

### Syllabus

Class Meets:  
Tuesday and Thursday  
10:00 am – 11:30 am  
November 1 – December 13  
Room R1220  
12 sessions

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### Course Overview

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Sustainability has become mainstream in both management practice and management research. Firms incorporate sustainability strategies into their core mission. University administrators promote sustainability as central to their curricula. Scholars pursue sustainability as a bona fide field of research inquiry. Given this level of attention and action, the world should be on the road to a sustainable future.

But it is not. In spite of the myriad of new programs under the rubric of sustainability, problems of social and environmental sustainability continue to worsen. Sustainability activities have been integrated into corporate practice without serious changes in core beliefs that underpin the root cause of the problems, such that the resultant solutions do not actually solve the core problems. If progress is to be made, it is important to look critically at the shape of corporate sustainability that is now emerging: what problems it seeks to address, what changes it entails, and what it means for the corporate organization and the market system as a whole. This next iteration in the distinctive waves of management frameworks will redefine the role of the corporation within society.

Where Part I (Enterprise Integration) looks at ways in which corporations fit sustainability within the parameters of the market, Part II (Market Transformation) looks at some new and emergent developments in the ways that markets are or may be transforming to address the critical sustainability issues of our day. Where Part I looks at the shifting role of the corporation within the market, Part II looks at the ways in which the market is and must shift if we are to fully address the sustainability challenges we face. As we do this, we will explore the shifting role of the corporation within society. We will explore this topic together. Sessions are designed around key topics and readings, videos and cases are assigned. But you are challenged to be a participant and bring additional materials to class to add to our discussion.

In the end, the market is the most powerful institution on earth, and the corporation is the most powerful entity within it (which also includes the government and civil society). So, if we are to solve out sustainability challenges, those solutions will have to come from business.

### Course Expectations

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Because this class depends on our interactive dialogue, **class participation** is essential, both for your and your classmate's learning. If you have reservations about speaking in class, you may wish to

carefully consider your taking this class. When you speak in class, your emphasis should be on quality as opposed to quantity. Your comments should be focused on one point and should be backed up with sound reasoning. Comments should transcend the “I feel” syndrome. This is too easy a topic to drift into easy platitudes and reactionary statements. You should build your comments on models, evidence or analysis of inherent tradeoffs. In other words, the comments should demonstrate some reflective thinking.

Generally a high participation grade is difficult to achieve if you are absent. Therefore, class **attendance** is critically important. If you must miss a class, please inform me in advance.

In this course you will be expected to do a lot of **reading**. On such a topical and emergent issue, discussion without solid analysis and evocative case examples would likely digress into a fruitless exchange of unsupported opinions. We will take a slightly different approach to reading in this class than you may be familiar with in other classes. There are many articles, videos and webpages (with [hyperlinks](#)). You are expected to review this material but are strongly encouraged to find additional materials on the topic of each class and bring that material to the class discussion. In this way, we will learn together.

## **Course Requirements**

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### **Requirement #1 – Contributions to Class Learning and Discussion (Individual) 30%**

Class participation is a very important part of the learning process (as well as an important part of your grade). It is critical not only for your personal learning, but also for the learning of your fellow classmates. Much of the value of the class comes from prepared, thoughtful, and informed dialogue between you and your classmates. You are expected to read all the materials and you should apply the material in those readings to your class discussion. When engaging in classroom discussion, the following are some of the behaviors we look for as good contributions: Raising relevant, insightful questions; Making comments that build on the ideas of others, moving the discussion and analysis forward; Helping other students contribute their ideas; Offering your own ideas to help analyze the case and to develop a sound course of action; Sharing your own personal experiences in a way that adds to our understanding of the topic being discussed; Talking with appropriate frequency (i.e., neither dominating the conversation nor being too passive).

