

## **Course Narrative for Foundational Studies Course Proposal Marketing 150 – Green Marketing & Supply Chains**

Successful business organizations adapt to environmental influences by adjusting behavior. Today, firms that are successful in the long term respond to these challenges and opportunities in a socially responsible manner. Social responsibility is the collection of business philosophies, policies, procedures, and actions attended primarily to enhance society's welfare. This course places emphasis on the role and power of consumers and supply chain members to shape a sustainable society through their purchasing, consumption, and disposal behavior.

BUS 150 includes discussions of sustainable business strategy, green product design, branding and packaging, green marketing communications, pricing, distribution, green procurement, production and logistics. BUS 150 also encourages the development of work place skills and abilities such as problem-solving, decision making, data gathering, and teamwork that are needed by industry professionals to solve real-world problems. Through the completion of a series of experiential exercises dealing with such topics as carbon foot-printing, consumer survey research, price analysis, product life cycle analysis, students develop skills and abilities in the application of green marketing and supply chain management principles within an ethical and socially responsible framework.

With the Foundational Studies Ethics and Social Responsibility learning objectives in mind, BUS 150 uses current "green" issues to reinforce the concepts and to show the relevance of applied ethics and social responsibility in marketing and supply chain decisions. Pillars of social responsibility in marketing and supply chain management are discussed and the ethical theories of marketing are introduced. Students must incorporate these pillars and theories in every applied green scenario exercise throughout the course.

The primary function and role of BUS 150 as a Foundational Studies course is to help students have the knowledge base and skills to be successful professionals, consumers, and citizens. For example, the nine writing assignments require students to reflect on substantive topics, and through peer critiques and discussion, to consider alternative interpretations that challenge their thinking (Critical Thinking), require them to find and evaluate empirical support for their opinions (Information Literacy), apply reflection and empirical outcomes to experiential learning activities (Applied Skill Learning), and better communicate their ideas (Effective Communication). These activities also require students to access their own behaviors (Citizenship), analyze consumer and institution behavior across cultures and countries (Diverse Cultures & Global), and actions of business institutions (Ethics).

Student performance will be assessed by the extent to which they are able to master fundamental green marketing and supply chain concepts within an ethics and social responsibility context and explain them clearly and concisely, in oral and written formats. Students will be expected to employ critical thinking in the solution of sustainability problems in the fields of marketing and supply chain management that challenge our global society.

# Mktg 150 -- Green Marketing & Supply Chains Spring Semester 2016

## Course Materials:

1. Ottman, Jacquelyn (2011). **The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding**. Berrett-Koehler Publishers, ISBN-10: 1605098663 or ISBN-13: 978-1605098661. (Amazon price is \$12.91)
2. Emmett, Stuart & Sood, Vivek (2010). **Green Supply Chains: An Action Manifesto**. Wiley, ISBN-10: 0470689412 or ISBN-13: 978-0470689417. (Amazon price is \$50.37)

## Course Description:

Students will investigate the growing field of "green" marketing and supply chain management from an ethical and social responsibility applied course perspective. Emphasis will be placed on the role and power of consumers and supply chain members to shape a sustainable society through their purchasing, consumption, and disposal behavior. Topics include: sustainable business strategy; green product design, branding, and packaging; green marketing communications; pricing and distribution of eco-friendly goods and services, green procurement, production, and logistics. Students will learn to make a profit while making a difference, using case studies, current events, and individual and group projects.

## Learning Objectives:

Green Marketing & Supply Chain Management fulfills a Foundational Studies requirement for a course in Ethics and Social Responsibility (ESR). This course is designed to meet the objectives listed below:

### Foundational Studies Objectives – Students will:<sup>1</sup>

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<sup>1</sup> These general goals are largely recapitulated in the specific ESR learning objectives and/or applied learning skills. Thus, this is included only to promote students' awareness of the broad goals of general education and to justify the inclusion of ethics and social responsibility within the framework of a general education program.

The nine writing assignments for the course promote FS objectives 1, 2, 3, 4, 5, 6, 7, & 8. These assignments require students to reflect on substantive topics, and through peer critiques and discussion, to consider alternative interpretations that challenge their thinking (Critical Thinking), require them to find and evaluate empirical support for their opinions (Information Literacy), apply reflection and empirical outcomes to experiential learning activities (Applied Skill Learning), and better communicate their ideas (Effective Communication). These activities also require students to access their own behaviors (Citizenship), analyze consumer and institution behavior across cultures and countries (Diverse Cultures & Global), and actions of business institutions (Ethics).

