



GEORGETOWN UNIVERSITY
School of Continuing Studies
Integrated Marketing Communications

Georgetown University, MPS IMC | Spring 2017

MPMC-500-02: CONVERSATIONS ABOUT ETHICS

Class Meets: Thursdays, 5:20 pm – 7:50 pm

Class Location: 640 Mass Ave Washington, DC 20001

Adjunct Professor: Linda E. Berkeley, Ph.D.

Office Hours: Arranged by appointment.

COURSE DESCRIPTION

The process of educating the whole person starts with the study of ethics. The concept of IMC requires practitioners to look across multiple communications disciplines and consider each one's unique challenges. At the same time, the practitioner holds the consumer's wants and needs as the guiding force for planning. Looking at ethics through a professional lens, students are asked to explore their own values and are challenged to codify and commit to their own code of ethics in relation to a broad range of professional codes of conduct and best practices. Students will gain a solid foundation in ethics and relate what they learn to their own professional situation through class discussions, case studies, and guest lectures conducted by industry experts. This course is required for all MPS students and must be completed by the second semester in the program. Foundational concepts in ethics are woven throughout the program's other courses and revisited throughout a student's tenure.

LEARNING OBJECTIVES

By the end of the semester, students will be able to:

1. Describe major philosophical, moral, and industry frameworks used to guide ethical decision making.
2. Identify professional standards and codes used to encourage best practices across multiple communication disciplines used by IMC practitioners.
3. Apply relevant frameworks and codes to complex professional situations to determine ethical courses of action.
4. Develop their own personal code of ethics to guide their professional careers.

5. Recognize, evaluate, and recommend solutions to ethical challenges for themselves or their organizations before they become reputational or legal problems.

REQUIRED READINGS

Requirements

Required Textbooks and Readings

Students will be required to complete readings from [Mixed Media by Tom Bivins](#), a text that is available through the Georgetown Library. However, because of fair-use policies, there are restrictions on how this text may be accessed and used. For this reason students may want to purchase the text for the sake of convenience, but are not required to do so.

Readings from [Ethical Marketing by Murphy et. al.](#) have been made available as a library eReserve. You may purchase this text for your convenience but are not required to do so.

You may need to log in using your Georgetown NetID and password to access library resources.

Textbooks

- SAGE Brief Guide to Marketing Ethics, 2012. Kindle version available
- Tom Bivins. [Mixed Media: Moral Distinctions in Advertising, Public Relations, and Journalism](#), May 22, 2009 Kindle version available. [Available on Amazon](#) and [through the Georgetown Library](#) with some restrictions.

Films

- *Consuming Kids: The Commercialization of Childhood*, by the Media Education Foundation.

Articles and reports

- Brubaker, S. (2007). [Ethics and regulation in direct marketing](#). *Direct Marketing: An International Journal*, 1(1), 55–58. doi:10.1108/17505930710734134
- Hofman, M. (2006). [Lies, damn lies, and word of mouth](#). *Inc.*, pp. 25-27.
- Hunt, S. D., & Vitell, S. (1986). [A general theory of marketing ethics](#). *Journal of Macromarketing*, 6(1), 5–16.
- Murphy, P. E., Laczniak, G. R., Bowie, N. E., & Klein, T. A. (2005). Ethics of Advertising and on the Internet. In [Ethical Marketing](#), Upper Saddle River, NJ: Pearson Prentice Hall., pp. 151-183. doi: 10.1177/0276146707309109
- Murphy, P. E., Laczniak, G. R., Bowie, N. E., & Klein, T. A. (2005). Implementing and Auditing Ethical Marketing. In [Ethical Marketing](#), Upper Saddle River, NJ: Pearson Prentice Hall., pp. 212-248. doi: 10.1177/0276146707309109
- Murphy, P. E., Laczniak, G. R., Bowie, N. E., & Klein, T. A. (2005). Ethical

reasoning and marketing decisions. In [Ethical Marketing](#), Upper Saddle River, NJ: Pearson Prentice Hall., pp. 1-21. doi: 10.1177/0276146707309109

- Murphy, P. E., Laczniak, G. R., Bowie, N. E., & Klein, T. A. (2005). Ethical reasoning and marketing decisions. In [Ethical Marketing](#), Upper Saddle River, NJ: Pearson Prentice Hall, pp. 21-47. doi: 10.1177/0276146707309109
- Murphy, P. E., Laczniak, G. R., & Wood, G. (2007). [An ethical basis for relationship marketing: A virtue ethics perspective](#). *European Journal of Marketing*, 41(1/2), 37–57. doi: 10.1108/03090560710718102
- Storholm, G., & Friedman, H. (1989). [Perceived common myths and unethical practices among direct marketing professionals](#). *Journal of Business Ethics*, 8(12), 975–979.
- Whitler, K. (2014, July 17). [Why word of mouth marketing is the most important social media](#).

