

University of Guelph
Department of Marketing and Consumer Studies

MCS*6080 Qualitative Research Methods
Winter 2013

Instructor: Dr. May Aung
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Office Hours: Wednesday 1:00 pm – 2:00 pm ‘or’ by appointment
Lecture Hours: Room MACS129, Wednesday 8:30 am – 11:30 am

1. Course Descriptions

This course provides students with the historical roots of qualitative research, the underlying theoretical frameworks, and the use of qualitative methods for consumer and business studies. Students will get hands-on experience through the development of a qualitative research project that includes design, data collection, analysis, and write-up.

2. Readings and Materials

Course Text:

Berg, Bruce L. and Howard Lune (2012), **Qualitative Research Methods for the Social Sciences**. Eighth edition. Mass: Allyn and Bacon.

Additional Readings:

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

Stewart, David W. and Prem N. Shamdasani (1990) **Focus Groups: Theory and Practice**, Newbury Park, CA: Sage.

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

Several journal articles noted throughout the course outline.

List of supplementary readings are also available on MCS*6080 course website.

3. Appeals Procedure

Refer to Graduate Calendar.

4. Drop and Add Dates

Refer to Graduate Calendar. Please see the instructor if you decide to drop this course.

5. Academic Misconduct

Refer to Graduate Calendar.

6. Format

The course runs for one semester with weekly three-hour meetings. Students are responsible for doing all the readings before each session.

Class Participation - You are expected to have read assigned chapters, required and supplementary readings. You are expected to be active in your participation of class discussions. You will be assessed for your contribution to the discussion of course materials from all required and supplementary readings. Occasionally you will be assigned to lead the class discussion and to provide a relevant research article. Thorough preparation is expected.

Qualitative Research Assignments – These are individual assignments. Reports should be maximum 3 pages excluding charts, tables, figures or other means of visual presentations, supporting materials such as transcripts, data sets as needed and list of references. Format: MSWord file. Submission via course website (drop box).

Individual Assignment 1 (Journal review assignment) (due Jan 18): You are required to (i) review articles in assigned academic journal(s) for two years period and (ii) report your insights (with highlights on qualitative research papers) derived from this assignment.

Individual Assignment 2 (In-depth interview assignment) (due Feb 1): You are required to (i) review and finalize an interview guide (note: research objectives, research questions and an interview guide will be provided in class) (ii) recruit interviewee(s) and conduct in-depth interview(s) (iii) transcribe your interview(s) and (iv) report summary of insights derived from the interview(s).

Individual Assignment 3 (Netnography assignment) (due Feb 15): You are required to (i) select one online consumer blog or discussion forum relating to a brand (note: research objectives and research questions will be provided in class) (ii) create a data set by selecting and downloading relevant postings from that site (iii) analyze these postings and (iv) report summary of insights derived from your data set.

You are also responsible for the following research report.

Research Report - You will formulate a research design appropriate for a particular research problem in consumer or business studies, write a research proposal based on that design, conduct the proposed research, and write a final research report. The research proposal is due on March 1 and the final research report is due on week twelve. The research proposal should include a consumer or business studies problem and one or more qualitative methods to be applied. The format of the final research report should be based on Berg and Lune (2012), Chapter 12. Excluding the appendix, the report should be 25-

30 pages double spaced. Students will work in groups to undertake this major qualitative research project.

Ethical Conduct for Research Involving Humans

- Refer to the University of Guelph website for Research: Human Participants.

7. Grading

Grades in the course will be assigned on the following basis:

Class Participation	10%
Qualitative Research Assignments	30%
Research Proposal	10%
Research Project Presentation	10%
Research Report	40%

The appended overall marking scheme will be used (Appendix 1). Grade assessment sheets for the Research Proposal, Research Project Presentation and the Research Report are provided in Appendices 2 and 3, respectively.

8. Class Schedule and Required Readings

Week One (Jan 9): Introduction

Berg & Lune: Chapters One, Two and Three:

- Hudson, L. & Ozanne, J. (1988) "Alternative Ways of Seeking Knowledge in Consumer Research," *Journal of Consumer Research*, 14 (March), 508-521.
- Denzin, N. & Lincoln, Y. (2011) "Introduction: The Discipline and Practice of Qualitative Research," in *Handbook of Qualitative Research*, Denzin & Lincoln (eds.), Thousands Oak, CA: Sage, 1-20.
- Levy, S. (2006) "History of Qualitative Methods in Marketing," in *Handbook of Qualitative Research Methods in Marketing*, Belk (ed), Northampton, MA: Edward Elgar, 3-18.
- Hirschman, E. (1986) "Humanistic Inquiry and Marketing Research: Philosophy, Method and Criteria," *Journal of Marketing Research*, 23 (Aug), 237-249.
- Jick, T. (1979) "Mixing Qualitative and Quantitative Methods in Triangulation in Action," *Administrative Science Quarterly*, 24 (4), 602-611.

