SYLLABUS
DBA 821

Doctoral Seminar in Marketing Management  Fall 2016 San Francisco Campus
Tuesdays, 6:50 – 9:50 pm  30 August- 10 December 2016

Instructor: Blodwen Tarter, Ph.D.  Phone: 415-442-6587
Email: btarter@ggu.edu  Office hours by appointment.

COURSE DESCRIPTION AND OBJECTIVES
Catalog description: Covers the full range of the principles, theories, and practice of the management of
the marketing function. You will learn the theories of the field including both key seminal literature and
current published research. You will explore problem-solving techniques for practical application through
cases and modeling techniques, and will study current developments in marketing from both academic and
practitioner perspectives.

After completing this course, students should be able to:
1. Demonstrate knowledge of selected marketing theories, concepts, and current practices addressed
by academic research in the discipline.
2. Critically review the academic literature relating to a particular marketing topic and evaluate the
research in terms of its contribution to knowledge and application to marketing practice. Provide
constructive feedback that will help authors improve their research and writing.
3. Identify marketing-related areas and topics which offer potential for further research.
4. Prepare and lead discussions about research, theory, and practice in marketing.
5. Conduct a literature review of a defined area of marketing and summarize the important findings
from such a review. Demonstrate doctoral-level secondary research techniques.
6. Develop a research idea in the discipline of marketing, define and propose the research and
professionally present it.

The focus is on understanding the domain of marketing, and current theoretical approaches to various
aspects of marketing in order to build upon the current knowledge base and expand our understanding of
this field. Methodological approaches will be reviewed but are not the primary focus of this course.
Students will identify, read, and analyze academic marketing literature; and demonstrate academic writing
skills, research paper preparation, and presentation.

Marketing is a wide-ranging and well-developed field. We will only touch on various aspects of it in our
readings. The final paper is an opportunity to explore extensively one area of interest.

Based upon student interest, we may revise our topics or specific readings.

PREREQUISITES: Admission to the DBA program. Those without an adequate background in
marketing are expected to acquire it on their own, which will require additional reading. An adequate
background equals completion of a graduate-level marketing management class such as MKT 300.

COURSE MATERIALS AND TOOLS
Articles for this course are listed in the Reading List after the Course Outline and are subject to change.
Copies are available from http://library.ggu.edu/search/r?SEARCH=dba+821, GGU’s Electronic Course
Reserve (ECR), the Library’s online databases or provided via URLs. Additional readings will be
recommended by students and guest speakers.

The course requires use of GGU’s eLearning site, the internet, email with the ability to send and receive attachments, and the ability create, open and read documents in Microsoft Word, Excel, and PowerPoint.

**Recommended books** (There are no required books.)

*Handbook of Marketing*, edited by Barton A. Weitz and Robin Wensley, Sage Publications 2002 (also in paperback, 2006). This “major retrospective and prospective review of research on marketing …provides a comprehensive reference” [book jacket] and is geared to the doctoral student. A copy is on reserve.

*Marketing Management*, 15th edition, Philip Kotler and Kevin Lane Keller, Prentice Hall, 2016. This textbook provides a comprehensive review for those familiar with marketing and a solid introduction for those new to the field. You should be familiar with the content of this book or its equivalent.


**Other resources**, Professional associations related to the marketing field include the American Marketing Association, the Product Development and Management Association, the Direct Marketing Association, the Association for Consumer Research, the Academy of Marketing Science, and the Marketing Science Institute. These organizations sponsor academic journals in their field and many have content-rich websites. There are many other professional associations for specific areas of marketing (Business Marketing Association, Financial Services Marketing, etc.) The American Marketing Association Doctoral SIG at http://www.docsig.org/ is for marketing doctoral students.

See https://www.ama.org/resources/Pages/Dictionary.aspx for a glossary of marketing terms.


**CONTACTING THE INSTRUCTOR**
I will check email and the class site online regularly. Please include DBA 821 in the subject line of any email about the course.

**COURSE STRUCTURE**
This class consists of 15 sessions, meeting in-person on Tuesday evenings. Weekly activities are expected to include:

1) Seminar discussion of marketing topics based on assigned and recommended readings. Each student is expected to actively participate in each session. Read all of the required material **prior** to the class discussion. Most of class time will be devoted to student-led discussions of the week’s topics and readings, so informed preparation is essential. Typically, we will read and discuss 3-6 articles and receive a research update.