### **Requirement #2 – Sustainability Case Study (Group) 40%**

In this assignment you will write a case study of a business challenge related to sustainability and the triple bottom line. You will be placed in groups of 4-6 members, asked to pick a company and the challenge they are facing and write a case study that you might expect to read in class. In fact, the best papers will be turned into formal case studies that will be used in subsequent year’s classes (with proper attribution). You must write a (minimum) **8 page case** and (minimum) **4 page teaching note** (each single spaced 12 point font). For the former, follow the format of cases you will see in this class and other classes – it has a central question that opens and closes the case; there is a protagonist that must make a decision; and the material inside the case provides the necessary information for answering the question, but it does not answer it. The Teaching Note provides the analysis that you think students will have to go through to answer the question, and the key learnings that you think students should take away from the experience. Some elements of the case might include the business challenge of the case (for the protagonist), the sustainability issues at play, the financial, technical, marketing, political, public relations, or other strategic considerations necessary for considering the full scope of the challenge. You may base your case on only secondary data (i.e. literature review) or primary data (i.e. interviews). Be creative in your writing. Remember,

your classmates may be reading this in the future; what might you appreciate if your predecessors had written one for you to read? Please use footnotes (at the bottom of the page) and cite any sources per the citation guide at the back of this syllabus. A few good sources of tips on writing case studies are posted on Canvas and listed here:

- How to write a business case study:  
<http://www.globalens.com/DocFiles/PDF/cases/Preview/GL1429140P.pdf>
- How to write a teaching note:  
<http://wdi-publishing.com/DocFiles/PDF/cases/preview/GL1429016P.pdf>

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### **Requirement #3 – Position Paper (Individual)**

**10%**

Throughout the course, one-page position papers are assigned to each class related to the evening's readings. The topics are listed at the bottom of each week's assignment. Each student must complete Position Paper #1 and Position Paper #11 – note that they are the same question and you will answer it at the beginning and again at the end of the course. In between, you will be assigned one paper to complete over the course of the semester and be prepared to discuss in class. These papers are meant to challenge you on some fundamental aspects of the future market transformation around sustainability. Treat them as something that you might submit to the *Wall Street Journal* or *New York Times* op/ed page. They must be no longer than **1 page** single spaced and must simply present a sound, yet unique argument taking a stand on the issue.

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### **Requirement #4 – Reflective Journal Summary (Individual)**

**20%**

To aid you in the reflection process inherent in a class such as this, you are encouraged to keep a journal of your thoughts as we progress through the semester. This journal will help you sort out issues that the course raises. You will not be asked to actually hand in your journals but the contents will inform your final assignment. You will be required to submit a **3 page** summary that consists of the following: (1) One page that offers 2-3 bullet points of your key takeaways from each class session, (2) one page that offers an integration of the concepts and ideas from your bullet points into a cohesive model that explains the market transformation that you will likely see in your career, and (3) one page that displays a graphic depiction of that model. This assignment must be grounded in some sense by the distant signals that we can already see in the market. This cannot be simply your value projection of how things "ought" to be. Your assignment will be due at 6:00pm on the evening of session #11 and we will discuss on session #12.

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### **Required Course Materials**

There is a book, a course packet of cases and on-line readings for this course (listed as [hyperlinks](#) in this document). This reading should be supplemented by steady reading of contemporary environmental issues as published in *The New York Times*, *Wall Street Journal*, *Business Week* etc.

#### **Required:**

- Ehrenfeld, J. and A. Hoffman (2013) *Flourishing: A Frank Conversation on Sustainability* (Palo Alto, CA: Stanford University Press).
- Case Packet

