Marketing and Society -- MKTD ---Fall 2017

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Class 9:25 am - 10:40 am TR EDUCATION CENTER 101

Office hours - TT 10:50 – noon (please make an appointment and confirm) and by appointment MWF

Marketing and Society will broadly address the relationship between marketing and culture (is marketing negative?), can we use of marketing to "positively influence society" (can marketing influence positive behaviors?), and marketing ethics (what should marketing do?). It is a course of reflection as you consider how you should and would respond to a series of situations and explore current issues.

Marketing and Society is not about “good guys” or “bad guys” or what to do or not to do. The goal of the course is to increase your awareness of the real situations you will face as a marketer and business person so that you will be better equipped to make ethical and socially positive choices.

Topics include:

- Concepts, theories and debates about the roles and responsibilities of marketing in society
- Personal Values and Ethics in Marketing Activities
- The use of marketing techniques to influence pro-social behaviors
- Marketing and Sustainability – An understanding of green and environmental marketing, sustainability, fair trade and ethical consumption.
- Marketing Activities and vulnerable consumers
- Ethics in Marketing Strategy
  - Product Strategies
  - Advertising and Promotion
  - Personal Selling
  - Pricing & Distribution
- New technology and marketing responsibilities

On successful completion of the course, students should be able to:

- Appreciate the variety of social, political and economic forces affecting marketing organizations at the global and local level.
- Identify and analyze current ethical issues in the interplay between marketing and society, such as advertising to children, junk food, materialism and sustainability.
- Critically evaluate the debates around the ethical and social responsibilities of marketers;
- Identify the different ethical frameworks for engaging in those debates; and understand how marketers can respond to calls for ethical and social responsibility.
- Apply the above learning to real world cases and situations.
The Course thus addresses the School of Business learning goals identified below:

- **COMMUNICATION SKILLS**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
- **QUANTITATIVE FLUENCY**: Students demonstrate competency in logical reasoning and data analysis skills.
- **GLOBAL AND CIVIC RESPONSIBILITY**: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.
- **INTELLECTUAL INNOVATION AND CREATIVITY**: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- **SYNTHESIS**: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

**Learning Tools**

**Texts:**

*Ethics in Marketing: International Cases and Perspectives*, 2ed, Murphy, Laczniak & Harris (2016 ed.)

*Nudge: Improving Decisions About Health, Wealth, and Happiness*  
Richard H. Thaler and Cass R. Sunstein

**Articles for topics**: Articles and video materials will be identified for cases and topics. They should be studied for class discussion and case analysis. They are available online on Oaks or through the library e-journals.

**Learning Activities**

1. **Ethical Theories of Behavior and Marketing** – The course begins with an exploration of ethical theories applied to marketing activities and examining current perspectives in marketing ethics. This material forms the informed basis for our analysis and discussions. The theories and perspectives must be included in your exams, research, cases and required essays.

2. **Analysis and Discussion of Topics** –

*In-class Group Topic Presentation* – Groups will be assigned to lead class discussion for each topic. The groups will present the case to the class and offer a suggested course of action with ethical theory justifications.

The groups must coordinate to produce an effective class that addresses the day’s issue.

Your analytical analysis must fully articulate your positions - and the arguments and reasoning you used to arrive at them. Use the Ethics Case format. Your analysis will address the following:

1. What are the ethical theories most appropriate to apply this issue and why?
2. What are the ethical or moral issues at stake in this issue?
3. Who are the stakeholders?
4. What is the relevant ethics literature on this topic?
5. What possible courses of action are available?
6. What are the predictable effects of each action?
7. Which set of possible outcomes is relatively better?
The class will discuss each topic and you will receive a grade for the quality and quantity of your contribution to our case discussion.

Text Cases have been assigned for topics as indicated in the schedule - Cases are a way of gaining experience and exploring what you would do in the situation described. Your learning experience depends on the effort you expend to understand the case and apply the correct concepts to the situation. Case preparation is necessary for you to participate in case discussion and the in-class learning experience.

Although you will consider your own personal ethics, remember that professional ethics and the norms and standards of the profession should be the main focus.

Resource material will be provided on Oaks by the instructor for each topic.

Groups should provide additional materials to adequately explore the topic – references should be providing to the class prior to the assignment.

You must maintain a contribution log of your work on the group presentation. The log and peer input will be used to help determine individual presentation grades.

