

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course MKTG 100

**Department Approval**

Debra M. Nelson  
Department Chair

1/16/14  
Date

bnawberry@winona.edu  
e-mail address

Dean's Recommendation ☒ Yes ☐ No\*

[Signature]  
Dean of College

1/16/14  
Date

\*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

GEPS Recommendation ☐ Approved ☐ Disapproved

\_\_\_\_\_  
Chair, General Education Program Subcommittee Date

A2C2 Recommendation ☐ Approved ☐ Disapproved

\_\_\_\_\_  
Chair of A2C2 Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

\_\_\_\_\_  
President of Faculty Senate Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

\_\_\_\_\_  
Academic Vice President Date

Decision of President ☐ Approved ☐ Disapproved

\_\_\_\_\_  
President Date

Please forward to Registrar.

Registrar \_\_\_\_\_  
Date entered

Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Marketing

Date 1/15/14

MKTG 100  
Course No.

Marketing and Society  
Course Name

3  
Credits

Prerequisites None

GEP Goal Area(s):\*

CORE GOAL AREAS

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☐ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity  
☐ Goal 8: Global Perspective  
☒ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

☐ Intensive:

- ☐ 1. Writing  
☐ 2. Oral Communication  
☐ 3a. Mathematics/Statistics  
☐ 3b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

Russell Smith  
Name (please print)

x-5506  
Phone

rsmith@winona.edu  
e-mail address

[Revised 9-6-11]

### **A. GENERAL LEARNING OBJECTIVE**

To develop students' capacity to identify, discuss, and reflect upon the ethical and socially functional dimensions of an organization's marketing activities and to understand the ways in which they can make responsible decisions as business professionals and consumers. Students should learn to view commercial marketing activity from the viewpoint of the firm, the consumer, and society as a whole in order to responsibly and critically evaluate the behavior of corporate decision makers and the performance of organizations within the local and global community.

### **B. STUDENT COMPETENCIES, COURSE REQUIREMENTS & LEARNING ACTIVITIES, LEARNING ASSESSMENTS**

<i>STUDENT COMPETENCIES</i>	<i>COURSE REQUIREMENTS &amp; LEARNING ACTIVITIES</i>	<i>ASSESSMENT</i>
Examine articulate, and apply their own ethical views;	Students will be introduced to several basic ethical frameworks and become familiar with concepts relevant to ethical decision-making through lecture and readings. Subsequently, they will be required to consider and attempt to resolve the type of ethical dilemmas that are frequently confronted by marketing decision-makers (e.g., use of puffery in high-pressure sales) through mini-case analysis and relevant class discussion.	<ul style="list-style-type: none"><li>• Understanding of lecture and reading material will be assessed through examination.</li><li>• Proficiency in the application of knowledge of ethical concepts and the student's ability to apply their views will be assessed through mini-case and classroom discussion.</li><li>• Demonstration of the student's ability to articulate and apply their ethical views will also be assessed through formal presentation of a marketing ethics case.</li></ul>
Analyze and reflect on the ethical dimensions of legal, social, and scientific issues;	Students are introduced to the various ways an organization operating in a "free market" system impacts individual consumers as well as their local and global community. The laws that guide marketing activity and whether or not they are effective are considered along with marketing activities that carry environmental/social consequences without legal sanctions. Practical consideration is given to the many potentially negative marketing activities that became common place before advances in science informed us of the long term consequences these activities have on consumers and the environment. Film, lecture and readings expose students to the difficulties of confronting counter-productive consumption patterns and questionable marketing activities that are part of our culture.	<ul style="list-style-type: none"><li>• Awareness and understanding of consequential marketing related activities and their ethical, legal, social and scientific issues will be assessed through exams.</li><li>• The student's ability to analyze and reflect on these issues will be assessed through class discussion and class activities such as mine-case class discussions.</li></ul>

