

MCS 6120 – MARKETING MANAGEMENT

Winter 2017

Department of Marketing and Consumer Studies
M.Sc. Graduate Program
University of Guelph

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Class Time: Tuesday, 11:30 am – 2:20 pm, MINS B33
(unless indicated otherwise)

Course Description

This course is designed to introduce graduate students to some of the key theoretical perspectives concerning marketing and recognizes that marketing is a subject that is quintessentially interdisciplinary. Consequently, research concerning our field can be well informed by understanding key theories and methodologies (both qualitative and quantitative) from additional disciplines and assessing their applied relevance and applicability. Additionally, this course allows students to develop their own ideas regarding a more specific topic that might be of future research interest.

The required readings list consists mainly of academic journal articles (including seminal papers on particular topics), which are a mix of conceptual and empirical papers. 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.

Learning Outcomes

Upon successful completion of this course:

- Students will develop an understanding of major theories relating to the discipline of marketing and they will demonstrate a critical awareness about the nature and scope of marketing;
- Students will demonstrate the ability to critically examine and evaluate important research relating to marketing management (e.g., identify strengths and limitations) and develop original ideas about theoretical extensions, applications, and opportunities for further research; and
- Students will demonstrate the capacity to communicate (both orally and in written form) ideas and issues clearly as well as 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.

Course Evaluation

Student performance will be evaluated on the basis of two short thought papers, class participation, and a final paper concerning their topic of interest. The evaluation weighting is as follows:

Thought Paper (2 x 15%)	30%
Participation	20%
Major Paper	50%

Thought Papers. The thought papers will involve writing a brief paper (i.e., no more than 3 pages, double-spaced) describing your thoughts about two of the topics covered by the assigned course readings. 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 papers are due at the beginning of the relevant session.

Participation. Informed discussions are critical to learning in this course. You are expected to actively debate the core concepts 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 class discussion during two particular topic sessions.

As suggested by Peter November – in his 2002 *Marketing Theory* article entitled, “Teaching Marketing Theory: A Hermeneutic Approach” – consider the following, in terms of critical analysis and reflection, for class discussion relating to the assigned readings each week. 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. The final paper will review and discuss any relevant literature concerning your (theory relevant) marketing topic of interest. The paper will be based on a topic of each student’s choosing, although the paper must focus on material pertinent to subject matter of this course (and not duplicate efforts being prepared for other courses). You are encouraged to meet with me to discuss the suitability of your final paper 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 on standard white paper, stapled together at the top left-hand corner (do not use fancy coverings or binders). The final paper 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 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., Friday, April 21, 2017). 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 MCS*6120 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 Understanding Marketing Management: Defining Marketing

Gundlach, G.T. (2007). The American Marketing Association's 2004 definition of marketing: Perspectives on its implications for scholarship and the role and responsibility of marketing in society. *Journal of Public Policy and Marketing*, 26 (2), 243-250.

Grönroos, C. (2006). On defining marketing: Finding a new roadmap for marketing. *Marketing Theory*, 6 (4), 395-417.

Kotler, P. & Zaltman, G. (1971). Social marketing: An approach to planned social change. *Journal of Marketing*, 35 (3), 3-12.

Week 3 Institutional Theory

Arnold, S.J., Kozinets, R.V., & Handelman, J.M. (2001). Hometown ideology and retailer legitimation: The institutional semiotics of Wal-Mart flyers. *Journal of Retailing*, 77, 243-271.

Humphreys, A. (2010). Semiotic structure and the legitimation of consumption practices: The case of casino gambling. *Journal of Consumer Research*, 37 (3), 490-510.

Scaraboto, D. & Fischer, E. (2013). Frustrated fatshionistas: An institutional theory perspective on consumer quests for greater choice in mainstream markets. *Journal of Consumer Research*, 39 (6), 1234-1257.

Week 4 Product Constellations

Solomon, M.R. (1988). Mapping product constellations: A social categorization approach to consumption symbolism. *Psychology and Marketing*, 5 (3), 233-258.

McCracken, G. (1988). *Culture and consumption* [Chapter 8: Diderot unities and the Diderot effect, pp. 118-129]. Bloomington and Indianapolis: Indiana University Press.

Englis, B.G. & Solomon, M.R. (1995). To be *and* not to be: Lifestyle imagery, reference groups, and *The Clustering of America*. *Journal of Advertising*, 24 (1), 13-28.

