

**WILFRID LAURIER UNIVERSITY**

**Lazaridis School of Business and Economics**

**BU 442A: Marketing & Society**

**Course outline & schedule (Spring 2019)**

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Course overview:

Marketing activities have tremendous impact on consumers' lives, both at a very intimate level (e.g., the shampoos they use, purchasing mutual funds) as well as at a civic level (e.g., environmental degradation, media clutter, poverty alleviation). Given this vast power that marketing wields, it behooves marketers to be aware of the impact marketing strategies have on more than just the financial bottom line. Responsible and successful marketing, marketing that adds value to the firm, the consumer and to society at large, requires a rigorous understanding of the various facets of the interaction between marketing activities and society.

This course examines how marketing impacts the physical, psychological, sociological, cultural and economic world inhabited by consumers. Rather than focusing on developing and launching marketing strategies, this course focuses on what happens when a marketing strategy is launched, auditing its various levels of impact on consumer and societal welfare, and using that understanding to develop better marketing strategy. We will study concepts such as socially conscious marketing, social marketing, corporate social responsibility, conscious (and conscientious) consumption, cause marketing, consumerism and ethical marketing.

Course objectives:

- To explore and interrogate the effect of marketing activities on consumer and societal welfare.
- To understand different frameworks to capture the impact of marketing on consumer society.
- To study and practice the design and implementation of marketing strategy that enhances firm, consumer, and societal welfare.
- To help students understand their own style of consumption, to become reflective, conscious consumers actively using consumption to improve their welfare.
- To enhance students' reflective and critical thinking skills as well as their written and oral presentation skills.

### Course format:

The primary source of learning in this course is in-class dialogue. To enable this dialogue, I will present mini-lectures in each class designed to be a springboard for a vigorous discussion. Class discussion will focus on the application of theoretical content to real-world examples, readings, discussion questions and other material assigned for a particular class. Attendance at all class sessions is expected. You are required to inform me of any absence and the reasons for it. You should come to each class well prepared.

We will use MyLearningSpace extensively through this course. All course documents, announcements, and assignments will be posted on MLS. You are also required to submit all your work in the dropboxes created on MLS.

*Students with disabilities or special needs are advised to contact Laurier's Special Needs Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.*

### Course material:

There is no prescribed text for this course. Instead, we will be using cases, articles from the academic and business press, films, and websites of marketers and organizations studying the impact of marketing on consumer society. The list of readings and related material is provided at the end of this document. There are four sources for course material:

1. A course pack to be purchased from the bookstore. This course pack has all the cases and some readings that need to be purchased.
2. Readings and films with links embedded in the reading list provided. Some of the films can either be viewed online for free (in which case links have been embedded in the syllabus), or are available on popular streaming services. I also have DVDs of some films for you to borrow for short periods of time. It is your responsibility to ensure you have access to these.
3. Articles to be downloaded for free through the university library. Use this link <https://library.wlu.ca/research-materials/databases/abi>
4. Skeletal lecture slides will be posted on MLS prior to class.

### Technology in the classroom:

You may not use any personal technology during class. This means **no laptops, tablets, cellphones**. All these devices have to be turned off and put away during class time. This is your chance to rediscover the joys of writing instruments, recyclable paper, and finger cramps.

## Evaluation:

### *Individual work:*

- |                               |     |
|-------------------------------|-----|
| 1. Active learning            | 30% |
| 2. Personal Consumption Audit | 15% |
| 3. Final exam                 | 30% |
| 4. Professional conduct       | 5%  |

### *Group work:*

- |                    |     |
|--------------------|-----|
| 5. Marketing audit | 20% |
|--------------------|-----|

Please note: There are no make-up assignments. And no late submissions will be accepted. Please refer to Appendix A for details on grade re-evaluation.

### 1. Active learning (30%):

This class emphasizes active learning. Active learning comprises the following:

- Reading course materials before class, completing any assignments, preparing responses to discussion questions.
- Attending every class. Attendance is crucial because lectures and in-class discussion are the primary sources of learning for this course.
- Active, verbal, quality (rather than quantity) participation during class. This may include:
  - discussing homework or classroom assignments
  - discussing assigned readings
  - responding to discussion questions listed in the course schedule
  - providing examples from outside reading or experience
  - drawing conclusions, asking insightful questions, presenting a point of view.
- **Maintaining an active learning journal.** While the above steps are necessary for active learning, they are not sufficient. True active learning occurs when you are able to integrate what you have read, learned and discussed in class, reflect on it, and this reflection prompts new questions and/or ideas about something pertinent to that topic. In other words, while preparation and in-class participation is necessary for learning, learning that stays with you happens only after you leave the classroom and reflect on all that you've been exposed to. Within 24 hours of every class, you are required to write and submit *about six sentences* describing any thoughts you had about the topic for that day. These have to be new thoughts/ideas – do not summarize the readings or repeat class discussion. Use the readings and class discussions as a springboard to generate something new. Some examples could be "I did not agree with what student X said in class about strategy P because..."; "The discussion about topic Y was interesting because it reminded me of a new marketing strategy I studied in another class"; "Now that I know about concept Z, I wonder how to explain my

