

University of Guelph
Department of Marketing & Consumer Studies
MCS *4050
The Evolution of Capitalism: A Canadian Perspective
Winter 2011
Course Outline

GENERAL INFORMATION

Instructor: Khalil Rohani, MBA, PhD Candidate (Marketing)
Office: MINS B45
Phone: (519) 824-4120, ext. 53013
Office Hours: By appointment
Email: rohanik@uoguelph.ca
Lecture Times: Tuesdays and Thursdays 2:30-3:50 p.m.
Classroom: MACK 121

COURSE OVERVIEW

This course is intended for undergraduate students in their final semesters of study. Consistent with the expected maturity and sophistication of the students enrolled in a senior-level course, MCS*4050 is **HIGHLY LEARNER-CENTRED** and **requires that students assume significant responsibility for their own learning**. Classes will focus on discussing and debating topics and issues relevant to capitalism, based on material that you are expected to have read before class.

COURSE OBJECTIVES

1. To understand capitalism as an economic system that is evolving and to have you explore some of the economic, cultural, social, and political implications of this system, as well as its implications for marketing.
2. To expose you to current thinking on this subject, you will read three recent “popular press” books and a book chapter written by highly-regarded academics and business commentators.
3. To understand the importance of capitalism because governments, businesses, and consumers/workers function within a "macro-environment" defined by a range of environmental, economic, social, cultural, political, technological, and legal realities.
4. To have a clear understanding of how these external factors impact the short-term and long-term operation of their organizations is important for all business people. Marketers must be particularly aware of these factors since the marketing discipline is externally-oriented and responsible for helping to inform others within the organization about what is happening “outside”.
5. To provide you with an opportunity to explore some of these issues and their consequences from historical and Canadian perspectives and in the context of student experience, both as students in the Bachelor of Commerce program and as workers in the world beyond the university.

LEARNING PHILOSOPHY

Together we will create in the classroom a professional environment wherein students and the instructor collaborate to achieve the course objectives. In the classroom, as in the workplace, all interactions should be based on mutual respect.

As your instructor, I will:

- ❖ Be fully prepared for each class.
- ❖ Do my best to make the class interesting, relevant, and informative.
- ❖ Endeavour to be responsive to your needs as a student.
- ❖ Create an atmosphere that is intellectually challenging.
- ❖ Make explicit the methods of assessment used to determine grades, and apply these fairly and objectively to each student.
- ❖ Be available outside of class time for consultation.

I expect that you, as a student, will:

- ❖ Do your best to maximize your own learning and refrain from interfering with the learning of others. (**No side conversations during class**)
- ❖ Do the assigned work and reading on time.
- ❖ Ask for clarification of unclear concepts, topics, or assignments.
- ❖ Contribute to class discussions and to the learning of others.
- ❖ Accord your peers and your instructor the respect you would give co-workers in a professional environment.
- ❖ Be in class on time prepared to participate.

REQUIRED BOOKS

Robert Albritton, Let Them Eat Junk: How Capitalism Creates Hunger and Obesity, Arbeiter Ring Publishing (Winnipeg), 2009.

Michael Kinsey (ed.), Creative Capitalism: A Conversation with Bill Gates, Warren Buffet and Other Economic Leaders, Simon and Schuster (New York), 2008

Ronald Wright, An Illustrated Short History of Progress, House of Anasi Press Inc. (Toronto), 2004

PEDAGOGY (COURSE STRUCTURE)

Each student is responsible for reading the three books listed above before they are discussed in class. You will also be given a book chapter to add to these readings. **Classes will be primarily discussion-oriented** and will highlight, discuss and debate important points raised in the readings.

ASSESSMENT

Component	Weight	Description
Assignment	16	<p>For each of the four reading assignments, you will be required to submit <u>hand-ins providing answers to basic questions</u>. The questions will be distributed via CourseLink. Your assignments should be typed and a hard copy of your answers must be handed in at the beginning of class. Any material from sources other than your own creativity should be appropriately quoted and referenced as to author, page number etc. Late submissions will not be accepted unless acceptable documentary evidence is provided.</p>
Participation	15	<p>Regular attendance and contribution to course experience. This includes things like the <u>audience participation sheet</u> that you will hand in at the end of each debate class, or the <u>class participation sheet</u> based on the materials in the texts, videos, or extra readings that will be provided in class by the course instructor.</p>
Midterm	24	<p>You will be given several propositions and multiple choice questions. You must provide strong arguments regarding each of the propositions you select, and explain them logically.</p>
Debate	20	<p>Two teams of 3-4 students will debate a proposition in front of the class. One side will defend the proposition (pro) while the other side will refute it (con). Each team will be judged on:</p> <ul style="list-style-type: none"> ❖ Cohesiveness of their arguments ❖ Evidence of research ❖ Clarity of presentation (visual and oral) ❖ Quality of rebuttal to questions from the opposition ❖ Quality of questions addressed to the opposition ❖ Quality of responses to questions from the audience. <p>Each team will submit a 2 page summary of their arguments to the Instructor one week before the debate along with an annotated bibliography of the additional sources of information they used. Within a week after the debate, each team member will submit a peer evaluation of his/her team members to the instructor (See Appendix 1).</p> <p>Each member of each team must participate in the debate. In total, each team must present 4 strong arguments for or against the debate proposition. Each argument will be presented for 3 minutes. Immediately afterwards, the opposite team will ask questions regarding that argument for up to 3 minutes. Therefore, between presenting arguments and answering questions from the opposition, each side will have up to 30 minutes to explain their position.</p> <p>To prepare for the debate, students must do additional research beyond the course readings and discussions. Readings and examples discussed in class should also be referred to during the debate by either side. Visual</p>