The Advertising Campaign Analysis project promotes FS objectives 1, 2, 5, 6, 7, & 8. These assignments require students to reflect on substantive topics, and through peer discussion, to consider alternative interpretations that challenge their thinking (Critical Thinking), require them to find and evaluate empirical support for their opinions (Information Literacy), and better communicate their ideas (Effective Communication). These activities also require students to analyze consumer and institutional behavior across cultures and countries (Diverse Cultures & Global), and actions of business institutions (Ethics).

The Green Product Checklist project promotes FS objectives 1, 2, 3, 5, 6, 7, & 8. These assignments require students to reflect on substantive topics, and through peer critiques and discussion, to consider alternative interpretations that challenge their thinking (Critical Thinking), require them to find and evaluate empirical support for their opinions (Information Literacy), apply

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing;
4. Demonstrate the skills for effective citizenship and stewardship;
5. Demonstrate an understanding of diverse cultures within and across societies;
6. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
7. Demonstrate an understanding of the ethical implications of decisions and actions; and
8. Express themselves effectively, professionally, and persuasively both orally and in writing.

Ethics and Social Responsibility Learning Objectives – Students will:

1. Understand the historical and philosophical bases of ethical decision-making and social responsibility<sup>2</sup>
2. Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues<sup>3</sup>
3. Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social<sup>4</sup>
4. Articulate how one’s ethical framework and understanding of social responsibility shape one’s actions<sup>5</sup>

Ethics and Social Responsibility Skill Applied Learning Requirements:

1. Explicitly demonstrate how the curriculum will develop critical thinking skills<sup>6</sup>
2. Explicitly demonstrate how the curriculum will develop information literacy skills<sup>7</sup>

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reflection and empirical outcomes to experiential learning activities (Applied Skill Learning), and better communicate their ideas (Effective Communication). These activities also require students to analyze consumer and institution behavior across cultures and countries (Diverse Cultures & Global), and actions of business institutions (Ethics).

<sup>2</sup> Ethics and social responsibility relating to the disciplines of marketing and supply chain management will be introduced and used as a frame of reference for all work in the course. The objective will be addressed by using the following pedagogical tools: assigned reading, deliberative dialogue in class and on discussion board over assigned reading, written papers that involve summary, reaction, and analysis, mid-term exam, individual project investigating a “Green” advertising campaign, group project investigating a “Green” product.

<sup>3</sup> This course is designed to provide opportunities for students to engage in critical analysis in terms of “green” behavior of individuals and producers within an ethical and social responsibility context. The objective will be addressed by using the following pedagogical tools: deliberative dialogue in class and on discussion board over assigned reading, written papers that involve summary, reaction, and analysis, mid-term exam, individual project investigating a “Green” advertising campaign, group project investigating a “Green” product.

<sup>4</sup> Students will be given the opportunity to apply the knowledge obtained from assigned readings and other materials as related to “green” issues within an ethics and social responsibility perspective. The objective will be addressed by using the following pedagogical tools: deliberative dialogue in class and on discussion board over assigned reading, written papers that involve summary, reaction, and analysis, mid-term exam, individual project investigating a “Green” advertising campaign, group project investigating a “Green” product.

<sup>5</sup> Students will be given the opportunity to discuss how a person’s beliefs relating to social responsibility impact behavior. The objective will be addressed by using the following pedagogical tools: deliberative dialogue in class and on discussion board over assigned reading, written papers that involve summary, reaction, and analysis, mid-term exam, individual project investigating a “Green” advertising campaign, group project investigating a “Green” product.

<sup>6</sup> From the perspective of ethics and social responsibility and using the context of green marketing and supply chains readings, students will be considering real-life scenarios through a critical lens, and evaluating possible courses of action and resulting effects in weekly writing assignments and in class and online discussions.

