The concept of sustainability has moved to centre stage in recent years generating much public discussion and increased the focus on firm impacts and responsibilities and consumer choice processes. Increased awareness of the significant environmental degradation, decline of natural systems and resources along with community, national and global social inequalities has placed a focus on sustainable business practices. For many it would seem that marketing has been perceived as part of the problem rather than the solution to social problems such as pollution, over consumption, the depletion of natural resource, unhealthy lifestyles, and human rights abuses. However markets provide a coordinating mechanism through which changes take place. Importantly marketing systems provide the crucial link between market participants including individuals, households, managers and firms.

This course evaluates the role of marketing and marketers by examining how firms create value, reduce risk and build sustainable thinking and processes into their marketing activities and strategies as they respond to opportunities and threats that arise from both social, economic and environmental change, and changing consumers attitudes and behaviour. Sustainable marketing requires a rethink of the assumptions that underlie traditional marketing practices and therefore presents a new paradigm through a holistic integrative approach that puts equal emphasis on environmental, social equity and economic / financial concerns in the development of marketing strategies and tactics.
COURSE OVERVIEW

Learning Outcomes

The course seeks to equip students with analytical skills relevant to solving issues relating to sustainable marketing. Upon completion of the course students would be expected to have attained proficiency in:

LO 1. the ability to identify and interpret the impact of social, economic and environmental change and the opportunities and threats these pose to individuals, the firm and society;

LO 2. developing their critically thinking to judge sustainable marketing activities and the marketing philosophies underlying sustainability; and

LO 3. the skills and knowledge to incorporate sustainability processes and thinking into marketing tactics and strategies, including marketing planning and implementation.

LO 4. the ability to construct a persuasive argument for sustainability response mechanisms.

LO 5. Communicate your ideas to a range of stakeholders and broad audience.

Proposed Assessment (Summary): Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
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</table>

http://programsandcourses.anu.edu.au
1. Seminar Assignments
   Individual Footprint Assignment 1 10% See Course Schedule
   Weekly seminar preparation assignment 2 10%“
   Weekly seminar preparation assignment 3 10%“
   Weekly seminar preparation assignment 4 10%“

2. Independent Project
   See Course Schedule

3. Short Quizzes
   Week 7 – Short Quiz 15%“
   Week 12 – Short Quiz 15%“

<table>
<thead>
<tr>
<th>Seminar Assignments - 4x10% - 40% total</th>
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<tbody>
<tr>
<td>The assessment is tightly integrated as a three step process:</td>
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</table>

   1. You read the assigned articles and case study/studies each week and prepare written responses to the set questions; you submit four of these for marking using the discussion template provided on Wattle (40%); |

   2. You come to class each week and take part in the general discussion of the questions and annotate your assignment with in-class learning which is taken into consideration in the grading; and |

   3. To maximise the learning outcomes from this course, each student should prepare all seminar preparation assignments, however only four (4) are submitted for grading. |

   4. About 150-200 words per question, usually 4 questions per assignment. The suggested length should allow you to cover all material, but there is no word limit. All information needed to answer the questions is in the set readings and case studies. You will also make notes on your assignment; see ‘in-class learning’s’ (below). |

   5. It is not expected or necessary for you to read outside the set readings, and assignments can and have received an HD without doing so. Your time will, I believe, be best spent in focused study of the set materials. |

   6. **In-class Learning** - You cannot develop skills in analysis by simply reading or listening to one person’s viewpoint, so the seminars are based on student interaction and class discussion. It is essential that you read and think about the assigned material before class, and that you both listen to others and make your own contributions during seminar discussions. The in-class learning demonstrates that you have continued to learn during the class, and are actively thinking about the relationship between your preparation and the
class discussion. To demonstrate your in-class learning, you will make handwritten notes in class on your typed assignment, pointing out errors that you have made or noting important or interesting points that you have missed.

7. All seminar preparation assignments must be submitted both:
   - (i) electronically to Wattle by the beginning of the class; and
   - (ii) in hard copy at the end of the seminar at which they are due.

As the answers are discussed in the seminar, late assignments will not be accepted.

**Individual Research Project - 30%**

A detailed assignment brief will be provide in week 2 and posted to Wattle. Each student has the option to undertake an individual research project. Students may choose a question from a set of questions provided in week 2 OR student may have a particular topic or project related to the course they wish to explore in greater depth. In this case the student must make an appointment with the course convenor before the end of week 4 to discuss and set the individual project topic.

Word limit 2,500 - 3,000 words.

**In-class Quizzes - 30%**

There is no external exam for this subject. Instead there will be a short in-class mid-semester quiz in week 7 (15%) and a final in-class quiz in week 12 (15%). These will entail applying the learning that has taken place to-date in the course. Further details will be provided in-class.