own consumption behaviour", "I wonder how I would feel if targeted by such a marketing strategy" etc.

- While the active learning journal for each week will be based on the topics for that week, there are two exceptions. The journal entry for the first week should describe your understanding of the course "Marketing and Society". Specifically, your first journal entry should describe your expectations (positive and negative) of this course, and what will make this a meaningful course for you. The journal entry at the end of the term should reflect on your reflections through the term. For this final entry, compare and contrast your learning through the term with your expectations, hopes, concerns at the beginning of the term.
- I will read every journal submission on a weekly basis, and provide necessary feedback.
- My definition of active learning means that there is no active learning without attendance. So please do not submit an entry if you have not attended a class. I will disregard submissions without attendance.
- You are allowed to miss one journal submission without penalty through the term. More than one missing submission will lead to a deduction of 2 points per missed submission.
- Your active learning grade will be assigned only after the final journal submission. Weekly submissions are not graded. The grade depends on:
  - Regular, timely submission of journal
  - Originality of thought
  - Clear, focused presentation of thought
  - Evidence of critical thinking
  - Ability to reflect on personal reaction to topic

## 2. Personal Consumption Audit (15%):

This is a self-reflective case study – you are the case that you study. To become more aware of the impact of marketing on consumers, and more specifically to be aware of your own consumption patterns, conduct a personal consumption audit. Identify one consumption behaviour that you do despite knowing it harms, or can potentially harm, you. Or identify one consumption behaviour that you don't do despite knowing it can benefit you. Describe your thoughts, feelings, and actions about this consumption behaviour. Then use your understanding of CnSR (scheduled for week 3) to analyze your thoughts, feelings, and actions about this behaviour. Finally, identify marketing strategies that encourage this consumption behaviour that may compromise your well-being. Recommend an alternative strategy and explain why you think it may be more beneficial to you as a consumer.

This report should not be more than 5 double-spaced pages, and not more than 1 page should describe the experience. The remaining pages should focus on analysis and recommendation.

## 3. Final exam (30%):

An open book final exam will be held in the last week of the term. More details will be provided later.

4. Professional conduct (5%):

As a business professional, you are expected to display professional behavior in your work contexts. I expect you to practice similar behavior in the classroom. This behavior includes, but is not limited to, attending class regularly and punctually, displaying positive, respectful engagement with other students and the instructor, and being prepared for class. Please note that “negative” participation such as disturbing or distracting the class, being disrespectful of others in the class, consistently coming in late or leaving early, using cellphone or laptops during class, will be severely penalized.

5. Group project: Marketing audit (20%)

The objective of this assignment is to apply course learning to current events in the world of marketing. From among the topics covered in this course, choose a topic of special interest to you. Then identify two examples of brands/companies whose actions have impacted consumer/societal welfare in the domain you've selected. For example, if you choose the topic of consumer finance, then identify two brands/companies that impact consumer/societal financial welfare. Examples should be current in that the brand/company you choose should be currently active in the market. One example should be of a brand/company having a net positive impact and the other an example of a brand/company having a net negative impact in the context of the topic you've chosen. Search for information about these brands/companies and use one of the conceptual frameworks discussed in class to conduct a social audit on them. Your social audit and analysis should provide strong evidence to support your conclusion that a brand/marketer has a net negative or positive impact. Your report should conclude with recommendations on how the firm with a net negative impact can alter goals and strategies to move to a net positive impact position. More details will be provided later in the term.