## STRAT565/SNRE 513: Class Schedule

Session #1	<i>Reexamining Capitalism</i>	Tuesday, November 1
<b>READINGS:</b>	<ul style="list-style-type: none"> <li>• Beinhocker, E. and N. Hanauer (2014) "<a href="#">Redefining capitalism</a>," <i>McKinsey Quarterly</i>, McKinsey &amp; Co.</li> <li>• Klein, N. (2011) "<a href="#">Capitalism versus the climate</a>," <i>The Nation</i>, November 9.</li> <li>• Brooks, D. (2015) "<a href="#">Two cheers for capitalism</a>," <i>New York Times</i>, July 31.</li> <li>• Stout, L. (2012) "<a href="#">The problem of corporate purpose</a>," <i>Issues in Governance Studies</i>, Brookings Institution.</li> <li>• Denning, S. (2013) "<a href="#">The origin of 'the world's dumbest idea': Milton Friedman</a>," <i>Forbes</i>, June 26.</li> <li>• Levin, Y. (2010) "<a href="#">Recovering the case for capitalism</a>," <i>National Affairs</i>, January 11.</li> <li>• Monastersky, R. (2015) "<a href="#">Anthropocene: The human age</a>," <i>Nature</i>, March 12 (519): 144-147</li> </ul>	
<b>REVIEW:</b>	<ul style="list-style-type: none"> <li>• _____ (2015) <a href="#">Rewiring the Economy: Ten Tasks, Ten Years</a>, University of Cambridge</li> <li>• <a href="#">Creating Shared Value</a></li> <li>• <a href="#">WWF Living Planet Index</a></li> <li>• <a href="#">Millennium Ecosystem Assessment, Living Beyond Our Means</a></li> <li>• <a href="#">United Nations Millennium Development Goals</a></li> <li>• <a href="#">United Nations Global Compact</a></li> <li>• <a href="#">Regenerative Capitalism</a></li> </ul>	
<b>POSITION PAPER 1:</b>	<ul style="list-style-type: none"> <li>• <b>Can we achieve sustainability within a capitalist system?</b> Naomi Klein says that we need to "shred the free-market ideology that has dominated the global economy for more than three decades." Is this realistic? Are our sustainability challenges (like climate change) the outcome of a consumerist market system run rampant? If so, must the result be a call to replace capitalism with a new system that will correct our present ills with regulations to curb market excesses?</li> </ul>	
Session #2	<i>Human Rights &amp; the Supply Chain</i>	Thursday, November 3
<b>READINGS:</b>	<ul style="list-style-type: none"> <li>• Ehrenfeld, J. &amp; A. Hoffman (2013) <i>Flourishing</i>, Chapters 1 and 2.</li> <li>• Mendoza, M. (2015) "<a href="#">Nestle admits slavery and coercion used in catching its seafood</a>," <i>CBC News</i>, November 23</li> <li>• <a href="#">UN Guiding Principles on Business &amp; Human Rights</a></li> <li>• Guide to <a href="#">Human Rights Impact Assessment and Management</a> (HRIAM)</li> <li>• <a href="#">EICC Conflict-free Sourcing Initiative</a></li> <li>• <a href="#">Transparency International</a></li> </ul>	
<b>CASE:</b>	<ul style="list-style-type: none"> <li>• <b>Intel: Undermining the Conflict Mineral Industry</b>, #1-429-411, (<i>University of Michigan, 2015</i>), coursepack</li> </ul>	
<b>QUESTIONS:</b>	<ul style="list-style-type: none"> <li>• Are human rights and social issues areas for competitive advantage or are they to be addressed strictly as noncompetitive? Identify the pros and cons of each side of the argument. Describe why Intel would engage with competitors when it can gain a competitive advantage under current SEC regulations with its head start in supply chain transparency and auditing. Explain the largest risks in a supply chain from a public relations perspective. Consider other issues associated with mining, such as labor rights and environmental justice.</li> </ul>	

- POSITION PAPER 2:**
- **What business does business have in addressing human rights? What are human rights?**  
Where is the overlap between human rights and business strategy? One of the biggest challenges with human rights (and social issues in general) is quantification. We can quantify the costs of environmental pollution as well as the costs (or benefits) to address them. This makes it hard to communicate. Further, some see human rights issues strictly around human trafficking, slave labor, child labor, working conditions, etc. But what about access to healthy food, education, broadband access...the list goes on. But where does it stop when it comes to the domain of corporate responsibility and control?

