

Master of Science in Sustainability Management

SUMA K4310: Practicum in Innovative Sustainability Leadership 3-Credit Course

Fall 2023

Time: Mondays, 6:10-8:00 PM

Location: 141 Uris Hall

Instructors: Noa Gafni | gafninoa@gmail.com
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Course Assistant: Megha Mehdiratta | mm5863@columbia.edu

Office Hours: By Appointment

Response Policy: Please email. Will respond within 12-24 hours.

This is an inclusive class, and we are committed to ensuring that you are treated with respect and dignity and where every individual has an equitable opportunity to participate, contribute and succeed in this class and at Columbia. Please contact us at any time if you have any questions or concerns.

Course Description:

This course explores the fundamental question of sustainability management: how can we change organizations and more complex systems, such as communities, industries, and markets, by integrating sustainability concerns in the way that they operate? What are the key tools and strategies needed to integrate and drive change? The course poses this question to a dozen leading sustainability and climate practitioners, who answer it by discussing management strategies and tools that they use in their own work. Through guest lectures, extensive class discussion, readings, and writing assignments, students identify and simulate applying practical ways for transforming how organizations and complex systems work. The expert practitioners, who work in the public, private, and nonprofit sectors and in a wide variety of organizations, will make presentations in the first hour of the course. In the second half of each class, students will have time to ask questions and engage in discussion with the guest practitioners, then participate in an instructor-led class discussion. Each session is geared toward helping students to identify management strategies and tools, better understand their application, and consider their effectiveness. This course also exposes students to various career pathways and roles in diverse industries and fields related to sustainability, environment, and climate.

By the end of the course, students will gain an understanding of the various management tools and strategies that they, themselves, could use to integrate sustainability in organizations and systems. Students will also learn how to synthesize, apply, and communicate sustainability knowledge to solve environmental and climate problems across varied organizations. And lastly,

students will leave this course with further knowledge of sustainability careers and connections to expert practitioners.

This course is an elective course that complements the M.S. in Sustainability Management program's required course, Sustainability Management (SUMA K4100). In that course, students study management and organization theory. In the Practicum, students learn directly from leading practitioners, who confront sustainability management issues daily.

The course is open to both graduate and undergraduate students.

- **Students in the M.S. in Sustainability Management program who wish to take this class must register for it as a 3-credit course.** For these students, the course satisfies any of the following three areas of study in the Sustainability Management program: "Area 1: Integrative Sustainability Management"; "Area 4: Public Policy Courses"; and "Area 5: General and Financial Management."
- **Students in other schools and programs, including undergraduates, have the option of registering for this course as a 3-credit or a 1-credit course.** Assignments vary accordingly; please see assignments section below.

Learning Objectives

By the end of this course, students will:

- have knowledge of various management tools and strategies used to integrate sustainability in organizations and systems;
- explain how managers develop sustainability strategy and how they gain support for its implementation;
- discover the importance of varied stakeholder interests, inside and outside of organizations, in the formulation of sustainability initiatives;
- identify the use of quantitative data and qualitative factors in advancing sustainability initiatives;
- and synthesize, apply, and communicate sustainability knowledge to solve environmental and climate problems across varied organizations.

Readings & Resources

There are weekly required readings that connect to the discussion topic and guest lecture of the week. All readings can either be accessed via a link provided in the syllabus below or are posted on Canvas under "Files." There are no readings that require purchase.

The instructor will use Canvas to make announcements, distribute readings, presentations, and assignments. Students will submit completed assignments via Canvas only.

Assignments & Assessments

The class assignments vary depending on the number of credits you are enrolled for. Please see below for the outline of the two credit options (3 credits vs 1 credit) and the course requirements for each.

No late assignments are accepted unless an instructor grants an extension.

**3-CREDIT OPTION
Course Requirements**

Students in the M.S. in Sustainability Management program may only take the course for three credits.

Assignment	% Weight	Individual or Group
Student Bio & Class Goals	5%	Individual
Class Participation	20%	Individual
Weekly Discussion Responses	10%	Individual
Reflection Pieces	15%	Individual
Midterm Exam	25%	Individual
Final Exam	25%	Individual

Student Bio & Class Goals (5%)

At the beginning of the semester, all students submit a one-page document with a brief biography describing your academic and professional experience (max 250 words) and a short summary or list outlining what you are hoping to learn and/or get out of the course (max 250 words). This is a great way for the instructor and TAs to get to know you. It also helps us tailor the class, to the extent possible, to student learning goals. *Limit 1 page, double spaced.*

Class Participation (20%)

All students are expected to attend every class, participate in class discussion, and to ask questions of the speakers, the instructors, and each other. Given the virtual format of the class, participation includes both verbal discussion and discussion via the chat function. If a student must miss class for any reason, the student must notify an instructor before the start of the class session. If you require disability accommodation for in-class participation, please let us know at the beginning of the semester.