**Tentative Course Schedule\***

Week	Topic	Required Material & Discussion Questions
<b>Module One: The Impact of Marketing: The Good, The Bad, And The Ugly</b>		
May 8	Course introduction Defining the dimensions of the Marketing - Society relationship	
May 15	Measuring the impact of marketing: CSR	<ul style="list-style-type: none"> <li>• Case: Walking the Walk: Putting Social Responsibility into Action at the White Dog Café (2007) **</li> <li>• Case: The Dannon company: Marketing &amp; corporate social responsibility (2011)**</li> <li>• Porter &amp; Kramer (2011)</li> <li>• KPMG report/Harvard Business Review: Corporations and Society</li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>• What types of CSR activities do Dannon and WDC support?</li> <li>• Is it possible to say which of these organizations is a better corporate citizen?</li> </ul>
May 22	The other CSR: Consumer social responsibility	<ul style="list-style-type: none"> <li>• Devinney et al (2006)</li> <li>• McKenzie-Mohr <a href="http://www.cbsm.com/pages/guide/fostering-sustainable-behavior/">http://www.cbsm.com/pages/guide/fostering-sustainable-behavior/</a></li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>• Who is responsible for responsible consumption by consumers?</li> </ul>
<b>Module Two: Marketing and Consumer Health, Wealth, and Happiness</b>		
May 29	Marketing and consumer health	<ul style="list-style-type: none"> <li>• Film: Food, Inc.</li> <li>• Shanker and Mulvaney (2018)</li> <li>• Nestle (2018)</li> <li>• Case: Pepsico's turning point: Establishing a role in a sustainable society**</li> </ul>

		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>In your opinion, what is the first thing Pepsi should do to move closer to its belief in "Healthy Consumers, Healthy Company"?</li> </ul>
June 5	Marketing and consumer finances	<ul style="list-style-type: none"> <li>Bertini &amp; Gourville (2012)</li> <li>Gershon (2019)</li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>What are some hurdles marketers might face when implementing "shared value pricing"?</li> </ul>
June 12	Marketing and consumer satisfaction	<ul style="list-style-type: none"> <li>Film: Queen of Versailles</li> <li>Elliott (2003)**</li> <li>Twitchell (2000)**</li> <li>Schwartz (2004)</li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>Is dissatisfaction a necessary condition for consumption? Are marketing and consumer welfare therefore always at odds?</li> <li>What are some key motivations behind the consumption patterns of some of the characters in Queen of Versailles?</li> </ul>
<b>Module Three: Marketing and the Greater Good</b>		
June 19	Marketing and the environment	<ul style="list-style-type: none"> <li>Case: The Clorox company: Leveraging green for growth (2012)**</li> <li>Kotler (2012)</li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>What is the value proposition for Clorox products?</li> <li>How green are Clorox's products?</li> </ul>
June 26	Marketing and economic development	<ul style="list-style-type: none"> <li>Case: Danimal in South Africa**</li> <li>Simanis (2012)</li> <li>Garrette &amp; Karmani (2012)</li> <li>Bolton (2012)</li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>Did Danimal and Danone contribute to the economic development of South African communities? In the short – term? In the long-term?</li> </ul>

July 3	Marketing and cultural identity	<ul style="list-style-type: none"> <li>• Carr (2008)</li> <li>• Gelles (2016)</li> <li>• Chamorro-Premuzic (2014)</li> <li>• The Economist (2012)</li> <li>• Kingston (2013)</li> <li>• Film: Deluged by Data</li> </ul> <a href="http://www.cbc.ca/doczone/episodes/deluged-by-data">http://www.cbc.ca/doczone/episodes/deluged-by-data</a>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>• What, if any, impact is the "mindfulness industry" having on N. American cultural values? Does our use of technology have any implications for the rise or fall of the "mindfulness industry"?</li> </ul>
<b>Module Four: Consumer Resistance, Restraint &amp; Reform</b>		
July 10	Consumer reaction to marketing activities	<ul style="list-style-type: none"> <li>• Funches, Markley &amp; Davis (2011)</li> <li>• Madrigal (2012)</li> <li>• Cohan (2014)</li> <li>• Film: Pink Ribbons Inc</li> </ul>
		<p><u>Discussion Question:</u></p> <ul style="list-style-type: none"> <li>• The readings and the films present a range of social movements and types of consumer activism. If you were forced to participate in one type of activism, which one will you pick, and why?</li> </ul>
July 17		Course wrap-up Active learning journal due
July 24		Final Exam

\* Rather than impose a rigid schedule, I may alter the time spent on topics to accommodate the nature and type of discussion.

\*\* Reading material is in the course pack.