Codes of Ethics

- American Advertising Federation (AAF)
- American Marketing Association (AMA)
- Direct Marketing Association (DMA)
- Public Relations Society of America (PRSA)
- Word of Mouth Marketing Association (WOMMA)

Readings not included in the initial syllabus will be provided later in the semester so we can review real-time cases and current events.

LIBRARY RESOURCES FOR MPMC

<http://guides.library.georgetown.edu/researchcourseguides>

<http://guides.library.georgetown.edu/MPMC>

SUBMITTING WORK

All papers for this class should be typed in 12-point, plain font, double-spaced with one-inch margins on both sides. **Upload all your assignments to Canvas** in the spot indicated under “assignments” and **also bring a copy to give me in class** on the day it is due (Please do not convert your document to pdf format or submit via GoogleDocs). Presentations should be submitted in hard copy format at the beginning of the class on the day you present.

WORK SUBMITTED

Assignments as they are submitted are student work product and therefore are a reflection of you, the student. Students should only submit assignments that they can stand behind and take pride in showing others. Students should ensure that:

- The document is spell-checked, grammar-checked, and edited for readability,
- The tabulations, paginations, and spatial organization are consistent throughout the document, organized, and conducive to a reader digesting the material in the document.

COURSE POLICIES

Attendance

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes, beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course. You are responsible for classroom information and instructions, whether you are present in class or not. If you must miss a class, it is your responsibility to make arrangements to obtain class notes.

Classroom Etiquette

A successful class depends on the active engagement of all students. **Students should turn off all cell phones, pagers, or other communication devices while in class.** Class discussions should be respectful and considerate of others’ views and opinions. Laptops are allowed, but you must be using them for taking notes or

class activities. The use of laptops for personal reasons during class time is not permitted.

Late Work

All work is due by the beginning of class on the due date. I will deduct 5% of the grade for each day your assignment is late. I will not accept assignments submitted more than 5 calendar days after the original due date. Extensions will be granted in extraordinary circumstances. If you need an extension, it is up to you to contact me in advance with a request. I will not retroactively offer extensions for late work.

- A request is not an arrangement. An arrangement means that the student and I have come to an agreement for the delivery date of the assignment.

Incompletes

I will not offer incomplete grades, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.

ASSIGNMENTS

You are expected to submit work on time and of high quality. Please refer to the course schedule and plan your timetable for completing assignments in advance. All grading criteria, including page length and essential content, will be distributed in advance and discussed in class. Please do not hesitate to ask for guidance if you do not understand the scope of the assignment. Feedback on all final assignments will be provided in a timely manner; no more than 2 weeks after the assignment was turned in.

In Class Preparation and Discussion: 60 points (15% of your grade)

This class is a collaborative, interactive, fast-paced format. You are expected to be present, prepared, and participatory having read all assigned materials and contributing constructively to discussions. You will also be tasked with sharing “hot topics” from the week’s trade publications, social media spaces, and/or news cycles, and submitting articles, ads, or other items as instructed to spur class discussions. Your participation is judged by the way in which you contribute to positive, thoughtful class discussions. We will together create a supportive forum for intellectual deliberation with class discussions that are respectful and considerate of others’ views and opinions.

Personal Paper: 80 points (20% of your grade).

In this assignment, you will identify and discuss influences that have shaped your personal ethics to date. Your 4 to 5-page, double-spaced paper will analyze and discuss these influences in relation to three or more philosophical, moral, and/or industry frameworks. This analysis will likely form the background for your Personal Code of Ethics.

