

TEACHING SUSTAINABLE CONSUMPTION: EXPERIENTIAL EXERCISES AND PROJECTS FOR CONSUMER BEHAVIOR AND MARKETING COURSES

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In 1987, the United Nation's Brundtland Report brought the concept of sustainable development to mainstream attention and made it clear that our pre-existing approach to economic development, our systems of production, our marketing practices, and our patterns of consumption were environmentally and socially unsustainable (United Nations 1987). The interdisciplinary conversations that have emerged since that time point to the extraordinary paradigm shift required for adopting a new approach while also acknowledging its absolute necessity (Edwards 2005). In spite of this imperative, however, marketing as a discipline and practice has been slow to evolve. Changing our production and consumption systems cannot be achieved without changing our existing marketing practices and forever abandoning the assumption that the issue at the root of marketing activity is "how to sell more stuff to more people."

Fortunately, as suggested by Bridges and Wilhelm (2008) and other notable scholars, the importance of educating marketing students on sustainability is growing in importance (Borin and Metcalf 2010, Mather et. al 2011, Swaim et. al 2014, Weber 2013, Wilhelm 2008). Integrating this topic into the marketing curriculum offers promising opportunities to foster the growth of more enlightened marketing practitioners. And, through intentional pedagogical exposure, such practitioners will be more likely to understand the complexity of sustainability. Consequently, they will be more likely to implement effective marketing strategies that foster sustainable consumption and marketing practices in the future.

In this session, the authors will discuss experiential exercises and projects used in both undergraduate and graduate level consumer behavior and marketing courses to educate marketing students on sustainability and sustainable consumption. They will also discuss strategies that worked and didn't work within the classroom with regard to in-class exercises, as well as outside of the classroom with regard to project-related fieldwork. Within this context, they will further discuss the opportunities for fostering creativity and engagement in an effort to promote student internalization of sustainable consumption as a broader issue.

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