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**Session #3** *Business in the Political Environment* **Tuesday, November 8**

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- READINGS:**
- Ehrenfeld, J. & A. Hoffman (2013) *Flourishing*, Chapters 3 and 4.
  - Berry, W. (2011) "[Compromise, hell!](#)" *Orion Magazine*.
  - [Here are the 379 Companies Urging The Supreme Court to Support Same-Sex Marriage](#)
  - [Blue chips accused of obstructing climate policy in new ranking](#)
  - Mufson, S. (2015) "[Shell oil will drop its membership in ALEC, citing differences over climate change](#)," *Washington Post*, August 7.
  - Horwitz, P. (2014) "[Hobby Lobby is only the beginning](#)," *New York Times*, July 1.
  - [The Next System Project: New Political-Economic Possibilities for the 21<sup>st</sup> Century](#)
- CASE:**
- **Firestone: Crises Across the Decades, #1-429-412**, (*University of Michigan, 2015*), coursepack
- QUESTIONS:**
- How does Firestone's response to the Ebola crisis differ from its response to Liberia's civil wars? How much of Firestone's actions in both cases were influenced by its financial investments and how much by its social responsibility? Firestone did not have a means of protecting its managers, assets, or employees from war. Did it really have any other options but to leave and then make an agreement with the likely next president of Liberia, Charles Taylor, to return? Firestone estimates that between concession agreements and tax payments, it put over \$1 billion into the Liberian economy since the civil wars. At what point in time or at what dollar figure should a company cease to provide reparations for past wrongs? Would Liberia be worse off today had Firestone left at the beginning of the first civil war and not returned? It is said that consumers vote with their dollars. If knowledge on social impacts is limited, is this still the case? Does Firestone have a "social debt" to Liberia? Are these projects an indicator of Firestone's long-term investment, from both a financial and social perspective? Do you think this information should be incorporated into Bridgestone/Firestone CSR?
- POSITION PAPER 3:**
- **Should companies be political actors? Are they by definition?**  
Or, should they stick strictly to running their operations, selling their goods and services, hiring employees and providing wages, and paying their taxes? Certainly, the Firestone presents a challenging extreme to this question. But should companies get involved in referenda on gay

marriage, abortion, and the election process? Or, do they have no choice?

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**Session #4** ***Business and Personal Freedom*** **Thursday, November 10**

- READINGS:**
- Angwin, J. et al (2015) "[AT&T helped US spy on internet on a vast scale](#)," *New York Times*, August 15.
  - [Protecting Freedom of Expression](#), AT&T Issue Brief Library
  - Montgomerie, T. (2015) "[Has the world lost faith in capitalism](#)," *Wall Street Journal*, November 6.
  - de Rothschild, L. and D. Barton (2012) "[The case for inclusive capitalism](#)," *The Guardian*, May 15.
  - Carney, M. (2014) [Inclusive Capitalism: Creating a Sense of the Systemic](#), Speech at the Conference on Inclusive Capitalism, May 27.
  - [Global Network Initiative: Protecting Freedom of Expression and Privacy in Information & Communications](#)
- CASE:**
- ***Vodafone Egypt and the Arab Spring: When Government and Business Collide, #1-429-417, (University of Michigan, 2015), coursepack***
- QUESTIONS:**
- Is broadband access or freedom of information access a human right? What are the responsibilities that a company has towards following the rule of law versus the rights of a country's citizens, especially in a politically tense nation? What if their own policy statements are at variance with notions of human rights in a particular country? What are the limitations with transparency in respect to security and trade secrets? Should corporations and governments impose limits on transparency? With the power to control communication, how do telecommunication companies function as political actors? How do AT&T's actions (Angwin above) fit with your answers to these questions?
- POSITION PAPER 4:**
- **How far should companies go to restore faith in capitalism** (see Mongomerie above)? Is capitalism and inclusiveness in opposition (see de Rothschild and Barton above)? Carney (above) says that "firms must have a sense of their responsibilities for the broader system. Do you agree? Taken to its extreme, should companies ever willingly break the law to be right? If a company moves into a region where the legal institutions are repressive or even corrupt, should it knowingly and willingly break the law? What if the human rights the company seeks to uphold are at variance with the definition of human rights of the government of one of their operating units (i.e. women's rights, free speech, privacy, same-sex marriage), whose definition of human rights should prevail? What if breaking the law brings about social change and a brighter future for the country's citizenship, especially the weak or the poor? What are the broader implications of your answer?

