

MK333: Ethnography and Cultural Analysis**Autumn 2016****Monday and Wednesday****September 7th to December 14th 2016****16.00 – 17.45****Paramount Building****Room – 517****4 Credits****4 Lecture Hours****Instructor: Paul Hackett, Ph.D.**Email: paul.hackett@emerson.edu**Department of Marketing Communication,****Office hours: 13.00 – 14.00 Monday and Wednesday in the Open Space on the 5th floor,****Paramount Building**

Syllabus MK 333 Ethnography and Cultural Analysis

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Course Description and Learning Outcomes

In this class we will explore the tools and techniques of ethnography and their uses in defining and solving marketing research problems. Drawing from the traditions of participant observation in the fields of anthropology, sociology, psychology, and market research, the course applies ethnographic methods to the analysis of subcultures and behavioral minorities as well as transnational marketing communication. The focus throughout is on how to fathom the cultural differences that inform and impact consumer decision-making and marketing communication campaigns.

This course introduces students to a range of qualitative research approaches, concentrating on those methods used most often in marketing research. The course develops basic qualitative research skills and the ability to understand and evaluate qualitative and mixed-method studies. Students will take part in an in-class qualitative research project, write this up and present the results to class. You will learn how to ask questions in a way that will enable you to produce research findings that are valuable, trust-worthy and in which your clients have confidence.

Learning Objectives

Upon completion of this course you will have attained analytical and evaluative skills and will have increased your understanding of ethnography and the qualitative research process. More specifically, you will:

- understand different types of qualitative research methods and when to use these.
- have had experience of using the basic skills of qualitative research.
- be able to understand and evaluate published qualitative research studies.
- be able to understand the ethical principles associated with conducting consistent and valid qualitative research with human participants and recognize and respond appropriately to ethical issues raised by this research.
- have designed and developed qualitative research projects that demonstrates an awareness of the factors that influence qualitative research design.
- have had practice communicating the results of your research project.
- have selected, critiqued and presented published qualitative research articles.

Course Format

The course is organized to integrate theoretical learning around an applied research project, which also gives you the chance to present the marketing outcomes of this research. During class you will be introduced to research approaches and discourses within applied and marketing research. Most class sessions will be a combination of lecture, discussion and applied exercises.

Required Textbooks:

Hackett, P.M.W. (ed) (2015) **Qualitative Research Methods in Consumer Psychology: Ethnography and Culture**, New York: Routledge.

Hackett, P.M.W., Schwarzenbach, J.B., and Jürgens, U.M. (2016) **Consumer Psychology: A Study Guide to Qualitative Research Methods**, Leverkusen: Barbara Budrich Publishers.

Even if no specific readings are given in class it is essential that you read the textbooks during the course.

Assessed Components of the Course

Class Participation	10%
Qualitative Article Review, Presentation, Research Design	10%
Mid-term assessment 1 - Vignettes	10%
Individual Poster Presentation assessment (end of semester assessment)	25%
Group research project and slide presentation	20%
Written Marketing Proposal	10%
Reading Assignments/Homework	15%

Attendance and Participation

You MUST attend ALL classes unless you bring acceptable written documentation for your absence (e.g., a doctors certificate). You will be down graded or may fail the course for nonattendance or habitual late arrival / early departure. No late work will be accepted without prior arrangements, which are acceptable to me. Students are not permitted to make up any missing work unless the absence is due to illness or other catastrophic emergency that is acceptably documented. You must comply with deadlines.

You must come to class having completed any assigned work and to participate in all activities. The successful operation of the class depends upon students reading and working on their own and in groups, both in and outside of class times.

You must actively engage during classes to achieve a good participation grade.

ASSIGNMENTS

Specific assignments for this course are listed below. You are also expected to use the library and to undertake the specified writing for your research topic. The group project, poster and presentation are the culmination of a semester spent researching, thinking, analyzing, and reflecting. You should keep a copy of all materials submitted. In all written work you must respect the confidentiality of participants.

