

MGMT 6850 / MCS 6080:
QUALITATIVE RESEARCH METHODS

Winter 2018

Department of Marketing and Consumer Studies
College of Business and Economics
University of Guelph

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Class Time: Wednesday, 10:00 am – 12:50 pm, MINS 207
(unless indicated otherwise)

Course Description

This course is designed to introduce graduate students to qualitative research methodologies that are influential in the domain of management and marketing. Students will have an opportunity to critically assess the contributions of qualitative research from the management and marketing field, as well as provide insight about research that is regarded as sufficiently rigorous. Additionally, this course allows students to develop their own ideas, from a qualitative perspective, regarding a more specific topic that might be of future research interest.

The class size will facilitate opportunities for a seminar format. The expectation of this class is to have an interactive environment, in which each student is meant to be continuously engaged and to think critically.

The required readings list consists mainly of academic journal articles and reflects that management and marketing is subject matter that is quintessentially interdisciplinary. While there is no required textbook for this course, the following books are offered as optional, but recommended supplementary reading:

Prasad, P. (2005). *Crafting Qualitative Research: Working in the Postpositivist Traditions*. Armonk, NY: M.E. Sharpe.

Belk, R. Fischer, E., & Kozinets, R.V. (2013). *Qualitative Consumer & Marketing Research*. London: Sage Publications.

Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago, IL: Aldine Publishing Company.

Yin, R.K. (2003). *Case Study Research: Design and Methods*, 3rd ed. Thousand Oaks, CA: Sage Publications.

McCracken, G. (1988). *The Long Interview*. Thousand Oaks, CA: Sage Publications.

Stewart, D.W. & Shamdasani, P.N. (2014). *Focus Groups: Theory and Practice* (Third edition). Thousand Oaks, CA: Sage Publications.

Jorgensen, D.L. (1989). *Participant Observation: A Methodology for Human Studies*. Newbury Park, CA: Sage Publications.

Kozinets, R.V. (2010). *Netnography: Doing Ethnographic Research Online*. London: Sage Publications.

Learning Outcomes

Upon successful completion of this course, students will demonstrate:

- An ability to critically examine and evaluate important qualitative research relating to management and marketing (e.g., identify strengths and limitations), whereby they assess the contributions of the research they read;
- An ability to analyze and build theory from qualitative data;
- An ability to develop original ideas about theoretical extensions, applications, and opportunities for further research (i.e., the capacity to capably use an existing body of knowledge and thereby develop new research questions that can be pursued or identify novel settings for the application of research); and
- The capacity to communicate (both orally and in written form) ideas and issues clearly.

Course Evaluation

Student performance will be evaluated on the basis of one thought paper, one assignment, class participation, and a final paper/research proposal concerning their topic of interest. The evaluation weighting is as follows:

Thought Paper	15%
Assignment	15%
Participation	20%
Major Paper/Proposal	50%

Thought Paper. The thought paper will involve writing a brief paper (i.e., no more than 3 pages, double-spaced) describing your thoughts about one of the topics covered by the assigned course readings (Week 2-11). Thought papers are not merely an exercise in summarizing the assigned reading, but rather can include ideas about theoretical extensions, criticisms, limitations, applications, further research, and so on. The thought paper is due at the beginning of the relevant session.

Assignment. The assignment will pertain to a particular qualitative method or approach. The first option is students may develop an interview guide for an identified person of interest to their research. Students can briefly describe the context and setting of their planned study and identify who they will seek to interview. Alternatively, students can select an advertisement from a magazine – to be attached to the assignment – and discuss meaning and what is being communicated in the promotion by applying a semiotic and rhetorical analysis. Students may choose which assignment option they wish to pursue.

Participation. Informed discussions are critical to learning in this course. You are expected to actively debate the core concepts, research approaches, and ideas discussed in each class. Try to come to class with enthusiasm! Needless to say, come to each class prepared, having read the assigned readings. Class participation will be based on regular attendance, a demonstration of engaging actively in the class discussion (the quality of participation will be noted rather than mere quantity), and your ability to lead and moderate class discussion during an assigned topic session.

For class discussion relating to the assigned readings each week, Peter November (2002) suggests consideration of the following in terms of critical analysis and reflection. What is the issue, question, or problem that each article deals with? What is the author's message? What evidence, if any, is given? What is your spontaneous and discerning response to the author's message? Do you find the author's message to be persuasive? In what ways is each assigned article similar or dissimilar to earlier 'conceptually related' articles? How does the assigned article relate, conceptually, to other articles in the set of assigned course readings? What does the assigned article add to the literature, so to speak? What are the implications for future research (i.e., consider two ideas to extend research beyond what has been identified in the assigned article)? That is, where should market researchers go from here? To what extent is there a need for replication?

