

## MORAVIAN COLLEGE

### MGMT 250

#### Moral Marketing: Serving the World's Poor

Fall, 2011  
PPHAC 102  
T/R 1:10 - 2:20 p.m.

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Office Hrs: M/W 1:00 – 2:00 p.m.  
Tu/Th 3:00 – 4:00 p.m.  
Others by appointment

#### **COURSE DESCRIPTION:**

The Hebrew word "Tzedek" is typically translated as "justice" or "righteousness." It is the basis for tzedakah, which in Jewish law is the obligation to help someone who is less fortunate than oneself because it is the "right" thing to do. This notion is a foundation of Jewish life and is often interpreted as a requirement to seek social justice, i.e., the recognition of an injustice and the commitment to work to rectify that injustice through action, service, and education within the community and beyond. The idea of our responsibility to one another through tzedakah (doing the right thing) can be compared to the idea of charity that implies that your heart motivates you to go beyond the call of duty (i.e., helping out of "love.").

This course will focus on how the ideas of tzedek and charity apply to global marketing. We will examine these ideas as they apply to the world's poorest people (those living on less than \$2/day). The poorest people in the world are often ignored by multi-national corporations (MNCs) and never receive the benefit of products and services that can enhance their lives. Tzedakah would suggest that we have a moral obligation to help these poorest people by not only providing them with goods and services but helping them to become more self-sufficient through the establishment of markets. Charity would suggest that we help others out of love, often implying different motives and expectations for providing assistance.

This course will examine issues of the morality of marketing to the poorest people in emerging nations. We will discuss different religious (Jewish and Christian) perspectives as well as different ethical perspectives (e.g., Western ethics vs. others). We will discuss different ways of creating and distributing products in these emerging nations according to these different ethical and moral perspectives. Lastly, we will discuss the needs of the poor in emerging nations and show how these needs can be addressed in moral and ethical manners.

## **COURSE OBJECTIVES:**

Upon successful completion of this course, the student should be able to:

1. Discuss social justice from traditional Christian, Jewish, and American secular perspectives.
2. Articulate different perspectives on charity and justice.
3. Distinguish between "charity" and "justice" as applied to assisting developing countries.
4. Distinguish between "individual" and "community" and apply these ideas to developing countries
5. Understand levels of tzedakah and how they apply to developing countries.
6. Articulate and discuss moral issues in marketing
7. Understand views of traditional Western Multi-National Corporations (MNCs) and how these organizations can serve both developing nations and their own interests.
8. Discuss approaches and strategies for marketing to developing countries.
9. Discuss the impact of marketing on developing economies and how this relates to social justice.
10. Understand and discuss the ethics and morality of marketing to the world's poorest people.
11. Discuss your own moral position-taking as it relates to the course topics.

## **REQUIRED TEXTS AND MATERIALS:**

Davidson, D. Kirk. (2002). *The Moral Dimension of Marketing: Essays on Business Ethics*. Thomson Higher Education, Mason, OH.  
ISBN: 978-0-87757-300-5.

Prahalad, C.K., (2010). *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*. Wharton School Publishing, Boston, MA.  
ISBN: 0-13-700927-5

Blackboard will be used throughout this course as a means of communication and disseminating information to you. Please register as soon as possible. The passcode is "morals."