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**Session #5** ***The Circular Economy*** **Tuesday, November 15**

- READINGS:**
- Ehrenfeld, J. & A. Hoffman (2013) *Flourishing*, Chapters 5 and 6.
  - BSR, [Business Action for Climate-Resilient Supply Chains](#)
  - Ellen MacArthur Foundation, [Circular Economy Reports](#)
  - [UNGC: A Guide to Supply-Chain Traceability](#)
  - [California: Transparency in Supply Chains Act](#)

- CASE:** • ***Dow and the Circular Economy: Trash to Treasure?* #1-430-478, (University of Michigan, 2016), coursepack**
- QUESTIONS:**
- What is a circular economy? What are some of the other companies implementing a circular economy? Is Dow’s program in Citrus Heights an example of a circular economy and a closed-loop system? Why/why not? Which partner was most important for success of the Citrus Heights program? What are the implications of a circular economy for Dow? How might Dow pitch the circular economy to stakeholders? Why should it be important for Dow to set long-term goals? Why might shareholders be opposed to long-term goals? How should Dow explain to a shareholder its reasoning behind thinking about long-term goals? What are the next steps for Dow if the pilot is successful? Should it expand to other cities? Try other fuel sources? What are the barriers for scaling of this program? What made the pilot program so successful?
- POSITION PAPER 5:**
- **Is the supply chain the most important lever for addressing the sustainable use of materials?**  
Creating a circular economy requires thoughtful and rigorous analysis of the many factors in a company’s (and consumer’s) supply chain. Going back to primary, secondary, tertiary suppliers (and even further) is extremely complicated. Can we expect that this is possible? Can we really close the loop? Does this require full transparency through the supply chain? Is this even realistic?

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**Session #6**                      ***Systems Change for Sustainable Outcomes***                      **Thursday, November 17**

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- GUEST:** • [Monique Oxender](#)  
Chief Sustainability Officer  
Keurig Green Mountain
- READINGS:**
- Gowdy, J., L. Krall and Y. Chen (2012) [“The parable of the bees,”](#) RPI Working paper.
  - [Toyota’s carbon neutral program](#)
  - [Fiji Water to go carbon negative](#)
  - Michigan Energy Institute: [Beyond Carbon Neutral](#)
- CASE:** • ***Recycling at Keurig Green Mountain: A Brewing Problem,* #1-430-482, (University of Michigan, 2016), coursepack**
- QUESTIONS:**
- Looking at the history of Keurig Green Mountain, at what points did the business make fundamental changes? How did these changes influence the scope of Keurig Green Mountain’s influence, risk, and opportunity? How should a company weigh the balance of a product that has huge profit potential, but also brings large sustainability challenges? Is there a level of profit that makes any legal, but negative, environmental impact worthwhile? What is the actual environmental impact versus perceived environmental impact? What is the impact relative to waste in general? Where do you draw the line? When is a sustainability problem too significant to justify profit at any level? If you could travel back to 2006 would you advise Green Mountain Coffee not to acquire Keurig? Why or why not?
- POSITION PAPER 6:**
- **Can we go to zero impact on the environment? Can you go net positive?** If we are truly in the Anthropocene, then we must take responsibility for some of the ecosystem services that we are inadvertently changing. This