Week Two (Jan 16): Participant Observations, Traditional and Online Ethnography

Berg & Lune: Chapter Six

- Schouten, J. & McAlexander, J. (1995) "Subcultures of Consumption: An Ethnography of the New Bikers", *Journal of Consumer Research*, 22, 43-61.
- Wallendorf, M. & Arnould, E. (1991) "We Gather Together: Consumption Rituals of

- Thanksgiving Day” *Journal of Consumer Research*, 18, 13-31.
- Pryor, A. & Grossbart, S. (2005) “Ethnography of an American Main Street,” *International Journal of Retail and Distribution Management*,” 33 (11), 806-823.

Week Three (Jan 23): Depth Interviews and Focus Group Interviews

Berg & Lune: Chapters Four and Five

- Thompson, C., Locander, W. & Pollio, H. (1989) “Putting Consumer Experience Back into Consumer Research: The Philosophy and Method of Existential-Phenomenology,” *Journal of Consumer Research*, 17(3), 346-361.
- Berry, J. (1997) “Lead Article: Immigration, Acculturation, and Adaptation,” *Applied Psychology: An International Review*, 46(1): 5-68.
- Swagler, M. & Ellis, M. (2003) “Crossing the distance: Adjustment of Taiwanese graduate Students in the United States,” *Journal of Counseling Psychology*, 50(4), 420-437.
- Aung, M., Clarke, M., Hernandez, S., Ku, A., Noseworthy, T., Rokitnicki-Wojcik, F., & Wang, J. (2007) “Sojourner Acculturation Strategies: From the Perspective of Chinese Graduate Students in Canada,” *Proceedings Royal Bank International Research Seminar: Culture and Marketing Strategy*, Sept. 28-29, Montreal, Canada.
- Aung, M., Clarke, M., Hernandez, S., Ku, A., Noseworthy, T., Rokitnicki-Wojcik, F., & Wang, J. (2007) “Acculturation during Scholastic Pursuit: International Graduate Students at the University of Guelph,” *Proceedings Royal Bank International Research Seminar: Culture and Marketing Strategy*, Montreal Sept. 28-29, Montreal, Canada.

Week Four (Jan 30): The Netnography (Planning, Data Collection and Evaluation)

- Kozinets, R. (2002) “The Field behind the Screen: Using Netnography for Marketing Research in Online Communities,” *Journal of Marketing Research*, 39 (1), 61-72.
- Kozinets, R. (2006) “Click to Connect: Netnography and Tribal Advertising,” *Journal of Advertising Research*, 46 (3), 279-288.
- Xun, J. & Reynolds, J. (2010) “Applying Netnography to Market Research: The Case of the Online Forum,” *Journal of Targeting, Measurement and Analysis for Marketing*, 18, 17-31.
- Kozinets, R., de Valck, K., Wojnicki, A. & Wilner, S. (2010) “Networked Narratives: Understanding Word-of-Mouth Marketing in Online Communities,” *Journal of Marketing*, 74, 71-89.

Additional Readings:

Kozinets: Chapters One, Two, Four, Five, Six and Nine

Week Five (Feb 6): Visual Research, Case Studies, Archival Research

Berg & Lune: Chapters Eight, Nine and Ten

- Belk, R. & Kozinets, R. (2005) “Videography in Marketing and Consumer Research,” *Qualitative Market Research*, 8 (2), 128-141.