2) Student presentations of book reviews and research proposals.

3) Preparation of assignments. Submit written assignments via eLearning by Monday 8 p.m. prior to each class unless otherwise indicated.

**EVALUATION AND GRADING**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>40%</td>
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<tr>
<td>Book review</td>
<td>10%</td>
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<tr>
<td>Final paper</td>
<td>50%</td>
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<tr>
<td>- Initial topic proposal for final paper, draft of final paper, and presentation in class</td>
<td>5%</td>
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<tr>
<td>- Final paper</td>
<td>45%</td>
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As doctoral students your work should be superior to the average work of an undergraduate or master’s level graduate student. You should study the material thoroughly and understand it, expanding your understanding by using additional materials beyond the assigned readings. You participate actively and constructively in all discussions, enhancing your learning and those of others. Your written work is presented on time and is written well. Work that meets expectations earns a B. (B-=80-82.9%, B=83-86.9%, B+=87-89.9%). Students who earn less than a B- in any doctoral course must retake the course until a B- or better is achieved.

Work that is superior to the average doctoral student earns an A. Discussion participation is unprompted, on point, insightful, and reflects considered examination of the assigned and supplementary readings. Superior work has greater depth and application and is very well-written. The grade of A means the instructor considers your work excellent and of a distinguished academic and professional caliber. (A-=90-92.9%, A=93-100%)

Work that does not meet the basic expectations of a doctoral student earns less than a B. It indicates your work is of lower quality than expected for the doctoral level. (C+=77-79.9%, C=73-76.9%, C-=70-72.9%, D+=67-69.9%, D=63-66.9%, D-=60-62.9%, F=<60%)

**PARTICIPATION** (40%)

**Discussion Leadership and Article Notes (AN).** For most class sessions a student will lead the discussion about a specific article and write an Article Note (see below). You will summarize the paper, critically assess it, and lead the discussion. All class members are expected to have read and assessed the article and to contribute actively to the discussion. Focus on the major ideas, contributions to knowledge, strengths and weaknesses of the paper. The emphasis of the discussion should not be on the specific mathematics or
statistical details of the model, although it is important to have a sound grasp of the methodology. What are the contributions, limitations, and extensions of each article?

**Research Update (RU).** Each student will identify one academic paper to add to the reading list for an assigned topic. Include a full citation, your rationale for choosing the article and the standard content of an Article Note.

**Peer Reviews.** Research submitted to academic journals and presented at conferences is usually reviewed by other scholars. The comments are intended to help the author improve the material and to revise it for publication. To become familiar with this process, students will provide peer reviews to their classmates for some assignments. This practice should be helpful to both the author and to the reviewer. Failure to provide your material on time for review or to provide your peer review (feedback) on time will result in a reduction in your points for the peer review exercises.

**Discussion Participation.** Everyone’s active participation is essential. Each student should contribute to our discussions and be professional in his or her contributions. Bring to bear the course material, relevant experience, your research and interests, as well as reflections upon others’ contributions. In order to participate effectively you should read all the papers assigned for each discussion and be prepared to discuss each assigned article.

Participation is evaluated qualitatively and quantitatively. I expect on-point comments, questions, and active, regular involvement in classroom and online discussions. Contributions are particularly valued when they a) demonstrate thorough analysis of the readings, b) contribute insight into current marketing and research practices, and c) build upon others’ contributions. Question, analyze, expand, reflect, and recommend—don’t just agree or disagree with others or restate facts. We are learning together; this should be a collaborative process.

Your class participation grade will be determined by your

- Active and thoughtful discussion of all of the required readings.
- Presentation and critique of assigned readings.
- Well-written, comprehensive and accurate Article Notes and Research Updates, using original language.
- Effective discussion leadership.
- Identification and discussion of relevant business problems.
- Topical research updates.
- Participation in in-class and online exercises, peer reviews, and other written assignments that are not individually graded.

Absence from class will reduce your opportunity to participate and thus will adversely impact your grade. If you cannot attend class, please post your written assignments in advance for the benefit of the class. This will earn you partial credit.