- Varian, H. (2006) "[Recalculating the costs of global climate change](#)," *New York Times*, December 14.
  - [The MBA Oath](#)
  - [An Introduction to G4 Reporting](#), GRI
  - [Carbon Disclosure Project](#)
  - [The Equator Principles](#)
- REVIEW:**
- **Volvo: Finding True Value in the Electric Bus Market, #1-430-480**, (University of Michigan, 2016), coursepack
- CASE:**
- QUESTIONS:**
- What are the externalities of China's industrialization in urban areas, especially the focus on gas and diesel-powered transportation? How does the True Value methodology seek to capture externalities not currently captured by the market, and is this an effective method of quantifying these costs? How can Volvo utilize the True Value methodology to gain a competitive edge in the Chinese market? What are the market and nonmarket advantages and risks faced by Volvo and its True Value methodology in the Chinese market? Are these risks relevant in other countries as well? What are some advantages and disadvantages of utilizing these types of sustainability methodologies and metrics for measuring success, especially across international markets?
- POSITION PAPER 8:**
- **Which metrics and concepts from your other classes are unsustainable?** This is not a malicious question. You are learning a myriad of models and concepts in your classes (particularly in business management, but also other schools). Think carefully about the underlying values that they are based on. For example, Gross Domestic Product is based on an underlying assumption that the more money that is flowing in the economy, the better their state of well-being. Or, a discount rate of 5% says that anything beyond 20 years from now is worthless. How does the idea of the "purpose of the corporation" differ between that espoused by Milton Friedman and that espoused by Peter Drucker and Jack Welch; and how does that idea influence other ideas about the role of managers and the corporation? Ultimately, sustainability should influence the metrics for evaluating the value of a firm. Does GRI, CDP or SAM address that issue? Will the MBA Oath take care of it? What other metrics and concepts do you see that lead us away from a sustainable future; and how would you change them?

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**Session #9** **Water as a Human Right?** **Thursday, December 1**

- READINGS:**
- [WBCSD: Ecosystem Valuation Tool](#)
  - [The Natural Capital Coalition](#)
  - McGraw, G. (2013) "[Nestlé Chairman Peter Brabeck says we don't have a right to water, Believes we do have a right to water and everyone's confused](#)," *Huffington Post*.
  - Brabeck, P. (2010) "[Pay the true price of water](#)," *The Guardian*, June 23
  - [The Rights to Water and Sanitation](#)
  - [United Nations Human Right to Water and Sanitation](#)
- CASE:**
- **What Is Water Worth? Nestlé Walks a Fine Line, #1-429-415**, (University of Michigan, 2015), coursepack
- QUESTIONS:**
- If you think about Coke's response to water issues in India, the company now sees itself as a water company. This is its most important ingredient,

without which it cannot run its business. This is a good thing, right? But now that is its main source of revenue, does this bring the interests of society in line with the interests of business? Does valuing ecosystem services (see WBCSD and Natural Capital Coalition) capture the full scope of business' attention to water scarcity? Think about these questions in relation to Nestlé. What are the most significant factors that should drive Nestlé's water strategy? How can Nestlé strategically address water scarcity today and how might it address it in the future? What role could partnerships play in a water strategy? How might shareholders react to any changes or projects Nestlé announces related to water? Is transparency and disclosure of water consumption enough to drive change? What metrics might be important to measure and manage, from the point of view of Nestlé, shareholders, environmental groups, and society at large?

- POSITION PAPER 9:**
- **Is water a human right? How does this answer change the role of the corporation in bringing water to the user?** Certainly water is different than your average commodity (pork bellies, aluminum, wheat). We can live without these other items; we cannot live without water. And yet, it is a product that we consume, one producer's water is virtually indistinguishable from another's (even though Evian, Desani and others would like you to think otherwise), and it requires capital investment to bring to the user (wells, treatment, delivery infrastructure). So, any organization that invests that capital deserves a return on their investment. How do we balance these competing ideas of right versus commodity?