Responses to Weekly Discussion Questions on Canvas (10%)

The course includes weekly discussion questions that the instructors will post on Canvas. 3-credit students must answer **ten weekly discussion questions**. The responses – no longer than 250 words in length – should be analytical and should reflect understanding of the readings and lecture for that week. Each entry will be graded individually as Pass/Fail.

Reflection Pieces (15%)

Throughout the semester, you will submit **TWO** reflection pieces — each reflecting on a speaker of your choice. The reflections should be 4-5 pages long and include a thoughtful critique, supported by external sources and appropriate references. The reflection should incorporate the following questions:

- What about the speaker's work piqued your interest? Why is this topic relevant?
- How is this speaker making an impact? Are there aspects that surprised, impressed, or challenged you?
- What gaps continue to exist? What critiques do you have for the approach currently being taken?
- What are your key takeaways from the lecture? How would you apply these to your own work as a Sustainability practitioner?

Reflection pieces will be graded individually on a letter grade scale from A+ to F.

Midterm Exam (25%)

The midterm assignment is a role-playing exercise. The instructor will provide students a fictitious scenario, in which a sustainability manager must advance a new initiative. Students assume the role of the sustainability manager, analyzing the scenario and drawing from the management strategies that they have learned in the course in order to formulate a way for advancing the initiative. Students produce a **one-page** action memo that includes the following:

1. a brief description of the problem that the organization confronts and the strategy that could solve the problem;
2. a rationale for implementation of the strategy;
3. an assessment of the consequences of implementing the strategy;
4. a discussion of alternative actions that could be taken in place of the one(s) that the memo recommends;
5. the immediate steps that would be necessary to implement the strategy.

The memo should have one-inch margins, use 11-point font; and be single-spaced.

Due by 6:00 PM on Monday, October 16th, 2023, via Canvas. *The memo should have one-inch margins, use 11-point font; and be single-spaced.*

Final Exam (25%)

The final assignment, too, is a role-playing exercise. The instructors will provide students with another fictitious scenario, in which a sustainability manager must advance a new initiative. Students assume the role of the sustainability manager, analyzing the scenario and drawing from the management strategies that they have learned in the course in order to formulate a way for advancing the initiative. Students produce a **two-page** action memo that includes the following:

1. a brief description of the problem that the organization confronts and the strategy that could solve the problem;
2. a rationale for implementation of the strategy;
3. an assessment of the consequences of implementing the strategy;
4. a discussion of alternative actions that could be taken in place of the one(s) that the memo recommends;
5. and the immediate steps that would be necessary to implement the strategy.

Due by 6:00 PM on Monday, December 11th, 2023, via Canvas. *The memo should have one-inch margins, use 11-point font; and be single-spaced.*

**1-CREDIT OPTION
Course Requirements**

The requirements for graduate students in other schools and undergraduate students in the Sustainable Development major who take the course for 1 credit are as follows.

Assignment	% Weight	Individual or Group
Student Bio & Class Goals	5%	Individual
Class Participation	15%	Individual
Weekly Discussion Responses	10%	Individual
Reflection Pieces	20%	Individual
Final Exam	50%	Individual

Student Bio & Class Goals (5%)

At the beginning of the semester, all students submit a one-page document with a brief biography describing your academic and professional experience (max 250 words) and a short summary or list outlining what you are hoping to learn and/or get out of the course. This is a great way for the instructor and TAs to get to know you. It also helps us tailor the class, to the extent possible, to student learning goals. *Limit 1 page, double spaced.*

Class Participation (15%)

All students are expected to attend every class, participate in class discussion, and to ask questions of the speakers, the instructors, and each other. Given the virtual format of the class, participation includes both verbal discussion and discussion via the chat function. If a student must miss class for any reason, the student must notify an instructor before the start of the class session. If you

require disability accommodations for in-class participation, please let us know at the beginning of the semester.

Responses to Weekly Discussion Questions on Canvas (10%)

The course includes weekly discussion questions that the instructors will post on Canvas. 1-credit students must answer **five weekly discussion questions**. The responses – no longer than 250 words in length – should be analytical and should reflect understanding of the readings and lecture for that week. Each entry will be graded individually as Pass/Fail.