3. Include a graded writing component, which whenever possible is developmental<sup>8</sup>
4. Must give students the opportunity to apply what they are learning to real world scenarios<sup>9</sup>
5. Must include opportunities for experiential learning or community engagement<sup>10</sup>
6. Must give students the opportunity to identify and solve problems<sup>11</sup>
7. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks.<sup>12</sup>

Course Objectives – Students will:

1. Acquire an understanding of and appreciation for the concepts and theories associated with ethical and social responsible behavior relating to marketing and supply chain contexts;
2. Acquire an understanding of and appreciation for the concepts, principles and strategies associated with green marketing and supply chain management;
3. Be empowered as future managers and consumers who would act and advocate on behalf of sustainability;
4. Complete and present an analysis of an advertising campaign for a “green” product, service, or idea.
5. Complete and present a Green Product Checklist – an audit of the earth-friendliness of the production and marketing of a specific product or service.

**Course Grading:**

The course grade is based upon the following calculation:

8 Weekly Writing Assignments (25 points each)	= 200 points	25%
Class and Discussion Board Participation	= 200 points	25%
2 Projects (1 individual & 1 group; 100 points each)	= 200 points	25%
2 Exams (100 points each)	= <u>200 points</u>	<u>25%</u>
Total	= 800 points	100%

**Blackboard:**

Blackboard will be used as an important pedagogical resource for the course. Students will participate on weekly discussion boards, view YouTube videos, and access text-based materials which include Corporate Social Responsibility and Sustainability Reports (primary sources), and journal articles. The Blackboard Grade Center will also be utilized to allow students to easily track their progress in terms of points earned throughout the semester.

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<sup>7</sup> Students will be consulting electronic data bases for Corporate Social Responsibility and Sustainability Reports and academic & trade journal articles in the field of Green Marketing and Green Supply Chains. They will critically evaluate such materials in light of their understanding of ethics, social responsibility, green marketing and supply chains.

<sup>8</sup> The coursework includes an individual research paper relating to an advertising campaign. Student papers will be created using the four major stages of the writing process: planning/development, drafting, revising, and editing.

<sup>9</sup> The exams will be applied in nature using a case study approach, thus allowing students to work with real world scenarios relating to Green Marketing and Supply Chains.

<sup>10</sup> Students will complete several experiential learning exercises involving topics relating to Green Marketing and Supply Chains.

<sup>11</sup> Each weekly written assignment will contain an applied section relating to Green Marketing and Supply Chains.

<sup>12</sup> Students will read and analysis several Corporate Social Responsibility and Sustainability Reports. Such are examples of primary sources. The reports can be accessed at [www.csrwire.com](http://www.csrwire.com). Students will also discuss and use several journal articles related to Green Marketing and Supply Chain issues within international contexts.

### **Academic Integrity:**

The class operates under the standard of academic honesty as defined in the Code of Student Conduct (see <http://www.indstate.edu/sjp/docs/code.pdf>). Sharing your wording with another student, using another student's wording, using another author's wording without proper quotation and citation documentation, or using a paper that you wrote for another class without the current instructor's permission is plagiarism and will subject your work to receive zero credit and may result in your dismissal from the University.

### **Attendance Policy:**

Attendance at every class session is essential. There will be much information discussed in class that cannot be found in the reading material. In-class activities, weekly assignments, projects, and exams cannot be made up except in the case of circumstances beyond your control (the instructor must be notified immediately if such a circumstance occurs and the instructor will make the final decision as to whether the circumstance qualifies.) After four (4) absences, 40 points (5%) will be deducted from the final grade for each class period missed. At eight (8) absences, the student will be assigned an F for the course. Tardiness will count as an absence.

### **Academic Freedom:**

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

### **Laptop Not Required for Course: Usage Permitted:**

While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

### **Special Learning Accommodations:**

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

<b>Week</b>	<b>Schedule of Topics</b>
<b>1</b>	<b>Ethics &amp; Social Responsibility</b> Blackboard Readings: Dickson: Marketing and Social Responsibility
<b>2</b>	<b>Green &amp; Sustainability</b> Book Readings: Ottman: Chapter 1 Blackboard Readings: Corporate Social Responsibility Report: Hershey's Blackboard YouTube Video: Coca-Cola Enterprises Sustainability Plan Experiential Learning Exercise: What is your carbon footprint?
<b>3</b>	<b>Profiling the Green Consumer</b> Book Readings: Ottman: Chapter 2 and Chapter 3 Blackboard Readings: Journal Article: The <b>Portuguese</b> Green Consumer Blackboard YouTube Video: Starbucks Social Responsibility Experiential Learning Exercise: Measuring consumer awareness & attitudes.
<b>4</b>	<b>Green Products</b> Industry Guest Speaker: <u>Energy Efficiency Programs Offered by Utilities</u> Book Readings: Ottman: Chapter 4 Blackboard Readings: Journal Article: The <b>Chinese</b> Green Consumer Blackboard YouTube Video: Experiential Learning Exercise: Would you buy an electric or hybrid vehicle?
<b>5</b>	<b>Green Pricing and Promotions</b> Book Readings: Ottman: Chapter 6 and Chapter 7 Blackboard Readings: Corporate Sustainability Report: Blackboard YouTube Video: Experiential Learning Exercise: Are green brands more costly?
<b>6</b>	<b>Advertising Campaign Analysis - Progress Review</b> Experiential Learning Exercise: Pack a waste-free lunch.
<b>7</b>	<b>Individual Presentations - Advertising Campaign Analysis</b>
<b>8</b>	<b>Mid-Term Exam</b>