Article Review and Presentations

Starting in lecture 6 selected students will each week review 2 published QUALITATIVE research articles and present these to class: a main article will be presented and then a second article will be contrasted with this in terms of its subject matter, procedures, analyses techniques, etc. After reviewing the 2 articles you must select a product (not the products in either of the articles) and using qualitative procedures in the articles, design a qualitative research project and present this project.

With my guidance you must find and choose your qualitative research articles for review. The articles that you select should contain extensive details of the qualitative research methodology used. Details should also be provided of how and where the articles were found. The chosen articles should address issues within marketing or allied subjects (broadly construed).

After reviewing the 2 articles you must design a hypothetical research project that uses the research procedures in the articles. This research project must investigate a product, which is not the product in either of the articles. You must then present this to the class. **The presentation's emphasis must be upon your critique of the articles' research methods and analysis techniques.**

The PowerPoint presentation (or equivalent) should last **15-20 minutes with up to 5 more minutes for questions** from students. Students must participate actively and critique each other's presentations.

You must employ the following structure for your presentation. The order in which the presentation elements are listed below forms a template for a logical presentation and should be used to structure your presentation. You may include other sections as well as those listed below.

Each presentation must include the following information, for each article:

- Article title, authors names/affiliations
- Where/year published
- How/where you found the article
- A brief summary of the findings presented in the article
- Details of the qualitative methodology used
- Details of the results
- Your critique of the methods and of the article
- Could other types of research methods have been used?
- Why you think this research is relevant to marketing research
- Implications for future research
- Your chosen qualitative research project

Your grade for the article presentation will be based on the analyses you present under the compulsory content headings given above, and your engagement and discussion with the class.

The two articles may be presented consecutively or in parallel. However, contrasts between the articles must be made and the qualitative procedures discussed and then appropriately presented in your own research design.

You must attend all presentations by other students and actively participate –This is part of your participation grade. Do not use email, the Internet, etc., during other student's presentations: this is rude and distracting to the presenting student and will damage your grade.

Reading Assignments

The class will be divided into teams of approximately 6 students per team. Regular assignments will be given to students to complete as teams (the same teams will be used in a team research project which is detailed later in this syllabus). The textbook for this course is: **Qualitative Research Methods in Consumer Psychology: Ethnography and Culture** by Paul Hackett.

- Chapters of this book will be assigned for reading as they relate to the research procedure we are covering in class (see schedule later in this syllabus).

- **All** student teams must read all of the chapters assigned and produce a 10-15 minute presentation summarizing the contents of the chapter they have read.
- I will select a team in class to present the assigned reading
- Other research teams will ask questions of the presenting group and engage in an active discussion.
- All teams will present suggestions about how the procedure can be used in relation to their research product/service

Mid-Term Assessment 1

This will take the format of a team vignette. The vignette's content will summarise the content of **all** classes up to the assessment.

Assessments are scheduled during the semester: a mid-semester assessments and an end of semester poster presentation. Before these assessments, the content of the assessments will be reviewed in class. No revision sheets will be given out during class so it is important that you attend the revision session.

Group Research Project, Presentation

Each research team will engage in a "hands-on" team qualitative research project. Throughout the semester, each team will compile a research project slideshow presentation. The presentation will comprise a write-up explaining the topic, the practical research undertaken and the results of your research project. This will be presented as a **slideshow** towards the end of the semester and a copy submitted **electronically** to me before the presentation.

The slideshow will be composed of the write-up of all of your results. Your grade will be determined by the quality of the final slideshow and the quality of the research undertaken. Individual participation in the project will be assessed and all group members will not necessarily receive the same grade. All team members must equally present the project's findings. Each presentation should last **20 minutes** with an extra 5 minutes for questions. All team members should talk and take questions about the research / findings.

