

COURSE SYLLABUS

ENRGYENV 629

EDGE Seminar Series on Energy & Environment

Spring 1 & 2 2021: February 17-May 12, 2021 Select

Wednesdays, 10:00 AM – 12:00 PM Offered

virtually on Zoom, Fuqua School of Business

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Course Description

The EDGE Seminar Series on Energy & Environment brings business decision makers and thought leaders to Duke to share their insights on the key issues and trends driving business strategy at the intersection of energy, development, and environment.

The market environment for businesses in the 21st century is profoundly shaped by the convergence of three inter-related megatrends: 1) A rapidly-growing global human population of over 7 billion, projected to reach 10 billion in coming decades, all of whom aspire to a middle class quality of life; 2) A radical expansion and transformation of global resource, energy, and infrastructure systems needed to accommodate global society's needs; and 3) Growing stress on the ecosystems that support both #1 and #2. The interaction of these forces has critical implications for every aspect of business decision-making. The purpose of this seminar to explore how these trends are evolving, and how business leaders are creatively responding to protect and grow their businesses.

This seminar will highlight efforts of leading companies as they reduce risks and negative impacts while enhancing profits and positive outcomes. In this seminar series, we will highlight emerging “next practices” in energy management and sustainable development, focusing especially on high impact sectors such as energy, agriculture, mining, manufacturing, and the industries that support them.

The information below describes the objectives, mechanics and requirements of the EDGE Seminar Series.

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Objectives

- Expand the breadth and depth of students' understanding of energy, environment, and sustainable development issues and trends, and their relevance to business strategy and practice.
- Complement the MBA general management courses by demonstrating applications to energy and environment-related industry sectors.
- Facilitate interaction between E&E-related students, alumni, thought leaders, and prospective employers.
- Apply analytic skills to develop an informed point of view on current trends, challenges, and controversies related to the business of energy and environment.

Schedule

The seminar series will meet on select Wednesdays from 10:00 AM – 12:00 PM. This semester, all seminars will be delivered online, and there will be no classroom or in-class sessions. The EDGE Seminar Series will be coordinated with the MBAA and campus-wide calendars to minimize conflicts.

A typical seminar will be organized as follows:

- Seminar speakers, titles, dates/times, readings, and topics will be posted on the class Canvas site, where students will access readings and other preparatory materials. Some details of the seminar may shift as seminar speakers prepare and logistics change – so check the details on Canvas in the week leading up to the seminar for final plans and resources.
- A typical seminar will include a 30-minute debrief discussion on the previous seminar speaker, 45-minute presentation by the speaker, followed by 10-minute break and 35-minute Q&A session. Occasionally, a seminar may include a more targeted discussion, interactive activity, breakout sessions, or other format.
- Students submit blog posts to Canvas by 11:59 PM on Sunday after the seminar.

Spring 2021 sessions are still being scheduled (below dates are tentative)

| <u>Date</u> | <u>Speaker</u> |
|-----------------|--|
| 2/17 | Mandatory introduction and first seminar Jason Clay: Senior Vice President of Market Transformation, World Wildlife Fund |
| 3/3 | Jeff Seabright: Chief Sustainability Officer, Unilever (retired) |
| 3/10 | Paulette Frank: Worldwide Vice President, Environmental Health, Safety & Sustainability, Johnson & Johnson |
| 3/17 | Kavita Prakash-Mani: Chief Executive Officer, Mandai Nature Fund |
| 4/14 or 4/21 | George Bandy, Jr.: Head of Worldwide Circular Economy, Amazon |
| 4/28 | Lucas Joppa: Chief Environmental Officer, Microsoft |
| 5/5 | Mandatory final synthesis session (<i>could be as late as May 12</i>) |

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Attendance & Absence Policy

Participating students must attend the **mandatory** kickoff and concluding sessions, **plus 5 (five)** of the scheduled seminars each semester. For each seminar, students will student confirm their attendance by signing a tracking sheet, and commit to participating in the entire session. Doing otherwise is a violation of the honor code. Absences will be tracked, and students are responsible to track their own absences and follow the policy. Students who exceed the absence policy must contact the instructor beforehand to make alternative arrangements.

Course Credit and Requirements

The course is offered at 1.5 credits, and will be graded by the Fuqua rating system (e.g. SP, HP, P, etc.) for Fuqua students, and letter grades for non-Fuqua participants.

Class Materials

Course web site: Access through Canvas (details provided in class)

Course Requirements

Seminar Participation (30%)

Active participation is an important part of the learning process in this course. You will learn a great deal from the ideas of others in the class. It is essential that you come to the seminars prepared to ask insightful questions of the speaker, and share your insights with others. You will be evaluated on the quality of your contributions and insights. A contribution to class discussions builds on the preceding discussion, and moves it forward to generate new insights.

Good inputs, both in class and in writing, are insightful and relevant. They should use logic and evidence (e.g. specific topics from the presentation), and should do more than just summarize the speaker's points, or express an opinion without evidence. Quality of comments is as important as quantity, and dominating class discussions can negatively affect your participation grade.

One of the best ways that you can ensure being included in class discussion is to display a clearly visible, legible nameplate.

Host Teams

Due to the Seminar Series being offered virtually this Spring, we will not organize host teams as we have in past seminar series. I will ask for student volunteers to do speaker introductions and assist with any class logistics.

