

**MKTG 4600-01: Marketing and Social Issues**  
Spring, 2018

**INSTRUCTOR:** Dr. April Atwood  
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**CLASS MEETINGS:** T Th 1:30 - 3:35pm, Pigt204

**OFFICE HOURS:** before and after class and by appointment

**TEXTS:** Cheap: The High Cost of Discount Culture by Ellen Ruppel Shell, 2009.

The American Way of Eating by Tracie McMillan, 2012.

NOTE: Both of these books are on order at the SU bookstore; they also are available used and/or through less expensive sources (websites, Amazon, retail: HalfPriceBooks).

**ADDITIONAL REQUIRED READINGS:**

In addition to our texts, we will read papers, essays, and portions of other books; these readings will be available on our course Canvas space as much as possible; handouts may be used as well.

**COURSE OVERVIEW:**

Marketing is seen narrowly as the provision of what will satisfy consumers' needs and wants at a profit, or more broadly as the management of exchange relationships in our society.

Marketing has played and can play a big role in creating and exacerbating societal problems, AND it can play a big role in addressing and helping to solve those societal problems. This course will consider all sides of these issues and perspectives.

In this seminar-style course, we will examine and discuss societal issues related to marketing that business managers consider in the management of their business activities. While we will find that there are rarely 'right answers' in these considerations, the course is designed to prepare students to think critically about societal impacts of marketing activities and business opportunities and implications of social-change strategies.

The class activities may include discussions, debates, presentations, guest speakers, and readings from wide variety of current writing and research on marketing & society issues.

Possible topics for focus in the course include:

- voluntary simplicity—getting free of materialism and getting control of personal spending
- trade issues—labor practices, Fair Trade, direct trade, and specific industries of interest (chocolate, coffee, diamonds/gems, clothing, sporting equipment)
- advertising—the education necessary for consumers to be protected in the marketplace; 'under the radar' marketing practices; special protection for kids; marketing and media roles in establishing standards for 'beauty' in society; role(s) of expanded media channels
- security and privacy—how consumer information is used, both legitimately and illegally, and how consumers can protect themselves, marketing research and consumer security

- universal design—designing offers to be maximally useful/usable by the broadest possible range of users; inclusion; social justice
- food-related issues—junk foods, food labeling, advertising to children, organics and local food issues, GMOs and food crops
- sustainability / environmental issues—resource conservation, the changing role of plastic, bottled water, ‘green’ products, ‘greenwashing’ / environmental & sustainability labeling and certification programs, ‘bottom of the pyramid’ marketing strategies
- finances—credit cards, loans, insurance, savings, budgets, microlending, etc., and how people can consume and be financially secure

Consider this list and think about which topics YOU are most interested in addressing this quarter; the plan is to poll the class and let your preferences determine the course content. Have you ever designed your own course? This is as close as you may come! 😊

**COURSE OBJECTIVES:**

- ❖ You will develop an understanding of various *frameworks for evaluating ethical problems* in marketing.
- ❖ You will develop a *sensitivity to and awareness of the implications of marketing for society and stakeholders* beyond the firm.
- ❖ You will *develop informed opinions* on the roles of marketing with respect to a variety of important social issues.
- ❖ You will develop an understanding of the *application of marketing to social causes*.
- ❖ You will enhance your *speaking and listening skills* through discussion.
- ❖ You will enhance your ability to *argue for and defend a position*.

**GRADING:** Your grade will be determined on the basis of these components:

Eco-Challenge--participation and marketing assessment	80
Personal online 'journal' and reflections	120
Consumption Literacy Project--individual/partner (presentation + briefing paper)	200
Research Project--group (research paper + poster presentation)	300
Final--reflection	150
Class participation/assignments/in-class activities	150
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	1000 pts.

**SU ECO-CHALLENGE:** (program runs 3 weeks: Monday, April 9 - Sunday, April 29, 2018)

Seattle University is holding an 'eco-challenge' this quarter in an effort to get SU community members to change their thinking and their behaviors about some of their impacts.

Since so many of our impacts are related to products (and thus marketing), this year's Eco-Challenge presents a great opportunity to experience a program that focuses on marketing and social issues by working through the program and then, at the end, assessing it from a marketing perspective.

Check out the website at <https://www.seattleu.edu/cejs/events/ecochallenge-2018> for the challenge details and sign up by April 8.

Complete the challenge -- then write up your own individual reflection and assessment of this marketing program. Your final deliverable will be a paper (max 4 pages) [or personal slide show or poster or, really, whatever media you choose] in which you discuss:

Your experience:

- how did you compete? by yourself or with a team? why? and how did that work out for you?
- did you complete the challenge each week? why or why not?
- how helpful were the 'interventions' that the program provided?
- what behaviors (if any) did you manage to change? how likely are you to continue with this change? why?

Your marketing assessment:

- how well did you find the challenge to perform with regard to the 4 Ps of marketing?
- were there other marketing concepts or considerations that were relevant?
- what recommendations could you offer to the developer of this 'eco-challenge' regarding how it could be improved?