**Late Submission of Assignments and Extensions**

If an assignment is submitted after the deadline of [time], [date] it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:

- where relevant include a medical report completed by a medical practitioner (an ordinary "medical certificate" is not sufficient);
- include a copy of as much of the assignment as has been completed by the due time and date; and
- be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the marking of the work completed at the due date with some upward adjustment of the mark, rather than an extension of time. However, in extenuating circumstances, supported by appropriate documentation, an extension may be granted.

Note that decisions about Special Consideration are not made by the teaching staff for this course.
Assignment retention
You must keep a hard copy of your assignment and its related documents. If we cannot find your assignment, the onus is on you to provide a copy of the assignment. You must keep your marked assignment. Any queries concerning the awarded mark can only be resolved with the original assignment document.

Use of Assignments as exemplars and grade moderation
An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

Identify your Assignment with your Student Number only
When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Research-Led Teaching
Sustainability is a rapidly evolving concept. As such I include current thinking, practice and research in the area of sustainability in general and sustainable marketing in particular.

I endeavour to incorporate examples of leading sustainability practice in business, including case studies, industry papers, current news articles, blogs, as well as guest speakers working in the area and past students who have gone on to careers in sustainability.

I draw on research I am currently conducting independently, with my research students and with local and international colleagues. This includes research into sustainability implementation as a strategic competitive advantage; business adaptation to sustainability; and the path dependent nature of brands and consumption.

I am also a member of a number of business and environmental research communities and activists groups and draw on research from these areas and activities.

The course also seeks to give students the opportunity to undertake their own independent primary and secondary research. The aim is develop in students an analytical approach to understanding implementation of sustainability and how you can make a contribution as an individual consumer and in their future careers.

Feedback
Staff Feedback
Students will be given feedback in the following forms in this course:
The marking rubric is given below. The questions will be discussed in the seminar, and the ‘facts’ will be made clear there.

**Weekly Seminar Discussion Topics**

Handwritten feedback will focus on process issues to help you to continually improve your work, rather than simply to correct factual errors in a particular question. I endeavour to return these with 1 week. Students are also encouraged to make an appointment to discuss these questions and their responses.

**Independent Project**

Students may make an appointment to meet with me and discuss their individual project; this includes providing help clearly defining their question and advice on an appropriate approach and possibly suggestions of suitable resources and articles that may help with developing their answer.

Students may (not compulsory) submit 2 drafts of their assignment for feedback prior to submitting the final assignment. In order to take up this opportunity you should email a draft at least 24 hours prior to meeting with me to give me time to read and consider your paper. This feedback is verbal only and on suggestions on how to improve the paper and will not be graded etc.

**In General**

Students are welcome to make a face-to-face or skype appointment with me at any time to discuss their work or issues in the class, readings or sustainability in general.

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:  
http://unistats.anu.edu.au/surveys/selt/students/ and  
http://unistats.anu.edu.au/surveys/selt/results/learning/

**Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at:  
http://policies.anu.edu.au/

Students are expected to have read the **Code of Practice for Student Academic Integrity** before the commencement of their course.

Key policies include:

- [Student Assessment (Coursework)](http://policies.anu.edu.au/)
- [Student Surveys and Evaluations](http://policies.anu.edu.au/)

Version 1.1 of this document prepared 8th Feb by Gary Buttriss for use in Semester 1, 2014.
### Assessment of Student Learning