In class exercises will be used to develop key issues during the semester – again participation is expected.

Participation Grading

Participation Log - You will be responsible for the maintenance of a participation log, which will be used to support your participation grade to be determined by the professor. The log will be placed on Oaks as indicated. Format and description will be found on Oaks.

Professor Pitts has a very poor memory for names. You must have your name tag in front of you every class so that you can receive full credit for your class contributions.

You will be graded on the quality of your contribution to the class with the following evaluation model - (Source: Christine Moorman – Duke University MBA program)

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas are nearly always important and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Arguments are generally well substantiated and are often persuasive.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; they provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments are absent. Class contributions are, at best, “cherry-picking” efforts making isolated, obvious, or confusing points. If this person were not a member of the class, valuable airtime would be saved.

**Non-participant:** The student was present but said nothing or the student missed class. Hence, there is not adequate basis for evaluation.
3. **Individual Essays and Reflections** – Essay and reflections topics are assigned over the term – you will be given instructions for each. Papers must be grammatically correct and show a knowledge of and synthesis of the course material.

**Essays should be between 750 and 1000 words**

They have the following format:

- **a. Issue and statement of position**
- **b. Evidence supporting your position including as appropriate:**
  1. The ethical theories most appropriate to apply to this issue and why?
  2. What are the ethical or moral issues at stake in this issue?
  3. Who are the stakeholders?
  4. What is the relevant ethics literature on this topic?
  5. What possible courses of action are available?
  6. What are the predictable effects of each action?
  7. Which set of possible outcomes is relatively better?

A number of references are provided by the course schedule and Oaks you must use these as appropriate. An A grade requires significant personal research on the topic beyond that presented by the course.

- **c. A summary of your position and solution to the issue.**

A hard copy is required at class time on the due date – it must be in good form, stapled and include your complete name. In addition, a copy of your essay must be put in the drop box. Late work will not be accepted.

4. **Term Project** - Student groups will develop a marketing plan for a social cause or program as a demonstration of the course concepts. Instructions for the project will be provided during the course.

**Grading**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>In class</td>
<td>10</td>
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<tr>
<td>Topic /case presentations</td>
<td>10</td>
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<tr>
<td>Essay 1</td>
<td>5</td>
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<td>Essay 2, 3 &amp; 4</td>
<td>45</td>
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<td>Project</td>
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<td><strong>Total</strong></td>
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Class Policies

Absences – The class is based on in class participation and attendance is expected. Excessive absences will be cause a reduction in your class participation grade.

Academic Honesty Policy – Honesty and ethical behavior are a hallmark of the School of Business education. Students should be aware of the University’s Policy on Academic Honesty, which appears in the Bulletin and the College’s academic honesty policy below or at the College’s website at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html#honorcode

Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at CofC that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students with Disabilities - Any student with a documented disability and approved to receive accommodations through SNAP Services, should contact the professor to determine needed accommodations.

Make-Up Work and Due Dates - Make-up work is not available to compensate for unexcused absences or low grades. All assignments must be completed on the date specified by the professor and/or stated in the class schedule of this syllabus.

Assignments turned in late will not be accepted - no exceptions unless approved by instructor.

Phone and Texting – Unauthorized cellphone and computer usage is not allowed - Class time is for discussion and reflection. The use of cell phones or unauthorized use of computers will result in reduction in the student’s final grade for each occurrence.
Other Below are several articles I co-authored in our class’s domain

Dobbs, R., Pitts, R. E. and Smith, W.W., Willingness To Pay For Environmentally Linked Clothing At An Event: Visibility, Environmental Certification And Level Of Environmental Concern, Tourism Recreation Research. DOI:10.1080/02508281.2016.1196029 Published online June 22, 2016.


The articles below dealing with course topics were written much earlier in my career-- you may also wish to use google scholar to find other more recent articles that reference these. I have copies of several of these in Oaks.


Pitts, R. E., M.S. LaTour, and D. C. Luther, "Eroticism In Advertising: A Psychophysiological Explanation," Werbeforschung & Praxis, (February 1991), pgs. 56-64.