		<p>aids are required; however, given the short time frame involved, a maximum of 6 slides per team is recommended.</p> <p>The pro side will always go first. After the con side has finished, the audience will be given time to address questions to both teams.</p> <p>Advice to Debate Teams:</p> <ul style="list-style-type: none"> ❖ Use language appropriate to the task ❖ Use humour, hypotheticals, rhetorical questions, sarcasm, hyperbole, analogy, and other devices when appropriate ❖ Support your arguments with factual material and quotes whenever possible ❖ Do not be repetitive in your arguments; at the same time, do not use arguments that are so unrelated that your debate presentation lacks overall cohesion ❖ Be gracious to your opponents ❖ Watch the clock ❖ Consider your audience ❖ Make sure everyone on your team participates
Final paper	25	<p><u>REFLECTIVE ESSAY:</u></p> <p>The essay will be 2000 words long (plus or minus 10%). Instructions are as follows:</p> <ol style="list-style-type: none"> 1. Do not discuss the course set-up or the Instructor or the GTA. Your vehicle for doing that is the formal course evaluation to be done during the last two weeks of the semester. 2. Use headings to break up the document into four sections: <ul style="list-style-type: none"> • your personal learning from MCS*4050 • your position on capitalism • where capitalism is heading • what any evolution of capitalism means to marketing. 3. Be thoughtful in your essay. Do not make things up just to fill up pages. At the very least, that would be somewhat contrary to the portion of this course that deals with ethical behaviour! 4. The length of this essay is only 1800-2200 words. Communicate your thoughts and arguments clearly and concisely. Redundancy between the sections is poor use of limited discussion space. 5. In the first (personal learning) section, focus on what you didn't know prior to the course. You can think in terms of course content and activities, but you can also think in terms of learning about yourself or about your future plans. A reflective essay gives you

		<p>the latitude to discuss course learning (your “take-away”) in broader terms than strictly instructor-determined course components.</p> <p>6. In the second (your position on capitalism) section, discuss how your thinking about capitalism evolved, step-by-step, during the term as you read the four reading assignments and participated in and/or listened to the debates.</p> <p>7. In the third (where capitalism is heading) section, discuss your position on creative capitalism. Specifically, which arguments regarding this vision of the future of capitalism do you agree with and why? If you think creative capitalism is the next evolutionary step for our economic system, discuss why. If you don’t think it is the next step, discuss why not and what you think might be next. Or perhaps you don’t think capitalism is evolving/will evolve further. If that’s the case, discuss why you think that.</p> <p>8. In the final (what any evolution of capitalism means to marketing) section, discuss how your vision of where capitalism is heading (or not heading) will impact marketing managers/management.</p>
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STUDENT INTEGRITY

Students are strongly advised to familiarize themselves with ALL aspects of Undergraduate Degree Regulations and Procedures as published in the 2010-11 Undergraduate Calendar.

Particular attention should be paid to the section on Academic Misconduct, procedures for Adding Courses, and procedures for Dropping Courses.

Students are also strongly encouraged to visit the web site below for a discussion of issues surrounding academic integrity: <http://www.webapps.ccs.uoguelph.ca/lc/AcademicIntegrity/>

STUDENT RESPONSIBILITIES

- ✓ **Any medical, compassionate, or other circumstances which students believe make it impossible to participate in any evaluations on the scheduled dates MUST be properly documented and submitted to the instructor or the GTA either before the missed evaluation or within one week afterwards. If your request for Academic Consideration is accepted, no “make-ups” will be arranged. Rather, the value of the missed evaluation will be added to another evaluation, which will be determined by the Instructor.**
- ✓ **It is your responsibility to read this outline thoroughly and completely, and to refer to it as needed to answer questions you may have related to the course. Only ask the Instructor or the GTA questions that are not addressed in this document.**
- ✓ **Students are responsible for attending all classes and for all material discussed during class periods. The instructor will NOT provide “lecture notes” and will NOT repeat lecture material for students who miss class. Students are required to make their own arrangements to obtain notes and other material from classes they do not attend.**