The qualitative research methodologies that we review in-class will be used in the project. Within the team research project, there will be a series of individual research activities, which will include the design, conduction and analysis of the following:

- developing a mapping sentence for the overall project
- searching for and presenting secondary research
- conducting and writing-up a sort approach
- conducting and writing-up an in-depth interview (IDI)
- conducting and writing-up a focus group interview (FGI)
- conducting and writing-up an netnographic - ethnographic / observation procedure
- considering the use of life history / journals

Peer Evaluation

With team-graded assignments, all students will grade other members of their team in terms of contribution to the team research project. If you do not pull your weight within your team, your grade will be penalized, usually one full letter grade, for each portion where your peer reviews are unsatisfactory. Your peers will review your performance after the last group presentation. You must be present in class that day and you must fill out a peer evaluation in order to receive a grade for the final paper and presentation.

DO NOT PLAN TRAVEL EARLIER THAN DECEMBER 15TH.

Informed Consent and the IRB

Emerson College requires all research with human subjects to demonstrate that respect is shown for all participants. Outside of the classroom an Institutional Review Board (IRB) must first approve most research projects. A research proposal may be part of a submission for approval. Your subjects will all be students from this class and therefore you will not need IRB approval. However, as part of your project you must produce:

- a completed IRB submission form
- informed written consent from all human subjects
- complete an IRB training course in ethical competence

All respondents in your survey will be students from this class: You may not ask questions of, distribute questions to, or in any other way gather research findings from, people who are not students in this class.

Written Marketing Proposal

Based upon what you discovered in your team research, each team will prepare a marketing proposal, advertising copy or product pitch of between 500 and 1000 words. The results should not be repeated in the written proposal. The proposal should only comprise recommendations that are based exclusively upon the results of your research.

Individual Poster Presentation

Individually, you must design a research study into a product / service (that is not your team project product or the product you reviewed in your article presentation) using 3+ QUALITATIVE research approaches. You must suggest what each approach will show and will not show and you must make very specific comments related to the product. Do not make general comments. Your poster must demonstrate what you have learnt from participating both in the team research project and in the course. The poster must be a single PowerPoint slide.

Presentation will be timed and must be 5 minutes plus or minus 30 seconds.

A copy of all posters must be emailed to me before the start of lecture 26.

In General

All written work must be in APA format and must be typed, double-spaced, 12-point font-size in Times New Roman and standard 1" margin all around. All assignments must be submitted at the beginning of class on the due date. Late work will be downgraded each day starting immediately after its submission date and time. For group assignments all members are penalized for late work even if it is one member's fault. You must tell me in writing about any difficulties you are experiencing with working in your group as soon as possible after the start of such difficulties. If

you experience any difficulties please talk to me. I am available to meet after each class, by appointment, during office hours and by email/Skype. Please come to see me about anything you would like to discuss related to the course. Do not wait until the end of the course to mention difficulties or issues to me.

At the start of every class you will also be given the opportunity to ask me questions.

I keep in contact with students via their Canvas and not individual email addresses. You must regularly check Canvas email.

Classroom Behavior

- During class, please respect my rights and those of other students.
- Do not carry on conversations in class, and:
- **turn off cell phones and other devices and pack these away**
- **do not send or receive texts**
- **do not email**
- **You are not allowed to use computers for any personal reason during class (e.g., checking email, working on a word document, surfing the internet, etc).**

Bring your laptop to every class to use to take notes and look up information / websites referred to during class. You may not use your laptop for other purposes during class. If I determine that you are using your laptop or other device for other purposes, you will lose your privileges for using an electronic device during class. I reserve the right to invoke additional sanctions for inappropriate device use.