Reflection Pieces (20%)

Throughout the semester, you will submit **ONE** reflection piece – reflecting on a speaker of your choice. The reflections should be 4-5 pages long and include a thoughtful critique, supported by external sources and appropriate references. The reflection should incorporate the following questions:

- What about the speaker's work piqued your interest? Why is this topic relevant?
- How is this speaker making an impact? Are there aspects that surprised, impressed, or challenged you?
- What gaps continue to exist? What critiques do you have for the approach currently being taken?
- What are your key takeaways from the lecture? How would you apply these to your own work as a Sustainability practitioner?

Reflection pieces will be graded individually on a letter grade scale from A+ to F.

Final Exam (50%)

The final assignment is a role-playing exercise. The instructor will provide students with a fictitious scenario, in which a sustainability manager must advance a new initiative. Students assume the role of the sustainability manager, analyzing the scenario and drawing from the management strategies that they have learned in the course in order to formulate a way for advancing the initiative. Students produce a **two-page** action memo that includes the following:

1. a brief description of the problem that the organization confronts and the strategy that could solve the problem;
2. a rationale for implementation of the strategy;
3. an assessment of the consequences of implementing the strategy;
4. a discussion of alternative actions that could be taken in place of the one(s) that the memo recommends;
5. and the immediate steps that would be necessary to implement the strategy.

Due by 6:00 PM on Monday, December 11th, 2023, via Canvas. The memo should have one-inch margins, use 11-point font; and be single-spaced.

Evaluation & Grading

Grading Criteria for All Written Assignments:

Students will be evaluated based on the following criteria.

- Analysis: Identifying and explaining sustainability management strategies and demonstrating conceptual understanding and critical thinking in class discussions and in the written assignments.
- Content and sources: Students are expected to draw from insights in the weekly lectures and the assigned readings. All reference sources must be properly cited in the text and provide a bibliography using MLA format. Please use only primary or secondary resources. For more information about primary and secondary resources, see:
<http://www.lib.berkeley.edu/instruct/guides/primarysources.html>
- Quality of written assignments: students are expected to produce concise, well-organized, and persuasive memos, in the correct format, that display their facility with the concepts of the weekly lectures and reading assignments.
- Memos should be one page in length. They will be graded on a scale of on a letter grade scale from A+ to F using the following rubric: demonstrating conceptual understanding of the management strategies (50%); persuasiveness, clarity, and the overall quality of the answers to the assigned questions (50%).

Grading Policies

The following identifies how points translate into letter grades for the course:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
100-98	97-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	59 or lower

Statement Restricting Artificial Intelligence Usage

Students are not allowed to use AI generative or machine learning tools to complete deliverables for this course. In accordance with Columbia University’s academic integrity policy, individuals must complete their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based.

Course Schedule/Topics

Week	Date	Class Topic	Speaker
1	9/11	Introduction	Noa Gafni & Sophia Huda
2	9/18	Pivotal moments from a decade in sustainability consulting	Adam Freedgood, Third Partners
3	9/25	Sustainability Reporting: Overview of Today's Ecosystem, Trends, and Step-by-step Guide	Sara Dal Lago, KKR
4	10/2	TBD	Rich Grousset, Eunomia
5	10/9	Closing America's Water Gap	George McGraw, DigDeep
6	10/16	TBD	Keenan Beasley, Sunday II Sunday
7	10/23	The case for impact funds - New Global Impact Fund Strategy	Alina Skolnikov, TAI Consulting
8	10/30	Changing an Organization from the Inside – Goods and Services	Mayuri Ghosh, Clinton Foundation
9	11/6	Fall Break	
10	11/13	Sustainable Solutions for Global Pollution	Richard Fuller, Pure Earth
11	11/20	Corporate Social Innovation: Integrating societal impact into the global corporate world	Beth Hurvitz, Visa
12	11/27	The intersection of business and sustainability	Amy Brachio, EY
13	12/4	TBD	Kelsey Overby, Second Horizon Capital
14	12/11	Final class	

Policies and Expectations

Attendance

Students are expected to arrive on time, attend all classes, and to stay until the end of class unless they have notified an instructor at the beginning of the session that they will be leaving early.

Late Assignment Policy

Assignments are due on the dates/times identified. No late assignment will be accepted unless an instructor grants an extension before the due date.

