pages 109-136 Zadek, S. 2007. <i>The civil corporation</i> (2nd ed.). London: Earthscan. <u>Chapter 9: Foundations of Sustainability</u>
7	9-11	Sustainable Development—What Should Organizations Do?	Cavagnaro, E., & Curiel, G. <u>Pages 137-162</u> Friedman, M. 1970. The social responsibility of business is to increase its profits, <i>The New York Times Magazine</i> , Vol. 33: 122-126. Bonini, S. M. J., Mendonca, L. T., & Oppenheim, J. 2006. When social issues become strategic. <i>The McKinsey Quarterly</i> , 2: 20-31.
8	9-13	EXAM I	

Part II: Sustainable Organizations

9	9-18	Envisioning Organizational Sustainability	<p>Case: Walmart's Sustainability Strategy: Lee Scott's Founding Vision</p> <p>Cavagnaro, E., & Curiel, G. Pages 163-175</p> <p>Collins, J. C., & Porras, J. I. 2002. <i>Built to last: Successful habits of visionary companies</i> (3rd ed.). New York. Chapter 11: <u>Building the Vision</u></p>
10	9-20	From Vision to Strategy	<p>Case: Walmart's Sustainability Strategy: Implementing a New Agenda</p> <p>Cavagnaro, E., & Curiel, G. Pages 175-188</p> <p>Werbach, A. January 13, 2005. Where the environmental movement can and should go from here. Text of speech "The Death of Environmentalism and the Birth of the Commons Movement" given at the Commonwealth Club of San Francisco on Dec. 8, 2004: Grist; Available at: http://grist.org/article/werbach-reprint/. (Pages to be assigned.)</p> <p>Hawken, P. 2010. <i>The ecology of commerce: A declaration of sustainability</i> (Revised ed.). New York: Harper Business. Chapter 1: <u>A Teasing Irony</u></p>
11	9-25	Implementing Sustainability Strategy	<p>Case: Walmart's Sustainability Strategy: Bottled Water</p> <p>Case: Walmart's Sustainability Strategy: Seafood</p> <p>Cavagnaro, E., & Curiel, G. Pages 189-222</p>
12	9-27	Measuring Sustainability—Pressures, Resources, Capabilities, Competitiveness(A)	<p>Case: Walmart Sustainability Strategy: Defining Sustainable Products (A)</p> <p>Cavagnaro, E., & Curiel, G. Pages 189-222</p>
13	10-2	Do Consumers Care?	<p>Case: Consumers and Sustainability at Walmart: A Student's Perspective</p> <p>Vogel, D. 2006. The market for virtue. Washington D.C.: The Brookings Institution. Chapter 3: <u>What is the Demand for Virtue (pages 46-56 Only)</u></p>
14	10-4	Measuring Sustainability—Pressures, Resources, Capabilities, Competitiveness (B)	<p>Case: Walmart Sustainability Strategy: Defining Sustainable Products (B)</p>

15	10-9	Conflicting Accounts of Walmart's Environmental Progress	<p>Zadek, S. 2007. <i>The civil corporation</i> (2nd ed.). London: Earthscan. <u>Chapter 13: How Much is Enough?</u></p> <p>Hawken, P. 2010. <i>The ecology of commerce: A declaration of sustainability</i> (Revised ed.). New York: Harper Business. <u>Chapter 2: The Death of Birth.</u> Scan</p> <p>Walmart. 2012. Beyond 50 years: Building a sustainable future: 126. Bentonville, AR: Walmart; Available at: http://www.walmartstores.com/Sustainability/7951.aspx. (Pages to be assigned.)</p> <p>Mitchell, S. 2012. Walmart's greenwash: How the company's much-publicized sustainability campaign falls short, while its relentless growth devastates the environment. Available at: http://www.ilsr.org/new-report-walmarts-greenwash/: Institute for Local Self-Reliance. (Pages to be assigned.)</p>
16	10-11	EXAM I	
17	10-18	Walmart's Personal Sustainability Plans - Making a Case Study	<p>Werbach, A. 2009. <i>Strategy for sustainability: A business manifesto</i>. Boston: Harvard Business Press. <u>Chapter 5: Engaging Individuals</u></p> <p>Sacks, D. 2007, September 1. Working with the enemy, <i>Fast Company</i>. Available at: http://www.fastcompany.com/magazine/118/working-with-the-enemy.html</p> <p>Herreid, C. F. 1997/1998. What Makes a Good Case? Some Basic Rules of Good Storytelling Help Teachers Generate Student Excitement in the Classroom. <i>Journal of College Science Teaching</i>, 27(3): 163-165.</p>
18	10-23	Major Project - Group meetings with instructor	
19	10-25	Major Project - Group meetings with instructor	
20	10-30	Transparency, Environmental Differentiation, and Managing Tradeoffs (A)	<p>Case: Seventh Generation: Balancing Customer Expectations with Supply Chain Realities</p> <p>Reinhardt, F. 1998. Environmental Product Differentiation: Implications for corporate strategy. <i>California Management Review</i>, 40(4): 43-73.</p> <p>Andy Ruben TEDtalk: http://www.ted.com/pages/409</p>
21	11-1	Transparency, Environmental Differentiation, and Managing Tradeoffs (B)	Case: Seventh Generation: Balancing Customer Expectations with Supply Chain Realities
22	11-6	Class Presentations on Case Study Projects	
23	11-8	The Role of Cities and Communities in Sustainable Development	<p>Guest Speaker: Michele Halsel</p> <p>Al-Shawaf, M., & Guenther, C. 2012. Citystates: How cities are vital to the future of sustainability. London:</p>

			SustainAbility.
24	11-13	Social Differentiation and Managing Tradeoffs (C)	Case: Nestle's Nescafe Partners' Blend: The Fairtrade Decision
25	11-15	International Operations - The China Context	Case: Wal-Mart China: Sustainable Operations Strategy
26	11-20	Teams meet with instructor on cases	Cavagnaro, E., & Curiel, G. Pages 223-270
Part III: Leadership for Sustainability			
27	11-27	Environmental Leadership	Anderson, R. 2005. Interface's Ray Anderson: Mid-Course Correction. <i>World Business Academy</i> , 19(5): 1-11. Werbach, A. January 13, 2005. Where the environmental movement can and should go from here. Text of speech "The Death of Environmentalism and the Birth of the Commons Movement" given at the Commonwealth Club of San Francisco on Dec. 8, 2004: Grist; Available at: http://grist.org/article/werbach-reprint/ . (pages to be assigned)
28	11-29	Student Case Presentations (1,2,3)	Senge, et al., Chapter 14: Seeing Our Choices
29	12-4	Student Case Presentations (4,5,6)	McDonough, W., & Braungart, M. 2002. <i>Cradle to cradle: Remaking the way we make things</i> . New York: North Point Press. <u>Chapter 1: A Question of Design</u>
30	12-6	Student Case Presentations (7/8)	Benyus, J. M. 2002. <i>Biomimicry: Innovation inspired by nature</i> . New York: Harper Perennial. <u>Chapter 7: How Will We Conduct Business?</u>