- **I take attendance after the introduction to the content of the day's lecture. If you are not present at this time you will be marked as absent.**
- Avoid arriving late to class and leaving early, as this is very disruptive.
- Leave the classroom during a designated break time only (see disabilities information regarding exceptions).
- If you do not return to class after break, you will be counted absent for the day.
- I reserve the right to make changes to the syllabus, including assessment criteria, as necessary during the semester.
- I reserve the right to assign other homework requirements, on occasion, if it enhances the course.
- **For your own protection, keep a copy of all assignments that you submit.**

Plagiarism Statement

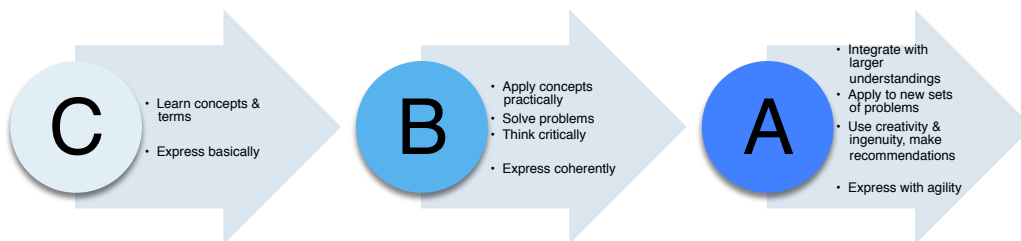
Plagiarism (i.e., presenting someone else's work as your own or without proper acknowledgement) or any other type of academic dishonesty (i.e., cheating on an exam) will be considered justification for failure in the course. It is the responsibility of all Emerson students to know and adhere to the College's policy on academic misconduct and plagiarism which is available on the Emerson web site at:

http://www2.emerson.edu/academic_affairs/policies/Plagiarism-Policy.cfm and http://www2.emerson.edu/academic_affairs/policies/Academic-Misconduct-Guidelines.cfm. If you have any question concerning the Emerson misconduct or plagiarism policy or about documentation of sources in work, you produce in this course, please speak to me about this.

Disability Statement: If you believe you have a disability that may warrant accommodations in this class, I urge you to register with the Disability Services Coordinator at 216 Tremont Street, 5th Floor, (617) 824-8415. This will enable you to develop methods of addressing needed accommodations for this class. Please do this immediately. Do not wait for an exam or other event in the course to get this accommodation in place.

Grading Rubric

The department has established a grading rubric that runs from your successful comprehension of key concepts through their application and on to making broader connections with them by applying them to new problem sets or integrating them with larger frameworks, all of which should grow more challenging as you progress through the curriculum. Degrees of understanding and use are accompanied by degrees of ability to express what one knows and is doing, ranging from basic to clear and coherent to interesting, agile and compelling. When the two are aligned, the three “beats” roughly correspond to “C,” “B,” and “A.” The plus “+” and the minus “-“ refer to excelling or falling short in key areas.



Grades for this course can be translated roughly as follows:

- A = deep understanding of the subject matter and ability to connect the ideas it contains and extend them to additional subjects, expressed with lucidity
- B = grasp of the concepts and ability to apply them, expressed clearly
- C = can define concepts but challenged putting them to use, expressed very basically
- <C = consistent weakness in major areas

Letter Grade Percentiles

A	94-100%	A-	90-93%	B+	87-89%
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B	83-86%	C	73-76%	F	59% and below
B-	80-82%	C-	70-72%		
C+	77-79%	D	60-69%		

Discrimination will not be tolerated in this class

Please read this statement carefully as it is extremely important.

Due to the nature of the content of this lecture series, *research using human subjects*, there are many ethical issues that need to be stressed from the start and re-stated throughout the whole of the lecture series.

In the qualitative and quantitative research I teach, human beings are investigated and the findings from the research directly relate to individual people and groups of people. As this is the case, there is the possibility that during the course of a research project, people may be discriminated against or poorly treated in some way. It is every researcher's responsibility, including students studying research, to attempt to minimise this possibility.

In this class I place emphasis on the ethics of human subject research. In doing this, I confront students with unpleasant aspects of research that has been historically undertaken. My reason for doing this is to raise awareness of the possible impacts of the research you will conduct in class and later in your professional lives.

I will not tolerate discrimination in this class on any basis, including: race; gender; colour; religious affiliation or lack thereof; nationality; mental or physical disability; economic standing/disadvantage; age; employment status; etc.

