“Your net worth is what you have contributed to humanity not what you have acquired from it.” Author unknown

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 address 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, Lacznia & Harris
(2016 ed.)

*Marketing Ethics and Society* – Eagle & Dahl (Sage)

*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. **Lectures Examining Ethical Theories of Behavior and Marketing** – The course provides an
   exploration of ethical theories applied to marketing activities and examines current prospective in
   marketing ethics. This material forms the informed basis for our analysis and discussions.

2. In class exercises and discussion will be used to develop key issues during the semester –
   participation is expected.
3. **Analysis and Discussion of Topics & Cases**

   **In-class Group Topic Presentation** – Groups will be assigned to lead class discussion for selected course topics. The groups will present the topic or 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 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:

   - What are the ethical theories most appropriate to apply this issue and why?
   - What are the ethical or moral issues at stake in this issue?
   - Who are the stakeholders?
   - What is the relevant ethics literature on this topic?
   - What possible courses of action are available?
   - What are the predictable effects of each action?
   - Which set of possible outcomes is relatively better?

4. **Cases:** 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.

5. **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:**
   1. Thesis - Issue and statement of position
   2. 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.

3. A summary of your position and solution to the issue.

Specific instructions will be given for grading requirements for each essay.
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.

6. **Personal consumption audit**: This assignment requires you to reflect on your consumption behavior – your actions, thoughts, and feelings accompanying a specific consumption experience. Identify one consumption behavior that you do despite knowing it harms or can potentially harm you. Or identify one consumption behavior that you don't do despite knowing it can benefit you. Your audit should focus on this consumption behavior. For this audit, you have to play two roles – the role of a consumer and the role of a marketer.

**Grading**

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<td>Essays</td>
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<td>Attendance and Participation</td>
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<td>Group presentation</td>
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<td>Personal consumption audit</td>
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**Attendance Policy**: Prompt and consistent attendance is necessary for this course. Attendance sheets will be used and it is your responsibility to sign them each class meeting. Excessive absences will result as follows:

- Absences #1, 2: Allowed for any and all reasons. No need to explain.
- Absence #3 & 4: 2 points deducted from your Attendance & P grade per class missed.
- Absence #5 & 6: 4 more points off your A&P grade per each class missed.
- Each Absence after 6 (A&P grade at 0) your class grade will be reduced by an additional 4 points for each absence.

Absences may be excused at the professor’s discretion with justification via the College Absence verification procedure

(from Evelyn Nadel, Associate Dean of Students, Director of Community Relations): Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Call 953-3390 and ask for Constance Nelson if they have questions. • Forms are also online at:

http://www.cofc.edu/studentaffairs/general_info/absence and they also can be faxed to their office at 953-2290.

• Documentation is needed for health, personal or emergency situations

**Professor Pitts has a very poor memory for names and many students each semester. You must have your name tag in front of you every class.**
The quality of your contribution to the class uses 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.

**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. Each occurrence will be treated as a class absence.

**Emergency Preparation** - If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.