

**MKTG 4600-01: Marketing and Social Issues**  
Fall, 2019

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

**CLASS MEETINGS:** T Th 3:45 – 5:50pm, Pigt306

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

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

Garbology: Our Dirty Love Affair with Trash by Edward Humes, 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. Two of the other books we will be using this term are selected readings from:

Inconspicuous Consumption by Tatiana Schlossberg, 2019

The American Way of Eating by Tracie McMillan, 2012

\*your assigned portions of these two books will be available on our Canvas page

**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)

- ‘problematic’ products – tobacco, marijuana, alcohol, gambling, e-cigs/vaping, guns;
- 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; waste – amounts and disposal options
- 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 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 develop an understanding of various *frameworks for evaluating ethical problems* in marketing.
- ❖ You will enhance your *speaking and listening skills* through discussion and presentations.
- ❖ You will enhance your ability to *argue for and defend a position*.

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

Personal online 'journal' and reflections	120
Now We Know – teach the class (‘ignite-style’ presentation)	250
Group Project—Consumer Literacy Campaign (paper + poster presentation)	300
Final--reflection	150
Class participation/assignments/in-class activities	180
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	1000 pts.

### **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 one week to complete each reflection assignment.

### **NOW WE KNOW – Ignite+ presentation (individual work):**

Ignite presentations were first created here in Seattle, among the tech community, as a way for groups of interested professionals to come together and share ideas, products, projects, and perspectives in a time-efficient way. A successful Ignite presentation requires planning, thought, discipline, and practice – and is a great preparation for interviewing- and on-the-job- presentations.

Traditional Ignite-style presentations use timed Powerpoint decks: 20 slides, each shown for 15 seconds, resulting in a talk that lasts 5 minutes. We will use a modified ‘Ignite+’ approach: 21 – 28 slides, each shown for 15 or 20 seconds (your choice), resulting in a **7 minute talk**. The topic of your talk will be some aspect of marketing that you would like to learn more about – it can be focused on a marketing practice or on impacts of marketing activity (see the list below for some ideas). You will research your topic, then teach it to the class using a 7 minute (or shorter) Ignite-style presentation. Collectively, the class will be able to say ‘ah, now we know!’ after hearing your talk.....and, ideally, will be able to share this interesting and helpful information with their friends and family.

Check out at least some of these resources – and be sure to watch some Ignite presentations that explain something (they are not just providing entertainment).....your presentation will focus on explaining your ‘now we know’ topic.

<http://www.ignitetalks.io/>

<https://www.lauramfoley.com/ignite/>

<http://sixminutes.dlugan.com/ignite-presentations/>

<https://www.ethos3.com/2018/06/5-ignite-presentations-worth-watching/>

<https://robbiesenbach.com/deliver-successful-ignite-talk/>

### **CONSUMPTION LITERACY CAMPAIGN – group project (poster presentation + paper):**

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 group project will require you to select a topic for focus, conduct research into that topic, determine what your target audience should know and/or do about the issue/behavior/impacts, and then develop a marketing campaign to convey the needed information to the target audience to achieve your campaign goals. 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 identify information that consumers should have for their benefit, and it should illustrate a marketing campaign directed at the target audience that will result in them being able to be ‘better consumers.’ The project should conclude with a discussion of how marketing could contribute to a solution to the identified problem, especially identifying opportunities for firms to gain strategic advantage in doing so.

Your deliverables will be: a poster presentation of your findings and recommendations, presented to the class and to the general Albers community, and a final paper that details all the work, research, and recommendations that went into shaping your presentation. Students are expected to go beyond the assigned readings and will need to do research on their topics.

**POSSIBLE TOPICS** for the Ignite project and the consumption literacy project include:

- e-waste (disposal of anything with a cord or battery)
- anti-aging industry
- cosmetics
- global clothing sourcing
- chocolate sourcing & labor issues
- coffee sourcing & labor issues
- tea sourcing & labor issues
- fresh 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 and marketing's role
- portion sizes (food stores & restaurants)
- 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/gender roles
- impacts of imported vs. local foods
- impacts of the meat industry
- current state of the fishing industry
- marketing of guns, alcohol, marijuana, tobacco, e-cigs/vaping
- 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)
- pricing: women's products, men's products -- 'pink tax'
- food price differences across different types of food outlets and channels (grocery, co-op, farmers' market, outlet-type store, delivery, big-box stores.....) and fairness
- 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
- GDPR / privacy regulations (EU, US, and other)
- bitcoin / electronic currencies
- planned obsolescence--what is it, what the impacts are, who practices it, what can consumers do
- segmentation strategies and discrimination
- social and/or cause marketing campaigns
- clothing, fast fashion and impacts

Note: we will work to avoid duplication of topics across the projects, to maximize our learning. Other topics may be approved as well.

**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**

### **Academic Resources:**

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

**Academic Policies** on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>):

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

### **Notice for students concerning 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 located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

### **Notice Regarding Religious Accommodations**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>)."

### **Office of Institutional Equity**

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) University Resources and Policies

**MKTG4600 --- Dr. ATWOOD --- FALL 2019**  
**CLASS SCHEDULE**

<u>Day</u>	<u>Topic</u>	<u>Assignments/readings*</u>
Th Sept 26	introduction and orientation; discuss--project team formation; discuss: marketing contributions/costs	
T Oct 1	role & impacts of marketing	Wilkie & Moore, Armstrong&Kotler
Th Oct 3	ethical frameworks in marketing application	Murphy & Laczniak
T Oct 8	marketing, consumption, & happiness	readings on Canvas
Th Oct 10		
T Oct 15		
Th Oct 17		
T Oct 22		
Th Oct 24		
T Oct 29		
Th Oct 31		
T Nov 5		
Th Nov 7		
T Nov 12		

Th Nov 14

T Nov 19

Th Nov 21

T Nov 26      share consumption literacy projects with class

Th Nov 28      Happy Thanksgiving!

T Dec 3          consumption literacy poster presentation--public space

Th Dec 5          no class meeting

**FINAL REFLECTION: due by 6pm on M Dec. 9**

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