Incompletes

As outlined in the School's grading and academic starts policy, "A grade of 'I' (incomplete) is a temporary grade indicating failure to complete assigned work. The mark is given only upon the request of the student and at the discretion of the instructor. The student and faculty member must sign a completed 'Request for Grade of Incomplete Form' before the final class session. The 'I' must be removed within one year after the end of the semester in which the student received the grade. Students seeking an extension of this time limit must have the approval of the instruction and successfully petition the director of their program. If no petition is made, or if the petition is unsuccessful, the grade is changed to an N-Permanent Incomplete- which remains on the student's permanent record.

Names/Pronouns

You deserve to be addressed in a manner that reflects your identity. You are welcome to share your pronoun(s) and/or name (if different from University records) at any time, either in person or via email.

Discrimination

We embrace the diversity of gender, gender identity & expression, sex, sexual orientation, race, ethnicity, national origin, age, religion, disability status, family status, socioeconomic background, and other visible and nonvisible identities. Columbia University does not tolerate unlawful discrimination, discriminatory harassment, sexual assault, domestic violence, dating violence, stalking, or sexual exploitation and all such conduct is forbidden by [Columbia University Policy](#).

Commitment to Diversity, Equity & Inclusion

The MS in Sustainability Management (SUMA) program and its co-sponsors – the School of Professional Studies and the Columbia Climate School's Earth Institute – endeavor to promote and enhance diversity, equity, and inclusion across the entire program. The SUMA program is also committed to anti-racism. From the perspective of our program specifically, anti-racism is especially pertinent because the pursuit of equity is bound with the pursuit of sustainability. The program is implementing measures to improve diversity among its faculty, students, and staff, as well as to integrate equity concerns in its curriculum.

The SUMA Diversity, Equity & Inclusion Committee, which was formed in 2020, oversees the MS in Sustainability Management program's anti-racism work, provides accountability for the implementation of recommendations that emerge from committee discussions, and communicates periodically with students, alumni, and faculty on the program's progress.

Links and resources:

- [Diversity, Equity, And Inclusion In The MS In Sustainability Management Program](#)
- [The Earth Institute's Commitment to Diversity, Equity & Inclusion](#)
- Blog Post: [Enhancing DEIA Within Our Education Programs](#)

School and University Policies & Resources

Copyright Policy

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Academic Integrity

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at

<https://sps.columbia.edu/students/student-support/academic-integrity-community-standards>.

You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the

diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Accessibility

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: <https://health.columbia.edu/content/disability-services>.

Class Recordings

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

SPS Academic Resources

The Division of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching:

<https://sps.columbia.edu/students/student-support/student-support-resources>.

Columbia University Information Technology

[Columbia University Information Technology](#) (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty and staff may access [University-provided and discounted software downloads](#).

Columbia University Library

[Columbia's extensive library system](#) ranks in the top five academic libraries in the nation, with many of its services and resources available online.

The Writing Center

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit

<http://www.college.columbia.edu/core/uwp/writing-center>.

Career Design Lab

The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much

more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to <https://careerdesignlab.sps.columbia.edu/>

Duty to Report

You deserve a University community free from discrimination, harassment, and gender-based misconduct including sexual harassment, sexual assault, domestic and dating violence, stalking, and sexual exploitation. It is therefore University policy to require Columbia faculty and staff to report to EOAA any instance or allegation of prohibited conduct involving any undergraduate or any graduate student that is disclosed to, observed by, or otherwise known to that employee. This requirement to report is in place to help ensure that students are provided appropriate resources and to allow the University to mitigate harm to our community. I have a duty to report potential issues of discrimination, harassment, and gender-based misconduct if I witness or am told about an occurrence.

Confidential Resources

There are confidential resources on campus who do not have a Duty to Report, including:

- Sexual Violence Response & Rape Crisis/Anti-Violence Support Center (SVR)
- Ombuds Office
- Medical Services
- University Counseling and Psychological Services
- University Pastoral Counseling
- Columbia Office of Disability Services

University employees working in a confidential capacity will not report information shared with them.

Course Schedule / Calendar

Please note that the schedule of speakers is subject to change during the course of the semester in order to accommodate speakers' schedules.