**WRITTEN ASSIGNMENTS**

Effective writing helps clarify ideas and communicate those ideas to others. Be organized, clear, and succinct. Grammar, punctuation, style, and spelling count. Write in doctoral-level American English that is appropriate to the academic and professional community. This is a high standard so allow yourself enough time to write, re-write, edit, and finalize your language. Poorly written papers will be returned without a grade for revision.

*If you need assistance with writing* GGU’s San Francisco Writing Lab provides drop-in help and by appointment. The Online Writing Lab (OWL) is available for students online.
**Article Notes (AN).** Discussion leaders will prepare a one-two page written note on their article. These are intended to start the discussion and to provide a reference for future use. After reading the Note, the reader should know what the article is about and the key findings. A good Article Note is very specific. By the end of the term we should have an extensive set of Article Notes that include:

- a full citation to the article (APA style) and your name (at the top of the page)
- selected keywords for article content
- the purpose of the article
- the theoretical foundation of the article
- the key findings (main points) of the article—usually 2-6 points
- research approach (the methodology)
- strengths and weaknesses of the article
- the managerial significance of the research and its contribution to knowledge
- unanswered questions and/or further research suggested by your own analysis of the article. This is in addition to any further research suggested by the authors.
- an assessment of the writing style and organization of the article (e.g. clarity of presentation)
- new or important terms with definitions (if it is unfamiliar to you—define it)

Please use your own language rather than quoting extensively from the article itself. Paraphrase: if you can say something in your own words you are more likely to understand and retain it.

Be prepared with at least two questions with which to prompt the class discussion. Post your Article Note in eLearning by 8 pm Monday night.

**Research Updates (RU)** should be Article Notes about papers you recommend be added to the topical reading list with the addition of one-two paragraphs that explain the basis for your recommendation.

**Book Review (BR).** Select a book that addresses a significant marketing topic and write a review of the book. This is an opportunity to read a scholarly book or a substantive business press book that will help you prepare your final paper or a book about an aspect of marketing that interests you. Critically analyze the book, do not just summarize its contents. Reading book reviews in different publications will help you prepare your own review. You will present to the class, using PowerPoint, as well as write a 4-7 page review. Books must be approved by the instructor in advance.

**Reflections.** (Optional) At the end of each week, please reflect upon what we have covered in the just-completed session. Please respond, online, to one or more of the following questions:

1. What was new or thought-provoking from this session?
2. What was the most important thing you learned?
3. With what further questions were you left?
4. What could we do to enrich this session?

**Final Paper.** Choose a topic from the field of marketing and write a research proposal. (Feel free to go beyond the topics discussed in class.) The final paper should reflect in-depth reading in your selected area, increasing your knowledge of areas that interest you and building a foundation for future research.

**Initial topic proposal:** Select a marketing topic of interest to you, do some background reading of at least five relevant articles, and write an initial topic proposal of no more than 5 pages. Include a list of at least ten additional articles you plan to read for your final paper. Your proposal will be reviewed by your classmates and the instructor to help you refine the topic and to practice the peer review process. **This is required.** Once approved, you cannot change your topic without the instructor’s approval.
Final research proposal
Develop a detailed research proposal for your approved topic that is grounded in the relevant literature, includes the motivation for studying the question, states hypotheses to be tested or specific research questions and describes the research design, method and procedure. You are not required to collect primary data or analyze data. However, you must provide enough information that a reader is able to assess the final research proposal thoroughly and give you constructive comments. *This is good practice for your dissertation proposal.*

The proposal should
- Identify the research problem, objectives, and the rationale for the study (*why* is this research worthwhile?). What will scholars or practitioners do differently once they know the answer?
- Review the academic and practitioner literature, with an emphasis on academic publications. This should be substantially more than the assigned class readings.
- Define the research hypotheses and provide the rationale for testing *these* hypotheses.
- Describe the research methodology in detail. Depending upon the approach this might include sample selection, data collection methods, examples of interview questions and response measures.
- Outline the data analysis plan.
- Include anticipated limitations of the research.
- State the expected relevance to the academic body of marketing knowledge as well as to marketing management and the practice of the marketing.

*Literature review only*
While you may choose to conduct a literature review only you must still suggest some ideas for future research such as extensions of prior research or research gaps that you have identified.

Whichever approach you choose, the main text of the written paper should not exceed 25 pages, 1.5 line-spaced (excluding cover page, table of contents, and list of references), using 12-point font. References should include a minimum of 20 relevant scholarly works. Use APA style.

