Marketing and Society – MKTD 355--- Fall 2020
Zoom scheduled TTH 9:30-10:30 and online on Oaks

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Office hours - online and Zoom - please make an appointment

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

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 offered online via Oaks and Zoom scheduled classes. The class is built around each student’s personal reflections about marketing and the business it represents effect on individuals and society. Students will “interact” with these issues via 4 individual essays, discussion via Zoom and online posts and cases and an individual consumption audit.

As a student in Marketing and Society you will broadly address the relationship between marketing and culture (is marketing negative?), can we use 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 businessperson so that you will be better equipped to make ethical and socially positive choices.

Topics include:

a. Business and Personal Responsibility
   • Concepts, theories and debates about the roles and responsibilities of business & marketing in society
   • Personal Values and Ethics in Marketing Activities

b. Societal Issues & Marketing Response
   • Marketing Activities as Positive or Negative Influences on Society
   • Marketing and Sustainability – An understanding of green and environmental marketing sustainability, fair trade and ethical consumption
   • Marketing Activities and vulnerable consumers

c. Ethics in Marketing Strategy
   • Product Strategies
   • Advertising and Promotion
   • Personal Selling
   • Pricing & Distribution

d. Ethical Consumption
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 will address the School of Business learning goals:

- 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 Resources

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

Optional - Marketing Ethics and Society – Eagle & Dahl (Sage)

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

2. **Discussion Posts - Analysis and Discussion of Topics & Cases**

   Look (under the COMMUNICATION tab) - you will post your answer/opinion/examples to the question. Posts should be full thoughts, grammatically correct and represent a good deal of thought and effort on the topics. **THE POSTS ARE DUE AS INDICATED**

   Posts are significant component of your total grade. Make sure that you are reading other posts before you make yours so that you can consider other students’ points as well as any comments that I may make.

   **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.

   You should consider:
   - 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?

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:**

   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 “Exceptional” (see below) 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.

4. **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**

SPECIFICATIONS GRADING - https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay

We will use Specifications Grading to determine your grade for the course. I use the term we because you really have control over your grade. Your work will be graded as Unacceptable, Satisfactory or Exceptional. You complete the grade components as required for each grade category as shown below.

The scale will show on Oaks as Unacceptable = 0, Satisfactory =1, Exceptional = 2.

Resubmission - If you receive an “Unacceptable” you can resubmit with the necessary improvements until you receive a “Satisfactory” rating. In other words, you determine your grade by how much you do but everything must be at a “Satisfactory” rating to count toward your final grade.

You will receive explicit instructions with expectations for the Satisfactory rating for the 4 Topic Essays and the Personal Consumption Audit. Exceptional requires you to go beyond what is just satisfactory to produce a work product that stand out above the level of the class. (I will give some guidance for each assignment). Exceptional on a Discussion Post indicates that you have added something really significant and new to the online discussion.

Please note that I have made it relatively easy to make a C (acceptable in the CofC grading scale) but increasing more difficult to earn a grade of B or A.
I will adjust the grading scale to the students’ advantage as the semester progress if unforeseen learning conditions develop. You cannot resubmit for Exceptional unless requested by the instructor.

Professor Pitts has a very poor memory for names and has many students each semester. Please put your name on your Zoom so I can place a name with your face or a face with your name.

Class ZOOM attendance and participation: We will discuss course topics and readings, and work through each case in class, thus attendance is expected. You must logon to Zoom via the Zoom app (computer or smart phone) and indicate your name and as possible use your live video to participate in class discussion. Phone only is not acceptable for class participation.

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.

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**College of Charleston – Office of the Provost**

**Syllabi Statements**


“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.
Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.”

Disability/Access Statements:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

OAKS (for all instructional modalities)

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Continuity of Learning (for hybrid classes with face-to-face meetings)

Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. [followed by instructor’s detailed plan]

Recording of Classes (via ZOOM)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class

Online Courses with Exam Proctoring

This course will require the use of an exam proctoring service for the course exams. Students are responsible for registering, scheduling, and the cost of the service prior to each exam. Instructions and additional information on proctoring can be found at https://academicaffairs.cofc.edu/distance-education/online-proctoring/index.php.
Inclement Weather, Pandemic or Substantial Interruption of Instruction
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Center for Student Learning:
The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Mental & Physical Wellbeing:
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources:
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.
Inclusion:
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues

Statement on “Religious Accommodation for Students”
(Faculty/Administration Manual VIII.A.10)

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student's religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
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<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
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<tbody>
<tr>
<td>September 18, 2020</td>
<td>Rosh Hashanah$^2$</td>
<td>Jewish</td>
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<tr>
<td>September 28, 2020</td>
<td>Yom Kippur$^2$</td>
<td>Jewish</td>
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<tr>
<td>October 2 – October 9, 2020</td>
<td>Sukkot$^2$</td>
<td>Jewish</td>
</tr>
<tr>
<td>October 9, 2020</td>
<td>Shemini Atzeret$^2$</td>
<td>Jewish</td>
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<tr>
<td>October 19 - October 26, 2020</td>
<td>Navaratri</td>
<td>Hindu</td>
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<tr>
<td>October 19, 2020</td>
<td>Birth of Baha’u’llah</td>
<td>Baha’i</td>
</tr>
<tr>
<td>January 7, 2021</td>
<td>Christmas$^3$</td>
<td>Orthodox Christian</td>
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<tr>
<td>February 17, 2021</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
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<tr>
<td>February 25-26, 2021</td>
<td>Purim$^2$</td>
<td>Jewish</td>
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<tr>
<td>March 15, 2021</td>
<td>Great Lent Begins</td>
<td>Christian</td>
</tr>
<tr>
<td>March 20, 2021</td>
<td>Naw-Ruz</td>
<td>Baha’i</td>
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<tr>
<td>April 2, 2021</td>
<td>Good Friday</td>
<td>Christian</td>
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<tr>
<td>March 26 - April 3, 2021</td>
<td>Passover$^2$</td>
<td>Jewish</td>
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<td>April 12-May 11, 2021</td>
<td>Ramadan</td>
<td>Muslim</td>
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<tr>
<td>April 30, 2021</td>
<td>Good Friday (Orthodox)$^3$</td>
<td>Orthodox Christian</td>
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<tr>
<td>April 20 and 28, 2021</td>
<td>Ridvan</td>
<td>Baha’i</td>
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$^1$ The previously included Islamic holidays of Eid al-Adha and Eid al-Fitr fall outside the regular academic year and are therefore not listed here.

$^2$ All Jewish holidays begin at sunset on the evening before the date given.

$^3$ Orthodox Christian holidays begin at sunset on the evening before the date given.