WEEKLY CLASS SCHEDULE:

**** THE CONTENT OF THIS COURSE OUTLINE IS SUBJECT TO CHANGE****

Wk	Class	Date	Topic	Readings assigned for class	Evaluations
1	1	Jan 11	Intro/review course outline/expectations/ debate topic and debate team selection		
	2	Jan 13	Different types of economic systems	Hill & McKaig chapter	Class Participation Video: Michael Moore
2	3	Jan 18	Historical context of economic systems	Short History of Progress	
	4	Jan 20	Historical context of economic systems	Short History of Progress	Assignment 1 due
3	5	Jan 25	Debate #1		Debate Team Debate Participation
	6	Jan 27	Debate #2		Debate Team Debate Participation
4	7	Feb 1	Mackey/Friedman/Rodgers debate in Reason, "Rethinking the Social Responsibility of Business"	Article at Reason Magazine	Class Participation Video: "The Corporation – Part 1"
	8	Feb 3	Michael Yaziji, "Time to Rethink Capitalism?"	Harvard Business Review	Class Participation Video: "The Corporation – Part 2" Assignment 2 due
5	9	Feb 8	Debate #3		Debate Team Debate Participation
	10	Feb 10	Debate #4		Debate Team Debate Participation
6	11	Feb 15	Focus on Capitalism	Let Them Eat Junk	
	12	Feb 17	Focus on Capitalism	Let Them Eat Junk	Assignment 3 due
READING WEEK (w/o Feb 21)					
7	13	Mar 1	Debate #5		Debate Team Debate Participation
	14	Mar 3			MID-TERM Exam (In Class)
8	15	Mar 8	Debate #6		Debate Team Debate Participation
	16	Mar 10	Advertising and Capitalism	Doniphan Blair	Class Participation Video: "Killing us Softly"
9	17	Mar 15	Business as usual	Joel Bakan	
	18	Mar 17	Debate #7		Debate Team Debate Participation
10	19	Mar 22	Debate #8		Debate Team Debate Participation
	20	Mar 24	The Future of Capitalism	Creative Capitalism	Assignment 4 due
11	21	Mar 29	The Future of Capitalism	Creative Capitalism	Class Participation Video "Bill Gates on creative capitalism"
	22	Mar 31	What does the future of Capitalism look like?	Gill Corkindale	
12	23	April 5	Now is the time for a less selfish Capitalism	Richard Layars	Class Participation An obituary printed in London Times on "Common Sense"
	24	April 7	A survival plan for global Capitalism	Financial Times Editorial	
Reflective Essay due in MINS 205 by April 8, 4 pm					

APPENDIX 1 - PEER EVALUATION - MCS*4050

Your Name: _____ Your Signature: _____

Debate Topic & Position: _____

Evaluation: Assign points to every member of your group other than yourself. If everyone made an equal contribution, assign each member 100 points. If contribution by group members was unequal, assign more than 100 points to members who contributed more and less than 100 points to members who contributed less. The points you assign should total to 100 times the number of students that you are personally evaluating. For example, if you are evaluating 3 people, the points you assign should add to 300 in total.

Person Being Evaluated (note: do NOT evaluate yourself)	Evaluation Criteria	Individual's Score/Contribution to the Team's Debate
	Willingness to carry out assigned tasks. Meeting attendance. Ability to meet deadlines. Cooperation with other team members. Quality of written work. Quality of oral presentation and debate.	_____/100* *note: this score reflects the criteria grades and can range from 0-200
	Willingness to carry out assigned tasks. Meeting attendance. Ability to meet deadlines. Cooperation with other team members. Quality of written work. Quality of oral presentation and debate.	_____/100* *note: this score reflects the criteria grades and can range from 0-200
	Willingness to carry out assigned tasks. Meeting attendance. Ability to meet deadlines. Cooperation with other team members. Quality of written work. Quality of oral presentation and debate.	_____/100* *note: this score reflects the criteria grades and can range from 0-200
	Willingness to carry out assigned tasks. Meeting attendance. Ability to meet deadlines. Cooperation with other team members. Quality of written work. Quality of oral presentation and debate.	_____/100* *note: this score reflects the criteria grades and can range from 0-200
TOTAL POINTS _____ → (note: this is the total of the individual scores and CANNOT be greater than 100 x the number of group members being evaluated)		

HAND THIS FORM IN INDIVIDUALLY WITHIN ONE WEEK AFTER YOUR TEAM DEBATE!