Session #10	<i>Questioning Consumerism</i>	Tuesday, December 6
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| <b>READINGS:</b>  | <ul style="list-style-type: none"> <li>• MacKinnon, JB (2015) "<a href="#">Patagonia's anti-growth strategy</a>," <i>The New Yorker</i>, May 21.</li> <li>• Cohen, R. (2015) "<a href="#">Incurable American excess</a>," <i>New York Times</i>, August 6.</li> <li>• WBCSD: <a href="#">A Vision of Sustainable Consumption</a></li> <li>• <a href="#">Lifestyles of Health and Sustainability (LOHAS)</a></li> <li>• <a href="#">Paul Polman, Mindless Consumption</a></li> <li>• <a href="#">World Economic Forum: Sustainable Consumption</a></li> <li>• Magill, B. (2015) "<a href="#">Breakup of the century: US emissions and economic growth are really, finally separating</a>," <i>Grist</i>, April 29</li> </ul> |
| <b>REVIEW:</b>    | <ul style="list-style-type: none"> <li>• <a href="#">The Transition Initiative</a> and <a href="#">Transition Towns</a></li> <li>• <a href="#">B Corporation</a></li> <li>• <a href="#">Benefit Corporation</a></li> <li>• <a href="#">Independent Sector</a></li> </ul>  |
| <b>CASE:</b>      | <ul style="list-style-type: none"> <li>• <b><i>Patagonia: Encouraging Customers to Buy Used Clothing, (A &amp; B) #1-429-230 (University of Michigan, 2012), coursepack</i></b></li> </ul>  |
| <b>QUESTIONS:</b> | <ul style="list-style-type: none"> <li>• Should Patagonia even be considering [this/these] initiative[s]? Did the company make a mistake when it included "reduce" in the five Rs? Is Patagonia in a unique position not only to pursue such a radical initiative, but to derive value from it as well? Why or why not? Although more ecologically sustainable, will asking customers to reduce the amount of Patagonia products they buy be economically unsustainable in the long run? Or might it end up winning over even more customers by proving</li> </ul>  |

that Patagonia looks beyond the bottom line? If you were Chouinard, what course of action would you take, and why? Should Patagonia have partnered with eBay for this initiative, or should it have tried to do this independently? Are both companies risking and gaining equally from this partnership? Will other companies again follow in Patagonia's footsteps and adopt this latest strategic move? Or is Patagonia moving too far ahead of the curve?

- POSITION PAPER 10:**
- **Can a company survive while asking consumers to reduce consumption?** There is little disagreement that consumption is at the core of many of our environmental problems. Many say we have to separate consumption from environmental problems, that can we expect people to give up what they have in order to achieve a sustainable future. Others worry that the growing desire (and right) of people in developing countries to enjoy the same standard of living as those in developed countries means that we are facing a serious problem unless people consumer less. Is it realistic to ask companies to use their marketing power to convince people to buy less? If not, how do we get where we need to go?

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**Session #11** *The Sharing Economy* **Thursday, December 8**

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- READINGS:**
- Triple Pundit (2014) "[The rise of the sharing economy](#)"
  - The Economist (2013) "[The rise of the sharing economy](#)," May 9.
  - [Collaborative Consumption](#)
  - [Conscious Capitalism](#)
- CASE:**
- ***Uber and the Sharing Economy: Global Market Expansion and Reception, #1-430-479, (University of Michigan, 2016), coursepack***
- QUESTIONS:**
- How is the sharing economy characterized? What challenges does this economic model face? Is this economic model a viable alternative to or significant alteration of capitalism? Can sharing economies go global? What are Uber's core competencies? How does this answer matter to the sharing economy? What challenges does Uber face during global expansion? Is Uber's business vulnerable since it is easy for others such as Didi Kuaidi in China and Ola in India to imitate? Can Uber overcome the challenges from foreign governments? Should it try to collaborate with these foreign governments? If so, how? What are the pros and cons of doing so? What strategies should Uber implement to expand globally? Due to the furious competition from rivals in global markets (China, India, or Southeast Asia), should Uber leave these markets and focus only on the U.S. market? What are the pros and cons of Uber's choice?
- POSITION PAPER 11:**
- **Can we achieve sustainability within a capitalist system?** Naomi Klein says that we need to "shred the free-market ideology that has dominated the global economy for more than three decades." Is this realistic? Are our sustainability challenges (like climate change) the outcome of a consumerist market system run rampant? If so, must the result be a call to replace capitalism with a new system that will correct our present ills with regulations to curb market excesses?
- DUE (at 6:00pm):**
- Individual Assignment: Reflective Journal Summary

