
COURSE OUTLINE 2019

COURSE CODE: M5276I07

COURSE NAME: **Marketing & Society**

Brief Description

This course is designed to provide students with an understanding of the core principles of Marketing from a societal standpoint. It presents topics such as branding, customer behaviour, market research, product/service management, relationship marketing and promotion, with a special emphasis on how such marketing actions may have an impact on society. Interactive cases and examples are utilized to develop critical-thinking and problem-solving abilities.

Content

This course is divided along five broad themes. The first part covers the history of marketing theories and practices. The second interrogates the ideological function of marketing discourses. The third part discusses market research, consumer rights and how consumers organize to resist market forces. The fourth part deals with identity politics and how marketing practices influence the production of social identities. Finally, the fifth part elaborates on the ethics of b2b marketing and globalized marketing.

Faculty

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Available by appointment only

Evaluative Criteria for Successful Completion

Three criteria will be evaluated during the course:

- Class Participation 15%
- Group Assignment 35%
- Final Exam 50%

Textbooks

Ellis, Nick, James Fitchett, Matthew Higgins, Gavin Jack, Ming Lim, Michael Saren and Mark Tadajewski (2010), *Marketing: A Critical Textbook*. London: Sage Publications, Inc. (ISBN: 9781848608788).

Eagle, Lynne and Stephan Dahl (2015), *Marketing Ethics & Society*. London: Sage Publications, Inc. (ISBN: 9781446296622).

Course Programme

Date	Sessions	Themes	Topics	Assignments
February 27 TBA	0 13h45 – 15h15		Introduction to the Course	
	1 15h30 – 16h45	MARKETING HISTORY & DISCOURSES	The History of Marketing Theories, Practices & Debates	
	2 17h00 – 20h00		Interrogating Marketing Discourses & Ideological Functions	
March 6 TBA	3 13h45 – 16h45	THE BUSINESS OF CONSUMER RESEARCH AND RIGHTS	Understanding Consumers: Research or Surveillance?	Is <i>CSR</i> irresponsible? ----- Is <i>Big Data</i> too big?
	4 17h00 – 20h00		Consumer Rights & Resistance	Is <i>Sharing</i> resisting? ----- Do <i>Nudges</i> violate rights?
March 27 TBA	5 13h45 – 16h45	THE POLITICS OF IDENTITY AND GLOBALIZATION	Consumer Society & the Production of Identity	Are <i>Politics</i> marketing? ----- Should <i>Ad</i> <i>Stereotypes</i> be banned?
	6 17h00 – 20h00		The Ethics of Globalization	Is <i>Fast Fashion</i> too Fast? ----- Does the <i>Bottom of</i> <i>the Pyramid</i> need a market?
April 3 TBA	10 13h45 – 17h00 Final Exam			

Course Format

Many different teaching approaches will be used to provide the class with multiple ways to learn the course material. We will strive for class sessions that are lively, engaging, fun, creative and informative. The class will be organized around 2 key moments:

a. "Formal" Lecture: 13h45 to 15h45 & 17h00 to 19h00

The key concepts of the week's theme will be presented through this traditional teaching method. Although "formal", these lectures will combine discussions, case studies, debates and in-class assignments. In particular, each session will be organized around one or two key **case studies** which will serve as "real life" illustrations of the session's themes (see p4-6). Students will be expected to have carefully read the cases and must be prepared to discuss how they relate to the week's topic, illuminating both strategic points and critical commentary.

To ensure this, students must **individually** prepare each week a **written assignment** in which they answer the questions associated with the case (see column *Individual Assignment Questions*).

- All assignments should be submitted before **13h30** on the day of the relevant class.
- The submission should be done via the appropriate links on **MyCourse**, **NOT** via email.
- Each individual assignment file should be named as follows: [session number][first name and last name of student]. For example, the file of Karen Smith's assignment on session 5 (i.e. Consumer Rights & Resistances) should be named 5KarenSmith.
- All assignments must contain on the first page the name of the student.

This assignment will not be graded (what will be graded is the student's overall contribution to the class discussion). However, failure to submit an assignment (OR submission of an assignment of poor quality) will significantly impact the student's class participation grade. A first "failure" will incur a 10-point penalty on the class participation grade; a second failure will reduce the class participation grade to 0.

b. Group Assignments: 16h00 to 16h45 & 19h15 to 20h00

At the end of sessions 3, 4, 5 & 6 a group of 4/5 students will be required to give a presentation on a specific theme (i.e. 3a CSR; 3b Big data; 4a Sharing Economy; 4b Nudges; 5a. Political Marketing; 5b Ad Stereotypes; 6a. Fast Fashion; 6b Bottom of the Pyramid). Each group should give a formal 15 to 20 minute presentation.

- Presentations support (e.g. ppt., video) should be submitted before **13h30** on the day of the presentation.
- This submission should be done via **email** (guillaume.johnson@dauphine.fr), **NOT** MyCourse.

The presentation should include an overall introduction of the theme (e.g. emergence, development, definitions), a discussion of the conflicting views surrounding the proposed problematic (see the last column of the *Course Programme*), and a specific case study (i.e. applied example) related to the theme. Each presentation will be followed by a 20-minute class discussion.

