Strategic Marketing, Sustainability and Society (MATS33302)
Academic Year: 2009-2010

1. Instructors

Leader	Dr Lucy Ting	Lucy.Ting@manchester.ac.uk
Assistant	Miss Lin Su	Lin.Su@postgrad.manchester.ac.uk

The course leader and course assistant are available to see students by appointment, please email to make an appointment.

2. Location/ Availability:

Monday 14:00~15:50 at Sackville Street Building / C009

3. Course Objectives:

This course is concerned with the impact of the marketing system to our society. The focus of this course unit is on re-examining the marketing concept from the ethical perspective and the new development of marketing applications. Case studies are also used to enhance theoretical understanding and to provide insights into the way in which techniques are skills are used in practice.

Specifically the aims of the course unit are the following:

1. to expose students to academic literature and practical examples on marketing ethics;
2. to facilitate students to develop a framework for responsible actions of marketing;
3. to assist students to develop skills of critically review published works and a range of business issues;
4. to provide students with an opportunity to learn about the positive and negative consequences of market-driven behaviours.

4. Learning Outcome:

Students who successfully complete this course unit are expected to:

1. demonstrate knowledge and critical understanding of issues related to marketing strategy and marketing ethics through wider academic reading,
2. contribute to the debate relating to concepts and principles of marketing ethics,
3. demonstrate a set of analytical skills, presentation skills and critical thinking in examining marketing strategies which respond to the current social issues.

5. Recommended Texts

- Brenkert (2008), "*Marketing Ethics*," Oxford: Blackwell Publishing
- Harrison et al. (2006), "*The Ethical Consumer*," Sage Publishing Ltd.
- Hastings (2008), "*Social Marketing: Why Should The Devil Have All The Best Tunes?*," Oxford: Butterworth-Heinemann
- Ferrell et al. (2008), "*Business Ethics: Ethical Decision Making and Cases,*" South-Western Cengage.
- Further supplementary reading, as indicated in the detailed program below and/or the lecture notes.

Students are also expected to read widely around the subject and find relevant recent academic journal papers to add to their knowledge and the reading list provided.

6. Assessment

Grade Composition:

Group Case Study	**70%**
Online Wiki Presentation	40%
In-Class Presentation	15%
Peer Assessment	15%
Online Participation	**30%**
Total	**100%**

7. Feedback and Evaluation

Feedback to Students
There will be feedback on any oral and written assignment completed by students.

Feedback from Students
Students are offered the opportunity to give written feedback and oral feedback on the course unit by contacting either the course leader or the course assistant.

Course Evaluation
At the end of the course each student will be asked to complete a short questionnaire which will be used to gather feedback on teaching quality and general organisation of the course.

8. Timetable

Lectures	Topics	Reading
MKT 1 (01/02)	CoStyle Launch	• Module Timetable and Assessment Criteria • CoStyle Launch
MKT 2 (02/02)	Marketing, Business and Society (Case Study 1 Release)	Brenkert (2008) Chapter 1 • Handy (2002), "What's a business for?" *Harvard Business Review*, 80(12), pp. 49-56 • Lacznick (1993), "Marketing Ethics: Onward toward Greater Expectations," *Journal of Public Policy and Marketing*, 12(1), pp. 91-96 • Porter and Kramer (2002), "The competitive advantage of corporate philanthropy," *Harvard Business Review*, 80(12), pp. 56-69
MKT 3 (9/02)	Marketing, STD Strategy and Consumer Culture	Brenkert (2008) Chapter 2 • Faber and O'Guinn, (1988), "Compulsive Consumption and Credit Abuse," *Journal of Consumer Policy*, 11(1), pp. 109-121, • Cox et al. (1993), "Social Influences of Adolescent Shoplifting: Theory, Evidence, and Implications for the Retail Industry," *Journal of Retailing* 69(2), pp. 234-246 • Holt (2002), "Why Do Brands Cause Trouble? A Dialectical Theory of Consumer Culture and Branding," 29(1), pp. 70-90
MKT 4 (15/02)	Case Study 1 Preparation	
MKT 5 (22/02)	Case Study 1 Presentation (Group 1-4)	
MKT 5 (01/03)	Advertising Ethics (Case Study 2 Release)	Brenkert (2008) Chapter 4 • Levitt (1970), "The Morality (?) of Advertising," *Harvard Business Review* 48(4), pp. 84-92 • Philips (1997), "In Defense of Advertising: A Social Perspective," *Journal of Business Ethics*, 16(2), pp. 109-118 • Murphy (1998), "Ethics in Advertising: Review, Analysis, and Suggestions," Journal of Public Policy and Marketing, 17(2), pp. 316-319
MKT 7 (08/03)	Social Marketing	Hasting (2008) Chapter 1&2 • Andreasen (1994), "Social Marketing: Its Definition and Domain," Journal of Public Policy and Marketing, 13(1), pp. 108-114 • Kotler and Zaltman (1970), "Social Marketing: An Approach to Planned Social Change" *Journal of*