Your summary paper will be due by the end of Sunday, May 6.

### **PERSONAL ONLINE JOURNAL & REFLECTIONS:**

Several times during the quarter you will be asked to write a reflection related to course material; these reflections will be posted to Canvas. You will be given questions to address or instructions as to what should be the focus of your reflection. You will have at least 5 days to complete each reflection assignment.

### **CONSUMPTION LITERACY PROJECT (individual/partner):**

Have you ever made a purchase or used or eaten a product and wondered to yourself about the quality or ingredients or climate impact or sourcing or.....? So much of the marketing and consumer activity that people in our society engage in has impacts of which most consumers are unaware. This project, to be completed by yourself or with a partner, will require you to select a topic for focus, conduct research into that topic, determine what a target audience should know and/or do about the issue/behavior/impacts, and devise a way of conveying the needed information to the target audience. The focus will be Consumption Literacy—what consumers *should* know about some problematic aspect of marketing or consumption to help them be 'better' consumers---wiser, healthier, more compassionate, or more informed. The project should identify the problem, illustrating it with examples of marketing's contributions. Next, it should provide information that consumers should have for their benefit, indicating how consumers can get this information. The project should conclude with a discussion of how marketing could contribute to a solution to the problem, especially identifying opportunities for firms to gain strategic advantage in doing so.

Your deliverables will be: a presentation of your consumer-oriented information where you teach your target audience your information (aim for 12 minutes) and a supporting 'briefing' paper that will be shared with the class (aim for 3-4 pages). Students are expected to go beyond the assigned readings and will need to do research on their topics.

Possible topics for this project include:

- e-waste (disposal of anything with a cord or battery)
- anti-aging industry
- cosmetics
- global clothing sourcing
- chocolate or coffee or tea sourcing & labor issues
- produce & labor issues in the U.S.
- Fair Trade practices, programs, impacts
- impacts of fast food
- recycling & China's 'green sword' policy
- impacts of processed foods
- impacts of the marketing of bottled water
- impacts of the soft drink industry
- impacts of purchasing local food/products
- eating habits / mindless eating / obesity
- advertising to children – practices and impacts
- Bottom of the Pyramid--targeting the world's poor
- marketing depictions of sexuality & beauty
- advertising and images of race/ethnicity
- advertising and gender
- impacts of imported vs. local foods
- impacts of the meat industry
- current state of the fishing industry
- marketing of guns
- marketing of pharmaceuticals
- direct-to-consumer drug ads
- reverse logistics -- practices & potential
- political marketing
- packaging innovations
- labeling of foods (organic, natural, etc.)
- labeling of health claims (foods, supplements)

...think about which of these topics you would like to spend the quarter thinking about. Other topics may be approved as well. Sign-ups will take place in class and topics will be scheduled into class sessions during weeks 4-9 that focus on related areas.

### **RESEARCH PROJECT (group):**

Working with 2 or 3 other students, you will have the opportunity to dive into a topic of real and current interest in the area of marketing and its impacts. We will discuss specific topics in class at the start of the quarter. During the course of the quarter, you will perform secondary research, gather insights and current ideas about your topic, collect primary data, and describe your conclusions and recommendations. The final deliverables will be a paper, due at the end of the quarter, and a poster presentation in a public space on campus.

Potential topics for this project include:

- pricing: women's products, men's products -- 'pink tax'
- Seattle location differences and price, quality, availability of food products
- food price differences across different types of food outlets and channels (grocery, co-op, farmers' market, outlet-type store, delivery, big-box stores.....)
- electronics and attention: awareness of time spent on screens, impacts, avenues for change
- consumers and climate change--what is being done and could be done, opportunities
- food waste--current state and practices, opportunities
- plastic: single-use plastics and their impacts

- marketing, big data, and privacy--current state, consumer awareness, recommendations & opportunities
- planned obsolescence--what is it, what the impacts are, who practices it, what can consumers do

### **FINAL--REFLECTION:**

You will write a final reflection near the end of the quarter to assess your understanding and consideration of the material we will spend the quarter discussing; details will be finalized once the quarter is underway and the reflection prompt/specific questions will be provided later in the quarter.

### **CLASS PARTICIPATION:**

Attendance in this seminar-style class will be monitored, but more importantly, you should be an active participant in the class. Being physically present is not enough! Your learning experience in the class will depend on the level of preparedness you bring to the class and your level of contribution. Contributing to the class through active listening, posing questions, and offering examples will help to maximize your experience in the class. **Bring and use your name card every week**, so that we can more easily learn and address each other by name in this interactive class. Everyone should be prepared to answer and ask questions about the material and to interact with class members directly (the conversation will NOT necessarily be mediated by the professor!). Class members are strongly encouraged to bring to class examples, issues, or questions that are based on your professional life or on your everyday consumer interactions with the marketing field. In addition to the assigned reading(s), there may be small assignments, cases, or debate preparation that you'll be asked to prepare outside of class and bring to class to serve as the foundation for our discussion; these assignments will count in your 'participation' score. Class members are expected to come to class prepared to be a courteous, thoughtful, and active participant each day.

