Robert Pitts Ph.D.
“Your net worth is what you have contributed to humanity not what you have acquired from it.” Author unknown
Office hours - please make an appointment to meet before 9:15 am or after class or by Zoom with appointment
Email: pittsr@cofc.edu – Please give your full name & course (required)

The course will follow current CofC class and COVID policies.
CofC Class Policies - https://cofc.edu/back-on-the-bricks/frequently-asked-questions/academics.php

Catalogue Description

MKTG 355 Marketing and Society (3)
Marketing and Society broadly addresses the relationship between marketing and culture. Topics include marketing activities with negative influences on consumers, the use of marketing tools to positively influence society and marketing ethics. It is a course of reflection as students consider how one should and would respond to a series of situations and explore current issues.

Course Frequency: Fall and Spring

A course of reflection as you consider how you should and would respond to a series of situations and explore current issues

The class is built around each student’s personal reflections about marketing and the businesses it represents affects individuals and society. 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
   • Corporate Social Responsibility and Conscious Capitalism
   • Ethical Consumption

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
   • Marketing and Cultural Sensitivity
c. Ethics in Marketing Strategy

- Product Strategies
- Advertising and Promotion
- Personal Selling
- Pricing & Distribution

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.

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.
The class will make selective use of material from numerous published print and video sources.

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

**Short Lectures Examining Ethical Marketing Practices and Society** – 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.

**Topic Discussions** — Discussion topics are indicated in the schedule – discussions are a way of gaining experience and exploring what you would do in given the issue described. Each class discussion is built around a relevant question. Your learning experience depends on the effort you expend to understand the issue and apply ethical concepts to the situation. Class preparation is necessary for you to participate in class 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?

**Class Discussion Contribution** - We will discuss course topics and readings, and work through each topic in class, thus attendance and a contribution to class discussion is required. You will receive a grade for your contribution to general class discussion. Students need to make a positive contribution to
discussion and must consistently identify themselves in class. While the class will often be divided into
discussion groups in class, I can only evaluate your contribution to general discussion.

You will be graded on your contribution to discussion not simply attending class. However, since you
must attend to contribute your possible contribution grade will be reduced by a letter grade per
additional absence if you miss more than 2 classes. Exceptions will be made for sickness and other
exceptional circumstances.

**Small Group Discussion**- I have found that class discussion is greatly improved by having small breakout
groups first a topic and then report to the class.

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**Group Topic Presentations & Class Leadership**

**Analysis and Discussion of Topics – In-class Group Topic Presentation** – Groups will be assigned to lead class discussion
for selected course topics. The groups will present the issue 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.**

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 the presenting group will receive a grade for the quality and quantity of
the presentation and class leadership. Resource material will be provided 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. **Assistance for presentations is on Oaks.**

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**Essays and Reflections**

**Essays and Reflections:** Essay and reflection 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?

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

Specific instructions will be given for grading requirements for each essay. A number of references are provided in the course schedule and more are on Oaks - you must use these as appropriate. An “Exceptional” A grade requires significant personal research on the topic beyond that presented by the course.

Personal Consumption Audit

One of the essays uses a personal consumption as its basis. 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 play two roles – the role of a consumer and the role of a marketer.

Exercises:

Exercises are used to give students experience with real world situations and data.

- **Redesign ad campaign for firm that has experienced backlash for a controversial "positive" or "negative" ad**

- **NFP Marketing Audit**: Briefly evaluate a NFP’S marketing activities – expected effectiveness and cost.

Topic Question Reflections

Class discussion topics have a reflection response question. See Oaks.

Issue responses must reference specific reading material and class discussion.

- **Responses will be graded 0 unsatisfactory or 1 satisfactory with the possibility of a point bonus for exceptional responses.**
- **Responses must be deposited in Oaks by midnight following the discussion for credit.**
- **You must have attended class for credit.**
Clarity
The introduction clearly states a thesis for the reader.
A clear blueprint for the essay is built into the introduction.
The conclusion clearly summarizes the key issues and arguments.

Organization and Content
The body of the paper addresses the question with relevant information and ideas.
Information and ideas are presented in a logical sequence that flow naturally and engage the reader.
Details are relevant and enrich the student’s thesis statement.
The paper uses relevant evidence from at least 6 different external sources as well as examples directly from the course content and class discussions.

Presentation
Was your paper easy to read?

Did it flow expertly without grammar or spelling errors?
Did it look professional?
Did you follow APA formatting?
A significant point deduction will be allocated for every issue related to presentation, spelling or grammar identified while evaluating the paper.
See Oaks
**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.

All submitted work will be reviewed via the Turnitin resource.

**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.

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.