Blog posts (40% total - 20 points for each blog post)

Students must submit a minimum of **2 blog posts** addressing key themes from the seminars, suitable for publishing on the EDGE Notes blog. These articles should be ~750-1,000 words depending on the topic and your argument; shorter posts often have insufficient analysis, and may be penalized. Each blog post should explicitly address the

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seminar speaker (by name), identify a key position or argument from the seminar, and advance your own point of view about the topic.

You must submit a total of 2 blog posts over the course of the semester – to make sure these are distributed over the semester, *you must complete 1 blog post for one of the first three seminar speakers, and a second blog for one of the final 4 speakers (#4-7).* Failure to submit according to this guideline will negatively affect your grade. You do not need approval from the professor for which seminars you write about. However, **you are responsible** for ensuring that two blogs are submitted by the end of the semester.

Your post can disagree with a speaker's position, apply an insight to a new question or domain, or identify the limits of the speaker's argument. It may briefly summarize some of the speaker's main points (no need for a comprehensive summary), but should primarily focus on your reflection or argument. It should use and cite external references where appropriate, either from class readings or other sources. The posts will be evaluated based on their clarity, insight, creativity, persuasiveness, and quality of writing.

All blog posts must be submitted to the Canvas site by **11:59 PM on the Sunday following the seminar**. Further guidance on blog posts will be provided in the orientation session in the first class. After each seminar, one or two of the best posts will be published to the *EDGE Notes* blog (with student permission).

Guidance for blog posts

- Please include a title for your post, and put your name and date on the document (in the header or elsewhere).
- Ensure that your post has correct spelling and grammar.
- Please be sure to identify which seminar you are commenting on in the text, including the name and organization of the speaker.
- You may ask a peer to read your post before submitting – as long as the peer either 1) is not taking the EDGE Seminar this term, 2) has already submitted their post, or 3) will not submit a post for this seminar.

Citations

Since blogs are a fairly recent invention, there is no one accepted format for citing references. However, since your posts should draw on the speaker, readings, discussion, and other outside sources, it is important that there are basic standards for citations. I recommend the following:

- Use footnotes to cite sources each time you use an external source, whether through a direct quote, paraphrase, or summary.
- This means that you would use a superscript number at the end of the cited line, with an accompanying reference at the bottom of the page (this is automatically formatted in most word processors).

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- You do not need to explicitly cite the seminar speaker in the footnotes, though it should be clear from your writing which ideas originated with the speaker.
- In the footnotes, please use a modified version of Chicago style for citations, as demonstrated in the examples below.
- In contrast to traditional Chicago style, you do not need a separate bibliography or references page if your citations use the below format.
- When citing a source more than once, use a shortened version of the footnote, as shown in the “Book” section below.
- For more guidance and examples of citation types in Chicago style, please refer to *EasyBib*(<http://www.easybib.com/guides/citation-guides/chicago-turabian/>) (Links to an external site.)Links to an external site.).

Magazine article:

Last name, First name. “Article Title.” *Magazine Title*, Month Date, Year of publication.

Example:

Bowman, Lee. “Bills Target Lake Erie Mussels.” *The Pittsburgh Press*, March 7, 1990.

Online article:

Last name, First name. “Article Title.” *Magazine Title*, Month Date, Year of publication.
Accessed Month Date, Year. URL.

Examples:

Kaplan, Karen. “Flu Shots May Reduce Risk of Heart Attacks, Strokes and Even Death.” *Los Angeles Times*, October 22, 2013. Accessed February 11, 2014. <http://articles.latimes.com/2013/oct/22/science/la-sci-sn-flu-shot-heart-attack-stroke-death-20131022>.

It is also acceptable to use a hyperlink to the article name and not display the whole URL address. For example,

Kaplan, Karen. “[Flu Shots May Reduce Risk of Heart Attacks, Strokes and Even Death](#).” *Los Angeles Times*, October 22, 2013. Accessed February 11, 2014.

When online articles don’t have a listed author, you can cite:

“Bad Strategy: At E3, Microsoft and Sony Put Nintendo on the Defense,” BNET, www.cbsnews.com/moneywatch, (June 14, 2010). Accessed April 20, 2016.

Book:

Last, First M. *Book*. City: Publisher, Year Published.

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Example:

James, Henry. *The Ambassadors*. Rockville: Serenity Publishers, 2009.

When citing a source more than once, use a shortened version of the footnote. For example:

James, *The Ambassadors*, 14.

Final Essay and Presentation (30%)

At the end of the semester, the instructor will provide a small number of core questions raised by the speakers in the seminar series, and students will complete a 1,000-word essay responding to **one** of these questions. The essay should clearly answer the question, and provide support for their argument using insights from the speakers or other sources. Don't forget to provide appropriate citations! In addition, students will summarize the highlights of their argument on 1 slide to share in the last class session.

A Note on Late Assignments: If you have a very good reason for not being able to turn in an assignment on time, *please email the professor beforehand* to make other arrangements. Otherwise, your grade will be adjusted downward as appropriate to the assignment.

Fuqua Honor Code: Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors. The Fuqua Honor Code and the Honor Code Bylaws address violations or actions committed by students of The Fuqua School of Business or others taking MBA classes at Fuqua. Details on the Fuqua Honor Code can be found [HERE](#). Please review the code before the first class.

In addition, Fuqua classroom norms will be described and enforced in EDGE seminar sessions. Specifically, entering class after the official start time or leaving early is disruptive to the class and rude to the speaker. This behavior will be tracked, and may impact your course grade. Additionally, no technology (laptops, iPads, cell phones) should be visible or used during the class or seminars. The professor may ask you to leave the classroom if you are using technology during class.