- QUESTIONS:**
- Be prepared to discuss your individual Reflective Journal Summary as we collectively create a model for market transformation on sustainability.
- DUE:**
- Group Assignment: Case Study and Teaching Note

### Style Guide for References

Please use endnotes for all references in your papers. The form of entries should fit the following format.

*Book entries* follow this form: Authors' or Editors' Last Names, Initials. Year. *Title of book*. (Italic, lowercase except for the first letter of the first word and the first word after a long dash or colon). City Where Published, with abbreviation for state or province (North America) or full name of country, only if needed to identify a small city: Name of Publisher. Examples:

Granovetter, M.S. 1965. *Getting a job: A study of contracts and careers*. Chicago: University of Chicago Press.

Kahn, R. L., & Boulding, E. (Eds.). 1964. *Power and conflict in organizations*. Glencoe, IL: Free Press.

R. Harbridge (Ed.) *Employment contracts: New Zealand experiences*. Wellington, New Zealand: Victoria University Press.

National Center for Education Statistics. 1992. *Digest of education statistics*. Washington DC: National Center for Education Statistics.

*Periodical entries* follow this form: Authors' Last Names, Initials. Year. Title of article or paper (in lowercase letters except for the first letter of the first word and the first word after a long dash or colon). *Name of Periodical*, volume number (issue number, *if needed*—see below): page numbers. Examples:

Shrivastava, P. 1995. The role of corporations in achieving ecological sustainability. *Academy of Management Review*, 20: 936-960.

Nonaka, I. 1991. The knowledge-creating company. *Harvard Business Review*, 69(6): 96-104.

Include an issue number *only* if every issue of the referenced periodical begins with a page numbered 1. (Look at more than one issue to check.)

If an article has no author, the periodical or producing body is referenced:

*BusinessWeek*. 1998. The best B-schools. October 19: 86-94

*Chapters in books* (including annuals) follow this form: Authors' Last Names, Initials. Year. Title of chapter (in lowercase letters except for the first letter of the first word and first word after a colon). In Editors' Initials and Last Names (Eds.), *Title of book*: page numbers. City Where Published, State or Country (only if necessary to identify the city): Name of Publisher. Examples:

Levitt, B., & March, J.G. 1988. Organizational learning. In W.R. Scott & J.F. Short (Ed.), *Annual review of sociology*, vol. 14: 319-340. Palo Alto, CA: Annual Reviews.

Dutton, J., Bartunek, J., & Gersick, C. 1996. Growing a personal, professional collaboration. In P. Frost & S. Taylor (Eds.), *Rhythms of academic life*: 239-248. Newbury Park, CA: Sage.

For *unpublished* papers, dissertations, and papers presented at meetings:

Duncan, R. G. 1971. *Multiple decision-making structures in adapting to environmental uncertainty*. Working paper no. 54-71, Northwestern University Graduate School of Management, Evanston, IL.

Smith, M. H. 1980. *A multidimensional approach to individual differences in empathy*. Unpublished doctoral dissertation, University of Texas, Austin.

Wall, J. P. 1983. *Work and nonwork correlates of the career plateau*. Paper presented at the annual meeting of the Academy of Management, Dallas.

For an *electronic document*, include the author's name, if known; the full title of the document; the full title of the work it is part of; the ftp, http, or other address; and the date the document was posted or accessed.