- 9**                    **The Green Supply Chain**  
Book Readings: Emmett & Sood: Chapter 1  
Blackboard Readings: Corporate Social Responsibility Report:  
Blackboard YouTube Video:  
Experiential Learning Exercise: Buy Nothing Day.
- 10**                    **Green Procurement**  
Book Readings: Emmett & Sood: Chapter 3 and Chapter 4  
Blackboard Readings: Journal Article: The **Indian** Green Consumer  
Blackboard YouTube Video:  
Experiential Learning Exercise: Is natural better than synthetic?
- 11**                    **Green Production**  
Industry Guest Speaker: A Local Manufacturer's Green Behavior  
Book Readings: Emmett & Sood: Chapter 5  
Blackboard Readings: Journal Article: The **British** Green Consumer  
Blackboard YouTube Video:  
Experiential Learning Exercise: Making recycled paper.
- 12**                    **Green Logistics and Packaging**  
Book Readings: Emmett & Sood: Chapter 6 and Chapter 7  
Blackboard Readings: Corporate Sustainability Report:  
Blackboard YouTube Video:  
Experiential Learning Exercise: Life cycle analysis-Sustainable strawberries.
- 13**                    **Green Product Checklist - Progress Review**  
Experiential Learning Exercise: Pack a waste-free lunch.
- 14**                    **Group Presentations – Green Product Checklist**
- 15**                    **Group Presentations – Green Product Checklist**
- 16**                    **Final Exam**

## Assignments (Weekly Writing):

### 1. Corporate Social Responsibility and Sustainability Reports

Chapter Questions: Using *Marketing and Social Responsibility* (Dickson), please answer the following:

- a. Identify, define, and discuss the 4 social responsibilities of marketing.
- b. Discuss from a historical perspective the need for an ethical code in society.
- c. Identify, define, and discuss the two theories of marketing ethics.

Applied Scenario: Using your knowledge gained from the readings, please complete the mini-case below:

A competitor's disgruntled employee has just mailed you plans for what looks like a promising new Green product. Your company has yet to develop a Green product though there is strong market demand for such. Should you throw the plans away? Send them to your research and development for analysis? Notify your competitor about what is going on? Call the Federal Bureau of Investigation?

As you develop your answer, please incorporate aspects of the following concepts:

- a. Personal ethics checklist
- b. Situational ethics
- c. The 4 social responsibilities of marketing

## 2. What is your carbon footprint?

Chapter Questions: Using Chapter 1 (Ottman), please answer the following:

- a. In your own words, create a definition of Green Marketing.
- b. Discuss the definition of sustainability.
- c. Based on Figure 1.1, rank the nine environmental concerns in terms of their importance to you.
- d. You are a member of Generation Z. Compare and contrast your green behavior to the typical green behavior of Gen Zs.
- e. Based on Figure 1.2, rank the eleven consumer environmental behaviors in terms of the degree to which you engage in them.

Corporate Social Responsibility Report:

- a. Briefly discuss the content of Hershey's Report as it relates to the 4 social responsibilities of marketing.
- b. What did you find to be the most impressive aspect of Hershey's social responsibility behaviors? And why?
- c. How does Hershey measure the effectiveness of its social responsibility activities?

YouTube Video:

- a. Briefly describe the sustainability activities of Coca-Cola enterprises.
- b. What did you find to be the most impressive aspect of those activities? And why?

Applied Scenario: Using your knowledge gained from the readings, please complete the mini-case below:

As the marketing intern for a local grocery store, the owner has asked you to research the possible implementation of a Bring Your Own Bag (BYOB) program. She is interested in determining several factors: 1) the percentage of customers that most likely would participate in the program, 2) should the store provide new bags free of charge to customers or charge a nominal price, and 3) do other grocers in the area use such a program.