Final Paper/Research Proposal. The final paper or research proposal will be based on a topic of each student's choosing, although the paper or proposal must focus on material pertinent to subject matter of this course (and not duplicate efforts being prepared for other courses). If choosing to do a paper, prepare the paper as though you are planning to submit it for consideration at an academic conference. Research approaches, as discussed during Weeks 3 to 8, would be appropriate for use in preparing the final paper. Alternatively, if the research approaches, as discussed during Weeks 9 to 11, hold greater interest or applicability to your area of interest, preparing a research proposal is suggested. The research proposal should include sections pertaining to: the rationale, context, or background of your topic; a theoretical/conceptual framework; a literature review in which gaps in the literature are identified; the innovation and importance of your proposed research; identification of your research questions, aims, or objectives; methodology (if proposing to conduct depth interviews, for example, an interview guide should be developed and appended); and expected outcomes as well as timeline. You are encouraged to meet with me to discuss the suitability of your final paper or research proposal topic.

Submissions should be no more than 20 pages (including references and appended material), typed, double spaced, and use 12 point font with one inch margins. Please submit your research papers or proposals on standard white paper, stapled together at the top left-hand corner (do not use fancy coverings or binders). Final papers/proposals must include an abstract, page numbers, headings and sub-headings to enhance readability, and a complete list of references. You must be explicit and thorough with references; all information taken from another source, whether quoted verbatim or merely summarized, must be properly acknowledged in the body of the document.

Given that the purpose of this final paper or proposal is to assist you in developing your academic writing capabilities, grammar and spelling is an important criterion of evaluation. You will be marked on how well you integrate concepts relevant to the course, as well as your ability to write an understandable and readable paper that is grammatical and shows good literary form (i.e., correct word spelling, appropriate word choice, and interesting to read). ***The paper is due at the end of the term (i.e., Wednesday, April 11, 2018). Late submissions will be deducted 10% per day.***

Overall, this course follows the final grading scheme outlined in the University of Guelph Graduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>

90-100 (A+)	Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
80-89 (A- to A)	Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79 (B)	Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69 (C)	Minimally Acceptable. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
0-64 (F)	Fail. An inadequate performance.

Please note that a D2L or Desire to Learn site for MGMT*6850 / MCS*6080 has been established that is password protected and accessible only to those enrolled in the course (see <http://courselink.uoguelph.ca>).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note that whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Each student is expected to know the rules regarding plagiarism (including the reuse of papers or assignments previously used in other courses, submitting academic work that is not your own, as well as not citing other people's work where appropriate), and to know that ignorance of these rules cannot be used as a defense against a charge of academic dishonesty. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Weekly Topic Schedule: (tentative and may change)

Week 1 Course Introduction and Course Logistics

Week 2 Getting Started: Formulating Research Questions and Research Contexts to Make a Contribution

Pratt, M.G. (2009). For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52 (5), 856-862.

Alvesson, M. & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36 (2), 247-271.

Fournier, S. (1998). Consumers and their brands: Developing relationship theory in consumer research. *Journal of Consumer Research*, 24 (4), 343-373.

Week 3 Historical Research in Management and Marketing

Fullerton, R.A. (2011). Historical methodology: The perspective of a professionally trained historian turned marketer. *Journal of Historical Research in Marketing*, 3 (4), 436-448.

Witkowsky, T.H. & Jones, D.G.B. (2008). Historiography in marketing: Its growth, structure of inquiry, and disciplinary status. *Business History Conference Proceedings*, 6, 1-18.

Stern, B.B. (1992). Historical and personal nostalgia in advertising text: The fin de siècle effect. *Journal of Advertising*, 21 (4), 11-22.

Week 4 Archival Research and Case Studies

Miller, D. (2011). Building customer confidence in the automobile age: Canadian Tire 1928-1939. *Journal of Historical Research in Marketing*, 3 (3), 302-328.

Eisenhardt, K.M. (1989). Building theories from case study research. *Academy of Management Review*, 14 (4), 532-550.

Eisenhardt, K.M. & Graebner, M.E. (2007). Theory building from cases: Opportunities and challenges. *Academy of Management Journal*, 50 (1), 25-32.