Evaluations

a. Class Participation (15% of the final mark)

Each student is expected to make appropriate contributions to the class discussions. To do so, the students must read the prescribed readings and prepare the individual written assignment. The class participation mark will be awarded on the basis of attendance, the quality of contributions and questioning, and the interest in the subject matter.

b. Group Assignment (35% of the final mark)

The evaluation of the group assignment will be based on the quality of the presentation as well as on the understanding of the theme dynamics.

c. Exam (50% of the final mark)

The final 2 hour assessment will consist of a comprehensive case study designed to test your ability to apply *Marketing & Society* debates and tools in a real life situation.

Weekly Readings and Assignments

It is essential that the prescribed readings listed below are prepared before each class. This will ensure more productive class discussions.

FEBRUARY 27

Topics	Case Study	Individual Assignment Questions
The History of Marketing Theories, Practices & Debates	Carroll, A.E. (2014), Got Milk? Might Not Be Doing You Much Good, <i>The New York Times</i> , 17 November 2014, Available at: http://nyti.ms/11djs hw	<ol style="list-style-type: none">What is a consumer need?Do marketers “need” to understand consumer need(s)? Justify your answer.What are the promises of Milk? Do people need to drink milk? Justify your answer.Does marketing create need? Justify your answer.Critically discuss the sentence: “<i>Politics are certainly at play here?</i>”
Interrogating Marketing Discourses & Ideological Functions	Anderson, R. (2014), Pharmaceutical Industry Gets High on Fat Profits, <i>BBC News</i> , 6 November 2014, Available at: http://www.bbc.com/news/business-28212223	<ol style="list-style-type: none">What is the “inherent conflict” of the drug industry?How do drug companies justify their high profit margins?Describe the different marketing strategies implemented by the drug companies?Is it a problem that drug companies spend more on marketing vs. R&D? Justify your answer.

MARCH 6

Topics	Case Study	Individual Assignment Questions
Understanding Consumers: Research or Surveillance?	<p>Vega, Tanzina (2011), Focus Groups That Look Like Play Groups, <i>The New York Times</i>, 29 May 2011, Available at: https://nyti.ms/2DfxRrk</p>	<ul style="list-style-type: none"> a. How do companies innovate? b. Describe each step of the market research process. c. What are the key limitations of market research (especially focus groups)? d. Critically discuss the research alternatives presented in the article.
	<p>Murphy, Kate (2016), The Ad Blocking Wars, <i>The New York Times</i>, 20 February 2016, Available at: http://nyti.ms/1oSyvJE</p>	<ul style="list-style-type: none"> a. What are the ad blocking wars? b. What is the dilemma for each party/faction involved in these wars? c. What are the different solutions for ending the wars?
Consumer Rights & Resistance	<p>Glazek, C. (2013), The Story Behind “Fitch the Homeless”, <i>The New Yorker</i>, 19 June 2013, Available at: http://www.newyorker.com/culture/culture-desk/the-story-behind-fitch-the-homeless</p>	<ul style="list-style-type: none"> a. Why did this crisis occur? Is it a consumer right to be targeted? Justify your answer. b. Why did Jeffries’ comments trigger such a large response? c. Critically discuss the value of the #Fitchthehomeless campaign. Could Greg Karber have done something different/better? a. What changes, if any, should A&F make?

MARCH 27

Topics	Case Study	Individual Assignment Questions
<p style="text-align: center;">Consumer Society & the Production of Identity</p>	<p>Sernovitz, G. (2016), <i>The Madness of Airline Élite Status</i>, <i>The New Yorker</i>, 22 February 2016, Available at: http://www.newyorker.com/business/currency/the-madness-of-airline-elite-status</p>	<ol style="list-style-type: none"> a. What are Frequent Flyer Programs? Why do airlines implement such programs? b. What is the GS-MAD? How does the author explain this phenomenon? c. Are there broader societal implications to frequent-flier programs (and GS-MAD)? Justify your answer. d. What are the different solutions for ending such a “madness”?
	<p>Greenawalt, G. (2016), <i>Behind Steve McCurry’s Valentino Ad Campaign</i>, <i>Time Magazine</i>, 16 February 2016, Available at: http://time.com/4224900/steve-mccurry-valentino-ad-campaign/</p>	<ol style="list-style-type: none"> a. What is Cultural Appropriation? b. Is Cultural Appropriation a problem? Justify your answer. c. What could have Valentino done differently?
<p style="text-align: center;">The Ethics of Globalization</p>	<p>Alba, A. (2016), <i>Apple Removes Same-Sex Couple from International Mother’s Day Commercials</i>, <i>New York Daily News</i>, Available at: http://nydn.us/1Xcod5P</p>	<ol style="list-style-type: none"> a. Describe the reasons for the globalization of marketing. b. Describe the considerations that a company needs to take before going global. c. Present the conflicting political views surrounding the globalization of marketing and its effects. d. Critically discuss the strategy implemented by Apple. e. How should have Apple responded to this controversy?