A timely draft of the final paper is REQUIRED. Feedback will be provided by the instructor and a student peer. See the Course Outline for due dates.

**Final presentation.** A brief overview of your final paper will be presented to the class. The time available for each student’s presentation will depend upon class enrollment. Provide a copy of your presentation online to the class *in advance*. Be sure to
- Adhere to the presentation time limits.
- Include the list of references on the last slide.
- Prepare no more than ten slides, excluding the cover and list of references.

*Guidelines for Written Assignments*
Written assignments should be submitted via eLearning. Use Microsoft Word for Windows or RTF format only (no PDFs please). A page is the equivalent of a 1.5 line-spaced 8.5 x 11-inch paper with one-inch margins using 12-point type. Number each page.

All documents should contain the student name and email address, the course number, the date the assignment is submitted, and the name of the assignment.

Unexcused late assignments will be subject to a grade penalty.

**Naming documents.** So that I can easily identify your documents please begin every file name with your last name followed by the name of the assignment.

**File name example.** Pay attention to this requirement!!
Your last name is Smith. You write an Article Note (AN) on Keller’s and Aaker’s “Consumer Evaluations of Brand Extensions.” For this example, it is article #50 in the reading list. File name: Smith AN 50 Keller Aaker Consumer Evaluation of Brand Extensions.doc. Shorten the article title if needed.

Your last name is Jones. You write a book review (BR) on McGrath’s Setting the Pace in Product Development. File name: Jones BR McGrath Setting the Pace

**ACADEMIC INTEGRITY: All Work Must Be Your Own**

Students must be honest in their academic work. Plagiarism and cheating are unacceptable and, if discovered, either will result in automatic failure. **There are no extenuating circumstances.**

All assignments must represent original work developed by the student for this class. Sources of primary and secondary information referenced must receive appropriate credit, using APA citation format. This includes direct quotations and paraphrased material from both published and unpublished sources. Word-for-word quotations should be enclosed within quotation marks or, if extensive, indented. “Cut-and-paste” papers are not acceptable, even when correctly cited. Use your own words. For assistance on citing sources see [http://ggu.libguides.com/apa](http://ggu.libguides.com/apa) or consult a printed handbook.

Should you have any question how standards of academic integrity apply to this course, contact the instructor for clarification before taking any action about which you have questions.

For a complete statement of Golden Gate University’s Policy on Academic Integrity see [http://www.ggu.edu/media/about-ggu/documents/policies/policy-on-academic-integrity.pdf](http://www.ggu.edu/media/about-ggu/documents/policies/policy-on-academic-integrity.pdf).

Use [turnitin.com](http://turnitin.com) to assess papers for borrowed material and to help you ensure references are cited appropriately. The enrollment ID and password for this course will be provided in eLearning.

**DISABILITY SERVICES.** If you require special accommodations due to a disability, please notify both the instructor and GGU’s coordinator of disability services by 6 September 2016.

**ABOUT THE INSTRUCTOR**
Blodwen Tarter has over 25 years of management and consulting experience in marketing, product and systems development, strategic planning, and operations management with an emphasis on financial services and information technology. Dr. Tarter holds a BA with Distinction and an MA from Stanford University, an MBA from the University of Chicago, and a PhD from Golden Gate University.

The chair of GGU’s academic Marketing and Public Relations department in the Ageno School of Business, Dr. Tarter teaches direct and database marketing, new product development, digital marketing and marketing research, both in-person and online via GGU’s eLearning. She is an award-winning teacher and case-writer and has been a full-time faculty member at Golden Gate University since 2006.
COURSE OUTLINE

This schedule is subject to change. Chapter readings refer to Kotler & Keller’s *Marketing Management*, 15th edition. See the *Reading List* after this section for specific article references.

Students will sign up for specific Article Notes and Research Updates. Subsequently, if you wish to trade with another student, you may do so, but please notify the instructor in advance.

