

**Marketing for Social Impact
INBM 300-08
Spring 2024**



Schedule: Mon/Thurs 3:00-4:15
Location: Althouse 110

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Office hours: Tuesday, 12:00-1:30,
Friday 10:00-11:30, or by appointment

Course Description

Private, public, and third sector firms increasingly use marketing strategies to create social impact among their stakeholders. In this course, students will learn how social marketing techniques are used to influence individuals or groups to change their behavior in ways that benefit society. We will address global issues that impact society (e.g., environmental sustainability, health behaviors, racial inequalities, etc.), consider the complexity of systemic problems, and dialogue about our identity in the community and the ethics of behavior change. We will also consider corporate social initiatives to engage their customers in social good. Students will develop a real-world social marketing plan to benefit the community.

Learning and Teaching Methods

This course adopts “active learning” and “experiential learning” methods. This implies that: (1) learning is a shared responsibility between the professor and students, (2) learning is mutual – everyone engaged in this class (e.g., professor, students, guest speakers) will learn from each other, and (3) learning is experiential – that is, learning is enhanced through practicing the knowledge.

We share the responsibility to create an environment in which everyone engaged in the class can listen to and learn from one another. Everyone is expected to come ready to participate and contribute to the learning experience. Through guest speakers, community interaction, lectures, and classroom dialogue, we will challenge each other to think compassionately, creatively, and strategically with a socially-conscious business mindset.

Students will also maintain a reflective journal to develop their introspection and learning throughout the course. These will be checked periodically throughout the course for participation points.

Objectives

Course Specific Skills:

1. Have a working knowledge of the concepts, opportunities, and challenges of social marketing
2. Understand the applicability of marketing for social impact across the private, public, and third sectors
3. Appreciate the complexity of systemic problems and the ethics of behavior change
4. Be able to implement and present a social marketing plan
5. Think critically about a sustainability question, problem and/or potential solution
6. Articulate connections between the field of study of the course and sustainability

Personal Skills:

1. Strengthen oral and written communication skills
2. Improve ability to work collaboratively
3. Enhance critical thinking and ability to compare competing theories
4. Develop in the practice of dialogue: listening to others to understand, find meaning, and points of connection
5. Practice introspection on one's own position with openness, responsibility, and wholeheartedness
6. Grow as a thoughtful and empowered consumer and citizen

Course Materials

There are two sources that we will use throughout the semester. Links to other articles and readings will be posted on Moodle.

1. Donahue and Plaxton-Moore (2018), *The Student Companion to Community-Engaged Learning: What you need to know for transformative learning and real social change*. Routledge.
2. "[Social Marketing of Successful Components of the Initiative](#)," The Community Toolbox, a service of the Center for Community Health and Development, the University of Kansas.

Project

In this semester-long service-learning experience, students will work in groups to design a social marketing plan to support a community partner. With support from the instructor, students will form working groups for the semester. Groups will listen to and work with the community partner and beneficiaries to assess the needs and opportunities related to the relevant environmental, social, and/or economic dimensions of sustainability. Each week students will learn skills and techniques that will be applied to the social marketing plan. Students will combine their work into a written social marketing plan and present their project in the final week of the course to their classmates and community partner.

Quizzes

There will be three 45-minute quizzes. These give students the opportunity to demonstrate an understanding of the readings and in-class discussions.

Attendance and Participation

In order to get the most out of this class you need to attend class and meaningfully participate. I suggest that you think of our class sessions as regularly scheduled meetings you would have at a place of employment: you show up on time and are ready to participate. Attendance at each class session is expected. If you will miss a class or will be late, please email me prior to missing class, and you may be granted the change to make up the work.

Class participation will be evaluated according to the following categories:

- **Outstanding Contributor:** Contributions in class reflect exceptional preparation and original thinking. Ideas integrate relevant themes and are nearly always important. Comments spark deeper discussions. Attends all classes and through consistency and enthusiasm makes the class better for all. Listens to classmates to understand, find meaning, and points of connection in a way that draws others into dialogue.
- **Good Contributor:** Contributions in class reflect satisfactory preparation and involved thinking. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Comments are relevant. Attends almost all classes and is engaged in discussion. Sporadically listens to classmates to understand, find meaning, and points of connection..