Week #1 – 9/11/23: Introduction to the Course and to the Profession of Sustainability Management

- Introduction to the course: We will review the course, including the assignments and course policies, then introduce the practice of sustainability management and the challenges of integrating sustainability in organizations, followed by discussion.
- Required Readings:
 - Anderson, Ray. *Business Lessons from a Radical Industrialist*. St. Martin's Griffin: New York: 2011. Pp. xi – 19. (Posted on Canvas)
 - De Smet, Aaron, et al. "Organizing for sustainability success: Where, and how, leaders can start." *McKinsey & Company – McKinsey Sustainability*. Available at: <https://www.mckinsey.com/business-functions/sustainability/our-insights/organizing-for-sustainability-success-where-and-how-leaders-can-start>
- Assignment: No written assignment.

Week #2 - 9/18/23: Pivotal moments from a decade in sustainability consulting

- Speaker: Adam Freedgood, Third Partners
- Required Readings:
 - Managing Complex Change Model (<https://meyerfoundation.org/wp-content/uploads/2019/12/Managing-Complex-Change.pdf>)- A model we use with clients to be the most effective positive change agents within corporate ESG and sustainability consulting. Where do you feel the biggest barriers and opportunities exist based on your own experience with how organizations function?
 - GreenBiz State of the Profession 2022 (<https://drive.google.com/file/d/1j92fC8QRU9Jyehmi8VhP--n2hpIqVQau/view?usp=sharing>) - Understand how companies are actually resourcing sustainability within their org structure, and where and why they invest. Is it realistic for sustainability management to be truly integrated within all critical functions of an organization? Where has this happened successfully?
 - What Supply Chain Transparency Really Means (<https://drive.google.com/file/d/1kgXTOD35RHob31G8CG3WOuZ6lvgfoKlT/view?usp=sharing>) - Protecting human rights, combating climate change, and protecting Earth's biodiversity require corporates to take action within their typically complex multi-tiered supply chains. What is the role of a company/brand in managing impacts that occur throughout the supply chain? How might we approach huge challenges such as "Scope 3" GHG targets?
- Assignment: Canvas Discussion Post due by 9/17/23

Week #3 - 9/25/23: Sustainability Reporting: Overview of Today's Ecosystem, Trends, and Step-by-step Guide

- Speaker: Sara Dal Lagos, KKR
- Required Readings:
 - Five Steps to Good Sustainability Reporting (<https://www.bsr.org/en/our-insights/report-view/five-steps-to-good-sustainability-reporting>) - Sustainability reporting introduction/best practices

- SASB Standards & Other ESG Frameworks (<https://www.sasb.org/about/sasb-and-other-esg-frameworks/>)
- A Short Introduction to the GRI Standards (<https://www.globalreporting.org/media/wtafi4tw/a-short-introduction-to-the-gri-standards.pdf>)
- ISSB issues inaugural global sustainability disclosure standards (<https://www.ifrs.org/news-and-events/news/2023/06/issb-issues-ifrs-s1-ifrs-s2/>)
- **Optional Readings:**
 - Welcome to the Era of the Activist Accountant (<https://www.youtube.com/watch?v=W50ynUgo-UU&list=PLrhpR40o4n5zkM17vanoK1KoimyVBjhaH&index=5>) - bonus video incl. the “alphabet soup” of ESG-related acronyms
- **Assignment:** Canvas Discussion Post due by **9/24/23**

Week #4 - 10/2/23: Reusables as a Zero Waste Solution

- **Speaker:** Rich Grousset, Eunomia
- **Required Readings:**
 - TBD
- **Assignment:** Canvas Discussion Post due by **10/1/23**

Week #5 - 10/9/23: Closing America's Water Gap

- **Speaker:** George McGraw, DigDeep
- **Required Readings:**
 - Closing The Water Access Gap - Executive Summary (attached)
 - Stanford Social Innovation Review (https://ssir.org/articles/entry/the_united_states_needs_its_own_wash_sector)
 - CBS Sunday Morning (<https://appalachiawaterproject.org/cbs>)
- **Assignment:** Canvas Discussion Post due by **10/8/23**

Week #6 - 10/16/23: TBD

- **Speaker:** Keenan Beasley, Sunday II Sunday
- **Required Readings:**
 - TBD
- **Assignment:** Canvas Discussion Post due by **10/15/23**

Week #7 - 10/23/23: The case for impact funds - New Global Impact Fund Strategy

- **Speaker:** Alina Skolnikov, TAI Consulting
- **Required Readings:**
 - GIIN 2023 survey (<https://thegiin.org/research/publication/2023-giinsight-series/>)
 - Q4 2022 - PitchBook Analyst Note: Impact Investing Update (<https://pitchbook.com/news/reports/q4-2022-pitchbook-analyst-note-impact-investing-update>)
 - Phenix Capital - 2023 Impact Fund Universe Report (<https://phenixcapitalgroup.com/download-impact-report-january-23-fund-universe>)

