MARKETING 460: Marketing and Social Issues
Winter, 2014

INSTRUCTOR: Dr. April Atwood
532 Pigott, 206.296.6035
atwooda@seattleu.edu

CLASS MEETINGS: TTh 1:30 – 3:35pm, Pgt200

OFFICE HOURS: before and after class and by appointment

TEXTS:

OR

(3rd edition highly recommended; other editions acceptable)

NOTE: None of these books are on order at the SU bookstore. All are available used and/or through less expensive sources (websites, Amazon, retail: HalfPriceBooks). Get one (advised: #1 or #2) and start reading it; none will be ‘due’ for discussion or application until at least partway through the quarter. You will end up needing to read either of the #3 choices, depending on what is being read by others in your project group.

REQUIRED 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 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 implications of social-change strategies.

Additionally, this course is a designated ‘service learning’ course; we will be doing our project work focused on projects that are related to food issues. You will work as a member
of a group on one of the projects—we’ll talk in more detail about the specific projects and project groups in class.

The course activities this quarter may include discussions, debates, presentations, guest speakers, and readings from a 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 (coffee, chocolate, 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! 😊

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Service-learning project</td>
<td>200</td>
</tr>
<tr>
<td>Journal: marketing &amp; society</td>
<td>250</td>
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<tr>
<td>Consumer literacy project</td>
<td>300</td>
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<tr>
<td>Class participation/assignments/in-class activities</td>
<td>250</td>
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<td><strong>----------------</strong></td>
<td><strong>1000 pts.</strong></td>
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**SERVICE-LEARNING PROJECT:** As a class, we will have two service-learning projects to consider this quarter. Some students will work with a neighborhood food co-op that is preparing for its summer 2014 opening; other students will work to develop a ‘Meatless Monday’ program on the SU campus. During the first week, students will form project groups of about 5 students; we will discuss team management and spend time developing team communication plans and a team charter. Week 2 will include a visit from the co-op representative, who will describe the organization and its marketing needs. Work will
proceed from there on both projects, with weekly in-class check-ins and/or progress reports from all teams. The deliverables include participation in the activities needed for the client/project and a written description and summary of your group’s work. More details will be available once the quarter and the projects are underway.

**JOURNAL: MARKETING & SOCIETY:** You will be collecting examples and recording personal reflections throughout the quarter, related to ‘marketing and society’ influences and interactions. Specifically, you will respond to the ‘question of the week.’ Sometimes these questions will relate to books/ readings/topics from class, sometimes they will ask you to find, post, and analyze a marketing example related to ‘marketing and society,’ and sometimes they will ask you to reflect on your service-learning project work. You will create an online journal (blog that you create—you will need to provide a link to the URL—or use the space on our Canvas course area) and add your response/reflection each week.

Your journal entries (examples or reflections) need to be completed weekly, by the end of our class week, which, for this class, will be Monday evening.

**CONSUMER LITERACY PROJECT—CONSUMPTION IMPACTS:** 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 yourself or with 1-3 partners, will require you to select a topic for focus, conduct research into that topic, determine what a target audience should know about the issue/behavior/impacts, and devise a way of conveying the needed information to the target audience. Your deliverables at the end of the quarter will be a presentation of your information (via brochures, posters, infographics, infomercial, white paper, website, ....and/or whatever you determine to be appropriate media) and a supporting paper.

Possible topics for this project include:
- e-waste (disposal of anything with a cord or battery)
- plastic—use and impacts
- anti-aging industry
- impacts of a ‘lowest price’ strategy
- global clothing sourcing
- chocolate sourcing & labor issues
- impacts of fast food
- eating habits / mindless eating / obesity
- impacts of processed foods
- impacts of the marketing of bottled water
- advertising to children – practices and impacts
- impacts of the soft drink industry
- impacts of purchasing local food/products
- disposal of waste/trash/garbage
- marketing depictions of sexuality & beauty

...think about which of these topics you would like to spend the quarter thinking about. Other topics are acceptable as well, with the professor’s approval.
CLASS PARTICIPATION / ASSIGNMENTS / IN-CLASS ACTIVITIES
Attendance in this 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 and answering questions, participating in discussions in class, and offering examples will help to maximize your experience in the 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 to be handed in is to be completed individually and must be double-spaced, font size at least 11, with at least 1-inch margins on all sides of the page.
- All work handed in 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).
- Turning in assignments late is discouraged—late assignments would be marked down automatically.
- The initial 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. 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.
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<tr>
<th>Day</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>T 1/7</td>
<td>introduction &amp; orientation</td>
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<tr>
<td>Th 1/9</td>
<td>marketing practice, contributions</td>
<td>Wilkie &amp; Moore</td>
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<td>team formation, team charter development</td>
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<tr>
<td>T 1/14</td>
<td>service learning project—intro &amp; work time</td>
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<td>Th 1/16</td>
<td>ethics; consumption; origins of desire</td>
<td>Kotler; Rassuli &amp; Hollander</td>
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<td>T 1/21</td>
<td>‘adv. and the end of the world’</td>
<td>watch video</td>
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<td>(classic video/critique on advertising roles and impacts)</td>
<td><a href="http://www.youtube.com/watch?v=8gM0Q58iP0">link</a></td>
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[other details for the rest of the quarter will be finalized after our second class meeting and will be based on the interests of the class members]

Th 3/20  12 – 1:50 – final exam time scheduled for this class
final class meeting; presentations may happen this day (finals week) or the preceding week; once the project is underway we will be in a better position to schedule the end-of-quarter presentations