Short Position Paper: 20 points (5% of your grade)

You will write a short position paper (2 pages, double-spaced) in response to a focused question that addresses a major theme in the class. You should support your position on the issue by referencing relevant course readings and/or materials.

Case Study Presentation: 50 points (10% of your grade)

Presentations in class (Date TBD by Student Sign-up)

You will be put in small groups. Each group will develop a 5 to 7-minute case study presentation to the class. You will be given a case that presents an ethical challenge related to the content area we are covering in your assigned week. Your presentation should conclude with 3 thoughtful discussion questions that encourage the class to examine the case from one or more ethical frameworks or professional codes. Submit hard copy of presentations/handouts at the start of class on your presentation date.

Team Challenge: 90 points (20% of your grade)

You will work as a group to develop a presentation in response to a team challenge. Students will sign up for one of two dates, December 5th or December 12th. The instructor will assign teams. Teams will be presented with an ethical communication challenge. Each team will develop a response that outline's the team's course of action in response to the challenge. Teams will present their scenarios and recommendations to the class, defending their chosen course of action. Teams shall submit a hard copy of presentations/handouts at the start of class on your presentation date.

Personal Code of Ethics: 100 points (30% of your grade)

The final written paper consists of an 8 to 10-page paper outlining your personal code of ethics. It should be written in the format of a formal ethics code. This code will become the cornerstone of your personal ethos and will be used in your Capstone course. We will discuss your creation of this code extensively throughout the course, and you will have an opportunity to workshop your draft code in class.

GRADING

Your course grade will be based on the following:

In-Class Preparation & Discussion	60
Position Paper	20
Personal Paper	80
Case Study Presentation	50
Team Challenge	90
Personal Code of Ethics	100
TOTAL:	400

Graduate course grades include A, A-, B+, B, B-, C, and F. **There are no grades of C+, C-, or D.**

Below is the grading scale that will be used when converting the total percentage of points earned in the class to a letter grade:

Grading Scale:

A	100 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C	79 - 70
F	69 and below

The instructor will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program
202-687-4246
<http://writingcenter.georgetown.edu/>
- Academic Resource Center

202-687-8354 | arc@georgetown.edu

<http://ldss.georgetown.edu/>

- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798
<https://ideaa.georgetown.edu/>

STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

PLAGIARISM

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity

and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

SYLLABUS MODIFICATION

Please Note - the syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructors will make every effort to provide as much advance notice as possible for any alterations.

COURSE SCHEDULE

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 1 January 12, 2017 Introduction to Ethics for IMC			<u>Discussion:</u> Introductions; syllabus; Georgetown honor code; importance of ethics; brief overview of different categories of approaches to ethical decision making <u>Activity:</u> Personal exploration activity
Class 2 January 19 Philosophical & Moral Frameworks	-Murphy et al. (2005), Ethical Reasoning & Marketing Decisions, pp. 1-47.	Position Paper Assigned	<u>Discussion:</u> Legal vs. ethical behavior; theoretical frameworks based in moral (e.g., consequences, duty, & virtue) and religious philosophy (e.g., Catholic & Jesuit, Jewish, Islamic, Confusion, Buddhist, Hindu)
Class 3 January 26 Societal & Stakeholder Views	-Bivins (2009), Moral Claimants, Obligation, and Social Responsibility, pp. 21-30. -Sage Brief Guide to Marketing Ethics (2012), Stakeholder Theory, pp. 13-28. -Go back and skim social contract theory and	Position Paper Due	<u>Discussion:</u> social contract theory; social responsibility; stakeholder theory, discuss position papers

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
	stakeholder sections from last week's reading		
Class 4 February 2 Professional/Industry Codes	-Bivins (2009). The Media and Professionalism, pp. 31-55. -Review link to AMA statement of ethics -BBB code	<u>Canvas Discussion:</u> Characteristics of a profession; role of professional conduct and codes as they related to marketing communications	Professional codes of conduct