Statement of Ethics

American Marketing Association

Ethical Norms and Values for Marketers

PREAMBLE
The American Marketing Association commits itself to promoting the highest standard of professional ethical norms and values for its members (practitioners, academics and students). Norms are established standards of conduct that are expected and maintained by society and/or professional organizations. Values represent the collective conception of what communities find desirable, important and morally proper. Values also serve as the criteria for evaluating our own personal actions and the actions of others. As marketers, we recognize that we not only serve our organizations but also act as stewards of society in creating, facilitating and executing the transactions that are part of the greater economy. In this role, marketers are expected to embrace the highest professional ethical norms and the ethical values implied by our responsibility toward multiple stakeholders (e.g., customers, employees, investors, peers, channel members, regulators and the host community).

ETHICAL NORMS
As Marketers, we must:

1 **Do no harm.** This means consciously avoiding harmful actions or omissions by embodying high ethical standards and adhering to all applicable laws and regulations in the choices we make.

2 **Foster trust in the marketing system.** This means striving for good faith and fair dealing so as to contribute toward the efficacy of the exchange process as well as avoiding deception in product design, pricing, communication, and delivery of distribution.

3 **Embrace ethical values.** This means building relationships and enhancing consumer confidence in the integrity of marketing by affirming these core values: honesty, responsibility, fairness, respect, transparency and citizenship.
ETHICAL VALUES

Honesty – to be forthright in dealings with customers and stakeholders. To this end, we will:
• Strive to be truthful in all situations and at all times.
• Offer products of value that do what we claim in our communications.
• Stand behind our products if they fail to deliver their claimed benefits.
• Honor our explicit and implicit commitments and promises.

Responsibility – to accept the consequences of our marketing decisions and strategies. To this end, we will:
• Strive to serve the needs of customers.
• Avoid using coercion with all stakeholders.
• Acknowledge the social obligations to stakeholders that come with increased marketing and economic power.
• Recognize our special commitments to vulnerable market segments such as children, seniors, the economically impoverished, market illiterates and others who may be substantially disadvantaged.
• Consider environmental stewardship in our decision-making.

Fairness – to balance justly the needs of the buyer with the interests of the seller. To this end, we will:
• Represent products in a clear way in selling, advertising and other forms of communication; this includes the avoidance of false, misleading and deceptive promotion.
• Reject manipulations and sales tactics that harm customer trust. Refuse to engage in price fixing, predatory pricing, price gouging or “bait-and-switch” tactics.
• Avoid knowing participation in conflicts of interest. Seek to protect the private information of customers, employees and partners.

Respect – to acknowledge the basic human dignity of all stakeholders. To this end, we will:
• Value individual differences and avoid stereotyping customers or depicting demographic groups (e.g., gender, race, sexual orientation) in a negative or dehumanizing way.
• Listen to the needs of customers and make all reasonable efforts to monitor and improve their satisfaction on an ongoing basis.
• Make every effort to understand and respectfully treat buyers, suppliers, intermediaries and distributors from all cultures.
• Acknowledge the contributions of others, such as consultants, employees and coworkers, to marketing endeavors.
• Treat everyone, including our competitors, as we would wish to be treated.

**Transparency** – to create a spirit of openness in marketing operations. To this end, we will:
• Strive to communicate clearly with all constituencies.
• Accept constructive criticism from customers and other stakeholders.
• Explain and take appropriate action regarding significant product or service risks, component substitutions or other foreseeable eventualities that could affect customers or their perception of the purchase decision.
• Disclose list prices and terms of financing as well as available price deals and adjustments.

**Citizenship** – to fulfill the economic, legal, philanthropic and societal responsibilities that serve stakeholders. To this end, we will:
• Strive to protect the ecological environment in the execution of marketing campaigns.
• Give back to the community through volunteerism and charitable donations.
  Contribute to the overall betterment of marketing and its reputation.
• Urge supply chain members to ensure that trade is fair for all participants, including producers in developing countries.

**IMPLEMENTATION**
We expect AMA members to be courageous and proactive in leading and/or aiding their organizations in the fulfillment of the explicit and implicit promises made to those stakeholders. We recognize that every industry sector and marketing sub-discipline (e.g., marketing research, e-commerce, Internet selling, direct marketing, and advertising) has its own specific ethical issues that require policies and commentary. An array of such codes can be accessed through links on the AMA Web site. Consistent with the principle of subsidiarity (solving issues at the level where the expertise resides), we encourage all such groups to develop and/or refine their industry and discipline-specific codes of ethics to supplement these guiding ethical norms and values.