		Marketing, 35(3), pp. 3-12 • Rothchild (1999), "Carrots, Sticks, and Promises: A Conceptual Framework for the Management of Public Health and Social Issue Behaviours," *Journal of Marketing*, 63(4), pp. 24-37 • Brenkert (2002), "Ethical Challenges of Social Marketing," *Journal of Public Policy and Marketing* 21(1), pp. 14-25
MKT 8 (15/03)	Marketing Ethics and the internet	• Palmer (2005), "Pop-Ups, Cookies, and Spam: toward a deeper analysis of the Ethical Significance of internet Marketing Practices," *Journal of Business Ethics*, 58(1-3), pp. 271-280 • Rao and Quester (2006), "Ethical marketing in the internet era: a research agenda," *International Journal of Internet Marketing and Advertising* 3(1), pp. 19-34 • Bush et al. (2000), "Ethics and Marketing on the Internet: Practitioners Perspective of Societal, Industry and Company Concerns," Journal of Business Ethics, 23(3), pp. 237-248
MKT 9 (22/03)	Case Study 2 Presentation (Group 5-8) (Case Study 3 Release)	
Easter Break		
Week 9 (19/04)	Case Study 3 Preparation	
Week 10 (26/04)	Case Study 3 Presentation (Group 9-12)	
Week 11 (03/05)	Bank Holiday	
Week 12 (10/05)	Farewell	

Case Study

1. Introduction

The objective of this exercise is to practice your analytical skills, critical thinking and creativity through case studies which are written summaries of a real-life case based upon data and research. In this exercise you need to think through the key issues involved in both theories and the larger comparative environment.

2. Format and Presentation

Prior to the presentation session, each group must study the topic and the arguments from their designated perspective, discuss as a group and propose a solution. You should be prepared to offer original and thoughtful analysis in which your claims are supported by evidence, logic and possible calculations.

They should compose **a wiki work on CoStyle**, following a rough construct of Introduction / Main Text / Conclusion on each wiki page. This wiki page should introduce the case study, identify the problems and conflicts, evaluate the situation, identify possible "solutions", share your group opinions and rationale, as well as weigh the pros and cons of your "solutions". **This wiki page will remain private to the group until the presentation.**

There is no word limit for the overall wiki work but the general guideline is maximum 3000 words. Quality is more important than quantity.

The group should also put together a powerpoint presentation approximately 15-20 minutes introducing the case study and their group thoughts. This presentation will be delivered in your allocated session to the course leader and the rest of the class, and may be followed by questions. **The powerpoint slide must be emailed to the course leader the Thursday before the presentation day.**

You are encouraged to make full use of diagrams / pictures / videos in your presentations. The use of academic theory and academic references is also encouraged for both the wiki page and the presentation. You have the freedom to decide the number of presenters (i.e. one). This decision will not affect the overall mark; it is the presentation which speaks for you as a group.

Because a case-oriented course relies on class participation for its success, attendance at every class and participation online is considered extremely important. **Your contribution in class and online will be assessed.** When you are an audience, you are also required to read and prepare for the case study.

3. Marking Criteria

Your wiki page will be marked on the basis of:

- Presentation Organisation
- Content of Market Analysis
- Content of Strategic Solutions
- Use of academic theory
- Technical Methods of Presentation Delivery

The presentation in class will be marked on the basis of:

- Presentation Organisation
- Presentation of Argument Points
- Technical Methods of Presentation Delivery

You will be assessed by your peer on the basis of:

- Responsiveness to team morale and meetings
- Reliability to his/her allocated job
- Contribution to the team work

The online discussion will be evaluated based on:

- Quality of the comments
- Frequency of the comments
- Participation to threaded discussions