#### COURSE SCHEDULE

**Timetable**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)/Task(s)</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Part I: Introduction to Sustainability – Marketing Perspective</strong></td>
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<tr>
<td>1</td>
<td>Tue 18th</td>
<td><strong>Administrative introduction to the course</strong>&lt;br&gt;<strong>Reconciling Marketing &amp; Sustainability?</strong>&lt;br&gt;➢ Defining marketing&lt;br&gt;➢ Systems thinking &amp; complexity&lt;br&gt;➢ Managing in Uncertainty</td>
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<td></td>
<td>Feb</td>
<td><strong>Stakeholders in Marketing &amp; Shared Responsibility</strong>&lt;br&gt;➢ Stakeholders&lt;br&gt;➢ <em>Input-output analysis</em></td>
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<tr>
<td>2</td>
<td>Tue 25th</td>
<td><strong>Stakeholders in Marketing &amp; Shared Responsibility</strong>&lt;br&gt;➢ Stakeholders&lt;br&gt;➢ <em>Input-output analysis</em></td>
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<tr>
<td></td>
<td>Feb</td>
<td><strong>Project Briefing</strong></td>
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<tr>
<td>3</td>
<td>Tue 4th</td>
<td><strong>Consumption &amp; Consumerism</strong>&lt;br&gt;➢ Why we consume the way we do&lt;br&gt;➢ Path-dependent nature of consumption&lt;br&gt;➢ Consumption institutions</td>
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<td>4</td>
<td>Tue 11th</td>
<td><strong>Consumer Behaviour &amp; the Ethical Consumer</strong>&lt;br&gt;➢ The Consumption Process&lt;br&gt;➢ Does sustainability matter to consumers?</td>
<td>Seminar Preparation&lt;br&gt;-Individual footprint</td>
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<td></td>
<td>March</td>
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<td>5</td>
<td>Tue 18th</td>
<td><strong>Sustainability as a Strategic Tool</strong>&lt;br&gt;➢ Competitive Advantage&lt;br&gt;➢ Providing Value</td>
<td>Seminar Preparation Assignment&lt;br&gt;Week 5</td>
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<td></td>
<td>March</td>
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<td>Or</td>
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<tr>
<td>6</td>
<td>Tue 25th</td>
<td><strong>Sustainable Product &amp; Service Design &amp; Innovation</strong>&lt;br&gt;➢ Product stewardship&lt;br&gt;➢ Products V services</td>
<td>Seminar Preparation Assignment&lt;br&gt;Week 6</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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<tr>
<td>7</td>
<td>Tue 1&lt;sup&gt;st&lt;/sup&gt; April</td>
<td><strong>Sustainable Branding</strong>&lt;br&gt;➢ Principles of Branding&lt;br&gt;➢ Are brands path-dependent?</td>
<td><strong>Short Quiz</strong>&lt;br&gt;<strong>In-class</strong>&lt;br&gt;<strong>15%</strong></td>
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<td></td>
<td><strong>Mid-Semester Break</strong>&lt;br&gt;<strong>7&lt;sup&gt;th&lt;/sup&gt; April – 18&lt;sup&gt;th&lt;/sup&gt; April</strong></td>
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<tr>
<td>8</td>
<td>Tue 22&lt;sup&gt;nd&lt;/sup&gt; April</td>
<td><strong>Sustainability in Pricing Strategies</strong>&lt;br&gt;➢ Real product costs&lt;br&gt;➢ Life-cycle costing&lt;br&gt;➢ Pricing design-for-environment strategies</td>
<td><strong>Seminar Preparation Assignment</strong>&lt;br&gt;<strong>Week 8</strong></td>
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<td><strong>Or</strong>&lt;br&gt;<strong>Either</strong>&lt;br&gt;<strong>Seminar Preparation Assignment</strong>&lt;br&gt;<strong>Week 9</strong></td>
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<tr>
<td>9</td>
<td>Tue 29&lt;sup&gt;th&lt;/sup&gt; April</td>
<td><strong>Sustainability in the Value Chain – Channels</strong>&lt;br&gt;➢ Information flows&lt;br&gt;➢ Cradle-to-grave&lt;br&gt;➢ Cradle-to-cradle&lt;br&gt;➢ Reversing flows</td>
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<tr>
<td>10</td>
<td>Tue 6&lt;sup&gt;th&lt;/sup&gt; May</td>
<td><strong>Sustainable Marketing Communications I</strong>&lt;br&gt;➢ Principles of P &amp; C&lt;br&gt;➢ Communicating sustainability&lt;br&gt;➢ Sustainable packaging, labelling &amp; certification&lt;br&gt;➢ Sustainability reporting</td>
<td><strong>Individual Project due:</strong>&lt;br&gt;<strong>Monday 5 May&lt;sup&gt;th&lt;/sup&gt; 4pm</strong>&lt;br&gt;<strong>Seminar Preparation Assignment Week 9</strong></td>
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<tr>
<td>11</td>
<td>Tue 13&lt;sup&gt;th&lt;/sup&gt; May</td>
<td><strong>Sustainable Marketing Communications II</strong>&lt;br&gt;➢ Greenwashing&lt;br&gt;➢ Misleading and deceptive advertising&lt;br&gt;➢ Ethical issues in communications</td>
<td><strong>Or</strong>&lt;br&gt;<strong>Seminar Preparation Assignment Week 10</strong></td>
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**Part III: Sustainability Opportunities & Challenges**

| 12   | Tue 20<sup>th</sup> May  | **Social & Environmental Entrepreneurship** | **Short Quiz**<br>**In-class**<br>**15%**                                    |
| 13   | Tue 27<sup>th</sup> May  | **Reflecting on your role in corporate sustainability and the challenges ahead. Review** |                                                                           |

**Workloads**
Students taking this course are expected to commit at least ten hours a week to completing the work. This will include, on average:

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Version 1.1 of this document prepared 8<sup>th</sup> Feb by Gary Buttriss for use in Semester 1, 2014.
- 3 hours a week: seminar
- 4 hours a week: reading, research, writing and assignment preparation for seminars
- 3 hours a week: reading, research, writing and preparation for individual project

**Prescribed Texts and Reference Materials**
No set text for this course. All reading material will be provided through Wattle

**Support for Students**
The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/)