As you develop your answer, also incorporate aspects of the following concepts:

- a. Personal ethics checklist
- b. The 4 social responsibilities of marketing

Discussion Board Topic: Your carbon footprint results

Experiential Learning Exercise: What is your carbon footprint?

Students will access, report, and discuss their carbon footprints.

### **3. Measuring consumer awareness & attitudes.**

Question #1: Using Chapter 2 (Ottman), please discuss the following: \_\_\_\_\_

Question #2: Using Chapter 3 (Ottman), please discuss the following: \_\_\_\_\_

Journal Article:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Measuring consumer awareness & attitudes.

Students will conduct informal surveys, report and discuss their findings.

### **4. Would you buy an electric or hybrid vehicle?**

Question #1: Using Chapter 4 (Ottman), please discuss the following: \_\_\_\_\_

Journal Article:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Would you buy an electric or hybrid vehicle?

Students will investigate the availability of electric and hybrid vehicles in the U.S., report, discuss findings, and share their personal opinions as consumers.

### **5. Are green brands more costly?**

Question #1: Using Chapter 6 (Ottman), please discuss the following: \_\_\_\_\_

Question #2: Using Chapter 7 (Ottman), please discuss the following: \_\_\_\_\_

Corporate Sustainability Report:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Are green brands more costly?

Students will investigate two brands by comparing one “regular” and one “green” of the same product category, report and discuss their findings.

### **6. Experiential Learning Exercise: Pack a waste-free lunch.**

### **7. Buy Nothing Day.**

Question #1: Using Chapter 1 (Emmett & Sood), please discuss the following: \_\_\_\_\_

Corporate Social Responsibility Report:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Buy Nothing Day.

Students will document and discuss taking a day off from purchasing anything.

## **8. Is natural better than synthetic?**

Question #1: Using Chapter 3 (Emmett & Sood), please discuss the following: \_\_\_\_\_

Question #1: Using Chapter 4 (Emmett & Sood), please discuss the following: \_\_\_\_\_

Journal Article:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Is natural better than synthetic?

Students will investigate the procurement of natural versus synthetic fabrics for the manufacturing process, report and discuss their findings.

## **9. Making recycled paper.**

Question #1: Using Chapter 5 (Emmett & Sood), please discuss the following: \_\_\_\_\_

Journal Article:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Making recycled paper.

Students will create pieces of arts by making recycled paper from old newspapers.

## **10. Life cycle analysis-Sustainable strawberries.**

Question #1: Using Chapter 6 (Emmett & Sood), please discuss the following: \_\_\_\_\_

Question #2: Using Chapter 7 (Emmett & Sood), please discuss the following: \_\_\_\_\_

Corporate Sustainability Report:

YouTube Video:

Applied Scenario:

Discussion Board Topic:

Experiential Learning Exercise: Life cycle analysis-Sustainable strawberries.

Students will document, report, and discuss their evaluations of three different supply sources for fresh strawberries.

## **11. Experiential Learning Exercise: Pack a waste-free lunch.**

## **Projects**

### **1. Advertising Campaign Analysis**

This project has individual students conducting analysis of an advertising campaign for a “green” product or service. The three-page written reports will provide assessments as to the degree of credibility or “greenwashing” by producers and perceived effectiveness of the campaigns. Each student will also give a “5 minute” presentation to the class. Student papers will be created using the four major stages of the writing process: planning/development, drafting, revising, and editing.

### **2. Green Product Checklist**

This project has student teams conducting an audit of the “earth-friendliness” of the production and marketing of a specific product or service. The survey follows a format that asks whether materials procurement, production and packaging lead to pollution and waste; how long the product lasts, how the product is disposed of after use, and related questions. An analysis of the Corporate Social Responsibility and Sustainability Reports published by the company of the given product must also be incorporated into the project. Each team will present their results to the class by using a Powerpoint presentation.

## **Exams**

There are two take-home exams of equal value and each covers a specific amount of reading, class material, and experiential learning exercises. The chosen examination strategy used to assess the learning of green marketing and supply chain management content within an ethical and social responsibility perspective will go beyond simple recall of facts to require assimilation and application of knowledge and assess achievement of FS learning and applied skills objectives.