- Adequate Contributor: Contributions in class reflect hasty preparation. Grasps the important ideas, but seldom goes beyond these. Comments are infrequent but relevant. Attends most classes and is not a distraction to other students. Minimal effort to listen and find points of connection with classmates.
- Unsatisfactory Contributor: Contributions in class reflect poor preparation. Ideas offered are seldom substantive and disconnected from the flow of the class. Contributions are confusing and distract from discussion. Misses many classes and/or distracts other students. Lack of listening and kindness makes other students uncomfortable and less willing to speak.
- Non-participant: Consistently misses class or attends and is tuned out. Hence, there is not adequate basis for evaluation.

Grading

Form of Assessment	% Contribution	Size of the assessment	Feedback Method
Participation	25	During in-class discussions Reflective journal	Oral (in class) and Moodle submissions (written)
Quizzes	30	Three 45-minute quizzes	Written (in class)
Social Marketing Plan	30	10-15 page plan combining the application of weekly lessons (group)	Written
Social Marketing Presentation	15	15-minute group presentation	Oral (in class)

Final letter grades will be given according to the following scale:

	B+: 87 to 89	C+: 77 to 79	D+: 67 to 69
A: 93 to 100	B: 83 to 86	C: 73 to 76	D: 63 to 66
A-: 90 to 92	B-: 80 to 82	C-: 70 to 72	D-: 60 to 62

Accommodating Students with Disabilities (AY 2023-24)

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical condition – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Executive Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717)245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, be sure to enter all test dates into your Access Plan in advance of our meeting. ADS will be happy to provide any assistance you may need.

Tentative Course Schedule (Students should follow on Moodle for the most updated assignments)

Wk	Date	Topic	Reading/Assignment for class that day
1	Jan 22	Introduction- Social Impact	
	Jan 25	Social Marketing Conception	Personal Introduction Kotler & Zaltman (1971)
2	Jan 29	Social Marketing Development	Andreasen (1995) “ Understanding Social marketing ” (CTB, Chap 45, Sec 1).
	Jan 31	Community-based Learning Introduction	Intentions and Imperatives, “The Student Companion to Community-Engaged Learning.” (CEL, Intro & Chap 1)
3	Feb 5	Community-based Learning Strengths	Benefits, (CEL, Chap 2) Reflective Journal
	Feb 8	Dialoguing about complexity of identities	Dispositions, (CEL, Chap 3)
4	Feb 12	Meet at CCLA for dialogue with staff	Responsibilities, (CEL, Chap 4)
	Feb 15	Social Marketing Techniques Overview	“ Conducting a Social Marketing Campaign ” (CTB, Chap 45, Sec 2). Teams Selections
5	Feb 19	Social Marketing Campaign	“ Listening to Those Whose Behavior Matters ” (CTB, Chap 45, Sec 3). Reflective Journal
	Feb 22	Meet Community Partner	
6	Feb 26	Market Segmentation	Reflective Journal “ Segmenting the Market ” (CTB, Chap 45, Sec 4).
	Feb 29	Promoting Awareness	“ Promoting Awareness ” (CTB, Chap 45, Sec 5).
7	Mar 4	Quiz 1	
	Mar 7		Transformations, (CEL, Chap 5) Reflective Journal
8	Mar 11	Spring Break	
	Mar 14	Spring Break	
9	Mar 18	Promoting Behavior Change	“ Promoting Behavior Change ” (CTB, Chap 45, Sec 6).
	Mar 21	Promoting Behavior Change	Submit Plan of Work on Moodle, 4:15pm
10	Mar 25	Maintaining Behavior Change	“ Supporting and Maintaining Behavior Change ” (CTB, Chap 45, Sec 7).
	Mar 28	Quiz 2	
11	April 1	Sustainability	Submit Draft of Social Marketing Plan See “ Implementing Social Marketing ” CTB
	April 4	Guest on Public Sector Social Impact	“Sustainability as Megatrend: Two Schools of Macromarketing Thought”
12	April 8	Corporate Social Initiatives	Reflective Journal Friedman (1970) The Business Roundtable
	April 11		“Marketing 3.0: Values Driven Marketing”
13	April 15	Corporate Social Initiatives	“Significance of the CSR debate for sustainability and the requirements for companies”
	April 18	Guest on Corporate (Private Sector) Social Impact	
14	April 22	Quiz 3	Reflective Journal
	April 25	Presentation Guidelines	Projects Due
15	April 29	Presentations with Community Partner	Submit final slides
	May 2	Course Wrap-up	