Recognize the diversity of political motivations and interests of others	A key objective of this competency is to learn that there are no simple solutions for the individual organization regarding the dilemmas raised in a “free-market” system. Wherever ethical dilemmas reside there are inevitably negative consequences that will impact one or several stakeholders. As agents who represent stockholders, marketing decision makers have an obligation to maximize profits and thereby sales. Yet these same decision-makers have a right to observe their own personal virtue as well as an obligation to the local and global community in which they live. This topic considers the conflict between <i>customer vs consumer</i> rights, between organizational rights and rights of the global community, etc. Learning activities relevant to this competency include lecture, readings and film.	<ul style="list-style-type: none"> <li>• Student’s ability to recognize the diversity of others’ interests and motivations will be assessed through the formal presentation of a marketing ethics case.</li> <li>• Students are also periodically required to defend randomly assigned positions on a controversial marketing or consumer related topic. Often the position they defend is not one they would independently choose. Students are evaluated on their ability to understand and articulate the “facts” that support a contrary or unpopular position.</li> </ul>
Identify ways to exercise the rights and responsibilities of citizenship	Responsible consumption requires an informed consumer who recognizes that the marketing activities of specific organizations and the market place in general may or may not consider their best interests. As responsible actors in a global market system, students must gain a basic understanding of collective consumer actions that are effective in challenging organizations and protecting their rights (e.g., consumer action groups, legal recourse) as well as more practical and simple actions available to individual consumers (e.g., complaining to management, writing letters). As well, students are challenged to consider careers as business professionals who might work for cause-related businesses, charitable organizations, and non-profit consumer advocacy groups. These topics are introduced through readings and lecture. Students are also required to identify and actively address a “real world” marketing issue (e.g., write a letter of concern to an organization engaged in questionable marketing practices).	<ul style="list-style-type: none"> <li>• Student ability to identify the rights and responsibilities of citizenship will be assessed through class discussion and activities such as mini-case discussions.</li> <li>• “Active” involvement projects such as letter writing are assessed on a project by project basis.</li> </ul>

### C. COURSE OUTLINE

1. Introduction to the role of “free markets” in a capitalist system
  - a. The organization’s role in society as it is expressed through marketing activity
  - b. Private ownership and competition as the theoretical stimulus for the efficient use of resources, innovation and price control
2. The “micro-macro dilemma” - the dilemma posed by individual organizations pursuing success with uncompensated social consequences.
  - a. Micro-marketing – marketing’s function in the firm
    - i. Overview of the basic marketing functions within the organization and the goal of establishing competitive advantage
    - ii. Customer satisfaction and an organization’s development of a *customer orientation*
  - b. Macro-marketing – marketing’s role in delivering societal benefit
    - i. Examination of how individual transactions have positive and negative aggregated consequences for society that marketing professionals may or may not be aware of or intend

### **C. COURSE OUTLINE cont'd**

3. Ethical Decision Making
  - a. Ethical Theories
    - i. Deontological vs Teleological Ethical Theories
  - b. Marketing executives and conflicting obligations
  - c. Stakeholder Theory
4. Consumer Rights vs Consumer Responsibilities
  - a. Legal rights of the consumer
    - i. e.g., "Consumer Bill of Rights"
  - b. Consumer rights vs consumer obligations
  - c. Consumer advocacy & citizen action groups
  - d. Informed market-place skepticism
5. Social Marketing Topics
  - a. Products
    - i. Product development and the law
    - ii. Products and customer safety/health
      1. e.g. protecting consumers from themselves
    - iii. social liability of unintended/untested product usage
      1. e.g. excessive use of antibiotics
    - iv. Intellectual property rights
  - b. Pricing
    - i. Ethical and legal implications of pricing strategies
      1. e.g. predatory pricing
    - ii. Consequences of social price controls
      1. e.g. tariffs
    - iii. Price exploitation of "vulnerable segments"
      1. e.g., paycheck loans & the poor
  - c. Advertising
    - i. Truth in advertising laws
    - ii. Social effects of cumulative advertising
      1. e.g., materialism
    - iii. Advertising to children
    - iv. Invasion of Privacy
    - v. Media clutter & nuisance communications
  - d. Sales
    - i. Truth in sales representation
    - ii. Sales-person ethics
    - iii. Consumers negotiating w/ sales professionals
  - e. Segmentation
    - i. Over- and under-represented marketed segments
    - ii. Vulnerable segments
      1. e.g., elderly
  - f. Misc Marketing Topics
    - i. Cause-related marketing
      1. e.g., AIDS awareness
    - ii. International market distribution and price competition
      1. e.g., sweatshops, child labor
    - iii. Green marketing and sustainability
      1. e.g., "green-washing"