Week 5 Reviews of Tobacco Industry Documents

Anderson, S.J., Dewhirst, T., & Ling, P.M. (2006). Every document and picture tells a story: Using internal corporate document reviews, semiotics, and content analysis to assess tobacco advertising. *Tobacco Control*, 15 (3), 254-261.

Dewhirst, T. & Davis, B. (2005). Brand strategy and integrated marketing communication (IMC): A case study of Player's cigarette brand marketing. *Journal of Advertising*, 34 (4), 81-92.

Dewhirst, T., Lee, W.B., Fong, G.T., & Ling, P.M. (2016). Exporting an inherently harmful product: The marketing of Virginia Slims cigarettes in the United States, Japan, and Korea. *Journal of Business Ethics*, 139 (1), 161-181.

Week 6 Semiotics

Mick, D.G. (1986). Consumer research and semiotics: Exploring the morphology of signs, symbols, and significance. *Journal of Consumer Research*, 13 (2), 196-213.

Penn, G. (2000). Semiotic analysis of still images (chapter 13, pp. 227-245). In M.W. Bauer & G. Gaskell, eds., *Qualitative Researching with Text, Image and Sound*. Thousand Oaks, CA: Sage Publications.

Puntoni, S., Schroeder, J.E., & Ritson, M. (2010). Meaning matters: Polysemy in advertising. *Journal of Advertising*, 39 (2), 51-64.

Week 7 Rhetorical Analysis

McQuarrie, E.F. & Mick, D.G. (1996). Figures of rhetoric in advertising language. *Journal of Consumer Research*, 22 (4), 424-438.

Phillips, B.J. & McQuarrie, E.F. (2002). The development, change, and transformation of rhetorical style in magazine advertisements 1954-1999. *Journal of Advertising*, 31 (4), 1-13.

Scott, L.M. (1994). Images in advertising: The need for a theory of visual rhetoric. *Journal of Consumer Research*, 21 (2), 252-273.

Week 8 Public Policy Analysis

Stewart, D.W. (2014). What is policy? And why it matters. *Journal of Public Policy and Marketing*, 33 (1), 1-3.

Pal, L.A. (1992). *Public policy analysis: An introduction* (2nd edition) [Chapter 2, Policy Analysis: Theoretical Approaches, pp. 16-37]. Scarborough, ON: Nelson Canada.

Patton, C.V. & Sawicki, D.S. (1993). *Basic methods of policy analysis and planning* (2nd edition) [Chapter 2, The Policy Analysis Process, pp. 46-73]. Upper Saddle River, NJ: Prentice Hall.

Week 9 Interviews

Thomas, R.J. (1993). Interviewing important people in big companies. *Journal of Contemporary Ethnography*, 22 (1), 80-96.

Alvesson, M. (2003). Beyond Neo positivists, romantics and localists: A reflexive approach to interviews in organizational research. *Academy of Management Review*, 28 (1), 13-33.

Thompson, C.J., Rindfleisch, A., & Arsel, Z. (2006). Emotional branding and the strategic value of the doppelgänger brand image. *Journal of Marketing*, 70 (January), 50-64.

Houpt, S. (2015). Q: Why is Shad so bad? *The Globe and Mail* (December 4), available at: <http://www.theglobeandmail.com/arts/q-why-is-shad-so-bad/article27602664/>.

Week 10 Projective Techniques

Levy, S.J. (1985). Dreams, fairy tales, animals, and cars. *Psychology & Marketing*, 2 (2), 67-81.

Zaltman, G. & Coulter, R.H. (1995). Seeing the voice of the customer: Metaphor-based advertising research. *Journal of Advertising Research*, 35 (July/August), 35-51.

Braun-LaTour, K.A., LaTour, M.S., & Zinkhan, G.M. (2007). Using childhood memories to gain insight into brand meaning. *Journal of Marketing*, 71 (April), 45-60.

Week 11 Ethnography and Observational Methods

Schouten, J.W. & McAlexander, J.H. (1995). Subcultures of consumption: An ethnography of the new bikers. *Journal of Consumer Research*, 22 (June), 43-61.

Holt, D.B. & Thompson, C.J. (2004). Man-of-action heroes: The pursuit of heroic masculinity in everyday consumption. *Journal of Consumer Research*, 31 (September), 425-440.

Kozinets, R.V. (2002). Can consumers escape the market? Emancipatory illuminations from Burning Man. *Journal of Consumer Research*, 29 (June), 20-38.