**Schedule for major deliverables**

<b>Date</b>	<b>Active learning journal</b>	<b>Personal consumption audit/Group report</b>	<b>Final exam</b>
May 9, 2:30 pm	Course/learning expectations		
May 16, 2:30 pm	Reflections on weekly topic		
May 24, 11:59 pm	NA	Personal audit due	
May 30, 2:30 pm	Reflections on weekly topic		
June 6, 2:30 pm	"		
June 13, 2:30 pm	"		
June 20, 2:30 pm	"		
June 27, 2:30 pm	"		
July 4, 2:30 pm	"		
July 11, 2:30 pm	"		
July 12, 2:30 pm		Group report due	
July 18, 11:59 pm	Meta-reflections		
July 24, 2:30 – 5:20 pm			Exam

## **Bibliography: Required material**

(Material may be added through the term to reflect current events or better cater to students' interests.)

\*\* indicates the reading is in the course pack. All other readings are available through the library database – Proquest, or online via the embedded link

### **May 15: Measuring the impact of marketing: CSR**

Case: Walking the Walk: Putting Social Responsibility into Action at the White Dog Café (2007)\*\*

Case: The Dannon company: Marketing & corporate social responsibility (2011)\*\*

Porter, Michael and Mark Kramer (2011), "Creating Shared Value", *Harvard Business Review*, January – February

KPMG report <https://hbr.org/resources/pdfs/comm/kpmg/CorporationsAndSociety.pdf>

### **May 22: The other CSR: Consumer Social Responsibility**

Devinney, T. P. Auger, G. Eckhardt, & T. Birchnell (2006), "The Other CSR", *Stanford Social Innovation Review*, Fall, pp. 30 – 37.

McKenzie-Mohr, D. (2011), Fostering sustainable behavior.

[https://books.google.ca/books?hl=en&lr=&id=g6D3POVUkfMC&oi=fnd&pg=PP1&dq=McKenzie-Mohr,+D.+\(2011\),+Fostering+sustainable+behavior.&ots=M0oGun4Rzx&sig=r75aCLBuDo6S4yiO05qfr2Q\\_Qa4#v=onepage&q=McKenzie-Mohr%2C%20D.%20\(2011\)%2C%20Fostering%20sustainable%20behavior.&f=false](https://books.google.ca/books?hl=en&lr=&id=g6D3POVUkfMC&oi=fnd&pg=PP1&dq=McKenzie-Mohr,+D.+(2011),+Fostering+sustainable+behavior.&ots=M0oGun4Rzx&sig=r75aCLBuDo6S4yiO05qfr2Q_Qa4#v=onepage&q=McKenzie-Mohr%2C%20D.%20(2011)%2C%20Fostering%20sustainable%20behavior.&f=false)

### **May 29: Marketing and consumer health: Food marketing**

Film: Food, Inc.

Shanker and Mulvaney (2018). <https://www.bloomberg.com/news/articles/2018-10-17/america-is-drowning-in-milk-nobody-wants>

Nestle (2018) <https://www.theatlantic.com/health/archive/2018/10/superfoods-marketing-ploy/573583/>

Case: Pepsico's turning point: Establishing a role in a sustainable society\*\*

### **June 5: Marketing and consumer finances:**

Bertini, M. and Gourville, J. (2012), "Pricing to create shared value," *Harvard Business Review*, June.

Gershon, Livia (2019) <https://longreads.com/2019/04/26/we-all-work-for-facebook/>

### **June 12: Marketing and consumer satisfaction**

Elliott, C (2003). "The Tyranny of Happiness," from *Better than Well*, pp. 295 – 304, W.W. Norton & Co., NY.\*\*

Schwartz (2004), "The overwhelmed shopper," *Advertising Age*, 75.16.26

Twitchell, J. Two cheers for materialism, in *The Consumer Society Reader*. (2000)\*\*

Film: *The Queen of Versailles*

### **June 19: Marketing and the environment**

Kotler, P. (2011), "Reinventing Marketing to Manage the Environmental Imperative," *Journal of Marketing*, 75, 132-135.

Case: The Clorox company: Leveraging green for growth.\*\*

### **June 26: Marketing and economic development**

Garrette, B. & A. Karnani (2010), "Challenges in Marketing Socially Useful Goods to the Poor," *California Management Review*, 52(4), 29-47.

Simanis, E. (2009), "At the Base of the Pyramid: When selling to poor consumers, companies need to begin by doing something basic: They need to create the market," *Wall Street Journal*, October 26.