## ASSESSMENTS:

1. **Mid-Term Examination** - This examination will consist of essay questions, which will be based on course content to that point. The essay questions will be integrative in nature with an emphasis placed on the organization, depth, and clarity of responses to these questions. The midterm exam will be take-home and due on the date noted on the schedule. Because this is an ethics course, students will be asked to sign an honor statement attesting that all work on the midterm is their own.
2. **Final Examination:** A final examination will be required. This examination will be similar in format and nature to the midterm, and will be cumulative in nature. The date for the final is noted on the schedule.
3. **Group research paper:** Groups of 4-5 students will be formed for the purposes of creating a research project. The project will consist of an approximately 12-page paper and a PowerPoint presentation. Each group will prepare a paper on commercial marketing in a developing nation. The student will select a country based on its United Nations Human Development Index score (lower than 70) and research the needs of the residents of the country and how these needs can be addressed through commercial marketing. The paper needs to address the social and moral implications of the proposed approach. At the end of the semester, each group will give a 15-minute PowerPoint presentation to the class on this project. More specific information on this project will be provided throughout the semester.
4. **Thought Pieces:** There will be two assigned "thought pieces" throughout the semester. Each student will respond to two philosophical/ethical questions about the course topic where students will compare and contrast differing views. These questions will explore themes such as the difference in helping others out of service or responsibility. Each thought piece will be between 1000-1200 words. Late assignments will not be accepted unless prior arrangements have been made with the instructor.
5. **Student Discussion:** Students will be assigned to one of eight teams for the purpose of presenting a topic to and leading a discussion for your peers. Assigned teams will present material/articles assigned by the instructor. Teams will also be responsible for, and evaluated on, involving the class in some form of participation during your discussion. Each team will hand in a 500-750 word report on the presented topic (including any extra material such as facilitators guide, bibliography, PowerPoint slides, etc. as an appendix). Presentations including classroom discussions should last 30 minutes.
6. **Participation:** The successful completion of this course will require the active participation of all students. We will be engaging in many discussion and debate activities throughout the semester and the student is expected to not only be

present at class but involved in these discussions. In addition, there will be several ungraded individual and group assignments during that may include research projects, essays, and group activities.

**GRADING:**

The final course grade will be determined as follows:

Mid-term Examination -----	100 pts
Final Examination-----	125 pts
Group Research Paper-----	100 pts
Group Research Presentation-----	20 pts
Thought Pieces (2) -----	100 pts
Student Discussion-----	25 pts
Class Participation (debates, etc)-----	20 pts
Attendance-----	10 pts
 TOTAL -----	 500 pts

**Extra Credit:** While coming to class is a necessary component to success in this course, it is not sufficient. Even more important is the effort that you put forth. Given that you and I may not always agree on the assessment of your work for tests and projects, *each student will be eligible to earn up to 20 “effort points” for contribution to the class and our projects.* These effort points are **in addition to** the 500 pts outlined above. These points will be distributed by the instructor to students who are actively participating, leading, etc. Effort cards will be given to students throughout the semester for extra effort as deemed appropriate by the instructor and may be turned in for extra credit. ***It is the responsibility of the student to turn these completed cards into the instructor for redemption prior to the final exam or they will expire.***

**GENERAL TEACHING PHILOSOPHY:**

I believe that learning is primarily an internal process, and my job is to help provide stimulation and guide your thinking so that you can discover things for yourself. I believe that thinking and application of knowledge is crucial to learning and success in life. As such, I will not spend a lot of class time repeating the facts and definitions in the text, but instead will be asking you a lot of questions and engaging you in different experiential activities designed to make you think about and apply the course content. The questions I ask may seem rather basic at first, but the purpose is to show you how to integrate a new body of knowledge into the world you already know. Please don't be offended if some of the questions seem rather simple. They are meant to encourage you to think about how the course topics apply to you and the world. Therefore, I expect a very interactive class experience, one where we will all be asking and answering lots of questions.

I also expect that you will have read the textbook and any other materials that I provide to you for class discussion. I will not spend a lot of lecture time repeating facts and

definitions from the text, but rather will focus the discussions on application and integration of the material into a broader context. While facts are necessary, they aren't necessarily interesting! I believe that you learn much more by understanding examples of success and failure and gleaning the key insights from these that can be applied to a multitude of situations. **What this means to you is that if you have a specific question about a definition or example in the text, ASK!!** If you don't ask me, I will assume that you have an understanding of the basic facts and will use that information as a springboard for learning.