Week 5

Brand Origin

Phau, I. & Prendergast, G. (2000). Conceptualizing the country of origin of brand. *Journal of Marketing Communications*, 6, 159-170.

Thakor, M.V. & Lavack, A.M. (2003). Effect of perceived brand origin associations on consumer perceptions of quality. *Journal of Product and Brand Management*, 12 (6), 394-407.

Roth, K.P. & Diamantopoulos, A. (2009). Advancing the country image construct. *Journal of Business Research*, 62, 726-740.

Week 6

Brand Extensions

Loken, B., Joiner, C., & Houston, M.J. (2010). Leveraging a brand through brand extension: A review of two decades of research. In: B. Loken, R. Ahluwalia, and M.J. Houston (Eds.), *Brands and Brand Management: Contemporary Research Perspectives*, New York, Routledge.

Roedder John, D., Loken, B., & Joiner, C. (1998). The negative impact of extensions: Can flagship products be diluted? *Journal of Marketing*, 62 (January), 19-32.

Loken, B., & Roedder John, D. (1993). Diluting brand beliefs: When do brand extensions have a negative impact? *Journal of Marketing*, 57 (July), 71-84.

Week 7

Brands, Brand Personality, Brand Relationships

Stern, B.B. (2006). What does *brand* mean? Historical-analysis method and construct definition. *Journal of the Academy of Marketing Science*, 34 (2), 216-223.

Aaker, J.L. (1997). Dimensions of brand personality. *Journal of Marketing Research*, 34 (August), 347-356.

Rajeev B., Ahuvia, A. & Bagozzi, R.P. (2012). Brand love. *Journal of Marketing*, 76 (2), 1-16.

Week 8 Brand Community

Muñiz, Jr., A.M. & O'Guinn, T.C. (2001). Brand community. *Journal of Consumer Research*, 27 (4), 412-432.

McAlexander, J.H., Schouten, J.W., & Koenig, H.F. (2002). Building brand community. *Journal of Marketing*, 66 (January), 38-54.

Schau, H.J., Muñiz, Jr., A.M., & Arnould, E. (2009). How brand community practices create value. *Journal of Marketing*, 73 (September), 30-51.

Week 9 Brand Values

Shepherd, S., Chartrand, T.L., & Fitzsimons, G.J. (2015). When brands reflect our ideal world: The values and brand preferences of consumers who support versus reject society's dominant ideology. *Journal of Consumer Research*, 42, 76-92.

Torelli, C.J., Özsomer, A., Carvalho, S.W., Keh, H.T., & Maehle, N. (2012). Brand concepts as representations of human values: Do cultural congruity and compatibility between values matter? *Journal of Marketing*, 76 (July), 92-108.

Palazzo, G. & Basu, K. (2006). The ethical backlash of corporate branding. *Journal of Business Ethics*, 73, 333-346.

Week 10 Brand Morphing, Purposeful Polysemy, and Strategic Ambiguity

Kates, S.M. & Goh, C. (2003). Brand morphing: Implications for advertising theory and practice. *Journal of Advertising*, 32 (1), 59-68.

Dimofte, C.V. & Yalch, R.F. (2007). Consumer response to polysemous brand slogans. *Journal of Consumer Research*, 33 (March), 515-522.

Puntoni, S., Vanhamme, J., & Visscher, R. (2011). Two birds and one stone: Purposeful polysemy in minority targeting and advertising evaluations. *Journal of Advertising*, 40 (1), 25-41.

Week 11 Integrated Marketing Communication (IMC)

Duncan, T. & Mulhern, F. (2004). *A white paper on the status, scope and future of IMC*. Northwestern University and the University of Denver: McGraw-Hill Publishing.

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.

Kliatchko, J. (2008). Revisiting the IMC construct: A revised definition and four pillars. *International Journal of Advertising*, 27 (1), 133-160.

Week 12 Sponsorship-Linked Marketing: Meaning Transfer and Fit

Gwinner, K.P. & Eaton, J. (1999). Building brand image through event sponsorship: The role of image transfer. *Journal of Advertising*, 28 (4), 47-57.

Pappu, R. & Cornwell, T.B (2014). Corporate sponsorship as an image platform: Understanding the roles of relationship fit *and* sponsor-sponsee similarity. *Journal of the Academy of Marketing Science*, 42 (5), 490-510.

Carrillat, F.A. Solomon, P.J., & d'Astous, A. (2015). Brand stereotyping and image transfer in concurrent sponsorships. *Journal of Advertising*, 44 (4), 300-314.