COURSE SYLLABUS

ENRGYENV 629
EDGE Seminar Series on Energy & Environment
Spring 1 & 2 2020: January 29-April 22, 2020
Select Wednesdays, 10:00 AM – 12:00 PM
Rand Classroom, Fuqua School of Business

<table>
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<tr>
<th>Professor:</th>
<th>Teaching Assistant:</th>
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<tbody>
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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 in Rand Classroom. 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.
- Host teams will connect with each speaker about one week before to prepare for the seminar (see details under “Host Team Execution” below).
- 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 2020 sessions include:

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<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
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<tr>
<td>1/29</td>
<td>Arvin Ganesan - Apple</td>
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<tr>
<td>2/5</td>
<td>Kristen Hammer - Virgin Hyperloop One</td>
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<tr>
<td>2/19</td>
<td>Melissa Ho – World Wildlife Fund</td>
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<td>3/18</td>
<td>Monica Ellis – Global Environment Technology Foundation</td>
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<td>3/25</td>
<td>Jameela Pedicini - Bloomberg LP</td>
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<td>4/8</td>
<td>Mark Huang, SeaAhead</td>
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<td>4/22</td>
<td>Final synthesis session</td>
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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.
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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 Team Execution (10%)
All seminar speakers are senior leaders in their specific fields, who are taking their time to contribute to your academic experience at Duke University. As host teams, you are expected to thoroughly review the readings and background material for your speaker, connect with the speaker to provide background and context of the seminar, provide guidance to the speaker on key questions, and organize the logistics for the speaker’s day on campus. This must be done with the highest level of professionalism. The host team helps to promote interaction between the speaker and the students, ensures a well-prepared audience, and develops thoughtful questions based on the readings.

Host Team Responsibilities
Specifically, the host team is expected to do the following:

1. At least one week before your scheduled seminar:
   a. Meet as a host team to plan responsibilities and schedule.
   b. Contact Katie Kross (EDGE’s managing director: Katie.Kross@duke.edu) to organize the speaker’s agenda. Katie will have itineraries for the
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speakers based on their travel plans. Feel free to add your team’s contact info to the itinerary.

 c. Select one point person to reach out to your speaker by email to introduce yourselves and send the itinerary (cc’ing Dan Vermeer - dv24@duke.edu). Please also ask your speaker if he/she will need a parking pass and if so, pick one from the BMO.

d. Organize a host team lunch with the speaker. Contact J.B. Duke’s Marketplace restaurant (Reservations: (844)490-7100) for a reservation for 12:15 PM. EDGE will cover the cost of the lunch; however, one member of the host team needs to pay the bill on the day of the lunch and turn in the original receipt to Katie (office A242 at Fuqua) for reimbursement afterwards. Your entire host team is not required to attend the lunch, but most students find this to be one of the best experiences of the EDGE Seminar, so we encourage you to take advantage of this opportunity.

2. By Monday (2 days before the seminar) at 10 AM:
   a. Read the assigned materials for the class, and email 3 questions to the presenter (cc: Dan). Also include a finalized agenda in your email, including any side meetings or other planned activities for the speaker’s stay.
   b. Email a 1-page (maximum) briefing in Word format to Dan Vermeer to share with class members. This briefing should provide a high-level overview of the seminar topic, including relevant context, data points, quotes, perspectives, and your 3 questions. It should be in bullet point format, and should not be redundant with the assigned readings.

3. On the day of the seminar:
   a. One host should meet your speaker at the front entrance to Fuqua (with a Visitor Parking pass if needed) upon his/her arrival. Speakers can park in the Science Drive Visitor Lot or in the Visitor spaces on Fuqua Drive with a parking pass. Meet your speaker and escort him/her to the first stop on his/her itinerary.
   b. During the seminar, one host member should briefly introduce the speaker at the seminar (1-2 minutes) and present a gift following the presentation (EDGE will provide gifts for speakers, and Dan or Katie will bring the gift to the classroom). For students that have participated in the EDGE Seminar before, there will be no in-class orientation from the host team.
   c. During the class, host team members should also help Dan keep the dialogue interesting during the seminar by asking thought-provoking questions along the way.
   d. Finally, escort the speaker to lunch and make sure that the lunch goes well. After lunch, help your speaker find his/her way to any next appointments after lunch (if applicable).

4. By Sunday (11:59 PM) after the seminar:
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a. Send an email “thank you note” to the speaker (cc: Dan), commenting on the specific insights and contributions learned in the seminar.

b. Bring the original receipt for lunch to Katie (office A242) along with a list of names of everyone who attended the lunch.

If any logistical questions or problems arise on the day of the seminar, you may reach Dan by cell at: (919)448-5555.

Blog posts (30% total - 15 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 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 3 speakers (#4-6). 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).
- 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/).

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

Example:

_____________________

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

Examples:

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

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


_____________________

Book:

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

Example:


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.