**Special Note on Grading:** Exams and papers will be used to help assess your understanding and application of course content. Please do not fall into the trap of thinking that these will not be rigorous. Exams and papers will be graded for complete and thorough responses. Merely providing a quick answer will get you an average grade at best. *If you want to excel in this course, you must provide a deeper level of insight and analysis in your work.* You must be able to support your answer, not just give an opinion. This support must draw from the book, lectures and external resources. For essay assignments, you must consider multiple options and defend why you chose the answer that you chose. If a topic is discussed in class, it is fair game for assessment. Due to time limits we are not able to cover all angles of the topic during class. This is what the textbook and your questions to me are for. Please be sure to review the text as well as your notes in preparation for quizzes and exams.

In general, you can expect that I will grade essays and other non-quiz work according to the following schedule:

- A Superior (wow! I wish I had said that)
- A- Outstanding (I would probably hire you)
- B+ Very good (you really know your stuff)
- B Good (way to go, better than most)
- B- Better than average (pretty good, could use some work, but pretty good)
- C+ Above average (better than your typical answer)
- C Average (okay, a typical student answer...but is that all you really have to say?)
- C- Below average (really now, you could put some more thought into it)
- D Poor (It doesn't appear that you're really trying or you totally missed the point)
- F Failure (To be truthful, you should probably not consider Marketing as a career)

If you want a high grade in this class you must show consistent, thoughtful and well-explained work. Just doing the minimal assignment or providing a minimal answer will get you a C at best.

## **WRITING STANDARDS:**

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. Moravian College recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate high-quality level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition or other generally accepted guidelines. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free. Work submitted online should follow standard procedures for formatting and citations.

## **POLICY ON ACADEMIC HONESTY AND PLAGIARISM:**

Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, and plagiarism of all types.

Plagiarism is the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to, the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator. Students can avoid unintentional plagiarism by following carefully accepted scholarly practices. Notes taken for papers and research projects should accurately record sources to material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources. The penalties for plagiarism include a grade of "F" on the work in question, a grade of "F" in the course. All acts of suspected plagiarism will also be reported to the College. Students are encouraged to review the student handbook (pgs. 51 – 56) for further clarification on academic honesty.

**COURSE ASSIGNMENTS AND SCHEDULE\*:**

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Assignment Due</b>
8/30/11	Course Intro		
9/01/11	Morals, ethics, & behavior	TBA	
9/06/11	Morality & Marketing - Intro	Davidson; pgs. 1-11	
9/08/11	Private Sector & Poverty Intro.	Prahalad: pgs. 1-26	
9/13/11	Charity & Justice	TBA	
9/15/11	“		
9/20/11	Individual/Community	TBA	
9/22/11	“		
9/27/11	Issues with targeting	Davidson: pgs. 11-23	Thought Piece 1
9/29/11	<b><i>Rosh Hashanah – no class</i></b>		
10/04/11	Responsibilities of marketers and consumers	Davidson: pgs. 25-49	
10/06/11	Issues with poor markets	Davidson: Chs. 11, 16, 27	<b>Midterm</b>
10/11/11	<b><i>Fall Break</i></b>		
10/13/11	Marketing with limited resources	Davidson: Chs. 42 & 43	
10/18/11	<i>Student-led discussions</i>	TBA	Student Discussion 1 & 2
10/20/11	“	TBA	Student Discussion 3 & 4
10/25/11	“	TBA	Student Discussion 5 & 6
10/27/11	“	TBA	Student Discussion 7 & 8
11/01/11	State of the World	UN Millennium Development Goals	
11/03/11	The Market at the BOP	Prahalad: Ch. 1	
11/08/11	Products & Services for BOP	Prahalad: Ch. 2	
11/10/11	“	“	Thought piece 2
11/15/11	Global opportunity & ecosystem	Prahalad: Chs.3 & 4	
11/17/11	Development as social transformation	Prahalad: Ch. 6	
11/22/11	“	“	
11/24/11	<b><i>Thanksgiving</i></b>		
11/29/11	Integration of themes	TBA	Group papers due
12/01/11	<i>Project Presentations</i>		
12/06/11	<i>Project Presentations</i>		
12/13/11	<b>Final Exam 1:30 p.m.</b>		

**\*Note: The schedule, topics and assignments outlined above are subject to change throughout the semester.**