### **CLASS SCHEDULE – first 2 weeks:**

The schedule for the first two weeks is provided. The complete schedule for the quarter will be finalized during the second week of class. Your flexibility and participation are appreciated; your input will help to determine the exact class topics we'll focus on this quarter.

## **COURSE POLICIES:**

- Unless otherwise specified, all work is to be completed individually and must be spaced at least 1.5, font size at least 11, with at least 1-inch margins on all sides of the page.
- All work submitted should be your best work---assignments will be evaluated for content, of course, but also for clarity, organization and appropriate use of headings, readability, and professionalism (i.e., proper spelling, grammar, layout). Proofread!!
- Turning in assignments late is discouraged---late assignments would be marked down automatically.
- Cell phone use, texting, and web surfing are inconsiderate to your classmates and the instructor and will not be permitted in this class – let Prof. Atwood know if you might be expecting an important message or call and we'll work to accommodate your needs. It is unlikely you will need to have your computer open during class. Phone use, even during the daily class break, will need to take place **outside** of the classroom. Violation of these policies would result in lowering of the class participation portion of your course grade.
- **Bring and use your name card each class day.**
- Our classroom will be a 'safe' space where students and faculty will feel comfortable expressing their views and respectfully working to consider and understand the honest perspectives of others. Of course, hateful comments and behavior would not be tolerated. Let Prof. Atwood know of any issues, problems, or challenges.
- The course schedule is attached---you are responsible for it and for any changes to the schedule that may be announced in class.

## **SEATTLE UNIVERSITY POLICIES:**

Disabilities: If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Honesty: Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Punishment for dishonesty ranges from a zero for the specific assignment to expulsion from the university. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy. The policy can be found at [http://www.seattleu.edu/regis/Policies/Policy\\_2004-01.htm](http://www.seattleu.edu/regis/Policies/Policy_2004-01.htm). If you are not sure whether a particular action is acceptable according to the Academic Honesty Policy, you should check with your instructor before engaging in it.

### Title IX policy:

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oi@seattleu.edu](mailto:oi@seattleu.edu); phone: 206.296.2824).

**MKTG4600 --- Dr. ATWOOD --- SPRING 2018  
CLASS SCHEDULE**

<u>Day</u>	<u>Topic</u>	<u>Assignments/readings*</u>
T Apr 3	introduction and orientation; discuss--project team formation; discuss: marketing contributions/costs	
Th Apr 5	role & impacts of marketing	Wilkie & Moore, Armstrong&Kotler  <b>DUE: before end of Sun, April 8-- register for Eco-Challenge</b>
T Apr 10	ethical frameworks in marketing application	Murphy & Laczniak
Th Apr 12	marketing, consumption, & happiness	readings on Canvas
T Apr 17	product issues: design & Universal design	readings on Canvas
Th Apr 19	NO CLASS	
T Apr 24	Product issues: Packaging & waste Cons Lit topics: packaging innovations (Joey B.), recycling & 'green sword' (Sabrina), E-waste (Ryan M + Taryn)	readings on Canvas
Th Apr 26	Product issues: sustainability & impacts Cons Lit topics: bottled water (Pieter), chocolate or coffee (Genevieve G.), cotton clothing + water (Sage N.), global clothing sourcing (Nathan A.)	readings on Canvas
T May 1	Privacy & consumer data Cons Lit topic: cryptocurrency (Steven A.)	readings on Canvas
Th May 3	Price issues	<u>Cheap</u> – assigned chapters  <b>DUE: end of Sunday, May 6--eco- challenge assessment</b>
T May 8	Ethics Week speaker	
Th May 10	Communication impacts Cons Lit topics: depictions of sexuality & beauty (Andie L.), depictions of gender (Hanna K. + Young K.), influencer marketing (Amanda C.)	readings on Canvas
T May 15	Marketing issues related to controversial products Cons Lit topics: cannabis packaging (Doug R.), marketing of pharmaceuticals (Alyssa K.), marketing of guns (Sal), marketing of zoos/aquariua (Lucas J.)	

Th May 17	NO CLASS	
T May 22	Food & marketing	<u>The American Way of Eating</u>
Th May 24	---food issues, continued Cons Lit topics: food labeling (Ryan C.), fast food (Jane W. + Ning Z.), eating habits/mindless eating/obesity (Amanda L. + Lindsay D.), local food (Veronika)	
T May 29	Social & cause marketing Cons Lit topics: Fair Trade (Ping Kun), state of the fishing industry (Jennifer T.)	readings on Canvas
Th May 31	Societal impacts of segmentation strategies Cons. Lit topics: cosmetics (Shavon), anti-aging industry (Gabby F. + Liz S.), Bottom of the Pyramid strategies (Aeon)	readings on Canvas
T June 5	share research projects with class	
Th June 7	poster presentation--public space	

**FINAL REFLECTION: due by 12 noon on W June 13**

\*links to readings will be found, week by week, on Canvas