- Penaloza, L. (2001) “Consuming the American West: Animating Cultural Meaning and Memory at a Stock Show and Rodeo,” *Journal of Consumer Research*, 28, 369-398.
- Penaloza, L. (2000) “The Commodification of the American West: Marketers’ Production of Cultural Meanings at the Trade Show,” *Journal of Marketing*, 64 (Oct), 82-109.
- Aung, M. & Heeler, R. (2001) “Core Competencies for Service Firms: A Framework for Strategic Decision in International Markets,” *Journal of Marketing Management*, 17, 619-643.
- Yang, Q. & Aung, M. (2001) “Competency-Based Marketing Strategy: A Case Study of Two Luxury Hotels in China”, *Tourism and Hospitality Management*, L. Heroux, editor. Administrative Sciences Association of Canada, 22 (24), 13-23.
- Hernandez, T. & Jones, K. (2005) “Downtowns in Transition: Emerging Business Improvement Area Strategies,” *International Journal of Retail and Distribution Management*, 33 (11), 789-805.
- Miller, D. (2006) “Marketing Perspectives on the Value and Conduct of Archival Research,” *Canadian Journal of Marketing Research*, 23 (1), 47-54.
- Miller, D., & Merrilees, B. (2000). “ ‘Going to Gowings’ – An Analysis of Success Factors in Retail Longevity: Gorwings of Sydney,” *The Service Industries Journal*, 20 (1), 61-85.
- Miller, D., & Merrilees, B. (2004) “Fashion and Commerce: A Historical Perspective on Australian Fashion Retailing 1880-1920,” *International Journal of Retail & Distribution Management*, 32 (8), 394-402.
- Minowa, Y., Khomenko, O. & Belk, R. (2011) “Social Change and Gendered Gift-Giving Rituals: A Historical Analysis of Valentine’s Day in Japan,” *Journal of Macromarketing*, 31 (1), 44-56.

Week Six (Feb 13): Guest Speakers

- T.B.A.

 WINTER BREAK (Feb 18-22)

Week Seven* (Feb 27): Analyzing Qualitative Data and NVivo Software

Berg & Lune: Chapter Eleven

- Scanlan, T. & Ravizza, K. (1998) “An In-depth Study of Former Elite Figure Skaters: I. Introduction to the Project,” *Journal of Sport & Exercise Psychology*, Vol II, 54-64.
- Scanlan, T. & Ravizza, K. (1998) “An In-depth Study of Former Elite Figure Skaters: II Sources of Enjoyment,” *Journal of Sport & Exercise Psychology*, Vol II, 65-82.
- Whysall, P. (2001) “Wal-Mart’s Takeover of Asda: What the Papers Said,” *British Food Journal*, 103 (10), 729-743.
- Maclaran, P. & Catterall, M. (2002) “Analysing Qualitative Data: Computer Software and the Market Research Practitioner,” *Qualitative Market Research: An International Journal*, 5 (1), 28-39.

**Note: Proposals due March 1.*

Week Eight (Mar 6): Writing Reports

Berg & Lune: Chapter Twelve

Weeks Nine, Ten and Eleven (Mar 13, 20, 27): Research Projects

Group Meetings and Discussions

Week Twelve (Apr 3)*: Research Project Presentation

**Note: Research Reports due*

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SUPPLEMENTARY READING LIST

Please see course website.

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APPENDIX 1

DEPARTMENT POLICY ON GRADE INTERPRETATION

The Department of Marketing and Consumer Studies is anxious to have grades interpreted in a consistent and meaningful way. Consequently, faculty have agreed that the following verbal description of each letter/numerical grade category is the correct "message" for students and others to take.

A+ and A (85-100) Excellent

An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and thorough familiarity with the relevant literature and techniques.

A- and B+ (77-84) Good

A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues (theoretical and practical), a good ability to organize, analyze and integrate ideas, and a familiarity with the relevant literature and techniques.

B and B- (70-76) Acceptable

An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and an adequate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues (theoretical and practical), an adequate ability to organize, analyze and integrate ideas, and a general familiarity with the relevant literature and techniques.

C (60-69) Minimally Acceptable

A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues and some familiarity with the relevant literature and techniques.

APPENDIX 2

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Grade Assessment Sheet for the Research Proposal

Name(s): _____

Topic: _____

Proposal	Poor	Fairly Good	Good	Very Good	Excellent
a. Organization	1	2	3	4	5
b. Concepts	1	2	3	4	5
c. Methodology	1	2	3	4	5
d. Clarity	1	2	3	4	5

APPENDIX 3

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Grade Assessment Sheet for the the Research Project Presentation and Report

Name(s): _____

Topic: _____

Presentation	Poor	Fairly Good	Good	Very Good	Excellent
a. Organization (ppt slides)	1	2	3	4	5
b. Content	1	2	3	4	5
c. Presentation Skills	1	2	3	4	5
d. Response to Questions	1	2	3	4	5
e. Audience Perceptions	1	2	3	4	5

Report	Poor	Fairly Good	Good	Very Good	Excellent
a. Organization	1	2	3	4	5
b. Concepts	1	2	3	4	5
c. Methodology	1	2	3	4	5
d. Depth of Analysis	1	2	3	4	5
e. Contribution	1	2	3	4	5