<p>Class 5 February 9</p> <p>Organizational Approaches & Decision Models</p>	<p>-Murphy et al. (2005), Implementing and Auditing Ethical Marketing, pp. 212-248.</p> <p>-Sage Brief Guide to Marketing Ethics (2012), Ethical Decision Making, pp. 29-33.</p>	<p>Try to find an organizational credo/value statement or code of ethics with elements that deal with marketing communications. Be prepared to discuss.</p>	<p><u>Discussion:</u> Credos and value statements; organizational codes of ethics; ethics audits; ethics training; decision models; writing ethics codes</p>
<p>Class 6 February 16</p> <p>Advertising: Content Quality & Informed Decision Making</p>	<p>-Murphy et al. (2005), Ethics of Advertising and on the Internet, pp. 151-183.</p> <p>-Sage Brief Guide to Marketing Ethics (2012), Deceptive Advertising, pp. 137-142.</p> <p>-Review link to AAF code of ethics</p>	<p>Personal Paper Assigned</p>	<p><u>Discussion:</u> FTC, FDA regulations; truth, persuasion, deception; informed decision making; AAF code of ethics</p>
<p>Class 7 March 23</p>	<p>-Sage Brief Guide to Marketing Ethics (2012), Marketing to Children, pp. 179-185.</p>		<p>Screening and discussion of <i>Consuming Kids: The Commercialization of Childhood</i> by the Media Education Foundation</p>
<p>Class 8 March 2</p> <p>Advertising: Social & Cultural Effects</p>	<p>-Sage Brief Guide to Marketing Ethics (2012), Advertising Ethics, pp. 122-136.</p> <p>-Sage Brief Guide</p>	<p>Personal Paper Due</p> <p>Bring in an advertisement that raises some</p>	<p><u>Discussion:</u> Targeting minority groups; cross-cultural issues in advertising; representations and stereotypes</p>

	<p>to Marketing Ethics (2012), Minorities, pp. 186-188.</p> <p>-Sage Brief Guide to Marketing Ethics (2012), Cross-Cultural Consumer Marketing, pp. 189-191.</p>	<p>concerns for you related to this week's readings.</p> <p>Case Study Presentation #1</p>	<p>Team Challenges Assigned & Reviewed</p>
<p>Class 9 March 16</p> <p>Direct & Data Marketing</p>	<p>-Review link to DMA Guidelines for Ethical Business Practice</p> <p>-Review link to DMA Ethics Compliance Report</p>	<p>Case Study Presentation #2</p>	<p><u>Discussion:</u> Growth/trends in direct & data marketing; intrusiveness; privacy; DMA code of ethics and compliance & consumer expectations</p> <p>Movie screening & discussion: The Human Face of Big Data</p>
<p>Week 10 March 23</p> <p>Personal Selling & Fundraising Ethics</p>	<p>-Murphy et al. (2005), Personal Selling Ethics, pp. 186-211.</p> <p>-Donor Bill of Rights</p>	<p>Case Study Presentation #3</p>	<p><u>Discussion:</u> Ethical issues in personal selling. Ethical issues in raising funds and support for charitable organizations.</p>
<p>Week 11 March 30</p> <p>Public Relations</p>	<p>-Bivins (2009). Meta-issues in Public Relations and Advertising, pp. 135-151.</p> <p>-Bivins (2009). Ethics and Public Relations, pp. 152-185.</p> <p>-Review link to</p>	<p>Case Study Presentation #4</p>	<p><u>Discussion:</u> Advertising vs. PR and persuasive intent; accuracy; transparency; 3rd-party strategies; CSR and "greenwashing"; PRSA code of ethics</p> <p>GUEST SPEAKER: PR Expert, Washington PR Firm (TBD)</p>

	PRSA code of ethics		
Week 12 April 6 WOM/Buzz Marketing	-Whitler, K. (2014, July 17). Why word of mouth marketing is the most important social media. <i>Forbes</i> . -Hofman, M. (2006). Lies, damn lies, and word of mouth. <i>Inc.</i> , pp. 25-27. -Review link to WOMMA code of ethics	Case Study Presentation #5	<u>Discussion:</u> Increase in WOM strategies; brand ambassadors; transparency and disclosure; reputational issues; WOMMA code of ethics
Week 13 April 20 Personal Codes Peer Review/Workshop		Bring a printed draft of your Personal Code of Ethics to class	We'll use this class to team up in small groups and refine drafts of your Personal Code of Ethics.
Week 14 April 27 Team Presentations		Team Challenge Presentations	
Week 15 May 4 Team Presentations		Personal Code of Ethics Due (bring to class) Team Challenge Presentations	