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<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course overview and logistics. Personal goals for the course.</td>
<td>Read: Syllabus, online <em>Course Home</em>. Kotler Table of Contents, Chapter 1, topic articles</td>
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<tr>
<td>30 August</td>
<td>What is marketing? What is the current state of marketing practice?</td>
<td>Due: a) Personal data sheet (in class)</td>
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<td>Week 2:</td>
<td>What is academic research? Reading academic journal articles.</td>
<td>b) Personal introduction (in class and online)</td>
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<tr>
<td>6 September</td>
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<td>Read: Chapter 23, topic articles</td>
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<td>Week 3</td>
<td>Developing research ideas.</td>
<td>Due: Writing assignment (explained in class, Week 1)</td>
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<td>13 September</td>
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<tr>
<td>Week 4</td>
<td>Marketing strategy and competition</td>
<td>Read: Chapter 2, 5, 12, topic articles</td>
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<td>Week 5</td>
<td>Service(s)</td>
<td>Read: Chapter 14, topic articles</td>
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<td>27 September</td>
<td></td>
<td>Due: Begin Research Updates</td>
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<td>Week 6:</td>
<td>Brands</td>
<td>Read: Chapter 9, 10, 11, topic articles</td>
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<td>4 October</td>
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<tr>
<td>Week 7:</td>
<td>Book reviews</td>
<td>Read: The book you have selected for your book review. No assigned articles.</td>
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<td>11 October</td>
<td></td>
<td>Due: Book review paper and in-class presentation. Peer review of book review presentation (in class)</td>
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<td>Week 8</td>
<td>Channels of distribution</td>
<td>Read: Chapter 17, 18, topic articles</td>
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<td>18 October</td>
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<tr>
<td>Week 9:</td>
<td>Advertising and promotion</td>
<td>Read: Chapter 19, 20 topic articles.</td>
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<td>Week 10: 1 November</td>
<td>Consumer choice and consumer insights</td>
<td>Defining Interesting Research Problems. JAMS, 22 (1), Winter, 1-15. Due: Topic proposal</td>
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<td>Week 11: 8 November</td>
<td>Word-of-mouth marketing (WOM), user-generated content (UGC)</td>
<td>Read: Chapter 21, 22, topic articles Due: Peer review of topic proposal</td>
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<tr>
<td>Week 12: 15 November</td>
<td>New products and innovation</td>
<td>Read: Chapter 13, 15 topic articles</td>
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<tr>
<td>Week 13: 22 November</td>
<td>Topic TBD. Possibilities include pricing, sales management, mobile marketing, the contribution of marketing to firm value, neuromarketing.</td>
<td>Read: Depends on topic Due: Draft of final paper REQUIRED</td>
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<tr>
<td>Week 14: 29 November</td>
<td>Preparing a research proposal. Meet with the instructor to discuss your draft. <strong>REQUIRED</strong> Begin project presentations in class, if necessary.</td>
<td>Read: The draft of the paper you are assigned to review. Reread Article #24 Kohli, A. (2011). From the Editor: Reflections on the Review Process. <em>Journal of Marketing</em>, 75(6), 1-4. Due: Peer review of final paper draft.</td>
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<tr>
<td>Week 15: 6 December</td>
<td>Project presentations in class. Final paper. Conclusion and review. Course evaluations.</td>
<td>Read: Feedback on the final paper draft. Due: a) Presentation to the class using PPT (in class) b) Peer review of presentation (in class) c) Final paper (10 December) d) Instructor's course evaluation e) GGU course evaluation</td>
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What is marketing and its role? No Article Notes required


Recommended


Some history of marketing thought & practice. No Article Notes required
The role of research in marketing by academics.


Recommended


Renaissance: Opportunities and Imperatives for Improving Marketing Thought, Practice, and Infrastructure. *Journal of Marketing*, 69(4), October, 1-25. Also cited as Bolton, Ruth N. et. al. ….


**Developing research ideas and conducting marketing research**


17. Institute for the Study of Business Markets Research Priorities [http://isbm.smeal.psu.edu/research/traditional-research-priorities](http://isbm.smeal.psu.edu/research/traditional-research-priorities) and [http://isbm.smeal.psu.edu/research/research-priorities](http://isbm.smeal.psu.edu/research/research-priorities). >> no Article Note required


*Recommended. Particularly useful to read before you start your final paper for this class.*


**Marketing Strategy**


**Recommended**


**Service(s)**


**Recommended**


**Brands** We will select a subset of these articles to read.


*Recommended*


**Channels of Distribution**


**Advertising**


Recommended:


**Consumer Choice and Consumer Insights**


**Word-of-Mouth (WOM) and User-Generated-Content (UGC)**


Recommended


New Products and Innovation


Recommended