Bolton, R. (2012), "Are you targeting a phantom market?" <https://hbr.org/2012/05/are-you-targeting-a-phantom-in>

Case: Danimal in South Africa\*\*

### **July 3: Marketing and cultural identity**

Carr, N. (2008). <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>

Chamorro-Premuzic. T. (2014) <https://www.theguardian.com/media-network/media-network-blog/2014/mar/13/selfie-social-media-love-digital-narcassism>

Economist (2012): The quantified self," <http://www.economist.com/node/21548493>

Gelles. D. (2016) <http://www.nytimes.com/2016/03/20/opinion/sunday/the-hidden-price-of-mindfulness-inc.html?smid=fb-nytimes&smtyp=cur&r=0>

Kingston, A. (2013), <http://www.macleans.ca/society/life/the-battle-for-buddha/>

Film: Deluged by Data <http://www.cbc.ca/doczone/episodes/deluged-by-data>

### **July 10: Consumer reaction to marketing activities**

Cohan, W. (2014), <http://www.theatlantic.com/magazine/archive/2014/09/bypassing-the-bankers/375068/>

Funches, V. Markley, M. & Davis, L. (2009), "Reprisal, retribution, and requital: Investigating customer retribution," *Journal of Business Research*, 62, 231 – 238.

Madrigal, A. C. (2012), <http://www.theatlantic.com/technology/archive/2012/05/the-new-culture-jamming-how-activists-will-respond-to-online-advertising/257176/>

### Intellectual Property

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.

***NOTE: Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the University Undergraduate Calendar for information regarding all services available on campus. If you are unsure what resources are appropriate for you or require any assistance with any type of academic issues, contact the Central Academic Advising Office at <http://www.wlu.ca/academicadvising>.***



#### **Foot Patrol walk home service | 519.886.FOOT (3668)**

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.



#### **Counselling Services & Peer Help Line | 1-866-281-PEER (7337)**

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referral are available on the 2nd floor of the Student Services Building (across from Health Services), Monday-Thursday 8:30am-8:00pm, Friday 8:30am-4:30pm. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.



#### **Student Food Bank**

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at [WLU.SU.COM](http://WLU.SU.COM) under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.

For more information visit [WLU.SU.COM](http://WLU.SU.COM)

## Appendix A: Grade Reassessment & Make-Up Assignment Policy for Marketing Courses

- A. Procedure to request reassessment of any component of the grade in a Marketing course:
1. Requests for reassessment (other than of final grade) should be made within 48 hours of the grade being released. For reassessment of final grade, follow University policy.
  2. If the request for reassessment is due to grade miscalculation (e.g., addition error, ungraded answer), bring this to the instructor's attention. If the instructor confirms the error, the grade will be altered accordingly.
  3. If the request is because the student believes a higher grade is deserved, then:
    - a. Return the original marked paper to the instructor, explain in writing exactly why a higher grade may be warranted, and address any feedback already provided by the instructor. A reassessment is warranted only if the student can point to specific content that was under-graded. The following are not legitimate reasons to request a reassessment:
      - i. Comparison with others in class ("Others wrote the same thing but got higher points").
      - ii. Comparison across sections ("Other sections were given different instructions/got higher grade"). It is only necessary that instructions and grading be uniform within a section.
      - iii. Entitlement ("I worked really hard..."): We cannot see or evaluate your input - only the output is graded.
      - iv. Future plans (grad school/scholarship/job requirements).
    - b. With any reassessment, the grade could go up, down, or stay the same. If the grade changes, even if it decreases, this revised grade will hold. Instructor will provide written feedback and return the original paper to the student.
    - c. If the student continues to dispute the grade, the reassessment should be passed on to the course coordinator (or to another full-time faculty member if the course coordinator is also the instructor). If the student continues to be dissatisfied, the reassessment will be passed on to the area coordinator. In every case, the student must provide the written explanation previously submitted noting all reasons for the continued reassessment.
    - d. If the student's concern is not resolved at the Marketing area level, they should follow University policy as defined in the calendar.
- B. Policy for make-up exams/assignments in a Marketing course:
1. Alternate midterm exam dates:
    - a. Alternate dates for midterm exams will be scheduled only in the following situations – religious conflict, varsity athletics/sports conflict, academic conflict. In these instances, please inform your instructor and contact the BBA office within one week of the announcement of the test/exam date to schedule an alternate date for the midterm.
    - b. While students may have other valid reasons for missing a midterm (e.g., health/family emergencies, job interviews, non-varsity sports/athletics, competitions, family events etc.), our limited resources make it impossible for a make-up midterm to be scheduled. In such cases, in consultation with the student, the instructor will add the weight of the midterm to either the final exam, other individual assignments if appropriate, or to some combination of the two.
  2. Request for additional work to compensate for inadequate overall grade or poor performance on one of the components of evaluation will not be considered. No make-up activity or assignment can be undertaken in order to improve your class contribution, mid-term, projects, or any other evaluated course work.