Management Undergraduate Program
Fall 2022
MKTG 413 – AI for Consumers and Society

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Office Hours: Mondays 14:00-15:00 or by appointment

Type	Time	Days	Where
Class	11:40 am - 12:30 pm	M	FASS 1097
Class	09:40 pm - 11:30 pm	T	FASS 1096

Course Objective:

Today's machines are intelligent, and they are transforming consumption and consumer experiences. For example, AI-powered algorithms now influence a remarkable range of consumption choices such as what we listen to, wear, watch, read, drink, and so on (consider Spotify, Stitch Fix, Netflix). With AI-driven adoption in consumer product industries is expected to reach new heights, this course aims to provide new perspectives on the wider relationship between humans and machines. We will acknowledge that AI can help marketers leverage customer data and improve marketing performance, but we will also study the risks for consumer and societal well- being. The course combines a variety of theoretical perspectives including management, psychology, art, sociology, and engineering.

Learning Outcomes:

Upon completion of this course, you should be able to

- get familiar with the use of AI and algorithms in marketing

- sharpen their understanding of how algorithms can provide solutions to the challenges consumers encounter every day

-evaluate the possible effects of AI on individual and societal wellbeing

-learn how to apply AI systems for the betterment of individuals, society, and the environment

In addition, the course also aims to promote critical thinking, enhance decision-making, team-working, and communication skills.

Course Material:

1. Assignment Instructions and Lecture Notes: Posted to course webpage

Optional Reading Material:

Christian, B., & Griffiths, T. (2016). Algorithms to live by: The computer science of human decisions. Macmillan.

Zuboff, S. (2019). The age of surveillance capitalism: The fight for a human future at the new frontier of power: Barack Obama's books of 2019. Profile books.

Course Web:

Students are expected to check the course website frequently as assignments, lecture notes, and grades will be posted on the website.

Instructional Design:

We will have a variety of learning activities including the presentation of concepts and principles by the instructor, discussions of current practices and trends in the business environment which relate to the topic (as presented in selected newspapers and magazines), and discussions of the implications of latest scholarly research.

Each lecture will have a theme, and we'll learn about it through videos, articles and discussion. You are required to read the assigned articles in advance of the lectures. In the regular lectures, I will first explain and clarify key theories and concepts, and then we will apply them to business problems in hands-on sessions. In some classes we will discuss examples from articles that have appeared in the business press. Class discussions will provide an opportunity for further exploration of the concepts and examples. Students are also encouraged to find and use outside resources (cases, press readings, examples) to enhance their understanding and judgment of the course topics. Advancing other students' collective skills and knowledge by sharing a research finding, an opinion, an illustrative example or a case in class is highly encouraged. Although the lectures address the material in the articles, we also introduce a substantial amount of new material during class time. It is therefore crucial that you take notes in class.

Grading:

Team Project (teamwork)	: 20%
Vision Statement (individual)	: 10%
In-class Learning Activities (includes quizzes, participation in debates)	: 20%
Quiz	: 10%
Final Exam	: 35%
Research Participation	: 5%

Peer Evaluation in Teamwork

Students will be asked to provide an evaluation of the members of their team in the course project. Each student will divide 100 points between the members of her team, including herself. This division should reflect that person's judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students. In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks-- possibly after meeting with the members of the team.

In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to everyone.

Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your final project grade. To give a simple example, if the group mark is 15 out of 20, and if your peer evaluation indicates that your contribution was less than what was expected, then your project mark will be less than 15 out of 20. There are no simple rules for adjustment.

Requirements:

Assessment Methods:

Team Project: Students are expected to identify a business problem that is relevant to the use of AI for marketing purposes. After discussing the problem with the instructor, students should review both the academic and managerial literature and conduct interviews with business professionals to gain insight into many facets of the topic. Next, students should carefully synthesize and evaluate different viewpoints, choose their own viewpoint, show why they think it is appropriate, how it is different from others, and why they think it best addresses the problem. This assignment will culminate in a presentation and a report to be handed in at the term's end. Each team is expected to have at least one meeting with the instructor before the final presentation.

Vision Statement: Students are expected to write a 1-page vision statement in which they set out their ideas on how to advance the knowledge that we need in order to apply AI towards a better world.

In-class Learning Activities: Every session will involve interaction in the form of class discussion. Students are expected to be prepared at all times to contribute to and comment in any class discussion. The assessment of your contribution will be based on your ability to communicate your ideas effectively and how much you advance other students' skills and knowledge by sharing a research finding, an opinion, an insightful observation, or an illustrative example.

Quiz: Students will be expected to demonstrate their understanding of course topics in pop quizzes which will be conducted in regular intervals. Quizzes will consist of short answer questions which are related to most recently covered course topics.