- Deep Knowledge Philanthropy: Global Impact Investing Overview Q2 2022 (<https://www.deep-knowledge.org/global-impact-investing-q2-2022>)
- Assignment: Canvas Discussion Post due by **10/22/23**

Week #8 - 10/30/23: Changing an Organization from the Inside – Goods and Services

- Speaker: Mayuri Ghosh, Clinton Foundation
- Required Readings
 - Insight report: <https://www.weforum.org/reports/future-of-reusable-consumption-models/>
 - Blog: <https://www.weforum.org/agenda/2022/01/how-national-policies-can-accelerate-the-transition-to-a-reuse-economy>
 - Blog on Climate Adaptation: <https://worldwise.substack.com/p/mayuri-ghosh-risk-and-return>
- Optional Readings
 - Insight report: <https://www.weforum.org/reports/engaging-tomorrow-s-consumer-project-report-2014>
 - Session on Reaching Net Zero: <https://www.clintonfoundation.org/clinton-global-initiative-september-2022-annual-meeting#special-conversation-panel>
 - Session on Fast & Fair Clean Energy Transition: <https://www.clintonfoundation.org/clinton-global-initiative-september-2022-annual-meeting#a-fast-and-fair-clean-energy-transition-panel>
- Assignment: Canvas Discussion Post due by **10/29/23**

Week #10 - 11/13/23: Sustainable Solutions for Global Pollution

- Speaker: Richard Fuller, Pure Earth
- Required Readings
 - Pure Earth Website (<https://www.pureearth.org/>)
 - The Lancet Commission on pollution and health - Progress Update ([https://www.thelancet.com/pdfs/journals/lanplh/PIIS2542-5196\(22\)00090-0.pdf](https://www.thelancet.com/pdfs/journals/lanplh/PIIS2542-5196(22)00090-0.pdf))
 - Pollution: a global public health crisis (YouTube Video) (<https://www.youtube.com/watch?v=9jOpNF2uc2M>)
- Optional Readings
 - *Highly Recommended Book - "The Brown Agenda: My Mission to Clean Up the World's Most Life-Threatening Pollution" by Richard Fuller. Please read at least the Introduction + skim Part 1 & 2*
 - Available on Amazon (<https://www.amazon.com/Brown-Agenda-Mission-Life-Threatening-Pollution/dp/1595800832>)
 - Available through Columbia University Library (<https://web-s-ebshost-com.ezproxy.cul.columbia.edu/ehost/search/advanced?vid=0&sid=485eadbe-79a7-4010-9d5b-do416be42a31%40redis>)
- Assignment: Canvas Discussion Post due by **11/12/23**

Week #11 - 11/20/23: Corporate Social Innovation: Integrating societal impact into the global corporate world

- Speaker: Beth Hurvitz, Visa

- **Required Readings:**
 - Worldbank global Findex report (<https://www.worldbank.org/en/publication/globalfindex/interactive-executive-summary-visualization>.) - The executive summary which can be found by reading this page and then clicking into Chapter 1 executive summary, Chapter 2 executive summary, and Chapter 3 executive summary.
 - A McKinsey article on ESG and corporations, (<https://www.mckinsey.com/capabilities/sustainability/our-insights/does-esg-really-matter-and-why>)
- **Optional Readings:**
 - It would be great if everyone played either financial football or financial soccer from Visa - they can either play against each other or by themselves. <https://www.financialfootball.com/>, <https://financialsoccer.com/en>
- **Assignment:** Canvas Discussion Post due by **11/19/2023**

Week #12 - 11/27/23: The intersection of business and sustainability

- **Speaker:** Amy Brachio, EY
- **Required Readings:**
 - How business and education can help Gen Z reframe the future | EY - Global) - https://www.ey.com/en_gl/corporate-responsibility/how-business-and-education-can-help-gen-z-reframe-the-future
 - WEF Focus on green jobs and ESG trends - https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf
- **Assignment:** Canvas Discussion Post due by **11/26/2027**

Week #13 - 12/4/23: TBD

- **Speaker:** Kelsey Overby, Second Horizon Capital
- **Required Readings:**
 - TBD
- **Assignment:** Canvas Discussion Post due by **12/3/23**

Week #14 - 12/11/23: Final Lecture