Some of the examples I use to emphasise the awful practice of discrimination may be distressing to you. I do not wish to cause you discomfort so please help me by pointing out to me if you feel that my teaching or this course could be improved.

If you have any concerns or suggestions for improving the classroom climate, please do not hesitate to speak with me or to contact the Office of Diversity and Inclusion at 617-824-8528 or by email at diversity_inclusion@emerson.edu.

Course Pre-requisites

See departmental website.

Autumn Calendar 2016

Chap = Textbook chapter to read for this lecture

1 = week number

2 = lecture number

3 = article review and presentation number

	lecture topic	deadlines	homework	Chap	1	2	3
Wednesday September 7	What is qualitative research / ethnography: The research approaches we will cover: Discuss what makes a good project	- Decide team membership	Develop project proposals Read about project topic		1	1	
Monday September 12	Discuss / finalize projects: Research cycle, practical considerations, ethics, research methods, philosophies, approaches	- Finalize project	Watch linked videos Prepare presentation of project	Intro + ch2	2	2	
Wednesday September 14	Ethics Establishing clear research objectives, mapping sentences	- Project presentations	complete ethics training by Oct 1	ch14		3	
Monday September 19	Research writing, Reading research,			ch1	3	4	
Wednesday September 21	Project planning / design / recruitment		Develop sort item ideas	ch10		5	
Monday September 26	Sort approaches Develop items for Sort approach		Revise course to date		4	6	1
Wednesday September 28	<i>Assessment Vignette 1</i> NO ARTICLE PRESENTATIONS	<i>vignettes</i> project proposal				7	
Monday October 3	Sort procedure - in-class workshop	Complete ethics training sort items for class	Analyse sort data	ch9	5	8	2
Wednesday October 5	FGI theory – when to use / benefits / problems		Develop FGI schedule			9	3
TUESDAY October 11	FGI – develop in class	email me ethics certificate			6	10	4
Wednesday October 12	FGI – in-class workshop NO ARTICLE	FGI schedule for class	Analyse FGI data	ch11		11	

	PRESENTATIONS						
Monday October 17	Attitude usage assessment, idea generation, new products			ch12	7	12	5
Wednesday October 19	IDI – when to use / benefits / problems IDI – develop schedule in class		Develop IDI schedule			13	6
Monday October 24	IDI – in-class workshop	IDI questions for class			8	14	7
Wednesday October 26	IDI – in-class workshop Netnography/ethnography / observation – when to use / benefits / problems		Analyse IDI data	ch18		15	8
Monday October 31	Netnography/ethnography / observation – when to use / benefits / problems		Develop netnography		9	16	9
Wednesday November 2	Netnography/ethnography / observation – in-class workshop	Netnography for class	Analyse netnography	ch17		17	10
Monday November 7	Archival materials / Artefact Visual ethnography / Deep Metaphor		Develop archival/ artefact/ visual materials	ch15	10	18	11
Wednesday November 9	Archival materials / Artefact Visual ethnography / Deep Metaphor in-class workshop	Visual Ethnography for class	Analyse Visual / Archival / Artefact	ch8		19	12
Monday November 14	Life history, journal, texts – when to use / benefits / problems		Develop journal		11	20	13
Wednesday November 16	Life history, journal, texts – in-class workshop: integrating the results, Error in research	Journal for class	Run Journal Analyse Visual / Artefact / etc	ch3		21	14
Monday November	Other approaches , Limitations of qualitative			ch4	12	22	

21	research Data analysis / reporting data findings, Error in research						
Monday November 28	Effective presentations, Client needs	Draft of results due	Finalize write-up		13	23	
Wednesday November 30	in-class workshop: completing the report	Results section due	develop team & individual presentations			24	
Monday December 5	<i>Group presentations</i>	<i>Individual poster due</i>			14	25	
Wednesday December 7	<i>Individual presentations</i>					26	
Wednesday December 14	<i>Individual presentations</i>	<i>Group Project due</i>			15	27	

Blue italics = assessments