Final Exam:. The final exam will be given at the end of the course in the final exams period. The exam questions are designed to discriminate between those who have learned something in this class and those who have not. Accordingly, your responses reveal the extent to which you are able to use concepts and theories to improve (deepen, sharpen, make more accurate, and insightful) your answer as compared to what they could have said before taking this class. That is, what you learned in this course should have become a part of your judgment and allow you to make better decisions. Basically, you should demonstrate the ability to frame a situation given in the question, identify what class materials apply to that particular situation, and to make a correct application to enhance your judgment/interpretation/evaluation of the situation.

Research Participation: Many of the theories and findings that we learn in our marketing classes, especially those in consumer behavior, are based on behavioral research. In order to produce knowledge, our faculty members conduct behavioral studies regularly. As a learning experience and also as a part of this knowledge production process, we hope that you will participate in some research studies. Through participation, you will learn more

about how behavioral research is conducted as well as some specific topics that are being pursued by our faculty members. Students will be informed about the date of research studies and further instructions via SuCourse Announcements.

Academic Honesty:
Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one's paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

Classroom policies and conduct

Copyrighted Materials: Course content created by instructors is considered the instructors' intellectual property, it should not be distributed, shared in any public domain, or sold without prior written consent. Students are not allowed to record lectures. Ethics committee may run an investigation if a student shares course content in public domains.

Attendance: Attendance is a key part of the learning experience, and your presence is necessary for everyone's success in this course. You are expected to attend at least 70% of all class sessions. Participation below that level may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. To find more motivation for attending classes, please read the following WSJ article, "The Case Against Cutting Class". https://www.wsj.com/articles/the-case-against-cutting-class-1534374214

Communication: If you have questions regarding the course, please contact your TA via email. Should you have questions about the course material, questions concerning the course itself, or for any matter about the course you are encouraged to visit my office. You can always email me to set up a meeting that works with your schedule.

Electronic Devices: Electronic devices are welcome in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

Preparation: Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.

Classroom Behavior: Come to class on time. Please be mindful that your behavior should not serve as a distraction to those around you.

Participation: Attendance and participation are two different things. Your "In-Class Learning Activities" grade will not reflect your attendance, it will reflect the extent to which you contribute to the collective knowledge we build in class.

Students with Disabilities: Any student with a disability is encouraged to contact me to discuss special accommodation needs. I will make every effort to help.

Assignments: Assignment deadlines are given on this syllabus. Assignments must be submitted in the pdf format. Late assignments will have 20% per day deducted up to five days late. All assignments should be submitted via SuCourse. Assignments will be scanned by Turnitin. Emailed assignments will not be accepted (please do not ask for exceptions to this rule).

Grading Criteria: All assignments will be evaluated using the following criteria: critical thinking, precision, clarity, brevity, relevance, importance, completeness, and originality.

Course Schedule:

Week 1	**Date:**	**03.10 & 04.10**	
	Topic:	Introduction – The Digital Revolution and Consumer Decisions	
	Requirements:		
Week 2	**Date:**	**10.10 & 11.10**	
	Topic:	Algorithmic Nudges	
	Requirements:		
Week 3	**Date:**	**17.10 & 18.10**	
	Topic:	Algorithms for Human Decisions - I	
	Requirements:		
Week 4	**Date:**	**24.10 & 25.10**	
	Topic:	Algorithms for Human Decisions - II	
	Requirements:		
Week 5	**Date:**	**31.10 & 01.11**	
	Topic:	AI in Marketing – Marketing Strategy	
	Requirements:		
Week 6	**Date:**	**07.11 & 08.11**	
	Topic:	AI in Marketing – Marketing Tactics	
	Requirements:		
Week 7	**Date:**	**14.11 & 15.11**	
	Topic:	Algorithm Aversion & Psychology of Automation	
	Requirements:		
Week 8	**Date:**	**21.11 & 22.11**	
	Topic:	Computer Models of Creativity	
	Requirements:		
Week 9	**Date:**	**28.11 & 29.12**	
	Topic:	Project Meetings	
	Requirements:		
Week 10	**Date:**	**05.12 & 06.12**	
	Topic:	Project Meetings	
	Requirements:		
Week 11	**Date:**	**12.12 & 13.12**	
	Topic:	Algorithms and Consumer Wellbeing	
	Requirements:		
Week 12	**Date:**	**19.12 & 20.12**	
	Topic:	Algorithms and Societal Wellbeing	
	Requirements:		
Week 13	**Date:**	**26.12 & 27.12**	
	Topic:	Project Session: Presentations – Execution	
	Requirements:	Peer Evaluation Report & Final Project Report by 23.12 5pm	
Week 14	**Date:**	**02.01 & 03.01**	
	Topic:	Review & Farewell	
	Requirements:	Vision Statement by 05.01 5pm	